

# EFL Education Journal

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## A Content Analysis on the Relevance of an English Textbook to the Recent Curriculum in Indonesia

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**Abstract:** This research aims to analyze the relevance of the learning materials presented in an English textbook to the 2013 Curriculum by using content analysis. The data are collected from textbook *Bahasa Inggris*, for Grade X published by The Ministry of Education and Culture of Indonesia. The research findings describe that the learning materials presented in the textbook *Bahasa Inggris* is still relevant to the 2013 Curriculum, though they do not gain the maximum score. This is reasonable since not all suggested learning materials are available in the textbook and not all learning materials fulfills the criteria of learning materials depth. Based on the result of the research, it is recommended to adopt and to adapt learning materials from the other trusty learning sources.

**Keywords:** content analysis, curriculum, English textbook, evaluation

### 1. Introduction

There are many types of learning sources a teacher may use to facilitate teaching and learning activities, among them are printed and electronic textbooks, videos, realias, recordings, and so on. However, textbook is the mostly-used learning source among the above mentioned. The Ministry of Education of Ontario (2006:6) defines textbook as a comprehensive instructional materials in form of the printed and the electronic one, or in form of the combination of the printed and the electronic one. It contains “prescribed materials” which are particularly designed to attain institutional learning objectives. Schools around the world have at least textbooks to

support teaching and learning activities. Therefore, the existence of textbook seems inseparable from educational system.

For the sake of purposeful teaching and learning activities, a textbook must be designed in line with the curriculum. Textbook and curriculum are unavoidably related one another. Njeng'ere (2014, p 3) states that curriculum functions as a tool that organizes sets of educational purposes into objectives and learning outcomes which should be achieved at various levels of education and training. The quality and standard of curriculum are significantly affect the quality of education (Senem, 2013, p 2) The composition of the curriculum itself is commonly built up after effortful researches to find out what is exactly needed by students during the process of learning. Thus, in textbook publishing, curriculum plays as a guideline for textbook publishers in designing learning materials which best meet students' need.

In education system, Indonesia applies national curriculum. The curriculum applied has changed from time to time. In past the eleven years, there were as many as two curriculum changings. The first changing happened in 2006, to change *Kurikulum Berbasis Kompetensi (KBK)* into *Kurikulum Tingkat Satuan Pendidikan (KTSP)* and the second changing happened in 2013 to change *KTSP* into the 2013 Curriculum. Now, the Ministry of Education and Culture of Indonesia implements the 2013 Curriculum.

The decision to implement the 2013 Curriculum was taken under some reasons that philosophically curriculum in Indonesia should be developed based on the nation culture, real time and future life (*Dokumen Kurikulum 2013*, p 3). While empirically, the implementation of the 2013 Curriculum is the result of the

evaluation of the previous applied curriculum, *KTSP*, that put much emphasizes on cognitive domain. It is also designed to prepare Indonesian young generation in facing global economic competition (*Dokumen Kurikulum* 2013, p 7-8).

Since the 2013 Curriculum is newly implemented, there are still limited textbooks designed for the curriculum. One of the textbooks that is in line with the 2013 Curriculum is the textbook published by Ministry of Education and Culture of Indonesia and is available for elementary to secondary level of education. The textbook soon becomes a primary learning source among secondary schools in Jember, Indonesia.

A preliminary study was conducted on the textbook *Bahasa Inggris* for Grade X which follows the 2013 Curriculum. It was found that the materials cover one kind of short functional text, letter, which is not suggested in the Basic Competence of the 2013 Curriculum. The condition led to the curiosity to conduct a pre-use textbook evaluation. Tomlinson (2003, p 23) stated that pre-use evaluation is conducted to get an impression about a certain textbook. By doing a pre-use textbook evaluation, teachers can gain enough information needed to make a judgment whether or not the textbook meets the students' needs. The evaluation was then conducted to find the relevance of the learning materials of textbook *Bahasa Inggris* to the 2013 Curriculum. As Mahmood (2011, p 174) mentions that a good textbook should cover the content and the objectives of national curriculum, it is crucial to find the relevance of textbook *Bahasa Inggris* to the recent Indonesian national curriculum

## 2. Literature review

### 2.1. Textbooks in ELT (English Language Teaching): Theoretical framework

The Ministry of Education of Ontario (2006, p. 6) defines textbook as a comprehensive instructional materials in form of the printed and the electronic one, or in form of the combination of the printed and the electronic one. It contains “prescribed materials” which are particularly designed to attain institutional learning objectives. It is also a book which is used as an instruction for teachers based on their needs (Mahmood, 2011, p 1). As the development of technology runs rapidly, now we can find textbooks in the form of electronic books (e-book) as well as the printed ones. In recent years, the electronic or the non-printed books are now widely used, especially in high educational institutions.

Textbook is the core component in most language program (Richards, 2001, p 1) since much of language input received by learners come from it. In some conditions, it also comes up as the main ‘director’ of the language practices happen in the classroom. Seguin (1989, p 18-19) points out that textbook as a tool of teaching and learning has at least three main functions. It functions as sources of information, as manual in learning, and as tools of structuring and organizing learning activities. Furthermore, textbook provides “standardized” learning materials that teachers do not need to spend much time in developing appropriate learning materials for students. It may also provide a meaningful tutorial for beginning teachers because textbook comes with many ideas that can be used by teachers to set teaching and learning activities along with the selection of materials they should serve to the students. Therefore, it is quite reasonable that Abed and Al-Absi (2015, p 160) claim that textbooks unavoidably play crucial roles in the educational system.



Tomlinson (2008, p 3) argues that a number of ELT materials fail to help English as a second, foreign, or other language learners in acquiring English basic competence and in developing their ability to use English. No matter how many times a textbook has been edited before it is published, the existence of irrelevant learning materials are still found over some textbooks. Thus, it is important for teachers to select a textbook which presents appropriate materials for their students. However, an appropriate selection can only be done after they have conducted a textbook evaluation (Fredriksson and Olsson, 2006, p 7).

Further, Lawrence (2011, p 12) points out 3 different stages in evaluating a textbook: 1) pre-use evaluation, 2) whilst-use evaluation, and 3) post-use evaluation, in which each of them has its own significance. However, pre-use evaluation is conducted to get an impression about a certain textbook (Tomlinson, 2003, p. 23, in Lawrence, 2011, p. 12). By doing a pre-use textbook evaluation, teachers can gain enough information needed to make a judgment whether or not the textbook meets the students' need.

There are many characteristics a good textbook should have. Sheldon (1988, p. 242) mentions that teachers should consider some aspects such as the accessibility of the learning materials, the textbook layouts, the material authenticity, the material validity and the cultural aspects presented in the materials while selecting a textbook. Equally important to the criteria mentioned before, the other criteria teachers should pay attention to while selecting a textbook is the conformity to the policy and the scope of the curriculum which deals with the relevance of the textbook contents to the objectives of the National Curriculum (Mahmood, 2011, p. 174). In relation to this, Miekley (2005, p. 5) further mentions in his checklist "the appropriateness with the curriculum" as one of the criteria of a good textbook. A

good textbook should represent the guidelines in the national syllabus into a rich source of content, text, and activities more than those which are developed personally by teachers (Richards, 2011, p. 6). It means that the materials presented in the published textbooks should be better in fulfilling the curriculum criteria than those which are formulated by teachers.

The textbook *Bahasa Inggris* is an English textbook published by Ministry of Education and Culture in 2016. It is written by Widiati, Rohmah, and Furaidah. It is a curriculum-based textbook which is used to teach grade X students of senior high schools. The previous version of the textbook was published in 2014 and follows the early version of the 2013 Curriculum. As there were some revisions through the newly implemented curriculum, now the textbook comes with the latest version of the 2013 Curriculum. The materials provided in the textbook are organized into 15 chapters without any distinction of the materials for “the First Semester” and the materials for “the Second Semester”. Generally, the learning materials provided in the textbook cover *short functional texts, transactional texts, interpersonal texts, descriptive texts, narrative texts, recount texts, grammar review materials, and vocabulary building materials*. Those materials are inserted separately among chapters in the textbook.

The textbook *Bahasa Inggris* is an English textbook published by Ministry of Education and Culture in 2016. It is written by Widiati, Rohmah, and Furaidah. It is a curriculum-based textbook which is used to teach grade X students of senior high schools. The previous version of the textbook was published in 2014 and follows the early version of the 2013 Curriculum. As there were some revisions through the newly implemented curriculum, now the textbook comes with the latest version of the 2013 Curriculum. The materials provided in the textbook are organized into 15 chapters without any distinction of the materials for “the First Semester” and the

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Based on the Act No.20 of 2003, the word “curriculum” is defined as a set of plans and regulations about the objectives, the contents, and the instructional materials along with the method in which it is used as a guidance in carrying out learning activities to achieve certain purposes of education. It is a grand design to equip syllabuses, instructional materials, and textbooks to be used in various type of lessons and scopes of learning from which teacher’s work programs and lesson plans can be set (The Ministry of Education of Namibia, 2010, p. 1). Thus, the role of curriculum is inevitably crucial upon education field. Senem (2013, p. 2) claims that the quality and standard of curriculum are significantly affect the quality of education. Njeng’ere (2014, p. 3) explains in more detail that curriculum plays important roles in determining the education goals and simplifying them into learning objectives and learning outcomes that have to be achieved at every level of education. In language teaching, the existence of curriculum does contribute to the development of language proficiency (Alghazo, 2015, p. 319). It establishes the portion of exposure given to each language skills and components in a language learning. Furthermore, the framework of curriculum leads language teachers to define a proportional portion on the language skills and language components being taught. Therefore, the learning materials would not be too little on a certain language area and would not be too much on the other ones.

The 2013 Curriculum refers to the curriculum which comes right after *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Based on *Peraturan Menteri Pendidikan dan*

*Kebudayaan (Permendikbud) No. 70 Year 2013* (2013, p. 4), the implementation of the curriculum was started in 2013. Ahmad (2014:7) states that the concept of this curriculum is extended from *KTSP* in some elements.

There were some revisions during the implementation of the 2013 Curriculum. Since the early version of the 2013 Curriculum put the duty of assessing students' social and spiritual aspects to all subject teachers, the first revision focused on putting students' social and spiritual assessment upon civics and religion teachers, while the last revision of the 2013 Curriculum put an attention to the synchronization of its Core Competence and its Basic Competence. After passing through some revisions, now, Indonesia has the final revision of the 2013 Curriculum to be implemented.

The curriculum consists of Core Competence and Basic Competence. The Core Competence contains general ideas on the learning objectives which have to be achieved by the students. The Core Competence 3 provides the learning objectives should be achieved by students relating to the cognitive domain while the learning objectives related to the psychomotor domain are provided in the Core Competence 4. Meanwhile, a Basic Competence is the derivation of the Core Competence. One Core Competence may be derived into some Basic Competences. They present specific references for teacher to construct learning indicators.

## **2.2. Conceptual Review**

Content Analysis is a research method for summarizing any form of content by counting various aspects. It is used to submit and to organize information in a standardized form by drawing conclusion on the characteristic and meaning of any recorded material.

The word “Relevance” in this research refers to the conformity between the learning materials provided in the English textbook “Bahasa Inggris” to the set of criteria stated in the 2013 Curriculum. English textbook is any kind of textbook discussing about English and is used to teach English. In this research, English textbook refers to the textbook entitled *Bahasa Inggris*, which is used to teach senior high school students grade ten.

Curriculum is a framework which set about how a certain course is run. The curriculum here refers to the 2013 Curriculum which is newly implemented by Indonesian government in 2016. It contains Core Competence and Basic Competence of English subject for the tenth grade students. Senem (2013:2) claims that the quality and standard of curriculum are significantly affect the quality of education. Njeng’ere (2014, p. 3) explains in more detail that curriculum plays important roles in determining the education goals and simplifying them into learning objectives and learning outcomes that have to be achieved at every level of education. In language teaching, the existence of curriculum does contribute to the development of language proficiency (Alghazo, 2015, p. 319). It establishes the portion of exposure given to each language skills and components in a language learning.

### **2.3. Review of Previous research findings**

Some researches regarding to the content analysis of English textbooks have been conducted. In 2014, Agni Kusti Kinasih conducted a content analysis on the English textbook *Look Ahead* and *Pathway to English*. She analyzed the textbooks under some criteria such as the material relevancy to the curriculum, the material accuracy, the language appropriateness, the presentation technique, the teaching and learning technique, and the presentation coverage. Especially for the material

relevancy to the curriculum aspect, she found the textbook *Look Ahead* was 75% relevant and the textbook *Pathway to English* was 83% relevant.

A similar research conducted by Masyhudi Lathif in 2015. He evaluated the textbook *Let's Talk: English for Students of Grade VIII (SMP/MTs)* and *English on Sky 2 for Junior High School Students Grade VIII* in the same method as Agni Kusti Kinasih did. The result of the evaluation described that the textbook *Let's Talk: English for Students of Grade VIII* was more relevant to the curriculum by fulfilling 83% of stated criteria than the textbook *English on Sky 2 for Junior High School Students Grade VIII*, which only fulfilled 67% of stated criteria.

### 3. The Study

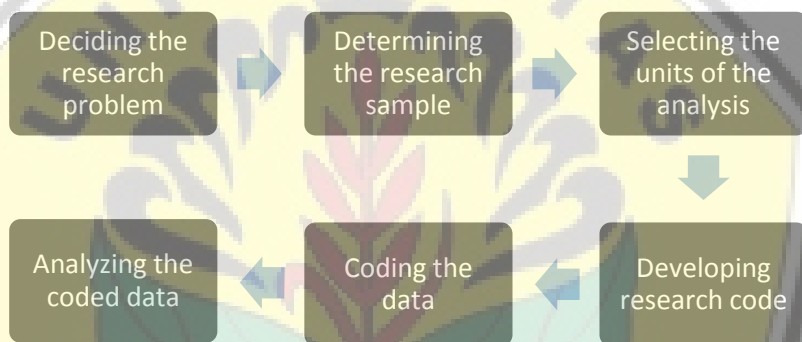
#### 3.1. Research Context

The object of the research was chosen by purposive sampling. McMillan (1996, p. 92) defined that purposive sampling is a selection of particularly representative sample. In selecting a sample, the researcher made a judgment on the population based on his knowledge to choose the most representative sample. It was expected that the sample could provide the best information to answer the research problems.

Based on the above discussion, the researcher aimed to use an English textbook entitled *Bahasa Inggris* for grade X students published by Ministry of Education and Culture of Indonesia as the research object. The choice of the textbook was taken under a consideration of the research problem that aimed to describe the relevance of textbook *Bahasa Inggris* to the 2013 Curriculum. By taking account into the research problem, it was found that the appropriate sample for the research is the textbook *Bahasa Inggris* for grade X students published by Ministry of Education and Culture of Indonesia.

### 3.2. *Research Design*

The design of this research was content analysis, which was used to collect and to organize information in a standardized format by drawing conclusions on the characteristic and meaning of any recorded material such as books (GAO, 1989, p. 6). To make it simple, it was a method of analyzing document (Elo & Kingas, 2007:108). Based on GAO (1989, p. 8-20), the steps to conduct content analysis was adapted as follows:



### 3.3. *Research data and analysis*

Myers and Barnes (2005, p. 18-39) pointed out some methods that can be used to collect data, those are: *a) interviews, b) focus groups, c) observations, and d) documentary analysis, e) visual methods, and f) combining qualitative methods.* Here, the researcher aimed to use documentary analysis to collect the required data. Myers (2005, p. 32) described that documentary analysis is an attempt to analyze various documents. Using documentary analysis to gather data gave researchers very rich and descriptive reports on the analyzed-issues.

In the research, the researcher used two documents, namely the English textbook *Bahasa Inggris* for grade X students and document of the 2013 Curriculum. Further, the data collection was conducted in some steps, they were 1) reading through and listening to the learning materials, 2) reading through the document of the 2013 Curriculum, and 3) finding the relevance of the learning materials in the textbook to the curriculum. However, the relevance of the materials was found by scoring the completeness and the depth of the learning materials presented in the textbook. The scores were found by completing a checklist which was developed from *Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris Tahun 2014 BSNP*.

The data of the research were analyzed by using descriptive statistics. Kerns (2011, p. 35) defined that descriptive statistics is a method to summarize data. In this research, the researcher firstly counted the score of the learning materials in term of its completeness and its depth. The researcher then consulted the final score based on the score level classification. The score level classification was developed from that which is compiled by *BSNP* (2014, p. 1) who classified the score in to the following categories:

## **4. Research results and Discussion**

### *4.1. Research results*

Based on the syllabus of the 2013 Curriculum, the English learning materials for senior high school students should cover *interpersonal texts*, *transactional texts*, *short functional texts*, and *functional texts*. Furthermore, those texts are determined into the more specific learning materials regarding to the students' grades. For Grade X, the English learning materials should cover *interpersonal texts* about *congratulating and complimenting others*. They should cover *transactional texts* on some topics such as *a) self-identity and family relationship*, *b) expressing intention*,



and c) *past events*. The kind of short functional texts should be presented in the textbook are *announcement on school events* and *song on teenagers' life*, while some functional texts should be presented are *descriptive texts on tourism objects and historical places*, *recount text on historical events*, and *narrative text on legends*.

The learning materials suggested in the syllabus are spread through the Basic Competence of the 2013 Curriculum. They are then formulated into 43 Sub-basic Competences. There are also some learning materials which are not suggested either in the Basic Competence or in the syllabus of the 2013 Curriculum, yet they are presented in the textbook. Those irrelevant learning materials are letter and an announcement

In term of the completeness of the learning materials, as many as 49 of 75 suggested learning materials available in the textbook. Those cover 30 learning materials on cognitive domain and 19 learning materials on psychomotor domain. However, 26 suggested learning materials cannot be found in the textbook. They cover 8 learning materials on cognitive domain and 18 learning materials on psychomotor domain.

The learning material on the picture above is relevant to the criteria presented in the description of the checklist criteria since it guides students to be able to produce spoken interpersonal text on *complimenting others*. Through the task, students are asked to give compliments and the appropriate responses spontaneously. Every student should prepare himself for either complimenting or giving response. Through this interesting activity, students are able to produce various expressions of compliment along with the responses.

In the learning materials about grammar review on *pronoun* presented in Chapter 1 of the textbook, there are clear explanations on the difference among *subjective pronouns*, *objective pronouns*, *possessive adjectives*, and *possessive pronouns*. Students are also guided to identify the example of each type of pronouns. Yet, 4 questions about possessive adjective appear in the task which is labelled as the exercise of possessive pronoun. This will destruct the students' understanding they got from the previous explanation. Students may get confused whether "his" as the answer of question number 1 belongs to possessive adjective or possessive pronoun. This makes the exercise irrelevant in terms of the learning material depth.

#### 4.2. Discussion

The finding shows that the textbook *Bahasa Inggris* meet one of the criteria of a good textbook in term of its fitness to the curriculum (Mahmood, 2011, p. 174, Miekley, 2005, p. 5).

The textbook *Bahasa Inggris* also plays its function as source of information (Seguin, 1989, p. 18-19) for grade X students to learn English. This is because the textbook explores plenty number of learning materials which help students to be able to use English in their daily life. For instance, some interpersonal texts on *congratulating and complimenting others* are useful in helping students to develop their interpersonal skills. The texts cover enough expressions which can be used in congratulating and complimenting others. Students need to know those expressions since it is common for them to be involved in such a situation when they are called to compliment or to congratulate their friends on a certain achievement. Furthermore, the other texts are useful in making students to be familiar with academic English, such as *Tanjung Puting National Park*, *Taj Mahal*, *Interview with The Wright Brothers*, and *B.J. Habibie*.

Unfortunately, the learning materials provided in the textbook still put emphasizes on cognitive domain. This can be seen from the comparison of the number of the learning materials on cognitive domain to the number of learning materials on psychomotor domain available in the textbook. In terms of the completeness of the learning materials, as many as 30 learning materials on cognitive domain are presented in the textbook, while there are only 19 learning materials on psychomotor domain. In term of the depth of the learning materials, as many as 28 learning materials on cognitive domain are relevant, while there are only 19 learning materials on psychomotor domain which fit the criteria of the depth of the learning materials. This condition is not in line with the design of the 2013 curriculum which aims to put the cognitive domain and the psychomotor domain in balance (Document of the 2013 Curriculum, 2013, p. 7).

Moreover, some topics on the textbook are not presented in good orders. An example of this is the learning materials about the social function of narrative text. The learning material on narrative text jumps from vocabulary building to the reading comprehension in finding the general information related to the text structure. There is neither exercise nor a single question that facilitate students to find the social function of narrative text. Also, there is not instruction in teacher book to help students finding the social function of narrative text.

The same thing happens to the presentation of the learning material of descriptive text and recount text. The textbook does not include exercises that facilitate students to understand the social functions, the text structures, and the language features of both spoken descriptive and spoken recount texts. In this case, students may be asked to listen to a text. Then, they may be given some questions related to the

identification of the social function, the text structure, and the language feature of the text. Yet, that sort of exercise cannot be found in the textbook. The above conditions against the principle stated in the curriculum syllabus that the learning materials presented in the textbook should provide guidelines for students to understand the social function, the text structure, and the language feature of presented texts explicitly.

Although the research are well prepared, there are still unavoidable limitations. First, this research uses content analysis in which the result of the research is subjective. The subjectivity may appear while setting the checklist criteria and analyzing the research result. Although the researcher tried to set the checklist criteria based on the valid document to make it more objective, but the subjective judgements appeared during the research result analysis cannot be avoided. Secondly, because of the time limit, the researcher take only the textbook *Bahasa Inggris* for grade X as the researcher sample. The researcher did not take the textbook *Bahasa Inggris* for grade XI and the textbook *Bahasa Inggris* for grade XII as the research sample.

Therefore, from this research, it is found that the score of the completeness of the learning materials presented in textbook *Bahasa Inggris* is 6.53. However, in term of the depth of the learning materials, the result of the checklist shows that the learning materials presented in the textbook *Bahasa Inggris* are not deep enough. 47 learning materials were relevant to the Basic Competence. They cover 28 learning materials on cognitive domain and 19 learning materials on psychomotor domain (see Figure 4.5). However, as many as 28 learning materials are irrelevant to the Basic Competence. They cover 10 learning materials on cognitive domain and 18 learning materials on psychomotor domain

## 5. Conclusion

This research describe the relevance of the learning materials presented in the textbook *Bahasa Inggris* to the 2013 Curriculum by using content analysis. The finding shows that the learning materials presented in textbook *Bahasa Inggris* are relevant to the 2013 Curriculum. It is scored 6.39 or 6 for its relevance because the textbook does not cover complete learning materials suggested in the Basic Competence of the 2013 Curriculum. Some suggested learning materials cannot be found in the textbook. However, some non-suggested learning materials are presented in the textbook. The textbook also misses a number of exercises to measure students understanding on some lesson topics. This condition makes the textbook *Bahasa Inggris* pay fair contribution to the 2013 Curriculum. Yet, it can still be a learning source for Grade X students in learning English.

Since not all suggested learning materials are presented in the textbook, English teachers need to consider on having the other supplementary learning sources to teach English for Grade X students. In other words, they may use more than one textbook. Further, it is recommended for future researchers to undertake further researches on the different topics such as analyzing the value of the character building presented in the textbook and analyzing the politeness strategies appear in the texts. It is also suggested that textbook writers revise the inappropriate learning materials presented in the textbook *Bahasa Inggris*.

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