

BOOK REVIEW: ENGLISH CURRICULUM AND MATERIAL DEVELOPMENT

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ABSTRACT

Book reviews are intended to inform and evaluate a book's content and quality. It presents review critiques of the English curriculum and material development book by Pryla Rochmawati. The reviewer classified into four major sections from 11 chapters: curriculum and syllabus, curriculum components, the English curriculum in Indonesia, and the development of English-language materials. The curriculum and syllabus are introduced briefly in language and explained in simple terms like those found in the first paragraph to get things started. Secondly, the curriculum is addressed by analyzing the needs of the students, establishing objectives, assessing their progress, and evaluating their progress. The third section discusses the Indonesian curriculum and how it has evolved. Material development based on Tomlinson's theory is presented in the fourth section. An evaluation of the author's visual approach and the content will be conducted in the review.

Keywords: *Book Review, English Curriculum, Material Development*

INTRODUCTION

English Curriculum and Material Development book addresses educational scope related to all curriculum and syllabus components. It is relevant in development studies since it highlights why it may be necessary to support education policy to all materials based on the real condition and students' needs and wants. The author successfully correlates those situations in Indonesia, which can significantly help undergraduate and entry-level graduates to development studies. A brilliant author contributed to writing this book, and she is Pryla Rochmawati, and her collaboration with a professional editor is Ahmadi.

Practical guides for developing an English educational curriculum and materials can be found in English Curriculum and Material Development. According to the author, this book can be supplemental material to help teach and learn activities and motivate students. In detail, this book has 11 (eleven) chapters

that delight from theory and relation to education, and there are 4 (four) major sections to this textbook. These sections discuss curriculum and syllabus, curriculum components, the English curriculum in Indonesia, and the development of English-language materials. The first section briefly introduces curriculum and syllabus in language and explains basic terms such as curriculum and syllabus. The chapter sets the book's main theme and focuses on the differences between Curriculum and Syllabus as defined by her, which is the term "syllabus" refers to the class of study's schedule or outline. Rather than curriculum, we say subjects explored or prescribed for study in school or university (Rochmawati, 2017). The second section addresses the curriculum component through needs analysis, objectives, assessment and testing, materials, teaching, and evaluation. This chapter focuses on the contents of the curriculum that involve the reconstruction of the target of need analysis, the importance of goals and objectives, adopting, developing, and adapting language tests, developing materials, and teaching and learning process.

The third section talks about curriculum in Indonesia that describe the development of curriculum in Indonesia such as Rentjana Pembelajaran, Rentjana Pembelajaran Terurai, Rentjana Pendidikan, 1968 Curriculum, 1975 Curriculum, 1984 curriculum, 1994 curriculum, Competence-Based Curriculum (KBK), School-based Curriculum (KTSP), 2013 Curriculum, and 2013 Curriculum (revised edition). The fourth section presents material development that Tomlinson (2016) defined everything writers, teachers, or students perform to provide references of language form and anything that writers, teachers, or students do to provide references of language form and encourage literacy development. Finally, this book is well worth reading, and this review is a personal reflection of the reviewer's opinion about this book. To inform the reader about the book's content and provide an evaluation that gives the reviewer's judgment of the book's quality considered the goals to review this book.

DISCUSSION

Part One: Curriculum and Syllabus

Part one of this book contains basic principles of curriculum and syllabus in Language Teaching that highlights definitions, advantages, disadvantages, and kinds of Curriculum in Language Teaching. In the beginning, the author defined curriculum as the educational foundations and concepts for learning experiences. In addition, the curriculum as a product model includes a set of documents for teaching and learning activities. In line with this definition, the author is also looking at curriculum theory through the process. The process is similar to the role and expectations of the educational assembly. This chapter highlights definition of the syllabus, the differences between curriculum and syllabus, the kinds of the syllabus, and the importance of curriculum in language teaching. However, the syllabus outlines the goals and objectives of a course, prerequisites, the evaluation scheme, materials to be used (textbooks, software), topics to be covered, a schedule, and a bibliography. All of those components combine the nature of the learning experience.

The author mentions seven syllabuses: structural, situational, topical, functional, notional, skills, and task-based on theory from Brown, which is similar to Sabbah (2018). The first type is a structural syllabus that constructs material structurally. The next type is material based on context, condition, or situation. The next type of material is based on the topics. The fourth type is organized semantic uses, or meaning packets called functions. The fifth type is about some categories like distance, duration quantity, duality, location, size, etc. The sixth type is to use and continue to learn the material.

Furthermore, the last type is a task-based syllabus that gives the students tasks or assignments. At the end of this part, the author mentions an effective curriculum from the other side. It could be impacted on administrators to provide a dynamic educational program for current and prospective students. The others impact teachers to offer the ideas and strategies for assessing student progress. It can also impact students to understand what must be accomplished to obtain a degree and would be lost in a maze of academic courses that seemingly leads nowhere.

Part Two: Curriculum Components

This part consists of 6 (six) chapters that explain all about Curriculum Components. They need analysis, aims, goals, objectives, assessment and testing, materials, teaching, and evaluation. The author indicates that need analysis includes all the activities used to collect information about the students' needs, wants, wishes, desires, etc. She also gives a systematic process for determining and addressing current and desired conditions. Having followed Brown's theory notion, some points in the target population in conducting need analysis like the target group, the audience, the need analysts themselves, and the resources group. The author also presents 7 (seven) steps and techniques to make a complete explanation from Brown's theory. There are clarify the purposes of the need analysis, identify the population, determine how a teacher will conduct the needs analysis, design a survey instrument or adopt one that already exists, collects data, analyzes data, and use the results. She also classifies instruments of need analysis such as tests, observations, interviews, meetings, and questionnaires. In addition, Khasawneh (2021) assumed that the English language is critical as the first global language because it contributes to individuals' scientific and practical advancement, and therefore everyone should learn it.

In the next chapter, chapter III, in major sections, using a similar theory from Brown, the author categorizes aims, goals, and objectives with different meanings. While aims provide directions or intent to educational action, goals are general statements of the program's purposes. Meanwhile, if curriculum goals are defined as statements of the desirable and attainable curriculum purposes and based on the participants' perceived language and situation needs in a program. Instructional objectives will be expected to know performance at the end of a course or program. However, according to Macalister & Nation (2019), the curriculum has two outer and inner circles. The inner circle is centered on goals. It emphasizes the critical nature of having a course's broad objectives defined. The author also gives examples of 3 (three) types of objectives: cognitive, affective, and psychomotor, based on Bixler's theory. These objectives are similar to those found in Marfu & Djatmiko (2017), who write that most educators have done an excellent job teaching students how to develop their cognitive, affective, and psychomotor skills. Some

teachers have been successful in cognitive learning, while others have done well in affective and psychomotor learning, based on the opinions of their students.

Assessment and testing are the topics in chapter IV of this book. Here, a writer wrote the assessment definition based on Walvoord's theory. He defines assessment as the systematic gathering of data on student learning, using the available resources and time to inform decisions about improving it. In other sub-topics, the author argues 4 (four) decisions in testing: proficiencies, placement, diagnostic, and achievement. Those decisions have to match to decision purposes that had been figured out in this book. The chapter assesses a combination of adopting, adapting, or developing for making a decision. In line that the author makes organized for decision making.

Chapter V, the key theorist included Brown's theory, which emphasizes 4 (four) frameworks for a material design that will influence the development and implementation of materials, namely approach, syllabuses, techniques, and exercise. Meanwhile, the curriculum developers would formulate a material blueprint representing the language programs obtained in need analysis, objectives setting, and testing stages. This chapter also found the materials started from adopting, developing, and adapting that the author gives appropriate stages as guidelines. The next chapter (VI) in this part is the teaching component that the author classifies teaching and learning components from many sides. The first side starts from school roles consisting of the institution's role and teachers' (including support for teachers). The second side is the learning process. In this part, there are 5 (five) points can be ideal in the classroom, such as understanding the course/class, views of learning, learning styles, motivation, and support. The last side focuses on the application of curriculum through the lesson plan; the author suggests the things that should be written in a lesson plan, they are identified of the subject matter, competency standard, basic competency, indicator for competency achievement, the instructional goal, instructional material, time allotment, methodology, learning activities, evaluation, and learning resource. On the other hand, the ideal interaction in the classroom must be attention more. According to Boistrup & Selander (2022), If multimodal data and analysis were not included in the project (activity in the classroom), it would be impossible to have a truly interactive classroom experience that includes both speech and gestures.

The last chapter is chapter VII explains three dimensions that might be distinguished research and evaluation by the author. The first is that evaluation does not have to have knowledge generation as its goal. Research focuses on the fundamentals, whereas evaluation seeks to put those findings into practice. The following step, evaluation, presumably, generates information that is used to make decisions or forms the foundation of policy. The author determines that pre-stated goal educational or training programs can be placed in four categories: product-oriented approaches, static-characteristic approaches, process-oriented approaches, and decision-facilitation approaches. In other dimensions, the theory from Dickins and Germain can be divided into two broad categories. General purposes include accountability, curriculum development, self-development, and specific evaluation purposes as supervisors' roles. The last dimensions talk about procedures used in conducting curriculum evaluation. It is evident in the case of research from Hawick et al. (2017) that when it comes to curriculum reform, instead of seeing the unexpected as a problem that needs to be solved or circumvented, it might be better to think about these aspects of the process. Using the wicked problem framework can help stakeholders and leaders develop a new way of thinking and a new vocabulary for describing why a particular problem is challenging.

Part Three: The English Curriculum in Indonesia

The author tells the history of Indonesia syllables changes as the National English curriculum. Nowadays, Indonesia also has a new emergency curriculum in Pandemic situations, called *Kurikulum Darurat (dalam kondisi khusus)*. This chapter categories 2 (two) points on curriculums and syllabuses. In developing curriculum in Indonesia, there are 10 (ten) curriculums. English is a prerequisite subject taught from elementary school through university in Indonesia's educational system. The fact that English is an international language makes mastering it critical. People must be able to communicate effectively in English to compete in the job market and other fields such as science and technology in the globalization era. A well-thought-out syllabus and curriculum in English language teaching are required to help students achieve this goal. Syllabus design and curriculum development are commonly used in language teaching and learning. A syllabus lists the topics covered in the course of study that specifies what will be taught and how

it will be assessed. There are four distinct phases in the evolution of Indonesia's English language syllabus from 1984 to 2006: English Language Teaching (ELT), English Syllabus, ELT syllabus, English Syllabus, and the 2013 syllabus.

Part Four: The Development of English-Language Materials

The author writes the final chapter. It is especially advantageous to undergraduate and graduate students, as it demonstrates the concept of materials development, principles in developing materials, and types and characteristics of teaching materials based on theory from Tomlinson. In this chapter, the author gives some strengths and limitations of authentic materials and creates materials as the overview of teaching materials. This book conveys developing materials in many models. One of the highlights is Camp & Richards' theory in curriculum development, including need analysis, goal setting, syllabus design, methodology, testing, and evaluation. In this part, the author suggests that teachers conduct materials evaluation and adaptation to provide suitable materials for students. The author also suggests using textbooks as teaching materials and must be appropriate for their students. It also suggests in adapting materials, before using existing materials, review the materials to ensure the accuracy of information. Also, be sure to review and evaluate the materials based on individual, community, and program needs.

Strengths and Weaknesses

The reviewer presents the strengths of this book in terms of two aspects, namely aspects of the design and aspects of the book's contents. This book is an excellent font size for readers from the design aspect. It is a perfect eye-opener for anyone. The writing used makes the reader feel comfortable understanding the book's contents. Then, if reviewed from the aspect of content, this book is perfect in relating directly to the country's condition with all the history in the curriculum and learning English as a straightforward foreign language and comprehensives. In addition, the author is very inspiring by providing simple examples but following current curriculum developments, especially in Indonesia. The discussion of the book's contents is easy to understand with tables. It gives an entirely objective description in each chapter. Overall, this book is great for University students, and the reviewer would recommend this book to anyone and especially for the researcher as a theoretical review.

However, this book still has some weaknesses; namely, the cover does not describe the book's contents, which includes an outline of the curriculum. Two chapters do not have a description of the contents according to the title in the chapter. The images provided in each chapter do not reflect the chapter's contents and are not accompanied by image sources. Conclusions in each chapter are not found, while each chapter already has an opening paragraph to describe the contents of the chapter.

CONCLUSION

The book *English Curriculum and Material Development* addresses curriculum and material development for the English language in schools. It explains why education policies should be based on current conditions and students' wants and needs. Indonesian situations are well-correlated by the author, which can be extremely useful for undergraduates and recent graduates who want to pursue development-related careers. This product model for curricula includes documents for both teaching and learning. For example, it may include a description of the course's overall objectives and learning outcomes, a list of required readings and assignments, and an annotated bibliography. A teacher can make a classroom work for the students' needs, wants, wishes, desires, etc. After that, there is a step-by-step process for figuring out what problems need fixing. When the National English curriculum changed, so did Indonesian syllable usage. This review shows that the reviewer categorized 11 chapters into four main categories: curriculum and syllabus, curriculum components, the English curriculum in Indonesia, and the development of English-language materials. The curriculum and syllabus are introduced briefly in language and explained in straightforward terms, such as those found in the first paragraph of this book chapter. The student follows its needs analysis, the establishment of objectives, the progress assessment, and the evaluation of progress. The third section examines the evolution of Indonesian education. In the fourth section, Tomlinson's theory shows how to make the material. The review included an assessment of the author's visual approach and the content of her work.

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