

A CONTENT ANALYSIS ON “ INTERACTIVE ENGLISH “ TEXTBOOK FOR SEVENTH GRADE JUNIOR HIGH SCHOOL IN THE 2013 CURRICULUM

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ABSTRACT

Textbook is a teaching media which help students organize their learning both outside and inside classroom. It enables students to learn better, faster, clearer, easier, and much more. Furthermore, the English textbook outside has problem in quality of the book and It does not have criteria of good English textbook. The researcher used the technique available in solving the problem. Therefore it is more important to do the research entitled “A Content analysis On “ Interactive English “ Textbook For Seventh Grade Junior High School in the 2013 Curriculum” The problem of the research are “How is the criteria of “Interactive English” applied in the aspect of In-depth analysis? “. The aim of the research is to discover criteria of a good textbook suggested by Cunningsworth’s Theory using In-depth Analysis. Kind of the research is descriptive qualitative research. The sample of this research is English textbook “Interactive English” which contains 8 chapters and the researcher used 4 chapters as the sample. While the research instrument apply in this research is documentation checklist and the data is taken from the English Textbook “ Interactive English “ used in first grade student Junior High School in 2013 Curriculum. The result of the research shows the contents in English textbook entitled “ Interactive English “ have applied the criteria of Cunningsworth’s Theory in In-depth analysis.

KeyWords: *Content Analysis, English Textbook*

In daily life, language is always used by people for communication. Without language people cannot build communication with other people in our social environment. Nowadays, English subject take an important place in Indonesia educational curriculum. It means English is subject that must be mastered by the students. The use of English textbooks in Indonesia needs to be developed related to the 2013 curriculum to present students with

a good material. According to Sheldon (1968, p.23) textbook can referred as a published material to help students in understanding language also to improve their linguistic and communicative abilities of the students.

The researcher want to evaluate an English textbook from famous publisher in Indonesia because there are so many textbook which is not meet the criteria of English textbook. In this research, English

textbook entitle "Interactive English" published by Yudistira is chosen because the book which curriculum based on the 2013 curriculum that used in school as material in teaching and learning process and also the English textbook entitle "Interactive English" is chosen because the book is product from kemendikbud that use in school around of indonesia .

Content analysis is a method of analyzing written, verbal or visual communication messages or kindly as a method of analyzing document. According to Krippendorff (2004, p.13) content analysis is potentially one of the most important research techniques in social science. It views data of representation not of physical events but also the text, images and expression that are created to be seen, read, interpreted and acted. Content analysis is document analysis. It can be analyzed texts, image and expression in written form.

In-depth Analysis is the analysis that obtain detailed information on the various items in the textbook, such as syllabus outline with the needs of learners. In-dephanalysis include aim and approach, language and content, skill, topic, methodology, selection, grading, subject content, social values and cultural value. Thus In-Depth analysis is a analyzing

the the detail in every chapters of textbook. It is a appropriate way to analyze the English textbook that used by the writer entitle " interactive English" because the content on the textbook includes text, images and expression in written.

This research mainly focuses on the in-depth analysis based on Cunningsworth's Theory. It will view in detail all aspects in in-depth analysis include aim and approaches, , language and content, skill, topic, methodology, selection, grading, subject content, social values and cultural values. This is regarded as the important aspect in teaching material.

REVIEW OF RELATED LITERATURE

Content Analysis

Content analysis is a method of analyzing written, verbal or visual communication messages. It is also knows as a method of analyzing documents. Krippendorff (2004, p.13) defines that content analysis is potentially one of the most important research technique in the social sciences. The content analysis views data of representation not of physical events but text, images, and expression that are created to be seen, read, interpreted and acted for their meaning and must therefore be analyzed with such use in the their mind.

In-Depth Analysis

In-depth Analysis is the analysis that obtain detailed information on the various items in the textbook, such as syllabus outline with the needs of learners. In-dephanalysis include aim and approach, language and content, skill, topic, methodology, selection, grading, subject content, social values and cultural value. Thus In-Depth analysis is a analyzing the the detail in every chapters of textbook.

Textbook

Textbook is a form published printed material most commonly used as teaching and learning media in school or any educational institution. It is one of the most important media as a source and guideline of material which both students and teacher can used in teaching and learning process. Thomson (2001, p.175) argues that the textbook is a stimulus or instrument for teaching and learning.

RESEARCH METHOD

This research is descriptive qualitative. According to Maxwell (1996, p.17) stated that the strength as qualitative research derives primary from its inductive approach. It focuses on specific situation or people and it emphasizes on words rather than the number. It means that the data in this research is analyzed in the form of

description and indentification or analysis texts.

The researcher uses the qualitative research method by using content analysis. According to (Ary,et.al,2010, p.26) qualitative research seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. In this research, the researcher use content analysis to analyze the data. Content analysis is one of the types of analyzing data in qualitative research. The data in this research were collected by Reading, Observing, scanning, and identifying directly the English textbook included in the sample. The process of data collection was conducted through direct observation and identification of the content in sample page because they were directly visible and objectively identifiable.

RESULT AND DISCUSSION

The researcher presented the result data findings from “Interactive English “ English textbook. In “Interactive English” English textbook, the researcher focus in material in second semester include 4 units. Those are: unit 5 about The Elephant is big, unit 6 about What does he do ?, unit 7 about what do they look like ?, and unit 8 about let’s sing along. The data findings from the contents that can be seen in detail below :

(Unit 6 what does he do)

Result of in-depth analysis

Table 4.1 Table in Result of in-depth analysis

(Unit 5 The elephant is big)

No	Rated Aspect/Criteria	Check-list
1	Aim and Approaches	√
2	Language Content	√
3	Skills	√
4	Topic	√
5	Methodology	√
6	Selection	-
7	Grading	-
8	Subject Content	-
9	Social Values	-
10	Cultural Values	√

Table 4.2 Table in Result of in-depth analysis

No	Rated Aspect/Criteria	Check-list
1	Aim and Approaches	√
2	Language Content	√
3	Skills	√
4	Topic	√
5	Methodology	√
6	Selection	-
7	Grading	√
8	Subject Content	√
9	Social Values	-
10	Cultural Values	√

Table 4.3 Table in Result of in-depth analysis

(Unit 7 What do they look like)

No	Rated Aspect/Criteria	Check-list
1	Aim and Approaches	√
2	Language Content	√

3	Skills	√
4	Topic	√
5	Methodology	√
6	Selection	-
7	Grading	-
8	Subject Content	-
9	Social Values	√
10	Cultural Values	√

9	Social Values	-
10	Cultural Values	√

Table 4.4 Table in Result of in-depth analysis (Unit 8 Let's sing along)

No	Rated Aspect/Criteria	Check-list
1	Aim and Approaches	√
2	Language Content	√
3	Skills	√
4	Topic	√
5	Methodology	√
6	Selection	-
7	Grading	√
8	Subject Content	-

Based on the analysis used Cunningsworth's theory in depth textbook analysis on analyzing the inside quality of textbook using 10 criteria. Those chapter unit 5 until unit 8 this unit is fulfilled. This book is suitable enough to be used for media in teaching and learning process for first grade student of Junior High School.

CONCLUSION

Based on the result from data analysis, it can be concluded that the English textbook "Interactive English" used in the first grade Junior High School is compatible with the criteria of Cunningsworth's Theory. In In-depth analysis, "Interactive English" is effective in term of aim and approaches, language content, skills, methodology, topic, social values and cultural values. Yet, in the term of selection, grading and subject content are lacks because some of chapters do not show it clearly. From ten aspects in In-depth analysis, the interactive English textbook in chapter five to eight applied in seven aspects and not in three aspects.

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