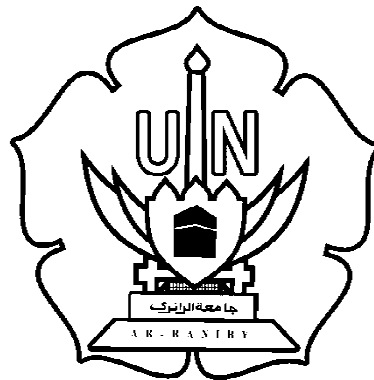


**A CONTENT ANALYSIS OF ENGLISH TEXTBOOK "EXPERIENCING
ENGLISH" FOR THE FIRST GRADE OF JUNIOR HIGH SCHOOL
BASED ON CURRICULUM 2013**

THESIS



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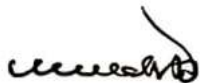
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 18 Januari 2018

Saya yang membuat surat pernyataan,



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ABSTRACT

This study analyses the content of English textbook for Junior high school grade VII entitled "Experiencing English" the implementation of curriculum 2013". The aims of this study are to discover how the contents of textbook fulfill the criteria of good textbooks suggested by BSNP and whether the contents presented in "Experiencing English" are compatible with core competence and basic competence of Curriculum 2013. The researcher uses descriptive qualitative method with content analysis to analyze the content of the textbook. This study adopted the rubric assessment developed by BSNP (Badan Standar Nasional Pendidikan) and Puskurbuk (Pusat Kurikulum dan Buku). The findings of this study indicate that the "Experiencing English" textbook has reached a fair standard of the textbook because 77, 08% of its contents fulfill the textbook evaluation criteria suggested by BSNP. Including in the sub-aspects of relevance between materials and curriculum, the accuracy of the material, and the supporting materials. In the aspect of content, "Experiencing English" is lacking in terms of aspects of diversity insight. The textbook is suitable to use in teaching-learning process. To fulfill the diversity insight that is less in "Experiencing English" the teachers are recommended to use other sources. "Experiencing English" textbook is in accordance with the 2013 curriculum and the textbook fulfills the core competencies and basic competencies of the 2013 curriculum. All chapters/units from "Experiencing English" textbook meet the 2013 curriculum competency. This textbook is suitable to be called as the implementation of 2013 curriculum textbook.

Keywords: *content analysis, textbook, curriculum 2013*

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CHAPTER I

INTRODUCTION

A. Background of Study

In everyday life, language is used by people for communication. The importance of language covers all aspects of life because one's experiences, feelings, and ideas can only be known by others by using language. Brown (2000) believes that in order to be able to communicate and interact in the foreign language, a learner of a foreign language should master the language. English is the language of international communication. Whereas English as a foreign language is not only used as a means of communication and maintaining relationships with other nations but also as subjects learned at school. One of the countries that use English as a subject learned at school is Indonesia. By learning English, Indonesians can stay in touch with other people in the world. In fact, English studies take an important place in the Indonesian education curriculum.

Teachers' roles are patently important in the teaching-learning process. They plan the syllabus, prepare the materials, and teach in the classroom. That is why the media of prepared teaching material is needed. Textbook is one of the most important media for the teachers. Textbook provides goals and objectives for each lesson. Cunningsworth (1995) mentions that the uses of the textbook are considered helpful because most of goals and aims have already been prepared in a set of practices based on what students need to learn. The importance of

textbook in the teaching-learning process makes it important for the teacher to choose the right textbook for the student because there are various English textbooks published by many publishing companies. The teacher needs to be careful in choosing the right one. The content must be in accordance with the curriculum used in the school.

Some of Junior High Schools in Aceh Besar adhere to the 2013 curriculum and use the textbook based on curriculum 2013. Poerwanti (2013) mentions that the orientation of the 2013 curriculum is achieving a balance of competence between attitude, skills, and knowledge. This curriculum includes the concept of an integrated curriculum.

The learning sessions of the 2013 curriculum are more student-centered, learning sessions require more time since the students need to practice more in asking, associating and communicating. In addition, the content of the 2013 curriculum focuses more on developing students' skills in communicating and using English or in other words productive skills because they will learn to use these skills in their daily lives. There are many publishers that have published English textbooks for the first-grade students of Junior High School. Textbooks must hold the main instruments to implement the prescribed curriculum. Plenty of English textbooks for Junior High School are claimed to be published and written based on the basic competencies in the syllabus of English curriculum 2013, but not all of them are really in line with the curriculum 2013. However, sometimes some of them are not appropriate with the standard of national standard

Education board (BSNP). BSNP is an independent and professional institution that carries the mission of developing, monitoring implementation, and evaluating the implementation of national education standards and in charge of assessing the feasibility of content, languages, presentation, and graphics of textbooks.

Considering the statement above, the researcher wanted to analyze the scope of content from English textbooks material and to discover in what way the Experiencing English textbook fulfill the criteria of a good textbook suggested by BSNP and whether the contents are presented in “Experiencing English” textbook for Junior High School student year VII compatible with Core Competence and Basic Competence of Curriculum 2013 using content analysis. Cole (1988) defines that content analysis is a method of analyzing written, verbal, or visual communication messages. Furthermore, there are several reasons why the researcher would like to analyze the textbook "Experiencing English" because the researcher found that no one has analyzed and published this textbook before. In addition, the textbook stated in the preface that the textbook was designed based on the 2013 curriculum. whereas, there are still many schools in Aceh Besar that apply the 2013 curriculum and still uses the textbook implementation the 2013 curriculum to support the success of the teaching-learning process. Therefore, in term of the content, the textbook "Experiencing English" for the First Grade of Junior High School Based on Curriculum 2013 is vital to be analyzed.

B. Research Questions

Based on the limitation of the problem, the study attempted to answer the following questions:

1. How do the contents of *Experiencing English textbook for Junior High School student year VII* fulfill the criteria of a good textbook suggested by BSNP?
2. Are the contents presented in *Experiencing English textbook for Junior High School student year VII* compatible with Core Competence and Basic Competence of Curriculum 2013?

C. The Aims of Study

In response to the research questions above this study have the following aims:

1. To discover how the contents of *Experiencing English textbook for Junior High School student year VII* fulfill the criteria of a good textbook suggested by BSNP.
2. To find out whether the contents presented in *Experiencing English textbook for Junior High School student year VII* compatible with Core Competence and Basic Competence of Curriculum 2013.

D. Scope of Study

This research focuses on investigating the feasibility of content of English textbook used by the first grade of Junior high school entitled “Experiencing English” the implementation of 2013 Curriculum.

E. Significance of Study

1. Theoretical benefit

The findings of this study can be used as one of the references or information to conduct further studies on the same topic. This study has the advantage of providing general knowledge on how to guess the contents of English language teaching materials.

2. Practical Benefit, this study is useful:

The results of this study are expected to influence the awareness of educational institutions to select textbooks that are appropriate for students and provide better insight into how to choose English textbooks that are suitable as a guide for teaching English. By considering textbooks from their contents, teachers or institutions are confirmed to pay more attention to what textbooks they will use. Through this study, researchers hope to provide a way to help further research based on this study to analyze other English textbooks. In addition, it can be used as a basic consideration for future researchers who are interested in developing similar studies.

F. Terminology

To avoid ambiguous meaning of some terms in this research, the researcher presents the explanations of the following terms:

1. Content analysis

Content analysis is a scientific tool used to determine the presence of certain words or concepts within texts or sets of texts. Krippendorff (1980) stated that content analysis as an indigenous to communication research and is potentially one of the most important research techniques in social science. As a research technique, the content analysis provides new insights, increases researchers' understanding of critical phenomena or informs effective actions.

Content analysis may be viewed as a technique in qualitative and quantitative research. It is defined as a systematic and objective analysis technique of message characteristic. Content analysis as a technique is applicable in many areas of inquiry (Neuendorf, 2002). To summarize the explanation of experts above, the researcher concludes that content analysis is a method in analyzing materials (textbook) for compressing content into categories and drawing general inferences in systematic and replicable techniques. In this study, content analysis means to analyze the content of English Textbook "Experiencing English" for Junior High School student year VII based on curriculum 2013".

2. Textbook

Textbook is a course book that is used in the teaching-learning process based on curriculum recommended for teacher and students. A textbook is one of the instructional materials used in the teaching-learning. According to Yulianti: 2011 (cited in Rynanta & Ruslan p. 1), a textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has great contribution in the teaching and learning process. It is very important in guiding the teaching-learning process. Cunningsworth (1995) defines textbook is best seen as a source in achieving aims and objectives that have already been set in terms of learner's need. In this study, the researcher analyzes "Experiencing English" textbook for Junior High School student year VII based on curriculum 2013".

The English textbook is published by Tim Masmedia Buana Pusaka to cover the needed of the standardized textbook based on 2013 curriculum. Therefore, it is vital that the textbook "Experiencing English" the implementation of curriculum 2013 be analyzed how do the contents of Experiencing English textbook fulfills the criteria of a good textbook suggested by BSNP and whether the contents are presented in "Experiencing English" textbook for Junior High School student year VII compatible with Core Competence and Basic Competence of Curriculum 2013.

3. 2013 curriculum

Curriculum is a set of planning and setting of the objectives, contents, and material of teaching and learning process that is used as a guideline in the realization of teaching to achieve the goal of the certain education (UU No. 20, 2003). Curriculum in Indonesia is developed by the Ministry of Education and Culture of Indonesia. One of the recent curriculums designed by the ministry is the 2013 curriculum. 2013 Curriculum includes competency of attitude, knowledge, and integrated skill. Poerwanti (2013) mentions that the orientation of the 2013 curriculum is an achievement of balancing competence between attitude, skill, and knowledge. In this curriculum include the concept of an integrated curriculum. Therefore, the design of the curriculum is also changed from teacher-centered to student-centered.

CHAPTER II

LITERATURE REVIEW

This chapter explains the related literatures used in this study. The related literatures have a goal of applying the previous studies and information involved in the research problem. It consists of Textbook, Curriculum, and Previous Studies.

A. Textbooks

1. Definition of Textbooks

Textbook is the most common form of printed material. It is used as a medium for teaching and learning in any school or educational institution. This is one of the most important media in the teaching-learning process because it serves as a source and guides for students and teachers. For language learning, Richard (2002) mentions that textbook serves as a basis for many language inputs since learner receives and provide lesson content, a balance of taught skills and types of language training that student takes part in. This shows why at all levels of language, the textbook is still considered as an important source among students.

Textbook is a book that provides guidance on the subject, it is used primarily in schools. Thomson (2000) argues that textbook is a stimulus or instrument for teaching and learning. In another definition, the textbook is an integral part of education today. It also becomes an integral part of the teaching-learning process which consists of output aspects of the instructional system

(Banathy, 1986). Because the textbook is part of the learning system, it has played an important role in the education system.

In addition, some experts believe that textbooks continue to take part in a broader educational context both in class and outside the classroom (Graves in Nunan, 2003, Littlejohn, 2012). On the other hand, Mudzakir (2015) concludes that textbook can be considered as a schoolbook, course book, workbook subject book used in school or educational institution complemented with materials for exercise as the student reference book. It can be concluded that textbook is a printed material that serves as a source and guides for teacher and student that contain exercises and references in the form of school books, textbooks or subject books.

2. The Function of Textbook

A good textbook is very important for teachers and students. For teachers, this serves as a guide for each lesson. A textbook for language learning consists of several chapters. Each chapter discusses various types and levels of language skills. This helps students and teachers to focus on the material they are teaching or learning. Textbook not only provides a general idea for teachers to develop activities that are appropriate for each topic but also provide a brief overview for students about what they expect for the next learning session and at the same time serves as their reference for practice.

Selection of language teaching materials can determine the quality of teaching and learning procedures. Mukundan (2011) states that as part of the

material used in the language classroom, the textbook plays a crucial role in students' success or failure. Textbook acts as a guideline for inexperienced teachers or a tool for an experienced teacher (Chandran, 2003). According to him, there are several functions and roles of the textbook, which are:

- a. Resources for presentation material (oral and written).
- b. Source of activities for student training and communicative interaction.
- c. Reference sources for learners about grammar, vocabulary, pronunciation, etc.
- d. Source of stimulation and ideas for classroom activities
- e. A syllabus (where it reflects predetermined learning objective).
- f. Resources for self-employment or self-access.
- g. Support for inexperienced teachers

Based on the definition above, it is important for teachers to use a textbook when they teach certain subjects to help them when they do teaching and learning activities as well as to achieve educational goals.

3. Criteria for Good English Textbooks

Textbook is one of the important media for teaching and learning activities in the classroom. So, it must have good quality. To find out how the textbook is categorized into good quality the researcher provides several criteria from experts. First, Greene and Petty in Tarigan (1993) have made the way to organize textbooks with 10 criteria. Good textbooks have certain qualities, they are;

- a. Textbook must be interesting and attractive for students.
- b. Textbook must be able to motivate students.
- c. The content of the textbook must be illustrative
- d. Textbook must consider the linguistic aspect. So, it will be suitable with the learner's ability the contents of the textbook must be related to the other branch of science.
- e. Textbook must stimulate the personal activities of learners.
- f. The content of the textbook must be clear in writing to avoid children becoming confused in using textbooks.
- g. Textbook must have a clear perspective because this will be learner's point of view.
- h. Textbook must be able to provide balance and right on the value of students.
- i. Textbook must be able to respect individual differences.

In addition, the criteria of textbook based on Cunningsworth (1995) are as follows;

- a. Textbook must suit the needs of students. It must be in accordance with the goals and objectives of a language learning program.
- b. Textbooks must contain (present or future) that will be made by language learners. Select textbooks that help to equip learners to use language effectively for their purposes.
- c. Textbooks help students in learning in a variety of ways.

According to government policy (Permendikbud, 2013), the textbook must have the following criteria:

- a. Readiness
- b. The material of textbooks should be suitable with the readiness of the learners' knowledge and skill that they have before.
- c. Motivation
- d. The contents of the textbook should motivate the learners tolerantly.
- e. The learner's active participation
- f. The textbook may make learner's interact actively in class through the works activity to observe, to make an exercise to practice and to the demonstrate it.
- g. Using the tools in order the student focus.
- h. Textbook should supply the pictures, illustration, diagram or table to make clear the concept of the textbook.
- i. The containing social cognitive interaction.
- j. Textbook should support the learner's to ask, to find something by themselves through their brainstorming to design and to make the learning community.
- k. The authentic evaluation.
- l. Textbook should support teacher to evaluate in certain ways through the learner's achievement and their processes.
- m. Life skill.
- n. Textbook should support the learners to develop their life skills.

- o. The relationship between the textbook and the surrounding.
- p. The material of the textbook is crossly related to the learners such as the area they lived, the knowledge they had and the learning they needed.
- q. Co-operative.
- r. The supplying material of textbook can make the student enable to work with their friend.
- s. Textbook should support the learners having their own experiences.

This study analyzes the content analysis of English textbook entitled "Experiencing English" in order to discover how the contents of *Experiencing English* textbook fulfill the criteria of a good textbook suggested by BSNP and whether the content in conformity with the basic competences of the 2013 Curriculum.

4. English Textbook "Experiencing English"

English textbook "Experiencing English" is an English textbook published by the Tim Masmedia Pusaka. It consists of two types of books, student's book, and teacher's book. Both are arranged by using a scientific approach by one team. *Experiencing English for junior high school grade VII* is a series of three books intended for Indonesian students working with Indonesian teachers at junior high school years VII.

The first book is designed for students in junior high school years VII with little previous English experience while British English is mainly used in this book. *Experiencing English* follows the 2013 curriculum. The core competencies

of the new curriculum require character education values to be integrated and developed in the course materials of each subject. This book offers an introduction to the new concept in the Indonesian education system.

Experiencing English is designed for around 38 hours of English lesson per week. It is designed to help students to learn and to use English as effectively as possible. All four skills of listening, speaking, reading and writing are presented systematically for effective communication purpose. There are also some enjoyable contents, such as attractive layouts and fun learning methods. This book should be used in conjunction with the teacher's book. The teacher's book supplies the lesson plans RPP (Rencana Pelaksanaan Pembelajaran), syllabus and answer keys. There is also audio listening material for each book.

5. Textbook in Indonesia

The implementation of textbook and classroom teaching of English language is controlled by several considerations in Indonesia. Supriadi in Jazadi (2003) states that the presentation of the textbook in Indonesia needs to pass several political and evaluation process to maintain security which states that:

“Content of textbook should be in line with and not contradictory to Pancasila (The state Philosophy), UUD 1945 (The 1945 Constitution), Government policies, national unity and security, laws, regulations, ethics, and that the content not exploits the sensitive issue of SARA (ethnics, religions, race, and intergroup relations). The Judgement of this aspect is made by evaluators coming from Mabes ABRI (Armed Forces Headquarter), Kejaksaan Agung (Office of Attorney General), Lemhanas (National Defence Institute) and Inspectorate General of MOEC (Ministry of Education and Culture).”

The Indonesian government has strictly stipulated rules and evaluation processes for the development of education in Indonesia. In the development, the government established BSNP (Badan Standar Nasional Pendidikan) along with Pusbukur (Pusat Buku dan Kurikulum) to deal with the development of textbook used in Indonesia. They are also established to watch over and maintain the rules and evaluations process which are implemented properly in any textbook distributed from either government or commercial textbook.

In other words, the developments of textbooks in Indonesia are carefully developed and implemented. This can be seen from the government's seriousness in term of the quality of education in Indonesia and one of them is the quality of the textbook used. Clear rules and evaluation processes are already maintained in order to develop qualified textbook in Indonesia.

6. Rubric Assessment for Textbooks

BSNP itself has released an evaluation process in Puskurbuk (Pusat Buku dan Kurikulum, 2013) in the form of rubric assessment to evaluate the feasibility and suitability of a textbook. The rubric assessment of BSNP is designed to qualitatively describe and asses any content related to items and materials in the textbook then quantitatively code it.

The textbook analyzed by the researcher was made for Indonesian student. Thus, the researcher used the guidelines and instrument from *BSNP*, BSNP is an independent and professional institution that carries the mission of developing, monitoring implementation, and evaluating the implementation of

national education standards and in charge of assessing the feasibility of content, languages, presentation, and graphics of textbooks.

To analyze an English textbook, there are three components that can be evaluated in a textbook assessment; Feasibility of Content, Feasibility of presentation, Feasibility of language.

a. Feasibility of Content

- 1) The compatibility of materials with core competence and base competence
- 2) The accuracy of the materials
- 3) The learning supporting materials

b. Feasibility of presentation

- 1) The technique of presentation
- 2) Learning presentation
- 3) Supporting technique of presentation

c. Feasibility of language

- 1) The appropriateness with learners' development level
- 2) Communicative
- 3) Coherency and unity of concept

The researcher focused on analyzing one of the components; feasibility of content, as it is related to the title of this research "A Content Analysis of English Textbook "Experiencing English" for the First Grade of Junior High School Based on curriculum 2013".

a. Feasibility of Content

This feasibility of content is a group of assessment about the content of the textbook. The feasibility content includes three measurements which are the compatibility of materials with (KI) and (KD), the accuracy of materials, and the last supporting materials.

1) The Compatibility of materials with (KI) and (KD).

In this criterion of the feasibility of content which is compatible with KI and KD, the criteria are divided into two sub-criteria which are Completeness and In-Depth.

a) Completeness

In completeness criteria, the textbook is expected to expose students to understand and produce both interpersonal and interactional conversation whether in spoken or written to help them to interact in contextual and themed situations along with other characteristics, religious, and aesthetic values included.

b) In-Depth

In this criterion, the textbook is expected to fulfill several points of In-Depth. The first is exposure which means that the textbook is expected to expose student with as many kinds of texts that are relevant with students' daily life in order to help them get used to any kinds of texts as possible. Then, text retention means that textbook should guide students in understanding the social function, structure of the text, and linguistic features. The last is a production textbook

which should be able to guide students in every step in producing both verbal and written text.

2) The accuracy of the materials.

In this criterion of the feasibility of content which is the accuracy of the materials, the criteria are divided into three sub-criteria which are Social function, Generic structure, and Linguistic feature.

a) Social Function

In this criterion, the text provided in the textbook or the exercises given from the textbook that has been done by the students is expected to have values in social function in its relation with student's daily life either in interpersonal or interactional.

b) Generic Structure

In this criterion, the text provided in the textbook or the exercises given from the textbook that has been done by the students is expected to give the students an insight and ideas to think systematically in doing exercise or producing it in daily life.

c) Linguistic Features

In this criterion, the text provided in textbooks or exercises given from textbooks that have been carried out by students is expected to be understood and fulfill the values of norms and characteristics of good communication in students' daily lives.

3) Supporting materials.

In this criterion of the feasibility of content which is supporting materials, the criteria were divided into three sub-criteria which are Up-to-Datedness, Development of life skills and Development of Diversity Insight.

a) Relevance

In this criteria, every item in supporting the materials and exercise provided within the textbook (Tables, Pictures, Texts, References) should be taken from relevance and newest sources available.

b) Development of Life Skills

In this criterion, every text and communicative exercise and task available within textbook should motivate students toward good personalities that concern about social, academic and vocational life.

c) Diversity Insight

In this criterion, every text and communicative exercise and task available within textbook should motivate students toward good citizen that concern, understand and appreciate the multicultural diversity.

The rubric assessment from BSNP is a whole of textbook analysis. This rubric assessment assesses the accurateness and appropriateness of content of textbook in delivering teaching materials, the technique of presenting, the relation of every chapter, and social benefits from a textbook (Puskurbuk, 2013).

B. Curriculum

1. Review of the curriculum

Curriculum is a general statement of goals and outcomes, learning arrangement, evaluation, and documentation relating to the management of program within an education institution (Feez, 2002). Nana (1999) states that the curriculum is a plan that gives guidance in the teaching-learning process activities. Basically, curriculum functions as a guide or reference. For the teacher, the curriculum serves as a guide in carrying out the learning process. For principals and supervisors, the curriculum functions are to supervise or supervisions. For the parents, the curriculum serves as a guide in mentoring their children to study at home. For the community, the curriculum serves as a guide to provide assistance for the management of the education process in schools. For the students themselves, the curriculum serves as a guide for learning.

Tomlinson (1998) defines that a primary goal of effective curriculum and instruction is propelling learners along a continuum of expertise that is, ensuring that students become ever more expert-like in what they learn, how they learn, and what they do with what they learn. A somewhat more detailed explanation includes the following descriptors. Effective curriculum and instruction:

- a. Focus squarely on the essential facts, concepts, principles, skills, and attitudes that professionals and experts in the discipline value most. It

directs student attention to rich and profound ideas and ensures grounding in what matters most in each topic and discipline.

- b. Provides an opportunity for students to understand clearly and in-depth how the essential information, concepts, principles, and skills work to make meaning and to be useful. It guides students in understanding where, how, and why to use what they learn.
- c. Engage the students affective and cognitively. Students find pleasure, or at least satisfaction, in what and how they learn.
- d. Places the student at the center of learning and addresses the reality that different students will learn in different ways, at different paces, and will manifest different interests.
- e. Has a product focus. That is, it calls on students to transfer, apply, and extend what they have learned to solve problems, address issues, and create products that are meaningful and purposeful to the student.
- f. Guides students in developing their capacities as thinkers and their awareness of their capacities as thinkers.
- g. It is relevant to students' varied experiences and lives, including gender, culture, economic status, and exceptionality.

2. Curriculum Development in Indonesia

Curriculum development is the process used to determine a group of student's needs, to develop program goals or objectives to address those needs, to determine appropriate syllabi, course structure, teaching methods, and materials,

and to implement a language program evaluation results from these processes. Curriculum development in language teaching began in the 1960s, though issues of syllabus design emerged as a major factor in previous language teaching (Richard, 2001).

Print (1993:23) Curriculum Development Is defined as the process of planning, constructing, implementing and evaluating learning opportunities intended to produce designed changes in learners. Curriculum development can occur at any time according to their needs. One of the things that need to be considered in the curriculum is technology and knowledge develop rapidly and also the attitude of the community. Curriculum development needs to be done because it is in accordance with several roles performed, such as conservative roles, criticism, evaluative roles, and creative roles.

Suparlan in Ahmad (2014) stated that curriculum in Indonesia has several changes experience. It began with the 1947 curriculum. This curriculum is called lesson plan 1947. Then, it developed into lesson plan 1950. That is an improvement from lesson plan 1947. Whereas education's plan 1958 was born as implementation from *UU No. 14 Tahun 1954*, and education plan 1964 that makeup improvement from education plan 1958. That is also as an implementation of *UU No.22 Tahun 1961* about National Education System. Education plan 1964 is revised become curriculum 1968, as the first curriculum uses an integrated curriculum to change a separate curriculum. Curriculum improvements have taken place which expresses 1974 curriculum, 1978 curriculum, 1984 curriculum, and curriculum of KBK (Kurikulum Berbasis

Kompetensi) in the year 1994 which became KTSP (Kurikulum Tingkat Satuan Pendidikan), and in the year 2013, it became 2013 curriculum.

2013 Curriculum or character education is a curriculum that lit by the Ministry of Education and Culture of Republic Indonesia to change curriculum 2006 or KTSP. 2013 curriculum is a curriculum that is considered the most important comprehension, skills, and character education. The student is required to understand the material, be active in discussion and presentation, and has high respect and discipline (*Dokumen Kurikulum 2013, 2013*).

3. Character of 2013 Curriculum

Curriculum 2013 prepares students to face the challenges in future through knowledge, skills, attitudes, and competencies to adapt and survive in a changing environment. The former minister of education and culture Muhammad Nuh (2013) explains that the change and development of curriculum 2013 is an important issue. Curriculum 2013 has several scopes such as integrated attitudes, knowledge, and skills competencies. Meanwhile, Curriculum development of 2013 is carried out in line with the demands for change in various aspects of life and carried out the mandate of *UU No. 20 the year 2003 about Sistem Pendidikan Nasional* and *Peraturan Presiden No. 5 Tahun 2010 about Rencana Pembangunan Jangka Menengah Nasional* (Kusuma, 2013). Mendikbud (2013) said in Modul Bahasa Inggris that the content of the 2013 Curriculum is formed core competencies of class and followed by the basic competence of subjects. Core competence is the quality that must be owned by students in the class

through basic competence which is organized in the students' learning process. Basic competence is competence that must be learned by the students. This basic competence will be the reference for the teacher to write the syllabus and teaching-learning process.

C. Review of relevant previous studies

To ensure the authenticity of the ideas in this study, the researcher presents several previous studies that have relevance to the type of research conducted by the researcher.

Sadiqah (2016) conducted research entitled "A Content Analysis of English Textbook "When English Rings a Bell" used in First Grade of Junior High School based on Curriculum 2013". The purpose of this study was to know and describe the feasibility of content of "When English Rings a Bell" using the rubric assessment from BSNP. The researcher used a qualitative method specifically document analysis. This study used documentation in collecting data which derives from curriculum 2013 for first grade of junior high school and Rubric assessment from BSNP (Badan Standar Nasional Pendidikan) and the data were taken from the textbook. The result showed that the textbook was compatible with the 2013 curriculum. Most of the content fulfilled the requirement of core competence and basic competence of curriculum 2013.

Amrina (2018) carried out a study entitled "Analysis of "Bahasa Inggris" textbook used in the second grade of Senior High School. The purpose of this research is to find out whether or not the materials provided in the English

textbook “Bahasa Inggris” is compatible with the 2013 curriculum. The findings of this study concluded that the English Textbook of “Bahasa Inggris” is compatible with the 2013 curriculum, as every single KI and KD is successfully implemented in the textbook.

Marthatikasari (2017) did research on the title a content analysis of English textbook “BRIGHT” used by first-grade students in Junior High School based on Curriculum 2013. It aimed to find out whether the textbook met the requirements of content feasibility and language from BSNP (Badan Standar Nasional Pendidikan) and Puskurbuk (Pusat Buku dan Kurikulum). The researcher used a qualitative method. While this study used documentation in collecting data which derives from curriculum 2013 for first grade of junior high school and Rubric assessment from BSNP (Badan Standar Nasional Pendidikan) and the data were taken from the textbook. The result showed that the textbook has fulfilled the criteria of content feasibility, language and the arrangement of the material which is presented. These standards have met the criteria from BSNP and Puskurbuk.

In this study, the researcher uses a different textbook with the previous studies, but the researcher uses the same frameworks which conducted by Marthatikasari (2017). This study aims to investigate how the contents Experiencing English textbook fulfill the criteria of a good textbook suggested by BSNP and whether the content presented in “Experiencing English” textbook for Junior High School student year VII compatible with Core Competence and Basic Competence of Curriculum 2013.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used a descriptive qualitative research design. According to Walliman (2001) descriptive is the characteristic of data in qualitative research because it was taken from documents, audio-video recordings, transcripts, words, pictures. The researcher used a qualitative research method by using content analysis. Content analysis is one of many types of analyzing data in qualitative research. Bhaskaran (2008) stated that content analysis is as a method in social science research. It is described as a scientific study to discuss the content of a communication. It is related to the content with reference to the meanings. The research design used in analyzing the "Experiencing English" textbook for the first grade of Junior High School is categorized as descriptive qualitative content analysis.

B. Material of Analysis

In this study, the writer used the primary data sources from the textbook "Experiencing English" for the first grade of Junior High School which has been developed based on the Curriculum 2013 and published by Tim Masmedia Pusaka Buana.

Table.1 Chapter/Unit and Topic in “Experiencing English” Textbook

Unit	Topic	Unit	Topic
1.	How's Everything is Going?	4.	Relax! Don't Worry!
2.	I'm Very Sorry for That, Mum!	5.	Would You Like To Join Me?
3.	What Does Your House Look Like?	6.	Let's Sing This Song!

C. Instrument of the study

The researcher used documentation in collecting data which derives from curriculum 2013 for first grade of junior high school and rubric assessment from BSNP (Badan Standar Nasional Pendidikan).

Table 2. Rubric Assessment from BSNP

Sub Component	Items	Score			
		1	2	3	4
The compatibility with core competence and basic competence	Completeness				
	In Depth				
The accuracy of the materials	Social Function				
	Element and Structure of Meaning				
	Linguistic Feature				
Supporting Materials	Relevance				
	Development of life skills				
	Diversity Insight				
Total					

Feasibility of content evaluates the exercises and texts developed in textbooks based on criteria from the BSNP rubric assessment. This evaluation is used to ensure that each standard textbook category found in this textbook. According to

the BSNP (2015), the categories of the feasibility of contents are:

1. Completeness

Completeness evaluated chapter from how the chapter develops interpersonal, functional and transactional text. Score 4 is given if 95% of KI and KD developed in the text, and score 1 if it less than 95%.

2. In-Depth

How chapter provides text, develops a procedure of how text created. Letting the students produce text and analyze the text are the assessment criteria for in-depth. Score 4 is given if the chapter provides at least 2 texts that relevance with the KD along with a clear description on how to produce and analyze those kinds of text while score 1 is given if it is less than the requirements.

3. Social function

Social functions mean that every text provided in the chapter should fulfill KI. Score 4 is given if the textbook fulfills at least 95% of KI and score 1 if the textbook could not fulfill 95% of KI.

4. Generic structure

In the generic structure, the exercises and text provided to students should help them in developing a systematic way of thinking and creating an efficient and actives way of producing text in the real-life application. Score 4 is given if the chapter provides a systematic theory in producing a text. If it does not provide a systematic theory on how to produce text then it is scored 1.

5. Linguistic feature

Linguistic feature concerned with the language uses in both exercise and

text written whether it is a good and acceptable language or not. Score 4 is given if the language uses in the text or materials are acceptable and polite while score 1 is given if it does not meet the criteria.

6. Relevance

This criterion of the feasibility of content judges the relevance of illustrations, tables, and picture used in exercises or text in supporting the materials. The up-to-dateness of the materials supports is also considered. Score 4 is given if 91% to 100% the supporting tables, pictures or illustrations are relevant with the materials, score 3 if 76% to 90% material supports are relevant, score 2 for 61% to 75% material supports are relevant, and score 1, if it is only 0% to 60% material supports is relevant.

7. Development of life skills

The development of life skills related to the usefulness of materials and texts assist in developing student's skills in social life. Score 4 is given if personal, social, academic and vocational life skills are developed in the materials, score 3 if its only 3 skills are developed, score 2 if it is only 2 skills are developed and score 1 if it is only 1 skill is developed.

8. Development of diversity insight

The appreciation for cultural diversity and the understanding of cultural richness in both local and global is the measurement in scoring the development of diversity insight. Score 4 is given if 91% to 100% materials or text provided in the chapter are relevant to diversity insight. Score 3 if 76% to 90% if it is relevant to diversity insight. Score 2 for 61% to 75 % if it is relevant to diversity insight

and score 1 if it is only 0% to 60% materials relevant to diversity insight.

D. Methods of Data Collection

In collecting the data the researcher did the following steps of study; the first was looking for the data from BSNP (Badan Standar Nasional Pendidikan) and Curriculum 2013 about English teaching in the first grade of junior high school, which would later be the guideline to determine the analysis of the content materials provided how the contents “Experiencing English” textbook fulfill the criteria of a good textbook suggested by BSNP and whether the content presented in “Experiencing English” textbook for Junior High School student year VII is compatible with Core Competence and Basic Competence of Curriculum 2013. Then, the researcher observed the content of the textbook. Next, the researcher looked up to any references that he could relate them to the topic of this study. The data then were categorized and arranged in detailed information. After that, the process was continued into the data analyzing which intended to analyze the data materials found in the “Experiencing English” textbook.

E. Methods of Data Analysis

In data analysis of qualitative research, the researcher analyzed the data systematically in content analysis from the textbook, so that the interpretation can be well understood and findings could be well informed to the readers. To analyze the content of the textbook, these steps are taken in the study:

- a. Read and comprehend the data from BNSP (Badan Standar Nasional Pendidikan) or Puskurbuk and curriculum 2013 in the first grade of

Junior High School English subject. These will be the main guideline to determine the compatibility of the English textbook “EXPERIENCING ENGLISH” with the curriculum.

- b. Observe and scan through the content of the material in the textbook “EXPERIENCING ENGLISH”.
- c. Categorize and arrange the data which obtained from the textbook in detailed information to be analyzed based on the characteristic described in criteria of BSNP.
- d. Conclude the feasibility of content of the textbook in quantitative output to show the result in percentage and numbers. The researcher used the following formula by Sudjiono (2005) to help present data in

the form of number. $P = \frac{F}{N} \times 100\%$

Note: P: Percentage

F: Frequency

N: Number of Frequency

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data collected from the textbook analysis. As mentioned previously, this study is an attempt to present an analysis of the content of English textbook “Experiencing English” that was published by Tim Masmedia Buana Pusaka.

A. Findings

The organization of the findings is presented by some following sequences. First, the results are pointed out based on the research questions of this research. second, the discussion is presented to discuss and to conclude the research findings and to draw a conclusion of this research. There are 8 categories for each chapter, with the total of 48 categories being analyzed. The total score finding for all 6 chapters then accumulated in the frequency table and the end of result will be presented in the percentage that represents the conformity of the English textbook “Experiencing English”.

The content of Experiencing English textbook was categorized based on rubric assessment from BSNP. The feasibility content includes three measurements which are the compatibility of materials with (KI) and (KD), the accuracy of materials, and supporting materials. Among those components, the explanation is presented in the following table.

Table.3 Feasibility of Content Frequency

Sub Component	Items	Score			
		1	2	3	4
The compatibility with core competence and basic competence	Completeness				6
	In Depth				6
The accuracy of the materials	Social Function	1			5
	Element and Structure of Meaning	1			5
	Linguistic Feature	1			5
Supporting Materials	Relevance		1		5
	Development of life skills	1			5
	Development of Diversity Insight	4		2	
Total		8	1	2	37

1. How do the content of English textbook “*Experiencing English textbook for Junior High School student year VII*” fulfill the criteria of a good textbook suggested by BSNP?

Based on the table of the feasibility of content above, from the total 48 categories being analyzed in 6 chapters, there are 37 categories in Feasibility of content obtained score 4 and fulfill the requirement from the rubric assessment and 8 categories obtained 1 score, 2 categories obtained score 3 score, and 1 category obtained score 1.

$$P = \frac{37}{48} \times 100\%$$

$$P = 77,08\%$$

Therefore, it can be stated that 77,08% of the materials, exercises, and text developed in the textbook “*Experiencing English*” are fulfilled the rubric

assessment of the feasibility of content from BSNP. Based on the result, the researcher stated that “Experiencing English” textbook was categorized as "fair" textbook with an average score of 77, 08% This statement according to Pusat Perbukuan as follows.

Tabel.4 Final Calculation of Analysis Textbook

The Range of Fulfillment Score	Category
80%-100%	Good
60%-79%	Fair
50%-59%	Sufficient
0%-50%	Poor

(Source: Pusat Perbukuan, 2015)

a. The compatibility of Materials with Core Competence and Basic Competence.

1) Completeness

The materials were complete as listed in basic competence of curriculum 2013, the student was expected to understand and able to produce spoken text such as greetings as shown on page 6, the activity of leave-taking stated on page 8, expressing thanks on page 9 to 13 which successfully developed activity about a daily interpersonal conversation between students using role-playing to build a personal connection with other people within the school and house surrounding, written text of apologizing on page 25-27, introducing oneself and other people on page 28-29, the numbers on page 30, days of the week and month of the year on pages 32 to 33, dates on page 34 to 60 and time on page 35 to 36 brief and simple.

The students were expected to understand the purpose and able to compose a written text to make labels and list. Students were exposed on ways to describe someone and also everything in their surroundings on page 47 to 60. There was instruction in the sub of imperative and warnings on page 70-74. On page 98 to 107, there was the explanation about food labels, medicine labels and shopping list on page 107. The tasks on understanding the message of the songs were included on page 141. With these all considerations, the completeness in all chapters in the textbook scored 4/4.

2) In Depth

The exercise in Experiencing English textbook were varied. Chapter 1 provided exercises for the student to explore more on ways to greet and respond to the inquiry. Various illustration of situation who and where the students were greeting as included in the exercise on page 5, and exercises to ask their classmates feelings on that day on page 9, identifying the person they greet in page 7, build up student critical thinking in figuring out the correct greeting and inquiry in dialogue on page 6 to 7. a simple way of saying apologizing and responses on page 26 to 27, introducing oneself and other people on page 28 to 29. Students were also encouraged to make interaction with their classmates on page 33 and 34. On page 34 students required to interview other people by asking their favorite colors and food. Activity 7 and 8 of chapter 3 required students to describe their bedrooms. In addition, Activity 15 students are taught to write descriptive text. It is the proper context for students' exercises so they can understand and produce the text written and orally.

In activity 4 of chapter 4 students were required to complete the instruction with some verbs which provided. Then, in warning activity, students were required to discuss the meaning of warnings sign. Based on consideration, score 4/4 is given to this chapter. Furthermore, in chapter 5 students were required to make and understand shopping list. Activity 3 required students to discuss the meaning and pronunciation of some vocabularies in food label using the dictionary. On page 102 there was an exercise which required students to compare the labels. The first exercise of chapter 6 on page 101 required students to write down the number in the provided space to arrange the lyrics into the good order and followed by an activity to fill in the blanks while students were listening to music on page 137, students required to find the hyperboles and alliteration in the lyrics and their meaning. On page 143 there was activity 3 which asked the student to interpret the meaning of song based on figurative language analysis. Most of the activities required students to find the meaning of several words in the song. Score 4/4 is given for this criterion.

b. Accuracy of Materials

1) Social Function

Chapter 1 has been analyzed and found out to be successful in implementing the social functions of each exercise. This chapter fulfilled two criteria of social function; interpersonal and transactional communication. Students were thought to interact through the interpersonal and transactional text by greetings the students' surrounding and asking for favor or inquiry using proper context. Chapter 2 covered the element of interpersonal and transactional communication.

Students were exposed to explore their knowledge about themselves and other people. Students were required to give information about themselves as well as interviewing their classmates to obtain information about them as instructed in the exercises on page 35. Overall, the contents in the chapter were related to students' daily life and encouraged the student to interact with their surroundings to obtain information. Chapter 3 covered the functional communication in the form of descriptive text. This chapter generated social functions within the factual text and exercises. The task in chapter 3 specifically required the student to describe something. The students were taught to describe someone by giving a compliment in activity 4.

In activity 4 of chapter 4, there was dialogue both of student about Instruction. In warning activities, there were some of the exercises that required students to work in a group. There were some activities in chapter 5 that required students to discuss/work in a group on page 99 and 101. Social function was expected to include more in chapter 6. In terms of transactional communication mostly were not related to student's daily lives. There was no exercise that required students to guess a song in group work. Therefore, with those considerations, 4/4 is the score for five chapters of Experiencing English textbook and only one chapter scored $\frac{1}{4}$ in social function criteria.

2) Element and Structure of meaning

The element and structure of meaning were appropriately developed in the textbook. The interpersonal and transactional texts covered the interactive element that encouraged students to initiate communication and response to it in the form of asking and giving information/favor. Students were given various examples in how to produce expression of greetings and response to greetings using the simple structure of the grammar in a polite way to ask for the favor as shown on page 6 to 7. In chapter 2 the students were taught to do a simple structure of self-introduction before advancing to introduce other people. This transactional interaction fulfilled the criteria of social function. In addition, the structure was very systematic in chapter 3. Students were taught to describe the object and make a descriptive sentence. The task is followed by answering question after reading descriptive text. In activity 15 of this chapter, students were required to write descriptive text. The interpersonal and transactional texts in chapter 4 covered the interactive element that encouraged students to initiate communication and response to it in the form of instruction and warning. Students were given various examples in giving instruction. In this chapter, students were given various examples of warning signs and its meaning in their surroundings.

Furthermore, the structure was systematic in chapter 5. First, students were taught to read regulation of food label. Then, activity 3 required students to discuss the meaning and pronunciation of some vocabularies in food label using their dictionaries along with their friends. On page 102 there was an exercise which required students to compare the labels. Students were required to make a

simple example of the shopping list for their birthday party on page 109. Therefore, this chapter scored 4/4 for developing element and structure of meaning. Contrarily, the element and structure of meaning in chapter 6 were not very systematic. In the beginning, the lists of words were simple and were meant for the student to find its meaning, but later followed by activities to find out the meaning of a song which was made of complex words in form of figurative language, it was complex for the first-grade of junior high school students. That is why chapter 1-5 of the textbook scored 4/4. Whereas, chapter 6 scored 1/4 for element and structure of meaning.

3) Linguistic Features

The linguistic features were appropriate in the textbook with the intended communicative context. In chapter 1 students were exposed to various ways in greetings, leave-taking using brief and simple interpersonal & transactional texts. Students were shown how to use the proper language in greeting and response to greeting on page 6 to 7. The texts used in chapter 2 were brief and simple and commonly used in students' daily lives and served the purpose of communication. The dialogues were short and served its purpose for self-introduction as shown on page 27 and introducing other people on page 29. The example of simple conversation of asking personal details also used simple and comprehensible text as shown in dialogues on page 30. In chapter 3, the students were required to make sentence and text in describing something in their surroundings. The English language context used to revolve around the students' surroundings. The descriptive texts were simple but more detail in describing the object.

Students were exposed to various ways of giving instructions using brief and simple interpersonal and transactional texts in chapter 4. Students were shown the warning's sign and the meaning of it. The linguistic features were precise for students. The texts used in chapter 5 are simple and students can practice to determine medicine and food labels easily and understand how the ways in reading and making the shopping list as well. Therefore chapter 1-5 of the textbook scored 4/4. On the other hand, the linguistic features in chapter 6 were too complicated for the students' context, as they were expected to understand lyrics, in the form of figurative language. Score $\frac{1}{4}$ is given for this chapter.

c. Supporting Materials

1) Relevance

The illustrations in Experiencing English textbook were very accurate with the students' daily context. Each picture showed the real-life situation for each type of text learned, such as the illustration that showed student's surrounding at school and also their homes. The dialogues used the common interaction happened in student's daily lives. Based on this consideration, this criterion scored 4/4.

The pictures of characters were those of students and the people of their circle; classmates, teachers, and neighbors. These illustrations in chapter 2 matched well with student's context in their daily lives. The context of material revolved around the student's daily interaction at school surrounding. The chapter also provided the relevant illustration for each type of text. The pictures of

characters were those of students and the object of their circle; school, their friends and their home. The context of chapter's 4 materials revolved around the student's daily interaction at school surrounding. The warnings were available for students and these illustrations balanced with student's context in their daily lives.

The source taken for chapter 6 was a popular song. Lyrics in the songs had the real meaning and made students easy to understand. On the other side, there were some of lyrics that had poetic meaning and indirect message. Thus, making it irrelevant for the material of the chapter, it is difficult for students in relating the meaning of the lyrics with their daily lives. With the consideration above, the criterion scored 4/4 in chapter 1-5 and scored 2/4 in chapter 6.

2) Life Skills Development

The aspect of life skill development dominantly implemented in chapter 1 was social skills. Students were taught to interact with their classmates, teachers, and people around them by exchanging and responding to greetings, students were taught to express caring for their friends by asking their feelings, offering a helping hand and always say thanks. The exercises in chapter 2 required students to interact with their surroundings to obtain information in their school context by finding information about their friends, teachers, and community. The life skills development in this chapter was personal and social skills. Students were encouraged to know their own and other's surplus and flaws and implement appreciation in communicating and interacting with other people.

Chapter 3 included personal and social life skills. Knowledge of their own things or people in their surrounding improves the student to care for everything in their surroundings. The materials in chapter 4 covered the information related to student's daily activities. Students were taught to know how to determine food and medicine labels and the ways of making the shopping list. Chapter 5 mostly focused on vocabulary building. Therefore, in term of development of life skills, chapters 1-5 scored 4/4. There was no element of life skill development in chapter 6, as no component of personal, social, academic or vocational skill can be found in this chapter. $\frac{1}{4}$ is the score for this chapter's development of life skills.

3) Diversity Insight

There were no aspects of the development of diversity insight in chapter 1. Chapter 1 only focused on greetings. Chapter 2 included the appreciation to a multicultural society. Therefore, $\frac{3}{4}$ was the score for development of diversity insight in chapter 3 and 4. Chapter 3 and 4 provided less national diversity insight. The texts and exercises in chapter 3 and 4 include no more than 60% of cultural elements. Therefore with this consideration, development of diversity insight scored $\frac{1}{4}$.

Furthermore, regarding the development of diversity insights, a good example of diversity insight was provided on pages 112 to 115. This chapter provided a descriptive text about history of places or things that contain cultural values. Then, In activities 3 and 5 students were required to read the text about Balinese Gamelan Music Goes Global, students were required to state the reasons

whether they agree if the Gamelan is currently taught and studied in foreign countries. Chapter 4 provided several exercises to answer some questions about places related to Indonesian culture. Therefore, the development of this chapter's diversity insight reached 3/4. There was no national diversity insight within most songs of chapter 6 made score $\frac{1}{4}$ was given for development of diversity insight.

2. Are the contents presented in “Experiencing English” textbook for Junior High School student year VII compatible with Core Competence and Basic Competence of Curriculum 2013?

The content presented in "Experiencing English" textbook is compatible with core competencies and basic competencies, 6 chapters of the textbook "Experiencing English" are well classified in terms of completeness and in-depth items, including interpersonal texts, transactional texts, and functional texts. 95% KI and KD were developed in "Experiencing English" textbook material For this category, completeness items and in-depth items scored 4 for 6 chapters of "Experiencing English" textbook. The followings are the comparative tables between Basic Competence & Core Competence of Curriculum 2013 and Objective of study in Experiencing English textbook.

Table 5. 1 The core competence and basic competence chapter/unit 1

Basic Competence & Core Competence of Curriculum 2013	Objective of study in Experiencing English textbook	Topic
<p>3.1 <i>Understand spoken texts such as greetings, excuses, thanks, and apology to build a personal connection with other people within school and house surroundings.</i></p> <p>4.1 <i>Composing spoken text to say and respond to greetings, excuses, gratitude, and apology, with the correct and proper context of language element.</i></p>	<ul style="list-style-type: none"> • <i>Understand and respond to greeting, leave-taking, thanks.</i> • <i>Express greeting, leave-taking, thanks.</i> • <i>Construct sentences & questions using be and pronoun.</i> 	<ul style="list-style-type: none"> • How's everything going?

The material in Experiencing English textbook in unit/chapter 1 is in accordance with the 2013 curriculum. This textbook also provided material about greetings, leave-taking, thanks, except apologizing. Contrarily, in this textbook material about apologizing is included in chapter/unit 2. While in the syllabus 2013 curriculum, the material of “apologizing” is put in a row with greetings, leave-taking, and expressing thanks.

Table 5. 2 The core competence and basic competence chapter/unit 2

Basic Competence & Core Competence of Curriculum 2013	Objective of study in Experiencing English textbook	Topik
3.2 Understand the purpose, text structure, and language element from the spoken and written text for self-introduction, brief and simple.	<ul style="list-style-type: none"> • Understand and respond to an apology • Introduce yourself and others. • Understand and use numbers correctly. • Understand times, days of the week and months of the years. • Understand the auxiliary verb <u>can</u> and <u>could</u>. 	<ul style="list-style-type: none"> • I'm very sorry for that, Mum.
4.2 Composing spoken and written text to make and respond to self-introduction, brief and simple by taking notice of purpose, text structure, and language element precise and proper with the context.		
3.3 Understand the purpose, text structure and language element to name the days, months, and time of the day, time in numeral form, dates and years.		
4.3 Composing spoken and written text to name the days, months, time of the day, time in numeral form, dates and years, with the correct language element and proper with context.		

The table showed that the material in unit 2 was in accordance with the 2013 curriculum because the material about self-introduction/introduce oneself was also provided in the textbook. In this unit/chapter, there are also applying basic competencies point 3.3 about the name of the day,

month, and time of day, time in the form of numbers, dates and years, which unit 2 also applied it. Therefore, it was determined that unit 2 is compatible with core competencies and basic competencies in the 2013 curriculum.

Table 5. 3 The core competence and basic competence chapter/unit 3

Basic Competence & Core Competence of Curriculum 2013	Objective of study in Experiencing English textbook	Topic
3.5 Understand the purpose, text structure, and language element from spoken and written text to identify the name and numbers of animals, things and public buildings closely related to student's lives.	<ul style="list-style-type: none"> Understand and identify descriptive texts. Write a descriptive text. Understand adjective. Describe objects using an adjective. Understand simple present tense. 	<ul style="list-style-type: none"> What does your house look like?.
4.5 Composing spoken and written text to tell the name of animals, things and public buildings that closely related to student's daily lives with the correct language element and proper with context.		
3.7 Understand the purpose, text structure and language element from spoken and written text to identify the characteristics of a person, animals, and things.		
4.7 Composing spoken and written text to identify characteristics of persons, animals and things, with the correct language element and proper with context.		
3.8 Understand the purpose, text structure and language element from spoken and written text to identify behavior/action /function of person/animals/things.		
4.8 Composing spoken and written text to identify behavior /action/and function of persons, animals, and things, with the correct language element and proper with context.		
3.10 Understand the purpose, text structure & language element from the descriptive text, spoken and written about persons, animals		

and things, brief & simple.
 4.12 *Comprehend the meaning in
 descriptive text, spoken and written,
 brief and simple.*

The comparative materials of "Experiencing English" textbook with the 2013 curriculum syllabus showed that the material in the Experiencing English textbook especially chapter 3 is in accordance with the 2013 Curriculum syllabus. The materials of the textbook are also provided a part for identifying something/ descriptive text, as has been instructed in the 2013 Curriculum syllabus point 3.10 "Understand the purpose, text structure & language element from descriptive text, spoken and written about persons, animals and things, brief & simple". Chapter 3 is compatible with core competencies and basic competencies of the 2013 curriculum.

Table 5. 4 The core competence and basic competence chapter/unit 4

Basic Competence & Core Competence of Curriculum 2013	Objective of study in Experiencing English textbook	Topic
3.9 <i>Understand the purpose, text structure and language element from specific text, spoken and written in the form of instruction, sign or short notice, warning/caution, brief and simple.</i>	<ul style="list-style-type: none"> • <i>Understand about imperative</i> • <i>Define prohibitions and warnings,</i> • <i>Give direction</i> • <i>Understand procedures texts</i> 	<ul style="list-style-type: none"> • <i>Relax, don't worry!.</i>
4.10 <i>Comprehend the meaning in instruction text, short notice, warning/caution, in spoken and written forms.</i>		

In 2013 curriculums' basic competence point 3.9; Understand the purpose, text structure and language element from a specific text, spoken and written in form of instruction, sign or short notice, warning/caution, brief and simple. It was compatible to the objective of study in Experiencing English textbook Unit 4 is in accordance with the core competencies and basic competencies of the 2013 curriculum.

Table 5. 5 The core competence and basic competence chapter/unit 5

Basic Competence & Core Competence of Curriculum 2013	Objective of study in "Experiencing English textbook	Topic
3.6 <i>Understand the purpose, text structure and language element from the specific text in the form of label and list.</i>	<ul style="list-style-type: none"> • <i>Identify timetable</i> • <i>Determine food labels</i> • <i>Understand nutrition fact on food labels.</i> 	<ul style="list-style-type: none"> • <i>Would you like to join me?</i>
4.6 <i>Composing written text to make labels and list, with the correct language element and proper with context.</i>	<ul style="list-style-type: none"> • <i>Understand and make a shopping list</i> • <i>Understand and write descriptive writing</i> • <i>Understand present continuous tense</i> • <i>Make a sentence using verb-ing</i> 	

The material in Experiencing English Textbook is appropriated with the syllabus of Curriculum 2013 point 3.6; understand the purpose, text structure and language element from the specific text in the form of label and list and the textbook provided the material about food label and shopping list as well. So building on the several examples of labeling and listing, unit/chapter 5 is compatible with core competence and basic competence of Curriculum 2013.

Table 5. 6 The core competence and basic competence chapter/unit 6

Basic Competence & Core Competence of Curriculum 2013	Objective of study in "Experiencing English textbook	Topic
3.11 Understand the message in a song.	<ul style="list-style-type: none"> • Understand song lyrics with their verse and chorus 	<ul style="list-style-type: none"> • Let's sing this song!
4.13 Comprehend the message in a song.	<ul style="list-style-type: none"> • Identify figurative language in a song • Analyze figurative language in a song • Interpret the meaning of a song 	

The material in Experiencing English Textbook is appropriated with the syllabus of Curriculum 2013. Because the textbook required the students to comprehend the meanings/messages of the songs. So, chapter 6 is compatible with core competence and basic competence of Curriculum 2013.

A. Discussion

The findings of this study reveal several facts. Completeness items have a scored 4 in all chapter/unit in the textbook. Cunningsworth (1995) suggested that there are two kinds of textbook evaluation if we need to see good criteria of a textbook. The first kind is the impressionistic overview which is useful and gives a general overview of material or the completeness of the textbook. The other is in depth which involves more of the content. As researcher stated above that, the textbook "Experiencing English" was good in terms of completeness and depth.

In terms accuracy of materials, five chapters of "Experiencing English" textbook scored 4 in 5 chapters in term of social function items, but in the other chapters have scored 1 and 2. Element and Structure of meaning item scored 4 in the five chapters in "Experiencing English" textbook only 1 chapter got scored 1. Furthermore, element and structure of meaning item also scored 4 in the 5 chapters in the textbook only 1 chapter scored 1. The textbook is good for students in achieving social functions through functional texts, developing students 'ability to think coherently and systematically through interactive interpersonal and transactional texts, developing students' ability to think coherently and systematically through generic structures text, and the accuracy and acceptance of linguistic features. With regards to the ratio fulfillment criteria, meant that the textbook has a good level of accuracy of material.

In relation to supporting learning materials in the relevance of the material and life skills development items scored 4 in 5 chapters and only 1 chapter got a scored 1. It is very contrary to the development of diversity insight item which scored 1 in 4 chapters and only 2 chapters that scored 3. In additions, two items are classified as good. Meanwhile, the development of diversity insight item is very lacking. According to Onuoha- Chidiebere (2011), supporting materials refers to different kinds of materials or resources that teachers and learners use in the teaching and learning process, in order to make the process more effective and productive also to facilitates the achievement of goals in education.

Regarding the relevance of materials with core competencies and basic competencies, all chapters of the textbook "Experiencing English" are classified very well in terms of completeness and in-depth items, including interpersonal texts, transactional texts, and functional texts. For this category, completeness item and in-depth item scored 4 for all chapters of total 6 chapters of the textbook, which means that it is good in the material aspects that are relevant to core competencies and basic competencies.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

This study discusses the content analysis of English textbook for the first grade of junior high school. Thus, this study has a purpose to discover how the contents of English textbook fulfill the criteria of a good textbook suggested by BSNP and whether the contents presented in “Experiencing English” textbook for Junior High School student year VII are compatible with Core competence and basic competence of Curriculum 2013. Based on the results obtained from the evaluation, the following conclusions are taken:

First, "Experiencing English" has reached a fair standard of the textbook. Second, “Experiencing English” the textbook is considered as a fair textbook because 77,08% of the content fulfilled the textbook evaluation criteria suggested by BSNP. Including in the sub-aspects of relevance between materials and curriculum, the accuracy of the material, and learning support materials. However, in the aspect of supporting materials, “Experiencing English” is lacking in terms of aspects of diversity insight. To fulfill the diversity insight that is less in "Experiencing English", it is recommended that teachers use other sources. But overall, this textbook is suitable to be used by teachers and students. The last, "Experiencing English" textbook for the first grade of junior high school students is in accordance with the 2013 curriculum and the contents of the textbook fulfill the core competencies and basic competencies of the 2013 curriculum. All

chapters/units from "Experiencing English" textbook meet the 2013 curriculum competency. This textbook is suitable to be called as the implementation of 2013 curriculum textbook.

B. Recommendations

The researcher would like to recommend several points of view to be studied by researchers in the future. Regarding the content analysis in textbooks for the first grade of junior high schools entitled "Experiencing English", further research can use different frameworks and theories to facilitate research analysis. There are many frameworks from other experts that can be used to analyze content in textbooks.

First, the researcher suggests that the author of the Experiencing English in order the textbook include good criteria as recommended by the BSNP and Puskurbuk, the author must ascertain whether the content in the contents of Experiencing English textbook is feasible or not. Feasibility of content includes three measurements namely, compatibility material with (KI) and (KD), the accuracy of materials, and supporting materials.

So, it is highly recommended that content in textbooks be appropriate for the first grade of junior high school students and the contents of the textbook should fulfill the feasibility of the content requirements specified in the 2013 curriculum because of the textbook the implementation of 2013 curriculum.

Second, it is suggested that the content in this textbook should be improved especially in the criteria of diversity insight of each text and communicative

exercises and assignments available in the textbook must motivate students towards good citizens who care, understand and appreciate multicultural diversity.

Finally, current research findings can be utilized for further research as the basic theory under the same topic. It is possible to conduct other similar researches with different amounts, levels, publishers of an English textbook.

This research is actually still far from perfect. The researcher suggests the next researcher who wants to analyze this textbook to continue searching and finding more details about the contents of this textbook.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 11486/UN.08/FTK/KP.07.6/11/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Ua.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 12 Desember 2017

MEMUTUSKAN

- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-559/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

Menunjuk Saudara:

1. Dr. Mustafa AR, MA Sebagai Pembimbing Pertama
2. Habiburrahim, M.Com., M.S., Ph.D Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

- Nama : Jaza Anil Husna
NIM : 140203034
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A Content Analysis of English Textbook "Experiencing English" for the First Grade of Junior High School Based on Curriculum 2013

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 2 November 2018

An. Rektor
Dekan



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

CORE COMPETENCE AND BASIC COMPETENCE FOR THE FIRST GRADE OF JUNIOR HIGH SCHOOL

CORE COMPETENCE	BASIC COMPETENCE
1. Respect and understand the teaching of their religion.	Being grateful for the opportunities to learn English language as international communication medium.
2. Respect and understand honesty, discipline, responsibility, caring (tolerance, teamwork), polite, confident in interacting effectively with their social and natural environment within reach of their association and existence	2.1 Values polite behavior and caring in making interpersonal communication with teachers and friends. 2.2 Values honesty, discipline, confidence and responsibility in making transactional communication with teachers and friends. 2.3 values sense of responsibility, caring, cooperation, and peace-loving in making functional communication.
3. Understand knowledge (facts, concepts, and procedures) based on their curiosity in knowledge, technology, art, culture related to phenomena and real-life events.	3.1 Understand spoken texts such as greetings, excuses, thanks, and apology to build personal connection with other people within school and house surroundings. 3.2 Understand the purpose, text structure, and language element from spoken and written text for self-introduction, brief and simple. 3.3 Understand the purpose, text structure and language element to name the days, months, and time of the day, time in numeral form, dates and years. 3.4 Understand the purpose, text structure and language element from spoken and written text of self-identity, brief and simple. 3.5 Understand the purpose, text structure, and language element from spoken and written text to identify the name and numbers of animals, things and public buildings closely related to student's lives.
CORECOMPETENCE	BASIC COMPETENCE
	3.6 Understand the purpose, text structure and language element from specific text in the form of label and list. 3.7 Understand the purpose, text structure and language element from spoken and written text to identify characteristics of a person, animals and things. 3.8 Understand the purpose, text structure and language element from spoken and written text to identify behavior/action /function of person/animals/things. 3.9 Understand the purpose, text structure and language element from specific text, spoken and written in the form of instruction, sign or

	<p>short notice, warning/caution, brief and simple.</p> <p>3.10 Understand the purpose, text structure and language element from descriptive text, spoken and written about persons, animals and things, brief and simple.</p> <p>3.11 Understand the message in a song.</p>
<p>4. Attempting, processing, and presenting concretely (using, analyzing, building, modifying, and making) and abstract (writing, reading, calculating, drawing and composing) in accordance to what has been learned in school and other sources which share the common views/theories</p>	<p>4.1 Composing spoken text to say and respond to greetings, excuses, gratitude, and apology, with the correct and proper context of language element.</p> <p>4.2 Composing spoken and written text to make and respond to self-introduction, brief and simple by taking notice of purpose, text structure, and language element precise and proper with the context.</p> <p>4.3 Composing spoken and written text to name the days, months, time of the day, time in numeral form, dates and years, with the correct language element and proper With context.</p>
CORE COMPETENCE	BASIC COMPETENCE
	<p>4.4 Composing spoken and written text to tell the student's origins brief and simple by taking notice of the purpose and text structure with the correct language element and proper with context.</p> <p>4.5 Composing spoken and written text to tell the name of animals, things and public buildings that closely related to student's daily lives with the correct language element and proper with context.</p> <p>4.6 Composing written text to make labels and list, with the correct language element and proper with context.</p> <p>4.7 Composing spoken and written text to identify characteristics of persons, animals and things, with the correct language element and proper with context.</p> <p>4.8 Composing spoken and written text to identify behavior /action/and function of persons, animals, and things, with the correct language element and proper with context.</p> <p>4.9 Composing specific text in the form of instruction, short notice, warning/caution, spoken and written, brief and simple by taking notice of purpose, text structure, the correct language element and proper with context.</p> <p>4.10 Comprehend the meaning in instruction text, short notice, warning/caution, in spoken and written forms.</p> <p>4.11 Composing spoken and written descriptive text brief and simple, about persons, animals and things by taking notice of purpose, text structure and language element, correctly and proper with context.</p> <p>4.12 Comprehend the meaning in descriptive text, spoken and written, brief and simple.</p>

	4.13 Comprehend the message in a song.
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Rubric Assessment from BSNP

No	BUTIR	KETERANGAN
I. KELAYAKAN ISI		
A.	KESESUAIAN URAIAN MATERI DENGAN KI DAN KD	
1	Kelengkapan Materi	
	a. Jenis teks interpersonal	<p>4 = Buku teks pelajaran memuat teks-teks interpersonal pendek dan sederhana minimal 95% dari cakupan materi KI dan KD pada masing-masing kelas.</p> <p>1 = Buku teks pelajaran memuat teks-teks interpersonal pendek dan sederhana kurang dari</p>
	b. Jenis teks transaksional	<p>4 = Buku teks pelajaran memuat teks-teks transaksional pendek dan sederhana minimal 95% dari cakupan materi KI dan KD pada masing-masing kelas.</p> <p>1 = Buku teks pelajaran memuat teks-teks transaksional pendek dan sederhana kurang dari</p>

	c. Jenis teks fungsional	<p>4 = Buku teks pelajaran memuat teks-teks fungsional pendek dan sederhana minimal 95% dari cakupan materi KI dan KD pada masing-masing kelas</p> <p>1 = Buku teks pelajaran memuat teks-teks fungsional pendek dan sederhana kurang dari 95% dari cakupan materi KI dan KD pada masing-masing kelas</p>
2	Kedalaman materi	
	a. Paparan (<i>exposure</i>)	<p>4 = Setiap jenis teks dilengkapi dengan minimal 2 contoh teks di dalam buku yang memiliki fungsi sosial yang relevan dan penugasan kepada siswa untuk mencari minimal 2 contoh teks sejenis dari sumber lain</p> <p>1 = Setiap jenis teks dilengkapi dengan kurang dari 2 contoh teks di dalam buku yang memiliki fungsi sosial yang</p>
	b. Retensi aturan pembentukan teks	<p>4 = Aturan pembentukan teks diajarkan pada 3 unsurnya yaitu fungsi sosial, unsur dan struktur makna, dan fitur linguistik.</p> <p>1 = Salah satu dari 3 unsur aturan pembentukan teks yaitu fungsi sosial, unsur dan</p>
	c. Produksi	<p>4 = Tugas untuk menghasilkan teks memuat 3 unsur pembentukan teks yaitu fungsi sosial, unsur dan struktur makna dan fitur linguistik</p> <p>1 = Salah satu unsur pembentukan teks yaitu fungsi sosial, unsur dan struktur makna, dan fitur linguistik tidak termuat dalam Tugas.</p>

	d. Ekstensi	<p>4 = Tugas untuk mendalami minimal 2 teks lengkap dengan 3 unsur pembentukan teks (fungsi sosial, unsur dan struktur makna, dan fitur linguistik) di luar teks yang disajikan dalam buku teks ini.</p> <p>1 = Tugas untuk mendalami teks lengkap dengan 3 unsur pembentukan teks (fungsi sosial</p>
B.	KEAKURATAN MATERI	
	Fungsi social	<p>4 = Minimal 95% teks berguna untuk mencapai fungsi sosial yang tepat</p> <p>1 = Kurang dari 95% teks</p>
	Unsur dan struktur makna	<p>4 = Minimal 95% unsur dan struktur makna teks sesuai dengan fungsi sosialnya</p> <p>1 = Kurang dari 95% unsur dan struktur makna teks sesuai</p>
	Fitur linguistic	<p>4 = Minimal 95% fitur linguistik dalam teks sesuai dengan fungsi sosialnya</p> <p>1 = Kurang dari 95% fitur linguistik dalam teks sesuai dengan fungsi sosialnya</p>
C.	MATERI PENDUKUNG PEMBELAJARAN	
	Kemutakhiran	

	a. Relevansi materi dan sumber rujukan	<p>4 = Secara keseluruhan, 91% - 100% lebih bahan ajar diambil dari sumber rujukan yang relevan dengan materi</p> <p>3 = Secara keseluruhan, 76% - 90% bahan ajar diambil dari sumber rujukan yang relevan dengan materi</p> <p>2 = 61% - 75% bahan ajar diambil dari sumber rujukan yang relevan dengan materi</p> <p>1 = 0% - 60% bahan ajar</p>
	b. Kemutakhiran materi dan sumber rujukan	<p>4 = Secara keseluruhan, 91% - 100% lebih sumber bertahun terbit 4 tahun terakhir</p> <p>3 = Secara keseluruhan, 76% - 90% sumber bertahun terbit 4 tahun terakhir</p> <p>2 = 61% - 75% sumber bertahun terbit 4 tahun terakhir</p>
	Pengembangan kecakapan hidup: <ul style="list-style-type: none"> - personal - sosial - akademik - vokasional 	<p>4 = Secara keseluruhan, memuat teks-teks yang memuat 91% - 100% unsur kecakapan hidup.</p> <p>3 = Secara keseluruhan, memuat teks-teks yang memuat 76% - 90% unsur kecakapan hidup.</p> <p>2 = Secara keseluruhan, memuat teks-teks yang memuat 61% - 75% unsur kecakapan hidup.</p>

	<p>Pengembangan wawasan kebhinekaan:</p> <ul style="list-style-type: none"> - penghargaan terhadap keanekaragaman budaya dan kemajemukan masyarakat, kesadaran akan potensi/kekayaan daerah - apresiasi terhadap nilai- nilai demokrasi 	<p>4 = Secara keseluruhan, memuat teks-teks yang memuat 91% - 100% unsur wawasan kebhinekaan.</p> <p>3 = Secara keseluruhan, memuat teks-teks yang memuat 76% - 90% unsur wawasan kebhinekaan.</p> <p>2 = Secara keseluruhan, memuat teks-teks yang memuat 61% - 75% unsur wawasan kebhinekaan.</p>
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**Rubric Assessment (Checklist) of The compatibility of Materials with core competence
and basic competence Criteria**

Sub Component	Items	Chapter	Score			
			1	2	3	4
The compatibility of Materials with core competence and basic competence 1	Completeness	1				√
		2				√
		3				√
		4				√
		5				√
		6	√			
	In Depth	1				√
		2				√
		3				√
		4				√
		5				√
		6				√

Rubric Assessment of (Checklist) The accuracy of the Materials Criteria

Sub Component	Items	Chapter	Score			
			1	2	3	4
The accuracy of the materials	Social Function	1				√
		2				√
		3				√
		4				√
		5		√		
		6	√			
	Element and Structure of Meaning	1				√
		2				√
		3				√
		4				√
		5				√
		6	√			
	Linguistic Feature	1				√
		2				√
		3				√
		4				√
		5				√
		6	1			

Rubric Assessment (Checklist) of Supporting Materials Criteria

Sub Component	Items	Chapter	Score			
			1	2	3	4
Supporting Materials	Relevance	1				√
		2				√
		3				√
		4				√
		5				√
		6		√		
	Development of life skills	1				√
		2				√
		3				√
		4				√
		5				√
		6	√			
	Development of Diversity Insight	1	√			
		2			√	
		3	√			
		4	√			
		5			√	
		6	√			

AUTOBIOGRAPHY

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Banda Aceh, 18 January 2019
Writer,

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