

CHAPTER I

INTRODUCTION

A. Background of Study

Learning and teaching process needs rules and some components to support that activity. One of Those components is curriculum. A curriculum is considered the “heart” of any learning institution which means that schools or universities cannot exist without a curriculum. With its importance in formal education, curriculum has become a dynamic process due to the changes that occur in our society. Therefore, in its broadest sense, curriculum refers to the total learning experiences of individuals not only in school, but also in society as well.¹In general a curriculum has a large range either in education or social life. The curriculum according to Murray Print should plan learning experiences. It is offered within an educational institution, and it is represented as a document which is implemented.²A curriculum delineates the philosophy, goals, learning experiences, instructional resources and assessments that comprise a specific educational program. It represents an articulation of what students should know and be able

¹ <https://www.linkedin.com/pulse/meaning-importance-curriculum-development-dr-mary-alvior>. Accessed on Thursday 11 February 2016 at 13.55 p.m.

²Winasanjaya, *Kurikulum dan Pembelajaran*, (Jakarta: Kencana Prenada Media Group, 2008) , p.4.

to do and supports teachers in knowing how to achieve the goals and the purposes of learning process. It is developed to create positive improvements in the educational system. Every time there are changes happening around the world, and the school curriculum is affected. There is a need to update it in order to fulfill the society's needs.

The change of Curriculum in Indonesia is begun from Curriculum 1968 which is the first curriculum, second Curriculum (1975), third Curriculum (1984), fourth Curriculum (1994), fifth Curriculum (KBK/ Competence- Based Curriculum) in 2004, sixth Curriculum (KTSP) in 2006, and the last is 2013 Curriculum. It shows that the government tries to improve the teaching and learning process.

A curriculum in English learning is needed like the other subject. It guides English learning process to get its aim. English is not only concerned with language learning but also with learning through language. Therefore, English curriculum is structured in four strands. Those are receptiveness to language, competence and confidence in using language, developing cognitive abilities through language, and emotional and imaginative development through language.³ In 2013 Curriculum, the education paradigm moves from the teacher as the center of learning to the student as the centre of learning. Because of the purpose of implementation

³ E-book: Bradley McGurk, English curriculum, (Dublin: The stationery office, 1999), p.3.

2013 curriculum is to produce the students who have creativity, productivity, and innovative.⁴Therefore, in order to support a learning process, the student should be encouraged to find out any information from any resources like an English textbook. There are many English textbooks that offer interesting content, but we should be careful to choose English text books which fulfill some criteria of content standard of 2013 curriculum.

The standard has been specified by The Agency of National Standard of Education (BSNP). The appropriateness of the English book with the standard of 2013 curriculum is needed, because it can be an indicator that the book can be used to support 2013 curriculum. BSNP has some criteria to grade the appropriateness of textbook that is used in learning process. The textbook must have all of appropriateness elements, those are: content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness. Especially for the elements of the content appropriateness consist of compatibility of items with CC and BC, accuracy of material (social function, element and structure of meaning, linguistic feature), and learning supporting material.

In addition, Since 5th December 2014, the government decided that 6,221 schools that have implemented the 2013 curriculum for the past three semesters could continue according

⁴ Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: Remaja Rosdakarya, 2014), p.163.

to new guidelines, while 201.779 schools were required to return to the 2006 curriculum instead. It will be applying for all schools after revising. Anis rasyid baswedan as Minister of Elementary and Intermediate Education and Culture said that the government needs to revise 2013 curriculum because of in this curriculum is still found any problems in book readiness, assessment system, and teacher upgrading.

By this case, the researcher tries to analyze the content of student English book for the first semester of grade X of senior high school 2013 curriculum published by Ministry of Education and Culture. The researcher will use the standard of BSNP as the reference, in order to know the appropriateness of the content of student English book for the first semester grade X of senior high school 2013 curriculum published by Ministry of Education and Culture based on content standard of 2013 Curriculum.

B. Research Question

This study attempts to answer the question:

How is the appropriateness of textbook content of the student English book for the first semester of grade X of Senior High School published by Ministry of Education and Culture based on content standard of 2013 curriculum?

C. Objective of Study

To find out the content appropriateness of the content of Student English Book of 2013 curriculum for the first semester of grade X of Senior High School published by Ministry of Education and Culture based on content standard of 2013 Curriculum.

D. Significances of Study

a. Theoretically

The result of research can give more information about the quality of the content of the student book.

b. Practically

The results of this study hopefully are useful to provide input for:

1. The English Teacher

By this result, the English teachers can get the right resource to support their teaching process. The book that is appropriate with 2013 curriculum can be used to be one of the materials in English learning process.

2. The Institution

This study gives additional information about student English book. It can be considered for choosing an appropriate English textbook.

3. The Readers

By reading this study, the readers gets more information about the content appropriateness of the student English book for the first semester of grade X of senior high school 2013 curriculum published by Ministry of Education and Culture based on content standard 2013 curriculum. It can be an evaluation for publisher to consider the quality of the book that will be published latter, and to know the readiness of Government to implement 2013 curriculum.

E. Previous Research

To develop the original analysis, the researcher presents some previous researches which related to this study, those are:

1. Manarul Lubab (113111061). Analisis Kelayakan Isi Buku Teks Siswa Pendidikan Agama Islam dan Budi Pekerti SMA/MA Kelas X Kurikulum 2013 Terbitan Kementerian Pendidikan dan Kebudayaan Tahun 2014.⁵ The background of this study is the researcher often found many books of Islamic Education that doesn't have good quality in its

⁵Manarul Lubab, "Analisis Kelayakan Isi Buku Teks Siswa Pendidikan Agama Islam dan Budi Pekerti SMA/MA Kelas X Kurikulum 2013 Terbitan Kementerian Pendidikan dan Kebudayaan Tahun 2014", *Thesis*, (Semarang: Education and Teacher Training Faculty, Walisongo Islamic State University, 2015)

content. Many varieties coming on the market and give many choices.

The researcher used qualitative method, which kind of documentary analysis or content analysis. The purpose of this research is to determine the condition of the Islamic Education student textbook and the appropriateness with 2013 curriculum. It was done as an effort to improve the quality of books that used for educators and learners.

In this study, the guidelines of the documentation were grounded on the spiritual dimension, the social dimension, the knowledge dimension and skills dimensions which were established by BNSP. Then the data collection technique used scoring techniques. This technique was done by giving a check list on the scoring sheet accordance with scoring criteria. The next step was calculating the percentage scores of each aspect were assessed. The results of the analysis of the expedience of this book is on the spiritual dimension is 91.6% or very good category. The expedience on the social dimension is 87% or in the very good category. The expedience of the dimension of knowledge equal 96% and on the dimension of skill is 88% or excellent.

The similarity between his study and the researcher's study are on the method and data collection techniques.

Then the differences are on the object and criteria for evaluation.

2. Rahmat Edi Setiawan (073411044). An Analysis of Pronunciation Materials and Exercises in Rebecca M. Dauer's *accurate English* and Its Contribution for Teaching Pronunciation.⁶The objective of this research was to analyze in what aspects the pronunciation materials and exercises in *Accurate English, A Complete Course in Pronunciation*, written by Rebecca M. Dauer and published by Prentice Hall Regents, is appropriate in teaching pronunciation.

In this research, the researcher used library research approach which analyzed materials and exercises (textbook evaluation) or content analysis. The sources of data in this analysis were the pronunciation materials and exercises those are found in "*Accurate English, a complete course in pronunciation* written by Rebecca M. Dauer and published by Prentice Hall Regents."

The result of the analysis shows that the aims of pronunciation materials in *Accurate English* are to support learning and teaching, to give information to the students, to support learning and teaching and to give influence on

⁶RahmatEdi, "An Analysis of Pronunciation Materials and Exercises in Rebecca M. Dauer's *accurate English* and Its Contribution for Teaching Pronunciation", *Thesis* (Semarang: Tarbiyah Faculty: Walisongo State Institute for Islamic Studies, 2011)

students' understanding. The type of the pronunciation materials in *Accurate English* is published materials. There are several methods which the researcher considers should be used to teach the pronunciation materials in *Accurate English* text book. They are the *silent way*, *audio lingual method*, and *communicative language teaching*; there are clear teacher's guides, and help on method activities, there are sufficient provision made for test and revision. It shows that the pronunciation materials in the textbook are teachable; the levels of students' understanding are various. They are elementary, intermediate, and advanced levels. The aims of pronunciation exercises in *Accurate English* are to follow-up of students' understanding, to measure students' skills, and to provide feedback and to motivate students to study hard, especially in pronunciation. There are several exercises which applied the *Controlled Exercise*, while the other exercises which are applied the *Guided Exercise*. The characteristics of the pronunciation exercises in *Accurate English* are inputting material that is used in the task, roles of the participants, actions or what is happen in the task, monitoring after actions, and outcomes as the goal of the task, feedback given as evaluation to participants. The language skills which are involved in *Accurate English* are all language skills. Those are Listening, Speaking, Reading, and Writing. Most pronunciation exercises in *Accurate*

English are appropriate with the pronunciation materials in the textbook. This research is almost same with the researcher's study, but different in data collection technique and object of the study.

3. Amrih Prayoga (073611015). Analisis Kelayakan Isi Buku Teks Pelajaran Fisika SMA.⁷ The objective of the research was to find the content expedience of physics textbooks are used as a compulsory reference book in teaching and learning. This research used qualitative descriptive method, it means the data were analyzed not to accept or reject a hypothesis, but the results of the analysis in the form of a description of the symptoms which is observed. This research tried to describe the content expedience of physics textbooks for senior high school.

The objects of this study are two high school physics textbooks. Sample Book I is the most used on the learning process while the sample book II is the rarest book that is used in the learning process. This study was focused on both the physics textbooks to be analyzed the expedience of its contents, which include: the suitability of the contents with standard competence (SK) and basic competence (KD), scientific substance, concept to advance and develop.

⁷Amrih Prayoga, "Analisis Kelayakan Isi Buku Teks Pelajaran Fisika SMA", *Thesis* (Semarang: Tarbiyah Faculty: Walisongo State Institute for Islamic Studies, 2011)

The data were collected using documentation method and interviews. Documentation in this study used physics textbooks from different authors and publishers. The first is textbooks entitled "Physics 1A for SMA Class X SEMESTER 1 "Based Content Standards 2006 prepared by Ir. Marthen Kanginan, M.Sc. Published by ERLANGGA 2007 as the first sample book and textbooks titled "Physical SMA and MA 1A to Class X Semester 1 "Based Content Standards 2006 prepared by Dr. Eng. Mikrajuddin Abdullah, M.Sc. Published by ESIS 2007 as a samples book II. And for interview method, researcher interviewed the teachers and students to get information about which book is used and their experience for using that book.

Based on the results, the textbook was compiled by Marthen Kanginan M.Sc has percentage of expediencas many of 85.71%, which means this textbook on very good category and textbook physics compiled by Mikrajuddin Abdullah has M.Si eligibility percentage of 89.29% and included on the very good category.

Furthermore, those two textbooks have proven its expedience based on BSNP criteria, it means that those are very good books to be used by students as a compulsory reference book.

The objectives of this study same with my study, which is to find out the content quality of the book. The

method also same, but the data collection technique is different.

F. Research Method

1. Design of Research

Researcher uses a qualitative descriptive method. It means the analysis of data doesn't accept or refuse a hypothesis, but the result of this analysis is a description of symptoms observed which does not have to in form of coefficient or numbers between variable.⁸ Qualitative approach is used because the research's aim is to analyze a textbook, which is done by describing the target of research which has been determined.

The type of the research is documentary analysis or content analysis. Documentary analysis is used in descriptive research and the focuses are current documents and issues. The analysis is concerned with the explanation of the status of some phenomenon at a particular time or its development over a period of time.⁹ Definition about content analysis is such as those which written by Lexy J. Moleong in *Methodologies Research Qualitative*, According to Holsti express that

⁸ Suharsimi Arikunto, *Prosedur Penelitian Sebuah Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.3

⁹E-book : John W. Best and James, *Research in Education 10th Edition*, (Boston: Pearson Education inc., 2006), p. 257.

content analysis is any technique is used to draw a conclusion by an effort to find the characteristic of the message and it is conducted objectively and systematically.¹⁰

Content analysis based on the following characteristic are:¹¹

- a. Text requires to be processed with procedure which have been roughed out (formulated explicitly).
- b. Text is processed systematically (which including category and not including specification).
- c. Text analysis Process should give contribution with the theory (there is a theoretical relevance).
- d. The Analysis process relies on description which is manifested.
- e. Using quantitative techniques (using simple statistic because the researcher just need its numerical data from some categories that have been determined).

2. Setting

To accomplish this research, it was conducted for 14 days, from 1 May until 13 May 2016. This research was done wherever that can record or take all the theory, data and every

¹⁰ Lexi j.Moeleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 1999), p.220.

¹¹ Noeng Muhadjir, *Metode Penelitian Kualitatif*, (Yogyakarta: Rake Sarasin, 1996) print.3, p.79.

thing that is related and support this research wherever and whenever.

3. Data Collection Technique

Data collection Technique is an important step in research, because it gives an important effect on the quality of object which is observed. The main target of the research is to get the data.¹² The data collection technique in this research used documentation and interview. Document represent past event note, document can be in the form of article, picture, or monumental creation of someone. Document in written form can be a daily note, life histories, story, biography, policy or regulation. In the form of picture can be a motion picture, photo, vignette etc. Document in form of creation can be a swan song these are picture, film, statue, etc.

According to Bogdan as cited by Sugiyono in most tradition of qualitative research, the phrase personal document is used broadly refers to any first person narrative produced by an individual who describes his or her own actions, experience and believe.¹³

In this research, documentation method was done by using the following instruments, those are:

¹² Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2013), p.62.

¹³ Sugiyono, *memahami.....* p.240.

- a. Guidance of documentation which includes category or lines that found its data (guidance from BSNP).
- b. Check-list, that is variable list that collected its data. In this case researcher only gives sign for each of such symptom which is meant.¹⁴

By using documentation we can get much information from written sources. Documentation study represents a study which focuses in analysis or interpretation of written material based on its context. The material can be in the form of publicized note, textbook, newspaper, etc. This study was conducted by collecting data or document which needed in problem of study than analyze exhaustively.¹⁵

This research used written documentation. It was student English book for the first semester of grade X of senior high school 2013 Curriculum published by Ministry of Education and Culture. In addition, the researcher used document of core competent and basic competent of English for Senior high school grade X 2013 curriculum. The guidance of documentation was built on compatibility of items with CC and BC, accuracy of material (social function, element and structure of meaning, linguistic feature), and learning supporting material that were specified by BSNP.

¹⁴ Suharsimiarikunto, *prosedurPenelitianSuatupendekatanpraktik...*, p.202.

¹⁵Soewadji, *pengantarMetodologipedidikan...*, p.59.

The second is interview. Interview is conversation with the certain purpose which conducted by interviewer and interviewee¹⁶. The researcher interviewed English teacher at grade X of Senior High School in order to know her opinion and her experience about student English book for the first semester of grade X of Senior High School published by Ministry of Education and Culture.

4. Data Analysis Technique

The data analysis in this research is the content/ items at student English book for the first semester of grade X of senior high school published by Ministry of Education and Culture. This data is based on compatibility of items with CC and BC, accuracy of materials, and learning supporting sources. This analysis was done by describing contents/ items and give note at English student book.

And the steps analyses in this research are as follows:

- a. Researcher prepares English students book for the first semester grade X of senior high school published by Education and Culture Ministry.
- b. Researcher makes score criterion at aspect appropriateness of items content for each chapter to be analyzed base on standard of BSNP.

¹⁶ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*,(Bandung: Remaja Rosdakarya,2009), p.186.

- c. The process of text analysis is based on the standard/ category which have been specified.
- d. Researcher calculates score percentage of each aspect using scoring technique with the formula:

$$P\% = \frac{\sum q}{\sum r} \times 100\%$$

$P\%$ = the percentage that is obtained for every aspect is observed.

$\sum q$ = the amount of the score that is obtained for every aspect is observed.

$\sum r$ = the amount of maximal score for every aspect is observed.

Then, the score percentage of assessment is categorized into assessment guidance of the following¹⁷:

Table 1.1 ScoreCategory of Assessment.

Percentage	Category
86% – 100%	Very good
76% – 85%	Good
60% – 75%	Enough
55% – 59%	Less
≤ 54%	Very less

- e. Withdrawal the conclusion from a category which is analyzed. Then the researcher explains each aspect of the subcomponent of student English book for the first

¹⁷ Amrih prayoga, *Analisis Kelayakan Isi Buku Teks Pelajaran Fisika ...*,p.21.

semester of grade X of senior high school published by Ministry of Education and Culture.

5. Data Validity Technique

After getting and analyzing the data, researcher needs to authenticate the result. The researcher used triangulation technique to do it. Triangulation is a technique of data validity data by utilizing something else out of the data for checking or comparing to the data.¹⁸The researcher compared the result of data from document with the result of interview. Interview was done with the English teacher who had been being teaching English and using that book.

¹⁸LexyJ.Moleong, *MetodologiPenelitianKualitatif.*, p.330.