



# An Analysis of English Textbook Entitled "*Bahasa Inggris SMA/MA SMK/MAK Kelas X*"

Mega Safitri, Peptia Asrining Tyas\*

English Education Program, Faculty of Cultural Studies, Universitas Brawijaya, Malang, Indonesia

A textbook plays an important factor in teaching and learning processes. Thus, this study attempted to analyze an English textbook entitled *Bahasa Inggris Bahasa Inggris SMA/MA SMK/MAK Kelas X* which is used by almost teachers in secondary level education. This study used qualitative study by using Biocchi's (2000) coursebook evaluation and adopted her interview guideline in the form of open-ended questions. The analysis encircled the contents, grammar, levels of the material, kind of the materials, and the methodology used in the textbook. The results revealed that this textbook was well-designed and encouraged students' autonomy to learn and use the language. Besides, this textbook achieved Biocchi's coursebook evaluation (contents, grammar focus, level, material, and methodology) well. Although this book is good enough, there is a weakness; it is not provided by CD for listening activity, so the teachers have to find and create their own audio.

## INTRODUCTION

Textbook has been regarded as an important component in most EFL classroom. It serves a ready-made text and task with possible appropriate level for the most class. It is also a part of curriculum that contains material for learning. It is commonly used to transmit knowledge and skills. In teaching process, it provides general framework for teachers to follow curriculum, give examples, and practice on certain subject matter of language content. It gives the students opportunity to simulate the use of language before using it in real life. Tomlinson (2003) mentions that a textbook is a guide for teacher and students and a map of what they will do and what they have done. The textbook guides the teacher construct various activities in the classroom and design language assessment of the activities conducted. In other word, the textbook is essential element in language classroom.

Although some teachers do not use textbook excessively or even do not use a textbook at all, but almost all teachers agree that the textbook is required in teaching process. For those who do not use the textbook, they still use the textbook for the guidance and example when creating their own materials. Cunningsworth (1995) mentions that textbook especially ELT textbook can occupy multiple roles such as helping to present the written and spoken materials, promoting interaction, serving as reference of vocabulary and grammar, acting as a source of activities in the classroom, and providing self-access work or self-directed learning. However, the use of textbook gives greater or lesser extent in learning English language and skills. The impacts of those facts were crucial matters to decide on the most appropriate textbook that will be used.

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#### \*Correspondence:

Peptia Asrining Tyas  
peptiabesthouse@gmail.com

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An example attempt to choose appropriate textbook is conducting textbook evaluation. The evaluation can be conducted by doing impressionistic overview or in-depth examination as stated by [Cunningsworth \(1995\)](#). The impressionistic approach can be quickly done, just by looking through it and getting surface overview on strength and weaknesses then noting standout features in the textbook. The focuses of the analysis are in the visuals of the textbook, how attractive and how good the quality of textbook is and how the materials organized. The result of impressionistic overview can be useful and give general introduction to the material as the preliminary evaluation of certain textbook. The second approach on evaluating textbook called as in-depth examination. This kind of approach gives opportunity to analyze the content of the textbook in detail. Two chapters or more can serve as representative in in-depth evaluation of the whole materials contained in the textbook. The in-depth examination will give picture how balance of activities and skill are, how the materials can engage students' participation, and how new materials are introduced and recycled in the next chapters. Those kinds of evaluation are aimed to know strengths and weaknesses of the textbook in order to make further decision.

One of the effective and practical techniques that can be used in a textbook evaluation is using a textbook evaluation checklist. [Mukundan et al. \(2011\)](#) argue that a checklist provides more detail evaluation as the reference a set of general evaluative criteria. In line with this, [Cunningsworth \(1995\)](#) says that a major benefit of using checklist is giving an economic and systematic way to measure certain criteria. The checklist can be in form of qualitative or quantitative. If the checklist is in qualitative, it contains subjective information on the quality of textbook by providing open-ended questions while the quantitative one is served in the form of quantitative scale and contains an objective evaluation of a given textbook.

Even though there have been several studies concerning on textbook evaluation conducted, there is no analysis on English textbook entitled Bahasa Inggris *Bahasa Inggris SMA/MA SMK/MAK Kelas X* and the use of [Fiorella Biocchi's \(2000\)](#) coursebook evaluation checklist (see [Appendix](#)). More importantly, there is a need to analyze the quality of the chosen textbook considering that it is used by most all teachers in secondary level education so that the English teacher can decide, whether they want to do some revision or not.

Based on this gap, the researchers conducted an analysis to know the quality of Bahasa Inggris *Bahasa Inggris SMA/MA SMK/MAK Kelas X* and the use of [Fiorella Biocchi's \(2000\)](#) coursebook evaluation checklist by constructing a research problem, that is how the quality of *Bahasa Inggris SMA/MA SMK/MAK Kelas X Semester 1* based on [Fiorella Biocchi \(2000\)](#) is.

## METHODS

This is a case study which explores in-depth a program, event, activity, process or one or more individuals, then the researchers only focus on analyzing one textbook, *Bahasa Inggris SMA/MA SMK/MAK Kelas X Semester 1* and using coursebook evaluation by [Fiorella Biocchi \(2000\)](#) as main data and conducting an interview with a user, English teacher who teaches first grade of SMA N 1 Bululawang as supporting data.

The coursebook evaluation checklist divided into several evaluation points, these were contents evaluation, grammar evaluation, levels of the material evaluation, kind of the material evaluation, and the methodology evaluation in the textbook. The checklist used several close questions.

The first point is about content which includes the organization of the content, the story line, how the syllabus is planned and graded, how the four skills developed, materials authenticity, pronunciation, and culture. The second point encircles the grammar focus discussing the technique to teach grammar, language function, practice to reinforce grammar, and problem solving to solve a grammar matter. The third point is about level which discusses about the level of content arrangement, level of the activities, and how the content encourages autonomous learning on the content. The next point is talking about materials, includes authenticity, how the materials boosts students' motivation, availability of CD or audio-cassettes, guide for teacher, activity for learner autonomy, and various content. The next point is methodology discussing the correlation between language and language use, communicative activities, language items, creative activities, students learning style, materials authenticity. For the last point, this coursebook evaluation provides advantages and disadvantages questions to evaluate the coursebook deeper.

In order to draw appropriate interpretation, the researchers also conducted interview. The interview was conducted on Sunday, 5<sup>th</sup> of May 23, 2016. The interviewee was Mr. HD. He is an English teacher from SMAN 1 Bululawang and the user of given textbook who was willing to be interviewed. Some questions asked and used the checklist as the interview guide. The interview guideline was designed by adopting the open-ended questions in [Fiorella Biocchi \(2000\)](#) coursebook evaluation checklist. Then interview was conducted to gain the quality of the textbook based on the teacher's perspective as the user and cross checker data from checklist evaluation.

## RESULTS AND DISCUSSION

The researchers conducted two data collection techniques. The first technique used close questions and the second used interview.

The first technique, the researchers analyzed intended book using coursebook evaluation proposed by [Fiorella Biocchi \(2000\)](#). There were some points in this coursebook evaluation that cover content, grammar focus, level, material, and

methodology with several questions below. All these points were analyzed respectively in different paragraph below.

The first point analyzed is content. This evaluated textbook use chapter to organize the content. As a textbook created in Curriculum 2013, it uses chapter to divide the content and every chapter reflect Basic Competence 1, 2, 3, 4 which cover four skills. The organization of basic competence and the four skills are integrated carefully in content syllabus. Almost all types of content syllabus are used in this book. The structural syllabus is used when the materials talk about language feature, while the functional syllabus is used when the materials provide expression that can be used in the communication. For instance, in Chapter 2 Complimenting and Showing Care discusses the expressions to give compliment and showing care to other, while in situational and topic-based syllabus is applied when the book gave situation or context in every activity and skill.

In chosen course book, the skills are developed systematically and in a balanced way although CD for listening activity is not provided by the government. Dealing with this condition, the teachers find their own audio for their students. The teacher said that every topic in each skill provided vocabulary, pronunciation, and context in daily life. Besides, native English customs learned in this book subconsciously. Here is an example from Chapter 2 Complimenting and Showing Care dialogue.

Sinta : Excellent! We had a lovely time there. You should have gone there with us.

Rahmi : Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.

Sinta : **Thanks a lot**. My sister bought it for me last month.

Rahmi : Wow! That's wonderful.

As stated in the dialogue, Sinta says "Thanks a lot" toward Rahmi's compliment. It shows that native speakers' culture is taught because in Indonesian culture, people tend to deny or slightly reject someone's compliment. This finding is also found in other chapters.

The culture aspects are also found in other texts and dialogues like Indonesian culture such as the name of people used in the conversation, the historical places, and tourism place Indonesia.

The second category analyzed is grammar focus point. In this textbook, the students are introduced to grammar or language feature. The grammar rules are taught using various techniques like through dialogue identification or simply stated the rule. **Figure 1** shows the example from Chapter 3 Expressing Intention.

**E GRAMMAR REVIEW**

Using **I WOULD LIKE TO, I WILL, I AM GOING TO** and **WOULD RATHER**

**Task 1:** Look at the excerpt from the text below. Study the sentences by paying attention to the words in the bold-typed expressions.

Santi : So, what about you, Bayu? Do you have any plans?  
 Bayu : Definitely! **My dad and I are going to go fishing.** We plan to go fishing in a lake near my uncle's house. Would you like to come with us?  
 Santi : I don't really like fishing. **I would rather stay at home than go fishing.** What about you, Riri? **What would you like to do on the long weekend?**  
 Riri : I have made a plan with my mother about what to do on this long weekend. **We are going to practice baking cookies.**  
 Bayu : **Are you going to bake choco chips cookies** like the last time?  
 Riri : Well, yes. That is my favourite. But **we will also try to make ginger cookies.**  
 Riri : Oh, **would you like to join me to learn baking cookies?** You can come to my house.  
 Bayu : It's a good idea! **Or will you go fishing with me and my dad?**  
 Santi : Uhm, not fishing I guess. But I think **I would like to bake cookies** with Riri. Thanks for asking me to join you Riri.

**FIGURE 1 |** Grammar Introduced by Using Dialogue

Unfortunately, the grammar is only taught at a glimpse. The students do not learn deeper about the grammar. As the consequence if the students did not join in additional course, they would be confused and would not really understand with the grammar.

Having learned grammar, the students get some exercises or reinforcement on that. The form of these exercises involved problem solving, comparing and contrasting activities. **Figure 2** shows an example from Chapter 3 Expressing Intention that required students' comparing and contrasting skill.

**Task 2:** Read again the dialogue above. Identify the bold-typed expressions and fill in the table below with the question and statement forms of the expressions.

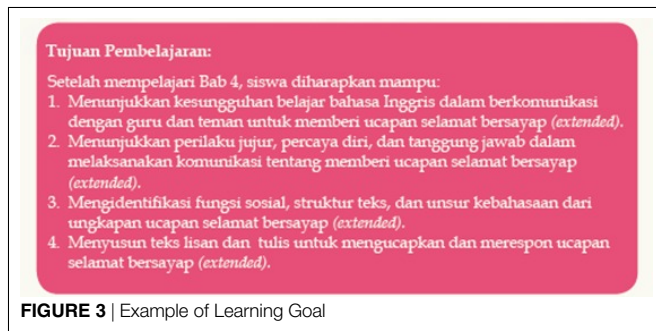
See the example.	Question form	Statement form
<b>I would like...</b>		I would like to bake cookies.
<b>I will ...</b>		
<b>I am going to ...</b>		
<b>I would rather ...</b>		

**FIGURE 2 |** Comparing and Contrasting Form Exercise

The third point analyzed is level aspect. The level here means to which extent the materials are matching with students' proficiency level. Due to this textbook was created by the government so there is big possibility that this textbook is appropriate with students' level. Before government design this textbook, BSNP (*Badan Standard Nasional Pendidikan*) has planned and designed carefully the material both in the level of difficulty and the organization of the chapter.

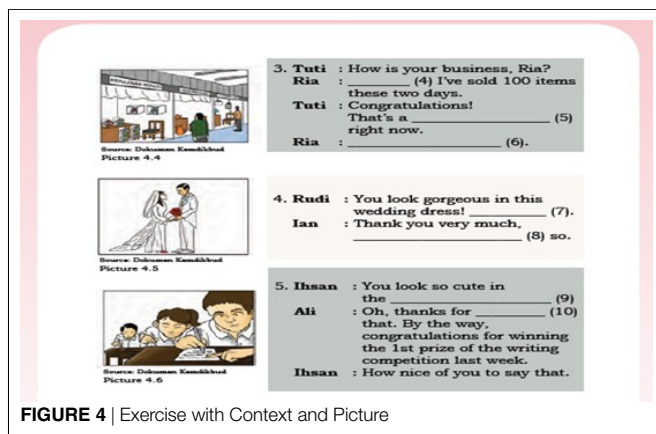
The next category analyzed is material. This book contained semi-authentic materials which helped the students to simulate the use of the target language. The materials are served in interesting way. There were many pictures and interesting topics that engage students' attention.

This textbook is also completed by teacher's book. In this teacher's book, guideline how to conduct activities in the classroom, learning goals, basic competence, indicator, and syllabus were attached and explained in detail. **Figure 3** gives the example of objectives in Chapter 4 with the topic Congratulating Others .



**FIGURE 3** | Example of Learning Goal

The last analysis of this chosen coursebook is the methodology used. This book provides a balance portion on practice and theory. It can be seen when the students learn expression to congratulate someone. They get exercise on how to use the expression in a given context and picture, see **Figure 4**.



**FIGURE 4** | Exercise with Context and Picture

As seen in the example, the authors designed various material and exercises which become bridge between the language feature and the use of language itself.

The second data collection technique used is interview. This interview is aimed to dig the teacher's perspective on evaluated textbook. The researchers asked some questions to the interviewee based on the checklist categories. The first question raised was how the content is organized. The teacher answered that the content in the textbook was organized by chapter. He stated that all materials in the textbook created in K.13 were divided into several chapters. In one chapter, four skills will be taught and covered basic competence 1, 2, 3 and 4. Contrasting when KTSP was applied, the textbook was divided into unit and one syllabus reflected one skill. Unfortunately, the textbook is not completed by CD for listening activity, so, the teachers have to find their own recording.

The second question raised is about the vocabulary in every topic. The teacher answered that the vocabulary has been integrated in one chapter. Besides, the structure of the text is provided in the textbook and the grammar. The grammar is taught in the form of text for example, simple past tense will be discussed in narrative text. Unfortunately, the grammar is only learned in superficial level, so for students who do not take additional course will not get difficulty to master it.

The third question is about the culture introduction. The teacher answered this question by explaining core competence in K.13 for the example KI 1 and KI 2 which cover character building of the students. KI 1 relates with religious value and KI 2 relates to social values.

The fourth question asked is about the level, whether the textbook taught is suitable in students' level or not. The teacher with no doubt said that the contents of the textbook are appropriate with students' level because before the government published the textbook, BSNP (*Badan Standard Nasional Pendidikan*) has conducted study and try out.

The last question in interview section is about the authenticity of the materials. The teacher answered that the authenticity of the materials are based on the teacher's creativity. If the teacher is creative, the materials will be varied and interesting, and otherwise.

The finding above clearly stated that this chosen textbook is valuable seen from the quality of visual and the content. Seen from the visual exciting, this textbook has provided a good quality in the visual layout. In line with this, [Deuri \(2012\)](#) says that a good textbook should be attractive with natural color combination and makes the material clearly seen. [Kebudayaan \(2014\)](#) has provided many pictures and colorful layout which can attract and maintain students' attention. Besides, these pictures can help the students to visualize the material or object that described and help the students to do the exercises as well.

Another important aspect of a good textbook is the material. Grading and sequence of the textbook is the most important factor to be attended. This textbook must be arranged from simple to complex. In given textbook, the materials are divided into several chapters. Each chapter relates each other and taught from simple to complex one. Take an example, simple present tense will be taught first rather than simple past. Besides, the grammar should be taught in systematic order and in various context, situation and made as authentic as possible. The materials also should simulate the use of language in the real world. Furthermore, Indonesian and English native speaker's value are taught in a balance portion, so between cognitive and intellectual domain were taught simultaneously as [Angell et al. \(2008\)](#) and [Byrnes \(1988\)](#) cited in [Tze and Chou \(2010\)](#) mentioned that a good textbook reflects and teaches educational values.

Last, a chapter covers all skills and four basic competences in the syllabus. The four skills are also assessed in every chapter but in different format and technique. As [Angell et al. \(2008\)](#) and [Byrnes \(1988\)](#) cited in [Tze and Chou \(2010\)](#) stated that a good textbook gives the students opportunity to make simple

practice on what they learned and assesses the students' understanding in every activity. Instead of having a good quality, CD for listening activity is not enclosed to the textbook.

material is suitable with students' level or not. Another problem will occur if the teachers get different listening material for the same chapter, so the ability and the readiness of the students will be different to face National Final Examination (UNAS) especially in listening section, and the problem will go worst if the teachers inattentively find and conduct listening activity.

## CONCLUSION

This textbook is well-designed and encourages students' autonomy to learn and use the language. Besides, this textbook has strength. It can cover coursebook evaluation checklist that the researchers used in this analysis (contents, grammar focus, level, material, and methodology) well. Although this textbook is good enough, but still there is a weakness; there is no CD provided for listening activity, so the teachers have to find and create their own audio. The problem will appear if the teachers find their own audio, sometimes they cannot decide whether the

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## APPENDIX

### COURSE BOOK EVALUATION

TITLE: .....

PUBLISHER: .....

PRICE: .....

CONTENTS:

- How are the contents organised? (Units, modules, etc.)
- Is there a story line?
- Is the syllabus carefully planned and graded?
- Are the four skills developed systematically and in a balanced way?
- Do the topics provide the students with the vocabulary required to interact in the situations occurring most frequently in daily life?
- Is the pronunciation syllabus closely linked to the language syllabus?
- Can the students learn about the customs and cultures of English -speaking countries and about other cultures related to the English speaking world?

GRAMMAR FOCUS:

- Are the students helped to acquire grammar rules with a variety of techniques?
- Are new structures presented along with language functions?
- Is there enough reinforcement and practice of the structures?
- Does grammar learning involve problem solving, comparing and contrasting the rules of English and Italian?

LEVELS:

- Are the levels carefully planned and indicated?
- Are the activities appropriate for each level?
- Are the students enabled to test their knowledge and revise the main grammatical and functional exponents previously acquired?

MATERIALS:

- Are the material presented authentic and interesting?
- Are they intended to increase motivation as the students progress from one unit or module to the next?
- Is there a set of audio-cassettes or CD for the student?
- Does the teacher's guide provide useful and detailed suggestions?
- Do the activities encourage learner autonomy?
- Are the various sections clearly indicated?

METHODOLOGY:

- Is there enough emphasis on the consolidation of communicative abilities as well as structural and lexical knowledge?
- Are the communicative activities and language work carefully integrated?
- Are the language items dealt with through a clear presentation stage?

- Are the tasks and activities creative?
- Are the students trained to become good language learners and encouraged to make their own decisions about how best to study?

- Are the students exposed to real spoken and written materials

ADVANTAGES: .....

DISADVANTAGES: .....

(Fiorella Biocchi, 2000)

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