

CHAPTER I INTRODUCTION

1.1 Background

Curricular alignment has become a major issue teaching-learning process in education. Curricular alignment can make the teacher get easier to reach the aim, specifically when learning activities are related directly to the intended learning outcomes and the assessment accurately measure what students are learning (O'Railley, L., 2007). The alignment also indicates that the assessment is associated with learning activities that are expected in the intended outcomes (Biggs, 2003). Therefore the agreement among three elements, they are Intended Learning Outcomes, Teaching Learning Activities, and Assessment Tasks (see (Anderson L. W., 2002); (Cohen S. , 1987); (Ananda, 2003)) are needed to reach the quality of learning and instruction in education.

The Indonesian government shows its concerns about the quality of learning and instruction to ensure excellent education for its people by establishing a Standard Based Education System (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, 2003; Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning National Education Standards, 2013)., 2003)

However, several problems related to the quality of learning and instruction have been discovered. Quoted from okezone.com, Agnes Tuti Rumiati, a staff of the Ministry of Education and Culture stated that many teachers are considered complicated in assessing because they do not comprehend how to

assess (Puspitarini, 2014). Besides, one of the priorities of education development is to improve the quality of teachers through pedagogic improvement even though the teachers' competence in planning, implementing, and assessing is still apprehensive (BAPPENAS, 2014). Furthermore, improving the quality of education services and presenting an effective curriculum its cohesive assessment is become one of the purposes to be achieved in our education system (Perpres, Rencana Pembangunan Jangka Menengah Nasional 2015-2019, 2014 P.67).

Several studies on Curriculum Alignment have been conducted within various areas and levels. First from (Smith, 2012) indicates that the case study in Middle School Science Program had some degree of alignment, but there were several materials and assessment tasks generally matched those identified in the literature and provided the basis for potential reform to increase the degree of alignment in intended curriculum and assessment in science designed to address science course designed to address scientific literacy. Second, (Yamanaka & Wu, 2014) the results showed that despite learning outcomes the objectives are suggestive of higher-ordered skills although the syllabus does not equate provide information on the expected outcomes of the course. Third (Wahidin, 2018) the result showed that overall ILOs are distributed on the level of B2 (Understand, Conceptual Knowledge) with 32%, and ATs, are distributed on the level of A2 (Understand, Factual Knowledge) with 64%. Meanwhile, the alignment of ILOs and ATs in teachers' lesson plans was only found in 2 lesson plans (29%) within the A2 (Understand, Factual Knowledge) level. The result showed that alignment in teachers' lesson plans is still low. The last is from (Gusti, 2019) The results

signify that overall ILOs are distributed on the level of A2 (Understand, Factual Knowledge) with 25%, TLAs are distributed on the level of B2 (Understanding, Conceptual Knowledge) with 32% and ATs are distributed on the level of A2 (Understand, Factual Knowledge) with 28%. In the curricular alignment of 5 lesson plans were found 1 (20%) well-aligned lesson plans, 3 (60%) slightly aligned lesson plans and 1 (20%) were misaligned. The result showed that alignment in teachers' lesson plans is still low. Those studies brought evidence in supporting Cohen's (1987) statement that Curriculum Alignment gives an impact on raising students' learning achievement.

Concerning the statement above, aligning the Intended Learning Outcomes, Instructional Activities, and Assessment Task is the best way to make the curricula more useful. Less attention has been focused on lesson plans purposely for the level of Senior High School.

Based on the arguments above, the researcher intended to conduct a Curricular Alignment based on Senior High School Teachers' Lesson Plans to find out whether the Intended Learning Outcomes (ILO), Assessment Tasks (ATs), and Instructional Activities (IAs) aligned. The alignment can be seen when those three elements are focusing on the same cognitive process and knowledge dimension. BRT is believed to be the best instrument to be used to analyze the alignment.

1.2 Purpose of the Study

The purpose of this study is to obtain a profile of curricular alignment in SMAN 61 Jakarta English teachers' lesson plans.

1.3 Research Questions

Based on the background stated, this study aims at finding the answer 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 Intended Learning Outcomes in the teachers' lesson plans in Bloom's Revised Taxonomy Table?*
 - b. *How is the distribution of the Assessment Tasks in the teachers' lesson plans in Bloom's Revised Taxonomy Table?*
 - c. *How is the distribution of the Instructional Activities in the teachers' lesson plans in the Bloom's Revised Taxonomy Table?*
 - d. *How is the curricular alignment among Intended Learning Outcomes (ILOs), Assessment Tasks (ATs), and Instructional Activities (IAs) represented in terms of Bloom's Revised Taxonomy?*

1.4 Scope of the Study

This study focuses on how 29 statements of Intended Learning Outcomes (ILO), 120 units of Assessment Tasks (ATs), and 20 units of Instructional Activities (IAs) are aligned in three teachers' lesson plans of 61 Senior High School.

1.5 Significance of the Study

This result of this study is expected to give several advantages to English teachers in designing aligned such the Intended Learning Outcomes, Instructional Activities, and Assessment Tasks and helping them to achieve students' goals in learning English. The findings of the study shall be useful and invaluable in it:

1. Provide stakeholders with a better insight into the current conditions related to teachers' competence in instructional planning
2. Inform the teacher about what is expected regarded to their instructional plan (reaching the goal by aligning the Instructional Activities and Assessment Tasks to the Intended Learning Outcomes)