

A HISTORICAL CONTENT ANALYSIS ON ENGLISH TEXTBOOK ENTITLED “BAHASA INGGRIS” FOR GRADE X SENIOR HIGH SCHOOL

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Abstract

Learning English not only teaches linguistic competence but also intercultural competence so that English textbooks must display not only language knowledge and skills but also cultural knowledge and skills. This study aims to analyze the historical texts in English textbooks grade X published by the Ministry of Education and Culture. Because this study discusses the analysis of the content of textbooks as data or document material, this study uses qualitative research methods. Researchers also use descriptive and semiotic analysis approaches by analyzing, describing how the content or problem being studied. This approach is used with the aim of describing the focus of research that analyzes the representation of historical content in the form of genre and ideology behind the representation in an English textbook entitled “Bahasa Inggris” for grade X Senior High School. The findings of this study conclude that (1) historical content represented in the form of a narrative genre about historical figures of development and Indonesian struggle (Cut Nyak Dien and B.J. Habibie) and historical events (The Battle of Surabaya) (2) The discussion of historical texts in textbooks “English” is not complete, due to some incomplete discussions and also some omissions of characters in the story. Based on the findings of this study, the researcher suggests that English teachers and educational institutions pay attention to the contents of textbooks, especially historical texts and also their suitability to the needs of students.

Keywords: Textbook Analysis, Historical Text, English Language, Narrative Theory, Semiotic Theory.

Abstrak

Pembelajaran bahasa Inggris tidak hanya mengajarkan kompetensi linguistik tetapi juga kompetensi intercultural sehingga buku teks bahasa Inggris harus menampilkan tidak hanya pengetahuan dan keterampilan berbahasa tetapi juga pengetahuan dan keterampilan tentang budaya. Penelitian ini bertujuan untuk menganalisis teks historikal pada buku teks bahasa Inggris kelas X yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan. Karena penelitian ini membahas tentang analisis isi buku teks sebagai bahan data atau dokumen, maka penelitian ini menggunakan metode penelitian kualitatif. Peneliti juga menggunakan pendekatan analisis deskriptif dan semiotik dengan cara menganalisis, menggambarkan bagaimana isi atau masalah yang diteliti. Pendekatan ini digunakan dengan tujuan untuk menguraikan fokus penelitian yang menganalisis representasi konten sejarah baik dalam bentuk genre dan ideologi dibalik representasi tersebut pada buku teks bahasa Inggris yang berjudul “Bahasa Inggris” untuk kelas X SMA. Temuan penelitian ini menyimpulkan bahwa (1) konten sejarah direpresentasikan dalam bentuk genre naratif tentang tokoh-tokoh sejarah pembangunan dan perjuangan Indonesia (Cut Nyak Dien dan B.J. Habibie) serta peristiwa sejarah (perang 10 November Surabaya) (2) Pembahasan teks sejarah dalam buku teks “Bahasa Inggris” tidak lengkap, karena beberapa pembahasan yang tidak lengkap dan juga beberapa penghilangan karakter dalam cerita. Berdasarkan temuan penelitian ini, peneliti menyarankan agar guru bahasa Inggris dan lembaga pendidikan memperhatikan isi buku teks, terutama teks sejarah dan juga kesesuaiannya dengan kebutuhan siswa.

Kata Kunci: Analisis Buku Teks, Teks Histori, Naratif Teori, Semiotik Teori.

INTRODUCTION

The function of the English textbook is very important in teaching the material. In addition to providing information on knowledge and skills, textbooks also guide students to achieve competence. Textbooks are used in teaching process to assist educators in developing the content of courses and delivering lecture and tutorials in the class (Ferguson, Collison, Power, & Stevenson, 2007).

Textbooks are one of the important components in a teaching learning, the material in the textbook is of course determined by the applicable curriculum. So if there is a curriculum update, the textbook must also be changed with a new one. As English teachers, we cannot avoid using textbooks which are very important in providing instructional teaching materials. By using textbooks, teachers and students can be better at building and developing competence and communication because of the supporting materials needed during learning. According to Greened and Petty in Tarigan (1993:20- 21) a good textbook is a textbook that can and should maximize the learning system in schools and help students learn, besides that we can also analyze textbooks with curriculum standards, so we can find out the extent of the role of language textbooks. According to government policy (Permendikbud,

2013), textbook must have some criteria based on it, as follows: The material of textbooks should be suitable with the readiness of the learner's knowledge and skill that they have had before, The contents of textbook should motivate the learners tolerant, The containing social cognitive interaction, The authentic evaluation, Textbook should support teacher to evaluate in certain ways through the learner's achievement and their process, The material of textbook is crossly related to the learners such as: their area they lived, the knowledge that learners had and the learning needs.

In the process of language learning, especially English, of course we do not only study the language but also study the history of that country. History is the study of a country's, past the tragedies of which are described in written documents left behind by humans. According to John Jacob Anderson (1874) "History is the account of events that have occurred among mankind, including the story of the rise and fall of nations, as well as other major changes that have affected the political and social conditions of mankind." Historical element is something that provides accurate evidence of historical facts. Examples of historical documents in the "Bahasa Inggris" textbook are Indonesian heroes and Indonesian independence. However, not all textbooks can present appropriate historical material content. There are some textbooks that are lacking in presentation in the historical aspect. So if students do not understand and are less able to distinguish the history being studied, it will be difficult in learning. So, a good textbook must present historical content that is more complete and understandable. Partial aim of foreign language education is teaching a history, which includes an explanation of the history, life, traditions, and culture of the countries where the target language is spoken. Thus it can be assumed that the important criteria for the topic of history will also include familiarity with the history of the country of origin and English speaking countries such as England, America, Australia, and others.

This study wants to analyze the 10th grade English textbooks from a historical perspective. The reason the researcher wants to analyze the historical content of this textbook is because the researcher wants to see the representation of historical content in the English textbook.

METHOD

In this research, the researcher is used descriptive qualitative method. This study is aimed to analyze the genre text and historical representation between the materials in students' textbook "Bahasa Inggris". In this study, data were collected from the textbook "Bahasa Inggris". According to Arikunto (2013:90), qualitative research focuses on understanding social phenomena from a research perspective. Its purpose is to describe "what is" with respect to the conditions in the situation. The researcher can explain which criteria are already met by the book. And then concludes the results of the analysis in terms of explaining why each criterion is considered to meet the criteria of a good textbook or not.

The data analysis technique used in this research is a qualitative data analysis technique. According to Miles & Huberman in Sugiyono (2014:92-99), there are four kinds of activities in data analysis including: Data Collection is done by means of document analysis. Data Reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Data Display (Data Presentation), in qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. Conclusion Drawing (Verification), conclusions in qualitative research may be able to answer the problem formulation that was formulated from the start, and maybe not, because as has been stated that the problem statement in qualitative research are still temporary and will develop after research is in the field.

FINDINGS AND DISCUSSION

Genre Structure of Historical Content

In the English textbook entitled “Bahasa Inggris” for grade X Senior High School, the historical contents are represented in form of narrative about some Indonesian historical figures (Cut Nyak Dien and B.J. Habibi) and historical event (The Battle of Surabaya). According to Rothery (1980) Narratives are found across all aspects of culture life, in novels, short stories, movies, sit coms, and radio dramas. An explanation of the stages in the narrative text, follows: Orientation: provides relevant information about the characters’ situation. Complication: introduces one or more problems for characters to solve. Evaluation: highlights the significance of the events for characters. Resolution: sorts out the problems for better or worse. The narrative structure of historical contents are explained in the table below.

Table 1.1: The result of checking historical text (chapter 8th) based on Genre Theory (Narrative Text) by Rothery (1980)

The Battle of Surabaya

Orientation	On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to surrender their weaponry to British army. British Army at that time was part of the Allied forces. The defiant Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.
Complication	It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A. W. S. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons. However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action angered the Indonesian troops and militia leaders because they felt betrayed. On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops’ post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in reinforcements to siege the city.
Evaluation	In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the Indonesians defended the city heroically, the city was conquered within 3 days and the whole battle lasted for 3 weeks. In total, between 6,000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2000.
Resolution	Battle of Surabaya caused Indonesia to lose weaponry which hampered the country’s

ion	independence struggle. However, the battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.
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**B.J.
Habibi
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Orienta tion	Bacharuddin Jusuf Habibie known as B.J. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.
Compli cation	<p>Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a degree in engineering in Germany, giving him the title Diplom-Ingenieur.</p> <p>He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree.</p> <p>In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. The two married on 12 May 1962, returning to Germany shortly afterwards. Habibie and his wife settled in Aachen for a short period before moving to Oberforstbach. In May 1963 they had their first son, Ilham Akbar Habibie, and later another son, Thareq Kemal Habibie.</p> <p>When Habibie's minimum wage salary forced him into part-time work, he found employment with the Automotive Marque Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn. Due to his work with Makosh, the head of train constructions offered his position to Habibie upon his retirement three years later, but Habibie refused. Habibie did accept a position with Messerschmitt-Bölkow-Blohm in Hamburg. There, he developed theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Theorem, and Habibie Method, respectively. He worked for Messerschmit on the development of the Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company.</p>
Evaluat ion	In 1974, Suharto requested Habibie to return to Indonesia as part of Suharto's drive to develop the country. Habibie initially served as a special assistant to Ibnu Sutowo, the CEO of the state oil company Pertamina. Two years later, in 1976, Habibie was made Chief Executive Officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN). In 1978, he was appointed as Minister of Research and Technology. Habibie was elected vice president in March 1998. On 21 May 1998, Suharto publicly announced his resignation and Habibie was immediately sworn in as president. Habibie's government stabilized the economy in the face of the Asian financial crisis and the chaos of the last few months of Suharto's presidency.
Resolut	Since relinquishing the presidency, Habibie has spent more time in Germany than in Indonesia. However, he has also been active as a presidential adviser during Susilo Bambang

ion	Yudoyono's presidency. In September 2006, he released a book called <i>Detik-Detik Yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi</i> (Decisive Moments: Indonesia's Long Road Towards Democracy). The book recalled the events of May 1998.
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Table 1.3: The result of checking historical text (chapter 10th) based on Genre Theory (Narrative Text) by Rothery (1980)

**Cut Nyak
Dhien**

Orienta tion	<p>Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government.</p> <p>Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Uleë Balang aristocratic class in VI mukim, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.</p>
Compli cation	<p>On 26 March 1873, the Dutch declared war on Aceh. In November 1873, during the Se-cond Aceh Expedition, the Dutch successfully captured VI mukim in 1873, followed by the Sultan's Palace in 1874.</p> <p>In 1875, Cut Nyak Dhien and her baby, along with other mothers, were evacuated to a safer location while her husband Ibrahim Lamnga fought to reclaim VI mukim. Lamnga died in action on June 29, 1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch. Sometime later, Teuku Umar proposed to marry her. Learning that Teuku Umar would allow her to fight, she accepted his proposal. They were married in 1880. This greatly boosted the morale of Aceh armies in their fight against Dutch. Teuku Umar and Cut Nyak Dhien had a daughter, Cut Gambang.</p> <p>The war continued, and the Acehnese declared Holy War against the Dutch, and were engaged in guerrilla warfare. Undersupplied, Teuku Umar surrendered to the Dutch forces on September 30, 1893 along with 250 of his men. The Dutch army welcomed him and appointed him as a commander, giving him the title of Teuku Umar Johan Pahlawan. However, Teuku Umar secretly planned to betray the Dutch. Two years later Teuku Umar set out to assault Aceh, but he instead deserted with his troops taking with them heavy equipment, weapons, and ammunition, using these supplies to help the Acehnese. This is recorded in Dutch history as "Het verraad van Teukoe Oemar" (the treason of Teuku Umar).</p> <p>The Dutch general Johannes Benedictus van Heutsz sent a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack on him in Meulaboh. When Cut Gambang cried over his death, Cut Nyak Dhien slapped her and then she hugged her and said: "As Acehnese women, we may not shed tears for those who have been martyred."</p>

Evaluat ion	After her husband died, Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh. Furthermore, Cut Nyak Dhien suffered from nearsightedness and arthritis as she got older. The number of her troops was also decreasing and they suffered from lack of supplies.
Resolut ion	One of her troops, Pang Laot, told the Dutch the location of her headquarters in Beutong Le Sageu. The Dutch attacked, catching Dhien and her troops by surprise. Despite desperately fighting back, Dhien was captured. Her daughter, Cut Gambang, escaped and continued the resistance. Dhien was brought to Banda Aceh and her myopia and arthritis slowly healed, but in the end she was exiled to Sumedang, West Java because the Dutch were afraid she would mobilize the resistance of Aceh people. She died on 6 November 1908.

From the finding above, we can conclude that the historical texts in the 10th grade textbooks are of the narrative text, in the three texts above can be categorized based on the stages in the narrative text, as follows: Orientation, Complication, Evaluation and Resolution.

Ideology in historical content representation

Barthes' Semiotic Theory broke down the process of reading signs and focused on their interpretation by different cultures or societies. According to Barthes (1957), signs had both a signifier, being the physical form of the sign as we perceive it through our senses and the signified, or meaning that is interpreted. Barthes also believed that every ideological sign is either a Denotation sign system or a Connotation sign system.

Table 2.1: The result of checking historical text (chapter 8th) based on Historical Representation theory (Semiotics by Barthes (1957)).

The Battle of Surabaya

Sign	Signifier (Denotative)	Signified (Connotative)	Connotative sign
Bloody	Bloody (<i>berdarah</i>)	Bloody (shed a lot of blood " <i>banyak menumpahkan darah</i> ")	The battle that shed a lot of blood because the incident was very important to defend Indonesia's independence. The incident took many victims from Indonesian citizens themselves. Because the opponent at that time was the British army, which England was the ruler of during World War II.
Bung Tomo	Bung Tomo is the well-known revolutionary leader	Bung Tomo has a firm nature and has a very important role in this battle.	The defiant Bung Tomo is the well-known revolutionary leader who played a very important role in this battle. In the sentence above it is said that bung Tomo defiant the request of the British army, but did not explain in detail, like what bung Tomo did.
Bung Tomo	Bung Tomo as the main	Bung Tomo as the main role in the story of the	In the text above, there is no story when Bung

	role in the story of the battle of Surabaya	battle of Surabaya, but the text doesn't talk much about Bung Tomo and what Bung Tomo did during the war	Tomo faced Kyai Hasyim Asyari to ask for his blessing and prayer before reading his speech, in the text there is the omission of another character and the discussion is incomplete.
Brigadier A. W. S. Mallaby	British army leader	In this tragedy, Brigadier Mallaby also had a very important role, because he already had an agreement with the Governor of East Java, Pak Surya, so that the British would not ask Indonesian troops and militia to surrender their weapons. But on 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya.	Brigadier Mallaby was a British officer who led a number of inspections and preparations for the disarmament of the Japanese army. With his arrival in Surabaya on October 25, 1945 with his 6,000 troops. Previously there was an agreement between Mallaby and the governor of East Java, that the British would not ask Indonesian troops and militia to surrender their weapons. But mallaby has its own mission, apart from disarming the Japanese, Mallaby's mission is also to return Indonesia from the dominion of the Land of the Rising Sun to the lap of the Dutch East Indies. But on October 30, 1945, Mallaby died. At the time, he was traveling around Surabaya with a white flag to spread the word about the ceasefire agreement. A misunderstanding ensued, the republican fighters thought the British troops were taking action to attack, so they shot back at the British troops, the car that Mallaby was traveling in was intercepted by the fighters leading to a shootout. Because of Mallaby's death, this triggered the battle of November 10, 1945, as a result, the next 3 days were described as hell, the fighters did not care about the number of victims who fell, they also attacked every British military post. In the text there is an incomplete discussion, about mallaby's death, who Mallaby was and what he did to Indonesia.

Table 2.2: The result of checking historical text (chapter 9th) based on Historical Representation theory (Semiotics by Barthes (1957))

**B.J.
Habibie**

Sign	Signifier (Denotative)	Signified (Connotative)	Connotative sign
Bacharuddin Jusuf Habibie	He was the Third President of the Republic of Indonesia	The election of B.J. Habibie as president because on May 21, 1998, Suharto publicly	In 1998, B.J. Habibie served as vice president, but because of Suharto's resignation as president at the time. B.J. Habibie role, was very important at that time, because at that time he was ordered

<p>known as BJ. Habibie.</p>	<p>(1998–1999).</p>	<p>announced his resignation as president. Because at that time BJ. Habibie served as vice president, so he was immediately sworn in as president.</p>	<p>to be able to stabilize the economy in the face of the Asian financial crisis and the chaos of the last few months during the Suharto presidency. However, on 5 May 1999, the Minister of Foreign Affairs of the Republic of Indonesia, Ali Alatas and the Portuguese Minister of Foreign Affairs together with the Secretary General of the United Nations reached an agreement on the opinion of the East Timorese people in New York. Then, on May 17, 1999, President Habibie issued Presidential Decree No. 43/1999 concerning the Team for Safeguarding the Agreement of the Republic of Indonesia-Portuguese concerning East Timor. After the conflict, the rejection of the opinion of the people of East Timor was carried out on August 30, 1999. From the results announced by the United Nations, the majority of the people of East Timor were autonomous. Thus, it is certain that East Timor will soon be separated from the Republic of Indonesia. At its peak, on May 20, 1999, East Timor officially became an independent country called Timor Leste. As a result of this incident, B.J. Habibie failed to run for President of the Republic of Indonesia the following year, because the MPR refused to talk about his accountability for East Timor. In the text there are some incomplete discussions about the reasons why Suharto resigned as president and why Habibie did not run for president in the next period.</p>
<p>BJ. Habibie.</p>	<p>He was the Third President of the Republic of Indonesia (1998–1999).</p>	<p>Prior to becoming president, Habibie initially served as a special assistant to Ibnu Sutowo, President</p>	<p>While in Germany, he landed a job at Automotive Marque Talbot, where he was an advisor. Habibie is working on two projects that are funded by the Deutsche Bundesbahn. While working with Messerschmitt-Bölkow-Blohm in</p>
		<p>Director of Pertamina. Two years later, in 1976, Habibie was appointed Chief Executive Officer of the new state-owned company Nusantara Aircraft Industry (IPTN).</p>	<p>Hamburg, he developed theories on thermodynamics, construction and aerodynamics known as the Habibie Factor, Habibie Theorem and Habibie Method respectively. He worked for Messerschmit on the development of the Airbus A-300B, as Head of Research and Development in Aircraft Structural Analysis, and later served as</p>

		In 1978 he was appointed Minister of Research and Technology.	Head of the Methods and Technology Division in the commercial and military aircraft industry at MBB (1969-1973). 4 years later, he was trusted as Vice President and Director of Technology at MBB for the period 1973-1978 and became Senior Advisor in technology for the MBB Board of Directors (1978). In the text there are some incomplete discussions about the life and work of B.J. Habibie, before and after becoming president.
Suharto	He was the second and third President of the Republic of Indonesia (1967-1998).	He was the 2nd and 3rd president of the Republic of Indonesia, but in his third term, he resigned due to several reasons for his resignation as president.	While take office with B.J. Habibie, Suharto resigned from his position on May 21, 1998. The resignation of President Soeharto was due to various riots, political pressure, the Asian economic and financial crisis, demonstrations and the occupation of the DPR/MPR RI building caused by people's dissatisfaction with Suharto's leadership. However, the text does not explain what caused Suharto's resignation as president. In the text there are some incomplete discussions about Suharto and why he resigned as president.
Hasri Ainun	Hasri Ainun is the wife of former President B. J. Habibie.	Hasri Ainun is an Indonesian doctor and a leader who fights for a halal fatwa on eye donors to restore vision for the blind in Indonesia, she is also the wife of former	Hasri Ainun and B.J. Habibie married on May 12, 1962. After their marriage, Habibie and his wife lived in Aachen for a short time before moving to Oberforstbach. When B.J. Habibie was appointed President of the Republic of Indonesia, Ainun became one of the figures who fought for the halal fatwa for eye donors to restore vision for the blind in Indonesia. The reason is, at that time the issue of eye banks was still a matter of pros and cons because according to certain religions, eye donors were considered illegal.

		President B. J. Habibie. She served as First Lady of Indonesia from 1998 to 1999.	For her very high dedication to the world of health (especially in the management of eye diseases in Indonesia), the Gorontalo Provincial Government in 2013 took the initiative to build and inaugurate the dr. Hasri Ainun Habibie in Limboto, Gorontalo Regency. Currently, the hospital is being developed into a Teaching
			Hospital. Not only that, to commemorate Ainun's services in the field of eye health, the Association of Indonesian Blind Eye Supporters agreed to make Hasri Ainun's name as the name of an Eye Clinic in Bogor. The clinic was inaugurated by BJ Habibie himself in 2010 in Bogor, West Java. In the text there are some incomplete discussions about Habibie and Ainun's life.
Drive	Drive (<i>mengendarai</i>)	Soeharto asked Habibie to return to Indonesia as part of Suharto's efforts to build the country.	Drive here is meant to be an order to build a country. Due to several problems when Soeharto became president, and finally resigned, he also asked that BJ. Habibie can rebuild a country that is currently in trouble or a crisis in the economic field

Table 2.3: The result of checking historical text (chapter 10th) based on Historical Representation theory (Semiotics by Barthes (1957))

Cut Nyak Dhien

Sign	Signifier (Denotative)	Signified (Connotative)	Connotative sign
Cut Nyak Dhien	A leader of the Acehese guerrilla forces during the Aceh War.	The heroine who became the leader of the Acehese guerrilla forces during the Aceh War, to defend and reclaim Aceh from Dutch rule and defeat the Dutch	Cut Nyak Dien's struggle began when the Baiturrahman Aceh Grand Mosque was burned by the Dutch and saw the death of her two husbands. Seeing that, female fighters from the land of rencong ignited the spirit of the community to ward off the spirit. He vowed to destroy the Netherlands. With a burning spirit, he invited all the people of Aceh to continue to fight. Cut Nyak Dien led the war on the front lines, against the Dutch who had more completeness. But after the first war and led the Dutch troops, namely Kohler. Under the next leadership, namely General Johannes Benedictus van Heutsz, the area of VI Mukim, which incidentally where Cut Nyak Dien lived, was

			successfully controlled by the Dutch. The following year, the Sultan's Palace fell. Because of that incident, in 1875, Cut Nyak Dhien and her baby along with other mothers were evacuated to a safer place. In the text there is the omission of another character and the discussion is incomplete.
Cut Nyak Dhien	Indonesian National Hero	She was awarded the title of Indonesian National Hero on	Cut Nyak Dhien is Indonesian National Hero, she was born in Lampadang in 1848. Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. She was educated in religion and domestic affairs. She was famous
		2 May 1964 by the Indonesian government.	for her beauty, and many men proposed to her. She also married Teuku Cik Ibrahim Lamnga, when she was twelve years old, but during the battlefield, Teuku cik Ibrahim died, a few years later, cut Nyak Dien remarried to Teuku Umar, but the same thing happened with Teuku Umar, he died while in battlefield. When her two husbands died, Cut Nyak Dhien fought alone in the interior of Meulaboh with her small army. However, because of Cut Nyak Dien's age, who was relatively old at that time and her body condition that was sick with gout and myopic, one of her troops named Pang Laot reported out of pity. She was eventually arrested and taken to Banda Aceh, but then exiled to Sumedang. Cut Nyak Dhien died on November 6, 1908 and was buried in Mount Puyuh, Sumedang. The name Cut Nyak Dhien is now immortalized as Cut Nyak Dhien Nagan Raya Airport in Meulaboh and She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government.
Teuku Cik Ibrahim Lamnga	Teuku Ibrahim Lamnga was the first husband of Cut Nyak Dhien.	Teuku Ibrahim Lamnga is the husband of Cut Nyak Dien who participated in fighting for Aceh's victory from the Dutch attack.	Teuku Ibrahim Lamnga was the first husband of Cut Nyak Dhien, his struggle began when the Dutch made the landing on March 26, 1873. At that time Teuku Ibrahim Lamnga fought against the Dutch together with Teuku Along, Teungku Imum Lueng Bata, Teuku Nanta Seutia, Teuku Rajoet (Cut Nyak Dhien's brother) , and Commander Nyak Man. The struggle continued until the arrival of Habib Abdurrahman from Penang Island with 2000 troops. Their struggle paid off with the successful recapture of Krueng Raba, Lhoknga in early February 1878 and had thrown General van der Heijden's troops into disarray. Unfortunately the struggle for territory did not last long because of the betrayal of Teuku Nek Meuraksa who supported the Dutch. Finally Lamnga was killed in action on June 29, 1878.

Teuku Umar	Teuku Umar was the first husband of Cut Nyak Dhien.	Teuku Umar was Cut Nyak Dien's second husband who continued the struggle of the fallen fighters to reclaim Aceh from the Dutch attack.	Teuku Umar was born in Meulaboh, West Aceh in 1854. From a young age, Teuku Umar was known as a smart, courageous child, and had a tough and unyielding nature in the face of all problems. When the Aceh war erupted in 1873, Teuku Umar participated in fighting with other Acehnese fighters, he was only 19 years old. In 1880, Teuku Umar married Cut Nyak Dhien. During the war, to get weapons from the Dutch. Teuku Umar pretended to be a Dutch henchman. The Dutch made peace with Teuku Umar's troops in 1883. Governor Van Teijn at that time also intended to use Teuku Umar as a way to win the hearts of the Acehnese. When joining the Dutch, Teuku Umar subdued the Aceh defense posts, this was done by Teuku Umar pretending to trick the Dutch into giving Teuku Umar a bigger role. The tactic was successful, as compensation for his success, Teuku Umar's request to add 17 commanders and 120 soldiers, including a Pang Laot (panglima Laut) as his right-hand man, was granted. But in February 1899, General Van Heutsz received reports from his spies regarding the arrival of Teuku Umar in Meulaboh, and immediately placed a number of troops that were quite strong on the Meulaboh border. The position of Umar's troops was not profitable and it was impossible to retreat. The only way to save him is to convince him. In that battle, Teuku Umar was killed by enemy bullets that penetrated in. His body was buried at the Kampung Mugo Mosque on the Upper Meulaboh River. In the text, the explanation about Teuku Umar's struggle is incomplete.
Joas Benedictus van Heutsz	Joannes Benedictus van Heutsz was a ruler of the Dutch East Indies	Joannes Benedictus van Heutsz was the person who led the Dutch to attack Aceh in the Aceh War after the death of Kohler.	Joannes Benedictus van Heutsz was a ruler of the Dutch East Indies government who brought Indonesia under Dutch rule. Van Heutsz was sent to Aceh as a subaltern in 1873 and gained promotion quickly. When in 1887, he was promoted to chief of staff, and then in 1899, Van Heutsz was appointed as the military and civilian governor of Aceh who had to face the Aceh war (1898-1903). Within a year, he arranged (a plan) to be able to conquer the Aceh kingdom. He was one of the biggest enemies at the time of the Aceh war.

From the finding above, we can conclude that the historical texts in the 10th grade textbooks havenot told the complete tragedy and story, because there are several omissions of characters in the text, some events that are not fully narrated, and there are words that do not mean the real words, for example

like the word bloody in the text "The Battle of Surabaya". Bloody itself has the real meaning (berdarah) but in the text it is interpreted that bloody is the battle that shed a lot of blood because the incident was very important to defend Indonesia's independence. The incident took many victims from Indonesian citizens themselves. Because the opponent at that time was the British army, which England was the ruler of during World War II.

CONCLUSION

This research was conducted to find out the genre text and how the historical are represented in the textbook for Senior High school grade X entitled "English". this textbook contains 15 chapters but chapters that discuss the historical text only in chapters 8th, 9th, 10th. The genre text (Narrative) is analyzed by by Joan Rothery and how the how the historical (semiotics) are represented is adopting by Roland Barthes. Based on the study of analyzing the English textbook of "Bahasa Inggris" published by the Ministry of Education and Culture, the researcher concluded that the discussion of historical texts in the "English" textbook is incomplete, due to several incomplete discussions and also some omissions of characters in the story. However, the exercises given are attractive and applicable in the classroom. It exposed students to be an active learner. Based on this research, the researcher would suggest that English textbook writers pay more attention to the content of historical text material that will be given to students, with incomplete story writing, it could make students not easy to understand the contents of the story. The researcher hopes that this book will help students to know the history of Indonesia itself.

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