

**AN ANALYSIS OF THE COMPATIBILITY OF THE TEXTBOOK *SMART*
STEPS WITH THE SCHOOL LEVEL-BASED CURRICULUM**



JOURNAL PUBLICATION

**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

**ESTI PUJI ASTUTI K B
A320080066**

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2013**

**AN ANALYSIS OF THE COMPATIBILITY OF THE TEXTBOOK *SMART*
STEPS WITH THE SCHOOL LEVEL-BASED CURRICULUM**



JOURNAL PUBLICATION

by

ESTI PUJI ASTUTI K B
A320080066

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2013**



UNIVERSITAS MUHAMMADIYAH SURAKARTA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. A. Yani Tromol Pos 1 – Pabelan, Kartasura Telp (0271) 717417 Fax: 715448 Surakarta 57102

Surat Persetujuan Artikel Publikasi Ilmiah

Yang bertanda tangan di bawah ini pembimbing skripsi/ tugas akhir:

Nama : Prof. Dr. Endang Fauziati, M.Hum (Pembimbing I)
NIP/ NIK : 274
Nama : Aryati Prasetyarini, S.Pd. M.Pd (Pembimbing II)
NIP/ NIK : 725

Telah membaca mencermati naskah artikel publikasi ilmiah, yang merupakan ringkasan skripsi (tugas akhir) dari mahasiswa:

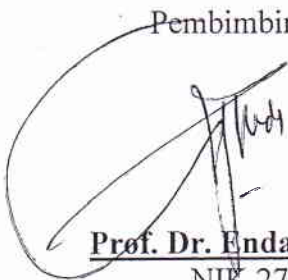
Nama : Esti Puji Astuti K B
NIM : A 320 080 066
Program Studi : FKIP/ Bahasa Inggris
Judul Skripsi : AN ANALYSIS OF THE COMPATIBILITY OF THE TEXTBOOK
SMART STEPS WITH THE SCHOOL LEVEL-BASED
CURRICULUM

Naskah artikel tersebut, layak dan dapat disetujui untuk dipublikasikan.

Demikian persetujuan tersebut dibuat, semoga dapat dipergunakan sepenuhnya.


Surakarta, 10 Maret 2013

Pembimbing I



Prof. Dr. Endang Fauziati, M. Hum
NIK.274

Pembimbing II



Aryati Prasetyarini, S.Pd. M.Pd
NIK.725

**AN ANALYSIS OF THE COMPATIBILITY OF SMART STEPS
TEXTBOOK WITH THE SCHOOL LEVEL-BASED CURRICULUM**

Esti Puji Astuti Kamil Besari

A 320 080 066

(School of Teacher Training of Education, Muhammadiyah University of Surakarta)
aztkamil@yahoo.com

ABSTRACT

This journal is mainly intended to find out whether the English textbook used for the first grade student of Junior high school “Smart Steps” develops the skills suggested by the School Level-based Curriculum. In line with the objectives of the research, the writer used a descriptive qualitative method. In collecting the data, she used document as the data source. The data source were analyzed by these steps: (1). Finding out the kinds of skill available on the textbook, (2) classifying them, (3) analyzing them, (4) counting and adding them, (5) giving percentage from the total number, (6) judging whether the data are compatible with the indicators in School Level-based Curriculum or not, and (7) drawing conclusion and proposing suggestions. The result of the analysis data shows that the percentage of the appropriateness of the skills developed in the textbook is 54,16%. It means that the textbook is compatible with the school level-based curriculum in developing skills.

Key words: descriptive qualitative, counting and adding, judging.

1. Introduction

Background of the study: As a foreign language in Indonesia, English is learned seriously by many Indonesian people to have a good prospect and opportunity in the community of International world. Recently, English become important thing. Since it's important, English is taught widely at formal school. English become important thing to be learned so a textbook are important here.

Textbook are the important media of learning process and education. The existence of textbook gives impact in supporting teaching-learning process. Textbook is one of the significant factors in the success of learning. It can be develop learner's ability. Teacher and learner can use textbook as a source of learning. From the textbook, they find knowledge and exercises.

Textbook has correlation with curriculum. Curriculum is a teacher orientation in teaching learning process. Whereas textbook provides materials. So the content of textbook must be relevant with curriculum. The materials of textbook must be suitable with standard competence of curriculum in order to get result which appropriate to the purpose.

In 2006, the curriculum used in Indonesia is School Level-Based Curriculum; it is the curriculum arranged and implemented in each education institution, it consists of (1) purpose of education; (2) organization of the curriculum in each institution; (3) education calendar, and (4) syllabus. Syllabus is the lesson plan of the certain lesson or certain topic/ theme which consists of standard of competence, basic competence, main material, teaching-learning activity, indicator, time allocation, source of material, and the media (Khaerudin, 2007: 80-81).

There are many English textbooks for Junior High School published by different publishers. The writer chooses *Smart Steps* for grade VII for Junior High School. The textbook is published by Ganeca Exact Publisher. The writer chooses this book because the book is designed to fullfill the requirement of the English syllabus, which is matched with the school Level-based Curriculum. The textbook contains materials for four skills; listening, speaking, writing and reading.

Considering the problem above the writer wants to compare the material in the textbook with School Level-based Curriculum, whether or not the textbook are compatible with school Level-based Curriculum. The writer also analyzes whether the materials for four skills are developed on the *Smart Steps* textbook or not. Based on the reasons, the writer decides to conduct a research paper entitled *An Analysis of the Compatibility of Smart Steps Textbook with the School Level-based Curriculum*.

Limitation of the study: From the problems statement above, the writer limits the study about the compatibility of English textbook materials for language skills with the School Level-based Curriculum and communicative exercises in textbook. The writer analysis the materials and exercises of textbook entitled *Smart Steps* Grade VII for Junior High School written by Ali Akhmadi, Ida Safrida and Published by Ganeca exact Publisher in 2007.

Problem Statement of this research: The problem that the writer investigates is “are the materials of English textbook entitled *Smart Steps* compatible with School Level-based Curriculum?” Considering the background above, the problem statements are as follows:

1. Are the speaking materials of textbook compatible with the indicators of School Level-based Curriculum?
2. Are the reading materials of textbook compatible with the indicators of School Level-based Curriculum?
3. Are the listening materials of textbook compatible with the indicators of School Level-based Curriculum?
4. Are the writing materials of textbook compatible with the indicators of School Level-based Curriculum?

Objective of the Study: Based on problem statements, the objectives of the studies are as follows:

1. to investigate whether or not the speaking materials in the textbook is compatible with the indicators in the School Level-based Curriculum.
2. to investigate whether or not the reading materials in the textbook is compatible with the indicators in the School Level-based Curriculum.

3. to investigate whether or not the listening materials in the textbook is compatible with the indicators in the School Level-based Curriculum.
4. to investigate whether or not the writing materials in the textbook is compatible with the indicators in the School Level-based Curriculum.

Previous Study: The first previous research was done by Pratiwi (UMS, 2008) entitled *An Analysis of the Compatibility of the Textbook Star Idola with the School Level-based Curriculum*. The second previous study was done by Anggraini (UMS, 2009) entitled *A Study on the Compatibility of Fun and Happy with English textbook for the fifth year students with School Level-based Curriculum*. The third previous research was conducted by Mina (UMS, 2011) entitled *An Analysis of the Compatibility of Let's Talk Textbook with the School Level-based Curriculum for Grade VIII*. Certainly, the writer's research is different with those previous research which can be seen from the aim and the object each other.

2. Research Method

The writer conduct descriptive research because the writer is going to investigate whether or not the language skill materials in *Smart Steps* textbook are compatible with indicators in language skills of School Level-based of curriculum. The writer also investigate wether or not the four skills in *Smart Steps* textbook are compatible. The descriptive research is the research to clasify or explain phenomenon (Arikunto, 1996: 26). The descriptive research consists of collecting data, analyzing them, and drawing conclusion based on the data. In this research the writer wants to describe the four language skills that available in *Smart Steps* English textbook with the School Level-based Curriculum.

3. School Level Based Curriculum

a. Notion of Curriculum

A curriculum takes an important role in education. It influences in making decision of the direction, content, and an education process. Curriculum can come from anything around us like from our own traditional lifestyles, our culture, needs and goals. Parallel to the curriculum, the learners have to at least meet the requirement of the curriculum. It means that curriculum is to keep the learners going in the right direction. According to Soetopo (1986: 14), curriculum is considered as a written material that contains of explanation about the education

program at a school that must be accomplished for some years. Curriculum also can be defined as an effort to deliver the important principles and characteristics (features) from various form of 8 educational planning to be accomplished by the teachers at school in order to reach the highest objective called “*The National Education Goals*” (*Tujuan Pendidikan Nasional*)” to the lowest target which is an objective reached after learning activity is done. According to Gagne (1976: 223) curriculum is a sequence of content unit arranged in such way that the learning of each unit maybe accomplished as a single act. Provided that capabilities described by specified prior units (in the sequence) have already been mastered by the learner.

b. The school Level-based Curriculum

SLBC is an operational curriculum which is prepared and implemented in each educational unit. SLBC consist of the target education of level based education, structure and contents of curriculum in educational unit level, educational calendar and syllabus (BSNP, 2006). In 2006 Indonesia implements the Level-based Curriculum. It is curriculum which gives a chance for every school to develop this curriculum according to the school potency in each area. Sudibyo (2006) in Susilo (2007: 95) states that “In the school level-based curriculum there is just little change in the new curriculum or it is called the 2006 curriculum, which is arranged based of standard content and standard competence”.

c. Syllabus

In teaching proses, it is known the term syllabus. According to Widowson (1991), a syllabus is an idealized schematic construct, which serves as reference for teaching. The specification of syllabuses is concerned with both the selection and the ordering of what is to be taught (Halliday:1965). Dealing with the content of syllabuses, that consist of standard competency, basic competency, materials, indicators, assesment, time allotment, and resources of teaching development by each school (Mulyasa, 2006). According to BSNP (2007:64) “Syllabus is the lesson plan of the curtain subject matter that includes the copetency standard, basic competency, materials, learning process, indicator time allocation, and sources of learning”. In short, a syllabus can be interpreted as a set of teaching plan as the reference of particular subject matter conducted that consist of

competency standard, basic competency, materials, indicators, assisment, time allotment, and some other of teaching development by each school.

d. Materials Development

Materials development is basically dealing with selection, adaptation, and creation of teaching materials (Nunan, 1991). In practice, it focused on evaluation, adaptation of published materials and creation developing of teaching materials by teacher in line with the existing syllabus. Further, Tomlinson (2001) states that materials means anything which can be used to facilitate the learning of a language (linguistic, visual, auditory, or kinesthetic). These materials can be presented in print, live performance, on cassettes, CD-ROM, DVD or in the internet. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopies handout, a newspaper, a paragraph, written on a whiteboard or anything which presents or informs about the language being learned (Tomlinson, 1998:10). These materials can be instructional, experiential, elicitative or exploratory. The materials is instructional when it informs the learners about the language. It is experimental when it provides exposure to the language in use, elicitative when it stimulates language use, and exploratory when it seeks discoveries about language use in natural settings. There are at least two things to be elaborated about materials development. it is both a field of study and a practical undertaking. As a field of study, it studies the principles and procedures of the design, implementation and evaluation of language teaching materials. As a practical undertaking, it involves the production, evaluation, and adaptation of a language teaching materials, by teachers for their own classrooms and by materials writers for sale or distribution (Tomlinson, 2001:66).

4. Discussion of the Research Finding

In the School Level-based Curriculum of English, there are 48 indicators related to the language skills that are used to measure the students' achievement toward the target competence.

Through analyzing the data of skills available in the *Smart Steps*, the writer finds that that the textbook does not fullfill the 48 indicators yet. In her research findings, the writer finds that to achieve the indicators of listening skill, the textbook develop a wide variety. It is including listening for details and inferring meaning from

context. In speaking skill, the English textbook gives some directions as the stimuli for the students to do the speaking activities. For example, after learning the particular model dialog, the students are asked to practice the dialog with their friends in the classroom. Then, they have to make dialog in different topic. In guiding students to make the dialog, the textbook uses direction as the stimuli like this: “Make dialogue based on the situations. Complete the dialogue than act it and read the dialogue aloud and practice them in front of the class”. By providing some pictures dealing with their description, it is expected to be able to make students to be easier in the dialog. In stimulating students to read, the textbook provides some assignments of reading dealing with some examples. While in the writing, the textbook stimulates the students to arrange jumbled paragraph, to complete variety paragraph, and to write dialogues in various context.

To determine the percentage of the English content in the textbook in relation to the school based level curriculum, the writer uses “Schema of Compatibility Classification “based on Suharsini (1993: 201) are as follows.

Note :

$$\frac{\text{total number of language skill indicators developed in the textbook}}{\text{total number of language skill indicators in School Level –based Curriculum}} \times 100\%$$

Percentage and Compatibility Classification

Interval Percentage	Compatibility
76-100%	Very Good
56-75%	Good
40-55%	Fair
0-39%	Bad

By analyzing the textbook *Smart Steps*, the writer finds that the total number of listening indicators that are developed in the textbook are 10 indicators out of 20 indicators, so the total number of speaking indicators that are developed in the textbook is 6 indicators out of 11 indicators, while for reading, the indicators that are developed in the textbook is 6 indicators out of 7 indicators,

and total number of writing indicators that are developed in the textbook is 4 indicators out of 10 indicators. The total all of indicator developed in the textbook is 26 indicators out of 48 indicators suggested by the School Level-based Curriculum.

Here is the percentage that is given by the writer to judge whether the textbook entitled *Smart steps* is compatible with the School Level-based Curriculum or not.

Table 4.5 The percentages and the compatibility

No.	Skill	IDSLBC	IDT	Percentage	Compatibility
1	Listening	20	10	$\frac{10}{20} \times 100\% = 50\%$	Fairly Good
2	Speaking	11	6	$\frac{6}{11} \times 100\% = 54,54\%$	Fairly Good
3	Reading	7	6	$\frac{6}{7} \times 100\% = 85,71\%$	Very good
4	Writing	10	4	$\frac{4}{10} \times 100\% = 40\%$	Fairly good
Σ		48	26	$\frac{33}{48} 100\% = 54,16$	compatible

5. Conclusion

After analyzing the materials in the *Smart Steps* textbook, the writer concludes that the textbook does not fully develop the skills of language skills that are written in indicators of School Level-based Curriculum of English for the first grade student of Junior High School. The following are percentage of materials for developing skills.

Materials for Listening, the result shows that the percentage of the materials for developing listening skill that is developed in the textbook is 50%. It means that the textbook has fairly good quality in developing the listening skills.

Materials for Speaking, the result shows that percentage of the material for developing speaking skill that is developed in the textbook is 54,54%. It means that the textbook has fairly good quality in developing the speaking skills.

Materials for Reading, The result shows that the percentage of the material for reading skill that is developed in the textbook is 85,71%. It means that the textbook has very good quality in developing the reading skills.

Materials for Writing, the result shows that the percentage of the material for developing writing skill that is developed in the textbook is 40%. It means that the textbook has good quality in developing the writing skills.

Dealing with the problems in this study, the result shows that the average percentage for skill that are developed in the textbook is 54,16%. It means that the textbook has fairly good in developing the skills and it shows that the textbook is compatible with the School Level-based Curriculum.

6. Suggestion

After knowing the result of the study, the writer wants to give some suggestions to:

The Writer of the Textbook, the writer hopes that the writer of the textbook can write the textbook that provides all of skills and materials that are demanded by the School Level-based Curriculum.

The English Teacher of Junior High School, in English teaching-learning process, the teacher should choose the most appropriate English textbooks that are based on the current curriculum. The teacher is also expected to use more than one book. So, the variety of materials in the textbook can complete one another.

The Next Researcher, the writer hopes that the next researcher who is interested in studying textbook analysis can study the others aspects. This study limits on what *Smart Steps* designed to developing the learner's language skill, but also in compatibility of textbook in grammatical, contextual learning, pronunciation, and vocabulary.

The National Government of Education, curriculum is important rules in education, especially in English curriculum. The writer expect that the government can be attention that they can make the curriculum always be better than before. The government also give support to the author of English textbook to make a good textbook suitable with the curriculum, so they have enthusiasm to make a good textbook. Not only to the author but also to the teacher, they can give support to all

teacher to use the curriculum with good, so the teacher can teach the student appropriate with the procedure.

REFERENCES

- Tomlinson, Brian. 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Tarigan, Henry Guntur & Tarigan, Djago. 1986. *Telaah Buku Teks Bahasa Indonesia*. Bandung: Angkasa.
- Arikunto, Suharsini. 1998. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta.
- Cunningsworth. 1995. *Choosing Your Coursebook*. New York: Macmillan.
- Hutchinson, T, and Waters, A. 1994. *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Nunan, David. 1998. *Designing Task for the Communicative Classroom*. United Kingdom. Cambridge University Press.
- Richards, Jack C. 2001. *Curriculum Development in Language Teaching*. Cambridge University Press.
- Achmadi, Ali and Ida Safrida. *Smart Steps Grade VII for Junior high School*. Bandung: Ganeca Exact.
- Anggraini, Mahfudh. 2009. *A study on The Compatibility of "Fun and Happy with English" Textbook for the fifth Year Students with School Level-based Curriculum*.