

CHAPTER II

THEORITICAL FRAMEWORK

A. Content Analysis

1. Definition of Content Analysis

Content analysis is a research technique for making replicable and valid inferences from texts or other meaningful matter to the contexts of their use¹ he adds that content analysis as a research technique, involves specialized procedures. It is learnable and divorceable from the personal authority of the researcher.

The theoretical Foundation of qualitative content used in this study to communication science. Document is seen as a form communication which contains material or information intended for the reader.²

Thus content analysis is a method of data analysis that is in depth discussion of the contents of a written or printed information to make existing and valid conclusion from text or other things that are meaningful in accordance with the context of their use.

¹ Klaus Krippendorff, *Content Analysis: An Introduction to its Methodology*, 2nd Edition (London: Sage Publications Inc, 2004), 18.

² Philip Mayring, *Qualitative Content Analysis: Theoretical Foundation Basic Procedures and Software Solution* (Klagenfurt:Primary Publication. 2014), 19.

B. Curriculum

1. Definition of Curriculum

Curriculum is a set of plans and arrangements regarding objectives, contents and teaching material that are used as guidelines for organization of learning in order to achieve the educational goals.³

Curriculum is usually used to refer a particular program of study.

It refers to all aspects of planning and managing of education programs.⁴ Curriculum is the most essential of teaching learning process⁵. A teacher should teach his/ her students according to current curriculum because it has been designed on the basis of students. In other source curriculum as a lesson plan, curriculum includes main aim to be achieved, learning activities, learning material and timetable⁶. There have been various definitions of curriculum depends on the approach to it. Allan and Francis specified five basic definitions of curriculum which also defined by other experts in curriculum studies:

1. Curriculum can be defined as a plan for achieving goal. The plan involves a sequence of steps as Wilson and Bondi Purposed. Curriculum is a four steps plan involving purpose, design, implementation and assessment.
2. Curriculum can be defined broadly, as dealing with learner's experiences. Dewey proposed that almost anything happened in or outside

³ Departemen Pendidikan Nasional, Direktorat Jendral Pendidikan Dasar dan Menengah, *Undang Undang Republik Indonesia No.20 tahun 2003 Pasal 1 (9) tentang Sistem Pendidikan Nasional* (Jakarta:Departemen Pendidikan Nasional), 3.

⁴ David Nunan, *Designing Task for the Communicative Classroom* (Cambridge: Cambridge University Press, 1998),14.

⁵ Jack Richard, *Curriculum Development for Language Teaching* (Cambridge: Longman, 2001), 6.

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

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

3. Curriculum can be defined as a field of study with its own foundations, knowledge domains, research, theory, principles, and specialist. Those who adopt this definition tend to discuss curriculum in theoretical aspect instead of practical terms.
4. Curriculum can be defined in terms of subject matter or content. This definition emphasized the fact and concepts of particular subject areas.⁷

From the definition above, writer concludes that curriculum is plan learning that is composed by an educational institution which has a process planned and systematic to acquire knowledge and understanding in the process of study teaching. A large curriculum contains learning that contains purpose in the process of study teaching that is designed according to the needs of students and teachers.

2. Curriculum 2013

The 2013 Curriculum In 2013, the Indonesia government has issued a new curriculum, namely, curriculum 2013. It is claimed as improving the education in Indonesia. The 2013 curriculum is a curriculum to change the previous curriculum. The curriculum 2013 is a set of plans and arrangements regarding objectives, content and materials lessons that are used as guidelines in learning activities.⁸

⁷ Allan C, Ornstein and Francis Hunkins, *Curriculum: Foundation Principles and Issue* (London: Pearson, 2009), 10.

⁸ Paparan Wakil Menteri Pendidikan dan Kebudayaan RI Bidang Pendidikan *Konsep dan Implementasi Kurikulum 2013* (Jakarta: Depdiknas. 2014), 28.

The 2013 curriculum policy is an effort to strengthen the implementation of the National Education System that is one of the policies that is to improve the curriculum of primary and secondary education and learning.⁹

The curriculum is a curriculum that integrates the domain of education with cultural education and nation character.¹⁰ There are several development and improvement in curriculum 2013 compared to the previous one in Curriculum (KTSP). For the junior high school level, the curriculum structures have been simplified due to the reducing of subject and learning material.

Learning hours is increased to 38 hours per week with the 40 minutes span for each session. The purpose of increasing learning hours and reducing based competence so that the teacher can develop more on the lesson and the student can be more involved in active learning.¹¹

Not only are there changes in curriculum 2013, but also an addition was made. Core competence was introduced in the new curriculum. It functions as an organising element for basic competence. Core competence is arranged in four interconnected groups: religious attitude, social attitude, knowledge and knowledge application.

⁹ Ahmad Yani, *Mindset Kurikulum 2013* (Bandung: Alfabeta, 2014), xii.

¹⁰ Uswatun Hasanah, "Character Education Values on English Coursebook Bright 1" A Content Analysis English Coursebook at Grade VII of Junior High School (Paper for Sarjana Degree, English Education Department UIN SMH Banten, Serang, June 2018), 14.

¹¹ Department Pendidikan Nasional, *Curriculum 2013 Basic Competence SMP/MTS* (Jakarta: Depdiknas, 2013), 4.

The core of competence listed for English subject for Junior High School are;

(1) The appreciate and understand the teaching of their religion:(2) appreciating and understanding honestly, discipline, responsibility, social awareness (tolerance, mutual cooperation), courteous and self confidence in interacting effectively with social environment within reach of their existence: (3) Understanding knowledge(factual, conceptual, and procedural) based on their curiosity, in knowledge, technology, art,culture related, to phenomena and real:(4) Attempting, cultivating and delivering in realm of concrete (use, parse, string up, modify and make) and abstract, (writing, reading, calculating, drawing and composing) corresponding to what has been learned in school and other sources with similar view/theory.¹²

Generally in curriculum 2013, the student are expected to develop their potential to be a person of faith, courteous, creative, healthy, independent, tolerant, socially, aware, and democratic.Thus curriculum 2013 is an educational curriculum system that applies in Indonesia starting year 2013 based on character and competence that requires student to active in learning process. The 2013 curriculum aims to produce productive, creative, innovative and character.

C. Textbook

1. Definition of Textbook

The terms coursebook and textbook are often used interchangeably in EFL contexts. However, EFL practitioners specifically use terms textbook to refer an instructional material of English as a subject matter taught at school and which is designed for specific groups of learners in a defined context, such as specified educational context within a certain country. Cunningsworth in his book *Choosing Your Coursebook* mentions that the textbooks are used by students in the school

¹² Kurikulum 2013, *Kompetensi Dasar SMP/MTS*, Kementerian Pendidikan dan Kebudayaan (Jakarta: Depdiknas:2013), 6.

as a book for supporting learning activities.¹³ This textbook in the process has every vital role for student because textbook help student when they dont know about subject they will learning in the class. Within textbook student could image the material they learn and it make them easier in learning activities.

According to Puskurbuk, textbooks is one source of knowledge for students at the school which is a tool that is very favorable to the process of teaching and learning activities.¹⁴ In used of the textbook are commonly used in the process when hour of lessons begans textbooks or coursebook can be called as the material provided by the school. Textbook is most material common for teaching and learning.¹⁵

In conclusion textbooks is a set of subject matter that is part of an education system that exposes material from certain subject areas in the current curriculum and can be help for teacher in implementing learning systems so that students easly understand the subject matter. Conveyed by the teacher role textbook. It is very important and dominating as the witer must understand the basic of the prevailing curriculum such as curriculum 2013 in order to create a textbooks that contain 2013 curriculum 2013 aspects so that students can get easly understanding subject matter therefore the important of textbooks in learning is influences by the contents of the textbook whenter it is accordance with the applicable curriculum in Indonesian.

¹³ Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Heinemann: 1995), 17.

¹⁴Departement Pendidikan Nasional, Pusat Perbukuan dan Kurikulum, *Standard Penilaian Buku Pelajaran Bahasa Sastra Indonesia* (Jakarta: Depdiknas, 2003), 12.

¹⁵H. Dougls Brown, *Teaching By Principles: An Interactive Approach Language to Pedagogy*, 2nd Edition (New York: Addison Wesley Longman, 2001), 13.

2. The Function of Textbook

A good textbook is very crucial for both teacher and student. For the teacher, it serves as the guide for each lesson. Textbooks for language learning consist of several chapters. Each chapter will discuss different types and levels of language skills. This will help both student and teacher focus on material they will teach or learn, a textbook not only can provide general ideas for teachers to develop activities suitable for every topic, but also give a brief view for student on what they should expect for next learning session and at the same time serve their reference for practice.

In the form of teacher training as they give guidelines for ideas and plans on teaching format that teacher can use. As for student textbooks provide as a source of content with the language they are learning a part from teacher input.¹⁶ Textbook can also be considered as teacher's partner. The partnership between teacher and a textbook is at its best when it shares common goals and each side brings its special contribution. The aims of textbook also should closely correspond to the teacher's aims so both can seek to meet the needs of learners.¹⁷ Thus the function of textbook can help both teacher and students to reach their aims and objectives in language learning, but also to the extent where the textbook serves them reach the goals.

¹⁶Jack C Richard, *The Role of Textbook in a Language Programs* (Cambridge: Cambridge University Press, 2001), 4.

¹⁷Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Heinemann, 1995), 5.

3. The Role of Textbook

In the role of textbook learning will still very helpful if the start by chacking and provide clarity on measures to asses the textbook, especially in the face of variations in English Language teachers.¹⁸ Some scholars objcets to them in principle on grounds that published material do not always provide the type of text and activities that a teacher is seeking for a given class.

Benefits: good textbooks is carefully prepared and offer a coherent syllabus, then presented with attracted as the media has been structured, benefit on textbook put pressure on teachers to make sure that when they forced in the last planning will be using the material they can achive, and do not provide a procedure for learning of student in the class. But also offers suggestion and alternativesss, extra activities and variety of power. This makes benefits of the students liked the textbooks which adss the percepption of progress on understanding and learning processed. Textbook also provides material that can be seen by learners for revised and easy to learn.

Restrictions : a textbook used inapropriately and impose learning style with the way most of the teachers who rely on presentation, on the practices and procedures of the production as their primary methodology and the choice of the textbooks sometimes be tasteless or culture being inapropriate. Based on this case teachers and student often follow a syllabus and format to be one motivation of

¹⁸Brian Tomlinson, *Developing Material for Language Teaching* (London: Cromwell Press, 2003), 38.

student and teachers in using the textbooks in language learning.¹⁹ From the explanation above that, in the role of the textbook in learning process as a teaching resource that provides clarity about the learning process that is related to student interest abilities in accordance with the applicable aspects so that student easily receive explanation from the teacher and teacher to easily convey the subject matter through a textbook.

In conclusion, the role of textbook is important role for teachers beginners and learner to make sure and developing material in learning process and for student the role of textbook to make easily the material.

Based on this case the role of textbooks in learning process must be belenced with the content of textbook whether the content of the book used make it easier. For student and teacher to understand the subject matter or vice verse, therefore in this study will analyze the content of English textbook title: *Think Globally Act Locally*” if they are appropriate with the 2013 curriculum regulation concernig the use of the contents of textbooks based on the core competence and basic competence in curriculum 2013 for junior high schoolL.

4. The Use of Textbook

Graves in Nunan outlines to the design and use of the textbooks as a follows: clarifies that language books were used mainly in academic settings up to the mind- twenty centurin order to understand the writer of the target language.²⁰

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Edition (Cambridge: Longman, 2007), 304.

²⁰ David Nunan, *Language Teaching Methodology for A Textbook For Teacher* (Cambridge University Press: 1998), 213.

This approach called grammar translation, textbook contain long reading passage with vocabulary glories and grammar explanation in the student native language. In addition student are tested in their to translite text with grammatical accurecy. Textbook focus on the development of specific workplace, skills, such as public health and administration.²¹

In Indonesia nation of use of textbook according to Ministry of Education and Culture using textbook in school of Indonesia student that is science textbook specify language to be learned, they are seen as incompatible with this approach. Become an operating manual that the teacher and student follow unquesntinsly and give title room for decision making and adapting to the needess of the particular group. However, the propent of textbok argue that textboook provide a needed structure for intercation in the classroom and that learners see textbook as a guided that help them organize their learning and provides security, many current textbooks has includes task or projecr to stimulate intercation and negotiation among learners.

In conclusion using textbooks is carefully prepared and offer and adds perceptions of progress on understanding in learning process to developing student which good content of textbook.

5. English Textbook “ *Think Globally Act Locally* “

The student English textbook “ *Think Globally Act Locally* “ is an student English book published by the Ministry of Education and Culture, it is complied using scientific approach by the one team. It is published by the book keeping and

²¹ David Nunan, *Language Teaching Methodology A Textbook For Teacher*, 214.

Curriculum Centre of Ministry Education and culture of Indonesia. The textbook fulfilled the criteria of attractive and textbook design with the card but the composition of the textbook content did not have a good arrangement there we only 5 basic learning experience used the textbook for criteria of language ability, the textbook was not special but general interactive nature more than that this textbook shows four language skills, speaking, reading listening to focus pronunciation also not included in the textbook so that the instructor in this textbooks is only model.

The student book is provided based on themes and it is begun by showing the aims of studying each based on the basic competence. Each materials complied based on scientific approach that is consist some steps, observing and questioning , collecting information, associating and communicating

D. Textbook Evaluation by Education National Standard Board (BSNP)

Component of Feasibility of content include three sub-component: uniformity of material with core competence and basic competence, accuracy of material and supporting material.

A. Uniformity with Core Competence (K1) and Basic Competence (KD)

1. Completeness

a. Interpersonal Texts

It is compulsory for a textbook to contain and encourage student to explore at least brief and simple interpersonal texts related to student daily lives, to give them opportunities to understand and to make expression to serve

interpersonal communication functions, spoken and written, to interact with the student nearby circles.

b. Transactional Texts

It is compulsory for a textbook to contain and encourage students to explore at least brief and simple transactional text to give them opportunities to ask /give things/ favour/ information/ opinion related to the student daily lives and other object spoken and written

c. Functional Texts

It is compulsory for a textbooks, to contain and encourage student to explore at least brief and simple functional texts and monologues to develop their structuring, speaking, reading and writing skills about topic that related to the students daily lives and other school object.

2. In Depth

a. Exposure

For each text, it is compulsory for textbook to contain and encourage student to explore various texts that relevant with their daily lives for the purpose of getting accustomed to the texts especially it is message.

b. Text Formation Rules Retention

Lessons for each, it is compulsory for textbook to contain guidelines. so student can get explicit comprehension about their text formation (social function, general structure and linguistics features) by the time the student already get accustomed increasing about the message contain in the texts.

c. Production

The lessonas for each texts, it is complusory for textbook to contain guideliness so student cna procedure spoken written text to achive the social function relevant to the text by taking notice of two other element(General structre and linguistic features) by the times the students already get explicit comprehension on the three text formation rules.

B. Accurecy of Material

a. Social Function

Text given in the textbook or result of the student's exploration should to achice social function related to the student daily lives.

b. Element and Structure of Meaning

Texts given in the textbooks or result of student exploration should be guided to develop the skill in thingking cohently and systematically.

1. Interpersonal and transcational texts. These elements at least converred intercative such as communication initiate and response in the forms of asking and giving information/ things /favour.
2. In brief functional texts and monologues, it is should at least cover elements of meaning included in each of the following functional texts and monologues.
 - a. Recount covers : at least orientation and series of activities/ even conveyed choronology.
 - b. Narrative covers: at least orientation, complication and solution.

- c. Procedures covers: at least steps in doing certain task, with or without mentioning explicit the needed items.
- d. Descriptive covers; at steps in elements in personas/ thing/ animal/behaviour as well as description of each (physic, behaviour, action) that consideration necessary to be delivered to play the role of inteded social function.
- e. Report covers : at least general charateriscitic of personas/ things/especially general statment in the form of definition or clasification.

The texts given in the develop or result student skills exploration should be guided communication skills with acceptable and accurate language quality, appropriate with the on going communicate contexts as well as the type text used in accordance to achive inteded social functon.

c. Linguistic Features

The text given in the textbook or result or student's exploration should be guided to develop communication skills with acceptable and accurate language quality, appropriate with the on going communicative contexts as well as the type of text used in accordance to achive inteded social function.

C. Supporting of Material

a. Relevance

1. Material Relevance and Reference Source

Teaching material (text, tables, illustration, appendix, etc) for each texts taken from source that relevant with the topic discussed.

2. Up to dateness of material and source of reference

teaching material (text, tables illustration, appendix, etc) taken from the least source with the topic discussed.

b. Life Skill Development

Text and communicative act motive to do certain things to develop skills such as :

1. Personal skill: know their own and other surplus and flow, improving themselves to be an independet, social and good creation being.
2. Social skill: cooperaction, tolerance, equality of genre, peaceful, anti violate in communicating and interactiong with oter people.
3. Academic skill: search and make use of information, problems solving and making decision in scientific task.
4. Vocational skill: skiil attitude and neccesary capatibility to do certain task profesion.

c. Development of Diversity Insight

1. Appreccion to word multicultural and plurity in community covering various cultural velues as well as local, nation and global wisdom.
2. Aware of region potential and natural resource to promate local ana national potential.
3. Appreccion of democtartic velues that appropriate with the local culture contexts.

4. Comprehension of nation vision to develop to word rather, nation and state.

Textbook developed for grade ix are expected to have these criteria:

1. Developing the ability to use English language in spoken and written form for the purpose of expanding student social and emotional aspects.
2. Using proper English that correspondent with language methods and communication skills.
3. Developing the ability to communicate in English through lessons based on student daily and natural environment.
4. Directing to developing life skill social academic and vocational.
5. Developing cross cultural understanding to build friendship within local natural and level by expanding vision about cultural difference to minimize misunderstanding develop sense of appreciation and increasing interhuman quality.
6. Oriented to knowledge and technology.²²

Based on the definition above developing for textbook aims the use of the language used in the textbook such as using language that easily understood by student so that student easily understand the subject matter and have the ability to speak English and can be oriented to knowledge and technology.

²² *Instrument 1 Penilaian Buku Teks Pelajaran Bahasa Inggris SMP/MTS* Badan Standard Nasional Pendidikan, Kementerian Pendidikan Nasional (Jakarta: Depdiknas 2013), 2.