

Analyzing the Suitability of Cambridge ESL Textbook for Grade IX with K-13

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ABSTRACT

Learning objectives act as a pivotal role in education. Learning objectives can be discovered in students' textbooks which are implemented into learning activities to achieve learning goals. As a result, textbooks should be able to follow a particular standard of curriculum, and for Indonesia, it is K-13. This study aims to analyze the suitability of the learning objectives in the Cambridge ESL Textbook with essential competencies of K-13 for grade IX. Qualitative and library research methods are performed in this study. The researcher utilized content analysis for the textbook and interviews with two sources who use Cambridge textbooks as the research instruments. The result of the study uncovers that 6/11 of the learning objectives found in the Cambridge ESL Textbook are suitable for basic competencies of K-13 for grade IX. Two sources explained that the textbook had fulfilled the basic competencies of K-13. Upon finishing the study, it is expected that the teacher team or academic manager should be able to determine which textbook to use by considering the suitability of a textbook to a particular curriculum. It also illustrates how to achieve the learning objectives of education.

Keywords: Learning Objectives, K-13, Suitability

INTRODUCTION

Teaching media is often viewed as a tool to deliver information such as facts, concepts, procedures, and principles according to a particular subject of learning (Shoffa et al., 2021). The function of media itself is to simplify communication and learning (Smaldino, Lowther, & Mims, 2019). The information carried by teaching media is known as teaching material. Teaching material is also a generic term for knowledge that needs to be learned and comprehended by students in class. Prastowo (2011) defined teaching material as any form of arranged texts, tools, and information representing the complete competence feature for the students to achieve. In other words, teaching material could be provided in various forms such as books, videos, and cassettes.

One highly popular media that has provided teaching material for the students effectively for a long time is textbooks. Back to its history, the first-ever textbook was published by Johan Amos Comenius (1592-1670) in 1658 as a teaching medium for students (Bimo, 2017). The textbook has been designed for decades as one of the most impactful teaching media that support learning. The textbook is designed by following a particular standard called curriculum. The curriculum gives a clear vision of the materials teachers will teach, or the materials students will learn (Su, 2012). In other words, the curriculum is an enormous planned goal for teachers to follow and students to achieve. The curriculum is designed following a certain educational standard. Safitri and Tyas (2019) view textbooks as an important part of a curriculum that provides learning material. As a part of the curriculum, both textbook contents and ways to design it have to consider essential aspects of a curriculum.

As one of the aspects of the curriculum, the learning objective contains sets of descriptions of goals. Meanwhile, the textbook contains educational information needed by the students. As essential elements in education, textbook and learning objectives should have a solid relationship to achieve the curriculum expectation. Both elements should completely support one another. Parsaei, Alemokhtar, and Rahimi (2017) explained that analyzing textbooks is one of the most effective ways to design learning objectives, teaching methods, teacher, learner, and learning environment cohere. This means that both learning objectives and textbooks are strongly related. If a designed textbook could follow and support the learning objective of a class, it can be assumed that both elements greatly support the students in achieving their educational goals. Like a regular book, textbooks vary depending on their kind, content, form, and subject.

Learning objectives assist teachers in achieving the curriculum since it contains specific written qualities or statements for students after finishing the class. Hartel & Foegeding (2006) explains that learning objectives are statements of education about a broader goal of a study program or a course. In other words, learning objectives and curriculum are strongly related. Moreover, by comprehending the learning objectives specifically of a class, the student's performance can also be measured effectively. This is supported by Lachlan-Haché's (2015) statement, which says learning objectives measure students' growth.

Furthermore, educators can use learning objectives as an evaluation tool in teaching. Both functions of learning objectives are significant proof of how beneficial learning objectives are in education. Learning objectives are the products designed by the teacher or teacher team to be implemented in class. However, in some cases, the textbook designed by the curriculum team has already contained the learning objectives for students, which will ease the teacher in handling the class.

Certain schools in Indonesia implementing Cambridge Curriculum and K-13 have to consider using textbooks for the students since many different aspects of both curricula could impact the success of achieving the learning objectives. This phenomenon raises the question of whether the textbook use and implementation of learning objectives are suitable for the standard educational curriculum. In this study, the researcher dives into the core relevance of learning objectives found in textbooks and K-13 as a result of discovering the implementation of more than one curriculum in school phenomena in Indonesia. To be precise, this study intends to understand the learning objectives from the Cambridge ESL Textbook that are presented appropriately in significant aspects of K-13 in the same level of education.

LITERATURE REVIEW

A previous study that shares the same criteria or idea in terms of learning objectives, ESL textbook, and K-13 with this research is conducted by Dharma & Aristo (2018), which discuss the relevance of English textbook used for grade X in SMK in Sintang to K-13. The finding shows that the English textbook used has integrated the criteria suggested by K-13. Moreover, a study conducted by (Purwani, Rochsantiningsih, & Kristina, 2017) discusses the criteria fulfillment of an English textbook titled "Bright 1" based on the cookbook's structure and the content coverage aspect and compatibility with K-13. The result shows that the book filled those 7/16 criteria and K-13. Moreover, a study was conducted by Rohmatillah & Pratama (2017) regarding whether an English textbook titled "Pathway to English" for the eleventh grade in the first semester matches the syllabus points of K-13. The result of the study found that the textbook has fulfilled 14/16 points of Curriculum 2013. Lastly, a study conducted by Fatima, Shah, & Sultan (2015) evaluated two ESL textbooks for grades seventh and eighth on how both textbooks suit the learning program and suitable the activities. This study discovered that most of these textbooks' organization and themes are correctly represented.

Based on previous studies mentioned above and prior explanations of the phenomena, the researcher decided to conduct research regarding the phenomena to fill in the gap of information regarding the suitability of a textbook that is used in Indonesia and is designed according to different curricula besides K-13. Moreover, the researcher determined to make a Cambridge ESL book entitled 'Introduction to English as A Second Language' by Peter Lucantoni for grade IX as the object of this study for several reasons. First, this textbook is published by Cambridge University Press. This can only mean that this textbook is an official product of the Cambridge Curriculum. Second, this textbook is used as a teaching media for English subjects in one of Indonesia's schools that implements the

Cambridge Curriculum and K-13. This means that this textbook is the actual use of the Cambridge Curriculum product of certain schools implementing more than one curriculum in Indonesia. Lastly, the researcher used this textbook as a teaching medium in class. The researcher observed the content, implemented the materials in the book, and designed lesson plans based on the materials presented in this textbook. In other words, the researcher is familiar with this textbook, which further benefits the researcher in analyzing it. Therefore, the researcher decided to use this textbook as an object of this research.

Hence, the researcher aims to uncover the suitability of the Cambridge ESL textbook used for grades IX with K-13. Furthermore, it is expected that this research will explain how suitable the learning objectives found in the Cambridge ESL textbook with K-13 are. This study is interpreted under "Analyzing the Suitability of Cambridge ESL Textbook for Grade IX with K-13".

RESEARCH METHOD

In this research, the researcher decided to use a qualitative research design. Qualitative is a research design that discovers the relationship between entities. The entities could be two or more. The researcher aimed to determine the relationship between those entities and whether one entity could influence another in a study. In this study, those two entities are the learning objectives from the Cambridge ESL textbook and the essential competencies of K-13 for grade IX. Qualitative research design is related to the phenomenon that involves quality or kind. In qualitative research design, the design occurs not only at the beginning of the study but also during the entire study. It implies that the researcher creates the study's design throughout the whole. The entire process is recorded and analyzed. Qualitative research is also affiliated with words, phrases, and sentences.

Moreover, this research method is also classified precisely as a library research method. The library research method is often viewed as an activity conducted systematically to gather, process, and conclude so that specific issues can be solved. In order to answer the research questions of a specific study, library research provides the researcher with a set of activities that has to be conducted systematically to achieve the objectives. The activities include gathering the required information from a data source, processing it, and concluding the final data after formulating it. A study explains library research as a research activity conducted to collect data and information from various materials in the library or other sources such as the internet related to the research.

In this research, the source data would be the content from the textbook entitled 'Introduction of English as a Second Language Fourth Edition' published by Cambridge University Press in the form of written and visual data. This book is used by grade 9 in one of the international schools in Batam that implements the

Cambridge International Curriculum. Besides the textbook, the source of data comes from two sources.

The instruments utilized in this research are content analysis and interviews. Content analysis is a research instrument to create imitable and trustworthy conclusions from texts to the context of a particular researcher's use. This implies how researchers use content analysis to get information from the text and turn it into the understanding and context they need.

FINDING

Learning Objectives Found in Cambridge ESL Textbook

Peter Lucantoni, in this textbook, explained that each unit is divided into several sections that cover all language skills. These include writing, speaking, reading, listening, thinking, grammar, vocabulary, study, and research skills. By prior explanation, it can be referred that this textbook not only focuses on the four primary skills of language (speaking, reading, writing, and listening). However, this textbook goes a different way in achieving several skills. The writer intended to emphasize students thinking, grammar, vocabulary, study, and research skills in this textbook. By only analyzing the learning objectives of this Cambridge ESL textbook, the researcher discovered that those skills are presented in the learning objectives of this book. For instance, in terms of vocabulary skills, the book presented world-building and signpost words in the learning objectives.

Moreover, this Cambridge ESL Textbook's way of achieving those skills, such as research and grammar skills, can be found in most tasks in this textbook. Many tasks in this textbook reflect this text's learning objectives. Since various skills need to be achieved, the tasks presented in this textbook also vary. At first, the user of this textbook, such as students and teachers, will see the tasks as only fulfilling four language skills. However, in every unit and section, the tasks' objectives are not only achieving these four language skills but other skills mentioned above. In addition, this Cambridge textbook straightforwardly presents the learning objectives. The textbook does not elaborate on the skills explicitly, like how K-13 does with its essential competencies. It just gives what the students will achieve in terms of knowledge in a simple yet straightforward way.

The learning objectives of the textbook are easily found in the textbooks. The textbook contains 18 units, and each unit follows specific themes differently and is completed with learning objectives. In addition, the learning objectives are completed with specific assignments that tend to achieve the particular skill of English. As for this Cambridge ESL textbook, several assignments in each unit cover more than four English literacy skills (listening, speaking, reading, and writing) but also cover other skills like thinking, vocabulary, grammatical, research, analysis, and study skills. Those skills are presented in 18 units of the book.

The practice of learning objectives found in Cambridge

In terms of the teaching practice of this Cambridge ESL textbook, the textbook can be used easily as a helpful tool for users or teachers. Educators efficiently use textbooks in teaching and learning because they contain understandable instructions and activities for the students to follow. In terms of learning objectives, the textbook tends to cover multiple learning objectives in a single chapter. Those learning objectives are followed by assignments to achieve specific English literacy skills for the students. Moreover, in using the textbook, the teachers can monitor the students' understanding by measuring the students through assignments found in the textbook. The results give an overview of whether the students have achieved the learning objectives.

Essential competencies of K-13 for Grade IX

The learning objective of K-13 can be found based on the essential competencies of K-13. The fundamental competency of K-13 is known as "kompetensi dasar." Since the essential competencies are derived from core competencies known as kompetensi inti, each point of basic competency is a further detailed explanation of core competencies. In other words, basic competencies and core competencies are related to each other. The detailed elaboration of core competencies known as basic competencies contains the description of skills that the students will learn. In other words, those basic competence is considered the curriculum's learning objective since it shares the same idea of what the learning objective is. Both are designed to guide learning. Both are designed to improve students' skills. Both are designed by academic staff such as the teacher team, academic manager, or curriculum manager. In addition, both are part of an education system that plays a significant role in teaching.

Basic competencies from K-13 consist of 11 points of basic competence 3 and 12 points of essential competencies 4. There are 23 basic competencies from K-13 for the Grade IX level. KD-3 and KD-4 are the elaborations of students' objectives from KI-3 and KI-4. In the elaboration of core competencies, it has explicitly written the goal of learning for the students. However, the researcher discovered that the learning objectives are still on the level of understanding for both KD-3 and KD-4. This level influences how far the students can improve themselves in learning.

The practice of essential competencies by practice in K-13

Regarding the basic competencies in K-13, the researcher also questioned both sources on how it is implemented in Indonesia. For the first source, in implementing the K-13, the source also utilized another textbook as a source. This textbook is a natural product of K-13 since all the basic competencies can easily be

found within the book. In terms of practice, the book is straightforward to use by teachers and students to use. However, the first source explained that the book's content is very repetitive and most of the skills are very basic compared to the Cambridge ESL textbook. When it comes to exercise, this textbook provides very repetitive content. This could be a significant issue in students' development. The students need to focus on developing themselves, but the textbook could not provide them to achieve that goal. The first source explained that the questions for exercise are very basic. The presented vocabulary in the textbook is also basic. Moreover, the first source claimed that the K-13 is too rambling in describing the basic competencies of K-13 instead of how Cambridge describes its learning objectives.

When implementing this textbook, the teacher needs an additional source to support the learning. Even if the textbook has a part where it explains specific topics, the teacher also needs to find more examples to complete the activities. In other words, the book is presented with limited examples for the students, making the teacher find more sources to support the learning. On the other hand, the second source is not fully implementing the K-13. The second source stated that the school implemented Cambridge International Curriculum and K-13. However, the school is more inclined toward the Cambridge International Curriculum, especially when in the field of English subjects.

The Learning Objectives Found in Cambridge book that is suitable with K-13.

In summary, several essential competencies of K-13 for grade IX can be found in the Cambridge ESL textbook. Those learning objectives are for students to understand passive voice, procedure text, present perfect, past, present, and future continuous, report and information text, and narrative texts. It can be implied that these objectives are the only learning objectives from the textbook suitable for essential competencies of K-13 for grade IX. Even with different use of textbooks and aspects of K-13 to discuss, this finding also shares the same idea of previous studies by Purwani et al. (2017) and Rohmatillah & Pratama (2017) that view the similarity of textbooks and K-13 and link them in analysis.

Basic competencies of K-13 that cannot be found in the textbook

The first learning objective from K-13 that cannot be found in ESL Textbook is obtaining the skill of using hope, wish, and congratulation in a conversation. If K-13 learning objectives focus on a specific skill, the learning objective found in ESL Textbook presents multiple skills. Unfortunately, hope, wish, and congratulation is a learning objective for K-13 that focuses on speaking skills. Moreover, the learning objective mentioned cannot be found in the ESL Textbook. The textbook barely shows any dialogue or conversation to begin with.

Since a single conversation dialogue is hard to find in this textbook, the learning objective of giving and asking for information could not be found. After observing the textbook using content analysis as an instrument, the researcher only

found one dialogue from the entire book. It is found in unit 10, page 85. A dialogue between the interviewer and Johan. It discusses how Johan got a job in a sweet factory as a chief taster. Moreover, the food label, advertisement, and sing lyrics could also not be found in this ESL Textbook. This textbook does not cover the figures of food labels and advertisements, let alone song lyrics.

The difference In terms of practice in teaching using two curriculum

After interviewing both sources, the researcher formulates the collected data into further explanation. The major difference in terms of teaching practice of both curricula is how the conducted activities are presented. In one unit in Cambridge, the whole activities are already there. It is easier for the students to follow. It has the opening, ice-breaking, and learning from one unit that covers the four major skills of English. After conducting the learning activities, the students can also complete assignments from the textbook. That assignment is also completed with explicit instruction. If the students do not understand the instruction, the teacher will assist them.

Moreover, the sources also explain additional sources. In Cambridge, all the activities of skills are provided there. If the teacher needs the students to improve their listening skills, the textbook provides it as a part. Howsoever, in K-13, if the teacher eagers to improve students' listening skills, the teacher has no choice but to find additional sources to achieve specific skills. The Cambridge implementation can also use additional information, but it is just for additional skills not indeed required. In other words, both curricula utilize additional sources. For Cambridge, it is optional, but for K-13, it is obligatory to enhance students' knowledge and skill.

In addition, after the students have finished with the assignment, the teacher can measure the students' knowledge and skill. The source also explained how the exercise in the Cambridge textbook is not repetitive, which helps the students improve themselves. In summary, it will be easier for the teacher to teach the students, give them assignments, and measure their understanding of the subject during the practice of teaching. When measuring the students, the teacher also uses the questions for exercise found in the textbook. Having used the book too often, the sources realize that the questions for exercise found in the textbook is vary and resourceful. This will help the students improve their skills, especially in vocabulary. If the students are exposed to rich and resourceful words and learn from them, they will better understand other questions to solve. Conversely, in K-13, the questions for practice are very repetitive and rambling. The students will learn something, but in terms of developing their skills, it has still considered poor.

In the practice of basic competencies of K-13, the activities are also presented there. Even when the activities are already presented, it does not cover all the English literacy skills. The teacher still needed to find another source to give additional examples and measure other skills. This is due to the lack of skill

coverage per unit. The source explains that each unit only focuses on a specific topic. This is why the source has to find other learning resources for the students. If one unit focuses on reading, there will be no other assignment that covers other skills.

In conclusion, there are significant differences in the teaching practice of both curricula. Those differences can be seen in how learning objectives are presented, how additional sources are used, how the questions for practice are presented, and how the vocabulary is used. These different aspects of both are very significant for the teacher. Those significant different aspects ultimately influence how the teacher can manage the students in achieving the learning objectives.

DISCUSSION

After conducting the research, the result shows that 6/11 points of basic competencies of K-13 for grade IX are suitable for the learning objectives in the textbooks. This is in line with a study conducted by Dharma & Aristo (2018). Those are passive voices. Procedure text, present perfect, present, past, and future continuous, report and information text, and narrative text. The basic competencies of K-13 that are not suitable are hope, wish, congratulation, meaning, intention, and agreement, food label, advertisement text, and song lyrics. The inexistence of these basic competencies in the textbooks is related to the skills that these basic competencies are related to. 3/5 basic competencies of K-13 that could not be found are related to oral skills. This means the topic and the students' activity covered in this basic competence are strongly related to speaking. Those basic competencies are hope, wish, congratulation, meaning, intention, agreement, and song lyrics. Meanwhile, the rest are related to reading skills.

Moreover, the different level of English policy of basic competencies of K-13 and learning objectives of the Cambridge ESL textbook is the strong reason behind these basic competencies that are unsuitable for the textbooks. The basic competencies of K-13 follow the policy of K-13, which is formulated by the Ministry of Culture of Education in Indonesia. The country considered English as a Foreign Language (EFL). However, the textbook is created following the English as a Second Language country (ESL) policy. The difference in language policy results in the difference in the level of English skills provided by textbooks in each curriculum. K-13, which has a lower English level than Cambridge, provides way easier activity for the students. This can be noticed by how one of the basic competencies of K-13 is hope, wish, and congratulation, a basic competence that mainly focuses on speaking.

In K-13, the unit about hope, wish, and congratulation will be discussed in the whole unit. The students' activities and assessments are strongly related to the unit topic. However, in the Cambridge textbook, each unit does not only cover one

topic like what K-13 presented. In Cambridge, one unit could cover multiple learning objectives, students' activities, assessments, additional skills, and many more. The skill that each unit intended to cover is very diverse, which makes the learning activity more enjoyable. The various skill coverage in the Cambridge curriculum is a beneficial entity that the K-13 textbook needs to look up to. This is because the students could also learn multiple skills while discussing the same topic. By improving the diverse activities that cover multiple skills, the students can improve their English literacy skills while acquiring the materials.

The similarity in terms of learning practice of both curricula is how helpful the textbook is for the students, how the syllabus is provided within the textbook, how the students can understand the instruction from the textbook, and how the textbook could measure students' understanding. Parsaei, Alemokhtar, and Rahimi (2017) stated that analyzing the textbooks is one of the most effective ways to design learning objectives, teaching methods, teacher, learner, and learning environment.

The major difference in teaching mainly comes from the vocabulary used in the textbooks—the different use of vocabulary results from the different policies of both curricula. In K-13, the language use is very basic compared to Cambridge. This can be noticed by reading the texts found in the textbook. In addition, to improve the vocabulary in terms of practice in K-13, the teacher could utilize additional sources to improve students' vocabulary knowledge. Those sources could be inputted from either printed or non-printed teaching media.

CONCLUSION

After analyzing the Cambridge ESL textbook, the researcher discovered that more than half of the basic competencies of K-13 could be found in the textbook. Those objectives are that the students can understand passive voice, procedure text, present perfect, past, present, and future continuous, report and information text, and narrative text. Those learning objectives can be found easily in the textbooks in the forms of explanations in the grammar focus and students' assignments. Those assignments are used to measure students' proficiency in specific skills. Moreover, according to the interviewees' explanation, it can be concluded that the learning objectives found in the Cambridge ESL textbook used for grade IX are suitable for the basic competencies of K-13 for grade IX. However, the interviewees did not give a full elaboration of detailed answers. The interviewees only explained the suitability of the textbook based on the interviewees' general knowledge of K-13 that the objectives of the curriculum revolve around student-centered.

In terms of teaching practice, this textbook is very helpful and easy to use, according to the interviewees. This is due to several reasons. One is that the learning objectives are presented at the beginning of the textbook. This allows the user of

the textbook, such as the teacher, to easily decide the method to implement in class for specific topics. In K-13, it is also easy to locate the learning objectives of the textbooks. However, the interviewee explained that the objectives in K-13 are written very ramblingly.

Moreover, the look for additional sources is initially unnecessary for the teacher since pretty much everything is provided by the textbook. Meanwhile, in K-13, it is vice versa. The teacher must find additional sources to cover the student's skills since the textbook does not provide them. The vocabulary used in this textbook is also very rich in kinds. The textbook offers many vocabularies that are related to specific fields. These technical terms are used according to the theme it follows. For K-13, the vocabulary used is very basic, and the questions for practice are very repetitive.

In the textbook, it is emphasized that the intention of the textbook is not only to improve student's English literacy skills, which are listening, speaking, reading, and writing, but also the skills of thinking, study, grammatical, vocabulary, research, and analysis are presented. In other words, the learning objectives elaborated in this textbook intend to achieve more than just understanding for the students. The students are assigned to achieve more complex skills and more advanced learning results. Moreover, each unit from the textbook covers more than one learning objective. As a result, the students can fully notice how diverse the learning objectives in one unit are. This advantage or benefit of the Cambridge textbook is one of many strong reasons why the learning objectives of the textbook can enhance students' competence. Aside from providing the students with English literacy skills explanations and assignments, the textbook designer imposed more complex skills for the students to master. This, indeed, will significantly improve the student's competence. Mastering the four English literacy skills is good enough, but the student's competence is even better with these complex skills.

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