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COMPATIBILITY OF STUDENTS' WORKBOOK FOR SECOND YEAR
STUDENT OF SMA IN SURAKARTA AND BASIC COMPETENCIES OF
SCHOOLS' CURRICULUM

ACADEMIC YEAR 2010/2011

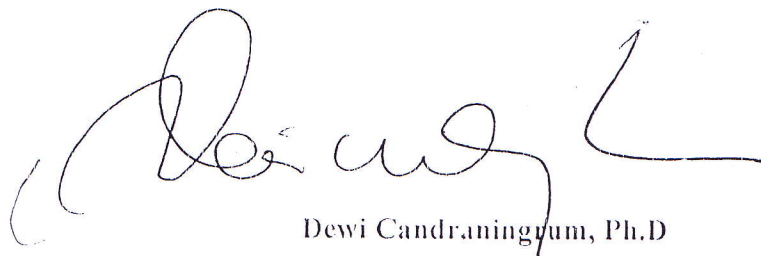
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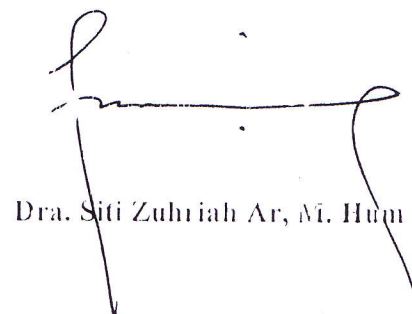
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**COMPATIBILITY OF STUDENTS' WORKBOOK FOR SECOND YEAR
STUDENT OF SMA IN SURAKARTA AND BASIC COMPETENCIES OF
SCHOOLS' CURRICULUM ACADEMIC YEAR 2010/2011.**

Research Paper. Muhammadiyah University of Surakarta

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ABSTRACT

This study is aimed at examine the compatibility of students' workbook for second year student of SMA in Surakarta and basic competencies of schools' curriculum academic year 2010/2011. The result of the study is expected to contribute to evaluate the compatibility of basic competence of the students' workbook and basic competence of school curriculum academic year 2010/2011.

The study was conducted by evaluate the compatibility of the material of the student' workbook with the basic competence of content standard issued by Institution for National Standard of Education (BSNP). The researcher took 2 students' workbook. The book is used by second year students of Senior High School on the first and second semester. The object of the research was the evaluation of the compatibility between basic competence of standard competence in school-based curriculum and basic competence of the students' workbook. The researcher gets the data of this research from the document. The techniques of collecting data are observation and documentation.

The result of the study shows that Students' workbook is used by second year student of SMA in Surakarta is very good. It can be used to improve students' English skill and help the students to develop their English knowledge. It means that the teacher and educator knew the quality of any workbook. They choose appropriate supplementary material to help them gain the aims of national education.

Key words: compatibility, basic competennce, school-curriculum.

Introduction

In the teaching learning process of English in Senior High School, there are some sources of materials used by the teachers. One of them is textbook. According to Harmer (1997:219) a textbook has obvious advantages for both teacher and students. Good textbook often contain lively material; they provide a sensible progression of language items, clearly showing what has to be learnt and relieve the teacher from the pressure of having to think of original materials for every class. The second is student workbook. Student workbook is one of the important media of the learning process and also the media of curriculum material in education system. The purpose of students' workbook is to improve the knowledge and skill for common English uses. Both of them are important to be written properly reflecting the purpose of national curriculum standard reform for example, deliberate selection of educational content and cultivation of the ability to learn how to learn and to solve problem. The third is original materials. The original material is the material that is made by the teacher from the original sources. Usually, the teacher takes this material from the newspaper, advertisement, bulletin, internet, magazine etc.

Teachers and educators need to know the quality of any workbook, viewed from material development and exercises. Teachers and educators also need to be able test out to claim that the truly help students to gain the aims, that is to develop their English knowledge

In the real teaching process, the writer can see the phenomena of the use of student workbook. There are many schools that ask the students to buy students' workbook. The reason is that it can make their learning process easier. But, some teachers do not considering how to choose good material in teaching-learning process. They do not consider about the compatibility of the student workbook or text book with the current curriculum.

In Surakarta, English teacher of Senior High School made the Association of English Teacher. One of the aims of this association is to make a student workbook which is compatible with the School-based Curriculum. In this association, the English teachers deliberate to make a workbook which is

compatible with the School-based Curriculum. Based on the deliberation of this association, they produce a student workbook and all of them agree to use it in their school.

The teachers use student workbook as a supplementary material, source of materials and as an enrichment. Student workbook as a supplementary material is substantial additional work which is incorporated into or related to the original material but which has some function or capacity to entertain or inform independently, physically separate from the basic bibliographic unit and frequently in a different medium. The source of material is an object as a source of the material in teaching-and learning process and as enrichment; the students' workbook is used to enrich students' English knowledge

Theoretical Reference

1. School-Based Curriculum

There are some conceptions of curriculum. The old perspective views curriculum as: "the relatively standardized ground by students their race toward the finish line (a diploma)". This notion has implications: first, curriculum consists of a great number of subject matters. The second, the goal of learning is to get diploma. The third, the students learn some subject matters, needs and aptitude are put aside. The fourth, in the instructional process, the teacher are more active than students.

Richard (1995:6) states the process of curriculum development in language teaching is concerned with the activities such as: (a) determining the needs a particular group of learners have for English curriculum, (b) developing objectives for a language course that will meet those needs, (c) selecting teaching and learning activities and experience that will enable these needs to be realized and (d) evaluating the outcome.

Simplistically, Curriculum is viewed as that which is taught and instruction or the teaching as the means used to teach that which is taught. Even more simply, curriculum can be conceived as the 'what' and instruction

as the 'how'. In other word, Curriculum is as a program, a plan for content, and learning experiences.

School Based Curriculum is the curriculum arranged and realized in each education institution, education calendar, and syllabus. Syllabus is the lesson plans of the certain lesson or certain topic/theme which consist of standard of competence, basic competence, and main material, teaching learning activities, indicator, time allocation, source material and media.

The approach of both curriculums is communicative competence. It is consider with the most accepted instructional framework in second or foreign language program. The main goal of this approach is to increase students' communicative competence (students' ability to use the linguistic system effectively and appropriately in the target language and culture).

To implement the 2006 curriculum in instructional process, it must be based on educational foundation. Those foundations are legal foundation and theoretical foundation. The legal foundation consists of: Indonesian role No.20 , The government Regulation No.19, 2006, The Educational Minister Regulation No.22, 2006, The Educational Minister Regulation No.23, 2006: Graduates competence Standard.

School-based curriculum is developed based on some principles, they are: Focus on the learners' competency, development, needs, self interest and their environment, Multiple device and cohesiveness, , Responding to the development of knowledge, technology and culture, Relevant to the live needs, Wholeness and continuity, Life Long Learning,Compatible between national interest and region interest.

In school-based curriculum, each school has authority to make their own curriculum which used *Standar Isi* (SI) and *standar kelulusan* (SKL) as a reference. *Standar Isi* (SI) involves standard competence and basic competence that is made based on principles of school-based curriculum operational reference of arranging school-based.

2. Material Development

Teaching material is an important part of most English teacher. The teacher should be able to develop their material because if the teacher over-uses a textbook and thus repeatedly follows the sequence in each units may become boring a period of time for he will find himself teaching the same type of activities in the same order again and again (Harmer,1987: 218).

There are some factors that should be considered by the teacher to develop their teaching materials. They are; Learners, Curriculum and the context, Resources and Facilities, Personal Confidence and Competence, Copyright Compliance, and Time.

English language teaching should be contextualized, Material should stimulate interaction and be generative in terms of language, encourage learners to develop learning skills and strategies, allow for a focus on a form as well as function, offer opportunities for integrated language use, authentic, link to each other to develop a progression of skills, understanding and language items, be attractive have appropriate instructions and should be flexible.

3. Students' Workbook

Student workbook is one of the course books that consist of students' assessment and some explanation about the topics. Richard (1995:123) said that textbooks are accompanied by worksheet, CDs, Cassettes, Video, CD-Room and comprehensive teaching guides, providing a rich and varied resource for teachers and learners (Cunningsword, 1995:255).

Based on Cunnings worth (1995; 15), there are some specific criteria for a good course book. They are: Course book should respond the learners' needs, reflect the uses (present or future) which learners will make of the language, take account of students' needs as learners and should facilitate their learning processes, have a clear role as a support for learning

4. Compatibility

In terminology term, compatibility is an adjective. It has means capable of existing or performing in harmonious, agreeable or congenial combination with another or others (Oxford Learners Pocked Dictionary).

In selecting course book involve matching the material against the context in which it is going to be used. Course book are best seen as a resource in achieving aims and objectives that have already been set in terms of learners' needs (Cunnings worth, 1995:7).

Types of the Study

The type of the study belongs to descriptive qualitative. Descriptive qualitative research is the research which investigates one variable with other objective, systematic and comprehensive without relating with the other variable (hand out). This research uses the content analysis. Content analysis is the technique used to make conclusion through message characteristics with objective and systematically. This research analysis the content of the student workbook uses the content analysis and investigates the message by utilizing qualitative.

The data of this research is qualitative data, namely the learning material and exercises that used by all of students of senior high school in Surakarta. The source of data in this research is document. In this study, the documents are students' workbook that is used by second year students of senior high school in Surakarta at 2010/2011 academic year and basic competence of school curriculum academic year 2010/2011

The techniques used by the writer in collecting data are observation and documentation. To obtain the data needed in this research, the writer use the following technique, namely:

1. The researcher read thoroughly the students' workbook, from the first page to the end.
2. The researcher marks the material of textual information that provides basic competence of content standard issued by BSNP. The researcher marks the material by using the formula:

U.../...TOB.../ P.....

U : Unit

TOB : Title of Book

P : Page

- The researcher notes the presentation of the analysis into the table.

The technique used in analyzing the data are comparative descriptive. Comparative descriptive is a technique analysis that observes one variable objectively, systematically, and comprehensively by correlated with other variable. In analyzing the data, the researcher took some steps namely:

- The researcher analyze the compatibility of students' workbook material with the basic competence of school curriculum
- The researcher gives percentage the result to the prepared parameter.

In giving percentage, the writer uses the theory from Walizer (1987) that is edited by Sadiman (1993: 96) as follows:

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

P = Percentage

f = frequency

n = the sum of frequency

- Drawing conclusion based of result analyzes.

To judge the analysis, the researcher determined the parameter. The detail parameters to have the judgment are:

NO	JUDGMENT	SCORE	CRITERIA
1	Excellent	4	76-100 % of the basic competence is fulfilled by this book
2	Very Good	3	56-75 % of the basic competence is fulfilled by this book
3	Good	2	41-45 % of the basic competence is fulfilled by this book
4	Poor	1	0-40% of the basic competence is fulfilled by this book

Finding

The evaluation of the compatibility between the materials of students' workbook with the basic competence of *school curriculum* is based on some category. They are completion, clearance, compatibility, variation, exercise and the written skill was added with the elements of text. The completion is the evaluation of the compatibility of the book based on the materials which develop the element of oral or written skill. Clearance based on the clearance of the explanation of the basic competence in the materials. The compatibility based on the compatibility between the materials of students' workbook with the basic competence. The kinds of the material which develop basic competence include variation category. The exercise category is the evaluation of the compatibility of the book based on the contribution of the exercise to develop basic competence. Then the element of text is the evaluation of the compatibility of the book based on the completion of the elements of the text that consist of social function, structure generic, and language feature

1. First Semester (book "Inovasi 11A")

a) Oral Skill

THE EVALUATION ORAL SKILL OF STUDENT WORKBOOK "INOVASI 11A" TO SECOND YEAR STUDEENTS OF SENIOR HIGH SCHOOL
First Semester

Material	Category	Score				The Reason of Evaluation
		1	2	3	4	
Oral skill	Completion		√			52,94% of the material which develop the elements of skill
	Clearance				√	82,35% of the material which explain basic competence clearly
	Compatible				√	88,24% of the material which compatible with the basic competence
	Variation		√			52,94% of the material which presents in many kind of text/expression
	exercises				√	82,35% of the basic exercise which support the basic competence

Based on the table, the completion of oral skill is good category. It is caused of 32, 29 % the element of oral skill is not fulfilled in this book. The book “Inovasi 11A” present satisfied/dissatisfied, expressing feeling (love, happy, sad, pain, relief etc). The clearance of this book is excellent. It is caused of the explanation of the basic competence in the materials is clear. The compatibility is excellent category, because it fulfils 88, 2% of basic competence. The variation is good category. It is because of there are 35, 29% material is not give variation of example or expression. Exercise is excellent category. All of the exercises support the students to develop basic competence.

This book presents all of those expressions. This book is good enough. This book give opportunity to the students to understand and produce the expression by gives them example and exercise about those expression. The example is used as a model for them. In the exercise, the students asked to make or complete a dialogue by using those expressions.

b) *Written Skill*

THE EVALUATION WRITTEN SKILL OF STUDENT WORKBOOK
 “INOVASI 11A” SECOND YEAR STUDEENTS OF SENIOR HIGH SCHOOL

Material	Category	Score				The Reason of Evaluation
		1	2	3	4	
Written Skill	Completion			√		41,2% of the material which develop the elements of skill
	Clearance				√	100 % of the material which explain basic competence clearly
	Compatible				√	100% of the material which compatible with the basic competence
	Variation	√				37,50% of the material which presents in many kind of text/expression
	exercises				√	100% of the basic exercise which support the basic competence
	The element of text			√		50% of the material which present the element of text completely

In the written skill, the completion is excellent category too, because the entire component of basic competence is presented in this book. The clearance, compatible and exercise are excellent category. All of them fulfil 100% of the standard evaluation. The variation is in the poor category. Because only 37,50% of the basic competence that is presented in some parts of the material. The element of text include very good category. The genre only that gives the elements of text completely.

2. *Second Semester (book “Inovasi 11B”)*

a) *Oral Skill*

THE EVALUATION ORAL SKILL OF STUDENT WORKBOOK “INOVASI 11B” TO SECOND YEAR STUDEENTS OF SENIOR HIGH SCHOOL

Second Semester

Material	Category	Score				The Reason of Evaluation
		1	2	3	4	
Oral skill	Completion		√			41,18% of the material which develop the elements of skill
	Clearance		√			41,18% of the material which explain basic competence clearly
	Compatible			√		64,71% of the material which compatible with the basic competence
	Variation		√			47,06% of the material which presents in many kind of text/expression
	exercises	√				35,29% of the basic exercise which support the basic competence

The book “Inovasi 11B” is not present transactional text and satisfied/dissatisfied expression. Expressing attitude present in this book such as agree & disagree. There are 5 basic competence which is not provides in this book. So, this book just completed 64, 71% of basic competence. It’s mean that to compatibility category, this book

is very good category because there are materials which not presents in this book. The clearance of oral skill is also in the good category. This book provides 41, 18% of the basic competence clearance. The variation category is presented 47,06%, exercise is 35,29%.

b) Written Skill

THE EVALUATION WRITTEN SKILL OF STUDENT WORKBOOK
 “INOVASI 11B” TO SECOND YEAR STUDEENTS OF SENIOR HIGH
 SCHOOL

Material	Category	Score				The Reason of Evaluation
		1	2	3	4	
Written Skill	Completion				√	100% of the material which develop the elements of skill
	Clearance				√	100 % of the material which explain basic competence clearly
	Compatible				√	100% of the material which compatible with the basic competence
	Variation		√			42,86% of the material which presents in many kind of text/expression
	exercises				√	100% of the basic exercise which support the basic competence
	Element of text		√			42,86% of the material which present the element of text completely

In the written skill, the completion, compatibility, exercise and clearance of the written skill is excellent category. All of the basic competence is provided completely and clearly. The functional text is presented completely with the social function, structure generic and language feature. The elements of text and variation are 42,86%, so include good category.

Overall, both of these books are compatible with the basic competence of *school curriculum*. These are good to develop students' English skill.

Discussion

1. First Semester (book "Inovasi 11A")

a) Oral Skill

Based on the table, the completion of oral skill is good category. It is caused of 32, 29 % the element of oral skill is not fulfilled in this book. The book "Inovasi 11A" present satisfied/dissatisfied, expressing feeling (love, happy, sad, pain, relief etc). The clearance of this book is excellent. It is caused of the explanation of the basic competence in the materials is clear. The compatibility is excellent category, because it fulfils 88, 2% of basic competence. The variation is good category. It is because of there are 35, 29% material is not give variation of example or expression. Exercise is excellent category. All of the exercises support the students to develop basic competence.

b) Written Skill

In the written skill, the completion is excellent category too, because the entire component of basic competence is presented in this book. The clearance, compatible and exercise are excellent category. All of them fulfil 100% of the standard evaluation. The variation is in the poor category. Because only 37,50% of the basic competence that is presented in some parts of the material. The element of text include very good category. The genre only that gives the elements of text completely.

2. Second Semester (book "Inovasi 11B")

a) Oral Skill

The book "Inovasi 11B" is not present transactional text and satisfied/dissatisfied expression. Expressing attitude present in this book such as agree & disagree. There are 5 basic competence which is

not provides in this book. So, this book just completed 64, 71% of basic competence. It's mean that to compatibility category, this book is very good category because there are materials which not presents in this book. The clearance of oral skill is also in the good category. This book provides 41, 18% of the basic competence clearance. The variation category is presented 47,06%, exercise is 35,29%.

b) Written Skill

In the written skill, the completion, compatibility, exercise and clearance of the written skill is excellent category. All of the basic competence is provided completely and clearly. The functional text is presented completely with the social function, structure generic and language feature. The elements of text and variation are 42,86%, so include good category.

Overall, both of these books are compatible with the basic competence of *school curriculum*. These are good to develop students' English skill.

Conclusion

Based on the result of comparing the compatibility of students' workbook for SMA in Surakarta and English basic of School Curriculum 2010/2011 academic year, it can be concluded as follows.

1. Students' workbook designed for second year student of SMA in Surakarta to the first semester can be used to improve students' English skill and help the students to develop their English knowledge. This book is compatible with the basic competence of School Curriculum.
2. The book "Inovasi 11B" is lees of stimulant in the oral skill because exercise category which containing of stimulant just completed 35, 29% of exercise which support the basic competence. It means that the exercise category is poor judgement. It is less of stimulant which gives the model to the students to communicate with the other in the different age and social status especially on transactional skill. Besides that, to the genre is less of explanation about language feature.

3. Based on the finding of the research can be conclude that the teachers as the writer of these students workbooks considered some factor of material development. The factor of material development consist of: learners, curriculum and context and time.
4. These books also reached the guideline for material development. These books are contextualized because the materials of these books links explicitly to what the learners already know, to their first language and culture. These book stimulate the students to interaction with the other and encourage learners to develop their laerning skill. These books give opportunities for integrated language use and link to each other to develop a pregression of skiiil.
5. These books are compatible with the learning principle of school-based curriculum. These books give some explanation and information about the topic. It means that these books are compatible with learning to know principle. Learningg to do related with the task which ask the students to reflect their knowledge to produce their own dialogue with the other on their own text. In these books, the writers given transactional text and ask the students to practice those text. It means that the aouthors are reflecting the principle of learning to live together. In the learning to be principle, human being whose whole aspects of personality which comprises intelectual, emotional, social, phisical, and moral aspect develop optimaly and balanced need learnin to develop those aspects totally.

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