

THE ANALYSIS OF ENGLISH TEXTBOOK “WHEN ENGLISH RINGS A BELL” USED IN THE SECOND GRADE OF JUNIOR HIGH SCHOOL BASED ON CURRICULUM 2013

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ABSTRACT

The motivation behind this review is to observe whether or not the materials gave in the English course reading “When English Rings A Bell” intended for the 2nd grade of Junior High School viable with the educational plan 2013. Other than that the author additionally learns regarding the plausibility of content and show of the course book. This study utilizes illustrative subjective methodology. The information gathered for this study will be accumulated from the English reading material “When English Rings A Bell” distributed by Kemdikbud RI 2017. The information about English language exercise of talking, composing, perusing and listening then, at that point, will be examined. The outcomes discoveries of this study reasoned that (1) the English Textbook of “When English Rings A Bell” viable with the educational program 2013, as each and every KI and KD effectively carried out in the course book. (2) The materials gave in the course book totally created, as all the proposed English language abilities activities of composing, talking, perusing and listening materials in the educational program 2013 are carried out. (3) The attainability of content and show has for the most part satisfied the guideline of an English course book in conveying educational program 2013, utilizing the essential recurrence recipe from Sudjiono evaluation score gained with 95.65% in practicality of content and 88.88 % in achievability of show satisfied Based on the discoveries of this concentrate on the author proposed that both English instructors and instructive foundation should concern and focus with the substance of the reading material, not exclusively its similarity with the current educational plan, yet in addition the viable with understudies' necessities.

Keywords : English textbook, curriculum 2013, textbook analysis

INTRODUCTION

In teaching and learning process of English language numerous aspects could affect the outcomes of learning for students. These aspects could emerge from the pre-teaching preparations, while the teaching and learning are on progress, or after the teaching and learning take place.

Teachers' roles are obviously important in teaching and learning process. They plan the syllabus, prepare the materials, and teach in the classroom and so on. And that's a whole lot of task to be done by a teacher. That

is why media of a prepared teaching material is needed.

Textbook serves as a media that helps teachers in arranging a teaching and learning process. Therefore preparing the teaching materials for each class will not consume lots of time. Besides, Cunningsworth (2005) mention that the uses of textbook are considered helpful because most of goals and aims have already been prepared in set of practices based on what students need to learn

Textbook not only beneficial for teachers in terms of helping them to prepare the materials, and achieve the teaching aims

and objectives but also textbook helps students to achieve their learning needs. It sounds to be logical answers to overcome the problems of creating good and enhancing teaching atmosphere in the classroom.

With well prepared materials and test provided by the textbook, combined with teacher flexibility in teaching using the textbook in the class, a good compromise can be reached.

Textbook becomes an essential partner for teachers in teaching and learning process. A textbook usually overcome the whole school curricula, the aims, goals, even the materials. That is why no one can guarantee the quality of a textbook used.

The effectiveness of a textbook in arranging aims and goals, and preparing teaching materials become a good consideration before deciding to use the textbook in the classroom. An inappropriate textbook could possibly make the class dull with uninteresting exercise or too expensive for students or even does not match with the learners' rights in achieving their needs in learning.

Those reasons make the selection of textbook used by teachers become relatively crucial. The textbook has to fit with the current curriculum, schools syllabus along with student's needs and also the aims and goals of teaching.

Therefore, teachers have to choose the appropriate and ideal textbook as beneficial for both students and teacher as possible. However on a particular occasion, learners' needs sometimes become the pin point for the teachers to determine a textbook.

Curriculum 2013 for senior high school in Indonesian began to be implemented from grade VIII or second grade of junior high school. Moreover, it is wise that the new Curriculum 2013 needed to be tested first before it takes over the previous curriculum. The curriculum 2013 itself is pretty much different with the KTSP. The purposes of the study of the curriculum 2013 in the classroom are not only based on what student learned

from curriculum, but also it hopes to achieve certain values. The religious values and some characteristic building values in the student's character are also taught in the classroom. Teaching and learning method also comprehensively changed into student-centered. Asking them to analyze and then produce it with what they have already observed, exposing them to understand what they learn by themselves, and encouraging them to be socially aware with their friends, surrounding, and aesthetic factors are part of the changing method. It makes English skills become main priority in teaching English for students in Curriculum 2013 as the activities in Curriculum 2013 are expected to make students exposed in using English language as often as possible with various theme, context, and topic. (Kemdikbud, 2013)

The uses of skills in communication become the main priority for Curriculum 2013 in term of communicative purposes. Materials and exercises provided in the textbook should be match with the current curriculum and learners' needs. As in Curriculum 2013, teacher supposed to create an atmosphere of a free, relaxed and student centered learning classroom to make students feel encouraged to analyze, observe and generate what they learn from either mediums of learning which in this case is teacher or textbook. Of course, the essence of the curriculum and the learners' needs still have to be in total consideration for teacher when delivers the learning materials from textbook or any other media because students are different one to another. It is important to view language learning as student centered because students are individuals who differ from each other in significant ways. (Snow, 2007)

Coming up with these suitability issues of textbook with curriculum and materials in a textbook, the writer is interested in learning and analyzing this issue. He is interested in analyzing the exercises provided in the textbook, as it is concerned with communicative purposes of Curriculum 2013. The writer picks a textbook with the title

“When English Rings A Bell”, then the writer analyzes the exercises coverage in providing the learners’ needs as suggested by the curriculum. The reason the writer chooses the textbook of “When English Rings A Bell” as the object of this study is because this book is the first English textbook in the market released with Curriculum 2013.

According to this information the writer tries to analyze this issue with the title of The Analysis of English Textbook “When English Rings A Bell” used in the second grade of senior high school based on curriculum 2013.

Based on the background study that has been stated so far, the writer will try to analyze the exercise used in the textbook “When English Rings A Bell”. The research questions will be as follow:

1. Are the materials and exercises presentation in the Textbook “When English Rings A Bell” by Kemdikbud compatible with KI (Kompetensi Inti) and KD (Kompetensi Dasar) in Curriculum 2013?
2. How is the feasibility of content in “When English Rings A Bell” textbook?
3. How is the feasibility of presentation in the “When English Rings A Bell” textbook?

To ensure the accurate data collection and also to avoid vague and over broad research, the writer limited some pointers of this research, and the limitations are as follows:

1. The English textbook that is analyzed is the English textbook with the title of “When English Rings A Bell” published by Kemdikbud and written by Wachidah, et.al, which is analyzed based on curriculum of 2013.
2. The writer analyzes whether the content of English textbook “When English Rings A Bell” compatible or not with the current curriculum and the

presentation of the textbook, and more focused in analyzing the material available in the textbook published by Kemdikbud and written by Wachidah,et.al.

3. The writer only uses the Feasibility of Content (Kelayakan Isi) and Feasibility of Presentation (Kelayakan Presentasi) out of four categories in rubric assessment from BSNP Standard. The Feasibility of language (Kelayakan Bahasa) and Feasibility of Graphic (Kelayakan Kegrafikaan) are excluded within this study. This reason was made due to the purpose of this study which is only to find the compatibility of materials in the textbook. Both feasibility of language and Graphic are not included in this study because they may avoid the research effectiveness of this study.

The main purposes of the research of analyzing the English textbook used in senior high school are as follow:

1. To know whether the materials in “When English Rings A Bell” textbook match with the current curriculum of Curriculum 2013.
2. To find out the depth of every material presentation in “When English Rings A Bell” in delivering the KD (Kompetensi Dasar) in Curriculum 2013.
3. To find out the feasibility of the textbook based on BSNP assessment of Curriculum 2013.

The results of this study hopefully will affect the educational institution awareness towards choosing an appropriate textbook for students and give a better insight on how to choose the suitable English textbooks as a guideline for teaching English. By scaling and reviewing the textbook from its content, teachers or institution are reinforced to pay

more attention on what textbook they will likely to use. Through this study the writer hopefully will provide a way to help any further research based on this study to analyze the upcoming English textbook in Curriculum 2013 that have not been released yet. Providing information about how well the implication of this study of compatibility of textbook with real situation in the class and institution so it will entice a further study by another researcher based from this study.

RESEARCH METHODOLOGY

The design used in this research was textbook analysis of document analysis to gather the textual and written documents that are provided within the textbook that was researched. The writer used this design because in qualitative research the document analysis is a method that is widely applied for written or visual data with the purpose of identifying specific characteristic of materials that are going to be analyzed in general form of textbook, newspaper or any other host of documents. (Donald Ary. et al, 2010)

In this qualitative research, the writer intended to examine the condition of materials that are provided in English textbook “When English Rings A Bell” for the first year of senior high school. With the help of document analysis in collecting the data from the textbook, the writer used descriptive qualitative method in analyzing, interpreting and reporting the data that is described in the English textbook. This kind of analysis is done with the help of words to describe any detailed conclusion or interpretation in a less biased and subjective manner. This method was found out to be suitable with the purpose of the research in examine the materials in a written and visual

data provided in English textbook “When English Rings A Bell”. There are at least 11 chapters within this textbook and the writer determines to study 6 out of 11 chapters as the sample for the whole book.

To obtain an accurate data collection, data analysis, and data interpretation, the writer used documentation in collecting data which derives from curriculum 2013 for first grade of senior high school and Rubric assessment from BSNP (Badan Standar Nasional Pendidikan). The writer also used books and papers about content analysis of textbook as a guideline in analyzing and interpreting data.

In the procedure of analysis the writer did the following steps of study; the first procedure of this study was looking for the data from BSNP (*Badan Standar Nasional Pendidikan*) and Curriculum 2013 about English teaching in the first grade of senior high school, which would later be the guideline to determine the analysis of the content materials provided whether it was compatible with the curriculum. Then the writer observed the content of the textbook to find the materials provided in the textbook and did the analysis of the materials which were taken from the “When English Rings A Bell” textbook. Next, the writer looked up to any references that he could relate them with the topic of this study. The data then were categorized and arranged in detailed information about its source of data content and related information in curriculum. After that, the process was continued into the data analyzing which intended to analyze the data materials found in the “When English Rings A Bell” textbook.

With the complete data sources taken from the “When English Rings A Bell” were

collected, the writer analyzed the data from the textbook with rubric assessment from BSNP. This analysis was meant to evaluate the materials which are conformed in Curriculum 2013. In this analysis, the writer did the following steps;

- 1) Comparing the materials provided within the textbook with the theme suggested by the Curriculum 2013.
- 2) Evaluating the materials presented in the textbook “When English Rings A Bell”.
- 3) Interpreting the data gained from process of evaluation of the textbook “When English Rings A Bell”.
- 4) Summing up the compatibility of the textbook content in Quantitative output to show result in percentage and number. The writer used the following formula to help presenting the data in forms of numbers.

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

Notes:

P : Percentage

F : Frequency

N : The Sum of the Frequency (Sudjiono, 2005)

RESEARCH FINDINGS

From the qualitative descriptions of the feasibility of content and feasibility of presentation and evaluation tables of them, the complete textbook assessment and evaluation have been done. Here are the tables that show the research findings from both feasibility of content and feasibility of presentation.

Tabel 1.
Feasibility of Content Frequency tables

Sub Component	Items	Score			
		1	2	3	4
The	Completeness				6

Sub Component	Items	Score			
		1	2	3	4
compatibility of Speaking materials with Core Competence and Basic Competence	In Depth				6
The accuracy of the Materials	Social Functions				6
	Generic structure				6
	Linguistic Feature				6
Supporting Materials	Relevance				6
	Development of Life skills	1			5
	Development of Diversity Insight	1			5
Total		2			44

Based on the table of feasibility of content above, the number 6 in completeness, in-depth, social functions, generic structure, linguistic feature, relevance and development of life skills mean that from 6 sample chapters the whole criteria scored 4. As for development of diversity insight, there are two chapters which scored 1 and four chapters which scored 4. All of them make up the total of 42 in the score 4 and total 2 in the score 1 from 46 category altogether. From this tables, it can be derived that 42 category in feasibility of content from 6 sample chapter out of 46 category have fulfilled and only 2 category from development of diversity insight could not met the criteria of score 4.

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

$$= \frac{42}{46} \times 100\%$$

$$= 95.65\%$$

Therefore, it can be concluded that 95.65% of the materials, exercises, and text developed in the textbook “When English Rings A Bell” are fulfilled the rubric assessment of feasibility of content from BSNP. This is the table for feasibility of presentation. This table does not stand for the 6 sample chapter. Instead, this table stands for whole textbook assessment. The table below is the table of feasibility of presentation.

Table 2.
Feasibility of Presentation

Sub Component	Items	Score			
		1	2	3	4
Technique of Presentation	Completeness				✓
	In Depth				✓
Learning Presentation	Learner Center				✓
	Development of Initiative, Creativity, and learners' critical thinking				✓
	The Development of self - Reliance students				✓
	The Development of Learners' ability to evaluate themselves				✓
Completeness of Presentation	Introduction Part				✓
	Content part			✓	
	Closing Part		✓		

Based on this table of presentation, the criteria of systematic, chapter equilibrium, learner center, Development of Initiative, Creativity, and learners' critical thinking, The Development of self-Reliance students, The Development of Learners' ability to evaluate themselves and introduction part fulfilled the criteria of a feasibility of presentation from BSNP while the content part and closing only scored 3 and 2.

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{8}{9} \times 100\% \\
 &= 88,8 \%
 \end{aligned}$$

Therefore, it can be concluded that 88.88 % of the feasibility of presentation category from BSNP are fulfilled within the textbook “When English Rings A Bell”.

Based from the tables about the evaluation of content and presentation, the result of this study can be concluded as follows. From feasibility of content 95.65% of materials, exercise and text developed in the textbook “When English Rings A Bell” are surprisingly fulfilled the criteria from BSNP of how standard textbook should be.

There are various categories in feasibility of content such as the development of text, exercises, development of life skills and diversity, social functions and generic structure. Yet, this commercial textbook from Kemdikbud fulfilled most of the criteria from BSNP. The feasibility of presentation of “When English Rings A Bell” can also be concluded that 88.88 % of the categories are fulfilled. From this research finding of analysis of English textbook “When English Rings A Bell” for the first grade of senior high school based from the curriculum 2013, the writer concluded that this textbook met the standard of a good English textbook in Indonesia based from BSNP rubric assessment.

THE CONLUSSIONS

Based on the study of analyzing the English textbook of “When English Rings A Bell” published by Kemdikbud, the writer can conclude that this textbook is good to be used for first grader of senior high schools that have started using curriculum 2013. This book fulfilled all the core competence and basic competence of curriculum 2013. It also applied the student centered teaching method

which is the main concern in curriculum 2013. Apart from that, the exercises given are attractive and applicable in the classroom. It exposes students to be an active learner all the time even though there are some minors incompatibility based from BSNP assessment about the detailed analysis in the lack of cultural diversity and completeness of presentation. English textbook "When English Rings A Bell" is still acceptable to be used by school because it is more than qualified to be used in Curriculum 2013.

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