

**THE RELEVANCE OF THE ENGLISH TEXTBOOK TO THE SYLLABUS
OF CURRICULUM 2013 AT GRADE VIII SMP N 1 GUNUNGSARI IN
ACADEMIC YEAR 2015/2016.**



ARTICLE

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THE RELEVANCE OF THE ENGLISH TEXTBOOK TO THE SYLLABUS OF CURRICULUM 2013 AT GRADE VIII SMP N 1 GUNUNGSARI IN ACADEMIC YEAR 2015/2016

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The aim of the research is to analyze the relevance of the materials in the student book “When English Rings a Bell” for grade VIII Junior High School with the syllabus of Curriculum 2013. This research used qualitative and quantitative method. The data were collected from the English student book “When English Rings a Bell” for eight grade of Junior High School written by the book writer team of Ministry of Education and Culture of Indonesia. In this research, the researcher analyzed and evaluated the quality of that English textbook based on the students’ point of view in order to find the strengths and weaknesses of “*When English Ring’s the Bell’s*” book. The result of this study showed that 90, 32% materials in the textbook “*When English Ring’s the Bell’s*” are relevant with the syllabus of curriculum 2013, and only 9, 67% materials are irrelevant with the syllabus of curriculum 2013. The strengths of the textbook are: attractive design, clearly usage, presented communicative activity, understanding language usage, no negative stereotypes, fully color textbook, appropriate with language level of the students and appropriate with curriculum 2013. The weaknesses of the textbook are: no additional materials like CD, cassette or workbook, unfamiliar publisher because some students didn’t know Kemendikbud as a publisher, there are few materials on the textbook irrelevant with the syllabus of curriculum 2013. From the research findings, the researcher suggested the book writers to improve and develop the materials in this book. For the book users, the researcher suggested them to look for other books as additional learning source to complete the materials from this book. The researcher also hope the government give the teacher and students enough materials to learn and evaluated the teaching and learning process in the school.

Keywords: Content analysis, student book, 2013 curriculum

Abstrak

RELEVANSI BUKU BAHASA INGGRIS DENGAN SILABUS KURIKULUM 2013 DI KELAS VIII DI SMP N 1 GUNUNGSARI PADA TAHUN AKADEMIK 2015/2016

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Tujuan dari penelitian ini adalah untuk menganalisis relevansi materi dalam buku siswa "When English Rings a [sic] Bell" untuk kelas VIII SMP dengan silabus Kurikulum 2013. Penelitian ini menggunakan metode kualitatif dan kuantitatif. Data dikumpulkan dari buku bahasa Inggris siswa "When English Rings a [sic] Bell" kelas VIII SMP yang ditulis oleh tim penulis buku Kementerian Pendidikan dan Kebudayaan Indonesia. Dalam penelitian ini, peneliti menganalisis dan mengevaluasi kualitas buku bahasa Inggris berdasarkan titik pandang siswa untuk menemukan kelebihan dan kekurangan buku "When English Rings a [sic] Bell" ini. Hasil penelitian ini menunjukkan bahwa 90,32% materi dalam buku "When English Rings a [sic] Bell" relevan dengan silabus kurikulum 2013, dan hanya 9,67% materi yang tidak relevan dengan silabus kurikulum 2013. Kekuatan buku ini adalah: desain yang menarik, jelas penggunaan, menyajikan kegiatan komunikatif, penggunaan bahasa yang mudah dipahami, tidak ada potret negatif, buku penuh warna, sesuai dengan tingkat bahasa siswa dan sesuai dengan kurikulum 2013. Kelemahan buku ini adalah: tidak ada bahan tambahan seperti CD, kaset atau buku kerja, penerbit asing karena beberapa siswa tidak tahu Kemendikbud sebagai penerbit, ada beberapa materi di buku teks yang tidak relevan dengan silabus kurikulum 2013. Dari temuan penelitian, peneliti menyarankan para penulis buku untuk meningkatkan dan mengembangkan materi dalam buku ini. Untuk pengguna buku, peneliti menyarankan mereka untuk mencari buku-buku lain sebagai sumber belajar tambahan untuk melengkapi materi dari buku ini. Peneliti juga berharap pemerintah memberikan guru dan siswa materi yang cukup untuk belajar dan mengevaluasi proses belajar mengajar di sekolah.

Kata kunci: Analisis isi, buku siswa, kurikulum 2013.

A. INTRODUCTION

Curriculum 2013 is a curriculum that prioritized the understanding, skills, and characters. Students are required to understand the material, active in discussion and presentation, and also have good manners. In curriculum 2013, the government set a textbook for students and a handbook for the teacher each distributed to schools. Zhou and Ito (1999:p.60) state that “English textbooks play an important role in English language education”. English Language Teaching (ELT) textbook has a primary function as a guideline for the teacher and the learners either since English as a Foreign Language (EFL) or English as Second Language (ESL) learners. It is a medium and the important elements of teaching language such as methodology, syllabus design as well as task and material development are put together into visualization.

The researcher analyzed this textbook because the researcher wanted to identify the relevance of curriculum 2013 and the textbook and also students’ perspective towards the textbook which is being used at SMPN 1 Gunungsari as one of the schools that applies Curriculum 2013 and uses textbooks in teaching learning process. In this study, the researcher proposed English textbook ‘When English Rings a [sic] Bell’ used in SMPN 1 Gunungsari to be analyzed.

This study is intended to provide answers to the research question, is the English textbook “When English Rings a [sic] Bell” used at eight grade SMPN 1 Gunungsari relevance to the syllabus of curriculum 2013 and what are the strengths and weaknesses of the English textbook “When English Rings a [sic] Bell”.

This study is focused on analyzing the relevance of materials in English textbook used to the basic competencies of syllabus in curriculum 2013, and this study is also focused on

identifying the strengths and the weaknesses of the textbook based on the students perspective and the researcher analysis.

B. REVIEW OF RELATED LITERATURE

- Definition of Relevance

Relevance is the concept of one topic being connected to another topic in a way that makes it useful to consider the first topic when considering the second (Christensen, 2002).

A theory of relevance that seems to be more readily applicable to such instances of physical problem solving has been suggested by Gorayska and Lindsay in a series of articles published during the 1990s. This theory embraces both propositional reasoning and the problem-solving activities of people such as plumbers, and defines relevance in such a way that what is relevant is determined by the real world (because what plans will work is a matter of empirical fact) rather than the state of knowledge or belief of a particular problem solver.

- Definition of textbook

Students and teachers are the main consumers of textbooks, and they have their own perspective about a good textbook. Brown (1944: p.143) state that, “the presence of a textbooks is necessary to support teaching-learning process”.

As cited in Saputra (2011: p. 7-8), Cunningsworth states, textbook itself should correspond to learner’s needs, help to equip learners to use language effectively for their own purposes, facilitate student’s learning process, have a clear role in mediating the target language and the learner.

- The Role of Textbooks in Language Teaching

Textbooks are very important in the language teaching learning process. Richards (2002) states that “textbooks are a key component in most language programs, in some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom”.

The role of textbook in language teaching is very complex. Kitao (1997) states that “textbook is the resource that used in specific classroom in one side, textbooks provide a backbone for the activity in classroom, but in the other side, textbooks cannot dictate the particular methodology that should be used.”

- Types of Language Textbook

As cited in Michael Nilsson (2006: p.2-3), Grant suggests that textbooks can be put into two wide categories: traditional textbooks and communicative textbooks. Grant claims that “the traditional textbook tries to get students to learn the language as a system. Once they have learned the system, it is hoped that they are then equipped to use the language for their own purposes in any way think” (ibid:13).

Grant (1990: 13) claims that communicative textbooks create possibilities for students to communicate in the language because they consist of many communicative activities. As a result, students will be able to use the language when they have finished school (Grant 1990: 13)

- Characteristic of a Good English Textbook

According to Tomlinson (1998), the following are some criteria of good English textbooks that are useful to know when evaluating textbooks. Those are:

1. Good textbooks should attract students' curiosity, interest, and attention.
2. Textbooks should help students feel at ease by presenting friendly task and activities, text and illustration, and also friendly layout presentation.
3. Textbooks should help students develop confidence.
4. Textbooks should meet the students' needs.
5. Textbooks should expose students to language in authentic use.
6. Textbooks should provide opportunities to students to use target language in order to achieve communicative purpose.
7. Textbooks should take into account that the positive effects of language teaching are usually delayed.
8. Textbooks should take into account that students differ in learning styles.
9. Textbooks should take into account that students differ in affective factors.
10. Textbooks should minimize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates left and right hemisphere activities.

- Curriculum 2013

There are four core competences in 2013 curriculum guideline for English language teaching. Those are:

1. Fully appreciating and accomplishing based on students' religion of each.
2. Developing behavior (honest, discipline, responsible, care, courteous, friendly, cooperation, collaboration, peaceful love, responsive, and proactive) and showing attitude to solve various nation problem in effectively interacting with social and

natural environment as well as self position as nation reflection towards world association.

3. Comprehending and implementing factual, conceptual, procedural knowledge in science, technology, art, culture, and humanities with mark ind, nationality, national matters, civilization insight related to current phenomena and event as well as
Implementing procedural knowledge in the specific field of the study based on students' talent and interest to solve the problem.
4. processing reasoning, and presenting concrete and abstract domain related to the result that are independently learned from school and being able to utilize appropriate method in accordance with the basic principle of the knowledge.

- Syllabus

Syllabus is a list of subject, topics, texts etc include in a course of study (Oxford Advanced Learner's Dictionary, 1995). Hutchinson and Waters (1987:80) define syllabus, its simplest level a syllabus can be described as a statement of what is to be learnt it reflects of language and linguistic performance.

C. RESEARCH METHOD

There are two methods used in this research, qualitative and quantitative analytical techniques. Qualitative method refers to the in investigating and identifying materials used in English textbook with the competencies in Curriculum 2013.

Quantitative method is used to analyze and evaluate the quality of that English textbook based on the students' point of view in order to find the strengths and weaknesses.

The samples of study are: VIII A and VIII B in academic year 2015-2016. These two classes were chosen as the sample out of ten classes in grade VIII to identify the opinion of students about the textbook that they used. The two classes are represented 20% population of all students of grade VIII SMPN 1 Gunungsari.

As cited in Saputra (2011: p.25) Arikunto suggested that sample is part of population that will be investigated to represent the whole data of the population. If the number of the population is less than 100, it is better for the researcher to take all of them, however, if it is more than 100, the researcher may take 10-15% or 20-25% or more out of the total number population.

1. By descriptive qualitative method, researcher investigated the relevance between the textbook being used for grade VIII at SMPN 1 Gunungsari with curriculum 2013 made by government. These are the following procedure:

1.1. Researcher presented learning materials from the curriculum guideline.

1.2. Researcher matched the guideline materials with the availability on textbook.

1.3. Researcher presented the availability of materials in textbook with learning materials guideline.

1.4. Researcher drew conclusion.

2. By quantitative method, researcher investigated the strengths and weaknesses of English textbook used for class VIII of SMPN 1 Gunungsari. researcher also identifies students' opinion about the textbook being used by using the following procedure.

2.1. Researcher presented questionnaire with 5 options of answer.

2.2. Researcher collected the answer from the students

2.3. Researcher listed the answer of questionnaire

2.4. Researcher presented students' answer

2.5. Researcher investigated the answer

2.6. Researcher drew conclusion

D. FINDINGS AND DISCUSSION

After the data was analyzed, the researcher made a percentage form of the data analysis. At first, made a percentage of the book relevancy with cognitive domain. There are 31 materials which include in the cognitive domain according to the 2013 curriculum standard of contents. Here is the result of the percentage:

1. Relevant Materials

There are 28 materials which are relevant with the cognitive domain. So, the percentage is:

$$28/31 \times 100 = 90,32\%$$

The percentage of the relevant materials is 90,32%.

2. Irrelevant Materials

There are 3 materials which are irrelevant with the cognitive domain. So, the percentage is:

$$3/31 \times 100 = 9,67\%$$

The percentage of the irrelevant materials is 9,67%

The strengths

- Practical consideration

The textbooks used are provided by the school. Every student who wants to learn the textbook they can borrow it in the library. Because the numbers of the textbooks are very limited, the

students who want to use the textbook have to borrow it in certain period of time. For this accessibility, 53% (36 students) agree that *When English Ring's the Bell's* is accessible and 35% (24 students) strongly agree, there are 12% (8 students) cannot judge of this question.

- *Layout and design*

Majority respondents from 68 students in A and B class (51,47% or 35 students agree and 40% or 27 students strongly agree) judge that this textbook is interesting presented and 4% (3 students) cannot judge. And also 50% or 34 students are agree and 46% or 31 students are strongly agree that this textbook, on picture (table, graphic, etc), letter, and color is organized appropriately and clearly. 43% or 29 students are agree that the textbook did not show any negative pictures.

- *Activities*

There are some kinds of activities provided in *When English Ring's the Bell's* book. There are speaking, listening, writing and reading activities, and there are 41% agree or 28 students agree that the textbook provide individual activities, pair activities, group activities and whole students activities. Actually, for activities presented in this textbook, students give positive opinion, 59% or 40 students are agree that the textbook provides a balance activities, and 51,47% or 35 students are agree the activities this textbook encourage communication and practice to improve students English ability.

- *Skills*

There are 4 basic skills in this textbook, those are speaking, reading, writing and listening. The four basic skills can be seen in each chapter of the book. The four skills presented are essential for students practices 62% or 42 students are agree about that.

- *Language type*

One of the statements in questionnaire is the language presented on the textbook is authentic just like daily real life that used by native speaker. Majority of students are agree and strongly agree, 53% or 36 students are agree and 15% or 10 students are strongly agree, 7% or 5 students are disagree and 22% or 15 students cannot judge).

- *Subject and content*

The materials in the textbook are taken from many sources related to students needs as English language learners, for this statement 59% or 40 students are agree and 13% or 9 students strongly agree. Majority of students' state that topic and materials presented generally can be classified into realistic topic and material character (presenting real life materials) 56% or 38 students are agree and 7,35% (5 students) strongly agree.

Students state that *When English Rings a [sic] Bell* book presented interesting, challenging, and motivating subject and material. For this statement, 44% (30 students) are agree and 19% (13 students) are strongly agree. Researcher then investigates about the variation of the materials, 72% (49 students) are agree that materials presented have variation.

- *Overall consensus*

In general, this textbook is success in increasing students motivation in learning English (66% or 45 students agree, 22% or 15 students strongly agree, 3% or 2 students cannot judge, and 3% or 2 students disagree)

- *Appropriate with curriculum*

From 12 chapter in *When English Ring's the Bell's* book almost 95% materials suitable or relevant with the syllabus of curriculum 2013.

- *Practical consideration*

The publisher of *When English Rings a [sic] Bell* book used in SMPN 1 Gunungsari is Kemendikbud. Based on the survey to 68 second grade students, the majority of students do not know about Kemendikbud as a publisher. About 4,4% or 3 students cannot judge whether the publisher is a reputable publisher. It indicates that the majority of the students are not familiar with the publisher.

- *Activities*

In writing activities, the exercise as an example is about personal invitation letter and greeting card. There is no exactly content in the book which is relevant with 4.4.1 sub basic competence. The topic of this material is everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.

In speaking activities, in this part a dialogue is presented between 2 people or more. The students are asked to act the dialogue. The weakness of the dialogue is that, there is no information to fill the gap in the dialogue, so the students just read the text or memorize it.

- *No additional materials*

There are no additional materials that can be support the main textbook such as: CD, cassette, or workbook. All the materials are put together in one book. It makes the teaching and learning process not maximum. For example; in listening material, teacher has to read the listening script by their own. If there is homework, students have to write down all on the textbooks, because there is no students' worksheet and the numbers of textbooks are very limited.

E. CONCLUSION AND SUGGESTION

From 12 chapters of *When English Rings a [sic] Bell* 90, 32% materials in this textbook is relevant with the syllabus of curriculum 2013 and only 9, 67% materials are irrelevant with the syllabus of curriculum 2013. The strengths of *When English Rings a [sic]Bell* are: attractive design, clearly usage, presented communicative activity, understanding language usage , no negative stereotypes, fully color textbook with some pictures, appropriate language level with the students, and appropriate with curriculum. The weaknesses of *When English Rings a [sic] Bell* book are: no additional materials like CD, cassette or work book, unfamiliar publisher because some students did not know Kemendikbud as a publisher, there are few materials on the textbook are irrelevant with the syllabus of curriculum 2013.

The researcher suggested that English textbook has additional materials to support the main textbook, just like CD, cassette, or LKS. By separating teacher book or student book, publisher can present additional materials only for the teacher. The writer of this book should develop and improve the materials written in the book because there are few materials in this book are irrelevant with the basic competence in syllabus of 2013 Curriculum. The researcher suggests

the book user to look for other source of materials which can complete the materials in this book. The researcher suggests that if the book users use this book as their main source or learning, they should have a complement source of learning in order to get the complete explanation of the materials.

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