

## STANDARD WRITING ON ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL GRADE X

NOVITA SARI SURBAKTI<sup>1</sup>

<sup>1</sup>English Education Program, Faculty of Teacher Training and Education,  
Universitas Muhammadiyah Sumatera Utara

*Email: novitasari@gmail.com*

### ABSTRACT

*This research dealt with the analysis of writing standard in English textbook for Senior High School grade X. It was intended to investigate the writing standard realized within the English textbook. The method used in this study was descriptive qualitative method. The data involved the contents of English textbook taken from the materials written in English textbook entitled "Bahasa Inggris SMA/MA/SMK/MAK Kelas X" published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud in 2017. The data collected were analyzed based on Miles and Hubermann (2014) analysis model including data reduction, data display and conclusion. The research findings from the analysis showed that the textbook "Bahasa Inggris SMA/MA/SMK/MAK Kelas X" published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud in 2017 did not fulfill all of the textbook writing standard criteria (textbook evaluation) as proposed by Cunningsworth (1995). The eight criteria with forty-five detail criteria of textbook writing standard criteria (textbook evaluation), there were only twenty-nine detail criteria were fully completed by the textbook, while fifteen others were not fully fulfilled, and one was unfulfilled. So, it was concluded that the English textbook of Bahasa Inggris SMA/MA/SMK/MAK Kelas X" published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud in 2017 had not been included into very good standard of textbook writing.*

**Keywords:** *writing standard, English textbook, senior high school*

## INTRODUCTION

Textbooks are considered as the main components of the curriculum in Indonesian's educational system. They determined the content, the methods, and the procedures for teaching and learning in the classroom. They also provided a systematic syllabus for teachers to follow in teaching a certain subject. The textbooks were designed by the authorized publishers based on the latest curriculum. Once a newly invented curriculum was launched by National Education Department of Indonesia, a number of competitive publishers would involve professional instructional material writers to design or develop new textbooks which are in line with the curriculum. In addition, teachers must also apply new approaches, methods, and techniques to suit the new curriculum.

Teaching and learning activities between teachers and students can not be separated from teaching materials. Teaching material is one important part in the implementation of teaching and learning activities in class. Teaching materials have to be made based on its requisite of making. However, Mendiknas (2008) states that "bahan ajar merupakan bahan pembelajaran yang digunakan untuk membantu siswa belajar. Bahan yang dimaksud bisa berupa bahan tertulis maupun bahan tidak tertulis". (Teaching materials are learning materials used to help student learning. The material can be in the form of written material or Unwritten materials). Teaching materials can be developed from many learning sources, the material can be written or unwritten material likes student worksheet, visual, audio-visual, CD, VCD, and internet. One of them it is from textbook.

Then it needs special attention regarding its changes toward recent applied curriculum. The need for textbooks at this time is still a top priority in carrying out teaching and learning activities. Textbooks not only be a main reference for students in learning, but also a reference for teachers in the learning process. For teachers who have not been able or not ready to make teaching materials based on applicable criteria, textbooks become short solutions to obtain teaching material.

Cunningsworth (1995) states that textbook is best seen as a source in achieving aims and objectives that have already been set in terms of learner needs. Textbook also can be defined as a book prepared for school's students in teaching learning process. It is used as a main component to deliver the material framework designed in the curriculum. Textbook can adapt the curriculum, the teacher needs, and also the students' needs. That is why, we can find a different textbook used in a different schools. Therefore, teachers have to choose the appropriate and ideal textbook as beneficial for both students and teacher as possible.

Greene and Petty (1985) in Tarigan (2009) explain the criteria of good textbook. Such as: a textbook must be interesting and attractive toward the learners for instance the news information, newness material. Thus, they will be interested in using textbook. Textbooks are truly expected to have quality contents in accordance with the applicable curriculum, both in terms of content standards and in terms of easy or not teaching materials understood by teachers and students, and presented interestingly. A textbook must be able to motivate the

learners. One of the factors determining the success of students in using textbooks are the quality of textbooks itself. Besides, high quality textbooks can provide optimal results in the learning process.

Some recent curriculum which had been launched by Education National Standardization Board (Badan Standar Nasional Pendidikan/BSNP) and implemented in Indonesian's English Language Teaching (ELT) are Competency-based Curriculum (Kurikulum Berbasis Kompetensi/KBK), School-based Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP), and the most current one, 2013 Curriculum (Kurikulum 2013). Along with the continuous changing in the curriculum, consequently English textbooks must be developed, adapted, or revised based on the prevailing curriculum.

Nowadays, Curriculum 2013 for senior high school in Indonesian had been implemented from grade X or first year of senior high school. Related to this explanation, there are several changes in some parts of education. According to Richards (2001) curriculum changes are of many different kinds like content, methods and assessment in learning teaching process. Related to explanation above curriculum may affect teachers' pedagogical values and beliefs, teachers' understanding of the nature of language or second language learning, or their classroom practices and the use of teaching and learning materials. The selection of textbook used by teachers become relatively crucial because the textbook has to fit with the current curriculum, schools syllabus along with student's needs and also the aims and goals of teaching. Teachers were also

responsible for selecting good materials and needed to be able to make judgment about the textbook. In other words, English teachers must be able to evaluate textbooks in order to find out if they were still worth using or need replacing.

## LITERATURE REVIEW

### Textbook

According to Richards (2002), textbook is one of teaching sources that is used to support learning through stimulating cognitive processes and providing structure and progression for learners to follow. Also, textbook is one of the important aspect for teachers use to explain to the students based on content of the textbook as sources of learning (Harmer, 2007). Hence, textbook was one of the crucial aspect as teaching source to support learning in order to make students have progression in studying.

Textbook in teaching-learning process was needed between teachers and students. Textbook was as a tool, thing, or media that had function for measuring the students comprehension about the material that was presented by a textbook. Akhyar and Mustain (1991) describes that textbook is the thing that make students easier to study and that famous material for students. This explanation gave meaning that textbook was thing, tool, or media which was important for teaching and learning process to give knowledge and ability to the students. Textbook helps students make connections among English strands, develops problem-solving and modeling skills, and makes content more accessible through the use of realistic contexts (House, 2003; NCTM, 2000; Reys&Reys, 2009).

According to the center of books (2005) the function of textbooks for teacher are as follows : Teachers, certainly, have freedom in selecting, developing, and presenting material. All of it is the duty and professional obligation. He has knowledge of the structure of knowledge with regard to the material to be taught. He also has skills in process and presents the materials. Nevertheless, all presented in textbook still useful to him, such as material to choose from, and arranged together with material from other sources. Also the way the presentation in the textbooks can be used as an example to present the material in the learning activities of the student. Cunningsworth (1995) states the role of materials, particularly course books in language teaching as a resource for presentation materials (spoken and written), a source of activities for learner practice and communicative interaction, a reference source for learners on grammar, vocabulary, pronunciation, and so forth, a source of stimulation and ideas for classroom activities, a syllabus where it reflects learning objectives that have already been determined, and support for less experienced teachers who have yet to gain in confidence

It is also supported by Richards (2001) who outlines the role of materials as follows: (1) the materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice which students take part in, (2) materials serve primarily to supplement the teacher's instruction, and (3) for learners, materials may provide the major source of contact they have with the language apart from the teacher. **English Textbook**

According to Richards (2002), textbook is one of teaching sources that is used to support learning through stimulating cognitive processes and providing structure and progression for learners to follow. Generally, textbooks convey two important pedagogic functions: a curricular aspect, creating a progression in a certain subject taught to students, and a conceptual aspect, embodying the development of cognitive structures in the learner (Dormolen, 1986). Accordingly, textbooks embody conceptions of English and English learning that are communicated through the specific features and organization of a textbook.

Additionally, in favor of integrated curricula, proponents argue that textbook helps students make connections among English strands, develops problem-solving and modeling skills, and makes content more accessible through the use of realistic contexts (House, 2003; NCTM, 2000; Reys&Reys,2009).

Furthermore, English textbooks encouraged the teachers to provide various materials creatively to encourage their learning students need a textbook. There were many publishers that tried to provide textbook in various style and setting which were compiled based on the curriculum. Many textbooks were published; teachers must select which one was the most suitable textbook to be used. Thus, English textbook provided materials creatively in order to develop learner's English skills based on their need.

#### **Textbook of Bahasa Inggris SMA/MA/SMK/MAK Kelas X**

The textbook of "Bahasa Inggris SMA/MA/SMK/MAK Kelas X" was an English textbook published by

Ministry of Education and Culture of Indonesia (Kemendikbud). Kemendikbud served two kinds of book of "Bahasa Inggris SMA/MA/SMK/MAK Kelas X", for student and teacher. Both of textbooks were compiled using scientific approach by one team. They were published by Book keeping and Curriculum Center of Ministry Education and Culture of Indonesia (Kemendikbud).

The teacher book had procedures of using the student book completely from how to use up to how to assess the students' ability. In the student book, it was provided based on themes, and it was begun by showing the aims of studying each chapter based on the basic competences. Each material was compiled based on scientific approach that consists of some steps, observing and questioning, collecting information, associating, and communicating.

### **Textbook Evaluation**

Evaluation played a major part in education all around the world. According to (Bloom, 1971), Evaluation is the systematic collection of evidence to determine whether in fact certain changes are taking place in the learners as well as to determine the amount or degree of change in individual students. From the definition above, it was revealed that in evaluation, evidence could be collected systematically. According to Riasati&Zare (2010), the potential to supplement a textbook with certain materials based on their learners' learning styles and needs is a must for teachers.

### **METHOD**

The classification of this study was a content analysis or document analysis. It was one of the kinds of

descriptive qualitative research. According to Bogdan and Biklen (2003), descriptive is the characteristic of data in qualitative research because it is taken from documents, audio-video recordings, transcripts, words, pictures, etc. This study was categorized as qualitative research design because this study aimed to identify the textbook through the writing standard criteria of good textbook determined by Cunningsworth (1995).

Anderson (2007) defines a descriptive presentation of qualitative data as content analysis. Content analysis is also a method used in analysing qualitative data. Content analysis is applicable to various studies including language studies, which concern with analyzing content of certain matter through classification, tabulation, and evaluation.

In hence, this research was a descriptive qualitative designed through content analysis since it was intended to analyze any material that had been given or reported, composing efforts in the English textbook.

### **RESULT**

Based on data analysis, it was found that the English textbook fulfilled the eight criteria of writing standard (textbook evaluation criteria) as proposed by Cunningsworth (1995). Those eight criteria suggested included: 1) aims and approaches, 2) design and organization, 3) language content, 4) skills, 5) topic, 6) methodology, 7) teachers' books, and 8) practical considerations. Additionally, those eight criteria involved forty-five detail criteria of textbook writing standard (evaluation). However, not all of them were applied; twenty-nine detail criteria in the quick reference

checklist of textbook evaluation were fulfilled/closely matched with the criteria, fifteen were partly matched to the criteria, and one did not match with the criteria. The completion of each textbook writing standard criteria and its detail criteria were displayed in the following table.

Table 1. The Completion of Textbook Writing Standard Criteria

No	Criteria	Detail Criteria	Completion		
			Fully Fulfilled	Not Fully Fulfilled	Not Fulfilled
1	Aims and approaches	The aims of the textbook are closely with the aims of teaching programs and students' need.	✓		
		The textbook is suitable with the teaching/learning situation.	✓		
		It covers what is needed.	✓		
		It is flexible to allow different teaching/learning style.	✓		
2	Design and Organization	The total course package of the textbook consists of students' book, teachers' book, workbook, and cassettes.		✓	
		The content of the textbook is organized based on the structures, functions, topics and skills.	✓		
3	Language Content	The content is sequenced based on the basis of complexity.	✓		
		The grading and progression is sufficient for the students. Also it allows them to complete the work needed to meet any external syllabus requirements.		✓	
		There is adequate recycling and revision.	✓		
		There is reference section for grammar, also the textbook allows the students to take a part in individual study.		✓	
		The textbook is easy to be found and readable. The layout is clear.	✓		
		The textbook covers the main grammar items appropriate to the level.	✓		
		The material for vocabulary teaching is adequate in terms of quantity and range.	✓		

		of vocabulary, emphasis placed on the vocabulary development, strategies for individual learning.			
		The textbook include the material for pronunciation work; include individual sound, word stress, sentence, stress, intonation.		✓	
		The textbook deals with the learners' discourse competence.	✓		
		Style and approach are dealt with.		✓	
4	Skill	All four skills are adequately covered, bearing in mind your course aims, syllabus requirement.	✓		
		There is material for integrated skill work.	✓		
		The reading passages and associated activities are suitable for the students' level and interest.	✓		
		Listening material is well recorded,		✓	
		as authentic as possible, and accompanied by background information, questions, also activities which help comprehension.			
		The material for spoken English is well-designed to equip the learners for real-life interaction.	ü		
		The writing activities are suitable in terms of amount of guidance/control, degree of accuracy, or organization of longer pieces of writing, and use of appropriate styles.		✓	
5	Topic	There is sufficient material of genuine interest to learn.	✓		
		There is enough variety and range of topic.	✓		
		The topic will help expand the students' awareness and enrich their experience.	✓		

		The topics are sophisticated enough in content, yet within the learners' language level.	✓		
		The students will be able to relate to the social and cultural contexts presented in the textbook.			
		Women are portrayed and represented equally with the man.		✓	
		The other groups are represented with reference to ethnic origin, occupation, disability, etc.	✓		
6	Methodology	The approach that is taken by the textbook is appropriate for learning/teaching.		✓	
		The level of active learner involvement can be expected and match with the students' learning styles and expectations.	✓		
		There are techniques used for presenting/practicing new language items. It is suitable for the learners.		✓	
		The different skills are taught.	✓		
		The communicative abilities are developed.	✓		
		The material includes any advice/help to students on study skills and learning strategies.		✓	
		The students are expected to take a degree of responsibility for their own learning.	✓		
7	Teacher's book	There is adequate guidance for the teachers who will be using the textbook and its supporting materials.	✓		
		The teachers' books are comprehensive and supportive.	✓		
		Teachers' books adequately cover teaching techniques, language items such as grammar rules, and culture-specific information.		✓	
		The writers set out and justify the basic premises and p		✓	



		principles underlying the material.			
		The key to exercises are given.		✓	
8	Practical Consideration	The whole package cost represents good value for money.	✓		
		The textbook is strong, long-lasting and attractive in appearance.		✓	
		The textbooks are easy to obtain.	✓		
		Any parts of package require particular equipment, such as a language laboratory, listening centre, or videoplayer.			✓
<b>Total</b>		<b>45</b>	<b>29</b>	<b>15</b>	<b>1</b>

Based on the table above, it was shown that there were eight criteria of textbook writing standard (evaluation) followed by forty-five detail criteria for the

whole. The table also indicated that there were twenty-nine detail criteria were already fulfilled by the EFL textbook of "Bahasa Inggris SMA/MA/SMK/MAK Kelas X" Published by Kemendikbud in 2017. Yet, fifteen detail criteria were

categorized not fully fulfilled and one detail criterion was unfulfilled at all.

Referring to research finding that English textbook of "Bahasa Inggris SMA/MA/SMK/MAK Kelas X" published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud in 2017 fulfilled the eight criteria of writing standard (textbook evaluation criteria) as proposed by Cunningsworth (1995). Those eight criteria were 1) aims and approaches, 2) design and organization, 3) language content, 4) skills, 5) topic, 6) methodology, 7) teachers' books, and 8) practical considerations. Additionally, those eight criteria involved forty five detail criteria of textbook writing standard (evaluation) which were not totally applied in this study. Each of those criteria was discussed in the following.

First, regarding Aims and approaches as the first criterion, it owned four detail criteria. All detail criteria were fulfilled in term of aims and approaches criteria. The aims of the textbook were closely with the aims of teaching programs and students need as well as stated in the official syllabus. It fulfilled the basic competence of 2013 Curriculum (See Data 1). For the second detail criterion met the suggested criterion fully, there were clearly information through the situation. It could be seen from the learning objective stated in Data 1 and the content of the textbook chapters. This textbook was designed based for national standard and Indonesian students, so the social and cultural context explored about social life and culture in Indonesia that close to the student.

Yet, it also covered what was needed because it was relevant with

the syllabus in which the government had designed the syllabus that helped the students to comprehend the English as foreign language in both language skills and components. Thus, the students could practice and used English contextually. Furthermore, it was also flexible to allow different teaching learning style. It was appropriate to the learning activity in the syllabus; observing, questioning, exploring, associating, and communicating.

The second criterion, design and organization had seven detail criterion with it, four included as fulfilled detail criterion and three other were not fully fulfilled. The total course package component could be categorized as relevant for the existence of students' book and teacher's book. However, there was no existence of workbook and cassette. The content of the textbook organized based on the topic as refers to the syllabus. Then, the content was sequenced based on the basis complexity. The grading and progression was sufficient for the students, because the organization started from warming up, and then end in reflection section. Nevertheless, the grading and progression of the skill did not arrange as the language sequence skill. Furthermore, the textbook had adequate recycling and revision. The textbook had been revised three times, firstly it was launched in 2014, then it was printed in 2016, and the new revision was in 2017. The textbook allowed the students to take a part in individual study in vocabulary that completed by the transcription as the core competence 3 and 4. Therefore, they could practice it either individually or with the teacher's instruction. The next detail criterion was partly fulfilled, in

case of textbook was easy to be found, the layout was clear but still needed some improvement, and was readable. Additionally, the font size was 12 with font style Myriad Pro.

Lastly, in practical consideration criterion there were four detail criterion in it. It was indicated that two detail criterion classified as fully fulfilled, one was not fully fulfilled and one other was unfulfilled. Actually, the textbook was supplied by the government. The textbooks were strong enough, but needed to have the good binding. In addition, the textbooks were attractive enough in appearance in the activity. Yet, it needed more improvement to attract the students' interest. Furthermore, the textbook was easy to be obtained for, we could access on website kemendikbud.org . However, one of the weaknesses of the textbook was it did not require any parts of particular equipment, such as a language laboratory, listening centre, or video player.

## CONCLUSION

The research finding and discussion sections in the previous chapter enabled the researcher to draw the conclusion that the textbook "Bahasa Inggris SMA/MA/SMK/MAK Kelas X" published by Kemendikbud in 2017 had not been a very good standard of textbook writing. In this case, not all of EFL textbook evaluation criteria as proposed by Cunningsworth (1995) were fully fulfilled. However, the book was considered still relevant to be used as one of learning sources.

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