

# AN ANALYSIS OF ENGLISH TEXTBOOK “FORWARD” FOR TENTH GRADE OF VOCATIONAL SCHOOL BASED ON 2013 CURRICULUM

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## ABSTRACT

Based on the background of the research, objectives of the research were 1) to know the appropriateness of the contents of the English textbook “Forward” with the core and basic competence of 2013 Curriculum, 2) to know the English textbook “Forward” fulfills the criteria of good textbook by BSNP (curriculum 2013). This research used qualitative content analysis as its research method. The data were collected from the English textbook “Forward” for tenth grade of Vocational School written by Shyla K Lande and Eka Mulya Astuti. The technique of analyzing data are: comparing the materials provided within the textbook with the core and basic competence of by the Curriculum 2013 suggested by Permendikbud No 68 Tahun 2013, comparing the content of English textbook “Forward” with the criteria of good textbook suggested by BSNP (2013 Curriculum), evaluating the materials presented in the textbook “Forward”, interpreting the data gained from process of evaluation of the textbook “Forward”, and summing up the compatibility of the textbook content in quantitative output to show result in percentage. The results findings of this study concluded that 1) The English textbook “Forward” covers around 82.23% materials which were relevant with Core and Basic Competence of 2013 Curriculum for the tenth grade students of Vocational School, 2) The English textbook “Forward” covers around 86.94% materials which fulfilled the categories of good textbook by BSNP (curriculum 2013)

**Keywords:** Content Analysis, Textbook, Curriculum 2013

## INTRODUCTION

An English textbook has an essential role in English as Foreign Language (EFL) classrooms. The use of English textbooks has a prominent merit for both teachers and students. Harmer (2007) states that the most important aspect of

textbook use is for teachers to try to engage students with the content they are going to be dealing with.. It is also followed by Syafrizal about the requirement of total involvement, physical, intellectual and emotional responds in order to successfully send a receive a message in foreign language (Syafrizal, 2017). In sum, a textbook is the complete package of English skills and components that helps teachers and learners as their source of materials and exercises in EFL learning.

Not only textbooks, but also curriculum is very important tool for the success of an education. UU No. 20 Tahun 2003 about the National Education System stated that *“Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu.”*. Based on that, the curriculum is a plan of national education system which is used to achieve the objectives of national education and curriculum also a regulation about the goals, contents, learning material and the way to conduct the teaching learning process.

In this era, an education field uses curriculum 2013 as tool to conduct the teaching learning process. An education field has used curriculum 2013 since 2013. An education field also does upgrading to complete curriculum 2013. The curriculum 2013 gets upgrading about three times. The improvement of curriculum 2013 has started in 2013. The second improvement is in 2014 and the last improvement is in 2016.

Nowadays, there are several varieties of ELT textbooks widely used in school. Those textbooks are published by various publishers. “Forward” is an ELT textbook edition series published by Erlangga. This textbook is used by tenth graders of Vocational High School. Published by a well-known publisher, this textbook absolutely must have had various stages of planning, writing, and production of “Forward”. Grant (1987:118) inferred that “the perfect book does not exist”. It means that this textbook might also have weaknesses even though it was published by a trustworthy publisher. Therefore, any textbook to be used in the classroom should undergo an analysis The consideration is made

based on the vivid rejoinder whether the textbook meets the need of teaching's goal and value, teacher's syllabus, and other significant aspects.

According to Hutchinson and Waters (1987:97), cited in Sheldon (1988:237), textbook evaluation is basically a straightforward, analytical matching process: matching needs to available solution'. Textbook evaluation is a process of choosing what textbook to use in a particular course considering the need and value of teaching. The purpose of textbook evaluation is to support the teacher development and help teachers in order to gain good and useful insights into the nature of material (Cunningsworth : 1995). In short, the goal of textbook analysis is to decide on 'best of the best' material functioning as framework and resource of EFL teaching.

There are many criteria proposed by several experts that can be used for evaluating course books. Those criteria are introduced by many experts of EFL textbook evaluation, for instance, Sheldon (1988), Grant (1987), Cunningsworth (1995), Jahangard (2007), and the last but not least Harmer (2007). Additionally, Indonesia also has a national board, the Board of National Educational Standard one of the tasks of which is to analyze textbooks and to evaluate the quality of textbooks used. Each expert has their own belief about the criteria of a good EFL textbook. The crucial aspects in evaluating textbook are quite distinct among them. However, those particular differences are not problematic cases to be debated because over the years the relative importance of different textbook criteria would change, along with the interpretation given to the scores assigned in each category (Sheldon, 1988).

According to Cunningsworth (1995), it is best for a textbook evaluator to identify her or his own priorities and draw up her or his own checklist by using some criteria mentioned in one book and adding others based on personal priorities. Concerning the statement of Cunningsworth, the researcher prefers to adapt the EFL textbook criteria and checklist from some experts that is, Sheldon (1988) and Harmer (2007) without neglecting the requirement of good EFL textbook from The Board of National Educational Standard (BSNP) in order to analyze "Forward (Student's Book)", Thus, the adaptation of good EFL textbook

criteria taken from Sheldon (1988), Harmer (2007), and BSNP (2006) bring about the formulation of criteria of good EFL textbooks that consider several factors, namely: (1) the availability of materials based on Standard of Content 2013 curriculum, (2) methodology, (3) language skills, (4) topics, (5) design and layout, (6) organization, (7) language appropriateness, (8) cultural aspect. These eight factors of consideration are used by the researcher to analyze “Forward (Student’s Book)”

This study was expected to give contribution for the following study and may contribute ideas to people involved in the education field. This study was intended to help the English teachers to be more selective in choosing textbooks for students and in selecting the materials in order to expose the students to the best of the best materials that meet the teaching’s value, teacher’s syllabus, and other aspects. Additionally, this study could help future researchers as a useful reference. This study was also expected to help future materials writers to develop better materials.

The primary problem of this textbook content analysis was whether the content of ‘Forward (Student’s Book) met the requirements of good EFL textbook criteria cover eight factors of consideration namely availability of materials toward Standard of Content, methodology, language skill, topic, design and layout, organization, language appropriateness, and cultural aspect

Based on those explanations, the researcher would like to try to analyze the English textbook “FORWARD” for the tenth grade of vocational school published by Erlangga. There are several reasons why the researcher chooses the book. First, the English Textbook “FORWARD” is one of books suitable with the 2013 Curriculum. Second, The English Textbook “FORWARD” is firstly used for teaching English at tenth grade students in SMK Pasundan 1 Kota Serang. So, it is important to know whether the content is appropriate with the students’ need. Therefore, the researcher decides to conduct a research entitled “An Analysis of the English Textbook “FORWARD” for the Tenth Grade of Vocational School based on 2013 Curriculum.

## **RESEARCH METHOD**

In conducting the research, the researcher uses qualitative approach. According to Maxwell (1996: 17) who stated that “the strength as qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather the numbers”. It means that the data in this study is analyzed in the form of description and identification or analysis of the texts.

In this research, the research design used is content analysis design. It focused on the quality of the textbook entitled “Forward”. The researcher chooses the content analysis design because the researcher wants to analyze whether language skills material in the English textbook “FORWARD” are appropriate with the indicators of 2013 Curriculum or not, to analyze whether the content of the English textbook “FORWARD” fulfill the criteria of feasibility of text book based on the requirement of the 2013 curriculum.

The researcher uses a document analysis as the method of collecting the data. Analyzing the data of “FORWARD”, the researcher uses the following procedures:

- 1) Read and comprehend the data from BNSP (Badan Standar Nasional Pendidikan) and curriculum 2013 in tenth grade of vocational school. These will be the main guideline to determine the compatibility of English textbook “FORWARD” with the current curriculum.
- 2) Observe and scan through the content of material in the textbook “FORWARD”.
- 3) Comparing the materials provided within the textbook with the Core and Basic Competence of the Curriculum 2013
- 4) Evaluating the materials presented in the textbook “FORWARD”
- 5) The data obtained from the textbook then categorized and arranged in detailed information to be analyzed based on the characteristic described in rubric assessment of BNSP

- 6) Interpreting the data gained from process of evaluation of the textbook “FORWARD”.
- 7) Summing up the compatibility of the textbook content in Quantitative output to show result in percentage and number.

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

P: Percentage

f: The frequency

N: the sum of frequency

The researcher also uses “Criterion Referred Evaluation” as proposed by Nurgiyantoro (2001: 399) to count the data, as presented below:

No	Internal Percentage	Score 0-4	Score E - A	Description
1	81% – 100%	4	A	Excellent
2	61% – 80 %	3	B	Very good
3	41% - 60%	2	C	Good
4	21% - 40%	1	D	Fair
5	0% - 20%	0	E	Poor

The table above is the researcher’s reference in analyzing the result of the latest data of the research, i.e. Whether the content of the English textbook “FORWARD” appropriate with indicators of 2013 Curriculum or not, and whether the content of English textbook “FORWARD” fulfill the criteria of feasibility textbook based on 2013 curriculum.

## **FINDING AND DISCUSSION**

### **Textbook evaluation according to BSNP (Curriculum 2013)**

According to Permendikbud No. 8 Th 2016 it is about the book that is used by unit of education. Textbooks and Non-Text Book Lessons should contain elements of book covers, the front skin, the skin back, and spine. In addition, textbooks and non-text book lesson should also contain parts of the book, which

covers the early part of the book, part of the contents, and the latter part of the book. This is the summary of Textbook Evaluation

Element	Sub Element	Sub-sub element	Score	
Leather of book	Cover	Title	4	
		Sub title	1	
		Designation of book	4	
		Identity of publisher	4	
		Illustration	4	
	Back cover	Introduction to the contents of the book (blurb) briefly or comments from the parties deemed to know the contents of the book	4	
		A statement of assessment of the feasibility of the book of the Ministry of Education and Culture.	4	
		ISBN (International Standard Book Number) issued by the National Library	4	
		Identification of the Issuer in the form of the publisher's name is written with the full address clearly	4	
		The highest retail price (HET) Special Textbooks	0	
	Back of book		4	
	The beginning	Title page		4
		Publishing page	Description of copy right	4
		KDT ( cataloguing in publication)	0	
		Specification community input channels	0	
Page foreword			4	
Page table of contents			4	
Page images			0	
Page table			0	
Numbering page		4		
Feasibility of content		Compatibility of materials with Core and Basic Competence	4	
		The accuracy of the materials	4	
		Supporting materials	3	

Content section	Feasibility of language	The compatibility with students' development	3
		Communicative	4
		The coherency and the integrity of idea	4
	Feasibility of presentation	Technique of presentation	4
		Learning presentation	4
		Completeness of presentation	4
	Feasibility of chart	Size of the book	4
		Cover design	4
		Content design	4
Ending section	Information of publisher	4	
	Glossary	4	
	Bibliography	4	
	Index	4	
	Appendices	0	
Percentage			84.31

The results showed that BI textbook had good arrangement and interesting layout. The pictures mostly were drawing pictures. Moreover, fonts were readable. This results are very appropriate with the demands of six experts: Cunningsworth (1995), Ur (1999), Murcia (2001), Richards (2001), Nimehchwasalem, Mukundan, & Rafik Galea (2011), and BSNP (2014).

After the researcher analyzed the data, the researcher made the table of :

- a. feasibility of content of “Forward” textbook. The data was showed in this table:

Component	Sub Component	Score											%
		c.1	c.2	c.3	c.4	c.5	c.6	c.7	c.8	c.9	c.10	c.11	
Compatibility of materials with Core and Basic Competence	Completeness	3	3	3	3	3	4	4	3	3	3	3	80.68%
	In Depth	3	3	3	3	3	4	4	3	3	4	3	
The accuracy	Social function	4	4	4	4	4	4	4	4	4	4	4	100%
	Generic	4	4	4	4	4	4	4	4	4	4	4	



<b>of materials</b>	structure												
	Linguistic Feature	4	4	4	4	4	4	4	4	4	4	4	
<b>Supporting materials</b>	Relevance	4	4	4	4	4	4	4	4	4	4	4	86.36%
	Development of life skills	4	4	4	4	4	4	4	4	4	4	4	
	Development of diversity Insight	4	1	1	1	4	4	4	4	1	1	1	
<b>Percentage of feasibility contents</b>													89.01%

Based on the result above, the researcher concluded that forward could be categorized as excellent. It suitable with the criterion referenced score by Nurgiantoro (2002, 341).

b. Feasibility of language

<b>Component</b>	<b>Sub Component</b>	<b>Score</b>	<b>%</b>
The compatibility with students' development	Compatibility of students' intellectual level	3	75
	Compatibility of students' emotional level	3	
Communicative	Readability of message	4	87.5
	Accuracy of language use	3	
The coherency and the integrity of idea	Coherency of paragraph	3	87.5
	Coherency of chapter	4	
Percentage of feasibility of language			83.33

Based on the analysis, the "Forward" textbook used a language that compatible with student intellectual level and used a language that compatible with student emotional level. In addition, The readability of message in this "Forward" was

good. It made the reader know the sense or the meaning of the message and the accuracy of language use message in this “Forward” was good. It made the reader understood the meaning, message, or sense of the subject. From the coherency and the integrity of idea, the coherency of paragraph was good. They were related to each other.

.c) Feasibility of presentation

<b>Component</b>	<b>Sub component</b>	<b>Score</b>	<b>Percentage</b>
Technique of presentation	Systematic	3	87.5 %
	Chapter equilibrium	4	
Learning presentation	Learner center	4	87.5 %
	Developing of initiative, creativity, and learners' critical thinking	4	
	The development of Self-Reliance student	3	
	The Development of Learners' ability evaluate themselves	3	
Completeness of presentation	Introduction part	4	91.7%
	Content part	3	
	Closing part	4	
Percentage of feasibility of presentation			88.9 %

From the table above, the whole textbook was assessed on how the materials presented in the textbook were well arranged in systematical order providing students with a clear coherent from whole process of each chapter presented from all the six sample chapters. The materials presented in six samples chapter were varied and presented with picture illustrations, discussions, and monologue, dialogue and classroom exercises. Most of the materials in six chapters developed in communicative and illustrative text and exercises.

## 2) The Appropriateness of content of textbook with the core and basic competence of 2013 Curriculum

After the researcher analyzed the data, the researcher made a percentage form of the data analysis. At first, the researcher made a percentage of the book relevancy with core and basic competence. There are 81 materials which include in the sub-basic competence according to the 2013 curriculum standard of contents. Here is the result of the percentage:

### 1) Relevant Materials

There are 72 materials which are relevant with the core and basic competence of 2013 Curriculum. So, the percentage is:

$$P = \frac{72}{81} \times 100\%$$

$$P = 88.89 \%$$

The percentage of the relevant materials is 88.89%

### 2) Irrelevant Materials

There are 9 materials which are irrelevant with the core and basic competence of 2013 Curriculum. So, the percentage is:

$$P = \frac{9}{81} \times 100\%$$

$$P = 11.11\%$$

According to those percentages, the researcher found that the textbook “Forward” covers around 88.89% materials which are relevant with the sub-basic competence and able to fulfill the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieving by the students.

From the percentage above the researcher concluded that most of materials in “forward” appropriate with the 2013 syllabus and fulfill the requirement of feasibility materials proposed by BSNP (2013 Curriculum). This results are very appropriate with the demands of six experts: Cunningsworth (1995), Ur (1999), Murcia (2001), Richards (2001), Nimehchwasalem, Mukundan, & Rafik-Galea (2011), and BSNP (2014). In addition, The textbook was compatible

with the learner's needs and it could be a good material textbook which led the students to develop their autonomy learning. This results fulfill the demands of the 2013 curriculum that have been stated in Permendikbud number 69 year 2013 and number 59 year 2014. It is stated that the 2013 curriculum asks the students to develop spiritual, social, knowledge, and skill competence through materials given during learning process. If we see from the criterion referred evaluation (88.93%) proposed by Nurgiyantoro (2001:399), it can be categorized as excellent.

## **CONCLUSION AND SUGGESTION**

. The finding of the analysis in the previous chapter enabled the researcher to draw some conclusions as follows:

- a. In terms of the relevance of the materials in the English student book "Forward" with the core and basic competence of 2013 Curriculum for the tenth grade students of Vocational School, the researcher concluded that the textbook covers around 82.23% materials are relevant with core and basic competence of 2013 Curriculum for the tenth grade students of Vocational School. Based on this consideration, the researcher concluded that the materials of English textbook "Forward" was appropriate with the Core Competence and Basic Competence of 2013 Curriculum for tenth grade students of Vocational school.
- b. In terms of the fulfillment of content in the English textbook "Forward" with the indicators of good textbook according to BSNP (2013 Curriculum), the researcher concluded that the textbook covers around 86.94% materials which fulfilled the categories of good textbook by BSNP (2013 Curriculum). Based on this consideration, the researcher can conclude that English textbook "Forward" meet standard of a good English textbook in Indonesia suggested by BSNP rubric assessment.

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