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BOOK REVIEW: ENGLISH CURRICULUM AND MATERIAL DEVELOPMENT

Title	: English Curriculum and Material Development
ISBN	: 978-602-9312-26-3
Author	: Pryla Rochmahwati, M.Pd
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Zul Astri
Universitas Muslim Maros, Indonesia
correspondence: zulastri17@gmail.com
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This textbook, entitled "English Curriculum and Material Development," covers a variety of subjects in 11 Chapters. It is good for educational practitioners who are always in touch with the curriculum and syllabus. This book was written by a lecturer at the Ponorogo State Islamic Institute named Pryla Rochmawati. It consists of 4 main parts, namely *Curriculum and Syllabus, Component of Curriculum, Curriculum in Indonesian Context, and Material Development.* However, here I will briefly explain one by one the chapters contained in this book.

Chapter 1 discusses the concept of curriculum and syllabus, including its definitions, the different, kinds of syllabus, and their importance in language teaching.Chapter 2 examines a component of the curriculum called Need Analysis. It discusses the definition, purpose, and targets, as well as the steps and techniques for doing a need analysis. Chapter 3 is concerned with the conceptualization of aims, goals, and objectives. Chapter 4 discusses Assessment and Testing, emphasizing the how and why of assessment and testing. Chapter 5 covers materials as a component of the curriculum. This section discusses the basis for material design, the material blueprint, and the origins of materials.

Chapter 6 focuses on the teaching concept, which encompasses the roles of institutions, teachers, the teaching and learning process, and the application of curriculum through lesson plans. Chapter 7 examined the concept of evaluation. It discusses the approaches, purpose, and procedures used in conducting curriculum evaluation. Chapter 8 discusses the curriculum and syllabus in the Indonesian context. Chapter 9 discusses the SMA/MA English curriculum, including the syllabus and lesson plans for this grade. Chapter 10 focuses on the SMP/MTs level curriculum, including the syllabusand lesson plans for this grade. Finally, Chapter 11 examines the concept of materialdevelopment in English language teaching. This textbook is intended to augment the teaching and learning processes inthe English Curriculum and Material Development course, as well as to encouragestudents to be active and motivated learners.

Part one of this book highlights the definition of curriculum, the definition of

the syllabus, the difference es, the kinds of the syllabus, and the importance of curriculum in language teaching. In this chapter the author shows the different definitions between curriculum and syllabus where the two words sometimes confuse us as the reader, then the author explains several types of syllabuses based on the theory of Brown (1995) along with examples of each of which according to Brown there are 7 kinds of syllabus namely structural syllabus, situational syllabuses, topical syllabuses, functional syllabuses, Notional Syllabuses, Skill-based syllabusand the last the is task-based syllabus. With this material, the reader can understand more about the types of syllabuses. Furthermore, the author also describes theimportance of curriculum in language teaching, which says that an effective curriculum offers good impressions on many sides. It provides administrators, teachers, and students with a good impact.

Part one presents the basics of the difference between curriculum and syllabus and, outlines examples of syllabi and their importance in the learning process.The material in this part is certainly very important and is very appropriate to be placed in the first chapter because the material presented is the basis for understanding the material in the next chapter.

Part two of this book consists of 6 chapters discussing needs analysis, aims, goals and objectives, Assessment and Testing, Materials, Teaching, and Evaluation. Part two of this book starts from chapter 2 which discusses need analysis which includes explaining the definition of need analysis, the purposes of need analysis, the target of need analysis, and also the steps and techniques for conducting need analysis. In this chapter, the author explains that the term needs analysis is related to activities to collect information that will serve as the basis for developing a curriculumthat will meet the needs of a particular group of students (Iwai, et al, 1999), then the material is continued with an explanation of the material, targets, and steps in carrying out need analysis. I think the order of writing the material by the author has been done systematically.

Chapter 3 in this book is still part of part two which discusses aims, goals, objectives, and the importance of goals and objectives. This book describes 3 types of objectives according to Bixler. They are Cognitive, Affective, and Psychomotor. And what's interesting about this part is that each explanation is accompanied by an example so that the reader can understand it well.

Chapter 4 of this book discusses the curriculum components related to assessment and testing. This chapter explains the meaning of assessment and test according to experts and also the decision in carrying out testing which is divided into 4 namely proficiency decisions, placement decisions, diagnostic decisions, and achievement decisions. Besides that, this chapter also explains test designs, students' knowledge of the questions, and matching tests for decision purposes and also at the end of the chapter we can find two sub-chapters that discuss adopting, developing, and adapting language tests and also about organizing and using test results which discusses several steps that can be taken after having developed a test to be used in groups of students.

Continuing the previous chapter, chapters 5 and chapter 6 discusses the curriculum components related to materials and teaching. These two chapters certainly cannot be separated from one another and the order of presentation is correct because where there is material, after that there must be a teaching and learning process. Chapter 5 discusses the framework of material design, material

blueprints, and also about the origin of the material which is the same as making an assessment, in the manufacture of materials there are also adopting materials, developing materials, and also adapting materials. Meanwhile, chapter 6 outlines the teaching and learning process, the role of institutions and teachers, andalso about the application of curriculum through lesson plans. The last chapter in part two is still discussing the curriculum components related to evaluation. In my opinion, the material on "assessment and testing" should be juxtaposed with evaluation material, such as the presentation of material in the book Nation and Macalister (2010) because, in my opinion, these two things cannot be separated from each other. Where there is an assessment and after that there must be an evaluation. This chapter discusses the approaches to evaluation, the purpose of evaluation, and procedures used in conducting curriculum evaluation which is listed in 6 steps starting from 1) aspects of the curriculum to be evaluated, 2) choosing an appropriate evaluation design/method, 3) Data collection, 4) Identify the sources of information/data, 5) Analysis of information, 6) Reporting of information. This material is practical and can be applied by related to curriculum making

Part two discusses the components of the curriculum starting from need analysis, adopting, developing, and adapting materials and assessment to the curriculum evaluation stage so that readers can understand systematically because it is presented quite well.

Part 3 consists of 3 chapters that discuss the development of the curriculumin Indonesia starting from 1947 to the 2013 curriculum (revised edition). Then continued with the development of the English language teaching syllabus in Indonesia which started from 1984 to 2013. As a reader with an English teacher background, of course, this material provides a wide range of thoughts and views regarding the development of the English language syllabus in Indonesia butlacks in this part is the absence of presenting concrete examples that can show the differences between each syllabus from the beginning of its development. Maybe this can be input for the author for the development of material contained in the future.The last two chapters in this part discuss the syllabuses and lesson plans for SMA/MA Level and SMP/MTs Level. In my opinion, these two chapters were not very well prepared when presented in this book because chapter 9 uses the Indonesian language whereas the whole book should be in English. Then, in chapter 10, there is no presentation of the material so the author looks unprepared in presenting the material as a whole.

In this part, the writer discusses the concept of material development basedon the expert, namely Tommlinson (2004) who said that material development is something done by writers, teachers, or learners to provide sources of language input and promote language learning. Furthermore, Tomlinson also discusses the principles of developing materials which of course will be very useful for both formal and non-formal teachers. This section also explains the types and characteristics of teaching materials and developing materials. In this section, several methods of developing materials are explained by experts such as Tomlinson, Jack C. Richards, Dick and Carey, and also Finney. The author states that all models might be applicable and well employed in developing language instructional materials. However, modifications can be made to the syllabus/material development model to suit particular instructional needs, purposes, and available resources.

This book provides material that is very suitable for use by educators or people involved in curriculum development. The material is presented systematically in this book which starts from the basic theory of the curriculum and syllabus and then the final chapter presents practical steps in conducting curriculum design and in material development.

However, there are also shortcomings in this book, namely that there are chapters that do not seem to be too mature to be presented in the material, namely chapters 9 and 10. In the future, the author can develop the writing of this book perhaps by making a new edition that contains more complex contents and is accompanied by concrete examples so that it can be used by education practitioners as one of the guidebooks in developing curriculum, syllabus, and materials that will later be able to realize an interactive teaching and learning process which is one of the goals of writing this book.

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