

CHAPTER I

INTRODUCTION

This chapter provides background of the study, research questions, purpose of the study, scope of the study, and the significance of the study.

1.1 Background of the study

The national curriculum 2013 (K-13) has shifted over time. The Ministry of Education and Culture made brand new changes in national curriculum 2013 with the shift to student centeredness, active learning, scientific discovery, competency based and autonomous learning (Lampiran Permendikbud No. 22, 2016). Therefore, an integrated system is needed to be implemented, all parts of teaching and assessment shall tune to support good learning for learners (Biggs, 2002, p. 1). In addition, in order to achieve a good learning, constructive alignment is needed in an education system. In constructive alignment, the term system refers to a department, institute or classroom (Ullah, 2011, p. 2392)

In alignment system learners must actively construct rather than passively receive learning to create meaningful and lasting learning (Angelo, 2012). However, in a poor system, the components (ILOs, assessment tasks, and learning activities) are not necessarily integrated and tuned to support learning (Biggs,

2015). Good alignment depends on proper aligning of intended learning outcomes, teaching and learning activities and assessment tasks (Ullah, 2011).

Intended learning outcomes itself can be broadly defined as a statement portaying what and how a student is expected to learn (Biggs & Tang, 2011). In line with Biggs & Tang, (Kennedy, 2007) stated intended learning outcomes, generally called as learning outcomes, are used to describe what it is expected that students should be able to do at the end of the learning process.

Further, based on (Peraturan Menteri Pendidikan Nasional, 2007) *“assessment is a process of collecting and analyzing information to determine students learning achievement”*. Assessment shall deliver the proper signals to students about what they learn and how they learn it (Biggs & Tang, 2011). Hence, assuring intended learning outcomes, assessment tasks and teaching and learning activities as the core components are well-aligned will lead the students to a more coherent picture of what will be expected of them (Ambrose, 2010) and also will increased opportunity to learn for the learners (FitzPatrick, Alignment of Learning Objectives and Assessments to Foster High Order Thinking, 2015, p. 6)

Yet, alignment requires a strong relationship between objectives, assessments, instructional activities and materials (Anderson, 2002). However, (Biggs & Tang, 2011) stated if the intended outcomes are attached in the assessment, the teaching activities of the teacher and the learning activities of the

student are also both aligned towards achieving the same goal. Hence, this study is limited on the assessment tasks and intended learning outcomes only.

A number of studies on alignment have been conducted in different areas and levels by various researchers. Martone and Sireci (2009) conducted a study entitled *Evaluating Alignment between Curriculum, Assessment and Instruction*. Similarly, the study on *Alignment Course Assessment with Course Objectives* have been conducted by Wittstrom (2010). Lastly, the current study is conducted by FitzPatrick (2015) which focuses on *Alignment of Learning Outcomes and Assessment to Foster High-Order-Thinking*.

However, little attention has been devoted to research that focuses on instructional alignment in English textbooks, particularly in Indonesian context. Even though the Ministry of Education and Culture has endorsed the textbook as the only alternative source that will be used in teaching and learning process (PP NO 13, 2015). Nevertheless, the issue of misalignment between assessment tasks and intended learning outcomes in the textbook is not yet fully explored and such study needed to be conducted to fill the misinformation regarding the profile of alignment in BSE Bahasa Inggris.

1.2 Research Question

This study aims at finding answers to the following research question:

How is instructional alignment between Intended Learning Outcomes (ILOs) and Assessment Tasks presented in BSE Bahasa Inggris Kelas X Semester I?

The main research question is broken down into the following sub-questions:

- 1. How is the distribution of ILOs statements of the book chapters according to the BRT Table?*
- 2. How is the distribution of ATs of the book chapters according to the BRT Table?*
- 3. How is alignment between the ILOs and ATs of the book chapters according to the BRT Table?*

1.3 Purpose of the study

This study aims at obtaining a profile of alignment between ILOs and ATs in BSE Bahasa Inggris Kelas X Semester I.

1.4 Scope of the study

The study focuses on alignment between ILOs and ATs in BSE Bahasa Inggris Kelas X Semester I. EFL school textbooks.

1.5 Significance of the study

Findings of this study offer the following benefits:

1. better understanding of the importance of alignment between intended learning outcomes and assessment tasks in the textbook
2. models of textbook selection procedures for EFL teachers with.
3. better insights about the strengths and weaknesses of current BSE english textbook stories.
4. information that enriches existing database on assessment practices in EFL instructions.