

ANALYSIS OF RELEVANCE BETWEEN ELEVEN GRADE ENGLISH TEXTBOOK (STOP BULLYING NOW STAND UP • SPEAK UP) AND ENGLISH CURRICULUM (THE 2013 CURRICULUM) OF SENIOR HIGH SCHOOL

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Abstract

This paper focuses on discussing about analysis of relevancy between English textbook and English Curriculum for Eleventh Grade of Senior High School. The research was qualitative research with the content analysis method. The object of the research was competencies and language skills that teach in the Eleventh Grade of Senior High School. The textbook title “Stop Bullying Now Stand Up • Speak Up” published by The Ministry of Education and Culture of Indonesia. The aims of this research to find out the relevancy between Eleven Grade English Textbook (Stop Bullying now Stand up • Speak Up) and English Curriculum (The 2013 Curriculum) of Senior High School.

The data of this research are the textbook content such as the competencies, materials, and skills available in the English textbook. This research is using a documentary analysis to collect the data of research. For the data analyze, the research using three steps: organizing, coding and reducing, and interpreting. The data explain in the descriptive analysis. Almost all of the basic competencies are covering in the textbook although the core competencies did not wrote. The language skills and elements also explain in good way in each of chapter in this textbook. So, the research finding that the

textbook title “Stop Bullying Now Stand Up • Speak Up” is a good textbook that can use as the media of learning for students and teachers in teaching and learning process. This research will help the teacher to choosing a good English textbook.

Keywords: English Textbook, 2013 Curriculum, Analysis

I. Introduction

The curriculum always uses as the foundation on the education to make materials that will use in teaching so the aim to achieve learning success. The curriculum is a collection of plans, objectives, teaching materials and lessons that used as guidelines by teachers in order to achieve the goal of learning. The reference is the material that the teacher must teach to the students. Teachers use the material as their foundation to create Rencana Pelaksanaan Pembelajaran (RPP). The curriculum that applied in Indonesia has changed several times. The revision 2013 curriculum, recently curriculum applied in Indonesia, the design of that curriculum use student-centered.

Some media of learning, methods of learning, teaching materials, and others are part of curriculum. According to Tomlison (1998: IX) materials can be a task book, cassette, CD-ROM, video, photocopy handout, news, paragraph written on a white or black board; everything that can present information about the language studied, and in the form of books. Textbooks are a learning resource and teaching materials of education. The textbooks that have been publishing are not all in accordance with the criteria of the book to suit the needs of students and have good quality. Teachers should be able to choose a suitable book to use during the learning and teaching process. Textbook created by the publishers must

be based on the curriculum that applies because the textbook as the teacher's grip in teaching and aims to facilitate the teacher in teaching. Textbook used by the teachers to do their teaching and learning process in classroom activities.

The fact showed there was some problems that find in textbook such as the arrangement of the materials are confusing the teachers and students. Any Herawati said that statement in Timesindonesia news, Malang (Saturday, January 09th, 2016). It said that the textbook materials irrelevance with the curriculum materials as the basic for teaching and learning. This can affect the learning and teaching process, the goal that will not be achieve, the goal does not match the achievement in the curriculum, and the teacher will have difficulty finding the material in accordance with the curriculum. Textbook used as teaching tools are inseparable from the curriculum that applied. It found that the material contained in the book does not suit to the material contained in the curriculum. Thus, to know the appropriate of the material found in the teaching book with the material contained in the 2013 curriculum, it is important as the basis of research to analyze the material of English teaching books.

II. Method

The research is qualitative research with the design is content analysis. Qualitative research according to J.W. Creswell (2014: 23) is a study to understand human or social issues by creating a thorough and complex picture presented in words, reporting a detailed view obtained from sources of information, and done in a natural setting. The explanation about this research is qualitative research because of the problems discussed presented into words in

detail and complex with a natural background and the absence of the treatment used in this study.

The data used in this study is a list of core competencies, basic competencies and developed skills that researched in form of textbook that compared with syllabus. The type of data source in this research is a secondary data source because secondary data is data obtained from existing data. This research uses a data source in the form of a document that is used curriculum (curriculum 2013). Moreover, as well as the English book titled "*Stop Bullying now Stand up • Speak Up*" for Eleven Grade. The collected data done in qualitative research according to Donald Ary (2010: 431) there are three namely observation, interview and document or artifact analysis. Research conducted by documentary analysis of data sources directly and systematically. There are two steps used in the data collection process, which is data reducing and selecting data.

From the result of documentary analysis above is the process of finding preliminary data related to the basic competencies and core competencies contained in the English teaching book for grade 11. Moreover, the skills of what is developed in the book for further analysis in accordance with the curriculum 2013 used in schools. Therefore, the documents needed in this study were the 2013 curriculum syllabus, the English teaching book for high school students, and the journals. The document is very helpful in this research as it is a document to be research and analyze.

III. Result and Discussion

This part explains about the findings on the data of resource and discuss into two part of the topic. The topics are competencies and language skill describes in the detail and clear analysis.

a. Relevancy of Competence in the English Textbook and the 2013 Curriculum

This part explains the relevancy of core competence in English textbook based on the 2013 Curriculum. There are four core competencies and nine basic competencies in the 2013 Curriculum. This core competence explains grade of skills to achieve the standard. The core competencies were not found in textbook but there are core competencies in the 2013 curriculum. Therefore, there was irrelevant between the core competencies of the textbook and the 2013 Curriculum. Based on the 2013 Curriculum there are nine basic competencies that must be teach in teaching and learning process. These basic competencies are the activities, types and materials that will be use during teaching and learning process. Only for core competence is not contained or irrelevant in the textbook that may be caused by the lack of specific topic of the material that will be taught because it is specific to the core competencies only explain what activities can be done during the study has found in the curriculum syllabus 2013.

The basic competencies be found in textbook also exist in the 2013 curriculum. The basic competencies in the textbook are using according to the material presented in each chapter. Moreover, the basic competencies always appear on the first page of each chapter associated as the aims of the study to

achieve in teaching and learning process. According to Cunningsworth (1995:54) some textbook will be permeate with the author's assumption about syllabus because the syllabus focuses on what taught and in what order it taught. The English textbook created by Kemendikbud has fulfilled approximately 88, 9 % in the nine basic competencies that relevant to the syllabus in the 2013 Curriculum, because there is one basic competence that did not match with the material of the syllabus in the 2013 Curriculum.

For example, two basic competencies are relevant to the 2013 curriculum. The basic competencies are 3.1 and 4.1. This basic competencies exist in chapter 1 with the chapter title is "Offers & Suggestions". The basic competency of 3.1 describes social functions, text structures, and the linguistic elements of offers and suggestions. The basic competency 4.1 stated to compose a text on offers and suggestions by relating to the basic competence of 3.1. In the other hand, two basic competencies are relevant to the 2013 curriculum. The basic competencies are 3.9 and 4.9. This basic competencies exist in chapter 6 with the chapter title is "Meaning Through Music". Moreover, in the 2013 Curriculum Basic Competence 4.9 stated to catch the meaning of the song lyrics by relating the basic competence of 3.9. However, the material contained in the textbook irrelevant with the curriculum 2013, in which the basic competencies 3.9 and 4.9 in the first page of the chapter written only for the lyrics of the song but the material used is the text of poem.

b. Relevancy of Language Skills in the English Textbook and the Curriculum

In this part explains some of the language skills that must be master in the textbook. The language skills explain some of the language elements that must

noticed partially of basic competencies in the textbook and 2013 curriculum. There are several criteria used as research theory according to Syahmadi (2013), namely as follows:

- a) The integration of four language skills in learning English (reading, speaking, listening, and writing) and language skills in the 2013 Curriculum. (p. 14)
- b) The inclusion of two main language components (grammar and vocabulary) in the textbook. (p. 29)

The ability to language skills of textbook is about 75% according to the curriculum 2013 because there just three language skills of four language skills that must master contained in textbook. In the materials for each chapter in the textbook has also been enter in language skills that are often developed such as reading, writing, and speaking. An example of a chapter that only develops three language skills combined is Chapter 3 about the official invitation. In the basic competency of this chapter, there were four language skills mastered but there are only three language skills developed. In reading, students read an example of an official invitation which is they have to answer questions related to social functions, text structures, and linguistic elements. In writing, students are required to make an official invitation according to a topic that provide in the exercises. Moreover, in speaking, students in pairs are asking to create a short conversation related to accepting or rejecting an invitation then displayed of role-play in front of the class. Almost all chapters on textbook have language skills developed although not all of them are in the 2013 Curriculum. As for the linguistic element on the textbook, it is almost all relevant with the one in the 2013 curriculum.

IV. Conclusion

This research aims to know the relevancy between eleven grade English textbook (Stop Bullying now Stand up • Speak Up) and English Curriculum (The 2013 Curriculum) of Senior High School. The result of the relevancy of core competencies and basic competencies of textbook found that there did not have core competencies inside but it has basic competencies. The core competencies of the textbook were not wrote that beside the 2013 Curriculum there are four competencies, so the core competencies are irrelevant. Moreover, the basic competencies of the textbook almost wrote in the first page of the chapter. There are 9 basic competencies in the textbook and also 9 basic competencies in the 2013 Curriculum, so the basic competencies are 88, 9% relevant. The result of language skills and elements in the textbook based on the finding and discussion above found that 75% are relevant to the 2013 Curriculum. There are four language skills such as reading, speaking, writing and listening that can be master based on the 2013 Curriculum because the materials were in form of oral and written text, but in the textbook just present the materials for mastered reading, speaking and writing. All the language skills are mastered accordance to the 2013 Curriculum; the language skills are reading, writing and speaking. About the language elements, almost all of it already explained in each part of the chapter, such as the grammar and structure of the text.

V. References

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