A CONTENT ANALYSIS OF ISLAMIC LIFE RESOURCE PACK TEXTBOOK FOR JUNIOR HIGH SCHOOL GRADE 7 BASED ON SCIENTIFIC APPROACH OF 2013 CURRICULUM

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana
Pendidikan (S.Pd) in Teaching English

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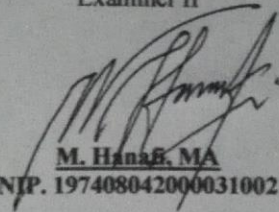
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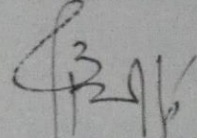
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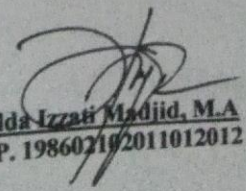
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ABSTRACT

Textbook is a resource for teachers to help students in achieving their learning goals. It is also a tool for teachers as a guide to teach in learning activity. Many textbooks provide complete instruments such as the materials and the activities which teachers can follow what is presented in the textbook easily. Teachers have to be more selective to choose the good textbook, not only for teachers but also for students and their goals that will be achieved. In choosing textbook, teachers should consider about the content, topic and the current curriculum that presented in the textbook. In this study, the researcher analyzed the *Islamic Life Resource Pack*, an English textbook for junior high school student grade 7 of Islamic school which focused on the applicable of the scientific approach domains based on 2013 curriculum. The researcher used descriptive qualitative as a research design in collecting and analyzing the data. According to the result of analysis, the researcher can draw the conclusion that there is no chapter in the textbook which presents all of domains. The average of each chapter has three domains. For the percentage of the compatibility of scientific approach in each chapter, all of the chapters, except chapter II which has 40%, have 60% of percentage. As it is calculated, the total of percentage in average is 56%. It means that the textbook is necessary to be perfected by recovering some weaknesses. Therefore, based on the percentage classification, this textbook achieves the level 'Good'.

ABSTRACT

Utami, Isnanur. 2018. *A Content Analysis of Islamic Life Resource Pack Textbook For Junior High School Grade 7 Based on Scientific Approach of 2013 Curriculum*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor: Rakhmawati, M.Pd.

Key Words : *Content analysis, Islamic life resource pack textbook, Scientific approach*

Buku teks merupakan sumber bagi guru untuk membantu siswa dalam mencapai tujuan belajar mereka. Ini juga merupakan alat bagi guru sebagai panduan untuk mengajar dalam kegiatan belajar. Banyak buku teks menyediakan instrumen lengkap seperti materi dan aktivitas dimana guru dapat mengikuti apa yang disajikan dalam buku teks dengan mudah. Guru harus lebih selektif memilih buku teks yang bagus, tidak hanya bagi guru tapi juga bagi siswa dan tujuan mereka yang akan tercapai. Dalam memilih buku teks, guru harus mempertimbangkan tentang isi, topik dan kurikulum saat ini yang disajikan dalam buku teks. Dalam penelitian ini, peneliti menganalisis buku teks *Islamic Life Resource Pack*, sebuah buku teks bahasa Inggris untuk siswa kelas 7 SMP di sekolah menengah pertama yang berfokus pada domain pendekatan ilmiah berdasarkan kurikulum 2013. Peneliti menggunakan deskriptif kualitatif sebagai desain penelitian dalam mengumpulkan dan menganalisa data. Menurut hasil analisis, peneliti dapat menarik kesimpulan bahwa tidak ada bab dalam buku teks yang menyajikan semua domain. Rata-rata setiap bab memiliki tiga domain. Untuk persentase kompatibilitas pendekatan ilmiah di setiap bab, semua bab, kecuali bab II yang memiliki 40%, memiliki persentase 60%. Seperti yang dihitung, total persentase rata-rata adalah 56%. Artinya buku teks perlu disempurnakan dengan memulihkan beberapa kelemahan. Oleh karena itu, berdasarkan klasifikasi persentase, buku teks ini mencapai tingkat 'Bagus'.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Textbook is one of the resources for teachers to help students to be able to go ahead with the material that has taught in the classroom by the students. Textbook is a teaching tool that contains teaching materials relating to the subject that should be obtained by the students which can be accessed based on the curriculum of related subject.[1]

Many textbooks provide complete instruments for the teacher which is applicable. In this case, Sorohiti says that teachers can easily follow what is presented in the textbook. Teachers can use the materials and the activities which are presented on the textbook and it can be directly applied for the students.[2]

Pingel states that,"in addition to transmit knowledge, textbooks also seek to anchor the political and social norms of a society. Textbooks convey a global understanding of history and the rules of society as well as norms of living with other people."[3] Materials contained, especially English textbook do not only talk about grammar, vocabulary, and kinds of texts, but also elaborate many aspects of local culture with the use of the language itself.

In general, the content in English textbook which students used is not only about grammar, vocabulary, and kind of texts, but also involves many aspects of the local culture that became the topic or theme of each chapter in the textbook. Various cultures are available in English textbooks, generally come from Western countries where most

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[1] Snezana Laketa, et.al., "Quality of Lessons in Traditional and Electronic Textbooks". *Interdisciplinary Description of Complex Systems*. Vol. 1 No. 13, 2015, 118

[2] Maryam Sorohiti, Thesis: "*An Analysis of the Indonesian National Textbook: English for Senior High School, Book 3 for the Third Year Natural and Social Science Programs*" (Malaysia: International Islamic University Malaysia, 2005), 1.

[3] Falk Pingel, *UNESCO Guidebook on Textbook Research and Textbook Revision* (Paris: Georg Eckert Institute for International Textbook Research, 2010), 7.

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of the population is non-Muslim. The cultures may be less appropriate to the culture in some schools in Indonesia, particularly in Islamic schools. For those reasons, making the selection of English textbook has become crucial. Teachers should be more selective in choosing English textbook as a primary source of teaching. Shabani and Nejad state that in choosing textbook, teachers required careful consideration of the advantaged and disadvantages in a textbook; otherwise, the process of learning will bear some inefficiency."[4] Montasser Mohamed states that the content of English textbooks influences what teacher teach and learners learn.[5] Al-sowat also states that good textbook should be supplied with various activities and tasks that engage learners related to the objectives of the teacher.[6] He adds that textbooks should include variety of exercises that give students opportunities to practice and extend their language skills. He also states that the materials of the textbook should be organized in easy way for both teachers and students to find a relevant piece of information in the textbook, and should be clear and conspicuous section headings, indexes, vocabulary lists, and others.[7] Cunningsworth in Emmy mentions that the textbook has to compatible with the student's needs, the aims, the goals, and the current curriculum.[8] The way that can be used is is integrating Islamic values in the process of learning English. *Islamic Life Resource Pack* textbook has been designed in order to be used in teaching and learning English which contains Islamic values on the textbook.

Another aspects that also important for teachers to consider in choosing textbook is about curriculum of education in Indonesia. Curriculum should be considered in

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[4] Mohammad Bagher Shabani, et.al., "An Evaluation of the Third-Grade High School English Textbook: An Iranian Case Study". *Journal of Studies in Social Sciences*. Vol. 2 No. 1, 2013, 67

[5] Montasser Mohamed AbdelWahab, "Developing an English Language Textbook Evaluative Checklist". *IOSR Journal of Research & Method in Education*. Vol. 1 Issue 3, Mar-Apr 2013, 55

[6] Hamad Al-sowat, "An Evaluation of English Language Textbook 'Say it in English'for First Year Intermediate Grade in Saudi Arabia". *Journal of Studies in Curriculum and Supervision*. Vol. 3 No. 2, May 2012, 396

[7] Ibid,. 355

[8] Emmy Rahmawati Mahda., Thesis: "*A Content Analysis on 'English in Focus' an English Textbook for VII Year Students of Junior High School*" (Surakarta: Sebelas Maret University, 2016), 3

selecting a textbook which will be used in the process of learning. To reach the goal of teaching learning process, especially in English language, the curriculum is needed to guide the teacher in giving material and assess the students. Johnson in Emanuella states that curriculum describes what is to be learned.[9] The curriculum itself guides the instructional system, which consist of content that would be taught, the strategies that would be used, and the way to assess the students' learning achievement after the teaching learning process. Muray in Emanuella states that:

> "Curriculum is defined as all the planned learning opportunities offered to learners by educational institution and the experiences learners activities that educators have devised for learners which are invariably represented in the form of a written document and the process whereby teachers make decisions to implement those activities given interaction with context variables such as learners, resources, teachers, and the learning environment."[10]

From the definition above, curriculum can be interpreted as a chance for learners to get along with the subject materials that is designed for the learners at school. Curriculum can be accepted as an experience designed that will be acquired by the students when the curriculum is implemented, not only as an individual subject matter but as a unity and learning experience which every element of the teaching learning process has to synergize to make a meaningful learning.

As it is known that Ministry of Education and Culture has published the newest curriculum, which is known as 2013 curriculum. In 2013 curriculum, government wants to emphasize the transmission of the cultural heritage as the purpose, as can be seen on the Graduate Competence Standard (*SKL*), that states the learning objectives on 2013 curriculum that include developing attitudes, knowledge, and skills in the elaboration of each educational unit.

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[9] Emanuella Dyah Mumpuni., Thesis: "*Content Analysis of 2013 Curriculum Textbook 'Bahasa Inggris' Published by Ministry of Education and Culture for the First Semester of Eleventh Grade of Vocational High School*" (Surakarta: Sebelas Maret University, 2016), 1.
[10] Ibid., 1

In 2013 curriculum, the context development in managing the curriculum is based on the essentialness of curriculum. Oliva in Emanuella states that:

> "essentialist curriculum is designed to transmit the cultural heritage, to educate young people in organized disciplines, and to prepare the students for the future."[11]

It means that 2013 curriculum is expected to help the government prepared Indonesian people to be able to face the globalization era without forgetting the cultures and heritages that are owned by Indonesia.

In order to achieve 2013 curriculum's goal, the teachers are expected to use a scientific approach which focuses on five activities in the teaching learning process which involve observing, questioning, exploring, elaborating, and creating. Those activities are designed in order to reach the goal of the 2013 curriculum to create Indonesians who are competent, religious, productive, creative, innovative, and effective, and are able to contribute to the society, country, and the global civilization.[12]

Based on the explanation above, an analysis of textbook can be an effective way to find out the most appropriate English textbook to be used in teaching learning process. It is important to ensure the compatibility of the textbook to the curriculum, Therefore, this study concerns with content analysis of *Islamic Life Resource Pack* textbook which is published by English Language Training for Islamic Schools (ELTIS) team. Hence, this study will answer the main question whether this textbook compatible with the 2013 curriculum or not. Therefore the writer does a re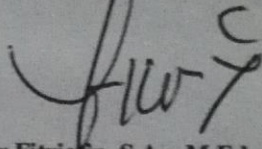search entitled: **A Content Analysis of** *Islamic Life Resource Pack* **Textbook for Junior High School Grade VII Based on Scientific Approach of 2013 Curriculum.**

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[11] Ibid., 3

[12] Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 Tentang Standar Proses Pendidikan Dasar dan Menengah, 3

B. Research Questions

Based on the background of the study that has been explained, the problems are formulated as follow:

1. Has the textbook of *Islamic Life Resource Pack* applied the scientific approach based on the 2013 curriculum?

2. To what extent the textbook of *Islamic Life Resource Pack* has applied the scientific approach based on 2013 curriculum?

C. Objectives of the Study

The objectives of this study include following:

1. To analyze whether *Islamic Life Resource Pack* has applied the scientific approach of 2013 curriculum or not

2. To investigate to what extent the textbook of *Islamic Life Resource Pack* textbook has applied the scientific approach based on 2013 curriculum

D. Significance of the Study

1. For English teacher

The result of this study can be used for teacher to be more selective in choosing a textbook by considering the appropriateness with the curriculum which is used. Especially English teachers for Islamic junior high school, this study can be used for them to be more selective in selecting English textbook, which the topic in English textbook is appropriate with the goals of Islamic schools and the textbook is compatible with scientific approach that has been used in 2013 curriculum. This textbook is also a solution for Islamic English teacher to use *Islamic Life Resource Pack* textbook as a resource to guide teachers to teach English based on Islamic values.

2. For students

This study is expected to be useful for students to get more understanding in using the textbook. So they will be motivated in learning English when they know more about textbook which is used.

3. For the writers of textbook

This study can be an evaluation for the writers of the textbook in order to provide the relevance textbook in 2013 curriculum. This study is expected to improve the quality of the newest version of textbook which will be produced by considering the strength and the weakness of the textbook, especially based on the compatibility with the current curriculum.

E. Scope and Limits of the Study

Based on the identification of the problems, the researcher focused on several problems. The limitation of the problems is needed to avoid time-consuming and general conclusion related to the research result. The limitations of the research are as follows:

1. The English textbook that is analyzed is ELTIS *Islamic Life Resource Pack* textbook by ELTIS team for grade 7 which contains chapter I until chapter V.

2. The research analyzed the English material in *Islamic Life Resource Pack* textbook based on scientific approach (observation, questioning, experimenting, associating, communicating) in 2013 curriculum

3. To know the percentage of each chapter and to answer the second research question of this research, the researcher only used the compatibility of scientific approach table 4.14

F. Definition of Key Terms

1. Islamic Life Resource Pack

Islamic Life Resource Pack is a textbook which is contain English material for grade VII, VIII, and IX in Islamic topic. This textbook is as a source for teachers to teach English in Islamic values and as an information source in learning English is Islamic content.[13] The content basically based on Islamic topic from Indonesia. This book is applicable in Islamic schools in Indonesia.

2. Scientific Approach

Learning with a scientific approach is a learning process designed to enable learners to actively construct concepts or principles through stages of observing, formulating problems, proposing or formulating hypotheses, collecting data with various techniques, analyzing data, drawing conclusions and communicating concepts or principles found.[14] It emphasizes importance collaboration and cooperation among learners.

3. Qualitative Content Analysis

Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts, which can be broadly as books, documents, or any occurence of communicative language. Researchers quantify and analyze the presence, meanings, and relationships of such words and concepts, then make inferences about the messages within the text, the writer, the audience, and even the culture and time of which these are a part.[15] Qualitative content analysis pays attention to unique themes that illustrate the range of phenomenon meanings rather than the statistical significance of the occurence of particular texts.

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[13] Zuliati Rohmah, "Incorporating Islamic Messages in the English Teaching in the Indonesian Context". *International Journal Social, Science & Education*, Vol. 2 Issue 2, 2012, 160-162

[14] *Peraturan Menteri Pendidikan Kebudayaan Republik Indonesia Nomor 103 Tahun 2014*, (https://akhmadsudrajat.files.wordpress.com/2014/11/permendikbud-no-103-tahun-2014.pdf accessed on May 12, 2017)

[15] Vickie A. Lambert, "Qualitative Descriptive Research: An Acceptable Design". *Pacific Rim International Journal of Nursing Research*. Vol. 16 No. 4, 2012, 255

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoritical Framework

1. Textbook

1) Definition of Textbook

Textbook is a key component in most language programs. Textbook provides the basis for the content of the lessons, the balance of skill taught and the kinds of language practice the students take part in. In other situation, the textbook may serves primarily to supplement the teacher's instruction and provides ideas on how to plan and teach lessons as well as formats that teacher can use.[1] Awasthi in Akef and Moosavi, a textbook is considered as a teaching material for the teacher and a learning material for the learner and is regarded as one of the essential aspects of the total teaching and learning process.[2] Cunningsworth in Akef and Moosavi states that textbook is an effective resource for self-directed learning, a support for less experienced teachers, an effective source of presentation of materials, a source of ideas and activities, a syllabus and a reference source for students. Textbook has significant role as they are considered as "primary vehicles for delivering content knowledge, for determining in large measure what goes on in a class."[3]

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[1] Jack C. Richards. "The Role of Textbooks in a Language Program"
http://aaboori.mshdiau.ac.ir/FavouriteSubjects/role-of-textbooks.pdf, accessed on November 2, 2016
[2] Kourosh Akef and Zainab Moosavi, "Iranian EFL Teachers' and Students'Textbook Evaluation". *The Iranian EFL Journal* . Vol. 10 Issue 6, December 2014, 1
[3] Khalid Mahmood, "Conformity to Quality Characteristics of Textbooks: The Illusion of Textbook Evaluation in Pakistan". *Journal of Research and Reflections in Education*. Vol. 5 No. 2, December 2011, 171

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Based on some definitions above, textbook is a tool for teaching material in teaching and learning process. Textbooks do not only influence what and how students learn, but also what and how teachers teach.

2) Criteria of Good Textbook

Textbook is a tool, and the teacher must know not only how to use it, but how useful it can be. Finding out will involve distinguishing between method in the use of printed materials, and method in face-to-face teaching. It will involve using discretion in adapting textual materials to students' needs and interests and based on the curriculum. Al-sowat states that good textbook should be supplies with various activities and tasks that engage learners in the use of skills and processes related to specific language teaching objectives and should include variety of exercises that give students opportunities to practice and extend their language skills.[4]

Richards in Williams elaborates that the task in the textbook should be flexible and appeal to different styles and strategies, and should not favor one type of learner over another.[5] According to Williams, English textbooks should:

a. give introductory guidance on the presentation of language items and skills (GENERAL)

b. suggest aids for the teaching of pronunciation: e.g. phonetic system (SPEECH)

c. offer meaningful situations and a variety of techniques for teaching structural units (GRAMMAR)

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[4] Hamad Al-sowat, "An Evaluation of English Language Textbook 'Say it in English'for First Year Intermediate Grade in Saudi Arabia". *Journal of Studies in Curriculum and Supervision*. Vol. 3 No. 2, May 2012, 351
[5] Ibid., 352

    d. distinguish the different purposes and skills involved in the teaching of vocabulary (VOCABULARY)

    e. provide guidance on the initial presentation of passages for reading comprehension

    f. demonstrate the various devices for controlling and guiding content and expression in composition exercises (WRITING)

    g. contain appropriate pictures, diagrams, tables, etc (TECHNICAL)[6]

3) Guides to select Good Textbook

In the selection of textbook, it is important to conduct evaluation to ensure that it is suitable. Certain criteria must be considered in the evaluation. According to Fredriksson and Olsson, there are three criterions in selecting a good textbook: [7]

    a. Economising time and money

Time and money are important aspects to consider in selecting textbook. Not only to save money for school but also teachers' time as a financial investment beside an investment of time. Teacher should consider those aspects by balance.

    b. Syllabus and course suitability

During selecting textbook, not only teachers but also school should pay attention for the information of the syllabus and course that has been used in the school. It is necessary to include because those aspects are very important in order to suit the school's program and year level.

    c. Teachers' needs

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[6] David Williams. "Developing Criteria for Textbook Evaluation". *ELT Journal*. Vol. 37/3, July 1983, 254

[7] Cecilia Fredriksson and Rebecca Olsson., Dissertation: "*English Textbook Evaluation An Investigation into Criteria for Selecting English Textbooks*" (Malmo: University of Malmo, 2006), 25

Teacher's attitudes towards the textbook are indeed significant. If the teacher finds the textbook uninteresting, inevitably those feelings will affect to the students. McGrath in Fredriksson and Olsson emphasizes that teacher' needs and wants should be considered to a larger extent than they previously have. In this situation, teachers as mediators between the textbook and the student, and claims that teachers' opinion of the textbook are very important to acknowledge. The students need variation to be motivated in their learning, and teachers also need variation to be motivated in their teaching. The combination of teachers' needs and students' needs has relation where the starting point is the needs of the students, but in order to inspire the students there has to be an interest from the teacher as well.[8]

4) Advantages of Textbook

Textbooks serve many advantages as Richards mentions as follows:

a. They provide structure and a syllabus for a program.

   Without textbooks, a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.

b. They help standardize instruction.

   The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.

c. They maintain quality.

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[8] Ibid., 26

If a well-developed textbook is used students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.

d. They provide a variety of learning resources.

Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

e. They are efficient.

They save teachers' time, enabling teachers to devote time to teaching rather than material's production.

f. They can provide effective language models and input.

Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.

g. They can train teachers.

If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training.

h. They are visually appealing.

Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.[9]

5) Disadvantages of Textbook

Textbooks have some disadvantages, as it is states by Richards:

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[9] Jack C. Richards. "The Role of Textbooks in a Language Program" http://aaboori.mshdiau.ac.ir/FavouriteSubjects/role-of-textbooks.pdf, accessed on November 2, 2016, 1

a. They may contain inauthentic language.

Textbooks sometimes present inauthentic language since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.

b. They may distort content.

Textbook often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts controversial topics are avoided and instead an idealized white middle-class view of the world is portrayed as the norm.

c. They may not reflect students' needs.

Since textbooks are often written for global markets they often do not reflect the interests and needs of students and hence may require adaptation.

d. They can deskill teachers.

If teachers use textbooks and teacher's manual as the primary source of their teaching to make the major instructional decisions for them, the teacher's role can become reduced to that of a technician whose primary function is to present materials prepared by others.

e. They are expensive.

Commercial textbooks may represent a financial burden for students in many parts of the world.[10]

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[10] Ibid., 2

2. **Islamic Life Resource Pack Textbook**

Islamic Life Resource Pack is one of the four English Language Training for Islamic Schools (ELTIS) Resource Packs designed to meet the needs of both MTs students and English teachers. By using the pack, students know the English terms and expressions related to the Islamic themes so that they experience using the expressions in their daily communication.

The writing of the materials was executed through several phases. After conducting needs analysis of the students, teachers, and principals in Junior High Schools in three provinces in Indonesia, the writers -native speakers and non native speakers of English- wrote the draft of the materials. As certain terms originally from Arabic cannot be translated into English, for example *wudlu, zakaah, hajj,* the writers kept the words in Arabic. Translating *wudlu* into ablution, *zakaah* into gift, *hajj* into pilgrimage does not give real meaning of the word as conceptualized in Islam. Hence, these kinds of words were written as they are. The draft was then proofread by native speakers of English, gender advisers, and Islamic advisers from IQRA International education in Chicago. After being revised based on the suggestions of those people, the materials were then tried out among Master Trainers, and students in Islamic junior schools. More improvement was then made.

Figure 2.1 Islamic Life Resource Pack Textbook

The pack consists of reading materials focused on Islamic practices and values as well as cross cultural understanding followed by language exercises. In the first reading text 'I like writing emails', students are introduced to modern equipment to send messages, which is email. The second text 'Uje, my favorit ustadz' responds to the young people's fond of famous people. A young, energetic, and religious actor is chosen to fulfill the students' thirst for good model to follow. 'It's different, but we're happy' is a text promoting more understanding of Muslim people living in a western country. 'How to do *wudlu*' is an explicit text teaching students how to express in English ways of doing religious rituals before praying. 'How to make banana kolak' presents a procedure texts related to Muslims' habits of preparing a special appetizer during the fasting month of *Ramadhan*. 'Can you keep the floor clean, please' teaches students about cleanliness in addition to English expressions related to hygiene. Another text, 'Joyful Idul Fitri in India' tells students other ways of celebrating idul fitri; hence it is a cross cultural content. Other texts teach students English expressions in the context of some Islamic teachings. The pack consists of worksheets and teachers' guide that can be used as supplementary materials in class.

The ready-to-use worksheets consist of 20 copies of each suitable for large classses. The worksheets are laminated, so they are reusable and teachers do not have to photocopy the worksheets for each student each time they teach the students. Each worksheet consists of fun and interesting activities suitable for the students' age and an Islamic social environment.

Figure 2.2 Ready-to-use Worksheet

Teacher's guide contains photocopiable A4-sized version of the worksheets. The guide consists of teacher-friendly teacher's notes for each worksheet. The notes include: standard competence, objectives, instructions, and extended activities. The guide also has a phonemic chart of English sounds with pictures and samples in it.

Figure 2.3 Teacher's guide

Islamic songs can also be used to teach English interestingly. The songs should be chosen by considering the age of the students, the size of the class, the language items to be introduced, the language ability of the students, the skills to be trained, and the messages to be conveyed. For Islamic secondary school students, we may choose a song entitled, 'We love Muhammad'.[11]

3. 2013 Curriculum

1) Definition of curriculum

According to *Undang-undang Republik Indonesia No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Bab I Pasal 1 Ayat 19*, curriculum is:

> "*seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu.*"[12]

Curriculum is not only a rule academic matters but also emphasizes the importance of values which students should develop and curriculum

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[11] Zuliati Rohmah, "Incorporating Islamic Messages in the English Teaching in the Indonesian Context". *International Journal Social, Science & Education*, Vol. 2 Issue 2, 2012, 160-162

[12] *"Undang-undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Bab I Pasal 1 Ayat 19"*, (http://pelayanan.jakarta.go.id/download/regulasi/undang-undang-nomor-20-tahun-2003-tentang-sistem-pendidikan-nasional.pdf accessed on May 12, 2017)

should integrate the process of planning, measuring, and evaluating the teaching and learning program. In line with Richards, Imas and Berlin, curriculum is a device that is used as a reference in developing teaching learning process that contains students' activities that are used so the learning objective can be achieved.[13]

2) Background of 2013 curriculum

Adapted from the guidance book of 2013 curriculum which is produced by minister of Education and Culture, as it is decided in *Undang-undang Nomor 20 Tahun 2003* about National Education System, 2013 curriculum is the development of the previous curriculum to respond internal and external challenges. This curriculum was integration of Competency-based Curriculum *(KBK)* and School-based Curriculum *(KTSP).*[14] 2013 curriculum was made from the benefits of both competency-based curriculum and school-based curriculum and eliminated the weaknesses.

The main point of 2013 curriculum development is the perfecting of flow of thought, reinforcement of curriculum management, the expansion and comprehension of materials, reinforcement of learning process, and the adjustment of study burden. 2013 curriculum is expected to improve students' quality as the next generation in the future because students' quality will be the determiner of the growth of nation and to increase the level of human education, especially increases the students' learning achievement and moral values. 2013 curriculum was then developed to realize the goals and the development of this curriculum must be based on

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[13] Imas Kurniasih and Berlin Sani, *Sukses Mengimplementasikan Kurikulum 2013 Memahami Berbagai Aspek Dalam Kurikulum 2013* (Yogyakarta: Katapena, 2014), 6

[14] Ibid., 45-46

the culture of nation or local wisdom, present life of the nation, and the future life of the nation. It also means that the educational content (attitude, skills, and knowledge) in the curriculum are developed from the culture of the nation and should equip learners with ability to use them in their future life. Due to the importance of the educational content, it becomes the graduate competency standard (*Standar Kompetensi Lulusan*).

According to *Peraturan Pemerintah Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan*, the implementation of 2013 curriculum head for set-up education base development to create students' potential to become: (1) faith and piety to God, have a good attitude and have virtuous personality; (2) knowledgeable, proficient, critical, innovative and creative; (3) healthy, self-employed, and confident; (4) tolerant, social sensitive, democratic and responsible.[15]

3) 2013 Curriculum Objectives

2013 curriculum was designed to prepare the Indonesian who have the ability to live, both as individuals and citizens, who have a belief, productive, creative, innovative and effective and able to contribute to society, nation, state, and world civilization. This objective will be achieved if the government and the entire community, especially teachers as a practice learning agent, implement 2013 curriculum in the best manner.

4) Characteristics of 2013 Curriculum

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[15] *Lampiran Peraturan Pemerintah Nomor 17 tahun 2010 tentang Pengelolaan Penyelenggaraan Pendidikan*, (http://luk.staff.ugm.ac.id/atur/PP17-2010Lengkap.pdf accessed on May 12, 2017)

According to *Peraturan Menteri Pendidikan*, characteristics of 2013 curriculum are:

a. Graduate competency standards (*Standar Kompetensi Lulusan*)

Graduate competency standard (*SKL*) is a set of standardized competencies that learners need to possess after completing the whole process of learning in each level of study. It covers attitude, knowledge, and skills.[16] The output is an improvement and balance of ability to be a human with soft skills and hard skills which include competence aspect of attitude, skill, and knowledge.

Domain: attitude

SD	SMP	SMA/K
Memiliki perilaku yang mencerminkan sikap orang beriman, berakhlak mulia, percaya diri, dan bertanggung jawab dalam berinteraksi. Secara efektif dengan lingkungan sosial dan alam di sekitar rumah, sekolah, dan tempat bermain.	*Memiliki perilaku yang mencerminkan sikap orang beriman, berakhlak mulia, percaya diri, dan bertanggung jawab dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.*	*Memiliki perilaku yang mencerminkan sikap orang beriman, berakhlak mulia, percaya diri, dan bertanggung jawab dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan dirinya sebagai cerminan bangsa dalam pergaulan dunia.*

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[16] *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 81 A Tahun 2013 Tentang Implementasi Kurikulum,* (https://luk.staff.ugm.ac.id/atur/bsnp/Permendikbud81A-2013ImplementasiK13Lengkap.pdf accessed on May 12, 2017)

Domain: skill

SD	SMP	SMA/K
Memiliki kemampuan pikir dan tindak yang efektif dan kreatif dalam ranah abstrak dan konkret sesuai dengan yang ditugaskan kepadanya.	*Memiliki kemampuan pikir dan tindak yang efektif dan kretif dalam ranah abstrak dan konkret sesuai dengan yang dipelajari di sekolah.*	*Memiliki kemampuan pikir dan tindak yang efektif dan kreatif dalam ranah abstrak dan konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri.*

Domain: knowledge

SD	SMP	SMA/K
Memiliki pengetahuan faktual dan konseptual dalam ilmu pengetahuan, teknologi, seni, budaya, humaniora, dengan wawasan kebangsaan, kenegaran, dan perdaban terkait fenomena dan kejadian di lingkungan rumah, sekolah, dan tempat bermain.	*Memiliki pengetahuan faktual, konseptual dan prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, humaniora, dengan wawasan kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.*	*Memiliki pengetahuan prosedural dan metakognitif dalam ilmu pengetahuan, teknologi, seni, budaya, humaniora, dengan wawasan kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian.*

b. Core Competency (*Kompetensi Inti*) and Basic Competency (*Kompetensi Dasar*)

Core competencies (*Kompetensi Inti*) is a set of general competencies describing the attitudes, skills, and knowledge that learners need to posses for each subject at the end of semester of

each grade of primary, junior, and senior high school. Core competence is designed based on increasing age of a student in a certain level of a class. With core competence, basic competencies in a different level of class can be maintained. In 2013 curriculum, core competence contains four competencies: spiritual attitude, social attitude, knowledge, and skill as described in the following table.

Table 2.4 Core Competence of Junior High School Grade VII

Competency	Core Competence
Spiritual	*Menghargai dan menghayati ajaran agama yang dianutnya*
Social	*Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya*
Knowledge	*Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata*
Skill	*Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah*

	abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Basic competencies (*Kompetensi Dasar*) is a set of competencies that are drawn from the core competencies that learners need to posses for each subject at the end of semester of each grade of primary, junior and senior high school. Basic competence is formulated to achieve core competence. The formulation of the basic competence is developed depends on characteristics of the learners, prior knowledge, and based on characteristics of subject matters. Basic competence divided into four groups based on core competence.

Table 2.5 Basic Competence of English Subject in Junior High School Grade VII

Core Competence	Basic Competence
Menghargai dan menghayati ajaran agama yang dianutnya	1.1 *Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional*
Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab,	2.1 *Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi*

peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya	*dengan guru dan teman.* *2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan gutu dan teman.* *2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.*
Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	*3.1 Memahami teks lisan berupa sapaan, pamitan, ucapan terimakasih, dan permintaan maaf untuk menjalin kedekatan pribadi dengan orang lain di lingkungan sekolah dan rumah.* *3.2Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk perkenalan diri, dengan sangat pendek dan sederhana.* *3.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari*

	teks lisan dan tulis untuk menyebut nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.
	3.4 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis, untuk penyebutan jati diri, dengan sangat pendek dan sederhana.
	3.5 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.
	3.6 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks khusus berbentuk label nama (label) *dan daftar barang* (list).
	3.7 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk

	penyebutan sifat orang, binatang, dan benda.
	3.8 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebutkan tingkah laku/tindakan/fungsi dari orang/binatang/benda.
	3.9 Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks khusus berbentuk instruksi (instruction), *tanda atau rambu* (short notice), *tanda peringatan* (warning/caution), *lisan dan tulis, sangat pendek dan sederhana.*
	3.10 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana.
	3.11 Memahami pesan dalam lagu
Mencoba, mengolah, dan	*4.1 Menyusun teks lisan untuk*

menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori	*mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan unsur kebahasaan yang benar dan sesuai konteks.* *4.2 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.* *4.3 Menyusun teks lisan dan tulis untuk menyebutkan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.* *4.4 Menyusun teks lisan dan tulis untuk menyebutkan jati diri, sangat pendek dan sederhana, dengan memperhatikan tujuan,*

	struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
	4.5 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks.
	4.6 Menyusun teks tulis untuk membuat label nama (label) *dan daftar barang* (list)*, dengan unsur kebahasaan yang benar dan sesuai konteks.*
	4.7 Menyusun teks lisan dan tulis untuk menyebutkann sifat orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.
	4.8 Menyusun teks lisan dan tulis untuk menyebutkan tingkah laki/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar

	dan sesuai konteks.
	4.9 Menyusun teks khusus berbentuk instruksi (instruction), *tanda atau rambu* (short notice), *tanda peringatan* (warning/caution), *lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.*
	4.10 Menangkap makna dalam teks instruksi (instruction), *tanda atau rambu* (short notice), *dan tanda peringatan* (warning/caution), *lisan dan tulis.*
	4.11 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan

	konteks.
	4.12 Menangkap makna dalam teks deskrptif lisan dan tulis, sangat pendek dan sederhana.
	4.13 Menangkap pesan dalam lagu.

c. Concept of Learning

There are two concepts of learning: (1) Direct learning, is a learning process from which students can develop their skills and knowledge through direct interaction with learning sources designed in the syllabus and *Rencana Pelaksanaan Pembelajaran* (*RPP*); (2) Indirect learning, is a learning process from which students' attitude and moral is through particular instructional activities which are not from formal classroom learning. [17]

4. Scientific Approach

1) Definition of Scientific Approach

McLellan in Emanuella states that scientific method is a form of critical thinking that will be subjected to review and independent duplication in order to reduce the degree of uncertainty. Scientific method can help the students to get as much as information by themselves based on their curiosity.[18]

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[17] Ministry of Education and Culture 2012 and Education and Culture Ministerial Regulations no. 81 A 2013; (https://luk.staff.ugm.ac.id/atur/bsnp/Permendikbud81A-2013ImplementasiK13Lengkap.pdf accessed on May 12, 2017)

[18] Emanuella Dyah Mumpuni, Thesis, "*Content Analysis of 2013 Curriculum*" (Surakarta: Sebelas Maret University, 2016), 2

Hosnan states that scientific approach is approach that is conducted through constructing concepts, rules, or principles. The purpose of this approach is to give the students understand to recognize and understand all materials scientifically, and that the students can get the information everywhere and everytime, not only from the teacher.[19] In 2013 curriculum, it mandates the scientific approach in the learning process. The process of learning in 2013 for all levels are held by using scientific approach.

2) Characteristics of Scientific Approach

Kosasih states the characteristics of scientific approach are: (a) Student centered; (b) Involving scientific process to construct a concept; (c) Involving cognitive process to develop the students' critical thinking; (d) Develop the students' character.[20]

Besides, Putra in Emanuella also listed the characteristics of scientific approach are as follows:

a. The students need to be involved actively in the activity which reflects scientific method and process leading to guided discovery.

b. The students need to be motivated to find the answer of the problems in the society, science, and technology.

c. The students need to be trained to learn by doing and then reflect it.

d. The teachers need to use some method based on scientific approach.

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[19] M. Hosnan, *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21 Kunci Sukses Implementasi Kurikulum 2013*, (Bogor: Ghalia Indonesia, 2014), 34

[20] Ibid., 36

e. The students need to understand the tentatives of science, value, and attitude which can be developed through learning science in the society.[21]

3) Stages of Scientific Approach in 2013 Curriculum

Ministry of Education and Culture states that scientific method is believed strengthening the development of learner's knowledge, skills, and attitude. The combination of these components will produce a good learner through learning process.

Interaction among knowledge, skills, and attitude

Figure 2.4

According to Syahmadi in Atikah, Dwi and Rudi, scientific approach in teaching and learning process consists of observing, questioning, experimenting, association, and communicating By applying this approach, teachers are expected to use multimedia, develop their intuition, create short questions, allow the students to identify the problem, and allow the students to work independently without much help from the teacher, so that the students can stand by their own. In other words, the teachers should facilitate the learning process by asking guided questions that help students to discover the content for themselves. Students are

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[21] Emanuella Dyah Mumpuni, Thesis, "*Content Analysis of 2013 Curriculum*" (Surakarta: Sebelas Maret University, 2016), 16

expected to become active and engage learners so that it will stir curiosity in order to build students critical thinking and communication skills.[22]

Regulation of Ministry of Education and Culture number 103 year 2014 states that there are five stages in doing scientific learning. The stages are as follows:[23]

a. Observing

The first stage of doing scientific learning is observing. Observation method gives priority to meaningfull learning process. Observing focused on the students' curiosity. The purpose of doing observing is to find the background knowledge from observed topic.

This method has certain advantages, such as presenting a real object media, learners happy and challenged, and easy implementation. Of course observing activities usually takes long preparation time, the cost and power is relatively large, and if uncontrolled will obscure the meaning and purpose of learning.

The method of observing is very useful for the fulfillment of the curiosity of learners. So the learning process has a high significance. With the method of observing, learners can find the fact that there is a relationship between objects that are analyzed with learning materials used by teachers.

Principles to be observed by teachers and learners during learning observations are presented below:

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[22] Atikah Wati, Dwi Anggani Linggar Bharati, and Rudi Hartono, "The Scientific Approach in Teaching Speaking for Various Texts (The Case of Three Teacher Candidates of Wiralodra University Indramayu in the Academic Year 2013/2014)". *English Education Journal*. Vol. 4 No. 2, 2014, 146

[23] *Peraturan Menteri Pendidikan Kebudayaan Republik Indonesia Nomor 103 Tahun 2014*, (https://akhmadsudrajat.files.wordpress.com/2014/11/permendikbud-no-103-tahun-2014.pdf accessed on May 12, 2017)

a) careful, objective, honest and focused on the objects observed for the benefit of learning.

b) many or few subjects, objects, or situations are observed. The more the subject, the object, or situations are observed, the more difficult it is to observe. Before observing is done, teachers and learners should define and agree on ways and procedures of observation.

c) teachers and learners need to understand what to record and how to make notes on the acquisition of observations.[24]

b. Questioning

The second stage of doing scientific learning is questioning. Questioning focused on the interaction between the students and the teachers. The purpose of doing questioning is to develop students' skills and attitude and to enrich their background knowledge when they do observing.

The function of questioning as follows:

a) arousing the curiosity, interest, and attention of learners about a theme or topic of learning

b) encourage and inspire learners to actively learn

c) diagnose learning difficulties learners at once while advocating for solutions

d) structuring tasks and giving opportunities to learners to demonstrate attitudes, skills, and understanding of the substance of learning given.

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[24] Imas Kurinasih – Berlin Sani, *Implementasi Kurikulum 2013 Konsep & Penerapan* (Surabaya: kata pena, 2014), 144-149

e) awaken the skills of learners in speaking, ask questions, and give logical answers, systematic, and using good and correct language.

f) encourage the participation of learners in the discussion, arguing, develop thinking skills, and draw conclusions.

g) building an attitude of openness to give and take opinions or ideas, enrich the vocabulary, as well as developing social tolerance in group life.

h) familiarize learners to think spontaneously and quickly, and swiftly in response to a sudden problem.

i) practice politeness in speaking and awakening ability to empathize with each other.

j) allowing learners to re-think.

k) stimulate an increase in cognitive ability demands.

l) stimulate interaction process.

The criteria of a good question as follows:

a) brief and clear

b) inspire answers

c) has focus

d) being probing or diverging

e) validative or strengthening

c. Association

The third stage of doing scientific learning is associating. Associating also focused on the students' activity. The teacher should aware that this is the important stage of scientific learning. The

students need guidance in associating a topic. The purpose of doing associating is to enrich the students' knowledge based the topic given.

d. Experimenting

The fourth stage of doing scientific learning is experimenting. Experimenting focused on the students' creativity. The purpose of doing experiment is to develop students' attitude, skills and knowledge. They are expected able to apply what they got in the class to the real life.

In order for the experiments to run smoothly then:

a) teachers should formulate the objectives of the experiment to be carried out by learners.

b) teachers with learners prepare the equipment used.

c) it needs to take into account place and time.

d) eachers provide working papers to guide learners' activities.

e) the teacher talks about the problem to be experimented with.

f) divide the paper work to learners.

g) learners carry out experiments with teacher guidance.

h) teachers collect the work of learners and evaluate them, if necessary, then need to be discussed[25]

e. Communicating

The fifth of doing scientific learning is communicating. Communicating focused on the teacher and the student. They are expected to work collaboratively. The purpose of communicating is to

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[25] Ibid., 149

enrich social awareness and building empathy, respectful, and responsible.

B. Review of Previous Study

Nashikhatul Arifah conducted a research entitled A Content Analysis of English Textbook Entitled "When English Rings the Bell" For Seventh Gradejunior High School Published by Ministry of Education and Culture. The aim is to determine and to what extent the textbook has applied scientific approach of 2013 curriculum. Based on the analysis, it was found that the compatibility of scientific approach in the textbook is 70% and the textbook gets the good level based on the interval percentage.

Aprilia Riesta Nur Fitriani has done a research entitled A Content Analysis of the English Textbook "Effective English" as an Additional Book for Grade Seven of Junior High School. It aims to report an evaluation of the materials and tasks displayed in the textbook based on 2013 curriculum. The result of the study shows that 66 out of 94 (59.57%) indicators demanded by the 2013 curriculum are developed in this textbook and 6 out of 8 (75%) types of communicative exercise are developed. It means that the textbook is labeled as good textbook.

Agustina Wulandari analyzed a textbook entitled A Content Analysis on "English In Focus" An English Textbook for Grade VIII Junior High School. The purpose of this study is to analyze the tasks in the textbook develop communicative task in CLT approach or not. The result shows that this textbook is recommended to be used in teaching and learning supported with other textbooks in developing CLT material because the percentage of types of material in CLT is 74,95%

Nikman Naja conducted a research entitled Content Analysis on "English Zone" An English Textbook for Tenth Grade Students of Senior High School. The purpose of this research is to investigate the textbook meets the criteria of a good textbook suddested by

Alan Cunningsworth or not. The findings of the study show that "English Zone" has percentage of 77,7%. The textbook fulfilled some criteria of a good textbook suggested by Alan Cunningsworth 70 out of 90 score. It means that the textbook should revise and add more language content, methodology, and teacher's book to make the quality of the whole textbook better.

Nadiatul Azizah has done a research entitled A Content Analysis on the English Textbook "Pathway to English" Used by the Tenth Year of Senior High School and Its Implication in Teaching English. The researcher finds that there are 6 out of 27 basic competencies for mandatory subject and 13 out of 34 basic competences for specialization subject are developed in the textbook. The percentage of basic competence for mandatory subject is 22,22% and for specialization subject is 38,24%. There are only few activities that compatible with 2013 curriculum. The conclusion that this textbook is incompatible with 2013 curriculum.

The researcher summarizes that all of those previous studies have the similarities and differences with this research. This research focuses on analyzing the textbook based on scientific approach in 2013 curriculum. In differentiating this research from the previous studies, Islamic Life Resource Pack Textbook is the textbook that researcher used in this research which focused on grade 7 of junior high school.

CHAPTER III

RESEARCH METHOD

A. Approach and Research Design

In this study, the researcher uses qualitative descriptive method in collecting and analyzing the data. A descriptive qualitative research method is used to investigate whether the textbook has applied the scientific approach which is proposed in 2013 curriculum or not. It is pointed by Lambert, "The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.[1] In line with Kothari, he believes that the main characteristic of descriptive method is that the researcher has no control over the variables; the researcher can only report what has happened or what is happening.[2] The researcher provides a summary which is comprehensive of the textbook, by analyzing of the compatibility with the 2013 curriculum. Seen from the characteristic of qualitative descriptive, Sandelowski, as cited by Lambert, states, "qualitative descriptive research should be seen as a categorical, as opposed to a non-categorical, alternative for inquiry; is less interpretative than an interpretative description' approach because it does not require the researcher to move as far from or into the data; and, does not require a conceptual or highly abstract rendering of the data, compared to other qualitative designs"[3]

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[1] Vickie A. Lambert, "Qualitative Descriptive Research: An Acceptable Design". *Pacific Rim International Journal of Nursing Research*. Vol. 16 No. 4, 2012, 255

[2] C.R. Kothari, *Research Methodology: Methods and Techniques Second Revised Edition* (India: New Age International Publishers, 2004), 3.

[3] Vickie A. Lambert, "Qualitative Descriptive Research: An Acceptable Design". *Pacific Rim International Journal of Nursing Research*. Vol. 16 No. 4, 2012, 255

B. Researcher Presence

The researcher is the key instrument in the research.[4] The researcher him- or herself, that observes, makes notes, or conducts interviews. Success in qualitative research is determined by the ability of researchers in the field in finding and collecting the necessary data, and interpret the existing data which can not be separated from the actual context. Researchers are multicultural subjects. The presence of researchers in this study is the observer. Observer in this research is the researchers who make observations of the materials in *Islamic Life Resource Pack* textbook.

C. Data and Source of Data

Tanzeh states that data is a unit of information recorded on the media that can be distinguished from other data, can be analyzed, and relevant to a particular problem. The data must have a link between the information obtained.[5] The data in this research is the words or sentences in the text of the materials contained in the *Islamic Life Resource Pack* textbook.

According to Iskandar, the source of data is data or information that became raw materials for research to be processed which are primary data and secondary data. Primary data sources are data that directly provide data to data collectors, while secondary data sources are sources that do not directly provide data to data collectors, such as through documents or others.[6] This study uses secondary data sources, because the researchers collected data obtained from textbook and then the data found from the textbook was analyzed by the reseracher. Source of data in this research is *Islamic Life Resource Pack* textbook.

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[4] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), 273
[5] Ahmad Tanzeh, *Pengantai Metode Penelitian*, (Yogyakarta: Teras, 2009), 53
[6] Iskandar, *Penelitian Tindakan Kelas*, (Jakarta: Gaung Persada, 2013), 77

D. Research Instruments

According to Sugiono, in qualitative research, the researcher him- or herself who becomes the research instrument because there is no other choice than to make human as the first instrument.[7] To collect data, this research used two of format instruments: (a) analysis of *Islamic Life Resource Pack* textbook, and (b) analysis of the implementation of scientific approach. The form of the instruments which is used to analyze the content of the textbook based on the theory of scientific approach which getting the information by identifying each chapter in the textbook and stage of scientific approach as it is described in the table 3.1 and 3.2 bellow:

Table 3.1

Analysis of *Islamic Life Resource Pack* textbook

No.	Content of Textbook	Description	Page
1.	Cover		
2.	Preliminary page		
3.	Table of contents		
	a. Chapter I		
	b. Chapter II		
	c.		
	d.		
	e. ...		
4.	Teacher's notes		
	a. Chapter I		
	b. Chapter II		
	c. ...		

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[7] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), 306

	d. ...		
	e.		

Table 3.2

Analysis of the Implementation of Scientific Approach

Chapter	Aspects of Scientific Approach	Activity	Page
I. …. II. ….	Observation Questioning Experimenting Associating Communicating		

E. Data Analysis Technique

According to Sandelowski, qualitative research is generally characterized by simultaneous collection and analysis of data whereby both mutually shape each other.[8] In line with Sandelowski, Lambert also states that qualitative descriptive studies generally are characterized by simultaneous data collection and analysis.[9] Thus, data analysis of the research is not separated process from data collection. In other hand, Elliot and Timulak state that "we could say that all steps of the analysis are taken prudently with much reflection. *checking* and *auditing* all steps of the analysis is natural part of the qualitative research, as well as careful archiving of each step of the analysis for later

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[8] Margarete Sandelowski, "Focus on Research Method: Whatever Happened to Qualitative Description?" *Penn State University Libraries*, http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.461.4974&rep=rep1&type=pdf), accessed on May, 12, 2017

[9] Ibid., 338

checking. The analysis has also to be *systematic* and *organized*, so the researcher can easily locate information the data set and can trace provisional results of the analysis back to the context of the data."[10] It is concluded that checking and auditing are the steps of analyzing data by considering the system and organization. Then, they also provide a general framework for descriptive qualitative research. It includes: data preparation, delineating and processing meaning units, finding an overall organizing structure for the data, generation of categories, and the last is abstracting the main findings.

Data in this study was obtained from document analysis in the form of textbook which found the activities in each chapter of the textbook in detail. The first stage in analyzing the data was deciding the units as the representative that would be analyzed of the whole textbook. Then the researcher makes a list of scientific approach indicators of 2013 curriculum.

F. Checking Validity of Findings

Validity is the degree of accuracy between the data that occurs on the object of research with the power that can be reported by researchers. Thus, valid data is data that is not different between the data reported by the researcher with the actual data occurred on the research object.

There are two kinds of validity of research, namely:

1. Internal validity, with respect to the degree of accuracy of the research design with the results achieved

2. External validity, with regard to the degree of accuracy of whether the research results can be generalized or applied to the population in which the sample was taken.

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[10] Robert Elliot – Ladislav Timulak, "Descriptive and Interpretive Approaches to Qualitative Research" (http://nideffer.net/classes/GCT_RPI_S14/readings/interpretive.pdf, accessed on May 12, 2017

In qualitative research, findings or data can be declared valid if there is no difference between the researchers reported with what actually happened to the object being addressed. But be aware that the truth of data reality according to qualitative research is not singular, but plural and dependent on human constructs, formed in one person as a result of the mental process of each individual with various backgrounds.

In examining the validity of the data in this study, the investigators performed with increased perseverance in the study, which meant that the researchers made more careful and continuous observations. By increasing perseverance, researchers can check whether the data has been found wrong or not. Likewise with increasing ketekukan then researchers can provide accurate and systematic description of data about what is observed. Provision of researchers to improve persistence, is to read the various reference books and research results or documentation related to all studied.

External validity indicates the degree of accuracy or applicability of the results of the study to the population in which the sample was taken. The value of this external validity concerns the question, to which research results can be applied or used in other situations. Therefore, in order for others to understand the results of qualitative research, the researcher in preparing his report should provide a detailed, systematic and reliable description in order for the reader to be clear on the results of the research

In qualitative research, dependability test is done by conducting an audit of the whole process of research by an independent auditor or supervisor to audit the overall activity of researchers in conducting research. How researchers begin to determine the problem or focus, enter the field, determine the source data, perform data analysis, test the validity of data, to make conclusions should be indicated by researchers

In qualitative research, confirmability test is similar to dependability test, so the test can be done simultaneously. Testing confirmability means testing the results of research,

associated with the process performed. If the results of research is a function of the research process undertaken, then the research has met the standard of confirmability

G. Research Stages

1. Data collection

The *Islamic Life Resource Pack*, one of four ELTIS Resource Pack, consists of reading materials for grade 7, 8, and 9 of junior high school. The researcher uses ILRP 7S to simplify and ensure the right object of research, which explain Islamic Life Resource Pack for ILRP, the level of grade for '7', and student book for 'S'.

There are 13 chapters in this textbook and the researcher determines to study 5 out of 13 chapters as it is described on the table 3.3

Table 3.3 Number of Activities in Each Chapter

MTs/SMP Kelas	Chapter	Title	Page	Number of Activities
VII	1	I like writing emails	1	5
	2	Uje, my favorite ustadz	4	4
	3	It's different, but we're happy	7	6
	4	How to do wudlu'	10	4
	5	How to make banana kolak	13	4
VIII	6	My grandma	16	4
	7	Would you like to go with me?	19	5
	8	Can you keep the floor clean, please?	22	5
	9	Two successful singers	25	6
	10	Joyful Idul Fitri in India	28	4
IX	11	A letter from Rizka	31	3
	12	What a big mosque!	34	5
	13	A merchant and his donkey	37	6
	14	Muslim to Muslim	40	4
	15	Arif and the apple tree	43	4

Collecting the data in qualitative descrtive, the researcher uses document in the form of textbook as the data collection. The process of collecting data are: (a) reading the whole of textbook; (b) deciding the units which analyzed as the

representative of the whole textbook; and (c) listing the scientific approach indicators of 2013 curriculum.

Data collection of qualitative descriptive studies focuses on discovering the nature of specific events belongs to the study. It collects written or visual images and report findings as words. Yet, qualitative data research is more than just conversations, records, or observations. In this research, the researcher uses document analysis which belongs to qualitative descriptive method to analyze the content of the textbooks

2. Data Preparation

Preparing the data is needed as the first step on this stage. During this process, it is definitely compulsory for the researcher to read the whole of data, in this research, it means ILRP 7S. Then, during the initial reading, insights and understandings begin to emerge and are written down as memos. It belongs to pre-analysis that can influence future steps of the analysis. On this stage, the researcher comprehends the content of textbook to be analyzed.

3. Delienating and processing meaning units

This step is aimed to bridges the gap between unitized texts and someone's reading of them, between distinct images and what people see in them, or between separate observations and their situational interpretations. This can happens by giving a verbal or symbolic code so that the data can be counted.

"Meaning units are usually parts of the data that even if standing out of the context, would communicate sufficient information to provide a piece of meaning to the reader." The judgement of the researcher determines the length of the meaning unit. The researcher is the main actor who should asses how different lengths of meaning unit will affect the further steps of the analysis. "Generally, the

longer meaning unit is the bigger number (variety) of meanings it contains but the clearer its contextual meaning will be."[11]

"The meaning units are the units with which we do the analysis." However, it is preferred to serve the full data protocol in order to clarify something from the context. Hence, it is recommended to assign a consecutive code (in number and letters) to each meaning unit. "The code should localize the unit in the original protocol."[12]

Based on that theory, the researcher does a process of coding based on the chapters, activities, and pages. The codes that are used are:

C1, C2, C3,…   : Chapter numbers

Act1, Act2, Act3,…   : Activity

P1, P2, P3,…   : Page

4. Finding an overall organizing structure for the data

The next step on the data analysis, the researcher should consider to organize the phenomenon into different processes or phases, referred to as *domains*. Then, as it is analyzed by scientific approach, so the writer determines some domains based on the indicators of scientific approach, as it is written in table 3.4

Table 3.4 Coding of Domains

Domains	Coding of Domains
Observing	D1
Questioning	D2
Experimenting	D3
Associating	D4

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[11] Jeremy Miles - Paul Gilbert, *A Handbook of Research Methods for Clinical and Health Psychology* (Oxford: Oxford University Press, 2005), 153

[12] Ibid., 153

Communicating	D5

5. Generation of categories

"Next, the meaning units are *coded* or *categorized* within each of the domains into which they have been organized."[13] On this step, the researcher will analyze the sample in the form of the indicators of scientific approach which is provided on it.

6. Abstracting the main findings

"The generation of categories usually ends with a taxonomy that describes and interprets the whole phenomenon as it was contained in the gathered data."[14] Nevertheless, the consequence of qualitative research is full of complexity and deal with many details. The taxonomies which are resulted form it yet do not convey the essence of the phenomenon directly. On this step, the rule of *essential sufficiency* is followed, which means that the researcher should to use the simplest way to fully depict the phenomenon.

In this stage, the writer makes a judgement on the quality of the textbook viewed from the compatibility with the 2013 curriculum. In order to make ease the judgement of compatibility, the researcher uses the following formula:

$$\frac{\text{The number of scientific approach developed in ILRP 7S}}{\text{The total number of scientific approach stages of 2013 curriculum}} \times 100\%$$

Then, the writer used the quality classification proposed by Suharsimi Arikunto in classifying the textbook quality as follows:[15]

Table 3.5 the Percentage and Compatibility Classification

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[13] Ibid., 154

[14] Ibid., 154

[15] Suharsimi Arikunto, *Prosedur Penelitian Pendekatan Praktek* (Jakarta: PT. Rineka Cipta, 1996), 244

Interval Percentage	Compatibility
76 – 100%	Very good
56 – 75%	Good
40 – 55%	Fair
0 – 39%	Poor

CHAPTER IV

FINDING AND DISCUSSION

Chapter IV focuses on the findings and discussion of ILRP 7S analysis. The finding focuses on the result of ILRP 7S identification. It explains how ILRP 7S is arranged and what its contents are. The discussion focuses on the analysis of the findings. It analyzes the compatibility of scientific approach in 2013 curriculum on ILRP 7S.

ILRP 7S analysis are divided into seven sub chapters, which comprise: a) description of ILRP 7S; b) structure of ILRP 7S; c) structure of chapters; d) the description of each chapter; e) compatibility of scientific approach; f) result of analysis; and g) discussion. The detail information of each sub chapter is explained as follows.

A. Findings

The data collected were devoted to answer the research question of has the textbook of *Islamic Life Resource Pack* textbook applied the scientific approach based on the 2013 curriculum and to what extent the textbook of *Islamic Life Resource Pack* textbook has applied the scientific approach based on 2013 curriculum. To explain the result of this study, those findings are categorized based on the research questions above.

1. The *Islamic Life Resource Pack* Textbook has Applied the Scientific Approach Based on 2013 Curriculum

    a. Description of ILRP 7S Textbook

    Islamic Life Resource Pack (ILRP) is one of the four ELTIS Resource Packs designed by ELTIS team to meet the needs of both MTs students and English teachers. ILRP consist of reading materials with a focus on Islamic practices and values as well as cross cultural understanding

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followed by language exercises. In this study, the analysis focuses on the ILRP grade VII which is simplified with ILRP 7S

Viewed from the content, ILRP 7S provides some materials with English terms and expressions related to the Islamic themes for daily communication. In each chapter there are some various activities. The detailed identification of ILRP 7S are analyzed in point B, concerning the structure of the textbook.

b. Structure of ILRP 7S

ILRP 7S consists of some elements, including preliminary page, table of contents, chapters, learning objectives, teacher's note, phonemic chart of English sounds with pictures and samples, and back cover. The structure of ILRP 7S is presented in table 4.1.

Table 4.1 The Structure of ILRP 7S

No.	Content of Textbook	Description	Page
1.	Cover	Islamic Life Resource Pack For MTs/SMP Year VII, VIII & IX Ready-to-use Worksheets Teacher's Notes	
2.	Preliminary page	Textbook identities	i
3.	Table of contents		iii
	a. Chapter I	I like writing emails	1
	b. Chapter II	Uje, my favorite ustadz	4
	c. Chapter III	It's different, but we're happy	7
	d. Chapter IV	How to do wudlu'	10

	e. Chapter V	How to make Banana Kolak	13
4.	Teacher's notes		iii
	a. Chapter I	I like writing emails	2-3
	b. Chapter II	Uje, my favorite ustadz	5-6
	c. Chapter III	It's different, but we're happy	8-9
	d. Chapter IV	How to do wudlu'	11-12
	e. Chapter V	How to make Banana Kolak	14-15
5.	Phonemic chart of English sound	-	

Table 4.1 shows that ILRP 7S consists of five chapters, each of which comprises of 15 pages. The total of pages is 50 which include the front cover and the back cover.

1) Cover

The cover of ILRP displays the title of textbook which is printed in the bold green font, **Islamic Life Resource Pack**. Under the title, it is also stated "*For MTs/SMP Year VII, VIII, & IX"* in bold white font*,* which mean that this book is used to junior high school students for grade 7, 8, and 9. There is a text "Ready-to-use Worksheet & Teacher's Notes" in red bold font. In the cover, there is a family picture (father, mother, son, and daughter) wearing Muslim fashion. The cover of ILRP 7S can be viewed on the figure 4.1.

Figure 4.1

2) Preliminary page

The preliminary page contains of the general information of the textbook. There is a detail information about *Islamic Life Resource Pack* which is presented in the title of this page. In the top left of this page, there is a picture of two Muslim children who hold books.

There is two bullets point in this page. The first bullet stated "What is it?" which means that in this part, it will explain in detail about *Islamic Life Resource Pack*. From this point, it can be known that this textbook is one of four ELTIS Resource Packs that is designed to meet the needs of both MTs students and English teachers. It consists of reading materials with a focus on Islamic Practices and values as well as cross cultural understanding. There are also worksheet that can be used as supplementary materials in class.

In the second bullets, it stated "What is in the pack?" which explain about what things that are already in this textbook. First

is about ready-to-use-worksheet. As stated in this page, this textbook is ready-to-use worksheets. There are three points about detail informations of ready-to-use worksheets: (a) textbook contains of 12 ready-to-use worksheets with 20 copies of each one – suitable for large classes; (b) textbook has reusable (laminated) worksheets, so teachers do not have to photocopy the worksheets for each student; (c) each worksheet of the textbook consist of fun and interesting activities suitable for the students' age and an Islamic environment.

Below the information about ready-to-use worksheets, there are two pictures and six circles with arrows which refer to the detail information about each activity of the chapters, such as pre-reading activity; attractive pictures and drawings; learning objectives(s) in line with "Standar Isi" (*Standar Kompetensi & Kompetensi Dasar*); while-reading activities: (genre-based) monologues, dialogues, stories, letter/email, etc; student level year VII, VIII, IX; and post-reading activities: speaking vocabulary work, writing, etc.

ISLAMIC LIFE RESOURCE PACK

❖ What is it?

The **Islamic Life Resource Pack**, one of four **ELTIS Resource Packs**, is designed to meet the needs of both MTs students and English teachers. It consists of reading materials with a focus on Islamic practices and values as well as cross cultural understanding. These worksheets can be used as supplementary materials in class.

❖ What is in the pack?

1. READY-TO-USE WORKSHEETS

- ⊕ 12 ready-to-use worksheets with 20 copies of each one = suitable for large classes

- ⊕ Reusable (laminated) worksheets = teachers do not have to photocopy the worksheets for each student

- ⊕ Each worksheet consists of fun and interesting activities suitable for the students' age and an Islamic environment

Figure 4.2

c. Phonemic chart of English sounds with pictures and samples

Figure 4.3

Second is about teacher's guide as explained: (a) photocopiable A4-sized version worksheets; (b) teacher-friendly teacher's notes for each worksheet; and (c) phonemic chart of English sounds with pictures and samples.

3) Table of contents

Table of contents provides the structure of textbook. It is dominated by the pages of each chapter. From the table of contents, the user can find the contents of textbook and its pages.

4) Chapters

ILRP consists of fifteen chapters and each chapter contains of 45 pages. ILRP 7S consists of five chapters and each chapter

contains of 15 pages. In each chapter, there are some activities which are provided for the students. The amount of activities in each chapter is about 20-15 activities. More detail description of chapters is presented in the next page.

5) Phonemic chart of English sound

It contains of English sounds in table and there are pictures in each sound as an example of vocabulary that use the sounds.

c. The Structure of Chapters

Each chapter consists of some activities such as asking questions, reading activities, writing activities, speaking activities, observing pictures and expressions, and making projects. ILRP 7S provides some tasks and practices in each chapter. The structure of each chapter is shown in the table 4.2

Table 4.2 the Structure of Each Chapter

Chapter	1	2	3	4	Total
I	p.1, p.2	p.1, p.2	p.1	-	3
II	p.4, p.5	p.4, p.5	p.4	-	3
III	p.7, p.8	p.7, p.8	p.7	-	3
IV	p.10, p.11	p.10, p.11	p.10	p.10	4
V	p.13, p.14	p.13, p.14	p.13	-	3

1. Title 2. Objectives   3. Activities   4. Games

Table 4.2 shows that there is only one chapter which contains all of structures, it is chapter IV. Whereas other chapters, such as chapter I, II, III, and V do not contain game. Based on the number of activities, the

average of activities is 3. The detailed analysis of each content is analyzed one by one as follows.

1) Title

The titles of each chapter appear in a simple sentence. It represents one of the topics which is learned by the students. The title of each chapter is shown in the table 4.3

Table 4.3 Description of Title

Chapter	Title	Page
Chapter I	I like writing emails	1
Chapter II	Uje, my favourite ustadz	4
Chapter III	It's different, but we're happy	7
Chapter IV	How to do wudlu'	10
Chapter V	How to make banana kolak	13

Table 4.3 shows that all of titles use a short sentence in the form of question and statement. There are two chapters using question sentence of 'how' but there is no question mark in chapter IV and V, three chapters are in the form of statement, they are in chapter I, II, and III.

In chapter I, which is presented in figure 4.4 entitled "I like writing emails", on the right side of the title, there is one topic that represent the chapter about functional text written in *bahasa*.

Figure 4.4

In chapter II and chapter III, which is presented in figure 4.5 and figure 4.6 entitled "Uje, my favorite ustadz" and "It's different, but we're happy", on the right side of the title, there is one topic that represent the chapter about descriptive text written in *bahasa*.

Figure 4.5

Figure 4.6

In chapter IV and chapter V, which is presented in figure 4.7 and figure 4.8 entitled "How to do wudlu" and "How to make banana kolak", on the right side of the title, there is one topic that represent the chapter about procedure text written in *bahasa*.

Figure 4.7

Figure 4.8

2) Objectives

In each chapter, the objectives of the study are stated on the right side of the title and on the next page after the worksheets. It proposes the goal of learning and represents the topics in each chapter. The list of the objectives of the study can be viewed from table 4.4. By viewing table 4.4, the reader can easily know the materials proposed in each chapter.

Table 4.4 Objectives of the Study

Chapter	Title	Objectives of the study	Page
Chapter I	I like writing emails	Functional text, responding and understanding the example of text or email	p. 1, p. 2
Chapter II	Uje, my favourite ustadz	Descriptive text, responding and understanding about the example of descriptive text in oral and written, vocabulary about characteristics of physical appearance	p. 4, p. 5
Chapter III	It's different, but we're happy	Descriptive text, responding and understanding the example of descriptive text and vocabularies in oral and written	p. 7, p. 8
Chapter IV	How to do wudlu'	Procedure text, understanding the name of	p. 10, p. 11

		part of the body, responding the command in total physical response, comparing the pictures of steps doing wudlu, arrange the sentence of steps doing wudlu in order	
Chapter V	How to make banana kolak	Procedure text, comparing and arranging the pictures of making banana kolak with words and sentence, asking about favorite food	p. 13, p. 14

3) Activities

    The activities in each chapter consist of some kinds of activity. Table 4.5 shows that there is no chapter which contain all of the activities. The composition of activities in each chapter is shown in table 4.5

Table 4.5 Activities of Each Chapter

Chapter	Activities
I	A. Getting ready. Ask your partner the following questions.
	B. Read the email below.
	C. Read the following information about the writer. Is it True (T) or False (F)
	D. Put the words in order to make good

		questions about the information above.
		E. Speaking pairwork. Ask your partner using the seven questions above. Use the prompts below to help you answer the questions.
II		A. Look at the pictures. Write the letters (a – j) to match the words (1 – 10).
		B. Read about Jefri Al Bukhori
		C. Read the sentences. Are they True or False? Number one is done for you.
		D. Speaking pairwork. Describe one of your friends. Use the example below to help you. You can use the adjectives in exercise A to describe your friends.
III		A. Getting ready. Put the letters in the correct order to make places; look at the picture. Who do you think they are? Where are they from?
		B. Read the text. Check if your answers are correct.
		C. Are the sentences True or False?
		D. Find the word 'immigrant'. Choose the sentence that matches the meaning of the word 'immigrant'.
		E. Imagine you are going to live in a different country. You need to make plans. Now

		think and answer the questions below.
		F. Speaking pairwork
IV		A. Look at the pictures. Match the words (1 – 12) with the body parts (a – l)
		B. Game: Show and Tell – "Fitri says..." (Parts of the body)
		C. Work in pairs. Match pictures a – g with sentences 1 – 7. Write the answers in your exercise book. Number 1 has been done for you.
		D. Put the sentences above in the corrext order (1 – 7) according to *Rukun Wudlu*. Write the numbers in your exercise books. The first one has been done for you.
V		A. Look at the pictures. Use the words in the boxes to describe the pictures below.
		B. Choose the correct sentences to describe pictures a – f.
		C. Work in pairs. Rearrange sentences 1 – 6 to show the correct sequence to make banana *kolak*.
		D. Speaking. Ask and answer the following questions with your partner.

Table 4.5 shows that there is no chapter which contain all

of the activities. The composition of activities in each chapter is

as follows: getting ready activity provided in chapter I and III; read the text activity and true or false activity provided in chapter I, II, and III; order the word or sentence activity provided in chapter I, IV, and V; speaking activity provided in chapter I, II, III, and V; match the word activity provided in chapter II and IV; find the word activity provided in chapter III; match the pictures activity provided in chapter IV; and describe the pictures provided in chapter V. From those explanation, only chapter IV that has not speaking activity. By viewing the total of the activity in each chapter, it shows that the range of activity is about 3-5 activities. Chapter IV and V is the chapter with the least of total of activity while chapter I and III is the most.

4) Game

There is only one chapter which provide the game. The game represents one of material in the chapter. The game in textbook can be viewed in figure 4.9.

Figure 4.9

One chapter which contain game in its materials is chapter IV. Not all of chapters provide it. Game is as a supplementary content. It has not to be proposed in each chapter, but it will be

better when it is exist. It is because the game may be one of interesting activity which can encourage the students to be actively involved in the process of learning.

d. The Description of Sample Chapter

The samples of the study are limited on the Chapter I, II, III, IV, and V. Those chapters are decided as the samples that focused only for grade 7. The detailed descriptions of samples are explained as follows.

1) Chapter I

The title of chapter is "I like writing emails". It represents one of the materials that can be learned by the students all in page one of the textbook. It presents some materials about how to understand an email from friends. The list of activities in chapter I is presented in table 4.6.

Table 4.6 Description of Chapter I

No.	Content	Description
1.	Title	I like writing emails
2.	Objectives of the study	Understanding the functional text such as email to the new friend
3.	Getting ready	Ask your partner the following questions: 1) Have you ever used a computer? 2) Have you ever sent an email?
4.	Read the email	Example of descriptive text (email)

	below	
5.	Read the following information about the writer. Is it True (T) or false (F)?	Information about the writer based on the example of descriptive text (email)
6.	Put the words in order to make good questions about the information	There are seven disordered questions that have to be ordered
7.	Speaking	Asking partner using the seven questions above and use the example of asking expressions to answer

As it is presented in table 4.6, the material is begun by asking two questions. Then the second activity is reading the example of email. Chapter I is also followed by some tasks which have to be done by the students such as doing true or false, ordering the words to make good questions, and speaking in pairs with the expressions that are available in page one. The content of chapter I is as explained above; it is consist of

various practices, tasks, by doing some activities such as doing true or false statement, ordering the word into the good sentence, and asking partner in pair using some expressions.

2) Chapter II

The title of chapter is "Uje, my favorite ustadz". It represents one of the materials that can be learned by the students in the fourth page of the textbook. It presents some materials about how to understand monologue text in descriptive form. The list of activities in chapter II is presented in table 4.7.

Table 4.7 Description of Chapter II

No.	Content	Description
1.	Title	Uje, my favorite ustadz
2.	Objectives of the study	Understanding the monologue text in descriptive form about Jefri Al-Bukhori story
3.	Match the words	Looking the pictures, and write the letters from a to j to match the words
4.	Read the text	Example of monologue text in descriptive form
5.	Read the sentence. Is it True (T) or false (F)?	Information about the writer based on the example of monologue text in descriptive text

6.	Speaking	Describing one of friends using the examples and adjectives.

As it is presented in table 4.7, the material is begun with some pictures. The task is to match the words in the table to the pictures above of the table. Then the second activity is reading the example of monologue text. The content of chapter II is as explained above; it is consist of various practices and tasks which have to be done by the students such as doing true or false statement and asking partner in pair using some expressions.

3) Chapter III

The title of chapter is "It's different but we're happy". It represents one of the materials that can be learned by the students on the seventh page of the textbook. It presents some materials about how to understand monologue text in descriptive form. The list of activities in chapter III is presented in table 4.8.

Table 4.8 Description of Chapter III

No.	Content	Description
1.	Title	It's different but we're happy
2.	Objectives of the study	Understanding the monologue text in descriptive form about Muslim family in America
3.	Getting ready	Put the letters in the correct order
4.	Read the text	Example of monologue text in

		descriptive form
5.	Read the sentence. Is it True (T) or false (F)?	Information about the writer based on the example of monologue text in descriptive text
6.	Find the word	Finding the word and choose the sentence that match the meaning of word
7.	Answer the question	Answering the question that available in the worksheet
8.	Speaking	Making statement about things that students' like

As it is presented in table 4.8, the material is begun by two activities. First is to put the letters in the correct order and giving opinion from the questions "Who do you think they are?" and "Where are they from?" based on the picture on the right side of the questions. Then the second activity is reading the text about Muslim family story in America. The content of chapter III is as explained above; it is consist of various practices and tasks which have to be done by the students such as doing true or false, finding and matching new word, answering questions, and speaking in pairs with the expressions that are available in page seven.

4) Chapter IV

The title of chapter is "How to do wudlu". It represents one of the materials that can be learned by the students of the textbook. It presents some materials about how to understand and how to respond procedure text on the tenth page of the textbook. The list of activities in chapter IV is presented in table 4.9.

Table 4.9 Description of Chapter IV

No.	Content	Description
1.	Title	How to do wudlu' (make ablution)
2.	Objectives of the study	Understanding and responding the procedure text about how to wudlu'
3.	Match the words	Match the word with the picture that available in the worksheet
4.	Game show and tell	Showing and telling part of the body with friends
5.	Match pictures with sentences	Matching the pictures with the sentences in the worksheet
6.	Put the sentence in order	Write the numbers and order the sentence in the worksheet

As it is presented in table 4.9, the material is begun with two pictures about part of the body. The first activity is to match the words on the left side of the worksheet with pictures on the right side. Then the second activity is doing game show

and tell about parts of the body. The content of chapter IV is as explained above; it is consist of various practices and tasks which have to be done by the students such as match pictures in pairs and put the sentence in order on page ten.

5) Chapter V

The title of chapter is "How to make banana kolak". It represents one of the materials that can be learned by the students of the textbook. It presents some materials about how to understand monologue text in procedure text form about how to make banana kolak. The list of activities in chapter V is presented in table 4.10.

Table 4.10 Description of Chapter V

No.	Content	Description
1.	Title	How to make banana kolak
2.	Objectives of the study	Understanding monologue text in procedure form about how to make banana kolak, one of favorite drink in Ramadhan
3.	Describe picture with words	Match the word with the picture that available in the worksheet
4.	Describe pictures in order with sentences	Choose the correct sentence to describe picture that available in the worksheet
5.	Rearrange sentence	Work in pairs and rearrange

		sentences correctly
6.	Speaking	Ask and answer the following questions with partner

As it is presented in table 4.10, the material is begun with some pictures about how to make banana kolak. The first activity is to match the words in the table with pictures below. The content of chapter V is as explained above; it is consist of various practices and tasks which have to be done by the students such as describe pictures with the correct sentences, rearrange sentence to show the correct sequence to make banana kolak in pairs, and speaking activity such as asking and answering the question with partner on the page 13.

2. The Implementation of Scientific Approach in Islamic Life Resource Pack Textbook Based on 2013 Curriculum

   The analysis of the implementation of scientific approach in ILRP 7S is done by analyzing the compatibility of each domain is compatible or not. As it has been explained in Chapter III, domain is the third step of data analysis. The writer has determined the domains based on the stages of scientific approach, including observing as the D1 (Domain one), questioning as the D2 (Domain two), experimenting as the D3 (Domain three), associating as the D4 (Domain four), and communicating as the D5 (Domain five).

   a. D1: Observation

      By doing this method (observation), students find the fact that there is a correlation between object which is observed and the learning materials which are used by the teacher. In the process of observing, the students

may read or watch or listen some examples by considering the social function, the structure of text, language aspect and the form of text. Besides, they may imitate some examples which are presented by the guidance of teacher.

In chapter I, it is found that there are two activities which lead the students to observe an email by reading the example of email in activity B and observing expression which contains in the email as one of the example of functional text in activity E as it is presented in Figure 4.10 and 4.11 on page one. As a result, those activities provide picture of completed part of an email to inform students about the content of the email and some expressions in dialog box as the materials learned by the students which represents the observation stage.

B. Read the email below.

| Send | Attach | Save Draft | Spelling ▾ | Cancel | | | 📧 🗨 |

To:	azizah_cute@yahoo.com
Cc:	
Subject:	All about me			Plain Text

Times New Roman ▾ 12 ▾ **B** *I* U

📄 Stationery ⊗

Assalamualaikum Azizah,

Thanks a lot for your email. I was happy to read it. I am a thirteen-year-old girl. I am from Padang. I go to MTs Luqman Hakim in South Sulawesi. My school has a boarding house so I live there. I really love my school. My family live in Padang. I send them an email every week. I like writing emails to my family and friends. I also love listening to 'nasyeed' (Islamic music). English is one of my favourite school subjects. In my school, I speak English and Arabic with my teachers and friends. I only speak Indonesian outside my school. That's all from me, Azizah. Tell me more about your school. Please send my regards to your family and friends.

Wassalam,

Anisa

Figure 4.10

E. **SPEAKING. Pairwork.** Ask your partner using the seven questions above. Use the prompts below to help you answer the questions.

e.g. : a.

What's your name? — 1. My name's Yuli.

2. I'm _____years old. | 4. I live in _____. | 6. My favourite subject is_____.

3. I'm from _____. | 5. My hobbies are_____and_____. | 7. I can speak_____languages.

Figure 4.11

In chapter II, it is found that there are two activities which represents observation stage on page four. Those are presented in Figure 4.12 and 4.13

A. **Look at the pictures.** Write the letters (a – j) to match the words (1 – 10).

| 1. curly hair | 2. fat | 3. a flat nose | 4. long hair | 5. a pointed nose |
| 6. tall | 7. short hair | 8. straight hair | 9. short | 10. thin |

Figure 4.12

D. **SPEAKING. Pairwork**

Describe one of your friends. Use the example below to help you.
You can use the adjectives in exercise A to describe your friends.

*He's tall.
He's got curly hair.
He's friendly.

Ahmad?

*Note:
He's tall. = He is tall.
He's got curly hair. = He has got curly hair.
He's friendly. = He is friendly.

Figure 4.13

In Figure 4.12, there are some pictures and some adjectives which describe people as the activity for students to observe such as curly hair, fat, a flat nose, long hair, a pointed nose, tall, short hair, straight hair,

short, and thin. In figure 4.13, there are some expressions that students can observe to describe people in making simple short monologue text in descriptive form such as he is tall, he has got curly hair, and he is friendly. As a result, the activities which represent observing stage in chapter II lead the students to observe and describe things.

In chapter III, it is found that there is one activity that can be used as observation stage on page seven. The activity is presented in Figure 4.14.

B. Read the text. Check if your answers are correct.

Hassan Mahmoud lives and works in America. He is an immigrant. He is from Cairo in Egypt. He lives with his wife and three children. He rents an apartment in New York. Life in New York is very different from life in Cairo, but Mahmoud and his family are happy there. They study English every day. They have many new friends of different cultures. There is a mosque close to their house, and there is an Egyptian restaurant in the next street. Mahmoud thinks they will live there for a long time.

(Adapted from: www.leeandlow.com)

Figure 4.14

The students can read the text and observe the expressions that can be used in short monologue in descriptive form and students can also observe the picture of family on the right side of the text. It presented in Figure 4.15. As a result, the example of the text can represent observation activity which lead student to observe the expression in the text.

Figure 4.15

In chapter IV there are two activities of observation stage on page ten. First, it provides two pictures of boys with the alphabet to observe parts of body by using some words on the left side of the pictures which students can observe as the materials learned by the students as it is presented in Figure 4.16. After knowing parts of body, students can observe some pictures in doing *wudlu* as it is presented in Figure 4.17.

A. Look at the pictures. Match the words (1 – 12) with the body parts (a – l).

1. ankle ____	7. foot ____	
2. arm ____	8. head ____	
3. ear ____	9. mouth ____	
4. elbow ____	10. nose ____	
5. face ____	11. toes ____	
6. fingers ____	12 wrist ____	

Figure 4.16

Figure 4.17

In chapter V there are two activities which present observation stage on page thirteen. The first is observing pictures about how to do something and some verbs below the pictures as it is presented in figure 4.18. And the second activity is observing the expression about asking and responding something as it is presented in figure 4.19.

A. Look at the pictures. Use the words in the boxes to describe the pictures below.

a. add	b. stir	c. cut up	d. boil

Figure 4.18

What's your favourite food?

I like fried chicken and rawon.

Figure 4.19

Based on the findings, it can be concluded that all of chapters do not contain the word 'observe' as reference for observation stage. It has presented the stage of observation in the form of reading the text, observing some pictures, and observing some expressions. Besides, the

writer may use the global instruction in order to do not limit the student's observation in the certain object.

b. D2: Questioning

As it is explained in the guidebook of implementation of scientific approach in English subject, the activity of questioning is done as one of process of developing student's knowledge. Questioning stage may be done by discussion and group task. In these chapters, the compatibility of questioning stage can be presented only in the group or pair task as it is shown in table 4.11.

Table 4.11 Questioning Stage by Discussion and Group Task

Chapter	Group/Pair Task	Page	Analysis
I	A. Getting Ready 1. Have you ever used a computer? 2. Have you ever sent an email?	1	The main activity is to elicit students knowledge about email before read it.
II	-	-	-
III	A. Getting Ready Look at the picture. Who do you think they are? Where are they from?	7	The main activity is to elicit students knowledge based on the picture.
IV	-	-	-
V	D. Speaking. Ask and answer the following questions with	13	In this pairwork speaking task, students should discuss with partner about

	your partner.		certain topics.

Table 4.11 shows that there are three chapters such as Chapter I, Chapter III, and Chapter V which provides the stage of questioning in the form of group or pair task. While Chapter II and Chapter IV are not provides questioning stage.

c. D3: Experimenting

In the guidebook of implementation of scientific approach, it states that:

Kegiatan mencoba atau mengeksplorasi adalah kegiatan untuk menginternalisasi pengetahuan dan keterampilan yang baru saja diperoleh/dipelajari. Pada proses ini peserta didik berlatih mengungkapkan hal-hal baru yang dipelajari dan mencoba menggunakan kemampuan itu dalam dunia nyata, di dalam/diluar kelas melalui kegiatan simulasi, bermain peran, presentasi, diskusi, dan bermain game.

Based on the explanation above, the stage of experimenting can be represented by some activities such as simulation, tole play, presentation, and game. In the textbook, it is found one activity which represent the experimenting stage by doing game. The game called 'show and tell Fitri says' about parts of body. Students touch one part of body after their listen the command from the teacher. Students may express their knowledge which has been learned by doing game as the representation of this stage as it is presented in Figure 4.20 on page 10 in chapter IV.

B. Game: Show and Tell – "Fitri says ..." (Parts of the body)

1. Fitri says, "Touch your nose."

2. Touch your head.

Figure 4.20

d. D4: Associating

As it is explained in guidebook of curriculum 2013 implementation, the essence of associating process is the students are active learners. Process of learning will be effective if there is an interaction between teacher and students. The interaction can be done by using stimulus and response (S – R). The analysis of associating process can be presented by a communicative task which gains a process of interaction. By doing a communicative task, it leads the students become active learner. It represents the process while the students are participating on the learning process.

Viewed from another point of view, associating activity can be done by group work in the form of text analysis, classifying, comparing, expression, discussion, and getting feedback from teacher.

The compatibility of this stage on each chapter can be identified by analyzing the task which is done by students in group. The analysis is presented in table 4.12.

Table 4.12 Associating Stages in the Textbook Based on Group Task

Chapter	Group Task	Page
I	E. Speaking Pairwork.	1

	Ask your partner using the seven questions above. Use the prompts below to help you answer the questions.	
II	D. Speaking Pairwork. Describe one of your friends. Use the example below to help you. You can use the adjectives in exercise A to describe your friends.	4
III	D. Speaking Pairwork	7
IV	C. Work in pairs. Match pictures a – g with sentences 1 – 7. Write the answers in your exercise book. Number 1 has been done for you.	10
V	D. Speaking. Ask and answer the following questions with your partner.	13

It can be analyzed from table 4.12 that from the chapters above, it presents a group task in pairwork. The instruction is not stated explicitly, but it is followed by a kind of task group. Hence, it can be classified as an associating stage. By taking turns with friends, students automatically make an interaction each other and students have to exchange information each other.

e. D5: Communicating

As it is explained in the guidebook of implementation of scientific approach, communicating activity is an activity to present a

conceptualization in the form of verbal or written such as demonstrating, explaining, publishing of work in the school magazine, blog, and so on.

Based on the explanation above, the compatibility of communicating stage can be represented by activity which leads students to make a presentation in front of class. All of chapters does not provide a communicating stage. There are no instructions and no activity which may lead the students to present a conceptualization in the form of verbal presentation.

However, the stage of communicating has not been fully presented by only doing a presentation of task in the form of written or verbal. As it is stated:

Pada kegiatan ini tidak hanya pengetahuan dan keterampilan mengkomunikasikan saja yang disajikan tetapi juga permasalahan dan kesuksesan yang dialami selama proses pembelajaran. Kegiatan ini menggambarkan secara utuh kemampuan peserta didik dalam penguasaan sikap, pengetahuan, dan keterampilan.

Therefore, communicating stage is not only about presenting the task or practice. But also there should be presented about all of process of learning. It covers the problem or success which is faced in the learning process. ILRP 7S does not provide this aspect. So, it has not described the students' competence perfectly.

3. Result of the Analysis

In detail, the summary of findings is shown on table 4.13.

Table 4.13 The Summary of Findings

Chapter	D1	D2	D3	D4	D5
I	ActB/ActE/P.1	ActA/P.1	-	ActE/P.1	-

II	ActA/ActD/P.4	-	-	ActD/P.4	-
III	ActB/P.7	ActA/P.7	-	ActD/P.7	-
IV	ActA/ActC/P.10	-	ActB/P.10	ActC/P.10	-
V	ActA/ActD/P.13	ActD/P.13	-	ActD/P.13	-

It can be identified from table 4.13 that there is no chapter which presents all of domains. Chapter I, Chapter III, and Chapter V provide D1, D3, and D4. Chapter II provides D1 and D4. Chapter IV provides D1, D2, and D4.

Viewed from the composition of domains, D5 is the poorest domain. There is no chapters that have D5. D3 only covered by Chapter IV. While the most dominan domain is D1 and D4. D1 is a stage of observing anfd D4 is a stage of associating.

Based on the result of analysis about the compatibility of Scientific Approach stages in each chapter, so it is found the percentage by using the formula:

$$\frac{\text{The number of scientific approach developed in textbook}}{\text{The total number of scientific approach stages of 2013 Curriculum}} \times 100\,\%$$

Then, the result of percentage is shown by the table 4.14.

Table 4.14 The Compatibility of Scientific Approach

Chapter	D1	D2	D3	D4	D5	Percentage of Each Chapter
I	✓	✓	-	✓	-	60%
II	✓	-	-	✓	-	40%
III	✓	✓	-	✓	-	60%
IV	✓	-	✓	✓	-	60%
V	✓	✓	-	✓	-	60%

Total	56%

The table 4.14 shows that Chapter II only gets 40%, while Chapter I, Chapter III, Chapter IV, and Chapter V get 60%.

B. Discussion

Based on the analysis above, the textbook entitled *Islamic Life Resource Pack* published by ELTIS team is found that the textbook is necessary to be perfected by recovering some weaknesses. By identifying the table 4.14, all of chapters which are the sample of study do not provide all domains of scientific approach in 2013 curriculum, they are D1 (Observing), D2 (Questioning), D3 (Experimenting), D4 (Associating), D5 (Communicating). For the further discussion would be explained as follow:

1. Islamic Life Resource Pack Textbook has Applied Scientific Approach Based on 2013 Curriculum.

The *Islamic Life Resource Pack* textbook has enough activities needed by the scientific approach in 2013 curriculum, such as asking question to increase students knowledge about the materials which is learned by the students, reading activity to know the type of text, speaking activity that increase the confident of the students and practice their English skill in oral, and examples of pictures that support students to know the knowledge and vocabulary in each chapter. Analyzed from each stage, D1 as the observing and D4 as the associating has been covered by all of chapters. In each chapter, the book provides more than one activity which represents the observing and associating stage. Most of observing activities is easier to be understood beside too simple so it cannot be achieved maximally. All of associating activities are good for students in making

interaction each other. It will be useful for student to help them in preparing the materials that they learn and leads the students to be an active learner as stated by Hosnan that the purpose of this approach is to give students to understand all materials by getting the information not only from the teacher.[1]

The second stage, as D2, based on the composition of domain, questioning stage is covered by Chapter I, Chapter III and Chapter V. It has clear instruction in developing student's knowledge. This textbook has been appropriate with the purpose of curriculum that contains students' activities used to achieve learning objective. The instruction of questioning in each chapter is clear enough and understandable. Questioning stage has important role as a measurement to what extent the students understand the certain topic. The writer of this textbook should ensure that this stage has been provided in all chapters.

D3 as the third stage, only provided in Chapter IV. It is represented by a game activity. It has added value as a medium to apply the skill, knowledge, and attitude which have been gain from the process of learning. However, the writer of textbook should provide more activities in this stage in facilitating students to internalize their knowledge and skill.

D5 (Communicating) is the poorest stage. There are no chapters that covered in communicating stage. This case belongs to a serious problem. All of the chapters should covered this stage. The essence of this stage is as the measurement of to what extent the student has comprehended the materials by the activity of presentation in some forms. The student's presentation also has an important role for teacher to measure the understanding student in a certain

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[1] Hosnan, *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21 Kunci Sukses Implementasi Kurikulum 2013*, (Bogor: Ghalia Indonesia, 2014), 34

material. The writer of textbook should ensure that this stage has been provided in all of chapters.

2. The Implementation of Scientific Approach in Islamic Life Resource Pack Textbook Based on 2013 Curriculum

Islamic Life Resource Pack textbook develops enough scientific approach stages in each chapter, that are observing as D1, questioning as D2, experimenting as D3, associating as D4, and communicating as D5. From five stages, each chapter of the textbook contains three of them in average.

Identifying the result of compatibility of scientific approach in the textbook, as it is calculated from the table 4.14, the total of percentage in average is 56%. In detail, Chapter I, Chapter III, Chapter IV, and Chapter V gain 60%, and Chapter II gains 40%. There is no chapter which presents all of domains. Chapter I, Chapter III, and Chapter V provide D1, D3, and D4. Chapter II provides D1 and D4. Chapter IV provides D1, D2, and D4. Therefore, based on the percentage classification, this textbook achieves the level 'Good'.

The level of good cannot be a guarantee that the textbook has been perfect. There are also some aspects that should be evaluated. There are many aspects which should be paid more attention. The activities in each chapter do not apply the scientific approach perfectly. The writer of textbook should present more activities in the deeper way in order to make students comprehend the materials well. The worse is not all of chapters do provide all of stages of scientific approach. Moreover, the most important is the learning process not only depend on the subject itself, but it should cover three aspects: attitude, knowledge, and skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After conducting the research of *Islamic Life Resource Pack* textbook, the conclusion can be drawn as follow:

1. Based on the research findings, it can be concluded that ILRP 7S has five chapters, from chapter I until chapter V. Each of chapter consists of some activities such as asking questions, reading activities, writing activities, speaking activities, observing pictures and expressions, and making project. This textbook provides some tasks and practices in each chapter. All of chapters have title, objective, and activities. Whereas other chapters, such as chapter I, II, III, and V do not contain game.

2. Besides, ILRP 7S is analyzed by identifying the compatibility of scientific approach based on 2013 curriculum. The result of analysis is that ILRP 7S has applied the scientific approach. Not all chapters present all of the domain of scientific approach. Chapter I, III, and V provide D1, D3, and D4. Chapter II provides D1 and D4. Chapter IV provides D1, D2, and D4.The compatibility of scientific approach in ILRP 7S is 56%. Therefore, based on the percentage classification proposed by Arikunto, ILRP 7S achieves the level 'Good'. In detail, Chapter I, Chapter III, Chapter IV, and Chapter V gain 60%, and Chapter II gains 40%.

B. SUGGESTION

1. For English Teacher

The result of study shows that the compatibility of scientific approach in ILRP 7S gains 56%. It means that teacher has to cover 44% in applying ILRP 7S in the process of learning. It is necessary for teacher to ensure that the learning process has

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applied the scientific approach by considering some aspects which have not been covered in ILRP 7S. Hence, the teacher should be more creative in using this textbook.

2. For the Writer of Textbook

This research can be one of evaluation of this textbook. Based on the result study, it can be identified which aspect that should be perfected, especially related to the compatibility of scientific approach stages which are applied to the textbook. Then, it is expected that the quality of the next textbook will improve.

3. For the Next Researchers

The researcher hopes that the next researcher can analyze another chapters for grade 8 and grade 9 and compare it. They can also analyze textbook with the other criteria and it can complete the content analysis that has been done. So, they can recommend the school to use the textbook.

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