

**THE ANALYSIS OF THE *KURIKULUM 2013* – BASED ENGLISH
TEXTBOOK FOR THE TENTH YEAR HIGH SCHOOL**

THESIS

Submitted by:

MIFTAHUL JANNAH

The Student of English Department

Faculty of Education and Pedagogy

Reg. No. 231 324 290



**FACULTY OF EDUCATION AND PEDAGOGY
STATE ISLAMIC UNIVERSITY AR - RANIRY
DARUSSALAM - BANDA ACEH**

2017

THESIS

Submitted to Faculty of Education and Pedagogy UIN Ar-Raniry
Darussalam Banda Aceh as Partial Fulfilment
of Requirements for Sarjana Degree (S-1)
on Teacher Education

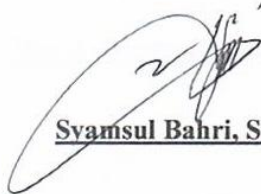
By :

MIFTAHUL JANNAH

The Student of English Department
Faculty of Education and Pedagogy
Reg No. 231 324 290

Approved by :

Main Supervisor,



Svamsul Bahri, S.Ag., MA TESOL

Co-Supervisor,



Drs. Lukmanul Hakim, MA

It has been defended in Sidang Munaqasyah in front of
The Council of Examiners for Working Paper and
has been accepted as a Partial Fulfillment of
the Requirements for Sarjana Degree (S-1)
on Teacher Education

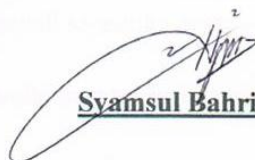
on:

Wednesday, August 7th, 2017 M
14 Dzulqo'dah 1438 H

Darussalam - Banda Aceh

The Council of Examiners:

Chair Person,


Syamsul Bahri, M.TESOL

Secretary,


Rivana Amelia, S. Pd

Member,


Drs. Lukmanul Hakim, MA

Member,


Dr. Jarjani, M.Sc., MA

Certified by:

✓ The Dean of Fakultas Tarbiyah dan Keguruan /
Universitas Islam Negeri Ar-Raniry



Dr. H. Muhibbarrahman, M. Ag
NIP: 197109082001121001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

JlnSyekhAbdurRaufKopelma Darussalam Banda Aceh
Email:pbi.ftk@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id/

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini :

Nama : Miftahul Jannah
NIM : 231324290
Tempat/Tgl. Lahir : Lhokseumawe/ 26 juni 1993
Alamat : Jl. Angsa Dsn. Suka Jaya Desa Batoh Kec. Lueng Bata
Judul Skripsi : THE ANALYSIS OF ENGLISH TEXTBOOK ENTITLED "BAHASA
INGGRIS" FOR THE TENTH YEAR HIGH SCHOOL BASED ON THE
2013 CURRICULUM

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 27 Juli 2017

Saya yang membuat surat pernyataan,



Miftahul Jannah

ACKNOWLEDGEMENT



On all my accomplishments, the first, I would like to say be altogether praised to The Almighty, Allah swt, The greatest Lord Who always gives me blessed life to live in this world, air to breathe, chance to try on, family to raise me up and lovely friends to share with. The second, I would like to extend endless prays to the most amazing man on earth namely, our honorable prophet Muhammad saw (peace be upon Him), who delivered the truth and directions to our life in the world and life after.

I would like to say many thanks for both of my highly-appreciated supervisors; Mr. Syamsul Bahri, S.Ag., MA TESOL and Mr. Drs. Lukmanul Hakim, MA for their efforts in providing materials, constructive critic, positive advices, , suggestions and supervisory supports, so that I could finish the thesis. I am extremely grateful to be supervised by them, if there is a word more honored than thank you very much, I will choose it to express my respects. Then, I greatly express thanks unaccountably to all my donors; especially to my mother and my father who have been entirely funding and supporting my thesis, who always fight the best for me. I also want to thank to my beloved brothers and sister; Zulkarnaini, Fakhrul Walidi, Fakhrina, and Al-Baihaqi. The deepest gratitude to my best friends who always stay by my side in happiness and sadness; Halimatun

Husna, Samsidar, Risva Hanum, Nur Salati, Wika Alhaq, Ula Riska, Inas Ghaldha, Syukrina, and all of my sisters and brothers at English Department.

Banda Aceh, July 27th, 2017

Miftahul Jannah

*Kami wasiatkan kepada manusia, terhadap bapaknya.
Ibunya mengandung (dengan 9 bulan menderita)
Kelemahan dan menceraikannya dari susuan, dalam 2 tahun,
(yaitu) berterima kasihlan padaKu,
Dan kepada ibu bapakmu,
KepadaKu engkau kembali.(Thaha : 114)*

*Tuntutlah ilmu, sesungguhnya menuntut ilmu adalah pendekatan diri pada Allah SWT,
Dan mengejarnya pada yang tak mengetahui adalah sadaqah. . .
Sesungguhnya ilmu pengetahuan menempatkan orangnya dalam kedudukan terhormat &
mulia (tinggi). Ilmu pengetahuan adalah keindahan bagi akhirnya di dunia & di akhirat
(Hadist Riwayat, Ar-Rabii)*

*Ayahanda Abdullah BA. yang sangat kuhormati,
Terima kasih tiada terhingga..
Tiap bahasa yang diucapkan bak puisi yang tak terlupakan,
Setiap limit waktu yang terlewatkan ingin kuhabiskan dalam
ukiran doa'Ku untukmu atas baktiku untuk semua pengorbananmu..
Tetesan peluh mu tak terbilang dengan jumlahnya,
Didikan mu bagai alunan syair pengobar semangat Ku,
Tiap perjalanan hidup dan pencarian jati diri ini begitu bermakna,
Senyuman dan keikhlasanmu membuatku smakin kuat..
Akhirnya hanya ini yang dapat kupersembahkan..*

*Ibunda tercinta Ardiani, S.Ag,
Begitu banyak pengorbanan yang belum balikan takkan terbalas,
Hanya tutur nurani mu yang selalu mengiringiku,
Tiap kata-katamu bangkitkan semangat juang Ku,
Hanya keberhasilan Ku yang engkau idamkan dan memberi mu kebanggaan,
Di gerbang kesuksesan Ku ini.
Kurasakan lembut tangan dan kehangatan cinta kasihmu membelaiKu. . .
Sungguh aku sangat menyayangimu.*

*For my beloved sisters..
Rehal Fitria and Rifqa Muharramah
Kebersamaan dan Keceriaan yang senantiasa hadir di antara kita adalah yang terbaik, you
are my everything.*

*To all my best friends; Azis, Rajabil, Qafrawi, D' Ul, Kerol, Amil, Ella and Dessy.. Terima
kasih atas semua bantuan dan keramahan kalian selama ini.*

*Semoga perjuangan Ku ini bukan akhir dari semua, dalam jiwa, raga & suratan yang kujalani,
kuharapkan semua berawal dan berakhir sebagaimana mestinya. Aminn...ya Rabb....*

Wassalam

Reza Maulana

CONTENTS

	Page
ACKNOWLEDGEMENT	i
TABLE OF CONTENTS	ii
LIST OF TABLES	vii
LIST OF APPENDICES	viii
DECLARATION OF ORIGINALITY	ix
ABSTRACT	x
CHAPTER I : INTRODUCTION	
A. Background of Study	1
B. Research Question	5
C. The Aim of Study	5
D. Significance of Study	6
E. Research Methodology	6
F. Data Analysis	7
G. Terminology	7
CHAPTER II : REVIEW OF LITERATURE	
A. English Textbook	11
1. Criteria of Good Textbook	13
2. The Integrated Language Skill	16
B. Analysis of Textbook	20
C. Curriculum	22
CHAPTER III : RESEARCH METHODOLOGY	
A. Research Design	25
B. Resources of Data	26
C. Data Collection	26
CHAPTER IV : DATA ANALYSIS AND DISCUSSION	
A. A Description on Curriculum 2013	28
B. A Description on “Bahasa Inggris” Textbook’s Content	31
C. The Analysis of Textbook Based on Curriculum 2013	33
D. Discussion	44
CHAPTER VI : CONCLUSION AND SUGGESTION	
A. Conclusion	46
B. Suggestion	47
BIBLIOGRAPHY	48
APPENDICES	
AUTOBIOGRAPHY	

LIST OF TABLES

Table:	page
4.1 The Conformity of the Basic Competences in the Textbook Chapter 1 to the Basic Competences in the Curriculum 2013	33
4.2 The Conformity of the Basic Competences in the Textbook Chapter 2 to the Basic Competences in the Curriculum 2013	34
4.3 The Conformity of the Basic Competences in the Textbook Chapter 3 to the Basic Competences in the Curriculum 2013	36
4.4 The Conformity of the Basic Competences in the Textbook Chapter 4 to the Basic Competences in the Curriculum 2013	37
4.5 The Conformity of the Basic Competences in the Textbook Chapter 5 to the Basic Competences in the Curriculum 2013	38
4.6 The Conformity of the Basic Competences in the Textbook Chapter 6-7 to the Basic Competences in the Curriculum 2013	39
4.7 The Conformity of the Basic Competences in the Textbook Chapter 8 to the Basic Competences in the Curriculum 2013	41
4.8 The Conformity of the Basic Competences in the Textbook Chapter 9 to the Basic Competences in the Curriculum 2013	42

LIST OF APPENDICES

Number

- I. The Letter of Guiding Thesis from the Dean of Education and Pedagogical Faculty
- II. Observation Checklist
- III. Curriculum Competences
- IV. Evaluation Checklist

ABSTRACT

Textbook is kind of curriculum products that therefore need to be relevant to the intentions of the implemented curriculum. However, it is commonplace to find that textbook reflect the curriculum. In Indonesia, *Kurikulum 2013* is currently implemented and the textbook *Bahasa Inggris* is used. Therefore, this study evaluated whether the English textbook reflects the curriculum competencies. To obtain the data, this research used document analysis method through which relevancy of the textbook contents to the curriculum can be uncovered. The checklist were used to gather the data. For instance, one of the competency base in 1.1 says: thank God for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning which is accommodated in the textbook. And some others are relevant, for instance in competency 3.3: drawing up oral and written text to speak and respond to the expression of attention (care), and drawing up oral and written text to speak and respond to winged praise (extended). However, the rest competencies are reflected in it. Thus, the teacher should add the extra materials which are relevant to the purposes of *Kurikulum 2013*.

CHAPTER I

INTRODUCTION

A. Background of study

In the global era, everything is demanded to make a change including curriculum. Curriculum always changes to keep its grade equal to that of the other country. Curriculum which is applied before the *Kurikulum 2013* was KTSP (Kurikulum Tingkat Satuan Pendidikan). The curriculum as a substitute for KBK (Kurikulum Berbasis Kompetensi). Then, *Kurikulum Tingkat Satuan Pendidikan* was replaced by the new curriculum and prepared in the implementation (Muzamiroh, 2013: 6). The latest curriculum developed by the government is the *Kurikulum 2013*.

Dyah (2014:1) states that the *Kurikulum 2013* has a scientific approach in the learning process. This scientific approach is a learning process that supports creativity. In the implementation of the *Kurikulum 2013*, teacher as one element in the success of the study should be able to understand the characteristics of the *Kurikulum 2013* and the principles in the implementation of the *Kurikulum 2013*.

The Ministry of Education and Culture of Indonesia has decided that Education in Indonesia must implement the *Kurikulum 2013*. Developing the previous curriculum, the *Kurikulum 2013* includes competency of attitude, knowledge, and skills integratedly (Rani, 2015: 1). Therefore, the design of curriculum is also changed from teacher-centered to student-centered. In the

learning process, the *Kurikulum 2013* adopts scientific approach that is designed to make students construct concepts and principles actively through some steps. The steps are observing, questioning, collecting information, associating, and communicating

Besides the curriculum, the textbook is also the most important tool in teaching and learning process. It is the material needed by the teachers and the students in teaching and learning process. Tomlinson (1998: xi) states that materials can be in the form of a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned, and also a textbook.

Many publishers try to provide textbooks in order to support teachers and students in teaching and learning process. But, not all textbooks published are suitable to the learners' need and have good qualities. Thus, the teachers need to be careful in selecting the textbook.

Although teachers are supposed to select the textbooks based on the comprehensive judgment to examine its' affective, they tend to choose the textbook without careful considerations. This is evident from the initial mini-survey conducted by the researcher that teachers prefer to use a certain textbook by considering certain aspects only as the availability on the schools' library, the commission give by the distributors, and the appearance of the textbooks. In fact, the preceding criteria do not portray the overall quality of textbooks. Besides, it

does not contribute to the teacher professional development with regard to the process of materials adaption in the classroom.

It is also found that teachers do not do any modifications to the textbooks they apply in teaching and learning process. It happens as they do not know what aspects needed to be improved or supplemented. Instead of doing some actions as simplifying texts, modifying tasks and developing supplementary materials, they choose to follow they textbooks systematically. In other words, they believe that the textbooks used in teaching learning process have been suitable for their contexts without examining the worthiness carefully.

Tarigan (1986, in Iin 2013: 4) defines that textbooks as the tools of study that are commonly used at schools and colleges to support a teaching program. Tarigan (1986) in Iin (2013: 4) also argues that textbooks are books which are designed to be used in the class accurately compiled and prepared by the experts of the field and compiled with appropriate teaching tool. From those definitions, we can conclude that textbooks are needed in teaching and learning process.

There have been some previous studies about the textbook analysis (e.g., “Lets’ Talk: An Analysis of The Textbook Relevancy to KTSP Curriculum” and “Teachers Perspective On the Textbook *When English Rings The Bell*”), and some of them found that in certain point, there are irrelevancies between the textbook and the goals of English teaching as included in the curriculum. Those findings are clearly proves that the textbook used by school as a teaching guideline has a

possibility to have the irrelevancy between the curriculum and the materials in the textbook itself.

As the first example, the research conducted by a graduate of Islamic State University Ar-Raniry of Banda Aceh has found that there are some speaking and listening indicators that are not covered in each unit of the textbook entitled “Let’s Talk”. For example, two indicators of basic competence 2.4 in Chapter 3; and two indicators of basic competence 2.3 in Chapter 6 (Muhammad Zacky, 2014). The second research is also conducted by the student of State Islamic University Ar-Raniry of Banda Aceh (Nanda, 2015). She was analyzed the textbook entitled “When English Rings The Bell” based on *Kurikulum 2013* and found that this textbook does not cover listening and reading skills .

The focus exists in the previous study also supports the researcher to conduct the research to answer the question. There are a lot of researches about textbook analysis of previous curriculum textbook such as a research conducted by the graduate of Islamic State University Ar-Raniry of Banda Aceh. The title is “Let’s Talk: An Analysis of TheTextbook Relevancy to KTSP Curriculum” (Muhammad Zacky, 2014). This descriptive qualitative research is conducted to evaluate the book in the point of major skills competence based on the 2006 English Standard Based Competence. The researcher take the major skill as the competence to be evaluated in the book because, in fact the book was made based on curriculum 2006 that still uses skill competence to divide the material in the book.

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

Based on the formulation of problems above, this writing is to analyze *Bahasa Inggris* textbooks which applied for the Tenth Year Students of Senior High School which published by Pusat Kurikulum dan Perbukuan.

B. Research Question

To guide this study, a researcher is necessary to formulate research question as followed: To what extent does the English textbook reflect the *Kurikulum 2013* competencies?

C. Research Aim

The aim of study is: To find out the degree extend to which English textbook reflect the competencies *Kurikulum 2013*.

D. Significance of study

This study is expected to give the information and input on using English textbook *Bahasa Inggris* for Senior High School. It is expected to give awareness on teachers that most of the materials of the textbook is not appropriate, so that they have to add some material of the syllabus that does not exist in the textbook or even skip some contents in the textbook that does not included in the syllabus of *Kurikulum 2013*. Furthermore, this research is also introduced to the writer and the editor of the textbook in order to give them input and guideline in the next English textbook which is more relevant to the *Kurikulum 2013*. Hopefully, the result of the research could contribute to the next book revision.

E. Terminology

There are some terms in this study that should be clarified in order to avoid misunderstanding about the variables related to this study. Those terms are:

1. Analysis

In oxford was written that analysis means study of something by examining its parts. Dyah (2014: 2) also argued that analysis is meant to gain the information as a decision making based from the information.

Textbook analysis is defined as the focusing study to decide the quality and study the features of a textbook. Many publishers try to provide textbooks in order to support teachers and students in teaching and learning procces. Not all

textbooks published are suitable with the learners' need and have good qualities. As Cunningsworth (1995: 5) emphasizes that no coursebook designed for a general market will be absolutely ideal for particular group of learners. That means textbook analysis is really needed to evaluate the textbook which has been published. Textbooks analysis will give evaluation and the publisher can create better edition. Cunningsworth (1995:10) also adds that there are four criteria for analysis textbook:

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

2. *Bahasa Inggris* Textbook

The English textbook *Bahasa Inggris* is an English textbook published by *Pusat Kurikulum dan Perbukuan, Balitbang*. This book is the 1st Edition that written by Utami Widiyati, Zuliati Rohmah and Furaidah in 2014. Learning English for secondary education class X presented in this book is to improve

language skills. This presentation is text-based learning approach, both oral and written, by placing English as a vehicle for communication. Understanding of the types, rules and context of the text is emphasized so that the learners capture the explicit and implicit meanings in a text. This Book is provided based on the themes and it is begun by showing the aims of studying each chapter based on the basic competencies. Each material is compiled based on scientific approach that consists some steps, observing and questioning, collecting information, associating, and communicating.

3. *Kurikulum 2013*

The latest curriculum developed by the government is the *Kurikulum 2013*. The teaching approach in the *Kurikulum 2013* must adopt Scientific Approach. Wahid in Dyah (2014: 4) elaborates that the teaching-learning process using Scientific Approach will mainly concern to improve three domains; they are affective, cognitive, and psychomotor. He explains that the implementation of Scientific Approach will be a challenge for the teacher through five developments of students' activities, those are: Observing, Questioning, Associating, Experimenting, and Networking. He asserts that those five learning processes are the activities to improve students' thinking ability to develop their curiosity.

CHAPTER II

LITERATURE REVIEW

In this literature review, there are some aspects related to this study would be discussed.

A. English Textbook

In teaching learning process, instructional material becomes an important part used to support the language instruction. Richards (2001: 251) points out that much language program in the world could not happen without the existence of commercial materials. Further, Tomlinson (1998: 2) argues that materials are primarily aimed at helping learners to improve their knowledge and providing them opportunities to experience language use.

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

Buckingham (1958) in Tarigan (1993:11) states that textbooks is a learning material that commonly used at schools and universities to support the teaching program. It means that an expert in certain studies as a learning material arranges

a textbook. According to Tarigan (1986:13), textbook is a good media and easily understood by the user in schools and colleges to receive teaching program.

Textbook is used as a main guideline in language teaching especially where the teacher is least capable to deliver the material, but the fact said that not all the textbook can reflect the materials well (Williams 1983). This situation also happens in Indonesia where the English classrooms are applied. Furthermore, the existence of the textbook also causes some questions. What the textbook actually is, what advantages and disadvantages of the textbook are, what is the important thing is in creating the textbook, what the important thing is in evaluating, and also, the most important is that what the relationship between the textbook and the curriculum actually is.

It is very helpful because it contains the material instruction for the teacher that also can support the students to learn by themselves whenever and wherever they want. The material instructions usually could be varied as the curriculum framework. It could be in form of oral or written text, sounds for listening in form of CD which is very practice to use.

Textbook generally is a book which contains some materials of certain subject to learn by the students in the school. It is used as a main component to deliver the material framework designed in the curriculum. They may deliver the foundation for the content of the lessons, the balance of skills taught and the types of language practice the students take part in. In other hand, the textbook may provide primarily to supplement teacher's instruction (Richards 2013).

According to Richards (2013), textbooks are used in different ways in language programs. For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercises for skills practice. A writing textbook might provide model compositions and a list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking textbook might provide passages for students to read and discuss. A listening textbook together with audiocassettes or CDs might serve as the primary listening input in a listening course.

Tomlinson (1998) in Agni (2014: 41) describes the tasks in textbooks as comprising the following contents: (1) Input, that is the information that the learners are supplied with. Input can be in a verbal form (e.g., a series of direction) or non-verbal (example: a diagram or a picture), (2) Procedures, that are the activities that the learners are to perform in order to accomplish the task, (3) Language activity, that is whether the learners engage in receptive language activity, listening or reading, or productive language activity, speaking or writing, or both, and (4) Outcomes, that is that the learners will have done on completion of the task. The outcome may be verbal such as performing a role-play or nonverbal such as drawing a diagram.

English textbook is an English book prepared for schools, colleges, in order to guide the students in learning English. In this research the English textbook analyzed is entitled “Bahasa Inggris” published by Pusat Kurikulum dan Perbukuan, Balitbang. *Bahasa Inggris* students’ English textbook, 1st Edition,

written by Utami Widiyati, Zuliati Rohmah and Furaidah in 2014 is the textbook that is analyzed and discussed in this research. This book consists of 9 chapters. Learning English for secondary education class X presented in this book is to improve language skills. This presentation is text-based learning approach, both oral and written purposes by placing English as a vehicle for communication. Understanding of the types, rules and context of the text is emphasized so that the learners capture both the explicit and implicit meanings in a text.

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

1. Criteria of Good Textbooks

To evaluate the textbooks, some criteria of good textbooks need to be understood. These criteria help the evaluator to make a textbook evaluation instrument which will be used to assess the aspects being evaluated. Riddell (2003: 100) proposes five criteria of good textbooks. First, textbook should be written by experienced teachers. Second, they should be appropriate to the students' level. Third, textbooks should be visually appealing and well laid-out. Fourth, they should contain thought provoking issue to challenge the students.

Finally, they should have varied and balanced language works, skill works, pronouncitaion, etc.

Byrd in Celce-Murcia (2001: 416) argues that textbooks should fit at least three components. These include the fit between curriculum and text, the fit between students and texts, the fit between teachers and texts. The first aspect, the fit between curriculum and texts, it means that in textbooks has to be considered the aspect of curriculum in the broader and smaller educational context. The next aspect is the fit between teachers and texts means that textbooks should contain for aspects, they are: meaningful content, usable examples, doable and varied tasks, and presentation of textbook. The last aspect is the fit between students and texts is related to four aspects; namely, interesting contents, appropriate examples, varied tasks, and presentation.

Cunningsworth (1995) stated that a good textbook should meet four criteria as follows:

- a) Textbook should correspond to learners' needs. They should match the aims of the language learning program. Therefore, the content of the material should correspond to what students need to learn, in term of language items, skills and communicative strategies.
- b) A good textbook is a textbook that can help to equip students to use language effectively for their own purposes. The textbook can achieve this aim by incorporating authentic materials, creating realistic situations, and encouranging learners to participate in activities which help them to develop their communicative skills and strategies. The

textbook should also attract students' motivation to become more independent in their learning and in their use of English. Therefore, they can learn faster and are able to use the language in real situations outside the classroom.

- c) A good textbook is a textbook that helps learn in a number of ways. The learning style that is adopted by textbook is not only one style but it embodies certain style and strategies. Thus, it allows students to use learning styles which suit them.
- d) Textbook should have a clear role as a support for learning. Like teachers, it is mediation between the target language and the learner. It facilitates students' learning not only in the classroom but also outside the classroom. It also provides exercises and activities and also explanations or examples to help students to understand how the language works.

Those four criteria above are only few criteria of good textbook. Other experts also gave their opinion about the good textbook. Two of them are Greene and Petty. Greene and Petty (1971) in Tarigan (1993:20-21) have made the way to arrange the textbook with 10 criteria. Good textbook have certain qualities, they are:

- 1) The textbook must be interesting and attractive toward the learners. So, they will be interested in using textbooks.
- 2) The textbook must be able to motivate the learners
- 3) The contents of textbook must be illustrative

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

In short, good textbooks should at least consider four aspects namely the curriculum, the students, the teachers, and the institutional aspects. These aspects need to be taken into account since the implementation of textbooks will involve those parties. Also, taking into consideration those aspects will maximize the contribution of textbooks in an instructional system. (Masyuhdi, 2015: 23)

2. The Integrated Language Skills

Textbooks normally cover all aspects related to the language skills being taught. The skills are presented in a unified form, as it performs the authentic use of

language. those mainly cover six areas namely listening, speaking, reading, writing, vocabulary, and grammar.

a. Listening

Cunningsworth (1995: 67) mentions that textbooks focus on listening in two ways namely as a general part of oral work and recorded passages for comprehension. The first type refers to the recording of everyday communication including dialogues and role play. This kind of recording might be difficult for students, as they should anticipate to the unpredictable responses. Further, as printed out by Cunningsworth, this part will be a difficult part faced by foreign language learners in everyday conversation.

The second type of listening type on textbooks includes therecorded of passage containing complex information. This is usually given following some reading passages which have some kind of activities including discussing and drawing conclusion from a passage. To help learners coping the challange of this activity, Cunningsworth suggest that some pre-listening tasks must be provided. Those help learners in making prediction of what they will listen and reduce the complexity of the text which will make it more comprehensible for them.

b. Speaking

In textbooks, speaking is presented in oral presentation, language practice, oral work, and role play (Cunningsworth, 1995: 69). These activities should give a balance between the acquisition on new language skills and the amount of practice. Also, some principles of pronunciation practice should be integrated in order to facilitate the learners to produce accurate spoken utterances. In terms of

the variation of speaking preparation. Cunningsworth claims that textbooks have different types. Some only provide topics to be discussed, whereas other give more detailed and structured situations and dialogues.

c. Reading

Reading activities are usually presented by texts or passages. This makes reading is relatively easy to be done, as it does not need additional media to support (Cunningsworth, 1995: 73). Although reading is regarded as an easy activity to be presented on the textbooks, there are many aspects that should be taken into account in selecting the texts. Those include the language is comprehensible, the content is accessible, the automatization process is promoted, the prediction strategy is employed, the text is interesting, and the various strategies are used (Ur, 1996: 188).

d. Writing

In general, writing activities in textbooks require the students to produce something based on the model given. The emphasis of this will be on the teaching writing skills, strategies, and processes in a sequential way (Ferris and Hedgecock, 2005: 129). This is realized through many types of activities presenting on textbooks. These consist of controlled, guided, and free writing activities such as filling the gaps, dictation, filling in forms, and free writing.

e. Vocabulary

Vocabulary activities on textbooks mainly aim to introduce new words in approximately 1000 (Cunningsworth, 1995: 38) to 2000 (Schmitt, 2000: 142) new words. Those activities are expected to not only promote the acquisition of new

words but also teach the strategies of vocabulary learning. This also includes encouraging students to be autonomous learners of vocabulary. Thus, textbooks should promote different strategies to handle new words.

As pointed out by Schmitt (2000: 146) good vocabulary tasks and activities should comprise of at least three principles. The first principle is adding new words into the old ones. Though vocabulary tasks introduce new words, the old ones should be maintained. The second principle deals with the teaching of underlying meaning of words. This will enable students to use words properly. The last principle is teaching word families rather than individual words. This strategy is aimed at raising students' awareness that words are interconnected and interrelated each others.

f. Grammar

The presentation of grammar skills on textbooks follows the current trends on teaching grammar. Nasaji and Fotos (2011: 1) characterize three phases of trends in grammar teaching. They include exclusive focus of grammar as a meaningful communication, and the emergence of balance between form and meaning. Quite recently, the focus of grammar teaching has shifted its attention towards combining both form and meaning which is aimed at introducing grammar in more communicative ways. This concept is commonly known as Focus on Form.

B. Analysis of Textbook

According to Dyah (2014: 2), analysis is meant to gain the information as a decision making based from the information. The information that is obtained by teacher can be chosen as the most suitable book for his/her students. There are two approaches in analysis the textbook; formative and summative. In formative evaluation, programs are typically assessed during their development or early implementation to provide information how best to revise and modify for improvement. In summative evaluation, programs are assessed at the end of an operating cycle.

There are various types in evaluating a textbook. Both of them are expert evaluation and self evaluation. In this research, the researcher is only used self evaluation to make it more specific in analyze.

Analysis is a matter of judging for a particular purpose. Cunningsworth (1995:10) states that there are four criteria for analysing a textbook:

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

- 4) They should have a clear role as a support for learning like teachers; they mediate between the target language and the learner.

Ur (1996: 185-186) also mentions some criteria for conducting textbook evaluation. The proposed criteria are flexible in the sense that it can be added by using the evaluators' own criteria. In the principle, the criteria consist of six main parts namely curriculum, graphic, tasks and topic, content, language, and skills.

Topic and tasks should be interesting and varied. The content criterion which becomes the main part of textbook involves clear instruction, systematic syllabus coverage, content organization, and periodic review. Authenticity of language is the next criterion that should be taken into account. Also, the skills aspect of the textbooks should include all four skills and pronunciation, grammar, as well as vocabulary. The complete criteria of Ur's framework is presented following:

- a) Objectives are explicitly lay out in an introduction, and implemented in the material
- b) Approach is educationally and socially acceptable to target community
- c) Clear attractive layout; print is easy to read
- d) Appropriate visual materials are available
- e) Interesting topics and tasks
- f) Varied topics and tasks, so as to provide for different learner levels, learning styles, interest, etc.
- g) Clear instruction
- h) Systematic coverage of syllabus

- i) Content is clearly organized and graded (sequenced by difficulty)
- j) Periodic review and test section
- k) Plenty of authentic language
- l) Good pronunciation explanation and practice
- m) Good vocabulary explanation and practice
- n) Good grammar presentation and practice
- o) Fluency practice in all four skills
- p) Encourages learners to develop own learning strategies and to become independent in their learning
- q) Adequate guidance for the teacher; not too heavy preparation load
- r) Audio cassttes
- s) Readily available locally

The explanation offered by her framework is not in a detailed manner. Textbook evaluator need to modify Ur's framework by adding a detailed explanation on each aspect.

C. Curriculum

Curriculum is a set of planning and setting of the objectives, contents, and the material of the teaching and learning process that is used as a guideline in realization of the teaching to achieve the goal of the certain education (UU No. 20 Th. 2003 Tentang Sistem Pendidikan Nasional).

Curriculum in Indonesia is developed by the Ministry of Education and Culture of Indonesia. As we know that the recent curriculum decided by the

ministry is the *Kurikulum 2013*. The *Kurikulum 2013* includes competency of attitude, knowledge, and skills integratedly. Therefore, the design of curriculum is also changed from teacher-centered to students-centered.

As Agni (2014: 20) said, The formulation of 2013 is based on the objectives of national education outlined in UU No. 20/2003 about education national system, particularly in article 3 Chapter II about the basis, function, and the objective of national education which states that “Education functions as developing individuals’ dignified skills, characters, and civilization in order to make intellectual generations and to develop learners’ potentials to be healthy, intellectual, skillful, creative, independent, democratic, and responsible individuals who believe in God and who possess noble characters.” It implies that education, its process, and its outcome is meant to develop learners to be fully functional persons who have skills and good characters and who are knowledgeable, aware of their potentials, and are able to implement their potentials and skills for the society’s and their own benefit.

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

Agni (2014: 22) also said that the nature of learning language in *Kurikulum 2013* is based on the cognitivist’s view, in which language learning will be meaningful for learners if the content of the lesson is related to their prior

knowledge and experience. Learning language must involve learners' gradual thinking skills, starting from knowing, comprehending, using, analyzing, synthesizing, and evaluating what they have learnt (cognitive aspect). In this view, language learning must facilitate learners to receive and perceive what they are learning, to organize, to comprehend them fully, and to implement them in their attitudes (affective aspect). In addition, learning language must involve learners' physical skills starting from receiving, concentrating, imitating, practicing, adapting the acquired skills to the real life situation that they are facing, and building the relatively new skill (psychomotor aspect).

In this research, the researcher fits between *Kurikulum 2013* competencies and textbook competencies by using checklist as the instrument. This research used summative approach and self evaluation program in evaluating this textbook.

CHAPTER III

RESEARCH METHODOLOGY

Concerning the methodology employed in this research, the writer would like to describe a brief description procedures in collecting the data in this chapter. In this study, *Bahasa Inggris* textbook was the main source of data. It was analyzed based on the curriculum issued in 2013 by the ministry of education and culture.

A. Research Design

This research was undertaken using a content analysis method. Content analysis is defined as a research methodology that employed a set of procedures to determine the quality of documents, discourses, or books (Moleong 2011). Moreover, Krippendorff (1980) asserted that content analysis will identify the interpretation of text, image, and other expression. Since this study scrutinized and analyzed a textbook as the main source of data, this research is categorized as the content analysis research.

Qualitative content analysis was used as a method in this research. Isaac (1987: 42) said that descriptive research means to describe systematically a situation or area of interest factually and accurately. In addition, Hadi (2004: 135) adds that qualitative means nothing is dealt with numbers.

The researcher used checklist in completing this method and use descriptive approach in interpreting the result. Numerous researchers in textbook evaluation agreed that checklist is a comprehensive tool to assess and analyze a textbook (Cunningsworth, 1995; McGrath, 2013; Williams, 1983).

B. Resource of Data

The primary data resource of this research was “*Bahasa Inggris*” textbooks, curriculum of 2013 English textbook applied for the First Year Students of Senior High School. This books was published by *Pusat Kurikulum dan Perbukuan*. This “Bahasa Inggris” English textbook is the 1st Edition which written by Utami Widiyati, Zuliati Rohmah and Furaidah in 2014 is the one that is analyzed and discussed in this research. It consists of 9 chapters.

Learning English for Senior High School class X presented in this book is to improve the ability in language. This presentation is text-based learning approach, both oral and written, by placing English as a vehicle for communication.

Understanding of the types, rules and context of the text is emphasized so that the learners capture the explicit and implicit meanings in a text.

A. Research Methodology

This study is a content analysis or document analysis which focusing in analysis of English textbook “Bahasa Inggris” which is applied for the Tenth Year

Students of Senior High School published by Pusat Kurikulum dan Perbukuan.

This analysis is based on *Kurikulum 2013* which cover the basic competence.

C. Data Collection

The instrument used to collect the data qualitatively in this research is checklist. The checklist presented in the present study could be considered as qualitative checklist often use open-ended question to elicit subjective information on the quality of course books.

The procedure of collecting data consisted of three steps. First, the textbook as a document to be analyzed was checked and analyzed. Second, the researcher overviewed the book to find out the result. Finally, the data of the textbook were collected using English Language Textbook Evaluative Checklist.

In collecting data, the writer finds material in English textbooks entitled “Bahasa Inggris” for the tenth year of Senior High School published by *Pusat Kurikulum dan Perbukuan Balitbang*. The followings are the ways to get the data:

1. Reading and understanding the contents of the English textbook then the *Kurikulum 2013*.
2. Comparing the contents of the English textbook with the *Kurikulum 2013*.
3. Collecting the materials in the English textbook that follow and do not follow the guideline of the *Kurikulum 2013*.
4. Analyzing the data which are found.
5. Drawing Conclusion.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter describes about the *Kurikulum 2013* in English, the textbook for X year Senior High School, the analysis of the textbook based on the *Kurikulum 2013* and the discussion.

A. A Description on *Kurikulum 2013*

Curriculum is a set of planning and setting of the objectives, contents, and the material of the teaching and learning process that is used as a guideline in realization of the teaching to achieve the goal of the certain education (UU No. 20 Th. 2003 Tentang Sistem Pendidikan Nasional).

Every country usually has each own standard of the curriculum because it is related to the development of the country itself. Besides, it also depends on the students' needs in each country. Since it depends on the students' needs the curriculum should always have the improvement from time to time. It is caused by the global changes that occur influence the needs of the learner. In case of English curriculum, there have been some changes or improvement of it in Indonesia. The changes are stated as follows: Old style, Grammar Translation Based Curriculum (1945), New Style, Audio Lingual Based Curriculum (1958), Revision, Audio Lingual Based Curriculum (1975), Structure Based Curriculum (1984), Communicative Based Curriculum (1994), Competency Based Curriculum

(2004), Unit Level in Education Curriculum (2006) and Integrated English Curriculum (2013). (Abu Darrin, 2014)

The most recent curriculum is *Kurikulum 2013* that has been launched in 2013. The English curriculum in it is no longer using skill as the point to divide the *competencies*. It is integrated and thematic. Furthermore, *Kurikulum 2013* has been launched by the ministry of education and culture of Indonesia in more than 6000 schools all around Indonesia.

The aim of *Kurikulum 2013* is to prepare Indonesian people to have the ability to live as individuals and citizens who have belief and should be productive, creative, innovative, affective and able to contribute to the life in the society, nation, state, and civilization of the world.

Teaching process in *Kurikulum 2013* applies a scientific approach, through some steps of the process: observing: the student read/watch/listen to the examples of texts that is being learned from many kind of sources, directly/ or using a recording that concerning to the social function, text structure, linguistic element or the delivery format or the writer; asking : through questions from the teacher, the students are asking many things based on the topic/ teaching material, such as social function, expression and text structure and etc; Making exploration/ experiment: by reading/watching/ listening the other examples of the text they learn; associating/analyzing : in an under control group work, the students are learning to mention the social function, expression and text structure, linguistic element, and the writing format of the type of text they learn. The feedback from

the teacher and students in every result of group work is delivered. The last is, communicating: by reading, listening, presenting/publishing/ speaking/reading the text they learn.

On the other hand, English curriculum 2006 is a unit level in education curriculum (KTSP). In this curriculum, each school in Indonesia has each own authority to develop the material based on the students' needs (Nahrowi, 2013). Furthermore, this curriculum is also concerned on the skills as the point to deliver the *competenciess* in English such as; listening, speaking, reading, and writing. It is completely different from that of the *Kurikulum 2013*. The government standardizes the curriculum as the same one for every school. It means that there is not any differences for every school in Indonesia, in fact, the condition of schools are different each other.

Furthermore, what does differentiate the previous textbook curriculum and the textbook of *Kurikulum 2013* especially in language teaching is the approach. The previous curriculum divide each skill *competenciess* in the material delivery, but, significantly different to that, the *Kurikulum 2013* use an integrated approach that divide the material into several theme. This is considered more effective in language teaching just like the idea of Oxford (2001) that stated, the integrated approach in foreign language teaching must focus on the integration of language elements like vocabulary, pronunciation and the structure that support the language skill (Abu Darrin 2014). Those two significance differences lead to the textbook construction difference.

The textbook of previous curriculum uses the skill in dividing the material in the textbook, they divide listening, speaking, reading, and writing in every material. For the example, descriptive text teaching that is delivered by listening to the descriptive text sound, descriptive speech, descriptive reading, and descriptive writing. Different to that, based on the *Kurikulum 2013* framework that has been explained above, the textbook of English *Kurikulum 2013* is constructed by referring to the basic *competencies* in the syllabus. It is constructed as an integrated language material that integrates all language skill such as listening, speaking, reading, and writing into one thematic material. For the example, the language teaching in the first grade of senior high school with the theme “Talking about self”. In this theme the material is given to lead the students to explore their language skill. By this theme, the teacher indirectly teaches listening, speaking, reading, and writing in the same time.

B. A Description on “Bahasa Inggris” Textbook’s Content

The textbook of *Kurikulum 2013* is no longer divided based on the skill *competencies*, but it is divided based on the theme as shown in the textbook of *Kurikulum 2013* published by Pusat Kurikulum dan Perbukuan entitled “Bahasa Inggris Untuk SMA/MA dan SMK/MAK Kelas X”.

Before discuss about the textbook content, the writer would like to describe the aim of the book as stated that in the third page about features of the textbook. The authorss states that the book is to improve their ability in language.

Bahasa Inggris for Senior High School class X consist of 9 units and each unit is stated the themes and every theme has forms and features of study. They are: Talking about self, complimenting and showing care, expressing intention, congratulation others, describing people, visiting ecotourism destination, visiting Niagara Falls, describing historical places, and giving announcement.

In every unit, the authors also provided the basic competencies for students to achieve in each chapter. In order to make it easy to analyze, it is necessary to apply the table that can be seen in appendix.

Generally, this textbook does not relevant to *Kurikulum 2013*. In *Kurikulum 2013*, thank God, attitude, moral and behavior are the most important things. But, it can't be seen from the material in this textbook.

Textbooks are important media of teaching-learning designed by experts of field to support teacher in providing material. Besides, textbooks help students to understand and study over again the materials explained. Using good textbooks will support a good teaching and learning process. Thus, textbooks are media in teaching learning activity in the classroom and teachers must choose a good textbook based on the learners' need. So that, only using this textbook in teaching learning process is does not enough.

C. The Analysis of Textbook Based on *Kurikulum 2013*

The results of this study are divided into two parts. The first is describing the conformity of the basic *competencies* in the textbook for the first grade of

senior high school entitled “Bahasa Inggris Untuk SMA/MA dan SMK/MAK Kelas X” to the Basic *competenciess* in the of *Kurikulum 2013*. The second is describing the strenghts and the weakness of the textbook.

The Conformity of the English Basic *competenciess* in the textbook to the English Basic *Competenciess* in the *Kurikulum 2013*

This part of the results aims to describe the conformity of the basic *competenciess* in the textbook for first grader of senior high school entitled “Bahasa Inggris Untuk SMA/MA dan SMK/MAK Kelas X” to the basic *competenciess* in *Kurikulum 2013*.

Table 4.1 The Conformity of the Basic *Competenciess* in the Textbook Chapter 1 to the Basic *Competenciess* in the *Kurikulum 2013*

No.	Basic <i>Competencies</i> in the Syllabus of <i>Kurikulum 2013</i>	Basic <i>Competenciess</i> in the textbook	Conformity
1.	1.1 Thank God for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	1. Using english in communicating about the exposure of identity with teachers and friends.	irrelevant
2.	2.1 Showing polite and caring behavior in carrying out interpersonal communication with teachers and friends.	2. Showing behavior, caring, and confident behavior in carrying out communication about the exposure of identity	relevant
3.	3.1 Analyze the social function, text structure, and linguistic elements of the exposure text of identity, according to the context of its use.	3. Identify the social function, text structure, and linguistic elements of the exposure text of identity.	irrelevant
4.	4.1 Develop simple oral and written texts, to explain, inquire, and respond to identity exposure, taking into account the social function, the structure of the text, and linguistic elements, correctly and in accordance with the context.	4. Responding to the meaning of the exposure text of oral and written identity. 5. Drawing simple oral and written text on the exposure of identity	relevant

As can be seen on the table 4.1 above, of four basic *competenciess*, there are two basic *competenciess* which are not relevant to what they are stated in *Kurikulum 2013*; they are the basic *competencies* 1.1 and the basic *competencies* 3.1. In *Kurikulum 2013*, the students are required to be grateful for the opportunity to learn English as a introduction of interpersonal communication that embodied in the spirit of learning. But this book does not provide as stated in the curriculum 2013. And in point 3.1, it's stated to analyze the text of presentation identity while in the textbook is stated that only to identification from the text of presentation identity.

Table 4.2 The Conformity of the Basic *Competenciess* in the Textbook Chapter 2 to the Basic *Competenciess* in the *Kurikulum 2013*

No.	Basic <i>Competencies</i> in the Syllabus of <i>Kurikulum 2013</i>	Basic <i>Competenciess</i> in the textbook	Conformity
1.	1.1 Thank God for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning. 2.1 Showing polite and caring behavior in carrying out interpersonal communication with teachers and friends. 2.2 Demonstrate honest, discipline, confident, and responsible behavior in carrying out transactional communication with teachers and friends.	1. Shows the seriousness of learning English in communicating about praise and attention with teachers and friends 2. Showing caring behavior, confident, and responsible behavior in communicating about praise and attention	relevant
2.	3.2. Analyze social functions, text structures, and language elements in the expression of winged (extended) and response, according to the context	3. Identify social functions, text structures and linguistic elements in expression of winged (extended) and	irrelevant

	of its use.	responses.	
3.	3.3. Analyzing the social function, text structure, and linguistic elements of the expression indicate attention (care), and its response, according to the context of its use.	4. Identify social functions, text structure, and linguistic elements in the expression of attention (care) and response.	irrelevant
4.	4.3. Drawing up oral and written texts to pronounce and respond to extended praise, taking into account the correct and contextual function of the social, textual, and linguistic elements.	5. Drawing up oral and written text to speak and respond to winged praise (extended).	relevant
5.	4.4. Drawing up oral and written text to recite and respond to the expression of attention (care), taking into account the social function, text structure, and linguistic elements, which are true and contextual.	6. Drawing up oral and written text to speak and respond to the expression of attention (care).	relevant

As can be seen on the table 4.2 above, of seven basic *competenciess*, there are two basic *competenciess* that are not relevant to what they are stated in *Kurikulum 2013*; they are the basic *competencies* 3.2 and the basic *competencies* 3.3. In point 3.2 asstated in *Kurikulum 2013*, the students are required to analysis the function of social, structure text in the praise expression. But this book does not provided as stated in curriculum 2013. And in point 3.2, it's stated to analyzed the text of praise expression while in the textbook is stated that only to identification from the text of praise expression.

Table 4.3 The Conformity of the Basic *Competenciess* in the Textbook Chapter 3 to the Basic *Competenciess* in the *Kurikulum 2013*

No.	Basic <i>Competencies</i> in the Syllabus of <i>Kurikulum 2013</i>	Basic <i>Competenciess</i> in the textbook	Conformity
1.	1.1 Thank God for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	1. Shows the seriousness of learning English in communicating with teachers and friends to state and ask the intention to perform an action.	irrelevant
2.	2.1 Showing polite and caring behavior in carrying out interpersonal communication with teachers and friends.	2. Shows the honest behavior, confidence and responsibility in carrying out the communication states and inquiring about intention to perform an action.	relevant
3.	3.4 Analyze the social function, text structure, and linguistic elements to state and inquire about the intention to perform an action / activity, in accordance with the context of its use.	3. Identify social functions, text structures, and linguistic elements to state and inquire about the intention to do something.	irrelevant
4.	4.5. Drawing up oral and written text to state and inquire about the intention to do something by taking into account the social function, text structure, and linguistic element, which is true and contextual	4. Drawing up oral and written text to state and ask about intent to do something	relevant

As can be seen on the table 4.3 above, of seven basic *competenciess*, there are two basic *competenciess* that are not relevant to what they are stated in *Kurikulum 2013*; they are the basic *competencies* 1.1 and the basic *competencies* 3.4. In point 1.1 as stated in *Kurikulum 2013*, the students are required to be grateful for the opportunity to learn English as a introduction of interpersonal communication that embodied in the spirit of learning. But this book does not provided as stated in curriculum 2013. But this book does not provided as stated in curriculum 2013. And in point 3.4, it's stated to analyzed the text of explainig and asking about

what to do while in the textbook is stated that only to identification from the text of explaining and asking about what to do.

Table 4.4 The Conformity of the Basic *Competenciess* in the Textbook Chapter 4 to the Basic *Competenciess* in the *Kurikulum 2013*

No.	Basic <i>Competencies</i> in the Syllabus of <i>Kurikulum 2013</i>	Basic <i>Competenciess</i> in the textbook	Conformity
1.	1.1 Thank God for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	1. Indicate the seriousness learning English to communicate with teachers and friends to congratulate winged (extended).	irrelevant
2.	2.1 Showing polite and caring behavior in carrying out interpersonal communication with teachers and friends.	2. Shows honest, confident and responsible behavior in carrying out communication about giving extended winged.	relevant
3.	3.5. Analyze the social function, text structure, and linguistic elements of the expression of extended wing, according to the context of its use.	3. Identify social functions, text structures, and linguistic elements of the expression of extended wing congratulations.	irrelevant
4.	4.6. Drawing up oral and written texts to pronounce and respond to extended wisdom, taking into account the purpose, structure of the text, and linguistic elements, correctly and in context.	4. Drawing up oral and written text to speak and respond to extended wisdom.	relevant

As can be seen on the table 4.4 above, of seven basic *competenciess*, there are two basic *competenciess* that are not relevant to what they are stated in *Kurikulum 2013*; they are the basic *competencies* 1.1 and the basic *competencies* 3.5. In point 1.1 as stated in *Kurikulum 2013*, the students are required to be grateful for the opportunity to learn English as a introduction of interpersonal communication that

embodied in the spirit of learning. But this book does not provided as stated in curriculum 2013. But this book does not provided as stated in curriculum 2013. And in point 3.5, it's stated to analyzed the text of congratulationing based on context while in the textbook is stated that only to identification from the text of congratulationing.

Table 4.5 The Conformity of the Basic Competenciess in the Textbook Chapter 5 to the Basic Competenciess in the Kurikulum 2013

No.	Basic Competencies in the Syllabus of Kurikulum 2013	Basic Competenciess in the textbook	Conformity
1.	1.1 Thank God for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	1. Shows the seriousness of learning English related simple descriptive text about people.	irrelevant
2.	2.1 Showing polite and caring behavior in carrying out interpersonal communication with teachers and friends.	2. Shows the honest, confident and responsible behavior in carrying out communications regarding simple textual descriptions of people.	relevant
3.	3.7 Analyze social functions, text structures, and linguistic elements from simple descriptive texts about famous people, sights and historical buildings, in the context of their use. 4.8. Capturing meaning in descriptive text, oral and written, simple, about people, places of interest, and famous historical buildings.	3. Identify social functions, text structures, and linguistic elements in simple textual descriptions of people.	irrelevant
4.	4.9. Editing oral and written descriptive text, simple, about famous people, places of interest, and historical buildings, taking into account the correct and context-appropriate function of the social, text structure, and linguistic elements.	4. Responding to meaning in descriptive text, oral and simple write about people.	irrelevant
5.	4.10. Preparing simple descriptive oral and written text of famous people,	5. Drawing up oral and oral text descriptions about people	

	places of interest, and historical buildings, taking into account the objectives, structure of the text, and linguistic elements, correctly and in context.		relevant
--	---	--	----------

As can be seen on the table 4.5 above, of seven basic *competenciess*, there are three basic *competenciess* that are not relevant to what they are stated in *Kurikulum 2013*; they are the basic *competencies* 1.1., 3.7 and the basic *competencies* 4.9. In point 1.1 as stated in *Kurikulum 2013*, the students are required to be grateful for the opportunity to learn English as a introduction of interpersonal communication that embodied in the spirit of learning. But this book does not provided as stated in curriculum 2013. But this book does not provided as stated in curriculum 2013. In point 3.7, it's stated to analyzed the text desctiptive about people while in the textbook is stated that only to identification the text desctiptive about people. And in point 4.9, it's stated to correct the text descriptve both oral and written about people.

Table 4.6 The Conformity of the Basic *Competenciess* in the Textbook Chapter 6 - 7 to the Basic *Competenciess* in the *Kurikulum 2013*

No.	Basic <i>Competencies</i> in the Syllabus of <i>Kurikulum 2013</i>	Basic <i>Competenciess</i> in the textbook	Conformity
1.	1.1 Thank God for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	1. Shows the seriousness of learning English related simple descriptive text about the sights.	irrelevant
2.	2.1 Showing polite and caring behavior in carrying out interpersonal communication with teachers and friends.	2. Shows honest, confident and responsible behavior in carrying out communications related to simple descriptive	relevant

		text on the sights.	
3.	3.7 Analyze social functions, text structures, and linguistic elements from simple descriptive texts about famous people, sights and historical buildings, in the context of their use. 4.8. Capturing meaning in descriptive text, oral and written, simple, about people, places of interest, and famous historical buildings.	3. Identify social functions, text structures, and linguistic elements in simple descriptive text about tourist attractions. 4. Responding to the meaning in oral and oral text descriptive of tourist places	irrelevant
4.	4.9. Editing oral and written descriptive text, simple, about famous people, places of interest, and historical buildings, taking into account the correct and context-appropriate function of the social, text structure, and linguistic elements.	5. Editing descriptive text write about the sights.	relevant
5.	4.10. Prepare simple descriptive oral and written text of famous people, places of interest, and historical buildings, taking into account the objectives, structure of the text, and linguistic elements, correctly and in context.	6. Preparing simple descriptive text and simple tuis about the sights.	relevant

As can be seen on the table 4.6 above, of seven basic *competenciess*, there are two basic *competenciess* that are not relevant to what they are stated in *Kurikulum 2013*; they are the basic *competencies* 1.1 and the basic *competencies* 3.7. In point 1.1 as stated in *Kurikulum 2013*, the students are required to be grateful for the opportunity to learn English as a introduction of interpersonal communication that embodied in the spirit of learning. But this book does not provided as stated in curriculum 2013. But this book does not provided as stated in curriculum 2013. In point 3.7, it's stated to analyzed the text descriptve about tourist place while in the textbook is stated that only to identification the text descriptve about tourist place.

Table 4.7 The Conformity of the Basic Competenciess in the Textbook**Chapter 8 to the Basic Competenciess in the Kurikulum 2013**

No.	Basic Competencies in the Syllabus of Kurikulum 2013	Basic Competenciess in the textbook	Conformity
1.	1.1 Thank God for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	1. Shows the seriousness of learning English related simple descriptive text about famous historical buildings	irrelevant
2.	2.1 Showa the polite and caring behavior in carrying out interpersonal communication with teachers and friends.	2. Shows honest, confident and responsible behavior in carrying out communications regarding simple textual descriptions of famous historical buildings	relevant
3.	3.7 Analyze social functions, text structures, and linguistic elements from simple descriptive texts about famous people, sights and historical buildings, in the context of their use. 4.8. Capturing meaning in descriptive text, oral and written, simple, about people, places of interest, and famous historical buildings.	3. Identify social functions, text structures, and linguistic elements of simple descriptive text on famous historical buildings 4. Responding to the meaning in oral and oral text descriptions about the famous historical building	irrelevant
4.	4.9. Editing oral and written descriptive text, simple, about famous people, places of interest, and historical buildings, taking into account the correct and context-appropriate function of the social, text structure, and linguistic elements.	5. Editing descriptive text of a famous historical building	relevant
5.	4.10. Drawing up simple descriptive oral and written text of famous people, places of interest, and historical buildings, taking into account the objectives, structure of the text, and linguistic elements, correctly and in context.	6. Drawing up simple descriptive text and simple tuis about the sights.	relevant

As can be seen on the table 4.7 above, of seven basic *competenciess*, there are two

basic *competenciess* that are not relevant to what they are stated in *Kurikulum*

2013; they are the basic *competencies* 1.1 and the basic *competencies* 3.7. In point 1.1 as stated in *Kurikulum 2013*, the students are required to be grateful for the opportunity to learn English as a introduction of interpersonal communication that embodied in the spirit of learning. But this book does not provided as stated in curriculum 2013. But this book does not provided as stated in curriculum 2013. In point 3.7, it's stated to analyzed the text descriptive about the famous historical building while in the textbook is stated that only to identification the text descriptive about famous historical building.

Table 4.8 The Conformity of the Basic *Competenciess* in the Textbook Chapter 9 to the Basic *Competenciess* in the *Kurikulum 2013*

No.	Basic <i>Competencies</i> in the Syllabus of <i>Kurikulum 2013</i>	Basic <i>Competenciess</i> in the textbook	Conformity
1.	1.1 Thank God for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	1. Shows the seriousness of learning English about the text of announcement.	irrelevant
2.	2.1 Showing polite and caring behavior in carrying out interpersonal communication with teachers and friends.	2. Shows the honest behavior, confidence and responsibility in implementing communication about the text of announcement.	relevant
3.	3.8. Analyze the social function, text structure, and linguistic elements of the notification text (announcement), according to the context of its use.	3. Identify social functions, text structures, and linguistic elements of the announcement text.	irrelevant
4.	4.11. Captures the meaning of the announcement.	4. Respond to the meaning of the text notification (announcement).	irrelevant
5.	4.12. Compose a text write announcement, very short and simple, with attention to social functions, text structure, and linguistic elements are true and contextual.	5. Compose written text about announcement.	relevant

--	--	--	--

As can be seen on the table 4.8 above, among five basic *competenciess*, there are four basic *competenciess* that are not relevant to what they are stated in *Kurikulum 2013*; they are the basic *competencies* 1.1, basic *competencies* 3.8 and the basic *competencies* 4.11. In point 1.1 as stated in *Kurikulum 2013*, the students are required to be grateful for the opportunity to learn English as a introduction of interpersonal communication that embodied in the spirit of learning. But this book does not provide as stated in curriculum 2013. In point 3.8, it's stated to analyze the text about announcement while in the textbook is stated that there is only to identify the text descriptively about about announcement. In point 4.11, it's stated to catch the meaning of announcement while in the textbook there is only to responce the meaning of announcement text.

After having finishing to analyze the objects of evaluation, researcher foud several strenghts and the weakness from the textbook. About the strenghts of this book, the researcher has found that this book has many tasks and exercises, colorful, and interesting picture for study, a lot of vocabularies, and at the end of the theme there is a reflection of section.

Beside the strenghts, the book also has the weakness; it does not cover thank God, attitude, moral and behavior which is focused and stated in *2013 Kurikulum*. Material for thank God, attitude, moral and behavior are the most important things for students so that they can get the knowledge and moral in

balance. However, the most important thing is many contents of “Bahasa Inggris” textbook is appropriate with the *Kurikulum 2013*.

D. Discussion

Based on the aims of this research in chapter 1, the results of this study are divided into two parts. The first is describing the conformity of the textbook for the first grade of senior high school entitled “Bahasa Inggris Untuk SMA/MA dan SMK/MAK Kelas X” to the *Kurikulum 2013*. The second is describing the strenghts and the weakness of the textbook.

About the conformity of the textbook for the first grade of senior high school entitled “Bahasa Inggris Untuk SMA/MA dan SMK/MAK Kelas X” to the *Kurikulum 2013*, the researcher found that not all of the basic *competencies* in the textbook are appropriate with the basic *competencies* in *Kurikulum 2013*. For instance, we can see on the table in appendices that the textbook is not provided the basic *competencies* and the material which concern to *Kurikulum 2013* in thank God, attitude, moral and behavior. Whereas the thank God, attitude, moral and behavior are the most important thing in *Kurikulum 2013*. Also in basic *competencies* of the textbook point 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, and 3.8 are not appropriate with the basic *competenciess* *Kurikulum 2013*. In *Kurikulum 2013*, it’s stated that those basic *competenciess* are ask student to analysis the material. But in this textbook, it’s only stated to identification. Generally, this book still need revised to be more effective.

After having finishing in analysis, researcher found some strengths and weaknesses from the textbook. The strenght of this textbook is supported by

Kementarian Pendidikan dan Perbukuan, many tasks and exercises, colorful, interesting for study, a lot of vocabularies, and at the end every theme there is a reflection section.

Beside the strenghts, the book also has the weakness; does not cover thank God, attitude, moral and behavior which the most important things in curriuculum 2013. Whereas material for thank God, attitude, moral and behavior are the most important things for students so that they can get the knowledge and moral in balance. However, the most important thing is many contents of “Bahasa Inggris” textbook is appropriate with the *Kurikulum 2013*.

Based on the explanation above, researcher got that not all of the basic *competenciess* in the textbook are appropriate with the basic *competenciess* for first graders of Senior High School in the first semester of English *Kurikulum 2013*. Thus, theses books not corresponds to leaners’ need.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

1. Not all of the basic competencies in the textbook are relevant to the basic competencies for first graders of Senior High School in the first semester of English *Kurikulum 2013*. There are 22 basic competencies for first graders of Senior High School in the first semester of English *Kurikulum 2013* which is four of them are should be available in every chapter, they are point of 1.1, 2.1, 2.2, and 2.3. One of them is not available in every chapter in this textbook, it is point 1.1 which ask students to thank God for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning. And of eighteen basic competencies, there are eleven basic competencies are appropriate with the basic competencies of the *Kurikulum 2013*.
2. There is a best part of this textbook; this textbook has supported by *Kementerian Pendidikan dan Perbukuan*. But unfortunately, this textbook does not cover point 1.1 of basic competence; thank God, attitude, moral and behavior which the most important things in *Kurikulum 2013*.

B. Suggestion

After conducting the research, there are some suggestions that might be beneficial for English teachers and the authors of the textbooks. The suggestions are:

1. English teacher should choose English textbook that is suitable to the curriculum for teaching learning process.
2. English teacher should analyze and evaluate the book before they use it. If there are some elements that are not complete from the book or not appropriate for the students, they should bring additional materials in order to support successful learning process in the classroom and to achieve the goals that have been stated.
3. In analyzing the textbook, teachers should refer to the criteria of good textbook provided by the experts.
4. For the authors of the textbook, they should recognize the content of the book. They should pay attention to the students' need and adjust the book with the curriculum applied. They also have to provide more material in textbook to facilitate the students to study independently.

REFERENCES

- Agni Kusti Kinasih. 2014. *A Content Analysis On English Textbook For The Tenth Graders: Look Ahead An English Course For Senior High School Students Year X And Pathway To English For Senior High School Student Grade X*. Yogyakarta: State University Yogyakarta.
- Arba'ati, Rani. 2015. *An Analysis English Textbook Entitled Bahasa Inggris "When English Rings a Bell" For The Eighth Year Student of Junior High School Based On The 2013 Curriculum*. Surakarta: Muhammadiyah University of Surakarta.
- Cunningsworth, Alan. 1984. *Evaluating and Selecting English Foreign Language Teaching Material*. New York: Macmillan.
- Darrin, Abu. 2014. *An Analysis of English Textbook for First Graders of Senior High School "Bahasa Inggris untuk SMA/MA dan SMK/MAK Kelas X" Published by Putra Nugraha and Used in SMAN 18 Surabaya Based on Basic Competences of [Curriculum 2013]*. Surabaya: Universitas Negeri Surabaya.
- Ferris, D.R & Hedgecok, J.S. 2004. *Teaching ESL Composition. Purpose, Process, and Practice*. Mahwah, New Jersey: Lawrence Elbaum Associaties. Schmitt, M. 2000. *Vocabulary In Language Teaching*. Cambridge: Cambridge University Press.
- Fiana Sari, Iin. 2013. *The Evaluation of English Textbook Entitled "Active English 5" For The Fifth Grade of Elementary School Based on Rajans' Theory*. Surakarta: Muhammadiyah University of Surakarta.
- Krippendorff, K. 1980. *Content Analysis. An Introduction to its Methodology*. Beverly hill: Sage.

- Moleong, L. J. 2011. *Metodelogi Penelitian Kualitatif*. Bandung: Remaja Rosda Karya.
- Muhammad Zacky. 2014. *Lets' Talk an Analysis of the Textbook Relevancy to KTSP Curriculum*. Banda Aceh: State Islamic Uniersity Ar-Raniry.
- Muzamiroh. 2013. *Kurikulum 2013 (Konsep, Karakter, dan Implementasi)*. Bandung: PT. Remaja Rosdakarya Offset.
- Nanda Mursyida. 2015. *Teachers' Perspective on the Textbook "When English Rings The Bell"*. Banda Aceh: State Islamic University Ar-Raniry.
- Nasaji, H & Fotos, S. 2011. *Teaching Grammar Is Secod Language Curriculum: Integrating Form-Focused Instruction In Communicative Context*. New York: Routledge.
- Richards, J.C. & Lesley, T. 2000. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Riddel, D. 2003. *Teaching English As a Foreign Language*. New York: Teach Your Self.
- Septiani, Dyah. 2014. *The Evaluation of English Textbook Entitled Bahasa Inggris For The Tenth Year of Vocational High School Published By Yrama Widya Based On The 2013 Curriculum*. Surakarta: Muhammadiyah University of Surakarta.
- Tarigan, Henry G. And Tarigan Djago. 1986. *Telaah Buku Teks Bahasa Indonesia*. Bandung: PT. Angkara.
- Tomlinson, Brian. 1998. *Materials Development in Language Teaching*. United Kingdom: Cambridge University Press.

Ur, P. 1996. *A course In Language Teaching: Practice and Theory*. UK: Cambridge University Press.

Williams, D. 1983. *Developing criteria for textbook evaluation*. ELT Journal vol. 37.

APPENDICES

The Instrument of Checklist

No.	Basic Competencies in the Syllabus of <i>Kurikulum 2013</i>	Basic Competencies in the textbook	Relevancy		Reason
			Yes	No	
	1.1 Thank God for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	Using english in communicating about the exposure of identity with teachers and friends.		√	In <i>Kurikulum 2013</i> , the students are required to be grateful for the opportunity to learn English as a introduction of interpersonal communication that embodied in the spirit of learning. But this book does not provide as stated in the curriculum 2013.
	2.1 Showing polite and caring behavior in carrying out interpersonal communication with teachers and friends.	Showing behavior, caring, and confident behavior in carrying out communication about the exposure of identity	√		Relevant
	3.1 Analyze the social function, text structure, and linguistic elements of the exposure text of identity, according to the context of its use.	Identify the social function, text structure, and linguistic elements of the exposure text of identity.		√	The scope of identify is more significance than analyze.
	4.1 Develop simple oral and written texts, to explain, inquire, and respond to identity exposure, taking into account the social function, the structure of the text, and linguistic elements, correctly and in accordance with the context.	Responding to the meaning of the exposure text of oral and written identity. 5. Drawing simple oral and written text on the exposure of identity	√		Relevant
	3.2. Analyze social functions, text structures, and language elements in the expression of	Identify social functions, text structures and		√	The scope of identify is more significance than

	winged (extended) and response, according to the context of its use.	linguistic elements in expression of winged (extended) and responses.			analyze.
	3.3. Analyzing the social function, text structure, and linguistic elements of the expression indicate attention (care), and its response, according to the context of its use.	Identify social functions, text structure, and linguistic elements in the expression of attention (care) and response.		√	The scope of identify is more significance than analyze.
	4.3. Drawing up oral and written texts to pronounce and respond to extended praise, taking into account the correct and contextual function of the social, textual, and linguistic elements.	Drawing up oral and written text to speak and respond to winged praise (extended).	√		Relevant
	4.4. Drawing up oral and written text to recite and respond to the expression of attention (care), taking into account the social function, text structure, and linguistic elements, which are true and contextual.	Drawing up oral and written text to speak and respond to the expression of attention (care).	√		Relevant
	3.4 Analyze the social function, text structure, and linguistic elements to state and inquire about the intention to perform an action / activity, in accordance with the context of its use.	Identify social functions, text structures, and linguistic elements to state and inquire about the intention to do something.		√	The scope of identify is more significance than analyze.
	4.5. Drawing up oral and written text to state and inquire about the intention to do something by taking into account the social function, text structure, and linguistic element, which is true and contextual	Drawing up oral and written text to state and ask about intent to do something	√		Relevant
	3.5. Analyze the social function, text structure, and linguistic elements of the expression of extended wing, according to the context of its use.	Identify social functions, text structures, and linguistic elements of the expression of extended wing congratulations.		√	The scope of identify is more significance than analyze.

	4.6. Drawing up oral and written texts to pronounce and respond to extended wisdom, taking into account the purpose, structure of the text, and linguistic elements, correctly and in context.	Drawing up oral and written text to speak and respond to extended wisdom.	√		Relevant
	3.7 Analyze social functions, text structures, and linguistic elements from simple descriptive texts about famous people, sights and historical buildings, in the context of their use. 4.8. Capturing meaning in descriptive text, oral and written, simple, about people, places of interest, and famous historical buildings.	Identify social functions, text structures, and linguistic elements in simple textual descriptions of people, sights and historical buildings.		√	The scope of identify is more significance than analyze.
	4.9. Editing oral and written descriptive text, simple, about famous people, places of interest, and historical buildings, taking into account the correct and context-appropriate function of the social, text structure, and linguistic elements.	Responding to meaning in descriptive text, oral and simple write about people, sights and historical buildings.	√		Relevant
	4.10. Preparing simple descriptive oral and written text of famous people, places of interest, and historical buildings, taking into account the objectives, structure of the text, and linguistic elements, correctly and in context.	Drawing up oral and oral text descriptions about people, sights and historical buildings.	√		Relevant
	4.11. Captures the meaning of the announcement.	Respond to the meaning of the text notification (announcement).		√	The meaning of respond and captures is different. Thus, its' irrelevant.
	4.12. Compose a text write announcement, very short and simple, with attention to social functions, text structure, and linguistic elements are true and contextual.	Compose written text about announcement.	√		Relevant

AUTOBIOGRAPHY

A. Personal Identity

Name : Miftahul Jannah
Place & date of birth : Banda Aceh, June 26th, 1993
Sex : Female
Address : Jl. Angsa Ds. Suka Jaya Desa Batoh Kec.
Lueng Bata Banda Aceh
Religion : Islam
Nationality : Indonesian (Acehnese)
Marital status : Single

B. Parents Identity

Father's Name : Alm. Muhammad Gade
Occupation : -
Mother's Name : Hanifah, S.Pd., M.Pd
Occupation : Teacher
Address : Lueng Bata, Banda Aceh

C. Educational Background

Primary School : MIN 1 Banda Aceh (1999-2005)
Junior High School : Gontor Putri 1 Jawa Timur (2005-2008)
Senior High School : Gontor Putri 1 Jawa Timur (2008-2011)
University : UIN Ar-Raniry-Language and Arabic
Literature (2012-2016)
UIN Ar-Raniry- English Department (2013-
2017)

Banda Aceh, February 27th, 2017

Miftahul Jannah