CRITICAL THINKING FRAMEWORK BASED ON PIAGET'S THEORY AND ITS RELEVANCE TO THE TEACHING OF TENSES IN 2013 CURRICULUM

THESIS

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ABSTRACT

SUMBULATIN, RETNO. 2017. Critical Thinking based on Piaget's Theory and Its Relevance to The Teaching of Tenses in 2013 Curriculum. Thesis, English Education Department, Faculty of Teaching and Education, The State Institute of Islamic Studies of Ponorogo.

Keywords: critical thinking, Piaget's theory, teaching tenses, 2013 curriculum

In the teaching plan of 2013 curriculum, the teachers were only required to design their own lesson plans based on some principles set by the authoritative government because of the syllabus and learning materials which were designed and developed by the government. The teachers should be creative in developing material, teaching process, using methods, and model of learning. One of the most important jobs teachers have in classroom is not just imparting knowledge and facts to their students, but teaching them how to learn and how to become critical thinkers. To create critical thinkers in the Curriculum of 2013 implemented many theories of learning; one is cognitive development theory by Jean Piaget. One of the materials in teaching English is about tenses. Here, teachers should not give the student this material as a formula or theory. It should be applied in the sentences are meaningful and relevant to everyday life learners

The objectives of this study is to know the teaching of tenses in 2013 curriculum is and how can critical thinking framework based on Piaget's theory relevance to the teaching of tenses in 2013 Curriculum is.

This research employed qualitative approach of content analysis. Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The primary data was Piaget's theory of critical thinking framework and 2013 curriculum. The procedure of data analysis were (1) organizing (2) reading (3) coding (4) generating and (5) interpreting data based on the Piaget's theory of critical thinking framework..

The research shows that the structure of tenses is no longer given directly in the learning process but at the end of the learning or meeting in each chapter and also sometimes structure remains taught but inserted on the type of text and the phrase that is taught. The theory of Piaget help the teacher to plan and teach a tense because tenses discuss about what happen in the past, present and future. The cognition of students thriving so able to think critically not because they received the knowledge of the outside come passively but students is active to construct their knowledge.

CHAPTER I

INTRODUCTION

A. Background of Study

In a strategy of national education, there are at least five main problems should be solved. One is an increase in the efficiency management of education leads to the arrangement the competency character based curriculum and it gives authority to school to optimize resources that available to get the expected objectives of education.[1] A curriculum offers teachers the ideas and strategies for assessing students' progress. A student must meet certain academic requirements in order to go to the next level, for instance from seven grade to eight grade. Without the guidance of a curriculum, teachers cannot be certain that they have supplied the necessary knowledge or the opportunity for student success at the next level, whether that level involves a high school, college or career.[2]

Nowadays, Indonesia applied 2013 Curriculum (K-13) as a plan for teaching and learning process instruction. K-13 is a curriculum of values that occupied by character building. The values can be tracked from the Core Competences, abbreviated with KI-1 to KI-4. KI-1 is designed for spiritual competence, KI-2 for social competence, KI-3 refers to knowledge competence and KI-4 is for learning process through with the KI-3, KI-2 and KI-1 can be observed. The learning paradigm encompass direct and indirect learning model, and indirect learning model refers to KI-1 and KI-2. These two competences have no specific learning

[1] E. Mulyasa, Pengembangan dan implementasi Kurikulum 2013 (Bandung:Remaja Rosdakarya, 2015), 5.

[2] Pryla Rochmahwati, English Curriculum and Material Development (Ponorogo: STAIN PO Press, 2012), 13.

materials as it is integrated into cognitive and psychomotor domains. This formulation is aimed at reducing or eliminating verbalism in learning.[3]

In the teaching plan, the teachers were only required to design their own lesson plans based on some principles set by the authoritative government because of the syllabus and learning materials which were designed and developed by the teachers in the former the School-Based Curriculum (SBC), had been taken over by the government. So, the teachers should be creative in developing material, teaching process, using methods, and model of learning. Hence, one of the most important jobs teachers have in classroom is not just imparting knowledge and facts to their students, but teaching them how to learn and how to become critical thinkers.

Critical thinking is an important and necessary skill because it is required in the workplace, it can help people deal with mental and spiritual questions, and it can be used to evaluate people, policies, and institutions, thereby avoiding social problems.[4] Micheal Scriven and Robert W. Paul stated that critical thinking is a natural process, but left to itself, it is often biased, distorted, partial, uninformed, and potentially prejudiced, excellence in thought must be cultivated. Critical thinking is the think done with operating potential intellectual to analyze, make consideration, and took decision exactly and carry it out correctly.[5] To use critical thinking skills in this manner is to be unconcerned with moving toward truth or

[3] Ahmad Djuwariyah, "Understanding the 2013 Curriculum of English Teaching Though the Teachers' and Policymakers' Perspectives," International Journal of Enhanced Research in Educational Development (DERED) 2, no. 4 (2014): 7.

[4] D. L Hatcher dan L. A Spencer, Reasoning and Writing: From Critical Thinking to Composition, Third (Boston: America Press, 2005).

[5] Muhammad Fathurrohman, Paradigma Pembelajaran Kurikulum 2013 (Yogyakarta: Kalimedia, 2015), 396.

virtue. The purpose of weak-sense critical thinking is to resist and annihilate opinions and reasoning different, to see domination and victory over those who disagree with people as objective of critical thinking is to ruin the potentially humane and progressive aspects of critical thinking. In contrast, strong-sense critical thinking requires us to apply the critical questions to all claims.[6]

To create critical thinkers in the Curriculum of 2013 implemented many theories of learning, one is cognitive development theory.[7] Cognitive development refers to long-term changes in these processes. One of the most widely known perspectives about cognitive development is the cognitive stage theory of a Swiss psychologist named Jean Piaget. Piaget created and studied an account of how children and youth gradually become able to think logically and scientifically. Piaget proposed that cognition developed through distinct stages from birth through the end of adolescence. By stages he meant a sequence of thinking patterns with four key features these are they always happen in the same order, no stage is ever skipped, ach stage is a significant transformation of the stage before it, and each later stage incorporated the earlier stages into itself. Basically this is the "staircase" model of development mentioned at the beginning of this chapter. Piaget proposed four major stages of cognitive development, and called them (1) sensorimotor intelligence, (2) preoperational thinking, (3) concrete operational

[6] M. Neil Browne dan Stuart M. Keeley, *Asking the Right Questions: A guide to Critical Thinking*, Eight (New Jersey: Pearson Prentice Hall, 1941), 10.

[7] Ibid, 49.

thinking, and (4) formal operational thinking. Each stage is correlated with an age period of childhood, but only approximately.[8]

For Instance, one of the materials in teaching English Curriculum 2013 is about tenses. Here, teachers should not give the student this material as a formula or theory. It should be applied in the sentences are meaningful and relevant to everyday life learners.[9] It is unique phenomenon because usually in teaching tenses, teachers taught formula directly to students. The teaching tenses in the 2013 Curriculum although the structure or formula still taught but inserted on the type and phrases. If deemed necessary, the teacher can focus more tenses in accordance with the needs of the students because of in the syllabus only a minimum standard. It means that teachers are given the authority to develop further within the scope of the needs. Especially, in the first meeting of the new material, teachers are not allowed to leave the structure or theory in the main activities. To sum up, teacher should develop students' critical thinking and students must be able to think critically based on Piaget's theory to understand the material about tenses.

According the statement above, researcher conduct researches entitle, **"Critical thinking framework based on Piaget's Theory and Its Relevance to the Teaching of Tenses in 2013 Curriculum"**.

[8] Kelvin Seifert and Rosemary Sutton, Educational Psychology Second Edition (Switzerland: Global Text, 2009), 46-47.

[9] English Handbook for teacher, Think Globally Act Locally SMP/MTs Grade IX, Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2015, 168.

B. Statements of Problems

The statement of problems can be state as follows:

1. How is the teaching of tenses based on 2013 Curriculum?
2. How can critical thinking framework based on Piaget's theory relevant to the teaching of tenses in 2013 curriculum?

C. Objectives of The Study

Based on the statement of problems, this study intends to find out:

1. The teaching of tenses in 2013 Curriculum is.
2. How can critical thinking framework based on Piaget's theory relevance to the teaching of tenses in 2013 Curriculum is.

D. Significance of The Study

The results of the study are expected to beneficial for:

1. Theoretical significance

   The research can give the contribution on building and developing critical thinking in the teaching of tenses in 2013 Curriculum. As well as it can help the future researchers to have material as the reference of teaching tenses.

2. Practical Significances

   a. Teacher

      This study is expected to help the teacher find the solution how to learn and how to make students become critical thinkers.

b. Students

The students get more motivation and excited in the teaching of tenses in 2013 Curriculum.

c. Readers

This study is expected to the readers can be inspired to apply this critical thinking framework in the teaching of tenses.

E. Research Methodology

1. Research Design

This research employed qualitative approach of content analysis. Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Content analysis usually begins with a question that the researcher believes can best be answered by studying documents. With roots in communication studies, content analysis focuses on the characteristics of materials and asks "What meaning is reflected in these?" Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. Content analysis is widely used in education. There are some of the purposes of content analysis in educational research that is to identify

bias, prejudice, or propaganda in text books; analyze types of errors in students' writings; describe prevailing practices; discover the level of difficulty of material in textbooks or other publications and discover the relative importance of, or interest in, certain topics.

The presence of the observer does not influence what is being observed. Researcher does not need to enlist the cooperation of subjects or get permission to do the study. Another advantage of content analyses is that they are easily replicated.[10]

2. Data Source

There are two kinds of data that writer uses for conducting the study, there are:

a. Primary Source

Primary data that is all data that are taken from the books written by Jean Piaget, Educational Psychology Fifth Edition by John Santrock, Teaching Tenses by Rosemary Aitken and the books which are related with Curriculum 2013.

b. Secondary Source

Secondary data that is any kind of data taken from all references which related with this research for instance, International Journal, National Journal, and many books.

[10] Donald Ary et al, Introduction to Research in Education (Cengage Learning, 2009), 29.

3. Technique of Data Collection

The way of the writer collects the data are identify the purposefully selected book, document or visual material for the purposed study because the idea behind qualitative research is to purposefully select participants or sites (or documents or visual material) that will best help the researcher understand the problem and the research question. Second, indicate the type or types of data to be collected. In many qualitative studies, inquires collect multiple forms of data and spend considerable time in the natural setting gathering information. In this research, the researcher chooses data collection type documents. Options within types are public documents, such as minutes of meeting or newspapers and private documents, such as books, journals, diaries or letters. Limitations of type are not all people are equally articulate and perceptive, may be protected information unavailable to public or private access requires the researcher to search out the information in hard-to-find places, requires transcribing or optically scanning for computer entry, materials may be incomplete, and the documents may not be authentic or accurate. Third, Discussion about data collection form, be specific about types and include arguments concerning the strengths and weaknesses of each type. The last, include data collection types go beyond typical observations.[11]

[11] John W. Creswell, *Research design: qualitative, quantitative, and mixed methods approaches*, 3rd ed (Thousand Oaks, Calif: Sage Publications, 2009), 178–181.

4. Data Analysis

These steps are emphasized the writer to analysis the data. First, organize and prepare the data for analysis. This involves optically scanning material, sorting and arranging the data into different types depending on the sources of information. Second, read through all the data. The goal is to obtain a general sense of the information and to reflect on its overall meaning. Third, begin detailed analysis with the coding process. Coding is the process of organizing the material into chunks or segments of text before bringing meaning information. It involves taking text data gathered during data collection, segmenting sentences (or paragraphs) into categories and labeling those categories with a term. Forth, use coding process to generate a description of setting or people as well as categories or themes for analysis. This might be a discussion that mentions a chronology of events, the detailed discussion of several themes (complete with subtheme, specific illustrations, multiple perspectives from individuals and quotations) or a discussion with interconnecting themes. Fifth, advanced how the description and themes will be represented in the qualitative narrative. Sixth, a final step in data analysis involves making an interpretation or meaning of the data.[12]

[12] Ibid., 185–189.

F. Organization of The Thesis

This research is including of many parts that explain about the research planning. The organization of the thesis is formulated into:

Chapter I is Introduction. This chapter is global description about the whole content of the thesis. It have purpose to make easy the reader understanding the background of the study, statement of the problems, objective of the study, significance of the study, theoretical background and previous research finding, research methodology, research design, data sources, technique of data collecting, data analysis, and organization of the thesis.

Chapter II is Theoretical Background/Literature Study. This chapter contains of theoretical analysis as the basic of the study. It is placed in this chapter to make the reader getting understand the theory of the study first before the reader see the result.

Chapter III is Data Description.

Chapter IV is Discussion. This chapter contains a discussion of research result include findings from the research. The discussion is presented in the framework of answering the research problems.

Chapter V is Conclusion. This chapter contain of conclusion of the whole thesis and also the recommendation from the writers.

CHAPTER II

THEORETICAL BACKGROUND AND PREVIOUS RESEARCH

A. Critical Thinking

J. Hoaglund noted that the history of critical thinking can arguably be traced back to the days of Socrates, and his process of questioning and cross-examining ideas, known as the Socratic Method. However, John Dewey's work on reflective thinking and inquiry has been generally viewed as the beginning of the modern critical thinking movement. Fisher stated over the past century, several researchers have continued to examine and develop the concept of critical thinking, including Edward M. Glaser who evaluated the importance of critical thinking skills or dispositions in examining evidence; Robert H. Ennis who built on Glaser's work and also looked at decision making as part of the critical thinking process; and Richard W. Paul who expanded critical thinking research to include aspects of problem solving. Those who engage in critical thinking do so in part to improve their thinking; generally leading to such positive outcomes as making sure one makes the right decisions or solves problems correctly. Elder and Paul noted that the process of studying and evaluating one's thoughts—which consequently improves them is the essence of critical thinking.[13]

D. F. Halpern stated that critical thinking requires skill at analyzing the reliability and validity of information, as well as the attitude or disposition to do so. The skill and attitude may be displayed with regard to a particular subject

[13] Richard E. Mayer dan Patricia A. Alexander, ed, Handbook of research on learning and instruction, Educational psychology handbook series (New York: Routledge, 2011), 167.

matter or topic, but in principle it can occur in any realm of knowledge. A critical thinker does not necessarily have a negative attitude in the everyday sense of constantly criticizing someone or something. Instead, he or she can be thought of as astute: the critical thinker asks key questions, evaluates the evidence for ideas, reasons for problems both logically and objectively, and expresses ideas and conclusions clearly and precisely. Last (but not least), the critical thinker can apply these habits of mind in more than one realm of life or knowledge. With such a broad definition, it is not surprising that educators have suggested a variety of specific cognitive skills as contributing to critical thinking.[14]

The cognitive components of the ordinary thinking process consists of: (1) Memory - remembering of past events or searching of information already stored in the brain (2) Planning - formulating schemes or programs in order to accomplish a certain task (3) Judgment - evaluating the outcomes of several paths of actions (4) Decision - choosing among several plans of action.[15]

Students can think about concrete things, such as a vacation at the beach or how to win at a video game, or about more abstract subjects, such as the meaning of freedom or identity. They can think about the past, such as what happened to them last month, or about the future, such as what their life will be like in the year 2020. They can think about reality, such as how to do better on the next test, or

[14] Kelvin Seifert and Rosemary Sutton, Educational Psychology Second Edition (Switzerland: Global Text, 2009), 185.

[15] Don K. Mak, Solving Everyday Problems with The Scientist Method: Think like A Scientist (London: WSP, 2009), 150.

about fantasy, such as what it would be like to meet Elvis Presley or land a spacecraft on Mars.[16]

B. Piaget's Theory

Jean Piaget proposed a major theory of children's cognitive development that involves these important processes: schemas, assimilation and accommodation, organization, and equilibration, but little emphasis in sociocultural context. Language has a minimal role and cognition primarily directs language. Education merely refines the child's cognitive skills that have already emerged. Also views teacher as a facilitator and guide, not a director. They provide support for children to explore their world and discover knowledge.[17]

What processes do children use as they construct their knowledge of the world? Piaget stressed that these processes are especially important in this regard: schemas, assimilation and accommodation, organization, and equilibration.[18]

a. Schemas

Jean Piaget said that as the child seeks to construct an understanding of the world, the developing brain creates schemas. These are actions or mental representations that organize knowledge. In Piaget's theory, behavioral schemas (physical activities characterize infancy, and mental schemas (cognitive activities) develop in childhood. A baby's schemas are structured by simple actions that can

[16] John W. Santrock, Educational psychology — 5th ed, (Dallas: MCGraw-Hill, 2011), 301-302.
[17] Ibid, 56.
[18] Ibid, 39.

be performed on objects, such as sucking, looking, and grasping. Older children have schemas that include strategies and plans for solving problems. For example, a 6-year-old might have a schema that involves the strategy of classifying objects by size, shape, or color. By the time we have reached adulthood, we have constructed an enormous number of diverse schemas, ranging from how to drive a car, to how to balance a budget, to the concept of fairness.

b. Assimilation and Accommodation

To explain how children use and adapt their schemas, Piaget offered two concepts: assimilation and accommodation Assimilation occurs when children incorporate new information into their existing schemas. Accommodation occurs when children adjust their schemas to fit new information and experiences. Consider an 8-year-old girl who is given a hammer and nail to hang a picture on the wall. She has never used a hammer, but from observing others do this she realizes that a hammer is an object to be held, that it is swung by the handle to hit the nail, and that it usually is swung a number of times. Recognizing each of these things, she fits her behavior into this schema she already has (assimilation). But the hammer is heavy, so she holds it near the top. She swings too hard and the nail bends, so she adjusts the pressure of her strikes. These adjustments reflect her ability to slightly alter her conception of the world (accommodation). Just as both assimilation and accommodation are required in this

example, so are they required in many of the child's thinking challenges.

c. Organization

To make sense out of their world, said Piaget, children cognitively organize their experiences. Organization in Piaget's theory is the grouping of isolated behaviors and thoughts into a higher-order system. Continual refinement of this organization is an inherent part of development. A boy with only a vague idea about how to use a hammer also may have a vague idea about how to use other tools. After learning how to use each one, he relates these uses, organizing his knowledge.

d. Equilibration and Stages of Development

Equilibration is a mechanism that Piaget proposed to explain how children shift from one stage of thought to the next. The shift occurs as children experience cognitive conflict, or disequilibrium, in trying to understand the world. Eventually, they resolve the conflict and reach a balance, or equilibrium, of thought. Piaget pointed out that there is considerable movement between states of cognitive equilibrium and disequilibrium as assimilation and accommodation work in concert to produce cognitive change. For example, if a child believes that the amount of a liquid changes simply because the liquid is poured into a container with a different shape—for instance, from a container that is short and wide into a container that is tall and

narrow—she might be puzzled by such issues as where the "extra" liquid came from and whether there is actually more liquid to drink. The child will eventually resolve these puzzles as her thought becomes more advanced. In the everyday world, the child is constantly faced with such counterexamples and inconsistencies.

Assimilation and accommodation always take the child to a higher ground. For Piaget, the motivation for change is an internal search for equilibrium. As old schemas are adjusted and new schemas are developed, the child organizes and reorganizes the old and new schemas. Eventually, the organization is fundamentally different from the old organization; it is a new way of thinking.

Thus, the result of these processes, according to Piaget, is that individuals go through four stages of development. A different way of understanding the world makes one stage more advanced than another. Cognition is qualitatively different in one stage compared with another. In other words, the way children reason at one stage is different from the way they reason at another stage.

Each of Piaget's stages is age-related and consists of distinct ways of thinking. He proposed cognitive development unfolds in a sequence of four stages: sensorimotor (birth to about age 2), preoperational (from about ages 2 to 7), concrete operational (from about ages 7 to 11), and formal

operational (from about ages 11 to 15). Each stage is a qualitative advance. [19]

a. Sensorimotor Stage

In the sensorimotor stage, infants construct an understanding of the world by coordinating their sensory experiences with their motor actions. Thought is more symbolic at the preoperational stage, although the child has not yet mastered some important mental operations and intuitive thought. The symbolic function sub stage occurs roughly between 2 and 4 years of age. In this sub stage, the young child gains the ability to represent mentally an object that is not present. This stretches the child's mental world to new dimensions. Expanded use of language and the emergence of pretend play are other examples of an increase in symbolic thought during this early childhood sub stage. Young children begin to use scribbled designs to represent people, houses, cars, clouds, and many other aspects of the world. Possibly because young children are not very concerned about reality, their drawings are fanciful and inventive (Winner, 1986).

b. Preoperational

The intuitive thought sub stage is the second sub stage of preoperational thought, starting at about 4 years of age and lasting until about 7 years of age. At this sub stage, children begin to use primitive reasoning and want to know the answers to all sorts of

[19] Ibid, 40.

questions. Piaget called this sub stage intuitive because the children seem so sure about their knowledge and understanding yet are unaware of how they know what they know. That is, they say they know something but know it without the use of rational thinking. Preoperational thought includes symbolic function and intuitive thought sub stages. Egocentrism and centration are constraints. Even though young children make distinctive progress in this sub stage, their preoperational thought still has an important limitation: egocentrism. Egocentrism is the inability to distinguish between one's own perspective and someone else's perspective.

c. Concrete Operational Stage

At the concrete operational stage, children can perform operations, and logical thought replaces intuitive thought when reasoning can be applied to specific or concrete examples. Classification, serration, and transitivity are important concrete operational skills. A concrete operation is a reversible mental action pertaining to real, concrete objects. Concrete operations allow the child to coordinate several characteristics rather than focus on a single property of an object. At the concrete operational level, children can do mentally what they previously could do only physically, and they can reverse concrete operations.

An important concrete operation is classifying or dividing things into different sets or subsets and considering their interrelationships.

Furth & Wachs said that reasoning about a family tree of four generations, for example, reveals a child's concrete operational skills. Concrete operational thinkers understand the classification. A preoperational thinker cannot.

Some Piagetian tasks require children to reason about relations between classes. One such task is **seriation**, the concrete operation that involves ordering stimuli along some quantitative dimension (such as length). To see if students can serialize, a teacher might place eight sticks of different lengths in a haphazard way on a table. The teacher then asks the student to order the sticks by length. Many young children end up with two or three small groups of "big" sticks or "little" sticks rather than a correct ordering of all eight sticks. Another mistaken strategy they use is to evenly line up the tops of the sticks but ignore the bottoms. The concrete operational thinker simultaneously understands that each stick must be longer than the one that precedes it and shorter than the one that follows it.

Transitivity involves the ability to reason about and logically combine relationships. If a relation holds between a first object and a second object, and also holds between the second object and a third object, then it also holds between the first and third objects. In Piaget's theory, concrete operational thinkers do; preoperational thinkers do not.

d. Formal Operational Stage

At the formal operational stage, thinking is more abstract, idealistic, and logical. Hypothetical-deductive reasoning becomes important. Adolescent egocentrism characterizes many young adolescents. We owe to Piaget a long list of masterful concepts as well as the current vision of the child as an active, constructivist thinker. Criticisms of his view focus on estimates of children's competence, stages, the training of children to reason at a higher cognitive level, and the neo-Piagetian criticism of not being precise enough about how children learn.

The abstract quality of formal operational thinking is evident in verbal problem solving. The concrete operational thinker needs to see the concrete elements A, B, and C to make the logical inference that if A = B and B = C, then A = C. In contrast, the formal operational thinker can solve this problem when it is verbally presented.

Accompanying the abstract nature of formal operational thought are the abilities to idealize and imagine possibilities. At this stage, adolescents engage in extended speculation about the ideal qualities they desire in themselves and others. These idealistic thoughts can merge into fantasy. Many adolescents become impatient with their newfound ideals and the problems of how to live them out.

At the same time that adolescents are thinking more abstractly and idealistically, they also are beginning to think more logically. As formal operational thinkers, they think more like scientists. They

devise plans to solve problems and systematically test solutions. Piaget's term hypothetical-deductive reasoning embodies the concept that adolescents can develop hypotheses (best hunches) about ways to solve problems and systematically reach a conclusion.

Formal operational thinkers test their hypotheses with judiciously chosen questions and tests. In contrast, concrete operational thinkers often fail to understand the relation between a hypothesis and a well-chosen test of it, stubbornly clinging to ideas that already have been discounted. A form of egocentrism also emerges in adolescence.[20] Adolescent egocentrism is the heightened self-consciousness reflected in adolescents' beliefs that others are as interested in them as they themselves are. Adolescent egocentrism also includes a sense of personal uniqueness. It involves the desire to be noticed, visible, and "on stage".

Egocentrism is a normal adolescent occurrence, more common in the middle school than in high school years. However, for some individuals, adolescent egocentrism can contribute to reckless behavior, including suicidal thoughts, drug use, and failure to use contraceptives during sexual intercourse. Egocentricity may lead some adolescents to think that they are invulnerable.

However, reason to question the accuracy of the invulnerability aspect of the personal fable is provided by research that reveals many

[20] D. Elkind, *The Child's Reality: Three Developmental Themes* (Psychology Press, 2014), 155.

adolescents don't consider themselves invulnerable.[21] Indeed, recent research suggests that rather than perceiving themselves to be invulnerable, most adolescents tend to portray themselves as vulnerable to experiencing a premature death.[22]

C. Teaching Tenses

Many teachers find that tenses are far more difficult to teach than, say, vocabulary, although planning a lesson around a tense is obviously easier, actually teaching it may be a different matter. Despite their best efforts, students consistently misuse, misunderstand and misapply tenses.

Some of this mislearning is probably inevitable. Students of a foreign language have a great many things to remember at once and mistakes are almost bound to occur, especially where the mother tongue leads the learners to expect something else. Some of mistake, however, are undoubtedly caused by the teacher, sometimes by his failure to understand fully the nature of tense he is teaching, where the pitfalls are, how it differs from the mother tongue, why an English speaker selects one tense rather than another, and how to choose examples and illustrations which help, rather than hinder, understanding. It is relatively easy for a student to learn the names of things in a foreign language, tedious, but relatively easy.

As a teacher very important to understand the subconscious contexts of different verb tenses. So, if can identify them and make them clear to the students.

[21] Psychology of Learning and Motivation: Moral Judgment and Decision Making (Academic Press, 2009), 215.

[22] OECD, OECD Reviews of Regulatory Reform Risk and Regulatory Policy Improving the Governance of Risk: Improving the Governance of Risk (OECD Publishing, 2010), 121.

Problems with verb tenses also arise because many teachers assume that all cultures share the same attitudes and concepts of the relationship between time and tense. Most Western cultures for instance, would regard the following diagram as representing the sequence of past, present, and future time.[23] It is important to recognize, however, that other cultures and therefore other language may conceptualize time in a completely different way. Consider the second diagram, which loosely represents the time/tense concept in one of the languages from the Indian sub-continent.

Here, what is important is not the "past" nor "future" concept of the tense, but the distance from "now", so that actions which took place, and actions which will take place within twenty-four hours of "now", will require the same tense, those at a greater distance, another, and so on. To many English teachers this seems, at first sight, a very difficult and illogical concept, and raises questions as to how one would distinguish the future from the past. The answer, of course, is a time marker-a separate phrase or word which makes the time reference clear. This seems a very clumsy device to many English speakers, until they realize that English actually uses the same device itself. The two statements, *I'm working* and *I'm working this evening*, use the same tense, one to refer to the present and one to the future. The difference lies, not in the same tense, but in the time marker only.[24]

There are some basic steps which it is helpful to follow in planning a tense for teaching purpose. It may help to remember the (imaginary) word **CASSIAL**

[23] Rosemary Aitken, Teaching Tenses, (Hongkong:Thomas Nilson, 1992), 5.
[24] Ibid, 6.

(**C**hoose, **A**nalyze, **S**equence, **S**elect, **I**dentify context, **A**uxiliary materials, **L**earner error), to remind you of these guidelines.[25]

1. Choose

   One the whole, this is self-explanatory. Choose which tense you purpose to teach. Often, in fact, the choosing will be made for you by the textbook or syllabus. It is very important that there is a deliberate choice. This one area of language which is you cannot fall upon by accident, because it happens to turn up in a reading text, for example. The criteria for that chose may vary with circumstance, but will probably break down into a something like this.

   a. Do my students need this tense? (for speaking or writing)
   b. Is it frequently used tense and in which contexts would you find it?
   c. Can I demonstrate and contextualize (rather than explain) its meaning and concept, using language the students already know?
   d. Does it build naturally on tenses and structures which my students already know?
   e. Does it give me the basis to teach other structures which my students already know?

[25] Ibid, 6.

f. All other things being equal, is this tense the simplest way of expressing the concept in question?

2. Analyze

Ideally, make a list of all the uses of the tense that you can think of, and try to work out for yourself the differences between them. Compare your chosen tense with other, similar tense, and decide what distinctions there are between them, that is, work out the concepts of the tense. Then check your findings against a good grammar book, you may find that your own notes help to clarify what the experts say (Don't miss this step or you will certainly omit some uses and there is always a perceptive student who will ask you about something that you haven't covered).

3. Sequence

Having completed our analysis we shall certainly find that every tense has several functions, and there may be additional problems with irregular forms, or the phonetic realizations of a rule. It is rarely possible to teach all forms, functions and variations of a tense in one lesson, and the more elementary the level, the smaller the proportion of the whole one can teach. These different functions (and forms if necessary) must be sequenced for teaching purposes, once again

starting with the most common functions and moving to the least usual.

4. Select

Again this is really self-explanatory. Once the sequence is decided, we must select which function we propose to teach to our particular students. Interestingly, different functions of a tense may be taught at quite widely differing levels. The present simple for habit, for instance, is commonly taught at elementary level, while its use for scientific truth may not be taught until intermediate stage. In the same way, students' needs usually dictate the order and the selection of items.

5. Identify the content

We have now chosen our tense, analyzed it, and decided which forms and functions are appropriate to our students' level, and in what order they are to be taught. If we wish to teach effectively, however, we must also identify a teacher context. This should fulfill certain important criteria:

   a. It should be a context in which native English speakers would genuinely use the tense.

   b. It should make the concept of the tense clear preferably in a way which can be demonstrated, or explained in the tenses which the students already process.

c. It is good practice to test the concept of a new tense immediately after teaching it, preferably in language which does not require the new form.

6. Auxiliary Materials

In order to make the context and concept clear, auxiliary materials (pictures, diagrams, picture sequences, timetables) may be helpful.

7. Learner Error

As we have already said, no one can predict what new errors a learner will produce. However, there are patterns of error which the classroom teacher should be alive to:

a. Some errors are caused by mother tongue interference, the native language behaves in ways which are not applicable to English, but the learner treats them as equivalents. This is notably more common in tenses where there is some overlap of meaning or where the form suggests equivalence (especially the present perfect).

b. Errors are caused by "false patterning": a rule already learned in English is applied to situations where it is not appropriate.

c. Many errors, are caused by 'interlanguage': a stage where the learner rejects a straightforward translation in favors of something which 'sound more English', but which may not actually conform to the rules of either English or his mother tongue. These errors are predictable, but encouraging. A learner

who makes them is beginning to develop a feeling for the target language.

D. Curriculum 2013[26]

F. M. Connelly, K. Egan and O.C. Lantz noted that the origin of the word "curriculum" can be traced to Latin. Its first meaning was a running, a race, or a course and its secondary meanings were a race-course or a career. Tanner and Tanner said that during the early years of the twentieth century, most educators held into the traditional concept and referred to curriculum as "the body of subjects or subject matters set out by teachers for students to cover". Later, however, H. Taba and Foshay stated the definitions developed and expanded to mean a plan, an experience or a methodological inquiry. In a narrow sense, curriculum is defined as a plan for learning or a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entering into a professional or vocational field. According to Dan Pratt, curriculum refers to plans for instructional acts, not the acts of instruction themselves. He states that curriculum is analogous to the set of blueprints from which a house is constructed.

Richard Doll stated a curriculum can be viewed as a blueprint for instruction. For teachers, curriculum is often a statement of what the school

[26] Djuwairiah Ahmad, 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, 2014, pp: (6-15),

authorities, the state government, or some group outside the classroom requires the teacher to teach. The education system in Indonesia is mainly organized by the Ministry of National Education and decreed by law Number 20 Year 2003 about the National Education System. This law sets the forms, levels, and types of education that should be organized by the central government, provincial, regency, and society. The forms can be formal, informal, and no formal and range from primary, secondary and tertiary level. Such education can be general, vocational, academic, profession, religious, talent, and other types such as children with disability. In secondary education, the government controls the operation of general and vocational senior secondary school in which English is taught as an essential subject matter. The goal of English teaching at general senior secondary school (compared to vocational one) is to equip students with the ability to develop: (1) oral and written communicative competence to the informational literacy level; (2) the awareness of the nature and the importance of English roles played in global competition among nations; and (3) understanding about the interrelationships of language and culture (Attachment of the Regulation of the Ministry of National Education Number 22 Year 2006). Curriculum of 2013 is competency and character based curriculum. Curriculum of 2013 was born as a response to the various criticisms of School Based Curriculum (SBC) 2006. It is in accordance with the development needs and the world of work. Curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today K-13 is in fact the extension of SBC in several components. The theme of 2013 curriculum is

generating Indonesian people which, are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated. Based on the theme, the implementation of 2013 curriculum is expected to produce a productive, creative, and innovative human.

The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization (Ministry of Education and Cultures, 2012). This framework has been supported by Government Regulations Number 32 Year 2013 (The revision of Government Regulations Number 19 Year 2005 about the National Standards of Education). This regulation is elaborated by Education and Culture Ministerial Regulations Number 67, 68, 69, and 70 on Fundamental Framework and Curriculum Structure from Elementary to Senior Secondary and Vocational Secondary School. K-13 is a curriculum of values that occupied by character building. The values can be tracked from the Core Competences, abbreviated with KI-1 to KI-4. KI-1 is designed for spiritual competence, KI-2 for social competence, KI-3 refers to knowledge competence and KI-4 is for learning process through with the KI-3, KI-2 and KI-1 can be observed. The learning paradigm encompass direct and indirect learning model, and indirect learning model refers to KI-1 and KI-2. These two competences have no specific learning materials as it is integrated into cognitive and psychomotor domains. This formulation is aimed at reducing or eliminating verbalism in learning. Basic Competence which is abbreviated with KD is the reference for teachers to develop achievement indicators. KD in KI-1 and KI-2 is the

accumulation of KD in KI-3 and KI-4. KD in KI-3 is linear with KD in KI-4 and the number of KD in KI-3 is equally sized with the number of KD in KI-4.

For English, there is a slight different perspective for teachers to interpret competences as many of the them are derived from psychomotor domains, specific competences derived from 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). All these should not be addressed in isolation and covered in integrative manners in all KI and KD. As a consequence, according to Wachidah, there were numerous incorrect interpretations to the previous curriculum framework such as the policy of one Lesson Plan which covered one KD whereas in English curriculum, one KD is supposed to cover the four skills. K-13 revises these mistakes and in the teaching process these four skills will be integrated as the notion of the competence refers to the notion of communicative competence. Hapsari outlines that K-13 is designed to revise or to correct the mistakes of the competence meanings in the previous curriculum. While the previous curriculum combined the ideas of competence, performance and genre-based approach for English subject, this current curriculum has the key words like spiritual and social competence (deal with affective domains), together with cognitive and psychomotor competence through scientific approach and authentic assessment in all subjects.

E. Previous Research Finding

There is previous study related in this research. This research started from previous research findings that are conducted by Robert Duron, Barbara Limbach and Wendy Waugh with title *"Critical Thinking in Any Discipline"* from Husson College and Chadron State Collage, USA 2006. This paper identifies a 5-step framework that can be implemented in virtually any teaching or training setting to effectively move learners toward critical thinking. This interdisciplinary model, which is built upon existing theory and best practices in cognitive development, effective learning environments, and outcomes-based assessment, provides teachers with a useful framework.

The second is Djuwairiyah Ahmad research. His research's title is *Understanding the 2013 Curriculum of English Teaching through the Teachers' and Policymakers' Perspectives*. A thesis from Faculty of Education and Teaching Science, Alauddin State Islamic University, Makassar, South Sulawesi, Indonesia 2014. This study focused on the 2013 Curriculum (K-13) implementation at the four targeted senior secondary schools of K-13 implementation in Makassar, South Sulawesi, Indonesia. It involved three policymakers and 11 English teachers using explanatory model of mixed-method design (quan-qual). The data were collected in 19 months from 2012 to 2014 and analyzed in multi-stages.

The study found and concluded that the issues underlying the change from the School-Based Curriculum (SBC) to K-13 were the failure of the former curricula, the anticipation demographic and economic circumstances in the future, and the benefits offered within the change. In line with the teachers' knowledge

and belief system towards the change, their perception on the K-13 led to two main trends: (1) positive, innovative, creative and give impact to the transformation from traditional view of learning to a modern pedagogic dimension; and (2) negative and superficial that only change in conceptual level and would likely to have the same effects with the previous changes. The teachers' interpretation on the K-13 also led to two main trends: (1) the correct and comprehensive interpretation when dealing with the general concepts in K-13 in ELT practices; and, (2) the partial interpretation towards the applicative concepts according to their understanding, procedural knowledge and the convenience of the application offered by the changing elements.

The implementation of K-13 in ELT practices was found to be partial, biased and tended to be traditional from the planning to the assessing process. The constraints to successful implementation of K-13 were found to root in the teachers' fixed mindset and within the implementation.

The third is Andi Dian Rahmawan's research from University of PGRI Yogyakarta. His research's title is Waldo as The Media to Teach English Tenses. In this an article journal, he discuss about Waldo as the media to teach English tenses. In language teaching learning, teaching takes place as the primary activity. However, information about people's language ability can be acknowledged from a useful and necessary testing. This useful device is highly considered because having the knowledge of a language, which is one's linguistic competence is different to using this knowledge in actual production, which is one's linguistic performance. A test as a subset of assessment, in simple terms, is a method of

measuring a person's ability, knowledge, or performance in given domain (Brown, 2004:3). Component of keywords related to this definition can be seen as (1) method – a set of techniques, procedures, or items that requires performance of the test-taker, (2) measure – to measure general ability, (3) individual's ability, competence and performance – to understand who the test-takers are and (4) domain – a sample that represents general competence.[27]

To sum up, the first previous study identifies a 5-step framework that can be implemented in virtually any teaching or training setting to effectively move learners toward critical thinking. The second study focused on the 2013 Curriculum (K-13) implementation at the four targeted senior secondary schools of K-13 implementation in Makassar, South Sulawesi, Indonesia. The third research discuss about Waldo as The Media to Teach English Tenses. But, this research more specific in discuss critical thinking framework based on Piaget's theory and its relevance to the teaching of tenses 2013 curriculum.

[27] Andi Dian Rahmawan, "Waldo as The Media to Teach English Tenses," ELTICS Journal 3 (2016): 33–37.

CHAPTER III

DATA DESCRIPTION

A. The Teaching of Tenses based on 2013 Curriculum

The implementation of 2013 curriculum on learning activity in schools by the teachers is implemented in three dimensions; those are planning, teaching learning process, and evaluation.

1. Dimension of Planning

The first step in the learning according to the standard process of planning learning are realized with the activities of preparation of a lesson plan.[28]It is very important. The teacher should arrange and prepare a lesson plan with the following principles those are fully loads basic competence of spiritual attitudes, social attitudes, knowledge, and skills; can be implemented in one or more than one session; pay attention to individual differences of learners; student-centered; context-based; contemporary-oriented; develop independent learning; provide feedback and follow-up of learning; relevant and coherent in competencies and concept; utilize information and communication technology.[29]In addition, in the lesson plan 2013 curriculum revision 2017, a lesson plan which created by educators must bring up and inserted four points those are strengthening

[28]"Permendikbud No 81A Tahun 2013 Tentang Implementasi Kurikulum Bagian Pedoman Umum Pembelajaran," n.d.

[29]"Permendikbud No 103 Tahun 2014 Tentang Pembelajaran Pada Pendidikan Dasar Dan Pendidikan Menegah, Pasal 2, Ayat (8)."

character education (PPK), literacy, 4C (Creative, Critical Thinking, Communicative, and Collaborative), and HOTS (Higher Order Thinking Skill), then it needs creativity of teachers to be made into a lesson plan intact.[30] The reason is because the concept of tenses is no longer given directly in the learning process but at the end of the learning or meeting each chapter. Sometimes structure remains taught but inserted on the type of text and the phrase that is taught. If it deemed necessary, the teacher can focus tenses further in accordance with the needs of the students. It means that teachers are given the authority to develop further in accordance with the scope of needs.

In thisdimension, the teacher should be understood what they want to plan and to write in a lesson plan also to do in a teaching learning process. The following development steps a lesson plan:

a. Review the syllabus

Generally, for any subject matter tenses in each syllabus there are four basic competences in accordance with an aspect core competence (attitude to God, the attitude of the self and to the environment, knowledge and skills). To achieve four basic competence in the syllabus, formulated the activities of learners generally in learning in accordance with the standard process. These activities should be further detailed in the lesson plan, in the form of steps done by the teacher in the learning that

[30]"Perbedaan RPP K13 Revisi 2016 Dengan RPP K13 Revisi 2017," accessed May 30, 2017, http://www.kurikulum2013.xyz/2017/05/pedoman-penyusunan-rpp-k13-revisi-tahun.html.

keepstudents actively learning. Review the syllabus also includes the formulation of the indicator basic competence and assessment

A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by provide some goals to be attained.[31] In 2013 curriculum,syllabus development is no longer done by the teacher, but has been prepared by a team of curriculum developers, both central and regional levels.[32]The syllabus is a guide to make a lesson plan because of lesson plan arrangement must be adapted to the syllabus.[33] Syllabus design is one aspect of curriculum development but us not identical with it.[34]The syllabus of 2013 curriculum explained the core competence and basic competence which must be achieve the teacher in the teaching and learning process.[35]There are four competencies in the core competence (KI) of 2013 curriculum those are spiritual (KI-1), social (KI-2), knowledge (KI-3) and skills (KI-4).

The syllabus of English of 2013 curriculum for Junior High School (SMP)/Islamic Senior High School (MTs) consist

[31]Pryla Rochmahwati, English Curriculum and Material Development (Ponorogo: STAIN PO Press, 2013), 5.

[32]"Permendikbud No 59 Tahun 2014, Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah, Pasal 9, Ayat (2), (3), (4)," n.d.

[33]"Permendikbud No 103 Tahun 2014 Tentang Pembelajaran Pada Pendidikan Dasar Dan Pendidikan Menegah, Pasal 2, Ayat (8)," n.d., Pasal 1, ayat (3).

[34]Pryla Rochmahwati, English Curriculum and Material Development, 63.

[35]"Permendikbud No 24 Tahun 2016," n.d.

of three grades. The spiritual (KI-1) and social (KI-2) for seventh, eighth, and ninth grade has same conception. The concept of spiritual is appreciated and lives the teachings of the religion. As for the concept of social is shows honest behavior, discipline, responsibility, care (tolerance, helpful), good manners, confident in interacting effectively with social environment and nature in the reach of the association and its existence.

For the seventh grade, the concept of core competence knowledge (KI-3) is understand knowledge (factual, conceptual, and procedural) appropriate curiosity about science, technology, art, culture related phenomena and the incident seemed to the eye. The concept ofcore competence skills (KI-4) is try, process, and present in concrete domain (use, explain, modify, and make) and abstract domain in accordance with what is learned in school and other sources are the same in point of view or theory.For the eighth grade, the concept of core competence knowledge (KI-3) is understand and applying knowledge (factual, conceptual, and procedural) appropriate curiosity about science, technology, art, culture related phenomena and the incident seemed to the eye. The concept of core competence skills (KI-4) is process, present, and think in concrete domain (use, explain, modify, and make) and abstract domain (writing,

reading, counting, drawing, and composing) in accordance with what is learned in school and other sources are the same in point of view or theory.For the ninth grade, the concept of core competence knowledge (KI-3) is understand and applying knowledge (factual, conceptual, and procedural) appropriate curiosity about science, technology, art, culture related phenomena and the incident seemed to the eye. The concept of core competence skills (KI-4) is process, present, and think in concrete domain (use, explain, modify, and make) and abstract domain (writing, reading, counting, drawing, and composing) in accordance with what is learned in school and other sources are the same in point of view or theory.

Then, for basic competence in the seventh, eight, and ninth grade has the operational verb which same such as identifying, arranging, comparing, arresting, and interpreting, however which makes different is the scope of material each grade. For complete explanation of each competence can be seen in Appendix 1.

The syllabus of English of 2013 curriculum for the compulsory subject that is Senior High School (SMA)/Islamic Senior High School (MA)/Vocational High School (SMK)/Islamic Vocational High School (MAK) consists of three grades. In thespiritual (KI-1) and social (KI-2) to the tenth,

eleventh, and twelfth grade has same conception. The concept of spiritual is appreciated and lives the teachings of the religion. As for the concept of social is shows honest behavior, discipline, responsibility, care (helpful, teamwork, tolerance, peace) good manners, responsive, and pro-active and shows the attitude as a part of the solution on every problems in effectively interaction with the social and nature environment also put themselves as a reflection of the nation in the association world.

For the tenth grade, the concept of core competence knowledge (KI-3) is understanding, applying, analyzing factual, conceptual, procedural science appropriate curiosity about science, technology, art, culture, and humanist insight of humanity, state, civilization-related causes of phenomena and events, as well as applying procedural knowledge in the field of study specific to their talents and interests to solve the problem. The concept ofcore competence skills (KI-4) is processing, thinking, and presenting in concrete domain and abstract domain associated with the development of which he had learned in school independently and are capable of using the method according to the rules of science.For the eleventh grade, the concept of core competence knowledge (KI-3) is understanding, applying, analyzing factual, conceptual, procedural, and metacognitive science appropriate curiosity about science,

technology, art, culture, and humanist insight of humanity, state, civilization-related causes of phenomena and events, as well as applying procedural knowledge in the field of study specific to their talents and interests to solve the problem. The concept ofcore competence skills (KI-4) is processing, thinking, and presenting in concrete domain and abstract domain associated with the development of which he had learned in school independently, also act effectively and creatively and are capable of using the method according to the rules of science.For twelve grade, the concept of core competence knowledge (KI-3) is understanding, applying, analyzing factual, conceptual, procedural, and metacognitive science appropriate curiosity about science, technology, art, culture, and humanist insight of humanity, state, civilization-related causes of phenomena and events, as well as applying procedural knowledge in the field of study specific to their talents and interests to solve the problem. The concept ofcore competence skills (KI-4) is processing, thinking, presenting, and creating in concrete domain and abstract domain associated with the development of which he had learned in school independently also act effectively and creatively and are capable of using the method according to the rules of science.

Then, for basic competence in the tenth, eleventh, and twelve grades has the operational verb which same likeapplying, arranging, arresting, comparing, and interpreting nevertheless which makes different is the scope of material each grade. For complete explanation of each competence can be seen in Appendix 2.

The syllabus of English of 2013 curriculum for the specialization subject that is Senior High School (SMA) or Islamic Senior High School (MA) consists of three grades. In the spiritual (KI-1) and social (KI-2) to tenth, eleventh, and twelfth grade has same conception. The concept of spiritual is appreciated and lives the teachings of the religion. As for the concept of social is shows honest behavior, discipline, responsibility, care (helpful, teamwork, tolerance, peace) good manners, responsive, and pro-active and shows the attitude as a part of the solution on every problems in effectively interaction with the social and nature environment also put themselves as a reflection of the nation in the association world.

For the tenth grade, the concept of core competence knowledge (KI-3) is understanding, applying, analyzing factual, conceptual, procedural science appropriate curiosity about science, technology, art, culture, and humanist insight of humanity, state, civilization-related causes of phenomena and

events, as well as applying procedural knowledge in the field of study specific to their talents and interests to solve the problem. The concept ofcore competence skills (KI-4) is processing, thinking, and presenting in concrete domain and abstract domain associated with the development of which he had learned in school independently and are capable of using the method according to the rules of science. For eleventh grade, the concept of core competence knowledge (KI-3) is understanding, applying, analyzing factual, conceptual, procedural, and metacognitive science appropriate curiosity about science, technology, art, culture, and humanist insight of humanity, state, civilization-related causes of phenomena and events, as well as applying procedural knowledge in the field of study specific to their talents and interests to solve the problem. The concept ofcore competence skills (KI-4) is processing, thinking, and presenting in concrete domain and abstract domain associated with the development of which he had learned in school independently, also act effectively and creatively and are capable of using the method according to the rules of science. For twelve grade, the concept of core competence knowledge (KI-3) is understanding, applying, analyzing factual, conceptual, procedural, and metacognitive science appropriate curiosity about science, technology, art, culture, and humanist insight of

humanity, state, civilization-related causes of phenomena and events, as well as applying procedural knowledge in the field of study specific to their talents and interests to solve the problem. The concept ofcore competence skills (KI-4) is processing, thinking, presenting, and creating in concrete domain and abstract domain associated with the development of which he had learned in school independently also act effectively and creatively and are capable of using the method according to the rules of science.

For basic competence in the tenth, eleventh, and twelvegrades has the operational verb which same such as comparing, arresting, applying, arranging, and interpreting though which makes different is in the scope of material each grade. For complete explanation of each competence can be seen in Appendix 3.

b. Identify learning materials of tenses

Identify the material by considering some of the following:

a) The potential of the students
b) Relevance to the characteristics of the area
c) The level of recent development of physical, intellectual, emotional, social, and spiritual of the students
d) Usefulness for students
e) The structure of science

f) The topicality, depth, and breadth of learning materials

g) Relevance to the needs of students and the demands of the environment

h) The allocation of time

c. Determine the goals

The goals can be organized covers the entire basic competence or organized for each meeting. The purpose refers to the indicator; most do not contain two aspects thoseare audience and behavior.

d. Develop learning activities

Learning activities designed to give learning experience which involved mental process and physic through the interaction between students, students with the teacher, environment, and other learning sources in order to achieve the basic competence. The learning activities can be realized through the use of a learning approach that varied and student-centered as well as load the life skills that need to master by students.

e. Explain the type of assessment

In the syllabus has been determined the type of assessment. Assessment of the achievement of the basic competence the students is done based on the indicators. The assessment is done using test and non-test, written or oral, observation of

performance, measurement of attitudes, assessment of the results of the work in the form of tasks, projects, and or product, the use of portfolio, and self-assessment.

f. Determine the allocation of time

The determination of allocation of time on each basic competence is based on the number of weeks lessons per week with consider the amount of basic competence, breadth, depth, the level of difficulty, and the level of interest basic competence.

g. Determine learning sources

Learning sources is a reference, the object and or material used for learning activities in the form of print and electronic media, speaker, as well as the physical environment, nature, social, and culture. In the 2013 curriculum, there is only one book student and teacher. It makes easy the students in mastering specific material and the teacher to development material; as a result there is a uniformity of materials in all schools in Indonesia.[36]The English teachers guide book is an accompanying book for the students guide book for English learning and teaching. The book is useful for the teachers to guide well the learning process performed by the students through the textbooks which have been arranged in accordance with the principles developed in 2013 curriculum. In the one of

[36]Ahmad Yani, Mindset Kurikulum 2013 (Bandung: Alfabeta, 2014), 22.

chapters English textbook for teacher "Think Globally Act Locally Ninth Grade entitled "Everybody is always in the middle of something" explained that in this chapter students learn to state about the action or activities or events that occurred on three different times: current time in spoken, in the past, and in the future when the performing or happen the action or activities or other events. The structure will not be learned as a rule or theory but applied in the form of sentences that are meaningful and relevant to student life. In the end of this chapter, all three need to be presented simultaneously to look the difference. For more complete explanation this topics can be seen in Appendix 4. Consequently, it meansthe English teachers must be creative and innovative in making a lesson plan especially in learning activities that include primary activities, main activities, the post activities; media; tools; assessment; remedial learning; and enrichment[37].

2. Dimension of teaching learning process

Learning is a process of interaction between students and students and between students and teachers.[38]For teachers, learning usually refers to things that happen in schools or classrooms, even though every teacher can of course describe examples of learning that happen outside of these places. In particular, teachers' perspectives on

[37]Ibid.Pasal 3, ayat (4).

[38]Permendikbud No 103 Tahun 2014 Tentang Pembelajaran Pada Pendidikan Dasar Dan Pendidikan Menegah, Pasal 2, Ayat (8).

learning often emphasize three ideas, and sometimes even take them for granted: (1) curriculum concept and academic achievement, (2) sequencing and readiness, and (3) the importance of transferring learning to new or future situations.[39]The teaching process focus on the teaching practices that occur within a program, how these can be characterized, and how quality teaching can be achieved and maintained teaching model and principle; maintaining good teaching which refers to monitoring, observing, identification and resolution of problems, shared planning, documentation and sharing of good practices, and self-study of the program; and also evaluating teaching with the type of appraisal is in the following: developing the appraisal system, the focus of the appraisal conducting the appraisal, and conducting in appraisal.[40]

In this dimension, the teachers inteaching of tenses should be implement suitable teaching learning strategies and methods that should be in accordance with the approach in 2013 curriculum that is scientific approach.[41] The scientific approach is a science process-based approach that is done through the process of observing, questioning, exploring or experimenting, associating, and communicating.[42]In the 2013 curriculum revision edition, the teacher

[39]Kelvin Selfert and Rosemary Sutton, Educational Psychology, Second (Switzerland: Global Text, 2009), 21.

[40]Pryla Rochmahwati, English Curriculum and Material Development, 59–63.

[41]"Permendikbud No 103 Tahun 2014 Tentang Pembelajaran Pada Pendidikan Dasar Dan Pendidikan Menegah, Pasal 2, Ayat (8)."

[42]Ibid.

require to applying a theory in learning process. In conclusion, the teacher is not just a theory course. As for the theory which recommend by newest 2013 curriculum is the theory of the level of 5M that is remember, understand, apply, analyze, and create.[43]

a. Remember means remember back the acquired knowledge of long-term memory. As for the processes in the cognitive domain that is recognizing and recalling.
b. Understand means build understanding or meaning from message in the form of commands instructions, including oral, written and relationship with the incidence of actual or in the form of images. As for the process in the cognitive domain that is interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
c. Apply means applying or using any of the ordinances that have been given to a state. The cognitive process passed is executing and implementing.
d. Analyze means decide on a material in the elements of the principal and determine how the relationship or connection of one element with other elements and into the goal or the general structure of material. The cognitive processes passed is differentiating, organizing, and attributing.

[43]Imas Kurniasih and Berlin Sani, Revisi Kurikulum 2013. Implementasi Konsep Dan Penerapan, 161–68.

e. Create means take all the basic elements to make something that has function or organize back the elements that exist in the structure or a new pattern. This process includes generating, planning and producing.

In additionto remember that 2013 curriculum applied active learning that is a method which is make students as a main model (student-centered learning) in every learning process.[44] In student-centered learning, the teacher still has an important role as follows:[45]

a. act as a facilitator and motivator in the learning process
b. assessing the learning competency to be acquired by students at the end of the learning.
c. design strategies and the learning environment by providing a variety of learning experiences that students need in order to achieve core competence and basic competence (KI-KD).
d. help learners to access information, organize, and process it to be used in solving real problems.
e. identify and determine the pattern of assessment of student learning outcomes that are relevant to core competence and basic competence (KI-KD).

[44]Imas Kurniasih and Berlin Sani, Revisi Kurikulum 2013. Implementasi Konsep Dan Penerapan (Yogjakarta: Kata Pena, 2016), 9.

[45]E. Mulyasa, Guru Dalam Implementasi Kurikulum 2013 (Bandung: Remaja Rosdakarya, 2015), 66.

In arrangement of learning activities in a lessons plan, the teacher must be match with the characteristics of an ideal learning those are:[46]

a. interactive and inspiring
b. fun, challenging, and motivating learners to actively participate
c. contextual and collaborative
d. providing enough space for innovation, creativity, and independence of learners
e. in accordance with their talents, interests, abilities, and physical and psychological development of learners.

To conclude, the using suitable strategy and method with put forward student-centered learning for implement the theory of the level of 5M (remember, understand, apply, analyze, and create)and the characteristics of an ideal learning, the teacher will easy to teach a tense step by step appropriate with learning activities and canachieve learning objectives.

3. Dimension of Evaluation

At this dimension, the teachers should evaluate students' learning. Many points of view regard the evaluation activity is performed after the teachers do the teaching and learning process. Whereas evaluation activity can also be perform when the learning

[46]"Permendikbud No 103 Tahun 2014 Tentang Pembelajaran Pada Pendidikan Dasar Dan Pendidikan Menegah, Pasal 2, Ayat (8)."

activity is in progress.Evaluation of learning outcomes by educators is the process of gathering information or evidence about learning outcomes of learners within the competence of a spiritual and social attitude, knowledge, and skills is done in a planned and systematic, during and after the learning process.[47]The following of evaluation should be done by the teacher:

1. Authentic Assessment

Based on the guidelines of learning evaluation by the teachers, 2013 curriculum requires the use of authentic assessment. Authentic assessment is a form of assessment that requires learners to show attitude, using the knowledge and skills obtained from learning in doing the task on real situation.[48] O'Malley and Pierce defined that authentic assessment is an evaluation process that involves multiple forms of performance measurement reflecting the student's learning, achievement, motivation, and attitudes on instructionally-relevant activities also example of authentic assessment technique includes performance assessment, portfolio, and self-assessment.[49] Authentic assessment is not the only approach used in evaluating students; no authentic assessment is also

[47]"Permendikbud No 104 Tahun 2014 Tentang Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar Dan Pendidikan Menengah, Pasal 2, Ayat (1)," n.d.

[48]Ibid.

[49]Ahmad Yani, Mindset Kurikulum 2013, 146.

used. However, authentic assessment is the main approach in evaluating students based on 2013 curriculum.[50]

The aims of authentic assessment are make the students learners who successfully master the knowledge, practice the students' skills to use their knowledge in the context of their life, and give the student opportunity to solve the real problem. The basic principles in this assessment are to encourage students to think critically and apply knowledge, measure the of student competencies, criterion-referenced, sustainable, analysisfor follow-up learning, appropriate with the students' learning experience. The following kinds of authentic assessment:[51]

a. The assessment of performance

   How to record the results of the assessment-based performance are checklist, anecdotal/narrative records, rating scale, memory approach.

b. Project assessment

   Activities assessment of the task to be completed students within a certain time.The following three things that need to be considered teachers in the project assessment those are skills students in choosing a topic, find and collect data, process and analyze, give the meaning of the

[50]"Permendikbud No 104 Tahun 2014 Tentang Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar Dan Pendidikan Menengah, Pasal 2, Ayat (1)."

[51]Kementerian Pendidikan dan Kebudayaan Republik Indonesia, "Konsep Penilaian Autentik Pada Proses Dan Hasil Belajar," 2013.

information obtained and write a report; suitability or relevance of the learning material with the development of attitudes, skills, and knowledge needed by students; and the authenticity of a learning project that is done or produced by students.

c. Portfolio

Portfolio can be form the results of students work by individuals or groups, requiring students reflection and evaluated based on some dimensions.

d. The assessment of written

Written test form description or essay that requires the student to recall, understand, organize, implement, analyze synthesis, evaluate, and so on based on learned material be comprehensive and so should able to describe the attitude, knowledge, and skills of students.

2. Assessment of learning outcomes

The aim of this assessment are formative (shapingcharacter and behavior, make a lifelong learner– to drive learning, competent), diagnostic (see the development of the students and feedback, correction in learning), and achievement (to measure outcomes that can beevaluatedlearning outcomes).

The principles of this assessment are the assessment of learning outcomes by educators committed against the mastery-level competence as an achievement not a competition, assessment of competency is discrete assessments not continue with the scale 0 to 100 in the descriptive with the classifying such as not/less competence, enough, competence, and very competence.

3. Assessment mastery learning

The criteria's of completeness are the assessment based on criteria references, mastery competency attitudes in the form of a descriptionof at least Good. The score of knowledge and skills used the number 0 to 100 without the predicate D to A. The score on the average and the achievement of knowledge and skills competence at least 60 but the schools can determine the limit of the mastery of the standard above by considering specific aspects in accordance with the characteristics and potential of the school.

4. Assessmentclass

Completing in class assessment are attitude assessment is done by observation as outlined in the record of subject teacher, counseling teacher, and class teacher in the form of anecdotal record, incidental record, and other information which valid and relevant. In the implementation of attitudes assessment assumed

every student has a good behavior, so that if not found the behavior of a very good or less good then value attitudes of students is considered in accordance with the indicator expected. Self-assessment and assessment between friends can be done in the framework of the development and character formation of students, so it can be used as one tool for confirmation of the result of attitude assessment by educators.

5. Attitudes Assessment

The curriculum of 2013 which is considered burdensome in the past have now been revised by the ministry of education and culture so it is expected not more burdensome and each school can implement it or use it pepper the academic year 2016/2017. In the evaluation, there are some revising such as the assessment of attitudes (KI-1) and (KI-2) has been omitted in each lesson only religion and civics but the core competencies remain imprinted in the writing of lesson plans, the simplification aspects of the assessment of students by teachers which assessment of the social (KI-2) and religious (KI-1) students is done by teachers of civic and teachers-ethics through observation in the form of teacher note during a learning process and the results of the teacher observation of subjects submitted to the homeroom teacher to be followed, the scale of assessment the first 1 to 4 returned to be 1 to 100 and are given in the form

of a predicate and a description, and remedial given for less score but students are provided re-learning and the score of remedial this is what will be listed in the results.[52]

B. Critical Thinking Framework based on Piaget's Theory and Its Relevance to The Teaching of Tenses in K13

The National Bureau of Standards of Education quoted of "21st Century Partnership Learning Framework" explained that the picture of the ideal man Indonesia, one of which is to have the ability of critical thinking and problem-solving skills that is the ability to think critically, laterally, and systemic, especially in the context of problem solving.[53]It is one of the reasons why the teacher needed a good preparation before and during teaching of tenses is. Critical thinking is the art of analyzing and evaluating thinking with a view to improving it. Critical thinking is very important to everyone because the problem is everyone thinks; it is a nature to do so but much of thinking, left to it, is biased, distorted, partial, uniformed or down-right prejudiced. Yet the quality of life and that of what the produce make or build depends precisely on the quality of thought. Excellent in thought, however, must be systematically cultivated. A well cultivated critical thinker raises vital questions and problems, conceptting them clearly and precisely; gathers and assesses relevant information, using abstract

[52]Imas Kurniasih and Berlin Sani, Revisi Kurikulum 2013. Implementasi Konsep Dan Penerapan, 8–10.

[53]Ahmad Yani, Mindset Kurikulum 2013, 74.

ideas to interpret it effectively; comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards; think open mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumption, implications and practical consequences; and communicates effectively with others in figuring out solutions to complex problems.[54]

To be critical thinkers' needs element of thought, the following the elements of thought:[55]

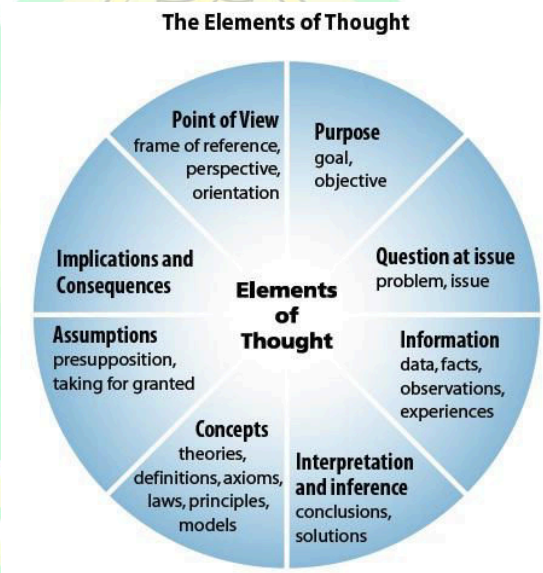

Figure 1

a. All reasoning has a purpose. It can be with state the purpose clearly, distinguish the purpose from related purposes, check periodically to be sure still on target, and choose significant and realistic purposes.

[54]Ricard Paul and Linda Elder, "The Miniature Guide to Critical Thinking (Concepts and Tools)" (Foundation for Critical Thinking Press, 2008), 2.

[55]Ibid, 3.

b. All reasoning is an attempt to figure something out, to settle some question, and solve some problem. It can be with state the question at issue clearly and precisely, express the question in several ways to clarify its meaning and scope, break the question into sub-questions, distinguish questions that have definitive answers from those that are a matter of opinion and from those that require consideration of multiple viewpoints.

c. All reasoning is based on assumptions. It can be with clearly identify your assumptions and determine whether they are justifiable and consider how your assumptions are shaping your points.

d. All reasoning is done from some point of view. It can be with identify your point of view, seek other points of view and identify their strengths as well as weaknesses, and strive to be fair-minded in evaluating all points of view.

e. All reasoning is based on data, information, and evidence. It can be with restrict your claims to those supported by the data you have, search for information that opposes your position as well as information that supports it, make sure that all information used in clear, accurate, and reluctant to the question at issue, and also make sure you have gathered sufficient information.

f. All reasoning is expressed through, and shaped by, concepts and ideas. It can be with identify key concepts and explain them

clearly, consider alternative and explain them clearly, consider alternative concepts or alternative definitions of concepts, and make sure using concepts with care and precision.

g. All reasoning contains inferences or interpretations by which we draw conclusions and give meaning to data. It can be with infer only what the evidence implies, check inferences for their consistency with each other and identify assumptions that lead to inferences.

h. All reasoning leads somewhere or has implications and consequences. It can be with trace the implications and consequences that follow from the reasoning, search for negative as well as positive implications, and consider all possible consequences.

In the 2013 curriculum one of the theories of learning can be support and create critical thinking students' is the theory ofcognitive development by Jean Piaget.Piaget has conducted research and gets the three important thoughts that affect thinking in the future. First, Piaget noticed that children of different age using a different way of thinking. This is what affects the views of Piaget stages of cognitive development child. Second, methods the clinic uses to ferret out the child's thinking in more depth. This method is developed by Piaget in his study of children's cognitive development. Third, Piaget thought that the thought of the

logic of the abstract may be relevant to understand the child's thinking.[56]The theory of cognitive development by Piaget argues that this theory of knowledge and cognitive development constructed by human through the influence of the environment.[57]Piaget proposed four stages of cognitive development: sensorimotor (0-2 years old),preoperational (2-7 years old), concrete operational (7-10 years old) and formal operational (11 years old and up).[58]

In Indonesia, students in Junior High School to Senior High School have the average age of 13 to 18 years old, so it is been through the process of four stages is. Piaget also stated that in the process of the addition of knowledge, at each individual will experience the process of assimilation and accommodation.

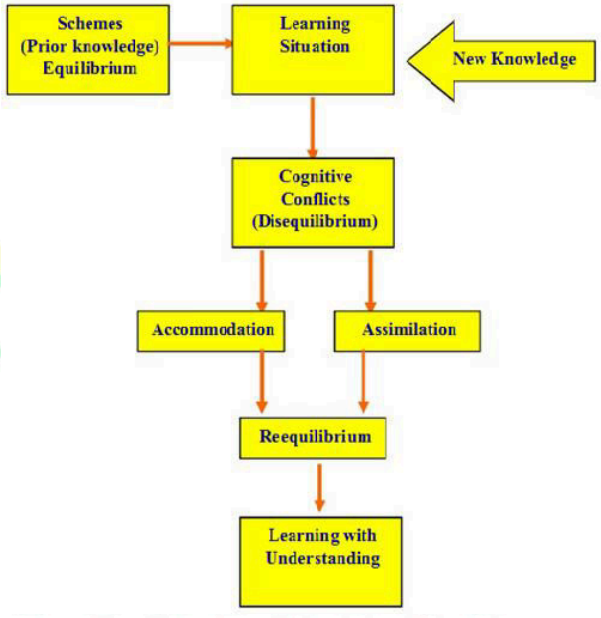

Figure 2

[56]Andreas Demeteriou et all, Neo Piagetian Theories of Cognitive Development: Implication and Aplication for Education (London: Routledge, 2005), 9.

[57]David Elkind, Child Development and Education (New York: MCGraw-Hill Inc, 2000), 6.

[58]Ahmad Yani, Mindset Kurikulum 2013, 17.

Jean Piaget noticed **schemas** are actions or mental representations that organize knowledge.Older children have schemas that include strategies and plans for solving problems.[59] The first of Piaget's two kinds of processes for building schemes is called adaptation. It is a process of developing schemes through direct interaction and experimentation with the environment. Adaptation consists of two related processes, which he called assimilation and accommodation. Assimilation is the process of addition of knowledge without changing the scheme earlier that there has been before. Assimilation occurs when children incorporate newinformation into their existing schemas.[60] Accommodation is to develop and build back what has been known previously due to new information and does not correct with the schema early. They changed the initial concept and replaced with a new or slightly modified so that it becomes the new knowledge.[61]Assimilation and accommodation work like pendulum swings at advancing understanding of the world and competency in it. They are directed at a balance between the structure of the mind and the environment, at a certain congruency between the two, that would indicate that you have a good (or at least good-enough) model of the universe. This ideal state calls **equilibrium**.[62]

The child can easily grasp Piaget's entire conservation task, and has a clear idea of concept of reversibility; that is a state of equilibrium. But when a child is ready for new learning and cannot seem to meet his environmental challenges, a state of disequilibrium ensues, in which the child experiences cognitive

[59]John Santrock, Educational Psychology, Fifth (Dallas: MCGraw-Hill, 2011), 39.
[60]Ahmad Yani, Mindset Kurikulum 2013, 17.
[61]Ibid, 18.
[62]Dr. C. George Boeree, "Jean Piaget: Personality Theories," in Personality Theories (Shippensburg University, 2006), 5, http://www.ship.edu/%7Ecgboeree/persconcepts.html.

discomfort. In other words, the child has needs and is ready to take on more complex tasks, and may in fact be progressing toward a new stage of cognitive development, involving major new accommodations. **Equilibration** simply refers to the process of moving from state of disequilibrium to equilibrium. Milles concludes that **equilibration** is the grand process that puts together all of the elements of development. Equilibration integrates and regulates the other three main factors of development: physical maturation, experience with the physical environment, and the influence of the social environment. According to Piaget, intelligence can be viewed from three different perspectives. Firstly, Structure (schemas). Cognitive structure is built someone with mental framework take information from the environment and interpreting, reorganizing also transforming. To build the structure of cognitive then someone involved actively in establishing the process and the environment where someone interact important for the development of structural.Secondly, the conceptis the pattern of the doing of the specific when the individual faces the problem.Thirdly, Functionthat is a process built the structure of cognitive.The theory of Piaget is often called the theory of constructivist personal because it focuses more on the liveliness of the person in constructing his knowledge.[63]This statement makes easy the teacher to plan and teach a tensebecause tenses discuss about what happen in the past, present and future.

In the primary activities ofteaching tenses, a teacher giving apersepsi that is linking the material or theme or learning activities that will be conducted with the

[63]Clermont, Anne Nely Pleret, and Jean March Barrelet, Jean Piaget and Neuchatel: The Learner and The Scholar (New York: Psychology Press, 2008), 167.

student experience. In other words, a teacher activated the schemas of students with the remembering some activities in the past, present, or future by asking questions “what” that association with the learning that will be done because gives students the opportunity to answer a question is how to optimize the work of the brain and sharpening the mind.Notify the subject that will be discussed when it. Inform about core competence, basic competence, indicators, and the minimum completeness criteria’s. Explain the mechanism of the implementation of the learning in accordance with the learning steps.

In the main activities,students are given the motivation or stimuli to focus attention on the topic of the material with observing through the media such as pictures, video, movements, and so on with the question “what” and “when”. The following the Edgar Dales’s cone of experiences that can help the teacher to determine what media can be used in the learning of tenses:

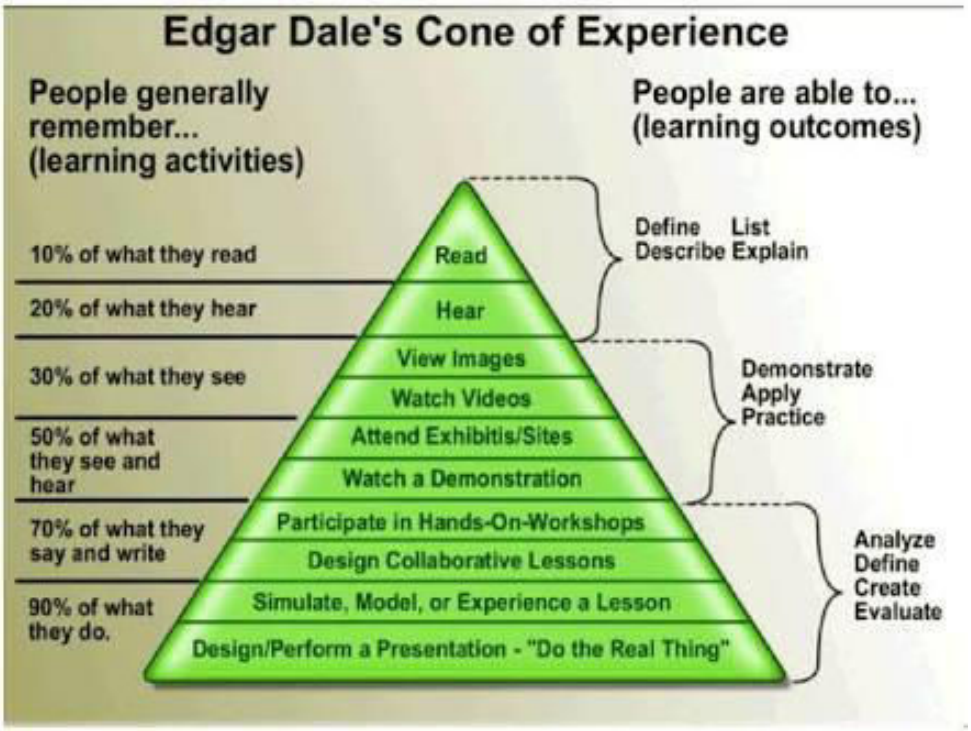

Figure 3

The next is the activity of identifying the problem. In here, the teacher gives chance to the students to identify as many as possible questions relating to the media and then ask questions. After that is data collection, the students were asked to gather relevant information to answer the questions that have been identified through the activity like observing objects or events, reading, activity, interview or discuss. They record all information obtained, representation, and the mutual exchange of information about the material. Then, in the group students discussion or explore to associate or process the data and verification the results with process the information that is looking for a solution. The last is generalization or communicating; the students discuss to conclude the data, presented the results of discussion in groups, giving opinions and answer the questions on a presentation that was done.

In the post activities, the teacher gives reinforcement that is with the guidance of the teacher, they make a resume about the important points that appear in teaching and learning process, scheduled homework, and scheduled the material to create projects, tasks, products, portfolio or performance to be prepared for the next meeting. And for the teacher, should be check the student's work, given the initials, giving awards to groups that have the good performance and cooperation, also scheduled the material to students to create projects, tasks, products, portfolio or performance to be prepared for the next meeting.

The followingfive models to more students toward critical thinking can be applied in teaching of tenses:[64]

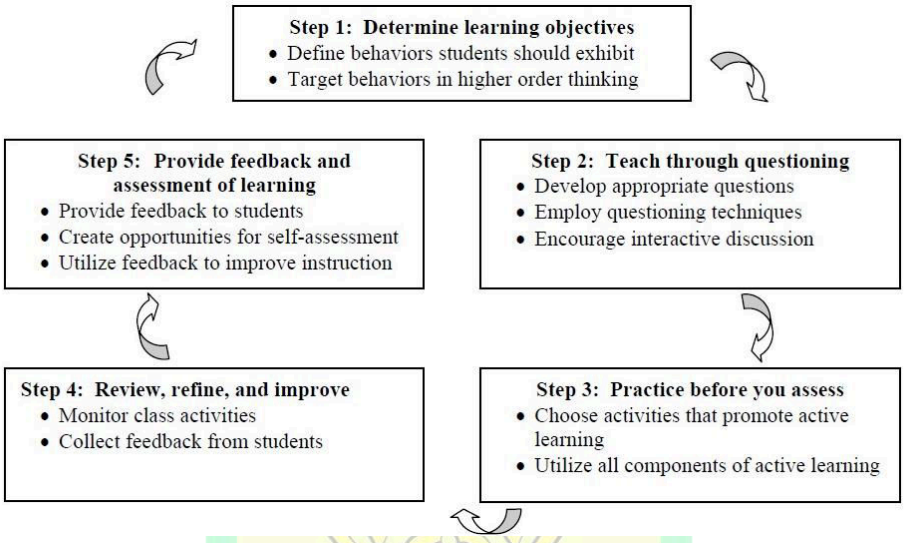

Figure 4

Step 1. Determine learning objectives. A teacher should first identify the key learning objectives that define what behaviors students should exhibit when they exit the class. To make critical thinking happen, these learning objectives, as well as the activities and assessments, must include those tied to the higher levels of Bloom's taxonomy. A well-written objective should include a behavior that is appropriate for the chosen level of the taxonomy. Bloom's Knowledge level requires an answer that demonstrates simple recall of facts. Questions at this level could ask students to answer who and what and to describe, state, and list. Comprehension requires an answer that demonstrates an understanding of the information. Questions at this level might ask students to summarize, explain, paraphrase, compare, and contrast. Application requires an answer that

[64]Robert Duron, Barbara Limbach, and Wendy Waugh, Critical Thinking For Any Discipline. International Journal of Teacching and Learning in Higher Education, 2006, 161.

demonstrates an ability to use information, concepts and theories in new situations. Questions at this level may ask students to apply, construct, solve, discover, and show. Analysis requires an answer that demonstrates an ability to see patterns and classify information, concepts, and theories into component parts. Questions at this level could ask students to examine, classify, categorize, differentiate, and analyze. Synthesis requires an answer that demonstrates an ability to relate knowledge from several areas to create new or original work. Questions at this level might ask students to combine, construct, create, role-play, and suppose. Finally, Evaluation requires an answer that demonstrates ability to judge evidence based onreasoned argument. Questions at this level may ask students to assess, criticize, recommend, predict, and evaluate.

Step 2: Teach through questioning. Questioning is a vital part of the teaching and learning process. It allows the teacher to establish what is already known and then to extend beyond that to develop new ideas and understandings. Questions can be used to stimulate interaction between teacher and learner and to challenge the learner to defend his or her position, (i.e., to think critically). D. R.Clasen and C. Bonk posited that although there are many strategies that can impact student thinking, it is teacher questions that have the greatest impact. He went on to indicate that the level of student thinking is directly proportional to the level of questions asked. When teachers plan, they must consider the purpose of each question and then develop the appropriate level and type of question to accomplish the purpose. All students need experience with higher level

questioning once they become familiar with a concept. Thoughtful preparation on the part of the teacher is essential in providing that experience.

According to Teaching Strategies (2003), the crucial elements of a skilled questioner are that they: pose brief and concise questions, are prepared to rephrase questions, are prepared to draw further responses from participants, use a variety of techniques, redirect questions/responses, provide feedback and reinforcement without repeating answers, and spread questions around the class.

Step 3: Practice before you assess. C. C. Bonwell and J. A. Eison described active learning as involving the students in activities that cause them to think about what they are doing. Fink (2003) indicated that the concept of active learning supports research which shows that students learn more and retain knowledge longer if they acquire it in an active rather than passive manner. To make learning more active, we need to learn how to enhance the overall learning experience by adding some kind of experiential learning and opportunities for reflective dialog. According to Fink (2003), there are two guiding principles that should be considered when choosing learning activities. First, activities should be chosen from each of the following three components of active learning: Information and Ideas, Experience, and Reflective Dialog. Information and Ideas include primary and secondary sources accessed in class, outside class, or online; Experience includes doing, observing, and simulations; Reflective dialog includes papers, portfolios, and journaling. Second, whenever possible, direct kinds of learning activities should be used.

Step 4: Review, refine, and improve. Teachers should strive to continually refine their courses to ensure that their instructional techniques are in fact helping students develop critical thinking skills. To accomplish this, teachers should monitor the classroom activities very closely. To track student participation, a teaching diary can be kept that identifies the students that participated, describes the main class activities, and provides an assessment of their success. Other reflective comments can also be tracked in this journal and can be very useful when revising or updating instructional activities. Student feedback is also an important tool to be used in the improvement of a course. T. A. Angelo and P. K. Cross suggested numerous methods for collecting key information related to student learning and response to instructional techniques. One such method, the 2-minute paper, asks students to identify the most important point learned. Teachers can review the comments and use them in future classes to emphasize issues identified. Chain notes can be implemented with an envelope bearing a key question on it that students respond to by placing their answers in the envelope. Discussing the patterns of responses with the students can lead to better teaching and learning. Memory matrixes are also useful in the collection of student feedback; students are asked to fill in two-dimensional cells with labels related to a concept.

Step 5: Provide feedback and assessment of learning. Teacher feedback, like assessment, compares criteria and standards to student performance in an effort to evaluate the quality of work. However, the purpose of feedback is to enhance the quality of student learning and performance, rather than to grade the performance,

and, importantly, it has the potential to help students learn how to assess their own performance in the future. L. D. Fink stated that feedback allows the teacher and student(s) to engage in dialogue about what distinguishes successful performance from unsuccessful performance as they discuss criteria and standards.

Teachers should provide good feedback to their students through frequent opportunities to practice whatever they are expected to do at assessment time. Teachers should spend ample time helping students to understand what the criteria and standards are and what they mean. Student peers may also provide feedback and evaluation. Each of these techniques help students learn to distinguish between satisfactory and unsatisfactory performance.

CHAPTER IV

DISCUSSION

C. The Teaching of Tenses based on 2013 Curriculum

The concept of teaching tenses based on 2013 curriculum (K13) by the teachers is implemented in three dimensions; those are planning, teaching learning process, and evaluation.

4. Dimension of Planning

The teacher should arrange and prepare a lesson plan with the following principles those are fully loads basic competence of spiritual attitudes, social attitudes, knowledge, and skills; can be implemented in one or more than one session; pay attention to individual differences of learners; student-centered; context-based; contemporary-oriented; develop independent learning; provide feedback and follow-up of learning; relevant and coherent in competencies and concept; utilize information and communication technology.[65] In the 2013 curriculum revision 2017, a lesson plan which created by educators must bring up and inserted four points those are strengthening character education (PPK), literacy, 4C (Creative, Critical Thinking, Communicative, and Collaborative), and HOTS (Higher Order Thinking Skill), then it needs creativity of

[65]"Permendikbud No 103 Tahun 2014 Tentang Pembelajaran Pada Pendidikan Dasar Dan Pendidikan Menegah, Pasal 2, Ayat (8)."

teachers to be made into a lesson plan intact.[66] The reason is because the concept of tenses is no longer given directly in the learning process but at the end of the learning or meeting each chapter and also sometimes structure remains taught but inserted on the type of text and the phrase that is taught. The teacher should be understood what they want to plan and to write in a lesson plan also to do in a teaching learning process. The following development steps a lesson plan:

h. Review the syllabus

In 2013 curriculum,syllabus development is no longer done by the teacher, but has been prepared by a team of curriculum developers, both central and regional levels.[67] There are four basic competences in accordance with an aspect core competence. To achieve four basic competences in the syllabus, the teacher formulated the activities of learners generally in learning in accordance with the standard process; formulate the indicator basic competence and assessment. The syllabus of 2013 curriculum explained the core competence and basic competence which must be achieve the teacher in the teaching and learning process.[68] There are four competencies in the core competence (KI) of 2013 curriculum those are spiritual (KI-1), social (KI-2), knowledge (KI-3) and skills (KI-4).

[66]"Perbedaan RPP K13 Revisi 2016 Dengan RPP K13 Revisi 2017," accessed May 30, 2017, http://www.kurikulum2013.xyz/2017/05/pedoman-penyusunan-rpp-k13-revisi-tahun.html.

[67]"Permendikbud No 59 Tahun 2014, Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah, Pasal 9, Ayat (2), (3), (4)," n.d.

[68]"Permendikbud No 24 Tahun 2016," n.d.

The syllabus of English of 2013 curriculum for Junior High School (SMP)/Islamic Senior High School (MTs) the content of spiritual (KI-1) and social (KI-2) for seventh, eighth, and ninth grade has same conception. The concept of spiritual is appreciated and lives the teachings of the religion. As for the concept of social is shows honest behavior, discipline, responsibility, care (tolerance, helpful), good manners, confident in interacting effectively with social environment and nature in the reach of the association and its existence. For the seventh grade, the concept of core competence knowledge (KI-3) is understand knowledge (factual, conceptual, and procedural) appropriate curiosity about science, technology, art, culture related phenomena and the incident seemed to the eye. The concept ofcore competence skills (KI-4) is try, process, and present in concrete domain (use, explain, modify, and make) and abstract domain in accordance with what is learned in school and other sources are the same in point of view or theory. For the eighth grade, the concept of core competence knowledge (KI-3) is understand and applying knowledge (factual, conceptual, and procedural) appropriate curiosity about science, technology, art, culture related phenomena and the incident seemed to the eye. The concept of core competence skills (KI-4) is process, present, and think in concrete domain (use,

explain, modify, and make) and abstract domain (writing, reading, counting, drawing, and composing) in accordance with what is learned in school and other sources are the same in point of view or theory. For the ninth grade, the concept of core competence knowledge (KI-3) is understand and applying knowledge (factual, conceptual, and procedural) appropriate curiosity about science, technology, art, culture related phenomena and the incident seemed to the eye. The concept of core competence skills (KI-4) is process, present, and think in concrete domain (use, explain, modify, and make) and abstract domain (writing, reading, counting, drawing, and composing) in accordance with what is learned in school and other sources are the same in point of view or theory.Then, for basic competence in the seventh, eight, and ninth grade has the operational verb which same such as identifying, arranging, comparing, arresting, and interpreting, however which makes different is the scope of material each grade.

The syllabus of English of 2013 curriculum for the compulsory subject that is Senior High School (SMA)/Islamic Senior High School (MA)/Vocational High School (SMK)/Islamic Vocational High School (MAK) the content ofspiritual (KI-1) and social (KI-2) to the tenth, eleventh, and twelfth grade has same conception. The concept of spiritual is

appreciated and lives the teachings of the religion. As for the concept of social is shows honest behavior, discipline, responsibility, care (helpful, teamwork, tolerance, peace) good manners, responsive, and pro-active and shows the attitude as a part of the solution on every problems in effectively interaction with the social and nature environment also put themselves as a reflection of the nation in the association world.For the tenth grade, the concept of core competence knowledge (KI-3) is understanding, applying, analyzing factual, conceptual, procedural science appropriate curiosity about science, technology, art, culture, and humanist insight of humanity, state, civilization-related causes of phenomena and events, as well as applying procedural knowledge in the field of study specific to their talents and interests to solve the problem. The concept ofcore competence skills (KI-4) is processing, thinking, and presenting in concrete domain and abstract domain associated with the development of which he had learned in school independently and are capable of using the method according to the rules of science. For the eleventh grade, the concept of core competence knowledge (KI-3) is understanding, applying, analyzing factual, conceptual, procedural, and metacognitive science appropriate curiosity about science, technology, art, culture, and humanist insight of humanity, state, civilization-

related causes of phenomena and events, as well as applying procedural knowledge in the field of study specific to their talents and interests to solve the problem. The concept ofcore competence skills (KI-4) is processing, thinking, and presenting in concrete domain and abstract domain associated with the development of which he had learned in school independently, also act effectively and creatively and are capable of using the method according to the rules of science. For twelve grade, the concept of core competence knowledge (KI-3) is understanding, applying, analyzing factual, conceptual, procedural, and metacognitive science appropriate curiosity about science, technology, art, culture, and humanist insight of humanity, state, civilization-related causes of phenomena and events, as well as applying procedural knowledge in the field of study specific to their talents and interests to solve the problem. The concept ofcore competence skills (KI-4) is processing, thinking, presenting, and creating in concrete domain and abstract domain associated with the development of which he had learned in school independently also act effectively and creatively and are capable of using the method according to the rules of science.Then, for basic competence in the tenth, eleventh, and twelve grades has the operational verb which same like applying, arranging, arresting, comparing, and interpreting

nevertheless which makes different is the scope of material each grade.

The syllabus of English of 2013 curriculum for the specialization subject that is Senior High School (SMA) or Islamic Senior High School (MA) the content of spiritual (KI-1) and social (KI-2) to tenth, eleventh, and twelfth grade has same conception. The concept of spiritual is appreciated and lives the teachings of the religion. As for the concept of social is shows honest behavior, discipline, responsibility, care (helpful, teamwork, tolerance, peace) good manners, responsive, and pro-active and shows the attitude as a part of the solution on every problems in effectively interaction with the social and nature environment also put themselves as a reflection of the nation in the association world.For the tenth grade, the concept of core competence knowledge (KI-3) is understanding, applying, analyzing factual, conceptual, procedural science appropriate curiosity about science, technology, art, culture, and humanist insight of humanity, state, civilization-related causes of phenomena and events, as well as applying procedural knowledge in the field of study specific to their talents and interests to solve the problem. The concept ofcore competence skills (KI-4) is processing, thinking, and presenting in concrete domain and abstract domain associated with the development of

which he had learned in school independently and are capable of using the method according to the rules of science. For eleventh grade, the concept of core competence knowledge (KI-3) is understanding, applying, analyzing factual, conceptual, procedural, and metacognitive science appropriate curiosity about science, technology, art, culture, and humanist insight of humanity, state, civilization-related causes of phenomena and events, as well as applying procedural knowledge in the field of study specific to their talents and interests to solve the problem. The concept ofcore competence skills (KI-4) is processing, thinking, and presenting in concrete domain and abstract domain associated with the development of which he had learned in school independently, also act effectively and creatively and are capable of using the method according to the rules of science. For twelve grade, the concept of core competence knowledge (KI-3) is understanding, applying, analyzing factual, conceptual, procedural, and metacognitive science appropriate curiosity about science, technology, art, culture, and humanist insight of humanity, state, civilization-related causes of phenomena and events, as well as applying procedural knowledge in the field of study specific to their talents and interests to solve the problem. The concept ofcore competence skills (KI-4) is processing, thinking, presenting, and creating in concrete domain and

abstract domain associated with the development of which he had learned in school independently also act effectively and creatively and are capable of using the method according to the rules of science.For basic competence in the tenth, eleventh, and twelve grades has the operational verb which same such as comparing, arresting, applying, arranging, and interpreting though which makes different is in the scope of material each grade.

i. Identify learning materials of tensesby considering some of the following: the potential of the students; relevance to the characteristics of the area; level of recent development of physical, intellectual, emotional, social, and spiritual of the students; usefulness for student; the structure of science; the topicality, depth, and breadth of learning materials; relevance to the needs of students and the demands of the environment; and the allocation of time

j. Determine the goals. The goals can be organized covers the entire basic competence or organized for each meeting. The purpose refers to the indicator; most do not contain two aspects those are audience and behavior.

k. Develop learning activities. The learning activities can be realized through the use of a learning approach that varied and student-

centered as well as load the life skills that need to master by students.

l. Explain the type of assessment. In the syllabus has been determined the type of assessment. Assessment of the achievement of the basic competence the students is done based on the indicators. The assessment is done using test and non-test, written or oral, observation of performance, measurement of attitudes, assessment of the results of the work in the form of tasks, projects, and or product, the use of portfolio, and self-assessment.

m. Determine the allocation of time. The determination of allocation of time on each basic competence is based on the number of weeks lessons per week with consider the amount of basic competence, breadth, depth, the level of difficulty, and the level of interest basic competence.

n. Determine learning sources. In the 2013 curriculum, there is only one book student and teacher. It makes easy the students in mastering specific material and the teacher to development material; as a result there is a uniformity of materials in all schools in Indonesia.[69] The book is useful for the teachers to guide well the learning process performed by the students through the textbooks which have been arranged in accordance

[69]Ahmad Yani, Mindset Kurikulum 2013 (Bandung: Alfabeta, 2014), 22.

with the principles developed in 2013 curriculum. In the one of chapters English textbook for teacher "Think Globally Act Locally Ninth Grade entitled "Everybody is always in the middle of something" explained that in this chapter students learn to state about the action or activities or events that occurred on three different times: current time in spoken, in the past, and in the future when the performing or happen the action or activities or other events. The structure will not be learned as a rule or theory but applied in the form of sentences that are meaningful and relevant to student life. In the end of this chapter, all three need to be presented simultaneously to look the difference. For more complete explanation this topics can be seen in Appendix 4. Consequently, it means the English teachers must be creative and innovative in making a lesson plan especially in learning activities that include primary activities, main activities, the post activities; media; tools; assessment; remedial learning; and enrichment[70].

5. Dimension of teaching learning process

For teachers, learning usually refers to things that happen in schools or classrooms, even though every teacher can of course describe examples of learning that happen outside of these places. In particular, teachers' perspectives on learning often emphasize three

[70]Ibid.Pasal 3, ayat (4).

ideas, and sometimes even take them for granted: (1) curriculum concept and academic achievement, (2) sequencing and readiness, and (3) the importance of transferring learning to new or future situations.[71]In this dimension, the teachers in teaching of tenses should be implement suitable teaching learning strategies and methods that should be in accordance with the approach in 2013 curriculum that is scientific approach.[72] The scientific approach is a science process-based approach that is done through the process of observing, questioning, exploring or experimenting, associating, and communicating.[73] In the 2013 curriculum revision edition, the teacher require to applying a theory in learning process. In conclusion, the teacher is not just a theory course. As for the theory which recommend by newest 2013 curriculum is the theory of the level of 5M that is remember, understand, apply, analyze, and create.[74]

The teacher also applied active learning that is a method which is make students as a main model (student-centered learning) in every learning process.[75]Here, the teacher act as a facilitator and motivator in the learning process, assessing the learning competency to be acquired by students at the end of the learning, design strategies and

[71]Kelvin Selfert and Rosemary Sutton, Educational Psychology, Second (Switzerland: Global Text, 2009), 21.

[72]"Permendikbud No 103 Tahun 2014 Tentang Pembelajaran Pada Pendidikan Dasar Dan Pendidikan Menegah, Pasal 2, Ayat (8)."

[73]Ibid.

[74]Imas Kurniasih and Berlin Sani, Revisi Kurikulum 2013. Implementasi Konsep Dan Penerapan, 161–68.

[75]Imas Kurniasih and Berlin Sani, Revisi Kurikulum 2013. Implementasi Konsep Dan Penerapan (Yogjakarta: Kata Pena, 2016), 9.

the learning environment by providing a variety of learning experiences that students need in order to achieve core competence and basic competence (KI-KD), help learners to access information, organize, and process it to be used in solving real problems, identify and determine the pattern of assessment of student learning outcomes that are relevant to core competence and basic competence (KI-KD).

To conclude, the using suitable strategy and method with put forward student-centered learning for implement the theory of the level of 5M (remember, understand, apply, analyze, and create) and the characteristics of an ideal learning, the teacher will easy to teach a tense step by step appropriate with learning activities and can achieve learning objectives.

6. Dimension of Evaluation

At this dimension, the teachers should evaluate students' learning. Many points of view regard the evaluation activity is performed after the teachers do the teaching and learning process. Evaluation of learning outcomes by educators is the process of gathering information or evidence about learning outcomes of learners within the competence of a spiritual and social attitude, knowledge, and skills is done in a planned and systematic, during and after the

learning process.[76]The following of evaluation in teaching of tenses based on K13 should be done by the teacher:

a. Authentic Assessment

Based on the guidelines of learning evaluation by the teachers, 2013 curriculum requires the use of authentic assessment. Authentic assessment is a form of assessment that requires learners to show attitude, using the knowledge and skills obtained from learning in doing the task on real situation.[77] The aims of authentic assessment are make the students learners who successfully master the knowledge, practice the students' skills to use their knowledge in the context of their life, and give the student opportunity to solve the real problem. The basic principles in this assessment are to encourage students to think critically and apply knowledge, measure the of student competencies, criterion-referenced, sustainable, analysis for follow-up learning, appropriate with the students' learning experience. The following kinds of authentic assessment:[78]

[76]"Permendikbud No 104 Tahun 2014 Tentang Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar Dan Pendidikan Menengah, Pasal 2, Ayat (1)," n.d.

[77]Ibid.

[78]Kementerian Pendidikan dan Kebudayaan Republik Indonesia, "Konsep Penilaian Autentik Pada Proses Dan Hasil Belajar," 2013.

a) The assessment of performance

How to record the results of the assessment-based performance are checklist, anecdotal/narrative records, rating scale, memory approach.

b) Project assessment

The activities assessment of task to completed students within a certain time. The following three things that need to be considered teachers in the project assessment those are skills students in choosing a topic, find and collect data, process and analyze, give the meaning of the information obtained and write a report; suitability or relevance of the learning material with the development of attitudes, skills, and knowledge needed by students; and the authenticity of a learning project that is done or produced by students.

c) Portfolio

Portfolio can be form the results of students work by individuals or groups, requiring students reflection and evaluated based on some dimensions.

d) The assessment of written

Written test form description or essay that requires the student to recall, understand, organize, implement, analyze synthesis, evaluate, and so on based on learned material be

comprehensive and so should able to describe the attitude, knowledge, and skills of students.

b. Assessment of learning outcomes

The aim of this assessment are formative (shaping character and behavior, make a lifelong learner – to drive learning, competent), diagnostic (see the development of the students and feedback, correction in learning), and achievement (to measure outcomes that can be evaluated learning outcomes).

The principles of this assessment are the assessment of learning outcomes by educators committed against the mastery-level competence as an achievement not a competition, assessment of competency is discrete assessments not continue with the scale 0 to 100 in the descriptive with the classifying such as not/less competence, enough, competence, and very competence.

c. Assessment mastery learning

The criteria's of completeness are the assessment based on criteria references, mastery competency attitudes in the form of a descriptionof at least Good. The score of knowledge and skills used the number 0 to 100 without the predicate D to A. The score on the average and the achievement of knowledge and skills competence at least 60 but the schools can determine the limit of the mastery of the standard above by considering

specific aspects in accordance with the characteristics and potential of the school.

d. Assessmentclass

Completing in class assessment are attitude assessment is done by observation as outlined in the record of subject teacher, counseling teacher, and class teacher in the form of anecdotal record, incidental record, and other information which valid and relevant. In the implementation of attitudes assessment assumed every student has a good behavior, so that if not found the behavior of a very good or less good then value attitudes of students is considered in accordance with the indicator expected. Self-assessment and assessment between friends can be done in the framework of the development and character formation of students, so it can be used as one tool for confirmation of the result of attitude assessment by educators.

e. Attitudes Assessment

The assessment of the social (KI-2) and religious (KI-1) students is done by teachers of civic and teachers-ethics through observation in the form of teacher note during a learning process and the results of the teacher observation of subjects submitted to the homeroom teacher to be followed, the scale of assessment the first 1 to 4 returned to be 1 to 100 and are given in the form of a predicate and a description, and remedial given for less

score but students are provided re-learning and the score of remedial this is what will be listed in the results.[79]

D. Critical Thinking Framework based on Piaget's Theory and Its Relevance to The Teaching of Tenses in K13

The National Bureau of Standards of Education quoted of "21st Century Partnership Learning Framework" explained that the picture of the ideal man Indonesia, one of which is to have the ability of critical thinking and problem-solving skills that is the ability to think critically, laterally, and systemic, especially in the context of problem solving.[80] It is one of the reasons why the teacher needed a good preparation before and during teaching of tenses is. Critical thinking is the art of analyzing and evaluating thinking with a view to improving it. Critical thinking is very important to everyone because the problem is everyone thinks; it is a nature to do so but much of thinking, left to it, is biased, distorted, partial, uniformed or down-right prejudiced. Yet the quality of life and that of what the produce make or build depends precisely on the quality of thought. To be critical thinkers' needs element of thought those are all reasoning has a purpose. It can be with state the purpose clearly; state the question at issue clearly and precisely, express the question in several ways to clarify its meaning and scope, break the question into sub-questions, distinguish questions that have definitive answers from those that are a matter of opinion and from those that require consideration of multiple viewpoints; based on assumptions; done from some

[79]Imas Kurniasih and Berlin Sani, Revisi Kurikulum 2013. Implementasi Konsep Dan Penerapan, 8–10.

[80]Ahmad Yani, Mindset Kurikulum 2013, 74.

point of view; based on data, information, and evidence; expressed through, and shaped by, concepts and ideas; contains inferences or interpretations by which we draw conclusions and give meaning to data; and leads somewhere or has implications and consequences.[81]

In the 2013 curriculum one of the theories of learning can be support and create critical thinking students' is the theory of cognitive development by Jean Piaget. Piaget has conducted research and gets the three important thoughts that affect thinking in the future those are children of different age using a different way of thinking, methods the clinic uses to ferret out the child's thinking in more depth and the thought of the logic of the abstract may be relevant to understand the child's thinking.[82] The theory of cognitive development by Piaget argues that this theory of knowledge and cognitive development constructed by human through the influence of the environment.[83]Piaget proposed four stages of cognitive development: sensorimotor (0-2 years old),preoperational (2-7 years old), concrete operational (7-10 years old) and formal operational (11 years old and up).[84]

In Indonesia, students in Junior High School to Senior High School have the average age of 13 to 18 years old, so it is been through the process of four stages is. Piaget also stated that in the process of the addition of knowledge, at each individual will experience the process of assimilation and accommodation.Jean

[81]Ibid., 3.

[82]Andreas Demeteriou et all, Neo Piagetian Theories of Cognitive Development: Implication and Aplication for Education (London: Routledge, 2005), 9.

[83]David Elkind, Child Development and Education (New York: MCGraw-Hill Inc, 2000), 6.

[84]Ahmad Yani, Mindset Kurikulum 2013, 17.

Piaget noticed **schemas** are actions or mental representations that organize knowledge.Older children have schemas that include strategies and plans for solving problems.[85] The first of Piaget's two kinds of processes for building schemes is called adaptation that is a process of developing schemes through direct interaction and experimentation with the environment. Adaptation consists of two related processes, which he called assimilation and accommodation. Assimilation is the process of addition of knowledge without changing the scheme earlier that there has been before. Assimilation occurs when children incorporate newinformation into their existing schemas.[86] Accommodation is to develop and build back what has been known previously due to new information and does not correct with the schema early. They changed the initial concept and replaced with a new or slightly modified so that it becomes the new knowledge.[87] Assimilation and accommodation work like pendulum swings at advancing understanding of the world and competency in it. They are directed at a balance between the structure of the mind and the environment, at a certain congruency between the two, that would indicate that you have a good (or at least good-enough) model of the universe. This ideal state calls **equilibrium**.[88] The child can easily grasp Piaget's entire conservation task, and has a clear idea of concept of reversibility; that is a state of equilibrium. But when a child is ready for new learning and cannot seem to meet his environmental challenges, a state of disequilibrium ensues, in which the child experiences cognitive discomfort. In other words, the

[85]John Santrock, Educational Psychology, Fifth (Dallas: MCGraw-Hill, 2011), 39.
[86]Ahmad Yani, Mindset Kurikulum 2013, 17.
[87]Ibid., 18.
[88]Dr. C. George Boeree, "Jean Piaget: Personality Theories," in Personality Theories (Shippensburg University, 2006), 5, http://www.ship.edu/%7Ecgboeree/persconcepts.html.

child has needs and is ready to take on more complex tasks, and may in fact be progressing toward a new stage of cognitive development, involving major new accommodations. **Equilibration** simply refers to the process of moving from state of disequilibrium to equilibrium. Milles concludes that **equilibration** is the grand process that puts together all of the elements of development. Equilibration integrates and regulates the other three main factors of development: physical maturation, experience with the physical environment, and the influence of the social environment. In accordance this theory, the teacher can create some activities to activated schemas or ask the students about the activity (what they do, are doing and have them do it) directly or using some media such as picture, audio, and video.

According to Piaget, intelligence can be viewed from three different perspectives. Firstly, Structure (schemas). Cognitive structure is built someone with mental framework take information from the environment and interpreting, reorganizing also transforming. To build the structure of cognitive then someone involved actively in establishing the process and the environment where someone interact important for the development of structural. Secondly, the concept is the pattern of the doing of the specific when the individual faces the problem. Thirdly, Function that is a process built the structure of cognitive. The theory of Piaget is often called the theory of constructivist personal because it focuses more on the liveliness of the person in constructing his knowledge.[89] This statement makes

[89]Clermont, Anne Nely Pleret, and Jean March Barrelet, Jean Piaget and Neuchatel: The Learner and The Scholar (New York: Psychology Press, 2008), 167.

easy the teacher to plan and teach a tense because tenses discuss about what happen in the past, present and future.

In the primary activities of teaching tenses, a teacher giving apersepsi that is linking the material or theme or learning activities that will be conducted with the student experience. In other words, a teacher activated the schemas of students with the remembering some activities in the past, present, or future by asking questions "what" that association with the learning that will be done because gives students the opportunity to answer a question is how to optimize the work of the brain and sharpening the mind. Notify the subject that will be discussed when it. Inform about core competence, basic competence, indicators, and the minimum completeness criteria's. Explain the mechanism of the implementation of the learning in accordance with the learning steps.

In the main activities, students are given the motivation or stimuli to focus attention on the topic of the material with observing through the media such as pictures, video, movements, and so on with the question "what" and "when". The teacher can use the Edgar Dales's cone of experiences because it can help to determine what media can be used in the learning of tenses.

The next is the activity of identifying the problem. In here, the teacher gives chance to the students to identify as many as possible questions relating to the media and then ask questions. After that is data collection, the students were asked to gather relevant information to answer the questions that have been identified through the activity like observing objects or events, reading, activity, interview or discuss. They record all information obtained, representation, and the mutual

exchange of information about the material. Then, in the group students discussion or explore to associate or process the data and verification the results with process the information that is looking for a solution. The last is generalization or communicating; the students discuss to conclude the data, presented the results of discussion in groups, giving opinions and answer the questions on a presentation that was done.

In the post activities, the teacher gives reinforcement that is with the guidance of the teacher, they make a resume about the important points that appear in teaching and learning process, scheduled homework, and scheduled the material to create projects, tasks, products, portfolio or performance to be prepared for the next meeting. And for the teacher, should be check the student's work, given the initials, giving awards to groups that have the good performance and cooperation, also scheduled the material to students to create projects, tasks, products, portfolio or performance to be prepared for the next meeting.

The following five models to more students toward critical thinking can be applied in teaching of tenses those.[90]

Step 1. Determine learning objectives. A teacher should first identify the key learning objectives that define what behaviors students should exhibit when they exit the class. To make critical thinking happen, these learning objectives, as well as the activities and assessments, must include those tied to the higher levels of Bloom's taxonomy. A well-written objective should include a behavior that is appropriate for the chosen level of the taxonomy. Bloom's Knowledge level

[90]Robert Duron, Barbara Limbach, and Wendy Waugh, *Critical Thinking For Any Discipline. International Journal of Teacching and Learning in Higher Education*, 2006, 161.

requires an answer that demonstrates simple recall of facts. Questions at this level could ask students to answer who and what and to describe, state, and list. Comprehension requires an answer that demonstrates an understanding of the information. Questions at this level might ask students to summarize, explain, paraphrase, compare, and contrast. Application requires an answer that demonstrates an ability to use information, concepts and theories in new situations. Questions at this level may ask students to apply, construct, solve, discover, and show. Analysis requires an answer that demonstrates an ability to see patterns and classify information, concepts, and theories into component parts. Questions at this level could ask students to examine, classify, categorize, differentiate, and analyze. Synthesis requires an answer that demonstrates an ability to relate knowledge from several areas to create new or original work. Questions at this level might ask students to combine, construct, create, role-play, and suppose. Finally, Evaluation requires an answer that demonstrates ability to judge evidence based onreasoned argument. Questions at this level may ask students to assess, criticize, recommend, predict, and evaluate.

Step 2: Teach through questioning. Questioning is a vital part of the teaching and learning process. It allows the teacher to establish what is already known and then to extend beyond that to develop new ideas and understandings. Questions can be used to stimulate interaction between teacher and learner and to challenge the learner to defend his or her position, (i.e., to think critically). D. R. Clasen and C. Bonk posited that although there are many strategies that can impact student thinking, it is teacher questions that have the greatest impact. He

went on to indicate that the level of student thinking is directly proportional to the level of questions asked. When teachers plan, they must consider the purpose of each question and then develop the appropriate level and type of question to accomplish the purpose. All students need experience with higher level questioning once they become familiar with a concept. Thoughtful preparation on the part of the teacher is essential in providing that experience.

According to Teaching Strategies (2003), the crucial elements of a skilled questioner are that they: pose brief and concise questions, are prepared to rephrase questions, are prepared to draw further responses from participants, use a variety of techniques, redirect questions/responses, provide feedback and reinforcement without repeating answers, and spread questions around the class.

Step 3: Practice before you assess. C. C. Bonwell and J. A. Eison described active learning as involving the students in activities that cause them to think about what they are doing. Fink (2003) indicated that the concept of active learning supports research which shows that students learn more and retain knowledge longer if they acquire it in an active rather than passive manner. To make learning more active, we need to learn how to enhance the overall learning experience by adding some kind of experiential learning and opportunities for reflective dialog. According to Fink (2003), there are two guiding principles that should be considered when choosing learning activities. First, activities should be chosen from each of the following three components of active learning: Information and Ideas, Experience, and Reflective Dialog. Information and Ideas include primary and secondary sources accessed in class, outside class, or online;

Experience includes doing, observing, and simulations; Reflective dialog includes papers, portfolios, and journaling. Second, whenever possible, direct kinds of learning activities should be used.

Step 4: Review, refine, and improve. Teachers should strive to continually refine their courses to ensure that their instructional techniques are in fact helping students develop critical thinking skills. To accomplish this, teachers should monitor the classroom activities very closely. To track student participation, a teaching diary can be kept that identifies the students that participated, describes the main class activities, and provides an assessment of their success. Other reflective comments can also be tracked in this journal and can be very useful when revising or updating instructional activities. Student feedback is also an important tool to be used in the improvement of a course. T. A. Angelo and P. K. Cross suggested numerous methods for collecting key information related to student learning and response to instructional techniques. One such method, the 2-minute paper, asks students to identify the most important point learned. Teachers can review the comments and use them in future classes to emphasize issues identified. Chain notes can be implemented with an envelope bearing a key question on it that students respond to by placing their answers in the envelope. Discussing the patterns of responses with the students can lead to better teaching and learning. Memory matrixes are also useful in the collection of student feedback; students are asked to fill in two-dimensional cells with labels related to a concept.

Step 5: Provide feedback and assessment of learning. Teacher feedback, like assessment, compares criteria and standards to student performance in an effort to evaluate the quality of work. However, the purpose of feedback is to enhance the quality of student learning and performance, rather than to grade the performance, and, importantly, it has the potential to help students learn how to assess their own performance in the future. L. D. Fink stated that feedback allows the teacher and student(s) to engage in dialogue about what distinguishes successful performance from unsuccessful performance as they discuss criteria and standards.Teachers should provide good feedback to their students through frequent opportunities to practice whatever they are expected to do at assessment time. Teachers should spend ample time helping students to understand what the criteria and standards are and what they mean. Student peers may also provide feedback and evaluation. Each of these techniques help students learn to distinguish between satisfactory and unsatisfactory performance.

CHAPTER V

CLOSING

A. Conclusion

The conclusion is presented based on the data which have been analyzed in the previous chapters. From all the data analysis about the critical thinking framework based on Piaget's theory and its relevance to teaching of tenses in 2013 curriculum, it can be concluded that:

o. The concept of teaching tenses based on 2013 curriculum (K13) by the teachers is implemented in three dimensions; those are planning, teaching learning process, and evaluation. In 2013 curriculum, syllabus development is no longer done by the teacher, so in planning the teacher only make a lesson plan. The structure of tenses is no longer given directly in the learning process but at the end of the learning or meeting each chapter and also sometimes structure remains taught but inserted on the type of text and the phrase that is taught. The should be implement suitable teaching learning strategies and methods that that is scientific approach done through the process of observing, questioning, exploring or experimenting, associating, and communicating also require to applying a theory in learning process (remember, understand, apply, analyze, and create) which is make students as a main model (student-centered learning) in every learning process. After that, the teachers should evaluate students'

learning use of authentic assessment but for the assessment of the social (KI-2) and religious (KI-1) students is done by teachers of civic and religion.

p. The theory of cognitive development by Piaget argues that this theory of knowledge and cognitive development constructed by human through the influence of the environment. Piaget proposed four stages of cognitive development: sensorimotor (0-2 years old), preoperational (2-7 years old), concrete operational (7-10 years old) and formal operational (11 years old and up). The students in Junior High School to Senior High School in Indonesia have the average age of 13 to 18 years old, so it is been through the process of four stages is. Piaget also stated that in the process of the addition of knowledge, at each individual will experience the process of assimilation and accommodation. In accordance this theory, the teacher can create some activities to activated schemas or ask the students about the activity (what they do, are doing and have them do it) directly or using some media such as picture, audio, and video. The theory of Piaget is often called the theory of constructivist personal because it focuses more on the liveliness of the person in constructing his knowledge. This statement makes easy the teacher to plan and teach a tense because tenses discuss about what happen in the past, present and future. And then, Students in his life were always interacting with its surrounding and with the interaction they gained scheme. Then, the

teacher did assimilation that is the process of the addition of new information into the scheme that there have been associated tenses. But just a little happened accommodation that is the turn of the information does not in accordance with the scheme because when the teacher teaching of tenses and related with the activity of students everyday just happened translated in the language from Indonesia to English but still going on an equilibrium process that is the form of a balance between the cognition structures with student's experiences in the environment. Thus, the cognition of students thriving so able to think critically not because they received the knowledge of the outside come passively but students is active to construct their knowledge.

B. Suggestion

Based on result of discussion and conclution, the writer purpose some suggestion as follows:

1. It is suggested that the teachers should use active learning, different media and method in teaching of tenses based on the students classroom and school environment.
2. It is suggestion that English teachers to be more creative and innovative in presenting material, so the students can be able to the language in the target language.
3. It is suggestion that teaching tenses needs full concentration because tenses divided into 16 times also it related with memorizing the

structure. So, the teachers should be sensitive and pay attention with student's condition.

4. This thesis is a result of analysis and research about critical thinking framework based on Piaget's theory in the teaching of tenses in 2013 curriculum, therefore this thesis hoped to become a contribution especially for English teachers, to become as a teacher has obligatory to create the students to be the best and compete in the school.

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