
CONTENT ANALYSIS OF *BAHASA INGGRIS* TEXTBOOK USED BY THE ELEVENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL

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Abstract

The purpose of this research was to find out the feasibility of all chapters in *Bahasa Inggris* textbook for the eleventh-grade students of senior high school. The feasibility in this term refers to the content feasibility from *BSNP* (*Badan Standar Nasional Pendidikan*). This study used qualitative research and content analysis as the method of this research. The data collected of this research were collected from the core and basic competence of English subject for eleventh grade students of senior high school, rubric assessment, and *Bahasa Inggris* textbook for eleventh grade students of senior high school which published by the Ministry of Education and Culture of Indonesia. The result of this research shows that the score of content feasibility is 3.1, which means the content feasibility of *Bahasa Inggris* textbook for eleventh grade students of senior high school is 'good'. Based on the result of this study, all chapters of the textbook have fulfilled all sub-components of the content feasibility from *BSNP*.

Keywords: *Content Analysis, English Textbook, BSNP*

Introduction

In the educational system of Indonesia, both textbooks and formal schools cannot be separated. Considering that textbooks are the teaching aids that formal schools used in order for students to fulfill the core competence or *KI* (*Kompetensi Inti*) and basic competence or *KD* (*Kompetensi Dasar*) of the curriculum. It is also explained in the government regulation number 32, year 2013 about the standard of National Education that says textbooks are the major learning resource for accomplishing the core competence and basic competence. This implies that using textbooks in teaching and learning process can reach the learning objectives of each subject.

English textbooks are such a great help for English teachers, especially for the non-native teachers; Indonesian. Because of that, textbooks become the key factor in most language programs Richards (2015). Despite the hardships of teaching and learning English, they may still consider to use textbook for that case. The teachers use English textbooks to know the material of the lesson so that they can prepare it beforehand and also to choose the teaching method or teaching strategy that suits students. The students on the one hand can

read the material of the lesson in any place or anywhere to improve their English skills and they can also do the exercises from the English textbook so they can measure their understandings of English.

When formal schools in Indonesia are told to change the curriculum, from *KTSP* (*Kurikulum Tingkat Satuan Pendidikan*) to the curriculum 2013, it means all the school systems need to be changed. One of them was textbooks, because they should follow the core competence and basic competence of the newest curriculum, which is curriculum 2013. Therefore, all textbooks publishers in Indonesia published the textbooks that are based on curriculum 2013. The Ministry of Education and Culture of Indonesia also published all textbooks subjects based on curriculum 2013, and English textbooks for all grades are included. One of the English textbooks that published by the Ministry of Education and Culture of Indonesia is *Bahasa Inggris* textbook for eleventh grade students of senior high school. This textbook was written by Mahrukh Bashir and published in 2017.

Analyzing textbook is really crucial in order to know the appropriateness of the content, to see if it deserves to be used or not, knowing the quality of the textbook, and to find out whether or not the content of textbook matches the standard criteria of good textbook. There are many criteria of good textbook from experts. Some of the experts are Penny Ur, Cunningsworth, Tomlinson, and other experts. Yet, in Indonesia, the most used criteria in evaluating textbook are made by BSNP (*Badan Standar Nasional Pendidikan*). The instruments by BSNP were released in 2014. Content Feasibility and Presentation Feasibility are two components by BSNP in evaluating English textbook. Two of them have their own sub-components. Content Feasibility: 1) Materials Suitability with Core and Basic Competence; 2) The Accuracy of Materials; 3) Supporting Materials. Presentation Feasibility: 1) Presentation Technique; 2) The Learning Presentation; 3) The Presentation Completeness

From all the explanations above, the researcher decided to conduct a content analysis research for this research. *Bahasa Inggris* textbook for the eleventh grade students of senior high school then was chosen to be the subject of this research so that it can analyzed by the researcher. The aim of this content analysis research is to find out the worthiness of the textbook. For analyzing the textbook, the sub-components of content feasibility by BSNP will be used as the instrument of this research in order for the researcher to collect data.

Literature Review

The Definition of Textbook

Textbooks are media that are mostly used in classrooms. Oxford Advanced Learner's Dictionary by Hornby et al, (2013) defined textbook as "a book that teaches a particular subject and that is used especially in schools and colleges". As stated by Brown (2000) that

textbooks are the type of written materials that is used in educational curriculum. From that, they benefited both students and teachers.

English Textbooks

In English language teaching, textbooks are needed. It is because textbooks provide the materials that will be used in classrooms. Richards (2015) said that textbook provides a large amount of language input that are followed by language exercises of the four major skills; speaking, reading, writing, and listening. As Mudzakir (2014) mentioned in his journal that textbook consists of student work. It means not only useful materials that are given, but the language practices also. Besides, language practices or the exercises in the textbook can make it hard for students to forget the lesson that they have just learned.

The Focus of English Textbook

According to Radic-Bojanic and Topalov (2016) English language textbook focuses on giving students beneficial knowledge, language skills, and enlightenment about English speaking countries, and to make them ready for interacting with people from various countries using English. In another word, textbook can reach students' goals in mastering English.

The Language Skills in English Textbooks

In learning a language (English), English learners need to learn several skills in order to master the language. The skills are:

Listening Skills. Miller (2003) argued that in the past, listening was the skill that been neglected by researchers. They focused only on reading skills, speaking skills, and writing skills, despite the fact that listening is the most used skill in people's lives. As stated by Burley-Allen (1995) that more than 40% of daily communication is used on listening, 35% on speaking, 16% on reading, and just 1% of it is spent on writing. It is crucial for English learners to have good understanding when communicate with foreigners, especially when communicate with native speakers of English. Most English textbooks provide CD-ROMs that consists of audio listening. When there is CD or headphones image on the instruction of the textbook that means it is the section of listening lesson. Yet, in the class, the one that have the CD is only the teacher. Because of that, the teacher will instruct the students to pay attention with the audio. The students then need to answer the questions of listening exercises. The CD helps students to know the sounds of real English and also to help them enhancing their listening skills.

Reading skills. Textbook is a written type of materials. All the messages in textbook are conveyed by text. All the words from textbook and plus the reading lesson sections are aimed to improve students' reading skills. Teele (2004) stated that understanding the reading materials should be the goal of the readers (students). It is crucial for them to comprehend what they read, so that they can get the message of the text and there will be no misunderstanding. The reading materials in English textbooks help students to increase their vocabulary and also giving students some helpful information. Not only that, the reading materials in textbook also can improve students' pronunciation, since some of the materials asked students to read out loud. By lot of practice, students can get used to the sounds of English and how to make the sounds of it. Reading according to Anderson et al, (1985), is a primary life skill. In another word, reading is the skill that people especially students need to have in this life.

Writing skills. Writing can help students to arrange sentences in English. It can also make students to easily memorize words by using the words they have just learned into sentences. Although, speaking skills is the hardest language, yet some students think that writing is the hardest skills of all. Considering that it needs to have loads of vocabulary, good grammar, and other aspects to be considered when writing. Not only the students, teachers also found it hard to teach students writing, since students need to at least have the basic aspects to write. As stated by Tangpermpoon (2008) that teaching writing to non-native students is complex task. Besides, for students to develop this language takes a long time. Therefore, the level of writing materials in English textbooks depends on the English level of students. The levels are namely beginner English, intermediate English, and advance English.

Speaking skills. Rizqingsih and Hadi (2019) mentioned some components to have in order to speak English fluently and accurately, these components namely: 1) grammar; 2) Vocabulary; 3) Pronunciation; 4) Fluency; and 5) Comprehension. Saindra and Mutiarani (2018) stated that among the four language skills, speaking skill is the most crucial skill to have since without having the skill people cannot understand others' thoughts and ideas, because they cannot express it clearly. Speaking materials in English textbook have lots of advantages. They can make students to be more confident in speaking, have a good pronunciation, make students to think in English spontaneously, and the students can be more natural when speaking English. There are two settings in textbook speaking practice. It can be done in individually and by peers. It depends on the instructions of the theme of speaking materials.

Textbook Evaluation

Since there are lots of publishers that published textbooks, the quality of the textbooks needs to be questioned. Therefore, there is way to measure the quality of the textbook which is called textbook evaluation. The main purpose of evaluating textbook is basically to find out whether or not the overall contents in the textbook fulfill the criteria of good textbooks. There are two components that need to be analyzed in evaluating textbook by *BSNP* (2014) yet this research only focuses on one of them, which is content feasibility. There are three sub-components in content feasibility. They are: 1) Materials Suitability with Core and Basic Competence, 2) The Accuracy of Materials, 3) The Supporting Materials.

Previous Studies

There are lots of researchers that have conducted content analysis; analyzing English textbook. One of them was conducted by Riski Wahyu Astuti. He has conducted a qualitative research which was a content analysis of English course book that is used by ninth grade students of Junior High School in Madiun. This study was focusing on the quality of good textbooks by Alan Cunningsworth. The quality was used to help him collecting the data. The result of the study shows that the total percentage of all the content of the textbook that matched the criteria of good textbook from Alan Cunningsworth is 74.25%.

Research Method

The design used of this research is qualitative research and content analysis as the method. Since this is content analysis research, the focus of this research is to analyze the content of *Bahasa Inggris* textbook that made for the eleventh-grade students of senior high school. Leavy (2017) stated that qualitative research is the type of research to be used when the researchers' main purpose is to explore, describe, or explain. According to Ary et al, (2010) in content analysis research, written documents or visual documents are the data that are used to identify specific characteristics of the documents.

Research Subject

The research subject of this research is *Bahasa Inggris* textbook for eleventh grade students of senior high school that written by Mahrukh Bashir and published by the Ministry of Education and Culture of Indonesia. The textbook has 170 pages, and it consists of 8 chapters. These chapters are 1) Offers and Suggestions, 2) Opinions and Thoughts, 3) Party Time, 4) National Disaster-An Exposition, 5) Letter Writing, 6) Cause and Effect, 7) Meaning through Music, and 8) Explain This!.

Techniques of Collecting Data

This research used documentation to gather the data. The documentations were scoring tables, rubric assessment, and *Bahasa Inggris* textbook for eleventh grade students of senior high school.

Techniques of Analyzing the Data

The data of this research have been collected from *Bahasa Inggris* textbook for eleventh grade students of senior high school with using scoring tables as this research instrument. This research was aimed to analyze the English textbook that fulfilled all the sub-components of content feasibility from *BSNP*. Therefore, the analysis was completed by following these steps:

1. Analyzing each chapter of *Bahasa Inggris* textbook for the eleventh-grade students of senior high school using rubric assessment.
2. Giving

Very bad	Bad	Good	Very good
(1)	(2)	(3)	(4)
1	2	3 4 5	6 7 8 9 10

 score of each chapter from 1 to 4 putting the score in scoring tables.
3. The result of the average calculation is used to categorize the content feasibility of *Bahasa Inggris* textbook for eleventh grade students of senior high school. The researcher used these following categories to categorize the textbook:

Table 1
Assessment Categories

Source: <https://bsnp-indonesia.org/2014/05/instrumen-penilaian-buku-teks-pelajaran-tahun-2014/>

Finding and Interpretation

Table 2
The Finding of Content Feasibility in All Chapters

Sub-Components	Areas	Scores
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Materials Suitability with Core and Basic Competence	Completeness	26/3	Good
	In-depth	30/3	Good
The Accuracy of Materials	Social Function	25/3	Good
	Generic Structures	26/3	Good
	Linguistic Features	32/4	Very good
Supporting Materials	Relevance	23/2	Bad
	Development of Life Skills	29/3	Good
	Development of Diversity Insights	11/1	Very bad
	Total/Average	202/3.1	Good

The findings of all chapters are collected in one table which is table 2. From that table, the average of areas of first sub-component are all considered good. In the second sub-component, there are two areas that are considered good while there is one area that is considered as very good. From the third sub-component, there is one that is considered good, one that is considered bad and the other one is considered as very bad. Meanwhile, the average of content feasibility from all chapters is 3.1. This considered as ‘good’ based on the assessment categories from *BSNP*. Therefore, it can be said that *Bahasa Inggris* textbook for eleventh grade students of senior high school fulfilled the content feasibility from *BSNP*.

Conclusion

As a conclusion, textbooks are the most used resource in teaching and learning process. Hence, the benefits that the textbooks have can provide an effective teaching and learning process in the classroom. Teaching itself is already hard, and to teach English as a non-native speaker to non-native students are way harder. Especially the English teachers are ought to teach the students the four main skills of English; listening, writing, speaking and reading. Thankfully, textbooks can cover it all up and make it easier for English teachers to teach. For instance, the Audio CD that textbook provides to improve students’ listening skills, the reading materials for students to improve their reading skills, the speaking themes that the textbook gives to improve their speaking skills, the writing practices for students in order for them to enhance their writing skill, and also the detailed contents and understandable instructions of the textbook can also make the teaching process less hard. Therefore, it can be said that teachers do not really need to make their own materials for the lesson. They can just implement or modify the materials from textbooks, and also to choose the teaching method, teaching strategy, and teaching media that suit the students so that they can make the lesson interesting. Last but not least, *Bahasa Inggris*

textbook for eleventh grade students of senior high school is appropriate to be used by English teachers and students from senior high schools since only two areas that got bad scores. These areas are relevance and development of diversity insights. To be concluded, *Bahasa Inggris* textbook for eleventh grade students of senior high school fulfilled all the sub-components of content feasibility from *BSNP*.

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