

**THE EVALUATION OF ENGLISH TEXTBOOK ENTITLED *BAHASA
INGGRIS* FOR THE TENTH YEAR OF VOCATIONAL HIGH SCHOOL
PUBLISHED BY YRAMA WIDYA BASED ON THE 2013 CURRICULUM**



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by

DYAH SEPTIANI MAHA DEWI

A320100153

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

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UNIVERSITAS MUHAMMADIYAH SURAKARTA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Sekretariat JL. A. Yani Tromol Pos 1 Pabelan, Kartasura, Surakarta 57102 Telp. (0271) 717417 Ext. 188

Surat Persetujuan Artikel Publikasi Ilmiah

Yang bertanda tangan dibawah ini pembimbing skripsi/tugas akhir:

Nama : Drs. Djoko Srijono, M. Hum.

NIP : 19590601 198503 1 003

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

Nama : Dyah Septiani Maha Dewi

NIM : A320100153

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : **THE EVALUATION OF ENGLISH TEXTBOOK
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Surakarta, 28 Oktober 2014

Pembimbing I

Drs. Djoko Srijono, M. Hum.
NIP. 19590601 198503 1 003



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Nama : Dr. Dwi Harjanti, M. Hum.

NIK : 477

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

Nama : Dyah Septiani Maha Dewi

NIM : A320100153

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Pembimbing II

Dr. Dwi Harjanti, M. Hum.
NIK. 477

**THE EVALUATION OF ENGLISH TEXTBOOK ENTITLED BAHASA INGGRIS
FOR THE TENTH YEAR OF VOCATIONAL HIGH SCHOOL PUBLISHED BY
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by
Dyah Septiani Maha Dewi
A320100153
dyahseptianimd@gmail.com

ABSTRACT

The major issue of this study is which parts of the English textbooks follow the guideline of the 2013 curriculum and which parts of the English textbooks do not follow the guideline of the 2013 curriculum. The objective of this study is To describe the parts of the English textbooks that follow the guideline of the 2013 curriculum and to describe the parts of the English textbooks that do not follow the guideline of the 2013 curriculum.

The research is a descriptive research. The researcher uses data source English textbooks, namely “Bahasa Inggris” for the Tenth Year of Vocational High School published by Yrama Widya and the data of this research are the materials found in the English textbook “Bahasa Inggris”.

The results of the study shows that; they are five several points that used observing, questioning, associating, experimenting and networking. Parts of the English textbooks follow the guideline of the 2013 curriculum. The first is observing activity in all units especially in certain activity related on the picture observation. The second is questioning activity are certain activities where student must do. By the guideline of the teacher they must be able and brave to ask about everything related in the material. The third is In associating activity is appears in certain activity related with listening and speaking activity. The forth is experimenting activity is appears in every units in speaking activity focused on role play. The five is networking activity are certain activity related with writing and summary. Based on the result of analysis above, that they can find and use the right found that English textbooks 99% followed guideline of the 2013 curriculum, except in point 4 (core competence) there are no point related with comprehend the meaning of song at 4.16.

Keywords : textbook evaluation, linguistics, the 2013 curriculum.

A. Introduction

1. Background of the Study

In the global era, everything is demanded to make a change including curriculum. Curriculum always changes to keep its grade equal to that of the other country. Curriculum which is applied before the 2013 curriculum was *KTSP (Kurikulum Tingkat Satuan Pendidikan)*. The curriculum as a substitute for *KBK (Kurikulum Berbasis Kompetensi)*. Then, *KTSP* was replaced by the new curriculum and prepared in the implementation (Muzamiroh, 2013:6). The latest curriculum developed by the government is called the 2013 curriculum. The 2013 curriculum has a scientific approach in the learning process. This scientific approach is a learning process that supports creativity. In the implementation of the 2013 curriculum, teacher as one element in the success of the study should be able to understand the characteristics of the 2013 curriculum and the principles in the implementation of the 2013 curriculum. By understanding the characteristics and observing the principles of the 2013 curriculum, it can be modification technique or style of teaching (Saddhono, 2013:3).

The writer chooses “Bahasa Inggris” for the Tenth Year Students of Vocational High School written by Oton Setiawan Dj. and published by Yrama Widya. The writer chooses this book because the book is designed to fulfill the students to develop their competency in four language skills. The language skill is speaking skill, listening skill, reading skill, writing skill.

Based on the problem above the writer wants to compare the materials in the textbook with the criteria based on the 2013 curriculum. When the materials of the textbook do not fit with the 2013 curriculum, it can be said that the textbook is unnecessary to be used. Based on the reason, the writer decides to do a research and writes a research **THE EVALUATION OF ENGLISH TEXTBOOK ENTITLED “BAHASA INGGRIS” FOR THE TENTH YEAR OF VOCATIONAL HIGH**

SCHOOL PUBLISHED BY YRAMA WIDYA BASED ON THE 2013 CURRICULUM.

This research has two problem statements, such as: (1) Which parts of the English textbooks follow the guideline of the 2013 curriculum ? (2) Which parts of the English textbooks do not follow the guideline of the 2013 curriculum ?

The objective of this research, is: (1) to describe the parts of the English textbooks that follow the guideline of the 2013 curriculum. (2) to describe the parts of the English textbooks that do not follow the guideline of the 2013 curriculum.

2. Underlying Theory

a. English Textbook

Buckingham (1958) in Tarigan (1993:11) states that a textbook as a learning material commonly used at schools and universities to support the teaching program. It means that an expert in certain studies as a learning material arranges a textbook. The function of textbook for English teacher in order to run the learning process well is to provide an evaluation and remedial teaching program suitable and useful for both teachers and students.

English textbook is an English book prepared for schools, colleges, in order to guide the students in learning English. In this research the English textbook evaluated is entitled “Bahasa Inggris” published by Yrama Widya.

b. Evaluation of Textbook

Evaluation is meant to gain the information as a decision making based from the information. The information that is gotten by teacher can be chosen as the most suitable book for his/her students. Evaluation is a matter of judging the fitness of something for a particular purpose. Evaluation is concerned with relative merit. Cunningsworth (1995:10) states that there are four criteria for evaluating textbook:

- 1) They should correspond to the learner's needs. They should match the aims and objectives of the language-learning program.
- 2) They should reflect the use (present and future), which learners will make of the language. Textbook should be chosen that would help equip students to use language effectively for their own purposes.
- 3) They should have account of students' needs as learners and should facilitate. The learning process, without dramatically improving a right method.
- 4) They should have a clear role as a support for learning like teachers; they mediate between the target language and the learner.

Textbook evaluation is a complex process to know learner's need. According to Fauziati (2010:210) to meet their needs, the textbook must not contain language skills demanded by the curriculum but it also must fit the needs of the students.

c. Curriculum

Curriculum is a plan of education provided by school of student. Nunan (1998:14) states that curriculum is usually used to refer to a particular program of study. Curriculum is a set of subjects, course of study, program study, a series of experiences undergone by learners at school, everything that is planned by school personnel (Olivia, 1997:5).

d. The 2013 English Curriculum

The curriculum developed by the government is called the 2013 curriculum. The 2013 curriculum has a scientific approach in the learning process. This scientific approach is a learning process that supports creativity. In the implementation of the 2013 curriculum, teacher as one element in the success of the study should be able to understand the characteristics of the 2013 curriculum and the principles in the implementation of the 2013 curriculum. By understanding the characteristics and observing the principles of the 2013 curriculum, it can be modification technique or style of teaching (Saddhono, 2013:3).

The teaching approach in the 2013 Curriculum must adopt *Scientific Approach*. Wahid on (<http://mrwahid.wordpress.com/>) elaborates that the teaching-learning process using *Scientific Approach* will mainly concern to improve three domains; they are affective, cognitive, and psychomotor. He explains that the implementation of *Scientific Approach* will be a challenge for the teacher through seven developments of students' activities, those are: *Observing, Questioning, Associating, Experimenting, and Networking*. He asserts that those seven learning processes are the activities to improve students' thinking ability to develop their curiosity.

e. Syllabus

Etymologically syllabus means as a "label" or "table of contain." A syllabus should contain an outline, and a schedule of topics, and many more items of information. The syllabus (in <http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/syllab-4.htm>, 2014) defines syllabus as outline of a course of study.

The primary purpose of syllabus is to communicate to the students about what the course, why the course is taught, where it is going, and what will be required of the students for them to complete the course with a passing grade.

In general, syllabus can be seen as an outline of course of study which will give information of the teaching-learning material as the guideline on teaching-learning processes.

B. Research Method

The type of this research is descriptive research. According to Arikunto (1998:245) the descriptive research is the research to clarify or explain phenomenon. In this study, the writer only wants to describe whether the English textbook "Bahasa Inggris" is suitable with the 2013 curriculum. The objects of this research are the themes and also the language focus on the English textbooks "Bahasa Inggris" for the tenth year of Vocational High School published by Yrama Widya based on the

2013 curriculum. The data source of this study is English textbooks mentioned above, namely “Bahasa Inggris” for the tenth year of Vocational High School published by Yrama Widya.

In collecting data, the writer finds material in English textbooks entitled “Bahasa Inggris” for the tenth year of Vocational High School published by Yrama Widya. The followings are the ways to get the data:

- a. Reading and understanding the contents (the themes and language focus) of the English textbook then the 2013 curriculum.
- b. Comparing the contents of the English textbook with the 2013 curriculum.
- c. Collecting the materials in the English textbook that follow and do not follow the guideline of the 2013 curriculum.
- d. Analyzing the data which are found.
- e. Drawing Conclusion.

In analyzing the data, the writer is using the following steps:

- a. Presenting the data.
- b. Classifying the data based on the parts of the English textbooks related to the 2013 curriculum.
- c. Scoring the degree of consistency of the themes and the language focus in the textbook with those in the 2013 curriculum. The writer uses the percentage of descriptive analysis with the following formula:

$$\text{The percentage of conformity} = \frac{\text{Total number of themes and language focus in the English textbook}}{\text{Total number of themes and language focuses in the 2013 curriculum}} \times 100\%$$

- d. Judging the interval percentage or the degree of compatibility of the English contained in the textbooks of Vocational High School with the 2013 curriculum, the writer uses “schema of Quality Classification” based on Suharsimi (1993:201) as follows:

Interval Percentage	Compatibility
76 – 100%	Very Good
56 – 75%	Good
40 – 55%	Fair
0 – 39%	Poor

C. Research Finding and Discussion

a. Research Finding

1. The implementation of Basic competence and core competence in textbooks and guideline of the 2013 curriculum.

After analyzing the English textbooks there are found that English textbooks 99% followed guideline of the 2013 curriculum, except in point 4 (core competence); to process, to logic and present in concrete and abstract field related with the progress of what the student has learned at school individually, and able to used the method based on the norm of knowledge, there are no point related with comprehend the meaning of song at 4.16. in the text book, the material did not represent the song material related with the guideline of the 2013 curriculum.

2. The Implementation of the Guideline of 2013 Curriculum on each Unit in textbook *Bahasa Inggris untuk SMA-MA/SMK kelas X* from Yrama Widya.

a. Unit 1 (*Can I have your name please?*)

There are objectives that are followed the guideline of 2013 Curriculum based competence

b. Unit 2 (excellent)

The above objective suitable with the guideline of 2013 Curriculum in basic competence (2.3). The next objectives that are

suitable with the guideline of 2013 Curriculum no (4.3) are objective no 4-6. While the objective no. 7 do not follow the guideline of 2013 Curriculum because it is not be included in curriculum 2013 basic competence. The objective is to have knowledge about the use and usage of exclamation with what and how.

b. Unit 3 (are you ok?)

There are objectives that are followed the guideline of 2013 Curriculum basic competence that is the objective no 1 – 6 and the objectives 7 and 8 did not followed the guideline of 2013 Curriculum.

c. Unit 4 (I'd like to)

The next objectives that are suitable with the guideline of 2013 Curriculum no (4.5) are objective no 4-6. While the objective no. 7 did not follow the guideline of 2013 Curriculum because it is not be included in curriculum 2013 basic competence. The objective is to have knowledge about the use and usage of the future tense with be going to and will as well as verbs indicating intentions to do something. So this unit is not suitable with Permendiknas no. 70.

d. Unit 5 (congratulation)

On this unit the objectives that followed the guideline of 2013 Curriculum are objective number 1 – 7 which is similar with the basic competence (1.1, 2.3, 3.5 and 4.6). While the objective no. 8 did not follow the guideline of 2013 Curriculum because it is not be included in curriculum 2013 basic competence. The objective is make greeting cards intelligibly.

e. Unit 6 (have you ever tried it?)

While, on this unit the objectives that followed the guideline of 2013 Curriculum are objective number 1 – 7 which is similar with the basic competence (1.1, 2.2, 3.6 and 4.7). While the objective no. 8 did not follow the guideline of 2013 Curriculum because it is not be included in curriculum 2013 basic competence. The objective is

understand the main idea, specific information, and detailed information in recount text.

f. Unit 7 (what does he look like?)

On this unit the objectives that followed the guideline of 2013 Curriculum are objective number 1 – 9 which is similar with the basic competence (1.1, 2.2, 3.7 and 4.8). While the objective no. 10 did not follow the guideline of 2013 Curriculum because it is not be included in curriculum 2013 basic competence. The objective is to have knowledge about the use and the usage of prepositional phrases to describe people. Although it is about describing people but the phrase is not suitable, because it must be noun or adjective preposition.

g. Unit 8 (what is Bandung like?)

On this unit, the entire objective is followed the Permendiknas no. 70 because the entire objective is describing, people, thing, tourism objective. The Describing material elaborated into two units, unit 7 and 8. So both units is suitable with Permendiknas no. 70 (followed the guideline 2013 curriculum 3.7).

h. Unit 9 (what does the announcement say?)

On this unit the entire objectives also suitable with Permendiknas no. 70, where the topic is the announcement, message, news and media. The topic (announcement suitable with 3.8 in Permendiknas no. 70) so this unit is match.

i. Unit 10 (I was)

The topic of this unit is recount that always related with past tense and also past event, experience, occurrence, and memory. Based on the topic and the objective, this unit is match with basic competent 3.9 permendiknas no. 70.

j. Unit 11 (once upon a time)

This unit also match with the basic competence no 3.10 Permendiknas no. 70 2013, because based on the topic, this unit tells

about the narrative text related with folklore in accordance with their contextual use.

k. Unit 12 (sing a song)

This last unit also match with basic competence no 3.11 Permendiknas no. 70 2013, which tells about analyzing social function, generic structure and language elements of songs about peace in accordance with their contextual use.

3. Parts of the English textbooks follow the guideline of the 2013 curriculum.

a. Unit 1, (Can I have your name, please?)

Keywords:

Introduction, name, identity, identification, one's information, be, have. Here are five steps in teaching activity based on 2013 curriculum found in unit 1 of *Bahasa Inggris untuk SMA-MA/SMK Kelas X*.

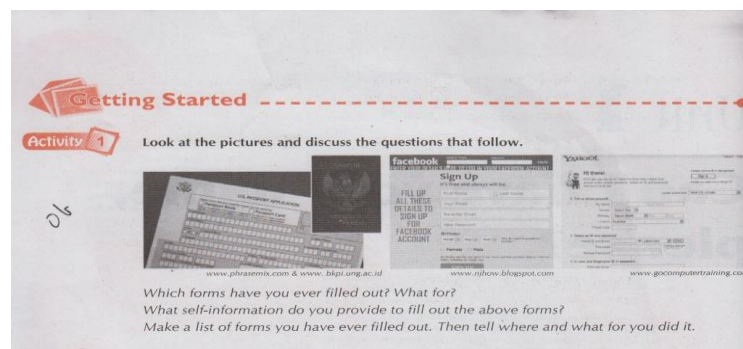
1) Observing

Activity 1

The order. Look at the picture and discuss the questions that follow.

Here the students had been given by the teacher the sample of pictures about certain form such as yahoo, facebook and passport.

The students are asked to observe pictures. Below is the picture on the guideline book.



Pict. 1. Unit 1 Act 1 *Look at the picture and discuss the questions that follow*

2) Networking

In networking, the purpose is, the student able to use the explanation about self identification orally or written in class by watching the social function, utterance and the right linguistic element based on its context, and the student also able to write down the problem by using English to explain the self identification in learning journal.

Activity 5

The order. Repeat after your teacher

The students must follow the teacher's instruction. They must follow all of the words did by the teacher. This activity is the activity which leads students to practice the language with their teacher or peers.

Activity 5 Repeat after your teacher

Introducing someone

1. A: This is a coworker of mine, Perdana.
 one of my coworker,
 a classmate of mine,
 one of my classmates,
 B: Hello.
 C: Nice to meet you.

2. A: Let me introduce Mr. Djuharie.
 Allow me to introduce
 I'd like you to meet
 This is
 B: How do you do, Mr. Djuharie. My name's Seanu.
 C: Nice to meet you.

Unit 1 Can I have your name, please? 3

Pict. 5. Unit 1 Act 5 *Repeat after your teacher.*

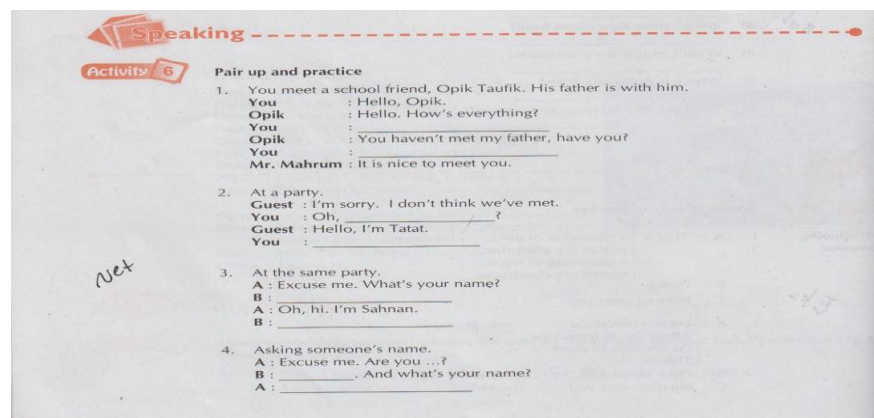
3) Experimenting

In this session, the purpose is the student able to search and find the explanation of self identification from other sources, the student practice to explain the self identification in pairs through simulation, and the student practice to explain self identification in written.

Activity 6

The order. Pair up and Practice

On this session, the student will practice their language orally. There are dialogues in the book in four lines. The theme of the dialogue is introducing someone, so the networking activity demands the students to express the target language they have gained in the classroom and it represent the spoken language.

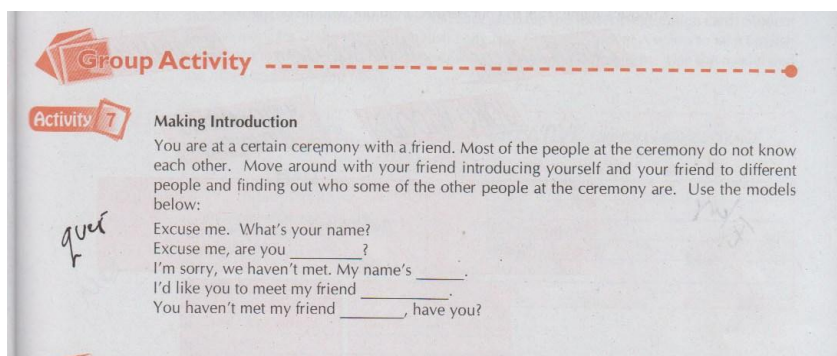


In teacher guideline, the students ask about the difference of all kind of self-identification in English, and the difference in Indonesia, the student also asks about how to utter and the content of self-identification explanation.

Activity 7

The order. Making introduction

This is a group activity, where in questioning, the purpose is to develop students' critical thinking and encourage them in discussion activity (group activity). In this activity, the students must think about kinds of vocabulary to formulate their statement. If they do not get it, they must ask the teacher about it.



Pict. 10. Unit 1 Act 7 Group activity *Making Introduction*

5) Associating

The student analyzes the explanation of self identification utterance by grouping based on the use, in group the student discusses those utterance that they have found from other source and compare it with the teacher, and the student gets the feedback from teacher and friends about social function and linguistic element uttered in group work.

Activity 13

Class activity. The order, go around the class and ask your classmates about the following.

There are activities where each student must express their target language into others and it represents the spoken language. The student analyze the utterance related with self identity and then organized it based on the task given. In group they must discuss their friend identity and compare it with the teacher. The student gets the feedback from the teacher in a form of short and clear explanation or clues.

Speaking

Activity 13

Class activity

Go around the class. Ask one of your classmates about the following:

- if he/she comes from a large family.
- how many brothers and sister he/she has.
- their ages.
- the occupation of his/her father, mother, sisters and brothers.

Classmate's name: _____

1) Size of her/his family	_____
2) Number of brothers	_____
3) Number of sisters	_____
4) Ages	_____
5) Occupation	_____

Pict. 11. Unit 1 Act 13 Class Activity *Ask one of your classmate about the following*

b. Discussion

1. Parts of the English textbooks that follow the guideline of the 2013 curriculum.

After analyzing the English textbooks there are found that English textbooks 99% followed guideline of the 2013 curriculum, except in point 4 (core competence); to process, to logic and present in concrete and abstract field related with the progress of what the student has learned at school individually, and able to used the method based on the norm of knowledge, there are no point related with comprehend the meaning of song at 4.16. in the text book, the material did not represent the song material related with the guideline of the 2013 curriculum.

Based on 2013 Curriculum there are several point that used, observing, questioning, experimenting, associating, and networking. In a package book of *Bahasa Inggris untuk SMA-MA/SMK kelas X* from Yrama Widya, there some units that are follow the guidance of Curriculum 2013. On each unit has their own classification and it is the same. Such as *activity 1* using picture and it is include in observing, *activity 4* repeat after your teacher include in experimenting, while writing and speaking activity include in networking. The only problem is that, the author of the books separates each activity into different parts and the author put it differently on each activity. Each activity has their

own classification such as in observing, on the book, there are always use picture and also experience to show the activity of students in observe things. The objective of this observing is Be grateful to God about having the chance to learn English as an international language which is realized in their learning enthusiasms. Arrange simple oral and written texts to inquire and respond to self identification by considering their social function, generic structure and language elements correctly and contextually. Inquire various ways of introduction and self identification in English as well as their difference from those of in Indonesian.

While in questioning usually appears in a form of group activity and the student must express their idea with their own words. In group activity, the student must ask the teacher about everything related with the task. The purpose of this questioning is Analyze social function, generic structure and language elements of text describing self identification in accordance with the contextual use. Arrange simple oral and written texts to inquire and respond to self identification by considering their social function, generic structure and language elements correctly and contextually. And demonstrate and be engaged in various activities of introduction and self identification.

While in experimenting it has their own specialties such as the activity in listening and speaking with theme repeat after your teacher. On this experimenting, the student must be able to work with their teacher and also their friend. The purpose is Demonstrate honest, disciplinary, responsible, and confident conducts to carry out transactional communication with teacher and peers, and arrange simple oral and written texts to inquire and respond to self identification by considering their social function, generic structure and language elements correctly and contextually. This activity is almost the same with networking in the guideline of 2013 curriculum. But, the difference is in guideline of 2013 curriculum involved writing also.

While in networking it has specialty also. The networking activity demands the students to express the target language they have gained in the classroom. The material which may cater this activity is provided in the speaking and writing activity which represent the spoken and written language use. In a package book, it usually appears in a form of writing and speaking because in this activity, the student able to express the target language based on their own words. They can express it written or orally.

2. Parts of the English textbooks do not follow the guideline of the 2013 curriculum.

There are also materials that do not follow the guideline of the 2013 curriculum in *Bahasa Inggris untuk SMA-MA/SMK kelas X* from Yrama Widya. Parts of the English textbooks did not follow the guideline of the 2013 curriculum also has their own specialty, usually in a form of a question that needs a short answer and also multiple choices. The students only need their knowledge and memory to answer the question.

D. Conclusion

1. Parts of the English textbooks follow the guideline of the 2013 curriculum are several points that apply observing, questioning, experimenting, associating and networking. In *Bahasa Inggris untuk SMA-MA/SMK kelas X* from Yrama Widya, there some units that follow the guideline of the 2013 Curriculum.
 - a. After analyzing the English textbooks there are found that English textbooks 99% followed guideline of the 2013 curriculum, except in point 4 (core competence); to process, to logic and present in concrete and abstract field related with the progress of what the student has learned at school individually, and able to used the method based on the norm of knowledge, there are no point related with comprehend the meaning of song at 4.16. in the text book, the material did not represent the song material related with the guideline of the 2013 curriculum.

- b. The observing in all units especially in certain activity related with the pictures observation. The student must observe and describe the picture with their own words related with the order on each activity.
- c. Questioning, there are certain activity where student must do. By the guidance of the teacher they must able and dare to ask about everything related with the material. Every asking activity include in questioning. While in a package book of *Bahasa Inggris untuk SMA-MA/SMK kelas X* the questioning appears in a form of group and class activity, where every student must dare to make compliment to each event. In this condition the student must ask the student about everything they do not know.
- d. Experimenting. Based on 2013 curriculum, the student must do this activity in pairs and they must learn English orally. In a package book of *Bahasa Inggris untuk SMA-MA/SMK kelas X*, the experimenting appears in every units in speaking activity focused on role play. This activity is almost the same with networking in the guideline of 2013 curriculum. But, the difference is in guideline of 2013 curriculum involved writing also.
- e. Associating. In associating activity, the teacher involved the comparing activity. In a package book of *Bahasa Inggris untuk SMA-MA/SMK kelas X* the associating appears in certain activity related with listening and speaking activity. For example in repeat after your teacher activity where the student must good in listening and able to compare everything the teacher said. Then they must write it down or perhaps they must utter it orally.
- f. Networking. In networking there are certain activity related with writing and summary, because the purpose of this activity is to formulate the written text and respond by watching the social function, text structure. The student must able to write in English everything related with the material of each unit.

2. Parts of the English textbooks do not follow the guideline of the 2013 curriculum.

- a. There are also materials that are not follow the guideline of 2013 curriculum in a package book of *Bahasa Inggris untuk SMA-MA/SMK kelas X* from Yrama Widya. Parts of the English textbooks do not follow the guideline of the 2013 curriculum also has their own specialty, usually in a form of a question that needs short answer and also multiple choice. The students only need their knowledge and memory to answer the question.

E. Suggestion

Based on the result, the researcher suggests to:

- a. The Readers

To find out and use the right package book especially English book that is suitable with the right curriculum. On this session is the package book based on curriculum 2013.
- b. The Other Researchers
 - 1) There are many kinds of package book or LKS that can be analyzed by using curriculum 2013 for their application.
 - 2) In order that the researchers know better how to identify the accuracy of package book based on curriculum 2013.
- c. The Students
 - 1) To use the book in a good ways, because each unit on package book has their own purpose based on curriculum 2013.
 - 2) The student should pay attention when the teacher teach and explain on detail every unit of the book.

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