

## The Important of Language Learning in the Curriculum of 2013

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**ABSTRACT :** Curriculum 2013 which has been set in this year continues to be an interesting discussion in various forums . Variety grown in the public discourse related to the curriculum in 2013 is very rampant, of course based on their perspective . Many perceptions that need to be appreciated as part of the maturation process of the curriculum that is being compiled and correlate with learning a new language provides a means of communicating with people from another culture and exploring one's own personal world. Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every language has its own ways of expressing meanings; each has intrinsic value and special significance for its users.

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## INTRODUCTION

Learning a new language provides a means of communicating with people from another culture and exploring one's own personal world. Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every language has its own ways of expressing meanings; each has intrinsic value and special significance for its users.

This learning area provides the framework for the teaching and learning of languages that are additional to the language of instruction. Level 1 of the curriculum is the entry level for students with no prior knowledge of the language being learned, regardless of their school year.

### **Why study a language?**

Languages link people locally and globally. They are spoken in the community, used internationally, and play a role in shaping the world. Oral, written, and visual forms of language link us to the past and give us access to new and different streams of thought and to beliefs and cultural practices. Te reo Māori and New Zealand Sign Language (NZSL) are official languages of New Zealand. Because of New Zealand's close relationships with the peoples of the Pacific, Pasifika languages also have a special place.

By learning an additional language and its related culture(s), students come to appreciate that languages and cultures are systems that are organised and used in particular ways to achieve meaning. Learning a new language extends students' linguistic and cultural understanding and their ability to interact appropriately with other speakers. Interaction in a new language, whether face to face or technologically facilitated, introduces them to new ways of thinking about, questioning, and interpreting the world and their place in it. Through such interaction, students acquire knowledge, skills, and attitudes that equip them for living in a world of diverse peoples, languages, and cultures. As they move between, and respond to, different languages and different cultural practices, they are challenged to consider their own identities and assumptions.

As they learn a language, students develop their understanding of the power of language. They discover new ways of learning, new ways of knowing, and more about their own capabilities. Learning a language provides students with the cognitive tools and strategies to learn further languages and to increase their understanding of their own language(s) and culture(s).

### **How is the learning area structured?**

This learning area puts students' ability to communicate at the centre by making Communication the core strand. This strand is supported by two further strands, which are directed specifically at developing the linguistic and cultural awareness needed for communicative competence.

In the core communication strand, students learn to use the language to make meaning. As their linguistic and cultural knowledge increases, they become more effective communicators, developing the receptive skills of listening, reading, and viewing and the productive skills of speaking, writing, and presenting or performing.

In the supporting language knowledge strand, students study the language in order to understand how it works. They learn about the relationships between different words and different structures, how speakers adjust their language when negotiating meaning in different contexts and for different purposes, and how different types of text are organised. This strand helps students to develop explicit knowledge of the language, which will, over time, contribute to greater accuracy of use.

In the supporting cultural knowledge strand, students learn about culture and the interrelationship between culture and language. They grow in confidence as they learn to recognise different elements of the belief systems of speakers of the target language. They become increasingly aware of the ways in which these systems are expressed through language and cultural practices. As they compare and contrast different beliefs and cultural practices, including their own, they understand more about themselves and become more understanding of others.

The content of the learning area is specified in terms of a general proficiency statement for each progressive pair of levels, together with achievement objectives for the core strand and the two supporting strands. The achievement objectives in the Communication strand provide the basis for assessment. The two supporting strands are only assessed indirectly through their contribution to the Communication strand.

The achievement objectives are generic in order to encompass all languages that may be offered for learning in schools. Language-specific guidelines provide further information.

Currently lively discussed in the mass media -related curriculum change is the reduction of the subject matter and the addition of study hours. Fundamentally, there are four elements of curriculum change in 2013, the Competency Standards, Content Standards (core competence and basic competences), Standard Process, and Assessment Standards. Completion of Competency Standards consider the development of values, knowledge, and skills in an integrated manner with a focus on achieving competence.

At every level of education, the formulation of four core competencies (appreciation and practice of religion, attitudes, skills, and knowledge) became the foundation for developing basic competencies in each class.

### **The Curriculum 2013**

Content Standards change from the previous curriculum that develops competency of subjects to focus on competencies developed into subjects through thematic approach - integrative (Standard Process). Standard Process change means a change in learning strategies. Teachers

are required to design and manage the process of active learning is fun . Facilitated learners to observe, ask, processing, presenting , summarizing, and creating.

In the discussion of the curriculum that will be launched is still reaping a lot of debate . Among educational practitioners still raises the pros and cons . Those who support the new curriculum in 2013 stated that the curriculum will condense lessons so as not to burden the students . Besides this curriculum will focus on the challenges of the future nation , and not to burden the teachers in the preparation of the Education Unit Level Curriculum ( KTSP ) .

While stating that the counter party , less precisely focused curriculum for teaching science combines with Indonesian at primary school level ( SD ) . Though both subjects have different main substance . It is too ideal because it does not consider the ability of teachers and not be tested first in a number of schools before being applied .

But almost everyone agrees on the reasons behind the changes in the curriculum . It is confirmed again that the Ministry of Education and Culture seeks back on lofty goals of education : not only feeding the students with the knowledge , but also shape their character . That 's why the subjects in the curriculum of 2013 will be made simple so there is time for educating students . Only , this simplification needs to be done carefully so as not to confuse . Counter -party argues back that , it will be taught subjects that were made more simple . However, the level of understanding and knowledge possessed by students on the wane due to a combination of these subjects . The subjects were not studied as a whole , but separately so that they will feel confused . Especially if it is not supported by the skills of good teachers in presenting the material . Looking at the various controversies over indeed any changes to be made will inevitably lead to the opinions that do not sync from various circles . Nonetheless , the new curriculum will remain in place in mid- 2013, based thematic integrative approach offered fixed appreciated .

Currently the public is expecting what changes and what will be offered in the new curriculum as well as the impact of what could be expected at the output of the education system of the future , as a result of government intervention through the development of this curriculum . Here the authors , not agree with what the curriculum will be launched in 2013. Government plan that would implement Curriculum 2013 impressed in force and show the attitude in a hurry . This shows the arrogance of the government in the education world that even every year , the curriculum is always changing . This action shows a lack of it can make the concept more advanced education . Because there is a mismatch between the actors (students ) and facilitator ( Government and teachers ) .

## CONCLUSION

Curriculum development in 2013 is also not based on a deep and transparent assessment of the situation is a strong reason for the necessity of curriculum 2013. Very normative formulation based on speculation without support research and innovation in the field trials . Here teachers are also not directly involved in the preparation of curriculum 2013. So many teachers who do not understand about what the content and curriculum changes that will be launched , both related to the teaching and the concept works .

In the previous curriculum KTSP models provide opportunities for teachers in hopes of KTSP models to guide teachers in preparing the syllabus in accordance with the conditions of the school and the potential of each area . Where schools are given the authority to make decisions regarding the management of education . Whereas in 2013, planning curriculum and syllabus as well as in terms of the preparation and publication of textbooks penyusunan determined and carried out by the central government . So that the curriculum is centralized , not decentralized anymore .

If this is so , here will be born just a generation of robots that move in accordance to what has been run by the government . Because all of the handbook will be uniform . Teachers are equipped with the same handbook . Strategies , methods , models , and even learning steps are arranged in detail in the handbook . Teachers just staying implement what is written in the handbook . If this is the case then the teacher is blamed for failing in designing and implementing learning well .

Moreover , on the other hand the textbook uniformity can cause death kreatifitas , both teachers and learners . The values of local wisdom and genius to be achieved can strengthen and grow the character and personality of the students is lacking and difficult to develop in the learning process . Educational journey will be more stagnant because students are not cultivated to be critical and creative .

However , on the other hand , uniform textbooks creativity can lead to infertility , both teachers and learners . The values of local wisdom and genius that is expected to reinforce and strengthen the character and personality of the students even more deprived and difficult to develop in the learning process . On this side , uniform textbooks will only give birth to generations of " robots " that completely docile and tractable . Teachers and students consider what is written in textbooks and teacher manuals like " holy book " is taboo denied and disputed . Impact, the dynamics of science will be more " stagnant " because students are not acculturated to be critical and creative .

As for the number of subjects , the curriculum will be reduced in 2013 with the intention of reducing the burden of student learning , but its cargo doubled since followed the reasoning of the core competencies and

the number of class hours per week plus . Here will greatly impact learning for students because the load will be more than doubled . In addition , the formulation of these competencies are not based on in-depth studies , survey results and innovation . On the other side is the lack of coherence between the relationship of competence and basic competences in core subjects that will result in increased density and competency in each subject matter. In each curriculum is there are advantages and disadvantages will be felt . We as future teachers only hope it may be proclaimed by revamping curricula to encompass all parties involved in the preparation of teachers for curriculum 2013. And before the government's curriculum should hear the opinions from various circles.

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