**A CONTENT ANALYSIS OF ENGLISH TEXTBOOK ‘BRIGHT’ FOR THE SECOND GRADERS OF JUNIOR HIGH SCHOOL BASED ON CURRICULUM 2013**

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**ABSTRACT**

The aim of study is to measure and make sure what the content of English Textbook ‘Bright’ in The Second Graders of junior High School fulfills guidelines of Curriculum 2013, if there is any lack of needed content. This study uses Qualitative method specifically analysis descriptive. The study instrument is the writer herself and the data are collected from English textbook ‘Bright’ for the second graders of Junior High School and document of Curriculum 2013. The result of this study shows that only 73.9% materials in English textbook ‘Bright’ fulfill the feasibility of content requirement. 71 categories out of 96 obtain the score 4, 2 categories obtain score 2 and 23 categories obtain score 1. Which means in textbook, 73,9% of material on “Bright” textbook are still acceptable and appropriate textbook in using that but need more consideration in using. The consideration is dominated in the diversity insight. Based on the strength and weakness of the textbook teacher can be more selective in using textbook suitable with the necessary’s students.

*Keywords: Content Analysis, English Textbook, The Second Graders Junior High School, Curriculum 2013*

**INTRODUCTION**

In daily life, language is always used by people for communication. As human being, people tend to live and interact with people. It proves that in general, human being are social creatures who need each. As social creatures, the most important thing is that naturally they are motivated to interact with other people. The importance of language includes all of the aspect of life because experience, feeling, and idea of someone can only be known by other people by using language. It means that language is used for communication.

By using English, people may have a better chance of career development, gain access many information and technology knowledge, acquire knowledge for study purposes, travel and survive in English speaking countries. On the other hand, mastering English gives people that they can improve their quality of life. Therefore, it is necessary for people to be able to communicate in English fluently, student are no exception. Many government and ministries of education believe that it is so important for student to learn English, it can give us some possibilities to get a lot of international information, for example in the area of business, finance, science, medicine, social and technology. Student who became fluently in English can have a special chance to continue their education in their country or abroad.[[1]](#footnote-1)

In Indonesia, English is not only used as a communication or maintaining relationship with other nations but also a subject learned at school. By studying English, Indonesian people can relate collaboration with other people in other country. Today, the study of English continues to take up new education program with renewal of our education curriculum.

The ministry of education has recently introduced curriculum 2013 that is known as integrated curriculum. This fact shows that curriculum 2013 uses English as the compulsory study to be mastered by both teachers and student. As the development of information technology and communication, English is main language of international communication.

Curriculum 2013 is planned to overview learning model on this era. It includes the change of learning goal from the learners for giving knowledge become the learners get the knowledge from the various source.

At the present, there are many English student’s textbook have been published by local or foreign publisher. When a new curriculum is announced by the government, there are be a lot of English student’s textbook based on a new curriculum that are traded by several markets. The content of curriculum 2013 focuses more in developing student’s skill in communication and using English or in other word productive skill as they will learn to use the knowledge in daily life.

With the guidelines included in curriculum 2013, that is so important for student’s textbook used to be conformity with the core competence, base competence, KD listed in the current curriculum and rubric assessment from Education National Standard Board, BSNP.

The writer has some reasons, why they choose Bright 2 textbook for analysis descriptive because this book is a printed book which has been used in many schools, Bright 2 too is published by the well-known publisher namely Erlangga publisher, Bright 2 is based on the refined 2013 Curriculum, Bright 2 has advantages that other textbook do not have, namely supported by audio for Listening skill, and to access digital content of Bright, the readers have to download the Erlangga Readers application from Play Store and scan the QR Codes with Erlangga Readers.

The aim of this study is to measure and make sure what the content of English Textbook *Bright* fulfills guidelines of Curriculum 2013, If that is evaluated by rubric assessment of BSNP

So, the writer would like to make an analysis of the content this student’s textbook with the title ‘A Content Analysis of English Textbook *Bright* for The Second Graders of Junior High School based on Curriculum 2013’.

According to Smith (2004) Teaching as the process to reach much experience has shown to be effective way in getting learners to learn. The According to Schlechty (2004) Teaching as an art of inducing student that they have assumption about teaching is not only learning, but we can get much knowledge for that. Currently, English has dominated the context of foreign language learning and teaching. English language is considered by many as the international language. Its acquisition can guarantee the availability of opportunities to employment, travelling, higher education, even better life. (Crystal, 1997).

Basically, Teaching and Learning using Media is all of tools that can be used by teachers to transfer teaching material to students in Teaching and Learning Process to reach certainly learning goals. There are some expert that stated about Teaching and Learning using Media. According to (Mohan,2001) Media are the means for transmitting or delivering messages in teaching and learning process to the learners to achieve effective instruction. Cunningsworth (1995) summarizes the role of materials, particularly textbook in teaching and learning language process as :[[2]](#footnote-2)

1. A resource for presentation materials (spoken and written)
2. A source of learning activities and communicative interaction for students
3. A reference on grammar, vocabulary, pronunciation, and etc
4. A source of stimulation and creative strategy on teaching and learning process
5. A syllabus where it reflects learning objectives that have already been determined
6. A support for less experience teachers who they haven’t to gain yet their confidence

Based on the research above, then the writer will identify the problem that will be examined in this research as follows:

“How does The English textbook “BRIGHT” fulfill the feasibility of content requirement specified in Curriculum 2013?”

**FINDINGS**

Table 4.10

Feasibility of Content in Chapter 13 “Let’s Share Our Experience”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sub-component | Items | Score | | | |
| 1 | 2 | 3 | 4 |
| The compatibility with core competence and basic competence | Completeness |  |  |  | V |
| In Depth |  |  |  | V |
| The accuracy of the materials | Social Function |  |  |  | V |
| Element and Structure of Meaning |  |  |  | V |
| Linguistic Features |  |  |  | V |
| Supporting Materials | Relevance |  |  |  | V |
| Development of Life Skills |  |  |  | V |
| Development of Diversity Insight | V |  |  |  |
| Total | | 1 |  |  | 7 |

1. The Compatibility of Materials with Core Competence and Basic Competence.
2. Completeness

The materials are complete in this chapter as listed in 3.11-4.11 tables (core and basic competence 2013). The students are expected to understand and comparing the social function, text structure and language features of some recount texts with giving and asking information related to private experience in the past or some examples of recount texts.

1. In-Depth

Many exercises of this chapter about the materials that have been explained on the 3.101-4.11 tables (core and basic competence 2013). The exercises of using of simple past tense that will be shown in page 162, 167 to 168, 170, 175, 178.

1. The Accuracy of Materials
2. Social Functions

The chapter covers describing and giving some exercises on the recount our experiences with family and friends based on 3.10-4.10 tables (core and basic competence 2013).

1. Element and structure of meaning

The element and structure of meaning is collaborated with using of simple past and continuous tense on the last chapter. The explanation of the material will be described on the title “You Should Know” is shown in page 164, page 172 and page 175

1. Linguistic Features

The linguistic features are appropriate with the presented materials and several exercises on the reading skill and several exercises and examples of the other reading skills in page 165

1. Supporting Materials
2. Relevance

The material and some exercises are relevant with. 3.11-4.11 tables (core and basic competence 2013). There are more 7 examples about recount of our experience with family and friends on reading skill.

1. Life Skills Development

There are the several supporting examples from this chapter, there is repeating explanations and giving several exercises on the using of simple past and continuous tense on this chapter and there are so many exercise on the other of reading skill, it can develop the student ability in comprehension of this materials based on 3.11-4.11 tables (core and basic competence 2013).

1. Diversity Insight

There is not aspect on this chapter for diversity insight.

Table 4.13

Feasibility of Content Frequency Tables

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sub-component | Items | Score | | | |
| 1 | 2 | 3 | 4 |
| The compatibility with core competence and basic competence | Completeness | 1 |  |  | 11 |
| In Depth | 3 |  |  | 9 |
| The accuracy of the materials | Social Function | 2 |  |  | 10 |
| Element and Structure of Meaning | 2 |  |  | 10 |
| Linguistic Features | 1 |  |  | 11 |
| Supporting Materials | Relevance | 1 |  | 1 | 10 |
| Development of Life Skills | 1 |  | 1 | 10 |
| Development of Diversity Insight | 12 |  |  |  |
| Total | | 23 |  | 2 | 71 |

1. Interpretation

Based on the feasibility of content frequency table 4.13 from the total 96 categories being analyzed in 16 chapters that have summarized become 12 chapters in feasibility of content 4 scores and fulfill the requirement from the rubric assessment. Then only 2 categories have 2 scores and 23 categories have 1 score.

Formula for searching “Percentage” of Feasibility of Content “Bright Textbook” for the second graders Junior High School :

P = F/N x 100%[[3]](#footnote-3)

This percentage formula, the researcher adopted from Pengantar Statistik Pendidikan Textbook which composed by Anas Sudjiono

P = 71/96 x 100% = 73.9 %

Based on the score above, it can be concluded that materials in the textbook “ Bright” for the second graders of Junior High School, fulfilled the requirement of rubric assessment from BSNP.

**CONCLUSION AND SUGGESTION**

Based on the result of data analysis, it can be concluded that the textbook “ Bright “ for the second graders of Junior High School is compatible with the curriculum 2013. Most of content have fulfilled the requirement of the core competence and basic competence of curriculum 2013. The content of textbook mostly lack of in the aspects of diversity insight and life skills development with the few of these elements was included in the materials and exercises. In Overall, the textbook is so suitable for the teachers and the students.

Since the compatibility percentage of the textbook “Bright” does not reach yet 100 %, teacher should not only depend on the textbook as a teaching materials, They must be able to find a appropriate textbook especially To become complement on diversity insight’s item. Then, They do not only focus to fulfill core competence or basic competence. They could take the additional material to complement the other element/material in Curriculum 2013.

This study can give a practicing in developing knowledge and skill in evaluating textbook ‘Bright’. Based on the compatibility percentage, The student must increase about the knowledge and skill on English, they don’t just depend on the textbook, They must search the other textbook that can be complement the element of Curriculum 2013.

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1. Kementrian Pendidikan dan Kebudayaan 2013, Kurikulum 2013, Kompetensi Dasar SMP, p.5 [↑](#footnote-ref-1)
2. *Ibid* p.37-38 [↑](#footnote-ref-2)
3. Anas Sudjiono, “Pengantar Statistik Pendidikan” , (Jakarta: PT. Raja Grafindo Persada, 2005), p.42 [↑](#footnote-ref-3)