

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a set of rules used by human as a tool of communication or a system of communication consisting of sound, words, and grammar. The function of language is a tool of communication in written as well as in spoken communication. People cannot communicate well without language and cannot understand each other. People having a good language skill are those we can apply the rules of their language in transferring information in their communication effectively. There some language that use in the world, one of them is English.

English is considered something called the lingua franca, the world major language. This basically means that the language of English is something that is basically an international language of people not speaking a mother tongue. So, it's not uncommon around the world for people to speak English if they want to communicate with someone not from their country. It is also the dominant language in many fields, such as business, science, entertainment, radio, and diplomacy or even the education one. By using English, people may have a better chance of career development, gain access to information and technology, acquire knowledge for study purposes, and travel and survive in English speaking countries. In other words, mastering English gives people access to lots of things that may improve their quality of life. Therefore, it is necessary for people to be able to communicate fluently in English, students

are no exception. Many governments and ministries of education believe that it is important for students to learn English, because it is important for international communication that gives us possibilities to get a lot of information. Moreover, teacher should have the competence of making a Communicative Language Teaching.

To have a good English Language skills, in the formal education, students are equipped with a set of term of textbook as their reference or guide for what extent they have to learn. Textbook formally prepared by the teacher itself as a reason that this textbook is suitable with the standardize curriculum. Teachers should really careful to choose which one textbook suitable with the ESL (English as a Second Language) standard. The textbook is expected to support students learning. English textbooks also support the teachers to provide the material creatively. Based on my experience in *PPL* when the writer teach at the seventh grade of Junior High School the teacher leader ask the writer to used the textbook, she said it can help the writer in teaching process. The textbook has to fit with the curriculum.

Teachers also have a duty of care to ensure that the teaching and learning material which with students and children are present or towards which they are directed, are appropriate to their developmental growth and relevant to the achievement of appropriate learning outcomes. For choosing those textbook teachers should at least considered in the two basics rules. There are the content and format that later would be describes in the next chapter.

In theory, textbooks are developed on the basis of written curriculum. The curriculum also guides the textbook evaluation. The implementation of Shool-

based curriculum in teaching English also considers the use of English textbook. The function of English textbooks is very important. Tornroos (2004:2) used the term “potentially implemented curriculum” to describe the role of the textbook and other curriculum materials in a classroom in the light of written curriculum. This role of textbooks constitutes an intermediate stage between the intended (written) curriculum and the implemented curriculum.

Curriculum is a tool to control the implementation of teaching learning process. In 2013 the Indonesian government issued a new curriculum the English curriculum in primary school till senior high school is use *kurikulum 2013* this curriculum is better than *KTSP* because it includes competency of attitude, knowledge, and skill integrated. In the classroom are not only based on what 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. As the writer experience above every meeting the writer should brought the textbook to guide in teaching and help in made the lesson plan. While when used that textbook the writer found that the completeness of content of that textbook is lack. Because students only race against the tasks provided in the in the book. There was no instructions on books that ask students or encourage students to be more creative. Whereas in reality in the new curriculum *K13* in Kurniaman and Noviana (2017:391), students are required to be more creative. How students want to be creative, while the books provided do not support well.

Based on the explanation above, the writer interest in analyzed a textbook entitled “*Bahasa Inggris When English Rings a Bell SMP/MTs Kelas VII*” published by Siti Wachidah, Asep Gunawan dkk it fulfills the characteristics suggested by *BSNP* and relevant with curriculum 2013, especially for the content and presentation.

1.2 The Problem of the Study

Based on the background of the study, the problems of that study are formulated below:

1. How is the feasibility of content in “When English Rings a Bell book?”
2. How is the feasibility of presentation in “When English Rings a Bell book?”

1.3 The Objective of the Study

1. To find out the feasibility of content in “When English Rings a Bell book.”
2. To find out the feasibility of presentation in “When English Rings a Bell book.”

1.4 The Scope of the Study

The limitations are as follows:

1. The writer was analyzed the content of english textbook “*Bahasa Inggris untuk SMP kelas VII*” published by *pusbukur* conform or not with the current curriculum and the presentation of the textbook in published by *pusbukur* and written by Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah . The writer would only analyzed 6 out of 13 chapters as the sample for the whole book.
2. The writer was only used the feasibility of content and feasibility of presentation out of categories in assessment rubric from *BSNP standard*. The feasibility of language and feasibility of graphic are excluded within this study.

This reason is made due to the purpose of this study which is only to find the compatibility of materials in the textbook. Both feasibility of language and graphic are not included in this study because they may avoid the research effectiveness of this study.

1.5 The Significances of the Study

The result of this study hopefully will be beneficial for:

1. For the book writers

Hopefully, the result of this study gives an inspiration for the book writers about the relevance between the materials written in this book with the Core and Basic Competence in 2013 curriculum in terms of Cognitive and Psychomotor domains. Those data can help the book writers to know the weakness of this book. By knowing the weakness of this book, it will be easier for them to improve the book.

2. For the school

School hopefully chooses an appropriate textbook for students and to give a better insight on choosing the suitable English textbooks as a guideline for teaching.

3. For teachers

Teacher hopefully choose a textbook matched with the curriculum, the appropriate of textbook, and the materials in the textbook implemented in the classroom.

4. For the students of english department

The students hopefully can read and lead them to make the new research about english textbook and to increase their knowledge in analyzing textbook.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

To conduct a research, there are some theories to explain several concept and terms applied in the research concerned. This study also uses some concept and term need to the theoretical elaboration on the concept and term used will be presented in the following part.

2.2 Textbook

Textbook is essential parts in learning for students and even teachers. In the teaching and learning process, textbooks are considered to be the basic foundations of courses. Textbooks may not contain all aspect needed in the teaching and learning process but their existence as teaching sources is paramount.

Textbooks are a tool for students to understand and learn from the things they read and to understand the world (outside of themselves). Textbooks have tremendous power over students' brain changes. Textbooks can affect a child's knowledge and certain values (Chambliss *dan* Calfee,1998:50). So textbooks play an important role in teaching students and also play a role to direct students' thinking in the sense of being able to learn by reading textbooks.

2.2.1 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 lessons, the balance of skills taught and the types of language practice the students take part in. Textbook contains a collection of written or oral texts with accompanying explanations that are selected and sequenced for the learners as cited in the previous study (Widiyanti, 2012:3). It means that textbook should be appropriate with students need and textbooks should be related to the activities that are often done in the daily life of students for the development of students' skills in understanding the lessons received during the learning process at school.

2.2.2 The Function of Textbook

Textbook used in teaching and learning process is important. Textbook is a book used as a handle of students at a certain level as a medium of instruction (instructional), related to a particular field of study. Pusbukur (2006: 1). Textbook is a standard book prepared by experts in the field, usually equipped with learning tools (such as tape), and used as a supporting learning program.

In terms of function, Textbook have functions as:

1. Means of materials and program developers in the education curriculum.
2. Means of transmitting teachers' academic duties
3. Means of expediting achievement of learning objectives and
4. Means of efficiency and effectiveness of learning activities

Textbook is basically to help both teacher and students in some way. For teacher, it helps them in preparing and developing the teaching material that

are going to be taught and in other hands. As for the students, it helps them to maintain and trace back their input learning.

Due to the goal to promote cultural value in EFL education, textbooks should be designed with a detailed explanation. The importance of textbooks is varied but generally it facilitates the process of teaching and learning in second language countries. Cortazzi and Jin (1999:25) in McKay (2002:134) stated that textbooks, as a part of teaching and learning “can be a teacher, a map, a resource, a trainer, an authority, a de-skinner and an ideology.

2.2.3 Assessment Rubric For Textbook

BSNP itself has reales an evaluation process in *pusbukur (pusat buku dan kurikulum)* in form of assessment rubric to evaluate the properness and also the suitability of a textbook. The According to *Pusbukur* (2013:5), these are instruments in evaluating a curriculum 2013 textbook (for scoring tables of *BSNP* assessment rubric.

2.2.3.1 Feasibility of Content

This feasibility of content is a group of assessment about the content of the textbook. The feasibility of content includes three measurements; the suitability of materials with core competence (*KI*) and standart competence (*KD*), the accuracy of materials and the last supporting materials.

a. The Compatibility of materials with *KI* and *KD*

In this criterion of feasibility of content which is compatible with *KI* and *KD* the criteria was devided into two sub criteria which is completeness and depth.

1. 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 include.

2. Depth

In this criterion, textbook is expected to fulfill several point of depth the first is exposure which means that the textbook is expected to expose students 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 textbook production which should be able to guide students in every step in producing both verbal and written text. As a process, it places a premium on critical thinking, listening carefully and speaking intelligently and respectfully. In-depth study does not assure a fixed or certain outcome to any particular discussion. A group may reach an hypothesis or inference, leave off with a question, or result in a desire for continued conversation at a later date. Time ought to be viewed as our “servant,” not our “master.” We should not be in a hurry. Jesus exemplified this. The notion of “voluntary study” suggests a *willingness* to broaden one’s knowledge and deepen one’s insights. This must not be viewed merely as a task, but a joy to be achieved in the art of living.

b. The Accuracy of the material

In this criteria of feasibility of content which the accuracy of the materials, the criteria was divided into three sub criteria which is social function, generic structure and linguistic features.

1. Social function

In this criterion, the text provided in the textbook or the exercises give 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.

2. Generic structure

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

3. Linguistic features

In this criterion, the text provided in the textbook or the exercise give 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.

c. Supporting materials

In this criterion of feasibility of content which is supporting materials, the criteria is divided into three sub criteria which are up-to-dateness, development of life skills and development of diversity insight.

1. Up –to- dateness

For this criterion every item in supporting the materials and exercise provided within the textbook (tables, pictures, texts, and references) should be taken from the relevance and newest sources available.

2. Development of life skills

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.

3. Diversity

For 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.

2.2.3.2 Feasibility of Language

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

a. The compatibility with students development

This criterion the feasibility of language which is compatible with students development was divided into two sub criteria which are compatibility with students intellectual level and compatibility.

1. Compatibility with students development

For this criterion, any kind of language used both in exercise and describing concept of teaching of tables, pictures or abstrac illustrations

should be matched with student intellectual level (can be imaginatively understandable for students).

2. Compatibility with students 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 students emotional level from local to global context.

b. Communicative

For this criterion, feasibility of language which is communicatives, the criterion was divided into two sub criteria which are readability of message and the accuracy of language uses.

1. Readability of message

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

2. 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.

c. The coherence and the integrity of idea

For this criterion of feasibility 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.

1. Coherence of paragraph

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

2. Coherence of chapter

In this criterion, the language delivering of text, picture and illustration between each chapter are close in understanding from one another. Therefore, it would create a logic and systematic arrangement. Overall textbooks need to be noticed the language used is appropriate or not for students and it is supported from several criteria that have been specified

2.2.3.3 Feasibility of Presentation

This feasibility of presentation is a group of assessment, about the presentation of the textbook. The feasibility presentation includes three measurement, they are technique of presentation, learning presentation and completeness of presentation of the presentation.

a. Technique of presentation

In this criteria the feasibility of presentation which is technic presentation, the criteria are divided into two such criteria they are systematic and chapter equilibrium.

1. Systematic

For this criterion, textbooks are expected to be systematic in delivering a chapter, starting with introduction, body and after that closing in order for student to be encourage in learning from the textbook.

2. Chapter equilibrium

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

b. Learning presentation

In this criterion of feasibility of presentation which is technique of presentation, the criteria is divided into four sub criteria which are learner center, developing in initiative, creativity, and the learner's ability aim to evaluated themselves.

1. Learner centered in this criterion, textbook are expected to make students as the subject learning so that autonomous learning will occurs. The materials and exercise are supposed to be attractive and interactive at the same time.

2. 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."

3. The development of self-reliance students
In this criterion, the textbook are expected to make students curious and autofocus on what they learn, expecting them to analyze what they learn and then they will encouraged toward discovering new things and knowledge.

4. The development of learners ability to evaluate themselves
In this criterion, textbooks 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 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 criterion of feasibility of presentation which is completeness of presentation, the criteria was devided 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.

2. Content part

In this criterion, textbook are expected to develop sufficient content part which consist of introduction, illustrations (tables, pictures etc), summary along with self-reflection and the last is exercise.

3. Closing part

In this criterion, textbook are expected to develop sufficient closing part which consist of glossary, reference and indexes.

The assessment rubric from *BSNP* is a whole book analysis. This assessment rubric assess 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.

2.2.4 How to Analyze Textbook

With high numbers of textbook used in almost every school and language course in Indonesia the implementation of a textbook in teaching the classroom becomes relatively crucial. According to Hutchinson and Waters in Cheng, Hung, and Chiech (2011: 93), textbook evaluation is basically a straightforward, analytical matching process: matching needs to available solutions.

There are three basic methods of evaluating textbooks according to Wahab (2013: 56). (1)The first is called the impressionistic method and it is involves analysing a textbook on the basis of a general impression. The general impression would be gained by reading the blurb and the contents page and then skimming through the book to get a sense of organization, topics, layout, and visual. (2)This method is not adequate in itself but could be combined with for example the second method, which is called the checklist method. This method is systematic in the way that the criteria on the list are checked off in a certain order. It is also easy to compare different materials and it is not very time consuming compared to other methods. (3)The third method, the in-depth method, suggests a careful examination or representative features such as the design of one particular unit or exercise, or the treatment of particular language elements. An obvious disadvantage in this method is that the selected section might not be representative of the book as a whole.

2.3 Curriculum

2.3.1 The Definition of Curriculum

Curriculum is concerned not with what students will do in the learning situation, but with what they will learn (or be able to do) as a consequence of what they do curriculum also concerned with what results, not with what happens and it stands in an anticipatory relationship to the learning process, not in a reportorial relationship, after the fact. It deals with expectations or intentions and more specifically, with the learning outcomes intended to be achieved through instruction, that is, through the experiences provided, through what happens and what learners do (Saylor, 1902:175). The author of many books and other publications on curriculum that have appeared since the first in 1918, Bobbit's *The Curriculum*, have usually presented a particular conception of the curriculum. Many of these conceptions have contain similar elements, if not phraseology, and some efforts at their classification have been made.

2.3.2 Curriculum 2013

The most recent curriculum is curriculum 2013 that has been launched in July 2013. Curriculum 2013 has been launched by the ministry education and culture of Indonesia more than 6000 schools all around Indonesia from the last ten years, teacher 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 the curriculum 2013

using scientific approach, through some steps of the process; there are observing, questioning, experimenting, associating and the last communicating.

In this new curriculum, according to Mulyasa, the 2013 curriculum is designed with the following characteristics:

1. Develop a balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities.
2. Schools are part of a community that provides a planned learning experience in which learners apply what is learned in school to the community and make use of the community as a learning resource.
3. Develop attitudes, knowledge, and skills and apply them in various situations in schools and communities.
4. Gives enough time to develop a variety of attitudes, knowledge, and skills.
5. Competence is expressed in the core competency cushion that is further elaborated in the subject's basic competencies.
6. Class core competencies are the basic organizing elements of competence, in which all basic competencies and learning processes are developed to achieve the competencies expressed in core competencies.
7. Basic competencies are developed based on accumulative principles, reinforcing and enriching the learning and education levels (horizontal and vertical organizations).

Based on the statement statement it can be concluded that the 2013 curriculum is designed to develop students' skills and in this latest

curriculum students who play an active role in the learning process and more priority in this curriculum is to form a good student personality.

2.4 English Language Skill

2.4.1 The Definition of English Skill

English skill means the capability of the students to produce language by speaking, listening, reading and writing. There are two general skills productive and receptive skills. These two major skills are referred from skills or abilities of a person in daily life in form of communication. So the four skills are related to each other.

2.4.1.1 Productive skill

Productive skills are actually referred from two skills in English language those are speaking and writing. Speaking is one of the important skill of language Speaking as one of language skill which is being taught in school, has become the main concern for teacher. Teacher of English should be able to find some methods to develop students' skills, especially in speaking Teachers mostly spend much time to find an appropriate method to encourage the students so that their speaking ability will be significantly improved. According to Bygate (1987:5-8), speaking can be seen as skill based on these basics: motor perceptive skills and interaction skills. As one of productive skill, writing is also considered as important as speaking although the way it's used as a bridge in communication are a bit different. Along the definition of productive skills of speaking and writing are to help people in communicative and sharing their idea.

2.4.1.2 Receptive skill

With language being produced by productive skills such as speaking and writing, people also need other 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. Productive skills have two sub skill 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. Assessment of a child's language development is an evaluation of the child's receptive and expressive language. The components assessed are semantic, phonology, morphology, syntax and pragmatics. Language skills in these areas are listed by age in the language scope and sequence skills lists presented by Bartel and Bryen (1982:45) and Mercer, Mercer and Bott (1984:46).

2.4.2 Language Skill in Curriculum 2013

Curriculum 2013 is a new curriculum and in this curriculum has a role in core competence (KI) and standart competence (KD) which is that curriculum support for improving of students skill and in this curriculum the students is the center of that study.

According to *KI* and *KD* of curriculum 2013, it is not only literally that uses language skills, but they also focus on student centered learning. It means that in curriculum 2013 students are expected to use language skills with several characteristic value embedded. Those are aspects of characteristic are self discipline, honest, polite, responsible, cooperative,

responsive, proactive and religious value. Brown and Yule (1991:234) believe that teaching speaking in a classroom is another different level. The writing exercises are relatively easy to manage, whereas the students could solve it individually with their own pace of writing speed, their range of vocabulary or grammar understanding. However, speaking is different. Student cannot speak individually, they need someone to listen to their speaking and giving respond to what they have said. It means that four skills are speaking, writing, listening and reading related or needed 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.

2.5 Previous Research

To make sure or to support the originality of the idea in this study, the writer will present several relevant related studies that have relevance with this kind of study. First, the material should be appropriate to the curriculum 2013, research studies conducted by Darin (2014) graduate 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/MK kelas X published by Putra Nugraha and used in SMANSA 18 Surabaya based basic competence 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. The second ,

research studies conducted by Prasojo (2014) graduate of State University Of Jakarta, entitled “The analysis of English textbook “Pathway to English” used in the first grade of senior high school based on Curriculum 2013, then Themes of English textbook should be appropriate with the basic competence of the curriculum 2013 but research studies conducted by Arba’ati (2015) graduate of State University of Surakarta, entitled “ An Analysis on English textbook entitled *Bahasa Inggris* “ when English Rings a Bell” for the first year students of junior high school based on 2013 curriculum”. She has found that not all themes in every chapter on that English textbook are appropriate with the basic competence of the curriculum 2013.

So far, based on the research above, it has been clearly found that there are still some irrelevances between textbook from many publishers based on curriculum2013. It means there are textbook based on curriculum 2013 of course it is include the textbook entitled “*Bahasa Inggris* “when English Rings a Bell” for students of junior high school” published by Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Katimah as a guideline to implement the curriculum 2013. It is the main reason why the writer would like to conduct this study. In this research the writer only analyze the feasibility of content and feasibility of presentation out of categories in assessment rubric from *BSNP*.

2.6 The Conceptual Framework

Curriculum is a plan of education provided by school of students. In this situation, EFL classroom 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 textbooks has to fit with the curriculum, school syllabus along with the student's needs and also the aims and goals of teaching, but the fact said that not all the textbook can reflect the materials well and the feasibility well. There have been some previous studies about the textbook analysis, and some of them find 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 irrelevancy between the curriculum and the materials in the textbook. *BSNP* itself has released an evaluation process in *pusbukur* in form of assessment rubric to evaluate the properness and also the suitability of a textbook. In this section the writer will analyze textbook based on curriculum 2013 with assessment rubric 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 writer will comparing the materials provided within the textbook with the theme suggest by the curriculum, next evaluate the content in the textbook, and then interpreting the data gain from process evaluation of the textbook, and the summing up the compatibility of the textbook content in quantitative output to show result in percentage and number. The writer use descriptive qualitative method in analyzing, interpreting, and reporting the data. The following diagram explains the conceptual framework.

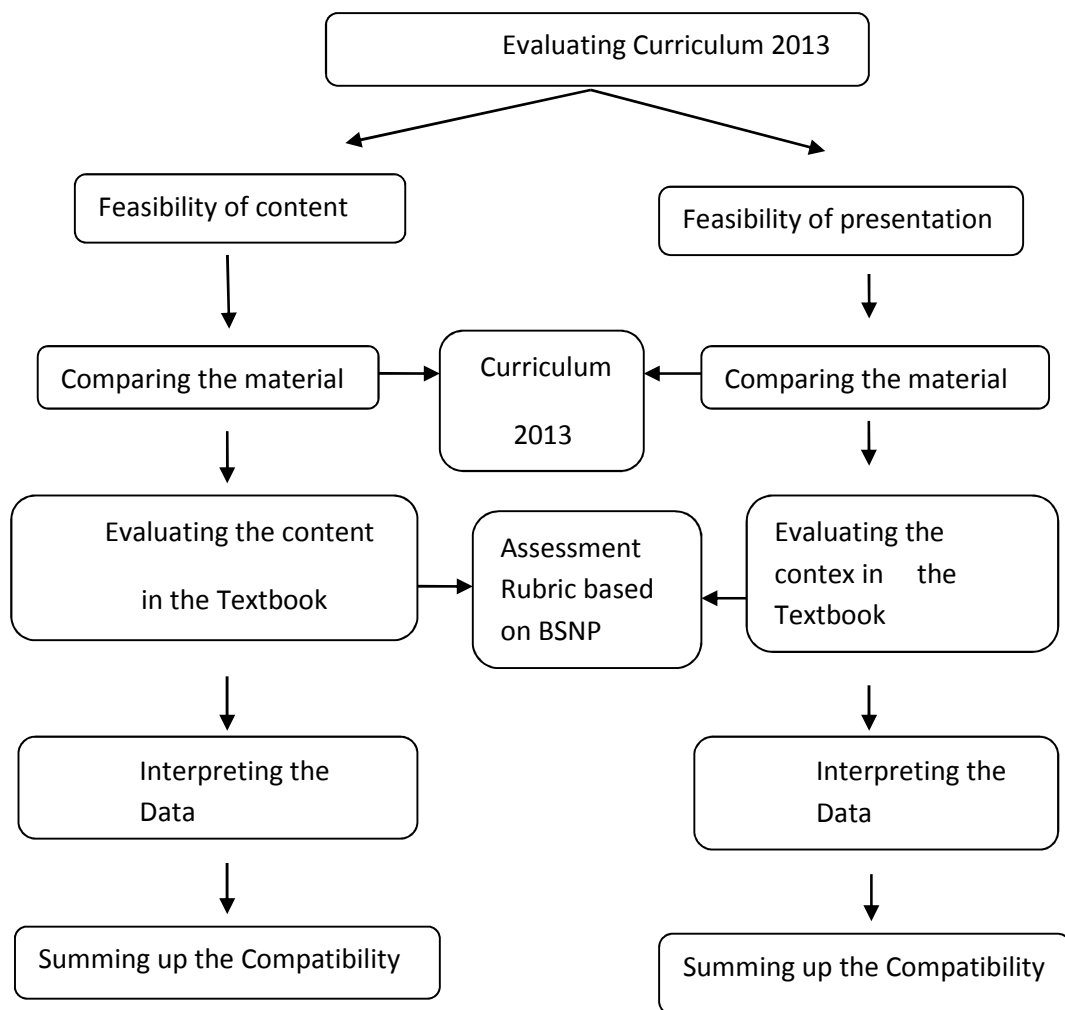


Figure 2.1 Conceptual framework An Analysis of Junior High School English Textbook “When English Rings a Bell” : A Case Study of Seventh Grade English Textbooks

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design used in this research is textbook analysis; the document analysis is to gather the textual and written documents that are provided within the textbook that was investigate. According to Donald (2010:457) document analysis is method that is widely applied for written and visual data with the purpose of identifying specific characteristic of materials that are going to be analyzed in general form of textbook, newspaper or any other host of documents. Thus, this method is helpful for the writer and need by people who want to try analyse a textbook or a document and other. The writer would use qualitative data in research.

3.2 Source of the Data

The source of the data is book “When English Rings A Bell” an English textbook for the seventh grade of Junior High School which have been developed based on the School-based Curriculum and scoring tables of *BSNP (Badan Standar Nasional Pendidikan)*

3.3 Technique of Data Collection

The writer also would use books and paper assessment rubric from *BSNP (Badan Standar Nasional Pendidikan)* about content analysis and presentation analysis of textbook as a guideline in analyzing and interpreting the data.

3.4 Procedures of Collecting Data

In the technique of the data collection the writer would did the following

Steps:

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. Observing the content of the textbook to find the material provided in the textbook and did the analysis of the materials which were taken from the “*Bahasa Inggris untuk SMP/MTs kelas VII*” textbooks.
3. Categorizing and arranging in detail about its source of data content and related information in curriculum.
4. Analyzing data of which is intended to analyze the data materials found in the textbooks “*Bahasa Inggris SMP/MTs kelas VII*” textbook.

3.5 Technique of Data Analysis

The writer analyzed the data by used assessment rubrics from *BSNP*. *BSNP* (*Badan Standar Nasional Pendidikan*) itself has released an evaluation process in *pusbukur* (*pusat buku dan kurikulum*) in form of assessment rubric to evaluate the properness and also the suitability of a textbook. The assessment rubric from *BNSP* (*Badan Standar Nasional Pendidikan*) is design to qualitatively describe and assess any content related items and materials in a textbook then quantitatively coding it. According to *Pusbukur* (2013), these are instruments in evaluating a curriculum 2013 textbook (for scoring tables of *BSNP* assessment rubric).

Table 3.1
Feasibility of Content

No		Scores
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	Items	1	2	3	4
1	Completeness	<95%	-	-	>95%
2	Depth	<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	Development life of skills	0%-60%	61%-75%	76%-90%	91%-100%
8	Development of diversity insight	0%-60%	61%-75%	76%-90%	91%-100%

Table 3.2
Feasibility
of
presentation

No	Items	Scores			
		1	2	3	4
1	Systematice	0%	61%	79%	91%
2	Chapter requirements	0%	66%	77%	99%
3	Learnerncent	0%	66%	79%	99%

	e r e d			
4	D e v e l o p m e n t o f i n i t i a t i v e , c r e a t i v i t y , a n d l e a r n e r s c r i t i c	0 6 7 7 % - 6 0 % % % % %	1 6 7 9 % - 7 5 % % %	6 6 9 9 % - 9 0 % % %

	a l t h i n k i n g				
5	T h e d e v e l o p m e n t o f s e l f - r e l i a n c e s t u d e n t s	0 % - 6 0 %	6 1 % - 7 5 %	7 6 % - 9 0 %	7 6 % - 9 0 %
6	T h e d e v e l o	0 % - 6 0 %	6 1 % - 7 5 %	7 6 % - 9 0 %	7 6 % - 9 0 %

	p m e n t o f l e a r n e r s a b i l i t y t o e v a l u a t e t h e m s e l v e s				
7	I n t r o d u c t i o n p a	0 % - 6 0 % 5 %	6 1 % - 7 % 0 %	7 6 % - 9 % 0 %	7 6 % - 9 % 0 %

	r				
8	C	0	6	7	7
	o	%	1	6	6
	n	-	%	%	%
	t	6	-	-	-
	e	0	7	9	9
	n	%	5	0	0
	t		%	%	%
	p				
	a				
	r				
	t				
9	C	0	6	7	7
	l	%	1	6	6
	o	-	%	%	%
	s	6	-	-	-
	i	0	7	9	9
	n	%	5	0	0
	g		%	%	%
	p				
	a				
	r				
	t				

The two table above showed to score the items of the feasibility of content and feasibility of presentation.

To analyze the writer would did the following steps:

1. The writer would be compare the materials provided within the textbook with the theme suggested by the Curriculum 2013.
2. The writer would be Evaluate the materials presented in the textbook “*Bahasa Inggris SMP/MTs untuk kelas VII*”.
3. The writer would be Interpret the data obtained from process of evaluation of the textbook “*Bahasa Inggris SMP/MTs untuk kelas VII*”.
4. The writer would be Sum up the compatibility of the textbook content in quantitive output to show result in percentage and number. The writer used the following formula to help presenting the data in forms of numbers.

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

Notes: P: percentage

F: frequency

N: The Sum of the Frequency

To analyze the data of feasibility of content and feasibility of presentation the writer used the same steps and formula.