

**AN ANALYSIS OF “ BAHASA INGGRIS SMA/MA/SMK/MAK KELAS X
SEMESTER 1” THE CURRICULUM 2013 ENGLISH TEXTBOOK FOR FIRST
GRADE STUDENTS OF SENIOR HIGH SCHOOL PUBLISHED BY
KEMENDIKBUD**

THESIS



by :

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NPM :11.1.01.08.0166

**ENGLISH DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITAS NUSANTARA PGRI KEDIRI
2015**

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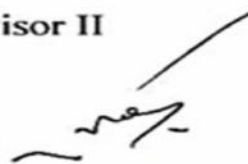
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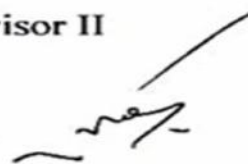
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ABSTRACT

Textbook is the most often instructional material that used in the teaching learning process. As being very important, teachers who hold the role of teaching and learning in the classroom need to be very selective in selecting the appropriate textbook to teach their students . Indeed, the government had changed the curriculum, here is curriculum 2013. Teachers need to select the book which become the bridge between the curriculum implemented and content or material that had been determined by the curriculum itself.

The writer focused her research on these limitation : (1) the title of textbook had been analized is “ Bahasa Inggris SMA/MA/SMK/MAK Semester 1” Publihed by Kemedikbud , (2) Using “Syllabus SMA Curriculum 2013” as comparison to the conformity of scientific approach step, and (3) Using the Feasibility of Content (Kelayakan Isi) out four categories in rubric assessment from BSNP standard. The Feasibility of Presentation (Kelayakan Presentasi), the Feasibility of language (Kelayakan Bahasa) and Feasibility of Graphic (Kelayakan Kefrafikan) are excluded within this study

The goal of this research are : (1) To know whether or not the steps of “ Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1”conform to the syllabus of 2013 curriculum (2)To know whether or not the material arrangement of “ Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1”coform to the material determined in the syllabus of 2013 curriculum (3)To find out the feasibility of the textbook based on BSNP assessment of curriculum 2013.

The finding showed that (1) not at all the step of scientific approach in textbook conform to the step of scientific approach in the syllabus. But still most of sections in the textbook are conform to the learning activities in the syllabus (2) most of material in the textbook conform to the syllabus and (3) 65,28% of the materials, exercises and text developed in the textbook are fullfilled the rubric assessment of feasibility of content from BSNP.

Keyword: *textbook, syllabus, scientific approach*

I. INTRODUCTION

The change of curriculum provides new approach in teaching learning process. And many teachers feel confuse with this new approach applied in the curriculum eventhough many training done in order to make teacher able to adapt with the new curriculum. So that the government fasilitate all school with textbook that appropriate to the curriculum

The scientific approach wich applied in the 2013 curriculum. There are three points that become focus in teaching learning process. They are include attitudes (affective), skills (pscyhomotor) and knowledge (cognitive).The teachers follow the five steps in teaching and learning process. They are observing, questioning, associating, experimenting, and networking. (Suharyadi, 2013).

Observing is a kind of meaningful learning. Here, students and teachers are providedwith objects, real objects, or phenomena. Students are directly involved in learning. It helps teachers to contextualize students" learning in the classroom. The teacher activities in observing are presenting the context through pictures, presenting audio visual material, showing realia, conducting , carrying out field trips, establishing social purpose through discussion and surveys.

(Kementrian Pendidikan dan Kebudayaan 2013b, in Pahlevi, 2014) The second step is questioning. Here teacher stimulate students to ask some questions after observe what will be learnt in the observing phase. A variety of purposes appear from analysis of the literature, including (1) to develop interest and motivate students to become actively involved in lessons, (2) to evaluate students" preparation and check on homework or seatwork completion, (3) to develop critical thinking skills and inquiring attitudes, (4) to review and summarize previous lessons, (5) to nurture insights by exposing new relationships, (6) to assess achievement of instructional goals and objectives, and (7) to stimulate students to pursue knowledge on their own. (Exploring "Scientific Approach" in English Language Teaching, Suharyadi 2013)

The term "associating" is more appropriate than "reasoning". "Associating is to describe teachers and students" active participation in the classroom. Students must be more active and are given more opportunities in learning. Associating is the process of thinking logically and systematically over - the empirical facts that can be observed in the form of knowledge to obtain conclusions. In the context of learning, "associating" is

focused on students' learning activities. (Suharyadi, 2013) The learning activities of these phase is analyzing collected information either limited from the result of activities or from observing and collecting information. Examining the collected information from the one improving the comprehension to the information analysis aiming at looking for the solution from many different sources having different and opposite point of view (Kementrian Pendidikan dan Kebudayaan, 2013d in Pahlevi)

The learning activity is doing experiments by discussing, reading sources other than textbooks by using dictionary to find difficult words, observing the objects/events/activities, having interview with the informant. The competence is developed to develop a conscientious attitude, honest, polite, respect other people's opinions, abilities communicating, implementing the ability to gather information through a variety of ways to learn, develop the habit of learning and long life learning (Kementrian Pendidikan dan Kebudayaan, 2013d in Pahlevi)

Networking is also called collaborative learning. Here, collaborative learning is a personal philosophy, which is more than just learning techniques in the

classrooms. Collaboration is the essence of philosophy and lifestyle of human interaction that places and facilitates collective efforts in order to achieve common goals. For teachers, the collaborative learning function is more directive oriented in which the teachers are managers in the students' (Suharyadi, 2013)

In the syllabus, there are different way to mention the step in the teaching and learning process. Experimenting here in syllabus stated as exploring while networking in syllabus mentioned as communicating. So the writer used exploring and communicating in this analysis.

BSNP or *Badan Standar Nasional Pendidikan* has determined the process of textbook evaluation in *Puskurbuk* in form of rubric assessment to evaluate the properness and suitability of textbook. According to *Puskurbuk*, the good textbook have to fulfilled these three criterion: a. Feasibility of content, b. Feasibility of Language, and c. Feasibility of presentation.

In this research the writer focused on feasibility of content. Feasibility of content is a group of assessment about the content of the

textbook. The feasibility content includes three measurements which are compatibility of materials with (KI) and (KD), the accuracy of materials, and the last supporting materials.

1. The Compatibility of materials with (KI) and (KD).

In this criteria of feasibility of content which is compatible with KI and KD the criteria was divided into two sub criteria which is Completeness and In-Depth.

a. Completeness (Kelengkapan Materi)

In completeness criteria, textbook is expected to expose students to understand and produce both interpersonal and interactional conversation whether in spoken or written to help them interact in contextual and thematic situations along with many other characteristics, religious and aesthetic values included.

b. In-Depth (Kedalaman Materi)

In this criteria, textbook are expected to fulfill several points of In-Depth or (kedalaman materi). The first is exposure or (paparan) which means that the textbook are expected to expose students with as many kinds of text that relevant with students' daily life in order to help them get used to any kinds of texts as possible. Then, text retention (retensi pembentuk teks) means that textbook

should guide students in understanding the social function, structure of text, and linguistic features. The last is Production (produksi) textbook which should be able to guide students in every step in producing both verbal and written text.

2. The accuracy of the materials.

In this criteria of feasibility of content which is the accuracy of the materials, the criteria was divided into three sub criteria which is Social function, Generic structure and Linguistic feature.

a. Social Function (Fungsi sosial)

In this criterion, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to have values in social function in its relation with students' daily life either in interpersonal or interactional.

b. Generic Structure (Unsur dan Struktur Makna)

In this criteria, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to give the students an insight and ideas to think systematically in doing exercise or producing it in daily life.

c. Linguistic Feature (Fitur Linguistik)

In this criteria, the text provided in the textbook or the exercises given from

the textbook that have been done by the students are expected to be understandable and fulfill the norm and characteristic values of a good communications in students daily life.

3. Supporting materials.

In this criteria of feasibility of content which is supporting materials, the criteria was divided into three sub criteria which are Up-to-Datedness, Development of life skills and Development of Diversity Insight.

a. Up-to-Datedness

In this criteria, every item in supporting the materials and exercise provided within the textbook (Tables, Pictures, Texts, References) should be taken from a relevance and newest sources available.

b. Development of Life Skills

In this criterion, every text and communicative exercise and task available within textbook should motivate students toward a good personalities that concern about social, academic and vocational life.

c. Diversity Insight

In this criterion, every text and communicative exercise and task available within textbook should motivate students toward a good citizen that concern, understand and appreciate the multicultural diversity.

II. RESEARCH METHOD

To help the researcher collecting the data, it is needed to take the procedure of the research as follows:

1. Pre-Research:
 - a. Formulating Research' Problems
 - b. Collecting many literatures
 - c. Making research proposal
2. Whilst-Research
 - a. Comparing the materials provided within the textbook with the theme suggested by the Curriculum 2013.
 - b. Evaluating the materials presented in the textbook "Bahasa Inggris SMA/Melas X Semester I".
 - c. Interpreting the data gained from process of evaluation of the textbook "Bahasa Inggris SMA/Melas X Semester I".
 - d. Summing up the compatibility of the textbook content in Quantitative output to show result in percentage and number. The writer used the following formula stated in Sudjiono, Anas in Prasajo Arif (2014) to help presenting the data in forms of numbers.
$$P = \frac{F}{N} \times 100\%$$

F

Notes:

P: Percentage

F: Frequency

N: The Sum of the Frequency
3. Writing the research report

In collecting data, the writer used Syllabus and assessment rubric of textbook evaluation by BSNP as the core comparison to the steps of scientific approach and feasibility of content of the textbook. First, writer observes the steps of scientific approach in the syllabus then compare them to the steps in the book.

Second, to get the data about feasibility of content, the writer sees from the scoring criteria from BSNP.

III. RESEARCH FINDING AND CONCLUSION

Start by the cover, copyright page, preface, table of contents, material contents and end by references, the amount of pages of this book are 120 pages. There are nine chapters in this textbook. In each chapter there are about 9-11 section of activities. In each chapter always begins with warmer and ends with reflection.

The sections in chapter 1 until chapter 9 are mostly: warmer, pronunciation practice, vocabulary builder, reading, vocabulary exercises, text structure, grammar review, speaking, writing and reflections. There is also “points to ponder” box in the chapter five, and seven. Also, there are motivation words in the end

of chapter one until chapter six. There are games in most of chapter in this textbook.

After writer analyzed the whole content of the textbook, writer found that not all scientific approach steps in the textbook conform to the scientific approach steps in the textbook. These are showed in table below:

Table 4.1

The Conformity to the Scientific Approach

Phase	Conformity
Chapter 1 : “ Talking about Self”	
1. Observing	
2. Questioning	
3. Exploring	Not at all
4. Assosiating	Not at all
5. Communicating	
Chapter 2 : “Complimenting and Showing Care”	
1. Observing	
2. Questioning	
3. Exploring	
4. Assosiating	X
5. Communicating	
Chapter 3 : “ Expressing Intention”	
1. Observing	
2. Questioning	
3. Exploring	Not at all
4. Assosiating	Not at all
5. Communicating	
Chapter 4 : “ Congratulating Other”	



1. Observing	Not at all
2. Questioning	
3. Exploring	Not at all
4. Assosiating	Not at all
5. Communicating	
Chapter 5 : “ Describing People “	
1. Observing	
2. Questioning	
3. Exploring	
4. Assosiating	
5. Communicating	
Chapter 6 : “Visiting Ecotourism Destination”	
1. Observing	
2. Questioning	
3. Exploring	
4. Assosiating	
5. Communicating	
Chapter 7 : “Visiting Niagara Falls”	
1. Observing	
2. Questioning	
3. Exploring	
4. Assosiating	
5. Communicating	
Chapter 8 : “Describing Historical Places”	
1. Observing	
2. Questioning	
3. Exploring	
4. Assosiating	
5. Communicating	
Chapter 9 : “ Giving Announcement”	

1. Observing	
2. Questioning	
3. Exploring	
4. Assosiating	
5. Communicating	

While the result of feasibility of content of the textbook can be seen in the table below:

Table 4.2

Feasibility of Content

Sub Component	Item	Score			
		1	2	3	4
The Compability Material to the KI and KD	Completeness	6			3
	In-Depth	6			3
The Accuracy of Material	Social Function	1			8
	Generic Structure				9
	Linguistic feature				9
Supprotoging Material	Relevance				9
	Development of Life Skills		2		7
	Development of Diversity Insight	3	1		5

Total		1	3	4
		6		7

Based on table feasibility of content above, the number 9 in completeness and in-depth mean that from 9 chapters the whole criteria scored 1. Number 3 in completeness and mean from 9 chapters the whole criteria scored 4. In social function criterion there are one chapter of whole criteria scored 1 and eight criterias scored 4. In generic structure, linguistic feature, and relevance the nine chapters of this textbook scored 4, in development of life skills there are two chapters which scored 2 and seven chapters scored 4. In development of diversity insight three chapter score 1, one chapter scored 2 and fove chapters scored 4.

From this table it can be derived that 47 category in feasibility of content from nine chapters out of 72 category have fullfilled. And it can be sum up as pattern below:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{47}{72} \times 100\%$$

$$P = 65,28\%$$

Therefore, it can be concluded that 65,28% of the materials, exercises and text developed in the textbook “Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1” are fullfilled the rubric assessment of feasibility of content from BSNP.

These are the result from table evaluation of conformity to the step of syllabus and feasibility of content From conformity, there are five chapters which the step of scientific approach conform to the scientific approach in the syllabus, and there are four chapters which not at all the step of scientific approach fullfilled based on the syllabus.

The result from feasibility of content is 65,28% of materials, exercises, and text developed in this textbook. It does not mean that this textbook is not good and can not be used in teaching and learning process. This book still can be used but the host teacher has to look for many sources and activities to make the successfull teaching and learning.

Based on the study analyses, the writer concluded that this texbook had strengthens and weaknesses, they are:

1. Strengten :

- a. This textbook is arranged systematically. It begins from warmer, vocabulary builder and pronunciation practice which give students background knowledge before going to the material. It ends up with reflection section which recalling what students learn to the previous material
- b. There are always motivation words in every end of chapter except chapter 7, chapter 8 and chapter 9.
- c. There are many games for teacher apply to students. For example: chinese whisper, guessing game, and ball throwing.

2. Weakness :

- a. This textbook is lack of example of text. The texts of each chapter are only about 2-3 texts so the criterion of completeness and in-depth in BSNP are not fulfilled
- b. In chapter 1-4 the steps of scientific approach are conform to the syllabus but in the next chapter there are many steps which not conform to the syllabus.
- c. The writer could not find the material about Analyzing spoken and written text in telling and asking about past

Experience/Activities/Events

when it happened and afterwards, according to the contexts. The explanation above does not mean that the “Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1” could not be used in teaching and learning process. This textbook can be used depend on teacher delivering material in the textbook and in the syllabus.

The successful teaching and learning process does not only depend on textbook, but also how teacher who handles the role of the class deliver the material and how teacher manages the class, students background and school facility also affect the successful teaching and learning process.

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