CONTENT ANALYSIS OF “BRIGHT” AN ENGLISH COURSE BOOK FOR GRADE VIII JUNIOR HIGH SCHOOL STUDENTS PUBLISHED BY ERLANGGA RELEVANCY TO CURRICULUM 2013

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain the Sarjana Degree of Education of English Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri

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FARIDHA KURNIAWATI
NPM 09.1.01.08.0093

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2016
APPROVAL PAGE

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Approved by the Advisors to be proposed to
The English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, January 2016

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Approved and Accepted by all its qualification by the Examination Committee of University of Nusantara PGRI Kediri

Kediri, January 2016

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ABSTRAK

This research paper aims to finding out whether the material of the English textbook entitled “Bright” is relevant with the criteria of a good textbook proposed by KEMENDIKBUD.

This research design was qualitative research used descriptive analysis technique. The data are collected by using content analysis technique. The data which is analyzed was the content material of the textbook relevance with SKL, KI and KD in which appropriate with 2013 curriculum. To analyze the data, the writer matched the textbook with the criteria of the good textbook according to curriculum 2013 which has issued by KEMENDIKBUD. Then the writer gave score to the checklist items based on its suitability with the criteria of the good textbook according to 2013 curriculum which is issued by KEMENDIKBUD. After that the writer counts the all items’ score and divided by 7.

Having analyzed the data and the rubric scoring tabulation of this research, it was found that the degree of suitability of ”Bright” an English text book used by eight grade students of Junior High School was 93,85%. The writer concluded that the textbook were logic and can be implemented as a learning source in the classroom. Although it still needs some revision to make it better.

Keywords: Content Analysis, English Textbook, 2013 Curriculum.
1. INTRODUCTION

Curriculum is a very important tool for the success of an education. Without an appropriate curriculum it will be difficult to achieve the educational goals. *UU No. 20 Tahun 2003* about the National Education System stated that “Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu.”

Based on that, the curriculum is a plan of national education system which is used to achieve the objectives of national education and curriculum also a regulation about the goals, contents, learning material and the way to conduct the teaching - learning activity.

*Peraturan Menteri Pendidikan dan Kebudayaan No. 68 Tahun 2013* about Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah the purpose of curriculum 2013 is “untuk mempersiapkan manusia Indonesia agar memiliki kemampuan hidup sebagai pribadi dan warga negara yang beriman, produktif, kreatif, inovatif, dan avektif serta mampu berkontribusi pada kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban dunia.”

With the statement, it can be concluded that with the implementation of this curriculum in 2013, it is hoped to create Indonesian people who do not only have academic ability but also who has a good moral to face globalization.

2013 curriculum uses a scientific approach in all lessons. There are: observing, questioning, associating, experimenting and communicating.

Now days, textbook have an important role in teaching learning process as mentioned before. As a result of the new curriculum, there are some parts of education are changing, one of them is the material. According to Mc Grath (2006) research show that textbook is used by many of the English teachers as their main teaching sources. In the teaching learning process, textbook has significant role dealing with the material which will be delivered to learners. According to Cunningsworth (1995) the roles of English textbooks are: 1) a resource for presentation material (spoken and written), 2) a source of activities for learner practice and communicative interaction, 3) a reference source for learners on grammar, vocabulary, pronunciation, etc, 4) a resource of stimulation and ideas for classroom language activities, 5) a syllabus (where they reflect the predetermined learning objectives), 6) a resource for self-directed learning or self-access work, and 7) a support for less experienced teachers who have yet to gain in confidence.

Based on the explanation, focus of this research is to describe the relevancy between the materials in textbook entitled “Bright” to the 2013 English standard of competence. This study was designed in descriptive qualitative research. The instrument to collect the data is observation in the form of...
checklist. It is hoped that this research would become the parameter for the teacher to determine the textbook that will be used in teaching learning process, and for the textbook writer to write the more qualified textbook in the future.

II. RESEARCH METHOD

This research was qualitative because the writer was focused on the specific objectives. The subject in this research and serve the key instrument in the data collection especially in documentation checklist. Lincoln and Guba (1985) introduced the concept of human as instrument to emphasize the unique role that qualitative researchers play in their inquiry. Because qualitative research studies human experiences and situations, researchers need an instrument flexible enough to capture the complexity of the human experience, an instrument capable of adapting and responding to the environment.

Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations (Ary, Jacobs & Sorensen, 2010). The type of approach of this research is descriptive. Descriptive research is research which is claimed to solve the existing problems based on the data. Qualitative descriptive research used in this research is intended to obtain information on the compatibility between the materials presented in English text book "BRIGHT" for VIII grade junior high school students to the 2013 curriculum.

The purpose of the research was to analyze the content material of When English Ring a Bell an English textbook for eighth grade students Junior High School whether relevant to curriculum 2013 or not.

Analysis is the act of giving meaning to data (Corbin & Strauss, 2008). Data analysis is an ongoing process in participant observation research (Bogdan & Taylor, 1975). From those statements, it can conclude that analyzing the data was a process to give meaning to the data that going on during the research.

The writer analyzed the data based on the problem formulation. The data which analyzed was the content materials of the textbook relevance with SKL, KI and KD in which appropriate with 2013 curriculum. There were 7 criteria of the good textbook according to curriculum 2013 which has issued by KEMENDIKBUD: Suitability with the Standar Kompetensi Lulusan, Suitability with the Kompetensi Inti, Suitability with the Kompetensi Dasar, Sufficiency of the Material, The Depth of the Material, The use
of Scientific Approach, and Authentic Scoring System.

To collect the data, the writer was used documentation method or documentation checklist. She gathered the data throughout analyzing the textbook using classification and procedure that has been made before. Then she was looked for the data on the textbook, and then matched with the 2013 curriculum used checklist.

The writer collects the data throughout analyzing the textbook using classification and procedure that has been made before. Then the writer looks for the data on the textbook, and then matched with the curriculum use checklist. To analyze the data, the writer matched the textbook with the criteria of the good textbook according to 2013 curriculum that issued by KEMENDIKBUD. Then she gave score to the checklist items based on its suitability with the criteria of the good textbook according to 2013 curriculum which is issued by KEMENDIKBUD. After that she counts the all items’ score and divided by 7.

III. RESEARCH FINDINGS AND DISCUSSION

The textbook analyzed is “Bright”, an English textbook for the eighth grade students of junior high school published by Erlangga. This text book consists of 19 chapters and 265 pages. Below is the general description of the text book:

<table>
<thead>
<tr>
<th>Title</th>
<th>Bright an English Course for Junior High School Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Junior High School (SMP/MTS) Grade VIII</td>
</tr>
<tr>
<td>Published</td>
<td>2014</td>
</tr>
<tr>
<td>Copyright</td>
<td>Erlangga Publisher</td>
</tr>
<tr>
<td>Writer</td>
<td>Nur Zaida</td>
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<tr>
<td>Editor</td>
<td>Yuniar Widiastuti, E. Tiyas, Utami, Dwi Wahyu, Priyanto, Raymond S.</td>
</tr>
<tr>
<td>Proofreader</td>
<td>Mark Graham</td>
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<tr>
<td>Page number</td>
<td>265</td>
</tr>
<tr>
<td>Unit number</td>
<td>19</td>
</tr>
</tbody>
</table>

After the analyzed the content materials using documentation checklist, the writer found that “Bright”, an English textbook an English textbook for the eighth grade students of junior high school was suitable to be used as a learning material for the Eight Grade Students in Junior High School. Interpretation of the Relevancy “Bright”, an English textbook for the eighth grade students of junior high school to 2013 curriculum Based on KEMENDIKBUD’s Documentation Checklist was described as follows:

a. Suitability with the Standar Kompetensi Lulusan was 100 point.
b. Suitability with the *Kompetensi Inti* was 93 point,
c. Suitability with the *Kompetensi Dasar* was 94 point,
d. Sufficiency of the Material was 70 point,
e. The Depth of the Material was 90 point,
f. The use of Scientific Approach was 80,
g. The Authentic Scoring System was 80 point.

From those explanation the writer gave score for the relevancy of “Bright”, an English textbook used by eighth grade students of Junior high school is 93,85. It means that the textbook is logic and can be implemented as a learning source in the classroom.

**IV. REFERENCES**


Cunningsworth, A. 1995. *Choosing your Course book.UK: Heinemann English Language Teaching*

McGrath, I. 2006. ‘Teachers’ and ‘Learners’ Images for Coursebooks. ELT Journal 60/2


