The Evaluation of Cambridge Curriculum Towards Jump Star Books Level 1-2 for the Young Learners in Flame Lingua Cilegon (A Content Analysis)

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Abstract

Curriculum and text books have an important role to support and achieve the goals of the learners. It also depends on the objective of the institution. This article will describe about how curriculum should be in line with the text book and the objective of the institution. The writer will evaluate the books of Cambridge Curriculum from Jump Star level 1-2 in Flame Lingua. The level is for the young learners. The jump star books have two series. There are student book and workbook. Related with the main objective of Flame Lingua, they focus on developing the language development for the learners. Therefore, the students have to be mastered to communicate. The writer will do the evaluation of the text book through a content analysis. The writer has the requirements that should be matched with the objective of the Flame Lingua Institution. So, there will some code that will be interpreted from the textbooks. Based on the evaluation, the result shows that most of the Cambridge curriculum books of Jump Star 1-2 content is related with the goals of the institution. It fulfills the students' need.

Keywords: Cambridge Curriculum , Text Books Evaluation, Young Learners, Flame Lingua

Introduction

Curriculum becomes the main factor that can achieve the objectives of the educational institution. Curriculum is also the central guide for all of the educational practitioners. It shows about the essential thing for teaching and learning. It also deals with the learning outcomes. Curriculum has a pivotal role too. It also used as a set of procedures which include the students' experiences, the learning and material instructions and the students' assessment in order to get an expected learning outcome. Richards (2001: 2) also states that the curriculum should focus on selecting what knowledge, skills, and values that the students will be gotten.

There are some definitions about the curriculum itself. It also can be defined as a systematic process for collecting and analysing relevant information and the purpose of the curriculum can be judge through the evaluation. The judge can show the promotion or development for the curriculum itself (Nichols et al., 2006; Simons, 1987 in Marsh, 2004: 106; Brown, 1989: 223 in Brown, 1995: 218)

Therefore, curriculum has a main role for the educational system. The curriculum that can be applied in every educational institution is different to each other. For example, in formal education especially school in Indonesia. They use a curriculum from the government, such as K13 or "Kurikulum Merdeka". The reason for choosing the curriculum itself is also should base on the indicator or competence. On the other hand, in informal educational institution. They also use different curriculum. For example, in Flame Lingua, they choose to apply the Cambridge curriculum for achieving the main goals or objectives from this institution.

Cambridge Curriculum provides a comprehensive set of learning objectives for English. The objectives detail about what the learner should know and what they should be able to do is stated in this curriculum. The Cambridge curriculum also has a specific framework. It is used to provide a structure for teaching and learning and a reference in which learners' ability and understanding can be checked. There are six stages in this framework. Each stage reflects the teaching targets. Broadly speaking, is the first stage that should be covered. The framework is also divided into five main areas called 'strands' which run through every stage: Phonics, Spelling and Vocabulary, Grammar and Punctuation, Reading, Writing and Speaking and Listening. The curriculum framework of Cambridge has been designed to allow sufficient time for each learner to develop a true understanding of the skills and knowledge required. Teachers themselves are best placed to know the capabilities of their learners and can, of course, choose to supplement the framework as appropriate. What is within the curriculum framework is the content that will be assessed in the Cambridge Progression tests and which can be analysed using the Progress Checker analysis software provided on the Cambridge. In Cambridge Curriculum, the students are asked to engage with the learning materials interestingly. They provide pictures, video, phonics, and interactive dialogue.

Cambridge Curriculum provides a comprehensive set of learning objectives. The selection of the content is also chosen to ensure a coherent progression for the students (Cambridge Press University 2011: 6). It facilitates the students to be mastered in using the skills, such as in terms of speaking, writing, listening, reading or grammatical structure. Related about curriculum, the goals of the curriculum can be achieved through the instructional materials, for example it can be seen through the text books. Textbook is a powerful resource which is able to facilitate the learning process of the learners. The way to provide the textbook is also important. The educational institution should select the appropriate text book which fulfils the students' need. Therefore, the objective of the curriculum should be in line with the providing sources, such as textbook.

Textbook is still used in teaching learning activity in the classroom. Although many modern aids have been invented. Textbook becomes one of the media or tools that can be used to achieve the objective of the curriculum. It has a systematic written text and topics which have been discussed by the experts before. Textbook has a relation with curriculum. Curriculum is a guide for the teacher to achieve the learning process, whereas textbooks provide the materials. Furthermore, the content of textbook

must be relevant with the curriculum. The materials of textbook must be suitable with the standard competence or the objective of the curriculum, in order to get the result which is in line with the purpose. Therefore, textbook has a powerful role as a guide to achieve the learning outcome. Selecting a good textbook can be done through the evaluation.

There is also some works which have been done on textbook evaluation previously, in different contexts. Many authors and researchers have used different textbook evaluation techniques or checklists to analyze certain textbooks or resources. Litz (2000), for example, analysed a textbook named English Firsthand 2 (EF2). He concluded that EF2 was a comparatively new addition to the vast range of ELT materials available in the market, at that time. According to him the textbook had many prominent and valuable features. For instance, the whole textbook package was well conceived and it had a wide range of worthwhile supplementary materials. He found the book very attractive and arranged in a "clear, logical, and coherent manner." But it had some weaknesses as well, because many of the activities, for example, were monotonous, unsuccessful to encourage actual meaningful practice, unable to stimulate realistic discourse and thus lead to the internalization of language.

In one study, Ranalli (2002) examined that New Headway Upper-Intermediate, one of the course books used at the Foreign Language Institute of Yunsei University in Seoul, South Korea. After evaluating the data, the researcher concluded that New Headway Upper-Intermediate was "well designed and well written which provides a great deal of support for learning." In another context, Udenwa and Ikonta (2008) worked on the evaluation of textbooks in use in Lagos State junior secondary schools. Their study tried to build the "readability, comprehensibility, availability and the level of integration of English language and Literature in English" in those books. Their findings showed that those books were "difficult for the intended readers" and there was a discrepancy between the integration of English language and literature present in them.

Later, the research of Riasati and Zare (2010) intended to analyse "New Interchange Series, which is widely used in language classrooms in Iran". It was revealed that most of the teachers had similar views on the usefulness and appropriateness of the series. Their findings proved that there were numerous weak points of the series that required "teachers' awareness and consideration." Another study by Shabani and Nejad (2013) aimed to portray the educational worth of third-grade English Book in Iranian high schools and its significance in the language program. From the results of the questionnaires, filled by the selected students and teachers, it was revealed that only a minor number of teachers and students were ready to pick the same textbook to teach or study again. Gholampour, Kasmani and Talebi (2013) examined some popular English textbooks used in junior high school and English teaching institutes in Iran. They "identified their strengths and weaknesses" so that authors may have those points in mind for the revision of those books or writing of new ones. Ahou, Towhidiyan and Saeidi (2014) conducted a research to check the suitability of "English Textbook 2", for Iranian EFL school pupils, according to the perspectives of teachers. The result of their research indicated that teachers' perceptions

about the selected book were not positive. So, they suggested the pedagogical authorities to "revise the current textbook or adopt a new textbook instead

Related about that Rashidi and Kehtarfard (2014) analyzed an "English textbook (the third-grade high school English book), which is being used in all state high schools in Iran by using a needs analysis framework. The results of the textbook evaluation revealed that although all language skills and components were almost important for the majority of the students, the textbook could not fully support all of them together. Finally, it was suggested that the textbook can be revised or at least supplemented by other instructional materials, so that it could be more effective for the learners."

The evaluation means as a systematic procedure to determine the judgement or whether it is beneficial or not for the learners. The objective of the evaluation process is to determine the worth or rate of a programme and it decides whether it should be implemented, excluded or reviewed from the institution. Related about institution, the writer chooses to evaluate the curriculum and textbook from an informal institution of Flame Lingua English Course in Cilegon. The purpose of this study is to check the status of a chosen curriculum and Text-books In Flame Lingua. Whether it has already fulfilled the needs or they should review again. Flame Lingua has a main objective to develop the language skills for the learners. They choose to implement the Cambridge Curriculum in order to achieve the goals or the objectives for the learners. The textbooks that have applied in this institution are "*Hang Out*" books from the Cambridge Curriculum. It has two series for each level. There are student book and workbook.

The previous studies have already conducted by (Utami : 2017) and (Syah : 2015). They focus on evaluating the textbooks of the formal institution such as school from Indonesia and Pakistan. They also want to check whether it has fulfilled the learner's need for the government curriculum that has been applied in their country. The results show that some aspects are good and fulfill the needs of the learners. However, the writer wants to know about the curriculum that has been applied in informal educational institution such as English course. The writer chooses an informal educational institution of Flame Lingua Cilegon. The aim of this study is to examine whether the textbooks have already appropriate with the objective of the Cambridge Curriculum that has been applied in that institution.

The writer also chooses the level of young learners from Jump Star level 1-2 in order to check whether the books have already facilitated the learners' need or not. The young learners in Flame Lingua starts from 6 – 10-year-old. The most students dominantly are young learners. Therefore, the writer chooses to evaluate the textbook of Jump Star level 1-2 in order to examine whether it has fulfill the majority needs of the learners or not. In addition, the writer also conducts a content analysis in order to determine the contents of the textbook, which is suitable or not with the objective of the curriculum.

Research Methodology

This study will apply a content analysis as an evaluation of the text book from the Cambridge Curriculum. It is a qualitative research technique that explore and describe the qualitative verbal, written,

and multimedia communication. Arikunto also states that (1998: 243) states that descriptive research is the research to clarify or explain a phenomenon. She also states that, generally a descriptive method is non hypothesis. It collects the data, analyzes them, and draws a conclusion based on the data only, without taking general conclusion. It means that the result is just valid for the data used in this research, not for others (SutrisnoHadi, 1983: 3). There are several kinds of descriptive study; one of them is documentary analysis which often refers to content analysis (Ary, Jacobs, and Razavieh, 1982: 482).

Next, Haolsty (1969) in Ibnu Priyono (2004: 14) says that content analysis means a technique for making inferences by objectively and systematically identifying specified characteristics of messages. Content analysis is a systematic, replicable technique for compressing many 167 words of text into fewer categories based on explicit rules of coding Krippendorf (in AgungSwasono 2010: 16). Kripendorf notes that many content analysis researches are motivated by the search for techniques to infer from symbolic data which would be either too easily or too costly or too obtrusive by the use of other techniques.

Crano (2015) states that the aim of this method is to collect the data within framework of certain concepts or themes. It will also be interpreted through code or symbolic data and the results can show the value or judgement.). Crano (2015 :324) also states that in content analysis, the writer systematically reviews qualitative unstructured data and classifies the data according to themes, characteristics, and patterns. It also considered to be meaningful in addressing research questions. These coded variables usually are then used in statistical analyses, which provide quantitative information on the obtained data. Related about the data, the sample of this research are some books from Cambridge. The publisher is Compass Publishing. There are two types of the book, student book and workbook. The first level that will be analyzed is Jump Star 1- 2.

Research Finding and Discussion

The institution of Flame Lingua has an objective to improve the language development of the learners. The main goal of this institution is to use English for learning. Therefore, this institution use the Cambridge curriculum in order to achieve the goal. The writer analyzes and evaluates the textbooks from this institution. The book that was used to be evaluated is Hang Out book level 1 and 2. It is used for the young learners' level in Flame Lingua. The writer analyses the unit on each book and it also divided into some skill categories such as speaking (S), writing (W), reading (R), listening (L), and grammar (G).

There are different topics on each unit. The books also provide some activities for each skill, for example in the level of Jump Star 1 (student book (SB)) for the first unit is about school things. In this page the activity focuses on speaking skill, where the learners are asked to speak up about the topics. There is also some flashcards to introduce about the vocabulary related with the topics. The writer has already analyzed about the total of the activities for each skill. The data is presented on the table and chart below.

Picture 01. SB unit 1

JUMP STAR 1 (STUDENT BOOK)

| Unit	S	W	R	L	G
a	6	1	2	4	1
b	7	2	2	4	1
c	6	1	2	5	1
d	7	1	2	4	1
e	8	1	2	4	1
f	6	1	2	4	1
g	6	1	2	4	1
h	6	1	2	4	1
i	6	1	2	4	1
TOTAL	58	10	18	37	9
AVERAGE	6.44	1.11	2	4.11	1
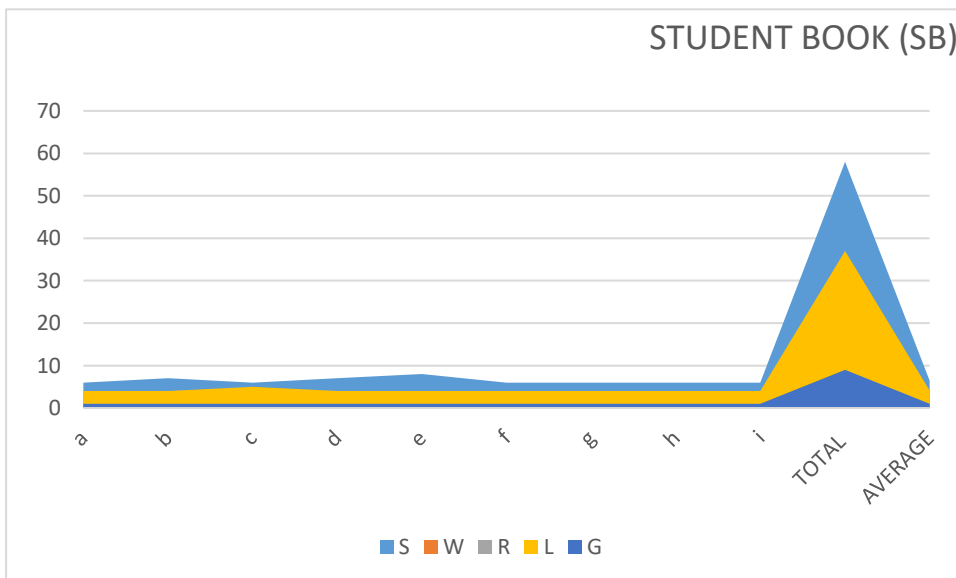
Based on the result above, speaking activity (S) has a dominant way. All of the activities has the aim to develop the students' speaking skill, whereas the other skill also supports the learners to get more comprehensive input. The total activity for speaking is 60 where the average is 6,44. The second is listening. In listening, the total score is 37 where the average is 4,11. The third is reading with the

total score is 18 and the average is 2. Next activity is writing, the total activity is 10 and the average is 1,1. The last is grammar. It only has 9 activities with the average is 1. All in all, the other skills activity supports the learner to achieve the goal, but overall the majority is speaking activity. The speaking activities are presented through video, song, speaking dialogue interactive, and also phonic practices, The concept of this book is very interactive, some of the structure is presented through usage. So, the aim of the activity is related with the objective of the institution.

The other series of jump star level 1 book is a workbook. The writer also analyses how the skills activities are presented through this table.

Jump Star 1 Workbook (WB)

| Unit	S	W	R	L	G
a	8	3	2	4	1
b	7	3	2	4	1
c	8	2	3	4	1
d	8	2	3	3	1
e	6	2	3	5	1
f	8	2	3	4	1
g	8	4	3	4	1
h	8	3	2	5	1
i	8	3	2	4	1
Total	69	24	23	37	9
Average	7.6	2.6	2.5	4.1	1
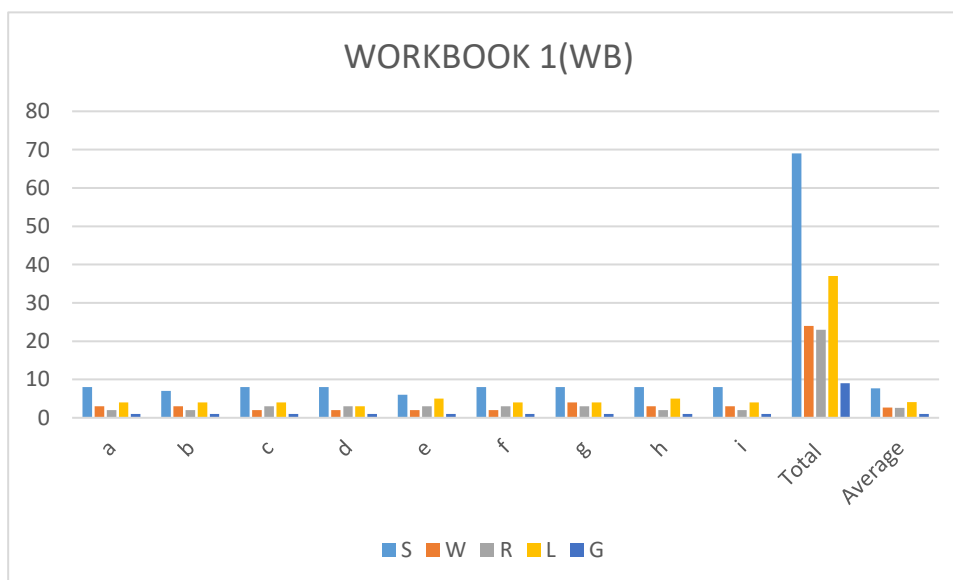
Based on the result above, in the level of jump star 1, the text book of the workbook also has some various activity for each skill. The dominant skill shows that speaking (S) still has a higher result than the others. The total activity is 69 and the average is 7,6. Then for the listening activity the total is 37 and the average is 4,1. Then for the writing the total activity is 24 and the average is 2,6. The reading activity shows 23 activities with the average of 2,5. And the last is grammar. The total activity is 9 and

the average is 1. The activities for the speaking skill has the biggest portion. They are also activities that have presented such as mention the vocabulary, pronounce some target vocabulary, phonic practices, describe the ideas through song, and short interactive dialogue. However, the other skill activities also support the learner's input, such as in listening, reading, writing, or grammar. The portion of the structure or grammar is just a little because this book has a main focus to make English as a usage, including in grammar.

Next, the writer also wants to know about the other book such as in Jump Star level 2. The writer wants to examine the main activities that will be presented in the book. In Student book level 2, the result shows in the table below.

JUMP STAR 2 STUDENT BOOK (SB)

Unit	S	W	R	L	G
a	7	2	2	4	1
b	6	1	2	5	1
c	6	2	2	4	1
d	7	2	2	4	1
e	8	2	2	5	1
f	7	2	2	6	1
g	7	1	2	4	1
h	6	2	2	4	1
i	6	2	2	4	1
Total	60	16	18	40	9
Average	6.67	1.78	2	4.44	1
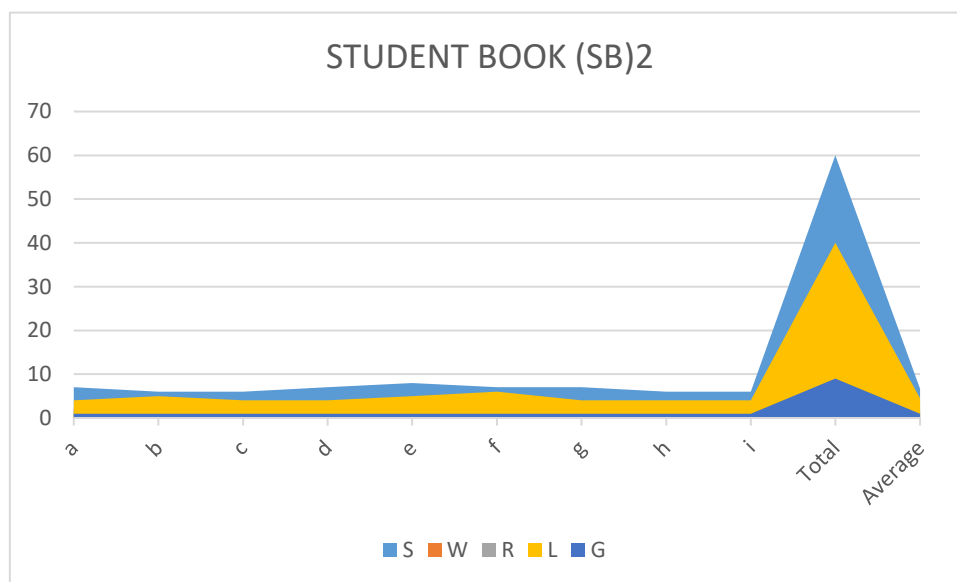
Based on the result above, the text book also has various activities for each skill, but the dominant result is speaking (S) activities. All of the speaking activities are presented through song, short video, interactive dialogue, interactive flashcards, and phonic practices. The second activity that has a higher result is listening. In listening, it also supports how the students can acquire the vocabulary about

the topic on each unit. Furthermore, the other skills such as reading, writing and structure (grammar) also has a role to support the students to get a comprehensive input.

The next textbook that has analysed by the writer is workbook 2 for level jump star 2. The writer tries to categorize which activities that support the skill such as in speaking, writing, reading, listening or the comprehension in grammar. The data is presented through the table below.

JUMP STAR 2 WORKBOOK (WB)

Unit	S	W	R	L	G
a	7	2	2	5	1
b	8	2	3	5	1
c	8	3	2	6	1
d	8	3	3	6	1
e	6	3	2	6	1
f	7	3	2	5	1
g	7	2	2	5	1
h	7	2	2	5	1
i	7	2	2	5	1
Total	65	22	20	48	9
Average	7.2	2.4	2.2	5.3	1
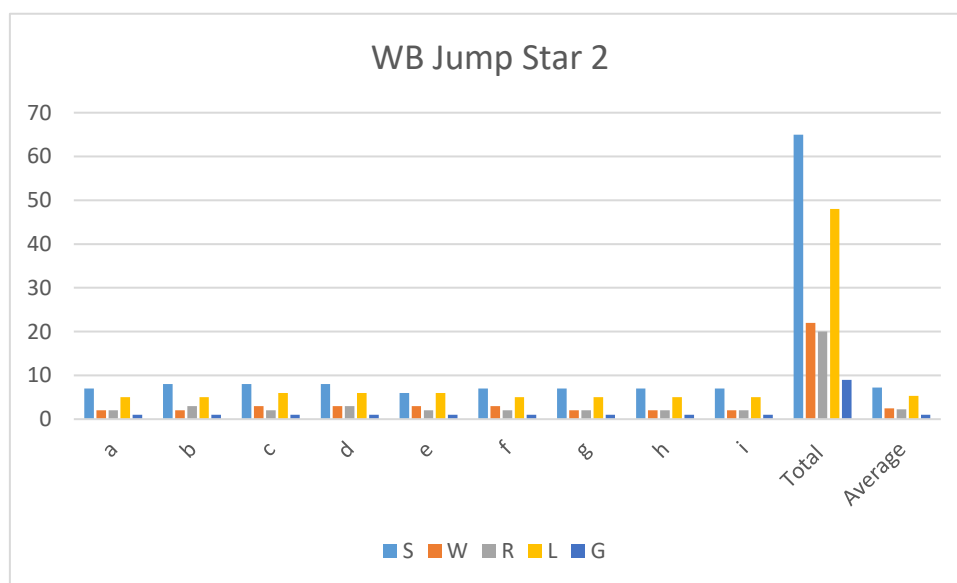
Based on the result above, speaking skill activity (S) has a higher score than the other. The chart shows that the total activities for speaking activity for unit 1-9 (a-i) get more than 60. The worksheet activities that have presented in this textbook can be seen through interactive flashcard, giving ideas about pictures and videos. The phonic practice is also presented to assess the speaking skill. The second skill activity is listening. The score is more than 40. The third is writing activity. The next is reading and grammar.

Conclusion and Suggestion

The writer concludes that the evaluation of the Cambridge Curriculum towards jump star books level 1-2 for the young learners in Flame Lingua Cilegon has fulfilled the students' need. It is appropriate with the objectives of the curriculum in that institution. Flame Lingua has an objective to develop the language development of the learners. It means that the learners are asked to be able to use language in a daily life. They have to use the language to learn, not to learn for use the language. That's becomes the primary goal that the students' need. They already select an appropriate text book for the learners. They choose some books from Cambridge.

Based on the evaluation, the writer can conclude that the book is suitable for the young learners in Flame Lingua. The writer also conducts a content analysis by analysing the activities based on the skills for the learner. On each unit, there are some activities for assessing speaking, writing, reading, listening and grammar comprehension. Based on the evaluation, the results show that in level Jump Star 1 both for the student book and workbook provide more activities for speaking skill. The average in student book for the speaking activity is 6,44, whereas for the workbook is 7,6. In addition, in the next level of Jump Star 2 both for the student book and workbook also provide more activities for speaking skill. The average of the speaking skill for the student book is 6,67 and for the workbook the result is 7,2.

All in all, the evaluation of the textbook of Flame Lingua for level Jump Star 1-2 both for the student book and workbook is suitable for the young learners. It also appropriates with the objective of the Cambridge Curriculum in Flame Lingua. For the further result, the writer also needs a suggestion about this study from the readers, in order to develop and improve the benefits of this study for all of the educational participants, such as the learner, teacher, formal or informal educational institution and curriculum developer.

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