

**CONTENT ANALYSIS OF 11TH GRADE ENGLISH TEXTBOOK
(2017 REVISE EDITION) PUBLISHED BY KEMENTERIAN
PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA**

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Abstract: This research was purposed to analyze the content of 11th grade English textbook (2017 revise edition) published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia. This study used descriptive qualitative research design. The data source is 11th grade English textbook (2017 revise edition) published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia. This study used content analysis as the method by using four evaluation's instruments formulated by BSNP, namely content, presentation, language and graphic. The total of average percentage got 94% which categorized as good.

Keywords: Content analysis, English textbook, evaluation.

Abstrak: Penelitian ini bertujuan untuk menganalisis isi buku teks bahasa Inggris kelas 11 (edisi revisi 2017) yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan Republik Indonesia. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Sumber data adalah buku teks bahasa Inggris kelas 11 (edisi revisi 2017) yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan Republik Indonesia. Penelitian ini menggunakan analisis isi sebagai metode dengan menggunakan empat instrument evaluasi yang dirumuskan oleh BSNP, yaitu konten, presentasi, bahasa dan grafik. Total persentase rata-rata mendapat 94% yang dikategorikan baik.

Kata kunci: Analisis konten, buku teks bahasa Inggris, evaluasi.

INTRODUCTION

Textbook is one of the most important instruments in teaching and learning. According to Muslich (2010:50) textbook is a book which contains material description about specific subject or course, which arranged systematically and selected based on particular purpose, learning orientation, and students' development for being assimilated. Textbook is created for supporting teaching and learning process. According to Tarigan (Siti Rahmah, 2017:5) textbook is the best instrument which gives big impact toward learning success in the class. Based on experts' opinion above, the researchers can conclude that textbook is the best instrument which contains material description about particular subject and arranges

systematically to give big impact toward learning success in the class.

In making a good textbook, there are many aspects/rules should be considered. Because of many rules and criteria that need to be concerned in making a textbook, so that Education National Standard Council (BSNP) was made. Government Regulation No. 32 (2013, chapter 43:5) states that the appropriateness of content, language, presentation, and graphics of textbook are examined/ evaluated by BSNP or team that is made by Ministry and then stated by Ministry Regulation. It means that all textbooks cannot be published before passing evaluation from BSNP. In order to be able to follow sophisticated era, BSNP always does improvement toward its evaluation criteria.

Nowadays, students are expected to be creative and active. By providing a good textbook, students are expected to gain much knowledge. Unfortunately, this expectation cannot be reached because expectation does not suit with the reality. In fact there are still many bad things contained in textbook, such as pornography, SARA elements, and wrong ideology about citizenship. As an evidence, in republika.co.id (2015) (Muhammad Ridho Pradita and Fitriani Lubis, 2018:284) there is material in page 78 which teaches violence in Islamic religious education textbook arranged by MGPM team for 11th grade. In that page written that students are allowed to kill polytheists. This textbook had distributed to some high schools level in Jombang Regency. In addition, there are also still many texts, examples, and exercises which not up-to-date and wrong.

Based on the above matters, the researchers are interested in conducting a research entitled "Content Analysis of 11th Grade English Textbook (2017 Revise Edition) Published by Kementerian Pendidikan Dan Kebudayaan Republik Indonesia". This research is purposed to know the appropriateness of the textbook so all people who relate toward education will know whether this book suitable for being used or not. Although this book is published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia, but there is no guarantee that materials in this book are relevant toward the standards and criteria evaluation determined by BSNP. Thus, the researchers decided to conduct an analysis on them.

METHODS

This research used descriptive qualitative research design because it is aimed to analyze textbook which was in documents' form by describing the content based on criteria of BSNP. Descriptive is the characteristic of data in qualitative research because the data is

obtained in forms from words, pictures, behavior) not in numbers or statistical figures (Drs. S. Margono, 2014:39)

The subject of this study was 11th Grade English Textbook (2017 Revise Edition) published by Kementerian Pendidikan Dan Kebudayaan Republik Indonesia. This research was made by using checklist instrument of textbook evaluation that formulated by BSNP in year 2014, namely appropriateness of content, language, presentation, and graphics. These four aspects contain thirteen evaluation sub-aspects, namely the material relevance to the standard and basic competence, accuracy of the materials, supporting materials of learning, technique of presentation, presentation of learning, completeness of presentation, language relevance towards the development of learner, communicativeness, the coherence and unity of ideas, coverage of presentation, size of book/ format of book, cover design, and the design of content. In collecting the data, this research used documentation method because of the source of the data consisted of all contents of 11th Grade English Textbook (2017 Revise Edition) Published by Kementerian Pendidikan Dan Kebudayaan Republik Indonesia which is in document form.

In data analysis technique, this study used content analysis or document analysis to evaluate the textbook by describing it. Some steps in data analysis technique are presented as follows:

- The researchers prepare 11th Grade English Textbook (2017 Revise Edition) published by Kementerian Pendidikan Dan Kebudayaan Republik Indonesia
- The researchers make scoring criteria toward the aspect of the appropriateness materials content for each sub-aspect that will be analyzed based on BSNP issued.

Scoring criteria:

4 = very good

3 = good

2 = sufficient

1 = poor

- Process of the analysis text based on standard/category which have made
- Calculating the percentage of each aspects by this formulation below:
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$$P\% = \frac{\Sigma q}{\Sigma r} \times 100\%$$

P = Percentage that is gained for each aspect is observed

Σq = The total score that is gained for each aspect is observed

Σr = The maximal total score that is gained for each aspect is observed

The formula above is used to describe the data analysis results. The score of category used by the researcher was adapted from four scoring categories of Muniroh (2018:17). The results contain four criteria that shown on table 2.1 below:

Table 2.1 Score category of textbook content

Percentage	Category
80% - 100%	Very Good
60% - 79%	Good
50% - 59%	Sufficient
0 - 49%	Poor

DISCUSSIONS

Based on thirteen evaluation sub-aspects of textbook content that BSNP formulated. The results will be presented on table 3.1 as follows:

Table 3.1 The result of thirteen evaluation sub-aspects

Sub-Aspects Evaluation	Percentage
Materials relevance toward standard and basic competence	88%
Acuracy of the materials	95%
Supporting materials of learning	100%
Technique of presentation	100%
Presentation of learning	100%
Completeness of presentation	67%
The language relevance towards the development of learner	100%
Communicativeness	100%
The coherence and unity of ideas	100%
Coverage of presentation	80%
Size of book / format of book	100%
Cover design	100%
Content design	94%
The total of average percentage	94%

Based on the percentage table 3.1 above, the reserachers get some results that will be presented below:

- Materials relevance to the standard and basic competence gained 88% which was categorized as *very good* category, because there are interpersonal and transactional texts such as offers and suggestions expressions in making, accepting, and declining both of them and giving opinions/ thoughts expressions. Interpersonal and transactional text in this textbook are followed by interesting activity to develop students' skill like speaking, reading, and writing. In short functional text, there are formal invitation, personal (informal) letter. In monologue text, there are exposition and explanation text. Unfortunately, the dominant material in the textbook is reading which is less flexible and not

balance toward other material skills. Listening material is only in chapter 7 because at this chapter students should figure out a song's meaning by reading the song's lyrics while listen to the song. Another weakness is incomplete materials in chapter three and five. In formative assessment part, there is sentence states that students can tell the difference between *formal* and *informal* invitation in chapter three likewise in chapter five (distinguish *informal* and *formal* letter) whereas textbook only provides *formal* invitation (chapter three) and *personal/informal* letter (chapter five) material.

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- Accuracy of the materials gained 95% which was categorized as *very good* category, because the social function in chapter 3 is not suitable with social function in lesson plan. In lesson plan, the social function is to maintain interpersonal relationship in formal context. It is contrast with social function states in book which is to invite people to formal and social events. In social function, offers and suggestions expressions are functioned to facilitate interpersonal communication between different people (interpersonal and transactional communication), while exposition which functioned to persuade/argue something/someone and explanation functioned to describe how or why things happen (functional communication). In element and meaning structure, offers and suggestions expressions. In linguistics faetures, the textbook has fulfilled the aspects.
- Supporting materials of learning gained 100% which was categorized as *very good* category, because teaching materials are taken from relevant and trusty source. This evaluation sub-aspect is deserved to gain perfect score because there are many activities in this textbook which purposed to make students help, tolerance, and appreciate each other.
- Technique of presentation gained 100% which was categorized as *very good* category, because materials in this textbook presented in text form and also have consisted of introduction, content, and closing.
- Presentation of learning gained 100% which was categorized as *very good* category, because material presentation has made students interact/communicate in English with their teacher and enviroment.The textbook make students more creative and independent by doing all the tasks by themselves.
- Completeness of presentation gained 67% which was categorized as *good* category, because the textbook does not provide materials' resume at the end of each chapter. In introduction part, the aspects have done well, there is table content and preface provided. In content part, all the aspects are good. In the other hand, there are no glossary and index in ending part. It made students as a begginer learners are difficult to find out information.
- The language relevance towards the development of learner gained 100% which was categorized as *very good* category, because the textbook provides language that is easy to understand, so it is fit toward students' cognitive likewise with students' social-emotional development.
- Communicativeness gained 100% which was categorized as *very good* category, because this book fulfill accuracy of language rules. All materials and tasks in the book use simple language, so all the messages in the materials are delivered well to the students.
- The coherence and unity of ideas gained 100% which was categorized as *very good* category, because the materials in chapters/sub-chapters/paragraphs are arranged by accurate sequence and have coherence meaning.
- Coverage of presentation gained 80% which was categorized as *very good* category, because there is no resume, glossary, and index in the book which make students difficult to look for information from the book.
- Size of book / format of book gained 100% which was categorized as *very good* category, because paper size of the textbook is A4 (8,27 x 11,69 inch/ 210 x 297mm) which is categorized suitable

toward ISO standard. The paper size is fit toward textbook's content material as well.

- Cover design gained 100% which was categorized as *very good* category, because the composition of layout element (title, author, illustration, logo, etcetera) is balance with content layout. The font size of textbook title is the biggest than author and publisher name which means good. Another key to remember, the color of the textbook title (yellow) is contrast with background color (dark blue). The textbook title does not use decorative letters, so the students do not find difficulty to read the title.
- Content design gained 94% which was categorized as *very good* category, because there is different margin from each part/chapter/sub-chapter which is identified less harmonious. There is decorative letters in chapter three about examples of formal invitation letter. It makes students difficult to read and understand the content/message of letter.

CONCLUSIONS

Based on analysis result, English textbook (2017 revise edition) for 11th grade published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia gained 94% as the total of average percentage. The researchers conclude that the textbook is suitable for being used by 11th grade students and includes to *good* category in fulfilling good textbook requirements formulated by BSNP, namely content, presentation, language and graphic aspects. However, there is still 6% that is unfulfilled especially in sub-aspect of materials' relevance toward standard and basic competence and completeness of presentation. Reading material dominates the textbook's material while listening material only provides in chapter 7 which means less balance.

Based on discussion and conclusion results, the researchers would like to present some suggestions for those who relate with evaluation of textbook and education as follows:

For English teachers

Teacher as a facilitator should facilitate students by providing complete and good English materials. Since this textbook has some weaknesses in materials' relevance toward standard and basic competence and completeness of presentation, teachers should complete unavailable material in this book by making their own materials. As the advantages, students will be clear with the material likewise teachers will improve their skills to be better.

For authors/publishers/evaluators of textbook

All people who relate in textbook making, include authors/publishers/evaluators should concern about criteria of good textbook formulated by experts also BSNP. In additional, textbook should be made suitable with students' level and society so the materials and messages will be delivered clearly.

For future researchers

Hopefully by this research, future researchers will know how to evaluate English textbook better through the previous study as reference.

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