

**AN ANALYSIS ON ENGLISH TEXT BOOK ENTITLED *BAHASA
INGGRIS “WHEN ENGLISH RINGS A BELL”* FOR THE EIGHTH
YEAR STUDENT OF JUNIOR HIGH SCHOOL
BASED ON THE 2013 CURRICULUM**



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ABSTRACT

Every teacher and student need textbooks to support their teaching and learning process. A textbook is the best seen as a source in achieving aims and objectives that have already been set in terms of learners' need (Cunningsworth, 1995:7). But not all textbooks published are suitable with the learners' need and have good qualities. Thus, textbook analysis is needed to evaluate and improve a textbook which is used. This research analyzes an English textbook entitled Bahasa Inggris “When English Rings a Bell” for the eight year student of Junior High School based on the 2013 Curriculum. The aim of this study is to identify themes and materials of English textbook entitled Bahasa Inggris “When English Rings a Bell” which conform to the basic competence of the 2013 Curriculum.

This research uses a descriptive qualitative research. The data source of this research are English textbook entitled Bahasa Inggris “When English Rings a Bell”. The writer conforms the themes and materials of English textbook entitled Bahasa Inggris “When English Rings a Bell” to the Basic Competence of the 2013 Curriculum. The writer uses document analysis as the method of collecting data.

Finally, the writer concludes that not all themes and materials in every chapter in that English textbook are appropriate with the basic competences of the 2013 Curriculum. That English textbook consists of thirteen chapters and every chapter has each theme and materials. Of thirteen themes of each chapter, there are twelve chapters or 92.3 % of chapters of which the themes are appropriate with the basic competences of the 2013 Curriculum. And of thirteen chapters, there are nine chapters or 69.2 % of chapters of which the materials conform to the basic competence of the 2013 Curriculum.

Keyword : English textbook, basic competence, the 2013 Curriculum, the theme, and materials

A. Introduction

1. Background of the Study

Textbook is needed by the teachers and the students in teaching and learning process. Buckingham (1958) in Tarigan (1986:11) defines “textbooks as the tools of study that are common used at schools and colleges to support a teaching program”. Bacon (1935) in Tarigan (1986:11) also argues that “textbooks are books which are designed to be used in the class accurately compiled and prepared by the experts or experts of the field and compiled with appropriate teaching tool”. From those definitions, we can conclude that textbooks are needed in teaching-learning process.

Students need a textbook to support their learning. English textbooks support the teachers to provide materials, because teachers are demanded to provide various material creatively. There are many publishers that try to provide textbooks in various style and setting which are compiled based on the curriculum implemented in Indonesia. Even Ministry of Education and Culture of Indonesia also provides English textbook entitled *Bahasa Inggris “When English Rings the Bell”*.

Because of the various textbooks provided, teacher must establish a textbook which is appropriate with the learners’ need. Although many textbooks are published, teachers still must select which one is the most suitable textbook to be used. Cunningsworth (1995: 5) emphasizes that “no coursebook designed for a general market will be absolutely ideal for particular group of learners”. Therefore, analyzing textbook is needed to get a textbook which is appropriate with the learners’ need.

The Ministry of Education and Culture of Indonesia has decided that Education in Indonesia must implement the 2013 Curriculum. Developing the previous curriculum, the 2013 Curriculum includes competency of attitude, knowledge, and skills integratedly. Therefore, the design of curriculum is also changed from teacher-centered to student-centered. In the learning process, the 2013 Curriculum adopts scientific approach that is designed to make students construct concepts and principles actively through some steps. The steps are observing, questioning, collecting information, associating, and communicating.

From the explanation above, the researcher analyzes a textbook whether it is relevant or not to the 2013 curriculum especially a textbook for the eighth year students of Junior High School entitled *“An Analysis on English Textbook Entitled Bahasa Inggris “When English Rings A Bell” for the Eighth Year Student of Junior High School Based on the Basic Competences of the 2013 Curriculum”*.

2. Underlying Theory

a. Notion of Textbook

Although there are many modern media that are invented to support teachers and students in teaching-learning process, such as tape recorder, overhead and LCD projector, video, and e-book, many schools still buy and use printed textbook and references. The probably reason why schools still buy and use textbook is that the textbook is cheaper. Besides, school which is isolated will be difficult to reach the modern media.

According to Tarigan (1986:13) “textbooks are books of lesson in certain field of study as a standard book arranged by the experts of field for instructional purposes and compiled by harmonious teaching media and easy understood by the user in schools and colleges to receive teaching program”.

Therefore, it can be concluded that textbooks are important media of teaching-learning designed by experts of field to support teacher in providing material. Besides, textbooks help students to understand and study over again the materials explained. Using good textbooks will support a good teaching and learning process. Thus, textbooks are media in teaching learning activity in the classroom and teachers must choose a good textbook based on the learners' need.

b. Criteria of Good English Textbook

Textbook is one of the important media of teaching and learning activity in the classroom so it must have a good quality. To know how a textbook is categorized in a good quality, the researcher provides some criteria from the experts. First as Greene and Petty (1971) in Tarigan (1993:20-21) have

made the way to arrange the textbook with 10 criteria. Good textbook have certain qualities, they are

- 1) The textbook must be interesting and attractive toward the learners. So, they will be interested in using textbooks.
- 2) The textbook must be able to motivate the learners
- 3) The contents of textbook must be illustrative
- 4) The textbook should consider the linguistic aspect. So, it will be suitable with the learner's ability
- 5) The contents of textbook must be related to the other branch of science
- 6) The textbook must stimulate the personal activity of the learners
- 7) The contents of textbook must be clear in written to avoid the children to be confused in using textbook
- 8) The textbook must have the clear point of view because it will be the learner's point of view
- 9) The textbook must be able to give the balance and emphasis on the value of the learners
- 10) The textbook must be able to respect to the differences of the individual

(Greene and Petty (1971) in Tarigan (1993:20-21)

We also can know the criteria of textbook based on Cunningsworth (1995:15), as follows

- 1) Textbook should correspond to learner's needs. They should match the aims and objectives of the language learning program.
- 2) Textbook should contain (present or future) which learners will make of the language. Select textbook which help to equip learners to use language effectively for their purposes.
- 3) Textbook help learners to learn in a number of ways.
- 4) Textbook should have a clear role as a support for learning like teachers; they mediate between the target language and the learner.

c. English Textbook *Bahasa Inggris "When English Rings a Bell"*

The English textbook *Bahasa Inggris "When English Rings a Bell"* is an English textbook published by the Ministry of Education and Culture. It consists of two kinds of book, Students Book and Teacher Boook. Both of them are compiled using scientific approach by one team. It is published by Bookkeeping and Curriculum Center of Minidtry Education and Culture of Indonesia.

In the Teacher Book, there are procedures of using the Student Book completely from how to use up to how to asses the students' ability. The

Student Book is provided based on themes and it is begun by showing the aims of studying each chapter based on the basic competences. Each material is compiled based on scientific approach that consists some steps, observing and questioning, collecting information, associating, and communicating.

d. The 2013 Curriculum

Curriculum in Indonesia is developed by the Ministry of Education and Culture of Indonesia. As we know that the recent curriculum decided by the ministry is the 2013 Curriculum. The 2013 Curriculum includes competency of attitude, knowledge, and skills integratedly. Therefore, the design of curriculum is also changed from teacher-centered to student-centered.

The 2013 Curriculum adopts scientific approach. As conveyed in *Permendikbud* No. 81a in 2013, scientific approach is a learning process that is designed to make students construct concept and principle actively through some steps : (1) observing; (2) questioning; (3) collecting information and concluding, (4) associating, and (5) communicating.

Mendikbud said in Modul Bahasa Inggris that the content of the 2013 Curriculum is formed core competencies of class and followed by the basic competence of subjects. Core competence is the quality that must be owned by pupils in the class through basic competence which is organized in pupils' learning process. Basic competence is competence that must be learned by the pupils. This basic competence will be the reference for teacher to write the syllabus and teaching-learning process.

e. Textbooks Analysis

Many publishers try to provide textbooks in order to support teachers and students in teaching and learning procces. Not all textbooks published are suitable with the learners' need and have good qualities. As Cunningsworth (1995: 5) emphasizes that "no coursebook designed for a general market will be absolutely ideal for particular group of learners". That means textbook analysis is really needed to evaluate the textbook

which has been published. Textbooks analysis will give evaluation and the publisher can create better edition.

Nowadays, Indonesia is using the 2013 Curriculum. According *Permendikbud* 2013, textbook must have some criteria based on it, they are

- 1) Readiness
- 2) The material of textbooks should be suitable with the readiness of the learner's knowledge and skill that they have had before
- 3) Motivation
- 4) The contents of textbook should motivate the learners to learn
- 5) The learner's active participation
- 6) The textbook may make learner's interact actively in class through the works activity to observe, to make an exercise to practice and to the demonstrate it
- 7) Using the tools in order the student focus
- 8) Textbook should supply the pictures, illustration, diagram or table to make clear the concept of textbook
- 9) The containing social cognitive interaction
- 10) Textbook should support the learner's to ask, to find something by themselves through their brainstorming to design and to make the learning community
- 11) The authentic evaluation
- 12) Textbook should support teacher to evaluate in certain ways through the learner's achievement and their process
- 13) Life skill
- 14) Textbook should support the learners to develop their life skill
- 15) The relationship between textbook and the surrounding
- 16) The material of textbook is crossly related to the learners such as : their area they lived, the knowledge that learners had and the learning needs
- 17) Co-operative
- 18) The supplying material of textbook can make the student enable to work with their friend textbooks that based on the News
- 19) The Experience
- 20) Textbook should support the learners having their own experience

(Permendikbud, 2013:80-90)

Therefore, the researcher analyzed English textbook entitled *Bahasa Inggris "When English Rings a Bell"* in order to know that the theme and the materials of that textbook is in conformity with the basic competences of the 2013 Curriculum. And the result showed the percentage of the

themes of the English textbook which are appropriate with the basic competences of the 2013 Curriculum. This research also showed the percentage of materials of the English textbook which conform to the basic competences of the 2013 Curriculum. From the percentage, we can know the conformity of the themes and materials of the English textbook.

B. Research Method

In this research, the researcher uses a descriptive qualitative research. Boglar and Taylor (1975) in Moleong (2002:3) states that qualitative research is a research that produce descriptive data as the result in the form of written and oral word from observed people and behavior. This research analyzes the conformity of themes and the materials in English textbook entitled *Bahasa Inggris "When Rings a Bell"* with the basic competences of the 2013 Curriculum. The data of this reasearch are the theme and the materials of English textbook entitled *Bahasa Inggris "When English Rings the Bell"* publised by the Ministry of Education and Culture of Indonesia.

In this research, the method of collecting the data is document analysis in the form of themes and materials in English textbook entitled *Bahasa Inggris "When English Rings the Bell"*. The researcher analyzes the content of textbook through their themes and materials based on the basic competences of the 2013 Curriculum. The researcher analyzes the data by using the following procedures.

- a. Observing and understanding the basic competences of the 2013 Curriculum
- b. Observing and understanding the theme and the materials of each chapter in the English textbook entitled *Bahasa Inggris "When English Rings a Bell"*.
- c. Analyzing the themes and materilas of the English textbook entitled *Bahasa Inggris "When English Rings a Bell"* whether they conform to the basic competences of the 2013 curriculum or not.
- d. Drawing the conclusion.
- e. Scoring the degree of conformity of the theme and the materials of the textbook based on the basic competences of the 2013 Curriculum. the researcher uses the percentage of descriptive analysis with this following formula :

The conformity percentage of theme = $\frac{\text{The number of chapter in the textbook which the theme are appropriate with the basic competences of the 2013 Curriculum}}{\text{the number of all chapter in the textbook}} \times 100 \%$

The conformity percentage of materials = $\frac{\text{The number of chapter in the textbook which the materials conform to the basic competences of the 2013 Curriculum}}{\text{the number of all chapter in the textbook}} \times 100 \%$

C. Research Finding and Discussion

1. The conformity of the basic competences of each chapter in the textbook with the basic competences of the 2013 Curriculum.

Before showing the research finding and discussion, the researcher wants to show that the basic competences which is written in title page of each chapter conform to the basic competences of the 2013 Curriculum. The researcher shows the conformity of the basic competence. After conforming, the researcher finds that generally the English textbook entitled *Bahasa Inggris "When English Rings a Bell"* has fulfilled the basic competence of the 2013 Curriculum which must be reached by the students of eight year Junoir High School.

2. The Analysis on the Theme of English Textbook entitled "*When English Rings a Bell*" Based on the Basic Competence of the 2013 Curriculum which should be reached by each chapter

In *Modul Bahasa Inggris*, the Ministry of Education and Culture of Indonesia explains that as source book of learning, textbook must systematically loads the chapter theme and information about basic competences which are appropriate with the topic of each chapter. The basic competence is the competence which consists of behavior, knowledge, and skill based on the core competence that must be best understood by the pupils. Therefore, the materials on every chapter of the textbook must refer to the basic competence and the theme of the chapter must also represent the basic competence in that chapter. In *Modul Bahasa Inggris*, the Ministry of Education and Culture of Indonesia also give the information of how to evaluate textbook.

After analyzing the themes of that English textbook, the researcher finds that not all theme in every chapter represents the basic competences which must be reached. There are thirteen chapters in that English textbook. Of the thirteen chapters of each chapter, there are twelve chapters of which the theme are appropriate with the basic competences that must be reached by each chapter. And there is one chapter of which the theme is not appropriate with the basic competences that must be reached by the chapter. It is Chapter V.

3. The Analysis on the Content of English Textbook entitled “*When English Rings a Bell*” Based on the Basic Competence of the 2013 Curriculum

In *Modul Bahasa Inggris*, the Ministry of Education and Culture of Indonesia states that textbook must convey the material based on the basic competences of each chapter. The materials also should be delivered motivationally in order to make the students get more spirit to study the lesson. In this research, the researcher compares the material in English textbook entitled *When English Rings a Bell* to the basic competence that should be reached by each chapter.

After analyzing the materials of that textbook, the researcher finds that not all materials are conform to the basic competences of the 2013 Curriculum. Of the thirteen chapters, there are nine chapters of which the materials conform to the basic competences of the 2013 Curriculum. Thus, there are four chapters that the materials do not conform to the basic competences of the 2013 Curriculum which are Chapter III, Chapter V, Chapter VII, and Chapter X. The basic competences of Chapter III, Chapter V, Chapter VII, and Chapter X are suitable with the basic competences of the 2013 Curriculum. But the materials are not provided completely.

In Chapter III, it has been conveyed that in Chapter III the students learn to give and respond to prohibition. But in the material presentation, there are just the materials of how to give prohibition without how to respond it. In Chapter V, it has been conveyed that in Chapter V the students learn to show my pride of something. But in the material presentation, there is no materials which deal with it. In Chapter VII, it has been conveyed that in Chapter VII the students

learn to praise them. But in the materials presentation, there is no materials which deal with it. And same as The Chapter X. In Chapter X, it has been conveyed that the students learn to show my pride and to learn from them.

D. Conclusion

Based on the data analysis and research finding, the researcher concludes that not all themes in every chapter on that English textbook are appropriate with the basic competences of the 2013 Curriculum. There are twelve themes which are appropriate with the basic competences of the 2013 Curriculum. And one theme is not appropriate with the basic competence of the 2013 Curriculum which is the theme in Chapter V. Thus, the conformity percentage of theme is 92.3 %.

The researcher also concludes that not all chapters on that English textbook that the materials conform to the basic competences of each chapter. There are nine chapters of which the materials conform to the basic competence of each chapter. And there are four chapters of which the materials do not conform to the basic competences of each chapter. The conformity percentage of materials is 69.2 %.

E. Suggestion

Based on the result of the data analysis, the writer wants to suggest to :

a. The Writer Team of the Textbook

The writer team of the textbook is expected to revise the inappropriate theme and material of each chapter on English textbook entitled *When English Ring a Bell* in order to be used by the teacher and the students of the eighth grade of Junior High School.

b. The English Teacher

The English teachers are expected to be more creative to provide the materials in teaching-learning activity. It is better for the English teachers to use various references, not only one English textbook, to help them create understandable materials.

c. The Other Researcher

The finding of this research will be useful for the other researchers who are interested in analyzing an English textbook based on the 2013 Curriculum from different perspective.

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