

Conformity of English Textbooks for Seventh Grade with Curriculum 2013

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Abstract

This research is aimed to find out the conformity between the materials in the English textbooks for the seventh grade Junior High School with the basic competences in the syllabus of English Curriculum. This research belongs to an evaluation research. In this study, four kinds of English textbook for the seventh grade of junior high school; 'When English Rings The Bells', 'Let's Speak English', 'Bright', and 'Headline English', were analyzed based on 2013 English curriculum. The instruments used in this research was a checklist on teachers' interview and also students' interview. The data in this research were analyzed by using 14 criteria according to Tomlinson (2008) to evaluate the course book. Findings show that the materials in the textbooks do not conform to the basic competences in the syllabus. This study shows that not all the content of the textbooks conform to the basic competences in the syllabus of English Curriculum 2013. Beside that some of books also don't meet the learners want and need. Another finding is that those books had its strengths and weaknesses. Those books provide varied activities and texts and develop character buildings. Besides, they are visually attractive. On the other hand, they did not include material for pronunciation.

Keywords: *Evaluation, English textbooks, Curriculum 2013*

Background

English is the most widely used language among languages which exist in this world. English has an important role because it is used by people in almost all of the countries in the world as native and international language. The statement implies that English becomes a foreign language of most countries that has been mastered by most people in the world. Its functions not only as a means of communication but also as a main characteristics of a better-quality and competitive country. That is the reason why English is taught in all level of education in Indonesia. Those great importance of English in daily life of the society and its prospect in the future lead the governance to put English as a major subject beginning in junior high school and senior high school.

Recently, by Peraturan Pemerintah 32/2013, the educational system of Indonesia has launched Kurikulum 2013. Kurikulum 2013 is a school based curriculum, it is an operational curriculum which is constructed, developed, and implemented by each education unit (school). The purpose of the 2013 Curriculum is to draw up the next generations of Indonesia to be a religious, productive, creative, and innovative citizen who could contribute for the social life in the Indonesia and social life in all over the world (Permendikbud Nomor 68 Tahun 2013). It has been used and implemented in certain school all around Indonesia which starts from the first class of junior and also senior high schools.

According to the curriculum, teaching material is also important in creating a good teaching and learning process. The material is usually used is in the form of textbook. In fact, most Indonesian teachers use textbook in delivering the material. The English teaching and learning process in Junior High School cannot be separated from the English language Teaching textbooks. Therefore, to support the teaching and learning process, the presence of good textbooks is necessary (Brown, 2007:145).

The changing curriculum with no good preparation will be merely changed. All of those preparation must be a well prepared. For example, as the most significant preparation is the textbook. If the curriculum is revised, and the textbook is unchanged, as a result the new curriculum will not produce the best result.

Therefore, textbook evaluation is one of the efforts that can be done in determining whether a textbook is appropriate with the curriculum. An evaluation to a textbook is still needed, after the new curriculum was launched. Thus, this study was conducted to evaluate the materials in two English textbooks for seventh graders.

The objective of the research is to find out the conformity between the materials to the basic competences in the syllabus of curriculum 2013 for the seventh grade Junior High School.

Literature Review

Curriculum can be defined as all plans activities that are provided for students. As what Luhulima (in Tjokrosujoso, 1996) says that curriculum is a planned and organized series of learning experiences and activities to be made available to the students to achieve defined educational objectives. In this research, the writer emphasize the usage of 2013 English curriculum as the basis of research.

The 2013 Curriculum is a school based curriculum. It is an operational curriculum which is constructed, developed, and implemented by each education unit (school) since 2013. The 2013 Curriculum is legalized by Ministry of National Education in 2013. The framework of the curriculum is the philosophical, sociological, psychological and legal basis which functions as a reference to develop the structure of curriculum in national level and to develop local content in regional level. It is also a guide to develop curriculum in secondary schools/Madrasah Tsanawiyah.

The structure of 2013 Curriculum organizes core competence of subjects, basic competence and content of the secondary schools /Madrasah Tsanawiyah (Permendikbud No 68 tahun 2013). The 2013 English Standard Competence contains some English basic competences which guide the development of the English teaching materials. According to the 2013 Curriculum, English Standard Competence contains two kinds of competences, they are: core competences and basic competences. Core competence is divided into four objectives. The first and second objectives emphasize on affective domain. The third objectives emphasize on cognitive domain, and the forth objectives emphasize on psychomotor domain. Each of the core competence is divided into basic competences which are used as a guideline in developing learning materials (Permendikbud Nomor 68 Tahun 2013).

The learning stages that are emphasized in the 2013 Curriculum are: 1) observing; the students collect the information, 2) questioning; the students are stimulated to question how the phenomena happen, 3) experimenting; the students try to apply the knowledge through some practice given by the teacher, 4) associating; the students try to relate the phenomena to the previous knowledge, and 5) communicating; the students tell others about their finding.

English Textbook

As stated before, each of the core competence is divided into basic competences which are used as a guideline in developing learning materials (Permendikbud Nomor 68 Tahun 2013). The learning material can be in the form of text books.

Textbook are best seen as a resource in achieving aims and objectives that have already been set in terms of learners needs (Cunningsworth; 1995;7). Textbook is the most frequently used of all printed educational materials. In the hands of knowledgeable practitioner, the textbook becomes one of many aids to assist the student in acquiring clear concepts of subject matter. According to Richard (2001), textbook are used in different ways in language program.

A textbook is one of teaching aids supporting the success of English teaching and learning process. Textbooks give effective help to teachers in teaching students in the classroom. They also help students to get source of knowledge in learning process. According to Brown (2000:136), the most obvious and the most common form of material support language instruction which comes through textbooks.

Conformity of English Textbook with Core Competence and Basic Competence of the Curriculum of 2013.

This aim of this study is to find out if there is conformity between the content of the text book and the core competence/basic competence of the 2013 curriculum. The criteria of the conformity lies in the relation between the content in the text books and the content of the core competence and basic competence. The core competence of the curriculum 2013 convey themes, types of texts, tindak tutur/speech acts. A good text book should convey the teaching material generating the themes, types of texts and tutur/speech acts as stated in the core competence and basic competence in the curriculum.

Methodology

Between 750-1000 words. It must include: nature of the study, population, sample of the study, sampling method, data collection procedures, data analysis procedures, validity and reliability.

This study is designed to evaluate the conformity of the material in English textbooks of the seventh grade of junior high school to the basic competencies in the syllabus of curriculum 2013.

The researcher used an evaluation research.

This purpose is to evaluate the impact of social interventions such as new teaching methods, innovations in parole, and a host of others. Many methods, like surveys and experiments can be used in evaluation research.

The design was employed to obtain information about the conformity between the basic competences in the syllabus of curriculum 2013 and the basic competences in the textbook and also the conformity between the materials in the English textbook to the basic competences in the syllabus of curriculum 2013. In this study, four kinds of English textbook for the seventh grade of junior high school; *'When English Rings The Bells'*, *'Let's Speak English'*, *'Bright'*, and *'Headline English'*, were taken to be analyzed that based on 2013 English curriculum.

The Subject of this study is four English textbooks for the seventh grade Junior High School. The materials in the textbook are organized in form of chapter in which the four skills of English such as Listening, Speaking, Reading, and writing are integrated to be one thematic chapter.

The data of this study are all of the English learning material presented in those English textbooks. The data are in the form of dialogues, passages, monologues, tasks, activities, instructions, tables, and etc. The textbook that is being analyzed contains of different chapters of each books.

1) *'When English Rings The Bells'*. This book published by Kemendikbud. It consists of 8 chapters in 188 pages.

2) *'Let's Speak English'*. This book published by Yrama Widya. It consists of 176 pages with 12 chapters and competencies standard.

3) *'Bright'*. This book published by Erlangga. It consists of 8 chapters with 196 pages. The each chapters are Hello..., Thank You..., I'm Sorry..., The student's Life, Be Quiet Please, How Much is It?, What is It Like?, and Let's Talk About People.

4) *'Headline English'*. This published by Sewu. It consists of 6 chapters with 267 pages.

Textbooks are chosen because those give some advantages for teachers and students. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. Another reason why researcher chose those four textbooks because of the curriculum used in those textbook used in some schools. It expected that by doing that the teachers and the students are familiar with those textbooks.

Findings and Discussion

a. When English Rings the Bell

The analysis shows some basic competences in 'When English Rings the Bell'. As can be seen above, not all of the basic competences were found in each chapters of this book. Some of Basic Competences found in this book are 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.10, 3.11, 4.1, 4.2, 4.3, 4.4, 4.5, 4.12, 4.13, and 4.14. The basic competences in the core competences 1 and 2 didn't find in this book and some of the basic competences in the core competences 3 and 4 also aren't related with the material in this book.

As can be seen above, not all of the basic competences in this textbook were relevant to what they are stated in the syllabus of English Curriculum 2013. There were some irrelevant basic competences with the materials written in the textbook. However, there were also some relevant basic competences found in this textbook.

b. Let's Speak English

The analysis shows some basic competences in 'Let's speak English'. As can be seen above, not all of the basic competences were found in each chapters of this book. Some of Basic Competences found in this book were 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, and 4.14. However, the basic competence in the core competence was not found in this book and one of the basic competence 2.2 in the core competences 2 also wasn't related with the material in this book.

As discovered, not all of the basic competences in this textbook were relevant to what they are stated in the syllabus of English Curriculum 2013. There were few of irrelevant basic competences with the materials written in the textbook. There were two irrelevant core competences; 1 and 2. The irrelevant basic competences found in this textbook is 1.1 and 2.2. However, most of the core competences were relevant with the syllabus of English Curriculum 2013. Most of the basic competence 2 and all of the basic competences 3 and 4 were relevant with the syllabus. There were some relevant basic competences found in this textbook. The table below shows the relevant basic competences.

The result of this study shows that those textbooks do not conform to the basic competences in the syllabus. The basic competence stated in syllabus can be divided based on main competences. The first main competence deal with the thankfulness in studying English, the second main competence deal with the behavior of the students in studying English, the third main competence deal with the capability of the students in analyzing the materials and the fourth main competence deal with the capability of the students to arrange or compose something related to the given materials.

Contradictory to that, the results of this study also show that most of the materials in the textbook did not conform to the basic competences in the syllabus. To conclude, this study shows that not all textbooks conform to the basic competences in the syllabus of English Curriculum 2013. Most of the materials in the textbook did not conform to the basic competences in the syllabus of English curriculum 2013.

Conclusion

1. This study shows that not all textbooks conform to the basic competences in the syllabus of English Curriculum 2013.

2. Most of the materials in the textbook did not conform to the basic competences in the syllabus of English curriculum 2013.

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