

**AN ANALYSIS OF THE ENGLISH TEXTBOOK FOR THE ELEVENTH  
GRADE IN ACADEMIC YEAR 2014/2015 BASED ON THE 2013  
CURRICULUM IN SMK PGRI 4 KEDIRI**

**ARTIKEL SKRIPSI**

Presented in Partial Fulfillment of the Requirements to Obtain  
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University of Nusantara PGRI Kediri



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**Abstract**

Background of this research in this research is about content analysis. It is limited on content material only especially in text types of the English textbook for eleventh grade from SMK PGRI 4 Kediri published by Kementrian Pendidikan dan Kebudayaan. This research analyze the text types in this English textbook that developes as determined in KI and KD of 2013 curriculum. The problem of this research is to what extent is the English textbook present text types as determine in KI and KD of 2013 curriculum?In this research the researcher use qualitative research. The specific one is descriptive qualitative research. The method that is use to get the data is document checklist. The reseacher makes list about the material which will be analyzed. By employing the concept of descriptive qualitative study, this research uses the rubric assessment of textbook from BSNP and it also compared with KI and KD in syllabus of 2013 curriculum. The research finding show that all of text types develop in chapter 1 of the english textbook. In chapter 2,3, and 4 fungsional text is not found. In chapter V, only interpersonal text that can not found. Finally the results of this study show that most of text types are developed as staed in KI and KD of 2013 curriculum in each chapter of this English textbook. Based on the research finding, it can be suggested for publisher, in creating and developing English textbook, it is needed to state the class or level of the study in order to know what their students need and their dynamic ways of learning. Therefore, they have to keep regenerating their ideas and move with the curriculums to evaluate the textbooks.

Key word: English textbook, KI and KD of 2013 curriculum, Text type.

## 1. Introduction

The 2013 curriculum is a new curriculum that implemented by Government to replace the KTSP curriculum that has been implemented for 6 Year. The 2013 curriculum entry on probation in 2013 by making some schools into schools experiment. In 2014, the 2013 curriculum already implemented in (first grade, second grade, fourth grade, and fifth grade of elementary school), (seventh grade and eight grade of junior high school), and (tenth grade and eleventh grade of senior high school). Hopefully, in 2015 will be implemented at all levels of education. Curriculum 2013 has three aspects of assessment, namely the aspect of knowledge, skills aspects, and aspects of attitudes and behavior. They are formulated in main competence (KI). There are four types of Main competence(KI). First is KI-1 for religious attitudes, second is KI-2 for social attitudes, third is KI-3 for knowledge and the last is KI-4 for skills.

Based on 2013 curriculum (2013: 5), the main competency is operational of graduation standard in the form of quality that must be obtained by the students who had finished certain education level. This competency is divided into three main competencies. They are attitude, skill and knowledge. It means that in every theme given to the students, it must consist of those three main competencies. So, the students do not only assessed in term of knowledge but also in skill and attitude.

To implement the several main competence, in here the textbook is needed. Textbook is any manual of instruction, a book containing a presentation of the principles of the subject used as a basis of instruction (Webster's Dictionary). Textbook is frequently the most important teaching tool because it can determine not only what will be taught but also how it will be taught, Tanner (1980). Although television, computer, internet and other new media are rivaling printed materials of communication, textbook remain major sources in school and colleges.

However, a good textbook should include several aspects, namely, the textbook should interest the student, the textbook can give the motivation to the students, the textbook should include the interest illustration, the textbook should able to stimulate the student to learn more, the textbook should consider the linguistic aspect in order to adjust student's capability, Prastowo (2012: 170). Harmer (2001: 257) proposed some reasons about good textbook.

1. How is the application of teaching writing using Project Based Learning to the Eight Grade Junior High School of SMPN 2 PAPAR Kediri in Academic Year 2015/2016?
2. Can Project Based Learning improve the achievement of writing in the Eight Grade Junior High School of SMPN 2 PAPAR Kediri in Academic Year 2015/2016?

## 2. Research method

In this research, the writer uses a qualitative research design where is descriptive and the data collected is in the form of words of pictures rather than number (Sugiyono (2008: 13)). The data is presented in description. The purpose of descriptive qualitative is to make description of situation or certain procedures or technique. To select the data, the writer find out how to teach writing by using project based learning to the first year students of SMP N 2 Papar. There were 31 students included to be the sample. The data analysis involved observation, interview, questionnaire, and documentation.

## 3. Finding and discussion

### a. Result of Observation

Based on the writer observation of the learning process by the teacher when applied project based learning in teaching writing, the teacher in their lesson plan chose narrative material. Then the teacher arranged the procedure of teaching process. The teacher used three phase technique (pre, whilst and post) which combined by project based learning and the last the teacher also arranged the evaluation for the students.

**b. Result of Interview**

Mr. Supardi'i does not stop on PjBL, he still made many teaching variation and innovation to made students interested for learning English and practice more and more. Because he said that English language are nothing if it does not used, and more practice will make the students increasing their ability.

**c. Result of questionnaire**

Based on the result of questionnaire about the students response in application teaching writing using project based learning, it could be concluded that most of students in SMP N 2 Papar enjoyed and felt happy with the learning process. It is deal with the average of the result which 74% students answer yes then 26% students answer no. So, the writer concluded that the students gave good response. because they more active, creative, and understand when teacher applied project based learning in teaching and learning process.

**Discussion**

Based on the result of observation, interview, and questioner about the students response in application teaching writing using project based learning, it could be concluded that most of students in SMP N 2 Papar enjoyed and felt happy with the learning process. It is supported from the result of observation and interview, and also deals with the average of the questionnaire result which 74% students answer yes then 26% students answer no. So, the writer concluded that the students gave good responses when teacher applied project based learning in teaching and learning process.

**4. Conclusion and suggestion**

Based on the result of the interview, classroom observation, questioner, and also documentation. The writer concludes that the applications of teaching writing using project based learning are successfully implemented. During the learning process going on, the students given positive response, they more active and anticipated. Here they got their own experienced to

practice and did the project in writing which the teacher designed. Then the teacher given feedback and corrected the students result.

Based on observation, the teacher taught writing using project based learning in the lesson plan. In the fact the application of lesson plan are not 100% match, the writer found some improvisation from the teacher. But students given good response, they were more active and enjoyed in the learning process using project based learning.

Based on the teacher interview of the application of teaching writing using project based learning, this method were suitable with the students in SMP N 2 Papar. The students can explore their ideas then they felt more interested to learn the material. But in the application still have disadvantages; some students are still confused to express their ideas.

And supported with the average of the questioner result which 74% students answer yes then 26% students answered no. It is the evidence from the application of teaching writing using project based learning in SMP N 2 Papar. So, from the questionnaire result writer concluded that the students gave good responses when teacher applied project based learning in teaching and learning process.

**Suggestion**

Based on the conclusion above, the writer concludes some suggestions for the English teacher, the students, and the other researcher who wants to do the research which had the same field.

**1. For the English teacher**

For the English teacher, it is suggested that project based learning can be applied in the teaching learning process of English, especially for teaching writing. Project based learning made students own experience to solve the project challenge. It will increasing their self-confident to be more active, creative, and motivated. Project based learning also can applied in other skill in teaching learning English which the teacher creativity is needed.



## 2. For the Students

For the students, they should be more active and increasing their self-confident for practice English language. It will help the students for increasing their skill, which the students must pay attention for the teacher when the teacher given explanation in front of the class. Ask your teacher if you find the difficulties or did not understand about the material, and use your dictionary.

## 3. For the other Researcher

And the last for the other researcher, the writer hope that this research can give information and contribution to the next researcher. This research also suggest to the other researcher to developing this topic for more perfect and creative which giving some innovation or the other good idea. The writer also hopes this research can be conducted to other school which has different level of student's quality.

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