

THE ANALYSIS OF ENGLISH TEXTBOOK “*BAHASA INGGRIS KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA 2017*” IN READING MATERIAL BASED ON CURRICULUM 2013

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ABSTRACT

The aim of this study is to know whether the English textbook “Bahasa Inggris by Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017” matched with the KI (Kompetensi Inti) and KD (Kompetensi Dasar) in curriculum 2013. Beside it, the writer studied also the feasibility of content on reading material provided in the textbook. This study used qualitative descriptive methods. The data was collected from the textbook “Bahasa Inggris by Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017”, especially on the reading skill materials. The result of this study concluded that (1) the English textbook “Bahasa Inggris by Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017” was compatible with the KI and KD of curriculum 2013. The KI and KD were implementing perfectly in the English textbook. (2) the reading material in the English textbook was developed with implementing the material of curriculum 2013, the reading material also already reached the standard of textbook in curriculum 2013 with the percentage 75%. It was considered feasible. Based on the result of this study, because the textbook did not categories as feasible for 100 %, so, the writer suggested that the English teachers could cover it by finding the other relevant resources with the same topics.

Keywords: Textbook, Reading skill materials, curriculum 2013

INTRODUCTION

In a recent update, the world as we know that is still facing the pandemic of COVID-19 since February 2020. The negative impact not only in economic sectors; but also, it gives a big impact on education sectors, especially in Indonesia. Prohibitions and restrictions for carrying

out the teaching and learning process directly are a big impact on education sectors. It certainly makes the students which do not get the knowledge more optimal than before. Although this problem already solves by using online learning; but there is so many disadvantages effect by using that method. The problem of internet

network is not evenly distributed in Indonesia, information or learning from teachers to students is not 100 percent absorbed, and of course, the problem of appropriate learning materials is quite difficult to find.

One of the best learning materials which has easy access than online media is a coursebook or textbook. Besides, it helps the teacher in having a good preparation for the teaching-learning process, textbook also makes the students easier to find the information or material. It cannot be denied, not all students in all regions of Indonesia have online media such as cellphones and laptops with good networks. Therefore, the benefit of most textbooks in Indonesia itself is; it has the suitable and appropriate content which already systemizing with the recent curriculum.

The textbook gives a lot of benefits for teachers in decreasing the time of preparing the teaching material. Well preparation of making material create a best atmosphere in the classroom.

We need to examine a suitable textbook for teaching learning process. Because of an inappropriate textbook can make misunderstanding and uninteresting learning.

These things happen because there are some schools and teachers who do not pay attention to the quality and suitability of textbooks in teaching. Many teachers use worksheets and textbooks that are incomplete in terms of material, inappropriate explanations, and much more.

We can conclude that the role of the curriculum has the main aspect of creating a good textbook. As we know, the recent curriculum that uses by the schools in Indonesia is curriculum 2013. It implements in all education levels; one of that is senior high school. Students are required to think more creatively, innovatively, quickly, and responsively and besides that in the 2013 curriculum students are trained to grow courage in themselves. Students will train in logical skills in solving a problem; those are the aim of the curriculum 2013. Relates with the aim of curriculum 2013, students must master the lesson by relying more on a suitable textbook at home actively.

Hereinafter, English is one of the subjects in school which become one of the compulsory subjects to be learned and studied (BSNP, 2006:3). As we know, studying the English language, we shall master listening, speaking, reading, and writing skills. Video, speech, and interview are spoken English; on the other hand, newspapers, books are written English. It is quite difficult to understand the text in English if we have a lack of vocabulary. That makes the reading skills are important to learn.

It relates to the statement of Goodmand in Burt, Peyton, and Adam (2003:33) that reading is important to help us to comfort with written English, to rich our vocabulary in English, and certainly to learn a new language.

Therefore, we must pay attention to the learning material in reading skills. With

the better material of the textbook, we also get a better understanding of English.

Because the issues about the curriculum relate to the material, the writer interests in analyzing it. She interests to know whether the reading material in the textbook match with the KI (*Kompetensi Inti*) and KD (*Kompetensi Dasar*) in curriculum 2013 and also focusing on the feasibility content of the textbook by using the rubric of BSNP. The writer uses “Bahasa Inggris by Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017” textbook. It is the legal English book produces by the Indonesian government as material in the English lesson.

According to the problem states before; finally, the writer tries to do the research entitled *The Analysis of English Textbook “Bahasa Inggris by Kementerian Pendidikan Dan Kebudayaan Republik Indonesia 2017” in Reading Material based on Curriculum 2013*.

RESEARCH METHOD

In methodology, the writer would explain some parts; there were research design, data collection procedures, instruments, procedures of the research, and technique of data analysis.

Research Design

According to Hennink, et al. (2011) “qualitative research is an approach that allows you to examine people’s experiences in detail, by using a specific set of research methods such as in-depth

interviews, focus group discussions, observation, content analysis, visual methods, and life histories of biographies.”

Based on the explanation before, this study used a qualitative research design. Because the data came from the English textbook material, which included a content analysis method. Of course, the focusing of this study was to know whether the reading material matched with the current curriculum; curriculum 2013 and also to find the content feasibility in English textbook “Bahasa Inggris by Kementerian Pendidikan Dan Kebudayaan Republik Indonesia 2017”. The writer used a descriptive qualitative research design; which the writer would analyze, interpret, and report the data in the textbook. Then, the study was conducted in Pekalongan, Central Java, Indonesia.

Data Collection Procedures

Qualitative research basically used observation, interviews, focus group discussions, visual methods, content analysis, or life history as data collection techniques. All the data of this study used an English textbook which was included as a content or document analysis. There were 15 chapters in the English textbook “Bahasa Inggris by Kementerian Pendidikan Dan Kebudayaan Republik Indonesia 2017”. The writer only used and analyzed 6 chapters as the sample to represent the whole book.

Instruments

Analyzing the feasibility of content in the English textbook, the writer used a rubric by Badan Standar Nasional Pendidikan (BSNP) as the instrument. As a guideline in supporting the analysis in document analysis, the writer used some papers and other resources.

Procedures of the Research

As the procedures of the research in this study; firstly, the writer would have looked for the data sources about the rubric in BSNP and any information on curriculum 2013. That information would be useful as a guideline for the main data analysis. Next, the writer would have observed the reading material in the English textbook “Bahasa Inggris by Kementrian Pendidikan Dan Kebudayaan Republik Indonesia 2017”.

Next, the writer would have found any references related to the writer’s study. Lastly, the writer would have started the data analysis, especially in reading material.

Data Analysis Techniques

According to Schumacher and McMillan (2001:461) “Qualitative data analysis is primarily an inductive process of organizing the data into categories and identifying patterns (relationship) among the categories, most categories and patterns emerge the data, rather than being imposed on the data prior to data collection”. In other words, qualitative analysis is a discovery analysis, developing a coding

topic, and categories the data. After the reading material was observed. Then, the writer analyzed the data. The steps were:

1. The writer compared the reading materials in “Bahasa Inggris by Kementrian Pendidikan Dan Kebudayaan Republik Indonesia 2017” textbook with the KI and KD in curriculum 2013.
2. The writer evaluated the reading materials by using a rubric of BSNP
3. The writer interpreted the data evaluation.
4. The writer summed up the interpretation. The writer also used the formula by Sudjiono (2015:42) in his book to present the data in numbers, the formula was:
5. The writer distributed the rubric of BSNP sheets to the English teacher that used the English textbook “Bahasa Inggris by Kementrian Pendidikan Dan Kebudayaan Republik Indonesia 2017” to validate the data analysis.

FINDINGS & DISCUSSION

After the writer did the data analysis based on data collection; in this part, the writer discusses the research findings and interpretation.

Research Finding

The writer used the rubric of BSNP to evaluate the feasibility content of the textbook. The good textbook should meet all the criteria of the rubric. Based on the rubric, we knew that there were some categories or aspects. Those were:

1. The Compatibility of Material

Completeness

The textbook should have three types of text, there were functional, transactional, and interpersonal texts. We gave scored 4 for at least 95% textbook consisted KI and KD. We gave scored 1 if the textbook had less than 95% consisted KI and KD.

In-depth

The students should do the exercise to complete the material in-depth; not only that, the textbook should give a positive message on it. Scored 4 was given if the textbook provided 2 relevance texts with the materials minimally. Although, scored 1 if the texts were less than 2.

2. The Accuracy of Material

Social Function

This category means that the textbook material should provide the KI. We gave scored 4 for at least 95% to fulfill the KI. Then, we gave scored 1 for the textbook that did not 95% fulfill the KI.

Generic Structure

The generic structure category should encourage the student to create an efficient way of producing some texts; related to real life. Scored 4, we gave if the textbook provided theory in creating text. If not, so we gave scored 1.

Language features

The textbook should consist of understandable text which fulfills the

characteristic values. Scored 4, if the language used polite and acceptable. Then scored 1 was the opposite.

3. The Supporting Material

Relevance

The text, pictures, or tables inside the textbook should be relevant. So, we gave a scored 4 if the supporting material above was relevant to the material. The range between 91% to 100%. Then scored 3 for 76% to 90% supporting material was relevant, scored 2 for 61% to 75% was relevant. Lastly, 0% to 60% was given scored 1.

Development of Life Skills

The category of life skills development related to the development of materials that assist the student's skill in social life. Scored 4 was if the texts consisted of 91% to 100% social life aspects. Scored 3 was if the texts consisted of 76% to 90% social life aspects. Then, scored 2, we gave to the texts that consisted of 61% to 75% social life aspects. Lastly, scored 1 was if the texts.

Development of Diversity Insight

The category that has the measurement by scoring the diversity insight in the textbook. Scored 4 was given to the material that was consisting of 91% to 100% diversity insight content. Scored 3 for 76% to 90% diversity insight content. Scored 2 which was given to 61% to 75% material with diversity insight content. Then, scored 1 for 0% to 60% diversity insight content.

Hereinafter, all the categories above would be applied as the instrument to analyze reading materials in 6 chapters as a sample in the English textbook “Bahasa Inggris by Kementrian Pendidikan Dan Kebudayaan Republik Indonesia 2017”. Below was the detail:

Chapter 1 “Talking about Self”

In chapter 1 entitled “Talking about self”, the textbook is applying some exercises in representing all skills. Some parts also use a game in delivering the materials. Especially in the reading skill part, there are two texts related to the introduction of self or talking about self-material. The application of an individual introduction way uses a different way, by using a letter or email. Not only that but in the reading part also distribute a lot of exercises. So, the student has a comprehended understanding of the text and grammar material.

Feasibility Content of Chapter 1

Table 1

Table of Feasibility Content of Chapter 1

| Categories | Score | | | |
|---|-------|---|---|---|
| | 1 | 2 | 3 | 4 |
| Completeness | | | | • |
| In-depth | | | | • |
| Social Function | | | | • |
| Generic Structure | | | | • |
| Language Features | | | | • |
| Relevance | | | | • |
| Development of Life Skill | | | | • |
| Development of Diversity Insight | | | | • |

The Compatibility of Material with KI and KD

Completeness

The whole part in chapter 1 already discussed all skills of the English language. Focusing on reading skills, the textbook already provided and developed two types of transactional, interpersonal, and functional texts on pages 4 and 5. It also totally related to KD 3.1 and 4.1 from curriculum 2013 about self-introduction.

The two texts were email and letter. The text on page 4 was email. Then, the text on page 5 was a letter. In texts, we could see the way in telling someone else about self as the type of interpersonal texts to establish better communication.

As we could see from both texts, they stated the desire of the writer to be the E-pal of Alia; it showed the application of transactional and functional text at once. All the texts not only developed in a good way but also provided some relevant exercises in reading comprehension, text structure, grammar, and various vocabulary used. Therefore, the material completeness of this chapter, especially the reading material was 4/4.

In-depth

Of course, relating to the completeness discussion above, we could see that the material and exercises were developed successfully as the criteria in material in-depth. In the reading skill part; as we knew, there were two relevant texts with the KD 3.1 and 4.1 of curriculum 2013. The way in delivering the self-introduction material was totally good.

Self-introduction not only represent by retelling ourselves in utterances way. But, the textbook used the letter and email as the way to deliver in a written way. The texts on the textbook in the reading skill part also showed the self-introduction in commonly used from various countries on pages 4 and 5. Therefore, the writer gave scored 4 for the textbook in providing all the criteria of the category.

The Accuracy of Material Social Function

Chapter 1 also has been designed to implement the social function of the reading skill part. Two texts provided were already adjusted to having a social function in real life.

The context of the texts on pages 4 and 5 itself was a common activity that was usually done by senior high school students in increasing their English language ability, knowledge, and having a good friendship with other students across the country by sending letters or email.

Directly, it gave the motivation to students in loving a writing activity and interacted with others. We could conclude that the social function in this chapter got scored 4.

Generic Structure

Systematic thinking especially in the reading skill part of chapter 1 was successfully implemented. By the exercise provided on page 10 in the reading skill part, it could lead the students to create their own text by their own experience in the writing skill part. Although the exercise on

page 10 only stated to complete the chart in finding out the structure of Email, it could make the students identify and create their own. Based on this consideration, this chapter should give a scored 4.

Language features

Related to the generic structure and social function criteria, the language used in chapter 1 on pages 4 and 5 was totally polite and acceptable. On pages 4 and 5; Saidah said “Assalamu’alaikum” to Alia in representing the Malaysian people culture or Islam way in polite greeting. The way Hannah opened the letter was using a polite word. We could give scored 4 also in chapter 1.

The Supporting Material

| Categories | Relevance | | | |
|---|-----------|---|---|---|
| | 1 | 2 | 3 | 4 |
| Completeness | | | | • |
| In-depth | • | | | |
| Social Function | | | | • |
| Generic Structure | • | | | |
| Language Features | | | | • |
| Relevance | | | | • |
| Development of Life Skill | | | | • |
| Development of Diversity Insight | | • | | |

As we could see from the textbook, we knew that the illustrations from the email on page 4 looked like a real one. It also provided some tables in doing exercise of reading material skill part. The textbook also provided the table which explained the grammar review of chapter 1. The table was easy to understand for students. Obviously,

the tables related to the texts. Hereinafter, there was one picture that was representing the senior high school student in doing some writing activity on page 7. This page was discussing the exercise in identifying the texts; so, it was relevant to the vacant table. It also was given scored 4 for the relevance category.

Development of Life Skill

Both texts on pages 4 and 5 use cultural and social topics. It showed that as a student we should realize to have some interaction with others for social relationship. The texts also gave the students motivation in gaining their confidence in communicating with people from another country. Therefore, we gave scored 4 for this chapter also in the development of the life skill category.

Development of Diversity Insight

Here on pages 4 and 5, we could see directly the diversity from two countries; United States and Malaysia. It concluded as diversity insight which was shown in the text. Hereinafter, on page 8, there was an exercise in discussing the other student's opinions by answering the questions on the same page. This exercise taught us to respect other opinions or diversity in ideology. Therefore, chapter 1 got scored 4 for the development of diversity insight criteria.

Chapter 2 “Congratulating and Complimenting Others”

Chapter 2 entitled “Congratulating and Complimenting Others” has various exercises and conversation texts about complimenting and congratulating others.

In this chapter, students are expected to be able to use or say congratulating or complimenting sentences to others well. The materials of congratulating and complimenting or showing care are divided into two parts.

The Compatibility of Material with KI and KD

Completeness

The texts on pages 23 and 24 were developed successfully and the texts matched with KD 3.5 and 4.5. The transactional and interpersonal text already designed as an example in real life. The texts on the reading skill part were different types of congratulating others with two different cases. The first text on page 23 was about congratulating someone who got a promotion in his job. Although the second text on page 24 was about congratulating someone who is winning the competition. The exercises related to the texts also practiced the student's critical thinking and analysis of conversation text. In the end, the student could produce the sentences well. Then, the complimenting materials are separated into different sections on page 32 which developed also successfully and the texts matched with KD 3.2 and 4.2. The textbook also provides a short explanation about complimenting and some reading skill exercises about the dialogue on page 32. But there is no functional text in the reading skill part, only in the writing skill part on page 30. Therefore, the completeness in this chapter scored 4.

In-depth

The textbook was already provided two texts that matched with KD 3.5 and 4.5 of curriculum 2013 about congratulating other materials. The materials and exercises were developed well and suitable for Indonesian students. The exercise on page 25, lets the student analyze the expressions of congratulating and its responses which relates to the previous text. The textbook also provides some type of other expressions of congratulating sentences which already implemented in the exercise section on page 26. This part also provides some illustration of activities to help students more easily do the analysis. On the other hand, the complementing material only provides one short dialogue on page 32. This chapter focused only on congratulating materials. From this explanation, we could give a scored 1 for in-depth criterion.

The Accuracy of Material

Social Function

Besides the two texts provided on pages 23 and 24, the exercises of some activities in implementing the expression of congratulating also take from our daily life conversation as the theme on pages 26 and 27. The illustration goes well with the conversations. It also goes well with the expression of complimenting material on page 32. There is an example of implementing the complimenting expression. The situation commonly happens in our daily life. The other illustration themes were also familiar.

Because of this fact, this chapter also gave scored 4 for the social function criterion.

Generic Structure

The exercises provided truly helped the student in developing critical thinking and analyzing the material. For example, the exercises on pages 25, 27, and 28, the student will be able familiar with the usage of the expression of congratulating. But, the text and exercises for complimenting materials are designed simply on pages 32 and 33. The text does not have various types. Then, the task provides only a few for students. So, we could give a scored 1 for this criterion.

Language Features

The language was used in this chapter of course suitable and polite as the conversational words. The themes commonly found in daily activities, such as on pages 23, 24, 26, 27, 32, and 35. Therefore, the language features of chapter 2 gave scored 4.

The Supporting Material

Relevance

The illustrations provided in the textbook were relevant to the texts provided. For example, the illustrations on pages 26 and 27 were relevant to the situations. Some notes provided about the way of using the congratulating expressions also help the students to clear the material, such as on page 26 and 29. Although the complimenting materials only provide a few, the text and the illustration is relevant on page 32. The relevance category was given scored 4.

Development of Life Skills

Most of the conversational themes in the reading skill part have used in daily activities. The themes can develop the student's skills easily in implementing the materials. It can be seen on pages 23, 24, 26, 27, 32, and 33. The development of the life skill category could be given a scored 4.

Development of Diversity Insight

The development of diversity insight in chapter 2 has not been too developed. There is little discussion on page 28 regarding the context of diversity insight about someone's appearance. Also, on page 33, there is an illustration which is showing the difference in someone's appearance. Therefore, this criterion gets a score of 2.

Chapter 3 "Expressing Intention"

Chapter 3 entitled "What are you going to do today?" or "Expressing Intention"; in this chapter, hopefully, the student can identify, use and ask about the intention of doing something. This chapter also provides some exercises in implementing the use of intention of doing something in real life.

Feasibility Content of Chapter 3

Table 3:

| Categories | Score | | | |
|-------------------|-------|---|---|---|
| | 1 | 2 | 3 | 4 |
| Completeness | • | | | |
| In-depth | • | | | |
| Social Function | | | | • |
| Generic Structure | | | | • |
| Language Features | | | | • |

| | |
|----------------------------------|---|
| Relevance | • |
| Development of Life Skill | • |
| Development of Diversity Insight | • |

The Compatibility of Material with KI and KD

Completeness

This chapter is complete with the transactional and interpersonal text on pages 40 and 41. The text is the dialogue about the plan of spending a long weekend. Also, the chapter already matches with KD 3.4 and 4.4 of curriculum 2013 with a clear goal to be reached. But there is no functional text provided. Because this chapter only focuses on discussing plan or expressing the intentions. Therefore, this chapter only got scored 1.

In-depth

This chapter, especially on the reading skill part only provides one dialogue transactional and interpersonal text. The dialogue already matched with the KD 3.4 and 4.4. The exercises also designed in good development. Therefore, we gave scored only 1 for in-depth criterion.

The Accuracy of Material

Social Function

The dialogue provided on pages 40 to 41 is useful for students. The students got the best example of implementing the material. The exercises on pages 40 to 44 also has well designed. The theme of the text is familiar in daily life, such as talking

about someone's plan during the weekend. That is the reason, we could give a scored 4 in this chapter.

Generic Structure

The use of would like and going to material in this chapter is implementing successfully on pages 40 to 41. The social function of the structure of dialogue also reached perfectly. Therefore, we could give scored 4 also in generic structure criterion.

Language Features

The language used in the dialogue is suitable and polite. The use of would like and going to the material is perfect on pages 40 to 41. The exercise on the page also is designed well. The writer did not find any impolite words. Therefore, the language features criteria of this chapter got scored 4.

The Supporting Material

Relevance

The text and exercises considered relevant to the topic of expressing intention on pages 40 to 44. But, there is no illustration in the reading skill part. For a whole chapter, the textbook only provides one section which is providing pictures. The material also already up to date. Therefore, we gave scored 4 for this chapter.

Development of Life Skills

This chapter already developed successfully for student's skills. The theme used for student's daily activity. The text on pages 40 to 41 was suitable for students practicing in daily life. So, we gave scored 4 for this chapter.

Development of Diversity Insight

This chapter also discussed the different activities of spending a long weekend. The dialogue showed the example of diversity insight of Riri, Bayu, and Santi on page 41. The opinion that has been expressed by each player in the dialogue also shows the development side of the diversity insight. Therefore, a score of 4 is given to this chapter.

Chapter 4 "Which One is Your Best Gateway?"

Chapter 4 entitled "Which One is Your Best Gateway?"; in this chapter, hopefully, the student can identify the descriptive text, explain the descriptive text, and describe something. This chapter also provides two descriptive texts with a different context in the reading skill part.

Feasibility Content of Chapter 4

Table 4:

| Categories | Score | | | |
|---|-------|---|---|---|
| | 1 | 2 | 3 | 4 |
| Completeness | • | | | |
| In-depth | | | | • |
| Social Function | | | | • |
| Generic Structure | | | | • |
| Language Features | | | | • |
| Relevance | | | | • |
| Development of Life Skill | • | | | |
| Development of Diversity Insight | | | | • |

The Compatibility of Material with KI and KD

Completeness

The exercise on page 53 was showing the transactional expression in asking the opinion about the descriptive text. This chapter is discussing two types of descriptive text which is designed well. Most of the exercises were showing a transactional situation. The interpersonal and functional text did not find in this chapter, because this chapter only focused on descriptive text materials. But, the content of the reading section already matched with KD 3.7 and 4.7. Therefore, we gave scored 1 for completeness in this chapter.

In-depth

The material in-depth in this chapter was designed well. The textbook provides two texts that have a different context. It can be seen on pages 53 and 58. The first text tells about *Tanjung Putting National Park*, whereas the second text tells about the *Taj Mahal*. The text also consisted of social function, generic structure, and language features. The goal in this chapter was reached well in discussing the descriptive text. We gave scored 4 for this chapter.

The Accuracy of Material

Social Function

The social function of this chapter was clear. In the end, the student would get the information about *Tanjung Putting National Park* and the *Taj Mahal* building on pages 53 and 58. The information was

important for additional information to students about another country and Indonesia's tourism. The exercises on page 60 were designed to make a clear understanding of the descriptive text to the student. Therefore, we gave scored 4 for the social function in this chapter.

Generic Structure

The exercises designed in this chapter was easy to make students understand. In the first exercise on page 55 help the student to solve the exercise on page 60 in analyzing the structure of the descriptive text. It is used to create a systematic way of thinking for students. Therefore, we gave scored 4 for this chapter.

Language Features

The language features in this chapter also were suitable and polite. The writer did not find any inappropriate words in the texts. The text also was suitable for senior high school students. Therefore, we gave scored 4 for this chapter.

The Supporting Material

Relevance

The text, pictures, and exercises were relevant in this chapter. It can be seen on pages 53 and 58. The pictures were describing the texts provided. Also, the texts were up to date to be published. Therefore, we gave scored 4 for this chapter.

Development of Life Skills

Only one exercise in showing the development of life skills on page 54 task 3. Because the chapter only focused on comprehending and analyzing the

descriptive text. Therefore, we gave scored 1 for this chapter.

Development of Diversity Insight

The development of diversity insight was well developed. The text on page 53 was showing the diversity of Indonesian tourism. Although, the text on page 58 was showing another country's tourism. It is something to be appreciated. Therefore, we gave scored 4 for this chapter.

Chapter 5 “Let’s Visit Niagara Fall”

Chapter 5 is entitled “Let’s Visit Niagara Fall”; in this chapter, hopefully, the student can identify descriptive text, explain the descriptive text, and describe something. This chapter is discussing descriptive text material which is more focused on description text about Niagara Fall.

Feasibility Content of Chapter 5

Table 5:

| Categories | Score | | | |
|---|-------|---|---|---|
| | 1 | 2 | 3 | 4 |
| Completeness | • | | | |
| In-depth | • | | | |
| Social Function | | | | • |
| Generic Structure | | | | • |
| Language Features | | | | • |
| Relevance | | | | • |
| Development of Life Skill | • | | | • |
| Development of Diversity Insight | | | | • |

The Compatibility of Material with KI and KD

Completeness

There are no transactional, functional, and interpersonal texts provided in this chapter. It is only focused on describing the text about visiting Niagara Fall. But, the content of the reading section already matched with KD 3.7 and 4.7. Therefore, we gave scored 1 for completeness in this chapter.

In-depth

There is only one text provided, this chapter was continuing the previous chapter about the descriptive text. We gave scored 1 for this chapter.

The Accuracy of Material

Social Function

The social function of this chapter was clear. The student also would get international tourism information about Niagara Fall on pages 72 to 73. The information was important for additional information to students about another country. Therefore, we gave scored 4 for the social function in this chapter.

Generic Structure

The systematic ways of thinking for students are provided in this chapter. Many exercises let the student analyze the structure of the descriptive text itself. The information about grammar review was implementing clearly in the text on page 72. Therefore, we gave scored 4 for the social function in this chapter.

Language Features

The writer did not find any inappropriate words in the texts. The text also was suitable for senior high school students. Therefore, we gave scored 4 for this chapter.

The Supporting Material

Relevance

The pictures were describing the texts provided well. The text, pictures, and exercises were relevant in this chapter. It can be seen on page 72 and 74. Therefore, we gave scored 4 for this chapter.

Development of Life Skills

There is no texts or exercises which focuses on developing the student's life skill. Because the chapter only focused on comprehending and analyzing the descriptive text. Therefore, we gave scored 1 for this chapter.

Development of Diversity Insight

The development of diversity insight was well developed. The text on page 72 was showing another country's tourism. The student would be able to appreciate another country's tourism. Therefore, we gave scored 4 for this chapter.

Chapter 6 "Giving Announcement"

Chapter 6 is entitled "Giving Announcement"; in this chapter, hopefully, the student can explain announcement text, explain the information about something, and create the announcement text.

Feasibility Content of Chapter 6

Table 6:

Table of Feasibility Content of Chapter 6

| Categories | Score | | | |
|----------------------------------|-------|---|---|---|
| | 1 | 2 | 3 | 4 |
| Completeness | • | | | |
| In-depth | | | | • |
| Social Function | | | | • |
| Generic Structure | | | | • |
| Language Features | | | | • |
| Relevance | | | • | |
| Development of Life Skill | | | | • |
| Development of Diversity Insight | | | | • |

The Compatibility of Material with KI and KD

Completeness

This chapter of course was consisting of the functional text. because this chapter discusses the announcement text. Two examples of announcement texts provide on pages 83 and 84. There is no transactional and interpersonal text found. This chapter also matched with KD 3.8 and 4.8. Therefore, we gave scored 1 for this chapter.

In-depth

The material in-depth was designed well. There are two texts provided on pages 83 and 84. All the texts matched with the KD 3.8 and 4.8. Therefore, we gave scored 4 for this chapter.

The Accuracy of Material

Social Function

The social function of this chapter was clear. The purpose of the announcement text itself to inform something to others. The texts are also commonly used in daily life from students. Therefore, we gave scored 4 for this chapter.

Generic Structure

The exercises on pages 83 and 84 were aimed to create a systematic way of thinking from students. Not only that, but the exercise on page 89 also useful for students. Therefore, we gave scored 4 for this chapter.

Language Features

There is no inappropriate word showing in this chapter. All the words are suitable and polite for students. Therefore, we gave scored 4 for this chapter.

The Supporting Material

Relevance

The text, pictures, and exercises were relevant in this chapter. It can be seen on pages 83 and 84. Only one text should be revised into the newest one on page 83. Therefore, we gave scored 3 for this chapter.

Development of Life Skills

In this chapter, students were developing their skills in giving information to others in a good way. By using the good words and to the point of the information. For example, the exercise on page 89, the students try to analyze the

announcement text. Therefore, we gave scored 4 for this chapter.

Development of Diversity Insight

The diversity insight is showing in the texts provided on pages 83 and 84. The text on page 83 shows the example of an announcement text from Singapore. This text commonly appears on a website or blog. Therefore, we gave scored 4 for this chapter.

Discussion

From the research finding explained above, the writer has been done the analysis of the textbook. Here are the tables for all the chapters' feasibility of content analysis.

Table 7:

| All the Feasibility of Content | | | | | |
|--|----------------------|-------|---|---|---|
| Sub content | Items | Score | | | |
| | | 1 | 2 | 3 | 4 |
| The Compatibi lity of Material with KI and KD | Completen ess | 4 | | | 2 |
| | In-depth | | 3 | | 3 |
| | Social Function | | | | 6 |
| Accuracy of Material | Generic Structure | 1 | | | 5 |
| | Language Features | | | | 6 |
| The Supportin g Material | Relevance | | | 1 | 5 |

| | | | | |
|----------------------------------|----------|----------|----------|----------|
| Development of Life Skill | 2 | 4 | | |
| Development of Diversity Insight | 1 | 5 | | |
| Total | 1 | 1 | 1 | 3 |
| | 0 | | | 6 |

Based on the feasibility of the content tables above, the completeness in total got scored 4 only on two chapters. The rest of the chapters got scored 1. Then, material in-depth got scored 4 in three chapters, although, the others got scored 1.

It was different from two criteria before, the social function got scored 4 for all chapters. The generic structure almost all the chapters got scored 4. Only in one chapter got scored 1.

The language features of 6 sample chapters also got scored 4 for all chapters. The relevance criterion got scored 4 in five chapters, but only one chapter got scored 3.

Hereinafter, the development of the life skill criterion got scored 4 for four chapters as a sample of textbooks. Then, two chapters got scored only 1. The last criterion in diversity insight got scored 4 for five chapters. Only one chapter got scored 2.

Therefore, it can be derived that 36 categories in feasibility content from 6 sample chapters out of 48 categories have fulfilled.

$$P = \frac{36}{48} \times 100\%$$

$$P = 0,75 \times 100\%$$

$$P = 75\%$$

Therefore, the writer concluded that 75% of materials and exercises in the reading skill part of the English textbook “Bahasa Inggris by Kementerian Pendidikan Dan Kebudayaan Republik Indonesia 2017” are fulfilled the BSNP rubric assessment about the feasibility of content.

Based on the research finding and analysis above, the writer concluded that the reading skill materials in the English textbook “Bahasa Inggris by Kementerian Pendidikan Dan Kebudayaan Republik Indonesia 2017” has met the standard of being a good material in English textbook according to rubric assessment from BSNP in the feasibility of content.

This research focuses on English textbook analysis, which is to know whether the reading material match with the KI (*Kompetensi Inti*) and KD (*Kompetensi Dasar*) in curriculum 2013 and the feasibility content of the textbook.

As a teacher should examine the textbook in detail. It relates to the explanation of Cunningsworth in his book that the textbook itself is the best teaching material in achieving the objectives and also already set in terms of learners’ needs (Cunningsworth, 1995:7). The textbook also useful helps the teacher to not consume lots of time in preparing suitable material for the learning and teaching process. As we know, the textbook is an essential partner with a teacher; well preparation of teaching material make a good atmosphere in the classroom.

Therefore, the teacher shall be aware of a suitable textbook that is used in the classroom. “We need to examine how specific items are dealt with, particularly those which relate to students’ learning needs, syllabus requirements, how different aspects of language are dealt with.” (Cunningsworth, 1995:2). An inappropriate textbook can make misunderstanding, uninteresting learning, and exercise or did not match with the curriculum. The textbook has certainly fit all the elements mentioned by Cunningsworth. Then, because of those reasons, we shall pay attention more to selecting the textbook.

There are a lot of relevant studies in the textbook review. according to Sunarko et. al (2019) states in their paper that is found some teachers complaining about the content of their textbook. There are some objectives not fit with the current curriculum. The book entitled “Joyful” Primary Grade II English textbook which analyzed by them.

In other studies, Prasojo (2014) differently states that the English textbook “Pathway to English” which uses by first-grade senior high school is matched with KI and KD in curriculum 2013, also the materials are already developed. So, the book is highly recommended for teachers.

It also has different results by Cahyani and Perdana (2019) studies in their paper entitled *Textbook Evaluation by Ur’s Theory*. They compare two English textbooks that are used in the level of junior high school students as a teaching-learning material from English teachers. The books

are *When English Rings a Bell* and *Bright*. It meets the conclusion that *Bright* is better than *When English Rings a Bell* textbook for teachers.

Bright meets all appropriate criteria as a good textbook for students. It is easy to get into bookstores.

Based on the studies mentioned above, two of three researchers use the same instrument is a rubric of *Badan Standar Nasional Pendidikan* (BSNP) for analyzing the content feasibility of the textbook.

CONCLUSION

The writer concluded that the reading skill materials in the English textbook “Bahasa Inggris by Kementerian Pendidikan Dan Kebudayaan Republik Indonesia 2017” fulfill the feasibility content requirements specified in curriculum 2013 with the percentage 75%. It was considered feasible. The material completeness, material in-depth, generic structure, relevance, development of life skill, and diversity insight in some chapters do not meet the requirement yet.

Therefore, it can be covered if the teachers can find other relevant resources with the topics.

For other researchers, this research can be used as a reference for future studies on the same topic.

For publishers, hopefully, this research can be used as a new point of view in reviewing the next textbook before distributing it.

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