

A CONTENT ANALYSIS OF ENGLISH TEXTBOOK *BAHASA INGGRIS* *SMA/MA/SMK/MAK KELAS X*

Baiti Yulianti Sukma, Rina listia, Raisa fadilla

Universitas Lambung Mangkurat

Abstract

Textbook is an important component in teaching learning process. A good textbook helps to achieve purpose of learning. There are some criteria for being a good textbook. The writer decided to use ten criteria of a good textbook from Greene and Petty (1971). The writer interested to analyze a textbook entitled "Bahasa Inggris SMA/MA/SMK/MAK Kelas X". The research used content analysis method. The object was an English textbook entitled "Bahasa Inggris SMA/MA/SMK/MAK Kelas X". Writer used herself, rubric assessment, and documentation as instrument. In analyzing data, writer used descriptive explanation then interpreted it into numerical percentage form. The result showed 60% materials in a textbook "Bahasa Inggris SMA/MA/SMK/MAK Kelas X" fulfilled rubric assessment for ten criteria by Greene and Petty (1971). Based on research's result, the writer categorized textbook "Bahasa Indonesia SMA/MA/SMK/MAK Kelas X" as "fair" because this textbook is lack of clear written content. In conclusion of research, the content of textbook was suitable to be used in teaching learning process. However, to overcome the deficiencies of textbook in aspect of clear written content, teachers have to find additional material from other books or any other sources. The material especially explanation and examples are needed in order to help students and teachers to fulfill the purpose of learning material.

Keywords: Textbook, analysis, content analysis research

INTRODUCTION

Textbook is a learning book that used by teacher and student in teaching learning process as a guide book. It becomes a standard that compiled by experts in that field for instructional purposes and equipped with suitable teaching materials and easily understood by users in school or college. It is important media for teacher, as well as student. Teacher could plan teaching material systematically and efficiently with textbook and it will be as a tool to help them make learning objectives. For student, it can help them as reference in learning so they will be able to do self-study for outside school session. In teaching learning process, it makes crucial for teacher to select appropriate textbook for learner because there are various English books published by many publishing companies. Teachers have to be careful in choosing appropriate books. The content has to be in conformity with current curriculum as well as aim and goal for students to be achieving.

Writer felt interested to analyze contents of English textbook *Bahasa Inggris SMA/MA/SMK/MAK Kelas X*. It was published by Ministry of Education and Culture Republic of Indonesia on the year of 2017. By this study, the writer used adapted Greene and Petty's ten criteria of a good textbook. Thus, researcher was formulating thesis title: whether a textbook suitable with the criteria of a good textbook suggested by Greene and Petty (1971) in Tarigan (1986) or not. Researcher is going to make an analysis of the content entitled "A Content Analysis of English Textbook *Bahasa Inggris SMA/MA/SMK/MAK Kelas X*".

RESEARCH METHODOLOGY

Arikunto (2013), claimed that research study is a way how researchers will get valid data, then make it the answers of their problem research. This research will be categorized as content analysis. Wallen&Fraenkel (p.167) states content analysis is an analysis of written or visual for a document. Arikunto also said it is a part of library research.

Descriptive evaluative approach will be used by the writer. This study analyzed materials using rubric assessment based on ten criteria by Greene and Patty. Then, the result will be interpreted in numerical percentage form. Descriptive evaluative research is approach that writer used. Data will be analyzed by using content analysis, to identify specified characteristics of materials.

It has analyzed by researcher to find out feasibility of textbook with the criteria from Greene and Petty. Process of data analysis has finally done through scoring each criterion by using descriptive explanation. Ten categories have been analyzed by writer. It concluded the suitability content of material in quantitative output.

Bahasa Inggris SMA/MA/SMK/MAK Kelas X published by Ministry of Education and Culture Republic of Indonesia will be used here. Writer decided to study eight chapters of whole book. The chapter started from chapter 1 until chapter 8.

Instrument is a tool for collecting data in a research. Writer is the main instrument of study. Writer should comprehend problems that she wanted to be solved for getting reliable also valid result. Writer is helped by rubric assessment of textbook analysis that adapted from Greene Petty and documentation. Documentation was used because this research analysis recorded material like textbook. Therefore, writer used documentation in order to collect data.

Documentation method will be used for research which data analyzed based on paper. It consisted of textbook itself and English syllabus for tenth grade students.

After collecting data, it will be identified based on rubric assessment adapted from criteria by Greene and Petty (1971). Rubric assessment will be main guideline in determining whether the textbook is good or not. The procedures are:

1. Read English book in detail.
2. Identify content of materials based on rubric assessment.
3. Score each criterion.
4. Sum up suitability content of material.

RESEARCH FINDINGS

It has analyzed by researcher to find out the feasibility. By analyzing materials, teachers should have concept about what they will teach to pupils. They can get an overview about suitable books for students. It can be another optional to use it in teaching learning process.

From this study, it found the book contained material that students need in their life situation. Materials of lesson in this textbook help them to use language effectively in daily life. Suitable and good book act as media that helps students in facilitating and supporting their learning process.

Research finding indicated that textbook for tenth grade students has fulfilled enough the criteria. It can be said fair because percentage of feasibility of content did not reach up to 100%. Percentage did not reach up to 100% because it found out in textbook there are a few chapters are not suitable with categories of Greene and Patty. There are a few chapters did not have clear written content and those were not related to other branch of science.

In conclusion, this textbook has a few contents that are different with criteria by the experts. This was published on the year of 2017, meanwhile they suggested ten criteria of good

textbook in 1971. Therefore, it is necessary to present clear written content and also relatable examples in a book to help students in understanding material and to achieve purpose of learning.

➤ **The Textbook Has Interesting Material**

• **Chapter 1**

This chapter started with a game called “Chinese Whisper” as a warmer. Students make groups and play game for being the winner. This activity is shown on page 2. It also includes a kind of guessing game ‘Who Am I’ and introduction game ‘Party Time’.

• **Chapter 2**

On speaking material, students play rock-paper-scissors in pairs and play ball throwing in groups. These activities were shown on page 29, 35 and 36.

• **Chapter 3**

This chapter shows several pictures of vacation places as a warmer section, such as beach, amusement park, mall and mountain. Students were asked which one they prefer to visit and what can they do in those places.

• **Chapter 4**

On warmer section, students play “Odd Man Out Game” related to tourist destinations as a warmer. It includes texts about a particular place and historical building such as Tanjung Puting National Park and Taj Mahal as the material of lessons.

• **Chapter 5**

This chapter started with a warmer where students divided into two big groups and play draw and guess.

• **Chapter 6**

The reading materials are suitable with some lesson objectives. However, an announcement about the concert in 2011 is not relatable for nowadays book that was published in 2017.

• **Chapter 7**

Seventh chapter presented the material about simple past tense and present perfect tense through discussing the topic about Wright Brothers. Topic about the Wright Brothers is very interesting, because they are inventors of airplane, where students are familiar with airplane.

• **Chapter 8**

The material is about recount text by discussing about “My Idol” or famous people, such as Anggun C. Sasmi, Lionel Messi, and Afgan. The topic about idol or famous person is interesting because students must have their own idol. On page 116 and 117 in speaking section, students were asked to tell their past experiences and use the chart to tell the experiences.

➤ **The textbook has illustrative content**

• **Chapter I**

There is an illustration of four students and then three of them put their hand on ear, while one another put his hand in front of face. The illustration explained how to

play game. On page 17 there are pictures of people in a party and illustration of two people who introduce themselves to each other.

- **Chapter II**

In page 20, inside the chapter there is an illustration picture of a young boy, a man, and two young men. The boy is talking to man by doing thumbs up gesture. Beside the man, there is a young one who is talking with a man who was injured. On page 26, there is a vocabulary exercises. In Task 1, students were asked to complete the blanks in dialogs using words in a box. There are five pictures were shown on the left side of the dialog. Each picture is suitable with every dialog. On the writing section, students write down congratulation cards based on picture on the left. On page 34, there are five illustration pictures about two people complimenting each other. In task 2 on speaking section, they do ball throwing activity in groups. Below the task, there is an illustration picture shown six students playing ball throwing.

- **Chapter III**

There are shown four pictures about beach, amusement park, mall and mountain as warmer section. The pictures also used for vocabulary builder section in the next page.

- **Chapter IV**

Below the title of chapter there is an illustration picture of two people were hiking. In reading section, on task 1, there are pictures of orangutan, monkey, and tourist sign of Taman Tanjung Putting aside the text about Tanjung Puting National Park. In writing part for task 1, there is picture of waterfall in Malang, aside with a text about Cuban Rondo Waterfall.

- **Chapter V**

In the warmer section page 70, the students will see an illustration picture about them and teacher. On task 1 page 74, it is shown six pictures where students asked to match pictures with paragraphs on the text Visiting Niagara Falls.

- **Chapter VI**

Students are able to see the title of chapter “Giving Announcement” shown an illustration picture of a student talking while holding a megaphone.

- **Chapter VII**

The page on warmer section, they will find pictures of the Wright Brothers, their airplane, and modern airplanes.

- **Chapter VIII**

The students will have a picture of a famous person giving autograph. In reading section, there is provided a picture of Afgan beside the text about Meeting My Idol.

➤ **The Textbook Has Clear Point of Views**

- **Chapter 1**

This chapter has clear point of view. This chapter talks about exchange the information of identity. On page 17, there is an example of a conversation between Edo and Slamet, students act out pretending to be Edo and Slamet who introduce themselves to each other.

- **Chapter 2**

The topic talks about congratulating and complimenting others from the beginning to the end. In reading section, there are two texts showed the dialogue of congratulate and compliment. In other section also such as vocabulary exercise, speaking and writing have the same topic about it. Every example and task discusses about it and how to respond. Students will not misunderstand the topic of this chapter.

- **Chapter 3**

It has title “What are You Going to Do Today”. The warmer on page 39 is not relatable with title. There are some pictures such as beach, Amusement park, mall, mountain given to the students and also it gives some questions that point to pictures *like Do you know the pictures? Why do you think people visit these places? What can they do there? Which one do you prefer to visit? Why? Share it with your friends.*

- **Chapter 4**

This teaches the students about descriptive text. The text is about natural tourism object or interesting building. It has clear point of view because from beginning to the ending of this chapter provided descriptive text and also students will write it. Here, they also learn about nouns and adjectives, so it can help them write in descriptive form.

- **Chapter 5**

This chapter has the similarity with chapter 4 because it also talks about descriptive text about interesting places. Students also learn about passive voice.

- **Chapter 6**

The whole chapter talks about understanding the announcement and how to make it. But there is an announcement not really relatable with school life. It is in page 83 about cancellation of JYJ Concert in Singapore. It will be better if this chapter changes it to school things like scholarship, event, visiting the museum for the students, or any announcement that relatable with it.

- **Chapter 7**

The purpose of this chapter is students are able to use simple past tense and present perfect tense. But at the beginning, it talks about the Wright Brothers too much and the chapter does not give enough explanation about simple past tense and present perfect tense. It will make students confused whether they are learning Wright Brothers or simple past tense and present perfect tense.

- **Chapter 8**

In general this chapter has clear point of view. The students are asked to understand the text and answer questions, and then they will learn to use past verbs in the grammar review. In the end of chapter, pupils will write recount text about their holiday with outline given.

➤ **The Textbook Should Consider the Linguistic Aspect that Suitable with the Students' Ability**

- **Chapter 1**

This chapter considers the linguistic aspect that suitable with students' ability. In grammar review section on page 11, there are explanation about pronouns such as subjective, objective, possessive adjectives, and possessive pronouns. There are also examples on how to use these pronouns.

- **Chapter 2**

This chapter provides examples of how to congratulate and response that can be seen on page 23. On page 32-33, there is a dialog of complimenting between Rahmi and Sinta. They are using expressions of complimenting and responding the compliments. For example, Rahmi uses the sentence "what a beautiful skirt" to give a compliment to Sinta. Sinta responds it by saying "Thanks a lot". Sinta also compliments Rahmi by saying "You really did a great job" and Rahmi responds it by saying "Thanks a lot".

- **Chapter 3**

In dialog section on page 40-41, there is a conversation among Riri, Bayu and Santi. On the dialog, there are a few keywords related to activity plan that written in bold type. It will help students to understand the expression of stating and asking about activity plan. In grammar review section on page 43-44, there is a conversation between Santi and Bayu. The bold-type expressions in that conversation related with students daily life. The linguistic aspect in this chapter is suitable with the students' ability.

- **Chapter 4**

This chapter discusses about description text, where the topic is about destination place and historical buildings. In grammar review section, there are some explanations about nouns and adjectives. Words that usually used in description text, for example "beautiful, unique, and precious" are provided in this chapter. On page 64, there is a table of common words order of adjectives before a noun that can be used in describing.

- **Chapter 5**

The purpose of learning is similar with the previous chapter. It is describing destination place or historical buildings. However, there is also discussion about passive voice. On page 76, a table of the formula of passive voice and active voice, also the examples of passive voice and active voice are provided. This linguistic aspect is suitable with students' ability.

- **Chapter 6**

Chapter 6 discusses about announcement where students are expected to be to explain and make announcement. However, the examples are not related with students. Announcement about concert cancellation is not relatable with students or school. On the next page, example is relatable with students because it is about McMaster Mini-Med School, yet the announcement is incomplete. It did not give the information about where activity will take place. Detail explanation about announcement is not provided. This chapter did not fulfill the criterion.

- **Chapter 7**

There is a dialog among Orville, Wilbur and a host in task 1. In the dialog, there are a few keywords about simple past tense and present perfect tense written in bold type. But, in task 2 below the dialog, students have to complete the diagram by placing the symbol (X) and lines at diagram that can show *simple past tense* and *present perfect tense*. However, there is no explanation about the differences of simple past tense and present perfect tense between task 1 and task 2. This chapter does not fulfill the criterion because the task does not suitable with students' ability.

- **Chapter 8**

Here, the purpose of learning is students are expected to identify, explain text and retell personal experiences that related with recount text. On grammar review section page 115, students read and study the uses of *past verbs* from a paragraph. There are several words written in bold type. By studying the bold-type words, students will identify the *past verbs* on the text. Then the next task, students underline all the past verbs in text "meeting idol" on page 110-111. Students can see examples how to underline words.

- **The Textbook Has Content that Related to the Other Branch of Science**

- **Chapter I**

In task 1 on page 4, there is an e-mail from Yahoo Mail as the reading material. This is related with technological science.

- **Chapter II**

The researcher did not found the content that relate to the other branch of science.

- **Chapter III**

Branch of science is not found by the researcher.

- **Chapter IV**

Students also teacher will learn about educational destination places and the history of historical buildings. This is related to other branch of science, especially history.

- **Chapter V**

Reading section presents a text about Visiting Niagara Falls, where in the text students can learn about the location of Niagara Falls and history of places in Niagara Falls). This is related to other branch of science such as geography and history.

- **Chapter VI**

The chapter does not fulfill with branch of science criterion.

- **Chapter VII**

Simple past tense and present perfect tense with the topic about the Wright Brothers is included here. They are the inventors of airplane. In this chapter students will get the information of the Wright Brother's airplane. This is related with other branch of science, especially history.

- **Chapter VIII**

The text provided in this chapter is a recount text about meeting a famous person, Afgan. The researcher did not find the content that relates to other branches of science.

There are five of eight criteria the writer chooses to put inside the journal. Those five criteria show that the textbook is good enough for Senior High School students at tenth grade.

CONCLUSION AND SUGGESTION

There is a very different gap so that there are differences in the development of textbook as teaching materials as well. Curriculum development is also one of factors that cause these differences. Based on this research, this book does have criteria that are quite different from those of Greene and Patty, but it does not mean this book is not good. This book provides complete materials in terms of illustrations, examples, and motivations of material. However, the researcher found this book is lack of clear written content. It only got score 60% from the assessment rubric. Even though the textbook did not get score 100%, it has fulfilled all cores and basic competence of curriculum 2013. It also applied student-centered teaching learning method that is main concern in curriculum 2013.

The researcher found that book is lacking of relatable examples. There was no clear explanation in several chapters whereas it is important to present clear written content.

In conclusion, to overcome deficiencies in aspect of clear written content, teachers can search for additional material from other books or any other sources.

REFERENCES

- Arikunto, S. 2013. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Chandran, S. 2003. "Where are the ELT Textbook?". In Willy A. Renandya (Ed.). *Methodology and Materials Design in Language Teaching: current perception and Practices and their Implications*. Singapore: SEAMEO Regional language centre.
- H.G Tarigan & Djago Tarigan. 1986. *Telaah Buku Teks Bahasa Indonesia*. Bandung: Angkasa.
- Madjid, Fahru Kamaludin. 2017. *The Feasibility of Content Analysis of English Textbook Based on Curriculum 2013*. Jakarta: Department of English Education Faculty of Educational Sciences Syarif Hidayatullah Islamic State University.
- N. Pusporini, 2009. *A Content Analysis on English e-Book for Junior High School Grade VII, "English in Focus"*. Malang: Faculty of Letter State University of Malang.
- Wallen, N. E., Fraenkel, J. R. 2001. *Educational Research: A Guide To The Process (2nd ed.)*. New York: Lawrence Erlbaum Associates Publishers.