

THE FEATURES OF ENGLISH BOOK USED IN 2013 CURRICULUM AT JUNIOR HIGH SCHOOL LEVEL

Nisrin Adelyna Darayani¹

Masduki²

Abstract: Considering the varieties of learning materials in learning and teaching, one of learning materials which is used in the research is English textbook. Thus, to obtain some information about construction and the fulfill requirements of textbook used in 2013 curriculum become the objective of the study.

In this research, researcher used descriptive design. The focus of this research is the features of English book used in 2013 curriculum. The findings showed that the construction of textbook were included some features. Those were the organization of textbook which was well organized, relevancy on the aims of teaching and learning activities, the design was made with attractive design. There were only three skills in the textbook and in the textbook also served the social value. It is therefore, the textbook is still appropriate for students to be used in teaching and learning activity.

Key Words: *Textbook, Features, 2013 Curriculum*

¹Nisrin Adelyna Darayani, S.Pd., is an alumna of the English Department, Faculty of Teacher Training and Education, The University of Muhammadiyah Malang.

²Dr. Masduki, M.Pd., is a lecturer at English Department, Faculty of Teacher Training and Education, The University of Muhammadiyah Malang.

Introduction

Considering the important role of English as widely spoken language (Internet World Stats: 2013), teaching English is not as easy as what scholars thought and practiced. Teachers, facing with many challenges in daily activity need to have a proper teaching learning process to bring English back to its expected idealism.

It is believed that the implementation of 2013 curriculum has made some problems. The rationale, there will be many changes such as the new teaching approach, new assessment, and textbook. Further, the implementation of the 2013 curriculum is not followed by a well introduction to the teachers. Further, the implementation of the 2013 Curriculum is not followed by a well socialization to the teachers. Therefore, teachers are still confused about this 2013 curriculum. Ironically, not all teachers accept easily this new curriculum. This is due to teachers' perception toward this curriculum. Many experience teachers think that there is no difference between the previous curriculum and 2013 curriculum except the name.

In addition to the above problems, the condition is becoming more complicated due to the policy issued by the ministry of national education. The ministry has declared the implementation of the 2013 curriculum starting 2013 academic year for some schools as the pioneer in elementary schools, junior high school and senior high school level. Based on Government

Regulation no. 67 year 2013, 2013 curriculum aims to prepare Indonesians in order to have a good personality that has faith, productive, creative, innovative and affective, and also contributing to society and nation. So that, the usage of the textbook has already designed as the curriculum needs. It is a compulsory for all school level to use the textbook. For purposes of the study, the researcher chooses students' English book *When English Rings the Bells* published by the ministry of national education particularly in term of the features of the book.

Textbook

Known as one of materials in teaching and learning process, textbook is considered as the most important materials for learning a language. In addition, *Permendiknas* stated that textbook is a compulsory resource to be used in school, including materials to increase faith, attitude and personality, science mastery, technology, sensibility and aesthetic which are arranged based on national standard for school. Therefore, it is a compulsory for each school to use textbook.

The Role of Textbook

It is undeniable that textbook is used in learning process. It is supported by the government's bill stating that textbook is a compulsory resource to be used in learning and teaching. The use of textbook depends on how the teacher's implementation in the classroom and practical assignment of the

textbook. In addition, Gebhard stated that there are some reasons to use textbook as one of the materials. Those are linking the students and language classroom with the outside world, contextualizing language learning, and giving a valuable source of the language input. Therefore, the role of textbook as one of materials in language teaching and learning is needed as guidance in the classroom.

Text book Evaluation

To know the quality of textbooks, an evaluation is needed to be implemented. According to Cunningsworth evaluation is a matter of judging which involving value judgement in it. Besides, Cunningsworth also classifies the type of evaluation into three types: pre-evaluation, in-use evaluation, and post-evaluation.

The Features of Textbook

There has been significant impact in using textbook for the teaching and learning activities. The impact is providing convenience in obtaining some information, knowledge, experience, and skills. So that, choosing the appropriate textbook should be based on the characteristics of textbooks. According to Ornstein, good textbooks have many desirable characteristics such as well organized, coherent, up-date, accurate and unbiased.

2013 Curriculum

2013 curriculum is the newly

established curriculum used in elementary to senior high school level which is an improvement in mindset, strengthening the governance curriculum, deepening and expansion of the material, reinforcement learning, and adjusting learning in order to ensure the conformity of what is desired with what is produced.

Teaching Approach Suggested in the 2013 Curriculum

The implementation of 2013 curriculum has influenced the changes of learning process activity. Further, the learning process in 2013 curriculum emphasizes to the students' personal experience. Thus, teachers need to understand the teaching approach and model suggested in the 2013 curriculum. The teaching approach and model are presented in the following section.

Scientific Approach

Science class is a group of students who learn together about science and they have the same level of academic development (Donovan & Bransford, 2005). In the science class, students can construct their own personal conceptualizations about science in small group with the whole class. Teachers are guiding students to discoveries, not discovering for them. It is more important to give the kinds of questions that will allow students to find the answers and by their own. The method creates a style of natural learning. Good teaching science is about

how to get your students to learn successfully on their own.

Project-Based Learning

According to *Kementerian Pendidikan dan Kebudayaan* project-based learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Besides, this method must be based on the real activity. This method is designed to be used in a complex problem so students have to investigate the problem given by teacher.

Problem Based Learning

According to Hmelo-Silver , “problem-based learning (PBL) is an instructional method in which students learn through facilitated problem solving”. In line with the statement, problem based learning as stated on *Kementerian Pendidikan dan Kebudayaan* is a teaching method that serves contextual problem to stimulate students' learning.

Discovery Learning

Based on *Kementerian Pendidikan dan Kebudayaan* discovery learning is learning process that occurs when students are not presented with a lesson in its final form, but students are expected to organize themselves. Discovery learning emphasizes on the discovery of concepts or principles that were previously unknown.

Role of Teacher and Students

The role of teachers are not only delivering the information but also being creative in providing services and ease of learning. Curriculum 2013 aims to change the educational pattern of orientation results and education almaterials to the process through a scientific approach. As previously explained that the main role of the teacher in 2013 Curriculum is no longer as the primary source of learning for students. Based on Government bill No. 20 year 2003 section 1 letter 1 stated that education is a conscious and deliberate effort to create learning atmosphere so students can be actively developing abilities.

Textbook in Junior High School Level

Textbook is not just for reading, but also used to implement the learning process. The content is designed and equipped with examples of activities in order to reach the contextual learning which is relevant to life experiences.

Research Method

Descriptive design is applied in this study. The object of this research is English textbook used by the first-grade students of junior high school level published by Ministry of Education in 2013. **Therefore, in this research the data are in form of text or words showing the features of textbook.** In conducting this research, the data were generated from textbook used in 2013 curriculum. Therefore, the researcher

used documents analysis to generate information needed in this research.

Findings

The research findings concerned with the features of the textbook based on the theoretical given. The findings were presented below.

1. The Organization

Based on the document analysis, researcher found that the materials were linked based on the themes in the textbook.

2. Aims and Teaching Activity Relevancy

The main aims of teaching and learning activity is to make students understand and use English in communicative purposes. There would be specific objectives based on the provided topic given in each chapter. Chapter I, for instance, is aimed to make students understand and perform greetings when they met people.

3. Interesting Design

From the analysis, researcher found that there are many pictures to help students to understand the material. The visual aids were designed attractively. Besides, all of the pictures were made in color.

4. Having Language Contents

From the analysis, researcher found grammar and vocabulary as parts of the language contents in the textbook. The grammars involved were simple

present tense, present continuous and simple past tense. Another finding is vocabularies. The vocabularies are in the form of pictures with name in English. There were no translated versions of *Bahasa Indonesia* on textbook.

5. Having Four Skills

From the analysis, it was found that there are only three skills included in textbook. There were speaking, reading and writing. Meanwhile, there was no aspect of listening skill included in textbooks' materials. So, teacher still needs additional material to fulfill the listening skill activity.

6. Having Methodology

In this part, researcher found that the materials of the textbook were effective in term of communicative purposes, language familiarization and having cross-cultural awareness.

Conclusions

The result of the research showed that the structure of the textbook was comprised of some features. First, those are the organization of textbook which is organized in well manner. Second, the materials of the textbook are relevant with the aims of teaching and learning activity for students. Further, the result of analyzing the four skills: speaking, reading, reading, and listening, researcher could not find any listening skills. There were only speaking, reading and writing. Therefore, teacher must

give additional listening material from other sources. In addition, the visual aids were designed attractively and in color to show its interesting design.

Another result was textbook also included the social value seen from the providing varieties of origin in introducing others. Moreover, the vocabularies are served using pictures without the translation in *Bahasa* Indonesia which makes students have a deep analysis to the material. However, researcher also found that there were inappropriate words for students which are using *Bahasa* Indonesia. The words should be written in English because it shows the main material and it is not in vocabulary section. The words were found in Chapter II of the textbook. Therefore, the English book used in 2013 curriculum at junior high school level is still eligible to use in teaching and learning processes to meet the objectives of 2013 curriculum.

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