CONTENT ANALYSIS OF "EXCELLENT" AN ENGLISH WORKBOOK

USED IN CLASS X-TITL 1 AT SMKN 1 KEDIRI PUBLISHED BY

SUARA MEDIA SEJAHTERA RELEVANCY TO CURRICULUM 2013

THESIS

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 :

MUJIATUN
NPM: 10.1.01.08.0173

Advised by:
1. Drs. AGUNG WICAKSONO, M.Pd
2. SAIFUL, S. Pd., M.Pd.

ENGLISH DEPARTMENT

THE FACULTY OF EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

2020

SURAT PERNYATAAN

ARTIKEL SKRIPSI TAHUN 2020
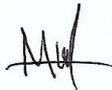
Yang bertanda tangan di bawah ini:

Nama Lengkap	:	Mujiatun
NPM	:	10.1.01.08.0173
Telepon/HP	:	083846561851
Alamat Surel (Email)	:	jiamujiatun77@gmail.com
Judul Artikel	:	Content Analysis of "EXCELLENT" an English Workbook Used in Class X-TITL 1 at SMKN 1 Kediri Published by Suara Media Sejahtera Relevancy to Curriculum 2013
Fakultas – Program Studi	:	FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi	:	Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi	:	Jl. K.H. Ahmad Dahlan No. 76 Kediri

Dengan ini menyatakan bahwa :

a. artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;

b. artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 26 Februari 2020
Pembimbing I	Pembimbing II	Penulis
Drs.Agung Wicaksono, M.Pd NIDN. 0707097102	Saiful, S.Pd., M.Pd.	Mujiatun NPM. 10.1.01.08.0173

CONTENT ANALYSIS OF "EXCELLENT" AN ENGLISH WORKBOOK USED IN CLASS X-TITL 1 AT SMKN 1 KEDIRI PUBLISHED BY SUARA MEDIA SEJAHTERA RELEVANCY TO CURRICULUM 2013

Mujiatun
10.1.01.08.0173
ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
jiamujiatun77@gmail.com
Drs. Agung Wicaksono, M. Pd. and Saiful,S.Pd., M.Pd.
UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

This research is done based on the writer research and experience that workbook holds an important role in teaching and learning process. Workbook contains the summary of the material, excercises and evaluation which may deepen the students' understanding about certain topic. That's why the use of workbook will be very crucial in teaching and learning process.

The problem faced nowadays is that not all published workbook relevant to curriculum, moreover this year all schools in Indonesia are required to use the new curriculum that is curriculum 2013. In this research, the writer analyses, "Excellent", an English workbook used in class X TITL 1 at SMKN 1 Kediri published by Suara Media Sejahtera with the purpose to find out whether or not it relevants to curriculum 2013.

Since this research is descriptive evaluative research whose purpose is to find out the relevancy of a workbook to curriculum 2013, the writer uses content analysis approach to analyse the content of the workbook. The object of the research is "Excellent", an English workbook used in class X TITL 1 at SMKN 1 Kediri published by Suara Media Sejahtera. To get the data the writer uses two doccumentation checklist. Those are doccumentation checklists based on *KEMENDIKBUD* and Liltz's theory.

Conclusion of the research is that "Excellent", an English workbook used in class X TITL 1 at SMKN 1 Kediri published by Suara Media Sejahtera is relevant to curriculum 2013 and can be used as a learning source in teaching learning process in the classroom. In addition this workbook also approximately relevant to EFL evaluation criteria. It means that this workbook meets the requirement of agood workbook.

Based on the result and conclusion the writer suggest to; 1) teacher should provide another learning sources to make the students become more active, 2) rearrange the language skill become well ordered, 3) add some listening and reading activities to cover the lack of those activities in this workbook

Key words: content analysis, English workbook, relevancy, curriculum 2013.

I. BACKGROUND OF THE RESEARCH

Vocational education has its aim to prepare learners for carrers that are based on practical activities, ocupation or vocation in which the learner participates. In order to meet the labor market that is to becomes more specialized and economies demand higher levels of skill, government of Indonesia increasingly encouraging and investing in the future of vocational education through publicly funded training organizations and subsidized apprenticeship or traineeship initiatives for businesses. The school as well as its academic staffs should also to be able to perform the relevance of programs, its efficiency, its effectiveness, its accountability and to sustain the program. For those kinds of reason it is obliged for vocational high school teachers to be able to communicate their vocational knowledge, skills and experiences in English. Hence to teach English in vocational high school will be more practical.

Since vocational high school students are pepared to face the business world as they graduate, so in teaching English the teacher has to be able to choose suitable material according to the students' specialism and the need of business world itself. So, during the teaching and learning process the teacher should use English in order to reach the learning goals and also to accustom the students to communicate in English based on their specialism.

In vocational high school the students will learn English for Specific Purpose (ESP) instead of English for General Purpose (EGP). As Sysoyev states in Melia (2008:2), "The aim of teaching ESP is to develop both linguistics and professional skills and abilities, as well as, knowledge and competence." It is considered to be important because the we hope that the alumnus of vocational high school who are supposed to directly enter the business world won't get any difficulties in communicating in English as they graduate.

To fulfil this aim the teacher should be able to select a suitable workbook that can be a learning source besides the material that they give to the students so the student will be able to develop their linguistics and professional skill. A workbook may be a key component in a teaching learning process. It is not only useful for the teacher but also fot the students.

For the teacher a workbook is very important to be used as a teaching source. While for the students a workbook is considered to be important because it serves many information or material for the input beside material that is given directly by the teacher. Workbook as a

means of curriculum development is not only consist of material that the students must learn but it also consists of evaluation which can be used to measure students understanding toward the material has been taught.

From the explanation above, workbook has determined having great influence in teaching learning process. In addition, the students will be more attracted to study when they have interesting workbook which has clear instruction, brief explanation, and simple exercise. Therefore the quality of workbook should be arranged and made carefully and relevant to the present curriculum. 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 workbook that will be used in teaching learning process, and for the workbook writer to write the more qualified workbook in the future.

By implementing curriculum 2013, it is hoped to build Indonesian people who do not only have academic ability but also who have a good moral to face globalization. Curriculum 2013 uses a scientific approach in all lessons. Thore are: observing, questioning, associating, experimenting and communicating.

Nowadays, workbook have an important role in teaching learning process as mentioned before. According to Mc Grath (2006) research show that workbook is used by many of the English teachers as their main teaching sources. In the teaching learning process, workbook has significant role dealing with the material which will be delivered to learners. According to Cunningsworth (1995) the roles of English workbooks 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 workbook entitled "EXCELLENT" 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 workbook that will be used in teaching

learning process, and for the workbook writer to write the more qualified workbook 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.

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 workbook "EXCELLENT" for the tenth grade vocational high school students to curriculum 2013.

The purpose of the research was to analyze the content material of "EXCELLENT" an English workbook for

tenth grade students of vocational 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 workbook relevance with SKL, KI and KD in which appropriate with 2013 curriculum. There were 7 criteria of the good workbook 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 workbook using classification and procedure that has been made before. Then she was looked for the data on the workbook, and then matched with the 2013 curriculum used checklist.

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

III. RESEARCH FINDING AND DISCUSSION

From *KEMENDIKBUD* doccumentation checklist, the researcher finds that "Excellent", an English workbook used by the tenth grade students of SMKN 1 Kediri is qiute relevant to curriculum 2013. A short discussion of the analyzed data of this research is written as follow:

a. Suitability of *SKL, KI, KD*

SKL for all level of education is the same. It consists of three aspects; affective, knowledge and skill. These aspects, then are described into main competence which means category of the material that should be learned by the students according to level of education and subject. Then, this main competence is elaborated into basic competence. It is competence that is learned by the students for a subject in a certain class. It consists topics that has to be learned by the students in a certain period of time. Then, the researcher can say that the suitability of the *SKL, KI* and *KD* in this workbook for the tenth grade students is very good.

b. Sufficiency of the Material

In this workbook the essential material is limited. However, it contains only important explanation. In each topic, the writer gives example related to the material are going to be discussed in the form of dialogue or text. Then the explanation of the expression in the dialogue or text is enclosured. By seeing this short explanation and the activity following, the researcher predicted that the writer wants the students become more active and more creative to look for another sources to do the activities included.

c. The Depth of the Material

The materials in this workbook shows the relationship among the topics in each unit. For example in unit 1 there are topics: introduction, simple present tense, expressing congratulation, expression of compliment, and expression of thanking . These topic seems to be like a cycle. When doing introduction the students can express

it using simple present tense. After konwing each othey they may congratulate or compliment the others. As the response, there will be expression of thanking. In practicing those all activities, the students characteristics then will be developed. They will work with another. As a result they will be confident, curious, critical thinking, active, brave, creative, respective to others

d. The Use of Scientific Approach

This workbook uses scientific approach. It is stated clearly on the cover. There, the approach used is written. In fact, this workbook use the scientific approach's stages in teaching learning process such as; observing, questioning, , associating, experimenting and networking. This activity may increase the students participation in the class, because basically the students like to work with the others. They may also exchange their opinion about the problem. Besides, it also may increase students interaction and develop the affective of respect the others.

e. The Use of Authentic Scoring System

The authentic scoring systems in this workbook is very good. In this workbook there are so many activities that can be used to measure the students' ability such as; students' worksheet, activity, evaluation, homework, portfolio, performance assesment, and enrichment.

These activities will not measure the students' output from learning, but also the progress when they're doing the activity.

IV. REFERENCES

Al showat, Hamad. *2012. An Evaluation of English Language Workbook "Say It in English" for First year Intermediate Grade In Saudi Arabia*. Al Qurra University.

Dokumen Kurikulum 2013. 2012. Jakarta: Kementerian Pendidikan Dan Kebudayaan.

Instrumen Lengkap Penilaian Buku Teks Pelajaran Bahasa Inggris SMA/MA. 2013. Jakarta: Kemendiknas

Keban, Nestin Vernila et all. *A Content Analysis On English For Kids Grade 3, A Workbook Used In Elementary Schools In Malang*. Journal: 1-12.

Kyngas, H. 2008. *The Qualitative Content Analysis Process*. Journal of Advanced Nursing: 107-115.

Liltz, David R.A.2010. *Workbook Evaluation and ELT Management* : A South Korean Case Study.University Al Ain.

Mela, Dela. 2010. *Workbook Selection – An Important Factor in Introducing ESP in Vocational Schools. A Case Study*. Journal: 1514-1519.

Peraturan Pemerintah Republik Indonesia
Nomor 32 Tahun 2013 Tentang
Perubahan Atas Peraturan
Pemerintah Nomor 19 Tahun 2005
Tentang Standar Nasional
Pendidikan. 2013. Jakarta.

Richards, Jack C. 2013. *Curriculum*
Approaches in Language Teaching:
Forward, Central, Backward
Design. RELC Journal: 5-33.

Richards, Jack C. 2001. *Curriculum*
Development in Language
Teaching.UK:Cambridge
University Press.

Richards, Jack C. 2001. *The Role of*
Workbook in a Language Program.

Richards, Jack C. 2001. *Workbook*
Selection – An Important Factor In
Introducing ESP In Vocational
Schools. A Case Study.