



WRITING MATERIALS ANALYSIS OF THE ENGLISH TEXTBOOK
“THE BRIDGE ENGLISH COMPETENCE”
PUBLISHED BY YUDHISTIRA

THESIS

By

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LANGUAGE AND ARTS EDUCATION DEPARTMENT
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JEMBER UNIVERSITY

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Jember, February 14th, 2014

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DEDICATION

This thesis is honorably dedicated to the following people.

- 1. My beloved parents, Mahfud and Syarifah Fatimiyah. Thanks for your love, support and sacrifice.*
- 2. My dear sister, Indira Dwi Ananda. Thanks for your motivation.*

MOTTO

“Writing is easy. All you have to do is cross out the wrong words.”

~Mark Twain

“I believe in communication; books communicate ideas and make bridges between people.”

~Jeanette Winterson

CONSULTANT APPROVAL

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Jember, February 2014

The writer

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SUMMARY

Writing Materials Analysis of the English Textbook “*The Bridge English Competence*” Published by Yudhistira; Siwi Iswidayanti, 080210491017; 2014; 65 pages; English Education Program of Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University.

There are many factors that affect the success of teaching and learning English. Some of the factors are textbooks and the existing curriculum. Textbook should be written based on the latest curriculum and all materials are as compatible as possible with the detail description in the curriculum around 60% up to 100%. Nevertheless, many English textbooks are not well-organized to cover the materials from the School-Based Curriculum (*KTSP*).

The problems discussed in this research were what kind of texts and writing tasks available in the English textbook “*The Bridge English Competence*” published by Yudhistira for the eighth grade students of junior high school and to what extent the writing tasks of the English textbook relevant with the standard and basic competence of writing stated in the curriculum. Quantitative and qualitative data analysis methods were used in this research. The data were collected from the English textbook “*The Bridge English Competence*” published by Yudhistira for the eighth grade students of junior high school. The School-Based Curriculum (*KTSP*) were used to judge the relevance of the writing materials presented in the English textbook.

From the research results, it was found that the writing materials of the English textbook “*The Bridge English Competence*” published by Yudhistira for the eighth grade students of junior high school were in the form of short simple essay (descriptive text, recount text, and narrative text) and short functional texts (a short message, a letter, a postcard, and an e-mail). The writing tasks in the English textbook were identifying the generic structure of a text, completing a text with the suitable words provided, completing a text with their own words, arranging the jumbled paragraphs into a good text, correcting and giving

comments on their friends' writings, developing the generic structure given into a good text and creating a text based on the topic given.

The English textbook "*The Bridge English Competence*" contains 79% of writing materials which are available and relevant to the School-Based Curriculum, 6% of writing materials which are available but irrelevant, and 15% of writing materials which are not available in the School-Based Curriculum. It also consists of 60% of writing tasks which are available and relevant to the School-Based Curriculum, 21% of writing tasks which are available but irrelevant and 19% of writing tasks which are not available in the School-Based Curriculum. Although the English textbook has some irrelevant writing materials and writing tasks, the relevant ones are in the interval of 60% - <80% score levels as the minimum standard. In addition, the interpretations in qualitative analysis method, the researcher found that there were two kinds of short functional text stated in the syllabus, but they were not available in the English textbook such as invitation and announcement. The researcher also found two kinds of writing tasks available in the English textbook, but not suggested in the School-Based Curriculum such as correcting and giving comments on their friends' writings. In conclusion, the writing materials in the English textbook are not exactly relevant in attaining the standard and basic competence of writing of the School-Based Curriculum.

Based on the results of the research, the researcher suggests the English teachers who use the English textbook "*The Bridge English Competence*" published by Yudhistira for the eighth grade students of junior high school to consider in using more additional materials. It is also suggested to the other researchers to conduct a research focusing on analyzing the other English textbook published by another publisher to the curriculum applied currently and use the results of this research as additional information. For the textbook writers, it is suggested to make a team of professional English teachers to arrange a textbook which is compatible with School-Based Curriculum as completely as possible. For future research direction, the future researchers should do primary observation towards some English textbooks published by a certain publisher by surveying their usages in some schools before conducting a similar research.