
Research Article

ALIGNMENT OF LEARNING ACTIVITIES AND ASSESSMENT TASKS IN ENGLISH TEXTBOOK “WHEN ENGLISH RINGS A BELL”

Tiara Umbari¹,

Fakultas Pascasarjana, Universitas Indraprasta PGRI, Jl. Nangka No. 58C (TB. Simatupang) Tanjung Barat, Jagakarsa Jakarta Selatan

Mamik Soendarti²,

Fakultas Pascasarjana, Universitas Indraprasta PGRI, Jl. Nangka No. 58C (TB. Simatupang) Tanjung Barat, Jagakarsa Jakarta Selatan

Supeno³,

Fakultas Pascasarjana, Universitas Indraprasta PGRI, Jl. Nangka No. 58C (TB. Simatupang) Tanjung Barat, Jagakarsa Jakarta Selatan

e-mail: tiyumbari@gmail.com ¹

e-mail: mamik.soendarti@unindra.ac.id ²

e-mail: supeno@unindra.ac.id ³

Abstract: The aim of the research is to analyse the alignment of Learning Activities and Assessment Tasks in the English textbook “When English Rings a Bell. This study used a descriptive qualitative approach. The instrument used to collect the data is document study used in the form of checklist. Three checklists were made adopted from previous studies. The results of this study showed that the alignment of Learning Activities in the textbook achieved score 82% based on the Basic Competence Standards statements 3 and 4. Meanwhile Assessment Tasks in textbook are aligned with 78% Basic Competence Standards statements 3 and 4. Then, the English textbook “When English Rings a Bell” is categorized ‘partially aligned’ with 2013. It can be concluded that textbook is suitable to be used in order to help the teaching learning process in the classroom with the help of other sources and teacher adaptation.

Key Words: text book; alignment; 2013 Curriculum

Introduction

Indonesia has enacted a standard-based education system in its curriculum since 2013 with the 2013 Curriculum as the basis for the implementation of the education process. The 2013 curriculum is “a set of plans and rules regarding the purpose, content, and learning material as well as methods that are used as guidelines for implementing learning activities to achieve certain educational” (PP No. 57, 2021, p. 20). It is used to prepare Indonesian have competencies in many aspects: productive, creative, innovative, affective, and having contribution to the environment, social life, and the global development (Permendikbud No. 32, 2013, p. 24). There are various challenges to execute the standard. Particular among all is the quality and alignment of supporting documents with policies, including textbooks/learning materials, assessments, and teacher proficiency.

Alignment refers to the degree to which the content standards, instructions, materials and assessments work together to achieve desired goals. Content standards are established to determine what students are expected to know and be able to do at any educational level. Then the teachers were expected to instruct the students using supporting documents according to the academic standards. In the end of the topic or the course, assessments are used to measure the extent to which the standard has been achieved (Betsy Case & Zucker, 2008, p. 2). To achieve the basic or core competencies mandated in the curriculum, textbooks are used as the main source of learning in educational units.

Furthermore, textbook is one of the curriculum documents that function as the operational tool for the curriculum (Permendikbud No. 37, 2014, p. 3). Textbook can be defined as an instructional package that contains the teaching materials for the learning unit. Textbook presents a comprehensive learning design; from

syllabus, goals, activities, to assessment of learning. From the point of view of learning materials, textbook provides input and training in the target language needed to facilitate students to learn to achieve the intended learning outcomes. A series of *Buku Sekolah Elektronik Bahasa Inggris SMP/MTs* were published to succeed the 2013 Curriculum in EFL secondary classrooms. The use of the textbooks is centrally managed by the government and their use in class is compulsory.

This present study aims to investigate the alignment in the English Textbook “When English Rings a Bell” for grade VIII. In particular, this study focuses on the design of the textbook as an instructional package with regards to the 2013 Curriculum. The well-structured textbook components are more easily adapted than the flexible ones (Ur, 2015, p. 15). Therefore, this study finds out whether the content of the textbook is aligned with the curriculum. It includes the learning objectives, the learning activities and the assessments tasks.

Various evaluative studies of the contents of *Buku Sekolah Elektronik “Bahasa Inggris”* have been carried out. A study by (Nurhikmah, 2016) analysed feasibility of content and presentation in the English text book *Bahasa Inggris untuk SMA/MA/SMK Kelas X* according to 2013 Curriculum. The result of this study concluded that the book was good to be used, in terms of feasibility of content and presentation, in the first grade of senior high school using 2013 Curriculum. (Akbar, 2016) conducted investigation toward the eleventh-grade English textbooks in Indonesia, focused on the areas of relevance of materials with competency standards and basic competencies, materials accuracy, and supporting learning materials. The findings showed that two analysed textbooks were appropriate in terms of content based on BSNP framework for textbook evaluation. However, most studies evaluate the contents of textbook based on the expert framework or the National Education Standards Agency (BSNP) criteria, only a few focusing on the alignment of textbook with the curriculum. This situation compelled the researcher to conduct this study to fill the gap.

Method

The research was conducted at SMPN 138 Cakung, Jakarta. This study employs descriptive-qualitative method that functioned to describe the alignment in the textbook with 2013 Curriculum. The key of descriptive method is that the researchers collect data to describe phenomenon. Content analysis technique is used in this research. Content analysis is carefully identifying appropriate categories that reflect the texts characteristics and the purpose of the research as (Krippendor, 2004 : 111) said: “Content-analysis consists of analysing the contents of documentary materials such as books, magazines, newspapers and the contents of all other verbal materials which can be either spoken or printed.”. Mayring (2014:30) describes the role of researcher in content analysis research: “being only part of the research instrument or being a free interpreter of the material.” The main instrument of this research is the researcher and supported by using observation checklist.

The source of data of this research is “*Bahasa Inggris, When English Rings a Bell untuk SMP/MTs kelas VIII*” textbook 2017 revised edition, by Siti Wachidah, Asep Gunawan, Diyantari, dan Yuli Rulani Khatimah. The “*Bahasa Inggris, When English Rings a Bell for SMP/MTs*” textbook is a series of English language textbooks for junior high school students published by the Ministry of Education and Culture. This book is also provided in electronic version (ebook) by the Ministry of National Education, so it is also called *Buku Sekolah Elektronik*. *BSE* itself is proclaimed for books that meet national education standards at low prices and easily get by throughout the nation. As the main operational tool for implementing the curriculum, *BSE* was also made based on the applicable curriculum in 2013. The “*Bahasa Inggris, When English Rings a Bell for SMP/MTs*” consists of two kinds of book, students Book and Teacher Book. The student book consists of 13 chapters and 239 pages. The teacher book is divided into 3 parts, i.e. the general guide, the directive, and the technical guide for the use of student books, totalling 199 pages. The writer uses both version as the source of data.

The data of this research is all discourse from teacher and student books which state learning activities and assessment tasks. The learning activities include observing, questioning, gathering information, associating and communicating. The assessment tasks in the textbook are in the form of performance, portfolio, self-assessment, and peer-assessment. To investigate the alignment between textbook and curriculum content, the textbook evaluation instrument is adapted from previous studies by (Ayu & Inderawati, 2019) contained comparison of Indicators of Competency Achievements and the availability of the activities that promote the indicators and assessment tasks to measure the achievement.

Results and Discussion

According to research findings, it is concluded that “When English Rings a Bell” grade VIII is categorized into partially aligned with the 2013 Curriculum. The average number of learning activities and assessment tasks alignment is 80% with the basic competencies number 3 and 4. This section elaborates the findings which were related to the previous studies. The discussion is explained by referring to the research questions.

How is the alignment of the Learning Activities in the English Textbook “When English Rings a Bell” based on the 2013 Curriculum?

To describe competency standards which are often written in global terms, it is necessary to formulate indicators of competency achievement. Alignment studies have certain criteria, and the first commonly used criteria is determined by cognitive complexity. Based on the study conducted by (Anderson & Airasian, 2001) Bloom’s revised taxonomy is useful to analyse the alignment. Learning Activities in textbook were compared to the indicators of competency achievement using Bloom’s revised taxonomy.

The finding showed that learning activities in English textbook “When English Rings a Bell” grade VIII are partially aligned with 82% percentage. This score is obtained from 41 learning activities that are in the same cognitive domain based on Bloom's revised taxonomy with the 2013 curriculum competency achievement indicators. Based on classification from (Ameema, 2021), partially alignment happens if the objective, instructional activities and materials, and assessments may all fall into the same row of taxonomy tables but differ in terms of the column in which they are classified. Out of the 50 indicators, there are 9 indicators for which there are no learning activities in this book, for example in chapter 4. For basic competencies numbers 3.4 and 4.4 with the topic expression of ordering, inviting, asking for permission, there are 5 indicators of competency achievement. However, there is no learning activities that lead students to respond, write or perform text.

How is the alignment of the Assessment Tasks in the English Textbook “When English Rings a Bell” based on the 2013 Curriculum?

Assessment tasks in “When English Rings a Bell” for grade VIII are not separate from learning activities. Assessment tasks in this textbook are accompanied by assessment rubric since the assessment types are varied. There are 4 competencies which as the scope of material competencies contained in the book “When English Rings a Bell” i.e. Demonstrate acceptable behaviour in personal, socio-cultural, academic and professional environments; Identify the social function, text structure, and linguistic elements of short and simple texts; Communicate interpersonally, transactionally and functionally about oneself, family, as well as people, animals and objects, concrete and imaginative, which are closest to students' daily lives and activities at home, school and society; and Compose oral and written texts, short and simple, using text structures sequentially and coherently as well as linguistic elements accurately, acceptably and fluently.

There are four assessment models contained in this textbook i.e. performance, portfolio, self-assessment and peer assessment. At the end of each chapter, the textbook provides a My Journal section to help students carry out self-assessment and in chapter 9 to 12, there is reflection section to help students reflect on how far their learning process has achieved. Majority of the assessment task in this textbook is group or pair activities.

However, not all indicators of competency achievement formulated from the Basic Competencies of the 2013 curriculum for grade VIII are covered in this book. In overall, the finding showed that assessment tasks in English textbook “When English Rings a Bell” grade VIII are partially aligned with 78% percentage based on the 2013 Curriculum. From 50 indicators of competencies achievement, there are 11 indicators which cannot be found in this book. For example, chapter 13 which cover basic competencies 3.13 and 4.13 does not have assessment task to measure the indicators that interpret the social function, structure, linguistic elements and moral messages of song lyrics. Instead, the task just aims to assess the indicators of writing the contextual meaning of song lyrics. In short, this book cannot measure the achievement of all competencies in the curriculum. However, other chapters that fully assess indicator components provide assessment tasks that have various cognitive domains, in accordance with the expected basic competencies.

There is no assessment in the form of multiple-choice questions or essays that students must answer based on text. However, the assessment tasks provided in this book have a range of cognitive domains from

remembering to creating, in accordance with the expected competency achievement indicators. Teachers can also assess each assignment by looking at the teacher's book which is equipped with answer key (expected) and an assessment rubric.

Table 3. Summary of the Analysis

No.	Alignment	ΣX	N	Percentage
1	Learning Activities and Indicators of Competencies	41	50	82%
2.	Assessment Tasks and Indicators of Competencies	39	50	78%
Average				80%
Category				Partial Alignment

Conclusions

The result of the analysis shows that the English textbook “When English Rings a Bell” Grade VIII is partially aligned with Basic Competence Standards statements 3 and 4 in 2013 Curriculum.

In overall, the finding showed that learning activities in English textbook “When English Rings a Bell” grade VIII are partially aligned with 82% percentage. This score is obtained from 41 learning activities that are in the same cognitive domain based on Bloom's revised taxonomy with the 2013 curriculum competency achievement indicators. Out of the 50 indicators, there are 9 indicators with no learning activities in this book.

Related to the Bloom’s Taxonomy, this textbook tends to have lower cognitive levels of learning activities and the number of activities in each chapter is not evenly distributed. There are no Learning Objectives statements in English textbook “When English Rings a Bell” grade VIII. Instead, the textbook mentions a list of topic materials and its social functions on each chapter’s cover.

The result of the analysis shows that Assessment Tasks in the English textbook “When English Rings a Bell” Grade VIII are partially aligned with Basic Competence Standards statements 3 and 4 in 2013 Curriculum. The percentage of alignment is 78% with 39 out of 50 indicators can be measured with assessment tasks in this textbook.

This textbook still uses a design that is inappropriate or less attractive. Seeing less attractive designs in books, teachers must use other examples from other sources that are more interesting but appropriate to the topic so that students can also understand the text more easily by looking at the picture illustrations. The advantage of this book is that the instructions given to do the assessment task are clear, not just one imperative sentence but there are steps for how to do it.

Since the textbook is used as the main source of teaching and learning English for eight grade junior high school, the researcher recommend that teachers should be creative and innovative in adapting the textbook in their teaching process as the limitation of the materials contained in the textbook. The teachers should complete the lacks that the textbook have. It could be done by creating and selecting their own teaching and learning materials.

Since the textbook developers make textbook to be useful for learning English, investigating the aspects that support the development of students is considerably needed. There are some aspects that need more attention as they promote the curriculum achievement. SLOs may be written in the textbook in accordance with the standards covered in each chapter. Textbook content may be added sequentially according to all the levels of Bloom’s taxonomy. Assessment tasks may be completely arranged based on the students’ learning outcomes that stated in the textbook.

References

- Akbar, R. (2016). "AN ANALYSIS OF SELECTED ELEVENTH GRADE ENGLISH". *Journal of English and Education* 2016, 109-126.
- Ameema Mahroof, M. S. (2021). "Alignment between Curriculum, Textbook and Board of Intermediate and Secondary Education Question Papers of English at Secondary Level". *Open Access Library Journal* vol. 8, 1-9.

- Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., . . . Wittrock, M. C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Allyn & Bacon. Google Books. Web. 2021
- Betsy Case, P., & Zucker, S. (2008). *Methodologies for Alignment of Standards and Assessments*. Beijing, China: Pearson Education. Google Books. Web. 2021
- Krippendor, K. (2004). *Content Analysis: An Introduction to Its Methodology* . Pennsylvania: SAGE Publications. Academia.edu. Web. 2021
- Mayring, P. (2014). *Qualitative Content Analysis: Theoretical Foundation, Basic Procedures and Software Solution*. Klagenfurt: Alps-Adria-University Klagenfurt (Austria). Google Books. Web. 2021
- Nurhikmah, W. (2016). "THE ANALYSIS OF ENGLISH TEXTBOOK USED IN THE FIRST GRADE OF SENIOR HIGH SCHOOL BASED ON CURRICULUM". Medan, Sumatra Utara, Indonesia: STATE UNIVERSITY OF MEDAN.
- Permendikbud No. 32. (2013). PERUBAHAN ATAS PERATURAN PEMERINTAH NOMOR 19 TAHUN 2005 TENTANG STANDAR NASIONAL PENDIDIKAN. Jakarta, Indonesia: Kemendikbud.
- PERMENDIKBUD NO. 37. (2018). PERUBAHAN ATAS PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN NOMOR 24 TAHUN 2016 TENTANG KOMPETENSI INTI DAN KOMPETENSI DASAR PELAJARAN PADA KURIKULUM 2013 PADA PENDIDIKAN DASAR DAN PENDIDIKAN MENENGAH. MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA.
- PP No. 57, STANDAR NASIONAL PENDIDIKAN (PERATURAN PEMERINTAH REPUBLIK INDONESIA 2021).
- Ur, P. (2015). "Using The Course Book: A Teacher's Perception". *The European Journal of Applied Linguistics and T E F L* , 5-18.