

**AN ANALYSIS OF A TEXTBOOK USED BY THE FIRST GRADE
STUDENTS AT THE VOCATIONAL HIGH SCHOOL 5 OF MATARAM**

ACADEMIC YEAR 2018/2019



A THESIS

**Submitted as a Partial Fulfillment of the Requirement for *Sarjana
Pendidikan* (S.Pd) Degree in English Education Program of Teaching
Training and Education University of Mataram**

By

NUR SISKI OKTAVIANI

NIM. E1D114084

ENGLISH EDUCATION PROGRAM

LANGUAGE AND ART DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF MATARAM

2018



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS MATARAM
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN BAHASA DAN SENI



Jl. Majapahit No. 62 Telp. (0370) 623873 Fax. 634918 Mataram 83125

JOURNAL APPROVAL

Entitled:

An Analysis of a Textbook Used by the First Grade Students a the Vocational High
School 5 Mataram Academic Year 2018/2019

By

Nur Siska Oktaviani

EID114084

Has been pproved in Mataram on September 19th, 2018 by:

First Advisor,

Drs. Kamaluddin, M.A., Ph.D
NIP. 19660116199403 1 001

**AN ANALYSIS OF A TEXTBOOK USED BY THE FIRST GRADE
STUDENTS AT THE FIFTH VOCATIONAL HIGH SCHOOL OF
MATARAM ACADEMIC YEAR 2018/2019**

Nur Siska Oktaviani

E1D114084

ABSTRACT

This study is aimed to find out how the textbook meets the criteria of the latest curriculum and the teachers' reasons of using the textbook. In this study, the checklist of Gardner (2002) was conducted to discover in what extent the textbook meets the criteria of curriculum and also prepare the questions to know the teachers' reasons of using the textbook as the instruments. This study is categorized as descriptive qualitative in which to obtain the data, comparing the goals of curriculum 2013 and the contents of the textbook itself. After getting the data by comparing the goals of curriculum and the contents of the textbook were done. After comparing the contents of curriculum and textbook, the checklist of Gardner (2002) can be answered. The data found that the contents of the textbook are 22,2% supportive and 77,8% very supportive and those are categorized as very supportive as it is proved by the activities and exercises in every chapter. That means that the contents of the textbook has met the goals of curriculum 2013 which is to develop the base competences and also the basic competences. It is also in line with the teachers' reasons of using this textbook because it is a recommendation of the government and school yet also because the textbook provides activities and exercises that help the students also the teachers to achieve the goals of curriculum 2013.

Keywords : *Curriculum 2013 and textbook evaluation.*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana buku ini memenuhi kriteria kurikulum terbaru dan alasan guru menggunakan buku tersebut. Dalam penelitian ini, terdapat dua instrumen yang digunakan untuk memperoleh data. Yang pertama yaitu checkklist oleh Gardner (2002) untuk menemukan sejauh mana buku ini memenuhi kriteria kurikulum dan juga beberapa pertanyaan wawancara untuk mengetahui alasan guru menggunakan buku tersebut. Penelitian ini dikategorikan sebagai penelitian deskriptif kualitatif di mana untuk memperoleh data, langkah utama yang ditempuh yaitu membandingkan isi dari tujuan kurikulum 2013 dan isi buku itu sendiri. Setelah mendapatkan data dengan membandingkan tujuan kurikulum dan checklist oleh Gardner (2002) selanjutya dapat dijawab. Dari perbandingan tersebut, data yang diperoleh yaitu bahwa 22,2% dari materi dalam buku itu mendukung tujuan kurikulum dan 77,8% sangat mendukung tujuan kurikulum dan dapat dikategorikan sebagai sangat mendukung karena dibuktikan oleh kegiatan dan latihan di setiap bab. Itu berarti bahwa isi buku ini telah memenuhi tujuan kurikulum 2013 yang mengembangkan kompetensi inti dan juga kompetensi dasar. Hal ini juga sejalan dengan alasan guru menggunakan buku teks ini di mana buku ini merupakan rekomendasi pemerintah dan sekolah juga karena buku ini menyediakan kegiatan dan latihan yang membantu siswa juga guru untuk mencapai tujuan kurikulum 2013.

Kata Kunci: *Kurikulum 2013, evaluasi buku.*

1. Introduction

Textbooks are one of important media in teaching and learning process. It has often become the only one material used by teacher in the classroom. This is caused by several reasons. First, it is relatively easy to find in the market. Second, it provides a guide for the learners which offers expected behavior they have to perform (Richard and Renandya, 2002). Third, textbook provides a framework for teachers in achieving the aims and the objectives of the course. Fourth, it also serves a guide for the teacher when conducting the lesson.

In fact, many Indonesian EFL teachers rely too much on the textbook as their instructional material in the classroom. Then, the publishers who have been stimulated by teacher's tendency towards the textbook start to publish more textbooks which have various qualities. Consequently, there are textbooks having a good and bad qualities which are available in the market.

According to the problem explained above, the writer of this study decided to do an evaluation of a textbook used by teacher of Vocational High School in the first grade by using a checklist provided by Gardner (2002). The evaluation involves the combination of external and internal evaluations which means that all major of the textbook such as the layout and the content are examined.

1.3 Research Questions

- a. To what extent does the textbook entitled Bahasa Inggris Untuk SMA/MAK/SMK/MAK Kelas X Academic Year 2017/2018 meet the criteria of the latest curriculum?
- b. On what rationales do the teachers use the book?

1.4 Objective of the Research

Based on the research questions above, the objectives of this research are:

- a. To discover in what extent the textbook meets the criteria of the latest curriculum.
- b. To know the teacher's reasons of using the textbook.

2. Literature Review

The term of curriculum is as dynamic as the changes that occur in society. In its narrow sense, curriculum is viewed as a listing of subject to be taught in school. Yalden (1987) states that the traditional concept held of the curriculum is that it is a body of subjects or subject matter prepared by the teacher for the students to learn. Wiggins and McTighe (2006) also suggest that curriculum takes content (from external standards and local goals) and shapes it into a plan for how to conduct effective teaching and learning.

In the other word, curriculum is the core of educational system in every country since all the teaching and learning process can be implemented according to the curriculum. Curriculum which is made by the government is given to every school. From here, then the teacher can make a collaboration with other teachers to create a syllabus. This syllabus which is created by a group of teachers then can be a guide for every teacher in every course to make their own lesson plan. So that the teaching and learning process can run according to the plan the teacher has made.

In terms of the implementation of curriculum 2013, it is claimed that this curriculum uses scientific approach where the students are expected to do observation, questioning, associating, collecting information, and communicating. Hence, the implementation of those activities are adressed through a textbook.

Using textbooks has some advantages and disadvantages. Richard (2001) are: (a) it provides structure and a syllabus for a program; (b) it helps standardize the instruction; (c) it maintains quality; (d) it provides a variety of learning resources; (e) it is efficient; (f) it can provide effective language models and input; (g) it can train teachers.

In line with that, Hutchinson and Torres (1994) also argue that a textbook can be served as a tool for supporting teachers and as an instrument of modifications. Teachers who use a textbook can simply look at the objectives of

every chapter or topic that will be taught. So that they can arrange the materials and medias that should be used based on the objectives.

Other than that, Richard (2001) also states some disadvantages of using textbooks. They are: (a) they may contain inauthentic language; (b) they may not reflect students' needs; (c) they can deskill teachers; (d) textbooks are often expensive. Moreover, McGrath (2002) states that textbook can cause boredom. It often happens because commercial materials usually follow the same format from one unit to the next.

Both benefits and limitation of the use of textbooks need to be considered. If certain textbooks which are being used in a program are judged to have some negative consequences, it is needed to a remedial action e.g by adapting and supplementing other books or by providing appropriate guidance and support for teachers about how to implement textbook appropriately.

The need of analyzing textbook is increased since the development of textbook in the market is spread out. Gardner (2002) suggests that an appropriate textbook needs to have at least 4 criteria. First, it has to be matched with the curriculum. Secondly, the skills presented in the textbook should focus on what it claims to focus on.

Thirdly, the exercises and activities in the textbook should be varied in format, promote learners' language development, and reinforce what students have already learned. The last is about the practical concern in which the textbook should be available or can be purchased easily by the students.

On the other hand, Cunningsworth (1995) also proposes four criteria for evaluating textbook, they are: (a) it should correspond the learners' needs; (b) it should help learners to use language effectively; (c) it should facilitate students' learning process; (d) it should have a clear role as a learning support.

3. Previous Studies

Ariebowo (2017) conducted his research to evaluate whether the material of the textbook is in line with teacher's expectation or not. This is a survey

research which used questionnaire as the way to collect the data. The participants who take a part of this research were 13 English teachers in Yogyakarta. For the evaluative questionnaire, the items were established by adopting Chunningsworth's checklist which focuses on the aim, approach, language skill, design or organization, language content, and topic used.

After collecting and analyzing the data by giving the questionnaires to all the participants, the result showed that the teachers believed that the aims of the textbook were definitely in line with the curriculum and the program objectives. \

Another study by Mohammadi and Abdi (2014) was conducted to determine the overall pedagogical value and suitability of the book towards students' needs. In doing this research, 105 students and 32 teachers were selected and data was gathered by providing two questionnaires which were prepared by Litz (2001). The teacher questionnaire consisted of 40 items and 205 items for the students in the area of practical considerations, layout and design, activities, skills, language type, subject and content.

After the collection of the instrument, it was collected for data analysis. The means of the teachers and students in each single item were calculated to summarize the teachers' and students' view about the textbook. The result of the study showed that the positive attributes far outweighed the negative characteristics.

4. Method

The technique used in this research is a content analysis or a document analysis technique and it is categorized as a descriptive qualitative research. The subject of this research is an English textbook used by the first grade of Senior High School entitled "BAHASA INGGRIS UNTUK SMA/MA/SMK/MAK KELAS X". This book is the third revision that was published by the Education and Culture Minister in 2017 and was written by Utami Widiati, Zuliati Rohmah, and Furaidah. This book consists of 224 pages with 15 chapters on it.

In this research, there are 2 ways used in collecting the data. The first from the documentation and interview. The contents of the textbook was compared to the goals of 2013 curriculum in which from the comparison, the checklists provided by Gardner (2002) were answered. While in doing the interview, the lists of questions were prepared first, then made an appointment with the teachers. When the teachers agree, the interview was started by asking the questions in terms of their reasons in choosing the textbook as their teaching guidance. In order to get the complete information from the teachers, using a recorder in doing the interview and also a note to write down important information were done.

After collecting the data from the document of 2013 curriculum, the contents of every chapter of the book to the goals of curriculum were compared and then categorized them as **Very Supportive**, **Supportive**, or **Unsupportive** and then answering the checklists provided by Gardner by providing the evidence of the textbook. The contents of the textbook were categorized as **Very Supportive**, **Supportive**, or **Unsupportive** by following the criteria stated by (Gardner, 2002).

After that, listening to the result of the interview from the recorder was done. Then, it was followed by making the transcript and pointing out the important information. Then, drawing a conclusion from the comparison between the goals of the 2013 curriculum and the textbook and also the information from the interview in terms of the teachers' reasons for using the textbook.

5. Findings and Discussion

- **Contents of the Curriculum and the Textbook**

Table 1: The Relation Between the Contents of the Curriculum and Contents of the Textbook

NO.	Basic Competences in 2013 Curriculum	Materials in the Textbook	Nature of its Relationship
1	3.1 & 4.1	It is implemented in Chapter 1 in which the students are asked	

		to read a text about self introduction, practicing how to introduce themselves and make a simple text about self introduction. It is also supported by the brief and clear explanation or guidance for the students. The skills focused are: reading, speaking, listening and speaking.	Very Supportive
2	3.2 & 4.2	It is implemented in Chapter 2 by the activities such as reading a dialogue about congratulating and complimenting others, practicing the dialogue, making their own dialogue and writing a text related to the topic. A brief explanation is also provided. The skills focused are: reading, speaking, and writing.	Very supportive
3	3.3 & 4.3	It is implemented in Chapter 3 by the activities such as reading a dialogue about expressing intention, practicing the dialogue, and writing a text related to the topic. A brief explanation is also provided. The skills focused are: reading, speaking, and writing.	Very supportive
4	3.4 & 4.4.1, 4.4.2	It is implemented in Chapter 4 and 5 by the activities such as reading descriptive text texts, finding the details of every text related to the text structure, giving a performance related to the topic and make their own descriptive text. A brief explanation is also provided. The skills focused are: reading, speaking, and writing.	Very supportive
5	3.5 & 4.5.1, 4.5.2	It is implemented in Chapter 6 by the activities such as reading different texts about announcement, practicing as someone who gives an	

		announcement and writing a text about announcement. A brief explanation is also provided. The skills focused are: reading, speaking, and writing.	Very supportive
6	3.6 & 4.6	It is implemented in chapter 7 by the activities such as reading a text about past story, practicing to ask and give information about past story and writing a text about past story. A brief explanation is also provided. The skills focused are: reading, speaking, listening and writing.	Very supportive
7	3.7 & 4.7.1,4.7.2	It is implemented in chapter 8,9,10, and 11 by the activities such as reading different recount text and understanding the meaning, finding the details following the formats of recount text and writing their own recount text. A brief explanation or guidance is not provided. It just mentions that recount text consists of orientation, sequence of events and reorientation without giving an explanation about what it means and the examples. The skills focused are: reading, speaking, and writing.	Supportive
8	3.8 & 4.8	It is implemented in chapter 12, 13, and 14 by the activities such as reading different narrative text and understanding the meaning, finding the details following the formats of narrative text and writing their own recount text. A brief explanation or guidance is not provided. It just mentions that recount text consists of orientation, complication and	Supportive

		resolution without giving an explanation about what it means and the examples. The skills focused are: reading, speaking, listening and writing.	
9	3.9 & 4.9	It is implemented in chapter 15 by the activities such as listening to a song, paraphrasing the verse of the song, making poems, guessing a song with their friends and writing a short description about their favorite song. A brief explanation is provided. The skills focused are: reading, speaking, listening and writing.	Very Supportive

TOTAL:

Unsupportive: $0/9 \times 100\% = 0\%$

Supportive: $2/9 \times 100\% = 22,2\%$

Very supportive: $7/9 \times 100\% = 77,78\%$

The data shows that the activities and exercises in every chapter of the textbook support the goals of 2013 curriculum which are addressed in the basic competences. With amount of 22,2% supportive and 77,8% Very supportive, this book is categorized as very supportive to the goals in terms of its activities and exercises.

The limitation of theory here should be the thing needs to be considered by the teachers to do the textbook evaluation. As this book has already provided many exercises and activities that support the goals, the teachers still need to use other books to support their teaching to fulfill the limitation of theory in this book.

Other than that, based on the criteria of a good textbook provided by Gardner (2002), this textbook also has met the criteria in terms of program and course, skills, activities and exercises, and practical concerns.

- **Teachers' Reasons of Using the Textbook**

Based on the interview, there are some information collected:

- a. Curricular Reason: The teachers use this book because it is a recommendation from the government and the school.

“This book is a recommendation from the government and also the school. And only this book which is recommended so that we have to use this book as the main media of our teaching”. – Mrs. R & Mrs. S

- b. Pedagogic Reason:

The teachers thought that this book is quite good because it is appropriate with the goal of curriculum which is to develop 4 base competences (spiritual, behavior, knowledge and skill).

“This book has already filled the goals of curriculum 2013 as it can be seen from the activities and exercises, but it has too little theory.” – Mrs. R

“I still need to find the theories from other books and also internet as the complement of my teaching.” – Mrs. S

Besides that, it can help the students to improve their language development as there are some activities that promote it.

“I also use another book to conduct my teaching. But I still use this book as my guidance. I try to find the materials from other books if it is not provided in this book” – Mrs. R

“Of course there are other books that I use. I usually find other materials from other books or internet. But this book has to be the main material of my teaching.” – Mrs. S

The teachers also thought that this book helps them to make a lesson plan as in every chapter, there is always mentioned the learning objectives.

“In this book, the learning objectives are addressed in every chapter so that it can help me to make the lesson plan. This book also help me to improve my teaching as many activities and exercises are provided in every chapter.” – Mrs. R & Mrs. S

- c. Practical Reason: The teachers also use this textbook because it is provided in the school so that the students do not have to buy it.

“Using a book that is recommended by the government is one of the advantages for the students who are mostly coming from the middle and low class family. because they can use the book for free”. – Mrs. R & Mrs. S

6. Conclusions

This textbook consists of 15 chapters which has ativities and exercises that can achieve the goal of curriculum 2013 in which there are 4 base competences being expected for the students and those activities and exercises help the students to achieve it. The data found was 77,8,7% of the contents of the textbook are very supportive to the goals of curriculum while the rest 22,2% are supportive.

This book also has met the criteria of a good textbook provided by Gardner (2002) which almost every item of the checklist are in line with the book. Besides, there are also some limitations found in this textbook. For example: it has a limit theory and filled with many exercises which can make the students unable to finish all the tasks. It is in line with the teachers' opinion.

The teachers said that this book has a limit theory so that they have to search in other sources such as books and internet. But, the teachers still use this book as it is recommended by the government and the school and that is their main reason of why using this textbook.

Other reasons they use this book is because this book has many activities that can help the students to imprve their language development which is the goals of 2013 curriculum and also can train them to improve their teaching. This book also help them to make the lesson plan as the learning objectives are addressed in every chapter.

Based on the explanation above, it can be concluded that this textbook is quite appropriate to be used as the main material to conduct a teaching. However, the evaluation is still needed in order to be a better textbook. The theory may be added so that the students can see the explanation about a topic by themselves as they might forget the teacher's explanation.

7. Suggestions

There are some suggestions for the future researchers:

1. The future researchers are suggested to read and study the elements of the curriculum so that they can master it as it is the main source of the data.
2. The future researchers have to understand the content of the textbook properly before conducting the research.
3. The future researchers are suggested to use the Checklist to analyze each chapter to get more details because this research only use the checklist to analyze the whole chapter.
4. The future researchers also can implement another theory for the study so that they can create something new and can compare it to the previous studies.

References

- Aribowo, T. 2017. *The Evaluation of the Sevent Grade English Textbook: When English Rings The Bell*. Yogyakarta: Sanata Dharma University.
- Cunningsworth, A. 1995. *Choosing your Coursebook*. Oxford: Macmillan Heineman.
- Gardner, D. 2002. *Textbook Selection for the ESL Classroom*. Washington DC: Southern Alberta Institute of Technology..
- Hutchinson, T., & Torres, E. 1994. The Textbook As Agent of Change. *ELT Journal*.
- McGrath, I. 2002. *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.
- Mohammadi, M., & Abdi, H. 2014. Textbook Evaluation: A Case Study. Iran: Urmia Elsevier Ltd.
- Richard, J.C. 2001. *The Role of Textbooks in a Language Program*. Cambridge: Cambridge University Press

- Richard, J.C., & Renandya, W.A. 2002. *Anthology of Current Practice*. Port Melbourne, Australia: Cambridge University Press.
- Tomlinson, B. 2001. *Materials Development*. Cambridge, UK: Cambridge University Press.
- Wiggins, G., & McTighe, J. 2005. *Understanding by Design*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Yalden, J. 1987. *The Communicative Syllabus*. Englewood Cliffs: Prentice-Hall