THE CONTENT ANALYSIS OF BAHASA INGGRIS TEXTBOOK FOR SENIOR HIGH SCHOOL GRADE X PUBLISHED BY KEMENDIKBUD 2014

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ABSTRACT

The design of this research was descriptive quantitative. It aimed to find out the category of material and task in *Bahasa Inggris* Textbook for Senior High School published by Kemendikbud 2014. The subject of this study was textbook for grade tenth, consisting of 2 books (first semester and second semester) which each book consist of 9 chapters which were made up 268 materials and tasks. The data was collected by using observation checklist that proposed by Permendikbud number 08 2016 and some experts (Cunningsworth (1995), Celce-Murcia (1979), Wahab (2013)). The result showed that the materials and tasks which divided into 4 aspects; material aspect, linguistic aspect, material presentation aspect and graph aspect showed the different result. The material aspect was categorized into poor category while the others were categorized into good category. Therefore this book can be categorized into good category. In language skills (listening skill, speaking skill, reading skill and writing skill) also showed the different result. The listening skill showed low percentage in good category while the others skill showed high percentage in good category. Consequently, it can be concluded that language skills in this book was not balance.
Key terms : *English Textbook, Content analysis, 2013 Curriculum*

ABSTRAK

Desain dari penelitian ini adalah deskriptif kuantitatif. Penelitian ini bertujuan untuk menemukan kategori dari muatan dalam Buku Ajar Bahasa Inggris untuk Sekolah Menengah Atas yang dipublikasikan oleh Kemendikbud 2014. Subyek dari penelitian in adalah buku ajar dari kelas sepuluh yang terdiri dari dua buku (semester satu dan semester dua) an tiap buku terdiri dari 9 bab yang berisi 268 muatan. Data pada penelitian ini diambil dengan menguunakan observasi ceklis yang diajukan oleh Permendikbud nomor 8 2016 dan beberapa ahli (Cunningsworth (1995), Celce-Murcia (1979), Wahab (2013)). Hasilnya adalah muatan yang dianalisi dalam 4 aspek; aspek materi, aspek kebahasaan, aspek presentasi materi dan aspek grafik menunjukkan hasil yang berbeda-beda. Aspek materi dikategorikan kedalam kategori buruk sedangkan kategori – kategori yang lain dikategorikan kedalam kategori baik. Dalam ketrampilan berbahasa (ketrampilan menyimak, ktrampilan berbicara, ketrampilan membaca dan ketrampilan menulis) juga menunjukkan hasil yang berbeda. Ketrampilan menyimak menunjukkan presentase yang rendah dalam kategori baik sedangkan ktrampilan lainnya menunjukkan presentase yang tinggi dalam kategori baik. Maka dapat disimpulkan bahwa ketrampilan berbahasa dalam buku ajar ini tidak seimbang.
Key words: *Buku ajar Bahasa Inggris, Analisa Muatan, Kurikulum 2013*

INTRODUCTION

In conducting teaching English, many tools needed by the teacher and one of the tools is English Text book. Teachers belief that English textbook can help them in giving material to the students. Indonesia also uses English Textbook as a tool to help teachers delivered material. According to Tomlinson (2011), "*textbook is the one of tools that used to help teachers to teach the learners*". Awasthi (2006) offers more detail definition, saying that "*textbook is a teaching and learning material for both the teachers and the learners to rely on the process of teaching and learning*". It can be concluded that textbook is a source for teachers and students in their teaching and learning process.

In choosing textbook, it has to be integrated with the lastest curriculum used by school. For example, in Indonesia almost every school applies 2013 curriculum as their curriculum. The 2013 curriculum consist of; attitude competence, knowledge, and integratedly skill. 2013 Curriculum in Indonesian Education use scientific approach in its teaching and learning process. Therefore they had to apply English textbook that appropriate with 2013 curriculum.

Based on the researcher observation in the schools, the Textbook plays the important role in teaching and learning process. The way how the teaching and learning process take place was depend on the availability of the Textbook. In the case of the use of Textbook in teaching and learning process, there must be some criteria for good textbook.

According to *Permendikbud Number 8 2016*, there are some criteria based on 2013 curriculum. The textbook must fulfill 4 aspects, there are : material aspect, linguistic aspect, material presentation aspect and graph aspect. In the textbook, almost every content and material cover all aspects that related to the language skills. There is also some criteria based on some experts (Cunningsworth – 1995, Celce-Murcia – 1979 and Wahab – 2013) especially in the language skill of English textbook. Those language skills are listening skill, speaking skill, writing skill and reading skills.

In Bengkulu, many books are used for teaching and learning English process, especially the books that published by Kemendikbud 2014. This book was recommended by The Ministry of Education and Culture of Indonesia to help teacher in teaching and learning English process and also to help teacher in improve the student's skill. In fact, the phenomena that we found in the schools, the skills were not balanced in teaching and learning process yet. Students who learn English in Senior High School seemingly are not able to speak fluently and appropriately. Moreover, for listening skill, students seem to have quite inappropriate ability for their needs, even this skill has been taught by the teacher in teaching and learning process.

Because of those facts, the researcher was interested to look at the content and material of *Bahasa Inggris* Textbook especially in the language skills element. In relation to the fact and evaluation on textbook is needed in order to re-evaluate the content on language skills. Based on that problem above, the researcher intend to conduct a research entitle "*The Content-Analysis of Bahasa Inggris Textbook for Senior High School Grade X Published by Kemendikbud 2014*". At the end, this study arrived into the aim of looking at the category of Bahasa Inggris Textbook for Senior High School Grade X Published by Kemendikbud 2014 and also looking at the balance content of Language Skills.

METHOD

This research was conducted the decriptive quantitative method. Descriptive design means the result of analysis will be described. According to Margono (2012), descriptive research is one of researches to describe data and characteristics used to describe the population, use descriptive method in the research has a purpose to gain accurate, factual and systematic data.

The textbook will be analyzed by the criteria of English Textbook from *Permendikbud number 8 2016* and will be modified by the criteria from some experts ; Cunningsworth (1995), Celce-Murcia (1979) and Wahab (2013) The subjects of this research is *Bahasa Inggris* Textbook that Published by Kemendikbud 2014. There are two books that will be analyzed; the first semester and second semester books of Grade X. The total of chapter in those two books is 18 chapters.

The instrument of the research will be an observation checklist. The instrument will be analyzed by researcher and co-researcher. Here, the researcher and co-researcher should have a similar point of view in analyze the subject and content. That is why, the researcher will make a written guide and give it to the co-researcher and it is for guiding the co-researcher. The co-researcher will help the researcher to analyzed the data. These instruments are adapted from *Permendikbud number 08 2016* and some experts; Cunningsworth (1995), Wahab (2013), and Celce-Murcia (1979). There are 4 criteria of English textbook proposed by *Permendikbud number 08 2016* concern on the content of Textbook; material aspect, linguistic aspect, material presentation aspect and graph aspect.

Moreover, there are some criteria proposed by experts in language skills also will be categorized into observation checklist. The researcher will give marks

(√) in the columns of the category checklist if the material aspect in textbook fulfilled the criteria. The categories are : Good (75% - 100%), Satisfactory (65% - 74%), and Poor (≤ 64%).

Because of some of the items in the instrument can not be completely analyzed, the data will be analyzed into two steps. The first step is analyzing each chapter and the second one is analyzing the whole chapters. The following formula will be used to analyzed the data in each chapter :

$$P = \frac{f}{n} \times 100\%$$

P = Percentage
f = The number of material content that fulfilled the item of evaluation
n = Total materials.
(Adapted from Sudijono, 2010)

In order to calculate the category for whole chapters, the data formulated in the following formula :

$$P = \frac{f}{n} \times 100\%$$

P = Percentage
f = The number of each category from all chapter
n = Total chapter
(Adapted from Sudijono, 2010)

RESULTS AND DISCUSSION

1. The result of Material Aspect

In the material aspect there were 8 items to be evaluated. From all the 18 chapters, the total number of criteria was 110. The table below showed the detail about the result of all the items of evaluation in material aspect :

Table 1

Category	Frequency	Precentage
Good	44	40%
Satisfactory	17	15%
Poor	49	45%
Total	**110**	**100%**

Based on the result in the table 1, it can be concluded that material aspect can be considered not satisfactory.

2. **The result of Linguistic Aspect**

In the linguistic aspect there were 2 items to be evaluated. From all the 18 chapters, the total number of criteria was 36 items. The table below showed the detail about the result of all the items of evaluation in material presentation aspect :

Table 4.1

Category	Frequency	Precentage
Good	36	100%
Satisfactory	0	0%
Poor	0	0%
Total	**36**	**100%**

Based on the result in the table 7, it can be concluded that linguistic aspect can be considered good.

3. **The result of Material Presentation Aspect**

In the material presentation aspect there were 4 items to be evaluated. From all the 18 chapters, the total number of criteria was 72 items. The table below showed the detail about the result of all the items of evaluation in material presentation aspect :

Table 4.1

Category	Frequency	Precentage
Good	72	100%
Satisfactory	0	0%
Poor	0	0%
Total	**72**	**100%**

Based on the result in the table 8, it can be concluded that material presentation aspect can be considered good.

4. **The result of Graph Aspect**

In the graph aspect there were 3 items to be evaluated. From all the 18 chapters, the total number of criteria was 54 items. The table below showed the detail about the result of all the items of evaluation in graph aspect :

Table 4.1

Category	Frequency	Precentage
Good	54	100%
Satisfactory	0	0%
Poor	0	0%
Total	**54**	**100%**

Based on the result in the table 9, it can be concluded that graph aspect can be considered good.

5. **The result of Language skills**
   a. **The result of Listening Skill**

In the listening skill, there were 7 items to be evaluated. From all the 18 chapters, the total number of items was 126. The table below showed the detail about the result of all the items of evaluation in listening skill :

Table 4.1

Category	Frequency	Precentage
Good	17	13%
Satisfactory	1	1%
Poor	108	86%
Total	**126**	**100%**

Based on the result in the table 2, it can be concluded that listening skill can be considered good.

b. The result of Speaking Skill

In the speaking skill, there were 8 items to be evaluated. From all the 18 chapters, the total number of items was 144. The table below showed the detail about the result of all the items of evaluation in speaking skill :

Table 4.1

Category	Frequency	Precentage
Good	79	55%
Satisfactory	17	12%
Poor	48	33%
Total	**144**	**100%**

Based on the result in the table 3, it can be concluded that speaking skill can be considered good.

c. The result of Reading Skill

In the reading skill, there were 8 items to be evaluated. From all the 18 chapters, the total number of items was 144. The table below showed the detail about the result of all the items of evaluation in reading skill :

Table 4.1

Category	Frequency	Precentage
Good	121	84%
Satisfactory	2	1%
Poor	21	15%
Total	**144**	**100%**

Based on the result in the table 4, it can be concluded that reading skill can be considered good.

d. The result of Writing Skill

In the writing skill, there were 11 items to be evaluated. From all the 18 chapters, the total number of items was 198. The table below showed the detail about the result of all the items of evaluation in writing skill :

Table 4.1

Category	Frequency	Precentage
Good	170	86%
Satisfactory	7	3%
Poor	21	11%
Total	**198**	**100%**

Based on the result in the table 5, it can be concluded that writing skill can be considered good.

6. The result of Vocabulary & Grammar

In the Vocabulary & Grammar, there were 11 items to be evaluated. From all the 18 chapters, the total number of items was 198. The table below showed the detail about the

result of all the items of evaluation in vocabulary & grammar:

Table 4.1

Category	Frequency	Precentage
Good	145	73%
Satisfactory	2	1%
Poor	51	26%
Total	**198**	**100%**

Based on the result in the table 6, it can be concluded that vocabulary & grammar can be considered good.

DISCUSSION

The research findings were analyzed based on the criteria from Permendikbud number 8 2016 and some experts; Cunningsworth (1995), Celce-Murcia (1979) and Wahab (2013). Those criteria were divided into 4 parts, they were ; material aspect, linguistic aspect, material presentation aspect and graph aspect. From four aspects, the textbook obtained good category for three of them; linguistic aspect, material presentation aspect, and graph aspect. Meanwhile the material aspect is not fulfilled appropriately by the textbook in good category.

1. **Material Aspect**

The result was tended in three categories such as : good category, satisfactory category and poor category. The percentage of poor was highest than good category and satisfactory. Therefore it can be concluded, that the material aspect for *Bahasa Inggris* Textbook published by Kemendikbud 2014 was categorized as poor or not satisfactory.

Some of criteria get high percentage in poor category, such as in **encourage students self-reliance and innovation, the topic that have to encourage students to express their own views and the integration of skills in realistic**. In this case, it seems students innovation and views the textbook has less propotion in exploring this point. This book serve less propotion tasks and materials that make students express their own views and do innovation in doing tasks or learn the materials.

2. **Linguistic Aspect**

The Items of Evaluation for this aspect are on structure and the using of language and sentence in paragraph. The result in linguistic aspect shows that the Items of Evaluation were categorized into **good** category. it means that all material content are correct, clear, simple and also follow the right order in its structure.

3. **Material Presentation Aspect**

The Items of Evaluation for this aspect are on the way of presenting the material, the presenting of exercise and also contain of material presentation. The result in material presentation aspect shows that all the Items of Evaluation were categorized into **good** category. it means that all material presentation are presented in interesting way.

4. **Graph Aspect**

The Items of Evaluation for this aspect are the use of colour, font, illustration and also the pictures. The result of graph aspect shows that all Items of Evaluation were categorized into **good** category. It means that, all material content use appropriate colour, use font and illustration and also use interesting pictures.

Based on the results above, English Textbook for Senior High School Grade X Published by Kemendikbud 2014 can be categorize into **good** category because it has **fulfilled 3 of 4 aspects** that had been analyzed.

In language skills there are 4 skills that had been analyzed, listening, speaking, reading, and writing skills, the result shows the highest percentage is writing skill, followed by reading skill,then speaking skill, and the last one is listening skill.

In addition, the Items of Evaluation in listening skill obtained high percentage in poor category. From 7 items, 5 of those items were classified in poor category. The material for listening skill did not have comprehension question or activities, part of dialogue, pre-listening tasks and video for material. According to Cunningsworth (1995) the good textbook for listening have to contain some pre-listening activities. Meanwhile, Nunan (1995) stated that students can improve their skills on listening by doing many exercises. In other words, the students ability in language skills can be measured through the exercises. If the exercises did not balance presenting all skills, the students are not able to improve themselves on each skill in balance. Thus, if listening skill was classified in poor category it can influence the student's ability on listening. From those data it can be concluded that the language skills in *Bahasa Inggris* Textbook for Grade X published by Kemendikbud 2014 are not balanced.

CONCLUSION AND SUGGESTION

Based on the result of this research, it can be concluded that *Bahasa Inggris* textbook for Senior High School Grade X Published by Kemendikbud 2014 is categorized into **good** category. From total 4 aspects that become item of evaluation proposed by Permendikbud number 08 2016 and some experts (Cuningsworth (1995), Celce-Murcia (1979) and Wahab (2013), 3 aspect (linguistic aspect, material presentation aspect and graph aspect) was categorized into good category. However, 1 aspect (material aspect) are not fulfilled the good category or still categorized in poor category. To some extend, this textbook needs re-evaluation and some revision on the aspects that are not fulfilled yet, to achieve the better result in teaching and learning process, therefore they can reach the goal of their learning.

In the language skills (listening, speaking, reading and writing), this textbook has bot fulfilled the balanced criteria for each skills. The result shows writing obtaines the highest percentage, then speaking reading and the last is listening.

Based on the research that has been done, the researcher would like to put some suggestions:

1. For the textbook's writer, the result of this research is suggested to be the consideration for making the other textbook.
2. For the teachers that use this textbook, teacher should find another material to support their teaching process for listening aspect.
3. In conducting the next research, the future researcher is expected to conduct a research in analyzing the textbook deeply in material aspect or listening skill.

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