

CONTENT ANALYSIS OF “WHEN ENGLISH RING A BELL” AN ENGLISH TEXTBOOK FOR EIGHTH GRADE JUNIOR HIGH SCHOOL STUDENTS 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



By :

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NPM: 09.1.01.08.0290

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

APPROVAL PAGE

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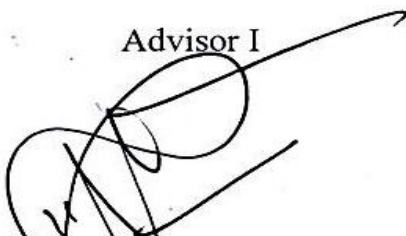
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Approved by the Advisors to be proposed to
The English Department Examination Committee of
University of Nusantara PGRI Kediri


Kediri, January 2016

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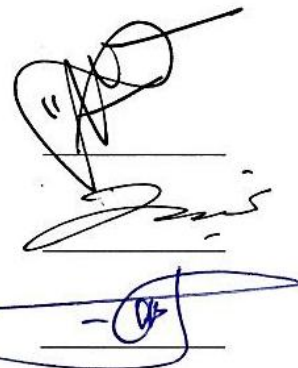
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ABSTRAK

This study was intended to analyze the content materials of the book “When English Ring a Bell” for eighth grade student junior high school relevancy to 2013 curriculum. The different between the curriculum in 2013 with the previous curriculum was the student textbooks that have been provided by the central government as a textbook of learning resources at the school.

This research design was qualitative research used descriptive analysis technique. The data analyzed was the content material of the textbook relevance with SKL, KI and KD in which appropriate with 2013 curriculum. To collect the data, the writer used documentation method or documentation checklist.

To analyze the data, she matched the textbook with the criteria of the good textbook according to curriculum 2013 which has issued by KEMENDIKBUD. Then she gave score to the checklist items based on its suitability with the criteria of the good textbook. After that she counts the all items’ score and divided by 7 criteria of good textbook. Having analyzed the data and the rubric scoring tabulation of this research, it was found that the degree of suitability of “When English Ring a Bell” an English text book used by eight grade students of Junior High School was 94.28%. Finally, the writer concluded that the textbook which her analyzed were correct, logic, and can be implemented as a learning source in the classroom. Although it still need some revision to make it better.

Keywords: Content analysis, English textbook, and Curriculum 2013.

1. INTRODUCTION

Curriculum holds very important role in educational program. It even can be said that it is impossible to run educational program well without curriculum. According to *UU Nomor 20 Tahun 2003 SISDIKNAS*, “*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.*” It means that curriculum is a set of plan and role about the purpose and material which is used in teaching learning process to get the aim of education.

According to *Dokumen Kurikulum 2013*:

Kurikulum berpusat pada potensi, perkembangan, kebutuhan, dan kepentingan peserta didik serta lingkungannya. Kurikulum dikembangkan berdasarkan prinsip bahwa peserta didik berada pada posisi sentral dan aktif dalam belajar.

It means that in the implementation of 2013 curriculum the methodology of teaching learning process was not demanded on the score of the examination, but education which pay attention to the whole aspects of students' life such as social competence, nature, attitude, patriotic and nationalism. 2013 Curriculum was used scientific aproach. There were:

- a. Observing (Viewing) Observing may be seeing an incident / event, read a book / other scholarly works, and listen to some stories / information.
- b. Questioning (ask) Conducting a dialogue / frequently asked questions about the information obtained from the observation.
- c. Associating (reasoning) Linking information with other information known to the students in advance or make a statement in general information obtained.
- d. Experimenting (Trying) for data to support whether the information can be accepted or rejected.
- e. Communicating are Linking information Present, communicate, or infer data that has been experimented

In this situation, the existence of the textbook became very important. According to B. P. Sitepu (2012) stated that “*Isi buku teks pelajaran merupakan penjabaran lebih terperinci dari sebuah kurikulum.*” It means that components in the curriculum as a Kompetensi Inti (KI), Kompetensi Dasar (KD), Indicators of Achievement of Competencies, and The Subject matter must be clearly visible in textbooks. Basically a good textbook is a book that serves as an effective learning tool. Good text books are textbooks can help students learn. There were many textbooks claiming that they are used on the 2013 curriculum and every institution is tied to use a certain textbook. However, it was questionable whether the content of

textbooks was relevant to the 2013 curriculum or not.

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.

According to Kothari (2005:58), *“Qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behavior.”* It means that qualitative research was a method that used for research an object which can't survey numerable data. In addition, according to Mann (2001:1), *“Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter.”* This means that qualitative writers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

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. So this research used a content analysis. This research was designed to evaluate textbook and describe the result of the evaluation. According to Hancock (2002:21), *“Content*

analysis is a procedure for the categorisation of verbal or behavioural data for purposes of classification, summarization and tabulation.” It means that content analysis was used to take a conclusion of a certain data by identifying the collection of the data. Some authors refer to this as categorizing or indexing.

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. To analyze the data, she matched the textbook with the criteria of the good textbook according to curriculum 2013 which has 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 issued by *KEMENDIKBUD*. After that the writer counts the all items' score and divided by 7 criteria's of good textbook

III. RESEARCH FINDINGS AND DISCUSSION

The text book analyzed was "When English Ring a Bell", an English textbook published by *KEMENDIKBUD*, which was used in eight grade students. This textbook consists of XII / 12 chapters plus 1 closing chapter. Description of the textbook:

Title	:	When English Ring a Bell
Manuscript contributors	:	Siti Wachidah and Asep Gunawan
Editor	:	Emi Emilia and Raden Safrina Pusat Kurikulum dan
Printing	:	Perbukuan, Balitbang, Kemendikbud 978-602-1530-58-0 (Jilid Lengkap)
ISBN Number	:	978-602-1530-60-3 (Jilid 2)
Edition	:	First Edition (2014)

There were some strengthen and the weakness of the book.

1. The strengthen of the book

In this books, the writer found some strengthen of the books, there were:

- According the curriculum 2013 the materials of this book has been appropriate with SK, KI, and KD.
- This book was interested with full colored.
- The book was easy to understand for the students.

2. The weakness of the book

After having an analyzed this book, the writer found the weakness of the books, there were:

- There was a dismissed step. In this book there was no experimenting step, but it replace with collecting information.
- Mostly focused on speaking skill.
- There were many pictures of this book whose make the students bored.
- There were not summative test in the end of the chapter.

After the analyzed the content materials using documentation checklist, the writer found that "When English Ring A Bell" An English Textbook For Eighth Grade Junior High School Students was suitable to be used as a learning material for he Eight Grade Students in Junior High School. According 7 criteria of the good textbook according to curriculum 2013 which has

issued by KEMENDIKBUD the writer gave a score in each criteria's, such as:

- a. Suitability with the *Standar Kompetensi Lulusan* was 100 point,
- b. Suitability with the *Kompetensi Inti* was 100 point,
- c. Suitability with the *Kompetensi Dasar* was 100 point,
- d. Sufficiency of the Material was 95 point,
- e. The Depth of the Material was 95 point,
- f. The use of Scientific Approach was 90,
- g. The Authentic Scoring System was 80 point.

Finally, the writer count the scoring for the relevancy of *When English Ring a Bell*, an English textbook used by eighth grade students of Junior High School was 94.28 %. So, it can conclude that the textbook were correct, logic, and can be implemented as a learning source in the classroom.

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