

# A CONTENT ANALYSIS OF THE ENGLISH TEXTBOOK USED IN SECOND GRADE OF SENIOR HIGH SCHOOL BASED ON NATIONAL EDUCATION STANDARD COUNCIL (BSNP)

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## **Abstract**

This study aims to analyze the contents of high school English textbooks based on BSNP standards. The assessment is carried out on the relevance of the textbook to KI KD, the accuracy of the material, and the supporting material for the book. The data source of this research is an English textbook for class XI SMA published by the Ministry of Education and Culture entitled "Bahasa Inggris SMA / MA / MAK KELAS XI". This research uses a qualitative approach with descriptive methods. The value in the form of numbers used in this study only helps describe the quality of the object of research. This study used triangulation of data sources for data validity. The results showed that the component items of the relevance of the textbook with ki kd, the accuracy of the material and the supporting material of the book had met the standard criteria based on BSNP standards and were classified as very good and suitable for use as learning media.

**Key Word:** English Textbook, Content Analysis, BSNP framework

## **I. Introduction**

The existence of textbook as teaching media plays a very important role in classrooms. A textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process. According Langenbach (1997: p.563) Textbook is a book that presents a body of knowledge in an organized and usually simplified manner for purpose of learning (Langenbach, 1997,

p.563). The existence of textbook as teaching media plays a very important role in language classrooms. As a foreign language being learnt beside mother tongue, English is likely to be learned by Indonesian learners only in the classroom. It is no wonder that the English textbook was potentially been the only student access to language in the classroom. The uses of textbook are considered helpful because most of goals and aims have already been prepared in set of practices based on what students need to learn

(Cunningsworth, 1995, p.7). Most teachers also often use textbook as a primary resource book for ideas and instructional activities as well as giving guidance for what they do.

Each book has its own peculiarities. There is no perfect textbook that has been released, there is also the strength and weakness from every textbook but we should find the best possible that fit the potential to achieved the real knowledge. The effectiveness of a textbook in arranging aims and goals, and preparing teaching materials become a good consideration before deciding to use the textbook in the classroom. An inappropriate textbook could possibly make the class full with uninteresting exercise or too expensive for students or even does not match with the learner's rights in achieving their needs in learning. Such reasons make the selection of textbook used by teachers become relatively crucial.

BSNP (National Education Standard Council) who is responsible for designing curriculums had tried hard to deliver good curriculums. The Education National Standard Council (BSNP) has developed a textbook assessment instrument. This instrument is used to determine the eligibility of a textbook to be categorized as a standard book. For teachers, students, and other researcher,

this instrument can be used for the purposes of learning at the level of a particular educational unit.

Based on the explanation on the importance of a textbook as the source of materials for teaching, it is important to know how to choose good textbooks. From that point, the researcher is keen on doing a research to find out content quality of the English textbook based on National Education Standard Council. The feasibility of the contents has indicators, namely: (1) the relevancy textbook with the SK (Competency Standards) and KD (Basic Competence); (2) the accuracy of the material; and (3) learning support materials (Muslich, 2010, p. 292). The researcher chose a textbook entitled "Bahasa Inggris SMA / MA / MAK KELAS XI" used in second grade of senior high school published by Kemendikbud because this book is a book that is commonly used and widely circulated in Indonesia.

## **II. Research Method**

Dealing with analysis of textbook, this study is categorized as documentary analysis. Since it is categorized as documentary analysis, it was on umbrella of qualitative research design. As Ary et al. (2010, p. 424) states that "qualitative researcher deals with descriptive data that are in the form of words or pictures rather than numbers and statistics".

The technique which was used in collecting the data in this research was document analysis. According to Donald Ary (2010, p. 431) the most common data collection methods used in qualitative research are observation, interviewing, and document or artifact analysis. The documentation technique in this study conducted by scoring every aspect will be evaluated based on the standards set by BSNP. Each of the assessment indications used by the researcher was adapted from "Schema of Quality Classification" based on Suharsimi (1993, p.201). The categories are scored from 1 to 4; 1 for "poor", 2 for fair, 3 for good, and 4 for very good.

Data analysis in this research used descriptive qualitative techniques. Qualitative content analysis is one of numerous research methods used to analyze text data. The data were analyzed through the following stages that were adapted from the data analysis technique proposed by Donal Ary (2010, p.483). The data analysis procedures were: 1. Familiarizing and organizing, 2. Coding and reducing, 3. Interpreting and representing.

In attempt to gain the credibility and validity of the data, the researcher applied the triangulation technique. Sutopo (2002, p.78) states that triangulation is the most common way that is needed to develop the trustworthiness of the data in

qualitative research. Triangulation in this research used triangulation of data source, which form of rubric, textbook, and personal record of researchers to validate this research.

### III. Result and Discussion

This part explains about the findings on the data source and discuss into three part of the topic based on BSNP standard. The topics are relevancy textbook with KI KD, accuracy material, and supporting material.

#### 1. Relevancy Textbook with KI KD

**Table 1 Results of Data Analysis Relevancy Textbook with KI and KD**

Indicator BSNP Standard	Quality Score			
	Unit 1	Unit 2	Unit 3	Unit 4
<b>a. Material Completeness :</b> Textbooks include text commonly used in English like interpersonal, transactional, functional, etc. which educates to understand and produce it either orally or in writing according to the context and includes 4 language skills (reading, writing, listening, and speaking)	Very good	Very good	Very good	Very good
<b>b. Material In-Depth :</b> Textbooks meet several points of depth, namely exposure (textbooks are	Very good	Very good	Very good	Very good

<p>expected to expose students to as many types of texts that are relevant to students' daily life in order to familiarize themselves with various types of text), review texts (textbooks must guide students in understanding social functions, text structure, and language characteristics), and production (textbook should be able to guide students in every step in producing spoken and written texts)</p>				
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suggestions as well as material for expressing opinions and thoughts in units 1 and 2. For functional texts in unit 3, it provides formal invitation materials that we usually encounter in a school or workplace environment. Another type of text included in this text is the analytic exposition text in unit 4 which addresses the actual problem. All of these texts involve giving, asking and refusing.

#### a. Material Completeness

This textbook has a very good completeness of material. In displaying the sequence of learning material, it begins with an explanation of the core material as well as an explanation of social functions, text structure, and linguistic elements related to the material. However, from all of that, only chapter 2 does not mention the social function in writing. All explanations in each chapter are accompanied by examples relevant to the material. Then proceed with question exercises that aim to find out students' understanding of the material both individually and in groups.

The textbook entitled "Bahasa Inggris SMA / MA / MAK KELAS XI" contains interpersonal, transactional, functional texts and other kinds of text. In interpersonal and transactional texts, this provides expression material for offers and

Language skills in this book are also very good developed in each chapter even though reading skills in this book are more prominent or dominant when compared to other skills. In reading skills, students can read the material and examples provided. Writing skills are obtained from practicing making conversational dialogues, letters or analytical text arguments according to the requested topic. Speaking and listening skills were obtained from presentation assignments or role-playing dialogues in front of the class. According to Cunningsworth (1995, p.64) said that we need to check if the textbook deals adequately with all four skills.

#### b. Material In-Depth

This textbook also has a very good depth of material because the level of difficulty or complexity of the material is adjusted to the student's cognitive level and relevant with daily life. Each material, activity or task in each chapter helps

students understand the social functions it contains, the structure of how the text is formed, and the characteristics of the language in each text. This is in line with the opinion of Sunarko et al (2009, p.79-80) that textbooks must be able to make students understand how the text is formed and can produce oral or written texts.

communication in daily life.				
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## 2. Accuracy Material

**Table 2 Results of Data Analysis of Material Accuracy**

Indicator BSNP Standard	Quality Score			
	Unit 1	Unit 2	Unit 3	Unit 4
<p><b>a. Social function :</b></p> <p>Text or exercises given from textbooks are having value in social functions in relation to students' daily life both interpersonal and interactional.</p>	Very good	Good	Very good	Very good
<p><b>b. Generic Structure :</b></p> <p>Text or exercises given by textbooks are having a good generic structure in each word or sentence and can provide ideas / insights for students to think systematically in doing exercises or producing them in daily life.</p>	Very good	Very good	Very good	Very good
<p><b>c. Language features :</b></p> <p>Text or exercises given by textbooks can be understood and meet the norm values or characteristics of good</p>	Very good	Very good	Very good	Very good

### a. Social Function

The social function in this book is categorized as very good. The text contained in each chapter has a social function that is relevant to daily life. Interpersonal and transactional texts in chapters 1 and 2 have a function to facilitate communication between different people. But unfortunately in chapter 2, the social function is not clearly stated in the book and it is different when compared to other chapters. Whereas displaying social functions will make it easier to convey the meaning of the learning material. For functional text in the form of formal invitation material, it is stated that the Social function is for inviting people to formal and social events. Meanwhile, the analytical text of the exposition related to actual issues has a social function to persuade your audience to look at an issue with your perspective. This is in line with the opinion of Sunarko et al. (2009, p.79-80) who say that textbooks must make students achieve their social functions in real life from the given text.

### b. Generic Structure

The generic structure of this book is also categorized as very good. In

accordance with Langenbach's (1997, p.563) statement about the definition of a book, this book has presented an organized set of knowledge for learning purposes. In each chapter, it is taught about general structure and correct systematics how to make transactional texts related to offer expressions, suggestions, opinions, and thoughts, functional texts related to formal invitations and correct analytical exposition texts related to actual issues.

### c. Language Features

The language features of this book are categorized as very good. Most of the choice of words or sentences using good and polite words. However, there are also words that are not suitable to be applied in real life. The text or exercises provided also do not contain pornographic elements, SARA (ethnicity, religion, race, and between groups), fulfill the characteristics of good communication in daily life and more importantly are presented accurately to avoid misunderstandings or multiple interpretations for students. In the textbook function by Greene Petty (in Tarigan 1993:20-21) also states that textbooks must be clear in writing so that students are not confused about using them.

## 3. Supporting Material

**Table 3 Results of Data Analysis of Supporting Material**

Indicator BSNP Standard	Quality Score			
	Unit 1	Unit 2	Unit 3	Unit 4
<b>a. Relevance :</b> Every item supporting material and exercises provided in the textbook (tables, pictures, text, references) must be relevant to the material and real life conditions as well as the latest available sources.	Very good	Good	Very good	Very good
<b>b. Development of life skills :</b> Every text and exercise available in the textbook should encourage students to develop self-potential and motivate students to good personalities who care about social and academic life.	Very good	Very good	Very good	Very good
<b>c. Diversity insight :</b> Each text or exercise available in the textbook should motivate students towards a good citizen that concern, understand and appreciate the multicultural diversity.	Very good	Very good	Very good	Very good

### a. Relevance

The relevance sub indicator in this book is categorized as very good. Almost all texts, tables, and pictures in books are relevant to learning materials and

exercises. Each chapter provides real context to students by using visuals so that students easily understand, such as a picture of someone in a dialogue. According to Deuri (2012, p. 26), illustrations must be attractive with natural color combinations and make the material look clear. At the end of each chapter, there is material support in the form of sub-aspects of evaluation or formative assessment that students can fill in regarding the difficulties they get during learning and what students will do to solve these difficulties. However, in the formative assessment table in chapter 3 there is something that is less relevant. There is a sentence which states that students can distinguish between formal and informal invitations but unfortunately this chapter only provides formal invitation material.

#### b. Development of Life Skills

In the development of life skills this book is categorized as very good. The materials and exercises provided encourage students to find and develop their own skills in real life, such as exercises that help students be confident in public speaking. This book also motivates students to become good personalities who care about the environment and society by raising common problems such as the dangers of corruption, smoking, protection

of flora and fauna, and global warming. The exercises that are published in this book are classified as HOTS (high order think skills). This trains students' logic or thinking about how to do exercises related to real life so that they are manifested in the form of text, works or the like.

#### c. Diversity Insight

The diversity of insight in this book is also categorized as very good. Materials and exercises to help students know and understand the environment in which students have social needs to interact with each other. Although the 2013 curriculum prioritizes independence, this book also provides a lot of exercises in pairs or groups with classmates. It is good for students to help each other and understand that everyone is different and needs to be tolerant. This shows that "English" textbooks have the function of respecting individual differences according to Greene Petty (in Tarigan 1993: 20-21). This book also tries to present a picture of a place to introduce Indonesian cultural culture such as traditional markets.

## IV. Conclusion

Textbooks are a source of learning and teaching materials that are widely used in learning. So we really need to know the quality of the books used. This study aims to determine the quality of the content of

English textbooks for the eleventh grade of Senior High School based on BSNP standards. Standard content according to BSNP itself consists of the relevance of the book to the KI KD, the accuracy of the material and the supporting material. Starting from the completeness sub-criteria, material depth, social function, generic structure, language features, relevance, life skill development to diversity insights, all of them show results that are in accordance with the BSNP standard criteria. So it can be concluded that the eleventh-grade English textbooks published by the Ministry of Education and Culture has very good quality content and suitable for use as a medium in the process of teaching and learning activities in class.

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