

**A STUDY ON *PASSPORT TO THE WORLD 1* TEXTBOOK
BASED ON SCHOOL LEVEL-BASED CURRICULUM**



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by

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

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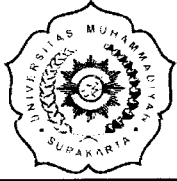
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Surakarta, 24 Juli 2013

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ABSTRACT

The study aims at describing whether or not themes and English materials on Passport to the World 1 textbook for grade VII of Junior High School are suitable with themes and indicators of English skills in School Level-based Curriculum.

This research is content analysis research. In collecting the data, the writer uses document to collect the data. The data were analyzed by the steps follows: (1) the writer reads the data and finds out the data, (2) the writer measures the data whether the data is suitable or not with themes and indicators in School Level-based Curriculum, (3) the writer makes an interpretation of the analysis.

Based on the analysis, the writer can make some conclusion. First, themes in "Passport to the World 1" textbook are fair based on curriculum. The percentage of suitability is 42,85%. Second, listening materials are good based on curriculum and the percentage is 65,00%. Third, speaking materials are good based on curriculum and the percentage is 65,00%. Fourth, reading materials are good based on curriculum and the percentage is 72,72%. Fifth, The suitability of writing materials are good based on curriculum and the percentage is 63,63%. Therefore, themes and all of the language materials in textbook are good based on School Level-based Curriculum. The percentage of the suitability is about 63,76%. The result of the research shows that "Passport to the World 1" textbook for grade VII of Junior High School is good for developing students' ability to achieve the goal of learning English especially in developing the listening, speaking, and reading skill. The materials of writing are poor than the other skill materials for students grade VII, so it needs the other writing materials to support the writing lesson.

Key words: suitability, textbook, School Level-based Curriculum.

INTRODUCTION

Education is an effort to improve and develop students' ability. Education also defines as the process of understanding the learning materials and it is not easy because there are many education components. Tirtarahardja and Sulo (2000:51) state there are five components of effective learning, namely student, teacher, interaction, goal, and material. Education goal is the goal of

the teaching-learning process. It can be achieved by using education materials. Education materials help teachers in the process of teaching and learning as the facility that make materials of learning easier to understand by students. Education materials must be suitable with students need. Materials refer to anything which is used by teachers or learners to facilitate the learning of a language (Tomlinson, 1998:2). Textbook is written materials used by teacher to facilitate the language learning and help learner when they are learning the foreign language. It is used by teacher as supplementary materials.

Textbook must be suitable to the curriculum. Curriculum is a set of planning and role about goal, content, learning materials and the way used as guidance of managing learning process to achieve specific education goal (BSNP, 2006:6). In the recent years, it curriculum used is 2006 curriculum or School Level-based curriculum. This curriculum is arranged and implemented in each educational level. School Level-based Curriculum is a strategy to develop the curriculum and has goal to create an effective, productive, and achievement school which is developed based on the local competency. Teacher develops curriculum by syllabus under the supervisor of education department of regency. The goal of School Level-based Curriculum is to make an independent school and empower the schools in developing competency which is delivered to students with their environment condition (Susilo, 2007: 13).

There are many English textbooks for Junior High School which arranged based on School Level-based Curriculum. *Passport to the World 1 a Fun and Easy English Book for Grade VII of Junior High Schools* is one of English textbooks written by Djatmika, *et al.* and published Platinum.

RESEARCH METHOD

In this research, the writer uses content analysis to analyze data. Content analysis is a method of analyzing written, verbal or visual communication messages (Cole, 1988 in Elo and Kyngas 2007:108). Content analysis allows the researcher to test theoretical issues to enhance understanding of the data. The data classified into the same categories, words, phrases and the like share

the same meaning (Cavanagh, 1997 in Elo and Kyngas 2007:108). Budd (1967:2) in Hadi and Haryono (1998:175) argues that content analysis is a systematic technique to analysis the meaning of messages and processing the messages or an instrument to observe communication behavior from communicator that selected. This technique used to identify the materials especially the sentences in the exercises and provide a description in analyzing the data. Content analysis gives the process of analyzing data as unity.

The object of the study is *Passport to the World 1 a Fun and Easy English Book for Grade VII of Junior High Schools* written by Djatmika, *et al.* This book is published by Platinum. The content of this textbook is suggested by School Level-based Curriculum. The data of this research are the sentences of listening, speaking, reading, and writing materials in *Passport to the World 1 a Fun and Easy English Book for Grade VII of Junior High Schools* written by Djatmika, *et al.* This book published by Platinum.

In collecting the data, the writer uses document technique. Content analysis consists of analyzing the contents of documentary materials such as books, magazines, newspapers and the contents of all other verbal materials which can be either spoken or printed (Kothari, 2004:110). Arikunto (1992:33) states that documentary is analysis to search the data about variables such as note, transcript, book, newspaper, magazine, historic inscription, meeting note, agenda, etc. There are some steps: (1) the writer reads the data and finds out the data, (2) the writer measures the data whether the data is suitable or not with the indicators of School Level-based Curriculum, (3) the writer makes an interpretation of the analysis. The writer uses content analysis for analyzing the data. The writer describes the consistency of the content material of textbook with the School Level-based Curriculum. The procedures are prepares the data, makes code of the data, compares the data, makes an interpretation of the result when comparing the data with curriculum, and judges *Passport to the World 1* textbook a Fun and Easy English Book for Grade VII of Junior High Schools is suitable or not to students grade VII with the School Level-based Curriculum.

RESEARCH RESULT AND DISCUSSION

The writer presents research result and discussion as follows:

1. Themes

There are seven (7) themes of English materials in the School Level-based Curriculum and ten (10) themes in the *Passport to the World 1* textbook. The themes of textbook are presented in different phrases with the themes in curriculum, but some of them have similar contents. The themes “Hi, I’m Nina” and “Hi, This is Rudi” represent “Personal Life” theme in curriculum. The themes “My Classroom” and “Do It but Don’t Do That!” represent “School Life” theme. Theme “I Like....” in the textbook represents theme of “Hobby” in the curriculum. The textbook has five themes which are suitable with the themes in curriculum, but the five themes above just represent of three themes in curriculum. The percentage of suitability is $\frac{3}{7} \times 100\% = 42,85\%$.

2. English Skill

The analysis of English materials in the *Passport to the World 1* textbook as follows.

a. Listening

Listening is one of linguistic competencies which need more understanding skill. Listening competencies of grade VII are students must be able to give a respond of conversation, short functional text, descriptive, and procedure text in classical and school context. This textbook presents thirteen (13) listening indicators from twenty (20) listening indicators in School Level-based Curriculum then the seven (7) other indicators of listening in curriculum are not presented in textbook. In the listening competencies, the students are expected to give a respond of conversation and text in a daily life. The example of listening material which is suitable with listening indicators in curriculum is as follows.

Unit 1: *Hi, I’m Nina*

Indicator number 20: *Determine the information, social function, and language features of descriptive text*

Tape script 10

1. Anto is a fat boy. He has white skin and round face. He is 12 years old. He is bald and his face looks funny.
2. Shinta is a tall but thin girl. She is 14 years old now. Her hair is straight and black. She has oval face and fair skin.
3. Rahmat is a 12 years old boy. He is a muscular boy. He has dark complexion and round face. His hair is curly.
4. Ardin is a slim girl. She has long straight black hair. Her complexion is fair and her face is oval. She is 13 years old.

U1/PW1/P.42

Exercises of the tape script 10 above.

	Anto	Shinta	Rahmat	Ardin
Body/Build	fat	.....	.....	.....
Complexion	dark	.....
Age	14 years	.....	.....
Face
Head/hair	long, black, straight.

The listening material above is the material of description. This is the materials from the first theme. The material is about personal life. The teacher will describe a person based on the tape script 10. The students must listen carefully to the teacher's explanation of describing person. Then, the teacher orders the students to fill in the blank of the listening practice 3 page 42. Then, the next example of descriptive text can be found in the exercises of unit 10 on page 169.

Listening materials of textbook are good or suitable with curriculum. The percentage of suitability is 65,00%.

b. Speaking

Speaking competencies in the School Level-based Curriculum are the students must be able to practice English by using the social and school context. The exercises of speaking materials of textbook are presented for practicing by students orally. This textbook presents thirteen (13) listening indicators from twenty (20) listening indicators in School Level-based Curriculum then the seven (7) other indicators of

listening in curriculum are not presented in textbook. The example of speaking material is as follows.

Unit 3: *What does she look like?*

Indicator number 4: *Give a question and answer about asking and giving information.*

U3/PW1/P.45

Make questions based on the following answers.

Number one and two have been done as an example.

- | | |
|-------------------------------------|-----------------------------|
| 1. No. He does not wear a hat. | <i>Does she wear a hat?</i> |
| 2. Her name is Shinta | <i>What is her name?</i> |
| 3. Her hair is short. | ..... |
| 4. Yes. He is tall. | ..... |
| 5. No. Her eyes are not round. | ..... |
| 6. She wears a pink blouse. | ..... |
| 7. Yes. Her trousers are blue. | ..... |
| 8. No. She is not fat. She is thin. | ..... |

The activity above is about asking for information. It is suitable with the indicator of speaking skill: *give a question and answer about asking and giving information.* There are eight sentences. The number one and two are the example for students to make question. The students write the correct question based on the statements. They can use the *W+H* questions and *to be* to make a question. Then, the students practice the question in front of the class.

Speaking materials of textbook are good or suitable with curriculum. The percentage of suitability is 65,00%.

c. Reading

Reading competencies of School Level-based Curriculum are students must be able to respond the short functional text and essay text in social and school context. The reading materials in *Passport to the World 1* textbook are good for students grade VII. The textbook has eight (8) reading indicators from eleven (11) reading indicators in School Level-based Curriculum then the three (3) other indicators of reading in curriculum are not presented in textbook. The example of reading material is as follows.

Unit 9: *Sorry, I don't know what you mean*

Indicator number 9: *Identifying the information, social function, generic structure, and grammatical features of procedure text*

U9/PW1/P.160

Procedures

Read the following procedures.

How to write and send an Email

First, open your Email.

Secondly, click the 'compose' button.

Then, write the content of your Email.

Write your Email and addressee in 'from'.

Don't forget to write the addressee in 'to'.

Finally, send your Email by click 'send'.

In procedures:

Use imperative form: *V-I +*

Use the signal words like *first, secondly, then, next, finally, etc.*

The material above is procedure text. The students must read the text then they have to identify the steps how to write and send an Email. There is a language feature of procedure text. Procedure text uses an imperative form (V-1) and signal words like first, secondly, then, next, finally, etc. Signal word is the characteristic of procedure text and it helps the students to arrange the sentences if the sentences are disordered. However, the textbook is not completed with the social function and generic structures of procedure text.

Listening materials of textbook are good or suitable with curriculum. The percentage of suitability is 72,72%.

d. Writing

Passport to the World 1 textbook presents seven (7) writing indicators from eleven (11) indicators in curriculum. Then, four (4) other writing indicators in curriculum are not presented in textbook materials.

The example of writing material is as follows

Unit 5: *I'm Sorry*

Indicator number 1: *Completing a short functional text*

U5/PW1/P.83

Fill in the blanks in the following memo using the suitable words in the left box.

- Please, forgive me.
- Tatic
- Thanks
- Udin

To :.....
 From :.....
, Udin. I am
 borrowing your pen without
 permission. I will return it soon.

 May 12,
 Tatic

The activity above is about the short functional text of memo. The students must fill in the blank of the text. They use the words in the first box to fill in the blanks. The information of memo above is about Tatic borrowed Udin’s pen without permission. She says forgiving to Udin. This activity is suitable with the first indicator. It is *completing a short functional text*.

Passport to the World 1 textbook is good for developing student’s competences to write the English correctly. The percentage of the writing skill is 63.63% or suitable with the curriculum.

CONCLUSION

The conclusion of this research is the percentage of research analysis about suitability of *Passport to the World 1* textbook with School Level-based Curriculum.

1. Themes of textbook are not suitable or fair based on curriculum. The percentage is 42,85%.
2. Listening materials in textbook are good or suitable with curriculum. The percentage of listening material is 65,00%.
3. Speaking materials in textbook are good or suitable with curriculum. The percentage y of speaking material is 65,00%.
4. Reading materials in textbook are good or suitable with curriculum. The percentage of reading material is 72,72%.
5. Writing materials in textbook are good or suitable with curriculum. The percentage of writing material is 63,63%.

Themes and English materials in textbook are good based on curriculum. The percentage of the suitability is 63,76%. This textbook are fair of themes based on the curriculum. In other hand, all of the language skills are good for students, but it is better to the teacher to use the other textbooks as references.

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