

A BASIC COMPETENCE ANALYSIS OF TEXTBOOK ENTITLED 'BUKU BAHASA INGGRIS UNTUK SMA/MA/SMK/MAK' IN 2013 REVISED CURRICULA FOR 10TH GRADE OF SENIOR HIGH SCHOOL

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Abstract

This study aimed to find out whether '*Buku Bahasa Inggris untuk SMA/ MA/SMK/MAK*' textbook of the 11th grade at the first semester fulfilled syllabus points of the 2013 revised curricula. The researcher used descriptive qualitative research. The data would be gathered from document analysis of an English textbook entitled '*Buku Bahasa Inggris untuk SMA/ MA/SMK/MAK*' published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017 of 10th grade senior high school. The '*Buku Bahasa Inggris untuk SMA/ MA/SMK/MAK*' textbook had contented syllabus of basic competence and learning material. Each basic competence was delivered in certain exercises of four English skills. The learning materials were effectively comprised and support to develop the materials which understood about social function which made as text structures, cooperating tasks were presented and correlated the other rules of text structures, and language features were presented and developed based on proper and fit vocabulary, the pronunciation and intonation exercises are correlated grammar to support the materials of adverb, modals, connector, tenses, etc. It provided and developed suitable topics and multimedia using based on the syllabus guidance as well. On the other hand, this textbook had weakness about there were basic competence 3.6/4.6 and 3.8/4.8 which were not suitable and irregular. Each available basic competence was not deliver in certain exercises of four English skills some of them only have three skills for basic competence which was included social functions, text structures and language features, the skills for each basic competence are listening, reading, speaking, and writing, but in some basic competences they are only use three skills which is reading, speaking, and writing only.

Keywords – *syllabus points of 2013 revised curricula, Buku Bahasa Inggris untuk SMA/ MA/SMK/MAK, deductive content analysis.*

Introduction

English is one of the important subjects to be learned in Indonesia, mainly for junior and senior high school students, because the government includes English test for the national final examination in junior and senior high school. They give the standard of the grade to make students pass this subject. Their English actually can be finished through the support from the teacher or other sources. According to Tomlinson (1998: 2), the sources, methods or learning materials can be used in learning process like learning by visual and non-visual way such as music, videos, CD-Rooms, dictionaries, grammar books, work books, photocopied exercises, newspapers, etc.

Nowadays, the government organized curriculum that was used in teaching learning progression at school. Curriculum is the best contraption of a set of planned activities which are designed to contrivance a particular educational aim set of such aims, the content that should be taught and the skills, knowledge and attitudes which are to be purposely nurtured. In addition, composed with declarations of selection criteria of content, and choices in methods, materials and evaluation" (Paper National Focus Group). It means that curriculum



consists of knowledge, methods, materials and evaluation in order to achieve educational aim.

Most of school in Indonesia use textbook as the materials in learning process. In a textbook, there are also some tasks which are provided to improve students' understanding and competency. An English textbook should also provide valuable tasks that promote the success of learning English as the foreign language. It affords the learners with natural or usual sources of meaningful material, good activity, great creativity, ideal situations for communicative activity, and supportive feedback allowing for much greater opportunities for language use. The latest curriculum which is the 2013 revised curricula has been published by the Ministry of Education and Culture of Indonesia, the curriculum which completes with 3 main instruments of education: knowledge, skill, and attitude. Ministry of Education and Culture of Indonesia announces about the regulation number 68 year 2013 about the core materials and curriculum structure for senior high school for English language teaching. While Prabhu (as cited in Nunan, 2004: 57) classifies three kinds of cognitive task types: information – gap, opinion – gap, and reasoning – gap tasks. In English language teaching (ELT) field, our educational system had implemented different curricula for improving learners' skill level and surviving with the challenge in this new era of global world. There were two effective curricula which was designed and practiced by each school in Indonesia, but it actually did not change the basis of Competence based Curriculum extensively.

Henceforth, According, to an expert known as Ismawati describes that syllabus is a planning course in a subject or some theme, which include of material, competency standard, indicator, activity, source, time, and scoring. One expert known as Parkes also defines that a syllabus will deliver several useful information for students. Moreover, to the predetermined and documentary material that has mentioned previously. For the definition above, it can be concluded that syllabus was educational utensil or instrument or only planning in teaching learning process.

The syllabus itself needed some sources to make it possible achieving the goals. One expert known as Chanie supports it, he described goals and objectives, the learning experiences in the syllabus are made touchable with the teaching materials. According to Lamphear points that the materials can be authentic and natural materials, for instance from magazines, newspapers, book or textbook. Nowadays, textbook became very popular and became main tools or sources in teaching learning process, because it is more effective in teaching learning. Textbook was tool for guiding teacher in the class and catching idea for students as well.

Textbook was important for students to fulfill, prepare, and practice their experiences in a good way process. Textbook have many functions in a course, it would be better if the teacher used textbook as guidance and they did analysis whether particular textbook have fulfilled syllabus point or not. Therefore, the students have got standard knowledge based on particular curriculum. It means that the materials in the textbook can help the teacher lead for teaching and learning process. Therefore, the English teacher should be able to choose whether the contents of the textbook are suitable with the current.

In utterance, the teachers seldom to analyze the textbook content based on syllabus appropriateness. Therefore, the textbook was being used without being analyzed. Meanwhile the school-based 2013 revised curricula was delivering syllabus, so the teacher should not make or design the syllabus again. Automatically the content in syllabus should



be proper in the textbook. It would reduction the value and quality of education if those textbooks do not have syllabus requirements.

Furthermore, there were some publishers of textbook in Indonesia, they produced some title of textbook. The book entitled '*Buku Bahasa Inggris untuk SMA/ MA/SMK/MAK*' was a series of English textbook for senior high school students. The '*Buku Bahasa Inggris untuk SMA/ MA/SMK/MAK*' book published by one of the qualified textbook publisher.

Thus, the '*Buku Bahasa Inggris untuk SMA/ MA/SMK/MAK*' was popular to be used in Indonesia. The aim of this research was to analyze the particular textbook entitled '*Buku Bahasa Inggris untuk SMA/ MA/SMK/MAK*' which published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017 based on the characteristic of its textbook in 2013 revised curricula for 10th grade of senior high school

Methodology

The researcher used a Qualitative research in this research. According to Patton and Cochran (2002) explain qualitative research is categorized by its aims, which convey to understanding certain aspect of social life, and the methods in this research create words, rather than numbers, as data for analysis. Qualitative research is understanding of social phenomenon based on participant's point of view. In order to increase information into a certain phenomenon, such as an environment, a process, or a belief. The data are collected by basic competence table. Shannon et al also add that qualitative content analysis is one of frequent research methods which used to analyze text data. In collecting the data, the researcher used textbook entitled '*Buku Bahasa Inggris untuk SMA/ MA/SMK/MAK*' published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017 of 10th grade senior high school as primary document. This research was classified using of published textbook as the text data of document analysis.

Particularly, the utensil of this research was syllabus points. The syllabus points consisted of core competence, basic competence, main material, teaching learning methodology, assessment, time schedule, and resources. The researcher used syllabus facts of basic competence, and main material in this research. The researcher would focus on basic competence 3.1- 4.9 because it can be dignified by the ideas in some materials.

In addition, it cannot be dignified in the textbook. Therefore, the researcher would focus on basic competences 3.1- 4.9 and 6 learning materials as presented in the first semester of 10th grade senior high school. Therefore, they would be checked by using checklist evaluation.

According to (Makundan), a checklist is a tool that can help the experts in English Language Teaching (ELT) evaluate language teaching materials, like textbooks. It means that textbook can be investigated and analyzed based on the criteria by using checklist evaluation as the tools. The English language teaching (ELT) fabric evaluators and creator need to take a wide range of facet into consideration before they make any decision on the materials that they develop or select for specific context of use. Therefore, the researcher presented the checklist evaluation based on theories of syllabus points especially about basic competences and learning materials.



The researcher also used triangulation of person as source to validate the tool of syllabus facts. Therefore, the tool that validated would be used by the researcher to analyze syllabus fact suitability of basic competence and learning material on this English textbook. Meanwhile, in this analyzing data, the researcher used deductive content analysis. It is supported by one of experts (Mayring) says that the procedure is deductive because the category system is recognized before coding the text. Therefore, deductive content analysis was related and appropriate in this research.

Findings and Discussion

This table showed the result checklist evaluation of basic competences of the 10th grade of senior high school based on syllabus of the 2013 revised curricula:

Table 1. Evaluation of basic competence

No. BC	Basic Competence	(√/-)	Explanation
BC 3.1 BC 4.1	Analyzing the social functions, the structure and language features of Introducing and mentioning identity to develop interactional communication with others, according to the context.	√	There were some analysis about Introducing oneself, parents, friends and Writing an e-mail. It was appeared in methodology of associating on the exercise on page 10. The text structure available on page 13.
BC 3.2 BC 4.2	Analyzing the social functions, Congratulating and complimenting to develop interactional communication with others, according to the context.	√	In observing methodology of chapter 2 had provided exercise to analyze some expression of using different ways of developing interaction with teachers, friends, family members, especially, by congratulating and complimenting others according to their sample expressions on page 27
BC 3.3 BC 4.3	Analyzing the social functions, Telling and asking about intentions of doing something to develop interactional communication with others, according to the context.	√	On chapter 3 there were some analysis and observing about Talking about intentions of doing weekend/ holiday/school activities and school projects. It was appeared in methodology of associating the grammar review of using USING I WOULD LIKE TO, I WILL AND I AM GOING TO on page 37
BC 3.4 BC 4.4.1 BC 4.4.2	Analyzing the social functions, Describing or presenting information about a particular place and a historical building, according to the context.	√	On chapter 4 there were some analysis and observing about Understanding descriptions of ecotourism destinations and historical building and describing them, It was appeared in methodology of associating on the exercise on page 53. And also the table of similarities and differences between exercise text 1 and 2 The text structure available on page 57. And there were available some exercise on page 66-67 and explanations about Understanding descriptions of recreational places and describing them according to their structure, grammar review, vocabulary and part of text available on page 70.



BC 3.5 BC 4.5.1 BC 4.5.2	Analyzing the social functions, Giving information to public , according to the context.	√	On chapter 5, in analyzing the material about Understanding and giving announcements. There was exercise to observe the generic structure of announcement text, analyzing specific information on reading text, and the exercises available on page 80-83
BC 3.6 BC 4.6	Analyzing the social functions, Talking about past events to develop interactional communication with others , according to the context.	√	On chapter 6 , Explain, request and provide information on meaning, social functions, text structure, and elemental language (simple past tense vs. present perfect tense) on statements and questions about the event happened in the past which refers to the time of the event and the end in the context of its use in analyzing the material about Talking about the life of The Wright Brothers
BC 3.7 BC 4.7.1 BC 4.7.2	Analyzing the social functions, Retelling a series of past events, usually in the order they occurred, according to the context.	√	Constructing written past event text was formed on some exercises, the past event texts are about Recounting an experience of meeting an idol/favorite singer about My Idol text, Recounting a historical event about The Battle of Surabaya, Retelling about past events related to the life of prominent figures about B.J. Habibie, and Retelling about past events related to the life of prominent figures about Cut Nyak Dien past event text.
BC 3.8 BC 4.8	Analyzing the social functions, Entertaining, introducing moral values, and appreciating cultural values (folktales) , according to the context.	√	There were some reading texts which were followed by some exercises to check students' understanding about specific information, detailed information, and main ideas. The first text and exercise is about Telling about folktales (e.g., Issumboshi) to entertain, the second is about Telling about folktales (e.g., Malin Kundang) to entertain, and Telling about folktales (e.g., Strong Wind) to entertain. There were available on pages 146-147, 153-155, and 162-164.
BC 3.9 BC 4.9	Analyzing the social functions, Entertaining, introducing moral values, and appreciating cultural values through songs , according to the context.	√	Firstly, there were some listening activity of a song, there is structure of a song also, grammar review, vocabulary and an exercise about a text. The students be able to understand about the materials. They are available on page 172-178.

The researcher divided the discussion of basic competences 3.1- 4.9 into each chapter of learning material, because in a learning material included more than one basic competence. It could be also found the appropriateness between basic competences and learning materials.

Basic Competences in the First Chapter

The learning material of this chapter is Introducing and mentioning identity to develop interactional communication with others. It is analyze and examine the social functions, the structure and language features of Introducing and mentioning identity to develop interactional communication with others, according to the context. There was certain



analysis about Introducing oneself, parents, friends and Writing an e-mail. It was appeared in methodology of associating on the exercise on page 10. The text structure available on page 13. The students are able to identify and classify the meanings, communication objectives, structure of texts, and language elements contained in text and writing in accordance with the context of use, students can request and provide information about using a text structure that is appropriate to the context of use, and students can request and provide information about use of the right elements of language (pronoun, subjective, objective, possessive).

Basic Competences in the Second Chapter

The learning material of this chapter is Congratulating and complimenting to develop interactional communication with others. It is analyze and examine the social functions, Congratulating and complimenting to develop interactional communication with others, according to the context. In observing methodology of chapter 2 had provided exercise to analyze some expression of using different ways of developing interaction with teachers, friends, family members, especially, by congratulating and complimenting others according to their sample expressions on page 27. The students are able to identify and classify social functions, structure of texts, and linguistic elements in expressions congratulations and winged compliments and their responses, students are capable to respond to congratulations and winged praise using a text structure and the appropriate language elements in accordance with the purpose and context of use, and students are able to give congratulations and winged praise using a text structure and elements of language that are appropriate for the purpose and context of use.

Basic Competences in the Third Chapter

The learning material of this chapter is Telling and asking about intentions of doing something to develop interactional communication with others. It is analyze and examine the social functions, Telling and asking about intentions of doing something to develop interactional communication with others, according to the context. On chapter 3 there were some analysis and observing about Talking about intentions of doing weekend/holiday/school activities and school projects. It was appeared in methodology of associating the grammar review of using *I would like to*, *I will* and *I am going to* on page 37. The students are able to identify and classify social functions, text structures, and linguistic elements in the text oral and written to state and ask about the intention to do something in accordance with the context. Students are capable to express verbally and write the intention to do something by paying attention social function, structure of texts, and language elements that are right in context. In addition, students are able to ask verbally and write down the intention to do something by paying attention social functions, text structures, and linguistic elements that are appropriate to the context.

Basic Competences in the Fourth Chapter

The learning material of this chapter is Describing or presenting information about a particular place and a historical building and Describing or presenting information about a particular place. This chapter is analyze and examine the social functions, Describing or presenting information about a particular place and a historical building, according to the



context. On chapter 4 there were some analysis and observing about Understanding descriptions of ecotourism destinations and historical building and describing them, it was appeared in methodology of associating on the exercise on page 53. And also the table of similarities and differences between exercise text 1 and 2 The text structure available on page 57. And there were available some exercise on page 66-67 and explanations about Understanding descriptions of recreational places and describing them according to their structure, grammar review, vocabulary and part of text available on page 70. The students are able to identify meanings, social functions, text structures, and linguistic elements in the text simple descriptive oral and written about tourist attractions and historic buildings according to usage. Students are able to explain the contents of oral and written descriptions about tourist attractions and buildings historic by paying attention to the purpose of communication, text structure, and elements descriptive text language according to the context of use. In addition, students are able to describe verbally and in writing tourist attractions or historic buildings by paying attention to social functions, text structure and linguistic elements of the text description correctly according to the context of use.

Basic Competences in the Fifth Chapter

The learning material of this chapter is Giving information to public. This part is analyze and examine the social functions, Giving information to public, according to the context. On chapter 5, in analyzing the material about Understanding and giving announcements. There was exercise to observe the generic structure of announcement text, analyzing specific information on reading text, and the exercises available on page 80-83. The students are able to explain social functions, text structures, and linguistic elements in the text announcements about school activities correctly in context its use. The students are able to explain information about school activities by paying attention to functions social, text structure, and linguistic elements in announcement text oral and written correctly according to the context of its use. Besides, students are able to make announcements about school activities using functions social, text structure, and linguistic elements of the text in accordance with the context its use.

Basic Competences in the sixth chapter

The learning material of this chapter is Talking about past events to develop interactional communication with others. This is analyze and examine the social functions, talking about past events to develop interactional communication with others, according to the context. On chapter 6, Explain, request and provide information on meaning, social functions, text structure, and elemental language (simple past tense vs. present perfect tense) on statements and questions about the event happened in the past which refers to the time of the event and the end in the context of its use in analyzing the material about Talking about the life of The Wright Brothers. The Students are able to Explain the meaning, social function, text structure, and elemental language (simple past tense vs present perfect tense) on statements and questions about the incident occur in the past which refers to the time of occurrence and the end, accordingly with the context of its use, the student is compelled to request information about the events occurring in the past that refer to time of occurrence and its



end, according to the context of its use, and the student is able to provide information about the events occurring in the past which refers to time the occurrence and the end is in line with the context of use.

Basic Competences in the seventh chapter

The learning material of this chapter is Retelling a series of past events, usually in the order they occurred about My Idol, The Battle of Surabaya, B.J. Habibie, Cut Nyak Dien past event texts. This is analyze and examine the social functions, retelling a series of past events, usually in the order they occurred, according to the context. Constructing written past event text was formed on some exercises, the past event texts are about Recounting an experience of meeting an idol/favorite singer about My Idol text, recounting a historical event about The Battle of Surabaya, Re-telling about past events related to the life of prominent figures about B.J. Habibie, and Retelling about past events related to the life of prominent figures about Cut Nyak Dien past event text. The students are able to identify content, social functions, text structure, and linguistic elements of the text simple recount of personal experience, students are able to explain the contents of the text that tells the personal experience correctly with pay attention to communication objectives, text structure, and linguistic elements of the text recount according to the context of use, and students are able to tell personal experiences orally and in writing with attention social functions, text structure, and linguistic elements of recount text according to context.

Basic Competences in the eighth chapter

The learning material of this chapter is Entertaining, introducing moral values, and appreciating cultural values (folktales). This part is analyze and examine the social functions, Entertaining, introducing moral values, and appreciating cultural values (folktales), according to the context. There were some reading texts which were followed by some exercises to check students' understanding about specific information, detailed information, and main ideas. The first text and exercise is about Telling about folktales (e.g., Issumboshi) to entertain, the second is about Telling about folktales (e.g., Malin Kundang) to entertain, and Telling about folktales (e.g., Strong Wind) to entertain. There were available on pages 146-147, 153-155, and 162-164. The students are able to explain the purpose of communication, text structure, and linguistic elements from narrative texts oral and simple writing about folk legends according to the context of their use, students are able to explain the contents of folklore stories oral and written with regard to purpose communication, text structure, and linguistic elements of narrative text in context its use, and students are able to Tell folk legends verbally and in writing with regard the purpose of communication, the structure of the text, and the linguistic elements of the narrative text in context its use.

Basic Competences in the ninth chapter

The learning material of this chapter is Entertaining, introducing moral values, and appreciating cultural values through songs. This part is analyze and examine the social functions, Entertaining, introducing moral values, and appreciating cultural values through songs, according to the context. Firstly, there were some listening activity of a song, there is structure of a song also, grammar review, vocabulary and an exercise about a text. The student be able to understand about the materials. They are available on page 172-178.



The students can interpret and capture meaning related to social functions and linguistic elements of song lyrics related to teenagers' lives SMA / MA / SMK / MAK, students are able to explain the communication goals and linguistic elements of song lyrics related to life high school / MA / Vocational / MAK adolescents, and students are able to explain the contents of song lyrics related to the lives of high school / MA / SMK / teenagers MAK by paying attention to the purpose of communication, language, and context song.

Discussion

Based on the analysis and the discussion above, researcher firstly would draw the table about appropriateness of syllabus points on '*Buku Bahasa Inggris untuk SMA/ MA/SMK/MAK*' published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017 of 10th grade senior high school. After that researcher would describe broad of syllabus point appropriateness finding generally. In addition,, related to the implementation of 2013 revised curricula in English lesson of 10th grade senior high school there are found that the objective of 2013 revised curricula are suitable with the objective based on Sisdiknas (educational government) rule that is "Improving the quality of education by balancing soft skills and hard skills through the ability of attitudes, skills and knowledge in order to face the global challenges that continue to advance and develop" and " increasing the student's creative skill". Teacher always tried to make a lot of improvement to make students more active and creative. Teacher makes new method or tactic when they are teaching learning process not run well.

The material used in teaching English consists of two book, first teacher book and student book. For teacher book of 10th grade senior high school, the teacher used '*Buku Bahasa Inggris untuk SMA/ MA/SMK/MAK*' published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017 revision edition. While the student book the teacher used '*Buku Bahasa Inggris untuk SMA/ MA/SMK/MAK*' published by Kementrian Pendidikan Dan Kebudayaan Republik Indonesia 2017. The book consists of 225 pages, written by Prof. Dr. Zuliati Rohmah, M.Pd., Dr. Furaidah, M.A., Prof. Utami Widiati, M.A, Ph.D., and published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2017.

The implementation of 2013 Curriculum in English lesson of 10th grade senior high school showed that the teacher used problem based on learning process. The way of problem system based on learning process is questioning, observing, communicating, experimenting, and associating. Each teaching method of course will be different for each skill, all of the teaching learning method above is simple and suitable for students and it is also suitable for 2013 revised curricula to make the students more active. In 10th grade senior high school the 2013 revised curriculum can be implemented good.

After finding frequencies of syllabus points, researcher would discuss how broad of syllabus points was fulfilled on the textbook. Firstly, it was appeared interpretation of basic competences 3.1- 4.9 were available in chapter 1-15, except basic competence 3.6/4.6 and 3.8/4.8 which were not suitable and irregular. Each available basic competence was not delivered in certain exercises of four English skills some of them only have three skills for basic competence which was included social functions, text structures and language features, the skills for each basic competence are listening, reading, speaking, and writing,



but in some basic competences they are only use three skills which is reading, speaking, and writing only. Secondly, the learning tools and materials were available completely with development of related material about the expression and grammar, beside that it was included some items of social functions, text structures and language features based on syllabus. The social function was achieved about relationship among students, teacher and the others which was formed on cooperating tasks. The text structures were suitable based on syllabus guidance and it was also developed in some rules and clues of the other related text structure. Language features were obtainable and were developed based on suitable and appropriate vocabulary, the other hand the pronunciation and intonation were also available in some exercises, then there was supplying and developing the correlated grammar to support the materials of modals, adverb, tenses, phrases, connector, etc. It was also delivered and developed appropriate topics and multimedia using based on the syllabus guidance.

Conclusion

Overall, from the previous analysis, the researcher draws the following conclusions. These conclusions answer the problem statements of this research. Analysis content of an English textbook entitled '*Buku Bahasa Inggris untuk SMA/ MA/SMK/MAK*' published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017 of 10th grade senior high school showed that there are some teaching methods that is used by teachers are improve the student's skill academically and create great imagination and creative in developing students' skill on every lesson, especially English. The teacher must be professional in teaching, as a teacher they have to realize that any kind of curriculum have good purpose for students, the teacher must be good in managing their time in selecting good material and teaching method and must be balancing because there is nothing perfect.

To sum up, the conclusion of the research was first '*Buku Bahasa Inggris untuk SMA/ MA/SMK/MAK*' published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017 of 10th grade senior high school fulfilled syllabus facts of the 2013 revised curricula. Second, the broad '*Buku Bahasa Inggris untuk SMA/ MA/SMK/MAK*' of 10th grade senior high school fulfilled syllabus facts of the 2013 revised curriculum included of basic competences and learning materials which were consisted of including and developing basic competences into certain exercises of four English skills (listening, reading, speaking, and writing) and successfully interpreting and developing learning materials based on social functions, text structures and language features items. The '*Buku Bahasa Inggris untuk SMA/ MA/SMK/MAK*' textbook had fulfilled syllabus facts of basic competence and learning materials. Each basic competence was delivered in certain exercises of four English skills which was included social functions, text structures and language features. The learning materials were successfully comprised and established supported materials and it constructed social functions, text structures and language features items completely. The social function was achieved about relationship among students, teacher and the others which was formed on cooperating tasks. The text structures were suitable and developed in some rules and clues of the other related text structure. This textbook had weaknesses of basic competence 3.6/4.6 and 3.8/4.8 which were not suitable and irregular. Each available basic competence was not delivered in certain exercises of four English skills some of them only have three skills for basic competence which was included social functions, text structures and language features, the skills for each basic competence are listening, reading, speaking, and writing, but in some basic competences they are only use three skills which is reading, speaking, and writing only and then lack of improvement of vocabulary and pronunciation



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