



## **An Analysis of Language Skills' Proportions in the English Textbook Grade XII Published by Kemendikbud 2014**

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### **Abstract**

This research was aimed to find out the suitability of English textbook with the curriculum and the proportion of the language skills' in the English textbook used by students of grade XII published by Kemendikbud 2014. The design of this research was descriptive quantitative. The object of this research was the English textbook for grade XII which consists of 16 chapters. The data were collected by using evaluation checklist proposed by syllabus based on curriculum 2013 and the expert (Ur, 1996). The results of data analysis showed that the English Textbook for Grade XII of senior high school published by Kemendikbud 2014 is categorized into "very good" category. From 27 learning objectives (KD) proposed by the curriculum 2013 in syllabus, 22 of it are covered in the English textbook. The writing skill has the highest proportion, 38 %; the second is reading skill, 30 %; the third is speaking skill, 21 %; and the last is listening skill, 11 %. It can be concluded that the textbook is suitable to the standard established by the government, that is to make the students reach the functional level of literacy by using text – based teaching process and focused on the text.

**Key words :** *English Textbook, Language Skills, Suitability, 2013 Curriculum*

### **Introduction**

In teaching and learning process, it is important to have good material and good activities for students. The material and the activity can be a media or the material itself, for example an English textbook. The English

textbook is the basic thing that a teacher should have in order to teach the students. According to Brown (2000), "textbooks can help teachers prepare the lesson". English text book contains several materials, instructions and tasks to improve students' ability in English. The schools have to choose the suitable English textbook in teaching and learning English. Teachers believe that English textbook can help them in giving material to the students. It can be concluded that textbook is the main source for teachers and students in their teaching and learning process.

In learning English, an English textbook is needed by teacher. The existence of textbooks itself is an important point and cannot be separated from teaching and learning process. According to Awasthi (2006) "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. That is why the English textbook has an important role as a language course and as a source for the teacher to teach the students. It contains materials, instructions, media and activity needed in learning process in the class. Moreover, it helps the teacher to improve the students' skills in learning English.

In choosing textbook, we have to be sure that it integrates with the newest curriculum used by the school itself. For example, in Indonesia almost every school applies 2013 curriculum as their current curriculum. The Ministry of Education and Culture of Indonesia has decided that schools must implement the 2013 Curriculum. The 2013 curriculum consists of; attitude competence, knowledge, and integrated skills. 2013 Curriculum in Indonesian Education use scientific approach in its teaching and learning process. The purpose of this curriculum is for preparing the students to have the ability and competency to live as individual person or in a group whom religious, productive, creative, innovative, and affective also able to give their contribution to the society, nation, country and world civilization.

Some schools in Bengkulu apply 2013 curriculum for in teaching and learning process. Therefore they have to apply English textbook that is appropriate with 2013 curriculum. In Bengkulu, many books are used for teaching and learning English process, especially the books published by Kemendikbud 2014. *Bahasa Inggris* textbook is used by almost schools in Bengkulu such as SMA Negeri 5, SMA Negeri 2, SMA Negeri 6, and SMA Negeri 4. This book is 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 improving the students' skills. But so far there is no any research yet about the balancing proportion of language skills consisted in this English textbook, especially English Textbook Grade XII published by Kemendikbud 2014.

In this research, the researcher wanted to have an analysis of the English textbook grade XII published by Kemendikbud 2014 because the English textbook has not been researched by any other researchers yet. Furthermore this book was currently published by Kemendikbud in 2014 and has been used by teachers in many schools in Bengkulu. The research was conducted in order to analyze the materials, proportion of language skills and the suitability of the book based on Curriculum 2013.

There are some previous studies similar to this research. First, the Proportion of Language Skills In English Textbook *ENGLISH ON SKY 1* by Andri Wibisono, Universitas Malang (2013) in Indonesia. The researcher analyzed the proportion of language skills in an English textbook by using qualitative evaluative design. The results showed that the textbook focuses more on writing skills in its activities (29%), speaking (26%) and listening (25%). Meanwhile, reading has the lowest proportion for about 20%. The results of the evaluation shows that the textbook is suitable for seventh graders because the author wrote the textbook based on a government standard that requires students to reach the functional level of literacy.

Second, the Proportion of Language Skills In English Textbook at Lower Secondary Schools by Ivana Madericova, Masaryk University, Czech

Republic (2013). The thesis focuses on analyzing the style of two English textbooks which deals with evaluation and comparison of those two textbooks. The main aim of the thesis was to find out two mostly used textbooks at lower secondary schools in Brno and analyzed them. With reference to the findings, apparently, the teachers were quite satisfied with those textbooks and only complained on a few particular things.

Third, the research that was done by Masyhudi Latief, Universitas Negeri Yogyakarta, Indonesia (2015) about *An evaluation of English Textbook for the Eight Grades of Junior High School*. This research looked into the content of the English Textbook based on some criteria from *Pusat Perbukuan* and some experts. The results of this research showed that this book did not fulfill the criteria of good textbooks especially in the area of content, language and presentation aspects.

Fourth, the Content – Analysis of *Bahasa Inggris* Textbook for Senior High School Grade X Published by Kemendikbud 2014 by Rut Glory Septiani Dilla, Universitas Bengkulu (2017) in Indonesia. This research focused on evaluating the content of the textbook based on Permendikbud Number 8, 2016 and based on some experts. In this reserarch, the researcher evaluated the balance of content in terms of Language skills. The results showed that the materials and tasks which are divided into 4 aspects; material aspect, linguistic aspect, material presentation aspect and graph aspect showed the different result. Therefore this book can be categorized into good category. In language skills (listening skill, speaking skill, reading skill an writing skill) also showed the different result. The listening skill showed low percentage in good category while the other skills showed high percentage in good category. Consequently, it can be concluded that language skills in this book were not balanced.

Those previous studies focused on evaluating english textbook as a whole section. However, the emphasis of this research would be on the analysis of language skills' proportion and the suitability of the book based on 2013 Curriculum. According to the previous explanation, the

researcher conducted a research entitled "An Analysis of The Language Skills' Proportion In The English Textbook, Grade XII Published by Kemendikbud 2014". Furthermore, the researcher focused on the suitability of the textbook based on Curriculum 2013 and the proportion of language skills (speaking, listening, reading and writing), and described the language skill mostly used in the textbook.

Based on the background of the research, this research had two research questions; First, How is the suitability of English Textbook grade XII published by Kemendikbud 2014 based on Curriculum 2013?; and secondly, how is the balance of the language skills applied in English Textbook grade XII published by Kemendikbud 2014?". The researcher hopes that this research will give some influences to the student teachers, students and further researcher.

### **Research Methodology**

The method used in this research was descriptive quantitative method.. According to Margono (2012), descriptive research is one of the researches to describe the data and the characteristics used to describe the population to gain accurate, factual and systematic data. Quantitative analytic allows the reporting of summary results in numerical terms to be given with a specified degree of confidence. The textbook was analyzed based on the criteria of English Textbook required from Syllabus in 2013 curriculum.

The object of this research is English textbook for grade XII (senior high school) published by Kemendikbud 2014 which consists of 16 chapters (1<sup>st</sup> and 2<sup>nd</sup> semester) for regular class. The focuses of this research were to determine the suitability of English textbook to the syllabus in 2013 Curriculum and the proportion of language skills in each chapter.

The instrument used by the researcher in this research was an Evaluation Checklist Form for finding the suitability of English textbook with 2013 Curriculum and the percentage of the proportion of language skills

covered in English textbook grade XII published by Kemendikbud 2014. Checklist is a list of activities and skills used as the guideline for the researcher to analyze the English textbook. This checklist has been selected as the main instrument of this study because it offers the most economical and reliable means of reaching a decision concerning the relative suitability of the textbook. The data gained from the instrument was analyzed by the researcher and co-researcher. The co – researcher is Yeyen Julita, S. Pd. Here, the researcher and co-researcher should have a similar point of view in analyzing the textbook. That is why, the researcher made such kind of a written guideline and gave it to the co-researcher and it was used as the guideline for the co-researcher. The co-researcher helped the researcher analyze the data.

## **Findings And Discussion**

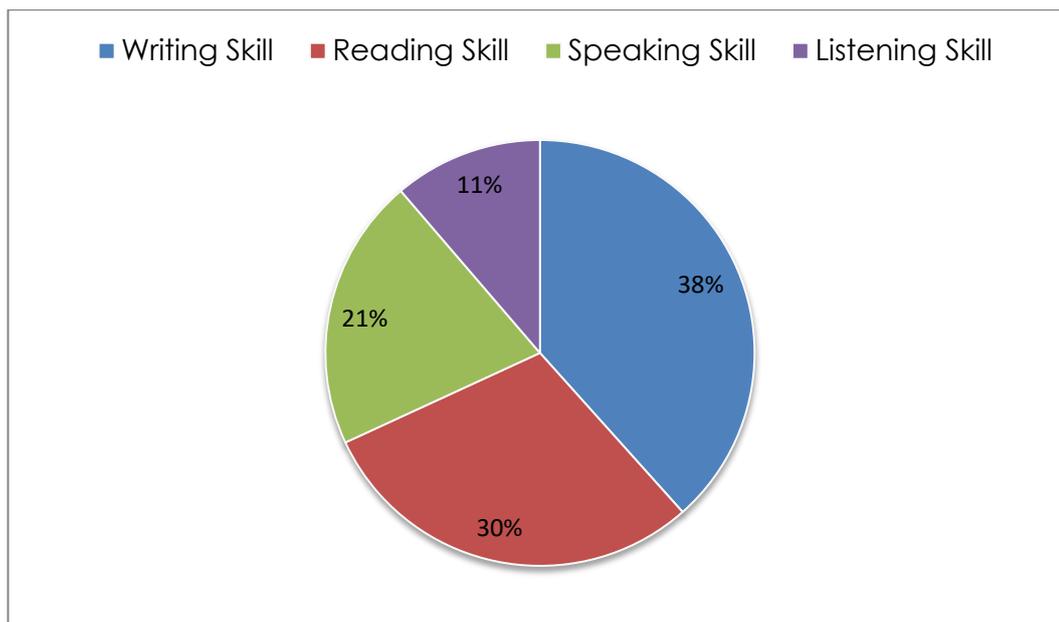
### **Finding**

The data were collected in February 21<sup>st</sup> 2019. The instrument was evaluation checklist. There were 2 objectives of the research, first, to determine whether the English textbook is suitable to Syllabus of 2013 Curriculum and secondly, to determine the language skills' proportion covered in the English Textbook Grade XII Published by Kemendikbud 2014.

The English textbook was categorized "Very Good" since its suitability reached 81.48%. Regarding to the suitability of the textbook to the curriculum, all chapters in the English textbook were relevant to the basic competence required by the Syllabus. The researcher focused on 4th Basic Competence (KD) because it is the main component of teaching and learning process. Then, the researcher found out what the objective of teaching that the teacher wanted to reach. Whereas the 1st and 2nd Basic Competence (KD) were achieved by indirect teaching, which are example, habituation and school culture, with regard to the characteristic of each subjects and the students' condition. Those data reflected that the English textbook suits to the syllabus in 2013 curriculum.

The data of the language skills' proportion contained in the textbook was collected from the instrument namely evaluation checklist. From the results of the analysis of 16 chapters of the English textbook for Grade XII Published by Kemendikbud 2014, it was found that there was an imbalance between writing and the other skills. Writing seemed to be the first priority where there are 11 chapters of the book which focusing on writing skills. As showed in the table below, the percentage of the proportion is quiet big between one and another. In detail, writing skill has the biggest proportion in the textbook with average 38%, followed by reading skill, 30%, then speaking skill, 21% and the last is listening skill, 11%.

Diagram 1. Language Skills' Proportion Throughout the textbook



It was found that not all chapters in the textbook have the same proportion of the four language skills because the learning objectives mandated in each chapter are different. The learning objectives can define what language skills used in every activity. Moreover, the proportion should suit to the syllabus in the curriculum 2013, that is to reach the functional literacy.

## **Discussion**

After having the evaluation analysis, the textbook suits to the 2013 Curriculum. This English textbook is categorized "Very Good" by achieving average score 81.48%. From 27 learning objectives provided by the syllabus, 22 of it suits to the English textbook. There are 3 learning objectives not covered in the English textbook: first, to arrange oral and written texts to express and respond the expressions of offering services, taking into account of social functions, text structures and language elements that are correct and contextual; second, to arrange job application letter, taking into account of social functions, text structure, and language elements that are correct and contextual.

The reason why those 2 learning objectives are not covered in the English textbook is referring to what Riddel (2003: 100) says that one of the certain good textbook is that it should be appropriate to the students' level and needs. It means that the textbook made based on students' condition and the environment. In addition, based on Curriculum 2013, the textbook should fit to the goal mandated in the curriculum, that is to prepare the students to be ready in facing the National Examination and for entering University. What should be emphasized is writing and reading skill, which focuss on text-based teaching.

Furthermore, the researcher found that there are 2 Basic Competences (KD) that mostly used in the English textbook, they are; first, to catch the meaning of factual report of oral and written objects, animals and symptoms / natural events, related to other subjects in Class XII; second, to arrange factual report of oral and written scientific paper, about objects, animals and symptoms / natural events, related to other subjects in Class XII, and taking into account about social functions, text structure, and language elements that are correct and contextual.

It can be seen in the book, that 5 from 16 chapters use those Basic Competences. As stated by Byrd in Celce-Murcia (2001: 416), textbooks

should fit the students. It means that it is related to four aspects namely interesting content, appropriate examples, varied tasks and presentation. By using those Basic Competences, the textbooks provide more contents and varied tasks to be taught by the teacher to the students. In addition, by using those basic competences, teacher has many options to present the material in the classroom and the students feel comfort and enjoy doing the task. Furthermore, it fits to the Curriculum 2013 that teaching and learning processes in senior high school prefer to use text based teaching. And in those 5 chapters, there are many texts to read and writing exercises in order to emphasize students' skills in writing and reading.

Besides, the English textbook has used scientific approach. According to a 2004 Policy Forum in *Science* magazine, "scientific teaching involves active learning strategies to engage students in the process of science and teaching methods that have been systematically tested and shown to reach diverse students. In teaching and learning activity, the scientific approach has 5 steps, observing, questioning, collecting information, associating and communicating. Because of this, the English textbook organization and four skills were distributed well which could help students in developing their language skills.

Teaching languages at the high school level, such as in junior high school, is still focused on increasing the competency of students to be able to use the language to achieve communication goals in various contexts, both oral and written with higher complexity of the material studied in junior high school, using the same approach, namely a text-based approach. Based on text-based teaching, this emphasizes increasing the ability of students to use English in various types of texts. Text is studied not as a final goal, but as a tool for carrying out various activities in real life. At this intermediate level, teaching material consists of simple texts.

Based on the result, the development of four language skills is in an integrated way in each chapter, and trying to include every skill in each chapter and the activities. It can be seen in the textbook that almost every chapter use 1 skill in minimum and 3 in maximum. Eventhough, there is still imbalance proportion in each language skills as percentage, it is related to the goal of the Curriculum 2013 that the foccus on learning and teaching English in senior high school is to emphasizeof increasing the ability of students to use English in various types of texts. So it also means that writing and reading skill have the most important part on this english textbook.

In this textbook, the English textbook writer gives more proportion for writing. Listening skill has been given the lowest proportion. From the researcher's point of view, the result shows that the author of the textbook is trying to make the textbook based on the standard from the government which the purpose is to make the students reach the functional level of literacy and used the text – based teaching and focuss on the text as stated in the syllabus. Meanwhile the others skill have less part in using text – based teaching.

Writing skill was mostly found towards the end of each chapter which could suggest that the author intended to provide oral and written input to students with tasks on reading and listening which prior to the undertaking of writing texts. It is related to Thotapally Anjaneyulu (2014) stated that students were asked to produce included variety of genres such as text, poems, articles, caption, poetry, stories, description, and note taking. Based on what Curriculum stated in syllabus,in senior high school, tthe purpose is to emphasize in increasing the ability of students to use and learning English in various types of texts.

Reading skill was the second which comme after writing skill. Reading skill and writing skill actually have integrated each other in almost every activity. The activities include, reading text, reading aloud, and paragraph. But reading is only for the input material and the rest of it is writing skill as the output. It is stated by Thotapally Anjaneyulu (2014) that in

almost every unit in the English textbook, writing and reading skills cannot be apart. They have connecting to do the input and output for the students. In addition, it is hard to choose who dominant in some task because they are integrated.

Speaking skill is one of the most important skill to communicate in learning process. In this textbook, this skill was represented a little part from whole book. The activities are discussion, presentation, dialogue and sing a song. This skill also integrated to listening skill, whether speaking skill as output for the students and listening skill as the input. It is related to Andri Wibisono (2013) stated that Listening and speaking may take a place as important skills to use in direct communication, but the highest portion of language skills in this textbook is writing skill.

Listening skill have the lowest percentage in this textbook. As the input of the students in learning process, this skill should have taken more part in this textbook. Beside that, the activities for listening is less than other skills, include listen and repeat, listen a story, listen to radio. Even this textbook only gives a little part for listening, it still have some pre-listening activities, for example listen to the teacher or tape recorder. Meanwhile, the students still can improve their skills on listening by doing that exercises. In other words, the students ability in language skills can be measured through the exercises. If the exercises do not have balanced skill presentation, the students are not able to improve themselves on each skill in balance.

Although a good textbook should provide the English skills in balance, it also should provide the four English skills in a good way and based on the goals what curriculum want to achieved. Even there are many books use in one school, but still curriculum and syllabus is the guideline for the teacher to teach their students to achieved the goals.

The result of several studies mentioned above could be different because of the difference background knowledge and behavior between research subject, previous study, and the theory of evaluating textbook in this research. For instance, the researcher assumes that the

same result in this study with several previous studies mentioned above was resulted from the same background, characteristics of the subject and the theory of evaluating the English textbook.

## **Conclusion And Suggestion**

### **Conclusion**

The first of this research objective is to find out the suitability of the English textbook to the syllabus in Curriculum 2013. Based on the result of this research, it can be concluded that The English Textbook Grade XII for senior high school published by Kemendikbud 2014 is categorized into "Very Good" category. From 27 learning objectives (KD) that proposed by the Curriculum 2013 in syllabus, 22 of it is covered to the English textbook. However, 5 learning objectives does not covered in the English textbook. In addition, even this textbook is categorized in good category, this textbook still needs evaluation and revision on the other aspects.

The second is to find out the balance proportion of English textbook Grade XII published by Kemendikbud 2014. Based on the result, it can be conclude that, the language skills' (listening, speaking, reading and writing) proportion, this English textbook has categorized imbalance in each language skills as percentage. In detail, the writing skill has the highest proportion it is 38 %; the second is reading skill has 30 %; the third is speaking skill has 21 %; and the last is listening skill has 11 %.

The conclusion is this English textbook gives more proportion for writing, because based on the standard from the government to emphasize of increasing the ability of students to use English in various types of texts, to make the students reach the functional level of literacy and used the text – based teaching in teaching and learning process as stated in the syllabus.

### **Suggestion**

Based on the research that have been done, the researcher would like to put some suggestions. First to English Textbook Writers or this research is the goverent team whom make this English textbook. The result of this research might help the English textbook writers to consider the balancing of language skills covered in the english textbook. The balancing in each language skills is should be one of the important part in this textbook because the students who learn about English, not only learn about the grammar and vocabulary, or only focuss on writing and reading. But also, the students expected to learn how to pronounce the word directly or speak up in english and make them familliar with listening many conversation in English.

Second is to English Teachers who will teach their students using this textbook. The result from this research might help the teacher to know the balance proportion of this textbook. They need to know whether this book is balance or not. If they know about what skill is have more taken part, they will decrease the using of this skill. On the other hand, if they know about what skill have less taken a part in this book, they should use another book as the added material in teaching and learning process.

The last is for the Next Researchers who will have the same researcher. This research might help and be used as a reference for the next researchers to conduct a similar research.

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