THE ANALYSIS OF MATERIALS CONTENT APPROPRIATENESS USING *BSNP* STANDARD (A CONTENT ANALYSIS OF ENGLISH TEXTBOOK ENTITLED "ENGLISH ON TARGET" FOR TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL PUBLISHED BY ERLANGGA USED IN SMA N 1 KAJEN IN ACADEMIC YEAR 2018/2019

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Abstract

When the teachers teach the students, they never get out of the use of textbooks that provide materials as the source of study. As stated in government regulation number 32 of 2013 about National Education Standard, textbooks is the main learning resource for achieving basic competence and core competence. It is indicates that the use of textbook is very important. According to that, the researcher decides to evaluate a textbook whether the content is appropriate or not as the learning resource. The purpose of this study are to discover the relevance between the materials in the textbook entitled "English on Target" for tenth grade students of Senior High School published by Erlangga with the *BSNP* standard in term of content advisability and in term of presentation advisability. The researcher used qualitative method specifically content analysis. The data were collect by using rubric evaluation by *BSNP* and also using interview and questionnaire for the book users. The result of this research showed that average materials in English textbook entitled "English on Target" published by Erlangga has fulfilled the criteria of good textbook suggested by *BSNP* in term of advisability of content and advisability of presentation.

Keywords: content analysis, textbook, *BSNP* standard

Introduction

In the process of teaching and learning in schools, when the teachers teach the students, they never get out of the use of textbooks. As stated in government regulation number 32 of 2013 about National Education Standard, textbooks is the main learning resource for achieving basic competence and core competence. This indicates that the use of textbooks is very helpful for students and teachers in achieving learning objectives in accordance with the respective subject matter. According to Richards (2001: 251), textbook is one of the teaching materials in teaching and learning process, they are become a key component in most of language programs.

The role of textbook in teaching and learning process is very crucial. By studying materials that are well prepared in textbooks, students will easily achieve their learning needs. In addition, the learning process will be guided well. The development of the curriculum in Indonesia has an impact on the development of textbooks that have to adapt based on the developed curriculum itself. The

use of textbooks that do not fit the current curriculum development will have an impact on the education development. This reason make the school must have textbook that well prepared because it will be used as the one of the main source in teaching and learning process. To solve this problem, the Ministry of Education and Culture of Indonesia has published the list of appropriate textbook that accordance to the 2013 Curriculum. Even though the government already did that, it does not guarantee that the textbooks' content is appropriate with the 2013 Curriculum, so we need to analysis and evaluate the content of the textbook.

Evaluating textbook is necessary to check whether the textbook is fulfilled the criteria of a good textbook or not. It is also beneficial to give improvement to the textbook if there are some parts that need to be fixed. On his journal, Wahab (2013: 56) also states, one of the reason for materials evaluation is the need to adopt new course books. Another reason is to identify particular strengths and weaknesses in textbooks that already in use. It is also can be very useful in teachers' development and professional growth. The National Standard Education Agency (*Badan Standar Nasional Pendidikan/BSNP*) has released rubric assessment guidance for textbook. This guidance is use to

evaluate whether a textbook is appropriate or not.

According to the explanation above, the researcher decided to analyze the materials content in the textbook entitled "English on Target" for tenth grade students of Senior High School published by Erlangga. This is one of the textbook that has been released based on the 2013 Curriculum. The researcher used the rubric assessment guidance suggested by *BSNP* to check the relevancies of the textbook with the 2013 Curriculum.

Methodology

Since this study deals with analysis of the textbook's content, the design that used for this study is descriptive qualitative research. According to Sugiyono (2016: 15), descriptive is the characteristic of data in qualitative research that it was taken from private documents, field-notes, respondents' utterance and action, documents, etc.

This research conducted by analyzing the content of the textbook, which means this study is categorize as document analysis or content analysis. Krippendorff (2004: 18) states that content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. Another explanation is proposed by Ary et.al (2010: 457), content or document analysis is a research method applied

to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents.

In this study the source of data based on primary and secondary data. Primary data is the original data which the researcher gets directly, while the secondary data is the data which the researcher gets indirectly. The primary data in this research took from the English textbook entitled "English on Target" for tenth grade students of Senior High School published by Erlangga, while the secondary data obtained from documents, books, and researches that related to the topic of the study.

The instrument that used in this study is the Instrument I of textbook evaluation criteria suggested by *BSNP*. Instrument I is in form of scoring sheet that consists of content advisability and presentation advisability. This research also used interview and questionnaire as the research instruments. The interview questions gave for the English teacher while the questionnaire gave to the students as the book users.

The process of collecting data is one of the crucial things in doing a research. Data carries information to answer the research questions. The data collected from the textbook

entitled "English on Target" for tenth grade students of Senior High School published by Erlangga by using evaluation criteria suggested by *BSNP*.

Because this study conducted by analyze the textbook's content, the data collected by using document review. Sugiyono (2016: 240) states document can be form of written, picture, or monumental someone's works. The examples of written document are daily note, life histories, story, biography, rules, and regulation. The examples of picture document are photo, life picture, sketch, etc. The example of works can be arts (picture, statue, movie, etc.).

The other techniques that used in collecting the data are interview and questionnaire. According to Esterberg in Sugiyono (2016; 231) interview is a meeting of two person to exchange information and idea through question and responses, resulting in communication and join construction of meaning about a particular topic. According to Sugiyono (2016: 142) questionnaire is a technique in collecting data that done by giving a list of questions or statements to the respondents.

In evaluating the English textbook, the researcher followed some steps. The steps mentions as follows:

1. Read and comprehend the rubric evaluation criteria suggested by *BNSP*.

2. Read and comprehend the materials from the textbook "English on Target" for tenth grade students of Senior High School published by Erlangga.
3. Comparing the materials of the textbook with the evaluation criteria suggested by *BNSP* in terms of content advisability and presentation advisability.

After the data had been collected, the next step was data analysis. According to Hatch (2002: 148), data analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It often involves synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding. In analyzing data, the researcher gives scores to every item in rubric evaluation criteria in each chapter. Next, calculate the average score from every item that is collected in form of percentage. After that, interpret the data results from every item to find out whether the textbook's content and presentation are appropriate with the evaluation criteria suggested by *BSNP*.

Discussion

After doing content analysis of the textbook entitled "English on Target" for tenth grade students of Senior High School published by Erlangga, below is the analysis results score in each sub-aspects:

Aspects of Evaluation	No	Sub Aspects of Evaluation	Fulfillment
Content	1	Relevance of material to the curriculumn	68%
	2	Material accuracy	70%
	3	Supporting learning material	66%
Presentation	4	Presentation technique	90%
	5	Learning presentation	60%
	6	Presentation completeness	76.7%
Average			**71.8%**

In term of the content advisability, textbook entitled English on Target has fulfilled the criteria suggested by *BSNP*. The textbook got average score 68% which can be categorized as "good" from the total 3 sub-aspects that evaluated. In term of the presentation advisability, the textbook also has fulfilled the criteria suggest by *BSNP*. The presentation advisability could be categorized as "good" because it got average score 75.7% from the total 3 sub-aspects. Based on the results, the textbook classified into a good textbook because it has achieved fulfillment of the criteria by achieving average score 71.8%. It meant that textbook English on Target for tenth grade of Senior High School published by Erlangga has met the criteria in two aspects namely content advisability and presentation advisability. Even though the textbook categorized as good, but it still has some lacks that need to be fixed.

Conclusion

Some suggestions which might be helpful are addressed to the book writer/publisher and the book users. For the textbook writer/publisher should pay more attention to the criteria of good textbook should have. Not all the teachers who want to use the textbook in classroom activities could evaluate the textbook in detailed since the process is quite demanding. For the book users who

are using textbook entitled English on Target for tenth grade Senior High School published by Erlangga, should be using another book as the source to make the learning material for more comprehensive. It can become supplement to complementary the lacks of the textbook entitled English on Target.

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