



Content Analysis Of English Textbook “Think Globally Act Locally” For Ninth-Grade Students Based On Curriculum 2013

Ria Rizky Rahmadhani
Universitas Slamet Riyadi

Sri Handayani
Universitas Slamet Riyadi

Alamat: Jl. Sumpah Pemuda No. 18, Kadipiro, Kec. Banjarsari, Kota Surakarta, Jawa Tengah
riarizky440@gmail.com

Abstract: *The aim of this research is to analyse the suitable contents of the material in an English textbook entitled “Think Globally Act Locally” for ninth grade students of Junior High School focused on the accuracy of the materials based on BSNP (Badan Standar Nasional Pendidikan) by using rubric assessment. The research design of the research is content analysis with descriptive qualitative. The result of the research showed that not all chapters of the textbook entitled “Think Globally Act Locally” were appropriated by the criteria according to BSNP. The researcher found that only 68.75% of the materials that fulfilled the rubric criteria of BSNP focused on the accuracy of the materials. From the result, the researcher concludes that based on the rubric assessment, the accuracy of the materials in the English textbook entitled “Think Globally Act Locally” for ninth grade students of Junior High School appropriate with the content standard from BSNP and good to be used in the teaching learning process.*

Keywords: *Content Analysis, English Textbook, Scoring Rubric, BSNP*

Abstrak: Tujuan penelitian ini adalah untuk menganalisis isi dari materi buku ajar bahasa Inggris berjudul “Think Globally Act Locally” untuk kelas sembilan Sekolah Menengah Pertama dan berfokus pada tingkat akurasi materi berdasarkan pada BSNP (Badan Standar Nasional Pendidikan) dengan menggunakan rubrik penilaian. Desain penelitian ini adalah analisis isi dengan menggunakan kualitatif deskriptif. Subyek penelitian adalah buku ajar bahasa Inggris “Think Globally Act Locally” untuk kelas sembilan Sekolah Menengah Pertama pada bab 1, 2, 6, 7, 10, 11. Hasil penelitian menunjukkan bahwa tidak semua bab dalam buku ajar tersebut sesuai dengan kriteria dari BSNP. Peneliti menemukan hanya 68,75% yang memenuhi kriteria dari rubrik BSNP pada tingkat akurasi materi. Dari hasil penelitian, peneliti menyimpulkan bahwa berdasarkan dari rubrik penilaian maka tingkat keakurasian materi dalam buku ajar bahasa Inggris berjudul “Think Globally Act Locally” untuk siswa kelas sembilan Sekolah Menengah Pertama adalah sesuai dengan standar isi dari BSNP dan baik digunakan dalam proses pembelajaran.

Kata Kunci: Analisis isi, Buku Ajar Bahasa Inggris, Rubrik Penilaian, BSNP

BACKGROUND

Learning is a process that makes it possible for individuals to learn. In the teaching and learning process of the English Language, many aspects could affect the outcomes of learning for students (Mirza, 1987). These aspects could emerge from the pre-teaching preparation. Teachers plan the syllabus, prepare the materials, and teach the classroom. 21st century learning provides four essential competencies namely; the competency of critical thinking, the competency of communication and elaboration, and the competency of technology and information mastery (Suherdi, 2012).

English is a compulsory subject in Junior High School in Indonesia, and it will ultimately be included in the National Examination. The focus of national education in Indonesia will be examined first as the foundation activities. According to the Law on the National Education System (No. 20/2003), the general principle of teaching and learning in Indonesia refers to education based on Pancasila and the 1945 Constitution and rooted in the religious values, and national cultures of Indonesia. Since the law also determines the curriculum in Indonesia has experienced considerable changes in terms of curriculum implementation. According to Prihantoro (2015), the curriculum changes in Indonesia can be classified into six significant periods, including (1) the 1975 Curriculum; (2) the 1986 Curriculum; (3) the 1994 Curriculum; (4) the Competency-Based Curriculum (2004); (5) the School-Based Curriculum (2007); and (6) the Character- Based Curriculum (2013). On the other side, the implementation of curriculum 2013 is a partnership between central and state governments, and it is given to local governments through state governments (Mitra & Purnawarman, 2019). The government has established and reflected the 2013 curriculum with the 2006 KTSP (*Kurikulum Tingkat Satuan Pendidikan*), which was overseen by the Ministry of Education and Culture. In adopting the program, the government provided a textbook of teaching and learning practices that teachers could develop as a reference for others in the government to adjust to the curriculum that used at that time.

Textbook is one element in teaching and learning process to help teachers providing materials to students. Activities based on the textbook help students improve their abilities to learn English. In Indonesia, teachers and students need a textbook that is suitable to the 2013 curriculum to provide students. Due to the importance of the textbook in the teaching and learning process, it is important for teachers to choose the right textbook for students (Padmadewi et al., 2019). The content in the textbook has to conform with the current curriculum as well as the aims and goals for student to achieve.

Curriculum is crucial in the teaching and learning process. Since the curriculum is one of the most important sources, it helps teachers to know competency standards, basic competencies, learning materials, learning activities, indicators, and time management (Brown, 1994:145). Therefore, the task of the teacher is to choose a book that match the students' requirement. Choosing good materials to help the teaching and learning process has a significant impact on a teachers' success while implementing the learning process. The proportion of language skill is another consideration when evaluating an English textbook.

Based on the explanation above, the researcher choose to analyze the accuracy of the material of English textbook "Think Globally Act Locally" by book keeping and Curriculum of Center of Ministry Education and Culture of Indonesia revised edition based on standardization of BSNP (*Badan Standar Nasional Pendidikan*).

THEORITICAL REVIEW

A. *Content Analysis*

Content analysis as a research technique involves the use of specialised procedures. Furthermore, content analysis is a research technique for drawing reproducible and reliable conclusions from text or other significant issues in relation to the contexts in which they are used (Apsari, 1970). It is learnable and independent of the researcher's personal authority. The most obvious data sources for content analysis are text with generally meaning: verbal discourse, written documents, and visual representations. An important educational use of content analysis is to infer a text's readability and reading interest based on the words, grammatical construction, punctuation, and so on utilised. Krippendorf, K. (2018) stated content analysis has been used to analyze textbook for sexual, racial, and national prejudices the contain.

B. *English Textbook "Think Globally Act Locally"*

Textbook are one of the tools used to assist teachers in teaching students. Textbook provide a map of the learning path for teachers and students, which allow teachers and students to see what can be done in the next lesson and what has been done in the lesson before (Tomlinson, 2003). Textbook can be considered as teacher's partner. Partnerships between teachers and textbook are when they share common goals and each other makes a special contribution. Good textbook are carefull prepared and proovide a chohesive curriculum, then presented with appeal because of the stuctured media and advantages over the textbook.

English textbook entitled "Think Globally Act Locally" for ninth grade students of Junior High School revised edition is student's book that published by Ministry of Education and Culture of Indonesia. This book aims to provide students to develop literacy competence in English language. Which means to achieve students goals or solve the problems in students' daily life by using spoken and written texts as the main tool.

C. Curriculum in Indonesia

Curriculum is defined as a set of plans and rules regarding purpose, content, learning materials, and how the curriculum is used to guide for implementation of learning activities that are aimed at a specific goal National Education Standardized Institution (Permendikbud, 2013). In terms of curriculum importance, it can be claimed that a solid curriculum is required to be applied in order to attain particular educational goals. The curriculum in Indonesia is developed by Ministry of Education and culture of Indonesia. The syllabus includes comprehensive attitudes, knowledge and skill competencies. The 2013 program adopts a scientific approach. As stated in Permendikbud No. 18 2013, the scientific approach is a learning process designed to lead students to actively construct and principles through certain stage: observing, questioning, gathering, information, and conclusion, associating, and communicating.

D. Textbook Evaluation by BSNP (Badan Standar Nasional Pendidikan)

The importance of textbooks in the learning process was recognized in Permendiknas No. 11 in 2005, which recognizes that textbooks play an important and in improving the quality of education. BSNP publishes rubrics corresponding to the latest syllabus based on evaluation and evaluation of textbooks. This rubric was designed by BSNP to high standards (Puskurbuk, 2013).

The researcher makes a scoring rubric that focused on accuracy of the materials used to evaluate the appropriateness of textbook. The rubric assessment is based on the Likert Scale and has been adapted to the rubric of Textbook assessment Instrument in accuracy of the materials for ninth grade students of Junior High School.

RESEARCH METHOD

Descriptive qualitative method used in this research. Descriptive qualitative is the characteristic of the data in qualitative research because taken from documents, audio-video recordings, transcripts, words, photographs (Sugiyono, 2021). This research was conducted in a textbook that published by Ministry of Education and Culture in Indonesia. It used English textbook “*Think Globally Act Locally*” for Ninth Grade of Junior High School. The researcher took 6 chapters from the textbook as the samples of the research. There are chapter 1,2,6,7,10, and 11. The content feasibility of the textbook, such as characteristics or material presented in the textbook according to the list of standardization by BSNP (Badan Standar Nasional Pendidikan).

For the procedures of collecting the data, these steps that used in the study (in Eti Sutami, 2021): 1) Read and comprehend the data from BSNP and curriculum 2013 in Grade IX of Junior High School English subject; 2) Observe and evaluate the content of the material in the textbook “*Think Globally Act Locally*”; 3) Categorize and arrange the textbook in detailed information to be analyzed based on the characteristic describe in rubric assesment of BSNP.

For analysis the data, the checklist is used to gather the data and to gain the information. The checklist is adapted from the list of standardization by BSNP. Then, used the following formula to help presenting the data in form of numbers formula by Sugiyono (2019).

RESULT AND DISCUSSION

A. Research Finding

The researcher has been analyze the data from English textbook “*Think Globally Act Locally*” for ninth grade students of Junior High School based on scoring rubric of accuracy of the material by BSNP. From the total 3 items being analyze in 6 chapter that are chapter 1,2,6,7,10, and 11, there are 3 items in scoring rubric of accuracy of the materials obtain 4 scores and fullfil the requirement from the rubric assesment. the result showed by the researcher in the table below:

Based on the score above that acumulate by following formula by Sugiyono (2009), it can be concluded that 68,75 % materials from 6 chapters that are chapter 1,2,6,7,10, and 11 in the textbook “*Think Globally Act Locally*” for Junior High School fulfilled the accuracy of the materials based on scoring rubric from BSNP.

B. Discussion

Textbook is a very important of media for teaching which has a function to measure students' understanding of the material presented by the teacher in textbook. Textbook for language learning consist of several chapters. Each chapter will discuss different types and level of language skill. Tarigan (1992) states that the textbook must relevant to the curriculum and the textbook should stimulate the personal activities of the students.

Based on finding above, it could conclude, in the chapter 1 the material is expected to be able to understand and be able to compile a short and simple safe text message using the appropriate text stucture and the right language elements in the context. Showed good implemented of criteria. It could be seen in the criteria of accuracy of the material showed successfully implemented for getting score of 4.

In the chapter 2, it showed successfully implemented. All contexts in this chapter relate to students' daily life, and students are encouraged to interact with their surroundings to obtain information. The social function, element and structure of meaning, and linguistic features get score 4. This chapter use communicative text that easily to students to understand the materials.

In the chapter 6, showed good implemented of criteria. Students are expected to understand spoken texts such us how to share information with others, report past events that have occurred to others and provide information to others. It could be seen in the criteria social function, element and structure meaning, and linguistic features got score 4. The text mostly use interpersonal and communicative text related to students' daily life.

Chapter 7 discusses about functional communication in the form descriptivetext. The exercises and assignments in this chapter specifically ask students to understand folklore and the moral message contained in folklore. This chapter meets the criteria for composition and meaning. Language features relevant to the context in which the student intends to face continuity and discovery in language that is easy for the student to understand.

In the chapter 10, it was different from other chapter. Social function, element and structure of meaning, and linguistic features had not been successfully implemented and got score 3. There is no interpersonal text that makes students easier to understand the material by conversation. It could got score 4 if there is interaction between students.

In the chapter 11, the the social function got score 3 for its implemented. It was because not all aspect of social function successfully implemented. The

successfully of criteria could be seen in the element and structure of meaning and linguistic features. In this chapter, communicative elements were found in the text and practice question can develop communication skills between the feelings of parents and children

Based on the table of content evaluation, the result of this study can be conclude as follows: from the accuracy of the material, English textbook entitled “Think Globally Act Locally” revised edition for ninth grade student of Junior High School gained 68,75% or fair of materials, tasks, text development. The English textbook entitled “Think Globally Act Locally” were fulfill the criteria from BNSP of how standard textbook should be. The reseracher concluded that the textbook entitled “Think Globally Act Locally” a quite appropriate for the teaching and learning media.

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing and discussing the data, the researcher could draw the conclusion that the textbook were analyzed based on the aspect of the feasibility of content with the accuracy of the material that suggested by Pusat Perbukuan, BSNP (Badan Standar Nasional Pendidikan), the textbook entitled “Think Globally Act Locally” is suitable, feasibility, or fair because total scores of the evaluatiom in this research are 68,75%.

B. Suggestion

Based on conclusion result, the researcher would like to give suggestions for teachers role nowadays as facilitator rather than a guide. Since this textbook has some weaknesses in materials’ relevance toward standard and development of diversity insight, teachers should complete unavailable material in this book by making their own materials. The textbook was very important in teaching and learning process. Because, of that, the teachers should decide the textbook selectively and carefully. And the other hand the teachers should know well about textbook that is teachers can teach their students more easily. The teachers can also develop the materials by themselves.

REFERENCES

- Apsari, Y. (1970). Teachers' Problems and Solutions in Implementing Curriculum 2013. *Acuity : Journal of English Language Pedagogy, Literature and Culture*, 3(1), 11–23. <https://doi.org/10.35974/acuity.v3i1.620>.
- Brown, Douglas. 1994. *Principles of Language Learning and*. New Jersey: Prentice Hall.
- Krippendorff, K. (2018). *Content Analysis: An Introduction to its Methodology*. New York: SAGE Publications.
- Mirza, J. S. (1987). Learning english basic sounds through syllabic utterances. *Applied Acoustics*, 20(2), 129–136. [https://doi.org/10.1016/0003-682X\(87\)90058-2](https://doi.org/10.1016/0003-682X(87)90058-2).
- Mitra, D., & Purnawarman, P. (2019). Teachers' Perception Related to the Implementation of Curriculum 2013. *Indonesian Journal of Curriculum and Educational Technology Studies*, 7(1), 44–52. <https://doi.org/10.15294/ijcets.v7i1.27564>.
- Padmadewi, N. N., Artini, L. P., & Nitiasih, P. K. (2019). *Revitalizing Teaching English as a Foreign Language Course for 21st Century Learning*. 335(ICESSHum), 59–68. <https://doi.org/10.2991/icesshum-19.2019.10>.
- Pendidikan, K., Kebudayaan, D. A. N., & Isi, D. (2013). *Dokumen kurikulum 2013*.
- Prihantoro, C. R. (2015). The perspective of curriculum in Indonesia on environmental education. *International Journal of Research Studies in Education*, 4(1), 77-83.
- Suherdi, D. (n.d.). *Towards the 21st Century English Teacher an indonesian perspective*.
- Sugiyono, 2009, *Metode Penelitian Kuantitatif dan R&D*, Bandung: Alfabeta.
- Sugiyono. (2021). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, dan R&D, dan Penelitian Pendidikan)*. Alfabeta, 1–908.
- Tarigan. H.G. and Djago Tarigan. 1992. *Telaah Buku Teks Bahasa Indonesia*. Bandung: Angkasa.
- Tomlison. (2003) stated that textbook provide a map of the learning path for teachers and students.