

**CONTENT ANALYSIS OF ENGLISH TEXTBOOK 'BAHASA INGGRIS'
FOR EIGHT GRADE OF JUNIOR HIGH SCHOOL**



THESIS

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CHAPTER I

INTRODUCTION

This chapter contains the background of the study, research question, objective and significances of the research, operational definitions and structure of the study.

A. Background of the Study

Education is needed in this era. It is general agreement that education is important for everyone. Not every educate person is success, but many of success people are from education. Education, either formal non-formal or informal has brought much change in this world. Good education will bring good human resources, and good human resources will bring the development of country. In Indonesia, education still should be improved so that good education system can be applied all over this country.

Education in Indonesia relies on the current curriculum. In 2013 curriculum, English is one of the lessons taught in schools, whether it is mandatory or just local content. At present, people awareness to study English has increased. Some of them learn English since elementary school even since kindergarten, some other just begin in adult age. People sometimes need extra time to learn English, as if study English as long as years in school does not give much meaning. It is should be questioned, especially for English teacher so that English education system in school can be improved.

There are some components that support the quality of education. Those twelve of them are goals and priorities, students, management, structure and time schedule, content or material, teachers, learning tools and resources, facilities, technology, quality control, research, and cost of education¹. Learning resources are one of the crucial components in today's educational process including in English teaching and learning process. Students, in learning process, can gain knowledge from various sources, such

¹ Philip Coombs. 1968. *The world Educational Crisis*. Oxford University Press.

as; from teacher, book, internet, magazine, television, radio, even from people conversation. The most common learning resource that used in teaching and learning activities is the textbook.

Textbooks are the main source in learning to achieve basic and core competencies and declared appropriate by the Ministry of education and Culture for use in education units.² By the existence of textbook, students will learn English independently and actively both in the classroom and outside the classroom. Of course textbook cannot play by itself. Students are still need guidance from teacher in order to use the textbook maximally.

In this digital era, technology support many things in educational field. It seems that everything should be in digital form, no exception for education field. It already exist digital book in varieties form. But believing or not, schools are still using textbook in their teaching and learning process. Textbooks are routinely used in the classes proved by studies worldwide. It happens in many schools of Indonesia that most of them are using textbook in the class process.

Teacher who master in English does not always mean they teach English well in the class. Textbooks help much for teacher who lack of experience in teaching. Further, textbook play a role in helping unqualified teachers. It is also include for teacher who busy and don't have enough time to prepare the material. However, it can still be tolerate for inadequately qualified teacher as long as they will improve their selves every day to have better English teaching and learning process.

Many experts agree on the importance of textbook. Rahimpour and Hashemi said, textbooks play a pivotal role in language classroom in all types of educational institution-state school, colleges, and language schools- all over the world³. In addition, textbooks are one of the main factors for student

² Permendikbud nomor 8 tahun 2016 pasal 1 ayat 1 tentang buku yang digunakan oleh satuan pendidikan.

³ Massoud Rahimpour and Raheleh Hashemi, "Textbook Selection and Evaluation in EFL Context", *World Journal of Education*, no.3 (2011): 62.

achievement in English.⁴ Awareness of the importance of textbooks in teaching and learning activities also get a concern from the government. Through the minister of education regulation number 2 of 2008 about books, it is said that textbooks are required reference books used in primary education units and middle or college.⁵

Nowadays, there are many books on the market with various qualities. Teachers must be careful in choosing quality books for the sake of creating quality learning. In the context of language teaching and learning, the use of textbooks has always been closely related to the selection of them.⁶ In the classroom, the teachers spend much time in using textbook. Hence, it will be a loss if the textbooks used are of poor quality.

Textbooks should have good quality. As cited from Tok, a textbook must be of an acceptable quality, useful, and appropriate for the context and people with whom they are being used if a teacher is going to use it in language teaching.⁷ Quality textbooks also have an impact on quality learning so that it will produce quality output. The high quality of textbooks contribute a lot to teachers and students, which can support students in the learning process and support teachers in developing professional teaching. The role of quality textbooks becomes crucial when teachers lack of time or have little time for lesson preparation.⁸

There are some aspects makes textbook called as quality textbook. Physically, good textbook will be portable to bring everywhere by the students/teachers. It means the textbook is not too heavy so that will not burden them. The size, the cover, the illustration of cover, papers quality, the printed, the color, the clearer of the written, the reference and etc. are be considered in the good textbook. Non-physically, the content/material of

⁴ Akbar Azizifara, Mansour Kooshaa, Ahmad R. Lotfia, An analytical evaluation of Iranian high school ELT textbooks from 1970 to the present, *Procedia Social and Behavioral Sciences*

⁵ UU no 2 2008 tentang buku

⁶ Sarita Swanepoel, "The assessment of the quality of science education textbooks: Conceptual framework and instruments for analysis", 2010: 82.

⁷ Hidayet tok, "TEFL Textbok Evaluation: From Teacher's Perspective",

⁸ Birgit Pepin and Linda Haggerty, "Mathematics textbooks and their use by teachers: A window into the education world of Particular Countries", *Kluwer Academic Publisher*, 2004: 73-100.

textbook is appropriate for the students. The texts, the exercise in every chapter, the vocabularies, the sentence structure, the grammatical structure, the evaluation, etc. are also considered in the good textbook.

There are some perspectives toward what the characteristics or criteria of good textbook are. According to the Ministry of Education and Culture, there are four criteria for knowing textbook's quality; those are feasibility of content/material aspect, language aspect, presentation aspect, and graphic aspect. In learning process, the content of textbooks is the most important than the other one. It is because the content of English textbook influences what teachers teach and learners learn, it should neither be too advanced nor too simple, it should also not contain any local cultural taboos, and the content should be of the kind that students can relate to for the teacher to have no problem.⁹

Based on the information above the writer is interested in doing research about analyzing textbook's quality under the title Content Analysis of English Textbook for Eighth grades of Junior High School. In this research, the writer uses English Textbook entitled 'Bahasa Inggris' for eighth grade of junior high school written by Septiarti Wijayanti, S. Hum. and published by CV Graha Pustaka as the object of the research.

The writer adopts Mukundan and friends' checklist for the instrument of content analysis since their checklist is the new version that has been tested for the validity and the reability¹⁰. So that it appropriate to analyze the textbook for this era. Based on Mukundan and friends', content of textbook can be analyzed from the indicators as follow; General items, speaking, reading, writing, listening, vocabulary, pronunciation, grammar, and exercise.¹¹

⁹ Cecilia Fredriksson, and Rebecca Olsson, "English Textbook Evaluation: An Investigation into Criteria for Selecting English Textbooks", 2006: 7.

¹⁰ Nimas Ayu, content analysis of english textbook for the second year of junior high school students published by indonesian ministry of education and culture.

¹¹ Jayakaran Mukundan, et.al., " Developing an English Language Textbook Evaluation Checklist: A focus Group Study", *International Journal of Humanities and Social Science*.

This research is aimed to analyze whether the content of textbook entitle 'Bahasa Inggris' for eighth grade of junior high school written by Septiarti Wijayanti, S. Hum. and published by CV Graha Pustaka meet the requirement good quality content or not by using Mukundan and friends' checklist.

B. Operational Definition

In this part, the researcher will explain the operational definition, as follows:

1. Textbook

The term 'Textbook' is formed from Text and Book. According to Oxford Learner's pocket dictionary fourth edition, Text is main printed part of a book or magazine while book is number of printed sheets of paper fastened together in a cover. Further, still according to oxford Learner's pocket dictionary fourth edition, textbook is book that teaches a particular subject used in school.¹²

Another source said that textbook is a book that specially written and published for educational purpose, to any book used in the classroom. Because it is for educational purpose, textbook should base on implemented curriculum. Textbook is also portable, convenient and can be used as lead medium or as supplementary resource. Therefore, most of school use textbook as their learning resource.

Based on the statement above, it can be conclude that textbook is number of printed sheets together in one that contain cover, book's identity, preface, table of content, content/material, references/bibliography, and author's profile. It is written and published for educational purpose.¹³

2. Content of textbook

¹² Oxford dictionary

¹³ Charalambous, "The Role and Use of Course Books in EFL," 2.

The term content in this case refers to the substance of the book. It is also called material of textbook. Content is one of the significant attribute of a book. The content of every textbook is probably different. It can be depending on the curriculum, the students' background, the students' environment, students' need, gender, religion, etc.

C. Research Question

Based on the background of the study that has been explained above, so the problem can be formulated in the form of the research questions:

1. Does the content of English textbook 'Bahasa Inggris' for eighth grade of junior high school meet the requirement with the indicators/criteria from Mukundan and Friend' theory?
2. What extent do materials in the English textbook 'Bahasa Inggris' for eighth grade of junior high school meet the criteria of a good English textbook?

D. Objective and Significances of the Research

1. Objective of the research

The objectives of the research are:

- a. To identify whether the content of English textbook 'Bahasa Inggris' for eighth grade of junior high school meet the requirement with the indicators/criteria from Mukundan and Friend' theory.
- b. To find out the quality of English textbook 'Bahasa Inggris' for eighth grade of junior high school from the criteria of a good English textbook.

2. Significances of the research

This research was expected to give the following significances:

a. Theoretically Significances:

This research is expected to add and develop insight especially for the writer and the readers about analyzing English textbook's quality

from the aspect of feasibility of content based on 2013 curriculum that implemented in the book 'Bahasa Inggris ' for eighth grade of junior high school that published by CV Graha Pustaka.

b. Practical significances

1) For English teacher

This research was expected to be reference for teachers to choose quality English Textbooks.

2) For researcher

This research extends knowledge to the researcher in analyzing English textbook's quality.

3) For English textbook author

This result of this research was expected to be consideration to compose English textbook preferably.

4) For Publisher

The result of this research was expected to be suggestion to make analysis and correction before the textbooks are published.

E. Review of Relevant Studies

Based on the previous research were conducted by other writers that have relevancies with this research topic, these followings are the result of some theses/papers/journals that relate with this research.

1. A thesis entitled Content Analysis of the English Textbook "Interactive English" used in first grade junior high school in 2013 curriculum was written by Monica Septiani Tambunan in 2019.¹⁴ This research is aimed to find out the suitability of impressionistic and in depth analysis in the textbook "Interactive English used for the seventh grade of junior high school. The author evaluated impressionistic and in depth criteria from

¹⁴ Monica Tambunan, " Content Analysis of the English Textbook Interactive English Used in First Grade Junior High School in 2013 Curriculum ", Skripsi S1 of English Department of FKIP HKBP Nommensen University, 2019.

cunningsworth's theory in textbook "Interactive English" for grade VII of junior high school published by Yudhistira. The similarities between the research above and the researcher did is together using descriptive qualitative method. Both also based on 2013 curriculum as the same. The differences between the research above and this research are the object of the research and focus of the research. Further, Tambunan's research was used theory suggested by Cunningsworth, meanwhile this research uses the theory by Mukundan and friends.

The result of the research by Tambunan showed that an English textbook entitled "Interactive English" fulfilled the criteria proposed in Cunningsworth's theory concerning the impressionistic textbook analysis with score 96% and in depth textbook analysis with the summative score 87%. Therefore, the textbook was categorized as a good enough textbook and suitable enough to use as media in teaching and learning process.

2. A thesis was written by Zulfadhliadi Mirza entitled A Content Analysis of a textbook entitled Bright-An English book for junior high school student for SMP/MTs grade VII, in 2018.¹⁵ This research was conducted for two purposes. Firstly, in order to analyzed the distribution of four skills of language competencies in English teaching. Lastly, in order to analyzed the way the author distributed the tasks in the textbook. The similarity between the research above and this research are together applied checklist as the instrument of the study. The difference between the research above and this research is Mirza's research applied qualitative as the method of the research. Meanwhile, this research uses qualitative and quantitative as the research method. Then, the result of the study showed that the book is formally acceptable in the classroom and flexible in use for both students and teachers.

¹⁵ Zulfadhliadi Mirza, "A Content Analysis of Textbook Entitled Bright- An English Book for Junior High School Student for SMP/MTs grade VII", Skripsi S1 Faculty of English Education, Syiah Kuala University Banda Aceh, 2018.

3. A thesis was written by Riski Wahyu Astuti entitled An Analysis of English Course Book (Content Analysis of “Bahan Ajar Bahasa Inggris” Used by the Ninth Grade Students of Junior High School in Madiun), in 2019.¹⁶ This research focused on investigating to what extent the "Bahan Ajar Bahasa Inggris" used by the ninth grade students of junior high school in Madiun an English course book meets the criteria of a good course book suggested by Alan Cunningsworth. The similarities between the research above and this research are together discussed about content/material aspect and together using qualitative method. The difference between the research above and this research is the object of the research. The author used “Bahan Ajar Bahasa Inggris” for Ninth Grade Students of Junior High School, meanwhile this research uses “Bahasa Inggris” for Eighth Grade Students of Junior High School.

The result of the research written by Riski Wahyu Astuti showed that "Bahan Ajar Bahasa Inggris" was good. The course book fulfilled some criteria of design and organization, language content, skill and topic as a good course book suggested by Alan Cunningsworth.

4. A thesis was written by Ilnazal Mumtaz entitled A Content Analysis of “When English Rings a Bell”: An English Textbook for Seventh Grade (Ed. 2017), in 2020. This research focused on the criteria of textbook evaluation in English textbook which is analyzed based on the criteria of a good textbook proposed by Mukundan, Hajimohammadi, and Nimechchisalem on the criteria of general attributes of the textbook and learning-teaching content. The result showed that the English textbook entitled “When English Rings a bell” (Ed. 2017) for junior high school of

¹⁶ Riski Wahyu Astuti, “An Analysis of English Course Book: Content Analysis of Bahan Ajar Bahasa Inggris Used by the Ninth Grade Students of Junior High School in Madiun”, Skripsi S1 Faculty of Tarbiyah and Teachers Training, IAIN Ponorogo, 2019.

VII grade has fulfilled the criteria of a good textbook by achieving the sum point of 98% classified good.¹⁷

F. Structure of the research

The report of this research will be presented in the following structure:

Chapter I presents the introduction, which consists of background of the problem, operational definition, research question, object of the research, significances of the research, review of relevant studies, and structure of the research.

Chapter II presents literature review. This chapter contains theories about content analysis of English textbook “Bahasa Inggris” for eight grade of junior high school. It has three sub chapters; textbook, content/material, content analysis.

Chapter III presents the research method which contains of four sub-chapters; type of research, data and sources of data, research instrument, technique of data collection, procedures of collecting data, technique of data analysis.

Chapter IV presents the result of this research which contains of two sub chapters. First, general description of English textbook ‘Bahasa Inggris’ for eighth grade of junior high school, second, discussion.

Chapter V contains conclusion, suggestion and closing words.

¹⁷ Inazal Mumtaz, “A Content Analysis of “When English Rings a Bell”: An English Textbook for Seventh Grade”, Skripsi S1 Faculty of Tarbiyah and Teachers Training, IAIN Ponorogo, 2020.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusions from the findings of the book analysis. Then the implications of this research will be explained and finally closed with a suggestion.

A. Conclusion

The author can conclude the results of this study after analyzing the English textbook 'Bahasa Inggris' for eight grade of Junior high school. The conclusion is as follows:

This textbook has mostly met the criteria of a good book based on the criteria of Mukundan by having a percentage score of 72%, the score categorized as 'fair'. Although it cannot meet the criteria perfectly, this book is very worthy to be used as a learning resource, both as a main source and as an additional source.

B. Suggestion

Based on the result of the research, there are some suggestions provided. The suggestion are expected to be useful for teachers, students, further researchers and other parties involved in the use of textbook. The recommendations are as follow:

1. For Teacher

Teachers must be selective in determining a good English textbook. The textbook can be used in learning-teaching process in the class but they are recommended to use additional books as the supporting material.

2. For students

Students are also suggested to use additional materials as supplementary references in learning English. They can use technology as educational media to develop their competence.

3. For further researchers

This study is a content analysis of English textbook for Junior High School of Seventh Grade. The next studies on content analysis for the same textbook evaluated or similar subjects should explore more criteria of textbook evaluation and giving more beneficial results, for example on the way teachers use to solve problem found in the textbook or how far the problem can affect the learning-teaching process. The further researchers that are interested in evaluating textbook can also use the same criteria used by the researcher to evaluate other English textbooks.



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