

**AN ANALYSIS OF THE COMPATIBILITY OF THE  
TEXT BOOK “START IDOLA” WITH THE SCHOOL  
LEVEL-BASED CURRICULUM**



**RESEARCH PAPER**

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

by

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**2008**

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IDOLA” WITH THE SCHOOL LEVEL-BASED CURRICULUM**

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**AN ANALYSIS OF THE COMPATIBILITY OF THE TEXT  
BOOK “STAR IDOLA” WITH THE SCHOOL LEVEL -BASED  
CURRICULUM**

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## TESTIMONY

Herewith, I testify that in this research paper, there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a university, nor there are opinions or masterpieces which have been written or published by others, except those which the writing are referred in the manuscript and mentioned in literary review and bibliography.

Hence, later, if it is proven that there are some untrue statements in this testimony, hence I will be fully responsible.

Surakarta,

2008

**Reny Eko Pratiwi**  
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## **MOTTO**

Dasar Kebijaksanaan dalam hidup adalah ridho, kalau sanggup hendaklah engkau  
ridho tetapi apabila engkau tidak sanggup sebaiknya engkau sabar.

(Khalifah Umar Bin Khatab)

It's kind of fun to do the impossible

.....believe in the future, the world is getting better. There still is plenty of

opportunity

(Walter Elias Disney)

## **DEDICATION**

This research paper is proudly dedicated to:

1. Allah SWT,
2. My greatest parents,
3. My sister and my brother.

## ACKNOWLEDGEMENT

*Assalamu'alaikum Wr.Wb.*

Alhamdulillahirobil'alamin, praise and gratitude only to Allah SWT, the glorious, the Lord and the all mighty, the merciful and the Compassionate, who has given bless and opportunity for the researcher to finish the paper entitled "An Analysis of the Compatibility of the Textbook "Star Idola" with the School Level-based Curriculum". Greetings and invocation are presented to the prophet Muhammad SAW, who has guided mankind to the right path blessed by the lord.

The researcher realizes that it is impossible to complete the research without any help, support, encouragement, and advice from others. Therefore, the researcher would like to express her deepest appreciation and gratitude to persons who have given contribution to her to complete the paper, among others are;

1. Drs. Sofyan Anif, M.Si., the Dean of School of Teacher Training and Education of Muhammadiyah University of Surakarta who has given the legalization towards her research paper,
2. Koesoemo Ratih, S.Pd., M.Hum., as the Head of English Department Muhammadiyah University of Surakarta,
3. Drs. Djoko Srijono, M.Hum., as the first consultant who has already guided and advised patiently during the arrangement of this research,
4. Maully Halwat H, S.Pd., M.Hum., as the second consultant who has corrected the writer's research paper and who has given her guidance to the writer in completing this research paper with contentment,

5. Writer's beloved mother in this university, Mrs. Aryati Prasetyarini, M.Pd., as the writer's academic advisor who has given her love, attention, prayer and guidance during the writer studies in this university,
6. All lecturers of English Department of Muhammadiyah University of Surakarta for all their knowledge and guidance so that the writer is able to write this research paper,
7. Her greatest parents "Bapak and Ibuku" for the love. Thanks for teaching her the meaning of life, love and how to get through it and thanks for every prayer that makes her stronger and better,
8. Her beloved sister and brother "Ary and Bayu" thanks for praying, support, love and nice brotherhood given to her. Everything it's been a pleasure growing up with them,
9. Her big family in Purwodadi, thanks for supporting, joking and loving her,
10. Her beloved nephews and nieces "Nanda, Taura, Veny, Danis, Lena, Rama, QXCK". Thanks for making her always smile,
11. Her dearest honey, A. Kurniawan for accompanying, sacrificing, joking and loving her,
12. Writer's dearest closest friends, Nunun, Uky, Ella, Arum, Sisca, Iska, Titik, Heny. Thanks for them lovely friendships and togetherness,
13. All the writer's beloved friends in "WISMA MANIS" boarding house, Atik, Mbax Ambar, Ambar, Ria, Erna, Nely, Ambar Kecil, Fuah. Thanks a lot for your love, support, help, and joke,



14. All the writer's friends in English Department 04 (class F). Thanks for your kindness and solidarity, and

15. All people who have contributed greatly to the completion of this research paper, yet the writer cannot mention them entirely.

Finally, the writer realizes that this research paper is still far from being perfect and still needs many improvements. So, all suggestions and criticisms for improving this research are expected happily. However, the writer hopes that this research paper will give useful for readers.

Wassalamu'alaikum Wr.Wb.

Surakarta, 2008

The Writer

**Reni Eko Pratiwi**

## TABLE OF CONTENT

	page
TITLE .....	i
APPROVAL.....	ii
ACCEPTANCE .....	iii
TESTIMONY .....	iv
MOTTO .....	v
DEDICATION.....	vi
ACKNOWLEDGMENT .....	vii
TABLE OF CONTENT.....	x
LIST OF TABLE .....	xiii
SUMMARY .....	xiv
CHAPTER I: INTRODUCTION.....	1
A. Background of the Study .....	1
B. Problem of the Study.....	3
C. Objectives of the Study.....	4
D. Benefit of the Study .....	4
E. Research Paper Organization.....	5
CHAPTER II: REVIEW OF RELATED LITERATURE .....	6
A. Previous Study .....	6
B. Underlying Theories.....	7
1. School Level-based Curriculum .....	7
a. Rationale .....	9

b.	Standard of Material Competence.....	9
c.	Standard of English Competency for Senior High School .....	9
d.	Syllabus .....	10
2.	Communicative Exercises .....	15
a.	The Information Gap Principle .....	15
b.	Jigsaw Principle.....	15
c.	Information Transfer Principle .....	15
d.	Problem Solving Principle .....	15
e.	Games or Relaxes Principle .....	16
3.	English Textbook .....	16
a.	Function of Textbook.....	16
b.	Textbook Design .....	17
1)	Criteria of Good Textbook .....	17
2)	Good Design of Textbook .....	18
c.	Textbook Evaluation .....	19
C.	Theoretical Framework.....	20
CHAPTER III : RESEARCH METHOD.....		21
A.	Type of the Study.....	21
B.	Object of the Study .....	21
C.	Data and Source of the Data .....	21
D.	Method of Collecting Data.....	22
E.	Technique for Analyzing Data .....	22

CHAPTER IV : RESEARCH FINDING AND DISCUSSION .....	26
A. Researcher Finding .....	26
1. Language Skill Analysis .....	26
a. Listening .....	26
b. Speaking .....	37
c. Reading .....	45
d. Writing .....	54
2. Communicative Exercise .....	57
a. The Information Gap Principle .....	58
b. Jigsaw Principle .....	59
c. Information Transfer Principle .....	60
d. Problem Solving Principle .....	61
B. Discussion .....	64
CHAPTER V : CONCLUSION AND SUGGESTION .....	68
A. Conclusion .....	68
B. Suggestion .....	69

#### BIBLIOGRAPHY

#### APPENDIX

## LIST OF TABLE

Table 1. Criterion Referenced Evaluation .....	25
Table 2. The Research Result of Skill Developed .....	63

## SUMMARY

Reny Eko Pratiwi. A 320 040 253. AN ANALYSIS OF THE COMPATIBILITY OF THE TEXTBOOK STAR IDOLA WITH THE SCHOOL LEVEL-BASED CURRICULUM. Research Paper. Muhammadiyah University of Surakarta. 2008

This research paper is mainly intended to find out whether the English textbook used for the first year student of senior high school “English on Star Idola, SMA Book X” develops the skills suggested by the school level-based curriculum and communicative exercises.

In line with the objectives of the research, the writer used a descriptive method. In collecting the data, she used document as data source. The data were analyzed by these steps: (1) Finding out the kinds of skill and communicative exercise 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 appropriate with indicators in School Level-based Curriculum or not, and (7) Drawing conclusion and proposing suggestions.

The result of the analysis shows that the percentage of the appropriateness of the skills developed in the textbook is 70,73%. It means that the textbook is compatible with the School Level-based Curriculum in developing skills. While the percentage gained in developing the communicative exercises is 80%. The result of study implies that the teacher should supply the textbook analyzed with other books which much better in order to achieve the goal of teaching English. The writer of the textbook should revise the textbook and add more text, activities and communicative exercises to increase the quality of the textbook.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

To support the demand of good English ability, education needs something to guide the teaching-learning process. Basically, curriculum is the core to answer the need above. Curriculum concerns with the planning, implementation, evaluation, management, and administration of education programs. “Syllabus”, on the other hand, focuses more narrowly on the selection and grading of content (Nunan, 1989: 9).

In 2006 curriculum used in Indonesia is School Level-based Curriculum. It is a curriculum having main concern on the mastery of the competency by students. This curriculum is based on the communicative competence at all situations and conditions.

Actually, in the School Level-based Curriculum, English learning instructs the students to be able to use English communicatively. In other words, the students are expected to be the competent users of English in communicative with others. For example, in teaching speaking, they are expected to be able to do and realize the speech (speech act, speech function, language function). In developing the competency, the students are instructed to do the speech, such as opening conversation, defending the conversation, closing the conversation, and asking for help.

In brief, the approach which usually means let's talk about something in the conversation lesson changed to be let's do something with language. Learning speaking is learning how to greet, complain, and express the idea which is done in the particular situation.

The implementation of School Level-based Curriculum in teaching English also considers the use of English textbooks. The function of English textbooks is very important. Beside it provides the information of knowledge and skills, the textbooks also consists of learning guiding in the form of activities which guide the students to achieve the competency.

Textbooks are best seen as a source in achieving aims and objectives that have already been set in terms of learner needs (Cunningsworth, 1995: 7). In other word, a text book means a created material design as materials the learner's knowledge and experience. Text book also can be defined as a book prepared for school is students in teaching learning process Good textbooks should be relevant with the curriculum. It also can support the implementation of curriculum.

As an English teacher, he or she cannot avoid using a textbook which is important in giving instruction at school. It is not only the teacher but also the students who use the textbook. Teachers can teach the material well if there are appropriate textbooks guiding the teaching-learning process, not only inside but also on the outside (extra curricular of the classroom). Teachers and students can build and develop their communicative competence better if they use qualified textbooks which provide and support the material needed.



There are many publishers that have published English textbooks for the first year students of Senior High School. The textbooks should hold a main instrument to do the curriculum which has been arranged before. However, sometimes some of them are not appropriate with the standard of curriculum yet.

Considering the problem, the writer wants to analyze the “Star Idola” which is one of the titles of English textbook based on school used by students of Senior High School. From the explanation, the writer wants to know whether the textbooks claimed as based on the 2006 curriculum are compatible with the curriculum or not. The writer chooses the textbook “Star Idola” because the textbook declares in the preface that it is designed on the basis of the current curriculum called the 2006 curriculum or school level-based curriculum. Besides, most of students of Senior High School in Purwodadi use this textbook to support the success of teaching-learning process. The writer decides to conduct a study entitled “An Analysis of the Compatibility of the Textbook “Star Idola” with the School Level-based Curriculum”.

## **B. Problem of the Study**

In this study, the writer formulates the main problems:

1. What are the skills suggested by the school level-based curriculum which are developed on the English textbook?
2. What are the communicative exercises developed on the English textbook?

### **C. Objectives of the Study**

Based on the problem statements above, the objectives of this study are:

1. To describe the skills suggested by the school level-based curriculum which are developed on the English textbook
2. To describe the communicative exercises developed on the English textbook

### **D. Benefit of the Study**

This study is expected to have two kinds of benefit

1. Practical Benefits
  - a. The writer and readers will get the knowledge about good materials of English teaching based on the communicative approach
  - b. The teacher will get more knowledge and sufficient information about the communicative exercises
  - c. The teacher knows how far the textbook follows the curriculum demand.
2. Theoretical Benefits
  - a. Based on the result of this research, it can give contribution to material design and material development in teaching English.
  - b. The result of this study might be used as a reference for others who conduct the similar problem.

## **E. Research Paper Organization**

In writing this paper, the writer divides it into five chapters.

Chapter I is introduction. It consists of background of the study, problem of the study, objectives of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature, which consists of previous study and describes the concept used in this research. The concepts are: school level-based curriculum of English, communicative exercise, English textbook and textbook evaluation.

Chapter III is about research method that consists of type of the study, object of the study, data and sources of the data, method of collecting data, and technique for analyzing data.

Chapter IV is about research findings and discussion of research findings.

Chapter V is about conclusion and suggestions based on the discussion of the research finding.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Study

In this study, the writer summarizes the relevant previous studies to prove the originality of this study. The writer takes one research paper. It was written by Agustina, lin (2004) with her research paper entitled “An Analysis of the English Textbook for Vocational High School Based on the 1999 curriculums”. She wants to know whether the English Textbooks for Vocational High School of Business and Management is consistent with 1999 curriculum or not. In her research she chooses three textbooks claiming that they are based on the 1999 curriculum. The first textbook is “Learning English for SMK” was very compatible with the 1999 curriculum. It was very good because the score was 100% for the themes and for the language focuses. The compatible of the second textbook “New Concept English for SMK” was fair for the themes with the score 54, 54%, while the language focuses were good with the score 64, 64%. It means that the textbook was fairly compatible with the 1999 curriculum. The compatibility of the third textbook “Bahasa Inggris 3” was good for the themes with the score 72,73%, while for the language focuses were very good with the score 100%. It means that the textbook was very compatible with the 1999 curriculum.

Finally she concluded that the three textbooks could be used by the students of the third year of vocational High School although the second and the third textbooks still need to be improved and revised.

Based on the previous research, the writer tries to analyze the textbook for Vocational High School Based on the 1999 curriculum focusing between the content of the textbook and the 2006 curriculum that includes the skills and communicative exercises available on the textbook.

## **B. Underlying Theories**

### **1. School Level-based Curriculum**

There is a lot of “curriculum” definition used in education. Nunan (1998:14) states that curriculum is usually used to refer a particular program of study. It refers to all aspects of planning and managing of education program. The existence of the curriculum is very important in education because it is a guide to the teaching-learning process conformed to the plan arrange before. While Olivia (1992) in Joko Susilo (2007:80) states that “curriculum” is that which is taught in school, is a set of subject, is content, is a program of studies, is a set of materials, is a course of study, is a sequence of courses, is a set of performance objective, is everything that goes on within the school, including extra class activities, guidance, and interpersonal relationships, is that which is taught both inside and outside of school directed by the school, is everything that is planned by school personal, is a series of experiences undergone by

learners in school and is that which an individual learner experiences as a result of schooling.

In 2006, Indonesia implements the School Level-based Curriculum. It is a curriculum which gives a chance for every school to develop this curriculum according to the school potency in each area. Bambang Sudibyo (2006) in Joko Susilo (2007:95) states that in the school level-based curriculum there is just little change in the new curriculum or it is called 2006 curriculum, which it is arranged based of standard content and standard competence. So in this curriculum focuses on the certain competence in the implementation of each school. It means that the learning process and the purpose of this curriculum or standard competence.

Bambang Suhendro (2006) in Joko Susilo (2007:94) states that curriculum the 2006 is a result creation of teacher in every school based on standard competence. It means that in school level-based curriculum the role of teacher is more important because they have to certain the lesson plan by the teacher which must accord to the school need and school condition in each area. In this curriculum, the teacher in every school gets change to develop this curriculum and the student as subject in the teaching-learning process, so the student expected to be able to have a series of a certain competency.

Dealing with Balitbang (2004: 5-19) the writer attempts to resume the elaboration about this curriculum as follows:

a. Rationale

Language has a central role in intellectual, social and student's emotional development. It is a current key to get successful learning of all subject matter. Based on the function of the language, a language curriculum also provides students to reach the competency that makes the students able to reflect their idea and their feeling, and understand the various language phenomena.

b. Standard of Material Competence

1) Listening

Students are able to percept various nuance of meaning (interpersonal, ideational, textual) in the oral text which has communicative goal, structural text, and certain linguistics features.

2) Speaking

Students are able to express various nuance of meaning (interpersonal, ideational, textual) in the oral text which has communicative goal, structural text, and certain linguistics features.

3) Reading

Students are able to understand various nuance of meaning (interpersonal, ideational, textual) in the oral text which has communicative goal, structural text, and certain linguistics features.

4) Writing

Students are able to express various nuance of meaning (interpersonal, ideational, textual) in the oral text which has communicative goal, structural text, and certain linguistics features.

c. Standard of English Competency for Senior High School

By mastering vocabulary and grammatical target language with provided themes, students are expected to be able to:

1) Understand interpersonal and transactional meaning in the form of daily communication and other texts as recount, narative and procedure

2) Express interpersonal and transactional meaning in daily corversation both casual and monolog for communicative goals, especially for narative texts and recount

3) Understand functional meaning in simple written text of narative, recount and procedure

4) Write short paragraph in a correct spelling and functional for expressing interpersonal, ideal and textual meaning in the form of naration, recount and procedure.

#### d. Syllabus

School Level-based Curriculum has syllabus that consists of standard competence and basic competence. In addition every teacher in each school must design the indicator of curriculum by themselves. Syllabus will guide the teacher to plan the learning process in the classroom, and in this curriculum the students just only as the subject in learning-teaching process.

In this curriculum, here are some indicators relating to the language skills. It is used to measure the student's achievement forward the target competence, which has to be achieved in a certain time for each level.

School Level-based Curriculum expects the first year students of Senior High School especially on first semester to be able to master the language skill, such as:

##### 1) Listening

There are seventeen indicators suggested by School Level-based Curriculum of English in listening skill. Here, the students are expected to be able to :

- a) Respond correctly the speech on transactional and interpersonal meaning in the form of introducing
- b) Respond correctly the speech on transactional and interpersonal meaning in the form of greeting
- c) Respond correctly the speech on transactional and interpersonal meaning in the form of separating.
- d) Respond correctly the speech on transactional and interpersonal meaning in the form of accepting invitation



- e) Respond correctly the speech on transactional and interpersonal meaning in the form of accepting the offer
  - f) Respond correctly the speech on transactional and interpersonal meaning in the form of accepting the promise
  - g) Respond correctly the speech on transactional and interpersonal meaning in the form of cancel the promise
  - h) Respond correctly the speech on transactional and interpersonal meaning in the form of expressing feeling
  - i) Respond correctly the speech on transactional and interpersonal meaning in the form of giving attention
  - j) Respond correctly the speech on transactional and interpersonal meaning in the form of showing sympathy
  - k) Respond correctly the speech on transactional and interpersonal meaning in the form of giving instruction
  - l) Respond correctly the speech on functional meaning in the short and simple meaning in the form of giving information
  - m) Respond correctly the speech on functional meaning in the short and simple meaning in the form of advertisement
  - n) Respond correctly the speech on functional meaning in the form of invitation
  - o) Respond or react correctly the speech on monologue discourse in the form of recount
  - p) Respond or react correctly the speech on monologue discourse in the form of narrative
  - q) Respond or react correctly the speech on monologue discourse in the form of procedure.
- 2) Speaking

There are seventeen indicators suggested by School Level-based Curriculum of English in speaking skill. Here, the students are expected to be able to :

- a) Do many oral speeches on the oral transactional and interpersonal discourse in the form of introducing.

- b) Do many oral speeches on the oral transactional and interpersonal discourse in the form of greeting
  - c) Do many oral speeches on the oral transactional and interpersonal discourse in the form of separating
  - d) Do many oral speeches on the oral transactional and interpersonal discourse in the form of accepting invitation
  - e) Do many oral speeches on the oral transactional and interpersonal discourse in the form of accepting the offer
  - f) Do many oral speeches on the oral transactional and interpersonal discourse in the form of accepting the promise
  - g) Do many oral speeches on the oral transactional and interpersonal discourse in the form of canceling the promise
  - h) Do many oral speeches on the oral transactional and interpersonal discourse in the form of expressing feeling
  - i) Do many oral speeches on the oral transactional and interpersonal discourse in the form of giving attention
  - j) Do many oral speeches on the oral transactional and interpersonal discourse in the form of showing sympathy
  - k) Do many oral speeches on the oral transactional and interpersonal discourse in the form of giving instruction
  - l) Do many oral speeches on the oral transactional and interpersonal discourse in the form of giving information
  - m) Do many oral speeches on the oral transactional and interpersonal discourse in the form of advertisement
  - n) Do many oral speeches on the oral transactional and interpersonal discourse in the form of invitation
  - o) Do monologue in the form of recount
  - p) Do monologue in the form of narrative
  - q) Do monologue in the form of procedure
- 3) Reading

There are six kinds of indicators suggested by School Level-based Curriculum of English in

reading skill. Here, the students are expected to be able to :

- a) Respond correctly the written text on functional meaning in the form of giving information
  - b) Respond correctly the written text on functional meaning in the form of advertisement
  - c) Respond correctly the written text on functional meaning in the form of invitation
  - d) Identify rhetorical steps interpersonal in the recount discourse.
  - e) Identify rhetorical steps interpersonal in the narrative discourse.
  - f) Identify rhetorical steps interpersonal in the procedure discourse.
- 4) Writing

There are six kinds of indicators suggested by School Level-based Curriculum of English in writing skill. Here, the students are expected to be able to :

- a) Write the kinds of text in the form of narrative
- b) Write the kinds of text in the form of recount
- c) Write the kinds of text in the form of procedure
- d) Write short paragraph in a correct spelling and functional for expressing interpersonal and textual meaning in the form of notice text
- e) Write short paragraph in a correct spelling and functional for expressing interpersonal and textual meaning in the form of advertisement text.
- f) Write the kinds of text in the form of invitation

In the School Level-based Curriculum, the students are also expected to be able to master how to identify and how to make such kind of texts as follows:

## 1) Narrative

It is a text to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kinds which in turn find a resolution. It has five generic structures.

- a) Orientation  
Sets the scene and introduces the participants
- b) Evaluation  
A stepping back to evaluate the plight
- c) Complication  
The crisis arises
- d) Resolution  
The crisis is resolved, for better or for worse
- e) Reorientation  
Closure

## 2) Recount

It is a text to retell events for purpose of informing on entertaining. For this texts there are generic structures divided into:

- a) Orientation  
Provides the setting and introduces participants
- b) Events  
Tell what happened, in what sequence
- c) Reorientation  
Closure of events

## 3) Procedure

It is a text to give instruction how the way to do something and it has purpose to give some direction to the other to do something. For this texts there are generic structures divided into:

- a) Goal/aim  
It is a title of how to do something or how to make something
- b) Material  
It mentions what are the materials that need in making something or to do something. Not of all text procedure needs material
- c) Steps  
It explains how the way to do something that through steps one by one.

(Balitbang, 2003:71-75)

## 2. Communicative Exercises

In the School Level-based Curriculum, the existence of communicative exercises is very important. It helps not only the teacher to teach English communicatively but also the students to practice their communicative competence with their friends and teacher. Besides, it can be used as the instrument to build the language skills competence. Therefore, it becomes a way to help both of students and teacher to apply the communication process in the classroom. The following are some theories of communicative exercises proposed by Nunan (1998:119), Freeman (1986:129), and Brumfit and Johnson (1997:201), those are:

### a. The Information Gap Principle

The purpose of communication is to bridge the information gap. Providing information to some and withholding it from others is one several ways to create information gap. For example the students are asked to give information each other, providing incomplete plans and diagrams which student has to complete by asking for the information (Brumfit and Johnson, 1997: 201).

### b. Jigsaw Principle

This principle allows the students to be both procedurs and receivers in the communication. For example the students listen to the taped materials and then communicate the content to others in the classroom (Brumfit and Johnson, 1997: 201).

### c. Information Transfer Principle

This principle requires the ability to understand and convey information content. For example the students are asked to exchange the next information into the table or diagram (Brumfit and Johnson, 1997: 201).

### d. Problem Solving Principle

This principle requires communicative task sequenced around problem situation with a little thought, problem situation and scenarios be developed which do allows learners to rehearse “real words” language. For example the students are split into three groups: each group listen to an incomplete description of

a family; students recombine and have to complete a family which picture from a number of alternatives represents the family, etc (Nunan, 1998:119).

e. Games or Relaxes Principle

Games have certain features in common with real communicative events. In this principle, the speaker receives immediate feed back from the listeners on whether or not they have successfully communicated. Having students work in small groups maximizes the amount of communicative practice they have received (Freeman, 1986:129).

### 3. English Textbook

a. Function of Textbook

The implementation of School Level-based Curriculum in teaching English also considers the use of English textbook. The function of English textbook is very important.

Buchingham (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 a textbook is arranged by an expert in certain studies as a learning material used at schools and universities to support the teaching program.

According to Grene and Petty (1971) in Tarigan (1993:17) the functions of text book as follows:

- 1) To express a taught and modern view of lesson and also demonstrate its applicability in the teaching materials
- 2) To present various, readable subject matter which is suitable with the students need and interest, as source of the learning program to make real condition, just like in the student real life.
- 3) To provide an arranged, gradual source in the functional skills of communication

- 4) To present together with the supplementary books the teaching methods and materials to motivated the students to learn.
- 5) To provide an evaluation and remedial teaching program suitable and useful for both teachers and students
- 6) To present exercise and practical tasks

b. Textbook Design

1) Criteria of Good Textbook

According to Nurhadi (2004: 213-214) the general principles that provided the basis for an English textbook which has a base of School Level-based Curriculum are:

- a) Readiness
- b) Motivation
- c) Student's participant
- d) The usage of interesting instruments
- e) Lognitive Social Interaction
- f) Real Assessment
- g) Life Skill
- h) Relating with Environment
- i) Direct Experience
- j) Cooperative

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:

- a) The textbook must be interested and attractive toward the learners, so they will be interested in using textbooks
- b) The textbook must be able to motivate the learners
- c) The certain of textbook must be illustrative
- d) The textbook should consider the linguistic aspect. So, it will be suitable with the learners' ability
- e) The certain of textbook must be related to the other branch of science

- f) The textbook must stimulate the personal activity of the learners
- g) The certain of textbook must be clear in written to avoid the children to be confused in using textbook
- h) The textbook must have the clear point of view because it will be the learners point of view
- i) The textbook must be able to give the balance and emphasized on the value of the learners
- j) The textbook must be able to respect to the differences of the individual.

## 2) Good Design of Textbook

Good textbook is the textbook that provides discovery activities and practicing, the language of the textbook should be acceptable, understandable, and communicative. Besides, it should be supported by some pictures, table, illustration, directions to the reader.

According to Nurhadi (2004: 215) the content of textbook not only consists of the materials that have to be read by the students, but also the learning scenario. The textbook minimalyze consists of:

- a) Standard of competency that will be achieved along with it's indicator
- b) Introduction about the importance of mastering the competency in the real context
- c) Materials that support the achievement of competency
- d) Some activities that should be done by the students
- e) Evaluating the activities and the achievement of standard competency
- f) The product resulted



### c. Textbook Evaluation

Textbook evaluation however can only be done by considering something in relation to its purpose. Hutchinson and Waters (1994:96) states that evaluation is a matter of judging the fitness of something for a particular purpose. It is basically a matching process matching needs to available solution. If this matching is to be done as objectively as possible, it is best to look at the needs and solution separately. A book maybe ideal in one situation because it matches the needs of that situation perfectly. It has just the right amount of material for the program, it is easy to teach, it can be used with little preparation by inexperienced teachers, and it has an equal coverage of grammar and the four skills (listening, speaking, reading and writing).

Cunningsworth (1995:10) proposes 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 uses (present or future) which learners will make of the language. Textbook should be chosen that will help equip students to use language effectively for their own purposes
- 3) They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method".
- 4) They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

### C. Theoretical Framework

School Level-based Curriculum is the curriculum that focuses on the certain competence. According to Bambang Sudibyo 2006 Curriculum is the curriculum that develops the Competency-based Curriculum and it is arranged based of standard content and standard competence. In 2006 curriculum every teacher have to develop the lesson plan by themselves but they are still consistent with syllabus.

In the School Level-based Curriculum there are language skills that will be developed. There are consist of seventeen indicators suggested by School Level-based Curriculum of English in listening and speaking skill. Then they are six indicators suggested by School Level-based Curriculum of English in reading and writing skill.

To build the language skill, the existence of communicative exercises is important because it gives support to the teacher and student to practice their communicative competence, in communicative exercises that include five theories proposed by Nunan, Freeman, Brumfit and Johnson. First, the information GAP principle; it has purpose to give information to the others. Second, Jigsaw principle, in this principle hopes there are feedback between sender and receiver according to the procedurs. Third, information transfer principle; it requires the ability to understand and convey the information content. Then problem solving principle; this principle can give solution to solve the problem and it can be done by discussion or making a group. The last is games or relaxes principle; it gives some games and expected can make the students relaxed.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of the Study**

Related to the problem of this research, the writer uses qualitative research with descriptive method as the proper method. The Descriptive research is the research to clarify or explain the phenomenon (Suharsini Arikunto, 1996:29). This research is non hypothesis research. It collects data, analyzes them and draws a conclusion based on the data only, without taking general conclusion. Donald (1982:415) states that descriptive method is used to obtain information concerning the current status of the phenomenon. The type of descriptive research is documentary analysis.

#### **B. Object of the Study**

The object of this study is an English textbook for the first year of Senior High School on first semester based on the School Level-based Curriculum, "English on Star Idola, SMA BOOK X", written by Arie Wijayanti, and published by Penerbit "PUTRA KERTONATAN". The focuses of this study are the language skills and communicative exercises.

#### **C. Data and Source of the Data**

The data of this research are the language skills and the communicative exercises available on the English textbook.

In this research the writer analyzes “English on Star Idola”, SMA BOOK X”, an English textbook for the first year student of Senior High School written by Arie Wijayanti, and published by Penerbit “PUTRA KERTONATAN” used as the source of the data.

#### **D. Method of Collecting Data**

In this step, the writer uses a documentary analysis as the method of collecting data. The data are taken from the “English on Star Idola”, SMA BOOK X” an English textbook for the first year of Senior High School written by Arie Wijayanti, and published by Penerbit “PUTRA KERTONATAN”.

#### **E. Technique for Analyzing Data**

An analyzing data of “English on Star Idola, SMA Book X”, the writer used the following procedures:

1. Finding out the kinds of skill and communicative exercises provided in the textbook
2. Classifying the kinds of skill available on the textbook based on the school level-based curriculum and the kinds of communicative exercises
3. Analyzing the data. In analyzing the data the writer uses the abbreviation

like this : U.../ESI/P

Notes :

U : Unit

ESI : The title of textbook analyzed (English Star Idola)

P : Page

4. Counting and adding the skills and communicative exercises developed in the textbook
5. Giving the percentage to the total of the skills and communicative exercises developed in the textbook
6. Judging whether the skills and communicative exercises developed in the textbook appropriate or not with the indicators suggested by the school level-based curriculum
7. Drawing conclusions based on the result of analysis and giving some suggestions.

In giving the percentage, the writer used the theory from walizer that is edited by Sadiman (1993: 96) as follows.

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

Notes:

P : the percentage

f : the frequency

N : the sum of the frequency

To analyze the content of the book, the writer uses the theories of Hutchinson and Waters (1994:96-97) as follows :

1. Defining Criteria

In this step, the writer uses the School Level-based Curriculum to judge the material of the textbook.

2. Subjective Analysis

In this second step, the writer makes list of the four skills and the communicative exercises suggested by the school level-based curriculum

3. Objective Analysis

In this step, the writer makes a list of how the materials of the textbook develop the skills suggested by the school level-based curriculum.

4. Matching

In the last step, the writer gives the score based on how the measurement, which have been made before based on the school level-based curriculum.

Before taking the steps above, the writer has to know the skills that must be taught in language learning. Based on the 2006 curriculum, there are four language skills, namely listening, speaking, reading, and writing. Moreover, the curriculum also emphasizes the application of communicative exercises in the classroom.

In the School Level based Curriculum, each language skill has its own indicators. In listening skill, there are seventeen indicators, in

speaking skill there are seventeen indicators, in reading skill there are six indicators, and in writing skill there are six indicators. So, the total number of indicator that should be developed in the English textbook is forty four indicators.

The writer also uses “Criterion Referenced Evaluation” as proposed by Nurgiyantoro (2001:399) to count the how far the textbook develops the skills of language skills that should be developed based on the School Level-based Curriculum, as presented below:

Table 1. Criterion Referenced Evaluation

Interal Percentage	Quality
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Fairly good
21% - 40%	Bad
0% - 20%	Very bad

Source : Penilaian Dalam Pengajaran Bahasa dan Sastra, Book Three (2001)

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter tells the analysis of data based on the problems of study stated in the first chapter. In the language skills analysis, the writer uses the School Level-based Curriculum Principles stated by Joko Susilo (2007) and Communicative Theories stated by Nunan (1997), Freeman (1986), and Brumfit and Johnson (1997). This chapter is divided into two categories of discussion, namely: 1) Analysis of the language skills and communicative exercises and 2) Discussion of the findings.

#### A. Research Finding

##### 1. Language Skills

There are four kinds of skill suggested by the School Level-based Curriculum of English, namely: listening, speaking, reading, and writing skills. Each skill consists of some indicators suggested by the curriculum as stated in the second chapter. There are many indicators of language skills developed in the “English Star Idola, SMA Book X”. The indicators developed in the English textbook, would be shown in each skill.

##### a. Listening

In this skill, the students are expected to be able to understand the transactional discourse and conversation that pointed to the various nuance of meaning (interpersonal or oral



monologue) particularly in the form of narrative, recount and procedure.

The indicators of listening skill are suggested by the School Level-based Curriculum which are developed in the textbook are as follows:

- 1) Reacting or responding correctly to the speech on interpersonal respond.

The following are some samples of material and interpersonal response that indicate the behavior toward an issue or information:

a. Introducing yourself and someone else

UI/ ESI/ P. 14

A : Who is that boy over there?

B : That is Mr. Hadi's son.

A : And who is that girl over there?

B : That's Mr. Hadi's daughter

A : What's her name?

B : Okay then, let me introduce you to my new friend.

A : So they are your new friends, aren't they?

B : Yes, they are. They have just moved in. They are Hasan and Ani.

A : Are you familiar with those names?

B : Well, I remember them now. Mr. Hadi once told me  
about them.

A : And there they are. Let's see them now.

Analysis:

By saying **“Let me introduce you to my new friend”**, it means that B will introduce their new friend to others. After listening to the conversation above, the student are expected to understand the utterances in introducing yourself or someone else and the students can use this utterance to introduce themselves in real conversation.

b. Greeting someone and separating

UI/ ESI/ P. 4

Gunawan : Hi, Andi. How are you?

Andi : Hi, Gunawan. I'm very well, thank you.

And what about you?

Gunawan : Very fine, thanks. Do you want to buy  
something?

Andi : Yes, I do. I want to buy a new school bag.  
Mine is too old, I think. How about you?

Gunawan : I want to buy new shoes.

Andi : Well, Gunawan, I'm sorry I have to go  
now. See you later.

Gunawan : Okay. Goodbye.

Analysis:

Based on the sample of conversation above, we can see that in using expressions to greet and give the response we can use **Hello** and we can say **Good morning** to greet someone so they will give response **Good morning** too and other. In conversation above we can see that Gunawan says “Hi, Andi. How are you,” to greet Andi then Andi give respons and he answers “Hi, Gunawan. I’m very well, thank you” and etc. it means that this conversation happens in a shoes shop where Andi and Gunawan visited and they want to greet other. After listening this conversation above, the students are expected to use this utterance to greet someone and give the response to other.

In the last conversation we can find some separating utterances like **see you later** and then **goodbye**. This utterances can be used when we want to stop our conversation with other.

c. Accepting Invitation and Invitation

U2/ ESI/ P.3

Aning : Hi, Diah. Do you have time this afternoon?

Diah : Nothing. What’s up?

Aning : I’m planning to see a basket ball competition in  
GOR Bhinneka.

Do you want to go with me?

Diah : Sure. What time?

Aning : Three o’clock.

Analysis:

In the conversation above, Diah can receive Aning's invitation because when Aning offers Diah to see a basket ball competition in GOR Bhinneka Diah responds to Aning's invitation by saying "**Sure**". What time?" so, after listening to the above conversation, the students can learn about the utterances in accepting invitation or accepting offering from someone.

d. Giving information and expression of surprise

U2/ ESI/ P. 31

Anang : Andi! I have a good news

Andi : What news?

Anang : You know our friend, Dito wins the tennis

Competitioan

Andi : Oh, really?

Anang : Yes. If you don't believe, phone her now and say  
congratulations.

Andi : Okay. Thanks for the news.

Analysis:

Based on the sample of conversation above, it can be seen that in giving information, Anang says to Andi that he has good news about his friend Dito who wins the tennis competition and after Andi heard this news from Anang unconsciously he was surprised and to express his surprise he uses **Oh, really**. After listening to the sample, the students are

expected to use the utterances in giving information and expression of surprise to the other.

e. Asking for Advice

U3/ ESI/ P. 52

Bunga : Hi, Dea. What are you doing?

Dea : I'm repairing my computer.

Bunga : Can you do that yourself?

Dea : I'm not sure. But, I'll try.

Bunga : No, I think it's better for you to call a computer service nearby. You know to repair a computer, you need knowledge, skill, and experience. If you don't, your computer will be more broken.

Dea : Okay. Thanks for you suggestion

Analysis:

The conversation above, shows that Bunga gives advice to Dea to repairs her computer and to bring her computer to the computer service so her computer will be better than before. The utterance in this conversation used by Bunga is advising someone not to do something like **“No, I think it's better for you to call a computer service nearby”**. From some examples of asking for advice the students are expected to use the utterance in the real conversation.

f. Giving Instruction

U3/ ESI/ P. 51

A : Please, don't disturb me. I am very busy doing my  
homework!

B : Ok!

Analysis:

From the conversation above, we can see that in giving instruction, the speaker uses negative imperative which is shown by the utterance of “**don't disturb me**”. The students can practice the utterance in reality conversation especially to give an instruction.

2) Reacting or responding correctly the speech on functional meaning in the form of advertisement

U2/ ESI/ P. 33

Listen to the advertisement carefully!

## Tapescript

Good morning ladies and gentlemen.....

Today's advertisement is full of attractive offer. One of the is that there is a house sale. The location of the building in on Jalan A. Yani, the central of business in this town. It is sold \$ 650. If you interested in it, please contact to (021) 5463788.

Analysis:

The sample of advertisement above is about a house sale. The location of the advertisement is strategic because it is near to the central business in this town, and it is sold \$ 650. The function of this advertisement is to attract every body to buy a house sale and when they

are interested in it, they can contact to (021) 5463788. After the students know how to make a good advertisement, the students are expected to make a good advertisement in real world.

- 3) Reacting or responding correctly the speech on monologue discourse in the form of recount

Recount is a text to retell events for purpose of informing or entertaining. The following is the sample of material that supports the indicator:

U2/ ESI/ P. 33

Listen to the story then retell it in front of the class!

Tapescrpt

Well students... I have an interesting story... Em... em... listen to me carefully!

Once upon time there lived a man with his wife and three sons in a country town. They came from different tribes. The husband was an Aboriginal Australian named John and John really loved "Kang Guru" and had a pair of them. Because of his love for these animal, he gave each of his children the first name "Kang". The first child was called Kang Jaka, the second was Kang Fredy and the last was Kang Kung. Kang Kung was thin, his body was curved and if he ran he floated in the air. Sometimes his friends called him "Kang kung tumis" because kangkung is the name of vegetable which is thin and slim. Maybe that's why his father called him Kang Kung.

Analysis:

The text above is the kind of recount text because from the text, we know that it is the real event and here the speaker retells his story. In retelling his story, he introduces the participants and it is an interesting story. After the students know about this story, they are asked to tell the story in front of the class.

- 4) Reacting or responding correctly the speech on monologue discourse in the form of narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deals with problematic events which lead to a crisis or turning point of some kinds which in town find a resolution. The following is the sample of material that supports the indicator:

U2/ ESI/ P. 39

This is a narrative story.

Keong Emas

Once upon time, there was a king of the Antah Berantah Kingdom wishes Dewi Sekartaji become his wife. To do so, he kidnapped her. Fortunately, the God Narada Saved Dewi Sekartaji by changing her into a golden snail: Keong Emas. The God told Keong Emas to drift along the river in order to find her husband, Panji Asmoro.

One day a poor old widow, Mbok Rondo Dadapan, who always fished along the river, found the golden snail and took place in Mbok Rondo's life.

Coming back from her daily fishing, she would find delicious dishes on the table and the house cleaned. She wondered who had been so nice to take care of her house and to do the cooking. When this went on for several days, she could not resist the



temptation to find out who the mysterious kind person was. So, one day, instead of fishing, she peeped through a hole in the wall of her house.

To her amazement she saw a beautiful princess coming out of the jar and starting to clean the house and preparing a meal.

The next day, the same happened. Without wasting any time Mbok Rondo rushed into the house and smashed the jar. "Nome less" Dewi Sekartaji could not turn back into a snail. She was then adopted by Mbok Rondo.

Meanwhile, Raden Panji Asmoro Bangun, searching for his wife, wandered from one village to another, finally reaching Dadapan where he found his beloved.

Filled with happiness and love, they went back to their Kingdom, taking along good Mbok Rondo.

State whether the statement is true or not!

1. \_\_\_\_\_ Dewi Sekartaji was Panji Asmoro Bangun's wife.
2. \_\_\_\_\_ A King would kidnap Panji Asmoro Bangun.
3. \_\_\_\_\_ Panji Asmoro Bangun, changed Dewi Sekartaji into a golden snail.
4. \_\_\_\_\_ Panji Asmoro Bangun found a golden snail in a river.
5. \_\_\_\_\_ Dewi Sekartaji was adopted by Mbok Rondo Dadapan to be her daughter.

Analysis:

Based on the text above, especially in listening to narrative text the students are expected to listen carefully and then they can understand about this story. After they understand, they do some exercises which consist of five questions that will be answered by the students.

- 5) Reacting or responding correctly the speech on monologue discourse in the form of procedure.

Procedure is a text to give instruction how to do something and it has purpose to give some directions to do something or to make something. The following is the sample of material that supports the indicator:

U3/ ESI/ P. 68

#### How to Make Juice

1. Decide what juice you want to make. Obtain a quantity of the required fruit or vegetables.
2. Get your juicer ready. Make sure everything is clean and assembled.
3. Wash the fruit or veg. peel and destone if necessary.
4. Chop into pieces which will fit into the juice
5. Cut up enough fruit or veg for 2 minutes juicing (This is a time limit dictated by your juice)
6. Ensure juice collecting receptacle in place
7. Juice according to instructions
8. Dismantle and clean juice whilst sipping juice

#### Analysis:

In listening to material above the students are asked to listen carefully about the procedure of how to make juice. There are eight instructions to make a juice. The procedure in the text is ordered from step one till the last step. After the students listen to the procedure carefully, they are able to make a juice in real world.

## b. Speaking

In this skill, the students are expected to be able to utter the meaning that is related to the transactional discourse and the conversation that pointed to the various nuances of meaning (interpersonal and/ or oral monologue) particularly in the form of narrative, recount and procedure.

The indicators of speaking skill suggested by the School Level-based Curriculum which are developed in the textbook are as follows:

1. Doing many oral speeches on the transactional/ interpersonal available on the textbook:

- a) Introducing and Separating

U1/ ESI/ P. 3

Well, good morning everybody. This is my turn to introduce myself. My name is Agus Hermawanto and somebody call me Arif. I was from SMP N 1. You know... there are Adi there, then Wati, Dewi and Iwan are my friends when we were in SMP. Now, we are again in the same class in SMA. And... my hobby is English, so I think we can practice our speaking English together later. Okay, I think that's all, thank you very much and have a nice class in SMA. Bye.

Analysis:

The text above is about introducing me. The speaker is Agus Hermawanto and his nick name is Arif. In introducing himself he mentions his name, then he tells about his experience, and he tells others about his hobby. Besides, in the text above there is a separating utterance which is in

the last text. So after introducing himself and tells about his story, in the last time he does not forget to say good bye to his friend. After the students understand about the utterance used by them to introduce themselves, they can practice directly in the real conversation. Actually it can be used by someone when they meet others for the first time.

b) Inviting and accepting invitation

U1/ ESI/ P. 28

Read the dialogues and practice the dialogues in front of the class!

Aning : Hi, Diah. Do you have time this afternoon?

Diah : Nothing. What's up?

Aning : I'm planning to see a basked ball competition in GOR Bhinneka. Do you want to go with me?

Diah : Sure. What time?

Aning : three o'clock.

Analysis:

The piece of conversation above, tells that Aning invites Diah to see a basket ball competition, and then Diah accepts her invitation by saying **surely**. So, she agrees to see a basket ball competition with Aning. In order to achieve the indication in speaking skill, the students are asked to practice the dialog model with their friends and in different topic.

c) Greeting someone

U1/ ESI/ P. 6

Didi : Ben, have you met Ani? Ani, this is Ben.

Beni : Hi, Ani I'm glad to see you

Ani : The pleasure is all mine.

Analysis:

Based on the sample of material above, we know that Didi introduces his friend to Beni, his friend is Ani. Then Beni says Hi, Ani. I'm glad to see you. So Beni uses greeting utterance to greet Ani. After we know about the conversation of greeting the students are expected to practice the dialog in real conversation and they are able to use the utterance directly.

d) Giving information and expressing surprise

U2/ ESI/ P. 28

Anang : Andi! I have a good news?

Andi : What news?

Anang : You know...our friend, Tuti wins the badminton competition.Andi : Oh, really?

Anang : Yes. If you don't believe, phone her now and say congratulations.

Andi : Okay. Thanks for the news.

Analysis:

Based on the conversation above, there is a dialog between Anang and Andi. Andi gives information to the Anang that his friend Tuti wins the badminton competition and Andi was surprising after hearing the news then he answers **“Oh, really”**? So, he almost does not believe that his friend wins the badminton competition. After learning the sample of the dialog, the students are asked to practice the expression of giving information and expressing surprise with their friends in the classroom or on the real communication in order to achieve the indicator of speaking skill.

e) Giving attention

U3/ ESI/ P. 53

Doctor : How do you feel?

Patient : Well...Em...my body is aching, especially on the  
joints.

Doctor : Let me see. Hmm...it seems you have a  
rheumatism.

Patient : I beg your pardon?

Doctor : Do you always take a bath in the evening?

Patient : Yes, I do. I usually take a bath at six or seven in  
the evening.

Doctor : You should not to do that

Analysis:

The sample of conversation above, shows that to give attention to the others can be say “**You should not do that**” when someone wants to do something that in real world they do not need to do that. According to the conversation above shows that there is a doctor who forbids his patient to take a bath at six or seven in the evening because he predicts that his patient has a rheumatism, so he says ‘**You should not do that**’. After learning the conversation the students are expected to use the utterances in real communication.

f) Showing sympathy

Tina is taken to the hospital. The doctor has just examined her. Tina’s mother keeps waiting for the doctor’s explanation.

Mrs. Irfan : Good evening, Doctor. Would you please tell me now what happens to our daughter?

Doctor : Don’t worry. Hmm...well...there’s no much I can tell. We need more intensive checking to know precisely what’s the matter with Tina. My first diagnose, based on the symptoms as you know,...er...I am afraid...  
 hmm...she gets danguge fever.

Mrs. Irfan : Oh, my God

Doctor : Everything will be okay. She is in the right hand now.

Analysis:

In the conversation above shows that to show sympathy the doctor said “**Everything will be okay**” it means he tries to make Mrs. Irfan feel comfort and patient. After learning the conversation the students are asked to practice the conversation to use the utterance of showing sympathy in real communication with other.

g) Giving Instruction

U3/ ESI/ P. 51

Complete the sentences using your own words!

1. Please, open your...!
2. Don't close...!
3. Tell the boys to...

Analysis:

Based on the conversation above shows that in giving instruction can order to the other to do something and they will understand when they know the instruction before. According to the statement above there are some utterances of giving instruction they are expected to use the utterance in real communication.

## 2. Doing monologue in the form of recount

The following is the sample of material that supports the students in achieving the indicator:

U1/ ESI/ P. 19

Read the text then share!

Do you wish to have an educational machine? It would really give you a lot of fun. The kind of machine would give you answers to any question of yours and give you questions to answer.

Suppose you want to know the inventor of the telephone, printing machine, or the highest mountain in the world and so forth. You can exercise yourself by answering his questions. You need time to think of the answer, of course. Meanwhile 2 XL can cheer you up with his jokes and



songs. On the other hand, if you do not answer, 2 XL will snore. He gets bored waiting for you.

All the questions in 2 XL are mostly programmed on cassette tapes. Those questions are usually in the form of objective tests. 2 XL will say, “Congratulations and that’s right” for your correct answers to his questions. If wrong, he will tell you the right answers and say, “Better luck next time”.

The 2 XL can also tell you jokes, riddles and sing songs. So, simply choose any of which you want to listen to. And, what do you have to do next? You just have to buy the cassettes. Nevertheless, one big questions remains. Can the machine really replace another aspect such as moral training, too?

The machine can be fun. That is all right. Even so, can it help us a lot in our learning problems? Particularly, when the problems are more psychological rather than intellectual.

#### Analysis:

The text above is kind of recount text because there are some characteristics of recount that give information to the other and it’s included as article. After the students read the text above then they are asked to share with their friend. When sharing our idea, can uses the following expressions like **in my opinion...**, **to my mind...**, in **addition...**and etc. So, the students are expected to use the utterance in real communication.

#### 3. Doing monologue in the form of narrative

The following is the sample of material that supports the students in achieving the indicator:

U2/ ESI/ P. 44

Read the story. Retell it to your friends!

### Friendly Fairy

Once there was a witch that was tired of being a witch. “Why do I have to be a mean old witch?” she thought. “Why can’t I be something nice??? Like a FAIRY!”

So the witch tried to cook up the magical stew that would turn her into a fairy...but she forgot the magical ingredients! What should the witch add to the stew? She added slippery nails and said the magic words.

“Instead a witch that’s mean and SCARY...” “...I want to be a friendly FAIRY! The witch became a canary”. “No!” said the witch. “I don’t want to be a CANARY!” “I want to be a FAIRY!” The witch must be missing something from her stew. What should she add? She added lizard legs and said the magic words. “Instead of a witch that’s mean and SCARY...” “...I want to be a friendly FAIRY!”

Then, the witch became a secretary. “No! I don’t want to be a secretary!” “I want to be a FAIRY!!” The witch must still be missing something from her stew. What should she add? She added slimming stones and said the magic words.

“Instead of a witch that’s mean and SCARY...” “...I want to be a friendly FAIRY!” Then, the witch became hairy. “No! “said the witch. I don’t want to be hairy.” “I want to be a FAIRY!!”

Just then, the witch knows that was wrong. She forgot most magical word of all...PLEASE!!! So the witch said the magical words...”Instead of a witch that’s mean and SCARY...” “...PLEASE make me a friendly FAIRY!” And the witch became a friendly FAIRY!

### Analysis:

In the speaking material above the students are asked to retell the story to their friend. The text above is in the form of narrative. To

retell the story, the students should support it by the clear spelling and intonation to interest the audiences' attention

#### 4. Doing monologue in the form of procedure

The following is the sample of material that supports the students in achieving the indicator:

U3/ ESI/ P. 69

These are procedure texts. Study the texts carefully! Then retell orally in front of the class!

#### Banana Bread

½ cup shortening 1 cup sugar 2 eggs 3 bananas, mashed 2 cups flour ½cup wheat germ 1 teaspoon baking soda ¼ teaspoon salt.

Preheat oven to 350 degrees. Cream shortening, sugar, and eggs. Add mashed bananas and mix well. Blend in other ingredients. Pour into a greased loaf pan. Bake for about 45 minutes.

#### Analysis:

The procedure above shows how to make banana bread and there are some procedures to make banana bread including the ingredients and how to cook it. After the students understand the procedure of making banana bread according to each steps, the students are expected to implement the procedure in real world.

#### c. Reading

In this skill, the students are expected to be able to understand the nuance of meaning and the steps of rhetorical development in the written text, particularly in the form of recount, narrative and procedure.

The indicators of reading skill suggested by the School Level-based Curriculum which are developed in the textbook are as follows:

1) Identifying ideational meaning in the text of poem.

The following is the sample of material that supports the indicator:

U3/ ESI/ P. 57

Read the poem and then choose a, b, c, d or e for the correct answer!

Mother's love is a pillow, soft and light.

It will warm you on the coldest night when you fall sick or feel any pain.

She'll stay by you till you're really well again.

Father's love is a wall, steady and strong.

Lean on it and you'll never go wrong.

He may be tired from working all day.

But he buys lots of food and toys with his pay.

Brother's love is a mango tree.

Giving you shade and fruit for free.

He is brave and strong, smart and tricky.

When he's around, you need fear no bully.

Sister's love is a loud kettle.

Full of noises, shrieks and bubbles.

Though she is busy with all her books.

She still fusses over your clothes and looks.

Choose the correct answer!

1. Mother's love is like a pillow because it...
  - a. Will stay by you
  - b. Is close by you
  - c. Will stop your pain
  - d. Is tender and warm
  - e. Is coldest at night
2. When a father has money he usually...
  - a. Feels very tired
  - b. Buys a lot of food
  - c. Gets his paid
  - d. Works hard all day
  - e. Doesn't work
3. Which phrase shows that a brother is protective?
  - a. "fruit for free"
  - b. "smart and tricky"
  - c. "brave and strong"
  - d. "need fear no bully"
  - e. "a mango tree"
4. In what way is a sister's love like a kettle?
  - a. It is busy.

- b. It is noisy.
  - c. It is fussy.
  - d. It is caring.
  - e. It is a loud.
5. From the poem, we can see that...
- a. The writer thinks his family is funny
  - b. The writer's family is a loving family
  - c. The writer loves his mother the most
  - d. Family members must care for each other
  - e. Family members are very funny

Analysis:

Based on the text of poem above, we can analyze the poem and the meaning of the. There are some exercises that must be done by students after they read the text. The students are expected to be able to identify the kinds of poem and it can become an exercise to develop their imagination.

- 2) Identifying rhetorical steps (interpersonal) in the recount discourse. The following is the sample of material that supports the indicator:

U1/ESI/P. 17

Read the text then choose a, b, c, d, or e for the correct answer!

After graduating from a vocational school you can deepen your skill in a university. In a university there are many faculties that one of them meets your skill. A faculty of technique for example, is a

faculty where students from vocational school majoring in electricity, machinery and building can deepen the skill. There are also faculties of economics in which students from a vocational school majoring in economics in general and many other faculties that you can choose.

You should consider whether your faculty education would lead you to the kind job you want. You should be able to reach your goal, that is, to finish your education in time, according to your plan. By doing so, you will save time, money, and energy.

If you plan to work, you also have to try to find a job which fits or which is suitable for you interests, hobbies, and you're physical strength. You should also consider how much money or salary you will get and whether it will enable you to live well or not. What basic training or skill is required for that job? Will you improve or make progress if you work there? In short, you have to work where your heart is in your job, or where you are happy in it. That is the key to your success.

1. The first paragraph of the text is talking about...
  - a. The majority of general school
  - b. The faculty in a university
  - c. The differences between general school and vocational school
  - d. There is a vocational school in a university
  - e. Some skills in a vocational school
2. The word to depend on the first sentence of the first paragraph means...
  - a. To find a job
  - b. To go on the study
  - c. To enter the faculty
  - d. To study more detail
  - e. To graduate from school

3. We need to finish our study on time because...
  - a. It requires good job
  - b. We need to improve our skills
  - c. We have to plan everything first
  - d. This will save time, money, and energy
  - e. This will give us some opportunities to choose good faculty in a university
4. The key to your success in your job is when...
  - a. You are lazy to go to work
  - b. Your heart is in your job
  - c. Your boss like you
  - d. You get good salary
  - e. You are diligent
5. When you choose a faculty in a university, you should fit that to...
  - a. The job you want
  - b. The money you have
  - c. The prestige it has
  - d. The amount of the students
  - e. The will of your parents

Analysis:

Based on the exercise above, after reading the text, the students are expected to be able to answer some questions above to achieve the indicator of reading skill.



- 3) Identifying rhetorical steps (interpersonal) steps in the narrative discourse. The following is the sample of material that supports the indicator:

U2/ ESI/ P. 37

#### The Three Pigs

Once upon a time there were three big pigs...who ate...and ate...and ate. One day it rained and the pigs got wet. So they each decided to build a house.

The next day, the first pig looked around to see what he could build his house with. He decided to build... "Pizza boxes!" So the first pig built a house out of pizza boxer!

The second pig looked around to see what he could build his house with. He decided to build a...donate box house. So the second pig built his house out of donate boxer!

The third pig was the smartest. He decided to build his house out of strong bricks.

All 3 pigs were in their house when a big bad wolf came along.

"Little pig, little pig, let me in!" said the wolf.

"Not by the hair on my chinny chin-chin!" said the pig.

"Then, I'll just have to blow your house in!" The house was broken. The pig was too big to run away, so he had to roll away. Then the wolf came to the second house.

"Little pig, little pig, let me in!" said the wolf.

"Not by the hair on my chinny chin-chin!" said the pig.

"I'll just have to tackle your house in!" the house was broken too. The two pigs were too big to run away, so they had to roll away. Then the wolf came to the third house.

"Little pig, little pig, let me in!" said the wolf.

“Not by the hair on my chinny chin-  
chin!” said the pig.

“Then I’ll just have to???” The wolf  
was not sure what to do.

He knew the house was too strong to  
knock down. So he decided to dig under the  
house. The wolf began to dig under the  
house. He tried to saw through the floor. One of the pig  
felt down the wolf. The wolf never bothered the  
pigs again!!!

Read the story of the three pigs above once again, and then find  
the meaning of the words below!

- |                    |                      |
|--------------------|----------------------|
| 1. Pig: _____      | 7. Wolf: _____       |
| 2. To build: _____ | 8. Chinny: _____     |
| 3. Box: _____      | 9. To blow: _____    |
| 4. Smartest: _____ | 10. Rool away: _____ |
| 5. Brick: _____    | 11. To tackle: _____ |
| 6. To dig: _____   | 12. To saw: _____    |

Analysis:

The text above is the narrative text. The title is **The Three Pigs** and it consists of five paragraphs. The first and second paragraphs are orientation then the third and fourth paragraphs are called complication and the last paragraph is resolution or ending. After reading the narrative text above the students are asked to read the story once again then they will really understand above the story. In second steps the students are asked to find the meaning of the words that they do not understand before and they can use their dictionary to find the difficult word.

- 4) Identifying rhetorical steps (interpersonal) in the procedure discourse. The following is the sample of material that supports the indicator:

U3/ ESI/ P. 68

#### How to Make Bread

How to prepare Bread dough (same as pizza dough):

1. Prepare the dough by mixing together (also with the aid of a bread a machine)
2. I and A ½cup of warm water
3. I and A ¼tea spoon of salt
4. I and A ¼tea spoon of yeast
5. 3 cups of flower

Wait about 2 hours to rise and you have your bread dough

At this point do NOT use the electric machine to cook the bread

Since I assume most of us do not have a wood firebrick oven in the house. The next best thing is the use of a pizza stone in a normal oven. I have my pizza stone for over 10 years and I use it to make nice crusty breads (bread does not cook well in a bread machine). Remove the bread dough from the machine. Roll it up in some flower and shape it any way you like. Cook it in the oven until done (cooking time Depends on thickness of the bread-cooking average is 25 minutes at 450 F).

#### Analysis:

Based on the procedure text above, the readers know how to make bread from how to prepare the ingredient till how to make it. After the students read the procedure above, they will understand about it. The students are expected to be able to implicate how to make bread and how to arrange procedure text.

**d. Writing**

In this skill, the students are expected to be able to express the nuance of meaning with the correct steps of rhetorical development in the written text, particularly in the form of recount, narrative and procedure.

The indicators of writing skill suggested by the School Level-based Curriculum developed in the textbook are as follows:

**1) Writing Recount Texts**

The samples of material that support the indicator are as follow:

U1/ ESI/ P. 23

Write your experience when you were a SMP student. Write what you think it is the most interesting experience. Look at the example.

**My Experience**

World Youth International's program offered me the chance to spend two months in USA with a host family in San Diego California, as well as a two week adventure program travelling to different places with a group of other Australian exchange students. This meant I got to travel, experience living with an American family, attend school, have a Californian winter and Celebrate Christmas and New Years Eve with my host family, without having to be away from home for too long.

Family life was an interesting aspect of my trip. Each of us had different families and different experiences. I stayed with a local judge and his grandchildren who were 17, 15 and 13

years old. The house was always busy with friends, cousins and family coming to visit.

Being so close to the Mexican border. San Diego has a Mexican influence. My family had Mexican heritage, which meant I got to experience both Mexican and American cultures. Christmas dinner was a combination of American and Mexican town and an enjoyable experience.

The adventure program was one of the highlights of my trip. Throwing together a group of Australian for two week was to be undoubtedly interesting. However, it couldn't have been better. We got along like old friends, compromised, laughed a lot and our personalities complemented each other. We were so comfortable together and became great friends. There were no major conflicts or problems.

On our trip we visited so many amazing places. In Los Angeles we stayed at Venice Beach, saw Hollywood, Universal Studios, and the fabulous roller coasters at Magic Mountain. Our next stop was sequoia to see the redwood trees but it snowed instead which was very exciting for an Aussie coastal girl! Arizona's Grand Canyon and small town Sedona were next on our wish list and these huge mountainous rocks were absolutely stunning. Next we decided to change our plans and head for San Francisco to see the Golden Gate Bridge, Alcatraz, Fisherman's Wharf and the famous trans. On our way home we stopped at Hearst's Castle and Tijuana in Mexico. Both were interesting and different. It was an amazing two weeks.

The cultural exchange has encouraged me in so many ways: increased my independence, developing relationships and communicating with people from other cultures, made me appreciate everyone and everything at home, as well as offering me an individual and unforgettable experience of life in USA.

With thanks

Rachael

Analysis:

Based on the text above, the readers know that there is a recount text which has characteristic to retell their real experience to the other. After reading the text above the students are asked to write their experience when they were a SMP student. The students are expected to be able to write the recount text by their own word.

## 2) Writing narrative texts

The samples of material that support the indicator are as follow:

U2/ ESI/ P. 42

Complete the story with the words in the box!

A grasshopper (1) \_\_\_\_\_ the summer hopping about in the sun and singing to his heart's content. One day, an ant (2) \_\_\_\_\_ hurrying by looking very hot and weary. "Why are you working on such a lovely day?" said the grasshopper. "I'm collecting food for the winter," said the ant, "and I (3) \_\_\_\_\_ you to do the same." \_\_\_\_\_ And off she went, helping the other ants to (4) \_\_\_\_\_ food to their store. The grasshopper carried on hoping and singing. When winter (5) \_\_\_\_\_ the ground was covered with snow. The grasshopper (6) \_\_\_\_\_ no food and (7) \_\_\_\_\_ hungry. So he went to the ants and (8) \_\_\_\_\_ for food. "What did you (9) \_\_\_\_\_ all summer when we were working to collect our food?" said one of the ants. "I was busy hopping and singing," said the grasshopper. "Well," said the ant, "if you (10) \_\_\_\_\_ and (11) \_\_\_\_\_ all summer, and do no work, then you must (12) \_\_\_\_\_ in the winter."

a. Carry	e. Starve	i. Hop
b. Spent	f. Was	j. Asked
c. Had	g. Sing	k. Went
d. Came	h. Suggest	l. Do

Analysis:

To support the indicator, the students are expected to be able to write the narrative text, the textbook provides material which can help them in achieving the indicator. Here, the students are trained to make narrative text. In the sample above, the students are asked to complete the story by using the words in the box available on the upper part of the text.

## 3) Writing Procedure text

U2/ ESI/ P. 69

## How to Make Apple Bread

3 cups flour 2 cups sugar 2 eggs 2 teaspoons vanilla  
1 ¼ cups oil 2 apples, chopped 1 teaspoon salt 1  
teaspoon baking soda.

Preheat oven to 300 degrees. In a large bowl, mix together all ingredients until well blended. Pour batter into 2 greased loaf pans. Bake for about 1 hour.

Analysis:

Based on the procedure text above, the text shows to make apple bread. The text is procedure text because shows the aim the way to make apple bread then it tells about the materials that are needed to make it. After the students understand the procedure text they are asked to find the other of procedure text then write it in the portfolio task.

**2. Communicative Exercises**

In the School Level-based Curriculum, the existence of communicative exercise is very important. It helps not only the teacher to teach English communicatively but also the students to practice their

communicative competence with their friend and teacher. Besides, it can be used as the instrument to build the language skills competence.

The following is some of communicative exercises proposed by the experts of communicative teaching that are available on the “English Star Idola, SMA Book X”:

a. The Information Gap Principle

This principle requires a real communication. It happens if one knows something and tells another thing which the listener has not known yet. The sample below is one of the materials that supports the principle.

U3/ ESI/ P. 60

Listen and complete the text!

My name's Riko, Riko Wijaya. (1) \_\_\_\_\_. My father is a director in a company. He always works hard to fulfill our needs. I am proud of having a father like him. (2) \_\_\_\_\_. She like making cakes in her leisure time. The cakes she makes are always delicious. She is also good at sewing. (3) \_\_\_\_\_

(4) \_\_\_\_\_ Yes, right. He is Wiwin. As a University student, He always studies hard and discusses important matters with his friends.

Besides a sister, I also have an elder brother, Wisnu, and a younger one, Bagas. Wisnu studies at the same school as me, SMA N 2, but he is in the third grade. (5) \_\_\_\_\_. We always share things together. Bagas, the handsome boy, is still in the elementary school. (6) \_\_\_\_\_ I like him very much.

Analysis:

According to the characteristics of the information gap principle, the exercise above can be categorized as the information gap principle. In the exercise, the students are asked to complete the text by listening to the



information of others. Here the students are supported to develop their listening, speaking and writing skills.

b. Jigsaw Principle

This principle allows the students to be both procedures and receivers in the communication. The sample below is one of the materials that support the principle.

U3/ ESI/ P. 80

Fill in the blank with like or dislike!

1. Adis : Do you like the meal?  
Mirna: I \_\_\_\_\_ very much. You should invite me again.
2. Anis : Is there anything that you do not like  
Ari : Yeah, I \_\_\_\_\_ the noise
3. Johan : How was your weekend Tut?  
Budi : I went to the mountain. It was tiring but I really \_\_\_\_\_
4. Agung : Did you enjoy the concert last night?  
Kania : It was wonderful. I was really \_\_\_\_\_
5. Pita : Do not leave so soon, I'll show a nice place tomorrow.  
Vina : I am sorry, I \_\_\_\_\_ with the service.

Analysis:

In the exercise above, the students are asked to give questions to their friend. And then, their friend answers the question by using the words of like or dislike that are appropriate with the real situation. The principle can be used to train the students to develop their speaking, and writing skills.

c. Information Transfer Principle

This principle requires the ability to understand and convey information content. For example, the students are asked to change the next information into the table or diagram. The sample below is one of the topic materials that supports the principle.

U1/ ESI/ P. 10

Find words from the text which have the same meaning as these words then get the meaning in Indonesian!

Words	Words from the text	Meaning
1. Society in noble	_____	_____
2. Native language	_____	_____
3. Original in habitant	_____	_____
4. Introduction	_____	_____
5. Be made suitable for new use	_____	_____

Analysis:

In the exercise above, the students are trained to develop their reading and writing skills. There, they are asked to find the words from the text which have the same meaning as these words then they get the meaning in Indonesian after they have read the text. It is suitable with the characteristic of information transfer principle in which the students are asked to change the next information into the table or diagram.

d. Problem Solving Principle

This principle requires communicative task sequenced around problem situation. The following is the sample of topic materials that supports the principles.

U3/ ESI/ P. 59

Group discussions!

Discuss with your friends about the following topics. You may choose one of them.

1. A family takes a very important role in building children's behavior.
2. Children's role in supporting their family development.
3. The problem of single parent in setting up their family.
4. The problem of parents in taking care their children to their relationship.

During discussion, you use the following expressions to give your ideas to solve the problem, such as:

- In my opinion, that is...
- I think, it should be...
- That is a good idea, but in my opinion...
- I agree with the idea and I just add that...

Analysis:

In the communicative exercise above, the students are asked to express opinion or to solve the problem. In solving the problem, they should discuss it with their friends by using some useful expressions communicatively. Therefore, it is meaningful. This exercise can help the students to realize their knowledge in speaking and reading skills in the real communication.

After analyzing the “English on Star Idola, SMA Book X”, the writer finds that the total number for listening indicators which are developed in the textbook is thirteen (13) indicators out of 17 indicators, the total number for speaking indicators which are developed in the textbook is thirteen (13) indicators out of 17 indicators, while the total number for reading indicators which are developed in the textbook is four (4) indicators out of 6 indicators, and the total number for writing indicators which are developed in the textbook is three (3) indicators out of 6 indicators. So, the total number of indicators of all language skill is 33 indicators out of 46 indicators suggested by the School Level-based Curriculum at one semester of the first Senior High School.

In addition, the total number of communicative exercises which are developed in the textbook is four (4).

After counting and adding the indicators, the writer gives the percentage to judge whether “English on Star Idola”, SMA book X” is suitable with the School Level-based Curriculum or not. The writer uses Walizer’s formula in giving the percentage. While in judging whether the textbook is compatible with the curriculum or not, the writer uses Nurgiyantoro’s theory. Below the percentage of each skill of language skills presented in more detail.

Table 2

The Research Result of Skills Developed

No	Language skill	IDT	IDSLBC	percentage	Quality
1	Listening	13	17	$\frac{13}{17} \times 100\% = 76,47\%$	Good
2	Speaking	13	17	$\frac{13}{17} \times 100\% = 76,47\%$	Good
3	Reading	4	6	$\frac{4}{6} \times 100\% = 66,66\%$	Good
4	Writing	3	6	$\frac{3}{6} \times 100\% = 50\%$	Fairly good
	Total score	33	46	$\frac{33}{46} \times 100\% = 71,73\%$	Good

Notes :

IDT : Indicators Developed in the Textbook

IDSLBC : Indicators Demanded by the School Level-based Curriculum

In analyzing the communicative exercise which are developed in the textbook, the writer also uses the same formula:

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

Notes :

P : The percentage

f : Total number of communicative exercise in the textbook

N : Total number of communicative exercise suggested

Below the result percentage for communicative exercise is presented in more detail.

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

$$P = \frac{4}{5} \times 100\%$$

$$P = 80\%$$

It means that 80% of the communicative exercises developed according to Nurgiyantoro's percentage level, this percentage belongs to good category. It means that the textbook is good in developing the communicative exercises.

## B. Discussion of the Findings

Based on the research findings above, here the writer wants to discuss the finding dimensions of the skills and communicative exercises which are developed in the "English on Star Idola, SMA Book X" as follows:

### 1. Skills Developed

According to the syllabus at one semester of the first Senior High School, in the School Level-based Curriculum of English, there are forty six indicators related to the language skills that are used to measure the student's achievement toward the target competence, which have to be achieved in certain time for each level.

After analyzing the data of skills or activities available on the "English in Star Idola, SMA Book X" which are suitable with those in the School Level-based Curriculum, the writer finds that the textbook does not fulfill the forty six indicators yet. The result percentage for this point is 71,73%. It means that in developing the skills or activities, the textbook belongs to good categories and it shows that the textbook

is compatible with the School Level-based Curriculum. A good textbook is a textbook that provides discovery activities and practicing, the language of the textbook should be acceptable, understandable, and communicative. A good textbook is a textbook that can guide the teacher and students and give support in teaching learning process then it's appropriate with the lesson plan that remained in the School Level-based Curriculum and is appropriate with the each level of education. Based on the statement above the "English on Star Idola, SMA Book X" is not suitable with the criteria because there are forty six indicators of the total language skills suggested by the School Level-based Curriculum, but there are just thirty three indicators suggested by the textbook. So, the teacher of English especially the teacher of first year students of Senior High School should choose and use the other book which is much better than the textbook analyzed.

In her research findings, the writer finds that to achieve the indicator of 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 then 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 the students to be easier in making the dialog.

The textbook not only gives the stimuli for the speaking activities, but also for the reading activities. In stimulating students to train reading, the textbook provides some assignments of reading dealing with some examples. Besides, the textbook provides to practice in reading recount text, reading narrative and procedure text. Therefore, they can analyze the poem after they read the poem in front of the class.

## **2. Communicative Exercises**

For communicative exercises, there are five kinds of communicative exercises proposed by Nunan, Freeman, Brumfit and Johnson, namely the information gap principle, jigsaw principle, information transfer principle, problem solving principle, and games or relaxes principle.

In the writer's research finding, the writer finds that the activities developed in the material available in the "English on Star Idola, SMA Book X" are information gap principle, jigsaw principle, information transfer principle and problem solving principle. Therefore, the percentage for this aspect is 80%. It means that the quality of the textbook in developing the communicative exercises is good.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Dealing with the main problems of this research, the writer presents some conclusions based on her research findings as follows:

1. The textbook does not develop the skills or activities of language skills written in the indicator of the School Level-based Curriculum of English for the first year of student in Senior High School yet. The result of this study shows that the percentage for skill or activities developed in the English textbook is 71,73%. It means that the textbook is good in developing skills demanded by the School Level-based Curriculum or it is compatible with the curriculum. The skills or activities which are developed in the textbook.

2. Communicative Exercises Developed

There are four kinds of communicative exercises suggested by the experts of communicative language teaching used in the textbook, namely information gap principle, jigsaw principle, information transfer principle, and problem solving principle. The result of this study shows that the percentage of the communicative exercises is 80%. It means that the quality of the communicative exercises developed in the textbook is good.

## **B. Suggestions**

Based on the result of the English textbook analysis, the writer wants to give some suggestions to:

### **1. The Writer of the Textbook**

The writer hopes that the English textbook should provide more activities or skills that appropriate with the demand of School Level-based Curriculum of English. So, it can make the textbook more complete and attractive to be learned by the students.

### **2. The English Teacher of Senior High School**

In teaching-learning process, the English teacher should choose the best English textbooks that are based on the current curriculum. They are also expected to use not only one kind of textbook as the teaching materials in the teaching-learning process, but also the other materials or the other textbooks before they use them in their teaching, knowing that there is no single book that appropriate for any situation. Besides, the English teachers are suggested to be more creative to invite their students. Therefore, they can be more motivated to learn English not only as a receiver, but also as the producer. It will be more perfect if there is a good cooperation both of students and the teacher to add and to practice the other kinds of communicative exercises in the teaching-learning process in the classroom.

### 3. The Next Researcher

The next researcher may follow up this analysis by exploring the quality of each exercise provided after each material whether each material supports the students to achieve the intended competency stated in the curriculum.

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# APPENDIX