

A CONTENT ANALYSIS OF STUDENTS' ENGLISH TEXTBOOK IN CURRICULUM 2013

Karmila Karmila, Dwi Riyanti, Yohannes Gatot Sutapa Yuliana
Teacher Training and Education Faculty, Universitas Tanjungpura, Indonesia
karmilasahol@gmail.com

Abstract

The objective of this research was to analyse the content of students textbook in junior high school at seventh grade based on curriculum 2013. This study aimed to analyse whether the content in the students' textbook *When English Rings the Bell* in focus for seventh grade Junior High School are appropriate with the content standard of curriculum K13 or not. In this research, the researcher used document analysis. This document analysis used library research without observing the certain phenomenon directly. The data was taken from the content in the English textbook used in Junior High School at eighth grade students. To collecting the data, the writer used documentary method. For analysing data, the writer presented the content of the English textbook and analyse the content of the English textbook focusing on the grammar aspects. The finding showed that the contents were focussed on certain grammar for junior high school at seventh grade students. The biggest part is Simple Past Tense. It showed that the content of the English textbook for seventh grade Junior High School are appropriate with the content standard of curriculum K13.

Keywords: Analysis, content, textbook and seventh grade students

1 INTRODUCTION

Textbooks are considered as an essential component of any ESL course and thus the selection of the best suitable book for a particular context demands careful investigation. Evaluating textbook is considered as an important step for a teacher. (Celce-Muria, 2001), defined evaluation is whatever the teacher does to find out what the students have learned. In evaluating a textbook, teacher need to have some knowledge in analysing a textbook before apply it.

Teachers decided what books they want to use in their classes. (Celce-Muria, 2001), stated "evaluation and selection of textbook is a complex process that is carried out in many different ways". The use of ESL published materials is more widespread than ever before since textbooks provide ESL teachers with guidelines concerning syllabi, teaching methodologies and the materials to be taught. The content in the textbooks should be persuasive enough to induce all the requisite skills suited to an esteemed society in the students. In the selection of a textbook, it is important to conduct an evaluation to ensure that whether it is suitable or not. In addition to being a learning instrument, textbooks are also used as a supporting teaching instruments. "The student's book usually comes with other materials such as workbook, a teacher's book or even additional multimodal texts for reference as a textbook package (Tomlinson, 2011)".

All these things are designed to give a cohesion to the learning and teaching and to make it more authentic.

In publishing a textbook, Indonesia has own rules to apply the textbook in formal school. Based on (Kemendikbud, 2013) textbooks are written by authors coordinating with the publisher. Then, it is evaluated by the government. Though the textbook written by professional authors have a good quality in terms of organization, design and packaging, they tend to be lacking in qualities of being creative and imaginative (Tomlinson, Material development in language teaching, 2011). Thus, it is important to know the quality of this textbook. *When English Rings the Bell* textbook is used in education of Indonesia. To know whether the content textbook fits the criteria and the characteristics of curriculum 2013, an evaluation must be done. Hence, *When English Rings the Bell* is evaluated. Because curriculum 2013 had been analysed the latest revision of this textbook.

In analysing the content of the textbook, there are two parts of contents. (Celce-Muria, 2001), divided the analysis for implementation "angle on content involves both the linguistic and the thematic content of the textbook". This research was focused in analysing the linguistic content. The researcher evaluated linguistic aspect focusing in grammar. The researcher figured out what grammar aspects are discussed in the students' textbook at seventh grade students

At least, there are two current studies that analyzed the series of the textbooks that are analyzed in this research. First, a British professor analyzed the scaffolding activities of speaking in Indonesian classrooms. In the study, the professor analyzed six textbooks and concluded that there were three levels of scaffolding, namely low scaffolding, medium scaffolding, and high scaffolding (Timmis, 2019). The second study is conducted by an Indonesian postgraduate student. The student found that Indonesian teacher could accept the textbooks for their classes (Karsudianto, 2019).

2 OBJECTIVES

The objective of this research was to analyse the content of students textbook in junior high school at eighth grade based on curriculum 2013.

3 LITERATURE REVIEW

3.1 Textbook based teaching

Textbooks are the main element on which teachers rely to define both what and how they might teach their respective subjects (Senem, 2003) as cited in (Behlol, 2016). Then, Seldon (1987) also defined "A textbook can be referred to as a published material specially designed to help language learners to improve their linguistic and communicative abilities" as cited in (Fatima, Shah, & Sultan, 2015)". Competency of teachers, learners and teaching context, total class hours should be kept in mind while planning to write a textbook. Textbook evaluation, according to Cunnings, 1995 as cited in (Anjaneyulu, 2014) would involve the careful selection of materials examining whether they reflect the needs of the learners, the aims, methods and values of a specific teaching program. Textbook evaluation helps the teachers move beyond impressionistic assessments and it further facilitates them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook materials.

Through the evaluation of a textbook, teachers know the content of the book, its strengths and weaknesses which will facilitate them to adapt it to suit the course aims, learners' needs and teachers' beliefs. Observes, textbook evaluation serves the purpose of examining whether the methodology and content of the materials are appropriate for a particular language teaching context. The evaluation would test out the claims materials make for themselves: whether they truly develop autonomy, whether they truly involve problem solving and if they indeed are learner centered.

3.2 Types of Textbook Analysis

In analysing data, it is necessary to conduct preliminary analysis of the content in which the material is going to be used. (Celce-Muria, 2001) classified two types of content of analysis:

- Linguistic content: what language is being taught? In what chunks and what sequence? What adjustments must be made to fit the program's curriculum? Are there any adjustments that I would like to make in content and sequencing to better fit my course and my students?
- Thematic content: what topics are used in each unit? What topics recur throughout the whole book? What connection can I make between these topics and the backgrounds/interests of my students? How can I make enriched use of these themes?

Furthermore, McDonough and Shaw (2003) and McGrath (2002) as cited in (Anjaneyulu, 2014) provide a two-level model for the comprehensive evaluation of textbooks. The first level proposed by McDonough and Shaw involves a brief external evaluation which includes criteria concerning the organizational foundation of the textbook, as stated explicitly by the author/publisher through the cover, introduction and table of contents statements. The second level proposed by McDonough and Shaw (2003) involves an in-depth internal investigation of the textbook, to see how far the materials in question match up to what the author claims as well as to the aims and objectives of a given teaching program." McDonough and Shaw propose a close investigation of at least two units of a textbook in order for effective internal inspection to take place.

Based on those types above, the writer analysed the textbook by linguistic content.

4 METHOD

In this article, the researcher used document analysis. This document analysis used library research without observing the certain phenomenon directly. (Creswell, 2012), explained that document analysis "represents a good source for text data in qualitative study". He explained that this data analysis will understand central phenomena through textbook, essay, newspaper, novels, magazine articles, songs, pictures and public or private documents. The data source was taken from students textbook *When English Rings the Bell* (Revised Edition). The researcher evaluated chapter one up to chapter six of the textbook. For analysing data, the writer will present the content of the English textbook and analyse the content of the English textbook focusing on the grammar aspects.

5 FINDINGS AND DISCUSSION

5.1 Findings

Analysis of Grammar Section

In students textbook for eighth grade students, grammar section appeared in some units. In analysing of the grammar section, the researcher analyse into three parts. They are content of grammar section, presentation of grammar section and task of grammar section.

Content of Grammar Section

The grammar section appeared in some unit of the textbook. In can be seen in the following table:

Grammatical Section	Chapter
Simple Present	Chapter VII
Present Continuous	Chapter VIII
Comparative Degree	Chapter IX
Simple Past	Chapter X and XI
Simple Future	Chapter XII

Table 1. Showing grammar section in each chapter.

The in-depth analysis of the textbook viewed that there was a difference. The author has given more emphasis to develop simple past in two units, while the others were only discussed in a unit. Simple Present was discussed in chapter VII, present continuous was in chapter VIII, comparative degree was in chapter IX, simple past in chapter X and XI and simple future was in chapter XII. For each unit, the objectives of the grammar section were mention in the beginning of the chapter.

Simple present (chapter VII)

- To communicate states and events that happens routinely or as general truth, in order to appreciate the nature, to show our pride in something, or to give good and bad samples.

Present continuous (chapter VIII)

- To communicate states and events in progress in order to share information with others.

Comparative degree (chapter IX)

- To show differences,
- To be proud of them,
- To praise them, and to criticize them

Simple Past (Chapter X)

- To communicate states and events in the past in order to share information with others

Simple Past (Chapter XI)

- To share our experiences,
- To show that we're proud of them
- To learn from them and
- To report them

Simple Future (chapter XII)

- To get what we want and
- To make other people do what we want.

Based on the presented objectives from the textbook, it was used an implicit learning in grammar section. There was no statement that students would learn certain grammar section. The textbook only explained by using example in certain topics. The content of the grammar section in this textbook were not presented. It only presented different example and students were asked to analyse by collecting information from those samples.

Presentation of Grammar Section

In presenting the grammar section, the textbook was analysed based on the concept of learning grammar. According to (Ling, 2015), she proposed two concepts of learning grammar. They are explicit learning and implicit learning. Based the textbook, implicit learning grammar concept was used for the students. “implicit learning is a kind of unconscious behaviour, namely the learners do not know the content they are learning in the process of learning, also do not know who is learning, which can not be built and verified. Implicit learning is automatic, abstract, stable, and anti- interference” (Ling, 2015). There were no any explanations about certain grammar section. The textbook also did not present the rule or form of the grammar sections (simple present, present continuous, comparative degree, simple past and simple future). The textbook only presented by different examples. The students were asked to identify the differences by collecting information and observing and asking question from the examples. Implicit grammar teaching classroom atmosphere is relatively active, which can provide more interaction between teachers and students through the interactive feedback, thus the output of students is more efficient and accurate. Implicit grammar teaching emphasizes more on grammar functions.

There were various tasks in learning grammar section. This article evaluated the types of task in this textbook. There were five types of tasks. They were observing and asking question, collecting information, associating, communicating, and reflecting. The detail of the number of each types in each grammar sections can be seen in the table2.

Types of task	Simple Present	Present continuous	Comparative Degree	Simple Past	Simple Future
Observing and asking question	4	6	7	17	5
Collecting information	5	6	4	20	3
Associating	3	2	4	6	6
Communicating	2	2	1	5	4
Reflecting			3	1	1

Table. 2 frequency of tasks in each grammar

This table presents the analysis about the frequency of each task in every grammar section. After examining the overall weighting of the section in the textbook. It is concluded there is an imbalance task. There was no reflecting in simple present and present continuous. There are more tasks in simple past tense. The frequency is twice more than the other tenses.

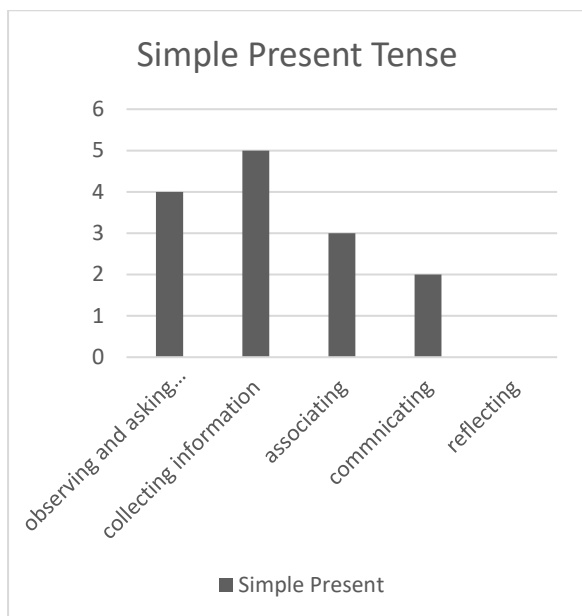


Figure 1 Graph showing number of task in simple present tense

The cart presents the frequency of each task in simple present. The overall task in simple present tense, there was no reflecting task. It was contradictive with the collecting information, there are 5 tasks. There are 4 tasks in observing and asking question, 5 task for collecting information. Moreover, there are 3 tasks for associating and 2 task for communicating.

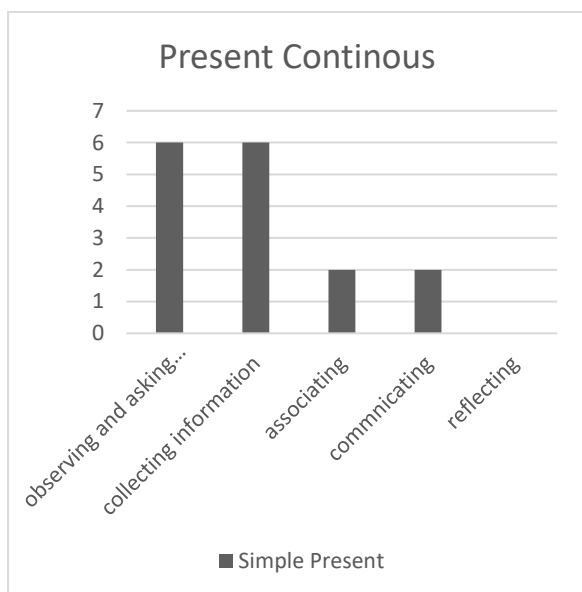


Figure 2 Graph showing number of task in present continuous

The cart presents the frequency of each task in present continuous tense. The overall task in present continuous, There were 6 tasks in observing and asking question, 6 tasks for collecting information, 2 tasks for associating and 2 task for communicating. In present continuous task, the students were asked to be more active in observing and ask question and collecting information than associating and communicating.

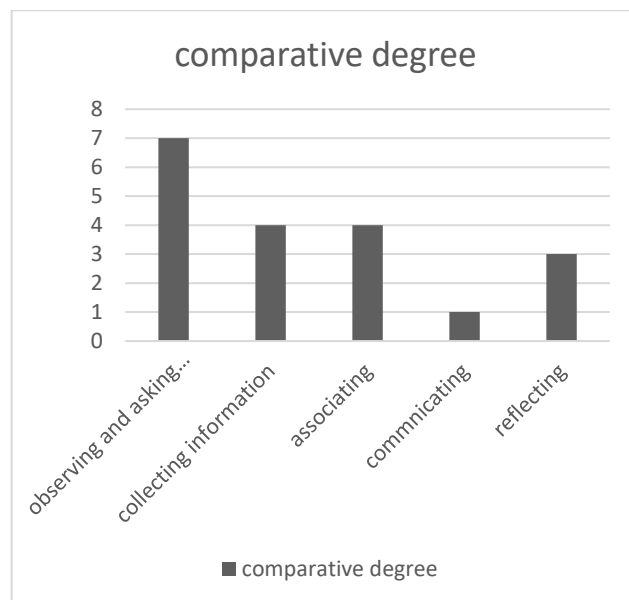


Figure 3 Graph showing number of task in comparative degree

The textbook also contained comparative degree. The overall comparative degree task, the students are asked to observe more how to compare things than to communicate. The cart presents the frequency of each task in simple present. The overall task in simple past tense, there is 7 tasks in observing and asking question. While in collecting information and associating, there are similar frequency, 4 tasks. It is contradictive with the communicating tasks, there is only 1 task while for reflecting frequency. There are 3 tasks.

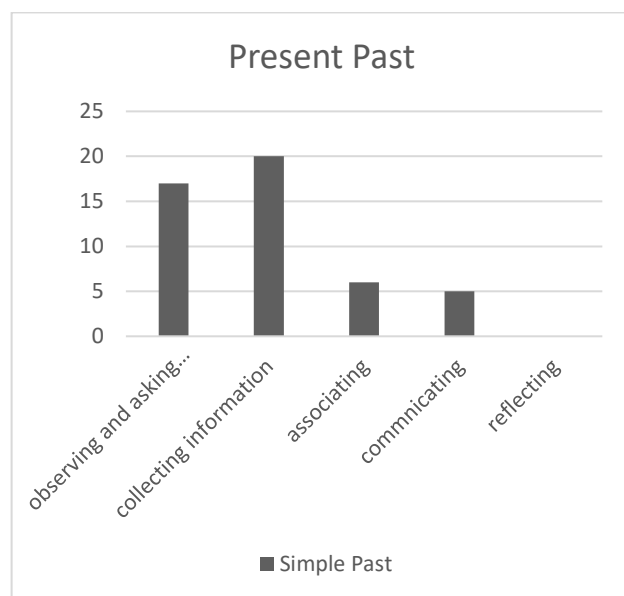


Figure 4 Graph showing number of task in simple past tense

The overall task in simple past tense, there were more activities than other grammar section. Simple past was discussed in two chapters. However, the number of each task was different. Students tended to be more active in observing and asking question and collecting

information; yet students only did reflecting in one activity.

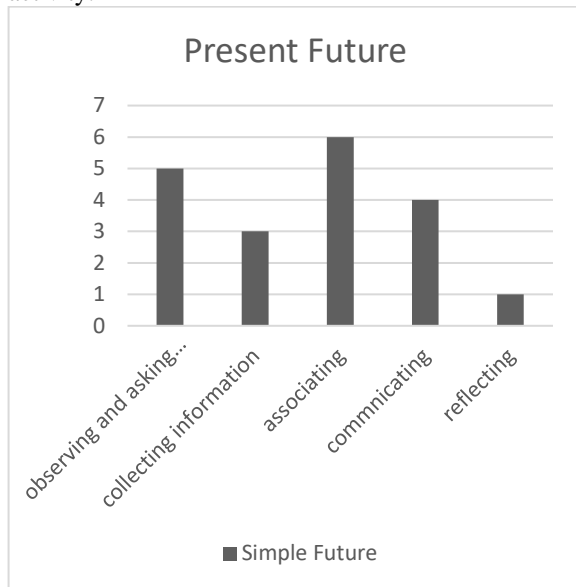


Figure 5 Graph showing number of task in simple present tense

The cart presents the frequency of each task in simple present. The overall task in simple future tense, the students did more activities in associating, 6 tasks. It was contradictive with the collecting information, there were 5 tasks. There were 4 tasks in observing and asking question, 5 task for collecting information, 3 tasks for associating and 2 task for communicating.

5.2 Discussion

Almost all of chapter for the grammar section, the textbook was presented by the various tasks. The students were asked to be active in a classroom. The students were asked to observe and ask question, to collect information, to associate, to communicate and reflecting. Based on those different tasks, the grammar section chapter discussed more about observing and asking question while, reflecting was only discussed in comparative degree, simple past and simple future. Less emphasis was given to reflecting task. Most of studies revealed that students were asked to be more active in observing and asking question and collecting information.

It was motivated by the fact that the textbook was used on a large national scale, it was recently developed and its strengths or weaknesses would have a high impact on students learning of English. It also found that the book used various instructions in each unit. However, many problematic areas were detected as to the practicality of the book. In presenting the grammar section was not detail in explaining the topics. The finding suggested that in presenting grammar of the presentation about grammatical aspect need to be more detail because not all area of school has facilities to ask students to get more information by the themselves.

The textbook followed a thematic approach for the organisation of its units. Topics and themes selected were overall appropriate to the students' interests and age resembling topics they would encounter in real life either in the social, personal or educational domain. There was an effort to develop the four language skills in an integrated way in the units, trying to include every skill in each task and the activities for receptive tasks were usually used as input for the activities of the productive skills.

The study reveals that the grammar tasks were more focused on simple past tense. It is correlated with the finding researched discussed by (Behlol, 2016). The grammatical section of each tasks were not in balances proportion.

6 CONCLUSION

This article focused on the evaluation of the students' textbook used eighth grade students in junior high school. Throughout the textbook, grammar sections were overemphasized with every unit containing two sections on grammatical features. The findings of the close analysis on the textbook sections indicated. After having identified the strengths and weaknesses of the textbook, it is important to consider the way forward. This textbook has already been implemented and used by teachers in primary education. Teachers need to perform a similar task of evaluation of the textbook before using it in the classroom. After the evaluation of the grammar section of the textbook, the findings suggested that the overall organisation of the textbook and the themes included were satisfactory; the authors' intention to use real-like situations.

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