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**AN ANALYSIS OF THE RELEVANCE OF ENGLISH MATERIALS IN TEXTBOOK ENTITLED  
“BRIGHT 1” FOR JUNIOR HIGH SCHOOL GRADE VII PUBLISHED BY ERLANGGA TO THE 2013  
CURRICULUM**

Abstract

AN ANALYSIS OF THE RELEVANCE OF ENGLISH MATERIALS IN TEXTBOOK ENTITLED “BRIGHT 1”  
FOR JUNIOR HIGH SCHOOL GRADE VII PUBLISHED BY ERLANGGA TO THE 2013 CURRICULUM

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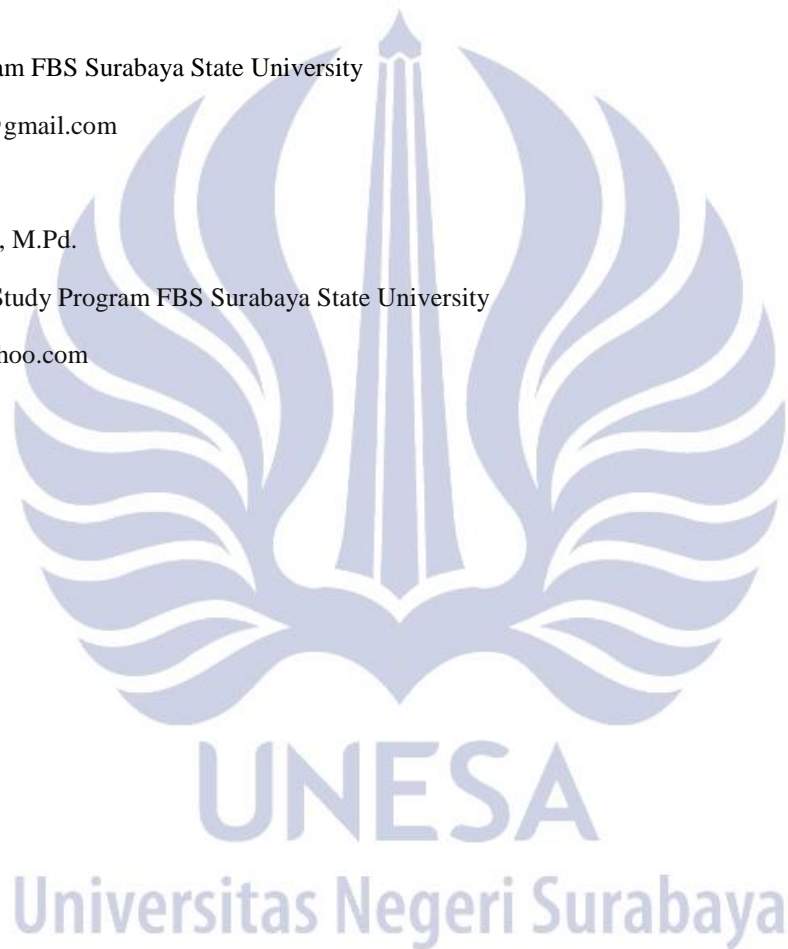
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## ABSTRACT

Now a days, government launches 2013 curriculum and changes the last curriculum in many aspects including material. Textbook is one of the material resources, English language teachers use textbook as their main sources of teaching. Therefore, textbook should be matched with curriculum applied. It is difficult to select the best textbook which is suitable with 2013 curriculum to solve this problem, the researcher focused this study: To describe the relevance of the materials in textbook entitled “Bright 1 for SMP” to the 2013 English Standard Competence in terms of material development and scientific approach. This study was designed in descriptive qualitative research. The instrument used to collect the data is observation in the form of checklists. After being analyzed, it is found that all chapter are relevant with basic competences of curriculum and learning activities are relevant to scientific approach. After all, the researcher argues that this textbook is appropriate to be used in order to help teacher and students in the process of teaching and learning.

Key words: analysis, relevance, materials, textbook, the 2013 Curriculum

## INTRODUCTION

Communication is an important aspect for human. Through communication people can exchange ideas and information to each other and fulfill each other's needs. In creating good communication there must be a tool or a link within the message or information. The tool in question is language. When we can master a language, we can make effective communication. Along with the development of technology and information, we are required to be able to speak properly. Currently, English has become an international language which is used to communicate with other people from different parts of the world. Most people use English because it is a global language that can be understood and often used by people. When we access internet sites, most of the sites use English to deliver the instruction. When we talk to foreigners, we are more likely to use English to communicate. At an international meeting, the participants also use English for discussion. Those examples prove that English has been globalized and it requires each individual to master it in order to face the demands of the times.

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Related to the importance of English, the Department of National Education in Indonesia makes an academic curriculum to be reference teacher and educational' person in the implementation of teaching and learning process. There are several changes

in some parts of curriculum, Last year, KTSP (Kurikulum Tingkat Satuan Pendidikan) as 2006 English standard competence has used to apply English standard competence by the Ministry of National Education which the aim to improve the quality of English education and to develop students' competency and skill in English. Recently, the 2013 curriculum has been launched by peraturan pemerintah no 32. Th. 2013 the educational system of Indonesia which aims to prepare Indonesian to be religious, productive, creative and innovative.

In order to follow the change and the development of curriculum teachers must be smart to select appropriate materials to provide the best outcomes for students. The forms of material are usually printed material, non printed material, and both. An instructional material is any medium of communication such as textbook, audiovisual aids, television, and radio used by the teacher and the pupil to improve learning. . So, all teaching tools are instructional material. Mostly, teacher uses textbook as learning support. In teaching learning process, textbook is a common instructional material. It becomes a favorite instructional material because it has several benefits. Richard (2001:251) says that "Textbook provides structures and a syllabus for a program, helps standardized instruction, maintains quality, provides a variety of learning resources, is efficient, can provide effective language models and input, can train teachers, and it is visually appealing". The function of textbook in teaching is very important in curriculum system; without textbook, teaching learning process is not organized well. Teacher can teach the material well if there is an appropriate textbook guiding the teaching learning process. Teacher and students can build and develop their communicative competence better if they use qualified

textbook, which provides and supports the material needed.

It is proven that not all the textbooks used are relevant to the curriculum. In addition, although 2013 curriculum is already applied in Indonesian education system, there is still lack analysis of textbook which is based on the 2013 Curriculum, since the 2013 curriculum is still fresh launched in 2013.

In this thesis the researcher uses “Bright 1 textbook for SMP Grade VII” to be analyzed because it is very interesting to study and also related to the current curriculum. This book is also considered relevant to the aim which is wanted to be achieved.

Bright 1 was written by Nur Zaida, E. Tyas Utami, Dwi Wahyu Priyanto and Raymond S. This book was first published in 2014 by Erlangga. Bright 1 textbook for SMP Grade VII is used to meet the need of learning sources for secondary school students. By using this book, students are expected to be well informed with various types of texts in daily life. Students do not have to do all the activities given in this book. Teacher may select based on the students’ need and interest. This book also concerns with CTL (Contextual Teaching and Learning) since the activities and the text models bring the students to the real world. The activities invite them to realize the situation around them. Teachers are supposed to motivate students to learn English by giving them topics both spoken and written.

In short, this research was conducted to analyze the learning materials which are existed in “Bright 1 Textbook for SMP Grade VII”. In this research, the researcher wants to find out whether the learning materials in the textbook are relevant to scientific approach.

## RESEARCH METHOD

A descriptive qualitative research design was implemented in this research. Furthermore, Ary, D. et.al (2010:423) stated that qualitative research mostly relies on words with limited usage. Thus, the data derived are in the form of document from textbook. Those data were later described in the form of words without using statistical calculation

Object of the study is an English textbook entitled “*Bright 1*” for Junior High School Grade VII Published by Erlangga. This textbook is written by Nur Zaida, E. Tyas Utami, Dwi Wahyu Priyanto and Raymond S. The textbook consists of 12 chapters and 181 pages. The materials of each unit are organized into 8 parts; (1) listening, (2) speaking, (3) reading, (4) writing, (5) grammar, (6) greeting, (7) describing things, and (8) be quiet, please!. The researcher focused only on one book and all of the activities in the textbook in the scope of the first semester. By focusing on just one textbook, it is hoped that the information could be obtained as complete as possible.

As the research is a qualitative one, the main research instrument is the researcher herself. In the research the researcher used observation forms to collect and analyze the data. The observation forms are a) the relevance between the learning materials and Basic Competence of 2013 Curriculum b) the relevance between the learning activities and scientific approach.

The source of data of this study is an English textbook entitled “*Bright 1*” for Junior High School Grade VII Published by Erlangga. The data are in the form of documented materials contained in the textbook. The data were analyzed in order to answer the research questions in Chapter 1.

The data collection technique used in this study was observation. The observation has been done in several steps. First, the researcher determined the textbook which is going to be analyzed. The determination was done through some surveys on a textbook which is claimed based on the basic competence of 2013 Curriculum on its cover. Second, the researcher read and observed the content of the textbook thoroughly. Third, the researcher compared the content of the textbook with basic competence of 2013 Curriculum in terms of basic competence of 2013 curriculum, materials development, and scientific approach.



## RESULT AND DISCUSSION

### The Relevance between Learning Materials in 'Bright for SMP Grade VII' Textbook and Basic Competence of 2013 English Curriculum

In this section there are two tables of observation sheets to figure out the results of the relevance of 'Bright for SMP Grade VII' textbook material with the 2013 English Standard Competences and scientific approach.

The researcher used the third and fourth basic competences to analyze the relevance of the textbook material. The basic competences are then broken down into basic competences. In the following tables, the sign (√) means that the basic competence and the materials are relevant. Meanwhile, the sign (---) means the material is not relevant with the basic competence.

#### The Relevance of Material with Basic Competence of 2013 English Curriculum

The table below is the example of the analysis of the relevance of textbook material with basic competence on chapter 1

Table 1

No	Learning Material	Basic Competence	Skills				Relevance	
			Listening	Speaking	Reading	Writing	Yes	No
	Unit 1 : Greeting and Leave-Talking							
1.	Listen and Repeat	3.1	V				V	
2.	The Greeting Song	3.1	V				V	
3.	Listen and practice	3.1	V				V	
4.	Listen and practice	3.1	V				V	
5.	Useful expressions not feeling well	3.1	V				V	
6.	Sing aloud "How are you today?"	3.1	V				V	
7.	Fill in bubbles with sentences from the box	4.1	V				V	
8.	Listen and complete the following conversation	4.1		V			V	
9.	Listen and circle that represent the vowel sound	3.1	V				V	
10.	Find the meaning of the meaning	3.1				V	V	
11.	Put the sentences into the correct order	4.1		V			V	
12.	Complete the following dialogue	4.1		V			V	
13.	Make a dialogue that involves greeting and leave talking	4.1		V			V	

There are thirteen activities in Unit 1. Activities 1,2, and 3 are about basic competence

number 3.1. Activities 3 and 4 are about basic competence number 4.1. Activities 5 and 6 are about basic competence 3.1. activities 7 and 8 are about basic competence 4.1. activities 9, 10, 11, 12, and 13 are the combination of basic competences 3.1 and 4.1.

Besides on chapter 1 above, the book consist of 13 chapters. All activities in chapter 2 to 13 are about basic competence number 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.10, 4.11, 4.12, and 4.13.

### The relevance between the Activity in the Textbook and Scientific Approach

The table below is the example of the analysis of the relevance of activity in the textbook with scientific approach

Table 1

No	Activities In the Text Book	Activities of Scientific approach (observing, questioning, data collecting, associating, communicating)	Relevance	
			Yes	No
	Unit 1 : Greeting and Leave-Talking			
1.	Listen and Repeat	Observing	v	
2.	The Greeting Song	Observing	v	
3.	Listen and practice	Observing	v	
4.	Listen and practice	Observing	v	
5.	Useful expressions not feeling well	Observing	v	
6.	Sing aloud "How are you today?"	Observing	v	
7.	Fill in bubbles with sentences from the box	Questioning	v	
8.	Listen and complete the following conversation	Exploring/ data collecting	v	
9.	Listen and circle that represent the vowel sound	Associating	v	
10.	Find the meaning of the meaning	Associating	v	
11.	Put the sentences into the correct order	Associating	v	
12.	Complete the following dialogue	Communicating	v	
13.	Make a dialogue that involves greeting and leave talking	Communicating	v	

In analysing the relevance between the activities in the textbook and the scientific approach, the researcher found that the application of scientific approach follows the steps of observing, questioning, exploring or data collecting, associating, and communicating. The researcher concluded that the activities in Unit 1 are relevant to the steps in scientific approach.

Besides chapter 1 above, the activities in the remaining chapters are also relevant to the steps in scientific approach. The researcher found that the materials in the textbook 'Bright 1 for SMP' are quite relevant with the scientific approach in the 2013 English Standard Competence.

From the analysis that had been conducted, the researcher can subtract two points of conclusions for this research.

The first point is the materials in the textbook 'Bright 1 for SMP' are all relevant with the material development which are contained in the 2013 English Basic Competence. According to the tables presented in chapter four about Analysis of the relevant between the learning materials and the Basic Competences of English for 7 Grade Student of Junior High School the researcher found that all the materials are relevant to the basic competences three and four. Therefore, the researcher concluded 'Bright 1 for SMP' English textbook is relevant to the 2013 English curriculum in terms of material development.

Meanwhile, in the second point the researcher found that the materials in the textbook 'Bright 1 for SMP' are quite relevant with the scientific approach in the 2013 English Standard Competence. There is a table that analyzes the relevance. The researcher concluded 'Bright 1 for SMP' English textbook is quite relevant to the 2013 English curriculum in terms of scientific approach

## CONCLUSION AND SUGGESTION

### Conclusion

This study is intended to analyze the relevant of materials in English textbook for eleven graders entitled "Bright 1 for SMP" published by Erlangga to the 2013 English Standard Competence. In this research, the researcher concerned with analyzing the materials' relevance to the material development and scientific approach in basic competence of Curriculum 2013. From the analysis that had been conducted, the researcher can subtract two points of conclusions for this research.

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According to the analysis above, the final conclusion states that material in the textbook 'Bright 1 for SMP' is still quite relevant with the 2013 English curriculum in terms of material development and scientific approach aspects. Therefore, the researcher argues that this textbook is appropriate to be used as the aid material in English teaching and learning process.

### Suggestion

After the analysis of this textbook 'Bright 1 for SMP', the researcher would like to give suggestions for the teacher and also the textbook writer/publisher. First for teachers, they should be aware of what kind of textbook which is most suitable with student's needs. Since the process of teaching and learning depends on the curriculum, the teacher should be selective and careful to choose the most suitable textbook which covers the curriculum aims. The selected textbook should support the curriculum to achieve the instructional objectives.

For the textbook writers/publishers, they have to apply the criteria in developing the materials. For this period of time, the materials should be in line with the 2013 English Standard Competence stated in the 2013 Curriculum. Furthermore, the writers/publishers should be able to serve the high quality textbook which is able to fulfill all of the indicators, topics, language features, text structure and the social functions related to the competences.

In addition, for further research, the researcher hopes that in the future there will be another research regarding to analyze textbook with the 2013 Curriculum. The next researchers can conduct their research for the same textbook but focus on the activities in second semester. Otherwise, they can conduct research for another textbook with different grade.

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