ANALYZING A TEXTBOOK “BRIGHT AN ENGLISH COURSE FOR JUNIOR HIGH SCHOOL” PUBLISHED BY ERLANGGA PUBLISHING COMPANY

Hastri Firharmawan¹, Esti Rahayu²

English Language Education Study Program, Faculty of Teacher Training and Education
University of Ma’arif Nahdlatul Ulama Kebumen
hfirharmawan@gmail.com¹, estinafingatulmahfudloh@gmail.com²

Abstract. Textbook is an essential component in teaching and learning process. It facilitates teachers to deliver the teaching-learning materials and helps students in order to learn more easily. However, not all textbooks used in schools are good and appropriate. The aim of this study is to analyze the compatibility of the materials in the textbook used by the second graders of MTs Ma’arif Nahdlatul Ulama 03 Kenranjen Banyumas with basic competencies in the 2013 curriculum. The type of this research was document content analysis. Data is in the form of words, phrases, or sentences which are English materials in the textbook “Bright an English Course for Junior High School Students” published by Erlangga Publisher in 2013. The result of this research shows that this textbook belongs to be a good textbook. The textbook is supportive to learning since the materials provided within the textbook are compatible with the basic competencies required by 2013 English curriculum for Junior High School. All basic competencies (KD) are evenly distributed in the textbook with the following percentage composition: basic competency 3 gains 50% and basic competency 4 gains 50%. It means that the textbook is suggestible to be used in teaching.

Key words: textbook; basic competency; analysis

INTRODUCTION

Textbook is an important component in the English teaching and learning process. It can became one of the easiest tools for teachers to deliver the teaching-learning material. Besides, it also gives the students easiness in learning; for an example, to improve the student’s reading comprehension skills, students can practice reading through the reading passages given throughout the book. In other words, it supports learning activities conducted during teaching-learning process.

According to Sheldon (1987:3), a textbook can be referred to as a published material specially designed to help language learners to improve their linguistics and communicative abilities. In addition to Sheldon, Cunningsworth (1995:7) defines textbook as a source in achieving aims and objectives that have been set in terms of learner needs. Textbooks should be having a persuasive content, to make the students more attractive, interested and excited to learn English. Fatima et.al (2005:4) even stated that teachers will be inevitably face problems if the textbook used for their students is too advanced or too simple. A part from this Masuhara and Tomlinson (2008: 17) added that the student’s book usually comes with other materials such as workbook, a teacher’s book or even additional multimodal texts for reference as a textbook package. Textbook is designed to give cohesion to the language teaching and learning process by providing direction, support, and specific-based activities aimed at offering classroom practice for students (Mares, 2003:130) and as a foster effective and quick language learning (Cunningsworth,1995:6). Textbooks is not only helping teacher to explain the material to the students, but also helps students to quick achieve their learning needs, and easier doing classroom practice. Richards (2001:259) said that in some situations,
Textbook serves as the basis for much of the language practice that occurs in the classroom. Textbook is also provided to become supplement for teacher instructions and build contact with students. In short, textbook is a support for the teacher to accelerate learning. Therefore, selecting a good textbook is crucial for teachers to do.

According to Cunningsworth (1995:28), the effectiveness of a textbook in arranging aims and goals and preparing teaching materials become a good consideration before deciding to use the textbook in the classroom. It means English teachers are responsible in order to choose a good or ideal textbook for students to avoid an inappropriate textbook; for example, a textbook which is in a lack of corelation with the learner’s material needs, full with uninteresting exercises or even too expensive for students to buy. These reasons make the selection of textbook to use become relatively crucial. The textbook should be fit with the current curriculum, school syllabus, the student’s needs and also the aims or goals of teaching. However, on several occasions, student’s needs sometimes become pin point for the teacher to determine which textbook to use.

Started on July 2013, Indonesian curriculum has been changed. The government switched the school curriculum from KTSP (Kurikulum Tingkat Satuan Pendidikan) to the 2013 curriculum. The 2013 curriculum is pretty much different from KTSP. In KTSP, teachers become center in the learning activities, but in the 2013 curriculum the students become the center of the activities. Students are required to question, analyze, and then produce as learning outcomes. The purposes of the study in the 2013 curriculum are not only based on what the student learn from curriculum, but also to achieve certain values to build good character of the students.

Nowadays, there are many English textbooks have been published, whether they are from local or foreign publishers. When the curriculum is announced to be replaced by the government, many teachers have to buy new textbooks in order to suit the new curriculum. This is because the goal of the study will also be based on the new curriculum. In reality, it is difficult to get English textbooks that has good materials suitable with the curriculum and effective for the students. Although many of English textbooks for Junior High School are claimed to be published and written based on the basic competence in the syllabus, and effective for the students, but not all of them are really in line with the 2013 curriculum, and also not effective for the students.

Researchers were interested in analyzing if the English textbook “Bright an English Course for Junior High School Students” released by Erlangga Press that is used by the second graders of MTs Ma’arif NU 3 Kemranjen, Banyumas, matches the 2013 curriculum. The researchers tried to look for the appropriateness between the required basic competencies and the learning contents within the text book. It is expected that the research helps to clarify the suitability of the text book for learning. Besides, the researchers describe how the learning materials to be distributed throughout the book.

LITERATURE REVIEW

Textbook has an important role in teaching and learning process. It helps teachers to deliver the materials and helps the student to understand learning materials more easily. Hinkel (2005:7) stated that textbook is an effective media for the educational practice and it can reflect values and senses for individuals and nations. Another concept explained that textbook can be referred to as published book, specially designed to help language learners to improve their linguistics and communicative abilities (Sheldon, 1987:140).Textbook can provide some inputs, which are lessons, activities, explanations, and so on (Hutchinson and Torres, 1994:315).To say in short, textbook is an instrument which can help and support teachers and students in the teaching and learning process.
According to Murcia (2001:415) a textbook is categorized good if it is viewed from the whole aspects of the textbook. The textbook should be to fit with the current curriculum, school syllabus, the student’s needs and also the aims and the goals of teaching. The criteria should cover the subject matter, vocabulary and structure, exercise, illustration, and physical appearance. The first aspect is subject matter, subject matters cover variety of materials which are suitable with the curriculum, in this case in the 2013 curriculum, the materials are arranged in logical form; the content grade are appropriate with the learner’s need, and the materials should be up to date. The second aspect is vocabulary and structure, the vocabulary items are controlled following simple to complex one, the new vocabulary are repeated in the next chapter to make the student’s memory stronger, the sentence should be suitable with the student’s level. The structure increases in difficulty level to grow the ability of the students, the words are used daily words, and the sentence structures are understandable. The third aspect is exercise. The exercises should develop comprehension and test knowledge, involve vocabulary, structures, language skills, and provide practice in different types of written work (spelling, sentence completion and others). The fourth aspect is illustration, creating a favorable atmosphere by depicting realism and reaction; clear, simple, interesting, and reflecting content to help the learners in understanding the text. The last aspect is physical appearance. It is the cover which is interesting. It also provides texts which are attractive, and the size is suitable with the students’ ability.

“Bright an English Course for Junior High School Students” is a textbook used by the second-graders of MTs Ma’arif NU 03 Kemranjen, Banyumas. The textbook is written by NurZaida and published by Erlangga. It is assumed that the textbook reflect the 2013 curriculum. The textbook consists of 204 pages and contains materials that are provided with many interesting pictures. In each activity unit in the textbook also contain exercises that support learning process related to the topic. In every chapter, the textbook provides Reflection section that are designed for student to check their own progress in understanding the materials they have learn in each chapter.

The textbook consists of 16 unit, the first unit until sixth unit is about expression, there is about expression for attention and responses, check understanding and responses, compliments and responses, opinion and responses, ability and responses, willingness, unwillingness and responses, instructions and prohibition and expression to invite someone and permission. The seventh unit is about greeting card and ask students to practice make a greeting card, the eighth is about quantifiers and use there is/are to describe something. The ninth unit until thirteenth unit is about structure, there is about simple present tense, present continuous tense, comparative degree, simple past tense, and about past continuous tense. The fourteenth unit is about short message, in fifteenth unit is about announcement/notice, and the last in sixteenth unit is about music time.

The 2013 curriculum is the recent curriculum used by education system in Indonesia since released in July 2013. The development of 2013 curriculum is continuation from competence based curriculum (KBK) on 2004 and the advance and also reformed version of KTSP. The curriculum offers core competencies and basic competencies to master. The basic competencies explore students’ knowledge and skills to master.

METHOD
This was content analysis research by analysing related documents. According to Cothari (2004; 10) content analysis consists of analyzing the contents of documentary materials such as books, magazines, newspaper, and the contents of all verbal materials which can be spoken or written. It was done from July to August 2020. Data is in the form of words, phrases, or sentences which are English materials in the textbook “Bright an English Course for Junior High School Students” written by Zuraida, published by Erlangga.
Publisher in 2013. There are five stages in the data analysis. They are 1) Match the basic competencies (KD) and learning material for each unit in the textbook using a table of appropriateness; 2) Count the number of learning materials that correspond to each basic competency (KD); 3) Calculate the percentage of learning materials that correspond to each basic competence (KD); 4) Determine the order from the most dominant frequency to the lowest with a chart; 5) Make conclusions.

RESULTS AND DISCUSSION

What basic competencies have been represented through the units within the textbook.

To find the basic competencies which have been reflected throughout the book, the researchers created a table to show compatibility between learning materials and the expected competencies as stated in the curriculum. The researchers read the book unit by unit repetitively until three times to match if the learning materials in the unit compatible with the basic competencies. The result is shown in table 1:

<table>
<thead>
<tr>
<th>Types</th>
<th>Basic competencies (KD)</th>
<th>Units</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>1,2,3</td>
<td>3</td>
<td></td>
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<tr>
<td>3.2</td>
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<td>1</td>
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<td>3.3</td>
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<td>3.4</td>
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<td>3.5</td>
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<td>3.6</td>
<td>8</td>
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<tr>
<td>3.7</td>
<td>9</td>
<td>1</td>
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<tr>
<td>3.8</td>
<td>10</td>
<td>1</td>
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<tr>
<td>3.9</td>
<td>11</td>
<td>1</td>
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<tr>
<td>3.10</td>
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<td>1</td>
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<tr>
<td>3.11</td>
<td>13</td>
<td>1</td>
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<tr>
<td>3.12</td>
<td>14,15</td>
<td>2</td>
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<tr>
<td>3.13</td>
<td>16</td>
<td>1</td>
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<tr>
<td>4.1</td>
<td>1,2,3</td>
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<td>4.12</td>
<td>14,15</td>
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<tr>
<td>4.13</td>
<td>16</td>
<td>1</td>
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Total 16 3
Based on table 1, the basic competency 3.1 is reflected in the unit 1, 2 and 3. The learning materials cover topics such as asking attention and responses, checking understanding and responses, rewarding performance or compliment and responses, asking and expressing opinion and responses. Attention and responses can be found in ‘Excuse Me’ on page 2 and page 3 in the textbook. ‘Excuse Me’ becomes an entry point before starting the units. The material in attention responses is presented in two subtopics; there are ‘Activity’ and ‘You Should Know’. In the ‘Activity’ subtopic, there are short dialogues as the example and activities by which the students should complete the dialogue with the right word in the box. In the ‘You Should Know’ subtopic, it presents materials like how to ask, respond, and show attention. Compliment and responses can be found in ‘Good Job’ on page 10 and page 11. The material in compliment and responses is presented in two subtopics; there are ‘Activity’ and ‘You Should Know’. In the ‘Activity’ subtopic, it is presented in one short dialogue. In the ‘You Should Know’ subtopic, it is presented expression to use compliment. Opinion and responses can be found in ‘Isn’t It Good?’ on page 19. The materials in opinion and responses are presented in two subtopics; there are ‘Activity’ and ‘You Should Know’. In the ‘Activity’ subtopic, it presents two dialogues and exercises for the students. In the ‘You Should Know’ subtopic, it discusses how to ask someone’s opinion and response to opinion.

Basic competency 3.2 is reflected in unit 4. This is about willingness and unwillingness. Willingness, Unwillingness and Responses can be found in ‘You Can Do It!’ on page 30. The materials in willingness, unwillingness and responses are presented in two subtopics; there are ‘Activity’ and ‘You Should Know’. In the ‘Activity’ subtopic, it presents a dialogue and exercises for the students. In the ‘You Should Know’ subtopic, it talks about how to ask someone’s willingness and unwillingness, and respond to someone’s willingness and unwillingness.

Basic competency 3.3 is reflected in unit 5. It is about suggestion or advice, instruction or command and the responses, and prohibition and the responses. Instructions and the responses can be found in “Put on The Life Jacket, please” on page 38, 39 and 45. The materials in instruction and the responses are presented in two subtopics; there are ‘Activity’ and ‘You Should Know’. In the ‘Activity’ subtopic, it presents two dialogues and exercises for the students. In the ‘You Should Know’ subtopic, it discusses how to give the instruction, response to instruction and polite request of instruction. Suggestion or advice can be found on page 51 in the ‘You Should Know’ subtopic. Prohibitions and the responses can be found in ‘Put on The Life Jacket, Please’ on page 38, 39 and 45.

Basic competency 3.4 is reflected in unit 6. It is about inviting someone and the responses, permission and the responses. Inviting someone and its response can be found in ‘Will You Come to My Party?’ on page 54 and 56. The material in inviting someone and its responses is presented in two subtopics; there are ‘Activity’ and ‘You Should Know’. In the ‘Activity’ subtopic, it presents two dialogues and exercises for the students. In the ‘You Should Know’ subtopic, it talks about how to invite someone, accept and refuse an invitation. Permission and responses can be found on page 58 and 59. The material in permission and the responses is presented in one subtopic called ‘Activity’. In the ‘Activity’ subtopic, it presents two dialogue and exercises for the students.

Basic competency 3.5 is reflected in unit 7. It talks about greeting cards and how to make a greeting card. Greeting cards and response can be found in ‘Congratulations!’ on page 66 and 68. The materials in greeting card and the responses are presented into two subtopics, namely, ‘Activity’ and ‘You Should Know’. In the ‘Activity’ subtopic it presents examples of greeting card and exercises for the students. In the ‘You Should Know’ it talks about greeting card and some expressions commonly used in invitation card.
Basic competency 3.6 is reflected in unit 8 which talks about the use of “there is” or “there are”. The use of “There is” and “There are” can be found on page 92 and 93. The material in use of there is and there are is presented in two subtopics; there are ‘Activity’ and ‘You Should Know’. In the ‘Activity’ subtopic it presents pictures to clarify the use of preposition of place, and exercises for the students. In the ‘You Should Know’ subtopic it discusses how to use “there is” and “there are”.

Basic competency 3.7 is reflected in unit 9 which talks about simple present tense. Simple present tense can be found in ‘What do You Usually do?’ on page 98 until 110. The material about simple present is presented in two subtopics; there are ‘Activity’ and ‘You Should Know’. In the ‘Activity’ subtopic it presents one dialogue and exercises for the students. In the ‘You Should Know’ subtopic it explains about simple present tense and how to make a sentence in simple present tense.

Basic competency 3.8 is reflected in unit 10 about present continuous tense. Present continuous tense can be found in ‘What are You Doing?’ on page 112 until 122. The materials in present continuous tense is presented in two subtopics; there are ‘Activity’ and ‘You Should Know’. In the ‘Activity’ subtopic it presents exercises for the students. In the ‘You Should Know’ subtopic it explains about present continuous tense and how to make a sentence in present continuous tense.

Basic competency 3.9 is reflected in unit 11 about comparative degree. Degree of comparison can be found in ‘As Timid as a Rabbit’ on page 124 until 144. The materials in degree of comparison are presented in two subtopics; there are ‘Activity’ and ‘You Should Know’. In the ‘Activity’ subtopic it presents about animals, pictures of animals and exercises for the students. In the ‘You Should Know’ subtopic it explains about adjective, use of -er, -est, -more, -most and how they differ.

Basic competency 3.10 is reflected in unit 12 about simple past tense. Simple past tense can be found in ‘It was Tasty’ on page 146 until 160. The materials in simple past tense are presented in two subtopics; there are ‘Activity’ and ‘You Should Know’. In the ‘Activity’ subtopic it presents three dialogues and exercises for the students. In the ‘You Should Know’ subtopic it explains about simple past tense, how to use regular and irregular verbs, and how to make a sentence in simple past tense.

Basic competency 3.11 is reflected in unit 13 about past continuous tense and recount text. Recount text can be found in ‘Let Share Our Experience’ on page 162 until 180. The materials in recount text are presented in two subtopics; there are ‘Activity’ and ‘You Should Know’. In the ‘Activity’ subtopic is provided texts and exercises for the students. In the ‘You Should Know’ subtopic it discusses recount text, element of recount text, structure of recount text, use simple past and past continuous tense in recount text, use connectors of sequence and use adverb of time in recount text.

Basic competency 3.12 is reflected in unit 14 and 15 about short messages and notice or announcement. Short message can be found in ‘I Want You to’ on page 182 until 188. The materials in short message are presented in two subtopics; there are ‘Activity’ and ‘You Should Know’. In the ‘Activity’ subtopic it is given examples of short messages and exercises for the students. In the ‘You Should Know’ subtopic it explains about the use of the future tense (will, going to), and how to make a short message. Notice can be found in ‘May I have Your Attention, Please?’ on page 190 until 200.

Basic competency 3.13 is reflected in unit 16 about translating song lyrics. The special function of the material in this unit is presented in song. Song can be found in ‘Music Time!’ on page 202 until 204. In this material it is just given one subtopic with exercises for the students.

Basic competency 4.1 is reflected in unit 1, 2 and 3 about asking attention and the responses, checking understanding and the responses, rewarding performance or compliment
and the responses, asking and expressing opinion and the responses. Basic competencies 4.2 is reflected in unit 4. It talks about willingness and unwillingness. Basic competencies 4.3 is reflected in unit 5 which is about suggestion or advice, instruction or command and the responses, and prohibition and the responses.

Basic competencies 4.4 is reflected in unit 6 about inviting someone and the responses, and permission and responses. Basic competencies 4.5 is reflected in the unit 7 about greeting cards and how to make a greeting card. Basic competencies 4.6 is reflected in the unit 8 about the use of “there is” or “there are” to describe something and use neutral quantifiers. Basic competencies 4.7 is reflected in the unit 9 about simple present tense. Basic competencies 4.8 is reflected in the unit 10 about present continuous tense. Basic competencies 4.9 is reflected in the unit 11 about comparative degree. Basic competencies 4.10 is reflected in the unit 12 about simple past tense. Basic competencies 4.11 is reflected in the unit 13 about past continuous tense and recount text. Basic competencies 4.12 is reflected in the unit 14 and 15 about short messages and notice or announcement. Basic competencies 4.13 is reflected in the unit 16 about translating the song lyric.

How the basic competencies (KD) have been distributed within the textbook

To find out the percentage of competency distribution, the following formula is used.

\[
\text{Distribution} = \frac{\sum \text{unit reflecting basic competencies}}{\sum \text{book units}} \times 100 \%
\]

Based on the formula, it is gained the distribution of the competencies as seen in chart 1.

![Chart 1: Distribution of the Basic Competencies in Percentage](image)

Based on chart 1, it is clear that each basic competency in the 2013 curriculum are represented throughout the textbook. However, the basic competencies are not distributed evenly. The distribution of the basic competencies from the most dominant to the least frequency are basic competencies 3.1 and 4.1 with a percentage of 9.4 %; basic competence 3.12 and 4.12 with a percentage of 6.3%; and finally, other basic competencies are distributed equally to a percentage of 3.1 %.

Textbook plays an important role in teaching and learning process. Hinkel (2005:7) stated that textbook is an effective media for the educational practice and it can reflect values and senses for individuals and nations. More vividly, Murcia (2001: 415) explain that the
criteria of good textbook should be to fit with the current curriculum, school syllabus, the student’s needs and also the aims and the goals of teaching. In short, in order to be an acceptable criteria of a good textbook “Bright an English Course for Junior High School Students” textbook which is used by the second graders of MTs Ma’arif Nahdlatul Ulama 03 Kemranjen, Banyumas should present learning materials to explore students’ competencies as suggested by the curriculum.

After the analysis, the researchers found that the learning materials in each units of the textbook are compatible with basic competencies in the 2013 curriculum. All basic competencies are distributed throughout learning materials in the textbook. It means the textbook is a good source to be used by the teachers to teach. This is to guarantee that the teaching does not deviate from the curriculum goals as stated by Murcia (2001:415) that a textbook categorized good if it is viewed from the whole aspects of the textbook. The textbook should be to fit with the current curriculum, school syllabus, the student’s needs and also the aims and the goals of teaching. As a consequence, teachers gain easiness in teaching since they get a media for educational practice which can reflect values and senses of individuals and nations as Hinkel (2005: 7) said.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the textbook “Bright an English Course for Junior High School Students” belongs to a good textbook. This textbook is supportive to learning since the materials provided within the textbook are compatible with the basic competencies required by 2013 English curriculum for Junior High School. The basic competencies represented through the teaching materials within the textbook cover basic competency 3 and 4. Basic competency 3 includes applying social function, text structure and linguistic element of oral and written in asking attention, checking understanding, rewarding performance, asking and responding opinion, willingness and unwillingness, suggestion or advice, instruction and prohibition, inviting someone and asking permission, using “there is” or “there are”, present continuous tense, simple past tense, comparing social function, text structure, and linguistic element of transactional oral and written in greeting card, recount text, short messages and notice or announcement, implementing social function, text structure, and linguistic element of transactional oral and written in simple present tense, and translating song lyrics. Basic competency 4 includes composing a very short simple oral and written interpersonal text in asking attention, understanding, compliment, opinion, willingness, suggestion or advice, prohibition and instruction, inviting someone and permission, transactional interaction in tenses simple present tense, use of “there is” or “there are”, present continuous tense, simple past tense and arranging short and simple special text. Those competencies are distributed through the book with the following composition: 1) Basic competency 3 gains 50%; and, 2) Basic competency 4 gains 50%.

REFERENCES


