

**THE ALIGNMENT BETWEEN LEARNING OUTCOMES AND
ASSESSMENT TASKS ON ‘WRITING’ SKILLS DEVELOPMENT
IN “PATHWAY TO ENGLISH GRADE X” TEXTBOOK WITH
REGARDS TO BLOOM’S REVISED TAXONOMY**



*Mencerdaskan dan
Memartabatkan Bangsa*

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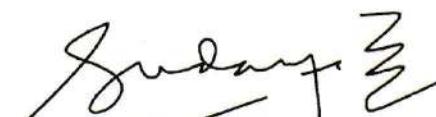
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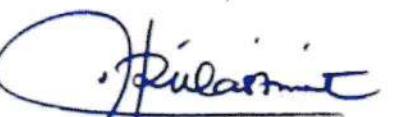
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ABSTRAK

Fauziana Ulfie. 2021. Keselarasan antara Tujuan Pembelajaran dan Penilaian Tugas pada Perkembangan Keterampilan Menulis dalam Buku Teks “Pathway to English Kelas X” berdasarkan Revisi Taksonomi Bloom. Skripsi. Jakarta: Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk memperoleh profil keselarasan antara tujuan pembelajaran dan penilaian tugas pada perkembangan keterampilan menulis dalam buku teks “Pathway to English kelas X” berdasarkan Revisi Taksonomi Bloom. Data penelitian ini terdiri dari 32 pernyataan tujuan pembelajaran dan 49 penilaian tugas dari 10 bab. Sumber data dari penelitian ini adalah sebuah buku teks yang berjudul “Pathway to English kelas X” yang diterbitkan oleh Erlangga. Penelitian ini menggunakan tabel Revisi Taksonomi Bloom (Anderson & Krathwohl, 2001) sebagai kerangka acuan analisis dalam kegiatan pengumpilan dan interpretasi data. Hasil penelitian menunjukkan bahwa tujuan pembelajaran dan penilaian tugas pada buku teks ini didistribusikan pada beberapa level. 34.38% dari keseluruhan jumlah pernyataan tujuan pembelajaran pada buku teks ini dideskripsikan pada level B4 (Analisis, Pengetahuan Konseptual), dan 22.45% dari keseluruhan jumlah butir penilaian tugas pada buku teks ini dideskripsikan pada level B2 (Memahami, Pengetahuan Konseptual). Pada buku teks ini, ditemukan 69.39% dari keseluruhan penilaian tugas selaras dengan tujuan pembelajaran pada buku teks ini. 20.41% dari keseluruhan penilaian tugas sebagian selaras dengan tujuan pembelajaran, dan 10.20% dari keseluruhan penilaian tugas tidak selaras dengan tujuan pembelajaran pada buku teks ini. Hasil penelitian menunjukkan bahwa keselarasan antara tujuan pembelajaran dan penilaian tugas pada perkembangan keterampilan menulis dalam buku teks ini kuat atau persentasenya lebih dari 50%.

Kata Kunci: *Keselarasan, Tujuan Pembelajaran, Penilaian Tugas, Buku Teks, Revisi Taksonomi Bloom.*

ABSTRACT

Fauziana Ulfie. 2021. The Alignment between Learning Outcomes and Assessment Tasks on ‘Writing’ Skills Development in “Pathway to English Grade X” Textbook with Regards to Bloom’s Revised Taxonomy. A Skripsi. Jakarta: English Language Education, Faculty of Languages and Arts, Universitas Negeri Jakarta.

This study was aimed at obtaining the profile of alignment between learning outcomes and assessment tasks on ‘writing’ skills development in “Pathway to English Grade X (*kelompok peminatan*)” textbook with regards to Bloom’s Revised Taxonomy. The data of the study were 32 statements of learning outcomes and 49 items of assessment tasks of 10 chapters. The source of data was an English textbook entitled “Pathway to English Grade X (*kelompok peminatan*)” published by *Erlangga*. This study used Bloom’s Revised Taxonomy table (Anderson & Krathwohl, 2001) as the framework of reference in conducting data collection and interpretation. The results showed that the LOs and ATs distributed over several levels. 34.38% of overall LOs of this textbook are described in level B4 (Analyze, Conceptual Knowledge), and 22.45% of overall ATs are described in level B2 (Understand, Conceptual Knowledge). In the textbook, it was found that 69.39% of the overall ATs match with the LOs in the textbook. 20.41% of the overall ATs partially match with the LOs, and 10.20% of the overall ATs do not match with the LOs in the textbook. The results showed that the alignment between the learning outcomes and assessment tasks on ‘writing’ skills development in this textbook is strong or the percentage is more than 50%.

Keyword: *Alignment, Learning Outcomes, Assessment Tasks, Textbook, Bloom’s Revised Taxonomy.*

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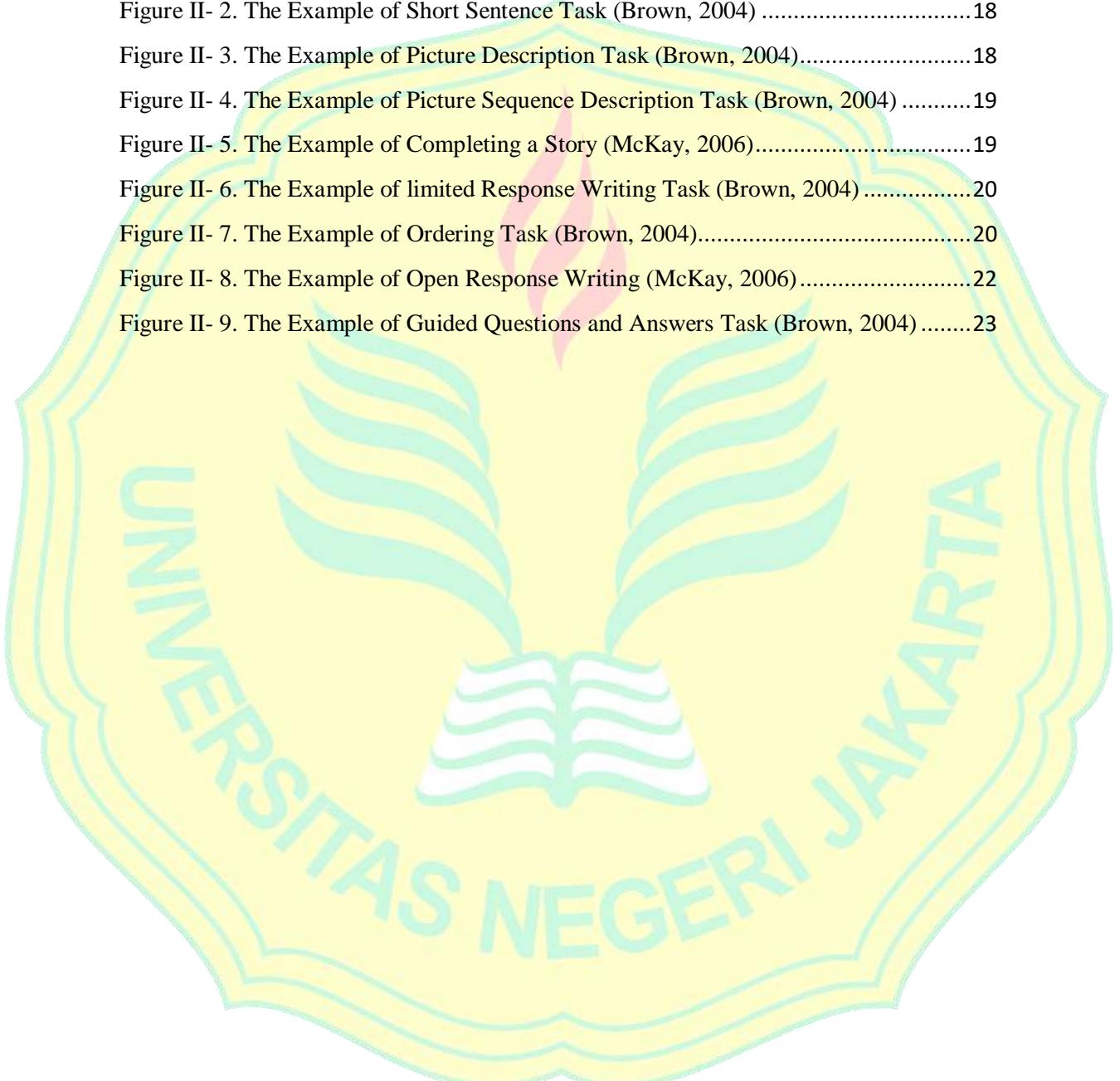


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List of Abbreviations

ATs: Assessment Tasks	5
BRT: Bloom's Revised Taxonomy	5
ILOs: Intended Learning Outcomes	5
LOs : Learning Outcomes	7
STs: Students' Tasks	6
TLAs : Teaching-Learning Activities	6

