

CHAPTER I

INTRODUCTION

A. Background of Study

Textbook is one of the most important media for teacher as well as student. With the aid of textbook, teacher could plan teaching material systematically and efficiently as textbook provides aim and goal for each lesson. The teacher could prepare and develop learning materials and class activities effectively. As for student, textbook can help them as reference in learning so that they are able to do self study outside the school session.

The importance of textbook in teaching and learning process make it crucial for the teacher to select appropriate textbook for the student as there are various English books published by many publishing companies. The teacher needs to be careful in choosing the appropriate one. The content has to be in conformity with the current curriculum as well as the aim and goal for students to achieve.¹

The curriculum in Indonesia has changed, to improve the previous education system. Starting in 1947, there is a simple curriculum 1947-1964, curriculum renewal 1968-1975, a skills-based curriculum process 1984-1994, a competency-based curriculum 2004 and 2006, and most recently the current is curriculum 2013.² Curriculum changes also need to be made, because the curriculum has a dynamic nature that can adjust to

¹ MANSYURAH SADIQAH, "A Content Analysis of English Textbook "When English Rings A Bell" Used in First Grade Junior High School Based on 2013 Curriculum 109014000047 - Watermark.Pdf," (Syarif Hidayatullah State Islamic University, Jakarta, 2016) 1.

² Isnaeni Asri Rahmawati, Maria Yosephin WL, and Laily Nur Affini, "Component Suitability of English Lesson Plan Curriculum 2013 Based on Standard of Process in Junior High School," English Teaching, Literature and Linguistics (Eternal), Chapter I (January, 2021).

the times. Since the 2013 curriculum as a replacement (KTSP) in 2006, many people have been pro and con in responding to these developments.³

The curriculum applied by the Indonesian government nowadays is the 2013 Curriculum. The 2013 Curriculum is a new curriculum that replaces the School Level-based Curriculum or in Indonesian it is called *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. This School Level-based Curriculum has been applied in Indonesian Education for six years. The 2013 Curriculum is firstly tried in 2014. It has been applied for grade one, two, four, and five of Elementary school, in the Junior High School, it has been applied for seventh and eighth grade, in Senior High School, it has been applied for tenth and eleventh grade. This curriculum has three assessment, they are knowledge assessment, skill assessment, and attitude and behavior assessment.

The presence of textbook is necessary to support the function of teaching and learning process. That the most obvious and most common form of material for language instruction comes through textbooks. The statement means that the most common factor to support the success of teaching learning process is textbooks. Teaching materials are key component in most language program. Whether the teacher uses a textbook, institutionally prepared materials or making use of his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs

³ Kementerian Pendidikan dan Kebudayaan 2013, *Kurikulum 2013, Kompetensi Dasar SMA*, 4.

in the classroom.⁴ The goal of teaching English at the different levels of education is different. Not only the goal, but also the material is different too. In higher levels of education, they have deeper and broader goal of material. They, however, share the same general objective, for example, their graduates are supposed to be able to use the language well, spoken, and written.

Previously, the researcher had carried out pre-observations, namely by reading the results of previous research by Agni Kusti entitled *A Content Analysis on English Textbooks for The Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to English for Senior High School Student Grade X*. Therefore, as teachers we must know the quality of the books that we will use as a source of knowledge in the teaching and learning process in class.⁵ From here, the researcher had the idea to conduct research on a book entitled "English" to examine its suitability with the 2013 curriculum, where the book was published by the government in 2014 and used as a teaching and learning resource at Ma Miftahul Qulub, more precisely the book used for X grade.

The researcher had read English textbooks and found that there were several books that were not suitable and there were textbooks that were in accordance with the assessment of books published by the government. From this phenomenon, the researcher took the initiative to

⁴ Maria Dwi Setyoningrum, "The Suitability of Textbook for The First Year of Junior High School with The Competency-Based Curriculum" Muhammadiyah University of Surakarta, 2.

⁵ Agni Kusti Kinasih, "A Content Analysis on English Textbooks for Tenth Graders: Look Ahead an English Course for Senior High School Students Tenth Year and Pathway to English for Senior High School Student Tenth Grade" Yogyakarta State University Yogyakarta in 2014, 9.

research a book entitled "Bahasa Inggris" which the researcher found while carrying out practical field experience (*PPL2*) at Ma Miftahul Qulub. This book has never been researched, so researcher is interested in researching this book, which was issued by the government in 2014. The researchers used this book as an object and source to help researchers in obtaining data. This textbook has nine chapters for the first semester, but the researcher only took five chapters because those five chapters have been studied by the tenth grade and those five chapters can already be represented as the object of this research.

Based on the description above the researcher is interested to analyze "The Suitability of Textbook for The First Year of Senior High School with The Competency-Based Curriculum 2013 in X Grade at Ma Miftahul Qulub."

B. Research Focus

Research focus is the main source from research problem. In this case, research problem is the confusing condition or something that show the question as the effect, there will be the connection two or much factor.⁶ According to Ary, Jacobs, and Ravazieh, Research problem refer to question raised in a research project which clearly reflects what kind of answer are expected to be discovered through the process of research.⁷ And Creswell state that research problem is the educational issues, controversies, or concerns that guide the need for conducting a study.⁸ In

⁶ Lexi J Moleong, *Metodologi Penelitian Kuantitatif* (Bandung: Remaja Rosdakarya, 2007), 384.

⁷ Adnan Latief, *Research Methods in Language Learning an Introduction* (Malang: UM Press, 2011), 16.

⁸ John W. Creswell, *Educational Research* (Boston: Pearson Education, 2012), 59.

qualitative research methodology, it is formulated just in temporary while and it will develop in the field research.⁹ Based phenomena in this research context, the researcher's question as follows:

1. What are the topics contained in English textbook used at 10th grade of Senior High School at Ma Miftahul Qulub?
2. Are the topics contained in English textbook used at 10th grade of Senior High School at Ma Miftahul Qulub suitable with the 2013 Curriculum?

C. Research Objective

Adnan Latief cited the statement of Herbert J. Rubin that the objective of academic research, whether by sociologist, political scientist, or anthropologies, is to find answers to theoretical questions within their perspective field. In contrast, the objective of social research is to use the data so that decisions can be made. Therefore, research objective is what the researcher wants to find in our research study.¹⁰

The objectives of this research are:

1. To identify the topics contained in English textbook used at 10th grade of Senior High School at Ma Miftahul Qulub suitable with the 2013 Curriculum.
2. To describe the suitability of English textbook used at 10th grade of Senior High School at Ma Miftahul Qulub with the Feasibility of Content.

⁹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2011), 210.

¹⁰ Mohammad Adnan Latief, *Tanya Jawab Metode Penelitian Bahasa* (Malang: UM Press, 2010), 28.

D. Significance of Research

Significance of research is continuation of the objective of the study. It have two kinds, therefore the researcher will applies of the study as follows:

1. Theoretically

The results of this study will help to contribute and information about the suitability teacher English textbook especially in 2013 Curriculum. And also, will be alternative reference to enrich knowledge about textbook competency based 2013 Curriculum.

2. Practically

a. For Teachers

The purpose of this research is expected to be able to help teachers in choosing the appropriate English textbook with competency-based 2013 Curriculum.

b. For Students

They will can get a good material in English textbook and help students for study English easily like a native speaker.

c. For Principals

They should make a consideration about the textbook being used in school.

d. For the Researchers

Researchers in the future can use the results of this study as guidelines or references and understand more about textbook.

E. Definition of Key Term

This part described about some terms that are going to use in order to some perception and to avoid a mistake in represent meaning.¹¹ To avoid misunderstanding for the readers in classify about the key term, the researcher would like to give explanation of the term used in this research, as follows:

1. Suitability

Suitability is a way to analyzed topics contained in the English textbooks the titled “Bahasa Inggris” of Senior High School at Ma Miftahul Qulub with the 2013 curriculum.

2. Textbook

Textbook with the title “Bahasa Inggris” which is used by the researcher and becomes the object of research to determine the suitability of the topics contained in English textbook with the 2013 curriculum.

3. Curriculum 2013

Curriculum 2013 is the applicable curriculum in Indonesian education system. The curriculum is a research material used by researcher to determine the suitability of the textbook “Bahasa Inggris” with the Syllabus Curriculum 2013.

F. Previous Study

Actually, the researcher found two previous studies. The first, is a thesis by Mansyurah Sadiqah a student of Faculty of Tarbiyah and Teacher

¹¹Tim Penyusun, *Pedoman Penulisan Karya Tulis Ilmiah Edisi Penyempurnaan* (Pamekasan: Stain Press, 2012), 19.

Training Syarif Hidayatullah State Islamic University Jakarta in 2016. The titled “A Content Analysis of English Textbook (When English Rings A Bell) Used in First Grade Junior High School Based on Curriculum 2013.” The focus of this research is that the researcher tried to knowing the materials in English textbook (When English Rings A Bell) fulfill the feasibility of content requirement specified in curriculum 2013. And the researcher tried to find out and describe the feasibility of content of “When English Rings a Bell” textbook based on the requirement of the current curriculum 2013. The result of this research is it can be concluded that the textbook “When English Rings a Bell” for first grade of Junior High School is compatible with the curriculum 2013. Most of the content fulfilled the requirement of the core competence and basic competence of curriculum 2013. The textbook mostly lack of in the aspects of diversity insight and life skills development with only few of these elements was included in the materials and exercises.

The similarity of the previous study with this research is that both of research have the same instruments used content analysis to collecting the data. Another similarity, both of this research used syllabus and feasibility of content. And the last similarity of this research have the same subject that is an English textbook. Meanwhile, the difference between this research and the research conducted by Mansyuroh Sadiqah is this research used the different level of textbook. Another different, this previous study discussed about concepts and relevance, and this thesis discussed about suitability of content.

The last one is thesis by Agni Kusti Kinasih, a content analysis on English textbooks for tenth graders, Faculty of Languages and Arts, Yogyakarta state university Yogyakarta in 2014 with the title “A Content Analysis on English Textbooks for Tenth Graders: Look Ahead an English Course for Senior High School Students Tenth Year and Pathway to English for Senior High School Student Tenth Grade”. The focus of this research is that the researcher attempted to discover whether or not the English textbooks analyzed met the criteria of a good textbook suggested by *Pusat Perbukuan* (Pusbuk) and the researcher to find out how those criteria were fulfilled or not by those textbooks and in what way the textbooks were relevant to 2013 curriculum.

The result of this research is confirmed that Look Ahead had met the criteria of good textbook with the fulfillment 86% with coverage 75% for relevance of the materials to the curriculum, 100% for material accuracy, 80% for supporting learning materials, 75% for language appropriateness, 100% for presentation technique, 100% for teaching and learning technique, and 70% for presentation coverage. Meanwhile, Pathway to English had met the criteria of fair textbook with the fulfillment 67% with coverage 83% for relevance of materials to the curriculum, 86% for material accuracy, 60% for supporting learning materials, 38% for language appropriateness, 67% for presentation technique, 87% for teaching and learning technique, and 50% for presentation coverage. Look Ahead was not relevant to the 2013 Curriculum in terms of content due to the absence of presentational texts and activities and character building.

Pathway to English was relevant to the 2013 Curriculum due to the presentational activities and activities for character building.

The similarity of the previous study with this research is that used research qualitative method. Another similarity, both of this research same to analysis teacher textbooks used in 10th grade based on 2013 curriculum. Meanwhile, the differences between this previous study with this research is that entitled of the textbook. Another different, this previous study used rubric assessment for English textbooks, but this research only used feasibility of content.

G. Review of Related Literature

1. Syllabus

a. The Definition of Syllabus

A syllabus is a set of study plans, arrangements for the implementation of learning and assessment that are arranged systematically and contain interrelated components to the achieve mastery of basic competencies. Mulyasa defines a syllabus is a lesson plan to a group of subjects with a particular theme, which includes competence standard KI, basic competence KD, learning materials, indicators, assessment, allocation of time, and learning resources developed by each educational unit.¹²

A syllabus is an outline and summary of topics to be covered in an education or training course. A syllabus is often either set out by an exam board, or prepared by the professor who supervises or controls the course quality. It may be provided in paper form or

¹² Dr. E. Mulyasa, *Kurikulum Tingkat Satuan Pendidikan*, 2010, 190.

online. Yulaelawati defines a syllabus as a planning element, lesson implementation set, and an assessment containing of related elements and arranged systematically to reach the competences.¹³

Based on the definition above can be concluded that the syllabus is a set plan that outlines or learning issues that include standards of competence *KI*, basic competence *KD*, learning materials, indicators, assessment, allocation of time, and learning resources developed by each educational unit.

b. The Purpose and Types of Syllabus

What is the purpose of a syllabus of the L2 classroom? Robinson describes syllabus design as the compilation of decisions regarding units and their sequence of performance. At the lowest level, the syllabus may simply be a reminder or a list of things to do for the busy teacher who has little classroom planning time. However, a good syllabus does much more than that. A well-written syllabus could provide a doorway into the pedagogical beliefs of the teacher (or the course writer).

Let us move on to a discussion on Syllabus VS Curriculum. Is there a difference? Richards, distinguishes a difference is scope in the UK curriculum is the bigger picture. As “the bigger picture”, the curriculum can incorporate three steps: (1) course planning, (2) materials/methods, and (3) course evaluation. Historically, because grammar-centric teaching has been so popular, syllabus design was simply the order of the grammar points that would be taught within

¹³ Ella Yulaelawati, *Kurikulum dan Pembelajaran*, 2004, 123.

the framework the curriculum. However, in the United States, Syllabus and Curriculum often mean the same thing. This chapter will treat Syllabus and Curriculum separately. So, what is the purpose of the syllabus? Hutchinson and Waters say:

- to break language down into manageable units and provide a practical basis for textbooks and instructional blocks
- to thus provide teachers and learners with moral support
- to reassure students and/or sponsors that a course has been well planned: its cosmetic role
- to give both students and teachers an idea of where the course is going
- to act as an implicit statement of the views held by the course designers
- regarding language and language learning—telling students not only what they are to learn but why
- to guide the selection of materials, texts and exercises
- to ensure an element of uniformity across a school or educational system
- to assess how successful a student has been during a course by providing a basis for testing¹⁴

c. Design of Syllabus

Richards states that “a syllabus is a specification of the content of a course of instruction and lists what will be taught and

¹⁴ Akram Faravani, Mitra Zeraatpshe, Maryam Azarnoosh and Hamid Reza Kargozari, *Issues in Syllabus Design* (Netherlands: Sense Publishers, 2018), 1-2.

tested”.¹⁵ From the definitions above, we can observe that a syllabus is simply an outline and time line of a particular course. It will typically give a brief overview of the course objectives, course expectations, and list of reading assignments, homework deadlines, and exam dates.

Activity 1.1: Studying a Syllabus

Look at a syllabus for a Paragraph Writing course in Sample 1.1. Can you identify its specification? Do you find what to teach and when? Do you find what to assess? What else do you find in a syllabus?

Course Title	Paragraph Writing
Course Description	This course trains basic skills in paragraph writing. Sentence writing, paragraphing, grammar, word choice, punctuation, and organization will be practiced.
Objective	Upon the completion of this course, students will be prepared to craft a well-written paragraph.
Learning Outcomes	Identify components of a paragraph (topic and supporting sentences). Construct complex and compound sentences. Identify paragraph types (narrative, descriptive, argumentative).
Course Outline	Week 1: Sentence level skills.

¹⁵ Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University 2005), 2.

	Week 2: Introduction to a paragraph
	Week 3: Writing a topic sentence
	Week 4:
	Week 12: Writing a concluding sentence
Assessment	Test: on identifying components of a paragraph, sentence combining and/or expanding, punctuation. Paragraph writing

Sample 1.1: A simple Syllabus

Sample 1.1 specifies what and how the students will learn in Paragraph Writing course. Students will study how to write grammatically correct sentences with proper punctuation, how to write a topic sentence, and others (What to teach). To do that, they will identify and construct sentences to develop a paragraph (How to learn). They will learn how to write a topic sentence before they learn how to write a concluding sentence (When to teach). To measure if the students have achieved the intended learning objective and outcomes, they will have to do a test and write a paragraph (What to assess).¹⁶

2. Textbook

a. The Definition of Textbook

Textbooks are used in different ways of language program, namely language skills. For example, a reading textbook might be

¹⁶ Dr. Soepriyatna, *Curriculum and Syllabus*, module1, 3.

the basis for a course on reading skills providing both a set of reading text as well as exercise for skills practice. For language learning, Richards mentioned that textbooks serve as the basis for much of the language input since learners receive and provide the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. This explains why at all levels of language learning textbook is still taken as important resource among students.¹⁷ This explains why at all levels of language learning textbook is still taken as important resource among students.

Moreover, Brown defines textbooks as one type of text and it is used in educational curriculum.¹⁸ In other word, Mudzakir concludes that a textbook can be considered as schoolbook, course book, work book or subject book used in school or educational institution complemented with materials for exercise as the students reference book.¹⁹ It can be inferred that textbook is a published printed material that serve as a source and guideline for teachers and students which contain exercises and reference in the form of schoolbook, course book, work book or subject book.

Through textbooks, students are wished to get more accurate information because students can get knowledge from other resources beside their teachers. Indeed, textbook is a

¹⁷ Jack C. Richards, *The Role of Textbook in a Language program*, March 2015, 1.

¹⁸ H. Douglas Brown, *Teaching by Principles - An Interactive Approach to Language Pedagogy: Second Edition* (New York: Longman, 2001), 141.

¹⁹ Mudzakir AS, *Penulisan Buku Teks Yang berkualitas*, March 2015, 4.

collection of knowledge, concepts, and principles of a selected topic used in teaching and learning. In addition, textbooks are specific textbooks at certain levels of education used in the classroom in order to achieve learning objectives. Because textbooks are standard books and compiled by experts in their fields, the implications of these books are of quality in accordance with science and curriculum.

b. The Function of Textbook

A good textbook is very crucial for both teacher and student. For teacher, it serves as a guide for each lesson. Textbook for language learning consists of several chapters. Each chapter will discuss different types and level of language skill. This will help both student and teacher focus on materials they will teach or learn. Textbook not only can provide general ideas for teacher to develop activities suitable for every topic, but also give a brief view for student on what they should expect for next learning session and at the same time serve as their reference for practices. Richards stated that in certain situation, textbook is a form of teacher training as they give guidelines for ideas and plans on teaching format that teacher can use. As for students textbook provides as source of contact with the language they are learning apart from teacher's input.²⁰

²⁰ Jack C. Richards, *loc.cit*

As a resource in achieving aims and objectives that have been set in terms of learners need, Cunningsworth listed a few roles textbook can serve as in ELT;

- 1) A resource for presentation material (spoken and written)
- 2) A source of activities for learner practice and communicative interaction
- 3) A reference source for learners on grammar, vocabulary, etc.
- 4) A source of stimulation and ideas classroom language activities
- 5) A syllabus (where it reflects learning objectives which have already been determined)
- 6) A resource for self-directed or self-access work
- 7) A support for less experienced teachers who have yet to gain in confidence.

Textbook can also be considered as teacher's partner. The partnership between teacher and a textbook is at its best when it shares common goals and each side brings its special contribution. The aim of the textbook also should closely correspond to the teacher's aim so both can seek to meet the needs of learners.²¹

It can be concluded that a textbook can help both teacher and learners to reach their aims and objectives in language

²¹ Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Heinemann Publishers, 1995), 5.

learning, but to the extent where the textbook serve them to reach the goals. “It is generally accepted that the role of course book is to be at the service of teachers and learners but not to be their master”.²²

c. How to Analyze Textbook

Because the textbook analyzed by the writer is made for Indonesian student, thus the writer will use the guidelines and instrument from *BSNP* to analyze the topics contains of “Bahasa Inggris” textbook. There are three components that can be evaluated in a textbook assessment;

- 1) Feasibility of content
 - a. The compatibility of materials with core of competence and base competence
 - b. The accuracy of the materials
 - c. The learning supporting materials
- 2) Feasibility of presentation
 - a. The technique of presentation
 - b. Learning presentation
 - c. Supporting technique of presentation
- 3) Feasibility of language
 - a. The appropriateness with learners’ development level
 - b. Communicative

²² *Ibid.*

c. Coherency and unity of concept²³

For this research, the writer will only analyze the feasibility of content because it covers the analysis of compatibility with the core of competence and base competent of a textbook which is the most appropriate with the intended content analysis.

d. Rubric Assessment of Textbook

The huge numbers of textbook available in the market make it crucial for both teacher and learner to choose the right textbook based on their need. For that, Education National Standard Board, *BSNP* have released assessment instrument form to help teachers choosing the right textbook. In this case the textbook that match the standard of core of competence, *KI* and base competence, *KD* Senior High School English X grade.

Table 2.1
Core Competence and Basic Competence of English Subject X Grade²⁴

CORE COMPETENCE	BASIC COMPETENCE
1. Respect and understand the teaching of their religion.	1.1 Grateful for the opportunity to be able to study English as the language of instruction for international communication which is embodied in the spirit of learning.
2. Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in position themselves as a	2.2 Values honesty, discipline, confidence and responsibility in making transactional communication with teachers and friends. 3.1 Analyzing the social function, text structure, and linguistic elements of the identity presentation text, according to the context of its use. 4.1 Compose simple spoken and written texts, to describe, ask, and respond to self-explanations,

²³ *Standar Penilaian Buku Teks Bahasa Inggris SMA/MA*. Pusat Kurikulum dan Perbukuan. 2006.

²⁴ Kementerian Pendidikan dan Kebudayaan 2013, *Kompetensi Dasar Menengah Atas (SMA)/Madrasah Aliyah (MA)*, 159.

<p>reflection of the nation in the association of the world.</p>	<p>taking into account social functions, text structure, and linguistic elements, correctly and according to context.</p>
<p>3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, and applying procedural knowledge to the field of study specific according to their talents and interests to solve problems.</p>	<p>1.1 Grateful for the opportunity to be able to study English as the language of instruction for international communication which is embodied in the spirit of learning.</p> <p>2.1 Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.</p> <p>3.2 Analyzing the social function, text structure, and linguistic elements in the expressions of praising the wings and their responses, according to the context of their use.</p> <p>4.2 Compose spoken and written texts to pronounce and respond to winged praise, taking into account social functions, text structures, and linguistic elements that are correct and in context.</p>
	<p>1.1 Grateful for the opportunity to be able to study English as the language of instruction for international communication which is embodied in the spirit of learning.</p> <p>2.1 Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.</p> <p>3.3 Analyzing the social function, text structure, and linguistic elements in the expression showing care, as well as the response, according to the context of its use.</p> <p>4.3 Compose spoken and written texts to pronounce and respond to expressions of care, taking into account social functions, text structure, and linguistic elements, which are correct and in context.</p> <p>1.1 Grateful for the opportunity to be able to study English as the language of instruction for international communication which is embodied in the spirit of learning.</p> <p>2.2 Values honesty, discipline, confidence and responsibility in making transactional</p>

	<p>communication with teachers and friends.</p> <p>3.4 Analyzing social functions, text structures, and linguistic elements to state and ask about intentions to do something, according to the context of its use.</p> <p>4.4 Compose spoken and written texts to express and ask about intentions to do something, taking into account social functions, text structure, and linguistic elements, which are correct and in context.</p>
<p>4. Processing, reasoning, and presenting in the realm of concrete and abstract realms related to the development of what one learns at school independently, and being able to use methods according to scientific rules.</p>	<p>1.1 Grateful for the opportunity to be able to study English as the language of instruction for international communication which is embodied in the spirit of learning.</p> <p>2.3 Demonstrate responsible, caring, cooperative and peace-loving behavior in carrying out functional communication.</p> <p>3.5 Analyzing the social function, text structure, and linguistic features of the expressions of winged congratulations, according to the context of their use.</p> <p>4.5 Compose spoken and written texts to say and respond to extended congratulations, taking into account the purpose, structure of the text, taking into account the purpose, structure of the text, and linguistic elements, correctly and according to the context.</p> <p>1.1 Grateful for the opportunity to be able to study English as the language of instruction for international communication which is embodied in the spirit of learning.</p> <p>2.3 Demonstrate responsible, caring, cooperative and peace-loving behavior in carrying out functional communication.</p> <p>3.7 Analyzing social functions, text structures, and linguistic elements in simple descriptive texts about people, tourist attractions, and famous historical buildings, according to the context of their use.</p>

	<p>4.8 Capturing meaning in simple spoken and written descriptive text.</p> <p>4.9 Editing simple spoken and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account social functions, text structure, and linguistic elements that are correct and in context.</p> <p>4.10 Compose simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and linguistic elements, correctly and in accordance with the context.</p>
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The textbooks developed for grade X are expected to have these criteria;

- a. Developing the ability to use English language in spoken and written form for the purpose of expanding student's intellectual, social and emotional aspects.
- b. Using proper English that correspond with language methods and communication context. Language knowledge as complement to master communication skills.
- c. Developing the ability to communicate in English through lesson based on students daily basic natural environment.
- d. Directing to developing life skills; personal, social, academic, and vocational.
- e. Developing cross cultural understanding to build friendship within local, national and international level by expanding vision about cultural differences to minimize misunderstanding, develop sense of appreciation, and increasing inter-human relation quality.

- f. Oriented to knowledge development and technology.²⁵

Table 2.2
Components of Feasibility of Content²⁶

Components of feasibility of content include three sub-component; uniformity of materials with core competence and basic competence, accuracy of materials, and supporting materials.	
A.	Uniformity with Core Competence and Basic Competence
1.	Completeness
	a. Interpersonal texts
	It is a compulsory for a textbook to contain and encourage students to explore at least brief and simple interpersonal texts related to student's daily lives, to give them opportunities to understand and to make expression to serve interpersonal communication functions, spoken and written, to interact with the students nearby circles.
	b. Transactional texts
	It is compulsory for a textbook to contain and encourage students to explore at least brief and simple transactional text to give them opportunities to ask/give things/favour/information/opinion related to the student's daily lives and other school subjects, spoken and written.
	c. Functional texts
	It is compulsory for a textbook to contain and encourage students to explore at least brief and simple functional texts and monologues to develop their scrutinizing, speaking, reading and writing skills about topics that related to the students daily lives and other school subjects.
2.	In Depth
	a. Exposure
	For each text, it is compulsory for textbook to contain and encourage students to explore various texts that relevant with their daily lives for the purpose of getting accustomed to the texts especially its message.
	b. Text Formation Rules Retention
	The lessons for each text, it is compulsory for textbook to contain guidelines so students can get explicit comprehension about three text formation rules(social

²⁵ *Instrumen Penilaian I Buku Teks pelajaran Bahasa Inggris SMA/MA* (Badan Standar Nasional Pendidikan, Kementrian Pendidikan nasional, 2006), 2.

²⁶ *Ibid.*

	function, general structure, and linguistic features) by the time the students already get accustomed interacting about the message contained in the texts.
	c. Production
	The lessons for each text, it is compulsory for textbook to contain guidelines so the students can produce spoken/written text to achieve the social function relevant to the texts, by taking notice of two other elements (general structure and linguistic feature) by the time the students already get explicit comprehension on the three text formation rules.
B.	Accuracy of Materials
3.	Social Function
	<p>The texts given in the textbook or result of student's exploration should be guided to achieve social function related to the student's daily lives.</p> <p>1. Interpersonal communication; to build interpersonal connection (through interpersonal texts). The depth of each material social function at least appropriate for the coverage of grade X learning range.</p> <p>2. Transactional communication; to ask/give favour/things/facts/opinion, related to the students daily lives and other school subjects, spoken and written.</p> <p>3. Functional communication; Play the role of specific function in brief functional texts and monologues related to the following types of texts;</p> <p>a. Recount serves to explain personal experience such as, success story, biography, unforgettable experience, chains of events, etc.</p> <p>b. Narrative serves to entertain and teach noble values.</p> <p>c. Procedure serves to give guideline in doing or making something, such as instruction of task, manual, recipe, reminder, etc.</p> <p>d. Descriptive serves to describe, identify, differentiate, offer, compliment, criticize, etc. on things/persons/animals.</p> <p>e. Report serves to explain general truth about persons/ things/ animals, including types, definition, and common characteristics, as included in sources of knowledge such as textbooks, encyclopedias, etc.</p>
4.	Element and Structure of Meaning
	<p>The texts given in the textbook or result of student's exploration should be guided to develop the skill in thinking coherently and systematically.</p> <p>a. In interpersonal and transactional texts, these elements at least covered</p>

	<p>interactive activities such as communication initiate and response in the form of asking and giving information/ things/favor.</p> <p>b. In brief functional texts and monologues, it should at least cover elements of meaning included in each of the following functional texts and monologues;</p> <ol style="list-style-type: none"> 1. Recount covers at least orientation and series of activities/events conveyed chronologically. 2. Narrative covers at least orientation, complication, and solution. 3. Procedures cover at least steps in doing certain task, with or without mentioning explicitly the needed items. 4. Descriptive covers at least elements in persons/ things/ animals as well as description of each (physic, behavior, action) that considered necessary to be delivered to play the role of intended social function. 5. Report covers at least general characteristics of persons/ things/ animals (physic, behavior, action) with or without conveying explicitly general statement in the form of definition or classification.
5.	Linguistic Feature
	The texts given in the textbook or result or student's exploration should be guided to develop communication skills with acceptable and accurate language quality, appropriate with the ongoing communicative context as well as the type of text used in accordance to achieve intended social function.
C.	Supporting Materials
6.	Relevance
	<p>a. Material relevance and reference source</p> <p>Teaching materials (texts, tables, illustration, appendix, etc) for each text taken from sources that relevant with the topic discussed.</p>
	<p>b. Up to datedness of material and sources of reference.</p> <p>Teaching materials (texts, tables, illustration, appendixes, etc), taken from the latest sources with the topic discussed.</p>
7.	Life Skills development
	<p>Texts and communicative acts motivate students to do certain things to develop life skills such as;</p> <ol style="list-style-type: none"> a. Personal skill; know their own and other's surplus and flaw, improving themselves to be an independent, social, and god creation being.

	<p>b. Social skill; Cooperative, tolerant, appreciate equality of gender, peaceful, anti-violence in communicating and interacting with other people.</p> <p>c. Academic skill; search and make use of information, solving problems and making decision in scientific task.</p> <p>d. Vocational skill; possess skills, attitude and necessary capability to do certain task/profession.</p>
8.	Diversity Insight
	<p>Texts and communicative acts motivate students to do certain things do develop sense of diversity as follows;</p> <p>a. Appreciation towards multicultural and plurality in community, covering various cultural values as well as local, national and global wisdom.</p> <p>b. Aware of the region potential and natural resources to promote local and national potential and natural resources.</p> <p>c. Appreciation of democratic values that appropriate with the local social culture context.</p> <p>d. Comprehension of national vision to develop the love toward father land, nation and the state.</p>

3. Curriculum

a. The Definition of Curriculum

There have been various definition of curriculum depends on the approach to it. Allan and Francis specified five basic definition of curriculum which also defined by other experts in curriculum studies;

1. Curriculum can be defined as a plan for achieving goals. The plan involves a sequence of steps such as those proposed by rwiles and bondi. Curriculum is there has fourth step plan involving purpose, design, implementation and assessment.
2. Curriculum can be defined broadly, as dealing with learner's experiences. Dewey proposed that almost anything happened in or

outside of school is part of the curriculum. It can be interpreted that curriculum consists of the ongoing experiences of children under the guidance of the school.

3. Curriculum is a system for dealing with people.
4. Curriculum can be defined as a field of study with its own foundations, knowledge domains, research, theory, principles, and specialist. Those who adopt this definition tend to discuss curriculum in theoretical aspect instead of practical terms.
5. Curriculum can be defined in terms of subject matter or content. This definition emphasizes the fact and concepts of particular subject areas.²⁷

In other source, Prof. Dr. Nana Syaodih referred to Beauchamp stating that curriculum as a lesson plan and a system (curriculum system) which is part of school system. As a lesson plan, curriculum includes main aim to be achieved, learning activities, learning materials and timetable.²⁸

It can be inferred that curriculum is a system in school or education establishment involving purpose, design, implementation and assessment of learning materials and activities.

b. Curriculum 2013

There have been frequent changes of curriculum for the past 10 years in Indonesia. There was *KBK* (Competence Based Curriculum)

²⁷ Allan C. Ornstein, Francis P. Hunkins, *Curriculum: Foundation, Principles and Issues*, (U.S.A: Pearson, 2009), 10.

²⁸ Nana Syaodih Sukmadinata, *Pengembangan Kurikulum:Teori dan Praktik*, (Bandung; PT Remaja Rosdakarya, 2009), 6.

which syllabus is made by school and teacher. Compiled based on the characteristics of the school in the aspect of school, teacher, and student competence.²⁹ School Based-Level Curriculum (KTSP) which is developed from KBK itself with an addition in completing the SK, competence standard and basic competence KD.³⁰ And the recent one Curriculum 2013 which was released on July 2013. There are several development and improvement in curriculum 2013 compared to the previous one in *KTSP*. For the junior high school level, the curriculum structures have been simplified due to the reducing of subject and learning material.

Learning hours is increased to 38 hours per week with 40 minutes span for each session. The purpose of increasing learning hours and reducing based competence so that the teacher can develop more on the lesson and the student can be more involved in active learning.³¹ Not only are there changes in curriculum 2013, but also an addition was made. Core of competence was introduced in the new curriculum. It functions as organizing element for basic competence. Core of competence is arranged in four interconnected groups; religious attitude, social attitude, knowledge and knowledge application.

The cores of competence listed for English subject for junior high school are:

²⁹ Departemen pendidikan Nasional, *Kurikulum Berbasis Kompetensi* (Jakarta: Pelayanan Profesional Kurikulum 2004, 2003), 14.

³⁰ Departemen Pendidikan Nasional, *Buku Saku Kurikulum Tingkat Satuan Pendidikan (KTSP) Sekolah Menengah Atas*(Jakarta; 2009), 2.

³¹ Kementrian pendidikan dan Kebudayaan, *Kurikulum 2013:Kompetensi Dasar SMA/MA* (Jakarta; 2013), 4.

1. Appreciate and understand the teachings of their religion;
2. Appreciating and understanding honesty, discipline, responsibility, social awareness (tolerance, mutual cooperation), courteous, and self confidence in interacting effectively with social environment within reach of their existence;
3. Understanding knowledge (factual, conceptual and procedural) based on their curiosity in knowledge, technology, art, culture related to phenomena and real:
4. Attempting, cultivating, and delivering in realm of concrete (use, parse, string up, modify and make) and abstract (writing, reading, calculating, drawing and composing) corresponding to what has been learned in school and other sources with similar view/theory.³²

Generally in curriculum 2013, the students are expected to develop their potential to be a person of faith, courteous, creative, healthy, independent, tolerant, socially aware, and democratic.

³²*Kurikulum 2013: Kompetensi Dasar SMA/MA*, (Kementerian Pendidikan dan Kebudayaan, 2013), 6.