

**TEXTBOOK ANALYSIS ON SPEAKING AND WRITING
MATERIALS OF “PASSPORT TO THE WORLD 1: A FUN
AND EASY ENGLISH FOR GRADE VII”**

UNDERGRADUATE THESIS



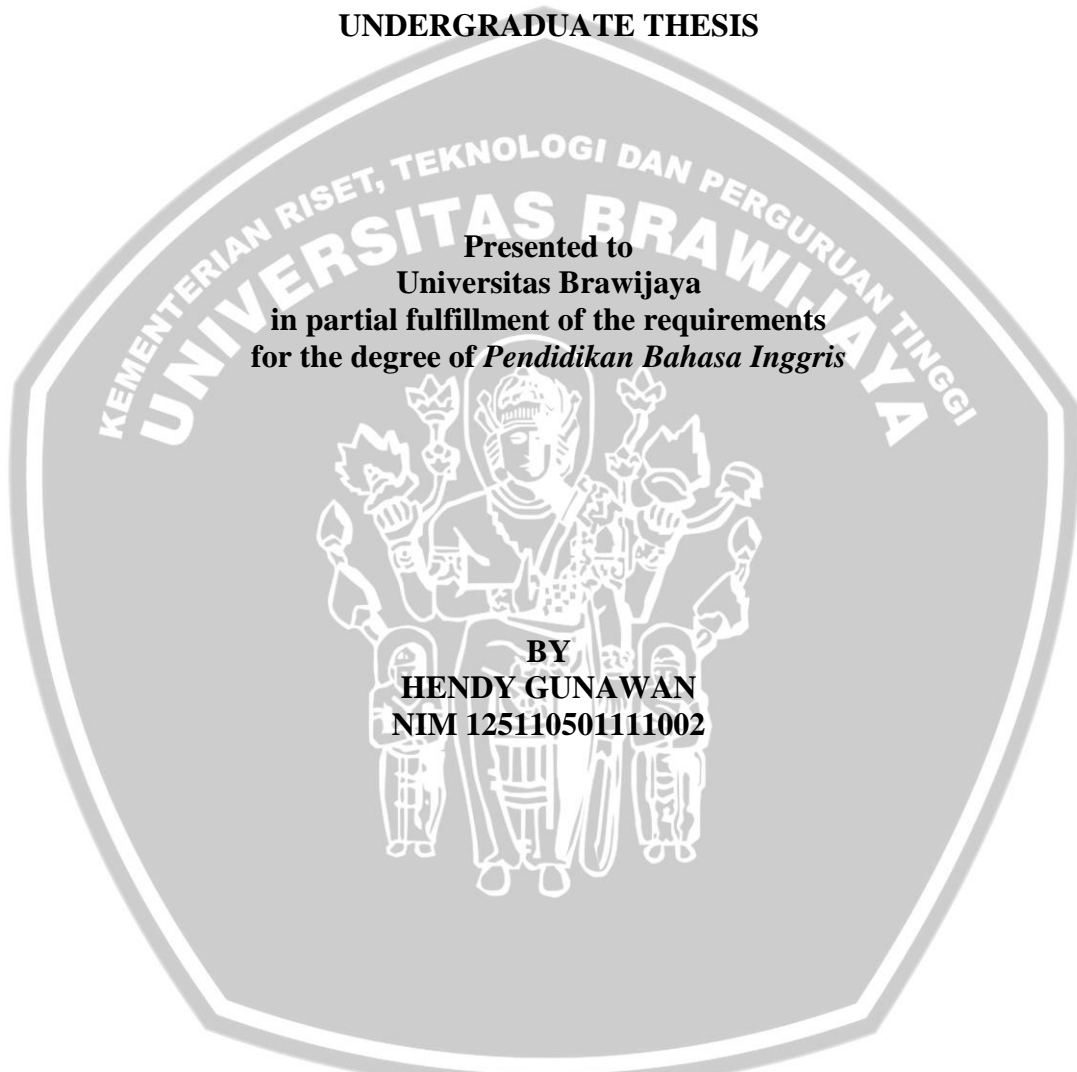
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**ENGLISH LANGUAGE EDUCATION PROGRAM
DEPARTMENT OF LANGUAGE EDUCATION
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2019

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OF “PASSPORT TO THE WORLD 1: A FUN AND EASY ENGLISH FOR
GRADE VII”**

UNDERGRADUATE THESIS



**Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Pendidikan Bahasa Inggris***

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DEPARTMENT OF LANGUAGE EDUCATION
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This is to certify that the undergraduate thesis of Hendy Gunawan (125110501111002) has been approved by the supervisor.

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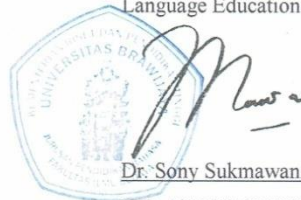
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ABSTRAK

Gunawan, Hendy. 2019. *Textbook Analysis Speaking and Writing Materials of "Passport to the World 1 : A Fun and Easy English for Grade VII"* Tugas Akhir. Pendidikan Bahasa Inggris. Fakultas Ilmu Budaya. Universitas Brawijaya Malang. Pembimbing: Frida Unsiyah, M.Pd.

Kata Kunci: Analisa buku teks, berbicara, menulis, buku murid, revisi kurikulum 2013

Tujuan dari penelitian ini adalah untuk menganalisis relevansi antara bahan berbicara dan menulis dalam buku siswa "Paspor ke Dunia 1: Bahasa Inggris yang Menyenangkan dan Mudah untuk Kelas VII SMP" dengan Kompetensi Dasar dalam Kurikulum Revisi 2013. Penelitian ini menggunakan metode analisis isi dan deskriptif kualitatif. Data dikumpulkan dari buku siswa bahasa Inggris "Passport to the World 1 : A Fun and Easy English for Grade VII of Junior High Schools" untuk siswa kelas tujuh SMP yang ditulis oleh penulis buku oleh tim penulis Indonesia terdiri dari: Djatmika, Agus Dwi Priyanto, Dewi Ida Kusuma, Ahmad Thomy H, Iwan Surya, Usas Budi Kasiati, dan Wiyono. Dalam penelitian ini, bahan berbicara dan menulis dalam buku teks diklasifikasikan berdasarkan kompetensi dasar. Data diambil dari sumber data dan dimasukkan ke tabel checklist untuk membuat perbandingan antara bahan pada buku teks dan bahan yang dibutuhkan dalam silabus pelajaran bahasa Inggris 2013 untuk siswa kelas tujuh SMP. Kemudian, peneliti mengevaluasi instruksi dari masing-masing bahan berbicara dan menulis sesuai dengan relevansinya dengan kompetensi dasar. Hasil penelitian ini menunjukkan bahwa buku teks "Passport to the World 1 : A Fun and Easy English for Grade VII of Junior High Schools" memenuhi 44 dari 50 indikator yang merupakan 88% dari total indikator tetapi ada 12% dari total indikator dalam Kompetensi Dasar dalam Kurikulum Revisi 2013 yang tidak ada dalam buku teks sebagaimana dinyatakan dalam temuan penelitian ini. Ini berarti bahwa materi berbicara dan menulis dalam buku teks memenuhi Kompetensi Dasar dalam Kurikulum Revisi 2013 pada kategori baik. Ini menyimpulkan bahwa buku teks ini layak digunakan sebagai media pembelajaran dalam mengajar dan belajar berbicara dan menulis bahan untuk siswa kelas VII SMP. Peneliti ingin memberikan beberapa saran untuk pihak-pihak berikut. Untuk penulis buku teks, data dapat membantu penulis buku teks untuk merevisi buku. Bagi pembaca buku teks, hasil penelitian ini dapat digunakan sebagai referensi untuk mengetahui kekuatan dan kelemahan buku teks ini. Untuk peneliti masa depan, penelitian ini dapat memberikan inspirasi sebagai referensi untuk melakukan analisis dan penelitian selanjutnya pada bahan buku teks bahasa Inggris sesuai dengan kurikulum Revisi 2013.

ABSTRACT

Gunawan, Hendy. 2019. *Textbook Analysis Speaking and Writing Materials of "Passport to the World 1 : A Fun and Easy English for Grade VII"* Final Project. English Language Education. Faculty of Cultural Studies. Universitas Brawijaya Malang. Advisor: Frida Unsiyah, M.Pd.

Keywords: Textbook analysis, speaking, writing, student book, revised 2013 curriculum

The aim of the research is to analyze the relevance between the speaking and writing materials in the student book "Passport to the World 1 : A Fun and Easy English for Grade VII of Junior High Schools" with the Basic Competences in Revised 2013 Curriculum. This research used descriptive qualitative content analysis as its research method. The data were collected from the English student book "Passport to the World 1 : A Fun and Easy English for Grade VII of Junior High Schools" for seventh graders of Junior High School written by the book writer by the Indonesian author team consisted of: Djatmika, Agus Dwi Priyanto, Ida Kusuma Dewi, Ahmad Thomy H, Iwan Surya, Usas Budi Kasiati, and Wiyono. In this research, the speaking and writing materials in the textbook are classified based on the basic competence. The data were taken from the data source and entered to the checklist table to make comparison between the materials on the textbooks and the materials required in 2013 English lesson syllabus for seventh graders of Junior High School. Then, the researcher evaluated the instruction of each speaking and writing material according to its relevancy with basic competence. The result of this study showed that the textbook "Passport to the World 1: A Fun and Easy English for Grade VII of Junior High Schools" had 44 out of 50 indicators examined which is 88% of total indicators that was present but there are 12% of total indicators in the Basic Competences in Revised 2013 Curriculum that were not present in the textbook as stated in the finding of this study. It means that the speaking and writing materials in the textbook meet the Basic Competences in Revised 2013 Curriculum on good category. It infers that the textbook is appropriate to use as instructional medium in teaching and learning speaking and writing materials for Grade VII of Junior High School students. the researcher would like to give some suggestions for the following parties. For textbook writers, the data may help the textbook writers to revise the book. For textbook readers, the result of this research can be used as the reference to know the strengths and the weaknesses of this textbook. For future researchers, this research can give inspiration as reference to do next analysis and research on materials of English textbooks according to the Revised 2013 curriculum.

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CHAPTER I

INTRODUCTION

This chapter discusses the introduction which is divided into four parts: background of the research, problems of the research, objectives of the research, significance of the research, and definition of key terms.

1.1 Background of the Research

In English there are four skills namely listening, speaking, reading, and writing. These skills are categorized into two terms : receptive skill which covers reading and listening skills, and productive skill which covers writing and speaking. There are some differences between receptive and productive skills. Receptive skills are known as passive skill and productive skills are known as active skills. The term of productive skills is the language skills where the students produce the language themselves (Hammer, 2007, p. 265). The main differences is in receptive skills, students receive information and understand it, and in productive skills students produce information based on their understanding. Students must learn each skill in order which is receptive skills first then productive skills. However, those four skills are important to be mastered by English learners in order to be able to learn English to the fullest.

The productive skills in English are speaking and writing. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998, p. 13). Writing is a way of communicating a message to a reader for a purpose. The purposes of writing are

to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work (Pincas, 1998, p. 56). Speaking and writing skills are two of the important language skills to be mastered by any English learners. By learning writing and speaking skills, students will develop mastery in writing and speaking skills of English.

As the basic function of language as a means of communication, students need to be taught about speaking and writing skills in the right way to make their learning process as great, effective, and memorable experiences for them. Students also need to look for appropriate sources to learn speaking and writing skills. In order to do that, textbook can be used as the medium for teaching and learning writing and speaking skills.

Textbook has an important role on learning process of the students. Textbooks are the key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom (Richards, 2015, p.1). Students rely on textbook as the source of knowledge on their learning process and the qualities of the textbook affect students' learning process.

Teaching and learning in formal schools in Indonesia uses textbooks that are designed based on the currently applied national curriculum. The relationship of textbook and curriculum can be described as water and fish, or as the two sides of coin, two but one, one but two (Tarigan and Tarigan, 1990, p. 66). The textbooks must support the goal of the curriculum to facilitate the process of learning. The Revised 2013 Curriculum is the newest curriculum that is applied in

Indonesia. This curriculum is very different from the previous curriculum. The competences in 2013 Curriculum are named Core Competence and Basic Competence, whereas in the previous curriculum or 2006 Curriculum it is called Standard Competence and Basic Competence. The 2013 Curriculum also uses different approach. It uses Scientific Approach in its teaching and learning process. Scientific Approach is defined as the process of finding out informations in science, which involves testing the ideas by performing experiments and making decision based on the result of analysis (Longman, 2014). Because of this condition, the 2013 curriculum requires new textbook as the main learning source.

The 2013 Curriculum provides a list of basic competences that should be acquired by students. As for the students of VII Grade, the productive skills competences that should be acquired based on the Revised 2013 Curriculum (Kemendikbud, 2017) are students should be able to express greeting, appreciating, apologizing; giving and requesting identity; information about day, month, and time; information about names, traits, and actions of a person, animal, or thing; making descriptive texts; and understanding of song lyrics.

Textbook analysis is an analytical process of evaluating a textbook. The reason to do textbook analysis is to find the strengths and the weaknesses of the textbook and to evaluate the new textbook (Wahab, 2013, p.56). Textbook analysis can be used to determine whether or not the textbook provides the needs of the learners and beneficial to the development of the learning process.

The previous textbook analysis was conducted by Setiawati (2015). The aim of the research was to find out the relevancy of the textbook materials to the

2013 Curriculum found that the book “When English Rings A Bell” did not cover enough materials which can help the students to achieve the required English ability as the Eight Grader of Junior High School. Setiawati (2015) suggested that the teachers and the students should not only use the book as the main source of teaching and learning process. Because of this, the teachers and the students can look for another alternative textbook for Junior High School students.

Regarding the needs for evaluating another alternative textbook, one of textbooks designed for VII Grade students is the book entitled “Passport to the World 1 : A Fun and Easy English for Grade VII of Junior High Schools”. This textbook is the first level of the series of English textbook for Junior High schools published by PT Tiga Serangkai Pustaka Mandiri. The book provides an alternative textbook for the teachers and the students of Junior High School in Indonesia for teaching and learning writing and speaking English. It is supposed to be designed as the guiding materials for Junior High School students in Indonesia with a scientific approach according to the 2013 curriculum. This book covers newly introduced vocabulary and some language functions for interpersonal relationship. This book intergrates many good values to contribute to the character building for the students. After the completion of this book, students are expected to be able to develop their communication competence in appropriate manner both in spoken and written forms.

However, because there is still no research on evaluating the textbook “Passport to the World 1 : A Fun and Easy English for Grade VII of Junior High Schools”, hence, this research is aimed at analyzing the speaking and writing

materials of this textbook based on the relevance with Basic Competence in Revised 2013 Curriculum in term of speaking and writing skills competences. The reason this research focused on writing and speaking skills is because the Revised 2013 Curriculum focused on the productive skills.

1.2 Problems of the Research

In order to not discuss anything irrelevant, this research has been limited by presenting and focusing the attention to the following problem:

1. How do the speaking materials of the textbook “Passport to the World 1 : A Fun and Easy English for Grade VII of Junior High Schools” meet the Basic Competences in Revised 2013 Curriculum?
2. How do the writing materials of the textbook “Passport to the World 1 : A Fun and Easy English for Grade VII of Junior High Schools” meet the Basic Competences in Revised 2013 Curriculum?

1.3 Objectives of the Research

Based on the problems of this research, the objectives of this research are:

1. To find out speaking materials of the textbook “Passport to the World 1 : A Fun and Easy English for Grade VII of Junior High Schools” meet Basic Competences in Revised 2013 Curriculum.
2. To find out writing materials of the textbook “Passport to the World 1 : A Fun and Easy English for Grade VII of Junior High Schools” meet Basic Competences in Revised 2013 Curriculum.

1.4 Significances of The Research

In order to bring positive influences, this research provides significances for the following parties:

1. For book writers

The result of this research gives a suggestion for the book writers about the appropriateness of materials written in this book with the Core and Basic Competence in 2013 curriculum revision 2016 in terms of Writing and Speaking skills. Those data can help the book writers to revise the book.

2. For book readers

The result of this research can be used as the reference for the book readers to know the strengths and the weaknesses of this book, so they can look for another textbook as a complement book to complete the materials from this main textbook.

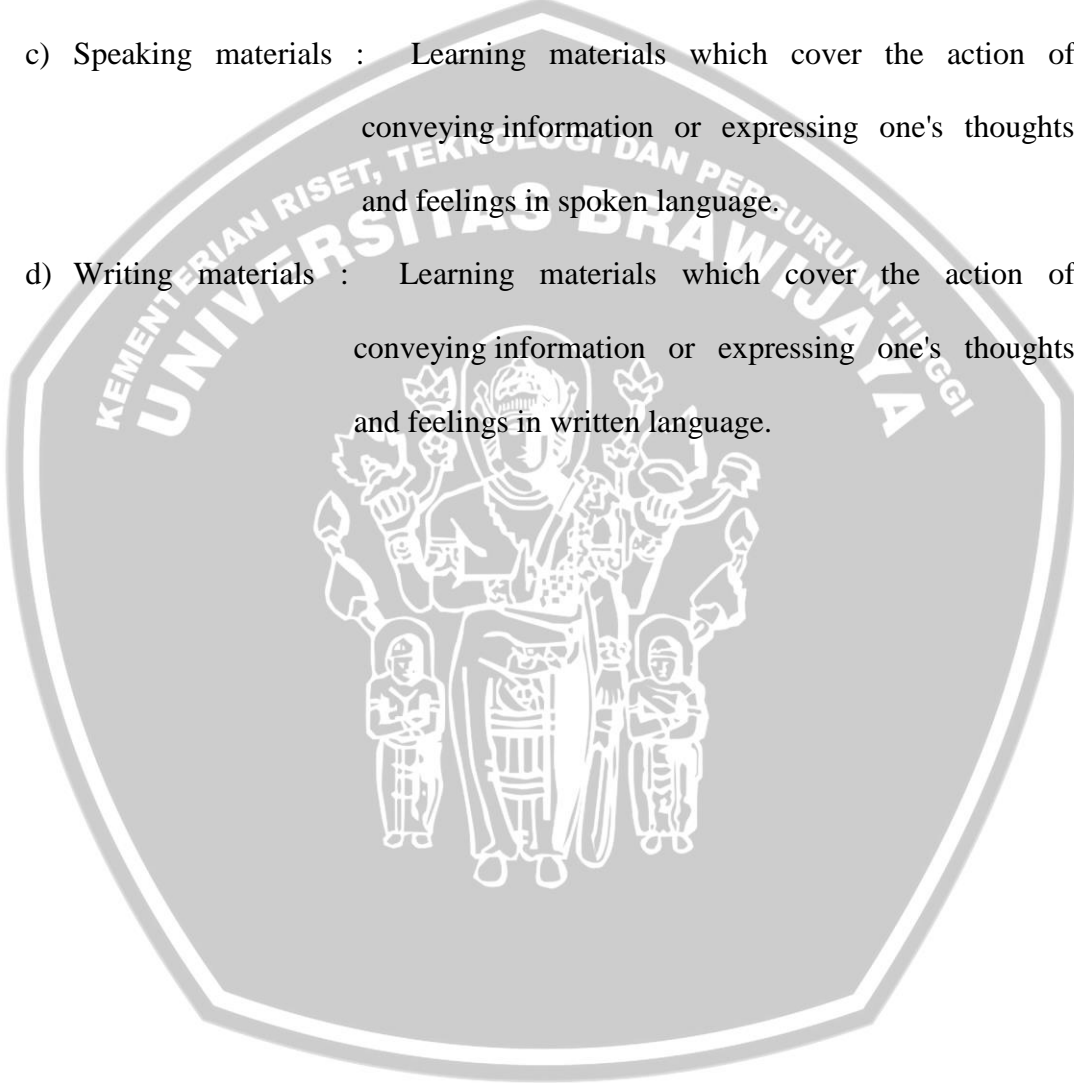
3. For future researchers

This result of this research can give inspiration for future researchers as reference to do next analysis and research on the language skill materials of English textbook according to the Revised 2013 curriculum.

1.5 Definition of the Key Terms

In order to avoid misunderstanding of readers concerning the key terms used in the context of this research, the writer gives a clear understanding of terms used in this research. Thus, some operational definitions of the key terms are described as follows:

- a) Textbook : An instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process.
- b) Textbook analysis : An analytical process of evaluating a textbook.
- c) Speaking materials : Learning materials which cover the action of conveying information or expressing one's thoughts and feelings in spoken language.
- d) Writing materials : Learning materials which cover the action of conveying information or expressing one's thoughts and feelings in written language.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of theoretical research and review of previous research. The theoretical research which related to this research are Revised 2013 curriculum, Core & Basic Competence of Revised 2013 curriculum, speaking & writing, the importance of textbook, and review of previous research.

2.1 Revised 2013 Curriculum

The term curriculum is used to refer to the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved (Richards, J.C, 2013). Since 2006, Indonesia has been implementing curriculum based on national standard of education (content and competencies standards in particular) considering the goal of a certain level of education, learning experiences that should be provided to achieve the goal, the methods used to manage the learning experiences and methods of evaluation to measure the goal achievement (Dharma, 2008).

The Revised 2013 Curriculum is the newest curriculum that is implemented in Indonesia. It is implemented by the government to replace the 2006 Curriculum. In the 2013, the Revised 2013 Curriculum was implemented limited to some schools and classes, such as in class I and IV for elementary school level, class VII for junior high school, and class X for senior high school and vocational school, while in 2014, the Revised 2013 curriculum has been

applied in every grade of elementary school, junior high school, vocational school, and senior high school.

According to the Ministry of Education and Culture of the Republic of Indonesia, the Revised 2013 Curriculum is the development of the 2006 curriculum which was compiled based on the National Education Goals and based on the previous curriculum evaluation in answering the challenges faced by the nation in the future. The development of the Revised 2013 Curriculum specifically lies in 4C (Creative, Critical Thinking, Communicative, and Collaborative) and HOTS (Higher Order Thinking Skill).


2.2 Core & Basic Competence of Revised 2013 Curriculum

The competences in 2013 curriculum named Core and Basic Competence. According to the Permendikbud No. 24 of 2016 about Core Competencies and Basic Competencies of Learning in the Revised 2013 Curriculum, the core competence is the level of ability to achieve graduate competency standards that must be achieved by students at each grade level. The basic competence is the minimal skills and learning material that must be achieved by students for a subject in each educational field that refers to the core competencies. There are four core competences in 2013 curriculum, core competence religious domain, affective domain, cognitive domain, and psychomotor domain. Every lesson has different core and basic competence according to the grade. These are the core and basic competence of English for seventh graders of Junior High School:

Table 2.1: Core and Basic Competence of 2013 Curriculum

CORE COMPETENCE	BASIC COMPETENCE
1. Appreciate and comprehend fully the followed religion doctrine.	1.1 Be grateful for the chance of researching English as international communication language which is proved by research seriously.
2. Appreciate and comprehend the honesty, discipline, responsibility, care (tolerance, cooperative), and confidence behaviour in effective interaction with the social and natural environment.	2.1 Show the well-mannered in doing interpersonal communication with teacher and friends. 2.2 Show the honesty, discipline, confidence, and responsibility behaviour in doing transactional conversation with teacher and friends. 2.3 Show the responsibility, care, cooperative, and peaceful behaviour in doing functional communication.
3. Appreciate and comprehend knowledge (factual, conceptual, and procedural) according to the learner's curiosity of science, technology, arts, and culture related to the visible phenomena.	3.1 Identify text structure and language feature to implement social function of greeting, appreciating, apologizing, and responses according to the context. 3.2 Identify text structure and language feature to implement social function of giving and requesting information related to identity, short and simple, in accordance with the context. 3.3 Identify text structure and language feature to implement social function of giving and requesting information related to identity, short and simple, in accordance with the context. give and request information related to the name of the day, month, name of time in the day, time in the form of numbers, dates, and years, according to the context. 3.4 Identify text structure and language feature to implement social function of giving and requesting information related to the name and number of animals, objects, and public buildings that are close to students' daily lives, in accordance with the context. 3.5 Identify text structure and language feature to implement social function of giving and requesting information

	<p>related to trait of person, animal, and thing according to the context.</p> <p>3.6 Identify text structure and language feature to implement social function of giving and requesting information of action and function of person, animal, and thing according to the context.</p> <p>3.7 Identify text structure and language feature to implement social function of giving and requesting information of decription of person, animal, and thing according to the context.</p> <p>3.8 Implement social function, text structure and language feature of song lyric related to student.</p>
<p>4. Process, available, and reason in concrete domain (use, break, arrange, modify, and make) and abstract domain (write, read, count, draw, and compose) according to the materials taken from the school or other sources which have similar point of view/theory.</p>	<p>4.1 Compose simple spoken and written text to express greeting, appreciating, apologizing, and responses with correct social function, text structure, and language feature according to the context.</p> <p>4.2 Compose simple spoken and written text to express giving and requesting identity with correct social function, text structure, and language feature according to the context.</p> <p>4.3 Compose simple spoken and written text to express giving and requesting information about the name of day, month, the time in a day in number, and year with correct social function, text structure, and language feature according to the context.</p> <p>4.4 Compose simple spoken and written text to express giving and requesting name of animal, thing, and public building related to students with correct social function, text structure, and language feature according to the context.</p> <p>4.5 Compose simple spoken and written text to express giving and requesting the trait of person, animal, and thing with correct social function, text structure, and language feature</p>

	<p>according to the context.</p> <p>4.6 Compose simple spoken and written text to express giving and requesting the action and function of person, animal, and thing with correct social function, text structure, and language feature according to the context.</p> <p>4.7.1 Identify the meaning of descriptive text with correct social function text structure, language feature according to the context.</p> <p>4.7.2 Compose simple spoken and written descriptive text about label and price, with correct social function text structure, language feature according to the context.</p> <p>4.8 Compose simple spoken and written descriptive text about person, animal, and thing with correct social function, text structure, and language feature according to the context.</p> <p>4.9 Compose simple spoken and written text about behavior of person, animal, and thing with correct social function, text structure, and language feature according to the context.</p> <p>4.10 Comprehend the contextual meaning about social function, text structure, and language feature of instruction, short notice, and warning.</p> <p>4.11 Compose simple spoken and written text instruction, short notice, and warning with correct social function, text structure, and language feature according to the context.</p> <p>4.12 Comprehend the contextual meaning about social function, text structure, and language feature of spoken descriptive text.</p> <p>4.13 Compose simple descriptive spoken and written text about behavior of person, animal, and thing with correct social function, text structure,</p>
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	<p>and language feature according to the context.</p> <p>4.14 Comprehend the contextual meaning about social function, text structure, and language feature of song lyric related to students.</p>
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Source: Kemendikbud, 2017.

2.3 Speaking & Writing Competences in Revised 2013 Curriculum

Speaking and writing are used to interact and communicate with someone to other. Speaking and writing are needed for communication in every activity in daily live. According to Savignon (1983), communicative competence is not restricted to spoken language, but involves writing as well. It is also contextual, which means that a competence communicators know how to make communicative choices according to the situation.

Speaking as a fundamental to human communication. It means that speaking is used to interact and communicate with someone to other to get information. Thornburry (2005) mentions that there are two main purposes of speaking. Speaking has functions as transactional function related to convey information and interpersonal function related to establish and maintain social relationship. For example of speaking, we speak if we want to call or greet someone near of us. To express our feeling when we are happy or sad and to show ideas and to give opinion in a meeting, so speaking became a vital function.

Nunan (2003) states that writing is an intellectual activity of finding ideas and thinking about the way to express and arrange them into statements and paragraph that is clear to be understood for people. For example of writing, we are



able to send information to someone far from us by writing a letter. By writing we can produce documented informations which became the important source of informations to us. As long as we live and have social interaction, we will never leave speaking and writing.

Based on the explanation above, the basic competences in Revised 2013 Curriculum for VII Grade students also serve transactional and interpersonal functions in terms of productive skills. The basic competences that serve an interpersonal function include the expression of greeting, appreciating, and apologizing. The basic competences that serve a transactional function include the expression of giving and asking identity; giving and asking days, months, and time; giving and asking names and amount of animals or things; giving and asking traits of person, animal, or thing; giving and asking the action/function of person, animal, or thing.

2.4 The Importance of Textbook

Textbook is a learning medium used in schools and colleges to support a teaching program. Textbook is a lesson book in specific field of research, which is a standard book written by experts in that field according to the instructional purpose, completed by suitable teaching media which is easy to understand by the users in schools and colleges (Tarigan, 1990).

Textbooks provide a readily available source of teaching materials for teachers to focus on doing the real work of teaching, and not having their energy dispersed by preparation of teaching materials (Edge and Wharton, 1998). Textbooks can also serve as a reference point for teachers managing their teaching

progress, and also help to provide a focus for teaching (Masuhara and Tomlinson, 2008). Textbooks are particularly useful in providing support and security for new inexperienced teachers or teachers, who have relatively low confidence to deliver in a communicative way (Edge and Wharton, 1998). Textbooks are also beneficial in many different ways. Similar to the teachers, textbooks can act as a reference point for their learning process and keep track of their development (O'Neil, 1982). Students can use the textbook as a tool to self-learn the desired materials and also remind them the previous learned materials.

The researcher considers that it is important to evaluating a new book in order to bring a positive idea for the future consideration of writing a textbook. In evaluating any new book of a scholarly or technical nature, one has to consider the purpose for which it was written, for it is all too easy to attack it for not being something else (Verhave and Sherman, 1968). The current research attempt to analyze the productive skills speaking and writing of the textbook *Passport to the World 1: A Fun and Easy English for Grade VII of Junior High Schools* according to the Revised 2013 curriculum core and basic competence.

2.5 Passport to the World 1

Passport to the World 1: A Fun and Easy English for Grade VII of Junior High Schools is a English material textbook for seventh grader of junior high schools. The book was written by the Indonesian author team consisted of: Djatmika, Agus Dwi Priyanto, Ida Kusuma Dewi, Ahmad Thomy H, Iwan Surya, Usas Budi Kasiati, and Wiyono. The book was published by PT Tiga Serangkai Pustaka Mandiri, Solo in 2017.

Passport to the World 1 was written to answer the need of new book based on the Revised 2013 curriculum for junior high school. Passport to the World 1 consisted of 226 pages divided into 10 units or chapters which cover the materials for two semesters of seventh grader of junior high schools. Each chapter covers the core and basic competenses of the Revised 2013 curriculum coherently to make sure that the students can achieve the learning goal based on the Revised curriculum.

Passport to the World 1 published in two versions which are teachers' book and students' book. The version that the researcher analysed was the students' book. The students' book version of Passport to the World 1 does not provide the key answer nor the scoring rubric for the exercises thus hinders the student to self-evaluate their works without peer or teacher help.

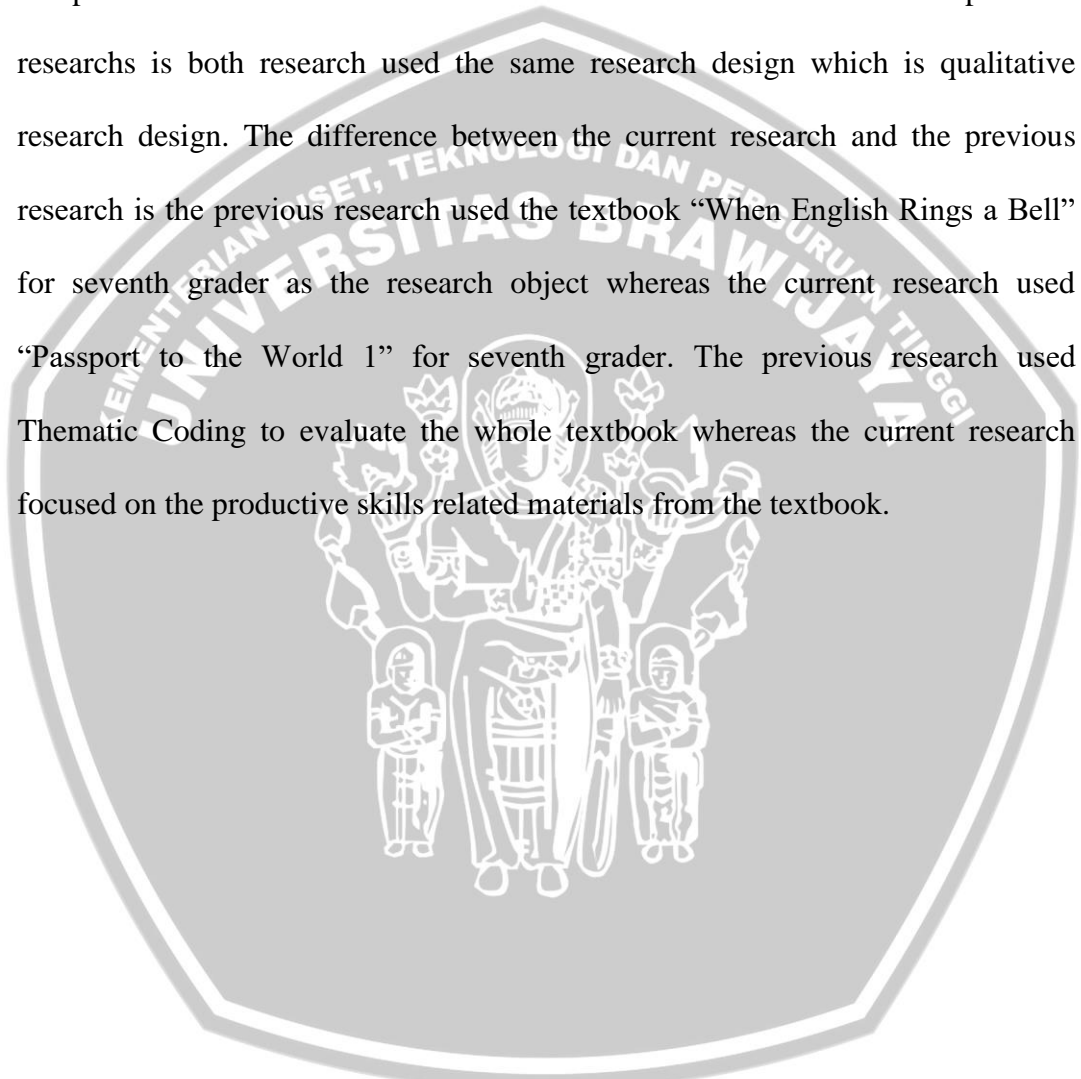
Passport to the World 1 provides course objectives and pictures as examples in each material to make the students know what materials to learn and the learning goals. The textbook materials are composed of warming up activities to stimulate the students before they learn the main activity, main activities to make the students reach the competence needed, listening practices to practice with listening materials, working in groups to allow the students interact with others to solve problems together, grammar checks and grammar practices to support the main materials in learning English grammar, and game activities to make the learning process fun with a whole class activities.

2.6 Review of the Previous Research

Some researches on 2013 curriculum textbook has been conducted in the previous time. There is a previous research regarding textbook analysis on 2013 curriculum. Setiawati (2015) did an analysis of “When English Rings A Bell” an English Textbook of Eight Grader of Junior High School. The textbook analysis research used qualitative method and used Thematic Coding for the research. Thematic Coding refers to method to categorizing the qualitative data to meaningful things. The research showed that only 38,46% of the materials from the textbook covers the Psychomotoric domain to fulfill the purpose of the topic, language features, and social functions of the ideal materials which are intended to be achieved by the students based on the curriculum 2013. The similarities between the current research and the previous researchs is both research used the same research design which is qualitative research design and focused on the relevance of between the materials from the textbook to the Revised 2013 curriculum. The difference between the current research and the previous research is the previous research used the textbook “When English Rings a Bell” for eight grader as the research object whereas the current research used “Passport to the World 1” for seventh grade. The previous research focused on Cognitive and Psychomotor domains whereas the current research focused on the productive skills related materials from the textbook.

Fitriyani (2013) did an analysis of English Textbook for seventh graders of Junior High School entitle “When English Rings a Bell”. This research used qualitative method in Textbook Analysis and used the Thematic Coding to cover

the research. Thematic coding refers to any method of categorizing segments of qualitative data into meaningful things. The research showed that from the sides of communicative function of the nine integrated standard, the Textbook was proportional enough because it contained almost the whole communicative competence. The similarities between the current research and the previous researchs is both research used the same research design which is qualitative research design. The difference between the current research and the previous research is the previous research used the textbook “When English Rings a Bell” for seventh grader as the research object whereas the current research used “Passport to the World 1” for seventh grader. The previous research used Thematic Coding to evaluate the whole textbook whereas the current research focused on the productive skills related materials from the textbook.



CHAPTER III

RESEARCH METHOD

This chapter presents a description of research methods. It contains several parts. They are research design, object of the research, type of data, procedures of collecting data, and procedures of analyzing data.

3.1 Research Design

The current research implemented descriptive qualitative method. Qualitative research is a research which has purpose to understand phenomena about what happens to the research subject, for instance behaviour, perception, motivation, and act in descriptive way in forms of words and languages, in natural and specific context use various natural method (Moleong, 2005).

The researcher conducted the research by using content analysis to analyze the data collected from the textbook. Content Analysis is a research tool that focused on the actual content and internal features of media. It is used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner (Palmquist in Al-Ghazo and Smadi, 2013, p. 347). Content analysis can be used to analyze texts such as books, book chapters, essays, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theatre, informal conversation, or really any occurrence of communicative language.

The current research used a textbook as research object. The researcher categorized the textbook materials into speaking and writing skills and analyzed whether the materials meet the Basic competences of the Revised 2013 Curriculum.

3.2 Object of the Research

The object of the research was a textbook entitled “Passport to the World 1: A Fun and Easy English for Grade VII of Junior High Schools” which was written by Djatmika, Agus Dwi Priyanto, and Ida Kusuma Dewi and published by PT Tiga Serangkai Pustaka Mandiri, Solo in 2017. The textbook consists of 10 chapters and covers 226 pages. The detail of the chapters can be seen in Table 3.1 below.

Table 3.1 List of Chapters of “Passport to the World 1” Textbook

Chapter	Title	Description
Unit 1	Hello, I’m Nina	For first semester
Unit 2	Lia, This is Dini	
Unit 3	What do They Look Like?	
Unit 4	What does A Pilot Do?	
Unit 5	Sorry for ...	
Unit 6	What Time do You Get up?	For second semester
Unit 7	What Day is It Today?	
Unit 8	Follow the Instruction	
Unit 9	Mmm... Yummy!	
Unit 10	Who’s That?	

3.3 Data Collection Method and Instrument

The data of the current research were collected through document review technique. Document review is used as a method to collect the data from written documents or other artifacts to gain an understanding of the phenomenon under research. Ary et al. (2010) states that examining documents is an unobtrusive

approach to qualitative research and can be conducted as part of a research that includes other forms of data collection or alone and the documents may be personal such as autobiographies, diaries, letters; official such as files, reports, memoranda; or documents of popular culture such as books, films, and videos. The document reviewed in this current research was a textbook entitled “Passport to the World 1: A Fun and Easy English for Grade VII of Junior High Schools”.

The researcher used a table of checklists as the instrument in collecting the data. According to Arikunto (2003), research instrument is a tool used by a researcher to find out or measure abilities with certain rules. Furthermore, Given (2008) states that checklist is one of research instruments which is used to encourage or verify that a number of specific lines of inquiry, steps, or actions, are being taken, or have been taken, by a researcher. The checklists in this current research was used to check whether speaking and writing materials of the textbook “Passport to the World 1 : A Fun and Easy English for Grade VII of Junior High Schools” meet Basic Competences in Revised 2013 Curriculum.

The table of checklists was adapted from Setiawati (2015) that was modified to comply with the objectives of the research. The table consisted of five columns. The first column was for *Basic Competence* which covered all basic competences of speaking and writing skills stated in the Revised 2013 Curriculum. The second column was for *Indicator* which showed students’ activities representing their abilities in speaking/writing which was developed and derived from the basic competences. There were 50 indicators in total to be examined consisting of 25 indicators for speaking materials and 25 indicators for

writing materials. The third column was for *Status* which determined whether the indicators required were available in the object of the research (textbook). There were only two options to fill in this *Status* column which were *available* (✓) or *not* (X). The fourth column was for *Page* which pointed the page where the indicators required were available in the textbook. Last, the fifth column was for *Material* which described the materials in the textbook that matched the indicators required. Table 3.2 below illustrates the table of checklists as the instrument of this research. The detail of this table can be seen in *Appendix 1*.

3.4 Data Analysis

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others (Sugiyono, 2013, p. 334). In this research, the data analysis was processed through these steps:

- 1) Identifying all speaking and writing activities in the textbook by reading intensively.
- 2) Comparing each *Indicator* in the instrument of the research with the speaking and writing activities found to check whether the indicators required were presented in the speaking or writing activity in the textbook.
- 3) Classifying the data collected into Basic Competencies (*point 4*) category in Revised 2013 Curriculum and describing how the data matched the indicators.

- 4) Calculating the total activities in the textbook that matched the indicators required in the Basic Competences in Revised 2013 Curriculum. To gain the percentage in this calculation, the following formula from Sudijono (2010, p. 43) was used:

$$\text{Percentage} = \frac{\text{number of indicators fulfilled}}{\text{total number of indicators}} \times 100\%$$

- 5) Interpreting the result of calculation with the Wahab's theory (2013, p.63) about the scale of percentage category. If the percentage starts with 75%, it is categorized as good and thus the speaking and writing materials in the textbook meet the Basic Competences in Revised 2013 Curriculum. If the percentage starts with 65% - 74%, it is categorized as sufficient and thus the speaking and writing materials in the textbook meet the Basic Competences in Revised 2013 Curriculum. If the percentage goes up to 54%, it is categorized as poor and thus the speaking and writing materials in the textbook do not meet the Basic Competences in Revised 2013 Curriculum. Table 3.3 below illustrates the scale of percentage category.

Table 3.3 Table of Percentage Category

Data Percentage	Category
It starts with 75%	Good
It starts with 65% - 74%	Sufficient
It goes up to 64%	Poor

- 6) Comparing the result of from the findings with the theories related and drawing conclusion.

CHAPTER IV

FINDING AND DISCUSSION

The data that have been obtained are presented and analyzed in this chapter. The data presentation is outlined in accordance with the total basic competences of 2013 Curriculum utilized by this research. The findings explain how the speaking and writing materials in the textbook “Passport to the World 1: A Fun and Easy English for Grade VII of Junior High Schools” meets the Basic Competences of Revised 2013 Curriculum.

4.1 Finding

The data which had been collected using the table of checklists as the instrument of this research had a total of 50 indicators examined consisting of 25 indicators for speaking materials and 25 indicators for writing materials. The finding showed that there were 44 indicators in total which were *available* (✓) in the textbook. The 44 indicators consisted of 22 indicators of speaking materials and 22 indicators of writing materials. The 6 indicators in total which were *not available* (X) consisted of 3 indicators of speaking materials and 3 indicators of writing materials (see *Appendix 2* for the detail result of the checklists).

The collected data were then analyzed and described to find out how the textbook “Passport to the World 1: A Fun and Easy English for Grade VII of Junior High Schools” meets the Basic Competences of Revised 2013 Curriculum. The detail of the description of the finding is explained below.

4.1.1 The Textbook and Basic Competence 4.1

There were 12 indicators (*Indicator-1* – *Indicator-12*) examined in accordance with the Basic Competence 4.1 of Revised 2013 Curriculum. The *Indicator-1* which can be seen in *Appendix 2* page 66 was about whether there was a material in the textbook that required students to compose simple spoken text to express greeting or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-1*. The first material was titled “Activity 1” on page 29. In this material, students were asked to rearrange the expressions provided in the material so that they made a good conversation. After that, they acted the conversation with their friend. The second material was titled “Activity 2” on page 30. In this material, students were asked to fill in the blanks of conversation balloons with their name and the name of their friend sitting next to them. Then, they practice the conversation in front of the class.

The *Indicator-2* which can be seen in *Appendix 2* page 66 was about whether there was a material in the textbook that required students to compose simple spoken text to respond to greeting or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-2*. The first material was titled “Activity 1” on page 29 and the second material was titled “Activity 2” on page 30. These materials were the same as the materials that matched the *Indicator-1* because these materials also required students to compose simple spoken text to respond to greeting.

The *Indicator-3* which can be seen in *Appendix 2* page 66 was about whether there was a material in the textbook that required students to compose

simple spoken text to express appreciating or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-3*. The first material was titled “Activity 8” on page 82-83. In this material, the students were asked to fill in the blanks in the dialogues provided in the material with the expressions to thank and the responses. Then, they practice the dialogues with their friends. The second material was titled “Working in Group” on page 83. In this material, the students were asked to work in pairs and rearrange the expressions provided in the material to make a good dialogue. Then, they practice the dialogue.

The *Indicator-4* which can be seen in *Appendix 2* page 66 was about whether there was a material in the textbook that required students to compose simple spoken text to respond to appreciating or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-4*. The first material was titled “Activity 8” on page 82-83 and the second material was titled “Working in Group” on page 83. These materials were the same as the materials that matched the *Indicator-3* because these materials also required students to compose simple spoken text to respond to appreciating.

The *Indicator-5* which can be seen in *Appendix 2* page 66 was about whether there was a material in the textbook that required students to compose simple spoken text to express apologizing or not. The finding showed that there were four materials found in the textbook that matched the *Indicator-5*. The first material was titled “Activity 1” on page 93. In this material, students were asked to complete the dialogues provided in the material with appropriate expressions.

Then, they play the dialogues in front of their friends. The second material was titled “Activity 2” on page 94. In this material, students were asked to practice dialogues with the situations provided in the material by using expressions of asking for forgiveness. The third material was titled “Activity 3” on page 95. In this material, students were asked to change the words in the brackets provided in the textbook into correct forms. Then, they say the expressions orally. The fourth material was titled “Semester 1 Evaluation” in the *III – Conversation 3* section on page 112. In this material, students were asked to find a partner then put the conversations provided in the textbook in the correct order. Then, they practice the conversations with their partner.

The *Indicator-6* which can be seen in *Appendix 2* page 67 was about whether there was a material in the textbook that required students to compose simple spoken text to respond to apologizing or not. The finding showed that there were three materials found in the textbook that matched the *Indicator-6*. The first material was titled “Activity 1” on page 93, the second material was titled “Activity 2” on page 94, and the third material was titled “Semester 1 Evaluation” on page 112 in the *III – Conversation 3* section. These materials were the same as the three materials that matched the *Indicator-5* (“Activity 1” on page 93, “Activity 2” on page 94, and “Semester 1 Evaluation” on page 112 in the *III – Conversation 3* section) because these materials also required students to compose simple spoken text to respond to apologizing.

The *Indicator-7* which can be seen in *Appendix 2* page 67 was about whether there was a material in the textbook that required students to compose

simple written text to express greeting or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-7*. The first material was titled “Activity 1” on page 29 and the second material was titled “Working in Group” on page 94. The first material was the same as the material that matched the *Indicator-1* (“Activity 1” on page 29) because this material required students to compose both simple spoken and written text to express greeting. In the second material, students were asked to work with a partner then compose dialogues based on the flowchart provided in the textbook.

The *Indicator-8* which can be seen in *Appendix 2* page 67 was about whether there was a material in the textbook that required students to compose simple written text to respond to greeting or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-8*. The first material was titled “Activity 1” on page 29 and the second material was titled “Working in Group” on page 94. The first material was the same as the material that matched the *Indicator-1* (“Activity 1” on page 29) because this material also required students to compose simple written text to respond to greeting. The second material was the same as the material that matched the *Indicator-7* (“Working in Group” on page 94) because this material also required students to compose simple written text to respond to greeting.

The *Indicator-9* which can be seen in *Appendix 2* page 67 was about whether there was a material in the textbook that required students to compose simple written text to express appreciating or not. The finding showed that there was one material found in the textbook that matched the *Indicator-9*. This

material was titled “Activity 8” on page 82-83. This material was the same as the material that matched the *Indicator-3* (“Activity 8” on page 82-83) because this material also required students to compose simple written text to express appreciating.

The *Indicator-10* which can be seen in *Appendix 2* page 67 was about whether there was a material in the textbook that required students to compose simple written text to respond to appreciating or not. The finding showed that there was one material found in the textbook that matched the *Indicator-10*. This material was titled “Activity 8” on page 82-83. This material was the same as the material that matched the *Indicator-3* (“Activity 8” on page 82-83) because this material also required students to compose simple written text to respond to appreciating.

The *Indicator-11* which can be seen in *Appendix 2* page 67 was about whether there was a material in the textbook that required students to compose simple written text to express apologizing or not. The finding showed that there were four materials found in the textbook that matched the *Indicator-11*. The first material was titled “Activity 1” on page 93, the second material was titled “Working in Group” on page 94, the third material was titled “Activity 7” on page 97, and the fourth material was titled “Activity 12” on page 104. The first material was the same as the material that matched the *Indicator-5* (“Activity 1” on page 93) and the second material was the same as the material that matched the *Indicator-7* (“Working in Group” on page 94) because these materials also required students to compose simple written text to express apologizing. In the

third material, students were asked to write a memo to their friend to say sorry for not bringing the pen they borrowed. The format of the memo was provided in the textbook to assist the task. In the fourth material, students were asked to write a memo to their friend to ask for forgiveness with the situation provided in the textbook to assist the task. The situation was that they lost their friend's bag and they wanted to replace the lost bag with the new one. This new bag was illustrated in the textbook so that the students could describe the new bag.

The *Indicator-12* which can be seen in *Appendix 2* page 68 was about whether there was a material in the textbook that required students to compose simple written text to respond to apologizing or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-12*. The first material was titled "Activity 1" on page 93 and the second material was titled "Working in Group" on page 94. The first material was the same as the material that matched the *Indicator-5* ("Activity 1" on page 93) and the second material was the same as the material that matched the *Indicator-7* ("Working in Group" on page 94) because these materials also required students to compose simple written text to respond to apologizing.

From 12 indicators of Basic Competence 4.1 being applied as the measurement, all of these indicators were available in the textbook. *Indicator-1 – Indicator-6* were about speaking materials and *Indicator-7 – Indicator-12* were about writing materials. *Indicator-1* consisted of two materials, *Indicator-2* consisted of two materials, *Indicator-3* consisted of two materials, *Indicator-4* consisted of two materials, *Indicator-5* consisted of four materials, *Indicator-6*

consisted of three materials, *Indicator-7* consisted of two materials, *Indicator-8* consisted of two materials, *Indicator-9* consisted of one material, *Indicator-10* consisted of one material, *Indicator-11* consisted of four materials, and *Indicator-12* consisted of two materials.

4.1.2 The Textbook and Basic Competence 4.2

There were 4 indicators (*Indicator-13* – *Indicator-16*) examined in accordance with the Basic Competence 4.2 of Revised 2013 Curriculum. The *Indicator-13* which can be seen in *Appendix 2* page 68 was about whether there was a material in the textbook that required students to compose simple spoken text to express giving identity or not. The finding showed that there were six materials found in the textbook that matched the *Indicator-13*. The first material was titled “Activity 2” on page 9. In this material, students were asked to introduce themselves to their friend by looking at the picture provided in the textbook as the example. The second material was titled “Activity 3” on page 32. In this material, students were asked to introduce their friend sitting next to them to the teacher. They could use the expressions provided in the textbook as assistance. The third material was titled “Activity 4” on page 32. In this material, students were asked to fill the form provided in the textbook then introduce themselves with the information in the form. The fourth material was titled “Game” on page 39. In this material, students were asked to work in pairs and introduce their friend. Then, they mentioned the letters of their friend’s name. Each letter represented an English word. An example of this task was provided in the textbook. The fifth material was titled “Semester 1 Evaluation” in the *III* –

Conversation 1 section on page 112. In this material, students were asked to find a partner then put the conversations provided in the textbook in the correct order. The sixth material was titled “Semester 1 Evaluation” in the *III – Conversation 2* section on page 112. In this material, students were asked to find a partner then put the conversations provided in the textbook in the correct order.

The *Indicator-14* which can be seen in *Appendix 2* page 68 was about whether there was a material in the textbook that required students to compose simple spoken text to express requesting identity or not. The finding showed that there was one material found in the textbook that matched the *Indicator-14*. This material was titled “Game” on page 17-18. In this material, students were asked to make a group of ten. Then, they sit in a circle. Their teacher gave a ball to one of them in their group. The one holding the ball asked a question (the list of questions was provided in the textbook). Then, the student rolled the ball to another student. The second student answered the question. The second student then rolled the ball to another student. The third student repeated the activity until all of the students in the group got their turn.

The *Indicator-15* which can be seen in *Appendix 2* page 68-69 was about whether there was a material in the textbook that required students to compose simple written text to express giving identity or not. The finding showed that there were four materials found in the textbook that matched the *Indicator-15*. The first material was titled “Activity 3” on page 9. In this material, students were asked to make a dialogue with their friend to ask for his/her name. They used the speech balloons provided in the textbook as assistance. The second material was titled

“Unit 1 Evaluation” in the *III-3* section on page 21. In this material, students were asked to check the identity card provided in the textbook. Then, they completed uncompleted text based on the information on the card. The third material was titled “Activity 5” on page 34. In this material, students were asked to fill in the form provided in the textbook with information about themselves. After completing the task, they shared with their friends. The fourth material was titled “Activity 8” and “Activity 9” on page 36. In this material, students were asked to fill in the form provided in the textbook with their personal information. After that, they wrote a short paragraph about themselves based on the information in the form.

The *Indicator-16* which can be seen in *Appendix 2* page 69 was about whether there was a material in the textbook that required students to compose simple written text to express requesting identity or not. The finding showed that there was no material found in the textbook that matched the *Indicator-16*. It means that materials which required students to compose simple written text to express requesting identity were not available in the textbook.

From 4 indicators of Basic Competence 4.2 being applied as the measurement, 3 of these indicators were available in the textbook (*Indicator-13 – Indicator-15*) and 1 indicator was not available in the textbook (*Indicator-16*). *Indicator-13 – Indicator-14* were about speaking materials and *Indicator-15 – Indicator-16* were about writing materials. *Indicator-13* consisted of six materials, *Indicator-14* consisted of one material, and *Indicator-15* consisted of four materials.

4.1.3 The Textbook and Basic Competence 4.3

There were 16 indicators (*Indicator-17 – Indicator-32*) examined in accordance with the Basic Competence 4.3 of Revised 2013 Curriculum. The *Indicator-17* which can be seen in *Appendix 2* page 68 was about whether there was a material in the textbook that required students to compose simple spoken text to express giving information about the name of the day or not. The finding showed that there was one material found in the textbook that matched the *Indicator-17*. This material was titled “Activity 1” on page 138. In this material, students were asked to say what day would be based on clue sentences provided in the textbook. After that, they tried to make conversation with their desk mate about days in a week by using the example expressions provided.

The *Indicator-18* which can be seen in *Appendix 2* page 69 was about whether there was a material in the textbook that required students to compose simple spoken text to express requesting information about the name of the day or not. The finding showed that there was no material found in the textbook that matched the *Indicator-17*. It means that material which required students to compose simple spoken text to express requesting information about the name of the day were not available in the textbook.

The *Indicator-19* which can be seen in *Appendix 2* page 69 was about whether there was a material in the textbook that required students to compose simple spoken text to express giving information about the name of month or not. The finding showed that there was one material found in the textbook that matched the *Indicator-19*. This material was titled “Activity 2” on page 139. In

this material, students were asked to say what month came before and after according to clue sentences provided in the textbook. Then, they tried to make conversation with their desk mate about months by using the example expressions provided.

The *Indicator-20* which can be seen in *Appendix 2* page 69 was about whether there was a material in the textbook that required students to compose simple spoken text to express requesting information about the name of month or not. The finding showed that there was one material found in the textbook that matched the *Indicator-20*. This material was titled “Activity 2” on page 139. This material was the same as the material that matched the *Indicator-19* (“Activity 2” on page 139) because the material also required students to compose simple spoken text to express requesting information about the name of the month.

The *Indicator-21* which can be seen in *Appendix 2* page 69-70 was about whether there was a material in the textbook that required students to compose simple spoken text to express giving information about time in number or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-21*. The first material was titled “Activity 4” on page 124. In this material, students were asked to complete the timetable provided in the textbook with their time and activities. Then, they described their activities to their friends. The second material was titled “Activity 5” on page 125. In this material, students were asked to tell their friends what time of each program on an event stated in the textbook.

The *Indicator-22* which can be seen in *Appendix 2* page 70 was about whether there was a material in the textbook that required students to compose simple spoken text to express asking information about time in number or not. The finding showed that there was no material found in the textbook that matched the *Indicator-22*. It means that materials which required students to compose simple spoken text to express asking information about the time in number were not available in the textbook.

The *Indicator-23* which can be seen in *Appendix 2* page 70 was about whether there was a material in the textbook that required students to compose simple spoken text to express giving information about date or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-23*. The first material was titled “Working in Group” on page 142. In this material, students were asked to work in pairs and make questions and answers to ask for the dates of the events provided in the textbook. The second material was titled “Activity 3” on page 142. In this material, students were asked to go around the class and make a list of their friends’ birthdays.

The *Indicator-24* which can be seen in *Appendix 2* page 70 was about whether there was a material in the textbook that required students to compose simple spoken text to express requesting information about date or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-24*. The first material was titled “Working in Group” on page 142 and the second material was titled “Activity 3” on page 142. These materials were the same as the materials that matched the *Indicator-23* (“Working in Group” on

page 142 and “Activity 3” on page 142) because these materials also required students to compose simple spoken text to express requesting information about date.

The *Indicator-25* which can be seen in *Appendix 2* page 70 was about whether there was a material in the textbook that required students to compose simple written text to express giving information about the name of the day or not. The finding showed that there were four materials found in the textbook that matched the *Indicator-25*. The first material was titled “Unit 6 Evaluation” in the *III* section on page 134, the second material was titled “Activity 1” on page 138, the third material was titled “Activity 10” on page 145-146, and the fourth material was titled “Unit 7 Evaluation” in the *II* section on page 151-152. In the first material, students were asked to write their own daily activities based on the clues provided in the textbook. The second material was the same as the material that matched the *Indicator-17* (“Activity 1” on page 138) because this material also required students to compose simple written text to express giving information about the name of the day. In the third material, students were asked to look up what days the dates of the national events provided in the textbook in a calendar and make a list of them. In the fourth material, students were asked to answer questions related to required students to compose simple written text to express giving information about the name of the day.

The *Indicator-26* which can be seen in *Appendix 2* page 70 was about whether there was a material in the textbook that required students to compose simple written text to express requesting information about the name of the day or

not. The finding showed that there was no material found in the textbook that matched the *Indicator-26*. It means that materials which required students to compose simple written text to express requesting information about the name of the day were not available in the textbook.

The *Indicator-27* which can be seen in *Appendix 2* page 70 was about whether there was a material in the textbook that required students to compose simple written text to express giving information about the name of month or not. The finding showed that there was one material found in the textbook that matched the *Indicator-27*. This material was titled “Activity 2” on page 139. This material was the same as the material that matched the *Indicator-19* (“Activity 2” on page 139) because this material also required students to compose simple written text to express giving information about the name of month.

The *Indicator-28* which can be seen in *Appendix 2* page 71 was about whether there was a material in the textbook that required students to compose simple written text to express requesting information about the name of month or not. The finding showed that there was one material found in the textbook that matched the *Indicator-28*. This material was titled “Activity 2” on page 139. This material was the same as the material that matched the *Indicator-19* (“Activity 2” on page 139) because this material also required students to compose simple written text to express requesting information about the name of month.

The *Indicator-29* which can be seen in *Appendix 2* page 71 was about whether there was a material in the textbook that required students to compose simple written text to express giving information about the time in number or not.

The finding showed that there were four materials found in the textbook that matched the *Indicator-29*. The first material was titled “Activity 4” on page 124, the second material was titled “Activity 7” on page 127, the third material was titled “Activity 8” on page 128-129, and the fourth material was titled “Activity 9” on page 129. The first material was the same as the material that matched the *Indicator-21* (“Activity 4” on page 124) because this material also required students to compose simple written text to express giving information about the time in number. In the second material, students were asked to write the time of each activity based on the text provided in a 12-hour digital format and add the a.m. or p.m. to the time. In the third material, students were asked to read the text provided in the textbook then write a caption about time for each picture in the textbook related to the text. There was an example to assist the task. In the fourth material, students were asked to draw a simple picture of a clock for each activity they do on a single day. Then, they wrote a sentence to go with the picture. An example was provided as assistance.

The *Indicator-30* which can be seen in *Appendix 2* page 71 was about whether there was a material in the textbook that required students to compose simple written text to express asking information about the time in number or not. The finding showed that there was no material found in the textbook that matched the *Indicator-30*. It means that materials which required students to compose simple written text to express asking information about the time in number were not available in the textbook.

The *Indicator-31* which can be seen in *Appendix 2* page 71-72 was about whether there was a material in the textbook that required students to compose simple written text to express giving information about date or not. The finding showed that there were four materials found in the textbook that matched the *Indicator-31*. The first material was titled “Working in Group” on page 142, the second material was titled “Activity 3” on page 142, the third material was titled “Activity 9” on page 145, and the fourth material was titled “Unit 7 Evaluation” in the *III* section on page 152. The first and second materials were the same as the materials that matched the *Indicator-23* (“Working in Group” on page 142 and “Activity 3” on page 142) because these materials also required students to compose simple written text to express giving information about date. In the third material, students were asked to write the dates of the national days listed in the textbook. In the fourth material, students were asked to mention the dates of the national days listed in the textbook.

The *Indicator-32* which can be seen in *Appendix 2* page 72 was about whether there was a material in the textbook that required students to compose simple written text to express requesting information about date or not. The finding showed that there was no material found in the textbook that matched the *Indicator-32*. This material was titled “Working in Group” on page 142. This material was the same as the material that matched the *Indicator-23* (“Working in Group” on page 142) because the material also required students to compose simple written text to express requesting information about date.

From 16 indicators of Basic Competence 4.3 being applied as the measurement, 12 of these indicators were available in the textbook (*Indicator-17, 19, 20, 21, 23, 24, 25, 27, 28, 29, 31, and 32*) and 4 indicators were not available in the textbook (*Indicator-18, 22, 26, and 30*). *Indicator-17 – Indicator-24* were about speaking materials and *Indicator-25 – Indicator-32* were about writing materials. *Indicator-17* consisted of one material, *Indicator-19* consisted of one material, and *Indicator-20* consisted of one material, *Indicator-21* consisted of two materials, *Indicator-23* consisted of two materials, *Indicator-24* consisted of two materials, *Indicator-25* consisted of four materials, *Indicator-27* consisted of one material, *Indicator-28* consisted of one material, *Indicator-29* consisted of four materials, *Indicator-31* consisted of four materials, and *Indicator-32* consisted of one material.

4.1.4 The Textbook and Basic Competence 4.4

There were 4 indicators (*Indicator-33 – Indicator-36*) examined in accordance with the Basic Competence 4.4 of Revised 2013 Curriculum. The *Indicator-33* which can be seen in *Appendix 2* page 72 was about whether there was a material in the textbook that required students to compose simple spoken text to express giving name and/or amount of animal / things / public building or not. The finding showed that there was one material found in the textbook that matched the *Indicator-33*. This material was titled “Game” on page 105. In this material, students were asked to find one or two friends to make a gang of thieves. Then, they asked all the members of the class to go out of the classroom. The thieves took some things from their friends’ desks and hide them. They had to

take only one from one desk, but they could take from two or more desks. After that, they called all the friends in the class. Those friends checked their stuffs. The thieves asked them to describe the missing things. Those who could describe clearly got the thing soon and those who couldn't, had to dance or sing before getting it back. All of the students made sure that all the things stolen were returned to the owners.

The *Indicator-34* which can be seen in *Appendix 2* page 72 was about whether there was a material in the textbook that required students to compose simple spoken text to express requesting name and/or amount of animal / things / public building or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-34*. The first material was titled "Game" on page 105 and the second material was titled "Activity 5" on page 182. The first material was the same as the material that matched the *Indicator-33* ("Game" on page 105) because this material also required students to compose simple spoken text to express requesting name and/or amount of animal / things / public building. In the second material, students were asked to complete the dialogues provided in the textbook with "How much" or "How many". Then, they practiced the dialogues with their friends.

The *Indicator-35* which can be seen in *Appendix 2* page 72-73 was about whether there was a material in the textbook that required students to compose simple written text to express giving name and/or amount of animal / things / public building or not. The finding showed that there were five materials found in the textbook that matched the *Indicator-35*. The first material was titled "Activity

11” on page 103. In this material, students were asked to look at the pictures in the textbook and write the labels for them. An example was given as assistance. The second material was titled “Warming Up” in the *C* section on page 175-176. In this material, students were asked to put a list of goods in the textbook into three categories which were stationary, dining tools, and daily needs. The third material was titled “Activity 3” on page 179. In this material, students were asked to go to a food stall around their school and make a list of the names of kitchen utensils there by paying attention to the singular and plural forms. The fourth material was titled “Activity 10” on page 184-185. In this material, students were asked to write an instruction to prepare a glass of any kind of mixed fruit juice. A form was given as assistance. The fifth material was titled “Unit 9 Evaluation” in the *II-1* and *II-2* section on page 191. In this material, students were asked to write the plural form of the nouns listed in the textbook. Then, they made a shopping list from the text provided in the textbook.

The *Indicator-36* which can be seen in *Appendix 2* page 73 was about whether there was a material in the textbook that required students to compose simple written text to express requesting name and/or amount of animal / things / public building or not. The finding showed that there was one material found in the textbook that matched the *Indicator-36*. This material was titled “Activity 5” on page 182. This material was the same as the material that matched the *Indicator-34* (“Activity 5” on page 182) because this material also required students to compose simple written text to express requesting name and/or amount of animal / things / public building.

From 4 indicators of Basic Competence 4.4 being applied as the measurement, all of them were available in the textbook (*Indicator-33 – Indicator-36*). *Indicator-33* and *Indicator-34* were about speaking materials and *Indicator-35* and *Indicator-36* were about writing materials. *Indicator-33* consisted of one material, *Indicator-34* consisted of two materials, *Indicator-35* consisted of five materials, and *Indicator-36* consisted of one material.

4.1.5 The Textbook and Basic Competence 4.5

There were 4 indicators (*Indicator-37 – Indicator-40*) examined in accordance with the Basic Competence 4.5 of Revised 2013 Curriculum. The *Indicator-37* which can be seen in *Appendix 2* page 73 was about whether there was a material in the textbook that required students to compose simple spoken text to express giving traits of person / animals / things or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-37*. The first material was titled “Working in Group” on page 53. In this material, students were asked to work in pairs and make a dialogue with the pattern provided in the textbook. Then, they practiced it in front of their friends. The second material was titled “Activity 4” on page 53-54. In this material, students were asked to describe one of portraits provided in the textbook without mentioning the name of it. Then, they asked their friends to guess who the person they had described.

The *Indicator-38* which can be seen in *Appendix 2* page 73 was about whether there was a material in the textbook that required students to compose simple spoken text to express requesting traits of person / animals / things or not.

The finding showed that there were two materials found in the textbook that matched the *Indicator-38*. The first material was titled “Working in Group” on page 53. This material was the same as the material that matched the *Indicator-37* (“Working in Group” on page 53) because this material also required students to compose simple spoken text to express requesting traits of person / animals / things. The second material was titled “Game” on page 60. In this material, students were asked to have a group of five. The students in each group took in turn to become a mysterious guest. The mysterious guest imagined that he/she was a public figure. The other students then delivered yes/no question to the mysterious guest one by one to help guessing him/her. One student had only one question. After ten questions, the students guessed who the mysterious guest was.

The *Indicator-39* which can be seen in *Appendix 2* page 73-74 was about whether there was a material in the textbook that required students to compose simple written text to express giving traits of person / animals / things or not. The finding showed that there were four materials found in the textbook that matched the *Indicator-39*. The first material was titled “Working in Group” on page 53. This material was the same as the material that matched the *Indicator-37* (“Working in Group” on page 53) because this material also required students to compose simple written text to express giving traits of person / animals / things. The second material was titled “Activity 5” on page 54. In this material, students were asked to describe the person they admired in their family. The third material was titled “Activity 7” on page 55. In this material, students were asked to answer questions provided in the textbook about who was sitting next to them. The fourth

material was titled “Grammar Practice 1” on page 57. In this material, students were asked to look at the pictures provided in the textbook and describe the person in each picture using “be” or “have”.

The *Indicator-40* which can be seen in *Appendix 2* page 74 was about whether there was a material in the textbook that required students to compose simple written text to express requesting traits of person / animals / things or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-40*. The first material was titled “Activity 3” on page 52. In this material, students were asked to make questions based on the answers provided in the textbook. Examples were given as assistance. The second material was titled “Working in Group” on page 53. This material was the same as the material that matched the *Indicator-37* (“Working in Group” on page 53) because this material also required students to compose simple written text to express requesting traits of person / animals / things.

From 4 indicators of Basic Competence 4.5 being applied as the measurement, all of them were available in the textbook (*Indicator-37 – Indicator-40*). *Indicator-37* and *Indicator-38* were about speaking materials and *Indicator-39* and *Indicator-40* were about writing materials. *Indicator-37* consisted of two materials, *Indicator-38* consisted of two materials, *Indicator-39* consisted of four materials, and *Indicator-40* consisted of two materials.

4.1.6 The Textbook and Basic Competence 4.6

There were 4 indicators (*Indicator-41* – *Indicator-44*) examined in accordance with the Basic Competence 4.6 of Revised 2013 Curriculum. The *Indicator-41* which can be seen in *Appendix 2* page 74 was about whether there was a material in the textbook that required students to compose simple spoken text to express giving the actions or functions of person / animal / thing or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-41*. The first material was titled “Activity 1” on page 73-74. In this material, students were asked to mention the professions shown in the pictures provided in the textbook. The second material was titled “Activity 2” on page 74. In this material, students were asked to ask their friends about their parents’ professions using the expressions provided in the textbook.

The *Indicator-42* which can be seen in *Appendix 2* page 73 was about whether there was a material in the textbook that required students to compose simple spoken text to express requesting the actions or functions of person / animal / thing or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-42*. The first material was titled “Activity 2” on page 74. This material was the same as the material that matched the *Indicator-41* (“Activity 2” on page 74) because this material also required students to compose simple spoken text to express requesting the actions or functions of person / animal / thing. The second material was titled “Game” on page 85. In this material, students were asked to divide the class into two groups. Each group chose one participant as a mystery guest for the other group. The

mystery guest chose one profession and told only one job that the profession does. Each of the participants from the other group asked a yes/no question. If the other group couldn't guess the profession after five questions, the mystery guest got one point. The mystery guest with more points was the winner of the game.

The *Indicator-43* which can be seen in *Appendix 2* page 75 was about whether there was a material in the textbook that required students to compose simple written text to express giving the actions or functions of person / animal / thing or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-43*. The first material was titled "Activity 5" on page 79. In this material, students were asked to draw a line to match the works with the professions illustrated in the textbook. Then, they wrote complete sentences to describe each profession. The second material was titled "Activity 6" on page 80. In this material, students were asked to make a list of professions and their description available at their school. A table of list was given as assistance.

The *Indicator-44* which can be seen in *Appendix 2* page 75 was about whether there was a material in the textbook that required students to compose simple written text to express requesting the actions or functions of person / animal / thing or not. The finding showed that there was one material found in the textbook that matched the *Indicator-44*. This material was titled "Activity 4" on page 198-199. In this material, students were asked to ask questions for the answers provided in the textbook. An example was given as assistance.

From 4 indicators of Basic Competence 4.6 being applied as the measurement, all of them were available in the textbook (*Indicator-41* –

Indicator-44). *Indicator-41* and *Indicator-42* were about speaking materials and *Indicator-43* and *Indicator-44* were about writing materials. *Indicator-41* consisted of two materials, *Indicator-42* consisted of two materials, *Indicator-43* consisted of two materials, and *Indicator-44* consisted of one material.

4.1.7 The Textbook and Basic Competence 4.7.1

There were 2 indicators (*Indicator-45* and *Indicator-46*) examined in accordance with the Basic Competence 4.7.1 of Revised 2013 Curriculum. The *Indicator-45* which can be seen in *Appendix 2* page 75 was about whether there was a material in the textbook that required students to answer questions orally about a descriptive text of person / animal / thing or not. The finding showed that there was no material found in the textbook that matched the *Indicator-45*. It means that materials which required students to answer questions orally about a descriptive text of person / animal / thing were not available in the textbook.

The *Indicator-46* which can be seen in *Appendix 2* page 75 was about whether there was a material in the textbook that required students to answer questions in writing about a descriptive text of person / animal / thing or not. The finding showed that there were four materials found in the textbook that matched the *Indicator-46*. The first material was titled “Activity 6” on page 35. In this material, students were asked to answer questions based on the text provided in the textbook. The second material was titled “Activity 7” on page 35-36. In this material, students were asked to complete the information next to photographs based on the text provided in the textbook. The third material was titled “Mid-Semester 1 Evaluation” in the *II* section on page 67-68. In this material, students

were asked to answer the questions based on the profiles of the school teachers provided in the textbook. The fourth material was titled “Activity 4” on page 77. In this material, students were asked to write T (true) or F (false) of sentences based on the information in the text provided in the textbook.

From 2 indicators of Basic Competence 4.7.1 being applied as the measurement, one of them was available in the textbook (*Indicator-45*) and the other indicator was not available in the textbook (*Indicator-46*). *Indicator-45* was about speaking materials and *Indicator-46* was about writing materials. *Indicator-46* consisted of four materials.

4.1.8 The Textbook and Basic Competence 4.7.2

There were 2 indicators (*Indicator-47* and *Indicator-48*) examined in accordance with the Basic Competence 4.7.2 of Revised 2013 Curriculum. The *Indicator-47* which can be seen in *Appendix 2* page 75 was about whether there was a material in the textbook that required students to compose simple spoken descriptive text about person / animal / thing or not. The finding showed that there was one material found in the textbook that matched the *Indicator-47*. This material was titled “Activity 6” on page 199. In this material, students were asked to mention their favorite public figure in the table provided in the textbook. Then, they told their friends orally about the public figure.

The *Indicator-48* which can be seen in *Appendix 2* page 75-76 was about whether there was a material in the textbook that required students to compose simple written descriptive text about person / animal / thing or not. The finding showed that there were six materials found in the textbook that matched the

Indicator-48. The first material was titled “Unit 2 Evaluation” in the *II-3* section on page 42. In this material, students were asked to read a biography of a person. Then, they wrote a descriptive text about that person. The second material was titled “Activity 8” on page 58. In this material, students were asked to write a letter to their cousin who lived out of town about a description of the physical appearance of their closest friend. A clue was given as assistance. The third material was titled “Unit 3 Evaluation” in the *IV* section on page 64. In this material, students were asked to write five sentences to describe a portrait of an idol. Some words were provided to assist the task. The fourth material was titled “Activity 7” on page 80. In this material, students were asked to write a paragraph to describe the professions of the people in their family. The fifth material was titled “Working in Group” on page 203. In this material, students were asked to work in pairs and write a short description of someone they knew the best. The sixth material was titled “Semester 2 Evaluation” in the *III* section on page 212. In this material, students were asked to describe about their mother and father in some paragraphs in a piece of paper.

From 2 indicators of Basic Competence 4.7.2 being applied as the measurement, all of them were available in the textbook (*Indicator-47* and *Indicator-48*). *Indicator-47* was about speaking material and *Indicator-48* was about writing material. *Indicator-47* consisted of one material and *Indicator-48* consisted of six materials.

4.1.9 The Textbook and Basic Competence 4.8

There were 2 indicators (*Indicator-49* and *Indicator-50*) examined in accordance with the Basic Competence 4.8 of Revised 2013 Curriculum. The *Indicator-49* which can be seen in *Appendix 2* page 76 was about whether there was a material in the textbook that required students to answer questions orally about a song lyric or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-49*. The first material was titled “Fun Time” on page 147-148. In this material, students were asked to discuss the questions with their friends related to a song provided in the textbook. This second material was titled “Fun Time” on page 186-187. In this material, students were asked to discuss the questions with their friends about a song provided in the textbook.

The *Indicator-50* which can be seen in *Appendix 2* page 76 was about whether there was a material in the textbook that required students to answer questions in writing about a song lyric or not. The finding showed that there were two materials found in the textbook that matched the *Indicator-50*. The first material was titled “Fun Time” on page 147-148 and the second material was titled “Fun Time” on page 186-187. These materials were the same as the materials that matched the *Indicator-49* because these materials also required students to answer questions in writing about a song lyric.

From 2 indicators of Basic Competence 4.8 being applied as the measurement, all of them were available in the textbook (*Indicator-49* and *Indicator-50*). *Indicator-49* was about speaking material and *Indicator-50* was

about writing material. *Indicator-49* consisted of two materials and *Indicator-50* consisted of two materials.

From the findings above, it can be concluded that 44 of 50 indicators examined were available in the textbook which means that 88% of total indicators were available and 12% of total indicators were not available. In the Basic Competence 4.1, 12 of 12 indicators examined (100%) were available. In the Basic Competence 4.2, 3 of 4 indicators examined (75%) were available. In the Basic Competence 4.3, 12 of 16 indicators examined (75%) were available. In the Basic Competence 4.4, 4 of 4 indicators examined (100%) were available. In the Basic Competence 4.5, 4 of 4 indicators examined (100%) were available. In the Basic Competence 4.6, 4 of 4 indicators examined (100%) were available. In the Basic Competence 4.7.1, 1 of 2 indicators examined (50%) were available. In the Basic Competence 4.7.2, 2 of 2 indicators examined (100%) were available. In the Basic Competence 4.8, 2 of 2 indicators examined (100%) were available. Table 4.1 below summarizes the overall findings.

Table 4.1 Finding Summary

Basic Competence	Total Indicators	Available	Not Available	%
Basic Competence 4.1	12	12	0	100%
Basic Competence 4.2	4	3	1	75%
Basic Competence 4.3	16	12	4	75%
Basic Competence 4.4	4	4	0	100%
Basic Competence 4.5	4	4	0	100%
Basic Competence 4.6	4	4	0	100%
Basic Competence 4.7.1	2	1	1	50%
Basic Competence 4.7.2	2	2	0	100%
Basic Competence 4.8	2	2	0	100%
TOTAL	50	44	6	
Percentage		88%	12%	

4.2 Discussion

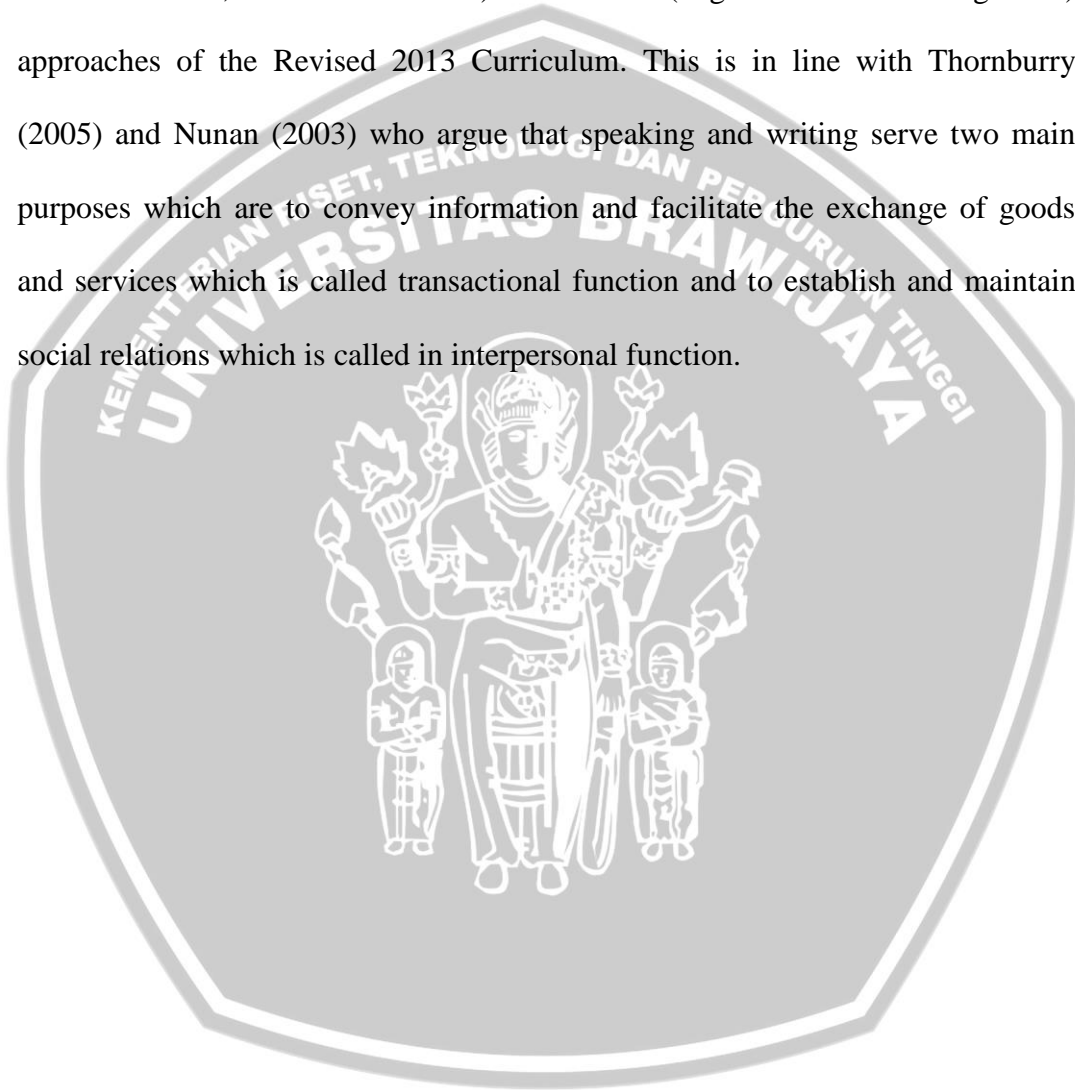
The findings showed that from total 50 indicators examined, 44 indicators of 22 speaking indicators and 22 writing indicators were available in the textbook (88%), and 6 indicators of 3 speaking indicators and 3 writing indicators were not available in the textbook (12%). The percentage of 88% is categorized in the good category as stated in Table 3.3. It means that the speaking and writing materials in the textbook entitled “Passport to the World 1: A Fun and Easy English for Grade VII of Junior High Schools” meet the Basic Competences in Revised 2013 Curriculum.

These findings are in line with Cunningsworth (1995) who states that there are several considerations in choosing a commercial textbook for instructional materials. First, a textbook should correspond to learners’ need. It should match the aims and objectives of the language learning program which in this case are the Revised 2013 Curriculum. Second, it should reflect the uses that students will make of the language. It should help equip students to use language effectively for their own purposes. Third, it should take account of students’ needs and should facilitate their learning processes.

Consequently as stated by Masuhara and Tomlinson (2008), textbooks can also serve as a reference point for teachers managing their teaching progress, and also help to provide a focus for teaching. In addition, O’Neil (1982) argues that students can also benefit from using textbooks in many different ways. Textbooks can act as a reference point for their learning process and keep track of their

development. Students can use the textbook as a tool to self-learn the desired materials and also remind them the previous learned materials.

The findings also showed that the textbook provided the interpersonal and transactional functions in accordance with the 4C (Creative, Critical Thinking, Communicative, and Collaborative) and HOTS (Higher Order Thinking Skill) approaches of the Revised 2013 Curriculum. This is in line with Thornburry (2005) and Nunan (2003) who argue that speaking and writing serve two main purposes which are to convey information and facilitate the exchange of goods and services which is called transactional function and to establish and maintain social relations which is called in interpersonal function.



CHAPTER V

CONCLUSION

This chapter provides the conclusion of this research based on the finding and discussion in the previous chapter. Furthermore, suggestions for textbook authors and future researchers are presented regarding the field of this research.

5.1. Conclusion

Based on the finding and discussion of this research that have been obtained and explained, it is concluded that the speaking and writing materials in the the textbook “Passport to the World 1: A Fun and Easy English for Grade VII of Junior High Schools” meet the relevancy to the Basic Competences in Revised 2013 Curriculum in a good category. There were 25 speaking materials and 25 writing materials available in the textbook which infers that the textbook is balanced toward both language skills.

The finding showed that 44 out of 50 indicators composed of 22 speaking and 22 writing indicators examined which is 88% of the total indicators that were available and 6 out of 50 indicators composed of 3 speaking and 3 writing indicators which is 12% of the total indicators that were not available. It infers that the textbook is appropriate to be used as instructional medium in teaching and learning speaking and writing materials for Grade VII of Junior High School students. However, teachers/students should also consider that there are 6 indicators composed of 3 speaking and 3 writing indicators in the Basic Competences in Revised 2013 Curriculum that were not available in the textbook

as stated in the finding of this research. It infers that the textbook does not cover all the speaking and writing materials required in the Revised 2013 Curriculum.

5.2. Suggestions

Based on the conclusion above, therefore, the researcher would like to give some suggestions for the following parties. For textbook writers, the result of this research is expected to give suggestion about the materials written in the textbook with the Core and Basic Competence in Revised 2013 Curriculum in terms of writing and speaking skills. The textbook even though 88% of the speaking and writing materials meet the relevancy to the Revised 2013 Curriculum, there are 12% of the speaking and writing materials required according to the Revised 2013 Curriculum that were not available in the textbook. These data may help the textbook writers to revise the book. For textbook readers, the result of this research can be used as the reference to know the strengths and the weaknesses of this textbook, so they can look for another textbook as a complement book to complete the materials from this main textbook. For future researchers, this research can give inspiration as reference to do next analysis and research on speaking and writing materials of English textbooks according to the Revised 2013 Curriculum in accordance to the 4C (Creative, Critical Thinking, Communicative, and Collaborative) and HOTS (Higher Order Thinking Skill).

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