

# CHAPTER I

## INTRODUCTION

This chapter provides background to this study. Context of the study is described in the first place, followed by formulation of the problem, objectives and significance of the study respectively.

### 1.1. Background of the study

The term Curricular Alignment refers to the coherence among major components of an instructional system —*Intended Learning Outcome, Teaching Learning Activities and Assessment Tasks* (see Anderson, 2002; Cohen, 1987; Ananda, 2003). When Curriculum Alignment exists, Teaching Learning Activities (TLAs) and Assessment Tasks (ATs) are all planned and implemented with reference to the specific Intended Learning Outcomes (ILOs) to support successful learning in students. A well-aligned lesson helps teachers to stay on the right direction in planning, implementing, and assessing their teaching.

Planning well-aligned lessons is a 'must-to-have' set of skills for teachers. They have to be skilful in (1) unpacking the standard, (2) creating an objective that is aligned to the verbs and nouns in the standard, (3) creating summative and formative assessment that are aligned to objectives and standards and (4) designing meaningful instructional activities to meet the

aligned objectives and assessments (Drost et al, 2015). According to Porter &Smithson (2002) planning well-aligned lesson plan is one characteristic of good teaching.

Quality learning and instructions has also been the concern of Indonesia to ensure excellent education of its people. This has led to the establishment of the Standard Based Education System (Undang-undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, 2003; Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 tentang Standar Nasional Pendidikan, 2013).

As a matter of fact, quality improvement of teachers' pedagogic competence has been one priority of the National Education System (Perpres, Rencana Pembangunan Jangka Menengah Nasional 2015-2019, 2014). This is due to the fact that teachers' competency in planning, implementing and assessing instructions is not yet favorable (BAPPENAS, 2014). It is shown that 50% of teachers never create a lesson plan. One support to his fact is given by a teacher's statement on a website of *sp.beritasatu.com*, saying that most teacher find that the planning, implementing, and assessing system is too complicated (L., 2014). This is truly an unfavourable situation since the National Standards of Professional teachers (*Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 tentang Standar Nasional Pendidikan*) requires them to be competent in pedagogic competence, especially developing curriculum related to the lessons. Unfortunately, the Teachers Competency Test (UKG) also showed the apprehensive score with 34 out of 100 as the range

score and 0 as the lowest score in their Pedagogic Competence (Tempo.co, 2012).

Many studies in Curriculum Alignment have been conducted by scholars world-wide through various areas and levels (see Anderson, 2002; Mohamud & Fleck, 2010; Jideani & Jideani, 2012; and Wahidin, 2018). These studies confirm Cohen's (1987) findings that Curriculum Alignment significantly promotes students' learning achievement. This signifies the need for teachers to be competent in planning and implementing well-aligned instructions. In fact, data on Indonesian teachers' competency in planning well-aligned lessons hasn't yet been much available in the literature.

Such data can be obtained when teachers' lesson plans are analyzed by a Curriculum Alignment. For this purpose, Bloom's Revised Taxonomy table can be used as the measurement instrument.

Therefore, this qualitative content analysis study of Curricular Alignment in Teachers' Lesson Plan by using the Bloom's Revised Taxonomy of Cognitive Domain is aimed to find out how the Intended Learning Outcomes (ILOs), Assessment Tasks (ATs), and Teaching Learning Activities (TLAs) are aligned.

## **1.2. Research Question**

Based on the background stated, this study aims at finding answers to the following research questions:

1. How can Curricular Alignment in English teachers' lesson plans be described in terms of Bloom's Revised Taxonomy of Cognitive Domain?
  - a. How is the distribution of the Intended Learning Outcomes in the teachers' lesson plans in the Bloom's Revised Taxonomy Table?
  - b. How is the distribution of the Assessment Tasks in the teachers' lesson plans in the Bloom's Revised Taxonomy Table?
  - c. How is the distribution of the Teaching Learning Activities in the teachers' lesson plans in the Bloom's Revised Taxonomy Table?
  - d. How is the curricular alignment among the Intended Learning Outcomes (ILOs), Assessment Tasks (ATs) and Teaching Learning Activities (TLAs) represented in terms of BRT?

## **1.3. Purpose of the Study**

This study aims at obtaining a profile of Curricular Alignment in teachers' lesson plans in terms of Bloom's Revised Taxonomy of Cognitive Domain.

#### **1.4. Scope of the Study**

This study focuses on how Assessment Tasks (ATs) and Teaching Learning Activities (TLAs) support the Intended Learning Outcomes (ILOs) in teachers' lesson plan. This study uses BRT table to describe Curricular Alignment quality in teachers' lesson plans.

#### **1.5. Significance of the study**

Findings of the study should:

- provide stakeholders with better insights of current condition related to teachers' competence in instructional planning.
- inform teachers about what are expected regarded to their instructional plan (reaching the goal by aligning the TLAs and ATs to the ILOs).