
AN ANALYSIS OF ENGLISH TEXTBOOK “BAHASA INGGRIS” FOR THE TENTH GRADE

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Abstract

Textbook is a media that are used during teaching and learning process in school. The use of textbook is closely related to the curriculum that is being used. This research is aimed to analyze does the textbook “Bahasa Inggris” for the tenth grade of Senior High School conforms to the 2013 curriculum and what are the strengths and weaknesses of the textbook. This research was conducted using descriptive-qualitative method. The object of this research was the textbook entitled “Bahasa Inggris” for the tenth grade of Senior High School. The researcher used checklist sheets adapted from *BSNP* and Brown (2001) to gather the data. The data were analyzed qualitatively and using descriptive method. The research result showed that the textbook conforms to the 2013 curriculum by fulfilled the indicator of the completeness and the depth of material adapted from *BSNP* assessment sheet. In the completeness of material, the textbook contains interpersonal and transactional expression and functional text. In the depth of material, the textbook contains exposure, retention, production, and extention. Furthermore, the textbook has 5 strengths. Nevertheless, the textbook also has 2 weaknesses. In conclusion, the textbook conforms to the 2013 curriculum, and have both strengths and weaknesses. It is suggested that teachers can use other sources to complete the weaknesses of this book such as audio recording for listening practice and supplementary material to assist teaching activity.

Keywords: Analysis, Strengths and weaknesses, Textbook, 2013 Curriculum.

INTRODUCTION

There are many media in teaching and learning English in school. Media could be a movie, a song, a video, newspaper, and textbook. Effective instruction makes connection between students’ knowledge and the learning objectives of the course. Using media engages students, aid students retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts. Graves (2000) stated “the textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning.” Thus, textbook uses as a media in teaching and learning in many schools.

The researcher did a survey to some Senior High Schools in Banjarmasin to find what textbook they use. The researcher visited SMAN 1 Banjarmasin, SMAN 2 Banajrmasin, and MAN 1 Banjarmasin. The researcher found out that there are two books that every school use. The first is published by the Ministry of Education and Culture and the second is published by Airlangga. Furthermore, the textbook that has been used as a prime book is published by the Ministry of Education and Culture. The textbook which is published by the Ministry of Education and Culture

entitled “Bahasa Inggris”. This textbook provides textbook for the teacher and for the student from class X until class XII.

In Indonesian’s educational system, textbooks are considered as the main components of the curriculum. Ministry of Education and Culture develops the content, the methods, and the procedures for teaching and learning in the classroom. They also provide the systematic syllabus for teachers to follow in teaching a certain subject. In Indonesia, the textbook designed by the authorized publishers based on the latest curriculum. Once a newly invented curriculum was launched by the Ministry of Education and Culture, a number of competitive publishers involve professional instructional material writers to design or develop new textbooks which are in line with the curriculum.

There are several studies about textbook analysis. First, a content analysis study conducted by Andini (2016) analyzed the content materials of the student textbook “When English Rings a Bell” for eight grade Junior High School relevancy to the curriculum 2013. The result concluded that the degree of compatibility of “When English Rings a Bell” as an English textbook used by eight grade Junior High School was 94.28%. The second, Rahmawati (2018) analyzed the suitability of materials in the textbook “Primary English of a Second Language” with the criteria of a good English textbook. The result showed that there are 25 materials provided and there is one material did not meet the criteria. The last, a study conducted by Subariyah (2014) is aimed to measure the good material from the textbook by good criteria of English textbook proposed by Tomlinson Theory. The result has shown that the Tomlinson’s criteria is fulfilled by the textbook.

A good textbook must fulfill a standardization from some aspects, one of it is reflects the curriculum which is applied. The curriculum that Indonesia use is *Kurikulum 2013* (K13). The aim of this curriculum is preparing Indonesian people to be religious, productive, creative, and innovative. Kurinasih & Sani (2014) stated that “at the point, the orientation of 2013 curriculum development is the achievement of balanced competencies between attitudes, skills, and knowledge”. This curriculum has core and basic competences. The core and basic competence in 2013 curriculum added one more purpose of communication, that is the presentational purpose in which students use language not only to socialize and to get things done but also to inform a piece of knowledge. Based on that, this research is aimed to know the conformity of 2013 curriculum in the textbook of “Bahasa Inggris” for the tenth grade of Senior High School and to find the strengths and weaknesses of the textbook.

METHOD

Research Design

This research used qualitative approach. According to Hancock, et.al (2009) “qualitative research focuses on description and interpretation and might lead to development of new concepts or theory, or to an evaluation of an organizational process.” The method that use in this research is descriptive method. By using descriptive qualitative method, the researcher analyzed qualitatively the data that had been gathered. The analysis was done by describing the data gathered from checklist mainly with words based on researcher’s interpretation about the conformity of 2013 curriculum in the “Bahasa Inggris” textbook and the strengths and weaknesses of the textbook.

Object of the Study

The object of this study is English student book for Tenth grade of Senior High School entitled “Bahasa Inggris” which is published by Ministry of Education and Culture Indonesia. It is the

revision edition of 2017. The writer of this book are the book writer team from Ministry of Education and Culture of Indonesia. The textbook consist of 15 chapters and 224 pages.

Instruments

According to Fraenkel and Wallen (2012) “instrument is the whole process of preparing to collect data”. It helps the researcher to collect the data from the object of the study. In this research, the researcher is the main instrument in this study. Yet, the researcher does not work alone without any other instruments. In order to get the data, the researcher is helped with checklist which adapted from textbook assessment designed by BSNP and Brown (2001). These instruments have validated by the lecturer in order to make the data valid. The use of checklist instrument is for helping the researcher to know the conformity of 2013 curriculum in the textbook. The checklist were presented with a collection of statement describing the appropriateness of materials with core and basic competence adapted from BSNP and syllabus for the tenth grade student by checking *tidak sesuai*, or *sesuai* and justified the explanation. As well as the other instrument, it presented with a collection of statements adapted from *Teacing by Principle: An Interactive Approach to Language Pedagogy by Brown (2001: 142)*. The statements describe textbook evaluation criteria, it is used by the reseacher to find the strengths and weaknesses of the textbook by checking *tidak sesuai*, or *sesuai* and justified the explanation.

Data Analysis

The data analyzed mainly qualitatively, which means that the researcher interpreted the data gathered and described them with words. The checklist was analyzed by using descriptive qualitative analysis. It means that the researcher tries to give the description whether the textbook conforms to the 2013 curriculum or not and what the strengths and weaknesses of the textbook.

FINDING AND DISCUSSION

The Conformity of 2013 Curriculum in the Textbook

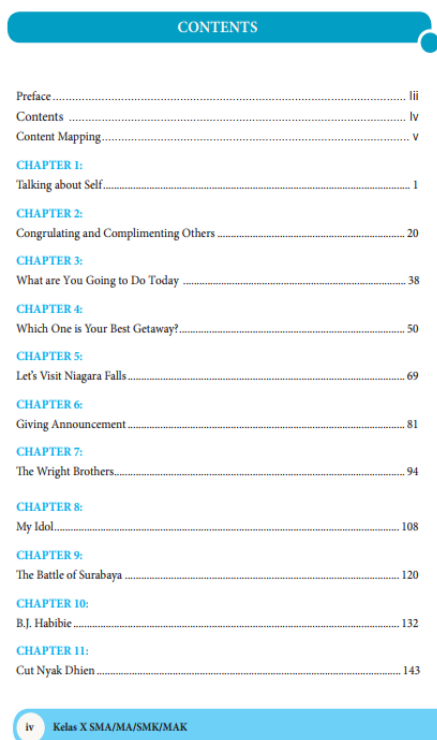
Researcher analyzes the textbook through observe the learning material of the textbook used checklist adapted from BSNP that is the compatibility of the material with the core and basic competence. The compatibility of the material with the core and basic competence divided into completeness of material and depth of material.

The Completeness of Material

The completeness of material should contained interpersonal and transactional communication expressions and formal and informal functional text. According to syllabus for the Tenth grade of Senior High School, there are interpersonal communications such as compliment and showing care, transactional communications such as introduction, intention to do something, and past event, and functional text such as congratulating, descriptive text, announcement, recount text, narrative text, and song.

The finding showed that the textbook provided the interpersonal communication such as complimenting expression material can be found in chapter 2. The transactional communication such as introduction material in chapter 1, intention to do something expression material in chapter 3, and past talking past event material in chapter 7. The functional text such as congratulating expression material in chapter 2, descriptive text material in chapter 4 and 5, announcement material in chapter 6,

recount text material in chapter 8, 9, 10, and 11, narrative text material in chapter 12, 13, and 14, and song material in chapter 15. The textbook almost provided all the materials except showing care expression material.



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iv Kelas X SMA/MA/SMK/MAK

Figure 1. Materials in the textbook

It is in accordance with the concept of core competence 3 that present the competence of knowledge. Based on syllabus of 2013 curriculum for the tenth grade, basic competence 3 have 11 points that reflect the material needed in the textbook. Expressions of interpersonal communication include compliment and showing care. Expressions of transactional communication include introduction, intention to do something, and past event. Functional text include congratulating, descriptive text, announcement, recount text, narrative text, and simple song. From 11 basic competencies that available in the syllabus, the textbook only contained 10 basic competencies. The textbook did not take basic competence 3.3 about showing care. Yet, the textbook fulfilled the interpersonal, transactional and functional communication as it arranged in the syllabus.

The Depth of Material

The depth of material has four criterias that should be completed. There are exposure: textbook should contain and demand the student to explore many texts or materials which relevance with their daily life, especially in the aspect of message of content, social attitude, and spiritual attitude, retention: textbook should contained a guidance for student to get explicit understanding about three elements of formation of text (social function, meaning of structure and element, and linguistic features), production: textbook should contained a guidance for student to create oral/written text for achieve the social functoin,meaning of structure and element, and linguistic features which relevance with the

text, and extension: the textbook should contain a guidance for student to do activities for developing their capability in produce oral/written text.

Each chapter of the textbook fulfilled all the criteria of the depth of material. Every materials in the textbook explicitly contained messages or social and spiritual attitudes which relevance with student's daily life. After exploring the material, there are many activities in the textbook that make students understand the formation of the kinds of text, how processing the text orally or writing in accordance with the structure of the text and further activity to increase students' capability.

It is in accordance with the concept of core competence 1 that present as religious attitudes, core competence 2 present as social attitude, and core competence 4 present as skill. Core competence 1 and 2 are implicitly in the learning material in each chapter in the textbook. For example, the spiritual attitude of "keep a good relations with other people as the creation of God Almighty". This attitude is implicitly contained in the learning material in chapter 2 about congratulating and complimenting other. In the example of congratulating text, a friend congratulates his friend on his success. While the social attitude "be brave to present in front of the class" which is clearly shown in learning activities such as in chapter 6, the material about announcement. In that chapter, there is one activity that ask student to deliver the announcement in front of the class. This is in accordance with Kurniasih and Sani that stated "competencies that related to spiritual and social attitude are developed indirect when the students learn about knowledge (KI 3) and applying knowledge (KI 4)."

Core competence 4 that present as skill or applying knowledge is contained in learning activities that help students process and apply the knowledge they have learned. Mostly the basic competence 4 are making the kinds of text orally or written with additional understanding and editing the kinds of text. This basic competencies are found in the textbook on each chapter through speaking and writing activity. For example in chapter 4 the material about descriptive text, there are writing activities that require students to edit descriptive text and also make a descriptive text "Task 1: Editing – Pair Work, Task 2: Rewriting Description, Task 3: Writing a Descriptive Essay". While in speaking activity, the students role play become a guide to describe a tourism object. Textbook that in accordance with core and basic competence is the textbook that conforms to the 2013 curriculum. As written by the vice Minister of Education and Culture in the concept and implementation of the curriculum (2014) "In 2013 curriculum, textbooks are written referring to the curriculum concept (KI, KD, Syllabus)."

The Strengths and weaknesses of the Textbook

The researcher found the strengths and weaknesses after analyzed the textbook.

The strengths of the textbook

There are five strengths of the textbook:

1. Goals of the course; Textbook should have objective of the lesson, that is learning outcomes behavior, that expected to occur, owned, or mastered by students after participating in learning activity.

The textbook provided objective of the lesson in every chapter. The objective places in the beginning of the chapter before come to the material discussion.

Goals of the course describes a general statement of what will students learn. Then, it breakdown to the specific what the student will be able to do as a result of taking the course or as known as learning objective. Learning objectives need to be specific and measurable both for the teacher and the student so that a level of competence can be determined. The measurable learning objective is used action verb such as identify, argue, or construct. In practice, this textbook contained the learning objectives for each chapter and uses appropriate action verbs that can be measured such as identify, describe, and explain.

2. Language skills; The textbook provided the four skills of language (listening, speaking, reading, and writing) and each chapters have the four skills.

The textbook provided the four skills in learning activity. Yet, not all the chapters provided the four skills.

Language skills are skills such as listening, speaking and writing. Listening and reading are known as receptive skills while speaking and writing are known as productive skill. Listening to and reading content is the good way to develop vocabulary and comprehension. While develop speaking skill will involve gaining fluency in spoken interaction with others. Writing skill will be improved by becoming a critical reader which try to think actively about how texts are structured and what kinds of phrases or vocabulary are used for different purposes. This textbook contained those four language skills. To develop every skill, textbook divided into some segments such as reading activity, listening activity, speaking activity, and writing activity.

3. Quality of practice material; The textbook provided exercises with: a) Clear instruction, b) Make students active in the class, c) Evaluation test.

The textbook provided the exercises with clear instruction in every chapter. Students will not get confused of the wrong instruction. The researcher cited some instruction in the textbook. "match the words with their Indonesian equivalents. Compare your work with your classmate's. The first one has been done for you." The textbook give the clear instruction that the students have to find the meaning of the Indonesian words in the left row. With many activities and games, this textbook can set up student's enthusiasm in learning such as "you'll play a kind of guessing game 'who Am I?'. Your teacher will put a post-in paper with one of the words below on your back. You need to work in pairs and guess..." The textbook put into game activity to raise students interaction in the class. "at the end of this chapter, ask yourself the following questions to identify how effective your learning process is." The textbook provides reflection or evaluation test to know the students' learning run well or not for them.

Quality of practice material is seen from clear instructions from the exercises and gain student activity in the classroom. To increase student activity, learning activities must be varied. This textbook provides a variety of activities, one of them is inserting games in learning activities. Moreover, the textbook also provide the reflection or evaluation test to know the students' learning run well or not for them.

4. Vocabulary; The textbook used words that related to the topic discussion and there is a strategy of word analysis.

Word analysis in this textbook will make students to find the meaning of some words that related to the material. The word analysis provided through Vocabulary Builder activity. The activity of vocabulary builder include matching the meaning of the word and filling the blank letter . Cited from the textbook, matching the meaning of the word is on page 82

“match the words with their Indonesian equivalents.” The students have to find the meaning of the words in left row to the right row which is in Indonesian meaning. Filling the blank letter is on page 21 “write down the English words for the following Indonesian word.” The students have to fill the blank letter to get the English words that suitable with the Indonesian words.

The use of vocabulary in textbook must pay attention to words that related to the topic discussion of the material and have word analysis strategy. Word analysis has function to make students understand the meaning of the word. The textbook provide an activity that help students to understand the meaning of the word that related to the topic discussion. The activity is called Vocabulary Builder.

5. Format; The textbook should: a) Textbook looks attractive, b) Clear in the writing and illustration picture, c) Use special notation (phonetic symbols, stress/intonation marking), d) There are index, table of content, and title of the chapter.

There are many illustration pictures and a lot of colors in the textbook that make the textbook interesting to read. The illustration picture is in accordance with the topic of material and also every instruction or the writing was clear. It can be looked in the textbook on page 26. In the textbook there is Pronunciation Practice activity that provide phonetic symbols to make student pronounce the words correctly, for example on page 3 “pen pal : / pen pæl / and sound : / saond /”. The last, the textbook explicitly have index, table of content, and the title of the chapter. Index of the textbook places on page 209. Table of content places on page iv and the title of the chapter in the beginning of every chapter.

According to Oxford Languages format is the way in which something is arranged or set out. While format for textbook, the textbook should looks attractive, clear in the writing and illustration picture, use special notation (phonetic symbols, stress/intonation marking), and there are index, table of content, and title of the chapter. The textbook looks attractive, clear in the writing and illustration picture are the part of make style to the content by adding images, book cover, and configure book’s font. The use special notation (phonetic symbols, stress/intonation marking) is in the content of the textbook in activity of Pronunciation Paractice. While for index, table of content, and title of the chapter it must be exist for every books.

The Weaknesses of the Textbook

There are 2 weaknesses of the textbook.

1. Accompanying materials; The textbook should have: a) Audio recording, b) Poster, c) Set of exercises.

The textbook do not have accompanying materials such as audio recording, poster, and set of exercises. For the listening activity, the textbook only provides web address to access the audio or material that relavance to the topic such as in chapter chapter 6 about announcement. To hear the example of announcement orally, the textbook only provides web address ”<http://www.youtube.com/watch?v=ujPidSx7Vus>.”

Accompanying materials are kinds of tool that can be used for teaching and learning as an extra of the textbook such as audio recording, poster, and set of exercises. Audio recording usually contained materials or exercises in form of sound. It is good to develop

listening skill. Poster is a work of art or graphic design that contains a composition of images and letters on large or small paper. It usually explains the material briefly with attractive images and letters. While the set of exercises contained another exercise. Unfortunately, the textbook does not accompany those tools. Moreover, the textbook did not accompany audio recording, because there are not many listening activities in this textbook.

2. Teacher's guide; The textbook accompanied by: a) Guidance of learning steps for teacher, b) Extra exercises, c) Answer key

The textbook does not have a teacher's guide such as guidance of learning steps for teacher, supplementary exercises, and answer key. Guidance of learning steps for teacher, supplementary exercises, and answer key provided in different textbooks, that is in teacher textbooks.

Teachers' guides consist of guidance of learning steps, extra exercises, and answer keys. The guidance of learning steps and answer key are not available in student books. Student books focus only on the learning material. Likewise with extra exercises, it is not available in the textbook for students. The textbook for students only provides exercises that are related to the topic in each chapter.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of this research on analysis of the textbook "*Bahasa Inggris*" for the Tenth grade of Senior High School, the researcher draws two conclusions as follows:

The textbook "*Bahasa Inggris*" conforms to the 2013 curriculum by fulfilling the criteria of completeness and the depth of material. The completeness of materials is that the textbook contains material about interpersonal expression that is complimenting; transactional expression that is introduction, intention to do something, talking past event; functional text that is congratulating, descriptive text, announcement, recount text, narrative text, song. The depth of materials is that the textbook contains exposure, retention, production, and extension.

The textbook has many strengths that are the textbook has the goal of the course; language skills that provided the four skills of language; quality of practice material that the instruction is clear, make students active in the class by various activities; vocabulary that related to the topic discussion, and format of the textbook that looks attractive. Nevertheless, the textbook also has weaknesses that are the textbook did not have accompanying material such as audio recording, poster and set of exercises; and teacher's guide such as guidance of learning steps for teacher, supplementary exercises, and answer keys.

Suggestions

From this study, the researcher would like to suggest that the teachers can use another source to complete the weaknesses of this book such as audio recording for listening practice and supplementary material to assist teaching activity.

Furthermore, the researcher realizes that there are many weaknesses in this research. Thus, the researcher expects other researchers to do further

investigations related to the conformity of 2013 curriculum in the textbook or strengths and weaknesses of the textbook.

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