

**CONTENT ANALYSIS OF THE ENGLISH TEXTBOOK AT  
THE FIRST GRADE OF JUNIOR HIGH SCHOOL BASED ON  
CURRICULUM 2013**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
for the degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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21 Maret 2018	All chapters have been verified and eligible to be presented in green stable exam	

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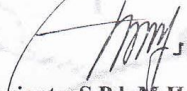
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## ABSTRACT

**Khafry Handayani Siregar. 1402050149. “Content Analysis of the English Textbook at the First Grade of Junior High School Based on Curriculum 2013”. Skripsi. English Education Program, Faculty of Teachers Training and Education. University of Muhammadiyah Sumatera Utara (UMSU). 2018.**

This research deals with the content analysis of the English textbook at the first grade of junior high school based on curriculum 2013. The objective of this study was to analyze conformity of content in the English textbook “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII” according to curriculum 2013. This research used descriptive qualitative. The data collected for this research were from “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII” published by the Ministry of Education and Culture with the writers Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah. There are 8 chapters within this textbook and the researcher determined to research 4 out of 8 chapters as the sample for whole book. The results of this study were (1) the conformity of content in English textbook “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII” according curriculum 2013 with percentage 92.8% (2) KI and KD in this textbook also according curriculum 2013. Therefore, it can be concluded that English textbook “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII” published by the Ministry of Education and Culture, in term of conformity of content was good to be used in the first grade of junior high school using curriculum 2013.

**Keywords:** textbook, curriculum 2013, BSNP rubric assessment

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The Researcher,



**Khafry Handayani Siregar**



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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Textbook is one of learning resources from so many sources that can be used to help teachers and students in teaching and learning process. In Indonesian's educational system, textbooks were considered as the main components of the curriculum. According to Riazi (2003), a textbook used in the English Foreign Learning classroom plays crucial roles in language teaching and learning process because it can help teacher to provide various learning materials especially for English learning. Related to this explanation, according to Jazadi (2003:143) textbook is best seen if it is designed to be learner centered to help learner focus on learning and give learners' role in decision making process in the classroom.

The textbook is expected to support student learning. English textbooks also support the teachers to provide materials, because teachers are demanded to provide various material creatively. The textbook has to fit with the curriculum. School syllabus as well as the student's need and also the aims of teaching.

Curriculum is a tool to control the implementation of teaching learning process. In 2013 the Indonesian government issued a new curriculum namely Curriculum 2013. The curriculum 2013 itself is pretty much different from the KTSP. It includes competency of attitude. Knowledge, and skills integrated. Therefore, the purposes of the study of the curriculum 2013 in the classroom are not only based on what the students learn from curriculum but also to achieve certain values. The religious values in the student's character are also taught in the

classroom. Teaching and learning method also comprehensively change into student-centered. Asking them to analyze and then produce it with they have already observed, exposing them to understand what they learn by themselves, and encouraging them to be socially aware of their friends, surrounding, and aesthetic factors are part of the changing method (kemendikbud,2013). It makes English skills become the main priority in teaching English for students in Curriculum 2013 as the activities in it expected to make students exposed in using language as often as possible with various themes, contexts, and topics.

The researcher found a problem within the textbook used the students based on the curriculum 2013. The problems are the conformity of content. Cunningsworth (1995: 5) emphasizes that “no course book designed for a general market will be absolutely ideal for particular group of learners”. Therefore, analyzing textbook is needed to get a textbook which is appropriate with the curriculum, teachers and learners’ need.

In Indonesia, the implementation of textbook and classroom teaching of English language is controlled by several considerations. According Jazadi (2003:145), the content of books should be in line and not contradictory with Pancasila (The State Philosophy), UUD 1945 (the 1945 constitution), government policies, national unity and security, laws, regulation, ethics, and that the content not exploit the sensitive issue of SARA (Ethics, Religions, Race, and Intergroup Relation). Strict rules and evaluation process have been set by the Indonesian government toward the development of education in Indonesia. In its developments, government established BSNP (Badan Standar Nasional

Pendidikan) along with *Puskurbuk* (Pusat Kurikulum dan Buku) to deal with the development of textbook used in Indonesia. BSNP has released an evaluation process in *Puskurbuk* form of a rubric assessment to evaluate the properness and also the suitability of a textbook. There were instruments in evaluating a Curriculum 2013 textbook: conformity of content, conformity of language and conformity of presentation.

From the explanation above, the researcher was interested in analyzing a textbook entitled “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII” whether it fulfills the characteristics suggested by BSNP and relevant with Curriculum 2013, especially the content.

#### **B. The Identification of the Problem**

This study identified as being related to the following aspects.

The conformity of content in “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII” textbook based on curriculum 2013.

#### **C. The Scope and Limitation of the Study**

The researcher limits the study and the limitations as follows.

The research focused on the content of English textbook “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII” published by the Ministry of Education and Culture whether relevant or not with curriculum 2013 of this English textbook. The researcher only used the conformity of content out of categories in rubric assessment from BSNP standard. The researcher only analyzed 4 out of 8 chapters as the sample for the whole book.



#### **D. The Formulation of the Problem**

The problem of research was formulated as in the following.

How is the conformity of content in “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII” textbook based on curriculum 2013?

#### **E. The Objective of the Study**

In line with the problems, the objective of the study was.

To investigate the conformity of content in “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII” textbook based on curriculum 2013.

#### **F. The Significance of the Study**

The outcome of this study was expected to give valuable contributions theoretically and practically.

##### 1. Theoretically

This study was to enrich the knowledge about content analysis of English textbook.

##### 2. Practically

The result of the research was expected to be useful.

- a. For the school, the result of the study was expected school could choose an appropriate textbook for students and to gave a better insight on choosing the suitable English textbook as a guideline for teaching.
- b. For the teachers, the result of the study was expected the teacher could choose a textbook matched with curriculum, the appropriate of textbook, and the materials in the textbook implemented in the classroom.

- c. For the future researcher, the result of this study was expected to the future researcher could gave significant contribution who are interested in content analysis of the textbook.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Textbook**

###### **1.1. The Definition of Textbook**

Textbook generally is a book which contains some materials of certain subject to be learned by the students in the school, it is used as a main component to deliver the material framework designed in the curriculum. They may deliver the foundation for the content of the lesson, the balance of skill taught and the types of language practice the students take part in. According to Yulianti (2011), a textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process. It means textbook is the complete package of English skills and components that helps teachers and learners as their source of materials and exercises in learning and textbook should be appropriate with students need.

###### **1.2. The Function of Textbook**

Textbook used in teaching and learning process is important. It can help teacher in providing them with teaching materials as stated by Chandra (2003). Textbook acts as a guideline for inexperienced teachers or as tool for experienced teacher. It also provides either inexperienced or experienced teachers with guidance on what students have to learn and what students wish to learn. The statement from (Chandran, 2003) is also in line with the statements from Cunningsworth

(1995). According to him, there are several functions and roles of textbook which are:

- a. A resource of presentation material
- b. A source of activities for practice and communicative interaction
- c. A reference book (grammar, vocabulary, pronunciation)
- d. A syllabus
- e. A resource for self-directed learning or self-access
- f. A support for less experienced teachers.

Textbook is basically to help both teacher and students in some ways. For teacher, it helps them in preparing and developing the teaching materials that are going to be taught and in the other hand. As for the students, it helps them to maintain and trace back their input in learning.

### **1.3. Rubric Assessment for Textbook**

BSNP itself has released an evaluation process in *Puskurbuk* (pusat kurikulum dan buku) in form of a rubric assessment to evaluate the properness and also the suitability of a textbook. The rubric assessment from BSNP was designed to qualitatively describe and assess any content related items and materials in a textbook then quantitatively coding it. According to *Puskurbuk*, these were instruments in evaluating a curriculum 2013 textbook:

### **1.3.1. Conformity of Content**

This conformity of content is a group of assessment about the content of the textbook. The conformity content includes three measurements which are compatibility of materials with (KI) and (KD), the accuracy of materials, and the last supporting materials.

#### **1) The Compatibility of Materials With (KI) and (KD)**

In this criterion of conformity of content which is compatible with KI and KD the criteria was divided into two sub criteria which is Completeness and Depth.

##### **a. Completeness**

In completeness criterion, textbook is expected to expose students to understand and produce both interpersonal and interactional conversation whether in spoken or written to help them interact in contextual and themed situations along with many other characteristic, religious and aesthetic values included.

##### **b. Depth**

In this criterion, textbook are expected to fulfill several point of Depth. The first is exposure which means that the textbook are expected to expose student with as many kinds of text that relevant with students' daily life in order to help them get used to any kinds of texts as possible. Then, text retention means that textbook should guide students in understanding the social function, structure of text, and linguistic features. The last is Production textbook which should be able to guide students in every step in producing both verbal and written text.

## **2) The Accuracy of the Materials**

In this criterion of conformity of content which is the accuracy of the materials, the criteria was divided into three sub criteria which is Social function, Generic structure and Linguistic feature.

### **a. Social Function**

In this criterion, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to have values in social function in its relation with students daily life either in interpersonal or interactional.

### **b. Generic Structure**

In this criterion, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to give the students an insight and ideas to think systematically in doing exercise or producing it in daily life.

### **c. Linguistic Feature**

In this criterion, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to be understandable and fulfill the norm and characteristic values of a good communications in students daily life.

## **3) Supporting Materials**

In this criterion of conformity of content which is supporting materials, the criteria was divided into three sub criteria which are Up-to-Datedness, Development of life skills and Development of Diversity Insight.

a. Relevance

The teaching materials are taken from the relevant reference sources and support the material.

b. Up-to-Datedness

In this criteria, every item in supporting the materials and exercise provided within the textbook (Tables, Pictures, Texts, References) should be taken from newest sources available.

c. Development of Life Skills

In this criterion, every text and communicative exercise and task available within textbook should motivate students toward a good personalities that concern about social, academic and vocational life.

d. Diversity Insight

In this criterion, every text and communicative exercise and task available within textbook should motivate students toward a good citizen that concern, understand and appreciate the multicultural diversity.

### **1.3.2. Conformity of Language**

This conformity of language is a group of assessment about the content of the textbook. The conformity language included three measurements are the compatibility with student's development, communicative and the coherency and the integrity of idea.

## **1) The Compatibility With Student's Development**

In this criterion of conformity of language which is compatible with student's development was divided into two sub criteria which are compatibility with students' intellectual level and compatibility with student emotional level.

### **a. Compatibility With Student Intellectual Level**

In this criterion, any kinds of language used both in exercise and describing concept of teaching of tables, pictures or abstract illustrations should be matched with student's intellectual level (can be imaginatively understandable for students).

### **b. Compatibility With Student Emotional Level**

In this criterion, any kinds of language used either in exercising and describing concept of teaching of tables, pictures or abstract illustrations should be matched with student's emotional level from local to global context.

## **2) Communicative**

In this criterion of conformity of language which is Communicative, the criterion was divided into two sub criteria which are read ability of message and The Accuracy of language uses.

### **a. Read ability of Message**

In this criterion, any kinds of language used both in exercise and describing concept of teaching used as effectively as possible and minimizing ambiguities of message so students will be motivated in learning.



b. Accuracy of Language Uses

In this criterion, any kinds of language used both in exercise and describing concept of teaching used as effectively as possible and consistent in language uses so students will be motivated in learning.

**3) The Coherency and the Integrity of Idea**

In these criteria of conformity of language which is the coherency and the integrity of idea, the criteria was divided into two sub criteria which are Coherency of the Chapter and Coherency of the paragraph.

a. Coherency of Paragraph

In this criterion, the language delivering of text, picture and illustration of paragraph in the textbook displayed in a well arranged and systematical manner in order to create a coherent and cohesive paragraph.

b. Coherency of Chapter.

In this criterion, the language delivering of text, picture and illustration between each chapter are close in understanding from one to another. Therefore, it would create a logic and systematical arrangement.

**1.3.3. Conformity of Presentation.**

This conformity of presentation is a group of assessment about the presentation of the textbook. The conformity presentation included three measurements are Technique of presentation, Learning Presentation and Completeness of Presentation.

**a) Technique of Presentation**

In these criteria of conformity of presentation which is technique of presentation, the criteria was divided into two sub criteria which are Systematic and Chapter Equilibrium.

**a. Systematic**

In this criterion, textbook are expected to be systematic in delivering a chapter, starting with introduction, body and after that closing in order for students to be encouraged in learning from the book.

**b. Chapter Equilibrium**

In this criterion, textbook are expected to deliver the content of a chapter as equal as possible started from the number of pages, exercise generated within every chapter and also illustration that equal within every content of chapter.

**b) Learning Presentation.**

In these criteria of conformity of presentation which is technique of presentation, the criteria was divided into four sub criteria which are Learner Center, Developing of Initiative, Creativity, and learners' critical thinking, The Development of self-Reliance students and the last The Development of Learners' ability to evaluate themselves.

**a. Learner Center**

In this criterion, textbook are expected to make students as the subject of learning so that autonomous learning will occurs. The materials and exercises are supposed to be attractive and interactive at the same time.

b. Developing of Initiative, Creativity, and Learners' Critical Thinking

In this criterion, textbook are expected make students to be motivated and creative so when they use the textbook they will be skeptical about “how, why, where, when etc.”. It will make students to be comprehensively motivated to learn more.

c. The Development of Self-Reliance Students

In this criterion, textbook are expected to make students curious and autonomous on what they learn, expecting them to analyze what they learn so than they will encouraged toward discovering new things and knowledge.

d. The Development of Learners' Ability to Evaluate Themselves

In this criterion, textbook are expected to encourage students to evaluate themselves, to see how far they have learned from a chapter, and to review the lesson learned from a chapter. It will encourage them to develop their understanding toward the relevance with every exercises or text within textbook.

**c) Completeness of Presentation**

In this criteria of conformity of presentation which is Completeness of presentation, the criteria was divided into three sub criteria which are introduction part, content part and closing part.

1. Introduction Part

In this criterion, textbook are expected to develop sufficient introduction part of a textbook which consists of the preface and table of content of the textbook.

## 2. Content Part

In this criterion, textbooks are expected to develop sufficient content part which consists of introduction, illustrations (tables, picture etc), summary along with self reflection, and the last is exercises.

## 3. Closing Part

In this criterion, textbooks are expected to develop sufficient closing part which consists of glossary, references and indexes.

The rubric assessment from BSNP is a whole book analysis. This rubric assessment assesses the accurateness and appropriateness of a content of textbook in delivering teaching materials, the technique of presenting, the relation of every chapter, and social benefits from a textbook.

### **1.4. How to Analyze a Textbook**

With the high numbers of textbooks used in almost every school and language courses in Indonesia, the implementation of a textbook in teaching the classroom becomes relatively crucial. As stated before, the role of a textbook helps the inexperienced teacher. It provides a resource for teaching materials, and many other roles. A textbook should be selected and evaluated in order to find the suitable textbook. Cunningsworth (1995:5) stated several guidelines in order to evaluate textbook or course book to be specified with what teacher or group of learner needs as follows:

1. They should correspond to learners' needs. They should match the aims and objectives of the language-learning programs. Aims and objectives can reflect learners need in terms of both language content and communicative abilities.

Coursebook should be selected in order to help in attaining these objectives. The aims and objectives of learning or teaching program should determine which course materials are used, and not vice versa. It reflected the principle that coursebook are better servants than masters. It is very important that coursebook should facilitate learner's progress and take them forward as effectively as possible towards their goals. Consequently, the content of the materials should correspond to what students need to learn, in terms of language items, skills and communicative strategies.

2. They should reflect the uses (present and future) which learners' will make of the language effectively for their own purposes. The learning or teaching program should have at its base or a clear view of what students need to learn in order to make effective use of the language in personal, professional, academic or whatever other situations are relevance. The most suitable coursebook for your learners will reflect as closely as possible the language content, language skills and patterns of language use that are needed. This involves us in looking beyond the confines of the classroom and focusing our attention on the use which individual learners will make of what they have learned.
3. They should take into account to students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'. Textbook helps learners to learn in a number of ways. They select the items to be learned (grammar, function, skill, etc) break them down into manageable units and sequence them in a way which is designed to lead from

the familiar to the unfamiliar and from easier to more difficult items in terms of “learn ability”.

4. Textbook should have a clear role as a support for learning, like teachers, they mediate between the target language. Coursebook facilitate learning, they bring the learner and the target language together, but in a controlled way. Coursebook support the students in a numbers of way, but particularly by supplying models of English which are learn able at the student’s level of proficiency. They also provide exercise and activities designed to promote fluency in the use of English and they often give explanations or contextualized examples which help learners to understand how the language works.

Based on these evaluations in analyzing a good and suitable textbook, the way to analyze a textbook is mainly to find a textbook that focused on the learners’ needs and its implication on its usage in facilitating their needs for their necessity in either present or future needs. In addition, it seems that the rubric assessment from BSNP and *Puskurbuk* in textbook evaluation above is completely clear in its focus which is to analyze the suitability of a textbook that implements the current and latest curriculum of 2013. In which in many points of its development, the curriculum 2013 focus on learners need, learner centered in teaching and learning process.

## **2. Curriculum**

### **2.1. The Definition of Curriculum**

Curriculum is set of planning and setting of the objectives, contents, and the material of the teaching and learning process that is used as a guideline in realization of the teaching to achieve the goal of the certain education UU RI No. 20 th.2003 Tentang Sistem Pendidikan Nasional. Besides, Daniel Tanner (1980) defines curriculum as “the planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for the learners’ continuous and willful growth in personal social competence”. It is used to develop and increase the even distribution of education. Every country usually has each own standard of the curriculum because it is related with the development of country. Since it depends on the students’ needs the curriculum always having the improvement time by time.

### **2.2. Curriculum 2013**

Curriculum 2013 that has released in July 2013. Curriculum 2013 has been released by the ministry education and culture of Indonesia more than 6000 schools all around Indonesia. From the last ten years, teachers in Indonesia already adapt three kinds of Curriculum from KBK (Competency Based Curriculum), KTSP (School Based-level Curriculum) and the latest Curriculum 2013. The difference the new curriculum with the previous curriculum is in curriculum 2013 using scientific approach, through some steps of the process,

there are observing, questioning, experimenting, associating and the last communicating.

### **3. English Language Skill**

#### **3.1. The Definition of English Skill**

According to Harmer (1996) in language (especially English language) there are two general skills: productive skill and receptive skill. These two major skills are referred from skills or abilities of a person in daily life in form of communication. It means that skills themselves are related to each other.

##### **a) Productive Skill**

Productive skills are actually referred from two sub skills in English language. Those are speaking and writing. Kayi (2006) determines speaking is building and sharing process of meaning through verbal and non-verbal symbol in variety of contexts. Speaking is also a well-developed tool in communicating and sharing ideas between speakers and listeners to fulfill their needs (Henry: 2008). It can conclude that speaking is commonly used as way of sharing and building either meaning or information with the help of verbal or non-verbal with in context to attain particular end or simply maintain social relations and friendships.

As one of productive skills, writing also considered as important as speaking although the way it's used as a bridge in communication are a bit different. Yet, in writing, a higher degree of understanding and structural knowledge is needed because writing is more standardized than speaking.

Along with the definition of productive skills of speaking and writing to helps people in communicate and sharing their ideas.



## b) Receptive Skill

With Language being produced by productive skills such as writing and speaking, people also need the abilities or the skills to interpret and understand what is the meaning and information that have been given. That is why receptive skills are as important as productive skills. They make the information delivered through speaking or writing understandable by others. Still in the same fashion as productive skills, two subs skills also presented in receptive skills which are listening and reading skills and somehow both of them are corresponded to each productive skill. Listening corresponds to speaking as well as reading corresponds to writing.

### 3.2. Language Skill in Curriculum 2013

According to KI and KD of curriculum 2013, it is not only literally that uses language skills, but they also focused on student centered learning. It means that in Curriculum 2013 students are expected to use language skills with several Characteristic values embedded. Those aspects of characteristics are self-discipline, honest, polite, responsible, cooperative, responsive, proactive and religious value. Brown and Yule believe that teaching speaking in a classroom is another different level.

The writing exercises relatively easy to manage, where as the students could solve it individually with their own pace of writing speed, their range of vocabulary or grammar understanding. However, speaking is different. They cannot speak individually. They need someone to listen to their speaking and respond to what they have said. It means that four skills are speaking, writing,

listening and reading related or needed to each other. The class session in curriculum 2013 is longer compared to class session in KBK and KTSP. It is given in reconsideration of curriculum 2013 process of analyzing and student centered session during the class consume lots of time so that students can get longer session in classroom.

### **B. Relevant Studies**

To make sure the originality of the idea in this study, the researcher present several relevant related studies that have relevance with this kinds of study the researcher conducted. First, research studies conducted by Prasjo (2014) graduated of State Islamic University Jakarta, entitled “The Analysis of English Textbook “Pathway to English” Used in the First Grade of Senior High School Based On Curriculum 2013”, which was found that textbook is good to be used for first grader of senior high school that have started the using curriculum 2013.

The second, the material should be appropriate to the curriculum 2013, research studies conducted by Darrin (2014) graduated of State University of Surabaya, entitled “An Analysis of English Textbook For First Graders of Senior High School “Bahasa Inggris Untuk SMA/MA Dan SMK/MAK Kelas X” Published By Putra Nugraha and Used in SMAN 18 Surabaya Based on Basic Competences of Curriculum 2013”, which was found that most of the materials in the textbook did not conform to the basic competence in the syllabus of English curriculum 2013.

So far, based on the research studies above, it has been clearly found that there are some irrelevances between textbook from many publishers based on

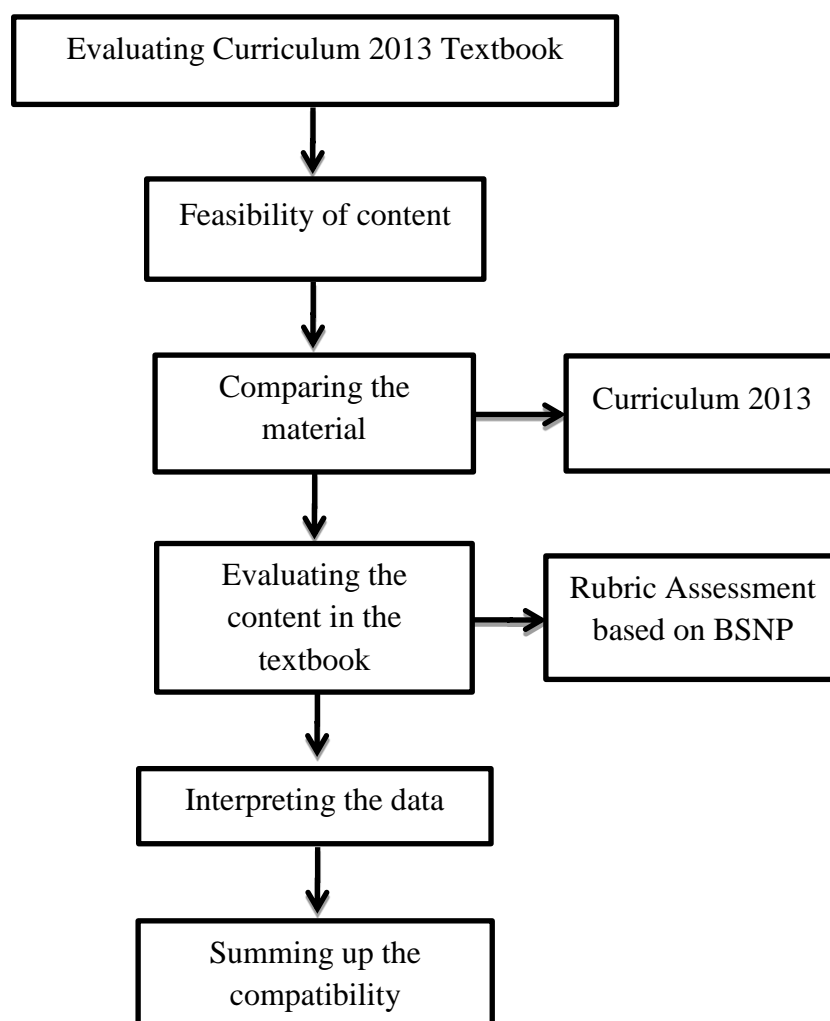
curriculum 2013. Including textbook published by Kemendikbud (Kementrian Pendidikan dan Budaya), it means that there were many textbook based on curriculum 2013 of course it is included the textbook entitled “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII”. It is the main reason why the researcher would like to conducted this study. In this research the researcher only analyze the conformity of content out of categories in rubric assessment from BSNP (Badan Standar Nasional Pendidikan).

### **C. Conceptual Framework**

Curriculum is a plan of education provided by school of students. In this situation, EFL classrooms are applied. Meanwhile textbook is used as a main guideline in language teaching especially where the teacher is least capable to deliver the material. The textbook has to fit with the curriculum, school syllabus along with the student’s need and also the aims and goals of teaching, but the fact said that not all textbook can reflect the materials well and the feasibility well.

There have been some previous studies about the textbook analysis and some of them found that in certain point, there are irrelevancies between the textbook and the goals of English teaching as included in the curriculum. Those findings clearly prove that the textbook used by school as a teaching guideline has a possibility to have irrelevancy between the curriculum and the materials in the textbook. BSNP itself has released an evaluation process in *puskurbuk* in form rubric assessment to evaluate the properness and also the suitability of a textbook. In this section the researcher will analyze textbook based on curriculum 2013 with rubric assessment from BSNP to evaluate.

There are instruments for evaluating a curriculum 2013 textbook: feasibility of content, feasibility of language and feasibility of presentation. First the researcher comparing the materials provided within the textbook with the theme suggested by the curriculum, next evaluate the content in the textbook, and then interpreting the data gained from process of evaluation of the textbook, the last summing up the compatibility of the textbook content in quantitative output to show result in percentage and number. The researcher used descriptive qualitative method in analyzing, interpreting and reporting the data. The following diagram explains the conceptual framework.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The design used in this research was content analysis of textbook, content analysis is a research that discusses the content of an information or printed in mass media. Harold D. Lasswell who pioneered the technique of coding symbols, that is the symbolic recorder or message systematically, then interpreted. According Berelson (1952: 18) content analysis is a method for studying and analyzing communication systematically, objectively and quantitative to visible message.

#### **B. Source of the Data**

In this qualitative research, the researcher intended to examine the condition of materials that were provided in English textbook entitled “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII”. The document help analysis in collecting the data from the textbook, the researcher used descriptive qualitative method in analyzing, interpreting and reporting the data that is describe in the English textbook. This method to be suitable with the purpose of the research in examining the materials in a written and visual data provided in English textbook entitled “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII”. There were 8 chapters within this textbook and the researcher determined to study 4 out of 8 chapters as the sample for the whole.

### **C. Instrument of Collecting the Data**

The researcher also used books and paper rubric assessment from BSNP (Badan Standar Nasional Pendidikan) about content analysis of textbook as a guide in analyzing and interpreting data.

### **D. Technique of Collecting the Data**

Collecting data is an act to gather the data needed that the object of the research. The stages of collecting data were described as follow.

1. Looking for the data from BSNP about English teaching in the first grade of junior high school curriculum 2013, which would later be the guideline to determine the analysis of the content materials provided whether it is according to the curriculum.
2. The researcher observed the content of the textbook to find the material provided in the textbook and do the analysis of the materials which are taken from the “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII” textbook.
3. The data were categorized and arranged in detail about its source of data content and related information in curriculum.
4. After that, the process continued to the data analysis which intended to analyze the data materials find in the “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII” textbook.

### E. Technique of Analyzing the Data

The data of the research analyzed by applying content analysis. The researcher analyzed the data from the textbook by using rubric assessment from BSNP and curriculum 2013.

Table 3.1

#### Conformity of Content Score

No.	Items		Score			
			1	2	3	4
1.	Completeness	Interpersonal Text	<95%	-	-	>95%
		Transactional Text	<95%	-	-	>95%
		Functional Text	<95%	-	-	>95%
2.	Depth	Exposure	<95%	-	-	>95%
		Text Formatting	<95%	-	-	>95%
		Production	<95%	-	-	>95%
		Extension	<95%	-	-	>95%
3.	Social function		<95%	-	-	>95%
4.	Generic structure		<95%	-	-	>95%
5.	Linguistic feature		<95%	-	-	>95%
6.	Relevance		0%-60%	61%-75%	76%-90%	91%-100%
7.	Up-to-Datedness		0%-60%	61%-75%	76%-90%	91%-100%
8.	Development of life skill		0%-60%	61%-75%	76%-90%	91%-100%
9.	Development of diversity insight		0%-60%	61%-75%	76%-90%	91%-100%

The table above showed how to score the items of the conformity of content.

To analyze the data the researcher did the following steps:

1. Compared the materials provided within the textbook with the theme suggested by the curriculum 2013.
2. Evaluated the materials presented in the “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII” textbook.
3. Interpreted the data obtained from process of the evaluation of the “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII” textbook.
4. Summed up the compatibility of the textbook content in quantitative output to show result in percentage and number. The researcher will use the following formula to help presenting the data in forms of numbers.

$$P = \frac{F}{N} \times 100\%$$

Note :

P: Percentage

F: Frequency

N: The Sum of the Frequency

To analyze the data of feasibility of content the researcher used the same steps as mentioned above.



## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data

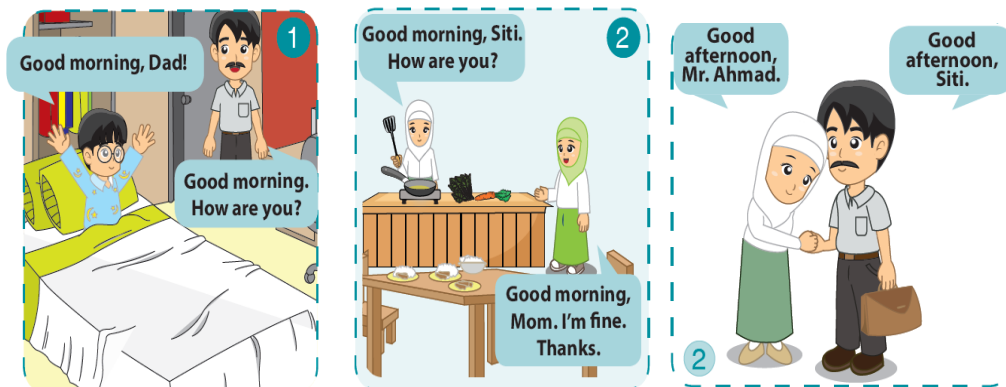
The data of this study were collected from English textbook and rubric assessment. All the conformity of content scoring guidance above would be applied in judging and assessing each sample chapter.

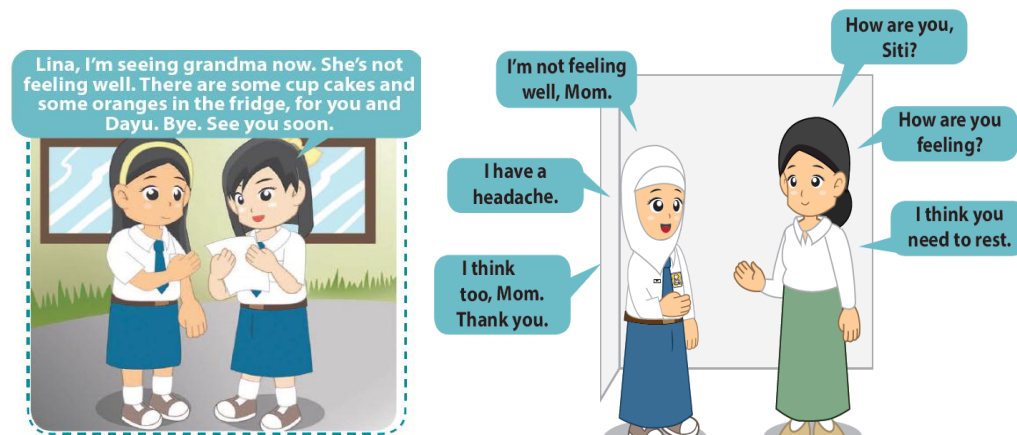
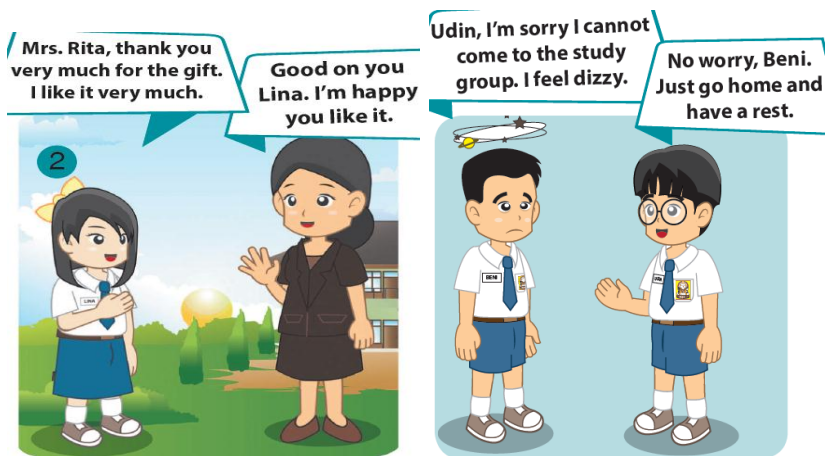
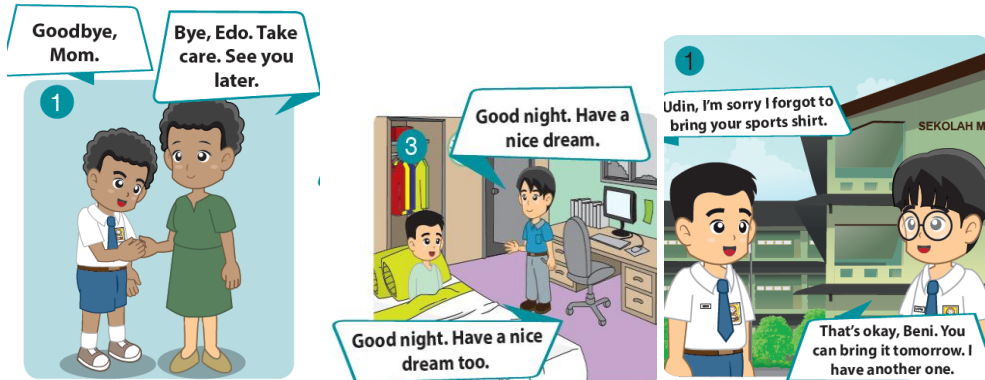
#### B. Data Analysis

Detailed analysis from chapter 1 to chapter 4 used the scoring guidance from BSNP about feasibility/conformity of content are as follow:

##### Chapter I: Chapter title “Good Morning. How Are You?”

The chapter I in general explains and provides how to greet, to take leave, to say thanks and to say sorry to the others. Conformity of content in Chapter I “Good Morning. How Are You?” are detailed below:

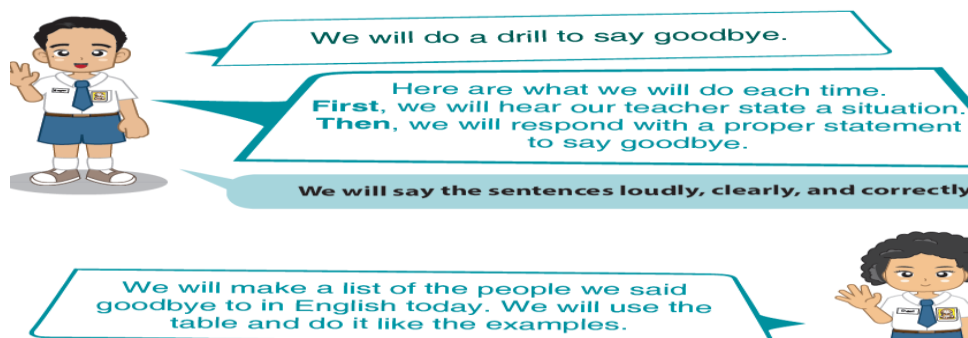




We will learn to greet our teachers, friends, and others when we meet them in the morning, in the afternoon, and in the evening.

Here are what we will do. **First**, we will listen carefully to our teacher read the greetings. **Second**, we will repeat the greetings after the teacher. **Then**, we will play the roles of the speakers in the pictures.

We will say the words loudly, clearly, and correctly.



## I. The compatibility of materials with KI and KD

### 1. The completeness

This chapter developed interpersonal, transactional and functional texts. It means that in completeness textbook, it is expected to expose students to understand and produce both interpersonal and interactional conversation whether in spoken or written to help them interact in contextual and themed situation along with many characteristic, religious and aesthetic values. For interpersonal and transactional text, it could be seen in pages 4 until 8, this conversation was developed to help students in finding out how to greet and answer the greeting in time and in pages 9 and 10, speaking and writing exercises to know students' understanding and helped students to identify the appropriate greetings when meet others in the morning, in the afternoon and in the evening after learned this material. In pages 11-12 there were interpersonal and transactional text, the students learned about to say goodbye, some examples of to say goodbye to make it easier for students to understand and identify goodbye expressions, such as say goodbye before go to sleep is "good night, have a nice dream. Good night used for say goodbye is not for

greeting expression. In page 13, listening and writing exercises, this part was developed students listening and writing skill. In pages 14-17, students learned say thank you, giving and apologizing. And in almost every page there was functional text, the sentences to ask students to do something, in pages 4, 9, 13 and etc., there were functional text, ask the students to played the role, repeated read the text after the teacher, ask students to made a list etc. . Many expressions were contained within the dialogue to help students developed knowledge and practice speech and listening and responding skills. This was good because most of the text and exercises made themselves to develop their knowledge in expressions of greetings based on the time, say goodbye, say thank you and say sorry. Therefore, with these considerations the term completeness which was in chapter 1 scored 4/4.

## 2. Depth

Chapter I successfully developed all criteria of depth. It means that the textbook was expected to expose students with as many kinds of text that relevant with student's daily life.

### a. Exposure

It could be seen from completeness criteria of chapter I that is textbook already developed 2 texts that had been social function criteria and exercises that exercise the students to make dialogue from other resources and improve their listening and speaking skills to greet, to take leave, to say thank you and to say sorry.

b. Text formatting rules

In this chapter all of the text consist three substance are social function, generic structure and linguistic feature.

c. Production

In page 9, activity of role play, in this part developed students to start conversation in daily life especially to greet with see a sign of time. In pages 13 and 18, drill to say goodbye, to say thanks and to say sorry, in parts developed students respond to the teacher and to the others.

d. Extension

In this chapter fulfilled this criterion. With such consideration, depth in this chapter scored 4/4.

## II. The Accuracy of the Materials

a. Social Function

This chapter had been analyzed and it was found out to be successful in implementing the social function of each text and exercise. Most of the exercises described in completeness and depth criteria had already designed to have social function in daily life. The interpersonal and interactional texts pages 4 until 8 had values in social function in its relation with students daily life, each text has instructions to repeat after the teacher reads the text that made the students active and accustomed to pronounce English. Beside, page 11 and 12 were also quite handy to be learned. It was taught students to be brave in speaking in front of the class. The interpersonal speaking exercise in page 9 where students

exposed to speak and produced language from other students was a useful exercise. With the consideration, social functions for this chapter scored 4/4.

b. Generic Structure

A systematic way of thinking for students in this chapter has been successfully developed by embedding the generic structures and the how to greet, to take leave, to say thank you and to say sorry in pages 5-17. The exercises in this chapter also required student's analysis in remembering the systematic of what students said in specific theme conversation. That made 4/4 scored was given for generic structure.

c. Linguistic Feature

The language used in this chapter was acceptable. Every text and dialogue in this chapter shows the examples of greet, say goodbye, say thank you and say sorry of how the language used. Most of them used a less formal of daily conversational language that commonly used. The topic used in every exercise also lightened and commonly found in daily conversation. That made scored 4/4 was given for linguistic feature.

III. Supporting Material

a. Relevance

As a whole the material is taken from sources relevant with the material. All illustrations in this chapter are relevant. With such considerations, relevance for this chapter scored 4/4.

b. Up-to-Datedness

All of the exercises and texts developed in this chapter used illustrations the pictures that really motivated students in doing the exercise, because it was helps them to do the exercise. All illustrations and resources of the material in this chapter are from the newest sources. With such considerations, up-to-datedness for this chapter scored 4/4.

c. Development of Life Skills

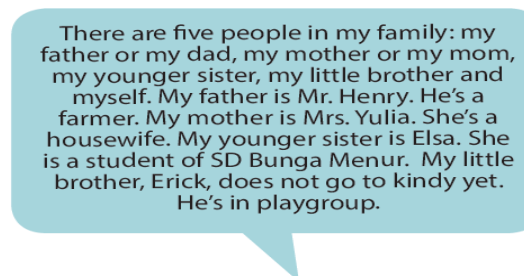
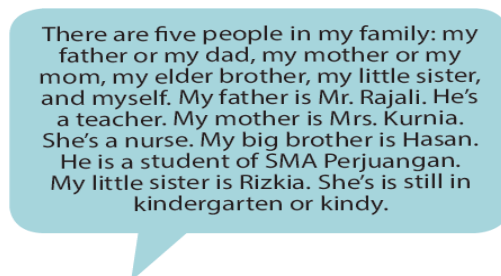
Most of texts used a polite and had social and cultural topic. It could be seen in pages 5, 7 and 15. This text expected students to understand and be aware of surrounding where the students had social needs to interact with each other, but for tasks and exercises too less in this chapter that less support students to interact directly with the social environment, with the many exercises like role play will be more help students to interact with each other. With such consideration, development of life skills for this chapter scored 3/4.

d. Development of Diversity Insight

In this chapter, did not packed diversity insight. With this consideration, development of diversity insight for this chapter scored 1/4.

## Chapter II: Chapter Title “It’s Me!”

The chapter II students learn to share and inquire about each other, including: identity, hobby and the members of family. Conformity of content in Chapter II “It’s Me!” are detailed below:







We will work in group. Each group will go to five people outside our group to find similar facts about them in real life, like the examples above, orally.

Here are what we will do. **First**, we will bring the same form to take notes about the people we will meet. We will write only one name on each note. **Second**, we will go to each person and ask for their place of origin and complete home address. **Finally**, we will put our notes on the wall of the classroom. We will answer questions from others who visit our notes.

We promise, we will use only English. We will not use Bahasa Indonesia. We will use the right prepositions (in, on, at) for the places. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

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     Kelurahan : Unggas Jaya  
     Kecamatan : in Kecamatan Kuala  
                   Utara  
     Town/City : in Medan



We will learn to tell other people about our names, our origins, and our home address.

Here are what we will do. **First**, we will listen carefully to our teacher present the facts about the six speakers, one by one. **Second**, we will repeat the presentation after the teacher, one by one.

We will say the sentences loudly, clearly, and correctly.

## I. The compatibility of materials with KI and KD

### 1. The completeness

This chapter developed interpersonal, transactional and functional text. It means that in completeness chapter is expected to expose students to understand and produced both interpersonal and interactional conversation whether in spoken or written. This could be seen in page 22, interpersonal texts about six speakers that to tell other people about names, origins and home address, this part was developed to help students in finding out how to give the information about name, origin and home address and there are guidance sentences to what will be done in this part and will help students practice listening skills. In page 24, a task in the group, which is to made facts about the name, origin and home address, then students write it and used the right prepositions (at, on, in) for the places, this part was developed to help students to introduce people with other and will be presented in front of the class, this exercise trained students to speak in front of the class. In page 25, transactional text was developed to help students in finding out how to give and answer the question about name, origin and home address, and the students play the role of the speakers. In page 26, there was transactional exercise, in group the students are asked to interview the people related to the name, origin and home address. In page 28, to help students how to spell the name, to made it easy the students to know the alphabet in English. In pages 30 and 31, interpersonal text which explain

more information about hobby and what the students like in life, and students play the roles of the speakers. Then used the guide to collect some facts about self-information and presented, not read, about the facts to each other, orally. In page 33, the texts to tell more information to each other about the members of family, this part was developed to help students how to give more information to each other, can made self-information based on the texts and practice the listening, writing and speaking skills of the students. In page 34 and 35 the writing and speaking exercises, this part was help students to introduce self-information and other people about the members of family with the given form and presented in front of the class. And in almost every page there was functional text, the sentences to ask students to do something, in pages 25-27, 30 and etc., there were functional text, ask the students to play the role, repeat read the text after the teacher, students interview someone to got information about name, origin and home address, ask students to collect some facts about self-information etc. With such consideration, completeness for this chapter scored 4/4.

## 2. Depth

Chapter II successfully developed all of the criteria of depth.

### a. Exposure

It could be seen from completeness criteria of chapter II that this textbook had already developed 2 texts and exercises that expose students with as many kinds of text that relevant with student's daily life.

Students can developed and presented the text about the name, origin, home address, hobby and the members of family.

b. Text formatting rules

In this chapter all of the text consist three substance are social function, generic structure and linguistic feature.

c. Production

In page 23 developed students to write and present facts about each other according the sample form in the textbook. In page 24 speaking and writing exercise, this part developed students to write and presented in front of the class of own facts in real life, used the right prepositions (at, in, on) for the place and used the punctuation marks correctly. In page 26, work in group looking for some people outside the group to ask about names, origin and home address. Then, write in the note, only one name on each note and put the notes on the wall of the classroom and answer questions from others who visit our notes.

d. Extension

In this chapter fulfilled this criterion. With such consideration, depth in this chapter scored 4/4.

## II. The Accuracy of the Materials

a. Social Function

This chapter was suitable in term of social function for each developed exercise was packed with daily useful example. In page 25 was useful because the example took daily conversation appropriate the theme. This

part was question and answer interaction that is commonly asked when acquainted. In page 33, a text was found that used common interpersonal transactional and functional language in daily life of tell other people about the members of family. With such consideration, social function for this chapter scored 4/4.

b. Generic Structure

A systematic way of thinking for students in this chapter has been seen in almost every text and comes with relevant grammatical exercise which was often used. In page 25, conversations such as question and answer about names, origin and home address, this dialogue was structured systematically and practice speaking skills because students was instructed to play the roles and could produced them in the daily life. With such consideration, generic structure for this chapter scored 4/4.

c. Linguistic Feature

The language that was used in this chapter had been developed as it was expected. In page 30, texts on self-information, hobby and like to used acceptable language of daily that students can easily understand and listen to speak in an acceptable, and used this text as the guide to collect some facts about self-information . Beside, in page 32 also used languages were found in daily life of students, the exercise of collecting information and filling out form that was available in accordance with self-information. With such consideration, linguistic features for this chapter scored 4/4.

### III. Supporting Materials

#### a. Relevance

This chapter provided good illustration that motivated students to do the exercises, in page 29, exercise to redesign and add English expressions into student ID card, library card, etc., An illustrated card in the textbook that guided students in doing the exercises. All illustrations in this chapter are relevant. Based on this consideration, the relevance for this chapter scored 4/4.

#### b. Up-to-Datedness

All of the pictures or illustrations and resources of the material in this chapter are from the newest sources. Based on this consideration, the Up-to-Datedness for this chapter scored 4/4.

#### c. Developed of Life Skills

This chapter successfully developed students' skills in social life. Text in pages 25 and 28 provided conversation which used simple language and commonly used by students. In page 35, speaking and writing exercises provided useful group interactions where students were exposed to work in groups to conduct analyzes about explaining other family members and write them in the book as well as the available form. With such consideration, development of life skills in this chapter scored 4/4.


#### d. Development of Diversity Insight

This chapter provided good national diversity insight. In page 22, illustrations and texts provided a global diversity insight about tell to

others about self-information, such as name, origin and home address. The six speakers in the textbook tell about the different origin. Besides, in pages 25, 26 and 31 also texts and illustrations which tell cultural diversity or national diversity insight. Based on this consideration, development of diversity insight this chapter scored 4/4.

### Chapter III: Chapter Title “What Time Is It?”


The chapter III students learn to tell the time, to tell the date, to tell the day and to tell the month, this chapter also provided students with various exercises about time, day, date and month. Conformity of content in Chapter III “What Time Is It?” are detailed below:



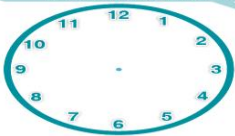


We will tell Beni's meal times everyday, orally.

Here are what we will do. **First**, we will listen carefully to our teacher say the sentences. **Second**, we will repeat the sentences after the teacher, one by one. **Then**, we will draw the hands of the clock to show the times.



We will say the sentences loudly, clearly, and correctly.


  


It is six o'clock in the morning. It's time for breakfast! I have breakfast at six o'clock in the morning.

It is one o'clock in the afternoon. It's time for lunch! I have lunch at one o'clock in the afternoon.



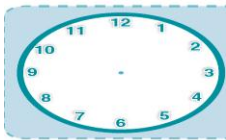
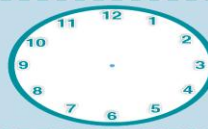
We will learn to tell what Edo does on one Sunday.

Here are what we will do. We will work in groups. **First**, we will listen and repeat after the teacher to read each activity carefully. **Second**, we will draw the hands of the clock to show each time.

We will say the sentences loudly, clearly, and correctly.



It is Sunday. It is **five o'clock in the morning**. Edo gets up and takes a bath.



It is **eight o'clock in the morning**. Beni, Udin, and Edo fly kites. They have lots of fun.



Hi, Lina. What do you usually do on Sunday morning?

On Sunday morning, I usually go to the park with my family.

What time do you go to the park with your family?

I usually go there at 07.00 in the morning.

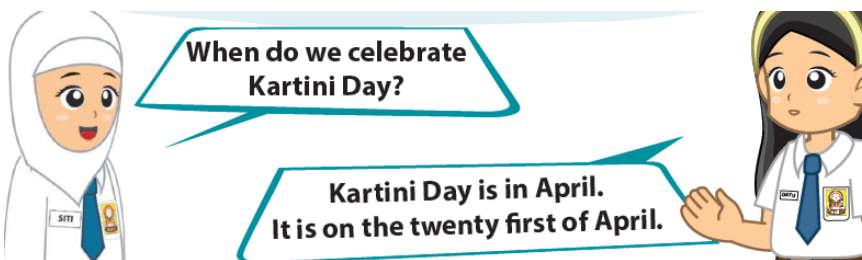
I usually go the traditional market with my father.

What about you, Dayu? What do you usually do on Sunday morning?

Oh, really? What time do you usually go there?

About 06.30 in the morning. The vegetables are still fresh at that time. You should go there.

Sure, I'll tell my Mom about it.



When do we celebrate Kartini Day?

Kartini Day is in April. It is on the twenty first of April.



## I. The compatibility of materials with KI and KD

### 1. The completeness

This chapter developed interpersonal, transactional and functional texts. This could be seen in page 41, texts and illustrations that tell what Edo did on Sunday from woke up until sleep at night, interpersonal texts and exercise that help students to know and understand about the time in 24 hours. In page 44, a conversation that successfully developed an exercise about daily transactional conversations between people, in this part of a conversation about an activity in the morning of the week and students play the role according to the conversation, used role play activities, so that an active classroom activity could be made. In page 50, a short transactional dialogue helped students to know the names of the month in a year and the correct mention of the date. In page 52, a conversation about when the celebration of national days in Indonesia. This part was very helpful for students to know the celebration of national days and exercise which ask students to make short conversations about other national days as in the textbook. In page 54, an exercise to say and know the name of the days and also mention the name of before and after the day, students did it very fast. This was very good because most of the text and exercise were developed. In pages 39, 41, 50, 51-53 and etc. there were functional text, students ask to do something, to understand the materials, to ask draw the hands of the clock to show the times, ask

the students say the names of the numbers and etc.. With such consideration, completeness this chapter scored 4/4.

## 2. Depth

This chapter had been successfully developed all of the criteria of depth.

### a. Exposure

It could be seen from completeness criteria of chapter III that is textbook had already developed 2 texts and exercise that expose students produce and response how to tell the time, day, date and month.

### b. Text formatting rules

In this chapter all of the text consist three substance are social function, generic structure and linguistic feature.

### c. Production

In page 46, exercise of collecting the information, students was asked to work in pairs to interview each other about daily activities, to know what students usually do everyday and put the information in the table, this exercise to developed and exercised students in used caring attitudes with each other. In page 47, the exercise was made good sentences about the report of daily activities used the punctuation marks correctly, this part was developed to exercise students in made good sentences and accordance with certain times, and exercises which be able to guide students in every step in producing both verbal and written text.

d. Extension

In this chapter fulfilled this criterion. With such consideration, depth in this chapter scored 4/4.

II. The Accuracy of the Materials

a. Social Function

Having analyzed this chapter, it was found that the social function of exercise was successfully implemented. In page 44 showed a dialogue about to tell students daily activity that was commonly used in daily life and students used role play activities so that an active classroom activity could be made. In pages 50 and 52, texts that used common interpersonal language in daily life of say the date, question and answer about when someone born, question and answer about when the celebration of national days in Indonesia. With such consideration, social function in this chapter scored 4/4.

b. Generic Structure

A systematic way of thinking for students had been successfully developed in this chapter. This could be seen in page 39 with the sentence structure that tell Beni's meal times everyday, the students could tell it orally and draw the hands of the clock to show the times in the textbook, this part help to think systematically and could produce it in daily life. In page 40, the exercise work in group, followed the Beni's meal times everyday, students would made their own meal times then one from each group member write it and presented in front of the class

orally, used a systematic sentence, it could exercise the students' speaking skills and students would be more active in the classroom. With such consideration, generic structure in this chapter scored 4/4.

c. Linguistic feature

This chapter language used was acceptable and effective in the text on how to give information about time, date, day and month. In page 41 there was a text that explains Edo's activities on Sunday, this text was acceptable to students because used language was easy-to-understand also showed good norm that students could be accepted in daily life. In page 44 used acceptable language of a simple dialogue between two friends, after read the dialogue then the students play the role with friends in the group. With such consideration, linguistic feature in this chapter scored 4/4.

III. Supporting Materials

a. Relevance

This chapter provided great illustration that motivated students to do the exercises, in page 38, a clock illustration used to say the time, eg. "it's one o'clock" and so on. In page 48, an illustration of a calendar that would help the student to know the names of months in English, in page 49, verbal practice, the teacher would mention one month and the students say the name of before and after the month. All illustrations in this chapter are relevant and from the latest sources. Based on these considerations, the relevance for this chapter scored 4/4.

b. Up-to-Datedness

All of the pictures or illustrations and resources of the material in this chapter are from the newest sources. Based on this consideration, the Up-to-Datedness for this chapter scored 4/4.

c. Developed of Life Skills

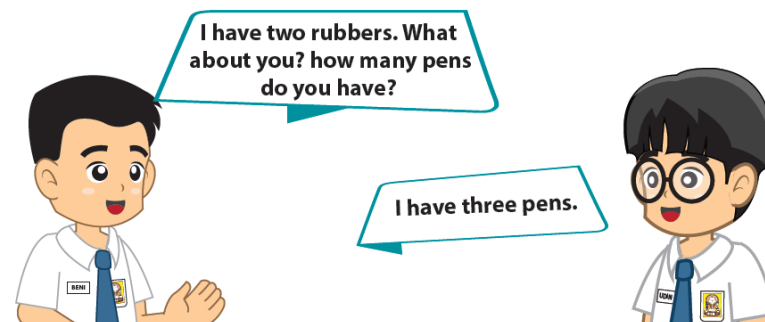
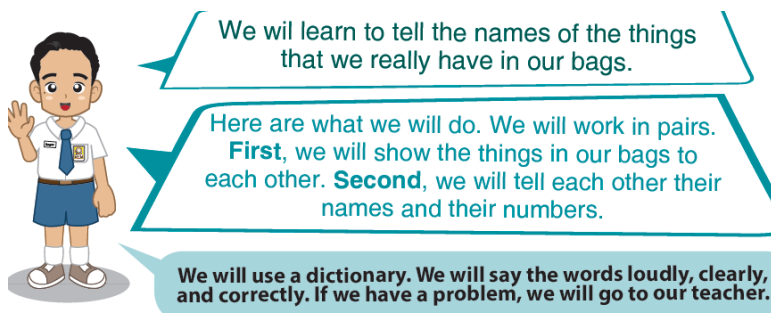
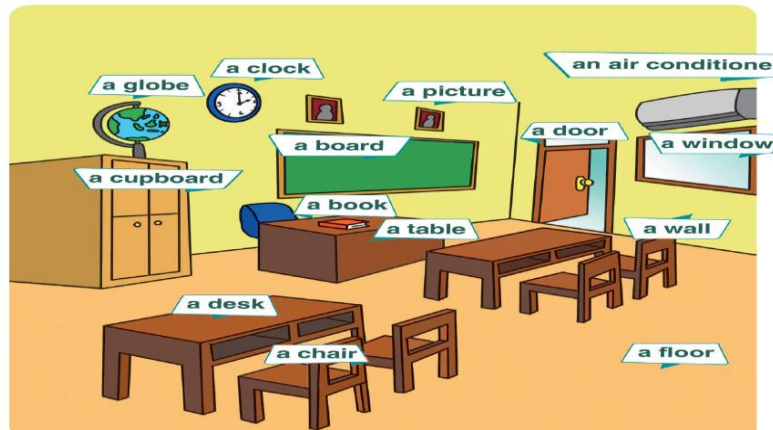
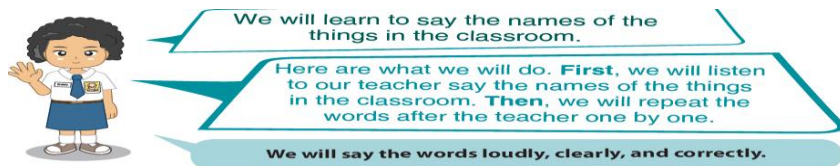
This chapter successfully in motivated the students to a good social personality, in page 41, tell about Edo's activities on Sundays, Edo's all activities could be motivated to be a good person, start from Edo gets up early, play with his friends, Edo goes to library and spend time with his family. In page 51, the interview activities to find out the birthday of classmates, this part included development the good life skill which were needed by students because the exercise used everyday life theme along with students' daily language. And make students build communication in the classroom. Scored 4/4 was given to development of life skills.

d. Development of Diversity Insight

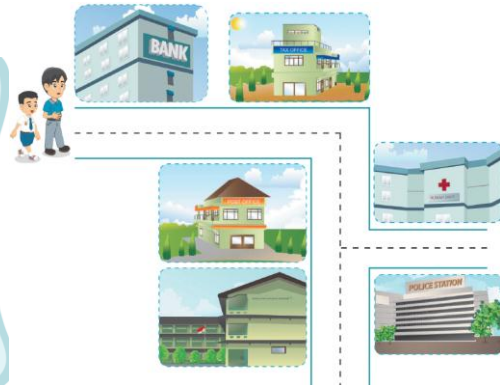
This chapter provided a less national diversity insight yet. Based on consideration, development of diversity insight in this chapter scored 1/4.

## Chapter IV: Chapter Title “This Is My World”

The chapter IV students learn to state things, animals and public places around us, this chapter also provided students with various exercises about things, animals and public places. Conformity of content in Chapter IV “This Is My World” are detailed below:



1. I have two rubbers and Ruli has three rubbers.  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. Etc.



Father : Do you see this building on the left?  
 Son : Yes. What is this building?  
 Father : This is a bank.  
 Son : I see. This building on the left is a bank.

Son : What about that building next to the bank?  
 Father : That is a post office.  
 Son : I see. That building next to the bank is a post office.  
 Father : Right. The bank and the post office are next to each other.

Son : And, do you know that building on the right, across from the bank and the post office?  
 Father : That building is a tax office.  
 Son : I know. That building on the right is a tax office.  
 Father : Remember. The tax office is across from the bank and the post office.

Son : And what about that building in front of us?  
 Father : That is a hospital.  
 Son : Oh yeah. That building is a hospital?  
 Father : Right. That building in front of us is a hospital.

Son : And, that building next to the tax office?  
 Father : That is a school.  
 Son : I see. So, the school is next to the tax office.  
 Father : Yes, it is to the right of the tax office.

Son : And, what about that building across from the school, on the corner?  
 Father : That building is a police station.  
 Son : I see. So, the police station is across from the school.  
 Father : Right. It is on the corner, across from the hospital, too.

We will learn to ask and answer questions of the number of things in the kitchen and at the dining table.

Here are what we will do. **First**, we will draw a table in our notebooks, and then write the names of the things we see in the kitchen and at the dining table on the left column, and the number of each thing on the right column, like the example. **Second**, we will ask and answer questions, like the examples. We will, first, listen and repeat the questions after the teacher.

We will use a dictionary. We will say the words loudly, clearly and correctly. If we have a problem, we will go to our teacher.










How many plates are there on the table?

There are five plates on the table.

We will tell what the people do in different places.

Here are what we will do. We will work in groups. **First**, we will listen to our teacher read the examples. We will repeat the sentences after the teacher, one by one. **Second**, we will discuss to plan what to say about the other situations. Each one of us will write the sentences in our notebooks. **Finally**, we will read our situations orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

## I. The compatibility of materials with KI and KD

### 1. The completeness

Almost all exercises in this chapter developed transactional, interpersonal and functional text. this could be seen in pages 60, 62, 70, 73, 74, 77, 80, 83, 86 and 87 were the names of things in the class, things in bags, things in the living room, things in the kitchen, things in the dining room, things in the bathroom, things in the garage, things in the yard and around the house, and the names of the animals in the garden, the names of the things were accompanied by the amount. In page 63, the conversation was interpersonal and transactional text. In page 67, the transactional conversation about the location of the existing public buildings, and the students were asked to listen carefully to the teacher read the conversation, then, the students would repeat it, then the students work by using group activity and role play activities so that an active



classroom activity could be made. In page 76, the dialogue ask and answer about the number of things in the kitchen and dining room. In page 91, illustrations of what the people do in different places, in this section students work in groups, students could be discussed to plan what to say about the other situations, it would be developed students work in the group and developed the religious values of the students, care and mutual help to others and other positive things. In addition, at the end of this chapter, in page 96, the lyrics of the song "What a Wonderful World" was presented as a form of appreciation for the natural surroundings. By way of stories like this, students were expected to experience an authentic and meaningful learning process. In pages 60, 63, 69, 76-82 and etc. there were functional text, students ask to do something, to understand the materials, to repeat after the teacher read the statement, to ask the students say the names of the things in classroom, bag, living room, public building and etc.. With such consideration, completeness in this chapter scored 4/4.

## 2. Depth

This chapter had been successfully developed criteria of Depth.

### a. Exposure

The text developed within this chapter was useful for students. It could be seen from completeness criteria of chapter IV that is the textbook had already developed 2 texts and exercise that expose students produce,

response, identify, mention and state many things, animals and public places.

b. Text formatting rules

In this chapter all of the text consists three elements are social function, generic structure and linguistic feature.

c. Production

In page 63, dialogue and exercise about explain the names of the things that have in the bag, the text was useful for students in structure, students should also focus on adding the suffix -s/-es in plural form, and well developed to exercise students in ask the questions and responding. In page 69, tell about the names of public buildings and other facilities in the town or village and their location. In this section, students were asked to go around town or village to identify the buildings and other facilities there and also tell about their numbers. Then, students made plan what to say about each of finding in the notebook and reported the result in front of the class, orally. This section developed and exercise students in the attitude of curious and find out, students would be knew many public buildings, presented it orally in front of the class made the students be active. In page 89, students identify the names of the things and animals that were in the yard and around the house, their numbers and their location, this section developed students' awareness of the environment and was relevant to the student's daily life.

d. Extension

In this chapter fulfilled this criterion. With such consideration, depth in this chapter scored 4/4.

II. The Accuracy of the Materials

a. Social Function

This chapter had been analyzed and it was found out to be successful in implementing the social function of each text and exercise. Most of the exercises described in completeness and depth criteria had already designed to have social function in daily life. The social function in this chapter is to identify and mention various things, animals and public buildings in the neighborhood. In page 65, students were asked to identify the rooms and other facilities at school and the number of each thing and presented it orally, this part, the students knew more of the names of things and have social value in daily life. In pages 75, 78 and 81 also students identify and mention the names of things, their numbers and their location. In page 89, students identify the names of the things and animals that were in the yard and around the house, the numbers and locations, and the students would be tell it in a good sentence structure in front of the class orally. With such consideration, social function in this chapter scored 4/4.

b. Generic Structure

A systematic way of thinking for students in this chapter has been successfully developed by embedding the generic structures and the how

to state things, animals, and public places around us in pages 67-87. The exercises in this chapter also required student's analysis in remembering the systematic of what students say when presented the exercise in front of the class. In page 76, a short dialogue about ask and answer questions of the number of things in the kitchen and at the dining table, the students identify the names of the things and then wrote in the column, ask and answer like the example, this exercise was structured systematically and practice speaking skills and could produced them in the daily life. With such consideration, generic structure for this chapter scored 4/4.

c. Linguistic feature

The language that was used in this chapter had been developed as it was expected. Students identify and state things, animals and public places around us. In page 64, the exercise was a report of the names of things in the classroom, the students write in the notebook and presented them orally in an acceptable language to each student so that students could be easily understood and listen in acceptable language. In page 67, conversations about the location of the public buildings, the students listen carefully to the teacher reading sentence by sentence and repeat after the teacher, used acceptable and effective conversation language, after read the conversation in the textbook then the students play the role of the speakers in the conversation with friend in the group. In pages 91-93, work in group, students practice made text according to illustrations used was acceptable language, illustrations also showed good norm and

religious that students could accepted in daily life. With such consideration, linguistic feature for this chapter scored 4/4.

### III. Supporting Material

#### a. Relevance

This chapter provided good illustration that motivated students to do the exercises, it could be seen in pages 60, 62, 70, 73, 74, 77, 80, 83, 86 and 87 were illustrations of pictures of things in class, things in bags, things in the living room, things in the kitchen, things in the dining room, things in the bathroom, things in the garage, things in the yard and around the house, and the names of the animals in the garden, the names of the things were accompanied by the amount. In page 66, pictures illustration of the names of public buildings, and in page 67, conversation about the location of a public building in page 66, after read the students play the role. In page 94, tell of the dream of the future house, there was illustrations of home design and students practice to made the design and of the dream house in the future, start from make a list of the rooms will have in the house and the things will have in every room and also the animals student will have. All illustrations in this chapter are relevant and from the latest sources. With such consideration, relevance in this chapter scored 4/4.

b. Up-to-Datedness

All of the pictures or illustrations and resources of the material in this chapter are from the latest sources. Based on this consideration, the Up-to-Datedness for this chapter scored 4/4.

c. Development of Life Skills

This chapter provided useful exercise that helped students developed their life skill, motivated students toward good personalities that concern about social and academic. it could be seen in page 91, work in group discuss about explain the situation was in the picture that was what people do in different places, this part was very motivated students to showed the good personality of social and academic also increase the religious value of students. In page 96, the lyrics to the song "What a Wonderful World" was presented as a form for students to appreciate the natural surroundings. With such consideration, development of life skill in this chapter scored 4/4.

d. Development of Diversity Insight

This chapter provided a less national diversity insight yet. Based on consideration, development of diversity insight in this chapter scored 1/4.

### C. Research Findings

After analyzing all data, the finding of the research from analysis of focuses conformity of content based on BSNP rubric assessment of English textbook can be presented as follows:

**Table 4.1**  
**Conformity of Content Chapter I**

Sub Component	Items		Score			
			1	2	3	4
The Compatibility of Materials with KI and KD	Completeness	Interpersonal Text				√
		Transactional Text				√
		Functional Text				√
	Depth	Exposure				√
		Text Formatting				√
		Production				√
		Extension				√
The Accuracy of the Materials	Social Function					√
	Generic Structure					√
	Linguistic Feature					√
Supporting Materials	Relevance					√
	Up-to-Datedness					√
	Development of Life Skill				√	
	Development of Diversity Insight		√			

Based on the table above, most all of the criteria scored 4. For example in completeness pages 4 until 8, this conversation was developed to help students in finding out how to greet and answer the greeting in time and in pages 9 and 10, speaking and writing exercises to know students' understanding and helped students to identify the appropriate greetings when meet others in the morning, in

the afternoon and in the evening after learned this material. And development of life skill scored 3, because for tasks and exercises too less in this chapter that less support students to interact directly with the social environment, with the many exercises like role play will be more help students to interact with each other, but only in diversity insight scored 1 because in this chapter did not packed diversity insight.

**Table 4.2**  
**Conformity of Content Chapter II**

Sub Component	Items		Score			
			1	2	3	4
The Compatibility of Materials with KI and KD	Completeness	Interpersonal Text				√
		Transactional Text				√
		Functional Text				√
	Depth	Exposure				√
		Text Formatting				√
		Production				√
		Extension				√
The Accuracy of the Materials	Social Function					√
	Generic Structure					√
	Linguistic Feature					√
Supporting Materials	Relevance					√
	Up-to-Datedness					√
	Development of Life Skill					√
	Development of Diversity Insight					√

Based on the table above, all of criteria were scored 4. For example in depth this chapter successfully developed all of criteria in depth, it could be seen in page 23 developed students to write and present facts about each other



according the sample form in the textbook. In page 24 speaking and writing exercise, this part developed students to write and presented in front of the class of own facts in real life, used the right prepositions (at, in, on) for the place and used the punctuation marks correctly.

**Table 4.3**

**Conformity of Content Chapter III**

Sub Component	Items		Score			
			1	2	3	4
The Compatibility of Materials with KI and KD	Completeness	Interpersonal Text				√
		Transactional Text				√
		Functional Text				√
	Depth	Exposure				√
		Text Formatting				√
		Production				√
		Extension				√
The Accuracy of the Materials	Social Function					√
	Generic Structure					√
	Linguistic Feature					√
Supporting Materials	Relevance					√
	Up-to-Datedness					√
	Development of Life Skill					√
	Development of Diversity Insight		√			

Based on the table above, most all of criteria were scored 4. For example in social function, it could be seen in page 44 showed a dialogue about to tell students daily activity that was commonly used in daily life and students used role play activities so that an active classroom activity could be made. But in diversity insight scored 1 because this chapter provided a less national diversity insight.

**Table 4.4**  
**Conformity of Content Chapter IV**

Sub Component	Items		Score			
			1	2	3	4
The Compatibility of Materials with KI and KD	Completeness	Interpersonal Text				√
		Transactional Text				√
		Functional Text				√
	Depth	Exposure				√
		Text Formatting				√
		Production				√
		Extension				√
The Accuracy of the Materials	Social Function					√
	Generic Structure					√
	Linguistic Feature					√
Supporting Materials	Relevance					√
	Up-to-Datedness					√
	Development of Life Skill					√
	Development of Diversity Insight		√			

Based on the table above of conformity of content the chapter IV was most all of criteria were scored 4. For the example in relevance, this chapter provided good illustration that motivated students to do the exercises, it could be seen in page 66, pictures illustration of the names of public buildings, and in page 67, conversation about the location of a public building in page 66, after read the students play the role. But in diversity insight scored 1 because this chapter provided a less national diversity insight yet.

Based on all of table every chapter of conformity of content, it could be concluded with table below:

**Table 4.5**  
**Conformity of Content Chapter I-IV**

Sub Component	Items		Score			
			1	2	3	4
The Compatibility of Materials with KI and KD	Completeness	Interpersonal Text				4
		Transactional Text				4
		Functional Text				4
	Depth	Exposure				4
		Text Formatting				4
		Production				4
		Extension				4
The Accuracy of the Materials	Social Function					4
	Generic Structure					4
	Linguistic Feature					4
Supporting Materials	Relevance					4
	Up-to-Datedness					4
	Development of Life Skill				1	3
	Development of Diversity Insight		3			1
Total			3		1	52

Based on table of conformity of content, the number 4 in completeness, depth, social function, generic structure, linguistic feature, relevance, number 3 in the development of life skills there was 1 chapter that scored 3, number 1 development diversity insight, it's mean that from 4 sample chapters the whole criteria scored 4. In the development of diversity insight, there were 3 chapters scored 1. all of them the total 52 in scored 4 and total 3 scored 1 and total 1 chapter scored 3 from 56 categories. From this table, it can be concluded that 56 category in conformity of content from 4 sample chapters out of 52 category had

fulfilled, 1 category of development of life skills almost fulfilled, and 3 category of development of diversity insight could not fulfilled the criteria score 4.

$$P = \frac{52}{56} \times 100\%$$

$$P = 92.8\%$$

Therefore, it could be concluded that 92.8% of the materials, text development and exercise in the textbook “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII” fulfilled the assessment rubric of conformity of content from BSNP.

#### **D. Discussion**

Based on the table conformity of content, the result of this study could be concluded that the conformity of content 92.8% for completeness, depth, social function, generic structure, linguistic feature, relevance, development of life skill and development of diversity insight from 4 sample chapters the whole textbook of “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII”.

From the research finding of “Content Analysis of the English Textbook at the First Grade of Junior High School Based on Curriculum 2013”, the researcher concluded that this textbook fulfilled the standard of a good textbook in Indonesia based on BSNP rubric assessment.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the research of this textbook about conformity of content exposed students to understand and produce both interpersonal and interactional conversation, to expose student with many kind of text that relevant with students' daily life and etc. It was concluded that the conformity of content 92.8% of the criteria of BSNP rubric assessment relevant with curriculum 2013.

It is concluded that English textbook “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII” was good to be used in the first grade of junior high school using curriculum 2013.

#### B. Suggestion

Based on the research of content analyzing English textbook “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII”, the researcher would like to give several suggestions to help improving the quality of textbook and teaching quality. The suggestion for English teachers and publishers are as follows:

##### 1. For Teacher

Teacher should choose a textbook match with curriculum, the appropriate of textbook and the materials in the textbook implemented in the classroom and many other ways to improve the quality of teaching and learning process are in teacher hands. As the English textbook “Bahasa Inggris When Rings a Bell SMP/MTs kelas VII”, is the textbook that is available in the market to fulfill the needs of curriculum 2013 materials, this textbook appropriate all the requirements

and standard of a textbook in implementing curriculum 2013. By using this book hopefully a good result in teaching learning process.

## 2. For Publisher

As publisher, in creating and developing English Textbook must be matched with curriculum implemented in that time and also create what students need and dynamic ways of learning. Therefore, they have to keep regenerating their ideas and move with the new curriculums to evaluate the textbooks framework which is very crucial.

## 3. For Educational Institution of School

As education institution, school should choose an appropriate textbook for students and to give a better insight on choose the suitable English textbooks as a guideline for teaching English.

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## APPENDICES

### APPENDIX 1

#### Rubric Assessment of Textbook

No.	Butir	Keterangan
I. KELAYAKAN ISI		
A.	KESESUAIAN URAIAN MATERI DENGAN KI DAN KD	
1.	Kelengkapan Materi	
	a. Jenis teks interpersonal	4 = Buku teks pelajaran memuat teks-teks interpersonal pendek dan sederhana minimal 95% dari cakupan materi KI dan KD pada masing-masing kelas.  1 = Buku teks pelajaran memuat teks-teks interpersonal pendek dan sederhana kurang dari 95% dari cakupan materi KI dan KD pada masing-masing kelas.
	b. Jenis teks transaksional	4 = Buku teks pelajaran memuat teks-teks transaksional pendek dan sederhana minimal 95% dari cakupan materi KI dan KD pada masing-masing kelas.  1 = Buku teks pelajaran memuat teks-teks transaksional pendek dan sederhana kurang dari 95% dari cakupan materi KI dan KD pada masing-masing kelas.
	c. Jenis teks fungsional	4 = Buku teks pelajaran memuat teks-teks fungsional pendek dan sederhana minimal 95% dari cakupan materi KI dan KD pada masing-masing kelas.  1 = Buku teks pelajaran memuat teks-teks fungsional pendek dan sederhana kurang dari 95% dari cakupan materi KI dan KD pada masing-masing kelas.

2.	Kedalaman Materi	
	a. Paparan ( <i>exposure</i> )	<p>4 = Setiap jenis teks dilengkapi dengan minimal 2 contoh teks di dalam buku yang memiliki fungsi sosial yang relevan dan penugasan kepada siswa untuk mencari minimal 2 contoh teks sejenis dari sumber lain.</p> <p>1 = Setiap jenis teks dilengkapi dengan kurang dari 2 contoh teks di dalam buku yang memiliki fungsi sosial yang relevan dan penugasan kepada siswa untuk mencari kurang dari 2 contoh teks sejenis dari sumber lain.</p>
	b. Retensi aturan pembentukan teks	<p>4 = Aturan pembentukan teks diajarkan pada 3 unsur yaitu fungsi sosial, unsur dan struktur makna, dan fitur linguistik.</p> <p>1 = Salah satu dari 3 unsur aturan pembentukan teks yaitu fungsi sosial, unsur dan struktur makna, dan fitur linguistik tidak diajarkan.</p>
	c. Produksi	<p>4 = Tugas untuk menghasilkan teks memuat 3 unsur pembentukan teks yaitu fungsi sosial, unsur dan struktur makna dan fitur linguistic.</p> <p>1 = Salah satu unsur pembentukan teks yaitu fungsi sosial, unsur dan struktur makna, dan fitur linguistik tidak termuat dalam tugas.</p>
	d. Ekstensi	<p>4 = Tugas untuk mendalami minimal 2 teks lengkap dengan 3 unsur pembentukan teks (fungsi sosial, unsur dan struktur makna, dan fitur linguistik) di luar teks yang disajikan dalam buku teks ini.</p>

		1 = Tugas untuk mendalami teks lengkap dengan 3 unsur pembentukan teks (fungsi sosial, unsur dan struktur makna, dan fitur linguistik) di luar teks yang disajikan dalam buku teks ini kurang dari 2.
<b>B.</b>	<b>KEAKURATAN MATERI</b>	
	a. Fungsi social	4 = Minimal 95% teks berguna untuk mencapai fungsi sosial yang tepat.  1 = Kurang dari 95% teks berguna untuk mencapai fungsi sosial yang tepat
	b. Unsur dan struktur makna	4 = Minimal 95% unsur dan struktur makna teks sesuai dengan fungsi sosialnya.  1 = Kurang dari 95% unsur dan struktur makna teks sesuai dengan fungsi sosialnya.
	c. Fitur linguistik	4 = Minimal 95% fitur linguistik dalam teks sesuai dengan fungsi sosialnya.  1 = Kurang dari 95% fitur linguistic dalam teks sesuai dengan fungsi sosialnya.
<b>C.</b>	<b>MATERI PENDUKUNG PEMBELAJARAN</b>	
	Kemutakhiran	
	a. Relevansi materi dan sumber rujukan	4 = Secara keseluruhan, 91% - 100% lebih bahan ajar diambil dari sumber rujukan yang relevan dengan materi.  3 = Secara keseluruhan, 76% - 90% bahan ajar diambil dari sumber rujukan yang relevan dengan materi.  2 = 61% - 75% bahan ajar diambil dari sumber rujukan yang relevan dengan

		<p>materi.</p> <p>1 = 0% - 60% bahan ajar diambil dari sumber rujukan yang relevan dengan materi.</p>
	b. Kemutakhiran materi dan sumber rujukan	<p>4 = Secara keseluruhan, 91% - 100% lebih sumber bertahun terbit 4 tahun terakhir.</p> <p>3 = Secara keseluruhan, 76% - 90% sumber bertahun terbit 4 tahun terakhir.</p> <p>2 = 61% - 75% sumber bertahun terbit 4 tahun terakhir.</p> <p>1 = 0% - 60% sumber bertahun terbit 4 tahun terakhir.</p>
	c. Pengembangan kecakapan hidup: <ul style="list-style-type: none"> <li>- personal</li> <li>- social</li> <li>- akademik</li> <li>- vokasional</li> </ul>	<p>4 = Secara keseluruhan, memuat teks teks yang memuat 91% - 100% unsur kecakapan hidup.</p> <p>3 = Secara keseluruhan, memuat teks-teks yang memuat 76% - 90% unsur kecakapan hidup.</p> <p>2 = Secara keseluruhan, memuat teks-teks yang memuat 61% - 75% unsur kecakapan hidup.</p> <p>1 = Secara keseluruhan, memuat teks-teks yang memuat 0% - 60% unsur kecakapan hidup.</p>
	d. Pengembangan wawasan kebhinekaan: <ul style="list-style-type: none"> <li>- penghargaan terhadap keanekaragaman budaya dan kemajemukan masyarakat, kesadaran akan potensi / kekayaan daerah.</li> <li>- apresiasi terhadap nilai - nilai demokrasi.</li> </ul>	<p>4 = Secara keseluruhan, memuat teks-teks yang memuat 91% - 100% unsur wawasan kebhinekaan.</p> <p>3 = Secara keseluruhan, memuat teks-teks yang memuat 76% - 90% unsur wawasan kebhinekaan.</p>

	<p>- pemahaman terhadap wawasan kebangsaan.</p>	<p>2 = Secara keseluruhan, memuat teks-teks yang memuat 61% - 75% unsur wawasan kebhinekaan.</p> <p>1 = Secara keseluruhan, memuat teks-teks yang memuat 0% - 60% unsur wawasan kebhinekaan.</p>
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## Kompetensi Inti dan Kompetensi Dasar Bahasa Inggris

Kelas : VII

KOMPETENSI INTI	KOMPETENSI DASAR
1. Menghargai dan menghayati ajaran agama yang dianutnya	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya	2.1. Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman. 2.2. Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3. Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	3.1. Memahami teks lisan berupa sapaan, pamitan, ucapan terimakasih, dan permintaan maaf untuk menjalin kedekatan pribadi dengan orang lain di lingkungan

	<p>sekolah dan rumah.</p> <p>3.2. Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk perkenalan diri, dengan sangat pendek dan sederhana.</p> <p>3.3. Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</p> <p>3.4. Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis, untuk penyebutan jati diri, dengan sangat pendek dan sederhana.</p> <p>3.5. Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.</p> <p>3.6. Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks khusus berbentuk label nama (<i>label</i>) dan daftar barang (<i>list</i>).</p> <p>3.7. Memahami tujuan, struktur</p>
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	<p>teks, dan unsur kebahasaan dari teks lisan dan tulis untuk penyebutan sifat orang, binatang, dan benda.</p> <p>3.8. Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebutkan tingkah laku/tindakan/fungsi dari orang/ binatang/benda.</p> <p>3.9. Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks khusus berbentuk instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis, sangat pendek dan sederhana.</p> <p>3.10. Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana.</p> <p>3.11. Memahami pesan dalam lagu.</p>
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<p>4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori</p>	<p>4.1. Menyusun teks lisan untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p> <p>4.3. Menyusun teks lisan dan tulis untuk menyebutkan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyebutkan jati diri, sangat pendek dan sederhana, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>
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	<p>4.5. Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6. Menyusun teks tulis untuk membuat label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.7. Menyusun teks lisan dan tulis untuk menyebutkan sifat orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.8. Menyusun teks lisan dan tulis untuk menyebutkan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.9. Menyusun teks khusus berbentuk instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan tujuan,</p>
--	--

	<p>struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p> <p>4.10. Menangkap makna dalam teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), dan tanda peringatan (<i>warning/caution</i>), lisan dan tulis.</p> <p>4.11. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p> <p>4.12. Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p> <p>4.13. Menangkap pesan dalam lagu.</p>
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# Chapter

# I

Good morning.  
How are You?



We will learn:

- to greet
- to take leave
- to say thank you
- to say sorry



Observing and asking questions



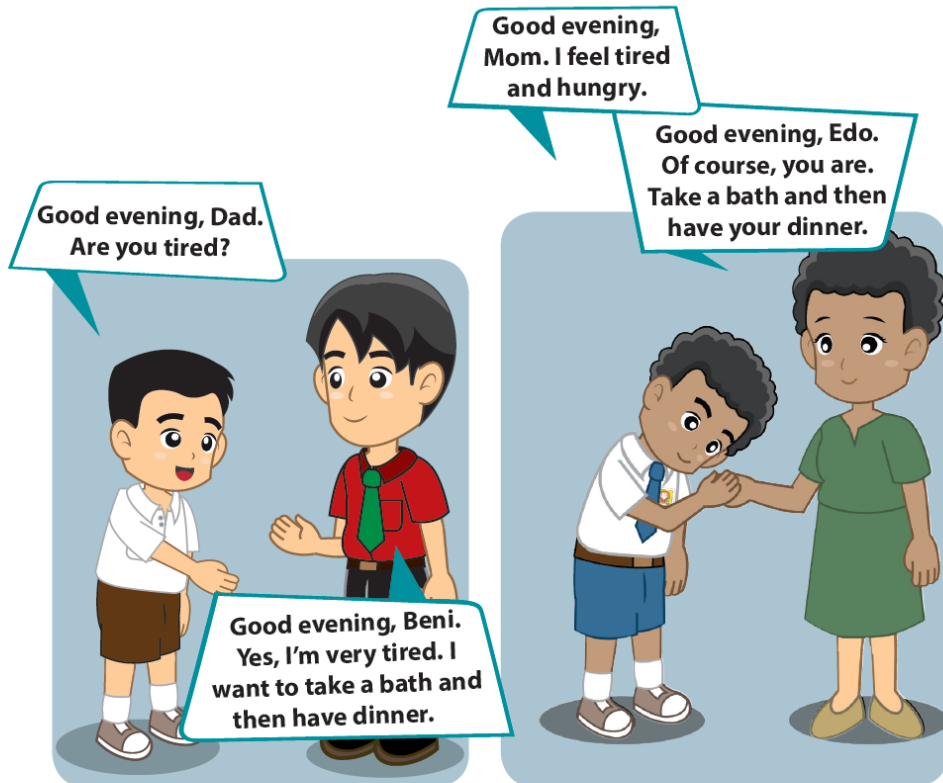
We will learn to greet our teachers, friends, and others when we meet them in the morning, in the afternoon, and in the evening.

Here are what we will do. **First**, we will listen carefully to our teacher read the greetings. **Second**, we will repeat the greetings after the teacher. **Then**, we will play the roles of the speakers in the pictures.

We will say the words loudly, clearly, and correctly.



Observing and asking questions



# Chapter

## This is me!

# II



We will learn to share and inquire about each other, including:

- our identities,
- our hobbies and what we like,
- the members of our family.



Observing and asking questions



We will learn to tell other people about our names, our origins, and our home address.

Here are what we will do. **First**, we will listen carefully to our teacher present the facts about the six speakers, one by one. **Second**, we will repeat the presentation after the teacher, one by one.

We will say the sentences loudly, clearly, and correctly.

Hello, my name is Hasnida. I am from West Sumatra. I live in Padang in Kampung Mutiara, on Jalan Kemangi. To be precise, I live at 23 Jalan Kemangi.



Good morning. My name is Max Bae. I'm from East Nusa Tenggara. I live in Kupang, in Kecamatan Angkasa, on Jalan Denpasar. Precisely, I live at 5 Jalan Denpasar.



Hi. My name is Tito Pesolima. I am from Seram Island. I live in Kampung Medan RT 4, RW 7, on jalan Teratai. Precisely, I live at 23 Jalan Teratai.



Hello. My name is Haira. I am from Central Kalimantan. I live in Palangkaraya, in Kecamatan Rangan, RT 3, RW 4, on Jalan Belimbing. To be precise, I live at 15 Jalan Belimbing.



Good afternoon. My name is Dedeh Fatima. I am from West Java. I live in Bandung, in Kampung Pandan, on Jalan Serai. Precisely, I live at 46 Jalan Serai, Bandung.



Hi. My name is Azwar. I'm from South Sulawesi. I live in Makassar, in Kampung Angin Mamiri, RT 4, RW5. I live on Jalan Buntu. To be precise, I live at 10 Jalan Buntu, Makassar.





# Chapter

## What Time Is It?



We will learn:

- to tell the time,
- to tell the date,
- to tell the day,  
and
- to tell the month



Observing and asking questions



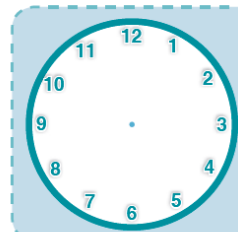
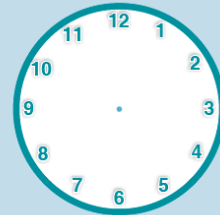
We will learn to tell what Edo does on one Sunday.

Here are what we will do. We will work in groups. **First**, we will listen and repeat after the teacher to read each activity carefully. **Second**, we will draw the hands of the clock to show each time.

We will say the sentences loudly, clearly, and correctly.



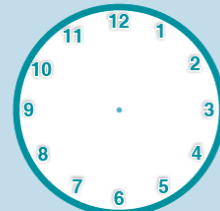
It is Sunday. It is **five o'clock in the morning**. Edo gets up and takes a bath.



It is **eight o'clock in the morning**. Beni, Udin, and Edo fly kites. They have lots of fun.



It is **half past one in the afternoon**. Edo goes to the library with Udin and Beni. They love reading books.



# Chapter IV

## This is My World



We will learn:  
to state things,  
animals, and public  
places around us.



Observing and asking questions



We will learn to tell locations of the public buildings.

Here are what we will do. It is about the public buildings in the picture above. **First**, we will listen carefully to our teacher read the conversations. **Second**, we will repeat each conversation after the teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversations.

We will say the words loudly, clearly, and correctly.

Father : Do you see this building on the left?  
Son : Yes. What is this building?  
Father : This is a bank.  
Son : I see. This building on the left is a bank.

Son : What about that building next to the bank?  
Father : That is a post office.  
Son : I see. That building next to the bank is a post office.  
Father : Right. The bank and the post office are next to each other.

Son : And, do you know that building on the right, across from the bank and the post office?  
Father : That building is a tax office.  
Son : I know. That building on the right is a tax office.  
Father : Remember. The tax office is across from the bank and the post office.

Son : And what about that building in front of us?  
Father : That is a hospital.  
Son : Oh yeah. That building is a hospital?  
Father : Right. That building in front of us is a hospital.

Son : And, that building next to the tax office?  
Father : That is a school.  
Son : I see. So, the school is next to the tax office.  
Father : Yes, it is to the right of the tax office.

Son : And, what about that building across from the school, on the corner?  
Father : That building is a police station.  
Son : I see. So, the police station is across from the school.  
Father : Right. It is on the corner, across from the hospital, too.



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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1

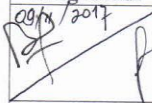
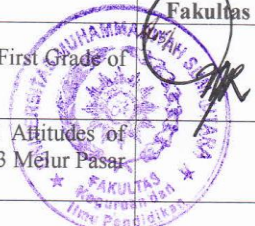
Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Khafry Handayani Siregar  
NPM : 1402050149  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 133 SKS

IPK= 3,55

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Content Analysis of the English Textbook at the First Grade of Junior High School Based on Curriculum 2013	
	The Parenting Correlation of Parents to Social Attitudes of Teenagers at Nurul Hidayah's Mosque in Dusun 3 Melur Pasar VII Tembung	
	An Analysis of Teachers' Questioning Strategies During The Classroom Interaction	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 02 November 2017  
Hormat Pemohon,

**Khafry Handayani Siregar**

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI  
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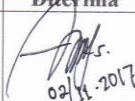
**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan ini saya:

Nama Mahasiswa : Khafry Handayani Siregar

NPM : 1402050149

Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Content Analysis of the English Textbook at the First Grade of Junior High School Based on Curriculum 2013	 02/11/2017

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing



**Arianto, S.Pd, M.Hum**

Medan, 02 November 2017  
Hormat Pemohon,



**Khafry Handayani Siregar**



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
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Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Khafry Handayani Siregar  
NPM : 1402050149  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Content Analysis of the English Textbook at the First Grade of Junior High School  
Based on Curriculum 2013

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Arianto, S.Pd, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 17 November 2017  
Hormat Pemohon,

**Khafry Handayani Siregar**

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : 5998/II.3-AU/UMSU-02/F/2017  
Lamp : ---  
Hal : **Pengesahan Proyek Proposal  
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : KHAFRY HANDAYANI SIREGAR  
N P M : 1402050149  
Program Studi : Pend. Bahasa Inggris  
Judul Skripsi : CONTENT ANALYSIS OF THE ENGLISH TEXTBOOK AT  
THE FIRST GRADE OF JUNIOR HIGH SCHOOL BASED  
ON CURRICULUM 2013

Pembimbing : Arianto,,S.Pd.,M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **17 Nopember 2018**

Medan, 27 Nopember 1439 H  
17 nopember 2017 M

Wassalam  
Dekan



Dibuat rangkap 4 (Empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
**WAJIB MENGIKUTI SEMINAR**





MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Khafry Handayani Siregar  
N.P.M : 1402050149  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Content Analysis of the English Textbook at the First Grade of Junior High School Based on Curriculum 2013

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
02-11-2017	Bimbingan Judul	
10-01-2018	Chapter I → Revisi format penulisan dan penambahan sub-bab formulation of the study	
11-01-2018	Chapter II → Revisi format penulisan . Chapter III → Revisi format penulisan dan kalimat yang kurang tepat. Bimbingan lanjutan chapter I - III	
15-01-2018	- Pendalaman revisi lpi proposal - ACC proposal layak diseminarkan	

Medan, November 2017

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Arianto, S.Pd, M.Hum)



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Khafry Handayani Siregar  
N.P.M : 1402050149  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Content Analysis of the English Textbook at the First Grade of Junior  
High School Based on Curriculum 2013

Sudah layak diseminarkan.

Medan, Januari 2018

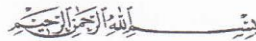
Disetujui oleh  
Pembimbing

Arianto, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

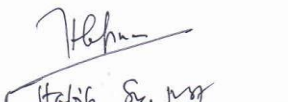
Nama Lengkap : Khafry Handayani Siregar  
N.P.M : 1402050149  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Content Analysis of the English Textbook at the First Grade of Junior High School Based on Curriculum 2013

Pada hari Rabu....., tanggal 24, bulan Januari....., tahun 2018 sudah layak menjadi proposal skripsi.

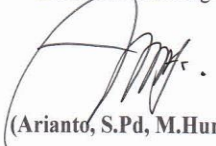
Medan, Januari 2018

Disetujui oleh:

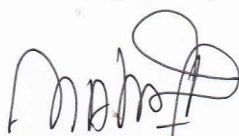
Dosen Pembahas

  
(Habib Sy. M)

Dosen Pembimbing

  
(Arianto, S.Pd, M.Hum)

Diketahui oleh  
Ketua Program Studi,

  
Mandra Saragih, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No.3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

---

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Khafry Handayani Siregar  
N.P.M : 1402050149  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Content Analysis of the English Textbook at the First Grade of Junior High School Based on Curriculum 2013

benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 24, Bulan Januari, Tahun 2018

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesedian dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Januari 2018

Ketua,

**Mandra Saragih, S.Pd., M.Hum**



*Unggul, Cerdas & Terpercaya*

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003  
Website: <http://fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Nomor : 1189 /II.3/UMSU-02/F/2018  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 23 Jum. Awwal 1439 H  
09 Februari 2018 M

Kepada Yth, Bapak Kepala Perpustakaan  
Universitas Muhammadiyah Sum. Utara  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Pustaka Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Khafry Handayani Siregar  
N P M : 1402050149  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Content Analysis of the English Textbook at the First Grade of Junior High School Based on Curriculum 2013.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Dekan

*[Signature]*  
**Dr. Irfianto Nst, S.Pd, M.Pd.**  
NIDN : 0115057302

\*\* Pertiagal \*\*



*Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.*

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
UPT PERPUSTAKAAN**

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238

**SURAT KETERANGAN**

Nomor: 192 /..... /KET/II.3-AU/UMSU-P/M/2018

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Pelaksana Tugas Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

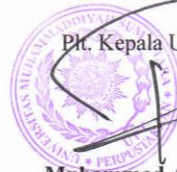
N a m a : **Khafry Handayani Siregar**  
N I M : 1402050149  
Univ./Fakultas : UMSU / Keguruan dan Ilmu Pendidikan  
Jurusan/P.Studi : Pendidikan Bahasa Inggris / S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

**“Content Analysis of the English Textbook at the First Grade of Junior High School Based on Curriculum 2013”**

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 25 Jum. Akhir 1439 H  
13 Maret 2018 M



Pt. Kepala UPT Perpustakaan

**Muhammad Arifin, S.Pd, M.Pd**

## **CURRICULUM VITAE**

### **Personal Detail**

Name : Khafry Handayani Siregar  
NPM : 1402050149  
Place/Date of Birth : Deli Tua, 27<sup>th</sup> May 1996  
Sex : Female  
Religion : Moslem  
Marital Status : Single  
Parents' Name  
    Father : Paruhum Siregar  
    Mother : Netty Herawaty Sitorus  
Address : Jl. Sempurna Dsn. III Melur Gg. Melur 29 Pasar VII,  
          Tembung  
Mobile : +6281263313323  
E-mail : khafryhandayani@gmail.com

### **Education Background**

2002-2008 : SD Negeri 104212 Marindal II  
2008-2011 : SMP Negeri 1 Percut Sei Tuan  
2011-2014 : SMK Pariwisata YAPIM Medan

Medan, March 2018

The Researcher,



**Khafry Handayani Siregar**