

# AN EVALUATION OF 'ENGLISH SKILLS FOR THE FUTURE' FOR TENTH GRADE USING THE PERSPECTIVE OF REVISED 2013 CURRICULUM

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## Abstract

This article reports book evaluation in the textbook entitled 'English Skills for the Future' designed for the tenth grade students of senior high school. The main objective of the research are to: (1) discover whether English Skills for the Future is relevant to the English language and literature syllabus of Curriculum 2013, (2) find out whether English Skills for the Future develops the scientific approach, (3) determine whether English Skills for the Future develops authentic assessment and (4) discover whether English Skills for the Future meets the characteristics of good English textbook. The data of this study is document analysis and observation. The data were collected by using document analysis. The technique analyzing data on the textbook involves data collection, data reduction, data display and drawing conclusion as proposed by Miles and Huberman (1992 : 16). The result confirmed that ES book had met 71% criteria of good book with coverage 63% for relevance of the materials to the curriculum, 75% for material accuracy, 73% for supporting learning materials, 76% for language appropriateness, 81% for presentation technique, 71% for teaching and learning technique, 100% for presentation coverage and 71% evaluation standard of 2013 curriculum. ES book was relevant to the 2013 Curriculum due to the presentational activities and activities for character building

**Keywords** : *content analysis, English and literature, curriculum 2013, scientific approach, authentic assessment*

## INTRODUCTION

Instructional materials are considered as an important part in most ELT programs, which facilitate the process of language teaching and learning. Generally, these instructional materials can be divided into two forms i.e. printed and non-printed ones. The former type of materials includes textbook, workbook, and teachers' guide. The latter format of instructional materials deals mostly with technology including audiotapes, videotapes and Computer Assisted Language Learning (CALL)-based materials. In most classrooms in Indonesia, textbook is main resources in teaching and learning process for both teachers and students. For teachers, textbooks help them in achieving the goals of learning. In addition, Richards (2011) argues that in some contexts, textbook may provide the ground for the content of the lesson, and the type of linguistic practice the learners engage in. Additionally, (Graves, 2000, p.151) states that textbook contains decision about developing material, which are rooted beliefs, understanding and experiences.

As they become one of the major sources of instructional materials in the classroom, textbooks are available commercially in the market having various conditions. In principle, they have to meet the standard of good textbooks to be used in the teaching and learning process. Good textbooks were usually not only visually appealing and attractively presented, but also met the criteria of good English textbooks determined by the curriculum. According to the criteria determined by *Pusat Perbukuan (Pusbuk)*, good English textbooks for Senior High School must develop learners' ability in four skills, facilitate the development of learners' vocabulary, grammar and pronunciation, encourage the use of authentic communication based

on real-life setting, and promote ability to develop intercultural communication in various stages.

Currently, Ministry of Education and Culture launched a brand new curriculum named Curriculum 2013 which was officially launched in 2013. This started to be implemented in most of schools in Indonesia from elementary school level to senior high school level. In response to this current change, Ministry of Education and Culture has produced the English book for teachers and students. The teachers' English book consists of guide how to teach their students according student's English book. The student's English book consisted of materials based on the 2013 Curriculum. The competencies needed to be learnt by students are realized into *Permendikbud No 64 tahun 2013 about Standar Isi*. It said that students have to learn four competencies. They are spiritual competencies, social competencies, knowledge competencies and skill competencies. It is then expected that these books can be handy resources to implement the new curriculum of 2013.

Considering the above facts, it is considered essential for English teachers to be able to select textbook based on the criteria determined by *Pusat Perbukuan* (Pusbuk) and ELT experts. In other words, teachers should be able to evaluate textbooks by employing the aforesaid criteria. By so doing, it is expected that teachers could judge the effectiveness of a certain textbook which in turn lead them to the decision whether to adopt, to adapt it to be suitable to the learners' needs, or simply to supplement it with some additional materials.

Based on the small survey conducted by the researcher in some schools in Kota Banjar, the most widely used textbooks by the English teachers of Language and Culture program of senior high school is "English Skills for The Future 1 for Grade X Senior High School/Madrasah Aliyah Language and Culture Program Curriculum 2013". After years of implementation, there should be a consideration to evaluate this textbook's effectiveness. In addition, in implementing 2013 Curriculum in Language and Culture program, there was a need to see whether the book was still relevant to use according to 2013 Curriculum and to find out what aspects of the book that needed improvement or replacement to suit 2013 curriculum.

Realizing the importance of materials for Language and Culture program, there should be a textbook evaluation portraying the appropriateness of textbook as well as the strength and weakness of particular textbooks. However, little has been done to evaluate textbooks for Language and Culture program. In reference to this, the researcher decided to conduct a study entitled "An Evaluation of 'English Skills for the Future' for Tenth Grade Using the Perspective of 2013 Curriculum" which particularly aimed at understanding the extent to which the "*English for Future*" textbook is relevant to the curriculum 2013, the implementation of scientific approach in the textbook, and the authenticity of the assessment used in the analyzed textbook.

## **RESEARCH METHOD**

This research is content analysis. Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material (Ary, *et.al*, 2010, p.457). Moreover Berelson as cited in Gall (2003, p.278) defines content analysis as a research technique for the objective, systematic, and qualitative description of the manifest content of communication. Furthermore, Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contents of their use (Krippendorff, 2004, p.18). Content analysis is used in evaluating the textbook. It aims to gain holistic picture and depth understanding of the strength and weaknesses of English textbooks and to discover whether or not the English textbooks analyzed met the criteria of a good textbook and relevant to 2013 Curriculum.

This study was conducted from October 2016 until August 2017. During that period of time, the researcher has done several steps including proposal writing, instrument making, data

collection and analysis, and report writing. The data were mainly obtained from the revised edition of English Skills for the Future for Senior High School Grade X Language and Culture Program. It was developed by *Grafindo Media Pratama* and it underwent some revisions in 2016. The data, obtained from the textbook, were then analyzed to meet the objectives of the study.

The data collection technique employed in this research was document analysis and interview. The checklist is used to evaluate the document (textbook). It is believed that a checklist is a more effective instrument to analyze language teaching materials like textbook (Mukundan, et al, 2011). The second data is interview. It is given to students aimed to collect data about their impressions and opinions about English Skills for the Future for Senior High School Grade X Language and Culture Program.

As previously mentioned, document analysis is one of the techniques employed to collect the data. To do so, some systematic stages were completed i.e. 1) deciding the criteria to be included as the aspects for evaluating the textbook based on the guideline of the Curriculum 2013 and ELT theories, 2) applying the criteria to be further described and analyzed, and 3) drawing the summary of the study based on the overall evaluation. Another technique used in this study was interview. The researcher has made a guide for the interview so that the interview technique could explore the evaluators' analysis and the students' opinions about the textbook.

The data collection technique mainly used a set of checklist for textbook evaluation and interview guide. The statement in the checklist are based on the textbook evaluation criteria issued by BNSP 2013. Therefore some modification to the aspect of content, language and representation is made to suit 2013 curriculum. The modification in presentation aspect is done by adding some criteria which represent scientific approach as the core of 2013 Curriculum. The lacks in language and content aspect are overcome by adding some criteria from the EFL experts such as Ur (2009), Cunningsworth (1995), Mukundan (2011) and Littlejohn (2004). There are three aspects of the textbooks to be evaluated in this research namely content aspect, language aspect, and presentation aspect.

Two techniques of analyzing the data were applied in this research. First, the technique used to analyze the data from the questionnaire and checklist was manually counted to transfer the data into percentages. This checklist contained three aspects of evaluation. Those aspects are content, language, and presentation. These three aspects were divided into several sub aspects. This checklist contained six columns in which the first column was for the areas of evaluation. There were 7 sub aspects in evaluating the textbooks with some areas of evaluation in each of them. The first column was for belief statements as items for book evaluation criteria. The second to fourth are towards criteria the belief statements were met in the textbooks. The range of the score was 1-4 starting from poor to perfect. Second, the technique of the data analysis for the interview transcripts adopted the procedure of data analysis by Miles and Huberman (1994). The procedure of data analysis is as follows 1) data reduction, 2) data display, and 3) conclusion drawing and verification.

## **RESULTS**

This study aims to discover (1) the relevance of "English Skills for the Future for Tenth Grade Students" book to the English and literature syllabus of Curriculum 2013, (2) whether "English Skills for the Future for Tenth Grade Students" book develop scientific approach or not (3) whether "English Skills for the Future for Tenth Grade Students" book develop authentic assessment or not and (4) whether "English Skills for the Future for Tenth Grade Students" book meet the criteria of good EFL book or not.

### **The Relevance of the material to the curriculum.**

The sub aspect of relevance of materials to the curriculum had three areas with twelve items. The areas to be evaluated in these sub aspects were material completeness, material depth, and material organization. The result of the relevance of the materials to the curriculum is showed in Table 1

Table 1 The Result of Relevance of Materials to the Curriculum

<b>Aspects</b>	<b>Percentage</b>
1. Materials Completeness	68%
2. Material depth	47%
3. Material organization	65%

In relation to the relevance materials to the curriculum, the data revealed that the ES book has poor in material depth with 47%. In the other hand materials completeness and materials organization has range percentage 65% - 68%. It means that the ES book was categorized as fair in material completeness and materials organization.

### **Scientific Approach**

In regard to the scientific approach stages, the book has generally promoted scientific approach used in curriculum 2013. It consists of observing, questioning, exploring, associating, and communicating. In relation to observing stage, it was found that students are required to watch the videos and identify the terminologies or take the information from the video while practice is giving true or false statements based on the statements provided. Meanwhile, regarding to questioning stage students need to discuss several questions related to the topic while the practice is vocabulary building that students have to match the words with its meaning then fill in the blanks with the suitable words. On the other hand, the activities in exploring stage are reading and answering the text or grammar exercise. In associating stage, the activities are classifying and comparing the functional text or transactional text. In communicating stage, students are expected to retell the text, read some sentences, complete the text and rearrange the text. The practice has similar activity but in practice students are asked to do the activities individually.

### **Authentic Assesment**

Based on *Permendikbud* No.81a 2013 on the implementation of Curriculum 2013, authentic assessment is an assessment which significantly focuses on measuring students' learning process dealing with their attitude, knowledge, and skill. This assessment measures, monitors and evaluates all aspects of the learning outcomes including cognitive, affective, and psychomotor domain. According to Feuer & Fulton, there are numerous types of authentic assessment used in classroom today (1993). Those are performance assessment, portfolio assessment, and project assessment. The analysis of authentic assessment is shown in table 2.

Table 2 Authentic Assessments Analysis

<b>Chapters of ES Book</b>	<b>Performance assessment</b>	<b>Portfolio assessment</b>	<b>Project Assessment</b>
Chapter 1A	--	√	√
Chapter 1B	√	√	√
Chapter 2A	√	√	√
Chapter 2B	--	√	√
Chapter 3	√	√	√

Chapter 4A	--	√	√
Chapter 4B	--	√	√
Chapter 5	√	√	√
Chapter 6A	--	√	√
Chapter 6B	--	√	√
Chapter 6C	√	√	√

Performance test is done by creating dialog, creating report text, creating a simple essay, doing role-play, and retelling story. However, the English Skills for the Future book does not provide performance assessments in every chapter. It can only be found in chapter one subchapter B, chapter two subchapter A, chapter three, chapter five, and Chapter six.

Showcase and collection portfolio cannot be found in the textbook, while it is the implementation of teaching and learning in the classroom that must be administrated by the teacher. ES book has not provided the activities or task to guide teacher in doing a showcase and collection portfolio. Meanwhile, the assessment portfolio can be found in the ES book by doing self-assessment and peer assessment. Self-assessment is provided at the end of the chapter. Self-assessment on can be found on page 35, 67, 95, 137, 158, and 198. In regards to peer assessment, students are asked to evaluate their own performance and assess their friends' performance. The result of Peer Assessment checklist can be used as information on areas which need improvement. Peer Assessment checklist can be found on page 30, 85, 90, 110, 119, 125, and 145. Peer-assessment can be found in chapter one subchapter B, chapter three, and chapter five. In brief, the English Skills for the Future book provides sufficient portfolio assessment.

Project assessments are given both as an individual task or group projects. Project assessments are activities in implementing what the students learn from the beginning until the end of the teaching and learning process. In project assessments, the activities are mostly creating spoken and written text. In brief, the project assessments are covered in the English Skills for the Future book

### **The Appropriateness to the Characteristics of a good English textbook**

For the characteristic of a good English textbook, the analyses are based on the content, language and presentational aspect.

#### **Content Aspect**

The content aspect had three sub aspects namely the relevance of materials to the curriculum, material accuracy, and supporting learning materials. The following table is the detailed analysis of the content aspects.

Table 2 The Result of Content Aspects

	<b>Aspects</b>	<b>Percentage</b>
I.	CONTENT ASPECTS	66%
A.	The Relevance of Materials to the Curriculum	63%
B.	Material Accuracy	75%
C.	Supporting Learning Materials	73%

The data showed that the range of percentage was from 63% to 75%. It was in the intervals 60% - 79% meant that the aspect was "Fair". Regarding the content aspect, the data displayed that ES book has fairly good content aspect in general. Furthermore, the subaspect has similar percentage with content aspects. The ES book has fair categorized in the relevance of the materials to the curriculum, material accuracy and supporting learning materials. In the other hand, subaspect of the relevance of the curriculum has the lowest percentage in the content aspect. Subaspect supporting

learning materials has the highest percentage of all. The detailed analysis of the content aspects is given as follows.

### Language Aspect

The language aspect had one sub aspect namely language appropriateness. The sub aspect of language appropriateness had three areas with eight items. The areas to be evaluated in this sub aspect were the relevance of the language towards learners' development, communicativeness and the coherence and unity of ideas. Table 2 shown the result of language aspect.

Table 3 The Result of Language Aspect.

ASPECTS		Percentage
II.	Language Aspect	76%
1.	The language used in each explanation and instruction must be relevant to learners	75%
2.	Difficulty level and language unfamiliarity in each unit must be facilitated.	42%
3.	The language used in each unit must be relevant to the learner	67%
4.	The language in each unit must be clear and easily-understood by learners.	75%
5.	The language in each unit corrects English grammar.	100%
6.	There is coherence and unity of ideas in the language and materials presented in each unit.	100%
7.	There is coherence and unity of ideas in the language and materials presented among units	100%
8.	There is good coverage of language content consisting grammar, vocabulary and pronunciation	50%

In relation to language aspects, it has percentage 76% which means that the ES book has categorized as fair. In every subaspect, it can be proven that one aspect has been categorized as poor and two aspect has been perfect percentage. The ES book has 100% correct in English grammar; coherence and unity of ideas in the language and materials presented in each unit; and coherence and unity of ideas in the language and materials presented among units.

### Presentation Aspects

The presentation aspect had three sub aspects namely presentation technique, teaching and learning technique, and presentation coverage. Table 4 is presented the result of presentation aspects.

Table 4 The Result of Presentation Aspects.

Aspects		Percentage
A.	Presentation Technique	81%
B.	Teaching and Learning Technique	71%
C.	Evaluation standard of 2013 Curriculum	67%
D.	Presentation Coverage	100%

Based on the data displayed, it showed that the ES book has the perfect percentage in presentation coverage. The percentage is 100% which is categorized as good. Moreover, the presentation techniques has good categorized which has 81%. On the other hand, teaching and learning technique has percentage 71%. It is categorized as

fair. It still need improvement and additional suggestion. The lowest percentage is evaluation standard. It has 67% fulfilled the criteria. It is include into fair categorized.

## **DISCUSSION**

Based on the finding, the English Skills for the Future for grade X has been good and perfect in some aspects. In content aspects, there were three sub aspects which are material completeness, material depth and material organization. In material completeness most of criteria that have not been yet fulfilled was producing the transactional, functional and functional text. It was also found that some chapters had not provided spoken or written task in transactional and functional text. In material depth, some aspects were considered to be “poor” in giving the guidance for the students, especially in written and spoken text. In material organization, the textbook had not been suitable in school term year. There were many reading activities that sometimes take a lot of times in classroom. Also, the textbook did not allow students being absent from some classes, so the textbook needed adding more explanation to boost students’ independent learning. In supporting materials aspect, the textbook lacked in promoting appreciation towards cultural diversity and complex society. Most of the text did not promote the cultural diversity and gender equality since most texts portrayed male characters.

In language aspect, the English Skills for the Future for grade X did not fulfill several aspects related to the language used as it did not facilitate the language unfamiliarity. The explanation on the competences the students need to reach were very limited. Then, it was revealed that the English Skills for the Future for Grade X still has limited in covering the language content. The English Skills for the Future for Grade X has the most materials in vocabulary. In grammar, some chapters did not provide the grammar exercise especially in functional text. The English Skills for the Future for Grade X did not provide phonetic transcription for the students. Although there was phonetic transcription, it can be found in vocabulary exercise. In vocabulary exercise, students were always asked to match the words and made some sentences from those words.

In presentational aspect sub aspect presentation technique, the English Skills for the Future for grade X can be used for self-study. It needed more explanation in some aspect. The English Skills for the Future for Grade X did not provide clear explanation in explaining grammar and functional text.

The analysis of to what extent scientific approach (SA) in ES book was done by analyzing the compatibility of each step of scientific approach. The steps of scientific approach are observing, questioning, experimenting, associating, and communicating. In this book, SA is clearly visible since there is a title in the beginning of each activity. The analysis revealed that the activities provided for observing are listening and speaking. The activities in practice is giving true or false based on the statement that is related with the learning materials. In terms of observing activities, this book provides questioning activities mostly done by discussing questions. The activity of exploring stage that can be found in ES book is finding information. However, some chapters do not have activities in finding information from other sources. It was found that the ES book provides some activities in associating activities, such as analyzing, classifying, comparing and discussion. There are two activities that cannot be found in the ES book, those are expressing and getting feedback. In accommodating the communicating activities, the book has given two different sources namely demonstrating and publishing. The most widely encountered activity in the ES book is demonstrating..

In terms of the authentic assessment, the ES book has implemented three different techniques for authentic assessment namely performance, portfolio, and project assessment. The performance assessment is used to measure the competence which insists student to perform

certain task: role-playing, singing, reading poetry, etc. The portfolio assessment can be found in the ES book by doing self-assessment and peer assessment. Nevertheless, showcase and collection portfolio cannot be found in the textbook. The ES book has also provided some project assessment. Project assessments are given both as an individual task or group projects. In project assessments, the activities are mostly creating spoken and written text.

Based on the overall analysis and evaluation, it can be concluded that the ES book has met the criteria related to the relevance to the English and Literature Syllabus of Curriculum 2013, scientific approach stages, and authentic assessment. Even though their occurrences vary in each chapter, the ES book has fulfilled the majority of the aspects in accordance to the criteria proposed by *BNSP* and ELT theories.

## **CONCLUSION AND RECOMMENDATION**

Based on the research findings and discussion, there are three things to conclude. First, ES book has developed the basic competencies both knowledge and skill dimension. Besides, ES book has completed thirty two basic competencies of thirty three basic competences. Moreover, the social function and language features has been relevant to English and Literature Syllabus. Second, the scientific approach stages have been developed in the ES book. In each chapter, the stages of scientific approach have been relevant to curriculum 2013. Third, the authentic assessment is also developed in ES book. ES book has developed the attitude, knowledge, and skill. However, the ES book has not provided the peer-assessment in each chapter.

Some recommendations could then be given to related parties involved in the use of the ES book. First, teachers who are currently using English Skills for the Future have to overcome the lack of basic competencies by doing some adaptations. For example, teachers have to give additional activities in creating an advertisement. This textbook is still appropriate to use as a reference in teaching and learning process; however, teachers have to modify the exercises, especially grammar exercise in a functional text. Second, the publishers should involve teachers in textbook writing since teachers are the parties who find out most about the learners' cognitive development and socio-emotional stage. Third, *BNSP* should give explicit and distinct guidelines to the publishers regarding the kind of textbooks expected to be developed based on 2013 Revision Curriculum and do some monitoring to the process of textbooks development. Last, for other researchers interested in investigating this area, the upcoming content analysis studies should explore more aspects and give more valuable results, for example on how teachers solve the problems found within the textbooks or how far the problems may affect the teaching and learning process.

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