

CONTENT ANALYSIS OF ENGLISH TEXTBOOK “INTERACTIVE ENGLISH” USED IN FIRST GRADE JUNIORHIGH SCHOOL IN 2013 CURRICULUM

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ABSTRACT

The objectives of this study are to find out the suitability of impressionistic and in-depth analysis in the textbook entitled "Interactive English" used for the seventh grade of Junior High School. This research is conducted by applying descriptive qualitative. The data was collected by documenting the content materials on the textbook and it was analyzed by using Cunningsworth's theory. The result showed that an English textbook entitled "Interactive English" fulfilled the criteria proposed in Cunningsworth's theory concerning the impressionistic textbook analysis with score 96% and in-depth textbook analysis with the summative score 87%. From those summative scores, the textbook was categorized as a good enough textbook and suitable enough to use as media in teaching and learning process.

Keywords: *Content Analysis, Textbook, 2013 Curriculum.*

Introduction

Language is tool of communication, without language people can't build communication with other persons in our social environment. When we use language, we can deliver our personal opinion and create a meaningful communication with all peoples in our social environment as well as the cultural beliefs and practices of the communities of which we are a part: our family, social groups, and other associations.

In Indonesia, English is used as a first foreign language of communication and it is also learned at school as subject by the students since elementary school. By making English as a subject since Elementary school until university level, it is expected that Indonesian people can comprehend English language written and oral so that they can communicate with other people in the world. Today, English subject continues take an important place in our educational curriculum, it means English is one the subject that must be mastered by the learner.

Since the changes of Curriculum KTSP have implemented, The Ministry of Education and Culture of Indonesia decided that education in Indonesia must apply the new 2013 curriculum. The 2013 curriculum is the result from the development of previous curriculum. It is a further step of competency based on curriculum development that was initiated in 2004 and the

school level-based curriculum in 2006, which includes competency of attitude, knowledge, and skills integrated which is aimed to create students who became intellectual generations who possess noble characters, independent, democratic, responsible.

The use of English textbooks needs to be developed related to the 2013 curriculum to present students with the suitable materials. English textbooks have an important role in teaching and learning process. In addition to providing knowledge and skills information, textbooks also consist of guiding learning in the form of activities that guide students to achieve competencies set in the 2013 curriculum.

According to Sheldon (1968 :23) textbook can be referred as a published material specially designed to help language learners to improve their linguistic and communicative abilities. In ESL learning, books are the most important component because it can be used in certain contexts and help students to think carefully. In teaching and learning process, an English teacher can't teach the students without a textbook because the use of textbook can help teacher in giving instruction at when the learning process is running. It is not only the teacher but also the students who use the textbook. Teacher can teach the material well if there are appropriate textbook guiding the teaching-learning process, not only inside but also on the outside (extracurricular class of the classroom). Teachers

and students can build and develop their communicative competence in better way if they use qualified textbooks which provide and support the material needed.

Either local publisher or foreign publisher have been published many English textbooks that is separated around the areas of Indonesia. When the government declared that the new curriculum must be applied in all the educational system in Indonesia, there must be lots of new English textbooks because the goal of the study will be based on the new curriculum, too.

There are so many English textbooks that easy to find on the market with colorful cover, beautiful layout and attractive artwork but a countless number of textbooks itself makes a teacher confused to choose the good one. Teacher must be careful in making decision to buy a textbook. The important thing of what teacher will teach and learner will learn is influenced by the content of English textbook. If the textbook is too advanced or too simple for the students, teacher will certainly be faced with problems. The content of the textbook might not be of the kind that students can relate to.

Beside the main textbook published by *Kemendikbud* that have been used in the teaching and learning activity in all schools in Indonesia, there are also many textbooks that easy to find from different publishers. The writer interest to evaluate a textbook from infamous publisher because there are many textbooks which is not meet the criteria of a good textbook. In fact, its publishers only think about their profit and ignore the quality of the textbook itself. In this study, the reasons of the writer choosing the book entitle "Interactive English" is this book based on the curriculum 2013 which is published by Yudistira and it is not used by the schools in the teaching and learning process but it might be used as the material to learn at home or as an adding guideline textbook that use in private lesson. The writer wants to know if the textbook is suitable to use as a teaching material for the learners to support their need in learning activity and to know whether the publisher of the textbook just publish it only to get many profits or not.

Content analysis is a method of analyzing written, verbal or visual communication messages. It is known as a method of analyzing documents. Krippendorff (2004: 13) defines that content analysis is potentially one of the most important research techniques in the social sciences. The content analysis views data of representation not of physical events but of the texts, images and expression that are created to be seen, read, interpreted and acted for their meanings and must

therefore be analyzed with such use in their mind. analyzing text in the contexts of their uses distinguish in content analysis from other method of inquiry.

Content analysis is document analysis. The documents that are analyzed include texts, images, and expression in written. Content analysis is appropriate to be technique of the textbook analysis. The writer uses a textbook entitle "Interactive English" In the content of the textbook, there are texts, images, and expression in written. All of that is analyzed by the writer using content analysis technique.

Textbook is a form of published printed material most commonly used as teaching and learning media in schools 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 so. According to Richards (2001:251) Instructional material serve as the basis for much of the language input since learners receive and the language practice in the classroom. In addition, Tarigan (1986:13) states that textbooks are books of lesson in certain field of study as a standard book arranged by the experts of field for instructional purposes and compiled by harmonious teaching media and easy understood by the user in schools and colleges to receive teaching program.

From those definitions about textbook, it can be concluded that a textbook is a material which has a function as a guideline or reference used by the teacher and learners to support the teaching and learning activity in the classroom. It makes sense if a textbook takes an important role as an instructional material used by teacher and learner to achieve the goal of teaching and learning process.

The textbook has the function for the teacher and learner. Textbook is handling book of learner as a source and guidance because teacher can't explain all the material completely, the learners need textbook which present a complete material and it is also used as teaching media for the teacher, it helps teacher to master all the materials before explain it to the learner. It can be concluded that textbook is also called as teaching matter, textbook and reference book of learning activity for the students.

Textbook can become the instrument of teaching. Textbook is usually used together with some of learning source like: workbook, reference book of teacher or proponent text. Hutchinson and Torres (1994: 318) explained that textbook is framework or guide that helps students to organize their learning both outside and inside the classroom during discussions in lessons, while doing activities and exercises, doing homework and preparing for

the tests. A textbook enables them to learn better, faster, clearer, easier and more. Textbook helps to find the answer of problem when they follow the course. The teacher sees textbook as the instrument on the management of class to communicate between he or she with his or her students. Textbook helps to economize the time, gives the guideline of course and discussion, pushes to give homework or another interesting assignment, directs to do interaction through the activity that provided in the book and increases the confident and safety feeling. Muslich (2010: 15) decides that textbook has position and function as the main source of teaching activity. Textbook contains of units of teaching material that have to be followed by the students through a series of activity and exercise like reading text, analyzing text, discussing the content of the text and reflecting.

As the teaching matter, according to Depdiknas (2008: 12) textbook has three functions. First, textbook is the orientation for the teacher to direct learning activity and reference of competence that have to be learned to the students. Second, textbook is the orientation for the students to decide learning activity and the substance of competence that learned. Third, textbook is the instrument of evaluation on the accomplishment of the teaching result.

Textbook analysis is the process to evaluate all material in a textbook in order to describe if the textbook has a good quality or not and is it suitable to use as the material in teaching and learning process. A good textbook should fulfill all of the criteria of good textbook. By doing textbook analysis the reader was able to choose the best one to use according to their needs. Cunningsworth (1995:5) said that selecting textbook or textbook involves matching the material against the context in which it is going to be used. There is no perfect textbook that been released, there is also the strength and weakness from every textbook but the readers should find the best possible that fit the potential to achieved the real knowledge. According to Cunningsworth (1995: 5), he classified how to analyzing textbook into two kinds; impressionistic analysis and in-depth analysis.

Cunningsworth (1995: 1) state that we can form a general impression of a coursebook fairly quickly, just by looking through it and getting an overview of its possibilities and its strengths and weaknesses, noting significant features which stand out. This is what most of us would do when sample copies of a new course land on our desk. We can soon see what various features of the coursebook are like, such as the quality of the

visuals, how attractive and clear the layout is, what the whole course package is made up of, how the items included in the coursebook are sequenced, etc. In the analysis of impressionistic criteria, it was done by observing the cover of the textbook then it was continued by finding out the weakness and the strengths of the textbook. By doing impressionistic analysis, it can show the first impression to the quality of the design and structure of textbook supplemental materials and sequence of the content of the book. In other words, impressionistic analysis is also called as the textbook package analysis.

Analysis the impressionistic of a textbook includes cover and content design of a textbook. Analysis the cover of a textbook includes the condition of book layout, typography and illustration. In content design analysis include the consistency of layout element, the harmonious of layout element and the completeness of the layout element.

In-depth analysis is the analysis that obtains detailed information on the various items in textbooks, such as syllabus outlines with the needs of learners. This analysis can be done by selecting four chapters in textbooks and analyze the appropriateness Aims and Approach, Language and Content, Skill, Topic, and Methodology in four chapters.

Cunningsworth (1995: 5) states that a sound way to approach the selection of textbook is firstly to identify the aims and objectives of teaching programmer and secondly to analyze the learning/teaching situation in which the material will be used. This will give a profile of the context for which teacher are selecting the teaching materials and some of the requirements that the material will have to meet.

According to Cunningsworth (1995: 31) language content can then be compared with what the students need to learn and expect to learn, in order to evaluate the suitability of the material so far as its language content is concerned.

Themes, topics, communicative strategies, cultural issues and the actual items of language taught-grammar, vocabulary and phonology – form the foundation of everything else that contributes to the complex process of language teaching.

There are four skills in general textbook like; listening, speaking, writing and reading. According to Cunningsworth (1995: 64) said that we need to check if the textbook deals adequately with all four skills, taking the level and overall aims into account, and if there is a suitable balance between the skills. We might note here that in-depth and balanced treatment of all four skills is not necessary for all teaching situations. Extensive reading, for example, would not be desirable in a textbook designed to be used by native speaker

teachers in Japan, who would want the emphasis to be on listening and speaking.

Cunningsworth (1995:85) state that Topic deals with material with various kind, subject matter selected and how it treat in a textbook. There is also cultural setting used such as the image of life presented, the attitude conveyed and social cultural values in communication.

Methodology is a system of method used in particular area of study or activity. According to Cunningsworth (1995:67) Methodology can be defines as the way material is organized and the kinds of activity promotes can have a profound influences on what happened in the classroom.

According to *UU No. 20 Tahun 2003* about the National Education system stated that “*Kurikulum rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan Pendidikan tertentu.*” Based on the explanation above it can be conclude that curriculum is the guidance and reference in plan of educational system include the goal, learning material and how to implement the teaching and learning activity. Moreover Albery (1968:45) said that curriculum is all of the activities that are provided for the students by the school. So, curriculum is not only limiting on the activity in the class, but also it includes the activities of the students in outside class.

Basically, curriculum has function as guidance or reference. In doing teaching and learning process, teacher uses curriculum as guidance to deliver the material in order that goal of teaching process can be achieved. It also occurs to the headmaster and supervisor, they need curriculum in doing supervise. Not only education area, curriculum also has a function for the parents as a guidance to control their children to study at home and for the students itself, curriculum has function as a learning guidance.

The development of curriculum has a wide and complicated process. The process included determining the students' needs, arrange and developing aims or objective for a program of students' needs to determine an appropriate syllabus, course structure, teaching methods, and materials, and to carry out an evaluation of the language program that results from these processes. The changes of curriculum development are relative according to the necessities of educational system. The most important things that need to be focus on the curriculum development is technology and knowledge and also the attitude of social society.

According to Sri Wahyuni (2016) the national educational curriculum has experienced changes in the year 1947, 1952, 1968, 1975, 1984, 1994, 2004, 2006, and latest is 2013. The entire national curriculum is designed on the same basis, the *Pancasila* and 1945 Constitution; the different emphasis on basic education goals and implementation approach.

The arrangement of new curriculum or K13 that has been implemented in June 2013 is one of the targets that must be completed in accordance with the *National Rencana Pembangunan Jangka Menengah (RPJMN)* in the education sector. The Changes in the curriculum are carried out to answer the challenges of the changing times so that students are able to compete in the future. Another reason for the changes of curriculum is that the previous or *KTSP* curriculum made the students burdened because of too much learning materials that must be learned by students. It also looks at the conditions that have existed for several years. *KTSP*, which gives flexibility to teachers to make curriculum independently for each school did not run well.

The latest curriculum 2013 which is finally released in July 2013 Curriculum in Indonesia is developed by the Ministry of Education and Culture of Indonesia. As we know that the recent curriculum decided by the ministry is the 2013 Curriculum. The 2013 Curriculum includes competency of attitude, knowledge, and skills integrated. Therefore, the design of curriculum is also changed from teacher-centered to student-centered.

The 2013 Curriculum adopts scientific approach. As conveyed in *Permendikbud* No. 81a (2013) scientific approach is a learning process that is designed to make students construct concept and principle actively through some steps: (1) observing; (2) questioning; (3) collecting information and concluding, (4) associating, and (5) communicating. *Mendikbud* said in *Modul Bahasa Inggris* that the content of the 2013 Curriculum is formed core competencies of class and followed by the basic competence of subjects. Core competence is the quality that must be owned by pupils in the class through basic competence which is organized in pupils' learning process. Basic competence is competence that must be learned by the pupils. This basic competence will be the reference for teacher to write the syllabus and teaching-learning process.

The latest Curriculum 2013 is perhaps the reformed and advanced version of *KTSP* because many aspects in the Curriculum 2013 are adapted from *KTSP*. The *KD (Kompetensi Dasar)* are still used in the Curriculum 2013. It also still uses the *KTSP* curriculum frameworks as the basis, yet in Curriculum 2013 introduced new curriculum

variable which is KI (*Kompetensi Inti*).

The main aspect that has been optimized in Curriculum 2013 compared to *KTSP* is that in Curriculum 2013 the contents are not only based on student accomplishment on the indicator and standards, but also the student comprehension in applying the value of honesty, self-discipline, responsibility, cooperation, tolerance, polite, responsibility, and proactive. The idea of Curriculum 2013 is to provide all indicators in *KD* (*Kompetensi Dasar*) and *KI* (*Kompetensi Inti*) with religious value, believes, and social peace and relate all those values into every single lesson that will be taught.

In the process of teaching and learning English, there are four basic skill that the students must know. Those skills are divided in to two, they are receptive skill (Listening and reading) and productive skill (Speaking and Writing).

Speaking is the communication between at least two people to express an idea or feeling. Basically, speaking is used as a means of communication among people in society in order to keep relationship going on well. Nunan (2004:48) stated that speaking is the productive oral skills that consist of producing systematic verbal utterance to convey meaning. When the brain has an idea, it encodes the idea and sent to the mouth by using articulation system then mouth produces the spoken text.

Reading is what happens when people look at a text and assign meaning to the written symbols in the text. Eskey and Dubin (1986: 12) state that reading is a receptive language process. There is a process in which readers try to get more information from what is encoded by the author in the text in order to construct meaning from the text they read. Then, it can be understood that there is an interaction between a reader and a text in that reading process.

Listening is an active, purposeful of making sense of what people hear. According to Rost (2002:279) Listening is the mental process of constructing meaning from spoken input. In listening, oral text or spoken text is received by ears and sent to the brain and it can decode and search for the meaning.

According to Sitorus and Sipayung (2018: 82) writing is a complex process of decision making-of selecting, deleting, and rearranging material. In addition, Harmer (2001:79) writing is a form of communication to deliver throughout or to express feeling through written form. Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note taking, identifying a central idea, outlining, drafting and

editing.

METHOD

The research design in this study is descriptive qualitative research. According to Maxwell (1996: 17) the strength as qualitative research derives primarily from its inductive approach, it is focused on specific situation or people, and its emphasis on words rather the numbers.

The writer used textbook entitle “Interactive English” for Seventh Grade of Junior High School” and it was analyzed by using the criteria of textbook evaluation from Chunningsworth’s theory about in-depth analysis of textbook as a guideline in analyzing and interpreting the data. The checklist was designed to produce a score for the textbook analysis. The checklist scale used to evaluate all the criteria of impressionistic and in-depth analysis is the scale 0-1 where 0= No and 1= Yes.

For the procedures of analysis, these steps were taken in the study:

1. Read and comprehended the criteria of a textbook evaluation based on Chunningsworth’s theory with Junior high school textbook. These would be the main guideline to determine the compatibility of English textbooks “Interactive English” with the 2013 curriculum.
2. Observed and scanned through the content of material in the textbook “Interactive English”
3. The data was obtained from the textbook then categorized and arranged in detailed information was analyzed based on the criteria of a textbook evaluation.

The analysis was done by using these following steps:

1. Comparing the presentation of the textbook with the impressionistic analysis.
2. Evaluating textbook’s presentation by giving score in respected category listed in the rubric assessment.
3. The data was gained from the process of evaluation.
4. Summing up the compatibility percentage of the textbook’s presentation.
5. Comparing the material presented in the textbook with the category of required characteristic of an English textbook by using rubric assessment from Cunningsworth.
6. Evaluating materials in the textbook by giving score in respected category listed in the rubric assessment.
7. The data was from the process of evaluation.
8. Summing up the compatibility percentage of the textbook content. The writer used the following formula to present the data forms in numbers.

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of fulfilled aspect criteria

N = The total of criteria in each aspect

Table 1

The Conversion of Fulfilment

RANGE OF FULFILMENT SCORE	CATEGORIZED
80% - 100%	Good
60% - 79%	Fair
50% - 59%	Sufficient
0% - 50%	Poor

FINDINGS AND DISCUSSION

The writer analyzed the quality of a textbook by using theory from Cunningsworth. According to Cunningsworth' theory, there are two kinds for textbook analysis they are impressionistic and in-depth analysis. The writer was focused on both impressionistic and in-depth analysis to analyze all the component of the textbook. The book which has been analyzed in this research is a textbook entitle "Interactive English" published by Yudistira.

Impressionistic Analysis

Impressionistic analysis was done by observing the cover of the book in order to find out strengths and weaknesses of the book. The impressionistic analysis can quickly give the impression to the design and structure of textbooks, supplemental materials and sequence of the content of the book. There were some aspects that would be analyzed they are included cover and content design of a textbook; analysis the cover of a textbook included the condition of book layout, typography and illustration. In content design analysis included the consistency of layout element, the harmonious of layout element and the completeness of the layout element. In the process of evaluation, the checklist would be given in the process of evaluation proposed by Cunningsworth theory of impressionistic criteria based on the data gained.

Table 2

Finding of Impressionistic Analysis

No	Rated Aspects/ Criteria	Total Criteria	Frequency
1	Book layout	9	9
2	Typography	6	5
3	Illustration	3	3
4	Consistency of the Layout Element	3	3
5	Harmonious of Layout Element	4	4
6	Completeness of the Layout elements	5	5
Total		30	29
Percentage		96%	

All the data which has been gained from the process of evaluation showed that the textbook entitle "Interactive English" was 96% fulfilled all

of the aspect of the standard requirements in impressionistic analysis the quality of the textbook proposed by Cunningsworth and categorized as good. The result was summing up with this following formula:

$$P = \frac{29}{30} \times 100\% = 96\%$$

In-Depth Analysis

In-depth analysis is the analysis that obtains detailed information on the various items in textbooks, such as syllabus outlines with the needs of learners. This analysis can be done by selecting one until four chapters in textbooks and analyze the appropriateness of skills and learning activities in four units/chapters. The aspects were analyzed are; aims and approach, language and content, language skills, topic and methodology.

Table 3

Unit 1 Result of In-depth Analysis

No	Rated Aspects/ Criteria	Total Criteria	Frequency
1	Aims and approaches	4	4
2	Language content	7	6
3	Skills	5	4
4	Topic	6	5
5	Methodology	7	5
Total		29	22
Percentage		75%	

Table 4

Unit 2 Result of In-depth Analysis

No	Rated Aspects/ Criteria	Total Criteria	Frequency
1	Aims and approaches	4	4
2	Language content	7	7
3	Skills	5	4
4	Topic	6	4
5	Methodology	7	7
Total		29	26
Percentage		89%	

Table 5

Unit 3 Result of In-depth Analysis

No	Rated Aspects/ Criteria	Total Criteria	Frequency
1	Aims and approaches	4	4
2	Language content	7	7
3	Skills	5	4
4	Topic	6	5
5	Methodology	7	7
Total		29	27
Percentage		93%	

Table 6

Unit 4 Result of In-depth Analysis

No	Rated Aspects/ Criteria	Total Criteria	Frequency
1	Aims and approaches	4	4

2	Language content	7	7
3	Skills	5	4
4	Topic	6	5
5	Methodology	7	6
Total		29	26
Percentage		89%	

Table 7

Finding of Summative Score on In-Depth Analysis

No	Unit	Score
1	Unit 1 How Are You?	75%
2	Unit 2 Getting to Know Others	89%
3	Unit 3 My Birthday is in March	93%
4	Unit 4 Things Around Me	89%

From the total 116 categories being analyzed in 4 chapters, there are 101 categories fulfilled in-depth criteria of textbook analysis showed that unit 1 until unit 4 fulfilled 87% the criteria from Cunningsworth standard requirement and categorized as good which means that the textbook was suitable enough to be used for media in teaching learning process for the seventh grade student of Junior High School.

CONCLUSION

Based on the result from data analysis, it can be concluded that the textbook “Interactive English” for seventh grade of Junior High School is fulfill the criteria of good textbook proposed by Alan Cunningsworthnamely impressionistic analysis and in-depth analysis.

1. The textbook fulfill 96% for the impressionistic criteria and categorized as good to be used as a teaching material.
2. The texttbookalso fulfill 87% for the in-depth criteria and categorized as good to be used as a teaching material.

It can be conclude, both of the result of impressionistic and in-depth analysis from the result of textbook evaluation can be categorized as good and the textbook mostly lack in the aspects of topic especially in the cultural context that less presented which most of material doesn’t show up many local and national culture of Indonesia in the textbook but overall the result of a textbook analysis proves that the textbook has a good quality

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