

**THE ANALYSIS OF ENGLISH TEACHING MATERIALS TOWARD
CURRICULUM COMPETENCE**

**(Textbook Analysis of “When English Rings a Bell – Revised Edition 2017”
for VIII Grade of Junior High School Published by *Kemendikbud RI*)**

**Nida Listiqom 1), Ida Ayu Panuntun, M. Pd 2),
Dr. Sarlita D. Matra, M. Pd 3).**

English Department Teachers’ Training and Education Faculty
Pekalongan University
nidalistiqom23@gmail.com

Abstract

Education is an effort to develop qualified human resources. By having education, humans will have a quality in their future. Nowadays, education in Indonesia can not be separated from the development of curriculum. There are two curricula that used in Indonesia. The 2013 curriculum is a further step of school based curriculum. The implementation of 2013 curriculum in teaching English influences the teaching material. Textbook is one of teaching material that used by the teacher and the students. In teaching and learning process, the teacher and the students usually use textbook. The textbook has been arranged for the students to explore their selves by learning independently. They not only can understand a subject matter in accordance with the competencies which is stated in the book but also can measure their thinking skills. In this era, there are several varieties of textbooks used in school. For example “When English Rings a Bell – Revised Edition 2017” which published by *Kemendikbud RI*. The learning activities of that textbook more emphasize scientific approaches, such as observing, questioning, experimenting, associating, and communicating. In this occasion I am going to present my research proposal which has the objective to describe the presentment and the competence building of English teaching material to the students. This study is textbook analysis with descriptive qualitative method. The writer uses document and interview in collecting the data. The result showed that the presentment of English teaching materials in the English textbook *When English Rings a Bell- Revised 2017 Edition* are compatible with the scientific approaches of 2013 curriculum and the competence building of English teaching materials in the English textbook *When English Rings a Bell- Revised 2017 Edition* are compatible with the basic competence in terms cognitive and psychomotor domain.

Keywords: English Teaching Materials, Curriculum Competence, Textbook Analysis

Introduction

Education is an effort to develop qualified human resources. By having education, humans will have a quality in their future. Being mentioned on UUR.1. No. 2, 1989, Chapter 1, Article 1, Education is a

conscious effort to prepare students through guidance, teaching, and training for their roles in the future. Based on the statement, education can be defined as essential aspect for humans because by giving guidance, teaching and training, they will have

role in the future. It means that they can increase their capabilities.

“Pendidikan adalah usaha sadar untuk menyiapkan peserta didik melalui kegiatan bimbingan, pengajaran, dan/atau latihan bagi peranannya di masa yang akan datang” (UUR.1. No.2 Tahun 1989, Bab 1, Pasal 1).”

There are three educational paths in Indonesia which the students can pass. Being stated on UU No. 20, 2003, Article 1, Paragraph 1 that educational path consists of formal, non-formal and informal. Formal education is education which is held in schools while non-formal education is education is held outside formal education such as tutoring, and informal education is family and environmental education in the form of independent learning activities.

Nowadays, education in Indonesia can not be separated from the development of curriculum. There are two curricula that used in Indonesia. The 2013 curriculum is a further step of school based curriculum. In the 2013 curriculum more emphasizes the student centered approach. The students

should be more active than the teacher. The role of teachers are only as the facilitator and the guide for the students.

The implementation of 2013 curriculum in teaching English influences the teaching material. Teaching material is one of tools for the teacher delivers instruction and supports the students learning. According to Richards (2001:251), teaching materials are a key component in most language programs. Whether the teacher uses a textbook, institutionally prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive, and the language practice that occurs in the classroom. Therefore, teaching material can be defined as one of component in learning used by the teacher. It can be a textbook, institutionally prepared materials, or his or her own material.

Teaching material is the language input which the students receive and practice. Textbook is one of teaching material that used by the

teacher and the students. In teaching and learning process, the teacher and the students usually use textbook. In Indonesia, the textbook has an important role in the education system since it reflects the change in Indonesian curriculum system. According to Crowther (1995: 1234) textbook is a book giving instruction in subject especially in schools. Based on the statement, it can be concluded that the textbook is a book which gives instruction to the students in understanding material.

The textbook has been arranged for the students to explore their selves by learning independently. They not only can understand a subject matter in accordance with the competencies which is stated in the book but also can measure their thinking skills. Textbook is the guidance for the students in learning activities. It can become a reference for the students' achievement. When English Rings a Bell- Revised 2017 Edition is one of textbooks used in school. This textbook is used by the eighth grade of SMP 01 Petarukan. The learning activities of the textbook emphasize

scientific approaches, such as observing, questioning, experimenting, associating, and communicating. Based on the explanations, the writer is intended to analyze of English teaching material toward curriculum competence. In this study there are two statements of problem. They are: 1) how is the presentment of English teaching material to the students?, and 2) how is the competence building of English teaching material to the students?.

Methodology

In this study, the writer will use a qualitative method. According to Creswell (2009: 4) qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social human problem. In this case, Creswell says that qualitative method is a method used to analyze the problems. The research is conducted by qualitative approach because the result of the data analyzed is in the form of word or sentences.

This study will be held in VIII grade of SMPN 01 Petarukan

which is located at Pemuda street, RT.2 / RW.16, Petarukan, Pemalang District, Central Java 52362. This study will be held on January to June 2019. Object of this study focuses on the textbook. According to Creswell (2009), the object of research is an issue or problem which will be studied and analyzed by the researcher. It will be related to the data which has taken to support the analysis. The object of this study is When English Rings a Bell – Revised Edition 2017 for VIII grade of junior high school published by *Kemendikbud RI*.

Primary data of this study are taken from When English Rings a Bell – Revised Edition 2017 for VIII grade of Junior High School published by *Kemendikbud RI* and 2013 curriculum syllabus while the secondary data are taken from interview of English teacher. Based on Creswell (2012: 223), there are many procedures for collecting documents in qualitative research:

1. Identify the types of documents that can provide useful information to answer your qualitative research questions.

2. Consider both public (e.g., school board minutes) and private documents (e.g., personal diaries) as sources of information for your research.
3. Once the documents are located, seek permission to use them from the individuals in charge of the materials.
4. If you ask participants to keep a journal, provide specific instructions about the procedures.
5. Once you have permission to use documents, examine them for accuracy, completeness, and usefulness in answering the research questions in your study.
6. Record information from the documents.

After all the data are collected, the data will be analyzed by the qualitative process. Based on Creswell (2009) the qualitative process of data analysis are as follows:

1. Eliciting all the data which relate to the English teaching materials in the English textbook “When English Rings a Bell – Revised Edition 2017” for VIII grade of

SMPN 01 Petarukan published by *Kemendikbud RI*.

2. Classifying the data into different types of the sources of information that contains English teaching materials and curriculum competence.
3. Analyzing the data from each category by using the theory of teacher's handbook (2017) and 2013 curriculum syllabus.
4. Explaining the data based on the theory of teacher's handbook (2017), and 2013 curriculum syllabus.
5. Making some conclusions from the results to develop the statement of the study.

Discussion

The findings and discussions are divided into two main parts. The first part presents the presentment of English teaching materials on the English textbook *When English Rings a Bell- Revised 2017*. The writer finds the presentment of English teaching materials in the English textbook *When English Rings a Bell- Revised 2017* are compatible with the scientific approaches of 2013 curriculum. The

second part presents the competence building of English teaching materials to the students. The writer finds the competence building of English teaching materials in the English textbook *When English Rings a Bell- Revised 2017 Edition* are compatible with the basic competence in terms cognitive and psychomotor domain.

Conclusion

This study focuses on analyzing English teaching materials in the English textbook *When English Rings a Bell- Revised 2017 Edition* toward curriculum competence. The learning activities in the English textbook *When English Rings a Bell- Revised 2017 Edition* more emphasize scientific approaches. Here, the writer uses descriptive qualitative as a method to analyze English teaching materials of the textbook. The first, the writer finds the presentment of English teaching materials on the English textbook *When English Rings a Bell- Revised 2017* are compatible with the scientific approaches of 2013 curriculum. The second, the writer finds the competence building of

English teaching materials on the English textbook When English Rings a Bell- Revised 2017 are compatible with the basic competence in terms cognitive and psychomotor domain.

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