

A CONTENT ANALYSIS OF ENGLISH TEXTBOOK “BAHASA INGGRIS; STOP BULLYING NOW 2017” ON THE BASIS OF CURRICULUM 2013

Nurmahenis¹, Syofia Delfi², Syarfi³

Email: nurmahenis2623@student.unri.ac.id, syofia-delfi@yahoo.com, m.syarfi@lecturer.unri.ac.id
Contact: +6282293959505

*English Education Study Program
Department of Language and Art Education
Faculty of Teacher Training and Education
Riau University*

Abstract: *Textbook is a book that serves as a guideline for learners and teachers in supporting in teaching and learning process. In this study aims to analyze the English textbook based on BSNP. This research attempted to discover whether or not the English textbooks analyzed met the criteria of a good textbook adapted from BSNP instrument and whether it was relevant to the 2013 Curriculum and to find out how those criteria were fulfilled or not by those textbooks. This research design was content analysis with descriptive qualitative method, the subject of this research was English textbook entitled “Bahasa Inggris” for second grade of Senior High School, the data source in this research were documents, the technique to collecting the data was content analysis technique. The result of the research showed that Bahasa inggris textbook had met the criteria of good textbook with the fulfillment 84.77 % The textbook was relevant to the 2013 Curriculum because most of the aspect in core competence and basic competence of 2013 Curriculum were reflect in the textbook. Teacher needs to seek out the compatibility of the textbook to use. This book met the most of the requirements and standart of a textbook in implementing 2013 Curriculum. By using this book in teaching and learning process, hopefully a good result is achieved. Through this research, evaluators can understand the result of evaluation by following standard BNSP which minister by education minister. Besides, evaluators can use this information and compare with standard evaluation based on experts to meet good criteria of English textbook.*

Keywords: *textbook, 2013 Curriculum , BSNP instrument for textbook evaluation*

ANALISIS ISI BUKU TEKS BAHASA INGGRIS "BAHASA INGGRIS; HENTIKAN INTIMIDASI SEKARANG 2017" BERDASARKAN KURIKULUM 2013

Nurmahenis¹, Syofia Delfi², Syarfi³

Email: nurmahenis2623@student.unri.ac.id, syofia-delfi@yahoo.com, m.syarfi@lecturer.unri.ac.id
Contact: +6282293959505

Program Studi Pendidikan Bahasa Inggris
Jurusan Pendidikan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Buku teks merupakan buku yang berfungsi sebagai pedoman bagi peserta didik dan guru dalam menunjang proses belajar mengajar. Dalam penelitian ini bertujuan untuk menganalisis buku teks bahasa inggris berbasis BSNP. Penelitian ini bertujuan untuk mengetahui apakah buku ajar Bahasa Inggris yang dianalisis memenuhi kriteria buku ajar yang diadaptasi dari instrumen BSNP yang baik dan relevan dengan Kurikulum 2013 serta untuk mengetahui bagaimana kriteria tersebut dipenuhi atau tidak oleh buku ajar tersebut. Metode Penelitian: Rancangan penelitian ini adalah dengan metode deskriptif kualitatif, subjek penelitian ini adalah buku teks bahasa inggris berjudul "Bahasa Inggris" untuk kelas dua SMA, sumber data dalam penelitian ini adalah dokumen, teknik pengumpulan data teknik analisis isi. Hasil penelitian menunjukkan bahwa buku ajar bahasa inggris telah memenuhi kriteria buku ajar baik dengan pemenuhan 84,77%. Buku ajar tersebut relevan dengan kurikulum 2013 karena sebagian besar aspek kompetensi inti dan kompetensi dasar kurikulum 2013 tercermin dalam buku ajar tersebut. Guru perlu mencari kesesuaian buku teks untuk digunakan buku ini memenuhi sebagian besar persyaratan dan standar buku teks dalam penerapan kurikulum 2013. Dengan menggunakan buku ini dalam proses belajar mengajar, semoga tercapai hasil yang baik. Melalui penelitian ini, evaluator dapat memahami hasil evaluasi dengan mengikuti standar BSNP. Selain itu, evaluator dapat menggunakan informasi ini dan membandingkannya dengan standar evaluasi berdasarkan para ahli untuk memenuhi kriteria buku teks bahasa inggris yang baik.

Kata Kunci: Buku teks, Kurikulum 2013, Instrumen BSNP untuk evaluasi buku teks.

INTRODUCTION

A number of aspect affect to the outcomes of learning for students in teaching and learning process of English. The aspects derive from the pre-teaching preparations, the teaching and learning progress and after the teaching and learning took place. It shows that teachers' roles are obviously important in teaching and learning process. As stated by Pitriani & Wedhanti 2021 the successful outcomes of learning based on the teachers which have to be steady in arranging 3 procedures of opening/pre-activity, main activity, and post-activity in teaching and learning process. Therefore, the readiness of teachers considers as terms in determining the result of teaching and learning process.

Not only the enthusiasm of teachers, the purpose in improving the ability of students in understanding the materials needs a well-developed learning concept of standard curriculum that should be attached in lesson plan. In Indonesia, the typical competencies in teaching and learning apply curriculum 2013. Chronologically, Nuraeni *et al*, 2020 states that the K-13 curriculum has been implemented since July 2013 in several Indonesian schools and might have been in effect in all school around 2014. K-13 itself has been implemented from elementary, junior and high school level.

Moreover, the 2013 or K-13 curriculum reinforces and balances soft and hard skills, and covers competencies related to attitudes, skills, and knowledge (Fadillah, 2014). The 2013 curriculum context seeks values embodied in attitudes. It can be proportional to the skills students acquire through academic knowledge. In other words, one can invest in a balanced way between soft and hard skills, and in a way that can be implemented in everyday life.

To develop the materials in teaching and learning system, the textbook is needed by the teachers and the students. Textbook is defined as books that contain an analysis of the results of the science curriculum in written form (Prastowo, 2011). Moreover, textbook is developed before it is applied in the classroom (Hayes, 2007). Moreover, the language material provided by these books fully represents what students may need to communicate and raises their awareness of what it means to be a cross-cultural user of the English language. The existing of textbook will assist both way of teachers and students in delivering and understanding English language.

In teaching English using textbook at school, the Education National Standardization Board (*Badan Standar Nasional Pendidikan/BSNP*) need to be considered. The government constitution number 32 of 2013 states that in terms of procurement of textbooks, the minister of education established the book as the main source of learning and learning after being reviewed or assessed by BSNP (Ulumudin *et al*, 2017). The textbook which is recommended by BNSP reflect to the standard aspects of curriculum 13 or K-13, especially in English subject.

In this research, the students of SMAN 1 Kuantan Hiilir use the English textbook which is organized by BNSP. The use of textbook in teaching and learning process assist students to gain the standard level of English language ability for second year students of high school. The textbook entitle with "Bahasa Inggris;Stop Bullying Now 2017" is ministered by BNSP which is expected to take the advantages in using English language. The textbook is used for the researcher in order to analyze discover how far the English textbooks had met the criteria of good textbooks according to BSNP and 2013 curriculum in general and how does the English textbook meet the criteria of good content analysis in the textbook suggested by BSNP?

METHODOLOGY

This research used a descriptive qualitative method. Tavakoli (2012) defines descriptive research as an examination that presents a picture of a phenomenon as it occurs naturally, rather than analyzing the effects of the phenomenon or intervention. Furthermore, Milnes et al (2014) note that qualitative research takes place in unique situations within a social context, which has a significant impact on how they are viewed by both insiders and the researcher as an outsider. Thus, this research put attention on how well English textbook use by the students due to the standard competencies of curriculum 13 based on BSNP evaluation.

According to Clancy and Vespstad, 2020 states that content analysis can be a multipurpose method for understanding a wide range of respondent's experiences. The research will focus on analyzing the content of English textbook entitled "Stop Bullying Now" due to competences of curriculum 13 published by the Ministry of Education and Culture of Indonesia.

RESULT AND DISCUSSION

Result

| Chapter | Content of Feasibility | | | | | | | | Total | Percentage |
|---------|------------------------|---|---|---|---|---|---|---|-------|------------|
| | A | B | C | D | E | F | G | H | | |
| 1 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 27 | 84.38 % |
| 2 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 30 | 93.75 % |
| 3 | 3 | 3 | 4 | 4 | 2 | 3 | 3 | 3 | 25 | 78.13 % |
| 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 31 | 96.88 % |
| 5 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 27 | 84.38 % |
| 6 | 3 | 3 | 2 | 4 | 3 | 4 | 4 | 4 | 27 | 84.38 % |
| 7 | 4 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 22 | 68.75 % |
| 8 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 28 | 87.50 % |
| Total | | | | | | | | | | 84.77 % |

From the table, the results shows that chapter 1 meets 84.38 % percentage of feasibility or categorized as good. Chapter 2 shows 93.75% of total score 30 and recognized as very good. Next, chapter 3 of Stop Bullying textbook gets 78.13% of 25 total score and categorized as average. Chapter 4 of textbook shows 96.88 % and labelled as very good. In chapter 5, the total score is 27 with 84.38 % and categorized as good. Chapter 6 gets same percentage with previous section with 27 total scores of 84.38 % and marked as good. Chapter 7 gets 68.75% with 22 total score and tagged as average. The last stage of textbook, chapter 8 achieves 87.50 % with 28 total mean scores and categorized as good. Thus, the average of wholeness chapters in Stop Bullying textbook is categorized as good textbook with 84.77 % percentage.

To find out further feasibility, the content analysis of student's book "Stop Bullying" was analyzed by teacher. The purpose was to find out further explanation about the feasibility of textbook used by the students for learning English. The

usefulness of textbook was analyzed using the standard of suitable book for learning which created by minister of education. Therefore, the identification also described by English teacher to know how tutor reflected to book they apply in classroom activities. Based on data analysis of total percentage, the highest chapter of Stop Bullying textbook is on Chapter 4 with 96.88 % results and categorized as very good unit. However, the findings of analyzing the feasibility of textbook are on chapter 7 with 68.75 % and labelled as average. Therefore, English teacher identification two chapters in Stop Bullying textbook, Chapter 4 and Chapter 7.

DISCUSSION

From the result of the study, There are eight chapters in Stop Bullying textbook that second year students of high school need to learn. The results shows how each chapters conquer the suitable feasibility content of well-developed textbook.

- In chapter 1, the focus of study is to give knowledge for students in making offers and suggestions. The compatibility of materials with KI and KD meets good explanation with total number of 3. The accuracy of the materials are scored with 4, 3, and 3 which is known as very good and good. Supporting materials of chapter 1 is 3, 4, 4 or labelled as good and very good description. The mean score is 3.38 with total percentage 84.38 % and categorized as good chapter.
- In chapter 2, the study is intended to give information for students in learning opinion and thoughts. The feasibility of chapter 2 is divided into three main aspects. The compatibility of materials with KI and KD are 4 or known as good. The accuracy of materials are very good at elements and structure of meaning and linguistic feature but the social function of textbook is poor because there is no clear statements attached in textbook. The supporting materials of chapter 2 is very good with score 4 in all parts followed by suitable practices. Chapter 2 shows 3.75 mean score with 93.75% percentage and recognized as very good chapter.
- In chapter 3, the purpose of lesson is making formal or invitation letter. The wholeness of feasibility contents includes into three major parts. The compatibility of materials with KI and KD are good with score of 3 with the completeness and in-depth aspects. The accuracy of materials of social function and elements or structure of meaning is very good explanation. However, linguistic aspect is poor because there is not clear guiding pattern of sentences structure or expression in making formal letter. In aspect of supporting material, the relevance, development of life skills and diversity insight is 3 or named as good. The mean score of chapter 3 is 3.13 with 78.13 % percentage and known as average chapter.
- In chapter 4, it allows students to learn about arranging analytical exposition text. Parts of feasibility content are three sections. The compatibility of materials with KI and KD are 3 and 4 or labelled as good and very good wholeness and in-depth stages. The accuracy of materials in chapter 4 are overall very good of social function, elements and structure of meaning, and linguistic feature. In supporting material stages, chapter 4 gets 4 for all issues or transcribed as very good relevance, development of life skills, and diversity insight. Chapter 4

- shows 3.88 mean score of 96.88% percentage and categorized as very good chapter.
- In chapter 5, students learn how to make personal letter for various situation. The steps of feasibility content are consisted into three important stages. The first one is compatibility of materials with KI and KD in chapter 5 shows good wholeness and in-depth with 3 total score. The accuracy materials in chapter 5 are very good for social function and elements and structure of meaning and good for linguistic feature. The supporting materials of chapter 5 is very good for relevance and good for development of life skills and diversity insight. Chapter 5 meets 3.38 mean score with 84.38 % percentage and recognized as good chapter.
 - In chapter 6, the objective of study is how to understand and make cause and effect text. The feasibility aspect are divided into three items. The compatibility of materials with KI and KD in chapter 6 are good in wholeness and in-depth of 3 score for each items. The accuracy of materials are very good of delivering explanation of elements and structure of cause and effect text and good for linguistic feature with score of 4 and 3 in each items. However, the social function of chapter 6 about cause and effect is poor because textbook does not mention clear aims for students learning cause and effect text. The supporting materials in chapter 6 is very good of relevancy, development of life skills and diversity insight. Chapter 6 shows 3.38 mean score with 84.38% percentage and mentioned as good chapter.
 - In chapter 7, the aim of lesson is to understanding meaning of words through English songs. The aspects of feasibility are divided into three steps. The compatibility of materials with KI and KD in chapter 7 is very good of wholeness of materials and good for in-depth description. The accuracy material is good for linguistic feature but poor for social function and elements and structure of meaning because textbook does not mention the purpose of lesson in textbook and minimum direction of aspects which consist in English songs. The supporting material aspects are good to develop life skills and diversity insight but poor for relevance. It is because there is not written practice which measure the meaning words through the songs. The mean score of chapter 7 is 2.75 of 68.75% percentage and known as average chapter.
 - In chapter 8, the aim of lesson is to learn about explanation text and use passive voice. There are three main content of feasibility which measure chapter 8. The compatibility of materials with KI and KD of chapter 8 is very good with detail explanation in completeness and in-depth stages. The accuracy material of chapter 8 is good for social function and very good for elements and structure of meaning. The supporting material in chapter 8 is good for relevance, development of life skills and diversity insight. The mean score of chapter 8 is 3.50 with 87.50 and categorized as good chapter.
 - In brief, Stop Bullying textbook analysis is intended to meet good criteria textbook which will be implemented in learning process. In this research, the average of wholeness chapter 1 until 8 is 84.77 % percentage which can be recognized as good English textbook for second year students of high school.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study is intended to measure the how English textbook encounters good criteria by following BNSP standard evaluation. Content analysis is used in this research to calculate competencies of feasibility aspects of well-developed textbook. Stop Bullying textbook is a guided book which is used by the second year students of senior high school. This book is arranged by directing a number of activities that is aimed to improve student's ability of English language. Stop Bullying textbook contains of 8 chapters which offers a number of different subject. Every chapter was analyzed by determining feasibility content of three major aspects such as the compatibility of materials with KI and KD, the accuracy of materials, and the supporting materials. The results of identification shows that Stop Bullying textbook is categorized as good textbook with 84.77% percentage.

Recommendations

From the conclusions, the researcher would like to propose some recommendations related to content analysis of English textbook:

1. For teachers: Textbook is one of important tool that teachers use in learning and teaching process. Through this research, students are able to complete the weakness of chapters in textbook such as the material, the elements and structure or supporting materials. By adding supplementary terms would help students to understand the subject better.
2. For evaluators: Through this research, evaluators can understand the result of evaluation by following standard BNSP which minister by education minister. Besides, evaluators can use this information and compare with standard evaluation based on experts to meet good criteria of English textbook.
3. For publisher: The aim of conducting this research is used to give information to publishers about parts that still need to be given detailed information. Also, publishers can follow the standard evaluation in organizing English textbook in the next future
4. For future researchers: This research can be used as one of sources for well-developed content analysis of textbook for future researchers. Further research can be conducted by evaluate certain aspects which need to be improved in future research.

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