

# AN ANALYSIS OF THE COMPATIBILITY OF THE TEXT BOOK START IDOLA WITH THE SCHOOL LEVEL-BASED CURRICULUM

## AN ANALYSIS OF THE COMPATIBILITY OF THE TEXT BOOK "START IDOLA" WITH THE SCHOOL LEVEL-BASED CURRICULUM

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### Abstract

This research paper is mainly intended to find out whether the English textbook used for the first year student of senior high school "English on Star Idola, SMA Book X" develops the skills suggested by the school level-based curriculum and communicative exercises. In line with the objectives of the research, the writer used a descriptive method. In collecting the data, she used document as data source. The data were analyzed by these steps: (1) Finding out the kinds of skill and communicative exercise available on the textbook, (2) Classifying them, (3) Analyzing them, (4) Counting and adding them, (5) Giving percentage from the total number, (6) Judging whether the data are appropriate with indicators in School Level-based Curriculum or not, and (7) Drawing conclusion and proposing suggestions. The result of the analysis shows that the percentage of the appropriateness of the skills developed in the textbook is 70,73%. It means that the textbook is compatible with the School Level-based Curriculum in developing skills. While the percentage gained in developing the communicative exercises is 80%. The result of study implies that the teacher should supply the textbook analyzed with other books which much better in order to achieve the goal of teaching English. The writer of the textbook should revise the textbook and add more text, activities and communicative exercises to increase the quality of the textbook.

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The purpose of this paper is to describe the curriculum and syllabi in some detail. Keywords: algorithmics, computer science, curriculum, education, high-school. 1 Introduction. In a previous paper [GBHY], we provided a high-level description of a high-school program in computer science that was put together by an Israeli committee formed in 1990, in which we served as members. Section 2 contains a brief description of the structure of the curriculum (taken essentially from [GBHY]), and three main programs of study based on it (updated from when [GBHY] was written). The heart of the paper is the lengthy Section 3, which contains the detailed descriptions of the program modules themselves. The analysis of the text starts with presenting its summary. Useful tips: Summarising the text must be done in accordance with certain rules. First of all, you should select all important facts and events omitting unnecessary details, then order them chronologically (or logically, depending on the type and genre of the text) using appropriate connectors and linking expressions. It should be remembered that no matter what register and style the original text belongs to, the summary should be written in the neutral style. Wherever possible, paraphrasing should be preferred to quoting. Apple iPad Significance of textbook and The Procedure of Textbook Development in Pakistan This led to attempts made some for dispensing with the requirements of book as an instrument and tool for imparting knowledge. Recently in the first half of 20 th century, a thorough research was undertaken by some thoughtful students of education in the U.S.A. Who experimented with the bookless or nearly bookless system. They arrived at the conclusion that text book could not be dropped out of the system of education. Ü. á The hidden curriculum refers to the outcomes of education and/or the process leading to those outcomes, which are not explicitly intended by educators. ( By: Sohail Ahmed. The Procedure of textbook development in Pakistan. 1. The subject matter of the text. What is the story about? Give its subject in one word or in short phrase, e.g. family relation, snobbery. Is it told by one of the characters, by a narrator outside the story, or by whom? Is it a third-person narrative with the omnipresent author who moves in and out of peoples thoughts and comment freely on what characters think, say and do? If the story is told by one of the characters, does it help to make it more effective? Describe the participation of the narrator in the events.