

# CONTENT ANALYSIS ON ENGLISH TEXTBOOKS FOR SMP/MTs

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## ABSTRACT

*This research is investigate the content of the textbook for Junior High School. Specifically it is written in the title of the research paper that is Content Analysis on English Textbook for SMP/MTs. The research is conducted based on main problem: (1) Do the English textbooks meet the criteria Design and Organization of a good textbooks as suggested by Cunningsworth?, (2) Do the English textbooks meet the criteria Language Content of a good textbooks as suggested by Cunningsworth?*

*The research used the qualitative approach and content analysis method which analyze the content on English Textbooks. The data and data source is based on the textbook "Bright" grade VII from Erlangga Publisher and "When English Rings a Bell" grade VII from Ministry of Education that used in SMPN 1 Karangtanjung.*

**Keywords :** *textbook, content analysis*

### A. Introduction

In Indonesian's educational system, textbook were considered as the main components of the curriculum. They determined the content, the methods, and the procedures for teaching and learning in the classroom. They also provided a systematic syllabus for teachers to follow in teaching a certain subject. In Indonesia, the textbooks were designed by the authorized publishers based on the latest curriculum. Once a newly invented curriculum was launched by National Education Department of Indonesia, a number of competitive publishers would involve professional instructional material writers to design or develop new textbooks which are in line with the curriculum. In addition, teachers must also apply new approaches, methods, and techniques to suit the new curriculum.

English textbook in Indonesia adjust to curriculum that utilize right now. For example, now education in Indonesia using Curriculum 2013 eventhough not all schools used this curriculum and the last curriculum that is *School Based Curriculum* (KTSP), but not use anymore included the textbook which adapt that curriculum. There are so many textbooks in the market and from many publisher that using by student in school which not appropriate with

characteristic good textbooks according to many expert and not all of the textbook fulfill the need of students about textbook.

## **B. Theoretical Framework**

### **1. Evaluating ELT Material**

Tomlinson (2003) in Mcdonough said 'Materials evaluation is a procedure that involves measuring the value (or potential value) of a set of learning materials'. It is probably reasonable to assume that there are very few teachers who do not use published course materials at some stage in their teaching career. Thornbury (2000) in Mcdonough advocates teacher independence from coursebooks; for instance, writing their own materials but the reality for many is that the book may be the only choice open to them. The evaluation of current materials therefore merits serious consideration as an inappropriate choice may waste funds and time, not to mention the demotivating effect that it would have on students and possibly other colleagues.

### **2. Textbooks**

#### **a. Definition of Textbook**

According to Pusbuk, textbooks are one source of knowledge for students at the school which is a tool that is very favorable to the process of teaching and learning activities. Acklam in Nunan (2003) defines textbooks as learning tools shared by teachers and learners which can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource material and ideas

### **3. The Use of Textbooks**

Graves in Nunan (2003) outlines the background to the design and use of textbooks as follows: clarifies that language books were used mainly in academic settings up to the mid-twentieth century in order to understand the written text of the target language. In this approach called grammar translation approach, textbooks contain long reading passages with vocabulary glossaries and grammar explanation in the students' native language. In addition, students are tested on their ability to translate text with grammatical accuracy.

#### **4. Some Textbook Evaluation Criteria**

There were five groups of textbook evaluation criteria to be considered in this research. The first group of textbook evaluation criteria was formulated by Cunningsworth (1995). The second one was formulated by Mcdonough (2013).

##### **a) Textbook Evaluation Criteria by Cunningsworth**

Furthermore, some experts have certain criteria on evaluating textbooks. Cunningsworth (1995) lists eight criteria in evaluating textbooks. The criteria suggested include:

###### **1) Aims and approaches**

The criterion of aims and approaches seek to answer the questions on whether the aims of the textbook correspond closely with the aims of the teaching programme and with the needs of the learners, whether the textbook is suited to the learning/teaching situation, how comprehensive the textbook is, whether it covers most or all of what is needed, whether it is a good resource for students and teachers, and whether the textbook is flexible and allows different teaching and learning styles.

###### **2) Design and organization**

The criterion of design and organization seek to answer the questions on what components make up the total course package (e.g., students' books, teachers' books, workbooks, cassettes), how the content is organized (e.g., according to structures, functions, topics, skills, etc.), how the content is sequenced (e.g., on the basis of complexity, learnability, usefulness, etc.), whether the grading and progression are suitable for the learners, and whether it allows them to complete the work needed to meet any external syllabus requirements.

###### **3) Language content**

The criterion of language content seeks to answer the questions on whether the textbook covers the main grammar items appropriate to each level and takes learners' need into account, whether the material for vocabulary teaching is adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development and strategies for individual learning, whether the textbook includes material for pronunciation work and if so, what is covered: (individual sounds, word stress, sentence, stress,

intonation, and so on), whether the textbook deals with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage, and whether style and appropriacy are dealt with. If so, it should be questioned whether language style is matched to social situation.

#### 4) Skills

The criterion of skills seek to answer the questions on whether all four skills are adequately covered, bearing in mind the lesson objectives and syllabus requirements, whether there is material for integrated skills work, whether reading passages and associated activities are suitable for the students' levels, interests, etc.,

#### 5) Topic

The criterion of topic seeks to answer the questions of whether there is sufficient material of genuine interest to learners, whether there is enough variety and range of topic, whether the topic will help expand students' awareness and enrich their experience, whether the topics are sophisticated enough in content, yet within the learners' language level,

#### 6) Methodology

The criterion of methodology seeks to answer the questions of what approach/approaches to language learning are taken by the textbook and whether it is appropriate to the learning/teaching situation, what level of active learner involvement can be expected and whether this matches the students' learning styles and expectations,

#### 7) Teachers' books

The criterion of teachers' book seeks to answer the questions of whether there is adequate guidance for the teachers who will be using the course book and its supporting materials, whether the teachers' books are comprehensive and supportive, whether they adequately cover teaching techniques, language items such as grammar rules and culture-specific information.

#### 8) Practical considerations.

The criterion of practical considerations seeks to answer the questions of what the whole package costs and whether this represents good value for money, whether the books are strong and long-lasting, whether they are attractive in appearance, whether they are easy to obtain and whether further supplies can be obtained at short notice, and whether any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player and whether it is reliable. If so, schools must have the equipment available for use.

#### **b) Textbook Evaluation Criteria by McDonough**

McDonough examine criteria in two stages; an external evaluation that offers a brief overview of the materials from the outside (cover, introduction, table of contents), which is then followed by a closer and more detailed internal evaluation. This is the criteria McDonough & Shaw (2003):

##### ***External Evaluation :***

1. The intended audience
2. The proficiency level
3. The context in which the materials are to be used
4. How the language has been presented and organized into teachable units/lessons
5. The author's views on language and methodology
6. are the materials to be used as the main 'core' course or to be supplementary to it?
  - 6.1. The author's views on language and methodology is the teacher's book in print and locally available?
7. Is a vocabulary list/index included?
8. What visual material does the book contain and is it actually integrated into the text?
  - 8.1. Is the layout and presentation clear or cluttered?
9. Is the material too culturally biased or specific...[or]...represent minority groups and/or women in a negative way?

##### ***Internal Investigation :***

1. The presentation of the skills in the materials

2. The grading and sequencing of the materials
3. Where reading/'discourse' skills are involved, is there much in the way of appropriate text beyond the sentence?
4. Where listening skills are involved, are recordings 'authentic' or artificial?
5. Do you feel that the material is suitable for different learning styles, and is it sufficiently transparent' to motivate both students and teachers alike?

### C. Research Methodology

The research used the qualitative approach and content analysis method which analyze the content on English Textbooks. The data and data source is based on the textbook "Bright" grade VII from Erlangga Publisher and "When English Rings a Bell" grade VII from Ministry of Education that used in SMPN 1 Karangtanjung.

### D. Research Finding

#### A. Analysis of Text Book "Bright" Grade VII

Writer: Nur Zaida,

Publisher: Erlangga, Based on Curriculum 2013

Table 1

No	Characteristic	Sub Aspect	Rate				
			1	2	3	4	5
1	Design and Approach	<ul style="list-style-type: none"> <li>• What component make up the total course package (eg students's book, teachers book, workbooks, cassetes, etc)?</li> </ul>		X			
		<ul style="list-style-type: none"> <li>• How is content organized according to structure, functions, topics, etc?</li> </ul>				X	

		<ul style="list-style-type: none"> <li>• Are there reference section for grammar?</li> </ul>			X		
		<ul style="list-style-type: none"> <li>• Is the layout clear?</li> </ul>				X	
2.	Language Content	<ul style="list-style-type: none"> <li>• Does the textbook cover the main grammar items appropriate to each level, taking the learners needs?</li> </ul>			X		
		<ul style="list-style-type: none"> <li>• Is the material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development?</li> </ul>			X		
		<ul style="list-style-type: none"> <li>• Does the textbook include material for pronunciation? What is covered: individual sounds, word stress, sentence stress, intonation?</li> </ul>			X		
		<ul style="list-style-type: none"> <li>• Is language style matched to social situation?</li> </ul>					X

5: Excellent, , 4: Very Good, 3: Good, 2: Bad , 1: Poor

From the eight criterias for evaluation good textbooks based on Cunningsworth the writer specify the two characteristics, that is Design and Organization which has sub aspect there are:

What component make up the total course package (eg students's book, teachers book, workbooks, cassetes, etc)?. Erlangga Publisher do not provide the teachers book and about the cassette, we should request to publisher and it is not necessarily available.

The other things which evaluated is in term of structure, function, topic and skill. How is content organized according to structure, functions, topics, skills, etc? The rate is 4 or very good. In this book explained the structure of the sentence in column “*You Should Know*” and that column help the students understand the material. The function of the material in every chapter is good in dailly activity and the content suit with the topic. This book has 12 Unit/Chapter with different topic and discussion.

In this textbook there are references to grammar, but only in a few chapters just discussed, not in every chapter explained about grammar, for example, in unit 3 provided material about the simple present, so the reference grammar depending on any discussion that exist in every unit or chapter.

The layout is quite clear even if arrangement the material does not correspond with the syllabus or randomly. First look to the cover of book known automatically if this is the textbook. Design display of the cover until the writing and illustrations are very clear so enough to attract students to this textbook.

The second characteristic is Language Content. First thing in sub aspect that analyze is Grammar. Based on the analysis of this book, this book does not cover the needs of students at each level grammar and also does not meet the needs of students to the concept of grammar. For each unit/chapter only a little bit material about grammar described.

The second sub aspect in Language Content is Is the material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development?. In this book the quantity of the vocabulary are limited and there are not available the list of vocabulary for help students.

The third sub aspect from Language and Content is, Does the textbook include material for pronunciation? What is covered: individual sounds, word stress, sentence stress, intonation?. From this book only one or two material of pronunciation from every chapter not at all. For example in Unit 3, page 25 there are material about how to spell the alphabeth, but no explain about word stress, sentence stress, or intonation.

The last sub aspect for this book is, language style matched to social situation?. There was seen a social situation because a lot of interaction with the circumstances, the example, in chapter three (Unit 3) the topic is “Introducing Each



Other” its mean students will doing social interaction with friends or people around them and the material used to doing social communication.

Generally the material in this book is good although there are still some aspects that need to be revise, this book is proper to be textbooks of English in the classroom.

## B. Analysis of Text Book “When English Rings a Bell” Grade VII

Writer: Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah

Publisher: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud

Students Book, Based on Curriculum 2013.

Table 2

No	Characteristic	Sub Aspect	Rate				
			1	2	3	4	5
1	Design and Approach	<ul style="list-style-type: none"> <li>What component make up the total course package (eg students’s book, teachers book, workbooks, cassetes, etc)?</li> </ul>				X	
		<ul style="list-style-type: none"> <li>How is content organized according to structure, functions, topics, skils, etc?</li> </ul>				X	
		<ul style="list-style-type: none"> <li>Are there reference section for grammar?</li> </ul>			X		
		<ul style="list-style-type: none"> <li>Is the layout clear?</li> </ul>					X
2.	Language Content	<ul style="list-style-type: none"> <li>Does the textbook cover the main grammar items appropriate to each</li> </ul>			X		

		level, taking the learners needs?					
		<ul style="list-style-type: none"> <li>Is the material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development?</li> </ul>			X		
		<ul style="list-style-type: none"> <li>Does the textbook include material for pronunciation? What is covered: individual sounds, word stress, sentence stress, intonation?</li> </ul>			X		
		<ul style="list-style-type: none"> <li>Is language style matched to social situation?</li> </ul>					X

5: *Excellent*, 4: *Very Good*, 3: *Good*, 2: *Bad*, 1: *Poor*

As mentioned above the writer was explained about the result of an analysis in textbook “Bright” from Erlangga Publisher, and now we will analyze another textbook which is “When English Rings a Bell” from the ministry of education.

In criteria Design and Organization first sub aspect that analyze is, What component make up the total course package (eg students’s book, teachers book, workbooks, cassetes, etc)? In this textbook the teachers book and student books have been provided in the same package by the ministry of education for teacher as a guidance. Teachers book provides instructions for learning to do and the answer key on the worksheet. While the cassette is not provided even though there are a little bit of listening material.

The second is, How is content organized according to structure, functions, topics, skills, etc? The structure is always described in column of “*Observing and Asking the Question*”. Same with the book “Bright” there are same form about the structure of sentence in the column “*You Should Know*” of course this kind of

resume is very important for students. The organization in each chapter is after material or example structure of the sentence there is worksheet for students and the exercise not too difficult as long as students want to learn the previous material and an example. The function of the material in every chapter is good to use in daily activity. This book has 8 Chapter with different topic and discussion.

The third sub aspect is, Are there reference section for grammar?. In this book student must already understand and master the basic concepts of grammar since there is no formula or in examples of grammar.

The layout is clear and the arrangement in every chapter correspond with the syllabus, the cover still look generall because used globe as the display picture in the cover. The writing and illustrations are very clear and very interesting with good colour to attract students to this textbook.

The second characteristic is Language Content. The first sub aspect is Does the textbook cover the main grammar items appropriate to each level, taking the learners needs?. The lack in this book there are no list of grammar mostly just structure of the sentence.

The second is, the material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development? In terms of vocabulary is quite a lot but there is no list of vocabulary or glossary.

Does the textbook include material for pronunciation? What is covered: individual sounds, word stress, sentence stress, intonation?. There are no material about pronunciation, so a bit difficult for students pronounce every word.

The last sub aspect in Language Content is, language style matched to social situation? Social situation in the book is also widely seen as a lot of direct interaction with friends or teachers. In general the topics in this book is almost the same as the topic of the book "Bright", but, the culture elements in this book is very shown because each chapter describe figures relate to the diversity of Indonesia for example, when describing the place, tribe and culture in Indonesia. Even in Chapter VII the topics discussed about "I'm proud of Indonesia" it can raise a sense of nationalism students towards the Indonesian state.

Overall material of this book is very good for students although the books needs to be added of some material, such as, more reading text, because this

textbook has very much a worksheet compared with reading material. But this book has much better because this book is a revised edition in 2014.

From an explanation about both of the book can be seen significant differences in each criterion, although in some cases there are also similarities regarding the contents of the book. After analyze the contents of the book we can see the strengths and weaknesses in each book. In this case the weakness that not in the books, did not make the textbooks not proper to used, in fact both textbooks is already appropriate to use by students in the classroom, even though the quality from this book should be improved and should be revised in order to make the book much better and fulfill the needs of students, one of the students' needs is vocabulary list, grammar and pronunciation material that does not exist in these two books. Thats all of the reasearch about two textbook that writer analyze.

## **E. Conclusion**

### **a. Conclusion**

In general, the books selected as the object in this study; 1) The book "Bright" grade VII of Erlangga Publisher, and 2) The book "When English Rings a Bell" grade VII from the Ministry of Education. Based on the analysis above, researchers can draw the following conclusion:

1. From the aspect of language, both books have met the standards as defined by KI / KD (curriculum 2013) for teaching English SMP/MTs.
2. In both of textbook "Bright" and "When English Rings a Bell" class VII, the author does not present a list of vocabulary or glossary.
3. In both of textbook "Bright" and "When English Rings a Bell" class VII, the author does not present a list of pronunciation, word stress, etc.
4. The material about the social situaton appeared in both textbook but cultural element not seen in the book "Bright" and have appeared in the book "When English Rings a Bell".

### **b. Suggestion**

From the conclusion above, the writer recommends some suggestions. The following suggestions are:

1. For the Teachers or Lecturers

The writer suggests the teachers or lecturers more careful in choosing textbooks that will be taught to students. Because a lot of textbooks on the same material, but it is not necessarily feasible to taught because it does not in accordance with the curriculum or with the syllabus of learning. This research can be used as their reference to choose a good quality of textbooks.

## 2. For Further Researchers

The researcher suggests the other researchers to develop this research with different data source and with other characteristic of good textbook.

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