

Selvia Widiarti,...(et al.)



# Indonesian Students' Online Learning Experience of Coursebook Evaluation and Design of Curriculum and Syllabus



Editor : Abdul Syahid

# **Indonesian Students' Online Learning Experience of Coursebook Evaluation and Design of Curriculum and Syllabus**

**Selvia Widiarti, dkk**



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Indonesian Students' Online Learning Experience of Coursebook  
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## KATA PENGANTAR

Segala puji dan syukur kami ucapkan kehadirat Allah SWT, karena atas izin-Nya jugalah kami dapat menyelesaikan buku yang berjudul " Indonesian Students' Online Learning Experience of Coursebook Evaluation and Design of Curriculum and Syllabus". Buku ini disusun sebagai Panduan Untuk Mahasiswa, Pendidik dan Masyarakat Secara Umum yang terdiri dari pengantar perkuliahan Bahasa Inggris, khususnya Course Book Evaluation dan English Curriculum and Syllabus Design.

Buku ini disusun untuk memenuhi tuntutan kebutuhan dibidang pendidikan Bahasa Inggris. Penulis telah berusaha agar buku ini dapat memenuhi tuntutan tersebut di atas, juga dapat menambah pengetahuan dan keterampilan mahasiswa, pendidik dan masyarakat secara umum. Buku ini ditulis dengan bahasa yang jelas dan keterangan yang rinci sehingga mudah dimengerti baik oleh mahasiswa ataupun pendidik. Dengan terbitnya buku "Indonesian Students' Online Learning Experience of Coursebook Evaluation and Design of Curriculum and Syllabus" ini, semoga dapat menambah rujukan pengetahuan tentang kurikulum, silabus dan Buku ajar, dan juga dapat memberikan arti yang positif bagi kita semua. Kami berharap semoga semua yang telah kita lakukan mendapatkan ridho dari Allah, dan semoga beliau senantiasa melimpahkan taufik dan hidayah-Nya, agar penulis, editor dan penilai melalui tulisan ini dapat meningkatkan mutu pendidikan secara khusus.

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Palangkaraya, Juli 2021

Selvia Widiarti, dkk

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# **ILLUSTRATION IN THE BOOK ENGLISH “GROW WITH ENGLISH” FOR GRADE III**

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## **Abstract**

Learning to use illustration-based books is very fun for students, especially for elementary school students, illustration-based textbooks are to clarify the contents of the textbooks. Some books even use illustrations as the main part of the textbook and the text as a support. In teaching materials, illustrations are needed to make it easier for readers to understand something that is learned in textbooks with illustrations adapted to the material being taught to students. This study examines how illustration plays an important role in textbooks to increase student enthusiasm for learning and the findings show that most students are very enthusiastic about learning when textbooks are equipped with various attractive and colorful illustrations. Teachers also play an important role in providing quality teaching materials for students

**Keywords: Textbook; Illustration; Enthustiatic.**



## **Introduction**

Books can develop early childhood abilities in imagining and behaving, as well as thinking (Bossert, 1998). Interesting books for early childhood are books that have context and illustrations (Walker, 2012: 180). Children's books that provide illustrations can optimize children's enjoyment of using the book. In another study on character education, it was found that early childhood needs special character education.

Textbooks are books that are used as textbooks in certain fields of study, which are standard books compiled for instructional purposes equipped with illustrations so that they are easily understood by students. Illustration is an important element in a book. Illustrations will help students to imagine while reading this book and be more enthusiastic in learning.

This book contains lessons on vocabulary, listening, reading, and writing which are equipped with colorful illustrations on each sheet of the book to make it easier for students to understand the intent and purpose of the learning material so that students will be interested in reading the text in the book.

## **Method**

The quantitative method was chosen because this study aims to find out how illustration plays an important role in helping the development of student learning.

### **a. Material**

The English textbook *Grow With English* is the textbook that was chosen to be analyzed for the reason that this English picture book is very interesting full of colorful and

fun illustrations that help develop students' interest in learning, they can learn vocabulary, listening, reading, and writing easily. illustrations that help them understand the intent and purpose of the textbook material. This book also provides a barcode scanner for each material provided on each sheet of the book so that students can more freely explore the subject matter.

**b. Analysis**

1. How can interesting textbooks full of colorful illustrations increase and develop students' interest in learning English? The number of illustrated and colorful textbooks is very attractive to students, generally elementary school students really like textbooks that are rich in pictures and colors because textbooks only focus on text, students will get bored more quickly and lose interest in learning. This textbook contains interesting and cheerful illustrations, so students will be interested in continuing to read textbooks without getting bored.

**Findings**

The research findings are the English book Grow With English for class III illustrations is 80% colorful pictures, 10% conversation, and 10% text textbook material. This book is almost every page of the book is presented using colorful pictures so that it is very interesting for students to learn.

## Discussion

### a. How Illustration Is Presented In this book

This section discusses several examples of activities and conversations that are equipped with colorful pictures to make it easier for students to know the intent and purpose of the contents of the reading book. Learning by using animated illustrations of two or more people, for example in the Read and Write section "it's one o'clock. It's time for..." which is accompanied by a picture of a child's activities. In the Listen and Say section there are pictures and commands and is equipped with a barcode scanner to download audio that is already available.

### b. How a color in an illustration can lead to a relaxed and happy emotional student?

In this section, it is explained that illustrations can explain how activities and bright colors in illustrations can increase students' enthusiasm to continue reading books:

Unit	Explaining	Color
1	conversation of two students in class	bright colors, purple classrooms, red and white uniforms
2	Fruit on the table	bright colors on the fruits and some dark colors on the table
3	Birthday party	red, green, yellow, blue for balloons, pink for cake, and a red birthday hat
4	A child dreams of flying in the sky full of stars	dark blue and a sprinkling of twinkling star colors

The results of the research obtained are that students are more interested in reading textbooks that are equipped with colorful and colorful pictures in English books, the results are as shown in the table below:

Illustration	Color	Material
80%	10%	10%

### **Conclusion**

Color gradations and illustrations are very important for students, especially those who are just learning English at the first stage, they tend to like pictures and colors and for the material presented they tend to be bored and prefer illustrations. This can be seen from the studies we have done with students. with a vulnerable age of 7-13 years, it can be seen in the table above that we get as many as 60% of students like the illustrations in reading books and as many as 30% of students like the variety of colors and the remaining 10% of students like the material presented. and this book is very good to read in everyday life

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# **The Difference Between Old And New English Textbooks On Basic English Language Skills For Grade 6 Elementary School**

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## **Abstract**

This article discusses the results of research from the development of English textbooks for elementary schools. What is sought from this research is what material is the focus of English textbooks in grade 6 elementary schools. The material in question is the 4 basic skills in English, so the focus of the material studied is these basic skills, which are the most focused on English textbooks for sixth grade elementary school. This research was conducted by comparing 2 English textbooks but different years of release. Seeing the differences between the two books, the difference that is noticed is what basic skills are the focus between the two books.

**Keywords:** Textbook, Elementary School, Basic skills, Difference

## **Introduction**

Textbooks are a learning resource for every student. The material presented in the textbook will also be adjusted to what

level the book is aimed at. In Indonesia there are 3 levels of school that are given textbooks, namely SD (elementary school), SMP (junior high school), and SMA (high school). each textbook will be adapted to that level. For elementary schools, of course, there will be basic material for all subjects including English. The basic material in English is the basic skills of English, namely writing, reading, listening, and speaking.

basic skills in English which will be discussed in this research article. where we will see a comparison between old and new English books. The goal is to see what basic skills are prioritized in the subject matter in the English book. The selected book is a book intended for 6th graders. Based on the results at a glance, old English textbooks do not prioritize any basic skills, which means that in old English textbooks, all basic English skills are taught, and it is applied in every chapter . and for the new released English textbooks, it shows at a glance that they prioritize the material over writing and reading skills. For other basic ability materials, there are still books in the latest release, but it seems that the book prioritizes the two basic abilities, such as writing and reading.

why the author can be interested in researching this, because the reason behind this research is to see the difference between old and new English textbooks, the aim is to see how far the difference in the focus of the material on basic English skills for grade 6 elementary school. Researchers are interested in seeing how much difference there is between the material taught when the researcher was still in elementary school and the newest material in the current era, where in the current era it will definitely affect the material being taught because of the

change in the curriculum. So, with a change in the curriculum, it will definitely affect the material contained in textbooks, especially English books. So what changes are there in the new English book? and how is it different from the old book?

## **METHOD**

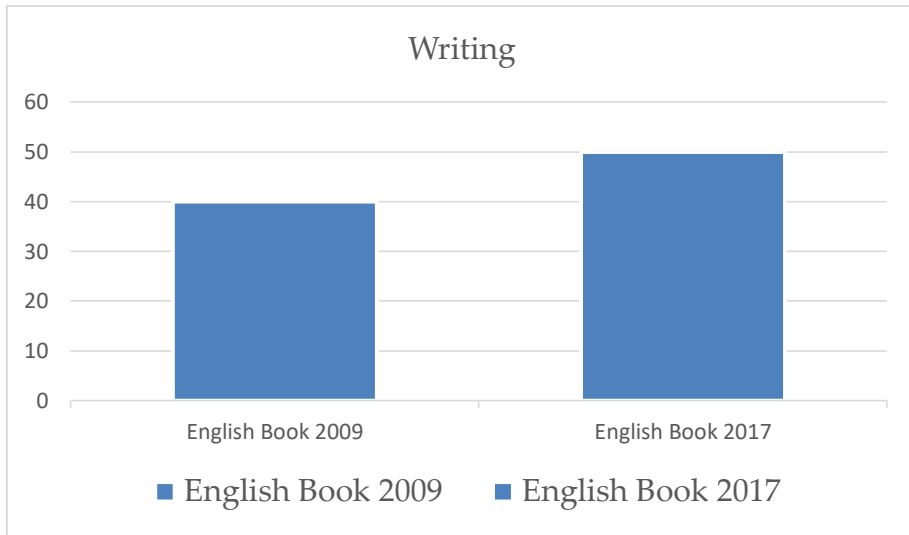
The method used in this research is content analysis and observation. There are 2 books used, namely English textbooks issued in 2009 and English books issued in 2017. The research was carried out by reading and paying attention to the contents of the books, by looking at the type of material in each chapter. and the results found are how big the percentage of basic English skills taught in each book is, the goal is to see how far the difference between the two books is.

## **FINDINGS**

The findings obtained are the results of observations of English textbooks for grade 6 elementary schools. The books used are English super books for grade 6 elementary schools released in 2009 and English textbooks released in 2017. The findings are the percentage differences in the focus of the material for basic English language skills.

### ***First findings***

The first finding is the difference from the writing material. in writing material, old English textbooks are 40% compared to new English textbooks in writing material. which means that the new English textbooks teach 50% more writing material than the old English textbooks.

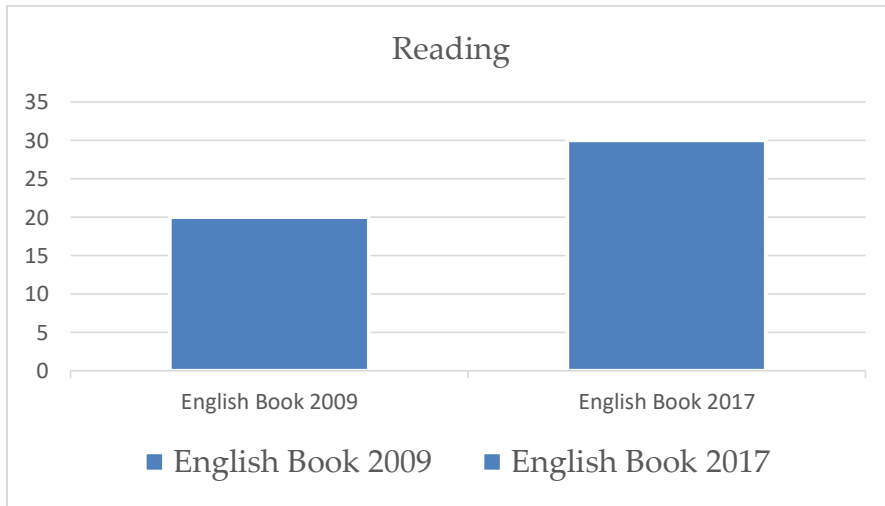


It can be seen that the new English textbooks released in 2017 are 50% superior to the old English textbooks released in 2009 which only have 40% writing subject matter. It can be seen that new English textbooks prioritize material on basic English writing skills.

### ***Second findings***

in the second finding, namely on reading material. the old English textbooks in 2009 had 20% of the material on reading, and the newest book in 2017 had 30% of the material on reading.

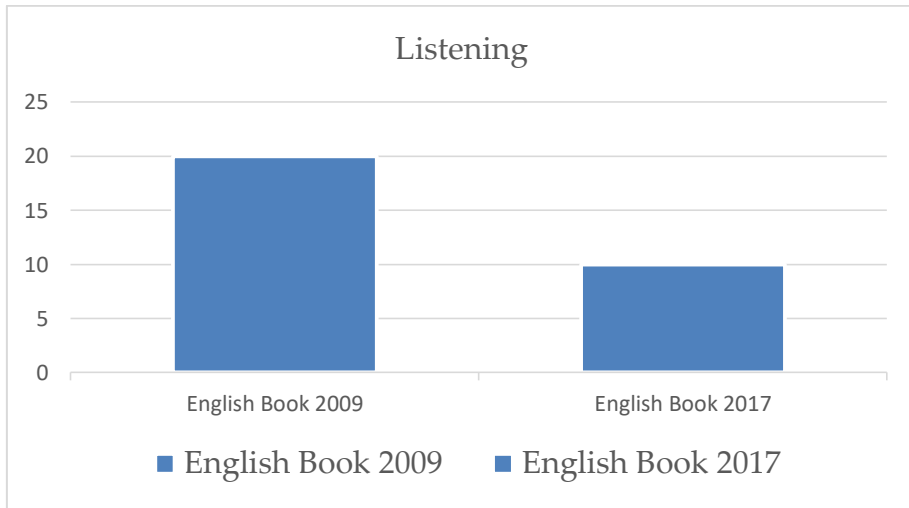




it can be seen the difference in the percentage of the amount of material on reading presented in each English book. old books have only 20% and new books have 30%. It can be seen that in new books, reading material is the second priority after writing.

***Third findings***

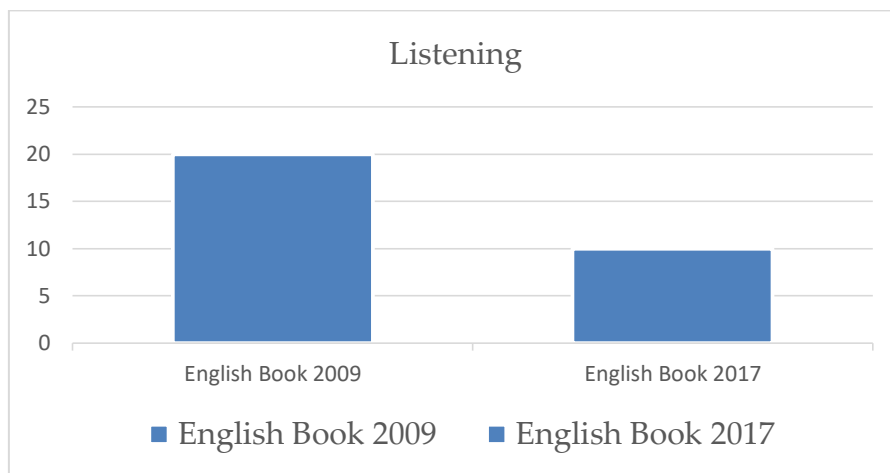
on the third finding, namely listening. for listening material, old English textbooks have 20% a lot of material and for old books have 10% a lot of material.



it can be seen that for the basic listening ability material in the two books there is a 10% difference in the number of materials. the percentage of listening material is the same as reading, but there are a number of new English books that have a different percentage compared to other basic skills.

### ***fourth findings***

in the fourth finding where this is the last finding is on speaking material. Old English books have 20% of the material and new books have 10%.



it can be seen in this latest finding, that the percentage of the number of basic speaking skills taught is the same as the percentage in listening. where old English textbooks have 20% and new English books have 10%.

### **DISCUSSION**

From the findings above, it can be seen that the new English textbooks prioritized basic writing and reading skills, while the old English textbooks prioritized writing, although the difference with other skills was only 10%. in the old book, they decided to divide all the basic skill materials equally, even though writing had 10% more than other materials, whereas other materials averaged 20%. for the latest English textbooks, it is very clear that they want to focus on English subjects on

writing material, where the writing material has 50% of the material from other basic skills.

The reason behind why there is more writing material than other basic skills material in new English textbooks is probably due to the effect of changing the curriculum. where as has been discussed before that changing the curriculum will affect the material being taught, especially in English material. in the new book, the material made was adjusted to the provisions of how the learning process was carried out so that they decided that they would increase the material in writing skills, namely grammar.

From this percentage, there are several conclusions about the advantages and disadvantages of each book. in the old book, the advantage is that students will get all the basic material evenly, from writing, reading, listening and speaking. The disadvantage that can be obtained from this method is the possibility that students will only be able to master everything simultaneously. The advantage of the new book is that students will quickly master basic skills in the writing and reading sections, but the drawback is that other abilities will be left behind.

## **CONCLUSION**

So the conclusion is, the 2009 output of English textbooks chose to divide equally in each basic ability material. In order to evenly share all basic understanding, students are not asked to be able to master everything, but at least understand each material. For English textbooks released in

2017, they prioritize students to learn a lot about writing material, namely grammar. For other basic skills, of course there are still materials, but not as much as writing materials. the differences that exist in English textbooks can exist because there are factors that influence it, and that is a change in a curriculum, in curriculum changes, of course it will change many aspects of an education, namely from the facilities, methods of teaching, and also the material taught. teach. all of that in order to adjust and perfect education to be better than before.

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# **Socio-cultural values contained in English books in Iraq**

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## **Abstract**

This research was made by reference to an article from the Turkish Journal of Computer and Mathematics Education Vol.12 No. 7 (2021) written by Huda Abdul Razzaq, Sabeeha Hamza Dehham, and Iman Mungher Obaid which has the title Socio-Cultural Values in the 2nd Intermediate Textbook "English For Iraq". English book for secondary schools in Iraq and the author wants to show what kind of culture appears in this book, whether this book has a target culture, source culture, or international culture. After being able to analyze the results which revealed that this book is based on international culture, then culture dominates the target culture.

**Keyword** : Culture, textbook, Socio-cultural theory.

## **INTRODUCTION**

It is very important for us to understand culture in learning a language, by studying culture, we can develop the language and also be able to maintain cultural content, as well as increase students' knowledge about the culture that is in an English book to set targets and create balanced goals.

According to the author of the EFL book so far, almost no one has examined the socio-cultural values contained in an English book, according to the author, there are still many gaps in the good study literature in examining the socio-cultural values contained in this EFL book, because there are still many EFL students facing The problem is dealing with effective language when students are put into real-life situations if they are not based on real-life situations.

This study has limitations, namely, the author said that this study was limited to evaluating English books for second high school students in finding cultural values, this research was conducted in 2020/2021. This article also mentions the background and previous studies.

## **METHOD**

In this article, the author uses descriptive and evaluative content analysis methods, with a qualitative design to analyze the contents of the textbook. This research was conducted to obtain in-depth data on socio-cultural values in textbooks used in Iraq.

This study uses a sample of English books for Iraq used by secondary schools. This book is a collection of all English materials for secondary school which is divided into eight units, each unit has ten lessons. Units four to eight are revisions of the previous unit material which had four lessons instead of ten.

## RESULTS AND DISCUSSION

In looking for cultural values, the author uses three references for data collection, namely historical references and geographic references. Socio-cultural references include social, geographical, and historical references. This Social Reference includes the way of life, relationships between individuals, and other social references such as sports, songs, jokes, sayings, and work.

The book teaches students' understanding of how to be tolerant of other people and other cultures, for that students are able to respect others because students can learn more about tolerance, withstand ambiguity, and empathy.

The materials in the book ask or invite students to express all their thoughts by seeking curiosity and being open about cultural issues, especially foreign cultural phenomena as an opportunity to help students get used to cultural diversity and equality. For Wandel, textbooks must contain material that allows students to provoke opinions and discussions so that they are able to negotiate meaning so that they are "able to tolerate and bear ambiguity".

Figure (1) Examples of "Social references" of sociocultural values

Table (1): Overall Results Presentation of sociocultural references Analysis

Sociocultural references	Frequencies	Percentage
<b>1-social</b>	<b>287</b>	<b>83.918%</b>
a-ways of life	85	24.853%
b-interrelationships among individuals	95	27.777%
c-other social references	107	31.286%
<b>2-Historical</b>	<b>16</b>	<b>4.678%</b>
<b>3-Geographical</b>	<b>39</b>	<b>11.403%</b>
Total	342	99.999%



According to the author's results, social references agree with the highest percentage (83.918%), which is distributed to three sub-references, way of life (24.853%), inter-individual relationships (27.777%), and other social references (31.286%), then entered (Geographic reference ) is (11.403%), and Finally,

Table (2): Total Frequencies and percentages of types of culture

Types of culture	Frequency	Percentage
Source Culture	131	38.872%
Target Culture	60	17.804%
International culture	146	43.323%
Total	337	99.999%

(Historical reference) is (4.678%). This indicates that the total agreed frequency in English textbooks for the 2nd middle class in Iraq is (342 frequencies) (99.999%). These references represent different types of culture (source culture, target culture, international culture). Then international culture agreed with the highest percentage (43.323%). Source culture is achieved (38.872%). Until Finally, Target culture is (17.804%). Which means that the total frequency agreed in English textbooks for the 2nd intermediate stage in Iraq is (337 frequencies) (99.999%).

According to Mckay, the best material is international language which includes material from all over the world with various knowledges and various cultures using the target language. Which is likely to increase student interest rather than impose one culture all the time and as much as possible prevent students from fearful assimilation into a particular culture thereby helping them respect the culture of others. Then the student's own culture should be discussed together

with the target culture. In other words, local culture and target culture must be balanced.

## **CONCLUSION**

The researcher said that the writers of English books in Iraq for these two secondary schools did not seriously consider the socio-cultural values of foreign cultures, what was meant here was that the material did not reflect authentic social references. where the author of the book relies on semi-authentic cultural values, which significantly influence the way a person or group thinks and acts, realistic cultural values should be included.

Here it is seen that the selected book includes more examples in terms of social references than historical and geographical references, then the artificial sociocultural references are highlighted at the expense of authentic sociocultural references from the target language. This shows that the shortcomings in the design of the syllabus being studied due to the presentation of this research are very important in achieving effective target language learning.

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# **Evaluation of Skills Aspects in English Textbook Entitled “Bahasa Inggris” Published by Intan Pariwara**

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## **Abstract**

This mini-research is conducted to find out the English textbook used by class XI Senior High School (SMA) with the characteristic of a good textbook by Cunningsworth which focuses in the skill aspect. Object of this research is an English textbook entitled “English” published by PT. Intan Pariwara. This study compares the form of evaluation using content analysis methods and analyzes data based on reading sources written by experts. From the aspect of skills, this book provides 4 English skills, namely listening, reading, writing, and speaking. However, from the aspect of skills, especially speaking skills, this book does not cover speaking skills. Based on these results, the researcher suggests English books which can further discuss the skills of remembering the 4 very important English skills in English practice.

**Keywords: Coursebook, Evaluation, English Skills.**

## **Introduction**

Textbook lessons are one form of teaching materials. In learning English, the most frequently used teaching materials are textbooks. The number of use of textbooks due to several factors. First, textbooks are one of the affordable teaching materials when compared to other teaching materials. Textbooks are also very easy to obtain and sell commercially. Second, textbooks have an important role in academic growth and can support the success of students in the learning process at all levels of education (Azizifar et al. 2010). Third, textbooks are very helpful as a guide and supporter in the teaching and learning process (Ur, 1991: 184). Fourth, added by Nurdeani (2014) who argues that textbooks are very important for teachers who are not able or not ready to make their own teaching materials based on good textbook writing standards. Realizing the importance of using textbooks to support teaching and learning activities, various textbooks are now available commercially. This makes a teacher must be able to choose the most appropriate textbook and according to the needs of his students. In fact, many teachers have difficulty in choosing books that fit the criteria of a good textbook. According to Cunningsworth (1995) many difficulties were found in choosing the right textbooks and teaching materials. He added that since the availability of various kinds of English textbooks with various publishers, it has become a challenge to determine the right choice of textbooks. Thus, if the textbook does not match the criteria for a good textbook, the learning objectives will not be achieved. According to Riangsari (2015: 2) "in fact, textbooks that are supposed to help the learning process have incorrect

material substance and have an impact on students' confusion in the learning process". This means that there are still some books that are not in accordance with the needs of students or with the criteria of a good textbook. Therefore, teachers must be selective in choosing textbooks. In addition, the teacher must also be able to teach well after choosing the right textbook. They must be able to take advantage of the role of textbooks as supporting teaching materials in the learning and teaching process. The combination of a good textbook and the expertise of a teacher will be an important factor to achieve learning objectives and improve student achievement.

### **Research Method**

This mini research uses content analysis research based on literature study. Literature study is another name for literature review, literature review, theoretical study, theoretical basis, literature review, and theoretical review. This research is more about reviewing written works, both those that have been published and those that have not. This study uses secondary data in the form of library sources or documents, so that researchers do not have to do research by going down in the field. This research method by taking data in the library, reading, taking notes, and processing research materials. The data obtained were compiled, analyzed, and concluded. That is, data collection, analyzed and then concluded (Melfianora, 2019:2) The data collection in question is collecting data related to topics, such as (1) reviewing the entire content contained in English textbooks and (2) reviewing the skill aspects contained in the text book. English textbooks. fostering independence

through positive discipline. Then, it is analyzed in the discussion and conclusions are drawn from the discussion of the topics to be discussed.

### **Findings and Discussion**

Based on the results of the study, researchers have found some compatibility between an English textbook entitled "English" and the criteria for a good textbook. The following table is a summary of the evaluation results:

<b>No.</b>	<b>CRITERIA</b>	<b>COMPATIBILITY</b>
1.	Aims and Approaches	<b>70%</b>
2.	Design and Organization	<b>94,28%</b>
3.	Language Content	<b>68%</b>
4.	Skills	<b>80%</b>
5.	Topic	<b>70%</b>
6.	Methodology	<b>60%</b>

Skills criteria are categorized with a percentage of 80% which can be said to be quite appropriate in the book entitled "English". This book contains four skills, namely speaking, reading, writing and listening. The activities in this book begin with reading skills, followed by listening, writing and speaking. However, not all of these activities can be found in all chapters. Like the examples of activities in chapters 1 and 2, the first activity is reading and listening. The students were asked to listen and then answer the questions provided. Then in the next chapter the skills activity focuses on writing skills. Speaking skills are also found in this chapter but not as much as those provided in chapter 4. From the explanation above, it can be concluded that the English book 2 is sufficient to provide material for the four skills, namely listening, speaking, reading

and writing. It's just that from the researcher's perspective, the speaking activities provided in this book are still lacking when compared to the other 3 skills. Integrated activities can be seen in each material or task in this book. In every activity there are usually two or more skills such as listening integrated with writing or reading skills integrated with speaking. For example, here are activities that integrate listening and speaking skills.

### **Conclusion**

Based on the results of the evaluation of the "English" high school English textbook for class XI, it can be concluded that this book is in accordance with the criteria of a good book by Cunningsworth and is quite appropriate from the skills aspect although there are several points that can be improved. This English book was compiled by Bachtiar Bima M., Cicik Kurniawati, and Susiningsih and published by PT. Intan Pariwara. This book provides learning objectives that are in accordance with the learning objectives in the 2013 curriculum. This book has been adapted to the 2013 curriculum, for example; this book provides material that is appropriate to the needs and levels of students; provide a variety of interesting topics for students; the four skills are well contained in the book with various supporting components such as grammar and conversation transcripts; This book contains integrated skills in each topic. However, there are some things that should be improved in this book, namely speaking skill activities which tend to be less than the other 3 skills.

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# **Evaluation of Class Ix English Lesson Text Book "Think Globally Act Locally"**

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**Abstract:** This study aims to develop an English book used for the ninth grade. The researcher used a textbook entitled "Think Globally Act Locally" to determine the suitability of the textbook with 2013 curriculum. This research focuses on how the criteria and relevance of textbooks with the 2013 curriculum. The results show that the characteristics contained in the textbooks meet the requirements for the curriculum. 2013. One of the criteria for several aspects such as pronunciation procedures are not found in the textbooks used by ninth graders, but for the criteria of grammar, language skills and practice, it was none fully in accordance with the 2013 curriculum. Textbooks have shown conformity with the 2013 curriculum. Can be explained through three indicators; implementing of five points in learning the scientific approach, conformity of the textbooks with syllabus, and contextual content in the material.

**Keywords:** English textbook evaluation, Textbook, 2013 Curriculum.

## **INTRODUCTION**

In the world of education, evaluation is a very important step in the process of developing textbooks. The evaluation of

textbooks is carried out with the aim of knowing the suitability of the contents of the textbooks with the curriculum and the development of science. Evaluation is said to be good if the evaluation has been able to provide an overview of the quality of teaching and learning so that teachers can plan learning strategies well according to student needs. The selection of textbooks as the right learning media is one of the most important supporting factors for the success of activities in learning.

The Minister of Education and Culture has developed and replaced the 2006 KTSP curriculum into the 2013 curriculum in the last ten years. In implementing the 2013 curriculum, the government has provided textbooks as a guide in teaching and learning activities. The textbook can also be developed by the teacher using some references from other textbooks. Textbooks can be said to be feasible and appropriate to use if the criteria contained in the textbook are in accordance with the criteria in the 2013 curriculum. If the textbook can attract students' interest to use the book in the learning process, it can motivate everyone. Those who use it, using interesting illustrations (depictions), adjusting the needs according to the abilities of students or teachers, with material that is also in accordance with the needs of students. So it can be said that the textbook has met the requirements and can be used as a guide in the process of teaching and learning activities.

The 2013 curriculum is the last curriculum implemented by the government in Indonesia. The 2013 curriculum was developed from the previous curriculum, namely the

Competency-Based Curriculum (KBK) which was previously pioneered in 2004 which was later redeveloped into KTSP in 2006 which includes, among others; competence attitudes, knowledge, and skills. The 2013 curriculum aims for the Indonesian people to have personal faith, creative, productive, innovative, and able to contribute in improving world civilization.

The purpose of this study is that researchers try to evaluate English textbooks in order to determine the suitability of the English textbook "Think Globally Act Locally" used in class IX. This research focuses on the suitability of the criteria and relevance of textbooks to the 2013 curriculum.

## **RESEARCH METHOD**

This research uses comparative descriptive analysis method. This study was intended to compare the suitability of the English textbook "Think Globally Act Locally" used in class IX with the 2013 curriculum.

The English textbook "Think Globally Act Locally" class IX was taken as a sample from this study to determine the suitability of the criteria contained in the book.

## **FINDINGS AND DISCUSSION**

### **FINDINGS**

The results of this study indicate that the English textbook "Think Globally Act Locally" can be said to have met the criteria, namely an attractive and colorful physical appearance and the textbook is in accordance with the syllabus used in the 2013 curriculum. Does not place too much

emphasis on language skills so that it can be said to be more general in nature.

The focus of pronunciation is also not found in the book. However, the textbook provides some interesting grammar examples and the material is presented in a variety of ways so that it can increase students' demand for using the book. The English textbook uses vocabulary in each chapter or discussion. So it can be said that it can help students in mastering vocabulary.

Regarding the practice criteria, this textbook provides group-based and pair-based exercises, these exercises are not done individually. So that it can be said that this textbook is in accordance with the 2013 curriculum. Can be explained through three indicators; implementing of five points in learning the scientific approach, conformity of the textbooks with syllabus, and contextual content in the material.

## **DISCUSSION**

### **a. Textbook Suitability with Textbook Evaluation Criteria**

In this study, there are several criteria which are described in the following six main aspects:

#### **1.) Physical Appearance**

The textbook "Think Globally Act Locally" has an attractive appearance. There are writing and column coloring, animated images of people and objects with very colorful colors. So that students do not feel bored when using the textbook and can increase student interest in using the book.

#### **2.) Suitability**

The suitability of the textbooks with the curriculum syllabus applied in schools can be seen from the contents of the textbooks that are in accordance with the 2013 curriculum syllabus even though the syllabus is not included in the student textbooks. The syllabus is only found in the teacher's handbook.

### 3.) Language Skill

In general, the material used includes four language skills (listening, speaking, reading and writing). However, in this textbook, it focuses more on writing and speaking skills than others. Then the discussion about pronunciation is not found in the textbook. This book does not focus on pronunciation. It can be seen from the absence of supporting material in the form of audio or video

### 4.) Grammar

The textbook provides an explanation of grammar and provides interesting grammar examples. Using a colorful writing style and varied illustrations makes students not feel bored when learning to use the book.

### 5.) Vocabulary

The use of vocabulary in this book is only a variation to suit the topic of discussion. For example in chapter VIII. In that chapter, the topic of discussion is about passive voice. The characteristics of passive voice is to use verb III. The vocabulary used is appropriate, for example: cooked, mixed, painted, etc. The example shows that the vocabulary used is in accordance with the topic.

## 6.) Exercise

Regarding the exercise criteria, this textbook provides group-based or pair-based exercises, these exercises are not done individually. It makes it easier for students to understand the lesson, because they can discuss how to do the given exercise.

### b. Textbook Suitability with 2013 Curriculum

To determine the suitability of the textbook with the 2013 curriculum, the author uses three indicators, including; implementation of the five steps of learning the scientific approach, the suitability of the English textbook with the syllabus, the suitability of the current material, and contextual material.

- 1.) The textbook was made based on the 2013 curriculum and using the scientific approach. So that in the process of learning activities there are five activities carried out by the rest. The five activities include; observing, questioning, gathering information, associating, and communicating. These learning activities have been found in each chapter in the textbook.
- 2.) The textbook already has conformity with the curriculum syllabus. This can be seen from the teacher's handbook in each chapter.
- 3.) While the contextual content indicators in textbooks have shown relevance to the 2013 curriculum. Contextual examples can be seen from the use of names of figures such as Udin, Lina, Siti and Jufri. The selection of illustrations or animations and characters in

the book, such as using the hijab, curly hair, tan skin, school uniforms using white-gray colors and ties is one of the contextual aspects that students experience.

## **CONCLUSION**

### A. Conclusion

Based on the results of previous studies, it can be concluded that:

The results of this study indicate that the English textbook "Think Globally Act Locally " can be said to have met the criteria, namely an attractive and colorful physical appearance and the textbook is in accordance with the syllabus used in the 2013 curriculum. In six main aspects, namely: physical appearance, suitability, language ability, grammar vocabulary, and assignments.

Regarding the suitability of the curriculum, the textbook can be said to be in accordance with the 2013 curriculum. The suitability of the textbook Can be explained through three indicators; implementing of five points in learning the scientific approach, conformity of the textbooks with syllabus, and contextual content in the material.

The researcher hopes that prospective teachers can be more creative in developing curriculum and be selective in choosing good teaching materials.

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## **Analyzing The Elementary School English Coursebook Entitled "GROW WITH ENGLISH" By Erlangga**

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### **Abstract:**

A good textbook must meet good standards as well. There are many textbooks, but not enough textbooks that have a good standard. In this study, the authors conducted an analysis of the textbooks used by teachers and elementary school students, whether the textbooks were standardized and in accordance with BSNP. Eligibility requirements, namely, content feasibility, presentation feasibility, language feasibility and graphic feasibility. If the textbook meets these requirements, then the book is a standard book and is suitable for use in teaching elementary school students. Standardized textbooks can provide benefits for users because they are in accordance with eligibility according to the BSNP. So that between students and teachers can be balanced with the media they use are all equally useful.



**Keywords:** Coursebook, BSNP(Education National Standard Council), Feasibility of content, feasibility of presentation, feasibility of language and feasibility of graphics, elementary school.

## **INTRODUCTION**

In the process of teaching and learning English, there are several aspects that can affect student learning outcomes in their fields. These aspects can be in the form of students' lack of interest and motivation in learning English. Judging from the aspect of the coursebook as a medium used by teachers in teaching in the teaching and learning process. Coursebook are factors that can affect the achievement of a good learning but if a teacher is not precise in the selection of coursebooks it can affect the course of learning it has an impact on student learning motivation.

The lack of student interest also occurs because the selection of media or coursebooks is not appropriate for its purpose or the media is not in accordance with the wishes of students, because sometimes things that make students confused will result in the student's interest in learning. So to avoid things that make students' motivation and interest in learning decrease, of course, with things that are according to their wishes that they can understand clearly and of course the selection of coursebook or appropriate media for teachers and students.

There are many coursebooks or media that can be used for learning or teaching materials between students and

students but not all coursebooks are in accordance with the needs of students and teachers so here we are looking for coursebooks that are in accordance with the wishes of students that are balanced between students and teachers. So the author here conducts research to analyze coursebooks for elementary school children. Judging from previous research, maybe there are still few who do research for elementary school children's coursebooks, that's why I'm doing this research now. Analyzing elementary school children's coursebooks that can provide benefits to students and are appropriate.

The author conducted research on an elementary school coursebook entitled *Grow With English* by Erlangga. The author conducted this study to determine whether this coursebook is suitable for elementary school students and whether the book meets the eligibility standards according to BSNP, namely meeting the four elements of feasibility, content feasibility, presentation feasibility, language feasibility and graphic feasibility.

## **METHOD**

This study uses a qualitative descriptive method which is classified into document or content analysis which focuses on material analysis. In this study, a check was carried out to determine the extent to which the textbook was appropriate in terms of teaching English and to what extent the textbook was in accordance with the BSNP eligibility standards.

To collect data, researchers used data analysis, namely content analysis, presentation analysis, language analysis, and graphic analysis based on the National Education Standards

Agency (BSNP). The main data sources of this research were collected through textbook analysis. The contents of the English teaching materials included in the textbooks were analyzed as a basis for evaluation. A qualitative research based on the National Education Standards Agency (BSNP) focuses on text. The researcher analyzed all textbook units as data sources, namely unit 1, unit 2, unit 3, unit 4, unit 5, unit 6, unit 7, unit and unit 8. The use of these eight is able to represent the entire content of the material. elementary school textbooks. The author analyzes each unit of the textbook, which includes the contents of the English textbook. The researcher decided on a textbook entitled Grow with English published by first grade Erlangga as the main document in data collection.

The analysis process is carried out in line with the research process. Data analysis is the process of organizing data to obtain regular and consistent results in the pattern of research forms. Data analysis is carried out so that we can create an understanding of the data and allow researchers to present the results of this research to readers.

## **FINDING AND DISCUSSION**

Coursebooks in learning English are really needed to be used when learning, but many books are still not good enough or are still lacking in learning. There are still some coursebooks that are not in accordance with the wishes of students' interests so learning motivation slowly decreases because the textbook media was not as desired and not in accordance with the standard of coursebooks according to BSNP.

According to BSNP (2010), coursebooks are in accordance with standards, appropriate, and appropriate. So to determine or analyze that the book has a standard, it must be seen from the specified standard. In this case, the results of the research that I got in this study are that there are indeed many coursebooks that can be used as learning media between teachers and students, but not all coursebooks are appropriate or have good ones. The coursebooks used must be standardized so that in learning students or teachers get maximum results because they use standardized media. The media is very suitable for use in learning because it has been standardized and in accordance with the standards according to BSNP.

In this study the author uses the same method as previous research, namely by using a qualitative descriptive method, namely by looking for the phenomena that exist in the study, but in this study the authors use the feasibility standards according to BSNP, namely content feasibility, presentation feasibility, language feasibility, and graphic feasibility. so that we can find out whether the coursebook is suitable for use in learning.

## **CONCLUSION**

Coursebook are factors that can affect the achievement of a good learning but if a teacher is not precise in the selection of coursebooks it can affect the course of learning it has an impact on student learning motivation.

The lack of student interest also occurs because the selection of media or coursebooks is not appropriate for its purpose or the media is not in accordance with the wishes of

students, because sometimes things that make students confused will result in the student's interest in learning.

There are many coursebooks or media that can be used for learning or teaching materials between students and students but not all coursebooks are in accordance with the needs of students and teachers so here we are looking for coursebooks that are in accordance with the wishes of students that are balanced between students and teachers.

There are still some coursebooks that are not in accordance with the wishes of students' interests so learning motivation slowly decreases because the textbook media was not as desired and not in accordance with the standard of coursebooks according to BSNP.

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**An English Course For Elementary  
School Students “Grow with English“  
Analysis Textbook on 5 Class of  
Elementary School**

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**Abstrack**

The book text is essential for teachers and students to study in English class, since books as a medium of communication between teachers and students, it also contains the material needed for study. This study research an English book Grow with English to know the compatibility teachers and students. This study use quantitative method and 7 concept analysis, there are SKL, KI, KD, topic, the sufficiency materials, the illuminated materials, and the approach of scientific approach. The aim of this study was to observe if the text book was proper for teachers to teach the class, and whether the material in it was understood by some students in the English class. That way we

can teach students proper material so they can understand and assimilate English language lessons for good.

**Key Word : textbook, material, teachers and students, EFL book**

### **INTRODUCTION :**

The book text is very important when it comes to English or efl. A convenient tool to use because the book text provides some of the material that teachers in schools need. Languages are also very important for us to learn English, because they are definitely essential for the future. English has been viewed as the international language, and so many of the countries claim that it is a global language. Therefore this situation makes us as teachers it is important for us to evaluate, choose and adapt the teaching materials the teaching and learning needs of the students to have the potential for good learning.

The selection of textbooks can be handled in various approaches, but the process is often practiced according to: pedagogue choice and may be influenced by causes unrelated to education (garinger, 2002). Availability, prices knowledge of matter can be one of a factors affecting teachers' decision on type in text books used at class. Quality tetx books should appeal to students and be appropriate to meet their stlyle different to learning english, and make them feel interesting and curious through both the subject and the appearance (Tomlinson 1998). In a same time, we have to increase they are to be confidence and associated with the needs of learners.

It is essential for teachers to teach student elementary, because of this research that we can see the worthiness of the book for teachers to use in teaching students. Judging from the material and the responses of the students who study it, is there any difficulty in understanding the material or they enjoy learning English in class. It all depends on the teacher bringing in the material and the compatibility of the English books with the teachers

## **METHOD**

This study, I use quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques.

### **a. Concept Analysis**

#### 1. SKI

The standard of graduate competence (SKL) is the qualifications for the qualifications of graduates that include attitudes, knowledge, and skills. This criterion is expected to be achieved after his study of education at some level. SKL is the primary reference in the development of the core competence (ki), in turn the ki is described in basic competence (kd).

#### 2. KI

Core competence (ki) is the level of ability to achieve the level of graduate competence a learner must have at each class level. It means it isa SKL operationalization in the quality that learners must



have at any level of class or program that provides the basis for development of the kd. Ki includes attitudes (spiritual and social), knowledge, and skill. The core competence must describe a balanced quality between Achieving the hard skills and the soft skills. The ki serves as a payload integration Learning, a subject or program in reaching SKL as a reflection of the principles of connectedness and sustainability.

3. KD

Basic competence (kd) is the minimum learning ability and materials that learners must achieve for a subject on each of the education units that refer to core competence. Basic competence may also be understood as a number of minimum capacities both the attitude, knowledge, and skill that learners must master on a particular subject as a reference to the compiling of competence attainment indicators.

4. Topic

The textbook will be seen if the topic is used according to the study.

5. The material sufficiency

Reviewed from the range of concept/matter of esensial; and time displacement.

6. The material depth

Reviewed from science like mindset and characteristics of students.

7. The implementation of scientific approach.

Learning with a scientific approach is a learning process that designed in such a way that learners

actively control concepts, laws or principles through the observing stages (to identify or finding problems), formulating problems, proposing or formulating hypotheses, gathering data in various techniques, analyzing data, drawing conclusions and communicate established concepts, laws, or principles.

## **FINDINGS AND DISCUSSION**

After observing the book the latest research was conducted with SKL, KI, KD, topic, the sufficiency materials, the illuminated materials, and the approach of scientific approach. From the findings of the book it is easy to use as well as for budding or poorly comprehending teacher material, it can easily help teachers to teach and students to understand the material well.

Each study unit presents approximately ten new words relating to the theme, one or two common language functions in the theme. A sentence structure or a pattern that supports the function of language. Sentence patterns are so constructed that the patterns presented in the lesson unit serve as building blocks for the patterns presented in the following units. Sentence patterns are not presented in the form of rules, they are served definitely through repeated use of patterns in relevant parts of each unit, particularly in dialogue, reading.

We can see from this table :

No	Analytical Aspects	Analysis Result			Follow up Analysis Result
		dissonance	In part	suitable	
1.	Compatibility with SKL			√	
2.	Compatibility with KI			√	
3.	Compatibility with KD		√		Kd: autism Once again, the truth of the steps, there should be a task/exercise/test that matches basic competence.
4.	Compatibility with the topic			√	
5.	The material sufficiency a. Concept/matter of scope essential and b. Allocation time			√	
6.	The material depth a. Science like mindset and b. Typical of students			√	

7.	The implementation of scientific approach.		√		Understanding the concept: observing, asking, reasoning, trying
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From the data first compatibility with SKL that suitable, because from the material that this textbook covers the material and accordingly Permendikbud RI No. 20 year 2016. The second compatibility with KI, this material from textbook are suitable. The third Kd: autism Once again, the truth of the steps, there should be a task/exercise/test that matches basic competence. The fourth the topic in the textbook are suitable to teacher teach a students. The fifth The material sufficiency this suitable from the concept/matter of scope essential and allocation time that's all suitable with students and teacher. Six The material depth this is to suitable from Science like mindset and Typical of students this is will make students happy because from the material of the textbook that all suitable with teacher and students. Then last The implementation of scientific approach. This is in part because teacher and students must understanding the concept: observing, asking, reasoning, trying.

## **CONCLUSION**

The conclusion, then, is that teachers can also gain insight the findings then use a different strategy to complement the weak points in the textbook. Therefore, it's important textbook developers with language instructors take in the account more common features in their efl textbooks use the suitable checklist to produce the text books they want. Further research may also get to be done the results a better textbook evaluation through teacher journal analysis, and class observation.

This study of matter is ideal for teachers and students to study, but there are certain things that need teachers to teach students the accuracy once again, the truth of the steps, there should be a task/exercise/test that matches basic ingredients. Teachers must look at the matter and also important for teachers to understanding the concept: concepts, asking, concept, trying to maintain a good class atmosphere, hopefully in the future children will be more active in studying and teachers as well as in teaching.

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# **Analysis of Character Education Values in Class 3 Elementary School Textbooks**

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## **Abstract**

The purpose of this study was to determine the values of character education and the classification of textbooks in the 3rd grade elementary school textbooks entitled Islamic Religious Education and Morals for Class 3 Elementary Schools, the 2013 revised 2018 curriculum, published by the Ministry of Education and Culture of the Republic of Indonesia. The results showed that the values of character education in the 3rd grade textbooks of the 2013 revised 2018 curriculum of the Ministry of Education and Culture of the Republic of Indonesia include religious character values, good personal character values, social care character values, honesty character values, and character values. the character of hard work, and the value of the character of love for the environment.

**Keywords: Coursebook; Islam; character value; character.**

## **1. Introduction**

There are many ways and materials that can be created to educate, nurture and develop, and shape the character of students. Character education can be provided in an integrated manner in subjects that are already in the curriculum, including Indonesian subjects. Character education can also be inclusively included in teaching materials. So, character education can be included in learning religion, arts, Indonesian language and literature, history, mathematics, and others.

Character education in teaching materials can be presented through characters in simple stories. Like the story of the Prophet and his companions, it is a picture of figures who have various characters and manners. The content of character education in this simple story is that children can learn about various aspects of life through what is played by the character.

## **2. Research Question**

- a) What character education values are contained in the 3rd grade elementary school textbook entitled Islamic Religious Education and Morals for Class 3 Elementary School Curriculum 2013 revision 2018
  
- b) What is the classification of the contents of the 3rd grade elementary school teaching material entitled



### **3. Method**

The quantitative method was chosen because this study aims to find out what character values education is in textbooks.

### **4. Material**

The textbook for Islamic Religious Education and Morals for Grade 3 Elementary School is a textbook for developing spiritual, character, and character development in children. The thing that makes it interesting is the presentation of a few stories and illustrations that make children able to illustrate as if in real life. Therefore, the child's character will be formed and the child's character will appear when this happens in their daily life. So that when that happens, children will be able to implement it well in their daily lives.

# **LEARNING ENGLISH WHILE LISTEN TO MUSIC IS BETTER THAN ONLY READ THE LYRIC IN A COURSEBOOK**

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## **Abstract**

There are so many methods to learn English. In Indonesia, the teachers usually only use the coursebook to teaching English. According to Asher and James (1982), “Methods are the combination of techniques that are used and plasticized by the teachers in the classrooms to teach their students and approaches are the philosophies of teachers about language teaching that can be applied in the classrooms by using different techniques of language teaching.” One of the most popular method to learn English, especially in EFL is learning English through the songs. Learning English through music is one of the most excellent strategy that the understudies center on the lesson way better. Learning through music might be prescribed for teachers to upgrade English learning. Because of learning through music will make the climate within the classroom more comfortable to memorize English conjointly effortlessly reasonable. The understudies can

moreover more get it around brief and basic sentences by utilizing music.

**Keyword:** Learning method, learning English, English through song, coursebook evaluation

### **Introduction**

As you know English is the International language that you need to master. There are also many method that you can use to learning English such us reading the song lyric and listening the song. Additionally, instructing English through the music is one of the awesome strategy that the understudies center on the lesson superior. Since music has the assortment modern words additionally expressions with numerous distinctive subjects, so the students may well be learn a few things of lexicon, rhym of the dialect and syntactic structures that relating to any subject. However, especially in Indonesia, there are so many school that using the monotonous method to learn English.

This article will focus on two different methods. The first method is the most frequently used in Indonesia, especially in Junior Highschool (Sekolah Menengah Pertama) that is learning English through the coursebook. And the second method is learning English with listening the song. As we know, music has numerous advantages points in our life. Music moreover make an curiously and comfortable environment in anyplace on the off chance that you need to utilize it a great way particularly for the English learner.

Many of coursebooks in Indonesian middle-school only provides the lyrics of the song without provides the sound of the music. Basically, Indonesian textbook only provides the lyrics

in the textbook to students, and the students can only read the lyrics and continued with answering the simple exercise based on the textbook. On the other word, the students only needs to define the meaning of the song through the lyrics. However, learning English while listen to the music is one of the most interesting method that the teachers can use to developing their students' ability.

Music are the part of humans life. Some people are listen to music everyday for some reasons. So the researcher wants to prove that learning English while listen to music are one of the good methods. According to Konstantinovic (1973) "Learn to utilize song in dialect learning for understudies not only as it were improve their lexicon but also upgrade their information in English."

The author will compare the effectively between both methods to use in Junior Highschool, especially in Indonesia. The author is interesting to write this research because there are lot of the teachers are not aware that learning English only through the lyrics of the songs are not effective enough for the students in Junior Highschool. The coursebook that the author use for this reseach is Bahasa Inggris coursebook for SMA/MA/SMK/MAK Kelas XI about Meaning Through Music's Lyrics.

## **Method**

The research method used by researchers is a Qualitative Research. According to several prominent qualitative scholars (Creswell 2002; Pope & Mays 1995; Denzin & Lincoln, 1994) Qualitative Research is intended to deeply explore, understand

and interpret social phenomena within its natural setting. According to (Aorora & Stoner 2009) “By using qualitative research methodology, the researcher wants to collect richer information and also get more detailed picture of any issues, cases or some events”

### **Data Collection**

This research used survey as a method of data collection. In this research, the author prepare some questions in the form of a questionnaire distributed to students as participants. The information is then collected, usually in the form of words or text which is then analyzed.

### **Data Analysis**

#### a) Research Setting

The research location is at SMPN 4 Pandih Batu which is located on Jl. Katingan VII, Pangkoh 8, Belanti Siam, Kec. Pandih Batu, Kab. Pulang Pisau.

#### b) Participants

The target of this research are the students on SMPN 4 Pandih Batu. The researcher’s target was two class, there are A and B class of Eighth Grades.

#### c) Focus of The Research

Focus of this research is to compare the method which has provide in the coursebook (Learning English Through Song’s Lyrics) and the other method is (Learning English While Listen to Music and Read the Lyrics)

## **Findings**

Based on the data collected, the result shows that more of the students are comfortable to the implementation of second method (Learning English While Listen to Music and Read the Lyrics). By the questionnaire that has spread to both of classes, there are 21 students has choose the second method and at least 9 students are choose the other one. Lot of students' interest are raise when they are listen to music. They can also easily read the lyric because they are listened to the native speaker. Most of linguistic features that could develop students' second language is while listen to music, because music are contained many common and short words and also pronouns. Some of the students says that they are easily to memorize new words after they are listening to the music because they are enjoyable when listening to the music. This is one of the benefits that the students found.

The student can also easily learning about how to pronounce the vocabulary well. The songs that sung by native speakers will make it easier for students to pronounce English vocabulary. Some of them also practice it through singing. That is why learning English with music is beneficial. Through the music, the students can also practice it and that will improve their speaking skill. Besides music can also improving listening skills of students as well. As we know, listening skill is one of the part of four basic skills to English learner. Listening is the activity of paying attention to the speaker and trying to find

meaning from something that is heard (Underwood, 1989:1). These skill are not found by the students when they are used the first method. Because the first method only provide the lyrics of the song in the coursebook so they can only increase their reading skill. But in the second method, the students can listen to the music and also read the text at the same time that automatically develop their reading and listening skill as well.

### **Discussion**

We can say that the coursebook are play the crucial role in some education context. But the teacher also must to aware that the students needs more different methods to learning English. Especially in Indonesia, there are lot of the teachers are not realize that the students has bored of the one monotonus method that they are use in whole time in the school.

### **Conclusion**

The finding of this research have proven that any different method are important to raise students' interest. The students will not bored of the method because they are not only read the coursebook everyday. There is a lot of benefits that they can find when they are used the different method out of the coursebook as well. The students will able to improve another skills as well besides reading skill such us listening and speaking skill if they are practice it with singing. This different method is obviously recommended for the English teacher, especially in the middle-school.

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# **English Coursebook evaluation : The analysis of English Coursebook based on The Characteristics of A Good Coursebook**

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## **Abstract**

*Every Coursebook in the field of education must possess the features of a good Coursebook. Because Coursebook is an essential learning tool and a systematic way to support students' learning throughout their education. The purpose of this study was to evaluate an English coursebook for tenth grade senior high school students called "Bahasa Inggris SMA/MA/SMK/MAK Kelas X," which was based on the 2013 Indonesian Curriculum. This book was examined with the goal of altering the content and determining the book's quality. This study uses on qualitative data. The information was gathered through document or content analysis by creating Coursebook assessment criteria based on Cunningsworth's (1995) standard criteria for evaluating English Coursebooks and combining it with the check-list technique. The finding is based on the viability of the Coursebook's contents, which are evaluated in light of the curriculum and the qualities of a good Coursebook. The findings of this study show that the English Coursebook used by tenth grade students is appropriate for classroom use. According to the findings of this study, the*

*English Coursebook used by tenth grade students is appropriate for use in the learning process. The book has 70% conformance to the standards, while 30% does not fulfill the criterion as a good book.*

## **Introduction**

In the execution of teaching and learning activities (Tomlinson, 2001; Garinger, 2001; Lee, 2003), the coursebook or textbook is an important component and one of the primary learning materials (Tomlinson, 2001; Garinger, 2001; Lee, 2003). The coursebook has assisted teachers in achieving the learning material's goals and objectives. Aside from that, the Coursebook offered the teacher with useful materials, exercises, instructions, and texts for instructional reasons. Consider, for example, learning English as a second language. Although English is not the most widely spoken language, it is the most extensive. Despite the fact that English is not an official language in Indonesia, it has long been regarded as a foreign language in the country. It occupies a unique position in the school curriculum. In this regard, Indonesian schools have taught English as a foreign language to students in elementary, junior high, and senior high school. According to Cunningsworth (1995), the various roles that an English coursebook plays include introducing the material as a source for learners to practice and do activities such as vocabulary, pronunciation, grammar, listening, reading, speaking, and writing, as well as providing jobs that students can access independently and provide self-directed learning. The Minister of Education and Culture of the Republic of Indonesia (2016)

confirmed the importance of coursebooks in educational units. "Coursebooks are primary learning resources for achieving basic and core skills, and they have been approved by the Ministry of Education and Culture for use in unit education."

According to the Minister of National Education (2008), "The term "teaching materials" refers to educational items that are utilized to assist students in their learning. The content in question can be in the form of written or unwritten information ". There are numerous types of learning resources, according to Barbara, Seels, and Richey, R. C. (1994). The first is printed materials like Coursebooks, modules, handouts, brochures, booklets, and so on; the second is non-printed materials like videos, cassettes, CDs, internet, and computer-based resources. Coursebook is one of the most widely utilized materials. The Indonesian Ministry of Education and Culture has mandated that the 2013 Curriculum be implemented. In this regard, instructional materials must be manufactured in accordance with manufacturing terms, and the coursebook must be of high quality. We can also learn about the Coursebook criteria based on Cunningsworth (1995), which are as follows:

- 1) The coursebook should be tailored to the needs of the students. They should be in line with the language learning program's goals and objectives.
- 2) The coursebook should include the types of uses that learners will make of the language (both current and future). Choose a Coursebook that will assist learners in efficiently using language for their needs.

- 3) Coursebooks assist students in a variety of ways.
- 4) Coursebooks, like teachers, should have a clear role as a learning aide; they mediate between the target language and the learner.

The problem that will be explored in this small research can be formulated as follows, based on the foregoing explanation:

- 1) How does the content of the Coursebook entitled *Bahasa Inggris SMA/MA/SMK/MAK Kelas X* match the criteria of a good Coursebook ?;
- 2) How is the quality of the Coursebook entitled *Bahasa Inggris SMA/MA/SMK/MAK Kelas X* as a learning resource for Class X SMA/MA/SMK/MAK students?

Based on the formulation of the problem above, the objectives to be achieved in this mini research are :

- 1) Adjusting the content of the Coursebook entitled *Bahasa Inggris SMA/MA/SMK/MAK Kelas X* with the criteria of a good Coursebook.
- 2) Determine the quality of the Coursebook entitled *Bahasa Inggris SMA/MA/SMK/MAK Kelas X* as a learning resource for Class X SMA/MA/SMK/MAK students.

The researcher examined the relevance of a Coursebook to the 2013 curriculum and its qualities as a Coursebook in this mini research. Specifically, the *Bahasa Inggris SMA/MA/SMK/MAK Kelas X* Coursebook, using Cunningsworth's ELT Coursebook Evaluation Checklist (1995)

as a basis; with checklist considerations from Cunningsworth as well (1995). Because the checklist is thorough enough to assess books. There are eight aspects to this : The objectives and technique, as well as the design and organization, language content, language abilities, methods, instructional books, and practical concerns.

### **Research Method**

The researcher uses a qualitative research, that is document or content analysis. Bowen (2009) claims that document analysis is part of qualitative research, where the document is interpreted by the researcher to provide a voice and meaning on an assessment topic. Lincoln (2000) defines that qualitative research involves both interpretive and naturalistic Approach. Which means that qualitative researchers are learn things in a natural setting. The reason researchers use qualitative research is because it has flexibility, it offers predictive qualities and the process uses a smaller sample size than other research methods. To collect this research data, researchers have done several steps consisting of preparing the research; then, analyze Coursebook; after that, writing a report (Ary et al., 2002).,

The first thing that has been done is researchers prepared the research by selecting a Coursebook that will be used for evaluation, then check the book's feasibility by previewing and predicting. The Second, after the Coursebook were obtained, the researchers analyzed the Coursebook and made all of them checklist instrument. Because, to help obtain the data needed in research, the researcher used the check-list

instrument contains a set of standard criteria for evaluating an English Coursebook. To collect data using this check-list instrument, the researcher used the reading method, analyzing and recording data in the form of the contents of the learning material contained in the Coursebook. Then, put a check mark on the table that is used to determine the feasibility of the Coursebook. After that, analyze the Coursebook based on all a checklist instrument has been carried out. And the third or the last, the researcher wrote the results of the evaluation or report. After doing the above steps orderly and carefully, the last thing the researcher does is write down the results. This results describes each part of the research and detailed findings are presented in the form of a mini research.

### **Findings and Discussion**

Coursebook are a type of learning material that is widely used by many subjects in various schools ranging from elementary, junior to senior high school. And one way to implement the curriculum is a Coursebook. To support the learning process, Coursebook are needed. Including learning English which requires an English Coursebook, the material in English Coursebook must adapt to the characteristics of English as well. The following are an overview of the identity of the Coursebook that has been analyzed by the researcher.

- 1) Book title : Bahasa Inggris  
SMA/MA/SMK/MAK Kelas X
- 2) Authors : Utami Widiati  
Zuliati Rohmah

- Furaidah
- 3) Reviewers : Helena I.R Agustien  
Emi Emilia  
Raden Safrina
- 4) Book size : 25 cm
- 5) Number of pages : 224
- 6) Year of Publication : 2017
- 7) Publisher : Kemendikbud
- 8) Book target : SMA/MA/SMK/MAK class X
- 9) ISBN Number : 978-602-427-106-0  
**(nine,seven,eight, six,zero,two, for,two,seven,  
one,zero,six and zero)**

This mini research analyzes an English Coursebook entitled *Bahasa Inggris SMA/MA/SMK/MAK Kelas X* with using document analysis methods. As for goals, the aims of this are to determine the quality and relevance of the characteristics of a good Coursebook. This book is expected to encourage students to interact a lot, so that communication skills are built such as in working in a group. With this book, students are expected to be able to practice participating in conveying their ideas and thoughts regarding the type of text being studied. With that, students can develop their courage in putting forward ideas and achieving the expected competencies. In line with this role, this book aims to build students' attitudes, knowledge and communication skills through learning experiences, both through receptive and productive English language activities. The various texts in this book are arranged according to the mandate of the basic competencies in the 2013 Curriculum for

Class X, which includes short functional texts; The essay is in the form of recount, narrative, and descriptive; interactional texts that reflect various speech acts.

Based on the results of the data that has been collected, found that this Coursebook has conformity of 70% with good Coursebook based criteria by Cunningsworth theory which has eight aspects, they are : The aims and approach, the design and organization, the language content, language skills, methodology, teacher books, and practical considerations. However, another 30% of this Coursebook does not fulfill all eight criteria. This Coursebook fulfills the characteristics of the student-center approach in its learning methods. According to Jones (2007), the role of Coursebook in students-centre approach is to organize student activities, guide and direct student learning. The Bahasa Inggris SMA/MA/SMK/MAK Kelas X learning method is in accordance with the role of Coursebook in the student-center approach. This English Coursebook focuses on the needs, abilities, interests, styles and styles of the students active participation. There are also some group work activities that define the characteristics of the student-center approach.

The total content of the Coursebook should include: student and teacher books, workbooks and tapes. However, the total content of this Coursebook is incomplete because there are no tapes or audio in this Coursebook. Then, regarding the suitability of some materials, this Coursebook does not include material for learning. Because, individuals do not have individual learning exercises that can be done at home.



Cunningsworth (1995) stated that the language content is related to grammar in a Coursebook which has several items : Grammar must be appropriate for each level, taking into account the needs of learners. Grammar should be served with unit small enough to make it easy learning. Then, the application of grammar must be balanced between form and use of language. Coursebook it almost fulfills these criteria. Because, core of this Coursebook is in terms of speaking and writing. And speaking and writing is related to grammar. But, grammar is not the main part of the material in this Coursebook.

In terms of skills, the Coursebook should cover four skills that must be integrated. The four skills are reading, listening, speaking, and writing. Almost all the texts in this book are also non-authentic text. In reading skill, this Coursebook only meets a few criteria. Because, reading material presented separately and there is no material or exercises that are integrated in parts this. Then, no practice read beforehand containing comprehension material such as background information, or provide pre-read questions on this Coursebook. In listening skills, this Coursebook failed to explore listening skills for the students. Because, this Coursebook does not meet these criteria. In this Coursebook, there are only 3 listening parts, that are students must open the link website to get the audio, and listening to what the teacher reads. In speaking skill, this book has met the existing criteria in speaking skills. First, the material in Coursebook is in the form of oral practice, dialogue, role-playing, or communication activities. Second, there is a specific strategy for conversation or other oral

activities in the material speak on a Coursebook like a debate. In writing skills, this Coursebook does not meet the criteria that should be in writing skills. Because, there are no exercises such as writing paragraphs, and there is no activities that pay attention to language sources specifically for written forms.

Regarding the topic, the Coursebook must have three criteria given by Cunningsworth. First, Coursebook must be varied and covered in topics sufficient. Second, the topic must influence and enrich their experience. Third, the topic must be related to the social and cultural context presented in the Coursebook. In this case, the analyzed Coursebook have sufficient criteria. Because, the coverage of topics is quite diverse and is expected to broaden the awareness of students. However, most of the topics presented in the book does not contain elements of Indonesian culture.

In the methodology, this Coursebook fails in presenting new item in both techniques (deductive and inductive). However, in practical considerations the entire package cost of a Coursebook is already good value for money, even this book is quite durable. About the instructions, almost all the exercises are on in the Coursebook entitled *Bahasa Inggris SMA/MA/SMK/MAK Kelas X* is very clear and easy to understand.

Based on the data from the analysis, the researcher found that the Coursebook entitled *Bahasa Inggris SMA/MA/SMK/MAK Kelas X* is categorized as "good". Coursebook have most of the criteria in the sub-aspects of the relevance of the material to the curriculum, the accuracy of the material, the learning materials, language accuracy,

engineering practice, and coverage in teaching and learning techniques. Although, there are some items in the checklist that are not fulfilled.

### **Conclusion**

This mini research was conducted to evaluate and analyze a Coursebook with adjusting the content and determine the quality of the Coursebook entitled *Bahasa Inggris SMA/MA/SMK/MAK Kelas X* as a learning resource for Class X SMA/MA/SMK/MAK students. The evaluation results show that the Coursebook categorized as "good" because of the criteria and characteristics as a good Coursebook. So, it can be considered that this Coursebook can be used for teaching materials in schools, especially for SMA / SMK / MAK class X. The English Coursebook used are also relatively relevant to the 2013 curriculum with a slight lack of relevance to the 2013 curriculum.

Therefore, it is hoped that the teacher can complete some of these flaws with the material others to achieve the targeted goals in the 2013 curriculum. For example, regarding in the absence of listening material, the teacher can provide listening material with look for relevant sources from other sources. And, It is hoped that the teacher as a facilitator is also able to more active and creative role in developing abilities communicative students with the material contained in the Coursebook.

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# **Content Analysis on English Textbooks for Class X Title English for High School**

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## **Abstract**

Textbooks serve as teaching materials that have various benefits in the curriculum. Textbooks have become a necessity for a teacher to teach their students in Indonesia. With the development of textbook technology, we can find it in various print and digital media. The government itself provides a website and a free book download application so that people can use it. The purpose of this study was to determine that the English textbooks for class X SMA / MA / SMK / MAK meet the textbook evaluation criteria according to experts, namely Cunningsworth (1995), Hamer (2007) and the National Education Standards Agency. Data collection was carried out by designing and looking for textbook evaluation criteria which contain standard criteria for evaluating English textbooks and can explain textbooks relevant to the 2013 English curriculum material. There are eight textbook evaluation criteria according to Cunningsworth and Hamer, namely (1) objectives and approaches, (2) design and organization, (3) language content, (4) skills, (5) topics, (6) methodology, (7) practical considerations, and (8) instruction. Based on the results of the

evaluation, it can be concluded that this textbook is categorized as "good" by achieving an average score of 90% of the seven criteria determined by the National Education Standards Agency. The seven criteria are clarified as "good" based on their predetermined suitability. And also the analyzed English textbooks are relatively relevant to the 2013 curriculum. Therefore, it is hoped that this book can be used by teachers maximally for students and teachers are required to complete any shortcomings with other materials to achieve the goals targeted in the 2013 curriculum.

**Keywords:** content analysis, textbook evaluations

### **Introduction**

Textbooks provide teachers with input in providing material to students for educational objectives, such as resources, exercises, instructions, and texts. Textbooks assist teachers in providing consistent and systematic learning media. In addition, textbooks also provide a framework for teachers to achieve learning goals and objectives (AbdelWahab., 2013). Teachers must also be able to select relevant textbooks and meet the standard requirements of the existing National Education Agency. Textbooks can affect student continuity in learning to achieve targeted goals. Teachers can also add several books as teaching support materials in delivering material with English as a foreign language (EFL) lessons, however, some teachers sometimes only use one textbook because of their inability to distinguish good textbooks.

Textbooks can be used as a support in the continuity of the educational unit. However, textbooks can be useful if used

properly and correctly. So the teacher must be able to select relevant and effective textbooks to teach students. As a result of curriculum implementation and implementation in educational units, textbooks must be in conformity with the curriculum (Byrd., 2001). Byrd (2001) has presented a set of criteria for evaluating and choosing good textbooks. The first consideration is the material's compatibility with the curriculum. The curriculum, which includes program objectives and instructional practices, is a guideline for the teaching and learning process. As a result, the compatibility of the material with the curriculum will aid students in achieving the program's objectives. Second, the material's compatibility with the teaching and learning process. These materials must be in accordance with the needs of students so that they can learn the material effectively. In addition, the material in the textbook must also assist teachers in managing the teaching and learning process effectively.

Therefore, referring to the explanation above, this research was conducted to see that the English textbooks used in class X in the education unit meet the textbook evaluation criteria proposed by experts and the National Education Standards Agency, as well as to provide relevant information on English textbooks with the material. English curriculum 2013.

## **Method**

This study uses the content analysis method to determine whether the textbooks used by the teacher are relevant to the 2013 curriculum material or not. The research data is set forth in this paper for the author's consideration. First, this study

uses eight textbook evaluation criteria according to Cunningsworth (1995), and Hamer (2007).

Second, this study uses data from other researchers who analyzed the same book and compared the results of the two. Third, after the textbook and the criteria analyzed in the textbook have been determined, the writer applies the research most closely according to the eight specified criteria. The final step is to provide a brief and clear data analysis in this paper.

### **Result And Discussion**

This study evaluates the English textbook entitled English for SMA / MA / SMK / MAK class X using the content analysis method. The purpose of this study was to determine whether the English textbook entitled English for SMA / MA / SMK / MAK class X meets the evaluation criteria of textbooks. as well as explaining the relevance of English textbooks to the 2013 English curriculum material.

In this study, eight criteria were used to answer the first research question "Is the English textbook entitled English for SMA / Class X MA / SMK / MAK meets the criteria for a good EFL textbook as proposed by Cunningsworth. (1955) and Harmer. (2007)? " The eight criteria consist of (1) objectives and approach, (2) design and organization, (3) language content, (4) skills, (5) topics, (6) methodology, (7) practical considerations, and (8) instruction. . Based on the evaluation analysis the textbook fulfills the criteria for a good EFL textbook as proposed by Cunningsworth. (1995) and Harmer. (2007). This analysis is like a big picture of the author's analysis based on other supporting criteria in general a textbook should have fifteen



other criteria, namely (1) rationale, (2) availability, (3) clear user definition, (4) graphical text and material, (5) clearly organized, (6) connection on terms, (7) be graded, (8) good physical characteristics, (9) good appropriacy, (10) accommodate authenticity, (11) be sufficient, (12) accommodate educational, (13) rememberable material, (14) flexible, (15) accompanied. These characteristics support the evaluation of good and correct textbooks.

#### 1) Goals and Approach

In this textbook there are no basic competencies in analyzing social functions, text structures, and language elements in the expression of attention and also the response according to the context of their use. English textbooks should use a variety of learning and teaching styles / styles. NSNP (2013) explains how the material in the textbook presented must meet four criteria.

First, the approach in presenting the material must focus on students. Second, the presentation of the material must develop student initiative, creative and critical thinking. Third, the presentation of the material must develop students' independence in learning. Fourth, the presentation of the material develops students' abilities to reflect and evaluate themselves.

#### 2) Design and Organization

The first criterion is design, this speaks of the total content of the textbook. The total contents of the lesson textbooks covered, student books, teacher books, work books, and tapes. The textbook entitled English for SMA / MA / SMA /

MAK Class X does not fit this criterion. So this book is not equipped with good listening skills.

### 3) Language Content

This book does not cover material for individual lessons because it does not have independent training, or learning exercises that can be done at home. Cunningsworth (1995) says that language content is related to the grammar and vocabulary parts of the textbook. Regarding the city of words, this text book does not meet the criteria because vocabulary is not a major part of a lesson in this textbook.

### 4) Skill or Skills

In terms of skills, according to Hamer (2007), textbooks must cover empay skills and the four must be integrated. The four skills are listening, speaking, reading, and writing. In terms of listening skills, this book does not fall into this criterion, in terms of speaking, this book is included in that criterion. In terms of reading, almost all texts are inauthentic. There are no preceding reading exercises that contain scenes, provide information and provide pre-read questions.

### 5) Topics

Regarding the first criterion, the textbook entitled English for SMA / MA / SMK / MAK Class X has quite a variety of topic coverage because the contents of this textbook are arranged according to the topic. In this book the topics presented do not contain elements of Indonesian culture. So students can't relate to their own culture.

### 6) Methodology

According to Cunningsworth (1995) English language textbooks must meet three criteria, namely material techniques, communicative abilities, materials must provide suggestions. But unfortunately this text book fails in terms of presenting techniques, namely deductively and inductively.

#### 7) Practical Considerations

In this case the textbook must consider the price of the textbook and must be strong and durable. This textbook fulfills both criteria in terms of practical considerations.

#### 8) Intruksi

Regarding the instructions, almost all the exercises in the textbook entitled English for SMA / MA / SMK / MAK Class X are very clear and easy to understand. Be clear about what actions the student should take and what skills the student needs in the exercise. Furthermore, seven criteria as well used to answer questions the first research "Is a textbook English titled English for SMA / MA / SMK / MAK class X meet the criteria for a good EFL textbook as determined by the National Education Standards Agency? " These criteria consist of: 1) Conformity of material with competency standards and basic competencies, 2) Accuracy of material, 3) Supporting learning materials, 4) Accuracy of language, 5) Presentation techniques, 6) Teaching and learning techniques, 7) Scope of presentation.

Based on data from content analysis, it was found that the textbook entitled English for SMA / MA / SMK / MAK class X is categorized as "good" from the seven criteria determined by the National Education Standards Agency. Seven criteria can be

classified as "good", namely the acquisition of material conformity with competency standards and basic competencies, material accuracy, learning support materials, language accuracy, presentation techniques, teaching and learning techniques, and presentation coverage.

### **Conculison**

This research was conducted to evaluate the content of English textbooks for class X SMA, official English textbooks published by the government, which have been written based on the 2013 curriculum, fulfill the textbook evaluation criteria and to evaluate textbooks that are relevant to the 2013 English curriculum material. itself.

It was analyzed that this textbook was categorized as a "good" book. With all the considerations. There are several weaknesses of this textbook. First, there is no basic competence and there is also no interaction between students and the environment in terms of objectives and approaches. Second, there are no workbooks and tapes. Where this book does not have independent study exercises that can be done at home. When, in terms of language content, vocabulary is not a major part of learning in this textbook.

Fourth, there is no listening material in listening skills. Because almost all the texts in this book are non-authentic texts. However, apart from that, based on the author's analysis of the English textbook entitled English for SMA / MA / SMK / MAK Class X is said to be "good" with consideration of the seven

criteria set by the National Education Standards Agency. Seven criteria can be clarified as "good".

And also this English textbook is used relatively relevant to the 2013 curriculum with a slight lack of relevance to the 2013 curriculum. Therefore, the authors hope that teachers can use it in learning and teachers can solve all the shortcomings of this book to achieve the targets set in the 2013 curriculum.

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# **Learning through Role Playing in a Coursebook**

*Reza Febrian*  
IAIN PALNGKARAYA

## **Abstract**

Gaining knowledge through function gambling for the scholars' cappotential in a single cloth or one challenge of gaining knowledge to be able to recognize how far the scholars recognize the cloth are, and it requires an authentic one to get a nice end result of the scholars' gaining knowledge of.. Many evaluation were executed in gaining knowledge of through function gambling, in assessing college students' studying comprehension, an genuine evaluation may be withinside the actual global or the actual context for his or her dwelling and their environment. Leraning through function gambling generally tend to react in the direction of what's being study because of their cappotential to recognise past the content material of the book.

## **Introduction**

Language performs an crucial function in human lifestyles . One seeks to acquire , research and use the language as a way of communication , and social in addition to a image of humanity . By the usage of the language someone could make statements , carry statistics and knowledge , provide an explanation for or record something , and preserving social

relationships among the customers of the language . This suggests that through the usage of language , humans can explicit their thoughts , feelings.

It is really well worth assisting the scholars enhance their cappotential of crucial questioning and studying proficiency. In a university stage, the scholars have to have each crucial questioning and crucial studying abilities. The maximum essential motive to why it's far crucial to train crucial questioning due to the fact it is able to assist the scholars to achieve success in lifestyles, both of their training or of their careers. Having excellent questioning ability could be very useful for our lifestyles today.

Therefore, from the above definitions, the lecturers consider that gaining knowledge of through function gambling is a multifaceted process. This approach that readers want to undergo a few degrees to analyze, examine, and recognize educational materials. Therefore, they want to apply their higher-order questioning abilities proposed through Bloom's revised taxonomy, for evaluation and evaluation.

## **Method**

The studies is a case take a look at of the strategies to introduce crucial studying to college students. The take a look at become performed on the premise of correlation take a look at which become specially aimed toward locating out whether or not or now no longer there has been a huge correlation among college students' crucial questioning abilities and crucial studying abilities. The contents of crucial studying check measured the student's abilities to decode vocabulary; perceive

predominant thoughts, details, writer's intention, reason and effect; and make inference. Then, the information gathered had been analyzed the usage of descriptive and inferential evaluation.

### **Data Analysis**

After taking the information from the scholars it's far recognized that the scholars' studying comprehension through the usage of gaining knowledge of through function gambling techniques is higher than before. The end result from 100% college students SMPN 2 Kuala Pembuang, 23% college students were given ratings below 70. Its suggest the usage of approach gaining knowledge of through function gambling to boom college students' studying hobby greater effectiveness.

### **Discussion**

By the usage of gaining knowledge of through techniques, the scholars can locate the records withinside the textual content specifically. They can do what's the motive of the writers in writing the texts, through understanding the writer's or author's motive it's far surely had to recognize varieties of thoughts given.

By the findings above, it is able to be stated that the trainer can use gaining knowledge of through function gambling techniques to assist them examine college students' studying comprehension, due to the fact through the usage of the techniques in it, the scholars can recognise the textual content once they study.

### **Conclusion**



Based on the findings and interpretations, there are some conclusions made. First, critical thinking skill was significantly and positively correlated with students' critical reading skill. Second, the students' level of critical thinking skills was in the level of analyzing the arguments. Third, critical reading skill of the students was in the poor level. Fourth, the aspect of critical thinking skills which was mostly correlated with the student's critical reading skills was analyzing skill. The teachers can use learning by role playing, one of them is critical reading strategies, to increase students' reading comprehension, then can also know the ability of the students in understanding the text by using the strategy.

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# **Evaluation of English Cousebook in Elementary School**

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## **Abstract**

To get a good idea of the suitability of a textbook, penelite that seriouslynecessary. This study focuses on the analysis and evaluation of two different English textbooks intended for seventh grade junior high schools in Indonesia, namely the KTSP textbook and the 2013 curriculum. The framework is used to determine the strengths and weaknesses of each textbook. The analysis reveals that both textbooks are quite satisfactory as they are very affordable, contain attractive layouts, attractive designs and clear instructions, conform to the current ELT methodology, cover all language skills and consist of various familiar and culturally appropriate topics. for students.

## **Introduction**

A teaching material in teaching is one of the important factors that will determine the success of learning. It is defined

as anything that teachers use to promote learning for students. However, choosing a textbook that is suitable for their teaching situation is considered to be one of the most challenging tasks that EFL teachers often face. Conducting textbook-based teaching requires a full understanding of the selected textbook as it may have advantages and disadvantages. Altay (2013) claims that textbooks can only be effective as long as they improve students' proficiency in foreign languages, stimulate teachers to use them in a good way, and provide opportunities for students to improve their ability to have successful interactions with their friends and teachers. Furthermore, Harmer (2007) highlights that textbooks are useful because they are presented in an attractive manner, consist of a consistent grammatical syllabus and appropriate vocabulary presentations and practices, provide additional procedures and ideas to teachers, and provide opportunities for students to prepare what which will be studied. will come and review what they have done. On the other hand. Besides, when teachers blindly follow their assigned text, they may underestimate the experience for students. Lastly, commercially produced textbooks are prepared for a broad audience that is culturally diverse and geographically distinct. Thus, the selection of the most suitable book for a given context demands careful investigation.

## **Method**

This study is a qualitative descriptive study because this study aims to analyze two different English textbooks used for class VII SMP to find out the advantages and disadvantages of

each textbook. To collect data, this study used document analysis as the main instrument. There are two textbooks that are meant to be analyzed and evaluated. The first book of English in the Sky 1 for Class VII Junior High School Students published in 2007, consists of 7 units and 202 pages. This textbook is in accordance with the KTSP (School Based Curriculum) and is very much used in several junior high schools, especially in the Bandung area according to the teachers. The second book is English When English Rings a Bell published in 2014, consisting of 11 chapters and 210 pages. The book is related to the 2013 curriculum and must be used by all junior high schools that apply the curriculum. Therefore, the need to analyze and evaluate the two books is due to the fact that they are used on a large national scale, recently developed, and their strengths or weaknesses will have a high impact on students' English learning.

### **Finding**

From the evaluation of the two textbooks, some relevant data have been identified and analyzed. The results of the analysis have been arranged in terms of strengths and weaknesses found in both textbooks referring to the categories proposed by Harmer. Therefore, each data will be presented and discussed according to that category.

### ***Category Layout and Design***

In terms of layout and design, the KTSP English on Sky book clearly reflects its title. The front cover shows a boy rollerblading against the sky in the background. This gives the

impression that learning English can be an easy, fun, enjoyable, practical activity: learning while playing. With a good color selection, this book looks more attractive and energetic and gives a cheerful atmosphere.

Meanwhile, the front cover of the 2013 English Curriculum When English Rings a Bell focuses more on a sense of unity because it shows a globe and several hands, from white to colored, holding the globe. This gives the impression that English is a language that unites people from different regions, races, and backgrounds and that everyone can learn English. Both books are interesting in their own way, but lately they have emphasized the importance of learning English to face the global world. Because first impressions affect one's perception of books, books must be interesting.

The contents of these books, especially the texts in both the KTSP and the 2013 curriculum, are very clean and good or bold. In addition, the activities and materials are not too wordy and are available with several related pictures and illustrations. KTSP books mostly present realistic pictures of people from various countries. This certainly gives students the opportunity to know what people all over the world look like. However, in the 2013 Curriculum textbooks, the images presented are mostly cartoons or animations featuring students, teachers, and others which can also be used for brainstorming activities.

### ***Topic Category***

From the topic aspect, it is clear that both the KTSP books and the 2013 curriculum have a wide range of topics. In the SBC book, there are various kinds of expressions

introduced in each unit. Therefore, students are always introduced to new topics in each unit. For example, one topic in unit 2 is asking for information. While in unit 3, students learn more about how to express likes and dislikes. Similar findings were noted in the 2013 curriculum textbooks. However, due to differences in syllabus, the topics presented may not be the same as those in the KTSP.

For example, the topics in chapter 1 mostly involve expressions about greetings, goodbyes, thanksgiving, and apologies. The topic in chapter 2 is about introducing yourself and others. Chapter 3 covers topics related to daily activities, providing information and facts by name of day, date, month, and year. The topics chosen are all related to our daily communication, where we introduce ourselves, ask for information, express likes and dislikes, mention our daily activities, etc. Rashidi and Safari (2011) mention that the source of the material theme must be derived from the life situations, needs and interests of students.

### **Conclusion**

Textbooks can only be effective as long as they improve students' proficiency in foreign languages, stimulate teachers to use them in a good way, and provide opportunities for students to improve their ability to have successful interactions with their friends and teachers. Textbooks must be in accordance with the approach, needs, syllabus, goals, objectives, and curriculum content. Because not all textbooks are suitable for students' conditions, teachers are required to creatively modify textbooks into something useful in helping students achieve

learning goals. The selection of teaching materials, especially books, can be done by analyzing certain areas of the book such as content, availability, and feasibility.

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# **Learning English From English book “When English Ring the bell” For junior Highschool grade 1**

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## **Abstrack**

every time, new books continue to appear and there are also many books that have to adapt the curriculum and themes that have been compiled by the curriculum to become teaching materials for every school, the curriculum from 1900 to the 2013 curriculum presents books with different information and materials that cause Every student is different from other students. In this article, I want to tell you about how effective the English language book for grade 1 junior high school 2013 curriculum is.

## **Introduction**

Books can develop early childhood abilities in imagining and behaving, as well as thinking (Bossert, 1998). According to Sitepu (2012: 8) A book is a collection of paper containing information, printed, systematically arranged, bound and



protected on the outside made of thick paper, cardboard or other materials..

Textbooks are books that are used as textbooks in certain fields of study, which are standard books compiled for instructional purposes equipped with illustrations so that they are easily understood by students. Illustration is an important element in a book. Illustrations will help students to imagine while reading this book and be more enthusiastic in learning.

### **Method**

Dalam artikel ini saya menggunakan metode scan dan membaca secara efisien untuk menganalisa buku yang di ciptakan oleh kurikulum 2013.

#### a. Material

The English textbook English Ring the bell is the textbook that was chosen to be analyzed for the reason that this English picture book is very interesting full of colorful and material that help develop students in learning, they can learn vocabulary, listening, reading, and writes easily. illustrations that help them understand the intent and purpose of the textbook material. This book also provides a barcode scanner for each material provided on each sheet of the book so that students can more freely explore the subject matter.

#### b. Analysis

How can interesting textbooks full of information increase and develop students' interest in learning English?

The number of illustrated and colorful textbooks is very attractive to students, generally junior high school students like textbooks that are rich in material and information because

textbooks only focus on text, in the book that will provide some illustrations that help students to understand the material.

### **Findings**

The research findings are the English book *Grow With English* for class III illustrations is 80% colorful pictures, 10% conversation, and 10% text textbook material. This book is almost every page of the book is presented using colorful pictures so that it is very interesting for students to learn.

### **Discussion**

#### **c. How material be understood by student**

This section it is explain how does some material is can be learned by student in that book that will provide some material and there is some illustrate that will help the student to learn. The teacher is also less explain and it would be easier to teach student because that book provide the teacher's need.

No	unit	explanation
1	Good morning. How are you?	Learning spiritual attitudes and social attitudes is carried out through indirect teaching, namely exemplary, habituation, and school culture by taking into account the characteristics of learning, as well as the needs and conditions of students.
2	What time is it?	transactional interactions related to the name of the day, month, name of time of day, time in the form of numbers, date, and year. In the learning process, students are expected to be able to recognize simple concepts from the material being studied. In the end, it is

		hoped that students will be able to apply the knowledge learned in this chapter in everyday life.
3	This is me	students learn to communicate verbally and in writing to communicate their identity in short and simple terms, including name, origin, address, enjoyment, and family members

### **Conclusion**

English is the main language in international communication and world relations. The increasingly flat world with the development of information and communication technology causes relationships to be no longer limited by national boundaries. The 2013 curriculum recognizes the important role of English. The 2013 curriculum is designed to meet the 21st century learning model. In it there is a shift in learning from students being told to students finding out from various learning sources beyond the boundaries of teachers and education units. The role of English in such a learning model becomes very central considering that more learning resources use languages more efficiency.

# **Motivation to Communicate In Indonesian EFL Student Class.**

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## **Abstract**

In an Indonesian EFL class, students need to be able to communicate because communication is a very important thing in a learning class, for example in group learning, which is very much needed to communicate between group members to get information, exchange ideas and solve a problem together without communicating. the solution to a problem is because only focusing on one perspective is actually not enough. Now to make someone confident to communicate is to provide motivation for him. Motivation here is also very important as an increase in students' communication in an EFL class.

**Keywords: Indonesia EFL Class, Motivation, Communication.**

## **INTRODUCTION**

Communication may be something that cannot be eliminated in human life as social beings. By communicating, we can exchange ideas or opinions either directly or indirectly between individuals. In an English class or otherwise, communication is very important between students in order to exchange ideas and exchange opinions in a classroom learning.

Each class has its own system such as group learning where students learn to communicate their opinions to each other to be able to solve a problem.

According to Zhoe 2015, said that many studies have found that Asian students tend to have minimal participation in class participation, they actually have a positive attitude towards the importance of oral class participation. Indonesian students sometimes rarely participate in a class to be active and able to communicate in a class, so here we need a motivation that can increase the confidence of Indonesian students to be able to interact actively and communicate in an English class. Because communicating is important for every individual, we need to improve and give ourselves confidence to be brave enough to be able to communicate in a class.

According to Gardner 2001, observed that motivation includes three elements, namely effort, desire and positive effect. Refers to that a person's environment influences the motivation to choose and achieve his goals. Motivation is really needed for Indonesian students in the EFL class because without motivation it will not increase self-confidence or a sense of courage towards these students. It can be concluded here that communicating is important for students to be able to express opinions or accept opinions from others and with this motivation also increase the confidence of a student to communicate with others without being ashamed or afraid of others.

In this article, the author wants to try to examine and find things that can motivate students to be able to communicate in an EFL class in Indonesia. This article was

created using various relevant and reliable sources that are expected to add insight and knowledge for readers about the motivation to communicate with Indonesian students in the EFL class.

## **METHOD**

In this study, I used a qualitative descriptive method that described in full and in depth about various phenomena and social realities that occurred to students as research subjects. This research was conducted to find out what are the motivations that can improve students' communication activities in an English class.

So this research is to find out whether by providing motivation it can also improve their communication in a lesson, because by communicating a student can exchange opinions or knowledge between students.

## **FINDINGS AND DISCUSSION**

The results of the research that I got in this study are indeed students need motivation to be able to communicate, increase self-confidence so that they can exchange ideas or exchange opinions between students in the class. Because if you only focus on one perspective, it's not enough, so you need another thought, so by communicating, we can get information from other people.

So motivation is important, motivation is recognized as an important factor for successful learning, and consistently links positive language learner engagement and motivation to both qualitative and qualitative learning outcomes (Anderman,

2020; Anjomshoa & Sadighi, 2015; Botvinick & Braver, 2015; gardener). , 2010; Hornstra et al., 2015; Irvin et al., 2007; Jianfeng et al., 2018).

Motivation plays a key role in green functioning in the learning process and knowledge construction. Decades of research to elucidate the mechanisms by which cognitive processes and executive function interact recognizes the relevance of motivational factors in the learning process (Anderman, 2020; Botvinick & Braver, 2015; Gardner, 2010; danal., 2017; Riswanto & Aryani, 2017; Ryan & Desi, 2020). Therefore, motivation plays an important element to engage in and deepen the learner's self in learning activities.

In this study, it explains the motivation to communicate in English classes in Indonesia, which is different from previous studies which talk about the willingness of Indonesian students to communicate in English in class. In the research conducted by the author using a different method from the previous method, the method used by the author is a qualitative descriptive method while the previous research used a naturalistic or observational research method where in this design the researcher only observed the class without doing anything or participating in the class implementation. In this study, the author may have shortcomings in terms of data collection which is still incomplete, but the content in this article is still clear and perhaps understandable. For further research, after the research conducted, the writer hopes that it can complete the things that are still incomplete in this study, the writer hopes that further research can collect and explain clearly the results of the research conducted.

## **CONCLUSION**

Indonesian students sometimes rarely participate in a class to be active and able to communicate in a class, so here we need a motivation that can increase the confidence of Indonesian students to be able to interact actively and communicate in an English class. So this research is to find out whether by providing motivation it can also improve their communication in a lesson, because by communicating a student can exchange opinions or knowledge between students.

The results of the research that I got in this study are indeed students need motivation to be able to communicate, increase self-confidence so that they can exchange ideas or exchange opinions between students in the class. In this study, it explains the motivation to communicate in English classes in Indonesia, which is different from previous studies which talk about the willingness of Indonesian students to communicate in English in class.

In the research conducted by the author using a different method from the previous method, the method used by the author is a qualitative descriptive method while the previous research used a naturalistic or observational research method where in this design the researcher only observed the class without doing anything or participating in the class implementation.



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# **The Effectiveness Of The 2013 And 2006 Indonesian Curriculum Or The KTSP Curriculum In EFL Classroom**

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## **Abstract**

This article discusses the effectiveness of the 2013 and 2006 Indonesian curriculum in the EFL class on students' speaking performance. The 2013 curriculum is known to implemented in all schools in Indonesia on July 15, 2013. The validity period of this curriculum itself is about 6 years, which replaces the previous curriculum, which is the 2006 curriculum or KTSP. From the findings in our study, these two curricula have very significant differences. The difference can be seen from how the learning system is implemented in the classroom at school, from elementary school to high school. Where in the 2013 curriculum, students are asked to be more active rather than teachers, where students will do more activities than just listening to explanations. And this certainly has a big impact on learning performance and the results obtained from these changes, especially in the EFL class. Therefore, in this article will mostly discuss the comparison between EFL class performance in the 2013 curriculum and the 2006 curriculum in schools in Indonesia.

**Keywords:** Curriculum, EFL Classroom, Performance, Comparison

## **INTRODUCTION**

The curriculum is the root of how an educational process is carried out, starting from the way the teaching process, subjects, subject matter, assessment methods, lesson objectives, and the goal that want to achieve from a lesson. Thus making the curriculum become so important thing in the world of education. If the curriculum is made imperfect, then an education will be considered a failure.

In 2013, the world of education in Indonesia was presented with a new curriculum, namely the 2013 curriculum, where this curriculum will replace the previous curriculum, namely the 2006 curriculum or KTSP. At the beginning of the implementation of the 2013 curriculum in all schools in Indonesia, it took a very long time for teachers and students to get used to or adapt to the curriculum. Why is that? Because the 2013 curriculum is very different from its predecessor, the 2006 curriculum. The most striking difference is that students will be more active in class, where the activities that will be carried out by teachers in class are only about 10% and 90% are students. It can be seen that the difference is very far from the previous curriculum, namely the 2006 curriculum, where the activities carried out by teachers are around 70% and students are 30%.

The 2013 curriculum can be said to be similar to the concept of teaching in lectures, where the teaching system in lectures is that students become active rather than teachers or

lecturers who teach. Students will be asked to do everything themselves without the intervention of the lecturer, the lecturer is only in charge of giving orders and the rest are students who do the work, and such a system is in the 2013 curriculum.

As explained earlier, students will become more active than teachers who teach, then how does this impact on learning performance and results? Based on research and experience, it takes about 1 year for a school to get used to the new curriculum. The results obtained from the habituation process in the new curriculum are still lacking, because indeed not all teachers and students can adapt to the 2013 curriculum quickly. But once you get used to it, you can see a lot of differences. These differences can be seen from the teaching process and learning outcomes.

So, from this change and after the familiarization of teachers and students in schools to the 2013 curriculum, there are many major impacts that occur in each subject, and the most important is the impact on the EFL classroom, from the performance and results obtained in the EFL classroom. So what are the impacts on EFL class performance in the 2013 curriculum?

## **METHOD**

The results presented in this article are the results of a review of articles on how the 2013 curriculum increases a student's willingness to speak in an EFL class. The method so the method used in this article is observation and content analysis. Where the author understands the content of the article and then describes it using his own sentence. For the

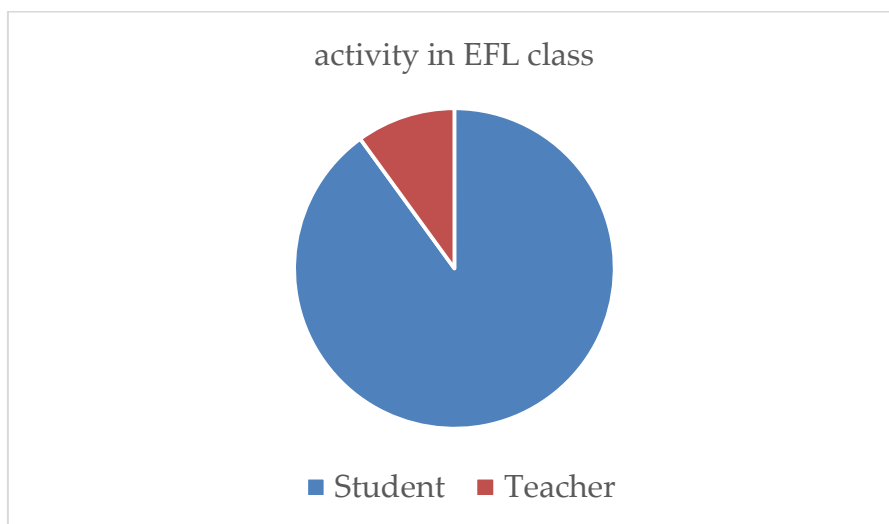
article used is an article that discusses how the 2013 curriculum affects students' willingness to speak in EFL class.

## **FINDINGS**

The findings obtained in the article review are discussing the impact of the 2013 curriculum on student learning performance in the EFL class. The findings are changes in learning processes and learning outcomes in the EFL classroom. The results that will be displayed will join the author's opinions and experiences with the results of the article review.

### ***First findings***

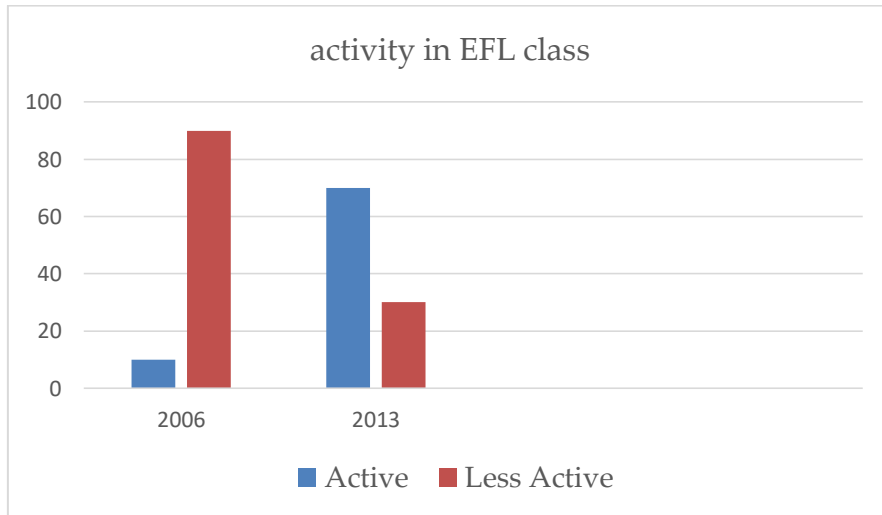
The first finding is the learning process. In the learning process, the changes that exist in the 2013 curriculum to the learning process are that students do more activities from the teacher. of 100% of the activities in the classroom, 90% are students and 10% are teachers.



It can be seen that the activities carried out by students in class are more than teachers, because the role of teachers in the 2013 curriculum has changed, from teachers who explain to teachers who only give instructions. In these conditions, it can be seen that by using the 2013 curriculum students are made more independent.

### ***Second findings***

on the second finding, namely learning outcomes from the use of the 2013 curriculum in the EFL class. The findings show that 70% of students become more active in class. The article also explains, with changes in the curriculum, students become more active in class, especially in speaking.



the two data above show differences in student activity in class in each curriculum. it can be seen that there is a very big difference between the 2013 and 2006 curriculum. In 2013

students became more active while in 2006 students were rarely active in class especially EFL class.

## **DISCUSSION**

From the findings, it can be seen that the performance of students in the 2013 curriculum is much more active than in the 2006 curriculum. The reason is that in the 2013 curriculum, students exchange places with teachers, it does not mean that students teach teachers, but students become more active than teachers. . This is all because in the 2006 curriculum, students in class do not have any activity at all. students who study in the 2006 curriculum will only listen to the explanation in class and answer the questions given by the teacher. different from the 2013 curriculum where students will be asked to find their own study materials and exam questions will be adjusted to the materials they have studied themselves, then the results of the assessment are also different between the 2013 and 2006 curriculum. In the 2013 curriculum the assessment will be taken from how active students are in class and how the attitude of these students during class hours while the 2013 curriculum will focus on academic values only.

The advantages that exist in the 2013 curriculum in EFL class are already visible from the findings, namely students become more active in class, especially in speaking. where this is very important in EFL classes, the ability of students to speak in English is very important, because speaking is one of the basic skills in English, the more often students speak in class, the better their speaking skills will be. therefore this is an advantage of the 2013 curriculum in the EFL class. if there are

advantages then there are disadvantages, then the drawback of the 2013 curriculum in the EFL class and other classes is that not all students do not adapt well to the demands of the 2013 curriculum. is a student who has a shy nature in class. they will not be active unless they are ordered to first. things like this will always exist in every class, therefore based on the findings, 30% of 100% of students who are less active are students who are shy in class. there is no sure way to change the attitude of shy students, but teachers can still guide these students.

Another advantage of the 2013 curriculum is that it reduces competition in the classroom. in the 2006 curriculum, the important point is the student's academic score, so that students will compete to get the best score. therefore students will use any means to get these scores, so it is not surprising if there are students whose scores are high even though they are not studying, it is certain that the student cheated on the exam. so with the 2013 curriculum, students don't need to be fixated on looking for high scores with academic exams, students only need to be active in class and that's at least enough to get them good grades without having to cheat on exams.

Therefore, the curriculum is made to improve the quality of education. such as the curriculum in Indonesia which made changes from the 2006 curriculum which was then improved again in the quality of education in the 2013 curriculum.

## **CONCLUSION**

So in conclusion, a change in the curriculum indicates an increase in the quality of education. The process of making



the curriculum itself must be done perfectly, in order to get the final results that are expected. The 2006 to 2013 curriculum change has many advantages, and the most striking advantage is how the 2013 curriculum changes the learning system that makes students more active. for the shortcomings that exist in the 2013 curriculum are the time it takes for teachers and students to be able to adapt, and sometimes there are students who are very difficult to adapt to the 2013 curriculum, namely students who have a shy nature. Therefore, it is hoped that the next curriculum will be even better than the 2013 curriculum, a curriculum that will cover the deficiencies in the 2013 curriculum.

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# **An Article Review : English Curriculum Development Through CLT Approach**

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## **Abstract**

The development of the world of education cannot be separated from curriculum development. The English curriculum continues to develop in various countries, especially in countries where English is not their first language. Thus, educational institutions continue to strive to express new thoughts in order to develop the curriculum. In this review article, the author intends to analyze an article that discusses the curriculum of the collaborative work of Jan Hardman and Norhaslynda A-Rahman. The researcher discusses the development of the English curriculum which focuses on the Communicative Language Teaching (CLT) approach in Malaysia for elementary school students. This article discusses the ability of teachers to explore the CLT approach and their understanding of the basic principles of CLT implementation in

the context of implementing the new curriculum. The article contributes to the field of curriculum by presenting deficiencies in the learning process which of course need to be addressed in the curriculum. However, the authors did not find alternatives/solutions/recommendations offered by researchers to help teachers develop the learning process (considering that there are still many teachers who are less creative and innovative). This can be a concern for future researchers who will also contribute in this field.

**Keywords:** Curriculum; Communicative Language Teaching; English Curriculum Development

### **Introduction**

The article which has been written by Jan Hardman and Norhaslynda A-Rahman, aims to present research on the implementation of the Communicative Language Teaching or known as CLT approach. CLT approach is an approach that builds communicative between students and teachers according to Santos (2020). He started by quoting from Ho (2002) that the position of the Malaysian state in English language skills is very concerning. In the introduction section, it is explained that this is part of the curriculum development carried out by the government in order to pursue international targets for English subjects, especially for students in elementary schools. This is supported by Habiburrahim who in his article said that educational institutions are expected to develop a curriculum that can help students develop their abilities so that they can be implemented in the real world in order to achieve success in the future.

McFadden & Roehrig in Habiburrahim (2018) argue that the curriculum is a means to describe educational programs in detail, including teaching materials to learning objectives. He also tries to explain that several previous experimental studies have proven that the success of an educational reform cannot be separated from the active role of teachers in learning. This statement is supported by several studies using the Classroom Action Research method, one of which was carried out by Hardman, Stoff, Aung, & Elliot (2014).

The article also explained that several days of training were held for teachers in order to implement the Communicative Language Teaching (CLT) approach. For each language skill, the new curriculum will use a modular method while this research focuses on the active aspects, namely speaking and listening. This study also uses mixed methods by conducting learning observation in the classroom. The researcher describes the correlation between teachers' understanding of the success of the new curriculum very clearly, but there is no training recommendation that he contributes in the article.

### **Body (Review)**

There are two issues raised in the article by Jan Hardman and NorHaslynda A-Rahman. The first is the extent to which teachers, especially elementary school teachers, understand the application of the CLT approach in order to support the implementation of the new curriculum in Malaysia. Second, do the teachers understand the basics of the CLT

approach. Both of these problems were answered through classroom observations made.

In addition to recording class activities and field notes, researchers also conducted interviews with teachers who were used as research samples. In addition to class observations, sample teachers are welcome to view recordings while they teach and asked for comments. This is used by researchers to observe teachers' understanding of the basic principles that will support pedagogical development and their implications for the development of a new curriculum.

The results of observations made for approximately 3 months it was noted that the sample teachers interacted directly with students for less than 30% of the total lesson hours, the rest of the students were given assignments from textbooks. Some teachers still deviate from the theoretical basis of the Communicative Language Teaching approach and choose to give individual or group assignments to students.

In this case, the author agrees with the researcher's statement. It proves that the level of teacher initiation and innovation in the CLT approach is not as expected. as stated by Li (1998) in Huang (2016) regarding his survey which said, there were many obstacles for teachers, including the lack of English speaking skills, lack of training, inadequate sociolinguistic strategies and competencies, the lack of opportunities provided for CLT training, misunderstanding , limited time, and lack of ability to develop teaching materials in the learning process using CLT.

The findings in the research conducted by the researchers contributed to the field of education, especially in

curriculum development. The article is also able to describe the answers to the two problems raised. However, the drawback of this research is that there are no solutions offered by the author, both in developing teaching materials and in recommending strategies that can be done by teachers.

### **Conclusion**

From some of the discussions above, it can be concluded that the author has the same opinion as the article written by Jan Hardaman and Norhaslynda A-Rahman that teachers play an important role in implementing curriculum development. From the results of classroom observations, it turns out that more teachers are less innovative in applying the Communicative Language Teaching approach. Curriculum development should be balanced with the creative and innovative attitude of teachers in carrying out the teaching and learning process. As the author has discussed previously, the research in this article has not contributed in the form of strategy recommendations or training development for teachers. Then this can be a new thing that can be analyzed in future research. The author hopes that further research can find new ideas in organizing the learning process in order to develop students' English skills.

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# **Implementation of the 2009 Revised National Curriculum (Ministry of Education, Science, and Technology, 2009) In South Korea.**

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## **Abstract**

This research was conducted to find out how the implementation of the 2009 revised national curriculum (Ministry of Education, Science, and Technology 2009) in South Korea and how they solve the problems they are currently facing. The method used in this research is a comparative study. Some of the articles used in this study were researched by Kyunghhee So and Jiyoung Kang in 2014 from the journal Asia-Pacific Education Researcher and other articles researched by Hyun Jung Kim and Sung Su Yang in 2018 from the journal The Journal of Asia TEFL. Of the two articles, as a writer, I focus more on the articles of Kyunghhee So and Jiyoung Kang in



2014 from the journal Asia-Pacific Education Researcher, because the article fits perfectly with the title I wrote, and I hope the article can answer the research I did to see how to apply the 2009 revised national curriculum in South Korea.

**Keywords:** 2009 revised national curriculum (Ministry of Education, Science, and Technology 2009), Curriculum, South Korean education system

## **INTRODUCTION**

Basically, education is something that must be owned by every human being. Education is essential to life; Education aims to educate and develop self-potential. With education, people will have broad knowledge, a more focused mindset and the most important thing is to help the progress of a nation or country.

In education, the curriculum is an important component so that education can run in accordance with the goals of education itself. Each country has its own system or arrangement that is tailored to the needs of each country.

One of them is Korea. South Korea has many advantages in the education system. For South Korea, learning is something that must be number one. Therefore, the country of South Korea has received a lot of attention from various countries because of the high academic achievements that have been achieved by the country. But behind these advantages, in general Koreans are dissatisfied with the education system in their country, even they are willing to send their children to

school in western countries whose academic achievement is lower than their country. The result is a decrease in student interest in learning caused by too much learning, increased stress which causes unhappiness experienced by students and loss of skills and creativity of students in making decisions. Because, decision making is more dominantly done by the teacher, not by students.

In this article, the author wants to try to examine how the implementation of the 2009 revised national curriculum (Ministry of Education, Science, and Technology 2009) in South Korea and how they solve the problems they are currently facing. This article was created using various relevant sources which are expected to add insight and knowledge to readers regarding the implementation of the 2009 revised national curriculum in South Korea.

## **RESEARCH METHOD**

The method used is a comparative study. A comparative study is a study whose purpose is to compare studies from two or more articles and journals to find information about the similarities or differences that exist in the two articles or journals.

Some of the articles used in this study were researched by Kyunghye So and Jiyoung Kang in 2014 from the journal *Asia-Pacific Education Researcher* and other articles researched by Hyun Jung Kim and Sung Su Yang in 2018 from the journal *The Journal of Asia TEFL*. Of the two articles, as a writer, I focus more on the articles of Kyunghye So and Jiyoung Kang in 2014 from the journal *Asia-Pacific Education Researcher*,

because the article is very in line with the title I made, and I hope that the article can answer the research that I did to see how the implementation of the 2009 revised national curriculum in South Korea.

## **FINDINGS AND DISCUSSION**

### **Findings**

Research conducted by Kyunghye So and Jiyoung Kang refers to the problems faced by the Korean state, regarding the necessity of implementing the 2009 revised curriculum in the education system in South Korea. And the views of people who are too obsessed with educational (academic) achievement are so excessive that it causes mental stress experienced by students.

Meanwhile, the research conducted by Hyun Jung Kim and Sung Su Yang only focused on the validity of classroom assessments in high schools in South Korea where teaching and learning were included in the 2009 revised national curriculum (Ministry of Education, Science, and Technology 2009).

And as a writer, I just want to focus on the research articles that were researched by Kyunghye So and Jiyoung Kang, because the research is in accordance with the author's title, namely "Implementation of the 2009 Revised National Curriculum (Ministry of Education, Science, And Technology, 2009) In South Korea."

### **Discussions**

From research conducted by Kyunghye So and Jiyoung Kang. They provide several perspectives based on thoughts from the country of South Korea. South Korea believes that by maintaining high educational standards, the successful achievement of international education will continue to exist in their country. But they don't realize that by doing this, parents

are deliberately forcing their children to study very hard so that they are willing to send their children abroad, which does not even mean that their achievements exceed South Korea.

The way of thinking of parents in South Korea tends to be more concerned with academic achievement, they can't even realize if their child actually has competencies outside of academics such as sports, arts, and so on. And Koreans tend to have beliefs about the relationship between high test scores and gains in power. They think if their child has a high score on the exam, then that score will determine the position they will get in the future. So, that the creation of a culture where learning is a mandatory requirement to get a fairly strong position in their government. So do not be surprised if education for them is part of the struggle to maintain their lives. Not only that, research on education in South Korea also very often assumes that professional and quality teachers are the key to the success of education there. There is a fact that teaching is a very attractive profession because the salary received is relatively high and the status of the teaching profession is also relatively high. Then, the government there argues that the implementation of the 2009 revised national curriculum is equivalent to textbooks or textbooks. So that teachers are forced to follow the curriculum, causing teachers to not be able to create their own curriculum. Because, actually making curriculum is one of their professionalism.

The 2009 revised national curriculum also has relatively heavy subjects. This makes it difficult for teachers to teach students because the content (subject material) in the curriculum is very heavy. In other words, they cannot develop

their creativity as teachers and they can only use the 2009 revised curriculum as their teaching materials.

The education system in Korea is very strict. Until now, students in Korea do not have time to think about, contemplate and even develop the talents and dreams that they should have. They are just too busy even very busy to prepare for the exam. This has caused some high school students to say that they have no dreams or even hopes for their future.

After many problems were found in the education system, finally the Korean government began to think about efforts and began to make these efforts to be able to reduce the burden on students. And in 2010, the target that required first-grade high school students to take exams was changed to second-grade high school. Then in 2011, the Korean government reduced the subjects for elementary school. Until 2013, the government finally abolished the standardized test system in elementary schools.

Then the Korean government introduced a new policy known as the "exam-free semester". These efforts are made to reduce the burden on students and can help students to live happier lives than before. Given that the history and experience experienced by the Korean state regarding education must be changed so that curriculum reform can be implemented. The first step can be started with changes in the teaching styles of teachers, teacher assessment tools, and even school culture needed for the stage of change in schools. The second step is that teachers are expected to start building, creating and determining their own curriculum, these efforts are made in order to develop competencies that are in accordance with the

needs of students and give them the freedom to make decisions to determine their dreams and future.

Finally, education reform in Korea has been successfully achieved, and there has been a change for the better, especially regarding the national education policy. The main reason for the stress and mental pressure experienced by students in Korea is due to high test scores and family demands that require them to study very hard in order to have high scores so that they can get a job or a high position according to the wishes of their parents. The hope of this educational reform is that Korean students will no longer experience mental stress and stress due to test scores, and also that they can determine their dreams and future without pressure from their families.

## **CONCLUSION**

Based on research conducted by Kyunghee So and Jiyoung Kang in 2014, that actually behind the successful achievements in the field of education (academic) in South Korea, it is possible that there are some very concerning things. The learning system is very harsh and the lack of participation of children in determining their dreams and futures is hampered only because of the implementation of the revised 2009 curriculum. And the thoughts of parents who tend to be more dominant than students.

Meanwhile, in the article researched by Hyun Jung Kim and Sung Su Yang in 2018. The research only focuses on the necessity of using the 2009 revised curriculum without knowing the impact of the curriculum. so that it makes me as a writer only focus on the articles that Kyunghee So and Jiyoung

Kang researched in 2014, because their research fits perfectly with the title of the article that I wrote.

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# **Difficulties in Implementing 2013 Curriculum From Teachers And Students In Indonesia**

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## **Abstract**

This research was conducted aimed at looking at the difficulties faced by teachers and students in implementing the 2013 curriculum, where teachers experienced difficulties in developing instruments, authentic assessments, formulating indicators for compiling student assessments and collecting scores from several assessment techniques. As for the difficulties experienced by students, namely the difficulty in growing self-confidence in speaking English, because of the lack of language skills so that they always feel afraid to do things such as questions and answers by teachers and students, this is taken from the research of Heri Retnawati et al in 2016 in the International Journal of Instruction and Tian Hawwini in 2019 in the TEFLIN Journal.

**Keywords:** 2013 curriculum, teacher difficulties, student difficulties

## **INTRODUCTION**

This 2013 curriculum has just been implemented, changing the curriculum is indeed quite burdensome because

of the many changes that have occurred, where the 2013 curriculum focuses on students who are on the move, not the teacher who acts. Students are required to be able to understand independently, become students with character and competence. Curriculum 2013 makes students how to develop a balance between spiritual and social attitudes.

Curriculum in Indonesia which is experiencing this change makes teachers and students also change their actions, they are still not used to the learning that is applied in the 2013 Curriculum. In a 2016 study researched by Heri Retnawati et al., at a university, namely Yogyakarta State University, they said that this curriculum does not only emphasize knowledge and skills, but changes a teaching approach and also changes the assessment system.

English teaching in Curriculum 2013 is also different in the previous curriculum, many difficulties experienced by Teachers and Students, especially in Teachers. That must also master various technologies in the application of curriculum 2013, because not all schools meet in the facilities and infrastructure for the application of this curriculum, and this is also one of the problems for students.

Especially in remote places such as villages far from urban civilization, making Curriculum 2013 is also difficult to apply to schools that are left behind.

The existence of this research wants to know what problems occur to teachers and students in the implementation of curriculum 2013 in two sides of research from 2016 to 2019. Whether each year this problem is reduced or increased , because over time , whether by applying the

Curriculum 2013 this learning will be more effective and very influential on teachers and students. Then the Author will See from different Articles in different Journals but in the context of journals already popular.

## **METHOD**

This study uses Comparative Study Method by comparing previous research research from several different articles and Journals as subjects with Curriculum 2013 material. This method is used to analyze the difficulties experienced by teachers and students in the application of curriculum 2013 in Indonesia that has been examined by previous researchers. Research was conducted to look at comparative difficulties from different years.

The article was taken in the form of an article researched by **Heri Retnawati Dkk** in 2016 in the *International Journal of Instruction* and another article researched by **Tian Hawwini** in 2019 in *TEFLIN Journal*. Both articles are expected to answer the research I did to see the difficulty of implementing Curriculum 2013.

## **FINDINGS AND DISCUSSIONS**

### **Finding**

Research in 2016 conducted by Heri Retnawati et al refers to interview data using five themes in the form of training and curriculum socialization, implementation of attitude assessment, implementation of cognitive assessment, implementation of skills assessment and reporting of student achievement to see difficulties in implementing the 2013

curriculum. conducted by Tian Havwini tested Willingness To Communicate on students using a coding scheme to see the difficulties in implementing the 2013 curriculum in 2019, which was taken from Cao's research and Philp's study (2006). In this study, it was found that assigning tasks with different activities will give different WTC patterns.

Both of these studies have different ways, to find problems that occur in the application of the Curriculum, but the goal is the same, namely to see what things are difficult for teachers and students in implementing the 2013 Curriculum in learning at EFL.

## **Discussion**

In the research of Heri Retnawati et al., they stated that the difficulties that occur in teachers, namely training and socialization in terms of management, still cannot be said to be effective and efficient, which results in teachers' understanding of the 2013 curriculum implementation being lacking. In this study, teachers did not fully understand the assessment in the 2013 curriculum, and they still did not understand how to develop an attitude assessment instrument, besides that it was difficult for teachers to conduct authentic assessments.

Teachers have difficulty in compiling skills assessment rubrics, because of the many choices of competencies and techniques in the assessment. In integrating scores taken from several assessment techniques and the absence of applications that support so that learning is easy to apply, it also makes it very difficult for teachers.

In Tian Havwini research, the results found that students had difficulties in implementing the 2013 curriculum, namely the way of teaching English in which they lacked confidence to speak foreign languages in the EFL class, they still lacked confidence when they had to speak in front of the class in English. So the researchers concluded to provide a method to be applied in their class, then the teacher must master the ability to control the use of language.

A teacher should be very careful in applying the questioning strategy for fear that it will emphasize the opportunity for students to practice language in an authentic way. Then what must be applied in the 2013 curriculum is the application of question and answer in English is also a difficult thing for students, on the grounds that they do not want to look stupid in front of their teachers and friends, are afraid to get negative responses, are afraid to lose face, and are afraid to get negative assessments by the teacher and the main factor causing low self- confidence is the lack of proficiency in language.

These problems occur in the application of learning using the 2013 curriculum where teachers experience difficulties due to the lack of facilities and infrastructure, lack of understanding in the context of the assessment of so many techniques so that teachers are still a lot confused about the assessment assessment for students who are also assessed in several categories. in the form of attitudes, skills and even student achievement. The problem faced by students is implementing learning that makes their lack of confidence because the learning carried out must be able to do it in front of

the class and ask questions to test students' speaking skills, thus making students afraid of mistakes and failures, that is what makes students difficult to learn. have confidence in themselves.

## **CONCLUSIONS**

Based on research from Heri Retnawati et al and also research from Tian Havwini, it can be concluded that teachers experience difficulties due to lack of understanding in the implementation of assessments such as planning, implementing and reporting student achievement results where teachers are also required to solve these difficulties so that they are able to carry out the 2013 curriculum learning. then students are given encouragement by the teacher to be able to increase their confidence in communicating, students are required to ask and answer more questions to improve their speaking quality, especially in the use of English. Students should be able to express themselves in more complex ways.

In the two studies, it was found that in 2016 to 2019 there were problems that often occurred which were faced by teachers and students where teachers and students were required to be able to find solutions in order to be able to implement and run this 2013 curriculum. These problems always arise from year to year.

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# **EFL ENGLISH LEARNING OF STUDENTS IN INDONESIA BASED ON ADVANTAGES AND DISADVANTAGES**

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## **Abstrack**

The English would include compulsory subjects at schools in Indonesia, and of course there would be advantages and deficiencies in each language class, and this study studied the strengths and deficiencies of the language class, using the methods of qualitative research by observing and understanding and solving the problems of the class. The anxiety found in the speaking class is a very serious matter, but there is a surplus in writing class. On basis of findings, Suggestions made on reassessing impact on paper worry given to classroom performance and adoption teaching technique is promote writing a tose-centered process.

**Key word: efl, caution and dislocation**

## **INTRODUCTION**



English is a foreign language used as a common language in various countries, from a variety of broad customs, cultures, traditions, and insights. Speaking is also an important thing to learn when being in language class. English was unquestionably widely used and designated an international language. In the context of Indonesian, the current English status as a foreign language is centered on general the number of areas, such as politics, diplomacy, international commerce, industry, science, technology. (sri, bachhrudin & ahmad 2020).

In English school as a compulsory subject subject to the 2013 curriculum set by the government. In Indonesia, it's role increasingly significant in absence of government regulations on status of english for elementary school. But, because of high demand but poor school preparation, the quality assurance for English teachers of elementary school sometimes overlooked, leading to the unprofessional recruiting of the English teacher (sri, bachhrudin & ahmad 2020).

To overrun the high English demand, teachers low ability and irrelevant educational backgrounds sometimes recruited for teach English to young scholars, misbelieving that teach English to this young group is simple and not guiding. In these conditions, some schools have more prepared to apply the subject, while others not.

This article examined about seeing the advantages and deficiencies that occur in the speaking class in Indonesia, in terms of learning as well as in pronunciation. And also there was often anxiety in speaking class. Anxiety experienced by students in speaking class. With a focus on language learning theory and strategy, assessments and evaluations. It's to

presents challenge and Suggestion from teachers to students, then they can improve English teaching process will use better English in the future.

## **METHOD**

This study, I use qualitative research to understand concepts, studies, and experience in this study, it can be used to collect deep insights into a problem about an individual or group. The study was conducted to look for strengths and deficiencies in English class.

The study was intended to find strengths and deficiencies in English class. And also focused on the speaking and writing process in language classes there was ease or difficulty, which occurs with students. Because then a student will be able to speak English well, or it may be difficult to pronounce it well.

## **FINDINGS AND DISCUSSION**

From results I found there were several distinct advantages and disadvantages such as anxiety experienced by some students while speaking in an English class, and as for the use of the speaking class, there were also a few students who were able to overcome the anxiety and could follow the class well and they could easily understand what some of the better speaker-speaking friends were saying. Classroom anxiety instruments are load mainly to the item relate to speech solicitudes, this indicating speaking anxiety comes context of a large English class. (Christina, 2016).

Measuring anxiety primarily in the speaking situation, efl speaking from the students efforts to produce speech accurately as possible at classes by take into account the pronouncing the use of language. Then, self-awareness and solitudes in speaking english can define as social contrast situation that is taking place between learners and asa fear of negative evaluation and losing face if something goes wrong.

The sociolinguistics dimension of speech anxiety can reduce the level of effort intended when speaking in class and eventually result in a quite a feat. If we were to hypothesize that fear of speech stems from fear the peers of critique, this is would be required investigate the teachers role not as good manners educators but as moderators of the class program that can lead to feeling of personal inadequacy as learners.

But with some of these flaws there are a few more of the students that they are better able to capture the material given by both teachers and writting which they can do well. Writting is the one that students love that there is an advantage in an English class, they can develop an idea while inside the writting class. The writing process can help students combine skills with natural speed and encourage them to increase their understanding of writing as assignments and materials discussed. Rather than the focus of students work on completeness at first draft, the writing sessions can arranged so the assignments can divided to small managed.

Through the them-centered module, learners expand to think critically and strategy to writing to apply the topics that have know then want to discussion. Of linguistics asa secondary language. While the fact that no such coordination is

calculated at the writing of accomplishment, this can be considered to what extent learners that develop both cognitive and linguistic ability in connection from writing, as knowledge or potential gaps in the coping strategy may explain them, thus suggesting that they be treated as a special kind of concern-skills anxiety.

Developing practical writing skills, like an engineering to produce then express idea, after obtaining input necessary and continue the writing assignment will surely learner feel psychologically safe in English. Finally, in this study researchers on linguistic anxiety have suggested a differentiation of specific language anxiety from general-class anxiety more associated with speaking, and included in writing. Writing activities in the classroom were enjoyed by students after the speaking class they felt a little calm with writing class, and this included in the advantages of language class.

## **CONCLUSION**

Every student definitely had shortages and advantages in each subject as well as in language classes there was a deficiency in speaking class and an advantage in writing class. This is of particular concern to teachers in order to mentor students in order to be able to follow the class well. Considering that the anxiety of writing is a topic understudied in the second language acquisition literature, this research is aimed at explaining this construction that looks harmless. Writing anxiety is discussed less frequently among the language of the anxiety.

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# **Enhancing Children's Success Through Early Childhood Curriculum**

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## **Abstract**

This article's aim is to provide a critical review of an articles about children's school curricula that intends to enhance children's achievement in the early grades of school and education. These researchers conducted studies in order to describe some of the information that researchers require, as well as the sources on which they obtain the information. The research method used includes data collection and data analysis by comparing the data obtained. The results of this study indicate what students prefer to Enhance Early Childhood Education Curriculum.

Keywords : children; education; curriculum.

## **Introduction**

Many theories have been presented to explain children's education. Because of their circumstances, certain children are at risk for poor preschool and primary school performance. The performance patterns result due to a misalignment of children's learning demands and programs that do not achieve these goals in order to encourage success. This study highlights several programs and approaches to caring for and educating young children in order to improve their academic achievement and success. According to the first research, through the Head Start program, the U.S. federal government has established programs to help these children succeed in primary school by teaching basic critical intellectual and social skills. As well as in the second research, A child-directed, progressive educational strategy that focuses on the entire child's development is known as developmentally appropriate practice.

The growth of children who have access to such learning opportunities is enhanced, as according Early Educations Professional Beliefs. However, many parents are still ignorant about their children's education, they contribute that school is only for learning. One strategy is to instruct those who have limited existing knowledge of the subject before entering direct service with young children or fatherhood.

There are several studies which state that a large body of research taking part in top-notch preschool programs has been shown to increase early childhood education achievement as well as cause a success in kindergarten, at least for younger from low-income households. Early childhood education's impact on young children is influenced by the quality and substance of early childhood education. Based on the above-

mentioned research, this study will focus on how early educator or candidates were educated and prepared, with several programs and the practices that explore the effects of integration early childhood education curricula that are developmentally appropriate.

## **Method**

In this article, the researcher uses qualitative research, with data collection and analysis methods. The researcher was compare the two articles that have been reviewed. The researcher's reason use qualitative research is that it is easier and can help researchers to access the ideas generated by study findings that are based on their own personal experiences.

## **Results**

In the first article, the analyses concerned to the CSS intervention's implementation and instructional effectiveness detailed before the results addressing the study questions are presented by the researchers. The Researchers describe the average results of teacher application and the average value of quality items from each component (with standard deviation). The Reasearchers also describes several small series of observations or investigations and their achievements at each different location to measure curriculum overlap in CSS and BAU conditions which were carried out due to their irregularity in managing the implementation of assessments in BAU classrooms. Researcherss told the initial measure of childhood

quality given by ELLCO and CLASS. However, there is a statement that this data was not collected in the first year BAU class due to logistical problems. In addition, two components, Instructional and Emotional, are included in factor analysis.

There are three aspects to the child outcomes. In the Analytic Approach, three layers were incorporated : (1) Process (before to after) was nestled inside of ; (2) Educators who were huddled together; (3) And Classrooms. In the Academic, Specifically, Vocabulary, the For the entire sample, GLMM analysis revealed that there were different improvements in vocabulary average values from overall acceptability, favored the CSS group; Letter knowledge, the T.C. encounter for this variable for the overall group, was not significant statistically; and Math, math composite variable was made up of results from two WJ subtests: 10 and 18A (Arithmetic). And, in Social, there are several general social performances, as assessed by teachers, the Social problem solving (WALLY) was just a subjective kid evaluation of children's social problem-solving abilities, while the Social skills (SSRS) factors indicated professors' assessment of social performance in general.

In a Second Article, the findings related to informative brochures' efficacy of participants who are inexperienced perceptions of two categories of development curricula and the influence of prior beliefs on child-rearing methods. On assessments of cognitive, interpersonal, and academic preparation, two levels of DAP and DP were compared using multivariate analysis of variance (MANOVA). And the results reveal that, in general, participants preferred DAP to DP, regardless of whether they read the leaflet. Students who had



more progressive views on child parenting were more likely to praise DAP's efficacy. Inversely, students who had more traditional ideas, on the other hand, DP was more helpful in helping children's developmental skills, and they had more positive attitudes of DP in general. These findings support the theory that earlier implicit beliefs serve as a filter in the establishment of future attitudes and beliefs.

## **Discussions**

The central objective of these two studies were to see how a curriculum model affected students and what kind of education and preparation early educators or candidates received aimed at improving academic and social results children. Researchers describe the positive effect that the CSS model has on Preschool children's academic and social performance, which influences their success in the future in primary schools.

The findings of the first study matched those of earlier studies that demonstrated that intentional curricular training has a favorable impact on literacy abilities. The study's findings were evaluated using composite variables that measured word and language development which are part of the CSS model. However, for vocabulary, a positive effect occurs for the entire sample, as well as for preschoolers from EL subgroups such as by reading books and ELLCO which can develop vocabulary. Literacy is the most important aspect of the preschool program. The CSS model's science feature was properly implemented, and the quality was reasonably high, according to the

implementation data. The CSS investigators decided that science should be a part of the CSS curriculum.

The researchers state in the second study that finding is probably unsurprising, considering that DAP is a more progressive approach to early childhood education, and hence the most ideologically distant from those who hold conventional values. These findings also imply things a brochures might not produce enough cognitive a dissonance in modify implicit beliefs. The finding is significant implications for early childhood education professionals' education. Despite the fact that every effort was made to ensure (DAP and DP) principles were reflected in the illustration, however, this hasn't been proven scientifically. Because the participants were not asked to evaluate the extent to which the two situations are similar saw the truly (DAP and DP), the results are inconclusive. Finally, before you read the brochure and viewing the (DAP or DP) illustrations, Study participants have not been given a pretest to measure their feelings about the effectiveness of the intervention. As a result, it is hard to tell whether the brochure affected participants' sentiments toward each sort of a teaching strategy since that was unknown whether they agreed with (DAP or DP) prior to the start of the study.

In conclusion, this research presents critical suggestions for how early educators should be educated and developed. This article has two results from the researched. *First*, the CCS and BAU implementation. Researcher reproduced other researcher' findings on early children's numeracy, reading, and social performance were expanded upon using a curriculum that is integrated in a national, multisite environment. The CSS

model's science feature was properly accomplished, and the level of quality was acceptable, according to the implementation data; *Second*, the DAP and DP implementation on the effectiveness of information brochures. Participants favored DAP to DP in general because DAP is necessary for children's growth.

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# **Beliefs of The Science's Teachers and Their Influence on Implementation of Curriculum**

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## **Abstract**

This paper examine approximately the impact of curriculum implementation on educational modules usage that was investigated in two diverse setting: there are two instructors of center school that has execute a 20-lesson educational modules bundle ahead member eyewitness. The information source of the investigate was collected by field notes and meet transcripts from both of instructors. There are four major categories that impact the instructors convictions on educational modules execution, there are incorporate almost convictions on how understudies learn, part of the instructor within the classroom, students' capacity level on specific gather, conjointly the significance of a few substance themes.

Both of the instructors accepted that students' real information is one of the foremost important outcomes. They are accepted that the understudies in center review must to memorize through rehashed bore and hone. The understudies moreover require the awesome bargain of course.

### **Introduction**

In recent years, numerous legitimate instructive analysts have highlighted the require for ponders of curriculum. According to Rosenshine (1971) & Siegel (1977), inquire about on instructing may be conducted inside the setting of the educational modules bundles. Gage (1979) expressed : the educational modules particular investigate on instructing ought to continue by watching what instructors really did with the educational programs bundles.

Recently, the analysts have to be started recognize the effective impact instructors have on the usage prepare of educational modules. The constrained ponder discoveries available in this range demonstrate that "in general, the instructors don't actualizing educational programs on their classrooms within the same way that these educational modules were planned to be actualized.

### **Purpose**

The research was planned to contribute within the body of the information that has essential for advancement of a Grounded hypothesis that might be utilized to describe the impact of teacher's convictions on the educational programs

execution, particularly within the science class-room of the center school. A grounded theory is one whose component considerations are grounded in or affirmed by the data collected (Bogdan & Biklen, 1982). For reason of the comparison, the usage of educational programs has been investigated in two diverse setting of the classroom. Subject of the analyst was two instructors from the center school in northeast Georgia.

The two instructors are chosen to take an interest in this inquire about were chosen to speak to of two overwhelming sorts of the auxiliary school instructors: (1) instructors are primarily taught as auxiliary subject instructors, and (2) instructors are basically taught as a wide field of rudimentary School instructor. The two instructors were chosen to take part within the inquire about by their central. The reason of the investigate was too to decide how instructors convictions impact the educational programs execution prepare.

## **Method**

The research used qualitative research techniques. The qualitative research techniques used for grounded theory generation in this study consisted of constant comparison analysis and triangulation (Glaser & Strauss, 1967).

## **Findings**

The implementation process and also teacher's belief structures that was influenced the implementation are different for both teachers who participated in this research. The first finding was focused on the teacher named Marcy. She is 31 a years old female that educating in 6th- review approximately

life/earth science within the classroom. At the time of the explore, she was gone to a adjoining college parcel time and was working toward a master's degree in science instruction. She executed all the 20 of lessons that contained on the instructive modules in orchestrate to outlined out on the instructive modules bundle. The strategy of execution of the 20 lesson instructive modules was completed in 28 days.

Based on the interview, Marcy believed that some acquisition of factual contents, neatness, and also spelling are the most important outcomes of her students. On the other word, she does not checked the answers of her student are correct or not. She just checked the endeavored to do of the work, and after that she was looking to see in the event that her understudies did it flawlessly or not. At last, Marcy's positive states of mind of the content's curriculum and exercises, favorable impressions within the usage handle improved as well. Then, Marcy moreover accepted that the truthful substance within the educational programs was exceptionally critical, in addition centered on that fabric amid the lessons.

And the second finding was centered on the instructor named Shelley. She is 35 years old female that completing her to begin with year as a fifth review math, science, and craftsmanship educator in this center school. She moreover had B.S. degree of basic instruction and has 20 hours credit of a master's in elementary instruction. She also had 12 a long time involvement of educating in all of the basic subjects. Shelley's college of science establishment comprised of 9 semester hours of early on life and physical science as well. So also with Marcy, She's convictions additionally her states of mind might

influence her execution within the classroom, her arranging honed and desires of the understudies might impact it as well. In any case, Shelley's convictions in all of the region clearly still safe to alter all through the inquire about.

Shelley believe that one of the foremost vital student's result is factual content acquisition. Based on the meet, She said that "The most vital results of science lesson ought to be fundamental common knowledge." Shelley believe that the understudies anticipated to memorize genuine substance as well. Shelley did not accept that the tests may be a great way to degree the understudies substance securing, she said that she might precisely assessing the understudies information without any kind of tests.

Shelley's conviction framework really had positive and negative impacts as well on the educational programs execution. To begin with of all, She's convictions toward the significance of real substance procurement constrained execution victory. Within the middle of the preeminent lessons, she carried the cognitive stack of the course and diminished most of the surface appeared to more little and more coordinate bits of veritable data. As a result, other needed understudy comes about such as issue understanding capacities and demeanors were not centered. and Shelley's feelings roughly the noteworthy and basic of the content's subject and works out has the negative affect as well on the execution and impacted the significance of substance presentations as well as the amplify of planning lesson works out, included inside the utilization. She decided to not actualize three entire lessons to some degree, since she did not feel that they were fitting or



advantageous for her understudies. In extension, in the midst of various lessons she obliged the entirety of substance has prese.

## **Discussion**

Based on the findings, we will concluded that both of Marcy and Shelley accepted that one of the foremost critical understudy result is real information. In this case, Marcy included an accentuation on the tidiness and spelling as well. They are also accepted that the students in middle grade learn through practice and repeated drill as well.

They are moreover accepted that the middle grade students require a extraordinary bargain of heading. In addition, Shelley and Marcy had the strong feelings of their portion in classroom, their feelings on this locale had differentiated in some of ways. Marcy said that the teacher's portion as behavior chief or drill sergeant is basic. However, Shelley do not feel that kind of complement on organization is imperative.

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## **Comparison between the 2013 curriculum and the KTSP that play a role in world of education**

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### **Abstract**

In the world of education, one of the keys to determining the quality of graduates lies in applied educational curriculum. Because of its importance, every certain period of curriculum always evaluated and then adjusted to the development of science and progress world development to be a better and make quality human for a better and better. M.J. Langeveld: Education is an effort to guide immature human beings towards maturity. Education is an effort to help children to carry out their life tasks, to be independent and morally responsible. The implementation of education at an educational institution must follow the development of a curriculum that is adapted to the development and progress of existing science. So if national policy priorities are always changing. Likewise, the

pattern of education and social conditions, including changes in the demands of the profession and human needs and desires. All of this contributes to the encouragement of education providers to always carry out the process of improvement, modification, and evaluation of the curriculum used. In the broader control process, the curriculum is a very important tool because it is the basis for ensuring the competence of the outputs of the educational process. KTSP itself is a revision and development of the Competency-Based Curriculum (KBK). KTSP was born because it is considered KBK is still full of learning burdens and the central government in this case The Ministry of National Education is still seen as too intervening in curriculum development. 2013 was established or born because the latest curriculum (Curriculum 2006) was more inclined to competition between teachers and not students. , creative, great, smart and ethical. in this article I will compare the ktsp curriculum and the 2013 curriculum based on two different journals, the first discusses about ktsp and the other discusses 2013.

**Keywords:** curriculum 2013 and 2006 ktsp

## **Introduction**

The curriculum is a written plan about the abilities that must be possessed based on national standards, the materials that need to be studied and the learning experiences that must be undertaken to achieve these abilities, and the evaluations that need to be carried out to determine the level of achievement of students' abilities, as well as a set of regulations

relating to the learning experience of students. students in developing their potential in certain educational units.

According to experts, there are several notions related to the curriculum, such as:

### **1. Ken Mcelroy**

Understanding goals is the first step to success and goals are also the key to success.

### **2. Trisakti Foundation**

Understanding the objectives is the key to deciding or planning what to do if the work is to be done, and is accompanied by a network of procedures, politics, budgets and program identification.

### **3. HR Daeng Naja**

Understanding the purpose is as the future mission of the organization, and a manager should aim to lead the organization to achieve that goal.

### **Discussion**

Curriculum is a set of subjects and educational programs provided by an educational institution that contains lesson plans that will be given to lesson participants in one period of education. The preparation of these subject sets is adjusted to the circumstances and abilities of each level of education in the administration of such education and the needs of the profession in the future.

### **Method**

Data collection metode

Data collection metode is the most strategic step in this research, because the main purpose of the research is to get data. Without knowing the data collection techniques, the research did not get data that met the established standards. I use this method in order to find the advantages of the curriculum used

Article 1

APLIKASI KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP) DI MADRASAH ALIYAH KECAMATAN MEDAN SUNGGAL  
Haidar Putra Daulay\*, Siti Halimah\*\*, Anwar Sadad

In this article, they use a method with a trial to one of the schools in the Medan Sunggal

Article 2

PENERAPAN KURIKULUM 2013 DALAM MENINGKATKAN KETERAMPILAN, SIKAP, DAN PENGETAHUAN Otang Kurniaman, Eddy Noviana

In this article, they use a method with a trial to one of the schools in the Pekanbaru

### **Research result**

In the first article, it is explained that the teacher's knowledge and understanding of the KTSP in the Medan Sunggal District school. Efforts to improve the quality of learning at Madrasah Aliyah Private Medan Sunggal is a work process in an effort to improve the quality of madrasahs as an educational organization that has a purpose. But in the article

there is no data or numerical presentation that shows this so I can say this is one of the shortcomings of the article written.

The second article explains that the implementation of the 2013 curriculum in elementary schools in Pekanbaru shows that there are many things that have an impact on students' lives, from material, learning to grades, all of which are based on data and also the results make a presentation where there are lots of numbers in the article. which shows the high static of the 2013 curriculum at the school.

### **Conclusion**

Based on the description above, it can be understood that there are many differences between the 2006 KTSP and the 2013 Curriculum. The differences include subject units, lesson hours of learning implementation, learning strategies and the process of assessing graduation competency standards, etc. The 2013 curriculum has a clear goal in shaping the nation's character.

### **References**

# **The Content Analysis of Course book Pathway to English on Syllabus in 2013 Curriculum**

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## **Abstract**

The analysis of the "Pathway to English" textbook for class XI used by SMAN 1 Bungo is a useful analysis to find out the criteria that are in accordance with the 2013 Curriculum and improve learning according to the syllabus set. This helps teachers to know the weaknesses and strengths of the books they use to teach the students of class XI in learning English. This study examines the criteria for the "Pathway to English" book with the required criteria for the 2013 Curriculum syllabus and is in accordance with the textbook standards. This is a qualitative descriptive study using the analysis of the "Pathway to English" book document used by class XI SMAN 1 Bungo Jambi. Furthermore, the data were transcribed and analyzed qualitatively using document analysis of the basic

competency syllabus points, and the main material in this study. The findings show that the Pathway to English textbook does not meet all the basic competencies and learning materials in each chapter of this textbook. In the 2013 curriculum used at SMAN 1 Bungo, basic competencies and teaching materials meet the criteria for social function, structure, and linguistic elements. The Pathway to English book, which was published in 2017 and published by Erlangga, has a weakness, namely the lack of 4 basic competencies of the 2013 curriculum syllabus used by SMAN 1 Bungo. This study offers school teachers to analyze textbooks with syllabus requirements in the curriculum before being used by their schools before being used in learning.

**Keywords:** Pathway to English; Curriculum; Syllabus; Textbook

## **Introduction**

In English subjects, an important role in education other than subjects is the curriculum. This is needed as a guideline in achieving learning objectives at various levels of education in Indonesia. This curriculum is created and developed based on educational needs so that it can be changed. In the Indonesian education system, the curriculum is always being changed and developed to meet and answer all the ever-changing needs and challenges in education. Therefore, the Indonesian education system in the field of teaching English has implemented many different curriculum changes. This is done to increase the level of proficiency of students and respond to the challenges of the world of globalization.



In an interpretation of educational goals, the curriculum must be reduced to a syllabus. This syllabus is a specific sub-chapter of the curriculum as a unit that is taught in class. Ismawati in her book (Ismawati, 2012) writes that the syllabus is a course planning in a subject in an educational institution or a certain theme that contains competency standards, materials, activities, indicators, assessments, time, and sources. Meanwhile, Parkes (Parkes, 2000) in his book also explains that the syllabus will provide useful information for students, in addition to contracts and documentary materials delivered by the teacher.

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materials, activities, indicators, assessments, time, and sources. Meanwhile, Parkes (Parkes, 2000) in his book also explains that the syllabus will provide useful information for students, in addition to contracts and documentary materials delivered by the teacher.

Therefore, based on the explanation above, this research is further about the analysis of the Pathway to English textbook at SMAN 1 Bungo in Jambi. This study is expected to explain and provide information about the standard textbook "Pathway to English" in class XI of SMAN 1 Bungo. Here are the research questions that guide this:

- (1) Does the Path to English textbook meet the textbook standards based on the syllabus in the 2013 Curriculum?
- (2) How can teachers develop English learning with the shortcomings in the Pathway to English textbook?

### **Method Research design**

This research was conducted using the document analysis method. The researcher analyzed the contents of the Pathway to English book which was used as an English textbook at SMAN 1 Bungo, Jambi. In relation to the title and problem of this research, the researcher uses the analysis design of document analysis textbooks to collect textual and written documents. This analysis is a qualitative research technique that is widely used (Shannon, 2005). In this qualitative research, the researcher examines the condition of the material and exercises contained in the Pathway textbook.

With the help of document analysis in collecting data for this textbook.

### **Findings**

To get the objectives of this research that have been determined. The researcher used the book “Pathway to English” for the Eleven class as the analyzed document. This book was published in 2017. This analysis was carried out using the syllabus points according to the 2013 curriculum. The results of the analysis are as follows:

Table 1. Results of data analysis

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Basic Competencies of  
Sports

Materials and

SM.3.1	✓	✓
SM.3.2	✓	✓
SM.3.3	✓	✓
SM.3.4	✓	✓
SM.3.5	✓	✓
SM.3.6	✓	✓
SM.4.1	✓	✓
SM.4.2	✓	✓
SM.4.3	✓	✓
SM.4.4	✓	✓
SM.4.5	✓	✓
SM.4.6	✓	✓
SM.4.7	✓	✓
SM.4.8	✓	✓
SM.4.9	✓	✓
SM.4.10	✓	✓
Total	12	4

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**Syllabus 2013 Curriculum.**

**Fulfilled**

**Not Fulfilled**

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As the table above shows, this Pathway to English textbook does not meet all the basic competencies and learning materials in each chapter of the textbook. Meanwhile, chapter 4 “Why It Becomes a Good Habit” KD boutique is not complete, this is because BC 3.3 and BC 4.3 on “Expressing Hopes and Wishes” are not available in chapter 4 or other chapters.

After finding the frequency of the syllabus points, the researcher will discuss how the additional materials and exercises in the Pathway to English textbook are additional learning materials. First, each existing basic competency is given four English skills in practice which include social functions, text structure and language features. Second, developing textbook materials with expressions and grammar. Therefore, before using textbooks for students, teachers are expected to analyze first based on the 2013 curriculum syllabus.

### **Conclusion**

Based on this analysis, we can draw some conclusions from the Pathway book to English textbooks from class XI, which are grades in the first semester. In terms of material, this textbook fulfills 5 of the 6 materials contained in the 2013 Curriculum syllabus points used at SMAN 1 Bungi, Jambi. This book contains basic competencies and learning. The material consists of entering and developing basic competencies into several 4 English language skills exercises which include social functions, text structure and features of success. This textbook is quite successful in achieving educational goals based on the 2013 curriculum. The relationship between teachers and students is also formed on collaborative tasks. The structure of the text in the book fits and develops in some rules and directions from other structures.

### **Acknowledgements**

The researcher would like to thank the author and the school of SMAN 1 Bungo, Jambi for being a research place whose book

Pathway to English is the subject of this research. So written review articles from several journals.

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## **Curriculum And Syllabus Design**

### **Abstract**

This article goals at describing a pattern of a syllabus layout for coaching General English on the Department of Primary School Teacher Education. The layout is evolved in the framework of applicable theories, together with syllabus layout, language coaching and assessment. At the equal time instructors are regularly furnished with a listing of supplementary fabric and sports available. Yet, the graduates of such packages as English instructor schooling are regularly required to perform route layout assignment while not having obtained enough schooling to do so.

### **Introduction**

Curriculum and syllabus are foremost documents constantly prepared in a path format assignment. Where a curriculum describes the broadest contexts in which planning for language steering takes place, a syllabus is a greater circumscribed document, commonly one which has been prepared for a particular business enterprise of novices. In distinctive terms, a syllabus is greater particular and additional concrete than a curriculum, and a curriculum may additionally moreover encompass a number of syllabi. curriculum may additionally moreover specify most effective the goals what the novices may be able to do at the give up of the steering ± whilst the syllabus specifies the content material fabric of the lessons used to manual the novices to accumulate the goals.

The factors of language education approach which may be cautiously related to syllabus are the idea of language, idea of mastering and the learner type. The choice of syllabus wants to take those three factors into consideration. For this purpose, this article, therefore, aims to inform a sample of syllabus format for education General English at the Department of Primary School Teacher Education in a university in Indonesia. It is anticipated that the format can help the students of the department (henceforth refers to pre-issuer teachers or PSTs) to prepare themselves even as enrolling into distinctive English coursework units.

### **Function of syllabus**

Purposeful syllabus is the notable known of present day language education syllabus types. It is, however, moreover the object of a superb deal of misunderstanding. On the simplest hand, whilst notional/functionality has been called an "approach" it has in no manner been described as anything other than a type of content material fabric of language steering that can be taught through pretty some examine room techniques. On the concept of the above consideration, a structural syllabus is selected to extend this path. According to Graves (2000) the point of interest of structural syllabus is on how novices can master 'the grammar of the language'. It covers, for example, 'how terms are categorized and ordered to form terms'. In fact, specializing in grammar in language education has been embraced with the resource of the usage of some involved educators. For example, rather than regarding the future disturbing form (with w i l l) in English as number



one and discussing the uses to which it is able to be located speaking about the future, making ensures as secondary, in a practical view of language, notions at the side of future and competencies at the side of promising are considered number one and the future disturbing form is cited as one way of understanding the ones notions and competencies.

Other interpretations and packages have elaborated on notional/functionality, but the most number one element of the movement in language education is that lessons of language use rather than, lessons of Language form have been taken due to the fact the organizing principle for steering.

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# **Teacher Involvement in Curriculum Development**

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## **Abstract**

To carry out a development on a curriculum so that it becomes effective and efficient in a teaching institution a teacher must take part in it. An effective curriculum must reflect a good system and mechanism to be applied by teachers in a learning institution, so as to create a good and synergic education. It is undeniable why a power teachers (teachers) have a very important role in a curriculum (Johnson 2001)

**Keywords:** Curriculum development, teacher's role

## **INTRODUCTION**

A successful educational program and an effective curriculum must meet the needs and demands of those who receive education, namely students who receive the direct impact of the education itself. Therefore, curriculum development continues to experience significant changes (Johnson, 2001). Curriculum development will be very difficult, therefore the involvement of all parties who have an interest, especially individuals who are directly involved in teaching students, is an important part of successful development and a curriculum (Johnson, 2001). Therefore, this paper will discuss

the important role of a teacher in curriculum development and the challenges faced by teachers.

## **METHOD**

This study uses a comparative study method by comparing previous research studies from several different articles and journals as subjects with curriculum development materials. This method is used to analyze the difficulties experienced parties who have an interest in it such as teacher in curriculum development which have been studied by previous researchers.

The article was taken in the form of an article researched by Merfat Ayesh Alsubaiein 2016. AThe article is expected to answer the research I did to see teacher's role in curriculum development.

## **FINDINGS AND DISCUSSION**

### **Finding**

2016 research conducted by Ayesh Alsubaie, teachers must be directly involved in curriculum development, teachers must be equipped with the appropriate knowledge and skills so that they can help them to contribute effectively to the curriculum development process. As a result, teachers need special training, which is directed at professional development to be able to contribute to curriculum development. That is, teachers must have improvements in many things, such as experience and autonomy. Thus, teachers will play a major part in the curriculum development process.

## **Discussion**

In research Ayesh Alsubaie., he States that Teachers are involved in curriculum organization and have many roles and responsibilities. Teachers are required to make lesson plans and syllabus within the given curriculum framework because the teacher's responsibility is to implement the curriculum in the student learning process. Therefore, the teacher is an important component in the success of curriculum development including how to implement it. Teachers can work with curriculum organizations, curriculum building teams and people who have the ability to prepare learning books.

## **CONCLUSION**

So it can be concluded that Curriculum development should be seen as a process to meet student needs leading to increased student learning. The curriculum will later become a document, system, mechanism that will change from time to time and must adapt to the education community and society in general. Thus, the curriculum will become a connecting bridge for teachers to distribute education to students in teaching institutions.

## **REFERENCE**

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# **EXPAND LEARNING, EXPERIENCE, AND EXPLORE TEACHER EXPERIENCES USING COLLABORATIVE SEL-LEARNING AND RHIZOMATICS**

**SELVIA WIDIARTI**

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## **Abstract**

The aims of the study is to find out the similarities, relationships, and differences of the articles analyzed according to the writing structure. Each journal has a different writing structure, for example is title, abstract, introduction, research methods, results and discussion, conclusions, and references. There are several journals that use closings and suggestions. The approach in this research uses different perspectives. Using data collection techniques in the form of documentation, and the data studied were read, written, and then analyzed.

**Keywords:** writing structure, research, analyzed

## **Introduction**

Journal is one of the scientific works that contains research on a problem that is appointed as a scientific paper. Journal article writing must be in accordance with the rules, there are relevant sources or bibliography. A scientific article in

Achmad (2016:8) which says that written works published in journals and collections of articles are written in a scientific manner that follows agreed scientific guidelines.

A journal article is a scientific essay in a particular field of science published in a journal that specifically publishes studies in that field of science. Different scientific writing styles have their own characteristics or rules that distinguish them. For example, writing in the title must use different letters, writing the author's identity, writing abstracts, writing italics and bold, introductions containing the background or research objectives, methods, results, conclusions, closings, and bibliography.

The title of article "*Using collaborative self-study and rhizomatics to explore the engoing nature of becoming a teacher educators*" and the title article "*Extending experiential learning in teacher professional development*", an article published in the journal Teaching and Teacher Education ISSN: 0742-051X.

### **Article Structure**

The similarities between the two articles have the same writing style, have the author's identity, contain the author's name, institution name, institution address, and author email. Abstract containing research objectives, and keywords. The introduction contains the background, research context, and research objectives. The entire introduction section is equally presented in the form of a written division.

Both articles use the method containing the approach data and research methods, data sources, methods of

determining data collection methods, data sources, and data analysis techniques. This section contains a description of the procedures and research steps in accordance with the topic being studied.

### **Method**

This study uses the *Library Research* method. *Library Research* is a data collection technique by conducting a review study of books, literature, notes, and reports that have to do with the problem being solved (Nazir, 2003: 27).

### **Findings**

Article 1 entitled Using collaborative self-study and rhizomatics to explore the ongoing nature of becoming teacher educators

Article 2 entitled Extending experiential learning in teacher professional development

### **Article Comparison**

<b>Compared articles</b>	<b>Article 1</b>	<b>Article 2</b>
Article title	Using collaborative self-study and rhizomatics to explore the ongoing nature of becoming teacher educators	Extending experiential learning in teacher professional development
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Abstract	<p>The aim of the study was to explore how to become a teacher educator in collaborative teaching and research practice. Engaging collaborative self-study as a methodology-pedagogy and rhizomatics relates to teaching research data that highlight how collaborative study produces practical, evolving learning that makes innovative educators.</p>	<p>In the early stages of research, introducing of the teacher's professional experience development using experiential learning. The teachers who observe student outcomes undergo a process of new pedagogical approaches before and adapting implementing them in their own classrooms. This study aims to explore the application of the approach to secondary school teachers in Ireland. And conduct interviews that show results that affect changes in classroom practice.</p>
Introduction	<p>This study explores how to become a teacher educator and engage in various collaborative and practical teaching, the study was taken in the case about physical education, in a teacher education program in</p>	<p>This study explores the outcomes and experiences of teachers participating on the first year of the program through use their own reflective accounts. The result of changes in professional practice is use the main theme of</p>



	Norway. And review the literature on being a teacher educator. By a critical posthuman lens ( <i>Barad, 2007; Braidotti, 2013; Deleuze &amp; Guattari, 1980/1987</i> ), some teachers educators give thinking about how they relate socially, culturally and how about they do things ( <i>Hordvik, et al., 2020; Ovens et al., 2016b; Strom, et al., 2014, 2018</i> )	the teacher's role research. Professional development for teachers is intellectual and personal not only requires new and different ideas but also trying new activities, and personally emotionally challenge ( <i>Bell and Gilbert, 1994; Day &amp; Sachs, 2004; Stoll, Harris &amp; Handscomb 2012</i> ).
Method	<ul style="list-style-type: none"> <li>- Context</li> <li>- Production data</li> <li>- Analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Participant</li> <li>- data collection</li> <li>- Data analysis</li> </ul>
Results	<p>With data, research questions produce three main themes, namely:</p> <ul style="list-style-type: none"> <li>- <i>Becoming a collaborative teaching-research team</i></li> <li>- <i>Becoming committed teachers educators and researchers</i></li> <li>- <i>Becoming innovative educators</i></li> </ul>	<p>Teachers began to change their professional with the theme:</p> <ul style="list-style-type: none"> <li>- <i>Role of the teacher</i></li> <li>- <i>Challengers to change</i></li> <li>- <i>Support structures</i></li> <li>- <i>Impact on students</i></li> </ul>
Conclusion	<p>There are two conclusions:  First, it helps educators in the collaborative relationships is to facilitate individuals practice to the increase understanding.  Second, this study shows rhizomatics in revealing new and</p>	<p>In this study, is discusses about the impact of experience professional development programs.</p>

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### **Conclusion**

In conclusion, each journal has a different writing style according to the rules of the established journal provisions. By providing a comparison of two articles with the same journal source, of course it can be seen that many comparisons were found. In general, the structure of the article writing is almost the same, consisting of the article title, author's name, abstract, content, conclusion. Similarities in data collection methods, the same results are changes, introductions that aim to explore teachers. The difference between the two articles is in the title, abstract, author's identity, and conclusion. The relationship between these two articles is that they both aim to explore how to make teachers more innovative and professional.

### **References**

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# Indonesian Students' Online Learning Experience of Coursebook Evaluation and Design of Curriculum and Syllabus

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