

Analysis of English Textbook for Third-Grade in Senior High School

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Abstract

This research aims to find out whether the textbook is eligible for students based on the National Education Standards Agency (BSNP), to find out the benefits of textbooks used by teachers in third grade and to find out the difficulties faced by teachers in using textbooks. This research used the descriptive analysis method with a qualitative approach. This research used two instruments. First, this study used four indicators of book eligibility based on the National Education Standards Agency (BSNP). Second, it used the interview technique of teachers to find out the benefits of textbooks used for third-grade students and to find out the difficulties of teachers in using textbooks used in learning. The results of the research indicate that the textbook entitled “*Bahasa Inggris Kelas XII SMA (Kementrian Pendidikan dan Kebudayaan Republik Indonesia) Edisi Revisi 2018*” included in the decent category in terms of The Eligibility of Content, The Eligibility of presentation, The Eligibility of Language and The Eligibility of Graphics. For teachers and students, this textbook is very useful because it can be a guide for teachers in delivering materials and is also a source of learning for students. Other than that, the materials presented in this textbook also fit students' needs, and the language used is quite well and easy to understand. Moreover, the material presented in this textbook is already following the standard competency and basic competency. Meanwhile, the difficulty facing teachers in using this textbook is that it is not equipped with listening material and it is also limited to school libraries.

Keywords: *Textbook, Eligibility, Benefits and Difficulties.*

1. Introduction

A book is a window to the world. In education, learning media for students and teachers is important to support learning. One of the learning media that is still used from the past until now is books. Even so, there are occasions when digital learning resources are more compelling. However, a book still has to maintain its quality and existence in providing knowledge and knowledge. There are many types of books, but in this study, researchers are interested in discussing textbooks. due to the significance of a textbook in the educational process.

According to Permendikbud No. 8 of 2016, textbooks are the primary learning tool for developing fundamental skills and core competencies and have been approved for use in educational settings by the Ministry of Education and Culture. As a source of information, textbooks are very important in the teaching and learning process. The transmission of knowledge to students is the most important. In addition, one of the fundamental roles of textbooks is to organize content so that students can absorb it quickly and efficiently.

Quality textbooks, according to the Badan Standar Nasional Pendidikan (BSNP), have four eligibility standards, are the feasibility of

language, content, presentation, and graphics, and one other important aspect, namely readability. "Textbooks at the primary and secondary education levels are first assessed for their eligibility by the Badan Standar Nasional Pendidikan (BSNP) before being used by educators and or students as learning resources," states Article 4 Paragraph 1 of the Menteri Pendidikan Nasional Republik Indonesia (Permendiknas RI) No. 2 of 2008 regulation of the book.

Textbooks are required reference books to be used in schools that contain learning materials in the context of increasing faith and piety, character and personality, ability to master science and technology, sensitivity and aesthetic ability, physical potential and health, which are all outlined in the Regulation of the Menteri Pendidikan Nasional No.32 of 2013 concerning amendments to the Regulation of the Minister of National Education Number 11 of 2005 (Puskurbuk, 2011).

Argues Richard (2001), a textbook offers a useful language model and input. Additionally, it aids students in planning out what they will learn next and in reviewing what they have already learned. Baleghizadeh and Amir (2011), assume textbook aid and support them in achieving their educational objectives. They can adjust and modify the materials to meet the needs of the students. It also helps teachers create the activity for the classroom.

Many sources of textbooks are presented from various publishers that are used in schools. A textbook must be declared eligible by the National Education Standards Agency (BSNP), namely the Eligibility of the content, the Eligibility of presentation, the Eligibility of language, and Eligibility of graphics. In addition, for the success of a lesson, it must be ensured that the teacher uses the right textbook that provides benefits for both teachers and students. Because textbook use can occasionally be a challenge for teachers, students learn less effectively.

Based on the above background, the research problem has been formulated into the following questions:

- a. Is the textbook eligible for students based on the National Education Standards Agency (BSNP)?
- b. What are the benefits of the textbook that teachers used in class?
- c. What are the difficulties faced by teachers in using the textbook?

2. Literature Review

2.1. Textbook Eligibility Standards

Related to textbook assessment, the National Education Standards Agency (BSNP) has developed a textbook assessment instrument. This instrument is used to determine the feasibility of a textbook being categorized as a standard book. According to BSNP quoted from Masnur Muslich, a quality textbook must meet four eligibility elements, namely content feasibility, presentation feasibility, linguistic feasibility, and graphic feasibility. The four elements of eligibility are described in the form of detailed indicators so that anyone (textbook assessors appointed by BSNP, textbook authors, teachers, and students using textbooks, as well as the general public) can apply them. For textbook assessors, this instrument can be used as a basis for determining whether or not a textbook is a standard book. For textbook writers, this instrument can be used as a basis for developing or writing textbooks so that the results do not deviate from BSNP expectations. For teachers, students, and the general public, this instrument can be used as a basis for determining whether or not textbooks are used for learning purposes at the level of certain educational units. The four elements of eligibility and their respective indicators are described in succession as follows:

a. The Eligibility of Content

In terms of content feasibility, three indicators must be considered, namely: (a) the suitability of the material description with the core competencies (KI) and basic competencies (KD) contained in the curriculum; (b) the

accuracy of the material; and (c) learning support materials.

b. The Eligibility of Presentation

In terms of presentation feasibility, three indicators must be considered, namely (a) presentation technique; (b) presentation of learning; and (c) completeness of presentation.

c. The Eligibility of Language

Language eligibility has three indicators that must be considered, namely the suitability of the language with the level of student understanding, the use of communicative language, and the use of language that meets the requirements of coherence and integration of the flow of thinking.

3. Research Methodology

This research used the descriptive analysis method with a qualitative approach. In this research, the researchers used two instruments. First, this study used four indicators of book eligibility based on the National Education Standards Agency (BSNP), namely Content eligibility, Presentation eligibility, Language eligibility, and Graphics eligibility. Second, it used the interview technique of teachers to find out the benefits of textbooks used for third-grade students and to find out the difficulties of teachers in using textbooks used in learning. In this research, the data was managed qualitatively to show the quality or conformity with the standard of the book which was analyzed based on the textbook used using the eligibility standards of the National Education Standards Agency (BSNP) and showed the benefits of the textbook used by the teacher, as well as the teacher's difficulties in using it. In this research, several stages of Miles and the four steps of Herberman's (2014) interactive analytical methodology were data gathering, data reduction, data display, and verification.

4. Findings and Discussions

Based on the findings, it appears that the researchers have researched to collect data to answer research questions. The research was

conducted by analyzing English textbooks and interviewing teachers. The following is a descriptive discussion of the research results:

4. 1. The eligibility of textbook

a. The eligibility of the Content

The whole contents of each chapter in this textbook, fall into a category of eligible indicators: the suitability of the material description with the core competencies (KI) and basic competencies (KD) contained in the curriculum, the accuracy of the materials, and learning support materials. This is related to the previous study, Siagian (2016) said that the feasibility of a textbook is said to be feasible if it can meet the three indicators, namely the indicator Completeness of Material, Material Breadth, and Depth of material.

However, the drawback of the contents of this textbook is that there is no definition for each chapter or any material, but this is to the contents of the 2013 curriculum where students will develop the material provided. The information in textbooks must be provided accurately to prevent student misunderstandings by the guidelines of the BSNP and the Bookkeeping Center, (2014) Accuracy of Concepts and Definitions. Other than that, this book's flaws include the fact that it still lacks references, examples, and up-to-date features. Meanwhile, according to Kinanti and Sudirman (2017), this indicator is inseparable from the material used, meaning that features, examples, and references are added to explain the material presented. Three indicators are used to describe the current phenomenon. References that are good and appropriate to use are references from the last five years for textbooks.

Inter-concept linkages in this case are still lacking, Kinanti and Sudirman (2017) argue that all chapters have strong interrelationships to build new knowledge constructions and experiences for students. It begins with social group material that is interrelated with material problems, conflicts, differentiation, and stratification. The specific description has been

explained in the discussion above. However, this relationship is not presented explicitly.

b. The eligibility of the Presentation

In this textbook it can be said to be eligible, however, the technical presentation of the balance between chapters in this book is still lacking. Additionally, the learning presentation and component completion already fall under the "good" category. This is in contrast to previous studies on the eligibility of presentation in textbooks published by the Ministry of Education and Culture. Meliawati and Hamied (2020) argued that: "In the presentation aspect, the English textbook for SMA/ MA/ SMK/ MAK/ MAK/ MAK class X is lacking in the scope of presentation because it does not provide a summary and index of authors. The English textbook entitled English for SMA/SMK/MAK/MAK Class X does not provide a summary to students at the end of each chapter that presents the main points. This textbook also does not have an index of authors. An index of authors is a list of authors whose work is used in the material contained in the book and followed by the page number where their names appear in the textbook."

However, in this case, there are deficiencies in this textbook, the presentation technique is still lacking, namely, this textbook does not balance between chapters. Meanwhile, the BSNP and the Bookkeeping Center, (2014) state that a good textbook has a balance between chapters.

c. The eligibility of the language

This textbook is in an eligible category because the components of Conformity to the Level of Student Development Indicators of the use of language following the level of development of students, and Communicative and all indicators are good and meet the eligibility standards. In this regard, continuing with previous research, Meliawati and Hamied (2020) argue that in terms of language accuracy, presentation techniques, and teaching and learning techniques, English

books for SMA/MA/SMK/MAK are already relevant to the 2013 curriculum, because textbooks it meets all the criteria in that aspect. Meanwhile according to Siagian (2016) in her research that in general, the language presented in this book uses scientific language delivered in scientific language and places students as equal learning partners. In this case, it is known that textbooks must adjust to the level of student abilities.

d. The eligibility of the Graphics

This textbook is included in the appropriate category because all components and indicators have met the standards of the BSNP, namely book cover design, book content design, and book size according to ISO standards, namely B-5 (182 x 257 mm).

According to the BSNP and the Bookkeeping Center (2014), a decent book in terms of graphics is the book cover design, book content design has interesting writing in terms of font, color, in addition to the color of the book cover and beautiful layout. As well as the size of the book has compliance with ISO standards. Sizes A-4 (210 x 297 mm), A-5 (148 x 210 mm), B-5 (182 x 257 mm) with a tolerance of 5-20 mm.

4. 2. The benefits of using textbooks

Based on a teacher interview, it is believed that guidelines for teachers in material transmission, in this case, textbooks, are used as a reference in creating other learning resources, creating contextual teaching materials, and assigning homework to students in addition to textbooks as learning resources. Meanwhile, according to Fatmawati (2015). The benefits of textbooks and the development of insight into the learning process undertaken, As a guide to the learning material studied, and operational steps to explore the standard material thoroughly, provide various types of illustrations and examples related to learning and the formation of basic competencies, Provides instructions and descriptions about the relationship between what is being developed in learning, with other knowledge, Informs a student about

the benefits of textbooks and the development of insight into the learning process undertaken. Meanwhile, according to Mulyasa (2013), The function of textbooks for teachers and students in the learning process should be used according to their use and optimized use appropriately.

4. 3. The difficulties of using a textbook

In this study the teacher argued that the difficulty in using textbooks was because the number was very limited in the library, besides that students quickly got bored if they only used these textbooks as a source of learning, this was because students' reading interest in books was decreasing, they preferred learning resources from the internet, for example through their cell phones or laptops and other electronic learning media. Whereas in previous studies it was said that the difficulties of teachers in using textbooks according to Fatmawati (2015):

"In actual conditions, the teacher finds it difficult to adjust between the material contained in the teacher's book and the student's book, because gaps often occur. In addition, in making lesson plans the teacher must identify learning material by conducting a study of the scope of textbooks."

Meanwhile, Darwati (2011) assumes, teachers find it challenging to teach the content because it is still sparsely illustrated with real-world examples.

5. Conclusions

Based on the result of research Analysis on English textbook for third-grade in Senior High School. It was found that in Yayasan SMA Somba Opu Gowa in third grade used textbook from Bahasa Inggris kelas XII SMA (*Kementrian Pendidikan dan Kebudayaan Republik Indonesia*) Edisi revisi 2018. The textbooks used can be said to be eligible in terms of content eligibility, presentation eligibility, language feasibility, and graphic eligibility in terms of the feasibility indicators of the BSNP.

For teachers and students, this textbook is very useful because it can be a guide for teachers in delivering materials and is also a source of learning for students. Other than that, the materials presented in this textbook also fit students' needs, and the language used is quite well and easy to understand. Moreover, the material presented in this textbook is already in accordance with the standard competency and basic competency. Meanwhile, the difficulty facing teachers in using this textbook is that it is not equipped with listening material and it is also limited to school libraries.

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