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# PROCEEDINGS

**1<sup>st</sup> Educational Linguistics Conference**

*“Bringing The 2013 Curriculum to Light”*

Yogyakarta State University  
*May 10-11, 2013*



# elc2013

**1<sup>st</sup> Educational Linguistics Conference**

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## **Foreword**

Welcome to you all to the First Educational Linguistics Conference organised by the Faculty of Languages and Arts in collaboration with English Language Education Study Program.

This conference is primarily aimed at sharing their respective research interests, creating a forum for networking, collaboration, and trust relationship, sharing practical information of the process of English language teaching and learning, interacting and exchanging views, experiences, opinions, and the like under the issue of Educational Linguistics which collaborate four determining factors: research, theory, practice, and policy to gain success in the second language teaching and learning in any level of education.

Marking one of the celebrations for the 49th Anniversary of Yogyakarta State University, the committee of the ELC 2013 has been struggling hard to build on the success of this conference and maintaining the quality of the inaugural conference while incorporating new features to provide all participants with richer and more valuable experience.

All presenters as performed in the proceedings address issues in a wide range of topics of Educational Linguistics including linguistic analysis, second language acquisition, teaching methodologies, language assessment, and others.. They also cater to specific needs of language teachers and researchers in integrating theoretical concepts and empirical research findings in language acquisition and learning for application to actual educational practices.

The publication of *the First ELC Proceedings* marks the culmination of an arduous year long process involving conference planning, screening of presentation abstracts, and the preparation of the Conference Proceedings.

We would like to express our gratitude to the fine work of our contributing presenters upon which the accomplishment of the *ECL 2013 Conference Proceedings* depends. We applaud their considerable effort and thank each author for regarding our publication as a venue for sharing their insights.

**ELC 2013 Committee**

*May 10, 2013*





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## CONDUCTING DEEP ENGLISH LEARNING IN IMPLEMENTING THE CURRICULUM 2013: A Genuinely Challenging Challenge

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### Abstract

As an integrated curriculum, the Curriculum 2013 insists that students learn through observing objects, questioning others, reasoning, and conducting experiments across subject matters for personal and collective experiences enhancing creativity. The curriculum also insists that teaching-learning process be student-centered, active and cooperative, and contextual. Therefore, the Curriculum 2013 does promote *deep learning* in nature. In teaching English as a foreign language, however, there is nothing new about the teaching-learning process mandated by the Curriculum 2013 since current communicative language teaching has already got a paradigm shift in teachers, learning, and teaching that tends to be *deep learning*. A genuinely challenging challenge is conducting deep English learning in implementing the Curriculum 2013. This paper discusses how to conduct deep English learning. The suggested steps are 1) comprehending standard of content of English: core competence and basic competence, 2) identifying students' characteristics, 3) checking students' readiness to learn, 4) planning a lesson, 5) conducting English teaching-learning process, and 6) assessing students' performance. If the teachers of English are able to accomplish the five suggested steps above, they will be able to conduct deep English learning in their classes. The possible impediments in conducting deep English learning, however, are faced by the teachers of English, students, schools, and the government.

**Key words:** *the Curriculum 2013, deep learning, and English teaching-learning*

### INTRODUCTION

A curriculum is an integral part of an education system to meet the pre-determined educational objectives: preparing students to have better future lives. A good curriculum should be able to anticipate students' life demands in the future. It should not only be relevant to students' current situations, conditions, and needs but also anticipate possible future local, national, and global life demands. As life is changing, a curriculum change or curriculum revision is a real and empirical need to have more precise prediction of future life demands.

In relation to anticipating students' possible future life demands, the Government of the Republic of Indonesia via Ministry of Education and Culture reviews and revises the Competency-Based Curriculum 2004 and the School-Based Curriculum 2006 into a new curriculum so called the Curriculum 2013, which currently becomes a hot issue among parents, teachers, lecturers, practitioners, government staff, and parliament members. In fact, the Curriculum 2013 is not originally new. It is a revised version of the previous curricula. It will presently be put into operation in the next coming academic year -2013/2014, in certain schools.

The Curriculum 2013 emphasizes that students learn through observing objects, questioning others, reasoning, and conducting experiments across subject matters for personal and collective experiences enhancing creativity. The curriculum also insists that teaching-learning process be student-centered, active and cooperative, and contextual in order that the students become creative, productive, innovative, and affective in their lives to contribute competencies





towards society, nation, state, and world civilization. Therefore, the Curriculum 2013 does promote *deep learning* in nature.

In teaching English as a foreign language or as an international language, however, there is nothing new about the teaching-learning processes mandated by the Curriculum 2013 since current communicative language teaching has already got a paradigm shift in teachers, learning, and teaching which tends to be *deep learning*. The objectives of the Curriculum 2013, paradigm shift in communicative language teaching (CLT), and deep learning are in accordance with Act No. 20 Year 2003 about National Education System, article 1 verse 1, stating that students are put as subjects of learning actively developing their potentials. A genuinely challenging challenge is conducting *deep English learning* in classroom practices implementing the Curriculum 2013.

As an integrated curriculum, the Curriculum 2013 having standard of content of English that consists of core competence and basic competence does match the CLT paradigm shift in approaches to language teaching: curricular integration (Jacobs and Farrell in Richards, 2006: 22). In the curricular integration, it is stated that there is connection among different strands of the curriculum. English is not a discrete subject. As a language, English cannot be learned in a vacuum and, therefore, its contents can be across subjects in the curriculum to communicate, especially current issues on the basis of the students' real life situations and other related subjects. In teaching and learning English, therefore, it is possible to explore any issues outside the language classroom.

The overview presented above shows that the Curriculum 2013, CLT paradigm shift, and the concept of deep learning do match with one another. The following is the discussion of conducting deep English learning in implementing the Curriculum 2013. The discussion is divided into three sections named deep learning, conducting deep English learning, and possible impediments in conducting deep English learning.

## DEEP LEARNING

Deep learning is an approach and an attitude towards learning where learners autonomously and collaboratively employ higher order cognitive skills in hypothesizing, analyzing, synthesizing, relating to other subject matters, evaluating, judging, generalizing, solving problems, thinking meta-cognitively in order to construct long-term understanding, and applying what have previously been learned for their lives through understanding and life application (<http://www.julianhermida.com/algoma/law1scotldeeplearning.htm>). In deep learning, the students need a real motivation and purpose for learning (readiness to learn), personal experience (situated learning), real-world projects –not task-based learning (Watson-Todd, 2013). This concept of deep learning is closely related to and relevant to the Curriculum 2013 stating that students learn through observing objects, questioning others, reasoning, and conducting experiments across subject matters for personal and collective experiences enhancing creativity. Deep learning is often contrasted with surface learning –tacit acceptance of information and memorization as isolated and unlinked facts leading to superficial retention of material for examinations (<http://www.julianhermida.com/algoma/law1scotldeeplearning.htm>). The concept of deep learning and the ideas of the Curriculum 2013 can also be contrasted with traditional language teaching stating that the aim of teaching is to transfer knowledge from teachers to students and treating English as a discrete subject (Watson-Todd, 2013).

The characteristics of deep learning and surface learning are vividly in contrast. However, this paper only talks about what deep learning is and its characteristics related to English language teaching and learning. The following are the characteristics of deep learning (synthesized and developed from <http://www.julianhermida.com/algoma/law1scotldeeplearning.htm> and <http://www.learningandteaching.info/learning/deepsurf.htm>).

### 1. Constructing knowledge

The students make use of their previous and background knowledge to new one. They relate their previous knowledge of English language to analyze language data and construct new knowledge as related and integral parts.





2. Searching for meaning

On the basis of previous knowledge, the students look for meanings of what they observe and what they do. They should be able to relate what exists in their mind to materials they are learning and then interpret language data for meanings.

3. Using high-order thinking skills

In learning, the students are given opportunities to hypothesize, relate, analyze, synthesize, judge, evaluate language data to solve problems, and apply what have been learned in real world activities.

4. Having intrinsic motivation

The students have their own need to be able to communicate in English. The role of English teachers is to communicate the needs to learn when the students do not know that a number of needs are theirs. Therefore, emphasis of what to learn and what have been learned is internally in the students' mind and heart.

5. Having clear objectives

This is closely related to intrinsic motivation. When the students learn English, they have their own objectives. At the end of the courses, they have certain competences for their lives. They are sure that English is useful and meaningful for their lives. Therefore in learning, they search for clues and use these to drive their study efforts.

6. Making use of metacognition

The students control cognitive engaged in learning. The role of the teacher is being a manager, partner, facilitator, monitor, controller, and evaluator.

7. Employing discovery learning

This characteristic is closely related to constructing knowledge and searching for meanings employing higher-order thinking skills. The students by themselves learn from language data and conclude what they have learned –inductive learning. Making mistakes and correcting mistakes are integral parts of their learning. The task of the teacher is to cater the students with enough language data and language exposures. Discovery learning is a genuine learning.

8. Relating theoretical ideas to practical experiences

The students are able to relate concepts and fact reflectively. What they are learning should be related to and employed in their practical experiences in real world activities –real life situations. Besides, their theoretical ideas and practical experiences should also be used in other subject matters –across curriculum.

9. Relating and distinguishing evidence and argument

The students are able to differentiate between principles and examples. They can relate evidence and argument. They also know the difference between evidence and argument. As a result, they have word choice and can use different expressions for stating evidences and arguments appropriately.

10. Organizing and structuring content into coherent whole

This characteristic is also closely related to constructing knowledge. The students are able to relate their knowledge of language elements into holistic coherent knowledge of language to express their ideas.

The concept of deep learning is theoretically in accordance with core assumptions of current communicative language teaching. In core assumptions of CLT, it is stated that "Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful intrapersonal exchange" (Richards, 2006: 20). These models of tasks and exercises are exactly the practical operations of real world projects as suggested by the concept of deep learning. Another core assumption states that "Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language and organization, as well as by those involving language analysis and reflection (Richards, 2006: 20). This assumption is also exactly the characteristics of deep learning. In current assumptions of teaching English as a foreign or as an





international language, therefore, there is nothing new concerning the concept of deep learning and the Curriculum 2013. The genuinely challenging challenge is to put deep learning into correct practice in implementing the Curriculum 2013 –Standard of Content of English: core competence and basic competence.

### CONDUCTING DEEP ENGLISH LEARNING

The suggested steps are 1) comprehending Standard of Content of English: core competence and basic competence, 2) identifying students' characteristics, 3) checking students' readiness to learn, 4) planning a lesson, 5) conducting English teaching-learning process, and 6) assessing students' performance. Step 1, 2 and 3 are flexibly put, however, the order above is more suggested.

#### 1. Comprehending the Standard of Content of English: core competence and basic competence

The English teachers' comprehension of the Standard of Content of English is completely important. The English teachers should really know core competence and basic competence to be able to spell them out into good lesson plans. This is related to *what to teach*, English learning materials covered in their lesson plans. If the English teachers do not comprehend the Standard of Content of English, they will not teach their students with appropriate materials. As a result, they will not meet the pre-determined objectives.

#### 2. Identifying students' characteristics

Each of the students attending English classes has his/her own unique characteristics influenced by his/her own socioeconomic cultural linguistics backgrounds that determine his/her own learning styles and learning strategies. Therefore, the first task of the English teachers is to search for and identify *who their students are* to appropriately determine *how to teach* their students –facilitating students' learning. This should be done by the English teachers because deep learning puts great attention to the students as the subject of learning.

In line with the concept of deep learning, Brown's point of views (2007: 52) on learner-centered instruction suggests techniques focusing upon learners' needs, styles, and goals. Learners' needs and goals can be adapted from the standard of content, besides their strong needs and goals, whilst, learners' styles are purely from their own characteristics influenced by their socioeconomic cultural linguistic backgrounds. Therefore, the teachers of English should find out, pay attention to, take their students' socioeconomic cultural linguistic backgrounds into account in their teaching so that they are able to facilitate their students' learning by catering them with meaningful English language learning materials, tasks, and real-world projects suitable for their real life situations and meaningful for their predictive future.

Students' characteristics and uniqueness that are put in much greater attention in conducting deep English learning are also relevant to parameter of particularity of post-method pedagogy. This parameter refers to being sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu. It means that everything related to English teaching-learning process should be relevant, contextual, situational, and meaningful. Everything should concern with students as the subject of learning in particular, English teachers, activities, and any support, including English learning materials used in the classroom (Kumaravadivelu, 2006: 171). Putting much greater attention to students' characteristics is also in line with principle of meaningful learning (Brown, 2007: 65-67). This principle capitalizes on the power of meaningful learning by appealing to students' interest, academic goals, and career goals. Therefore, it is clear that the concept of deep learning that concerns with students' characteristics does not deviate from the Curriculum 2013, current CLT core assumptions, post-method pedagogy, and meaningful learning. By focusing on greater attention to the students' characteristics derived from their socioeconomic cultural linguistic backgrounds, the English teachers will be able to appropriately cater the students







with meaningful English learning materials, tasks, and real-world projects useful for their real life situations and future lives.

### 3. Checking students' readiness to learn

In teaching and learning English as a foreign language or as an international language following the concept of deep learning, of course, English is not the students' language. It is their foreign or international language. Therefore, it is necessary that the English teachers check their students' readiness to learn and make sure that their students are ready to learn. If the students have not been ready to learn certain topics, the teachers should scaffold them appropriate learning materials until they are ready. Their readiness includes physical readiness, emotional readiness, and intellectual readiness in terms of deep understanding (Watson-Todd, 2013). If the students are not ready to learn, they will not optimally follow the lesson and comprehend discussed materials.

### 4. Planning a lesson

In planning lessons, the English teachers should pay attention to and take administrative matter (curriculum), academic matter (theory of language, theory of learning, theory of psychology, and other related theories), and practicality concept (technical operation in classrooms) into consideration. As mandated by the Curriculum 2013, the English teachers should implement principles of lesson plan development as follows.

- a. Scientific: being scientific here means that lesson plans are developed from the Standard of Content of English and syllabi and are in line with theories of language, English.
- b. Relevant: The materials developed should be in accordance with difficulty level of the students and are well organized in terms of material presentation order. Besides the materials themselves are relevant to students' real-world lives.
- c. Systematic: The materials should be based on the Standard of Content of English and are interrelated with one another among materials and among basic competences.
- d. Consistent: There should be a close relation among core competence, basic competences, indicators, English learning materials, learning processes, learning resources, and the assessment system employed.
- e. Adequate (Complete): Lesson plans should cover indicators, English learning materials, learning resources, and assessment system to meet the pre-determined competences.
- f. Actual and contextual: The English learning materials covered in the lesson plans should be current and relevant to the students' real-world life situations.
- g. Flexible: The materials covered in the lesson plans should accommodate students' differences and changing dynamics.
- h. holistic: The lesson plans should develop students' cognition, affection, and psychomotor in order that the students become productive, creative, innovative, and affective people.

Administratively, the teachers should also follow the steps in developing lesson plans. The intended steps are as follows.

- a. Identifying syllabi
- b. Identifying English learning materials
- c. Stating learning objectives
- d. Designing and developing learning processes
- e. Determining types of assessment
- f. Determining allotted time, and
- g. Determining learning resources

As the Curriculum 2013 is in line with the concept of deep learning, via the lesson plans, the students are guided to learn through observing objects, questioning others, reasoning, and experiments. Observing object can be done when the students learn and talks about materials related to descriptive texts, reports, and expositions. Questioning others can be done through interview activities and group discussions. Reasoning is close to interviewing others and group discussion activities, also in using certain language expressions. Experiments can be accomplished through tasks in the forms of discussion forums and having conversation with foreigners as real-





world projects. Through these learning models, the students will get real personal and collective experiences. Besides, these models put greater attention to the students as the subject of learning. This is in line with Brown's point of views (2007: 52) on learner-centered instruction: techniques allowing students' creativity and innovation.

As also mandated by the Curriculum 2013, an integrated curriculum, the English learning materials can be thematic across subject matters. The materials should be closely related to other subject matter materials. This thematic materials are supported by Celce-Muria and Olshtain (2000: 194) who state that the thematic content should expose students to situations, texts, or discourse types that are relevant to the interest and experiences of the learners. These forms of English materials will colour English teaching and learning process in the classrooms as Richards and Renandya emphasize that any form of teaching materials are a key component in language programs.

#### 5. Conducting English teaching-learning process

In conducting English teaching-learning process following the concept of deep learning, a paradigm shift on teachers, learning, and teaching in current trends in communicative language teaching stated by Jacobs and Farrell in Richards (2006: 21) is quite relevant. The key components of the paradigm shift relevant to current language teaching are as follows.

- a. Focusing greater attention on the role of learners than external stimuli learners are receiving from their environment. It is a move from teacher-centered instruction to learner-centered instruction. This key component implies that the students are the subject of learning, therefore, they are the persons that should be facilitated in developing their potentials. The role of the English teachers are as facilitators, including catering the students with meaningful English learning materials and real-world projects.
- b. Focusing greater attention on the learning process rather than the products that learners produce: from product-oriented to process-oriented instruction. This key component implies that probably certain activities or model of learning are old fashion and out of date. Both the students and the teachers do not like to do them. However, it is a must to do those activities.  
E.g. 1) Sentence pattern: Both the students and the teachers do not like to talk about and explain sentence pattern in the forms of formulae. However, they should do that in order that the students understand and are able to apply the patterns in writing down English sentences and or making good paragraphs.  
2) Pronunciation: Both the students and the teachers do not like drill, but drill works, and make the students be able to pronounce such English words. Therefore, both of them should do that.
- c. Focusing greater attention on the social nature of learning rather than on students as separate, decontextualized individuals. The teachers should pay attention to social context of learning. Therefore, the English materials should also be relevant to social context where the students live in –school, family, and society, not students separated from others.
- d. Focusing greater attention on students' individual differences. Students' individual differences are not impediments in learning, they should be recognized and appreciated, and even they can be made as learning resources in the classroom.

On the basis of the nature of the Curriculum 2013, the learning should be student-centered, active cooperative, and contextual. Therefore, the appropriate models of learning are cooperative learning, thematic learning, and contextual teaching and learning. As touched upon in the previous discussion, the students are guided to learn through observing objects, questioning others, reasoning, and experiments.

- a) Observing object can be done when the students learn and talks about materials related to descriptive texts, reports, and expositions. The students really need to go out observing objects to be reported. The students' texts must be varied based on their interest towards the objects.
- b) Questioning others can be done through interview activities and group discussions. . When the students talk about certain topics employing recount, questioning can probably work.





- c) Reasoning is close to interviewing others and group discussion activities, also in using certain language expressions
  - d) Experiments can be accomplished through tasks in the forms of discussion forums and having conversation with foreigners as real-world projects. Furthermore, the students can also produce short functional texts for real practices.
6. Assessing students' performance.

In assessing the students' performance, alternative assessment proposed by Jacobs and Farrell in Richards (2006: 22) can be employed. Multiple forms of assessment can be used to build up a comprehensive picture of what students can do in a second or foreign language –English. The multiple assessment includes observation, interview, journals, portfolios, and other possible forms. For real-world projects, confidence in using English, wording of questions, communicating with strangers, working together as a group, and being aware of improving accent can be employed as assessment elements (Watson-Todd, 2013). Furthermore, the teachers are also allowed to develop their own rubrics for assessing writing skills and speaking skills.

### **POSSIBLE IMPEDIMENTS IN CONDUCTING DEEP ENGLISH LEARNING**

In conducting deep English learning, possible impediment may arise. The possible impediments are as follows.

1. In remote areas, the English teachers will find difficulties related to real-world projects in the forms of having conversation with foreigners.
2. In a number of regions, it is still difficult to access the Internet to find out more language exposures and media.
3. The teachers have administrative tasks and it takes time to accomplish these tasks.
4. The teachers must have at least 24 hours teaching.
5. A number of students in a certain region have low motivation. It is in contrast with the concept of deep learning.
6. The teachers have big burdens in implementing the Curriculum 2013, i.e., character building. The Curriculum 2013 explicitly states that at the end of the course, the students should be productive, creative, innovative, and affective.

However, the impediments above as stated by most teachers will not appear if the teachers are creative enough and follow the suggested steps discussed aloft. Related to character building, the English teachers do not need special materials. The materials of characters building are inherent in all materials and classroom activities. However, it depends on how sensitive towards values and morality the teachers are (Drake, 2011: 1-14). Besides, it is quite important that "Action talks louder than words."

### **CONCLUSION AND RECOMMENDATION**

#### **1. Conclusion**

With regards to the above discussion, some conclusions can be made. Implementing the Curriculum 2013 by conducting deep English learning is genuinely challenging challenge. The English materials and teaching-learning processes should be integrated across subject matters to make the students become productive, creative, innovative, and affective by learning through observing objects, questioning others, reasoning, and experiments. However, conducting deep English learning will be much easier if the suggested steps are accomplished.

#### **2. Recommendation**

Since the Curriculum 2013 –the Standard Content of English, is an integrated curriculum to be implemented in primary and secondary schools, Universities training English teachers to be should prepare their students to be English teachers appropriately. Therefore, the curricula they





develop should also be integrated. Besides, the students attending Micro Teaching and Teaching Practice courses should be equipped with technical knowledge related to the implementation of the Curriculum 2013 –standard of content: core competence and basic competence, syllabi, lesson plans, learning materials, assessment system, etc, including integrating character education.

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