

THE ASSESSMENT ANALYSIS OF GRADE 5 ENGLISH TEXTBOOK BASED ON K13

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Abstract

The difference between the K13 and the previous curriculum lies in the assessment process. In K13, three domains determine the value of teachers for their students, namely knowledge, attitudes, and skills. This study will focus on the assessment process, which relates to the three domains. It is a qualitative study that is explained descriptively. The result shows that this book was not fulfilled the syllabus points of the 2013 curriculum because some topics are not suitable with a syllabus of the 2013 curriculum.

Keywords: Assessment, Attitude, Authentic, Knowledge, Skills

Introduction

The Ministry of Education and Culture of the Republic of Indonesia has changed the 2006 curriculum, replaced it with the 2013 curriculum. This curriculum presents a scientific method for teaching English that can be used in the classroom (Suharyadi, 2013). English education programs in Indonesia are officially taught since students are in elementary school. Therefore, the government in Indonesia publishes English language learning books at the elementary school level. Textbooks often play an essential role in learners (Mukundan, Hajimohammadi, & Nimehchisalem, 2011). In English textbooks for elementary school children, there are many exercises such as vocabulary, writing, pronunciation, and speaking. The role of assessment in books is significant. With the evaluation in textbooks, elementary school students more easily understand the material. They can help teachers to deliver the material. According to Kayaoglu (2011), the existence of this textbook can help teachers and students in carrying out learning in the classroom. In most schools, books have become the only necessary resource for an efficient language education program.

The activity supports the purpose of the textbook, which is to help students and teachers in the learning process; there is an assessment in each book for elementary schools. According to Tosuncuoglu (2018), tests, exams, and assessment models are the primary tools for measuring the learning process. One of the essential aspects of teaching and learning activities is assessment. It has a tremendous influence on the educational process by informing and enhancing ongoing learning (Bell & Cowie, 2001). The results are used to assess students' progress after they complete exams and evaluations.

Therefore, the researchers aim to conduct a more in-depth analysis of the assessments presented in the book "English Book Elementary School grade 5" based on the 2013 curriculum. By analyzing these activities, it is hoped that the teacher's awareness will emerge that textbooks can be used as if teachers and students understand the purpose of conducting assessments in a book.



Methodology

The type of the study is qualitative, which is explained descriptively. Qualitative inquirer deals with data in the form of words or pictures rather than numbers and statistics (Ary, 2010: 424). The source of the data obtained from this study is the suitability of assessing the material in elementary school English textbooks. In comparison, the data source in this study, the English book, was used by grade 5 elementary school students. This research examines the assessment aspect in the textbook 5th-grade elementary school student textbook with essential competencies by curriculum 2013. The researcher reads all the material in the book to obtain information for data analysis. This textbook has six chapters. This is very important in researching because a study indeed refers to how the various components in the research can be integrated with coherence and cohesiveness. Qualitative research is usually used to analyze a phenomenon or a social situation. Qualitative research is achieved by people in lived social situations assumed by Sherman and Webb (1988). The analysis of material can be obtained from a text, book, paper, or article. So this research uses the qualitative research method because of the description of analysis materials in the form of words.

Finding(s) and Discussion

In English textbooks for elementary school children, there are many exercises such as vocabulary, writing, pronunciation, and pictures. English Book for Elementary School Grade 5 consists of 20 pages with VIII chapters where each chapter has different topics. Where in chapter I-III, it will discuss reading material, remember words, and accessible vocabulary. The activities in chapters IV-VII are about pronunciation and listening; there are also some pictures. A song is provided to test students' pronunciation skills. While in chapter VIII there is a final project with several activities covering the material in chapters I-VII. In KTSP, the thematic scheme is applied to grade one to three of elementary school, while in the 2013 Curriculum, this Integrated Thematic pattern is used in grades one to six.

a) Pointing

In KTSP, Thematic for class I-III not integrative, actually in the curriculum 2013 integrative Thematic for class I-III.

b) Assessment

In KTSP, the production process is more dominant in the knowledge aspect. In the 2013 Curriculum, measurements are carried out authentically by measuring all competencies, skills, and knowledge based on methods and results.

c) Extracurricular

Scouting is not a compulsory extracurricular activity in KTSP. Scouts are mandatory for the 2013 Curriculum.

Based on the Learning assessment in Curriculum 2013, the teacher must consider several aspects to students that must be considered. Aspects of teacher assessment of students are usually by the existing assessment criteria in the use of the curriculum. Valuation is an continuous prepare that envelops a much broader space (Brown, 2003:4). Hence, the aspect that needs to be considered is written competencies on the curriculum and assessing skills, language knowledge, attitudes, and



behaviors. Then the teacher will create an item assignment based on the indicators they have made.

Tabel 1. Assessment an aspect of the textbook.

No.	Chapter	Aspects		
		Knowledge	Skill	Attitude
1	1	√	√	-
2	2	-	√	-
3	3	√	√	-
4	4	-	√	-
5	5	√	√	-
6	6	√	√	-

From the table above, this book does not reach assessment criteria for the 2013 curriculum because some aspects do not yet suitable with the requirements for the 2013 curriculum assessment, such as :

1. Chapter 1, in this chapter, gives the materials about Reading Comprehension and the task about Reading materials, but there is no assessment about attitude.
2. Chapter 2, in this chapter, does not give the materials for the students before doing the task. The title of the materials is "Must & Must Not." Still, there is no explanation about the materials, and the assessment about attitude, only the task and a practice.
3. Chapter 3, in this chapter, the book gives the materials and the task assessment. The material is about using "Don't and Don't be," but there is no assessment about attitude.
4. Chapter 4 is the same as Chapter 2; the book does not give the materials for the students before doing the task. The title of the material is Listening to Practice. Still, there is no explanation about Listening Practice and the assessment of attitude.
5. Chapter 5, in this chapter, gives the materials about Reading Comprehension and the task about Reading materials, but there is no assessment about attitude.
6. Chapter 6, in this chapter, the book gives the materials and the task assessment. The material is about "Occupation," but there is no assessment about attitude.

Conclusion(s)

The conclusion of the research is about the assessment analysis from the textbook. This book was not fulfilled the syllabus points of the 2013 curriculum because some topics are not suitable with a syllabus of the 2013 curriculum. Like in chapters 1 and 4, there are no knowledge points and attitude assessments mentioned in the book. Second, all branches from this textbook do not have attitude assessment as one of the points from the syllabus in the 2013 curriculum. The last, each task or assignment from this book is related to the materials. The social function was achieved about the relationship among students, teachers, and the others, which was formed on cooperating tasks.

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