

AN ENGLISH TEXTBOOK ANALYSIS “WHEN ENGLISH RINGS A BELL” BASED ON ENGLISH SYLLABUS OF 2013 CURRICULUM

A PAPER

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VALIDATION SHEET

TITLE : AN ENGLISH TEXTBOOK ANALYSIS: "WHEN ENGLISH RINGS A BELL" BASED ON ENGLISH SYLLABUS OF 2013 CURRICULUM

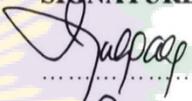
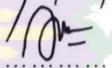
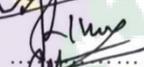
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ABSTRACT

JIHAN OKTAVIANI N. 1601055013. *An English Textbook Analysis: When English Rings a Bell Based on English Syllabus of 2013 Curriculum.* A Paper. Jakarta: The Study Programme of English Education, The School of Teacher Training and Education, The University of Muhammadiyah Prof. DR. Hamka, 2020.

The objective of the study was to find out whether or not the English Textbook which was used by eighth students of SMPN 103 Jakarta with title *When English Rings a Bell* material contents are in line with English syllabus content. The objects of the study were the English student textbook contents. The comparative descriptive analysis has been used as the method of this study to find out the conformity of the textbook with the content of the English syllabus of 2013 Curriculum.

For this study, the writer used checklist to collect the data. The data then were calculated by using simple statistical formula $C = t/s \times 100\%$ and interpreted used Arikunto's scheme of the conformity levels.

The results of the study indicated that the English textbook had 84% that were in line with the materials content in the English syllabus of 2013 Curriculum. According to Arikunto's conformity level, the English textbook for the eighth grade students is an excellent textbook. The writer hopes that the result of the study is useful for the writer and the English teacher in teaching English textbook.

Key Words: *English Textbook, Syllabus and Textbook Analysis*

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CHAPTER I

INTRODUCTION

A. The Background of the Study Problem

English nowadays needs to be mastered. Because English has become the international language which every people should speak and write in English in every occasion. Thus, it starts from the school, English should be taught by the professional English teacher who has good abilities.

Before teaching in class, teacher should prepare the teaching material. Teaching material is a set of learning tools or tools containing learning material, methods, boundaries, and ways of evaluating systematically and attractively designed in order to achieve the expected goals, namely achieving competence or subcompetence with all its complexity (Widodo and Jasmadi in Sustainable, 2013: 1). This understanding explains that a teaching material must be designed and written with instructional rules because it will be used by the teacher to help and support the learning process.

Teaching materials have various types, some are printed or non-printed. Printed teaching materials that are often found in school are handouts, books, modules, and student worksheets (LKS). Handouts are "everything" that is given to students when participating in learning activities. Books as teaching materials are books that contain knowledge of the results of analysis of the curriculum in written form. Modules are

teaching materials that are written with the aim that students can learn independently without or with the guidance of the teacher. Student Worksheets (LKS) are teaching materials that have been packaged in such a way that students are expected to be able to teach these materials independently.

According to Surahman dalam Fella in 2014, in general book is divided into four types; the source book, reading book, handbook, and textbook. The source book is a book which usually used as source and reference for the study of certain complete sciences. The reading book is a book which used as a reading textbook such as story book, novel, and so on. Next, a handbook is a book that usually used for teacher as her handbook in teaching process. Last is textbook, a book which arranged for learning process and there are the material contents which will be taught in class.

Textbook is considered as essential tool that facilitate the process of language and culture learning (Allwright, 1981). It always has placed an important role in the implementation of a new curriculum. Guided by textbooks, teachers can manage teaching materials and utilize them in in-class and out-of-class activities. Appropriate textbooks are required in Indonesian standard norms and avoid contents, such as violence, radicalism, pornographic, ethnic-religious-racial sentiments and gender stereotypes. In short, textbooks have to ideologically support values depicted in the Five Pillars of Indonesian Ideology: (1) religiosity, (2) humanism, (3) pluralism, (4) democracy and (5) social justice. Particularly in the implementation of

the 2013 ELT curriculum, all schools have been instructed to use the mandated English textbook, *Bahasa Inggris* published by *Kemendikbud*. This textbook series aims to strengthen character education as the main feature of the 2013 ELT Curriculum.

Thus, the Ministry of Education (*Kemendikbud*) gives the national syllabus to every schools in Indonesia. From that syllabus, the ministry of Education made it into a textbook as a guide for the teacher to teach in class. In the textbook *When English Rings a Bell!*, some of the students of SMPN 103 Jakarta at the eighth grade, found difficulties to understand the reading passage that are in textbook, because the words are so hard to be understood for them. Then, it makes the students have bad scores in English subject while that textbook is used as material source in reading section. When the writer interviewed the English teacher in the school of SMPN 103 Jakarta, she said that she had not analyzed the textbook which is used while the English teaching learning process, so she did not know the quality of the textbook whether the textbook is a good textbook or not.

Based on the problems that has been stated above, the writer was interested in doing the research by analyzing the material content of the English textbook for the eighth grade students *When English Rings a Bell!* By using the title “*AN ENGLISH TEXTBOOK ANALYSIS: WHEN ENGLISH RINGS A BELL BASED ON ENGLISH SYLLABUS OF 2013 CURRICULUM*”.

B. The Limitation of the Problem

After identifying the problems, the writer limited this study problem to focus on whether or not the material contents of English textbook *When English Rings a Bell* are in line with the English syllabus content in 2013 Indonesian curriculum.

C. The Question of the Study

In accordance with the background of the study, the writer formulated the problem as follows: Are the material contents of the English textbook *When English Rings a Bell* in line with the English syllabus content in 2013 Indonesian curriculum?

D. The Objective of the Study

The objective of the study is whether or not the English textbook content which being used in SMPN 103 Jakarta with title *When English Rings a Bell* are in line with English syllabus content which already given by the Indonesian Ministry of Education.

E. The Significance of the Study

By writing this paper, the writer hopes that this research can be useful for teacher, because there are guidelines that can be used before teaching process in the classroom.

For the reader, the writer hopes the result of the study will be useful, because the reader have a good English book as the English material source.



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