

## ANALYSIS OF ENGLISH TEXTBOOK WITH TITLE “ BAHASA INGGRIS “ USED IN ELEVENTH GRADE SENIOR HIGH SCHOOL IN 2013 CURRICULUM

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### ABSTRACT

The objectives of this study are to find out the suitability of impressionistic and in-depth analysis in the textbook entitles "Bahasa Inggris" used for the eleventh grade of Senior High School. This research is conducted by applying descriptive qualitative. The data was collected by documenting the content materials on the textbook and it was analyzed by using Cunningsworth's theory. The result showed that an English textbook entitle “Bahasa Inggris" fulfilled the criteria proposed in Cunningsworth's theory concerning the impressionistic textbook analysis with score 73% and in-depth textbook analysis with the summative score 86%. From those summative scores, the textbook was categorized as a fair and good enough textbook and suitable enough to use as media in teaching and learning process.

**Keywords:** *Textbook, Cunningsworth theory, Curriculum.*

### Introduction

The use of English textbooks needs to be developed related to the 2013 curriculum to present students with the suitable materials. English textbooks have an important role in teaching and learning process. According to Sheldon (1968 :23) textbook can be referred as a published material specially designed to help language learners to improve their linguistic and communicative abilities.

Hutchinson and Torres (1994: 318) explained that textbook is framework or guide that helps students to organize their learning both outside and inside the classroom during discussions in lessons, while doing activities and exercises, doing homework and preparing for the tests. Moreover Alberty (1968:45) said that curriculum is all of the activities that are

provided for the students by the school. So, curriculum is not only limiting on the activity in the class, but also it includes the activities of the students in outside class.

According to Cunningsworth's teory (1995: 5), he classified how to analyzing textbook into two kinds; impressionistic analysis and in-depth analysis. Analysis the impressionistic of a textbook includes cover and content design of a textbook. Analysis the cover of a textbook includes the condition of book layout, typography and illustration. In content design analysis include the consistency of layout element, the harmonious of layout element and the completeness of the layout element.

In-depth analysis is the analysis that obtains detailed information on the various items in textbooks, such as syllabus outlines with the needs of learners. This analysis can be done by selecting four chapters in textbooks and analyze the appropriateness Aims and Approach, Language and Content, Skill, Topic, and Methodology in four chapters.

This research has also been done by previous research. The first research conducted by Aritonang, Besral, Darmayenti (2021) researching to find out whether the materials and activities for speaking skills in the textbook "English" achieve the desired criteria. The second research conducted by Anggraeni ( 2020) in this study focuses more on analyzing the suitability of textbooks with core competencies and the basis of the 2013 curriculum. And the last research conducted by Sari, Syafe'i, Fatimah ( 2018) Analyzing the quality of the textbook "English" in terms of the activities provided by the book.

Accordingly, this study aims to focus on analyzing of English Textbook with Title " Bahasa Inggris" used in 2013 Curriculum. Researchers want to investigate this because researchers focus on the contents of the book with the suitability of impressionistic and in-depth analysis to find out whether the book is good and suitable for use in learning media.

### **Methodology**

In this study, researchers used a qualitative descriptive research method. The author uses a textbook entitled "English" for grade 11 high school and analyzed using textbook criteria

evaluation of Chunningsworth's (1995) theory of in-depth analysis of textbooks as a guide in analyze and interpret data.

For the procedures of analysis, these steps were taken in the study: Read and comprehended the criteria of a textbook evaluation based on Chunningsworth's theory with Senior High School textbook. These would be the main guideline to determine the compatibility of English textbooks “ Bahasa Inggris ” with the 2013 curriculum.

The writer used the following formula to present the data forms in numbers.

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

P = Percentage

F = Frequency of fulfilled aspect criteria

N = The total of criteria in each aspect

**Table 1**

**The Conversion of Fulfilment**

<b>RANGE OF FULFILMENT SCORE</b>	<b>CATEGORIZED</b>
80% - 100%	Good
60% - 79%	Fair
50% - 59%	Sufficient
0% - 50%	Poor

**Findings And Discussion**

The writer analyzed the quality of a textbook by using theory from Cunningsworth (1995) . The theory is there are two kinds for textbook analysis they are impressionistic and in-depth analysis. The writer was focused on both impressionistic and in-depth analysis to analyze

all the component of the textbook. The book which has been analyzed in this research is a textbook entitle “Bahasa Inggris” published by Kemendikbud RI.

- **Impressionistic Analysis**

Impressionistic analysis was done by observing the cover of the book in order to find out strengths and weaknesses of the book. There were some aspects that would be analyzed they are included cover and content design of a textbook; analysis the cover of a textbook included the condition of book layout, typography and illustration. In content design analysis included the consistency of layout element, the harmonious of layout element and the completeness of the layout element.

**Table 2**

**Finding of Impressionistic Analysis**

No	Rated Aspects/Criteria	Total Criteria	Frequency
1	Book Layout	9	8
2	Typography	6	3
3	Illustration	3	3
4	Consistency of the Layout Element	3	3
5	Harmonious of Layout Element	4	4
6	Completeness of the Layout Elements	5	5
<b>Total</b>		<b>30</b>	<b>27</b>
<b>Percentage</b>		<b>73%</b>	

All data that has been obtained from evaluation process shows that the textbook the title "Bahasa Inggris" gets results with a percentage of 73%. To meet the aspects of the standard requirements is an impressionistic analysis of textbook quality proposed by Cunningsworth is

still categorized as fair, which means that it has not reached the good category. The result was summing up with this following formula:

$$P = \frac{27}{30} \times 100\% = 73\%$$

- **In-depth Analysis**

In-depth is the analysis that obtains detailed information on the various items in textbooks, such as syllabus outlines with the needs of learners. This analysis can be done by selecting one until four chapters in textbooks and analyze the appropriateness of skills and learning activities in four units/chapters. The aspects analyzed consist of; aims and approach, language and content, language skills, topic and methodology.

**Table 3**

**Finding of Summative Score on In-Depth Analysis**

No	Unit	Score
1	Unit 1 Offers and Suggestion	86%
2	Unit 2 Opinions and Thought	86%
3	Unit 3 Party Time	93%
4	Unit 4 Natural Disasters-An Exposition	79%

From the total 116 categories being analyzed in 4 chapters, there are 100 categories fulfilled in-depth criteria of textbook analysis showed that unit 1 until unit 4 fulfilled 86% the criteria from Cunningsworth standard requirement and categorized as good which means that the textbook was suitable enough to be used for media in teaching learning process for the eleventh grade student of Senior High School.

### **Conclusion**

Based on the result from data analysis, it can be concluded that the textbook “ Bahasa Inggris ” for eleventh grade of Senior High School is fulfill the criteria of fair and good

textbook proposed by Kemendikbud RI Cunningswort namely impressionistic analysis and in-depth analysis.

1. The textbook fulfill 73% for the impressionistic criteria and categorized as fair to be used as a teaching material.
2. The textbook also fulfill 86% for the in-depth criteria and categorized as good to be used as a teaching material.

It can be conclude, both of the result of impressionistic and in-depth analysis from the result of textbook evaluation can be categorized as fair and good the textbook mostly lack in the aspects of topic especially in the cultural context that less presented which most of material doesn't show up many local, national culture of Indonesia in the textbook but overall the result of a textbook analysis proves that the textbook has a good quality.

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