

# CHAPTER 1

## INTRODUCTION

### 1.1 The Background of the Study

Textbooks are learning materials that can be used in the teaching-learning process. It is not surprising that they often become the only materials in the classroom. This fact occurs for the following reasons. First, textbooks are relatively easy to find and are commercially provided. Second, it provides a guide or a road map for the learners which offers expected behaviors that they have to perform (Crawford in Richards and Renandya, 2002: 67). Third, textbooks help teachers to prepare the lesson (Brown, 2000: 49-58). Fourth, they can also become a flexible syllabus for the teaching-learning process in which teachers can easily modify based on the students' needs.

In Indonesia, textbooks play an important role in the national education system. Once a new curriculum is implemented, many textbooks are published. In response to this, the government via the Ministry of Education and Culture has made some laws in the form of regulations for designing, using, and evaluating textbooks. The government then publishes a list of textbooks that are considered appropriate to be used in the teaching-learning process.

Although the government has released the list of appropriate textbooks, textbook evaluation is seen as an important thing to be conducted. This is because teachers show a dependency on the textbook in the classroom. A study conducted by Ena (2013) showed that many Indonesian EFL teachers use textbooks as the only instructional materials in the teaching-learning process. This means that they rely a lot on the commercial textbooks available in the market. Consequently, teachers are required to evaluate textbooks to determine what actions that they need to take. In principle, they should decide whether to adapt, adopt, reject, or supplement them.

The process of evaluating textbooks can be done by examining the content of textbooks in two ways namely external and internal evaluation (McDonough, Shaw, and Masuhara, 2013: 50-62). The external evaluation focuses on the physical appearance such as cover, introduction, table of content, and other hand internal evaluation deals with the materials including tasks and exercises. The combination of internal and external approach to textbook evaluation is seen as an important thing to be conducted as it provided comprehensive information to the teachers regarding the appropriateness of certain textbooks seen from the perspective of physical appearances as well as their contents.

Realizing the importance of textbooks in the classroom presented earlier, many researchers tend to evaluate textbooks on one side only. This kind of evaluation does not give a significant contribution to the teacher professional development as teachers will find it difficult to do further actions once a textbook evaluation is done. This is because the aspects being evaluated are limited to a certain degree. About the above explanation, the writer is motivated to conduct a textbook evaluation examining the appropriateness of commercial textbooks for the eighth-grade students of Junior High School. The textbooks analyzed in this study are suggested by BSNP to be used in the teaching-learning process.

Government Regulation Number 19 of 2005 concerning National Education Standards is an implementation of Law Number 20 concerning the National Education System. The stipulation of PP No.19 indicates the importance of standards related to education issues that can be used as a reference for anyone with an interest in education issues in the Republic of Indonesia. This government regulation also regulates and determines various standards in education that can be used as a guide or implementation of education in Indonesia.

Article 76, Government Regulation No. 19 of 2005 stated that the main task of BSNP is to assist the Minister in developing, monitoring, and controlling national education standards. It is emphasized in the next paragraph that the standards developed by BSNP are effective and bind all education units nationally after being stimulated by a Ministerial Regulation.

In the education system in Indonesia, any textbooks that will be released on the market and used in schools must have met the four aspects of textbook assessment. Those aspects as determined by the National Education Standards Board (Badan Standar Nasional Pendidikan or BSNP). Based on Government Regulation No.19 / 2005 article 43 paragraph (5), these aspects include Feasibility of content, language, presentation, and the graffiti assessed by BSNP and stipulated by Ministerial Regulation. The compliance standards according to the provisions of BSNP are as follows: 1) Core competence and basic competence is not written explicitly in textbooks. 2) Material depth: material description supports the achievement of minimum basic competence and in accordance with the educational level of the learner. 3) Material breadth: the material presented reflects the descriptions that support the achievement of all Basic Competencies (KD) and in accordance with the educational level of learners.

The researcher focuses her research on the feasibility of content in the seventh grade Junior High School student textbooks. The researcher has chosen to analyze the student textbooks that available for the seventh grade of junior high school under the title "English on Sky" published by Erlangga in 2017. The authors of the textbook "English on Sky" are Mukarto, Widya Kiswara, Sujatmiko, Josephine S.M. The function of this analysis is to find out whether the textbook materials are in line with the criteria of core competence and basic competence for seventh grade in Curriculum 2013.

The reason for the researchers to analyze this book is first because this book is one of the books that not under the auspices of the Minister of Education. Currently, there are many textbooks published by the Ministry of Education and Culture so that when compared to the "English on Sky" textbook, other textbooks that have been suggested by the minister of education are more convincing that their quality meets the criteria standard of the BSNP. The second reason is in the English textbook English on Sky, the researcher found that there is still content that does not meet the eligibility criteria for the content of the book. The content in chapter 2 does not fulfill the eighth category from BSNP namely diversity Insight. This is because of the local wisdom that is contained in this chapter, which is mentioning the name 'Gedongmeneng' as one of the areas in Bandar Lampung. Plurality is also shown in classroom illustrations of students of various races and appearances, although not expressed explicitly. But unfortunately, there is no democratic value and national insight included in this chapter. Whereas according to BSNP a content can be said to meet the standards of the Development of Insight on diversity if the texts encourage appreciation of cultural diversity and complex societies that include various cultural values, local, national, and global content and also these texts encourage appreciation against the national insight to advance oneself in the homeland, nation, and state.

Therefore, in this study, the researcher will conduct the research with the title The Feasibility of Content Analysis of English Textbook "English on Sky" for Grade VII of Junior High School Based on Curriculum 2013 According to BSNP.

## **1.2 The Problem of the Study**

Based on the explanation of the research background, the problem of this research formulated into the following question: How does the "English on Sky" textbook fulfill the requirements of the feasibility of content based on BSNP (Badan Standar Nasional Pendidikan)?

### **1.3 The Objective of the Study**

Based on the research problem above, the objectives of this research are: to describe how does "English on Sky" textbook for seventh grade published by Erlangga meets the standards of the feasibility of content based on BSNP (Badan Standar Nasional Pendidikan)?

### **1.4 Focus of the Research**

In this study, the researcher focuses on the content in the "English on Sky" textbook published by Erlangga. The textbooks analyzed in this study were suggested by BSNP, the researcher analyzed how the content or material had met the content eligibility requirements determined by BSNP in the assessment rubric. There are 4 categories provided by BSNP for analyzing textbooks these are feasibility of content, the feasibility of language, feasibility of presentation, and graphic. But the researcher only uses one out of four categories that BSNP provides as textbook assessment. That is the feasibility of content because the purpose of this study is to find out the suitability of the material in textbook curriculum 2013 based on the content only.

### **1.5 Significance of the Study**

According to the explanation above, this research has two significances, both theoretically and practically. This significance will be explained below:

#### **1. Theoretical Significance**

- a. For academicians: this research is expected to increase the knowledge of science and become a reference for all academicians and non-academics, especially those who are in the English education area.
- b. For future writer: this research is expected to contribute to reading or consideration sources for the future writer in particular and the world of education in general.

## 2. Practical Significance

- a. For teachers: can provide consideration for teachers to selecting the appropriate textbook for their classroom materials and situations.
- b. For students: can be used as a reference by students to choose or create a medium for English subjects.
- c. For educational institutions: the results of this study can be used as a reference for educational institutions to improve their facilities to support the learning process to achieve optimal learning outcomes.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Content Analysis

Eriyanto (2011: 1) in his book entitled Content analysis explains that content analysis is a method used in a study to find out and understand the content, what is contained in the contents of the document. This method can also be used in analyzing all forms of documents, both print and visual. For example newspapers, radio, television, advertisements, films, books, personal letters, holy books, and leaflets.

Barelson (1952: 18) defines content analysis with "Content analysis is research technique for the objective, systematic, and quantitative description of the manifest content of communication". Barelson emphasizes content analysis as an objective, systematic research technique and a quantitative description of what is contained in communication. However, the next emphasis given by Barelson is on the objective and systematic. So that this method can also be used in qualitative techniques depending on how it is used.

According to Bungin (2007: 156), the use of content analysis is not much different from other qualitative analyzes. It's just that because this technique can be used in different approaches (both qualitative and quantitative), the use of content analysis depends on both approaches. The use of content analysis for qualitative research is not much different from other studies. The observable phenomena must have a precise formula and all actions are based on that goal.

The unit of analysis chosen to be studied is selecting the research object that is the target of the analysis. If the object of research is related to verbal data, it is necessary to mention the date and the means of communication in question. However, when the message is conveyed through certain media, it is necessary to identify the media.

In this study, content analysis was used to determine the content contained in the textbook "English on Sky" for the First Grade of Junior High School.

## **2.2 Textbook**

### **2.2.1 Definition of Textbook**

Book Center (Pusat Perbukuan) defines a textbook as a book that is used as a handle of students at a certain level as instructional media, related to a particular field of study. Textbooks are standard books prepared by experts in the field, usually equipped with learning tools (such as tape recording), and used as a supporter of learning programs.

Article 1, paragraph 3 of Minister Regulation of National Education Republic of Indonesia No.2 (2008) explains textbooks are a mandatory reference book that uses in primary and secondary education units or colleges that contain learning materials in the context of improving faith, piety, noble character, and personality, mastery of science and technology, enhanced sensitivity and aesthetic ability, improved kinesthetic and healthcare capabilities compiled based on national education standards.

In the National Guidance Outline (Garis Besar Haluan Nasional or GBHN) it is mentioned that "The literature and the publication, writing, and translation of books and other publications need to be increased in number and quality to better support the education and development programs of the nation" To be able to achieve the national goals, then in addition to the construction of the building and the appointment of teachers, our students needs a good provision of educational facilities. One of the most important medium of education is the book because it is only through the book that people are now able to follow the development of science and technology that going so rapidly.



According to Article 6, paragraphs 5 and 6 of Law No.3 of 2017, it is stated that textbooks are divided into two categories, they are main textbook and the companion textbook. The main textbook is referred to as a textbook that must be used in the curriculum-based learning that is applicable and provided by the Central Government and free of charge. While the companion textbook is a textbook compiled by the community based on the applicable curriculum and has been approved by the Central Government.

English language teaching (ELT) textbooks play a very important role in language classrooms. Immanuel (2012:5) states that textbooks are key component in most language program. In some situations, they serve as the basis for many language inputs that learner receive and language practices that occur in the classroom. They may provide the basis for the content of the lessons, the balance of skills being taught and the kinds of language practice the students take part in.

On the other hand, Mudzakir (2015) concludes that a textbook can be considered as schoolbook, course book, workbook or subject book used in school or educational institution complemented with materials for exercise as the students reference book. It can be inferred that textbook is a published printed material that serve as a source and guideline for teachers and students which contain exercises and reference in the form of schoolbook, course book workbook or subject book.

### **2.2.2 The Function of Textbook**

Offending the function of textbooks, as mentioned in Article 6, paragraph 4 of Law No. 3 of 2017 on System of Books, textbooks should contain learning materials in order to improve faith, piety, noble character, and personality; mastery of science and technology; sensitivity, aesthetic ability, kinesthetic ability and health; as well as understanding the values of Five

Principle (Pancasila) as the basis of the country which is compiled based on the national standard of education. In relation to learning activities, textbooks have an important role to play. If the purpose of learning is to make learners have various competencies, to achieve these goals, learners need to take experience and practice and seek information.

According to Iwan Jazadi (2008:238), there are four reasons why teachers use textbooks. All the reasons below are due to political constraints and circumstances. First, because it uses textbooks are the provisions of the Ministry of Education and the teachers have to comply with it. Second, teachers should use a textbook that appropriates to the curriculum because the questions for the national exam mostly derived from it. So the teacher must follow the provisions of the government. The third reason is that teachers find it difficult to find other teaching resources other than textbooks. The last reason is that most teachers in Indonesia do not have the qualified ability to develop their material.

Selection of language teaching materials can determine the quality of teaching and learning procedures. Mukundan (2011: 100) states that as part of the material used in the language classroom, the textbook plays a crucial role in students' success or failure. Textbooks act as a guide for inexperienced teachers or a tool for experienced teachers (Chandran, 2003). According to him, there are several functions and roles of textbooks, namely:

- a) Resources for presentation material (oral and written).
- b) Source of activities for student training and communicative interaction.
- c) Reference sources for learners about grammar, vocabulary, pronunciation, etc.
- d) Source of stimulation and ideas for classroom activities
- e) A syllabus (where it reflects predetermined learning objective).
- f) Resources for self-employment or self-access.

g) Support for inexperienced teachers

Based on the definition above, it is important for teachers to use a textbook when they teach certain subjects to help them when they do teaching and learning activities as well as to achieve educational goals.

### **2.2.3 English Textbook “English on Sky”**

English on Sky is a textbook for students published by Erlangga. The book "English on Sky" was published in June 2017 with ISBN 9786024342159. This book is written by Drs. Mukarto, Sujatmiko Bambang Santoso, S.Pd., M.Hum, Josephine Sri Murwani, and Widya Kiswara S.Pd. This book has a size of 17.50 cm x 25.00 cm weighing 327 gr. The number of pages the book has is 200 pages. "English on Sky" is an integrated coursebook for junior high school students. This book is designed based on the revised 2013 English Curriculum, namely the 2016 edition, as reflected in the map of the book and chapters.

English on sky encourages students to develop their overall competence as suggested by the curriculum. The presentation of the material and the practice of the target language are designed carefully to stimulate the mastery of language skills and the English grammatical system. The book provides students with various tasks, for example, comprehension questions, text completion, and text construction. In addition, students can learn from enrichment materials through digital content which they can access where ever and whenever they have an internet connection.

## **2.3 Curriculum**

### **2.3.1 Definition of Curriculum**

Curriculum is the most essential of teaching learning process. A teacher should teach his/her students according to the current curriculum because it has been designed on the basis of

students' needs. As stated Susan Feez (2002: 9) that "curriculum is a general statement of goals and outcomes, learning arrangement, evaluation, and documentation relating to the management of program within an education institution". Also Kerr in Kelly (2004: 12) said curriculum as the learning which is planned and guided by the school, whether it is carried on in groups or individually. Finney in Richards and Renandya (2002: 70) defines curriculum as a specification of the content and the ordering of what is to be taught. It refers to all aspects of the planning, implementation and evaluation of an educational program, particularly the why, how and how well together with what of the teaching-learning process.

Allan C. Ornstein (2009:11) in his book: Curriculum, Foundations, Principles, and Issues specify five basic definitions of curriculum. First, curriculum can be defined as a plan for goals achieving. This is because curriculum has some plans that involve a sequence of steps for person to be educated.

Second, curriculum can be defined as dealing with learners experiences. Almost anything planned in or out side of schools is part of curriculum. It represented a special environment for helping students to achieve self-realization through their participation within the instruction.

Third, curriculum is a system for dealing with people. Some of the curriculum is entering a various point of the model and work on more than one component at a time.

Fourth, curriculum can be defined as a field of study with its own foundation, knowledge, domains, research, and specialists. They are concerned in broad historical, philosophical, and social issues. This definition tends to discuss curriculum in theoretical rather than practical terms.

Fifth, curriculum can be defined in terms of subject matters (math, English, science, etc.) or content (the way to organize and assimilate information). People who adopt this definition

emphasize generic principles of curriculum that cut across most of all subjects. From some of the understanding above can be concluded that the curriculum is a set of plans on learning materials and learning experiences as a guideline of teaching and learning process to achieve educational goals.

### **2.3.2 Curriculum 2013**

Curriculum 2013 or character education is a curriculum that lit by the Ministry of Education and Culture of Republic Indonesia to change curriculum 2006 or KTSP. 2013 curriculum is a curriculum that is considered the most important comprehension, skills, and character education. The student is required to understand the material, be active in discussion and presentation, and has high respect and discipline (Dokumen Kurikulum 2013, 2013).

Soedijarto in Muhammedi (2011: 49) explained that Indonesia has undergone many curriculum changes, including curriculum 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, 2006, and lastly, curriculum 2013. Curriculum changes can be influenced by many factors, one of which is the political factor. For example the 1984 curriculum used to incorporate the subjects of the National Education for the Struggle of the PSPB. The 1994 curriculum, in addition to excluding PSPB subjects, is also to introduce a high school curriculum that makes public education a preparatory education to college.

Curriculum development of 2013 is carried out in line with the demands for change in various aspects of life and carried out the mandate of UU No. 20 the year 2003 about Sistem Pendidikan Nasional and Peraturan Presiden No. 5 Tahun 2010 about Rencana Pembangunan Jangka Menengah Nasional (Kusuma, 2013). Mendikbud (2013) said in Modul Bahasa Inggris that the content of the 2013 Curriculum is formed core competencies of class and followed by the basic competence of subjects. Core competence is the quality that must be owned by students

in the class through basic competence which is organized in the students' learning process. Basic competence is competence that must be learned by the students. This basic competence will be the reference for the teacher to write the syllabus and teaching-learning process.

The 2013 Curriculum adopts scientific approach. As conveyed in Permendikbud No. 81a in 2013, scientific approach is a learning process that is designed to make students construct concept and principle actively through some steps: (1) observing; (2) questioning; (3) collecting information and concluding, (4) associating, and (5) communicating.

## **2.4 Feasibility of Content**

### **2.4.1 Material Development and Textbook Evaluation**

Textbook development can help teachers to try to know their students, their needs, wants, and goals. It can help teachers to try to familiarize themselves with teaching and learning theories and their application in the classroom. However, apart from numerous advantages a single textbook frequently does not meet the diverse needs of the learners. This generates a need for textbook adaptation at the activity, unit, and syllabus level. Tomlinson (1998: 7-21) highlights that good teaching materials must have the following criteria:

- 1) Materials should achieve impact,
- 2) Materials should help learners to feel at ease,
- 3) Materials should help learners to develop confidence,
- 4) What is being taught should be perceived by learners as relevant and useful,
- 5) Materials should require and facilitate learner self-investment,
- 6) Learners must be ready to acquire the points being taught,
- 7) Materials should expose the learners to language in authentic use,
- 8) The learners attention should be drawn to linguistic features of the input,
- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes,
- 10) Materials should take into account that the positive effects of instruction are usually delayed,
- 11) Materials should take into account that learners differ in learning styles,
- 12) Materials should take into account that learners differ in affective attitudes,
- 13) Materials should permit a silent period at the beginning of instructions,
- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities,
- 15) Materials should not rely too much on controlled practice, and
- 16) Materials should provide opportunities for outcome feedback.

Textbooks give a great contribution to the teaching-learning process both to the teachers and learners. The reason that course books need to be evaluated is that they might be suitable and ideal in a particular situation and with some particular students but they might turn out to be useless in a different situation. Writing a textbook is a demanding task and more important than writing is how to evaluate it to pinpoint its weaknesses and improve them. If we yearn to produce a quality and useful course book, we need to consider how to develop and evaluate it. Nusrotus in Hayu contends that to meet the appropriate textbooks to be used in the learning process, Textbooks must conform to the following characteristics:

Meet the learning needs and characteristics of educators. 2) Compatibility with curriculum 3) Development of material with the theme/topic 4) Use of appropriate language 5) Meaning for improvement of competence of educator and easy to understand 6) Have the value of use which really felt benefit by the student.

Hutchinson and Waters in Zohrabi (2011:204) argue that material evaluation should be carried out to judge the fitness of our materials to our "particular purpose." They insist that all the variables need to be evaluated systematically to "save a lot of expense and frustration". Teaching materials developed in the form of textbooks (textbooks) should focus more on the learning methods used so that the implementation used can run according to its objectives.

#### **2.4.2 BSNP Standards in Analyzing Textbooks**

Attachment to Regulation of the Minister of National Education of the Republic of Indonesia No. 8 of 2016, the book used by the Education Unit, whether in the form of Text Lesson or Non-Text Lesson Book, is a means of the learning process for teachers and learners so that learners can improve basic knowledge for higher education level. The knowledge material informed through Textbook Lessons and Non-Text Books Lessons is very important. Therefore, the presentation of the material should be arranged with interesting, easy to understand, has a high level of legibility, and fulfill the positive values/norms prevailing in society, including not

containing elements of pornography, extremism, radicalism, violence, SARA, gender bias, and does not contain any other deviation value.

Textbooks Lessons and Non-Text Books Lessons should include the skin elements of the book, the front skin, the back skin, and the back of the book. Besides, textbooks and non-text lessons should also include parts of the book, which include the beginning of the book, the content section, and the end of the book.

Textbooks are an important component of the learning system because textbooks are teaching materials and also a source of instruction in teaching. Muljono (2014: 2) in addition to the curriculum which is the guideline for the teaching system, the selection of textbooks should be based on various other aspects as determined by the National Education Standards Board or BSNP, which includes the content, language, presentation, and graphic content. These components are described in the following details:

**a. Feasibility of Content (Kelayakan Isi)**

The eligibility components of this content are outlined in the following subcomponents or indicators.

- 1) The compatibility with core and basic competence
- 2) The accuracy of the materials
- 3) Supporting materials.

**b. Feasibility of Language (Kelayakan Bahasa)**

These linguistic components are broken down into the following subcomponents or indicators:

- 1) Readability
- 2) Compatibility with good and correct language rules



3) Language logic

**c. Feasibility of Presentation (Kelayakan Penyajian)**

This presentation component is broken down into the following subcomponents or indicators:

- a. Technique
- b. Material
- c. Learning

**d. Feasibility of Graphic (Kelayakan Kegrampilan)**

These components of the graphic are broken down into the following subcomponents or indicators.

- a. Book size / format
- b. Design of the skin
- c. Design the contents
- d. Quality of paper
- e. Quality of prints
- f. Quality of binding

For this research, the researcher will only analyze the feasibility of content because it covers the analysis of the core of competence and basic competence of textbooks.

**2.4.3 Description of Feasibility of Content**

B.P. Sitepu (2012: 64) the teaching materials written in the textbook are determined by analyzing the competency standards and basic competencies of subjects that refer to the competencies of the relevant subjects. As a reference in developing the subject matter of learning can be seen in the Attachment of Regulation of the Minister of National Education No.22 of 2006 and guidance for the preparation of 2013 as determined by BSNP. BSNP has released the

assessment instrument form. In this case, the textbook has to match the standard core of competence, basic competence, and basic competence for English for Grade VII of Junior High School.

BSNP itself has released an evaluation process in The Center of Curriculum and Books (Puskurbuk) in form of a rubric assessment to evaluate the properness and also the suitability of a textbook. Ministry of National Education (2014: 4) the rubric assessment from BSNP is designed to qualitatively describe and assess any content related items and materials in a textbook then quantitatively coding it. The rubric assessment used in this study is limited to the feasibility of content. The feasibility content includes three measurements which are compatibility of materials with KI and KD, the accuracy of materials, and the last supporting materials. Following are the details of the assessment groups:

### **1. The Compatibility of materials with Core and Basic Competence.**

In this criteria of the feasibility of content that is compatible with KI and KD, the criteria were divided into three sub-criteria which is Completeness, Broadness, and In-Depth.

#### *1) Completeness (Kelengkapan Materi)*

Incompleteness criteria, the textbook is expected to expose students to understand and produce both interpersonal and interactional conversation whether in spoken or written to help them interact in contextual and themed situations along with many other characteristics, religious and aesthetic values included.

#### *2) Broadness (Keluasan)*

Textbooks have broadness if they present various texts of the same genre to provide opportunities for students to observe similarities and characteristics of the same generic texts.

### 3) *In-Depth (Kedalaman Materi)*

In this criteria textbooks are expected to fulfill several points of In-Depth. The first is exposure or (pajanan) which means that the textbook is expected to expose students to as many kinds of text that relevant to students' daily life to help them get used to any kinds of texts as possible. Then, text retention (retensi pembentukan teks) means that textbooks should guide students in understanding the social function, structure of the text, and linguistic features. The last is the production (produksi) textbook which should be able to guide students in every step in producing both verbal and written text.

## **2. The accuracy of the materials.**

In these criteria of the feasibility of content which is the accuracy of the materials, the criteria were divided into three sub-criteria which are Social function, Element and structure of meaning, and Linguistic feature.

### 1) *Social Function (Fungsi sosial)*

In this criterion, the text provided in the textbook or the exercises given from the textbook that has been done by the students is expected to have values in social function in its relation with students daily life either in interpersonal or interactional.

### 2) *Element and Structure of Meaning (Unsur dan Struktur Makna)*

In this criteria, the text provided in the textbook or the exercises given from the textbook that has been done by the students is expected to give the students an

insight and ideas to think systematically in doing exercise or producing it in daily life.

3) *Linguistic Feature (Fitur Linguistik)*

In this criteria, the text provided in the textbook or the exercises given from the textbook that has been done by the students is expected to be understandable and fulfill the norm and characteristic values of good communication in students daily life.

**3. Supporting materials.**

In these criteria of the feasibility of content which is supporting materials, the criteria were divided into three sub-criteria which are Relevance, Development of life skills and Development of Diversity Insight.

1) *Relevance (Kemutakhiran)*

In this criteria, every item in supporting the materials and exercise provided within the textbook (Tables, Pictures, Texts, References) should be taken from the relevant and newest sources available.

2) *Development of Life Skills (Wawasan Keterampilan Hidup)*

In this criterion, every text and communicative exercise and task available within the textbook should motivate students toward good personalities that concern social, academic, and vocational life.

3) *Diversity Insight (Wawasan Kebhinekaan)*

In this criterion, every text and communicative exercise and task available within the textbook should motivate students toward a good citizen that concern, understand, and appreciate multicultural diversity.

#### 2.4.4 Feasibility of Content's Rubric Assessment

The rubric assessment from BSNP is a whole of textbook analysis. This rubric assessment assesses the accurateness and appropriateness of content of textbook in delivering teaching materials, the technique of presenting, the relation of every chapter, and social benefits from a textbook (Puskurbuk, 2013).

In this study, the researcher makes a scoring rubric used to evaluate the appropriateness of textbook content. This assessment rubric is based on the Likert Scale and has been adapted to the instrument as well as the description of the Rubric of Textbook Assessment Instrument in Feasibility of Content Section for the Seventh Grade of Junior High School issued by the government through BSNP.

**Table 2.1**  
**The Rubric of Feasibility of Content Assessment Instrument**  
**For Seventh Grade of Junior High School**

| Items  | Score | Criteria  |
|--|-------|---|
| A. Sub-Components of the Compatibility with core competence (KI) and basic competence (KD)   |       |   |
| 1. Completeness  |       |   |
| In point of completeness assessment, the teaching materials shall contain the texts corresponding to the KI and KD, the texts are :<br><ul style="list-style-type: none"> <li>• Interpersonal communication expression</li> <li>• The phrase of transactional communications</li> <li>• Short functional text</li> </ul> | 1     | The textbooks meet half of the three texts above              |
|  | 2     | The textbooks meet one of three texts above                   |
|  | 3     | The textbooks only meet two of the above text                 |
|  | 4     | The textbooks meet all three types of text                    |
| 2. Broadness   |       |   |
| Presenting the various texts of the same genre to provide the opportunities for students to observe similarities and characteristics of the same generic of these texts.   | 1     | The textbook has one type of text of the same genre.          |
|  | 2     | The textbook has two types of text of the same genre.         |
|  | 3     | The textbook has three types of text of the same genre.       |
|  | 4     | The textbook has four or more types text from the same genre. |
| 3. In-Depth  |       |   |
|  | 1     | The textbooks meet half of the four points                    |

|   |   |   |
|---|---|---|
| Textbooks must meet:<br><ul style="list-style-type: none"> <li>• exposure</li> <li>• Retention text formatting rules</li> <li>• Production</li> </ul>   | 2 | The textbooks meet one of the four points   |
|   | 3 | The textbooks meet two of the four points   |
|   | 4 | The textbooks meet all four of these points |
| <b>B. Sub-Components of the Accuracy of the Material</b>  |   |   |
| <b>4. Social functions</b>  |   |   |
| Texts directed at achieving social function as follows:<br><ul style="list-style-type: none"> <li>• interpersonal communication to establish interpersonal relationships and used as a communication tool</li> <li>• Transactional communications to request / provide services / facts / opinions</li> <li>• Procedure text as functional communication to give instructions to do something</li> <li>• Descriptive text as functional communication to provide, identify, differentiate, offer, praise, criticize object.</li> </ul>                                  | 1 | The textbooks meet one of the four points   |
|   | 2 | The textbooks meet two of the four points   |
|   | 3 | The textbooks meet three of the four points |
|   | 4 | The textbooks meet all four of these points |
| <b>5. Elements and Structures of Meaning</b>  |   |   |
| The text provided must meet the elements of meaning, consists of:<br><ul style="list-style-type: none"> <li>• The texts of interpersonal and transactional, contains elements of the initiation of activities/initiatives to communicate</li> <li>• The texts of interpersonal and transactional, load response in the form of demand and supply of information/goods/services</li> <li>• The texts of procedure contain steps to get things done. Descriptive text containing the elements contained in the person/object/animal and a description of each.</li> </ul> | 1 | The textbooks meet one of the four points   |
|   | 2 | The textbooks meet two of the four points   |
|   | 3 | The textbooks meet three of the four points |
|   | 4 | The textbooks meet all four of these points |
| <b>6. Linguistics features</b>  |   |   |
| The texts are given with the aims of developing the ability to communicate with:<br><ul style="list-style-type: none"> <li>• accurate and acceptable linguistic quality,</li> <li>• according to the communicative context</li> <li>• type of text in accordance to achieve the social function</li> </ul>  | 1 | The textbooks meet half of the four points  |
|   | 2 | The textbooks meet one of the four points   |
|   | 3 | The textbooks meet two of the four points   |
|   | 4 | The textbooks meet three of the four points |
| <b>C. Sub-Components of Supporting Materials</b>  |   |   |

| 7. Relevance  |   |   |
|---|---|---|
| Textbooks must meet:<br>• The relevance of the material with a referral source  | 1 | The textbooks meet half of the two points                 |
|   | 2 | The textbooks meet one of the two points                  |
|   | 3 | The textbooks meet the one and a half from the two points |
|   | 4 | The textbooks meet both these points                      |
| 8. Life Skills Development  |   |   |
| Text and communicative acts motivating the students to develop:<br>• personal skills<br>• social skills<br>• academic skills<br>• vocational skills   | 1 | The textbooks meet half of the four points                |
|   | 2 | The textbooks meet one of the four points                 |
|   | 3 | The textbooks meet two of the four points                 |
|   | 4 | The textbooks meet three of the four points               |
| 9. Development of Diversity Insight   |   |   |
| Text and communicative acts motivating the students to develop:<br>• an appreciation of cultural diversity and the plurality of society • awareness of the potential and richness of the area<br>• appreciation of democratic values<br>• understanding of the concept of nationalism | 1 | The textbooks meet one of the four points                 |
|   | 2 | The textbooks meet two of the four points                 |
|   | 3 | The textbooks meet three of the four points               |
|   | 4 | The textbooks meet all four of these points               |

## 2.5 Previous Related Study

To ensure the authenticity of the ideas in this study, the researcher presents several previous studies that have relevance to the type of research conducted by the researcher.

The research by Ratih Heriati (2017), this study is designed in descriptive qualitative research. The researcher also conducts the analysis of textbook based on theory of Bloom's Taxonomy Level which has three Domain and applied in 2013 curriculum in order to more focus on it relevancy with materials in the textbook. The main problem of this study is analyzing the relevance of the materials with the cognitive aspects and psychomotor aspects which are contained in the 2013 English Curriculum competence. The result of analysis textbook based on

Taxonomy Bloom, it is shown that both the activity of Cognitive and Psychomotor Domain Levels are less its relevance to as two of three aspects of 2013 curriculum in the textbook because most of materials in the textbook not required the level analysis in Bloom's Taxonomy. This previous study has similarity of the kind of textbook which is the textbook that applied 2013 curriculum published by Ministry of Education and Culture of Indonesia.

Second, the research of Faridha Kurniawati (2016) "Content Analysis of 'Bright' An English Course Book for VIII Grade Junior High School Students Published by Erlangga Relevancy to Curriculum 2013". This research paper aims to finding out whether the material of the English textbook entitled "Bright" is relevant with the criteria of a good textbook proposed by Ministry of Education and Culture. This research design is qualitative research used descriptive analysis technique. The data are collected by using content analysis technique. To analyze the data, the researcher matched the textbook with the criteria of the good textbook according to curriculum 2013 which has issued by Ministry of Education and Culture. Then the researcher gives score to the checklist items based on its suitability with the criteria of the good textbook according to 2013 curriculum. The result shows that the degree of suitability of "Bright" an English text book used by eight grade students of Junior High School was 93,85%. The researcher concludes that the textbook is logic and can be implemented as a learning source in the classroom. The similarity of the research is the kind textbook evaluation framework but in different book.

Based on the findings in the above two studies, it is deemed necessary to conduct further research on the feasibility of the contents of the seventh-grade junior high school books. Although most of the research on the feasibility of English textbook for seventh grade in curriculum 2013 above has reached percentage above 70%, for the eligibility of the content

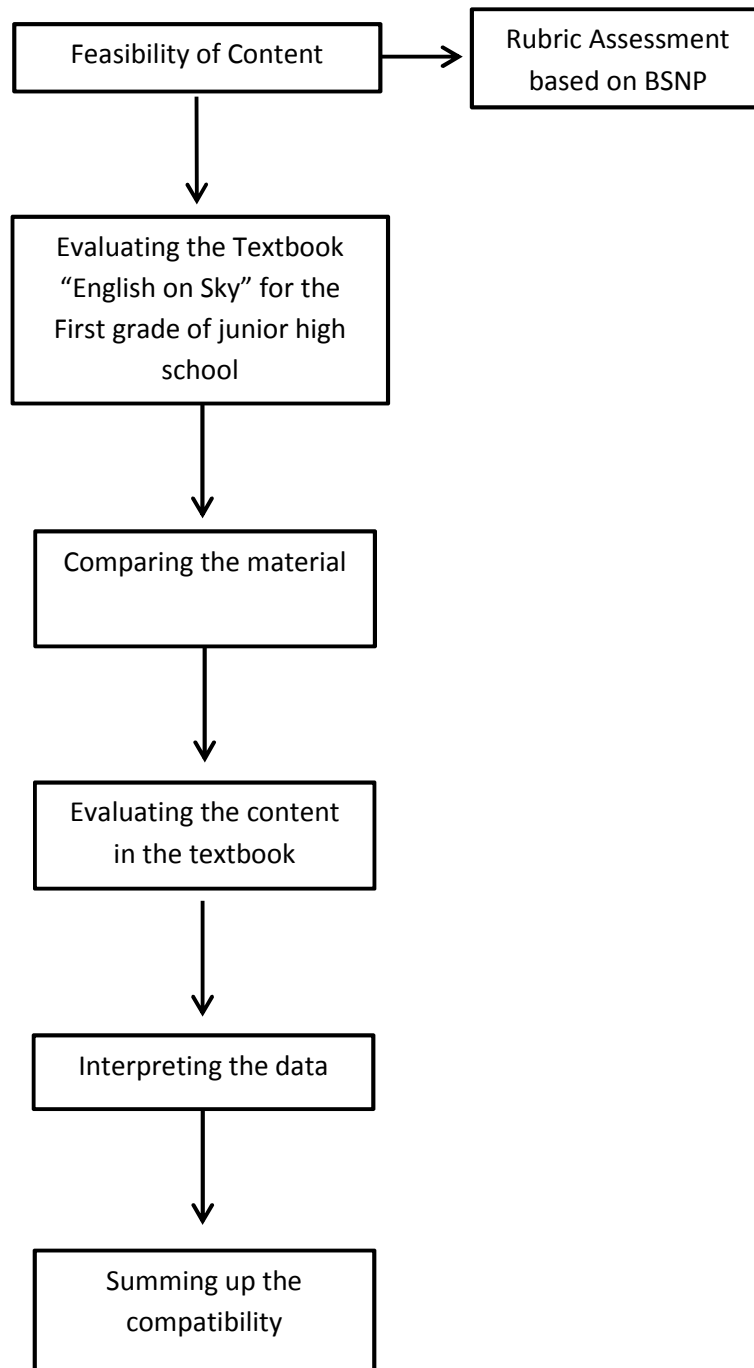


especially for the fulfillment of KI-KD need to be held more related research in order to optimize the guidance to the students who use an English textbook in school.

Shortly, those previous studies are different from this research. The first difference is in the object of the study. This study aims to investigate how the contents of English textbook fulfill the criteria of a good textbook suggested by BSNP in “English on Sky” textbook for the first grade of Junior High School.

## 2.6 Theoretical Framework

The research is conducted in the theoretical framework, as the diagram of the theoretical framework:



## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

The design of this study is descriptive qualitative research because this study aimed to describe and analyze the genre relevance materials in the textbook used as a handbook for students in Junior High School which have the title "English on Sky" in terms of genre and its characteristics. According to Kothari (2004: 3), qualitative research deals with data that are in the form of words or pictures rather than numbers and statistics. Moreover, as the data was in the form of words and documents, so the data were analyzed qualitatively.

Then, content analysis is employed to analyze and describe the data. Anderson (2007: 7) defined a descriptive presentation of qualitative data as content analysis. Content analysis is also a method used in analyzing qualitative data. The content analysis applies to various studies including language studies, which concern with analyzing the content of certain matters through classification, tabulation, and evaluation. According to Krippendorff (1990: 37), "Content analysis is a research technique for making replicable and valid inferences from texts (printed matter, recorded speech, visual communications, works of art, artifacts) or other meaningful matter to the contexts of their use".

As described by Sharan B. Merriam (1988), the type of research can be distinguished by descriptive, interpretive, and evaluative research. The method used in this research is the descriptive research method. John W. Best (1982: 119) explains descriptive research as a research method that seeks to describe and interpret the object as it is. Descriptive research is generally done with the main purpose to describe the facts and characteristics of objects or subjects that are examined in a precise and systematic. In descriptive research, the researcher

does not manipulate the variables and does not specify the events that will occur, and usually concerns the events that are currently happening. In a descriptive study, content analysis was included in the observational study. In the observational study, the present status of the phenomenon is determined not by asking questions but by observing.

### **3.2 Subject of Study**

The subject of this research is the VII grade English student book "English on Sky" published by Erlangga. This book has 10 chapters and each chapter has its topic material. Then the object of this research is the relevance of the material to the contents of the book according to the demands of BSNP. Because this study is related to the analysis of textbook content, especially the content of the material, the data is analyzed qualitatively, without any statistical calculations.

### **3.3 Data and Source of the Data**

In this research, the data resources for this research is a student English book for seventh graders of Junior High School entitled "English on Sky" which is published by Erlangga in 2017. Then, the data for this research is the content/material from "English on Sky" textbook which fulfill the requirements of the feasibility of content based on BSNP (Badan Standar Nasional Pendidikan). BSNP standardization use because the credibility of the standardization had been recommended by the minister of education in Indonesia.

### **3.4 Instruments of the Research**

The main instrument in this research is observation. Nasution in Sugiyono (2013: 310) said that, observation is a foundation for all science. The scientist only can work according the data, that is a fact about the real life which got by observation. That data collected and often

helped by various high technology tools, so the tiny things like proton and electron or very far things like those in the outer space can be observed clearly.

The data from this study was collected through several steps of observation. First, the researcher read and observed the content of the textbook thoroughly. Second, the researcher compared the content of the textbook with the rubric assessment from BSNP guidelines.

### **3.5 Technique of Data Collection**

All of the procedures have been drawn into how data could be collected by content analyses method which has been categorized into these steps:

1. Looking for the instrument from BSNP for Curriculum 2013. These will be the main guideline to determine the compatibility of the textbook "English on Sky" for seventh grade of junior high school with the current curriculum.
2. Learning the material in the textbook to find the accuracy of materials and supporting material from the feasibility of content aspect.
3. Observing and scanning through the content of the material in the "English on Sky" textbook in material, tasks and exercise, chapter by chapter to find the suitability and compatibility of the textbook to the instrument.
4. The data obtained from the textbook then categorized and arranged in detailed descriptive information to be analyzed based on the characteristic described in the rubric assessment of BSNP in every chapter.
5. Counting the amount of frequency from data description which has been analyzed to find out how many content materials fulfill the criteria based on feasibility of content aspect from each chapter of the textbook.

### 3.6 Technique of Data Analysis

In terms of qualitative data analysis, Bogdan in Sugiyono (2013: 334) said, “Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”.

Using the complete data collected from textbook “English on Sky” and the rubric assessment from BNSP, the analysis was done using following steps:

1. Comparing the material presented in the textbook “English on Sky” with the categories required characteristic of BSNP.
2. Evaluating the materials presented in the textbook uses Likert scale with a scale of 1, 2, 3, 4. There are nine point of requirement and the maximum score is 4 for each point. In this way, researchers will more easily check the roundness of the instrument he made. This scale is illustrated by giving a check mark (✓) of the right column on the horizontal line indicating its score.
3. Interpreting the data gained from the process of evaluation using descriptive explanation.
4. Summing up the compatibility percentage of the textbook content to show level of fulfillment. The researcher will use the following formula to present the data forms in numbers by Sudijono Anas (2005:42):

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of fulfilled aspect criteria.

N = The total of criteria in each aspect.

Because the presentation of data in this study using the chart and accompanied by a long narrative text descriptions, it is necessary presentation of research results are easy to read to verify the results of research that has been done. To meet these needs, the researcher uses the formula above because the formula shows the percentage of suitability between textbook content with content feasibility standards. The above formula is the most suitable formula because the reader can clearly see the level of conformity of 0-100%

5. The textbook is considered "excellent" if it meets more than 80% of the material evaluation criteria. The textbook is considered "good" if it meets the 61% - 80% material assessment criteria. The textbook is considered "average" if it meets the criteria 41% - 60% of the material evaluation criteria. The textbook is considered "weak" if it meets less than 40% of material evaluation criteria. The above classification has also been adapted to the value guidance of BSNP's textbook assessment tool text.

