

**THE REFLECTION OF THREE LEARNING THEORIES IN CURRICULUM 2013
BASED ENGLISH TEXTBOOK FOR CLASS VII JUNIOR HIGH SCHOOL
“WHEN ENGLISH RINGS THE BELL”**

Oleh:

DYAH NUGRAHENY PRIASTUTI

IKIP Widya Darma

Abstrak: Textbook is one of the materials that are usually used by the educators or teachers in the learning-teaching process. It is one of the most essential factor in order to apply the 2013 curriculum in Indonesia, but just like how the 2013-curriculum was applied in the beginning, the book that were prepared by the government at that time seems to be made in a hurry. One of the books that were prepared by the Indonesia government is the seventh grader English book “*When English Rings the Bell*”. This book is still need to be analyzed whether is already relevant with the 2013 curriculum. This study wanted to evaluate curriculum 2013-based English textbook of class VII Junior High School “*When English Rings the Bell*” based on the learning theories which are introduced by psychologist; behaviorism, cognitivism and constructivism theory in order to know whether this book already reflected the appropriate learning theory that is required by students in order to advance themselves in the 2013-curriculum based education. It was found that this book that the most dominant learning theories applied in the Curriculum 2013-Based English textbook “*When English Rings the Bell*” is constructivism theory with 60 activities among 120 activities, while the cognitivism learning theory was applied in 28 activities and behaviorism in 32 activities. It shows that most of the activities in this book want students to construct their own knowledge using their observations and experiences not by teacher’s information. This book is trying applied the students-centered learning rather than the teacher-centered learning, which is relevant to the 2013 curriculum that want the student to be active.

Keywords: *Textbook, Learning Theories, Curriculum 2013*

BACKGROUND

Human always wants to learn to be able to adapt with their environment. This human learning is a complex internal process involving the whole mental capabilities include cognitive, affective, and psychomotor which cannot be separated with the education. Education itself is an effort to humanize or attempts to help people to be able to manifest themselves in accordance with their respective characteristics. If someone talks about education, it cannot be separated with the purposes or aims of human life. Human is a creature that always wanted to fit with their purpose, so when education becomes a media in achieving those purposes, they wanted it to be well-arranged and methodological in the form of what people called curriculum.

Curriculum is very important in education because it is the main key to get a success. Curriculum is needed in learning process. In education system there should be a curriculum that can manage the learning and teaching process in pedagogical. The term “Curriculum” are well known in Indonesia since 50 years ago by people who have their education in United States of America. Before knowing this term, people already know other words which is “language planning”. Actually curriculum is the same as “language planning”, but in the practice environment, the old meaning of curriculum had left behind. Feez (2002:8) explains that curriculum is a general statement of goals and outcomes, learning arrangement, evaluation, and also documentation that related to the management of program within an education institution. Curriculum is a plan which is built to make teaching-learning activities has a well progress. It can be mentioned as a kind of assistance in the teaching-learning process. One of the experts in education who have set a wider meaning of curriculum, Alice Miel cited *in* Poerwati and Amri (2013:4) said that curriculum include the building’s situation, school environment, needs, beliefs, knowledge and attitude of people, which are the students, societies, educators, and personnel, serving and being served in schools. The changing of the curriculum-meaning is usually because of dissatisfaction of the education’s results and the desire to have improvement. Those changing is also can be affected by the development of technology and science which can change the needs of the community.

Because of the importance of curriculum in the society, the government as the authority always made changes to the curriculum in order to improve or to develop the quality of education. The government of Indonesia always makes evaluations and also

improvement in their curriculum. The curriculum in Indonesia had already changed around nine times, from the curriculum of 1947 to the newest one, the curriculum of 2013. Curriculum of 2013 aims in empowering all of the potential students to have competence skills by using a student-centered learning and scientific approach uses integrated learning patterns that allow students either individually or classically to actively explore and discover the concepts and principles of holistic meaningful and authentic. Through this kind of study, the students are expected to able to acquire a thorough knowledge by linking one subject with other subjects. Even though it is important, the implementation of this curriculum at first look in hurry, it is very less practicing by the teacher of each lesson.

The curriculum 2013 is a thematic curriculum, so the students should be active in the learning process and the textbook is one of the tools in learning. A textbook must be appropriate in order to help the students to apply the 2013 curriculum, which uses active learning. McGrath (2002:28) a state that a textbook is significant because it help to sets the direction and content of a curriculum to a certain extent on how the lesson is hoped to be taught. The textbook is one of the student's learning materials that contain subject matters which has been prepared by the author and should be adapted to the existing curriculum. it has a role as a way of communication between teachers and students so the subject matters can be well transmitted. Ferris and Hedgcock (2005:125) states that textbooks are so all-encompassing in educational systems all over the world. Indeed, textbooks give a support for the course of many educators teaching. So, the textbook's materials should be able to make the lecturers in conducting the classroom teaching and learning process. According to Garinger (2002), using a textbook is one of the most effective and readily obtainable ways to ease a number of pressures that were put on to the teachers, lessens preparation time, provides ready-made activities and finally provides actual samples of classroom improvement through which external stake-holders can be satisfied.

The English textbooks are one addition in learning English. With the help of English textbook, the teaching and learning process will have no difficulty. By reading textbooks, students are easier to understand the point of material given by teacher, so, the process of the learning will be effective and efficient. Because of the changing in the curriculum, the textbooks which are used by the students and teacher are also being replaced with a curriculum 2013-based textbooks that should reflected one of learning theories such as

behaviorism, cognitivism, or constructivism that will help the students to improve their skill.

Ormrod (2012. :5) mentions that the theories of learning gives explanations about the underlying mechanisms involved in learning. Douglas (2000) mentions some learning theories, that were introduced by some psychologist, which are behaviorism, cognitivism and constructivism learning theory.

Behaviorism learning theory is the first learning theory. This theory emphasizes more on human behavior, sees the individual as being reactive to respond to the environment and maintenance experience will shape their behavior. According to this theory, learning is a unconscious process of associating the stimulus with response, which will create a new behavior.

Skinner, one of the most influential experts in this theory mentions that behaviorism model was based on the principle that effective behavior consists of producing responses to the correct stimulus (Douglas, 2000). He also added that when a response is followed by a reinforcer then it is conditioned to occur again. Skinner's model is called the Stimulus-Response-Reinforcement theory. Reinforcement or reinforcer here is a stimulus (encouraging activity) that increases the frequency of a response. The action of following a response with a reinforcer is called reinforcement (Douglas, 2000). He also mentions that the reinforcement can be classified to a positive reinforcement which is the encouragement of a desired response (behaviour) by a pleasant stimulus and negative reinforcement, the discouragement of an undesired response by an unlikable stimulus that is called punishment.

In behaviorism learning theory, the processes that happens between stimulus and response is considered unimportant because it cannot be observed and unmeasurable. The only things that can be observed is the stimulus and response, therefore what is given by the teachers (stimulus) and what is received by students (response) must be observed and measured. This theory prioritizes the measurement, because it is an important thing to be able to see happen whether or not the change in behavior.

According to Slavin and Davis (2006:133), the principles of behavioral learning are the role of consequences, reinforcers, intrinsic and extrinsic reinforcers, punishers, closeness of consequences, shaping, extermination, schedules of reinforcement, continuance, and the role of antecedent.

The application of this theory in learning process shows that learning is emphasized as the activities of "mimetic" which requires students to revive the knowledge that has been learned. The presentation of the subject matter follows the order of the parts to the whole. Learning and evaluation highlights the outcomes, and evaluation requires a correct answer. The correct answer that was given by the students shows that they had completed their task in learning.

Ertmer and Newby (1993:56) states that the instruction design for behaviorism theory must contain these principles:

- a. An highlight on producing an observable and calculable outcomes in students.
- b. Pre-assessment of students to determine where instruction should begin.
- c. Emphasis on being an expert in the early steps before moving ahead to more complex levels of performance.
- d. Use reinforcement to impact performance.
- e. Use of cues, shaping, and practice for making sure a strong association of stimulus – response-.

From those principles, the instructions must be structured around the presentation of the target stimulus and the provision of the opportunities for the learner to practice making proper response, must facilitate the linking of stimulus-response pairs and frequently using cues (Ertmer and Newby, 1993:57).

Another theory is the cognitivism learning theory. It is a learning theory that emphasizes the learning process rather than the outcome of the study itself because it assumes that individuals who are learning has the potential aptitude and multifaceted behavior. According to this theory, knowledge is built in an individual through a process of constant interaction with the environment.

Cognitivism learning models started to develop as a protest against the theory of behavior that has been developed previously. The cognitivism model has a view in which the students receive information and learning through organizing, storing, and then find a correlation between their new and old knowledge. Learning, based on this theory does not just engage to the stimulus and response but also involves a very complex thought processes.

The application of this theory in learning activities considers the student's involvement is very important. To attract and increase retention of learning, teacher need

to relate new knowledge to the cognitive structure that has been owned by the students. The course material must be prepared using a specific pattern or logic, from the simple to the complex. Individual difference on students needs to be considered, because these factors greatly influence the success of student learning.

Ertmer and Newby (1993:60) mentions some cognitive principles that must be considered in making the instructional design:

- a. Emphasis on the active participation of the student in their learning process.
- b. The use of hierarchical analysis to recognize and illustrate precondition relationships.
- c. Emphasis on structuring, organizing and sequencing information to facilitate optimal processing.
- d. Creation of learning environment that let and support the students to make connections with the previous learned-material

The instructional design for this theory should be based on the student's existing mental schema, should systematize the information in such manner that learners will be able to connect information with their prior knowledge in a consequential way and may also include the use of framing, outlining, mnemonics, concept mapping, advance organizers etc. (Ertmer and Newby, 1993:61)

The last one is the constructivism learning theory, one of a theory related to the active or cooperative learning which is relevant the 2013 curriculum-based education. Constructivism is a philosophy that emphasizes that knowledge is constructing by our self. Knowledge is not thought to be an imitation of reality and also a picture the reality of the world. Knowledge is the result of cognitive construction through someone's activity by making structures, categories, concepts, and schemes are required to establish such knowledge. Constructivism theory is defined as learning that is generative, creative act of something meaning of what is learned. This theory sees learning as a human activity to build or create knowledge by giving meaning to his knowledge according to his own experience.

In constructivism learning theory, children are required to be able to expand their self, while teachers provide little stimulus to the child. The lecturer can assist this process by teaching in ways that the information will be meaningful and relevant to student by giving them the opportunities to learn or apply ideas themselves, and by

teaching, the students is hoped can be aware of and consciously use their own strategy in learning (Slavin and Davis, 2006:243).

The principles which based the instructional design in constructivism theory according to Ertmer and Newby (1993:65-66) are:

- a. An emphasis on the identification of the context where the ability or skills can be learned and then applied.
- b. An emphasis on learner control and capability to use the information.
- c. Supporting the use of problem-solving abilities that leads the learners to go “beyond the given information”
- d. Assessment which is focused on transferring the knowledge and skills.

According to Cunningham cited in Ertmer and Newby (1993:66), the instruction in this theory is to show students how to construct knowledge, to promote collaboration with others, to demonstrate the various perspectives that can be brought to stand on a particular difficulty and to arrive at self selected positions to which they can give to themselves, while realizing the basis of other views where they may disagree. So, this theory gives activeness to humans to learn to find their own competence, knowledge or technology, and anything else that is needed to develop himself. The purpose of this theory is; there are motivations for the students that learning is the responsibility of the learners themselves, develop student’s ability to ask questions and find your own question, helping students to develop an understanding and a complete understanding of the concept, expand the ability of students to become independent thinkers and more emphasis on the process of learning how to learn it.

This study tried to evaluate curriculum 2013-based English textbook of class VII Junior High School “*When English Rings the Bell*” based on the learning theories which are introduced by psychologist; behaviorism, cognitivism and constructivism theory in order to know whether this book already reflected the appropriate learning theory that is needed for the students to make improve by themselves in education which use the 2013-curriculum.

RESEARCH METHOD

This study uses qualitative approach because the data is in the form of text or word which was taken from an 7th grader english book “*When English Rings the Bell*”, “In qualitative research, statistics are not used to analyze the data; instead, it is the words that

is analyzed (e.g., transcriptions from interviews) or images (e.g., photographs).” (Creswell, 2012). Qualitative research empowers the will to conduct an investigation on ideas or notions which is going to be more meaningful than using quantitative research approach.

RESEARCH FINDINGS AND DISCUSSION

Based from the principles and strategies designs of the learning theories by Ermert; (1993) above, curriculum 2013-based student’s textbook of class VII “*When English Rings the Bell*” were evaluated based on the learning theories which are; behaviorism, cognitivism and constructivism theories. The analysis is based on the learning theories checklist which formulated from the learning theories principles and instruction designs of Ermert (1993)

Behaviourism Learning Theory In Curriculum 2013-Based English Textbook

There is also behaviorism learning theories which is applied in the activity in the textbook even though there are not many. In every chapter, at least there are two activities that applying this theory. Most of them are the in listening activity.

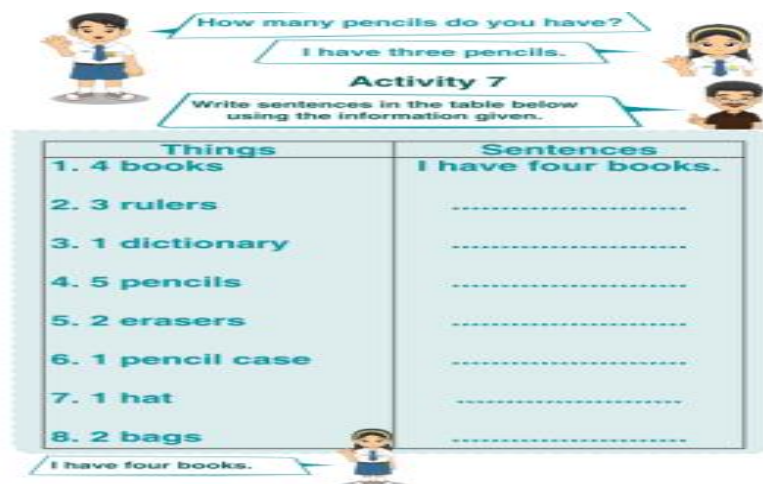


Picture. 1 “*When English Rings the Bell*” Chapter 1: Activity 6 and 7 (Kemdikbud, 2014; p 8)

The above activities shows that the instruction expects the students to listen to the teacher. In activities 6 the order is “*Listen to your teacher and repeat after him*” (Kemdikbud, 2014; p 8), here, the teacher must give stimulus which is correct pronunciations and the students are expected to give response which is the repetition of the correct pronunciation. And as the continuation of activity 6, in the activity 7, the students are asked to make their own dialogue to practice their capability in making conversation of asking condition. Those activities are well suited with the principle of behaviorism learning theory which emphasis on producing observable and measurable outcomes of the student. The teacher gives a correct pronunciation then expecting the students to give a

correct pronunciation as response and the teacher also use practice to ensure a strong stimulus-response association.

The behaviorism theory also applied in some writing activities like in chapter 5 activity 7.



Picture. 2 “*When English Rings the Bell*” Chapter 5: Activity 7
(Kemdikbud, 2014; p 91)

The teacher gives stimulus which are the example (number 1 question) and other information in question 2 until 8. The response that was expected by this practice is the new sentences in answering the question that will make by the students. This suits with the instruction design of Behaviorism learning design mentioned by Ermert (1993; p 57), where the instructions must be structured around the presentation of the target stimulus and the condition of the opportunities for the learner to practice creating proper responses.

In this book the behaviorism theory is applied in 32 activities and existed in every chapter. The chapter that applies this theory mostly is chapter 5. The frequency count of this book is written in the table below.

Table 1. Table of Frequency Count of Behaviorism Theories in “*When English Rings the Bell*”

	chapter											
learning theories	1	2	3	4	5	6	7	8	9	10	11	Total
behaviorism	5	2	4	2	6	2	3	2	2	2	2	32

Cognitivism learning theories in Curriculum 2013-Based English Textbook

Beside the behaviorism learning theories, the cognitivism learning theories are also applied in the textbook. This theory can be seen in the table below:

Table 2. Table of Frequency Count of Behaviorism Theories “*When English Rings the Bell*”

	chapter											
learning theories	1	2	3	4	5	6	7	8	9	10	11	Total
cognitivism	3	2	5	4	1	1	3	2	3	2	2	28

We can see from the table above that the cognitivism learning theory is mostly applied in chapter 3. The theory is applied in speaking and writing activities such as in the picture below:



Picture. 3 “*When English Rings the Bell*” Chapter 3: Activity 4 (Kemdikbud, 2014; p 46)

In the chapter there is an order that asking the student to remember their previous activity “*Please tell the class what you learn each day*” (Kemdikbud, 2014; p 46). This kind of activity will make the students recall their previous knowledge about what they learn at school on that day. This recall must be put on their speaking activity. The students must be able to organize their previous knowledge to the their speaking activity which is suited with Ertmer and Newby theory which mentions that the instruction must highlighting on the structuring, organizing, and sequencing information to facilitate optimal processing (Ertmer and Newby, 1993:61).

The textbook book is also asking the students to made notes of their previous knowledge in the some of the written activity like this picture below:

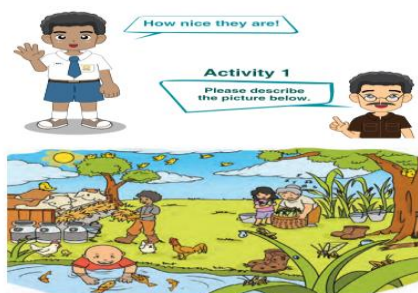


Picture 4. “*When English Rings the Bell*” Chapter 3: Activity 4 (Kemdikbud, 2014; p 46)

This kind of activity is well-suited with Ermert’s statements (1993; p 66) where according to this theory, the instruction designs should organize the information in such manner that learners will be able to connect information with their existing or prior knowledge in a meaningful way and may include the use of framing, outlining, mnemonics, concept mapping, advance organizers etc.

Constructivism Learning Theories in Curriculum 2013-Based English Textbook

There are many activities applying this theory in this textbook. Basically, the activities that are applied this textbook makes the students to observe pictures, people or activities around them. For example the second activity in chapter 8 below:



Picture 5. “*When English Rings the Bell*” Chapter 8: Activity 2 (Kemdikbud, 2014; p 136)

“*Please describe the picture below*” (Kemdikbud, 2014; p 136), the order will make the student observing the picture, what people are doing, how is their feeling, how is the weather etc. Here, the students must be able to construct their own knowledge about the picture by observing it.

Another activity 8 of chapter 1, in this activity the children must be able to construct their knowledge by discussing or questioning their friends “*please ask your classmates about their feelings and write them down here. Use the model expression above*” (Kemdikbud, 2014; p 136). Here, by making a questioning or interview to their friend, the students are expected to add their knowledge (or must specific vocabularies) about many

kinds of feeling, so we can see that some of the activities in the textbook fit in with constructivism instruction design where it mentions that the instruction in this theory is to show students how to construct knowledge.



Picture 6. “When English Rings the Bell” Chapter 1: Activity 8 (Kemdikbud, 2014; p 136).

From the textbook, the writer found that there are 60 activities that are based on constructivism learning theory, the most activities that applied the theory are in chapter 15 and the least are in chapter 11. Most of the activities asks the students to make observation.

Table 3. Table of Constructivism Learning Theories Frequency in “When English Rings the Bell”

	chapter											
learning theories	1	2	3	4	5	6	7	8	9	10	11	Total
constructivism	10	8	8	10	6	9	11	14	13	15	5	60

The Learning Theories Reflected in Curriculum 2013-Based English Textbook “When English Rings the Bell” : A Comparison

From the analysis above, the writer made a table of frequency count of learning theories in the curriculum-2013-based textbook to compare all of the theories application in the book.

Table 4. Table of Frequency Count of Learning Theories in “When English Rings the Bell”

	chapter											
learning theories	1	2	3	4	5	6	7	8	9	10	11	Total
behaviorism	5	2	4	2	6	2	3	2	2	2	2	32
cognitivism	3	2	5	4	1	1	3	2	3	2	2	28
constructivism	10	8	8	10	6	9	11	14	13	15	5	60

Here we can see that the most dominant learning theories applied in the Curriculum 2013-Based English textbook “When English Rings the Bell” is constructivism theory with 60 activities among 120 activities, while the cognitivism learning theory only applied in 28 activities and behaviorism in 32 activities. This shows that most of the activities wants

students to construct their own knowledge by their own observations and experiences not by teacher's information. This means that the book is trying applied the students-centered learning rather than the teacher-centered leaning.

The books designed adequately to cover the integrated skill speaking, listening, reading and writing. It is not accompanied by the audio materials, it is not also accompanied the text which has been ready red by the teacher. However, it can be covered by speaking practice and automatically the listeners are practicing to listen in English.

This book provides many speaking or conversation practices. They are in pictures and bubble speech asking the students to do something, this can be very engaging the students because it is not normally we see in previous textbook.

Most the activities in this book are the same. The students are asked to relate what they have known or their own experiences with the material by presenting pictures. The students have to describe the picture or what they think about the picture. Moreover, in the learning process the teacher ask the students to work in group in doing exercise or making a role play. This kind of activity encourages the students to work with others, while this kind of activity strongly encourages the students' involvement in the learning process.

All of the activities are centered to the learners. The students make and practice the conversation in the class. To make that conversation based on the topic given by the teacher. So the students can be more creative in developing material. In evaluation, the students are reflecting themselves, what they like and what they do not like. It can helpful because the students understand about their problem so they can solve their problem by themselves or asking to the teacher how to solve the problem.

CONCLUSION

Based on the analysis above, we can see that constructivism learning theory is the most dominant learning theory that applied in Curriculum 2013-Based English Textbook *When English Rings the Bell*", a learning theory that is very relevant with the 2013 Indonesian curriculum that use active learning. The center or subject of this type of learning is the students; the students must be active in making observations, have questions and make discussions to develop their knowledge. This textbook expects the children who learn from it can be more active and will have knowledge from their own experience. But from the discussion above, the learning process which is organized in the book is also still influenced by other theories such as behaviorism and cognitivism learning theory that

makes the teacher still have parts in giving the students knowledge and the student's old knowledge can still be kept or even develop.

If we compare it with the aim of curriculum 2013 to make the students more active in the teaching and learning process, this textbook is already appropriate to be applied in 2013 curriculum-based learning process which related to the active learning. The activities in the textbook will make the students to be active and freely express their feelings, ideas and opinions and the teacher should be able to create a more various activities, interesting strategies and favorable environment that can motivate the students joining the classroom activity

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