CHAPTER I

INTRODUCTION

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

1.1. Background of the Study

Alignment is a strong link between objective, instructional activities, materials and also assessments on learning process (Anderson, 2002, p. 1). The alignment is described as the relationship and the agreement between standard, objectives, assessments and instruction activities (Drost & Levine, 2015, p. 37). Alignment is queried as a process of analyzing and agreeing teaching and learning process in choosing student's courses. In teaching and learning process, proper alignment of learning standards or objectives, assessments and instructional activities keeps teachers and students going in the right direction (O'Reilly, 2007, p. 2).

Furthermore, (Biggs & Tang, 2011, p. 97) stated that alignment is a principle in curriculum theory that assessment tasks should be aligned to what it is intended to be learned, as in criterion-referenced assessment. Also (Martone & Sireci, 2009, p. 24) added to support a student's goals, alignment is a method for understanding the degree of different component of an educational system.

According to (Contino, 2012, p. 1) content standards and teaching quality, it must be specific to promote a vision of learning outcomes, aligned with national

standards or curriculum, understandable and transparent. Moreover, the core elements in teaching and learning process are needed to achieve student's goals. Relates to student's goals, the great subject in the core elements has seven in common, and Intended Learning Outcomes is in the first core. A further point, (Angelo, 2012, p. 2) stated that learning outcomes is the stated educational aims of the subject, in other words, goals or objectives in teaching and learning process.

By referring to (Kennedy, 2007, p. 9) Intended Learning Outcomes are described as the guidance statements of what learners are expected to know, understand or be able to establish after enhance a process of learning. Furthermore, Kennedy (2007) added that the use of learning outcomes represent as enforcer that makes the education system and qualification more transparent.

In addition, (Biggs & Tang, 2011, p. 97) stated that Alignment is a principle in curriculum theory that assessment tasks should be aligned to what it is intended to be learned, as in criterion-referenced assessment. The relationship between Intended Learning Outcomes and alignment in teaching and learning process are important, when those are not align, it can be concluded as the course may be disintegrated and inefficient, students received cross messages about what they should learn, students will spend time on activities that not lead them to intended goals and underrate the effectiveness of instruction (O'Reilly, 2007, p. 2).

Next, tasks is a tool to reach the student's goal in learning process, the tasks are aimed at developing and enhancing for student's reading comprehension

skills and checking student's comprehension of particular texts . To do the tasks, the learners are requested to communicate through the text analyzing, selecting the main points, and arranging in the proper order (Marina & Marmienė, 2011, p. 101). As stated (Permendikbud No. 21, 2016) student's skill can be reached through several activities such as observing, asking, reasoning, and creating. To develop student's knowledge, in a part of learning activities students need to learn how to look for new information, analyze, apply and evaluate it.

To support students learning process, the Ministry of Education and Culture, the textbook published by Centre for Curriculum that textbook as the main resource that will be used in teaching and learning activity. According to Peraturan Menteri Pendidikan dan Kebudayaan Nomor 8 Tahun 2016 Tentang Buku Yang Digunakan Oleh Satuan Pendidikan "textbook as the main source of teaching and learning process to achieve basic and core competencies and declared by the Ministry of Education and Culture for education units."

To support students learning process, the Ministry of Education and Culture, the textbook published by Centre for Curriculum that textbook as the main resource that will be used in teaching and learning activity. According to Peraturan Menteri Pendidikan dan Kebudayaan Nomor 8 Tahun 2016 Tentang Buku Yang Digunakan Oleh Satuan Pendidikan bahwasannya "*buku teks pelajaran adalah sumber pembelajaran utama untuk mencapai kompetensi dasar dan kompetensi inti dan dinyatakan layak oleh Kementerian Pendidikan dan Kebudayaan untuk digunakan pada satuan pendidikan*".

Other reason, textbook is designed to guide students to know, understand, and create from what they will learn in some period of time in learning process. Moreover, (Richards, 2001b) added that textbook delivers the target language model, input, and exercise for students in teaching and learning process.

Previous study on alignment between Intended Learning Outcomes and Student Tasks has been done conducted within various areas and levels. The first one is study conducted by Contino, J. (2012) entitled *A Case Study of the Alignment between Curriculum and Assessment in the New York State Earth Science Standards-Based System.* The second study is Marina, V., & Marmienė, A. (2011) entitled Text-Based Language Teaching and the Analysis of Tasks Presented in English Course Books for Students of Information Technology and Computing.

Unfortunately, very or no attention has been given to alignment between Intended Learning Outcomes and Student Tasks in the textbook. Nevertheless, the main goal of this study is to analyze the alignment profile between the Student Tasks which are provided in the English course book for Junior High School students. This study will describe the experience of the authors gained working with learning process. In addition, alignment in this study will require a strong link between Intended Learning Outcome and Student Tasks.

1.2. Research Question

Based on the problem of the background of the study, this study aims in finding answer to the following research question:

How is alignment between Intended Learning Outcomes (ILOs) and Student's Tasks (STs) described in BSE Bahasa Inggris Kelas VIII Semester 2?

1. How is the distribution of ILOs statements of the book chapters according to the BRT Table?

2. How is the distribution of Student Tasks of the book chapters according to the BRT Table?

3. How is alignment between the ILOs and Student Tasks of the book chapters according to the BRT Table?

1.3. Purpose of the study

This study is aimed to obtain a profile of alignment between Intended Learning Outcomes (ILO) with Learning Activities, in BSE Grade VIII Semester 2 English textbook in terms of Bloom's Revised Taxonomy.

1.4. Scope of the study

The research focuses on analyzing the alignment between Intended Learning outcomes (ILO) with Student's Tasks in BSE Grade VIII Semester 2 published by the Centre for Curriculum and Textbook (CCT) of Ministry of Education and Culture in support for the implementation of 2013 National Curriculum (K-13) with reference to the Bloom Revised Taxonomy (BRT).

1.5. Significance of the study

The results of this study could give several advantages to some participants such as English teacher for Junior High School in how the ILOs and

learning activities with specifics student's tasks should be aligned and help teachers to achieve student's goals in learning English. The finding of the study shall be useful and invaluable in it:

1. Provides better insight on the strength and weaknesses of BSE English textbook series which is authorized by the government, especially in National Curriculum 2013 (K-13) for Junior High School.

2. Provides ESL teachers with modals of textbook selection procedures in teaching and learning process.

3. Enriches/complements the existences data based on student's tasks in EFL instructions.