

**THE ANALYSIS OF ENGLISH TEXTBOOK USED IN THE  
FIRST GRADE OF SENIOR HIGH SCHOOL BASED ON  
CURRICULUM 2013**

**AN ARTICLE**

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**ARTIKEL**  
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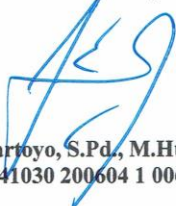
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**THE ANALYSIS OF ENGLISH TEXTBOOK USED IN THE FIRST  
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2013**

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**ABSTRACT**

**Nurhikmah, Wita. Registration Number: 2122121047. The Analysis of English Textbook used in the First Grade of Senior High School based on Curriculum 2013. A Thesis. English Educational Program, State University of Medan, 2016.**

The objectives of this study were (1) to analyze feasibility of content (2) to analyze feasibility of presentation in the English Textbook “Bahasa Inggris untuk SMA/MA/SMK Kelas X” according to Curriculum 2013. This study used descriptive qualitative. The data collected for this study were from “Bahasa Inggris untuk SMA/MA/SMK Kelas X” published by Yrama Widya with the writer Otong Setiawan Dj. There are 12 chapters within this textbook and the writer determined to study 6 out of 12 chapters as the sample for the whole book. The results of this study were (1) the feasibility of content in English Textbook “Bahasa Inggris untuk SMA/MA/SMK Kelas X” according to Curriculum 2013 with percentage 89.58%. (2) the feasibility of Presentation in English Textbook “Bahasa Inggris untuk SMA/MA/SMK Kelas X” according to Curriculum 2013 with percentage 88.88%. (3) KD and KI in this textbook also according to Curriculum 2013. Therefore, it can be concluded that English Textbook “Bahasa Inggris untuk SMA-MA/SMK Kelas X” published by Yrama Widya, in terms of feasibility of content and feasibility of presentation, was good to be used in the first grade of senior high school using curriculum 2013.

**Keywords:** *Textbook, Curriculum 2013, Assessment rubric based on BSNP*

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## **INTRODUCTION**

### *Background of the Study*

There are so many learning resources that can be used to help teachers and students in teaching and learning process. The textbook are expected to support students learning. The textbook has to fit with the Curriculum, school syllabus as well as the student's needs and also the aims of teaching. Curriculum is a tool to control the implementation of teaching learning process. In 2013 the Indonesian government issued a new curriculum namely Curriculum 2013.

Arba'ati (2015) found that all materials of textbook entitled "When English Rings a Bell" are not conforming to the basic competence of the Curriculum 2013. From thirteen chapters, there are only nine chapters which conform to the basic competence of the Curriculum 2013

The researcher found a problem that how to make textbook suitable to the Curriculum 2013? In Indonesia, the implementation of textbook and classroom teaching of English language is controlled by several considerations. According Jazadi (2003), the content of books should be in line and not contradictory with Pancasila (The State Philosophy), UUD 1945 (the 1945 constitution), government policies, national unity and security, laws, regulation, ethics, and that the content not exploit the sensitive issue of SARA (Ethics, Religions, Race, And Intergroup Relation). Strict rules and evaluation process have been set by the Indonesian government toward the development of education in Indonesia. In its developments, government established BSNP (Badan Standar Nasional

Pendidikan) along with *Pusbukur* (Pusat Buku Dan Kurikulum) to deal with the development of textbook used in Indonesia. BSNP has released an evaluation process in *Pusbukur* form of an assessment rubric to evaluate the properness and also the suitability of a textbook. There are instruments in evaluating a Curriculum 2013 textbook: feasibility of content, feasibility of language and feasibility of presentation.

From the explanation above, the writer is interested in analyzing a textbook entitled “Bahasa Inggris untuk SMA/SMK kelas X” published by Yrama Widya Whether it fulfills the characteristics suggested by BSNP and relevant with Curriculum 2013, especially the content and presentation.

## **REVIEW OF LITERATURE**

Textbook generally is a book which contains some materials of certain subject to be learned by the students in the school. It is used as a main component to deliver the material framework designed in the curriculum. It also can help teachers in providing them with teaching materials as stated by Chandra (2003).

BSNP itself has released an evaluation process in *Pusbukur* (pusat buku dan kurikulum) in form of assessment rubric to evaluate the properness and also the suitability of a textbook. The assessment rubric from BSNP is designed to qualitatively describe and assess any content related items and materials in a textbook then quantitatively coding it. According to *Pusbukur* (2013), these are instruments in evaluating a curriculum 2013 textbook.

a. Feasibility of Content

1) The Compatibility of Materials with KI and KD

a) Completeness. In this criterion, textbook expected to expose students to understand and produce both interpersonal and interactional conversation.

b) Depth. In this criterion, textbook expected to expose student with as many kinds of text that relevant with students' daily life in order to help them get used to any kinds of texts as possible.

2) The Accuracy of the Material

a) Social Function. In this criterion, the students are expected to have values in social function in its relation with students daily life either in interpersonal or interactional.

b) Generic Structure. In this criterion, the students are expected to give the students insight and ideas to think systematically in doing exercise or producing it in daily life.

c) Linguistic Feature. In this criterion, the students are expected to be understandable and fulfill the norm and characteristic values of a good communications in student's daily life.

3) Supporting Materials

a) Up-to-datedness. In this criterion, every item in supporting the materials and exercise provided within the textbook (tables, pictures,

texts, and references) should be taken from relevance and newest sources available.

- b) Development of Life Skills. In this criterion, every text and communicative exercise and task available within textbook should motivate students toward a good personalities that concern about social, academic and vocational life.
- c) Diversity. In this criterion, every text and communicative exercise and task available within textbook should motivate students toward a good citizen that concern, understand and appreciate the multicultural diversity.

b. Feasibility of Language

This feasibility of language is a group of assessment about the content of the textbook.

1) The Compatibility with Student's Development.

- a) Compatibility with Student Intellectual Level. In this criterion any kind of language used both in exercise and describing concept of teaching of tables, pictures or abstract illustrations should be matched with student's intellectual level (can be imaginatively understandable for students).
- b) Compatibility with Student Emotional Level. In this criterion, any kinds of language used either in exercising and describing concept of teaching of tables, pictures or abstract illustrations should be matched with student's emotional level from local to global context.

## 2) Communicative

- a) Readability of Message. In this criterion, any kinds of language used both in exercise and describing concept of teaching used as effectively as possible and minimizing ambiguities of message so students will be motivated in learning.
- b) Accuracy of Language Uses. In this criterion, any kinds of language used both in exercise and describing concept of teaching used as effectively as possible and consistent in language uses so students will be motivated in learning.

## 3) The Coherence and the Integrity of Idea

- a) Coherence of Paragraph. In this criterion, the language delivering of text, picture and illustration of paragraph in the textbook displayed in a well arranged and systematical manner in order to create a coherent and cohesive paragraph.
- b) Coherence of Chapter. In this criterion, language delivering of text, picture and illustration between each chapter are close in understanding from one to another. Therefore, it would create a logic and systematical arrangement.

## c. Feasibility of Presentation

This feasibility of presentation is a group of assessment about the presentation of the textbook.

- 1) Technique of Presentation.



- a) Systematic. In this criterion, textbooks are expected to be systematic in delivering a chapter, starting with introduction, body and after that closing in order for students to be encouraged in learning from the book.
  - b) Chapter Equilibrium. In this criterion, textbooks are expected to deliver the content of a chapter as equal as possible started from the number of pages, exercise generated within every chapter and also illustration that equal within every content of chapter.
- 2) Learning Presentation.
- a) Learner Centered. In this criterion, textbook are expected to make students as the subject of learning so that autonomous learning will occurs.
  - b) Developing Of Initiative, Creativity, and Learners Critical Thinking. In this criterion, textbook are expected make students to be motivated and creative so when they use the textbook they will be skeptical about “how, why, where, when, etc.”
  - c) The Development of Self-Reliance Students. In this criterion, textbooks are expected to make students curious and autofocus on what they learn, expecting them to analyze what they learn so than they will encouraged toward discovering new things and knowledge.
  - d) The Development of Learners Ability To Evaluate Themselves. In this criterion, textbooks are expected to encourage students to

evaluate themselves, to see how far they have learned from a chapter, and to review the lesson learned from chapter.

3) Completeness of Presentation.

- a) Introduction Part. In this criterion, textbook are expected to develop sufficient introduction part of a textbook.
- b) Content Part. In this criterion, textbook are expected to develop sufficient content part which consist of introduction, illustrations (tables, pictures etc.), summary along with self-reflection and the last is exercise.
- c) Closing Part. In this criterion, textbook are expected to develop sufficient closing part which consists of glossary, references and indexes.

The assessment rubric from BSNP is a whole book analysis. This assessment rubric assesses the accurateness and appropriateness of a content of text book in delivering teaching materials, the technique of presenting, the relation of every chapter, and social benefits from a textbook.

## **RESEARCH METHODOLOGY AND FINDINGS**

### *Methodology*

The design used in this research was textbook analysis; the document analysis is to gather the textual and written documents that are provided within the textbook that was investigated. According to Donald (2010:457) document

analysis is method that is widely applied for written or visual data with the purpose of identifying specific characteristic of materials that are going to be analyzed in general form of textbook, newspaper or any other host of documents. In this qualitative research, intended to examine the condition of materials that are provided in English textbook entitled “Bahasa Inggris untuk SMA/SMK kelas X” published by Yrama Widya for the first grade of senior high school. This research also used books and paper assessment rubric from BSNP (Badan standar Nasional Pendidikan) about content analysis and presentation analysis of textbook as a guideline in analyzing and interpreting data.

#### *Techniques of Analyzing the Data*

1. Compared the materials provided within the textbook with the theme suggested by the Curriculum 2013.
2. Evaluated the materials presented in the textbook “Bahasa Inggris SMA/SMK untuk kelas X”
3. Interpreted the data obtained from process of evaluation of the textbook “Bahasa Inggris SMA/SMK untuk kelas X”
4. Summed up the compatibility of the textbook content in quantitative output to show result in percentage and number. The writer used the following formula to help presenting the data in forms of numbers.

$$p = \frac{F}{N} \times 100\%$$

Notes: P: Percentage

F: Frequency

N: The Sum of the Frequency

To analyze the data of feasibility of content and feasibility of presentation the writer used the same steps and formula.

*Findings*

**Table 4.7**

**Feasibility of Content Chapter 1-6**

Sub Component	Items	Score			
		1	2	3	4
The Compatibility of Materials with KI and KD	Completeness				6
	Depth				6
The Accuracy of the Materials	Social Function				6
	Generic structure				6
	Linguistic Feature				6
Supporting Materials	Relevance				6
	Development of Life Skills				6
	Development of Diversity insight	3	2		1
Total		3	2		43

Based on table of feasibility of Content, the number 6 in completeness, in-depth, social function, generic structure, linguistic feature, relevance and development of life skills and number 1 in Development of diversity insight mean that from 6 chapters the whole criteria scored 4. And in development of diversity insight, there were 3 chapters scored 1 and 2 chapters scored 2. All of them the Total 43 in the scored 4 and total 3 scored 1 and total 2 scored 2 from 48 category. From this table, it can conclude that 48 category in feasibility of content from 6

chapter out of 43 category had fulfilled and 5 category from development of diversity insight could not fulfilled the criteria score 4.

$$p = \frac{43}{48} \times 100\%$$

$$p = 89.58 \%$$

Therefore, it could be concluded that 89.58 % of the materials, text development and exercise in the Textbook “ Bahasa Inggris untuk SMA-MA/SMK Kelas X” fulfilled the assessment rubric of feasibility of content from BSNP.

**Table 4.8**  
**Feasibility of Presentation**

Sub Component	Items	Score			
		1	2	3	4
Technique of Presentation	Systematic				√
	Chapter Equilibrium			√	
Learning Presentation	Learner Center				√
	Development of initiative, Creativity, and Learners' Critical Thinking				√
	The Development of self-reliance students				√
	The development of learners ability to evaluate themselves				√
Completeness of Presentation	Introduction Part				√
	Content Part				√
	Closing Part				√

Based on the table of feasibility of presentation, the criteria of systematic, learner centre, development of initiative, creativity, and learner' critical thinking, the development of self- Reliance students, the development of learners' ability to evaluate themselves, introduction part, content part and closing part were scored 4, only in chapter equilibrium scored 3 from BSNP criterion of feasibility of presentation.

$$p = \frac{8}{9} \times 100\%$$

$$p = 88.88\% \%$$

It could be concluded that 88.88 % of the feasibility of presentation in the Textbook “Bahasa Inggris untuk SMA-MA/SMK Kelas X” fulfilled the assessment rubric of feasibility of content from BSNP.

## **CONCLUSION AND SUGGESTIONS**

### *Conclusions*

The feasibility of content and the feasibility of presentation, the result of this study could be concluded that the feasibility of Content 89.58% for completeness, depth, social function, generic structure, linguistic feature, relevance and development of life skills and development of diversity insight from 6 chapters the whole textbook of “Bahasa Inggris untuk SMA-MA/SMK Kelas X” published by Yrama Widya. And the feasibility of presentation textbook of “Bahasa Inggris untuk SMA-MA/SMK Kelas X” published by Yrama Widya concluded that 88.88% for the criteria of systematic, chapter equilibrium, learner

centre, Development of initiative, creativity, and learner' critical thinking, the Development of self- Reliance students, the development of learners' ability to evaluate themselves, introduction part, content part and closing part.

From the research finding of "The Analysis of English Textbook used in the first grade of senior high school Based on Curriculum 2013", the writer concluded that this textbook met the standard of a good textbook in Indonesia based on BSNP assessment rubric.

### *Suggestions*

Based on the study of analyzing English Textbook "Bahasa Inggris untuk SMA-MA/SMK Kelas X" published by Yrama Widya, the writer would like to give several suggestions to help improving the quality of textbook and teaching quality. The suggestions for English teachers and publishers are as follows:

#### 1. For Teacher

Teacher should choose a textbook match with curriculum, the appropriate of textbook, and the materials in the textbook implemented in the classroom and many other ways to improve the quality of teaching and learning process are in teacher hands. As the English textbook "Bahasa Inggris untuk SMA-MA/SMK Kelas X" published by Yrama Widya, is the first Textbook that is available in the market to fulfill the needs of curriculum 2013 materials, this Textbook appropriate all the requirements and standard of a Textbook in implementing curriculum 2013. By using this book hopefully a good result in teaching learning process.

#### 2. For Publisher

As Publisher, in creating and developing English Textbook must be matched with curriculum implemented in that time, and also create what students need and dynamic ways of learning. Therefore, they have to keep regenerating their ideas and move with the new curriculums to evaluate the textbooks framework which is very crucial.

3. For Educational institution of school

As Education institution, school should choose an appropriate textbook for students and to give a better insight on choose the suitable English textbooks as a guideline for teaching English.

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