

**AN EVALUATION OF ENGLISH TEXTBOOK ENTITLED
MODUL PENGAYAAN ‘BAHASA INGGRIS’ BASED ON THE
2013 CURRICULUM**

**(A Content Analysis at the seventh grade student of SMPN 05 Kota
Bengkulu Based on The 2013 Curriculum)**

THESIS

**Presented as partial in Requirement for “Sarjana Degree” (S.Pd)
Of English Study Programe**



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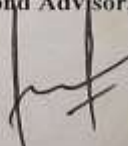
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RATIFICATION

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MOTTOS

We cannot learn without pain
(Aristotle)

*Setinggi-tinggi ilmu,
semurni-murni tauhid,
sepintar-pintar siasat.*
(Tjokro Aminoto)

*Everyone become a teacher
Every home become a school*
(Ki Hadjar Dewantara)

DEDICATION

The researcher dedicate this thesis to:

1. Almighty Allah SWT. As the only one of my God, the researcher would like to say Alhamdulillah to Allah SWT, who was give blesse, mercy, healty in finishing this thesis.
2. My beloved father (Ediman Satri) and my beloved mother (Zamratul Aini), Thanks for your love and your spirit
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SURAT PERNYATAAN

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Menyatakan dengan sesungguhnya bahwa:

Seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah yang berjudul: **AN EVALUATION OF ENGLISH TEXTBOOK ENTITLED MODUL PENGAYAAN 'BAHASA INGGRIS' BASED ON 2013 CURRICULUM** kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengelolaan, serta pemikiran saya dengan pengarahannya pembimbing yang ditetapkan. Karya ilmiah yang saya tulis ini adalah asli dan belum pernah diajukan untuk mendapat gelar akademi, baik di IAIN Bengkulu maupun perguruan tinggi lainnya.

Demikianlah pernyataan ini dibuat dengan sebenar benarnya dan apabila di kemudian hari ditemukan adanya bukti ketidak benaran dalam pernyataan tersebut diatas, maka saya bersedia menerima sanksi akademis berupa pembatalan gelar yang saya peroleh melalui karya ilmiah ini.

Bengkulu, Juli 2019

Membuat pernyataan



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ABSTRACT

Sony Dwi Anggara, (1416232892) 2019,
An Evaluation of English Textbook Entitled Modul Pengayaan ‘Bahasa Inggris’
Based on 2013 Curriculum at The Seventh Grade Student Book of SMPN 05 Kota
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Thesis, English Education Study Program, Tarbiyah and Tadris, State Institute of
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Advisor : 1. Dr. H. Ali Akbarjono, M.Pd 2. Feny Martina, M.P.d

The aims of this research is to find out the suitability of Modul Pengayaan ‘Bahasa Inggris’ used for the seventh grade of Junior High School with the 2013 curriculum based on BSNP.

The researcher used content analysis approach. The subject of this research was the textbook entitled Modul Pengayaan ‘Bahasa Inggris’ itself. The data was collected by documenting the content materials on the textbook. The data was analyzed using rubric assesement of BSNP. The researcher used the theory of scoring analysis suggested by BSNP. This research used methodological triangulation to get an appropriate data.

This result showed that an English textbook entitled Modul Pengayaan ‘Bahasa Inggris’ fulfilled the criteria proposed in 2013 curriculum and percentage by sudjono theory concerning the each sub chapter. The textbook was categorized as a good enough textbook and suitable enough to use as media in teaching and learning process.

Keyword: *Textbook, Content Analysis, Curriculum*

ABSTRAK

Sony Dwi Anggara, (1416232892) 2019,
An Evaluation of English Textbook Entitled Modul Pengayaan 'Bahasa Inggris'
Based on 2013 Curriculum at The Seventh Grade Student Book of SMPN 05 Kota
Bengkulu in the Academic Year of 2018/2019

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Negeri (IAIN) Bengkulu.

Pembimbing : 1. Dr. H. Ali Akbarjono, M.Pd 2. Feny Martina, M.P.d

Tujuan dari penelitian ini adalah untuk mengetahui kesesuaian analisis pada buku teks berjudul Modul Pengayaan 'Bahasa Inggris' yang digunakan pada kelas tujuh SMPN 05 Kota Bengkulu terhadap kurikulum 2013.

Peneliti menggunakan analisis konten dengan pendekatan deskriptif kualitatif. Subjek dalam penelitian ini adalah buku teks berjudul Modul Pengayaan 'Bahasa Inggris' itu sendiri. Data dikumpulkan dengan mendokumentasikan konten atau materi yang ada pada buku teks. Data juga dianalisis menggunakan rubric penilaian berdasarkan Badan Standar Nasional Pendidikan (BSNP) dan dicocokkan dengan kurikulum 2013. Peneliti juga menggunakan teori analisis skor yang disarankan oleh BSNP. Penelitian ini menggunakan triangulasi metodologi untuk mendapatkan data yang sesuai.

Hasil penelitian ini menunjukkan bahwa buku teks bahasa inggris berjudul Modul Pengayaan 'Bahasa Inggris' cukup memenuhi kriteria yang diusulkan dalam teori Kurikulum 2013 dan dipersentasekan menggunakan teori sudjono. buku teks dikategorikan sebagai buku teks yang baik untuk digunakan sebagai media dalam proses belajar mengajar.

Kata Kunci : *Buku Teks (LKS), Konten Analisis, kurikulum*

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Finally, the researcher realized that this research proposal was still far from being perfectness. Therefore, any suggestions and constructive criticism are always welcome for the better.

Bengkulu, Juli 2019
The Researcher

SONY DWI ANGGARA

TABLE OF CONTENTS

	Pages
COVER	i
ADVISOR SHEET	ii
RATIFICATION	iii
MOTTO.....	iv
DEDICATION	v
ABSTRACT	vi
ABSTRAK.....	vii
ACKNOWLEDGEMENTS	viii
TABLE OF CONTENT	ix
LIST TABLE	xi
LIST APPENDICES	xii
CHAPTER I: INTRODUCTION	
A. Background of the Study	1
B. Identification of the Problems	4
C. Limitation of the Problem	5
D. Research Question	5
E. Objective of the research	6
F. The Significance of the Study	6
G. The Benefit of the study	6
H. Definition of key terms	7
CHAPTER II: THEORITICAL REVIEW	
A. Textbook.....	8
1. Definition of textbook	8
2. The function of textbook	10
3. The important of textbook	12
B. Textbook Analysis.....	14
C. Curriculum.....	15
1. The review on curriculum	15
2. Curriculum development in indonesia.....	17
3. The character of curriculum 2013	18
D. Previous Related Study	29
CHAPTER III: RESEARCH METHODS	
A. Type of the study	32
B. Instrument of the study	32
C. Data and source of data	33
D. Subject of research	34
E. Technique of collecting data	34
F. Technique of analyzing data	34
G. Trustworthiness of data	38
CHAPTER IV: RESEARCH AND DISCUSSION	
A. Physical Structure.....	39
B. Suitability of Material Descriptions	40
C. Discussion	63
CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion.....	66

B. Suggestion	66
REFERENCES	
APPENDIX	

LIST OF TABLE

	Pages
Table 3.1 The Conversion of Fulfilment	35
Table 4.1 The Basic Competence Unit 5.....	39
Table 4.1 The Basic Competence Unit 6.....	40
Table 4.1 The Basic Competence Unit 7.....	41
Table 4.1 The Basic Competence Unit 8.....	41
Table 4.5 Feasibility of Content Frequency	56
Tabel 4.9 Final Calculation of Analysis Textbook	63

LIST OF APPENDICES

	Pages
1. Instrument Enrichment Module “English Language”	
2. Instrument Rubric Assasement Textbook from BSNP	
3. Instrument Interview with the teacher	
4. Instrument Curriculum 2013	
5. Documentation	
6. Instrument of institute permit letter.....	
7. Instrument research recommendation	
8. Instrument certificate of research from school.....	
9. Paper thesis guidance	

CHAPTER I

INTRODUCTION

A. Backgrounds of The Study

English is considered something called the lingua franca, the world major language. This basically means that the language of English is something that is basically an international language of people not speaking a mother tongue. So, it's not uncommon around the world for people to speak English if they want to communicate with someone not from their country. It is also the dominant language in many fields, such as business, science, entertainment, radio, and diplomacy or even the education one. Moreover, teacher should have the competence of making a Communicative Language Teaching.

In a second language situation, English is the language of the mass media: newspapers, radio and television are largely English media. English is also the language of official institutions—of law courts, local and central government— and of education. It is also the language of large commercial and industrial organizations. Clearly, a good command of English in a second language situation is the passport to social and economic advancement, and the successful user of the appropriate variety of English identifies himself as a successful, integrated member of that language community¹

Realizing the importance of English language in globalization era, recently, Indonesian government has implemented English subject into the academic

¹ G. Broughton, *Teaching English as Foreign Language*, (USA and Canada: The Taylor Francis, 2003) P.6

curriculum as a compulsory subject to be taught in Junior and Senior High School. Recently, according to government regulation No.32 Th. 2013 the educational system of Indonesia has launched the 2013 curriculum. The aim of this curriculum is preparing Indonesian people to be religious, productive, creative, and innovative. Furthermore it is hoped that they also can give contribution for their social life, nation, country and world civilization. This new launched curriculum has Core and Basic competences and uses Scientific Approach in its teaching and learning process.

Due to the new launched curriculum, there are several changes in some parts of education, including the teaching materials. Teaching materials can be developed from many learning sources, one of it is from *textbook*, thus, it also need special attention regarding its changes toward recent applied curriculum. The adjustment of textbook to the recent curriculum should be conducted because English teachers tend to display a strong reliance on textbook usage. it should be matched with the goal of the curriculum and be able to support curriculum and facilitate the process of teaching and learning.

According to Brown states that the most obvious and most common form or material support for language instruction comes through textbooks. Most likely, as a relatively new teacher, your first concern will not be to choose a textbook, but rather to find creative use for the textbook that has been handed to you by your supervisor. So, even though you may have idealistic thoughts about other (and better) textbooks, your challenge is to make the very best use of the textbook that you have.²

² H. Douglas Brown, *Teaching by Principles, an Interactive Approach to Language Pedagogy*, (England: Longman,2003) p.136

For more clearly, there are some definitions about textbook. Commonly, textbook is called a book on a specific subject used as a teaching learning guide, especially in a school or college. Textbooks for foreign language learning are often part of a graded series covering multiple skills (listening, reading, writing, speaking, grammar) or deal with a single skill (e.g. reading).³

According to this definition, the term of textbook is teaching matter and material. Teaching matter refers to physical of the source of teaching matter or book itself. Teaching material refers to the substance or the content of book like topic, theme, exercise and explanation. Not only textbooks, but also curriculum is very important tool for the success of an education. UU No. 20 Tahun 2003 about the National Education System stated that “Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu.”⁴ Based on that, the curriculum is a plan of national education system which is used to achieve the objectives of national education and curriculum also a regulation about the goals, contents, learning material and the way to conduct the teaching learning process.

In this era, an education field uses curriculum 2013 as tool to conduct the teaching learning process. An education field has used curriculum 2013 since 2013. An education field also does upgrading to complete curriculum 2013. According to the one of the teacher of Junior High School, The curriculum 2013 gets upgrading

³ Jack C. Richards and Richard Schmidt, *Language Teaching and Applied Linguistics* (England: Longman, 2002) P.550

⁴ Depdiknas. *Undang-undang Nomor 20 Tahun 2003 tentang kurikulum*, Biro Hukum Depdiknas, Jakarta. (accessed on www.depdiknas.go.id).

about three times. The improvement of curriculum 2013 has started in 2013. The second improvement is in 2014 and the last improvement is in 2016.

There are many publishers that have published English textbooks for the first years students of Junior High School. The textbooks should hold a main instrument to do the curriculum which has been arranged before. However, sometimes some of them are not appropriate with the standard of curriculum yet. In reality, it is quite difficult to get English textbook that has good materials and suitable with the curriculum. Although plenty of English textbooks for Junior High School are claimed to be published and written based on the basic competences in the syllabus of English curriculum 2013, but not all of them are really in line with the curriculum 2013.

Considering the statement above, the researcher wants to analyze the *content material* coverage of English textbook and to know whether the textbook is in line with the latest English syllabus recommended which is used at the first year student of SMPN 05 Kota Bengkulu. The researcher chooses the textbook MODUL PENGAYAAN “*Bahasa Inggris*” because the textbook declares in the preface that it is designed on the basis of the current curriculum called curriculum 2013. Besides, The students of Junior High School of SMPN 05 Kota Bengkulu use this textbook to support the success of teaching-learning process.

According to the explanation previously, the researcher tries to analyze and interpretation it with the title “***AN EVALUATION OF ENGLISH TEXTBOOK ENTITLED MODUL PENGAYAAN ‘BAHASA INGGRIS’ BASED ON THE 2013 CURRICULUM***”.

B. Identification of the problem

Based on the backgrounds of the study above and the interview with the teacher, the researcher identifies some problems such as:

1. There is material that is not suitable with the core competence and basic competence by the 2013 curriculum.
2. According to the teacher, this book can cause learning that is boring for students if it is not combined with other media.
3. Teachers are concerned that other teachers only rely on the textbook and use it for personal gain.
4. The Exercise contained in the student Textbook tend to be monotonous, the next section or chapter can appear later.
5. Teacher worried if student just use this text book student have enough knowledge.

C. Limitation of The Problem

Based on the explanation in the backgrounds of the study, the researcher limits the problems in this research like:

1. This analysis is focused on the suitable between the textbook with 2013 curriculum.
2. This analysis is also focus on the material attached by the textbook MODUL PENGAYAAN 'Bahasa Inggris'.

D. Research Question

Based on the explanation above, so the research question in this research are:

1. How far the materials presented in the textbook MODUL PENGAYAAN 'Bahasa Inggris' conform to the principles of the 2013 Curriculum?

2. How far the supporting materials presented in the textbook Compatible with 2013 curriculum?

E. Objective of research

Based on the problem statement above, the researcher states the objectives of this research are to know whether the material of English textbook entitled MODUL PENGAYAAN 'Bahasa Inggris' conform to the basic competences of the 2013 Curriculum.

F. The Significant of The study

The researcher hopes the result of this research can contribute to evaluate English textbook that might give suggestions to the publisher in compiling an English textbook. Besides, the result of this research can help the teacher to consider the suitable textbook which is appropriate with the learners` need.

The researcher expects this research can help other researcher in conducting research dealing with analyzing English textbook based on the 2013 curriculum. In addition, the knowledge of this research can be useful for readers who wants to analyze textbook based on the basic competences of 2013 Curriculum.

G. Benefit of the Study

Based on Background of research he benefits of this study are can support the theories on the Textbook analysis of MODUL PENGAYAAN 'Bahasa Inggris' conform to the basic competences of the 2013 Curriculum based on Curriculum 2013 theory.

On the other side, the result of this study will be useful to The teacher of English subject, This study will give information by teacher of English subject to choose which one of English textbook is suitable with the grade. Secondly, A

curriculum developer, This research can be used a curriculum developer to take account in the way of teaching English for students. Third, The environment of English education department, This research can be used by the environment of English education department to enlarge the model of activities inside the teaching material. Four, Other researchers. This study can be a reference for further similar studies. Last, The writer. This study can improve and give me a new experience. It can increase our knowledge. I can use it in the real class.

H. Definition of Key terms

1. Textbooks

Textbook is called a book on a specific subject used as a teaching learning guide, especially in a school or college. Textbooks for foreign language learning are often part of a graded series covering multiple skills (listening, reading, writing, speaking, grammar) or deal with a single skill (e.g. reading)⁵

2. Content Analysis

Cole in Elo and Kyngas states that content analysis is a method of analyzing written, verbal or visual communication messages. It is known as a method of analyzing documents.⁶

3. Curriculum

UU No. 20 Tahun 2003 about the National Education System stated that “Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan,

⁵ Jack C. Richards and Richard Schmidt, *Language Teaching and Applied Linguistics* (England: Longman, 2002) P.550

⁶ Satu Elo & Helvi Kyngas, *The qualitative content analysis process*. Journal of Advanced Nursing 62(1), 107–115. (Finland : university of oulu,2007) P.107

isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu.”⁷

⁷ Depdiknas. *Undang-undang Nomor 20 Tahun 2003 tentang kurikulum*, Biro Hukum Depdiknas, Jakarta. (accessed on www.depdiknas.go.id).

CHAPTER II THEORETICAL REVIEW

A. Textbook

1. Definition of textbook

Since English teachers use 'textbooks' in their classrooms, they have the right to be involved in the process of evaluation in order to be provided with the relevant textbook for their specific learner group. Their views on the usefulness and effectiveness of the textbooks are also worth scrutinizing their textbooks, so as to identify the weak and strong points in relation to their own teaching situation. This is required because selecting textbooks involves matching the material to the context where it is going to be used, and a wide range of specialists share the view that no textbook that is designed for a general market will be absolutely appropriate and ideal for one's particular group of learners.⁸

Textbooks usually combine contemporary and traditional approaches to language teaching. They incorporate concepts such as 'learner development', a 'task-based methodology', and 'cross-curricular themes' while providing a grammar framework and a thorough practice of vocabulary, grammatical structures and functions.

Textbook is book that contains of teaching material for one course that used at school. The book that used as the main material in the teaching is textbook. According to Richards and Schmidt said that "textbook is for English

⁸ Hidayet Tok, *TEFL textbook evaluation: From teachers' perspective*, Based on Journal Educational Research and Review Vol. 5 (9), pp. 508-517, September 2010.

learning that contains of the combination of skill's material like observing, reading, speaking, writing, grammar or contains only one genre, for example reading.”⁹ Apart from that “textbook” is a book that a school uses for classroom instruction to teach a subject in order to cover the curriculum set for the subject at a particular grade.¹⁰

The explanation above shows that textbook is translated according to various of user's view. Textbook is regarded as the important tool to satisfy learner necessary in the various of class and in the large context.¹¹

2. The Function of textbook

The function of textbook includes the function for the teacher and learner. Textbook is handle book of learner and it is as teaching media then textbook is called also teaching matter, course book and reference book of learning activity on the students. Textbook for teaching matter can also called course book and reference book. Course book contains the material that designed special for orientation teaching of certain course appropriate with curriculum that bases the content's arranging of course book. Reference book is book that contains of theory or the orientation about a knowledge area. Reference book is used as depending of scientific concept.

Textbooks are the closest thing students have to working from the curriculum and the purpose of these textbooks is to assist with student learning.

Despite such an obvious relationship between the textbook and the student there

⁹Jack C. Richard and Richard Schmidt, *Language Teaching And Applied Linguistics*. (London: longman, 2002) P. 550

¹⁰ Kahlid Mahmood, *The Process of Textbook Approval: A Critical Analysis* Based on Journal Bulletin of Education & Research June 2006, Vol. 28 P 3

¹¹Tom hutchinson and Eunice torres, Based on journal *the textbook as agent of change*. Published on 28 oct 1994 P.327

is limited evidence which outlines how students actually use their textbooks. In the context of education in general and mathematics education in particular research which highlights textbook use is limited to how teachers use their textbooks. Textbooks are a vital ingredient of successful learning. The importance of their role can never be exaggerated.¹²

Textbook can become the instrument of teaching. Textbook is usually used together with some of learning source like: workbook, reference book of teacher or proponent text. Hutchinson and Torres¹³ explained that textbook is framework or guide that helps students to organize their learning both outside and inside the classroom during discussions in lessons, while doing activities and exercises, doing homework and preparing for the tests. A textbook enables them to learn better, faster, clearer, easier and more.

According to the teacher textbook helps to economize the time, gives the guideline of course and discussion, pushes to give homework or another interesting assignment, directs to do interaction through the activity that provided in the book and increases the confident and safety feeling.

Textbook has position and function as the main source of teaching activity. In the language teaching, textbook becomes teaching tool of procedure, concept, strategy, and language skills. Textbook provides concept, example and exercise's activity. Textbook contains of units of teaching material that have to

¹² Lisa Okeeffe, Based on An International Journal *A Framework for Textbook Analysis* published on 17 November 2016 P.2

¹³ Tom hutchinson and Eunice torres, Based on journal *the textbook as agent of change*. Published on 28 oct 1994 P.318

be followed by the students through a series of activity and exercise like reading text, analyzing text, discussing the content of the text and reflecting.

Textbook has five implementation. They are: Informative (gives information to the students about target language), Instructional (guides the students in the practical of language that learned), Experiencing (gives the students experience to use language that learned), Eliciting (pushes the students to use the language) and Explanatory (helps the students to find the principle of language).

Based on learning teaching, textbook has three functions. First, textbook is the orientation for the teacher to direct learning activity and reference of competence that have to be learned to the students. Second, textbook is the orientation for the students to decide learning activity and the substance of competence that learned. Third, textbook is the instrument of evaluation on the accomplishment of the teaching result.

3. The Important of Textbook

Textbook is the main media of learning process, it plays the important role besides other modern tools of education. Textbook usually become main source that is used at school.

The important of textbook are: Without a textbook, learners think their learning is not taken seriously. In many situations, a textbook can serve as a syllabus. It provides ready made teaching text and learning task. It is cheap way of providing learning materials. Without it, learner will be out of focus and teacher dependent For novice teachers a textbook means security guidance and support.

According to graves in Dragana M Gak, The use of textbooks in teaching has both advantages and disadvantages, depending on how they are used and what the contexts for their use are. What one teacher considers an advantage in a textbook, another teacher may consider a disadvantage. The following list contains the most frequently stated advantages of using textbooks:

- a. It provides a syllabus for the course because the authors of the syllabus have made decisions about what will be learned and in what order.
- b. It provides security for the students because they have a kind of a road map of the course: they know what to expect and they know what is expected from them.
- c. It provides a set of visuals, activities, readings, etc., and so saves the teacher time in finding or developing such materials. It provides teachers with a basis for assessing students' learning. Some textbooks include tests or evaluation tools.
- d. It may include supporting materials (teacher's guide, cd, worksheets, and video.)
- e. It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, as within a series, it provides consistency between levels.¹⁴

Above of all, it can be explained that there are many meanings from experts about textbook. Textbook provides materials that can be developed by the teachers for teaching. It becomes a main source in teaching learning process. By

¹⁴Dragana M. Gak, *Textbook – An Important Element in The Teaching Process*. Aviation today, Accessed from: https://www.upf.edu/pcstacademy/_docs/LC03_0264.pdf on sunday,17 February 2018 at 18.30am

the textbook, both teacher and students know what they have to do in class and what they have to reach in the end of the lesson. As the important of textbook, selecting textbook is a must. There is no the best textbook to learn, but there will be suitable textbook that teacher should choose.

B. Textbook Analysis

Analyzing textbook is a way to describe all content of the textbook. Analyzing textbook is done by the researcher to know the quality of the textbook. A good textbook have to fulfill all of the criteria of good textbook. Selecting textbook is also done to know a good textbook.

According to Hutchinson and Waters, textbook evaluation/analysis is basically a straightforward, analytical ‘matching process: matching needs to available solution’. Textbook evaluation is a process of choosing what textbook to use in a particular course considering the need and value of teaching. The purpose of textbook evaluation is to support the teacher development and help teachers in order to gain good and useful insights into the nature of material.¹⁵

Selecting course book or textbook involves matching the material against the context in which it is going to be used. No single course book or textbook that been released to market will be completely ideal for particular group of learner. Instead of looking for the ideal that will be rather hard to find, we should find the best possible fit that fits the potential in adapting and supplementing where its inadequate or unsuitable.

¹⁵ Reinildis Atjna Cyntia Rynanta and Suharmanto Ruslan, *Content Analysis On The English Textbook Entitled ‘English in Mind Starter (Student’s Book)’*, accessed on <http://jurnal-online.um.ac.id/data/artikel/artikelCC81D1EBABB7A5D03EFE626A478813E1.pdf> on 17 February 2018 at 15.15

C. Curriculum

1. The Review on Curriculum

According to Muslich in Sri Wahyuni defines curriculum as a set of plans and systems about the contents and materials to be taught as well as methods used to carry out teaching and learning activities at school.¹⁶ Curriculum can be seen as a means of achieving specific educational goals and objectives. In this sense, a curriculum can be regarded as a checklist of desired outcomes. In the curriculum development process, generally speaking, the objectives are clear and specific in behavioral and observable terms. The emphasis on objectives is the characterization of an objectives curriculum model. In this sense, the focus is on products or ends, and is also teacher-orientated or administrative-oriented. If it is the latter, curriculum is set by politicians without consulting teachers and very few of the teachers feel any sense of “ownership” for the material they are compelled to teach.¹⁷

According to UU No. 20 Tahun 2003 about the National Education System stated that “Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan

¹⁶ Sri Wahyuni, Based On Journal *Universum Curriculum Development in Indonesian Context The Historical Perspectives and The Implementation*, Vol. 10 No. 1 Published on Januari 2016 P.73-78

¹⁷ Shao-Wen Su, Based on An Journal of Language Teaching And *Research, The Various Concepts Of Curriculum And The Factors Involved In Curricula-Making*, Vol. 3, No. 1, Published on January 2012, Pp. 153-158

pendidikan tertentu.” Based on that, the curriculum is a plan of national education system which is used to achieve the objectives of national education and curriculum also a regulation about the goals, contents, learning material and the way to conduct the teaching learning process. Even Harold B. Albery said that curriculum is all of the activities that are provided for the students by the school. So, curriculum is not only limiting on the activity in the class, but also it includes the activities of the students in the outing class.

Observing from the teacher, curriculum has function like: preventive, corrective, and constructive. Observing from the student, Alexander Inglis in his book entitled “Principle of secondary Education” stated that there are some functions of curriculum like:

a. The adjustive or adaptive function

to help the students to adapt his or her self with the environment comprehensively.

b. The integrating function

To build the integrating individuals in order to be able live in the society.

c. The differentiating function

Help to give service toward the differences of individual in the society.

d. The propaedeutic function

To prepare the students to continue the high education.

e. The selective function

To give chance to the students to choose programs of learning selectively agree with ability and interest.

f. The diagnostic function

To help the students to comprehend his or his self with the result that can develop all of potentions who had.

Basically, curriculum has function as guidance or reference. For the teacher, curriculum has function as guidance on the doing learning process. For the headmaster and the supervisor, curriculum has function on the doing supervising or supervision. For the parents, curriculum has function as guidance on the mentoring of their child to study at home. For the society, curriculum has function as guidance to give aid for the management of education process at school. For the students itself, curriculum has function as a learning guidance.

2. Curriculum Development in Indonesia

Curriculum in Indonesia has experience several changes. He started with curriculum 1947. This curriculum is called with lesson plan 1947. Then, it develops become lesson plan 1950 actually. That is improvement from lesson plan 1947. Whereas education plan 1958 has born as the implementation from UU Nomor 14 Tahun 1954, and education plan 1964 that make up improvement from education plan 1958. That is also as the implementation of UU Nomor 22 Tahun 1961 about National Education System. Education plan 1964 is revised become curriculum 1968, as the first curriculum that uses integrated curriculum to change separated curriculum. Curriculum improvement has happened that express curriculum 1974, curriculum 1978, and then curriculum 1984, and the last curriculum KBK (Kurikulum Berbasis Kompetensi) in 1994 that becomes KTSP (Kurikulum Tingkat Satuan Pendidikan), and now curriculum 2013. Curriculum 2013 uses intregrative thematic approach at elementary school. The

'higher' curriculum levels will affect the 'lower' ones, especially if they have a mandatory status that limits the room to manoeuvre for large target groups.¹⁸

Curriculum 2013 or character education is the new curriculum that ignited by Kemendikbud RI to change curriculum 2006 or KTSP. Curriculum 2013 is a curriculum that consider as most important comprehension, skill, and character education. The students are demanded to have understand about matter, active in the discussion and presentation, and have the high respectful and discipline. This curriculum changes Kurikulum Tingkat Satuan Pendidikan (KTSP) that applied since 2006. In this curriculum 2013, the course in the level of education is divided into two groups like obligatory course and selection course. The obligatory course is followed by all of the students in the one education of the every level of education. The selection education is followed by the students that chosen appropriate with their choice. Two groups of the courses are particularly developed in the structure of curriculum of intermediate education (SMA and SMK), while the selection course is not yet given to the students (SD and SMP).

3. The Character of Curriculum 2013

a. Component of Curriculum

The 2013 curriculum has 4 (four) main components, namely: (1) aims/goals; (2) material / content; (3) Learning methods / strategies; and (4) Evaluation.

The four components are closely related and cannot be separated.

1. The aims of curriculum

¹⁸ Annette Thijs and Jan van den Akker, *Curriculum in development*, (Netherlands: Endeschede, 2009) P. 11

The 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective and able to contribute to the lives of the world, nation, and world civilization.

The Aims of Educational objectives can be classified into 4, namely:

a. National Education Aims

In the perspective of national education, the aim of national education can be clearly seen in Law Number 20 of 2003 concerning the National Education System, that "National education functions to develop capabilities and form dignified national character and civilization in order to educate the life of the nation, aiming for the development of potential students to be faithful and fearful to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. "

b. Institutional Aims

Institutional Aims are Aims that must be achieved by every educational institution, as a qualification that must be possessed by each student after taking or completing a program in a particular educational institution. Institutional objectives are also a reflection of the expected graduate competency standards from each level of the education unit. Graduate competency standards are divided into three domains, namely cognitive (knowledge), affective (attitude), and psychomotor (skill) domains.

c. Curricular Aims

Curricular objectives are Aims that must be achieved by each field of study or subject, as a qualification that must be possessed by students after completing certain fields of study in educational institutions.

d. Learning objective Aims

Ability to be possessed by students after studying certain material in a particular field of study in one meeting of learning teaching.

2. The Content of Components curriculum

The content of the curriculum program is everything that is given to students in teaching and learning activities in order to achieve goals. The curriculum content covers the types of fields of study that are taught and the content of the program in each field of study. The fields of study are adapted to the type, level and path of education available.

Criteria that can help in designing the curriculum in determining curriculum content. The other criteria are: The Curriculum content must be appropriate and meaningful for student development. The curriculum content must reflect social reality. The curriculum content must contain scientific knowledge that is resistant to the test. The curriculum content contains clear learning material. The contents of the curriculum can support the achievement of educational goals.

3. Component Method or Strategy

Components of the method include plans, methods, and devices planned to achieve certain objectives. In this 2013 curriculum, educators have the space to develop creative and informative learning methods in

delivering subjects that enable students to be able to carry out their learning processes actively, creatively and fun, with high effectiveness. The selection or making of a method or strategy in carrying out the curriculum that has been made must be in accordance with the material to be provided and the objectives to be achieved.

4. Evaluation Components

Evaluation (evaluation) curriculum covers all aspects of learning limits. According to Schwartz and his friends, assessment is a program to provide opinions and determine meaning or avail of an experience.

General terms of evaluation are that the assessment that must be carried out must meet the following requirements or criteria: Have validity, meaning that evaluation must really measure what you want to measure. Having realities, showing the results. In other words, the person who will be tested will get the same score if tested again with the same test equipment. Efficiency, an evaluation tool as much as possible used without wasting a lot of time and money. Practicality, evaluation tools must be useful. That is to obtain information about students.

Evaluation of learning outcomes is the whole activity of measurement and data collection and information, processing, interpretation, and consideration to make decisions about the level of learning outcomes that will be achieved by students after conducting learning activities in an effort to achieve the learning objectives that have been set. Learning outcomes point to learning achievement, while

learning achievement is an indicator of the existence and degree of changes in student behavior.

Evaluation component to see the effectiveness of achieving goals. Evaluation as a tool to see success can be grouped into two types, namely test and non-test.

a. Test

The test must have two criteria, namely the criteria for validity and reliability. Types of tests consist of tests of learning outcomes that can be divided into several types. Based on the number of participants, the test of learning outcomes can be divided into group tests and individual tests. Judging from the method of preparation, tests can also be divided into teacher-made tests and standardized tests.

b. Non test

Non test is an evaluation tool used to assess behavioral aspects including attitudes, interests and motivations. There are several types of non test as evaluation tools, including observation interviews, case studies, rating scales.

b. Teaching Approach

In the curriculum "K13" the government use *scientific approach* as a learning method in teaching approach. According to Diki Atmarizon and M. Zaim state that There are three points that become the focus in teaching and learning process with Scientific Approach, attitudes (affective), skills (psychomotor) and knowledge (cognitive). Attitudes refer “students know

why”, skills refer to “students know how”, and knowledge refers to “what students know”. These three points are expected to make students affective, creative innovative, and productive. In other words, with these three points, students have soft skills and hard skills to live properly.¹⁹

In conducting Scientific Approach, the teaching procedures hold the big role. In a learning process, teachers should select and determine appropriate teaching procedures, such as approach, strategies and methods of teaching in order that the learning objectives will be achieved successfully.

c. Core Competence

Core competence is the operational of SKL in the form of qualities that must be owned by those who have completed education in a particular educational unit or a certain level of education, a description of the main competencies grouped into attitude, knowledge, and skills (affective, cognitive, and psychomotor aspects) which learners should learn for a level of school, class and subject. Core competence should reflect a balanced quality between *hard skills* and *soft skills* achievement.

The Core Competencies are designed in four interrelated groups with respect to religious attitudes (Core Competence 1), social attitudes (Core Competence 2), knowledge (Core Competence 3), and application of knowledge (Core Competence 4).

The four groups become the reference of Basic Competence and should be developed in each learning event in an integrative manner.

¹⁹ Diki Atmarizon and M.Zaim, Based on An Journal FBS Universitas Negeri Padang, *The Implementation Of Scientific Approach In Teaching English at The Tenth Grade Of Senior High School 7 Padang*, published on March 2016 Vol 17 No.1 P.5

Competencies related to religious and social attitudes are developed indirectly when learners learn about knowledge (Core Competence 3) and the application of knowledge (Core Competence 4).²⁰

in the documents of the ministries of education and culture, there are four parts of core competence in the curriculum of 2013: First, Appreciate and live the religious teachings in his embrace. Second, Respect and appreciate honest, disciplined, responsible, caring (tolerance, mutual help) behavior, courage, confidence, in effectively interacting with the social and natural environment within the reach of society and its existence. Third, Understanding the knowledge (factual, conceptual, and procedural) based on his curiosity about knowledge, technology, art, culture-related phenomena and eye-catching events. Four, Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other sources in the same viewpoint or theory²¹

d. The indicator of 2013 curriculum

- A. Core Competence of English Study The Seventh Grade Student Book
2013 Curriculum
1. Appreciate and live the religious teachings in his embrace
 2. Respect and appreciate honest, disciplined, responsible, caring
(tolerance, mutual help) behavior, courage, confidence, in effectively

²⁰ Kementerian Pendidikan dan Kebudayaan Republik Indonesia. *Dokumen Kurikulum 2013*. (<http://www.Kemendikbud.edu>) accessed on may 2018. Page 8

²¹ *Ibid* page 69

interacting with the social and natural environment within the reach of society and its existence

3. Understanding the knowledge (factual, conceptual, and procedural) based on his curiosity about knowledge, technology, art, culture-related phenomena and eye-catching events
4. Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other sources in the same viewpoint or theory

B. Indicator Competence of English Study The Seventh Grade Student

Book 2013 Curriculum

1. Indicator competence 1

Grateful for the opportunity to learn English as the language of international communication.

2. Indicator competence 2

1. Appreciate polite and caring behavior in carrying out interpersonal communication with teachers and friends.
2. Appreciate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.
3. Respect for responsible, caring, cooperative, and peace loving behavior, in carrying out functional communication.

3. Indicator Competence 3

1. Understand spoken texts in the form of greetings, farewells, thanksgiving, and apologies for establishing personal affinity with others in the school and home environment.
2. Understand the purpose, structure of the text, and the linguistic elements of the spoken and written text for self-introduction, very short and simple.
3. Understand the purpose, structure of the text, and the linguistic elements of the spoken and written text to name the day, month, time of day, time of day, number, date, and year.
4. Understand the purpose, structure of the text, and the linguistic elements of the spoken and written text, for the mention of identity, very short and simple.
5. Understand the purpose, structure of the text, and the linguistic elements of the spoken and written text to name the number and number of animals, objects, and public buildings that are close to the daily life of the student.
6. Understand the purpose, structure of the text, and the linguistic element of the special text in the form of label names (*labels*) and list of goods (*list*).
7. Understand the purpose, structure of the text, and the linguistic elements of the spoken and written text for the mention of the nature of people, animals, and things.

8. Understand the purpose, structure of the text, and the linguistic elements of the spoken and written text to mention the behavior / action / function of the person / animal / thing.
 9. Understand the purpose, text structure, and linguistic elements of a special type of text in the form of instructions, signs or signs, warning / caution, oral and written, are very short and simple.
 10. Understand the purpose, structure of the text, and the linguistic elements of the oral and descriptive text and write about people, animals, and things, very short and simple.
 11. Understand the messages in the song.
4. Indicator Competence 4
1. Prepare verbal text to recite and respond to greetings, goodbyes, thanksgiving, and apologies, with language elements that are true and contextual.
 2. Prepare verbal and written text to speak and respond to self-introductions, very short and simple, taking into account the objectives, structure of the text, and the linguistic elements, correctly and in context.
 3. Prepare verbal and written text to name day, month, time of day, time in numbers, dates, and years, with language elements that are true and contextual.
 4. Prepare verbal and written text to name the identity, very short and simple, taking into account the purpose, structure of the text, and the linguistic elements, correctly and in context.

5. Prepare verbal and written text to name the animals, objects, and public buildings that are close to the daily life of the student, with language elements that are true and contextual.
6. Arrange written text to create label names (labels) and lists of items (lists), with language elements that are true and contextual.
7. Prepare verbal and written texts to mention the nature of people, animals, and things, with language elements that are true and contextual
8. Prepare verbal and written text to mention the behavior / actions / functions of people, animals, and things, with language elements that are true and contextual.
9. Arrange special text in the form of instruction (instruction), signs or signs (short notice), warning / caution, oral and written, very short and simple, taking into account the purpose, structure of text, and linguistic elements, correctly and in accordance with context.
10. Capturing meaning in instruction text, sign or short notice, and warning / caution, oral and write.
11. Prepare descriptive verbal and written text, very short and simple about people, animals, and things, taking into account the purpose, structure of the text, and the linguistic elements, correctly and in context.
12. Capturing meaning in verbal and written descriptive text, is very short and simple.

13. Capturing messages in songs.

Curriculum prepares the students to confront the challenges in future through knowledge, skill, attitude, and competence to adapt and can survive in the changeable environment. The former minister of education and culture Muhammad Nuh explained that the change and development curriculum 2013 are the important problem. The reason of the change of curriculum from KTSP become curriculum 2013 is curriculum must more reasoning or intellectual activity, not only material to be memorized.

Curriculum development of 2013 emphasize on the simplification, thematic-integrative approach. Curriculum 2013 is continuation and curriculum development of Kurikulum Berbasis Kompetensi (KBK) that have been made in 2004. It has some scopes like attitude, knowledge, and integrated skill competences. Meanwhile curriculum development of 2013 is done along with demand of change in various aspects of life and do mandate UU Nomor 20 Tahun 2003 about Sistem Pendidikan Nasional serta Peraturan Presiden Nomor 5 Tahun 2010 about Rencana Pembangunan Jangka Menengah Nasional.

D. Previous Related Study

Researchers also examined the results based on previous abstract thesis. the previous thesis of research that was thoroughly examined by Cynthia Lutfi Cahya purnama who argued that first difference between the English syllabus content of the curriculum of 2013 Junior High School (SMP) with the content of English KTSP syllabus was found. The contents of the curriculum syllabus of 2013 Junior High English Language Subject consists of “kompetensi inti” and “kompetensi dasar”. The curriculum focuses on aspects of students' attitudes, knowledge, and skills. The

first “kompetensi inti” is related to the spiritual aspect, the second is related to the social aspect, the Third is related to the knowledge aspect, and the Fourth deals with the skill aspect. The second result of research is that there is no significant difference between the format of RPP and KTSP and the format of RPP of the Junior Secondary School curriculum (SMP). In terms of content, teachers have the authority to make the contents of the RPP based on the pupils' welfare. However, the facts in the field found that the content of the RPP is the same between one school and another. Thirdly, in the curriculum of 2013 the Government Junior Secondary School (SMP) provides teachers' books and student books as a learning resource. Fourth, the assessment of the 2013 curriculum Junior High School English (SMP) emphasizes on results and processes. Therefore, the students' assessment involves three types of assessments: short-term performance appraisal, learning observation, and achievement assessment. The teachers also use the rubric in assessing the three aspects of each student. Fifth, the problems faced by teachers relate to the assessment and implementation of a scientific approach applied to the curriculum of the Junior High School. The teachers argue that the research system in the 2013 curriculum is more complicated than the assessment of SBC. Teachers should assess each student based on aspects of knowledge, skills and attitudes and should describe each aspect of the final report cards. Another problem facing teachers relates to learning methods. The method of discovery with a scientific approach does not always go smoothly. Students with low English proficiency require more time and encouragement to implement five learning steps: observing, questioning, experimenting, analyzing, and communicating.²²

²² Purnama, Cynthia Lutfi Cahya. An Analysis of English Syllabus of 2013 English

CHAPTER III RESEARCH METHOD

A. Type of study

In operating the research, Researcher use *qualitative approach*. Maxwell stated that “the strength as qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather the numbers”.²³ It means that the data in this study is analyzed in the form of description and identification or analysis of the texts.

In this research, the research design used is *content analysis* design. It focused on the quality of the textbook entitled MODUL PENGAYAAN ‘Bahasa Inggris’ based on 2013 Curriculum.

B. Instrument of Study

The major instrument of this study is researcher use content analysis research. Cole states that content analysis is a method of analyzing written, verbal or visual communication messages. It is known as a method of analyzing documents.²⁴ Krippendorff defines the concept of content analysis as follows: “content analysis is analysis of the manifest and latent content of a body of communicated material (as a

Curriculum at Grade Seven of Junior High Schools. Tesis, S2 Pendidikan Bahasa Inggris, Universitas Negeri Malang. Dosen Pembimbing: Prof. Bambang Yudi Cahyono, M.Pd, M.A., Ph.D dan Fachrurrazy, M. A., Ph.D

²³ Maxwell J.A *Qualitative Research Design An Interaactive Approach* (Thousand Oaks CA:Sage, 1996) Page 17

²⁴ Satu Elo and Helvy Kyngas, International Journal Of Education And Research “*Research Methodology*” Accepted for publication 22 November 2007 Page 107

book or film) through classification, tabulation, and evaluation of its key symbols and themes in order to ascertain its meaning and probable effect.”²⁵

Based on the explanation above, there were the sameness between Cole and Krippendorff. They explain that content analysis is document analysis. The documents that are analyzed include texts, images, and expression in written. Content analysis is appropriate to be technique of the textbook analysis. According to Donald Ary, Lucy Cheser Jacobs And Chris Sorensen stated that Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Content analysis usually begins with a question that the researcher believes can best be answered by studying documents.²⁶ The researcher uses a textbook entitled Modul Pengayaan “Bahasa Inggris”. In the content of the textbook, there are texts, images, and expression in written. All of that will be analyzed by the researcher using content analysis technique.

Since this study used a human instrument, the researcher acted as a key instrument. The research instrument that has done by researcher is the indicators of textbook analysis criteria based on 2013 Curriculum theory on analyzing the quality of the textbook. Further, the researcher is preparing the research started from reading, identification, and description.

C. Data and Source of Data

²⁵ Krippendorff, Klaus. *Content Analysis, An Introduction to Its Methodology*. (Thousand Oaks, CA: Sage Publications, Inc 2004.) page XVII

²⁶ Donald Ary, Lucy Cheser Jacobs And Chris Sorensen. *Introduction to Research in Education*. (USA: Wadswort, 2010) Page 29,30.

The data of this research is the whole content of textbook entitled MODUL PENGAYAAN 'Bahasa Inggris'. There are eight chapter in this textbook. Next, the sources of this research data is the textbook entitled MODUL PENGAYAAN 'Bahasa Inggris'.

D. Subject of Research

The subject of this research is the textbook entitled MODUL PENGAYAAN 'Bahasa Inggris' itself in accordance with the quality of this textbook based on 2013 Curriculum theory.

E. Technique of Collecting Data

In collect the data, the researcher used documentation study. Documentation study may refer to technique of collecting data by gathering and analyzing documents, while document is any communicable material (such as text, video, audio, etc) used to explain some attributes of an object, systems or procedures. The researcher did the document analysis. The documents represent a good source for text (word) data for a qualitative study. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters.

A comparative weight was assigned to the relative realization of each actual criterion in the textbook under scrutiny: a perfect match between the ideal defined criterion and its actual realization in the textbook receiving two, a total lack a score of zero, and any inadequate match a score of one. Finally, the numbers in the merit score column after each criterion were represented on charts.

F. Technique of analyzing data

In this research, the researcher analyzed the data from the textbook with rubric assessment from BSNP.²⁷ This analysis was meant to evaluate the materials which are conformed in Curriculum 2013. In this analysis, the researcher did the following steps;

1. Match the materials provided within the textbook with the theme suggested by the Curriculum 2013.
2. Evaluating the materials presented in the textbook MODUL PENGAYAAN 'Bahasa Inggris'.
3. Interpreting the data gained from process of evaluation of the textbook MODUL PENGAYAAN 'Bahasa Inggris'.
4. Summing up the compatibility of the textbook content in quantitative output to show result in percentage and number. To gain the result percentage, the researcher uses the formula by Sudjono cited in ika ayu hapsari²⁸ as follows:

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

Note:

P = Percentage

²⁷ BSNP. "Instrumen Penilaian Buku Teks Pelajaran Tahun 2011". Aviation today, Accesed from: <http://bsnp-indonesia.org/2014/05/28/instrumen-penilaian-buku-teks-pelajaran-tahun-2014/> on sunday,17 February 2018 at 13.31am

²⁸ Anas Sudjono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. Raja Grafindo Persada,2010)

F = Frequency of fulfilled aspect criteria

N = the total number of criteria in each aspect.

To find the conversion of fulfilment, it will be used the formula below:

Table 3.1
The Conversion of Fulfilment

Range of Fulfilment Score	Categorized
80% - 100%	Good
60% - 79%	Fair
50% - 59%	Sufficient
0% - 50%	Poor

(Source: Pusat Perbukuan, cited in Latif, 2015, p. 72)

5. The researcher also used models for the scoring formula based on BSNP rubric as follows:

- a. The completeness of each Unit with core competence and basic competence

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

- b. The Depth of each Unit with core competence and basic competence

How chapter provided text, developed procedure of how text created. Letting the students to produce a text and analyze the text are the assessment criteria for in-depth. Score 4 is given if chapter provide at least 2 text 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 requirement.

- c. Social function of each Unit with core competence and basic competence

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

- d. Generic structure of each Unit with core competence and basic competence

In 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 provided a systematic theory in producing a text. If it did not provided a systematic theory on how to produce text then it is scored 1.

- e. Linguistic feature of each Unit with core competence and basic competence

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 met the criteria.

- f. Relevance of each Unit with core competence and basic competence

This criterion of feasibility of content judges the relevance of illustrations, tables and picture used in exercises or text in supporting the materials. The up-to-datedness of the materials supported are also considered. Score 4 is given if more 95% the supporting tables, picture or illustrations are relevant with the materials, and score 1 if it is less than 95% material supports is relevant.

- g. Development of life skills each Unit with core competence and basic competence

The development of life skills related to the usefulness of materials and text 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, and score 1 if it is only 1 skill is developed.

- h. Development of diversity insight of each Unit with core competence and basic competence

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 95% materials or text provided in the chapter are relevant with diversity insight. and score 1 if it is less than 95% materials relevant with diversity insight. All the feasibility of content scoring guidance above will be applied in judging and assessing each sample chapter.

G. Trustworthiness of Data

To get the valid data, researcher should be checking the data validity. In analyzing the data validity, researcher uses triangulation. According to Casey and Murphy in Abir K. Bekhet stated that 'Methodological Triangulation' or mixed-methods is research uses more than one kind of method to study a phenomenon²⁹

²⁹ Abir K. Bekhet and Jaclene A. Zauszniewski. *Methodological Triangulation: An Approach to Understanding Data*. Accepted version. Nurse Researcher, Vol. 20, No. 2. November 2012. Page 2

In this research, the researcher collected and selected the data that have correlation with the theory and subject according to 2013 Curriculum. The researcher uses *methodological triangulation*.

CHAPTER IV RESEARCH AND DISCUSSION

A. Physical Structure of Modul Pengayaan "Bahasa Inggris" Student Book For Seventh Grade Student

The physical structure of the textbook consists of the Cover and the contents of the book. The Cover of the book consists of the front cover and the back cover. The contents of the book or part of the book consists of the front of the book (preliminaries), the text part of the book, and the back cover of the book (postliminaries).

The cover of the book has a color blend of toska, pink and green. The front cover of this textbook has illustrations of a book that opens with the background of several student books. In this section there are book titles, curriculum statements, book grade level information, publishers, publisher logos, and the year the textbook is published. Furthermore, the back cover of this textbook contains a history of the emergence of English, ISBN number (International Series Book Number). publisher and printing logo.

The contents of the textbook beginning from the front of the book, the text section of the book, and the back of the book. The front of this textbook includes the main title page, list of publisher, preface, and table of contents. In these sections writing pages uses small Roman numerals. Furthermore, in the text section of this

textbook there were chapter titles, list of basic competence, material summary (include listening, speaking, writing,) and competence test.

In the text section of the book, writing pages already uses numbers. Each Unit begins with the basic competence listing that will be studied in each chapter. Basic competence is very helpful for student to know the contents of each chapter in the book. Each chapter in this textbook has a "Material summary". In that section students are asked to discuss all the material that has been displayed.

At the end of each chapter there is a "competence test" page. In that section students are asked to work on and remember their experiences after studying the chapter. Meanwhile, at the back of this textbook there is a bibliography, author biodata, consultant biodata, reviewer biodata and editor biodata.

B. Suitability of Material Descriptions in Modul Pengayaan "Bahasa Inggris" Textbook for Seventh Grade Student with Core Competence and Basic Competence in 2013 curriculum

A. General Analysis of each Unit

1. Unit 5 “It’s a Good Watch”

Table 4.1
The Basic Competence of unit 5

Basic competence	Material
3.5 Identify social functions, text structures, and linguistic elements text transactional verbal and written interactions that involve the act of giving and asking for information related to the character of people, animals, thing in accordance with the context of the use.	Listening Material (Page 5-7)
	Speaking Material (Page 8-10)
	Reading Material (Page 11-13)

4.5 Compile short and simple transactional interaction texts that involve the act of giving and asking for information related to character of people, animals, and thing with a reference to social functions of the text structure and elements of language that are correct and in a context.	Writing Material (Page 14-15)
	Competence Test (Page 15-18)

Unit 5 generally explains and give students a variety of competence about identifying social functions, text structures, and linguistic elements of verbal and written transactional interaction texts that involve giving and asking for information related to *the character of people, animals and things* according to the context.

2. Unit 6 “What is He?”

Table 4.2
The Basic Competence of unit 6

Basic competence	Material
3.6 Identify social functions, text structures, and linguistic elements text transactional verbal and written interactions that involve the act of giving and asking for information related to the behavior / actions / functions of people, animals, thing in accordance with the context of the use.	Listening Material (Page 20-21)
	Speaking Material (Page 22-24)
	Reading Material (Page 25-26)
4.6 compile short and simple transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of people, animals, and thing with a reference to social functions of the text structure and elements of language that are correct and in a context.	Writing Material (Page 27)
	Competence Test (Page 28-33)

Unit 6 generally explains and give students a variety of competence about social functions, text structures and linguistic elements of verbal and

written transactional interaction texts that involve the act of giving and asking for information related to *the behavior / actions / functions of people, animals and things* in according to the context.

3. Unit 7 “The Cat is Cute”

Table 4.3
The Basic Competence of unit 7

Basic competence	Material
3.7 Identify social functions, text structures, and linguistic elements text transactional verbal and written interactions that involve the act of giving and asking for information related to the description of people, animals, thing in accordance with the context of the use.	Listening Material (Page 34-36)
	Speaking Material (Page 36-37)
	Reading Material (Page 37-40)
4.7 compile short and simple transactional interaction texts that involve the act of giving and asking for information related to the description of people, animals, and thing with a reference to social functions of the text structure and elements of language that are correct and in a context.	Writing Material (Page 41-43)
	Competence Test (Page 43-46)

Unit 7 generally explains and give students a variety of competence about comparing social functions, text structure, and linguistic elements of several verbal and written descriptive texts by giving and asking for information related to *descriptions of people, animals, and things* in according to the context.

4. Unit 8 “Song”

Table 4.4
The Basic Competence of unit 8

Basic competence	Material
3.8 interpreting social functions and elements of	Listening Material

language in song lyrics related to the existence of junior high school students	(Page 47-49)
	Speaking Material (Page 50-51)
	Reading Material (Page 51-53)
4.8 captures meaning contextually related to social functions and linguistic elements song lyrics related to the existence of student in junior high school	Writing Material (Page 53-54)
	Competence Test (Page 55-63)

Unit 8 described and provided interpreting social functions and linguistic elements in lyric song related to the lives of student junior high school. which mean, this unit capture contextually meaning related to social functions and linguistic elements of lyric song related to student lives.

B. The compatibility of materials with Core Competence and Basic Competence

In Below was detailed analyses from Unit 5 to Unit 8 based on compatibility with core competence and basic competence (The completeness and in-depth).

a. The completeness

1) Unit 5 “It’s a good watch”

This chapter developed interpersonal, transactional and functional text. This unit developed social functions, text structure and linguistic element of verbal and written transactional interaction texts that involve the act of giving and asking for information related to the *character* of people, animals and things according to the context of their use. This can be seen on Appendices 1 page 5 part of listening activity section which

explains students listening to audio and answering questions related to the character of people, animals and things. Appendices 1 page 8 part of speaking activity which explains students to practice in public. Appendices 1 page 11 part of reading activity requires students to read and match the character of people, animals and things. And Appendices 1 page 11 part of writing activity that require students be able to write characters of people, animals, and things, and many others. This is good because all text and exercise were developed in all skill based exercise. Therefore, the completeness in Unit 5 scored 4

2) Unit 6 “What is He?”

This chapter developed interpersonal, transactional and functional text. This can be seen on Appendices 1 page 20 part of "listening" section which explains students listening to audio and answering questions related to the behavior / action / function of people, animals and things. Appendices 1 page 22 part of "speaking" which explains students to practice. Appendices 1 page 25 part of "reading" requires students to read and answer the question about behavior / action / function of people, animals and things. And Appendices 1 page 27 part of "writing" that require students be able to write behavior / action / function of people, animals, and things, in positive, negative and interrogative structure of simple present tense. This is very good because all text and exercise were developed in all skill based on interpersonal, transactional and functional text. Therefore, the completeness in Unit 6 scored 4.

3) Unit 7 “The cat is Cute?”

This chapter developed interpersonal, transactional and functional text. This can be seen on page 34 part of listening activity which explains students listening to audio and fill the blank related to describe people, animals and things. Appendices 1 page 36 part of speaking activity which explains students to practice in conversation and describe appearance of people. Appendices 1 page 37 part of reading activity requires students to read and answer the question about how to describe people, animals and things. Appendices 1 page 41 in writing activity that require students be able to fill the blank about describe people, animals, and things. This is very good because all text and exercise were developed in all skill based exercise. Therefore, the completeness in Unit 7 scored 4.

4) Unit 8 “song”

This chapter does not developed interpersonal, transactional and functional text. This unit develop social functions, text structure and linguistic element of verbal and written transactional interaction texts that involve the act of giving and asking for information related to song lyrics of people, animal and things according to the context. but, in this chapter/unit only explain about songs. and there is no element of dialogue and interpersonal and transactional elements. Therefore, the completeness in Unit 8 scored 1.

b. In-Depth of material

1) Unit 5 “It’s a good watch”

This unit has been successfully developed all of the criteria of In-Depth. It can be seen from completeness criteria of Unit 5 that this textbook has already developed more than 2 texts and an exercise that expose students able to tell the information from a characteristic people, animal, and things. In term of understanding character , Appendices 1 page 11 reading activity does not only develop to understanding the character people, animal and thing, but also teach students about antonym of character people animals and things. Appendices 1 Page 6 to 7 also described how to create a conversation between people and also “fill the blank”. So, score 4 is given for this criterion.

2) Unit 6 “What is He?”

This unit has been successfully developed all of the criteria of In-Depth. It can be seen from completeness criteria of Unit 6 that this textbook has already developed more than 2 texts and an exercise that expose students able to tell the information from a behavior / action / function people, animal, and things. In term of understanding character. Appendices 1 page 22 (part of speaking) does not only develop to understanding the behavior / action / function of people, animal and thing, but also teach students about how to understand behavior / action / function of people animals and things in practice. Appendices 1 Page 23 to also described how to tell what the things are used for with the classmate, so that can improve student ability in speaking and writting. So, score 4 is given for this criterion.

3) Unit 7 “The cat is Cute?”

This unit has been successfully developed all of the criteria of In-Depth. It can be seen from completeness criteria of Unit 7 that this textbook has already developed more than 2 texts and an exercise that expose students able to tell the information from a description people, animal, and things. In term of describing, Appendices 1 page 36 speaking activity does not only develop to understanding the description of people, animal and thing, but also teach students about how to understand the personality of people animals and things. Appendices 1 Page 36 to also explain how to describe people, so that can improve student ability in speaking and writting. So, score 4 is given for this criterion.

4) Unit 8 “song”

This unit unsuccessfully developed all of the criteria of In-Depth. the depth of material in this unit is still lacking. because this unit only describe about song. there is no interactive dialogue or illustration between individual to other individual. it is necessary to add more interactive material for dialog as example. so for this criterion is score 1.

C. The Accuracy of The Materials

a. Social Function

1) Unit 5

This Unit has been analyzed and found out to be successful in implementing the social functions of each exercise. Most of the exercises described in completeness and in-depth criteria have already designed to have social functions in daily life. The interpersonal practice exercise in Appendices 1 page 6 to 9 where students exposed to fill the blank in

balloon conversation was a useful exercise. The exercise writing part in Appendices 1 page 14 was also quite handy to be learned. It taught students to love speaking, writing and interacting with other. This writing part can be a basic lesson for them before learning to write an academic or formal journal. With this consideration, social functions for this unit scored 4.

2) Unit 6

This Unit generates social functions within the factual text and exercises. For example, the listening part in Appendices 1 page 20 is useful because the text and exercise takes daily life situation as theme. The same thing goes to the reading part in Appendices 1 page 25 and exercise. Both of them use a common interactional and transactional language in daily life of reporting factual information and writing a factual text. So far, social functions in this unit scored 4.

3) Unit 7

The usefulness in term of social function for each exercise developed in this unit is packed with daily useful examples. Exercise in Appendices 1 page 35 show questions that are commonly used in daily life. It even checks students' comprehension about the conditional sentences using several questions. the speaking part exercise in Appendices 1 page 36 and 37, reading part exercise in Appendices 1 page 37 also use daily life theme exercise in which will be useful for students because it can be applied easily by them. So far, social functions in this unit scored 4.

4) Unit 8

In listening activity in Appendices 1 page 47 to 48, speaking part in Appendices 1 page 50 and also reading part in Appendices 1 page 51, are useful for the students. They used examples of song. in the song there are many lessons about social functions that students can take. an example of how to "make new friends" song on Appendices 1 page 47 that teach students to interact socially. These exercises really useful knowledge to implement in real life. That is why social function scored 4 in this unit.

b. Generic Structure of material

1) Unit 5

A systematic way of thinking for students in this chapter has been successfully developed by embedding the generic structures on how to make conversation about people, animal, and things on appendices 1 page 6. Several exercises also required students' analysis in remembering the characteristic of people, animals and things in specific themed. The listening part on appendices 1 page 5 also provide the organizer to write down the ideas for characteristic of people animals ant things. Students have to analyze the example first before they follow the systematic on how to understand the characteristic of people, animals ad things. That makes 4 score is given for generic structure.

2) Unit 6

As for generic structure, a systematic way of thinking for students is provided in this chapter. This can be seen in appendices 1 page 23

which provided student to tell what the useful of things in conversation between student. appendices 1 page 27 also provided with a relevant and specific structure in formal writing of how to describe the behavior/action/functional of people, animals and things. Therefore, this unit scored 4 in term of generic structure.

3) Unit 7

A systematic way of thinking for students has been successfully developed in this chapter. This can be seen with a complete explanation which can be used to identify people, animals and thing in appendices 1 page 35. This chapter also provide with many exercise which is can helping student to understand about how to describe people, animals and thing specifically. That is why this unit scored 4 for generic structure.

4) Unit 8

This unit generic structure evaluated on how the exercises and text provided to students can help them in developing a systematic way of thinking. It also helps them to create an efficient and active way of implementing it in real life application. This unit has unsuccessfully developed those aspects. because in this unit there is no dialogue related to asking and giving information so that there are no interactive activities related to the response to requests for information, goods or services. that is why this unit is given a score of 1.

c. Linguistic feature of material

1) Unit 5

The language used in this unit is acceptable and polite. The table of language features of conversation in appendices 1 page 6 to 8 shows a pattern of how the language used in unit 5. The reading part of task 11 is also delivered in an acceptable and polite language. Most of the exercises used a less formal of daily conversational language that commonly used. The topic used in every activity is also light and commonly found in student's daily life. Therefore, linguistic feature scored 4 in this unit.

2) Unit 6

The language that used in this unit has been developed as it is expected. The conversation in appendices 1 page 22 use a caring and polite language of daily condition. The theme used is also commonly found in the students' environment which is about behavior/action/function of people, animals and thing. The reading text about behavior/action/function of people, animals and thing in appendices 1 page 25 is also written in acceptable language for information report. With all of these considerations, linguistic feature of this unit scored 4.

3) Unit 7

As caring attitudes expressions are commonly used in daily conversation, a consideration of linguistic feature of acceptable and polite language uses should be prioritized. This chapter successfully implemented it within this chapter's exercise. The example can be seen in reading activity appendices 1 page 37 and 38 about a short story. The language used is acceptable and student easy to rewrite using descriptive

text. writing activity exercise in appendices 1 page 41 also uses acceptable and polite language of a simple sentences. Therefore, this unit scored 4 in term of linguistic feature.

4) Unit 8

This unit linguistic feature is written in a good and efficient way. It can be seen that this chapter developed in acceptable and polite language such as a "make new friend" song text in appendices 1 page 47 and "true friends" song in appendices 1 page 51 to 52. Almost all the exercises in this unit is also written in a polite and acceptable language. Therefore, in term of linguistic feature, this unit is given score 4.

D. Supporting Materials

a. Relevance of material

1) Unit 5

This unit provided good content. All of the exercise and text developed in the unit used illustrations, and most of them worked well. The tables, pictures and diagrams were really relevant, well implemented and motivated students in doing the exercise. All the references of material source were also very relevant for the students. Based on this consideration, this criterion scored 4.

2) Unit 6

The illustrations in appendices 1 page 20 to 22 is helpful for students to know about pronounce of the behavior/action/function of people, animal, and things and also students can offer personal reaction.

The speaking activity exercise about behavior/action/function in appendices 1 page 22 is also helpful for students to learn how to practice with partner. Illustrations provided within the exercises are also suitable for the exercise. That is why relevance and up to datedness scored 4 in this unit.

3) Unit 7

On how relevance the sources used in supporting the exercise or task given, this unit provide a good example of illustrations in page 34 which give a good understanding about descriptive text and how to use in describe people. The text in appendices 1 page 37 also gives a good sources and fresh idea on how to complete sentences based on descriptive text. Based from this consideration, score 4 is given for relevance.

4) Unit 8

As for relevance criterion, the illustrations in this unit are well developed. Some listening exercises in appendices 1 page 48 provided with good illustrations about how to understand lyric song. Although teacher's involvement is needed within this exercise, these illustrations support the exercise of listening comprehension. Therefore, in this criterion, score 4 is given for relevance.

b. Development of life skills of material

1) Unit 5

Most of exercises and activities use a polite and have social and cultural topic. It can be seen in appendices 1 page 8 speaking activity

exercise that this exercise expects students to understand and aware of surrounding where students have social needs to interact with each other's. As in Parental exercise in appendices 1 page 9 that was made to help students gaining their confidence in having a public speaking. Therefore, based on this consideration, 4 is the score for this unit development of life skills.

2) Unit 6

The speaking activity exercise in appendices 1 page 23 provided both a useful learning source about behavior/action/function of people, animals, and things and useful group interactions where students are exposed to work in group in solving and doing the analysis about the exercise. In appendices 1 page 27 writing exercise is example of useful exercise for students in developing students' skills in social life because the theme and language used is simple and commonly used by students in real-life. Based on these considerations, development of life skills in this unit scored 4.

3) Unit 7

Many exercises in this unit provide a good development of life skills. Almost exercises in this unit give good life skills developments with many kinds of exercise using several conditions that commonly happens in students' daily life. Besides the speaking activity exercise in appendices 1 page 36 also display a good life skill development which will be needed for students because the exercise provides a good change between students and their friends.

4) Unit 8

In development of life skills, this unit unsuccessfully developed student's skills in social life. For this criterion, there is nothing that illustrate the development of life skills. in this unit only teach about song and song lyrics so that there will be less development of life skills. score 1 for this criterion

c. Development of Diversity Insight of material

1) Unit 5

In this unit, the exercises are well packed with diversity insight exercises as they were seen in the example of character people, animals and things in appendices 1 page 5 to 6. These examples provide local ingredients of Indonesia where students will be exposed with the knowledge of several animals, culture and nature in Indonesia it was a great knowledge about Indonesia. Therefore, 4 is the score for this chapter's development of diversity insight.

2) Unit 6

In this unit, the materials are well packed with diversity insight as they were seen in the listening text in appendices 1 page 20. These texts provided flight attendant wear the batik that happened in Indonesia where students will be exposed with the knowledge of traditional clothes in Indonesia. Therefore, 4 is the score for this unit development of diversity insight.

3) Unit 7

As for this criterion, this unit provided a less national diversity insight, because none of them explain about Indonesian cultural customs. So, according to the analysis of the researcher the author of the book should appear more on the side of the song about the elements of culture so that students better understand Indonesian regional songs for example. So, score 1 is given as score for development of diversity insight of this chapter.

4) Unit 8

As for the development of diversity insight, same like the previous unit, this unit does not show the diversity insight. because this unit only describes the song without an explanation about the diversity insight. so, score 1 for the criteria.

From the analysis of the feasibility of content, the complete textbook assessment and evaluation have been done. In below is the table that show the research findings from feasibility of content.

Table 4.5
Feasibility of Content Frequency

UNIT/SUB CHAPTER	COMPONENT	ITEM	SCORE				EXPLANATION
			(1)	(2)	(3)	(4)	
Unit 5	a. The compatibility of materials with Core Competence (KI) and Basic Competence (KD)	a. Completeness				√	4 = Unit 5 load short and simple interpersonal, transactional and functional texts at least 95% of the scope of Core competence and Basic competence.
		b. In Depth				√	4 = Each type of text is explain with at least 2 examples of text in unit 5 that has relevant social functions and assignments to students to look for at least 2 examples of similar texts from other sources
	b. The accuracy of the Materials	a. Social Functions				√	4 = At least 95% of text is useful for achieving functions social right
		b. Generic structure				√	4 = Minimum 95% of the elements and structure of the meaning of the text in

							accordance with the Social function
		c. Linguistic Feature				√	4 = at least 95% of linguistic features in the text according to the social functions
	c. Supporting Materials	a. Relevance				√	4 = at least 95% of teaching materials taken from sources relevant to the material
		b. Development of Life skills				√	4 = at least 95% of texts develop life skills elements.
		c. Development of Diversity Insight				√	4 = at least 95% of texts develop an element of diversity insight.
Unit 6	a. The compatibility of materials with Core Competence (KI) and Basic Competence (KD)	a. Completeness				√	4 = unit 6 load short and simple interpersonal, transactional and functional texts at least 95% of the scope of Core competence and Basic competence.
		b. In Depth				√	4 = Each type of text is explain with at least 2 examples of text in unit 6 that has relevant social functions and assignments to students to look for at least 2 examples of

							similar texts from other sources
	b. The accuracy of the Materials	a. Social Functions				√	4 = At least 95% of text is useful for achieving functions social right
		b. Generic structure				√	4 = Minimum 95% of the elements and structure of the meaning of the text in accordance with the Social function
		c. Linguistic Feature				√	4 = at least 95% of linguistic features in the text according to the social functions
	c. Supporting Materials	a. Relevance				√	4 = at least 95% of teaching materials taken from sources relevant to the material
		b. Development of Life skills				√	4 = at least 95% of texts develop life skills elements.
		c. Development of Diversity Insight				√	4 = at least 95% of texts develop an element of diversity insight.
Unit 7	a. The compatibility of materials with Core Competence (KI) and Basic Competence (KD)	a. Completeness				√	4 = Unit 7 load short and simple interpersonal, transactional and functional texts at least 95% of the scope

							of Core competence and Basic competence.
		b. In Depth				√	4 = Each type of text is explain with at least 2 examples of text in unit 7 that has relevant social functions and assignments to students to look for at least 2 examples of similar texts from other sources
	b. The accuracy of the Materials	a. Social Functions				√	4 = At least 95% of text is useful for achieving functions social right
		b. Generic structure				√	4 = Minimum 95% of the elements and structure of the meaning of the text in accordance with the Social function
		c. Linguistic Feature				√	4 = at least 95% of linguistic features in the text according to the social functions
	c. Supporting Materials	a. Relevance				√	4 = at least 95% of teaching materials taken from sources relevant to the material
		b. Development of				√	4 = at least 95% of texts

		Life skills					develop life skills elements.
		c. Development of Diversity Insight	√				1 = less than 95% of texts develop an element of diversity insight.
Unit 8	a. The compatibility of materials with Core Competence (KI) and Basic Competence (KD)	a. Completeness	√				1 = Unit 8 load short and simple interpersonal, transactional and functional texts less than 95% of the scope of Core competence and Basic competence.
		b. In Depth	√				1 = Each type of text is explain with less than 2 examples of text in unit 8 that has relevant social functions and assignments to students to look for less than 2 examples of similar texts from other sources
	b. The accuracy of the Materials	a. Social Functions				√	4 = At least 95% of text is useful for achieving functions social right
		b. Generic structure	√				1 = less than 95% of the elements and structure of the meaning of the text in accordance with the Social

						function
		c. Linguistic Feature				√ 4 = at least 95% of linguistic features in the text according to the social functions
	c. Supporting Materials	a. Relevance				√ 4 = at least 95% of teaching materials taken from sources relevant to the material
		b. Development of Life skills	√			1 = less than 95% of texts develop life skills elements.
		c. Development of Diversity Insight	√			1 = less than 95% of texts develop an element of diversity insight.
Total			6			26

Based on the table of feasibility of content above, for the completeness there were only one unit who did not meet criteria, it is unit 8. For in Depth, also there were only one unit who did not meet criteria, it is unit 8 too. For Social function all of unit meet the criteria. For Generic structure, unit 8 did not met the criteria. For Linguistic feature and Relevance All of unit meet the criteria. For Development of life skill, unit 8 did not meet the criteria. Last, for Development of diversity insight unit 7 and 8 did not meet the criteria. From previous tables, it can be derived that 32 categories in feasibility of content from 4 sample unit out of 32 categories have fulfilled and only 6 category from linguistic feature had not met the criteria of score 4.

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

$$P = \frac{26}{32} \times 100\%$$

$$P = 81\%$$

Note:

P = Percentage

F = Frequency of fulfilled aspect criteria each unit

N = the total number of criteria in each aspect

Therefore, it can be concluded that 81% of the materials, exercises, and text developed in the Modul Pengayaan “Bahasa Inggris” are fulfilled the rubric assessment of feasibility of content from BSNP. Based on the result, the researcher

stated that “Bahasa Inggris” textbook was categorized as “good” with an average score of 81%. This statement was according to Pusat Perbukuan as follows.

Tabel 4.9 Final Calculation of Analysis Textbook

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

(Source: Pusat Perbukuan, cited in Latif, 2015, p. 72)

C. Discussion

From the analysis, it can be concluded that the author of the textbook had tried to arrange this book as perfect as possible, but as human being short of lack still appeared in this textbook. The author also had been trying to provide the activities which related to the context, but there are not always acceptable for students.

Regarding the relevance of materials with core competence and basic competence, all unit of MODUL PENGAYAAN ‘Bahasa Inggris’ textbook were classified as good in completeness item and in-depth item, including interpersonal texts, transactional text and fungsional texts. For this category, the completeness item and in-depth item scored 4 for 3 chapters of the textbook, which means that it was good in the aspect of relevance of materials with core competence and basic competence. Cunningsworth suggested that there are two kinds of textbook evaluation if we need to see good criteria of a textbook. The first kind is impressionistic overview which is useful and gives a general overview of material or the completeness of textbook. The other is in depth which involves more of the

content. As researcher stated above that MODUL PENGAYAAN 'Bahasa Inggris' textbook is good in completeness and in-depth item.

In terms of materials accuracy, four unit of ENRICHMENT MODUL PENGAYAAN 'Bahasa Inggris' scored 4 in all items. Those were in social functions, generics structure and linguistic feature. Those chapters really good in accomplishing social function through functional texts, development of students' ability to think coherently and systematically through interactive interpersonal and transactional texts, development of student's ability to think coherently and systematically through generic structure of texts, and accuracy and acceptability of linguistic features. With regards to the ratio of fulfillment criteria, four unit scored 4 including unit 5, unit 6, unit 7, and unit 8, which mean it has good level of materials accuracy. Meanwhile, there is 1 unit was scored 1 in linguistic feature, it means this chapter not good in all items. The chapter is chapter 8.

Based on the table about the evaluation of content and discussion, the result of this study can be concluded as follows: From feasibility of content 81% of materials, exercise and text developed in the textbook MODUL PENGAYAAN 'Bahasa Inggris' are surprisingly fulfilled the criteria from BSNP of how standard textbook should be. There are various categories in feasibility of content such as the development of text, exercises, development of life skills and diversity, social functions and generic structure. From this result of analysis of English textbook entitled MODUL PENGAYAAN 'Bahasa Inggris' for the first grade of junior high school based from the curriculum 2013, the researcher concluded that Modul Pengayaan "Bahasa Inggris" textbook from the feasibility of content met the standard of a good English textbook in Indonesia based from BSNP rubric

assessment. The researcher also stated that MODUL PENGAYAAN 'Bahasa Inggris' textbook categorized in good quality of English Textbook MODUL PENGAYAAN 'Bahasa Inggris' almost provided all criteria based on experts mentioned in literature review chapter.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the study of analyzing the English textbook of MODUL PENGAYAAN 'Bahasa Inggris' published by Putra Nugraha, the researcher concluded MODUL PENGAYAAN 'Bahasa Inggris' textbook was good to be used for first grade of junior high schools that have started using curriculum 2013. This book fulfilled all the aspect competence of curriculum 2013. It also applied the student-centered teaching method which is the main concern in curriculum 2013.

Apart from that, the exercises given were attractive and applicable in the classroom. It exposed students to be an active learner all the time even though there are some minor's incompatibility based from BSNP assessment about the detailed analysis in the lack of cultural diversity and a little bit about linguistic structure. English textbook entitled MODUL PENGAYAAN 'Bahasa Inggris' is still acceptable to be used by school because it is more than qualified to be used in Curriculum 2013.

B. Suggestion

Based on the study of the textbook entitled MODUL PENGAYAAN 'Bahasa Inggris', the researcher would like to give several suggestions to help in improving the quality of textbook and teaching quality. The suggestions for English teacher and further researcher are as follows:

1. First, students should choose quality enough textbook for reference books and use other references to support learning teaching.
2. Teachers should choose textbooks that have good quality and then recommend the textbook to student as learning media so they can avoid misunderstandings on the material.
3. The author or publisher of textbooks should revise the textbook in terms of completeness of the material, namely the completeness of basic competencies in the description of the textbook material.
4. Curriculum compilers are expected to be able to provide facilities and infrastructure before the new curriculum program is implemented so that the implementation of learning in schools can doing normally.

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A P P E N D I C E S

INTERVIEW WITH THE TEACHER
CATATAN LAPANGAN HASIL WAWANCARA

- Hari/ Tanggal : Selasa, 12 februari 2019
- Waktu : 11.30 WIB
- Kegiatan : Wawancara dengan guru bahasa inggris
- Objek Wawancara : Dwi Apura Meiti S.Pd
- Pewawancara : Sony Dwi Anggara
-
- Researcher : Ada berapa buku bahasa inggris yang ibu gunakan untuk mengajar di kelas VII di SMPN 05 Kota Bengkulu?
- Teacher : Saya menggunakan dua Buku, Pertama Buku WERAB (When English Rings A Bell), dan Buku LKS Modul Pengayaan Bahasa Inggris.
- Researcher : Mengapa ibu menggunakan buku teks yang berjudul Modul Pengayaan "Bahasa Inggris" ?
- Teacher : Karena Buku Ini Praktis dan terjangkau
- Researcher : Apa ada alasan lain?
- Teacher : dibanding dengan buku Cetak WERAB, LKS ini lebih ringkas dan mencakup keseluruhan materi yang ada di buku cetak.
- Researcher : Menurut ibu, kelebihan dan kekurangan buku ini apa?
- Teacher : Kelebihan
1. Dapat menjadi media pembelajaran mandiri bagi siswa

2. Meningkatkan aktivitas siswa dalam mengikuti kegiatan belajar mengajar
3. Praktis dan harga terjangkau
4. Materi lebih ringkas dan sudah mencakup keseluruhan materi
5. Sebagai pengganti media lain ketika media audio visual misalnya mengalami hambatan dengan listrik maka kegiatan pembelajaran dapat diganti dengan media LKS
6. Tidak menggunakan listrik sehingga bisa digunakan oleh SD di pedesaan maupun di perkotaan

Kekurangan

1. Soal-soal yang tertuang pada lembar kerja siswa cenderung monoton, bisa muncul bagian berikutnya maupun bab setelah itu.
2. Saya khawatir guru-guru lain hanya mengandalkan media LKS tersebut serta memanfaatkannya untuk kepentingan pribadi. Misalnya siswa disuruh mengerjakan LKS kemudian guru meninggalkan siswa dan kembali untuk membahas LKS itu.
3. Terkadang ada materi yang kurang cocok dengan konsep yang diajarkan.
4. Saya khawatir buku ini dapat menimbulkan

pembelajaran yang membosankan bagi siswa jika tidak dipadukan dengan media yang lain.

**Lembar Validasi Instrument Wawancara Evaluasi Buku Ajar Bahasa Inggris
Berjudul Modul Pengayaan Bahasa Inggris Berdasarkan Kurikulum 2013 di
SMPN 05 Kota Bengkulu**

Assalamu'allaikum Wr.Wb

Bapak/Ibu Yth,

Dr.Syamsul Rizal, M.Pd

Saya memohon bantuan Bapak/Ibu untuk mengisi lembar penilaian validitas instrument wawancara evaluasi buku ajar bahasa inggris berjudul modul pengayaan bahasa inggris berdasarkan kurikulum 2013. Lembar ini ditujukan untuk mengetahui pendapat Bapak/Ibu terhadap instrument penilaian validasi wawancara evaluasi buku ajar bahasa inggris berjudul modul pengayaan bahasa inggris berdasarkan kurikulum 2013 di SMPN 05 Kota Bengkulu. Penilaian Bapak/Ibu sangat membantu guna perbaikan instrument wawancara tersebut.

Atas perhatian dan kesediaan Bapak/Ibu, Saya ucapkan terima kasih.

Mengetahui,
Dosen Pembimbing

Bengkulu, juli 2019
Peneliti

Dr.H.Ali Akbarjono M.Pd
Nip.19750925001121004

Sony Dwi Anggara
Nim. 1416232892

Validator:

Nama : Dr. Syamsul Rizal M.Pd

Instansi : IAIN Bengkulu

1. Petunjuk Pengisian Lembar Penilaian

- a. Instrument penilaian ini bertujuan untuk mengukur kevalidan instrument wawancara evaluasi buku ajar bahasa inggris berjudul modul pengayaan bahasa inggris berdasarkan kurikulum 2013
- b. Penilaian ini dilakukan dengan cara member tanda (\surd) pada kolom skala yang telah disediakan. Adapun keterangan pada skalan penilaian adalah sebagai berikut:
Skor 4 : sangat valid (SV)
Skor 3 : Valid (V)
Skor 2 : Cukup Valid (CV)
Skor 1 : Tidak Valid (TV)
- c. Setelah membarti tanda (\surd) pada kolom skala penliaian, mohon memberikan keterangan untuk perbaikan pada komentar dan saran umum.

2. Lembar Validasi

No	Aspek Penilaian	Skor			
		1	2	3	4
1	Petunjuk pengisian wawancara mudah dipahami				
2	Instrument wawancara menggunakan bahasa Indonesia yang sederhana, jelas dan mudah dipahami				

3. Saran

Berkenanlah Bapak/Ibu memberi saran terhadap Instrument wawancara yang telah dikembangkan ini.

.....
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.....

4. Keputusan

Petunjuk : Dimohon untuk Bapak/Ibu member Petunjuk (✓) pada kolom A, B dan C. Huruf A, B, dan C tersebut memiliki arti sebagai berikut:

A: Layak Tanpa Perbaikan

B. Layak Dengan Perbaikan

C: Tidak Layak

A	B	C

Bengkulu, juli, 2019
Validator,

Dr. Syamsul Rizal M.Pd
Nip. 196901291999031001