Content Analysis of English Learning Material for SMK/MAK XI 2013 Curriculum Published by Bumi Aksara

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Abstract

The research questions in this study were: Is there any relevance between learning material for SMK/MAK XI 2013 curriculum published by BUMI AKSARA with the syllabus? and What is the English textbook learning material for SMK / MAK XI based on the 2013 curriculum posted by BUMI AKSARA fulfill criteria based on Nation and Macalister (2010: 160)? The textbooks used in the 2013 curriculum are rarely matched with the syllabus because the teacher thinks it is unnecessary to do so that learning is more relaxed with the method. In English at SMK N 10 Padang, especially class XI, the textbooks used are published by "BUMI AKSARA" based on the 2013 curriculum. Therefore, researchers are interested in researching Content Analysis of English Learning Materials for SMK / MAK XI 2013 Curriculum "Published by BUMI AKSARA. To get the data, this research was conducted at SMKN 10 Padang. The school is located in Simpang Kantor Camat, Jl. Flamboyan, Lubuk Buaya, Kec. Koto Tangah, Kota Padang, Sumatera Barat. The research instrument is the tool used to gather the data based on the method used. The researcher uses a human instrument as the primer instrument in this study. The data collection techniques in this study document analysis. The data analysis in this research used (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing. The findings show English Learning material relevant to the syllabus and English textbooks relevant to the criteria Nation and Macalister

Keywords: Learning Material, Textbook, 2013 Curriculum

1. Introduction

The 2013 curriculum is an educational program that emphasizes science-based learning. Learning objects in improving the 2013 curriculum emphasize natural, social, art and culture. The 2013 curriculum emphasizes three aspects, namely attitude, knowledge and skills. The 2013 curriculum aims to encourage students to better observing, questioning, associating, experiment and present the knowledge they have acquired or know after receiving the learning materials. So that it can produce students who are more creative, innovative and productive.

However, when learning English in the 2013 course, the learning process changed from informing to discovering students. Students are expected to read and understand a lot of the text and summarize and restate in their own language. The 2013 curriculum accustoms students to compiling systematic, logical and effective through training in the preparation of the text, accordingly with text rules so as not to be confused or in accordance with the situation and conditions. Accustomed students can express themselves and their knowledge in the spontaneous language.

The textbook used in the 2013 curriculum refers to the textbook curriculum concepts (KI, KD, and Syllabus). In the 2013 curriculum, there are two types of manuals, namely student textbooks and teacher textbooks. The student handbook based on activity is more than just reading material. The teacher handbook is a guide in providing or teaching material to students. The textbook used contains a learning model and

project that students and an educational grading system will implement.

Furthermore, based on the observations of two researchers at SMK N 10 Padang, the problem encountered is that the teacher only relies on a book and does not do other activities, so that students will quickly become bored while studying. The textbooks used in the 2013 curriculum are rarely matched with the syllabus because the teacher thinks that it is not necessary to do so that learning is more relaxed with the method. In the subject of English at SMK N 10 Padang, especially class XI, the textbooks used are published by "BUMI AKSARA" based on the 2013 curriculum. Therefore, researchers are interested in conducting research on Content Analysis of English Learning Materials for SMK / MAK XI 2013 Curriculum "Published by BUMI AKSARA.

Learning materials are a core element in learning activities, because they are what students strive to master. Learning materials are all forms of material used to assist teachers / instructors in carrying out teaching and learning activities. The material specified in the activity learning should be the correct material - properly supports the achievement of competency standards and basic competencies, as well as the achievement of indicators (Isdisusilo, 2012: 149). In other word, learning material is information, abilities and states of mind that must be aced by understudies in arrange to meet the setup competency measures.

A textbook is a book containing a comprehensive compilation of content in a branch of study to explain it. Textbooks are produced to meet the needs of educators, usually at educational institutions. The textbook is the most common information source used in our classroom from elementary school until High school and university. It is one factor that successfully influences the teaching and learning process. According to Richards (2001: 251), textbooks provide a basis of language input and language practice in the language classroom.

Nation and Macalister (2010: 160) propose three main criteria of evaluating the existing coursebooks in their book entitled "Language Curriculum Design". These include 1) goals, content, and sequencing, 2) format and presentation, and 3) monitoring and assessment. Nation and Macalister's textbook evaluation criteria provide comprehensive and detailed items on both internal and external approach to textbook evaluation. They also include assessment factor to be included in the evaluation process. However, they do not propose detailed explanation on their instrument of textbook evaluation.

This curriculum concern on three competences, that are religion, social, and knowledge. Based on Dwiyogo (2014: 15-16), two factors establish the application of Curriculum 2013. First, the educators' and teachers' competence (Pendidik dan Tenaga 31 Kependidikan) with the curriculum and textbook. Second, the supporting factor which consist of three component; (a) availability of the textbook as teaching material and learning source which can integrate the standard of establishing the curriculum; (b) reinforcement from the government in developing and supervising; and (c) reinforcement of management and culture of the school. It means that this educational program is concerned with three competencies: religion, social, and information.

The syllabus is a learning plan for a group of subjects / specific themes that includes competency standards, basic competencies, subject matter / learning, learning activities, indicators, assessments, time allocation, and learning resources/materials / tools. The syllabus is a set of plans and arrangements for learning activities, class management, and learning outcomes assessment. The syllabus is useful as a basic resource guide in developing further learning, starting from making learning plans, managing learning activities, and developing an assessment system. Syllabus is a description of the contents of a course of instruction and the order in which they are to be taught (Richards & Schmidt, 2010). "Curriculum" can be distinguished from "syllabus" in that a syllabus is typically a specification of the content of the teaching and learning and the organization an sequencing of the content. Content and its organization is subsumed within a curriculum as part of the methodology.

A syllabus is therefore only part of the overall curriculum within which it operates (Breen & Candlin, 2001: 25). in other words, syllabus portrays the substance of a course of instruction and the arrange in which they are to be instructed. Based on the definition above it can be concluded that syllabus is a description of contents of a course of instruction and a learning plan for certain. Syllabus is typically a specification of the teaching and learning content and the organization an sequencing of the content.

2. Method

This research was conducted at SMKN 10 Padang. The school is located in Simpang Kantor Camat, Jl. Flamboyan, Lubuk Buaya, Kec. Koto Tangah, Kota Padang, Sumatera Barat. In this study, the researcher uses the human instrument as the primer instrument because based on Ary et.al (2006: 424) in qualitative research, the human investigator is the primary instrument for gathering and analyzing data. Research instrument is the tool used to gathering the data based on the method use. In this study, the researcher use human instrument as the primer instrument. The data collection in this research was collected from observation, interview, document analysis. The data analysis of this research was used organizing and familiarizing, coding and reducing, and interpreting and representing.

3. Result and Analysis

The Relevance of "English Learning Material for SMK/MAK XI 2013 Curriculum published by BUMI AKSARA with Syllabus.

Table 1. The Comparison Between Basic Competence in The Textbook and Basic Competence Based on Syllabus

Material	Basic Competence (KD) Stated in the Textbook	Basic Competence (KD) Based on Syllabus
Asking and Giving Suggestion	3.13 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan	3.13 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (*Perhatikan unsur kebahasaan should, can*)

		should, can)	
	4.13	Menyusun teks interaksi transaksional, lisan, dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.13 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
Asking and Giving Opinion	3.14	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasan I think, I suppose, in my opinion)	3.14 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (*Perhatikan unsur kebahasaan I think, I suppose, in my opinion*)
	4.14	Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.14 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
Taking Phone Message	3.15	Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait pesan sederhana lewat telepon (taking simple phone message) sesuai dengan konteks penggunaannya di dunia kerja.	3.15 Menerapkan fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait pesan sederhana lewat telephone (*taking simple phone message*) sesuai dengan konteks penggunaannya di dunia kerja
	4.15	Menuliskan kembali teks pesan sederhana lewat telepon terkait tempat kerja dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks dunia kerja.	4.15 Menuliskan kembali teks pesan sederhana lewat telephone terkait tempat kerja dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks dunia kerja
Formal Invitation	3.16	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai	3.16 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/ tempat kerja sesuai dengan konteks penggunaannya

	dengan konteks penggunaannya. 4.16 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi unsur, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.16 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi unsure, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
Writing Letters	3.17 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya. 4.17 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	3.17 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya 4.17 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

The Relevance of "English Learning Material for SMK/MAK XI 2013 Curriculum published by BUMI AKSARA with textbook evaluation criteria by Nation and Macalister. The analysis that has been done above uses measures from Nation and Macalister (2010: 160), the first criterion of goals, content, sequencing from Nation and Macalister (102: 160) has been answered. The objectives of this textbook have been explained on the first page of each chapter and have been implemented in the material in the form of appropriate assignments. Based on the criteria of the content, this textbook can be tailored to the level of proficiency of students and the needs of students. In the textbook, the material's content is explained in detail so that students have no difficulty understanding the contents of the textbook. After that, the textbook's sequence of material is mutually sustainable so that students are not absent in several classes. The sequence in the book is related to the syllabus.

4. Conclusion

Concerning with the result of the finding and the discussions of the study, it can be concluded that: The textbook "English Learning Material for SMK/MAK XI 2013 Curriculum" published by BUMI AKSARA consist of 5 chapter. The five chapters are related with the English syllabus for the first semester of eleventh grade based on 2013 curriculum. The five chapter in this textbook are classified relevant to the EFL textbook evaluation criteria based on Nation and Macaliater (2010: 160). The three criteria from Nation and Macalister (2010: 160) are fulfilled by the textbook, such as Goals, contents, sequencing, Format and presentation, and monitoring and assesment.

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