

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Textbooks are learning materials commonly used in teaching-learning process. It is not surprising that they often become the only materials in the classroom. This fact happens for several 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, 2002:34). Third, textbooks help teachers to prepare the lesson (Brown, 2000:97). Fourth, they can also become a flexible syllabus for teaching learning process in which teacher can modify easily based on the students' needs.

In Indonesia, textbooks play an important role in the national education since it reflects the change in Indonesian curriculum system. Once a new curriculum is implemented, a number of textbooks are published. In response to this, the government via the Ministry of Education and Culture has made some laws in the form of in what regulation for designing, using, and evaluating textbooks. The government then publishes a list of textbooks which is considered appropriate to be used in 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 towards textbook in the classroom. A study conducted by Ena (2013) showed that many Indonesian EFL teachers

use textbooks as the only instructional materials in 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 textbook in two ways namely external and internal evaluation McDonough, Shaw, and Masuhara, (2013:18). External evaluation focuses on the physical appearance such as cover, introduction, table of content, and the like. On the 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, the combination of both external and internal approach to the textbook evaluation is a crucial thing to do in order to examine the quality of certain textbooks. Surprisingly, little has been done to evaluate textbooks holistically. Many researchers tend to evaluate textbooks on one side only. This kind of evaluation does not give significant contribution to the teacher professional development as the 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.

The fact that there are various qualities of commercial textbooks on the market is therefore undeniable. Good textbooks are usually widely adopted by teachers as they have a good content, language aspect, presentation technique, and visual appearance. In contrast, poor textbooks have some problems on the aforesaid aspects. In other words, they do not meet some or most of the criteria of a good textbook.

Although teachers need to select textbooks based on the comprehensive judgment to examine its effectiveness, they tend to choose textbook without careful considerations. It is evident from the initial mini-survey conducted by the researcher that teachers prefer to use certain textbooks by considering certain aspects only as the availability on the school library, the commission given by the distributors, and the appearance of the textbooks. In fact, the preceding criteria do not portray the overall quality of textbooks. Besides, it does not contribute to the teacher professional development with regard to the process of materials adaptation in the classroom.

It is also found that teachers do not do any modifications to the textbooks they employed in teaching learning process. It happens as they do not know what aspects needed to be improved or supplemented. Instead of doing some actions as simplifying texts, modifying tasks and developing supplementary materials, they choose to follow their textbooks systematically. In other words, they believe that the textbooks used in teaching learning process have been suitable for their contexts without carefully examine the worthiness.

In terms of textbooks popularity, there are two books which become the best seller ones based on the writer's observation by asking some book sellers in some bookstores around SMA N 8 Medan municipality. The first is Bahasa Inggris, Studi dan Pengajaran *for senior high school students grade X*, The second one is Bahasa Inggris, Studi dan Pengajaran *for senior high school students grade XI*. This means that these books have been widely used in Senior High School around Medan. In addition, the two books have also been used in considerable amount of time as it was developed by using the School-based curriculum framework.

Based on the information provided on each textbook, both of them were published in 2007. This means that teachers have already had some practices using the books in teaching learning process. Also, they have been familiar with the tasks and exercises provided by them. It is therefore assumed that teachers have known the strength and the weakness of textbooks they use.

Considering the above facts, textbook evaluation is considered as an important thing to be conducted. Evaluation is needed to check whether the books fulfilled the criteria of good textbooks. In addition, it is also aimed at judging the effectiveness of those textbooks. It is also beneficial for finding out the aspects requiring some improvements. The results of this evaluation are expected to provide some recommendations to teachers in relation to actions that they need to do with their textbooks i.e. adapting, adopting, rejecting, and supplementing.

Based on the formulation of problems above, the writer decided to evaluate textbooks used by teachers of Senior High School. The evaluation

involves holistic approach of textbook evaluation. This means all major aspects of textbook as appearances, texts, language aspects, and other related aspects are examined.

The textbooks will be analyzed in some areas related to the worthiness of the content, language correctness and appropriateness, and layout. Further, this study also focuses on the appropriateness of the analyzed textbooks and the fulfillment towards criteria of good textbooks. The writer chose the first grade book to be analyzed. Furthermore the writer was interested to conduct the study entitled ‘ ‘ **The Evaluation of English Textbook of Second Grade in SMA Negeri 8 Medan**’ ’

1.2 Research Problem

This study seeks to find the answers to the following questions:

“Does the textbook used on eleven grade of SMA Negeri 8 Medan fulfill the criterion of good textbook based on 2013 curriculum?”

1.3 Objectives of the Study

From the background of the study stated earlier, the objectives of this study is “to find out whether the textbook used on ten grade of SMA Negeri 8 Medan fulfill the criterion of good textbook based on 2013 curriculum.

1.4 Significance of the Study

This research is expected to give several advantages to some parties such as English teachers of Senior High School, English teachers’ association, textbook writers, *Pusat Perbukuan*, and other researchers in the area of English Language Education.

1. Theoretically

This study is expected to give some additional information to the revision of criteria as determined by *Book keeping Center*. Further, this research could be used to make some regulations in relation to textbook monitoring process during the development of textbooks to ensure the quality of which.

2. Practically

(1) For further reseacher :

This study gives some insights to the textbook writers to take into account some important things related to the language appropriateness, worthiness of content, and layout as important aspects of textbook. It is also expected that this raised their carefulness in developing textbooks.

(2) English Teacher :

The results of this study are expected to help teachers to choose the appropriate textbooks according to the theory and have the good criteria. To be adapted and adopted in teaching learning process for the on-going and the next semester. They can also to use for providing a framework for the teachers to analyze textbooks by combining their external and internal aspects.

(3) For the Students :

This study is expected to inspire other English Education students and researchers to conduct similar study in the area of textbook evaluation. In addition, the framework and criteria of textbook evaluation in this research could also be used in the future investigation. This study is expected to be the reference for future researchers wishing to undertake research in the area of

textbook evaluation or other related research in the area of materials development.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter presents the previous study and review of some theories related with the textbook and the curriculum. It can be seen in this chapter, they are: the definition of curriculum, the role of textbook. The writer decides to explain this research with the theories below.

2.2 Curriculum

The curriculum seen in a holistic term has different meanings. It can mean the content, standard or objectives that hold learners accountable. In other words, it can be described as set of instructional strategies that teacher could use. According to Wortham in Arung (2013:4), "Curriculum is a planned set of course that is presented to teachers to arrange teaching and learning in certain level of ages". In line with that, Nunan (1998:14) states that curriculum is usually used to refer a particular program of the study. More specifically, Richards (2001:2) stated "curriculum development focuses on determining what knowledge, skills, and values learners learn in school, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planed, measured, and evaluated". This indicates that curriculum is a course plan with the goal of which is to provide what learners should learn in the school to achieve the learning objective. Thus, based on the definitions above, it is assumed that curriculum is a particular program of the study the aim of which is to achieve general skills and knowledge in the schools.

2.3 Curriculum of 2013

Based on the Regulation of Ministry of Education and Culture of Indonesia number 22, 2006, a new curriculum has been implemented in Indonesia called 2013 curriculum since June 2013. Considerably, 2013 curriculum has been implemented in almost all regions in Indonesia for all levels of education from Elementary School, Junior High School and Senior High School.

Basically, curriculum is believed to be the most essential of teaching learning. Process and is the main point as the bases of teaching. A teacher should teach the learners according to the current curriculum because it has been designed on the basis of learners' needs. Furthermore, 2013 Curriculum is being implemented today using this type of scientific approach. This scientific approach allows teachers or curriculum developers to improve the learning process by breaking the process into steps or stages in detail which contains instructions for learners in learning activities. This is basic to development of the 2013 Curriculum. As a matter of fact, scientific approach generally provides a sequence of collecting data activities through observation or experiment, processing some information, analyzing, formulating, and examining the hypothesis. This concept enables learners to create their rational and critical character. The learning process should cover three aspects such as attitude, knowledge, and skill.

1) Observing

In language learning, observing refers to reading and listening texts. By reading and listening, learners are asked to comprehend the text with a list of items they need to know.

2) Questioning

The learners have a list items of text they have learnt, thus they formulate questions based on identified items.

3) Experimenting

In order to answer their formulated questions, the learners have to collect data and information. Collecting data can be done through observation, interview, and reading books.

4) Associating

In this stage, learners analyze data or information to answer the formulated questions and summarize the conclusion. Teacher's guidance plays important role in this stage.

5) Communicating

Communicating after answering the questions, it is the time for learners to present their results in the form of written or spoken work. In communicating stage, they get feedback from their partners and the teacher to improve their knowledge.

6) Creating

Learning language does not end only by learning its features. The learners should regularly practice and create texts to assess their achievement. By having such opportunities, learners are expected to shape their thoughts. To make the explanation clear, samples of basic competence are stated in 2013 curriculum (Core and Basic Competence of Curriculum 2013) in the following six points. First, it is composing oral text to express and respond greeting, leave taking, thanking and apologizing correct language features in context. Second, it is composing oral and written text to express and respond introducing oneself in

short and simple way by paying attention to social function, text structure, and language features correctly and contextually.

Third, it is composing oral and written text to mention names of days, months, and times in a day, dates, and year by using language features correctly and written text contextually. Fourth, it is composing oral and written text to mention names of animals, things, and public places found in the real life by using the language features correctly and contextually. Fifth, it is composing oral and written text to make names in label and list down things by using language futures correctly and contextually. Sixth, it is composing oral and written text to describe personal characters, animal and things by using the language features correctly and contextually.

As stated above, it is very obvious that the current curriculum deploys three main aspects reflected in the core competence. Those are attitudes, skills and knowledge. In addition to the explained aspects, 2013 curriculum performs the thematic and integrated concept of syllabus which can be seen in the official website of education and cultures ministry.

2.4. The Notion of Textbook

Even though in this modern era, many sources of learning are widely available in order to enhance and motivate the learners in teaching-learning activity like CDs, cassettes, and any other sophisticated ones, still, many schools still highly recommend learners to have textbooks or course book as their learning references.

Beside as the reference, in other situations, textbooks may serve primarily to supplement the teacher's instruction (Richard, 2001:1). Thus, textbooks are

considered as effective reference in the teaching-learning process.

Specifically, Awasthi (2006:1) defines textbook as a teaching material for teachers and a learning material for learners. It is one of the pivotal aspects of the total teaching and learning process. Sheldon (1988:237) says textbook is the visible heart of any ELT program. In line with Sheldon, Hutchinson and Torres, (1987:315) states out clearly that textbook is an almost universal element of teaching and a guide for a teacher, a memory aid for the pupils, a permanent record or measure of what has been learnt.

It is widely accepted that textbook or course book lies at the heart of any English language teaching situation Sheldon, (1988) Hutchinson and Torres, (1994) due to the fact that they offer advantages for teachers and learners, and they constitute a useful resource for both teachers and learners (Richards, 2001: 254).

Firstly, course books are indispensable in ELT contexts because it is difficult for teachers themselves to create their own teaching material. In addition, Course books lesson preparation time by providing ready-made teaching texts and learning tasks.

2.5. Roles of Textbooks

Regardless of the function of textbooks may offer, the role of textbooks has been a controversial issue in teaching and learning process, especially in EFL teaching and learning situation. One reason why textbooks attract many concerns among writers, teachers, administrators and publishers is that they tend to be used by widely in teaching and learning processes. However, their role is viewed in a wide range of different ways.

1. Advantages of Textbook

It is found that textbooks are regarded as being core source in the process of teaching learning program as it is suggested by Richard (2001:83) that textbooks are the key component in most language programs. More specifically, in some situations, Richard (2001:84) also argues that textbooks serve as the basis for much of the language input learners receive and the language practice that occur in the classroom. Moreover, they may provide the basis for the content of the lessons, the balance of the skills taught and the kinds of language apart from input provided by teacher (Richard, 2001:83). Richards (2001:85) lists the following principal advantages of using textbooks:

- a. They provide structure and syllabus for a program.
- b. They help standardize instruction.
- c. They maintain quality.
- d. They provide a variety of learning resources.
- e. They are efficient.
- f. They can provide effective language models and input.
- g. They can train teachers.
- h. They are visually appealing.

Moreover, Richards (2001:85), while giving the advantages of textbooks, lays down the essential components that a good textbook encompasses in. He takes a textbook as a composite whole. It includes all the components required in the entire teaching and learning processes such as syllabus, trained teacher, qualitative materials, teaching models and the attractive resources.

In conclusion, textbooks play a very crucial role in teaching and learning

process since from the above explanation of the experts; textbooks are inseparable from teachers and learners. Three important roles of textbook in English course program dominate in teaching and learning English in EFL context. They are as a guide book for teachers and learners, a reference book for teachers and learners, and a ready - made syllabus for teachers.

2. Disadvantages of Textbook

However, some scholars Block, (1991); Maley, (2001); and Tomlinson, (2003) as cited in Nguyen (2015:27) point out some disadvantages of published textbooks, saying that published textbooks are commercial products. In addition, they argue that textbook have the following weaknesses:

1. Textbook does not meet the teachers and learners needs as they cannot be relevant to all teaching and learning circumstances or to the diversity of learners backgrounds.
2. Textbooks constrain teachers and the learners' creativity and exploration. Over-reliance on a textbook might rob the teachers' creativity in classroom activities, making the teaching more rigid and uninteresting. Hence, the teacher's role seems to be depowered and the teacher plays the role of a person who is obeying the textbook writer's intention.

From these disadvantages of using textbook proposed by some experts above, however, Tomlinson as cited in Nguyen (2015:28) tends to follow a middle course between these different points of view, saying that, if the textbook is adapted and used flexibly in the classroom, it can provide relevant knowledge to meet the demands of specific purposes. Hence, in order to overcome the shortcomings a textbook may have in the process of teaching and learning.

According to Nguyen, (2015:28), as textbook just provide the core of the course; they cannot cater all learners’ needs and creativity. Thus, ideally, teachers should approach textbooks with caution, and add supplementary materials to motivate the learners.

2.6 Textbooks Evaluation

Many teachers have had responsibility of evaluating textbook (Akbar, 2016: 112). However, teachers have not been confident about what to base their judgment on, how to qualify their decisions, and how to report the result of their assessment.

According to Ansary & Babaii as cited in Akbar (2016:112) “teachers, learners, and administrators are all consumers of textbook and every single one of them may have conflicting views about what a good/standard textbook is”. This indicates that all textbook users probably have problem in determining what a “good textbook” should be since it is very difficult for them to determine what bases they have to consider whether the textbook is appropriate or not.

2.6.1 Needs of Evaluation

Every teacher of foreign language is faced with the necessity of selecting a textbook that is suited to his or her teaching condition. In many schools, the selection of specific textbook may already have been made before the teacher come into the classroom. The textbook should be adapted to the particular techniques and methods once the teacher selected it with whatever other teaching materials provided. Teachers generally use the textbook for a relatively long period after the selection is made. Thus, it should be carefully analyzed and thoughtfully selected due to the fact that choosing an appropriate textbook is

important since classroom teachers spend much time using textbook in class (Miekley, 2005:106).

One additional reason for textbook evaluation is the fact that it can be very useful in teachers development and professional growth. Worth (1995) and Ellis (1997:98) as cited in Litz (2016:25) suggest that textbook evaluation helps teachers accurate, systematic, and contextual insights into the overall nature of textbook

2.6.2 Textbook Evaluation Criteria

Textbook is one of the important media of teaching and learning activity in the classroom so it must have a good quality. To know how a textbook is categorized in a good quality, the researcher provides some criteria from the experts. In gaining what aspects of textbooks that are usually evaluated by the experts and to seek the best and most appropriate textbooks for a particular group, there are criteria of good textbooks based on some experts as follows:

Worth cited in Richard, (2001: 258) proposes four criteria for evaluating textbooks, particularly course books:

1. They should correspond to learners' needs. They should match the aims and objectives of the language learning program.
2. They should reflect the uses (present or future) that learners will make of the language.
3. They should take account of learners' needs; they should facilitate their learning processes.
4. They should have a clear role as a support for learning. Like teachers, they mediate between the targets language and the learner.

We also can know the criteria of textbook based on Cunningsworth (1995) as follows;

1. Textbook should correspond to learner`s needs. They should match the aims and objectives of the language learning program.
2. Textbook should contain (present or future) which learners will make of the language. Select textbook which help to equip learners to use language effectively for their purposes.
3. Textbook help learners to learn in a number of ways. Textbook should have a clear role as a support for learning like teachers; they mediate between the target language and the learner.

To make sure the text book was selected because of it was given the knowledge to the writer. As Worth cited in Richard (2001: 258) s worth suggests that it is significant to ensure that careful selection and that materials were selected closely reflect the need of the learners, the aims, method and values of the teaching program.

In summary, it is also believed that the criteria of a good textbook from Worth (1995:87) is compatible enough in evaluating a textbook since it is assumed that textbook surely should correspond to what learners need to learn, in other words, it is the learners who become the target of the teaching-learning activity so it is important to consider all aspects needed including the textbook as the reference for learners.

Based on journal of Dinda, Kammer Tuahman Sipayung, Usman Sidabutar (2019) which published by Jetal: Journal Of English Teaching & Applied Linguistics with the tittle The Effect of Using NISP Strategy on Students

Achievement in Reading Comprehension of the Tenth Grade of SMA GKPI Medan, stated that reading comprehension is to understand the written text, monitoring text to learn, find the meaning or some information from the text. Reading comprehension makes every reader get new information and it is important to increase their knowledge. The researcher concludes that to evaluate the textbook in senior high school can help the students to catch the meaning easily from the text that students read.

2.7 Rubric Assessment for Textbook

BSNP itself has released an evaluation process in Pusbukur (Pusat Buku dan Kurikulum, 2013) in form of a rubric assessment to evaluate the properness and also the suitability of a textbook. 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. According to Pusbukur, (Pusat Buku dan Kurikulum, 2013) these are instruments in evaluating a curriculum 2013 textbook, one of the instrument is:

a. Feasibility of Content

This feasibility of content is a group of assessment about the content of the textbook. The feasibility content includes three 16 measurements which are compatibility of materials with (KI) and (KD), the accuracy of materials, and the last supporting materials.

1. The Compatibility of materials with (KI) and (KD).

In this criterion of feasibility of content which is compatible with KI and KD the criteria were divided into two sub criteria which is Completeness and In-Depth.

a. Completeness (Kelengkapan Materi)

In completeness criteria, 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 characteristic, religious and aesthetic values included.

b. In-Depth (Kedalaman Materi)

In this criterion, textbook is expected to fulfill several points of In-Depth. The first is exposure or (pajanan) which means that the textbook is expected to expose student with as many kinds of text that relevant with students' daily life in order to help them get used to any kinds of texts as possible. Then, text retention (retensi pembentukan teks) 17 means that textbook should guide students in understanding the social function, structure of text, and linguistic features. The last is production 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 this criterion of feasibility of content which is the accuracy of the materials, the criteria were divided into three sub criteria which is Social function, Generic structure and Linguistic feature.

a. Social Function (Fungsi sosial)

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

b. Generic Structure (Unsur dan Struktur Makna)

In this criterion, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to give the students an insight and 18 ideas to think systematically in doing exercise or producing it in daily life.

c. Linguistic Feature (Fitur Linguistik)

In this criterion, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to be understandable and fulfill the norm and characteristic values of a good communications in student's daily life

3. Supporting materials.

In this criterion of feasibility of content which is supporting materials, the criteria were divided into three sub criteria which are Up-to-Datedness, Development of life skills and Development of Diversity Insight. In this criterion, Up-to-Datedness means every item in supporting the materials and exercise provided within the textbook (Tables, Pictures, Texts, References) should be taken from a relevance and newest sources available. Development of Life Skills define that every text and communicative exercise and task available within textbook should motivate students toward a good personality that concern about social, academic and vocational life and the last is Diversity Insight that means every text and communicative exercise and 19 task available within textbook should motivate students toward a good citizen that concern, understand and appreciate the multicultural diversity. The rubric assessment from BSNP is a whole book analysis. This rubric assessment assesses the accurateness and appropriateness of a content of textbook in delivering teaching materials, the technique of presenting,

the relation of every chapter, and social benefits from a textbook (Puskurbuk, 2013).

Besides, It can be seen as what explained by Kammer Tuahman Sipayung, Jubil Sihite in their written which published by Jurnal Suluh Pendidikan with the title is The Analysis Of Reading Exercise In English Textbook Entitled Pathway To English For The Senior High School Grade X stated, “Because of the important of reading and textbook of English as manual for teaching the language, the teacher should pay attention to the reading exercise in the textbook they used in the classroom. The teacher should examine whether reading exercise of textbook are relevant or not with the existing curriculum in term clear direction, present of example and type of reading exercise. They should observe whether the reading exercise in the textbook could lead student to the goal as stated in curriculum or not”.

To sum up, in this research, there are some points that must be really noticed regarding the procedure and the basic tool to evaluate the “Bahasa Inggris” textbook used on X grade of senior high school 8 Medan. In evaluating the aspect of the textbook in terms of content, this research applies BSNP criteria analyzed the data. The textbook evaluated in this research consists of 6 chapters representing the first semester the book has been used by the teacher and the learners.

2.8 Related Studies

To make sure the originality of the idea in this study, the researcher will present several previous studies that have relevance with this kind of study the researcher conducted. The first one comes from Arif Prasajo in 2014 with the title

of his study *“The Analysis of English Textbook Pathway to English” Used in The First Grade of Senior High School Based on Curriculum 2013”*.³⁰ The idea of his study is to analyze and identify the English textbook materials and exercise whether it is relevance or not with the English Curriculum used. With the results of this analysis, the textbook is good to be used for first grader of senior high schools that have started using curriculum 2013.

The second research was conducted by Cang Trung Nguyen (2015) with the title *‘An Evaluation of the Textbook English 6: A case Study from Secondary schools in the Mekong Delta Provinces of Vietnam’*. This textbook evaluation study employs a kind of a mixed approach, as a means of offsetting the weaknesses of an approach with the strengths of others. Then, the result of the study showed that teachers and pupils are generally satisfied with the quality of English textbook, though there are areas (mentioned above) where they would like to see revisions made. The findings show some points: 1) that the majority of the teachers and learners are positive about the textbook. While the teachers tended to give a lower rating for the content features; the learners rated its physical appearance, especially quality of the paper, which were lowest among all the features. 2) The interviews with the teachers show that, although they were not entirely satisfied with the distribution of the vocabulary and the 4 language skills in the textbook, they thought equally among the units and sections in each unit.

The last research is entitled *“The Content Analysis of English Textbook Used by the 1st Grade of Senior High School Level “Look Ahead” Published by Erlangga”* is an attempt to analyze whether “Look Ahead” textbook for senior high school is considered relevant to the EFL textbook evaluation criteria based

on the criteria from Jahangard (in *The Asian EFL Journal*, 2007). The results of the research are “Look Ahead” is considered relevant to the EFL textbook evaluation criterion which can be seen from the total number of relevancy, and it belongs to completely relevant. It means that teachers can use “Look Ahead” as one of quality textbooks.

With the description of those previous studies above, it will be the references for the researcher in this research to have more detailed study of content analysis of a textbook insider and detailed analysis in identifying and interpreting the compatibility of the English textbook with the latest curriculum 2013.

CHAPTER III

RESEARCH METHOD

3.1 Research Method

Related to the objective of this study, the researcher used descriptive method as the proper method. Arikunto (2006: 29) says that the descriptive is the research to clarify or explain the phenomenon. It collects data, analyzes them, and draws a conclusion based on the data, without taking general conclusion. Lexy (1991: 6) defines descriptive qualitative as a type of research which result the descriptive data in the form of written or oral words from observed object.

The researcher chose the descriptive qualitative design because this research is kind of qualitative research. The researcher analyzed whether language skills material in the English textbook “Learn More English 2” are appropriate with the indicators of 2013 Curriculum or not and also whether it is fulfill the criteria of good textbook suggested by Pusat Perbukuan (Pusbuk) or not.

There are several kinds of descriptive studies; one of them is documentary analysis which often refers to content analysis (Ary, Jacobs, and Razavieh, 1982: 482). Content analysis is one out of different approaches to research. It can be done both quantitatively and qualitatively.

To conduct a content analysis on text is broken down, into manageable categories on a variety of levels word, word sense, phrase, sentence, or theme and then examined using one of content analysis’ basic methods: conceptual analysis or relational analysis. The results are then used to make inferences about the messages within the text, the writer, the audience, and even the culture and time of which these are a part. In this research, the researcher used book as the

research object and did the analysis by broke down the materials in the textbook, then examined them by relational analysis to Core and Basic Competence of 2013 Curriculum and criteria of good textbook by Pusat Perbukuan (Pusbuk).

3.2 Data

According to Robson (1993) researchers are guided by the aim and research question of the study in choosing the contents they analyze. In this research, the writer collected the data. The data was materials of textbook Learn More English 2.

3.3 Data Sources

Arikunto (1996: 107) states that source of the data are the subject from which the data are obtained. Moreover, Sutopo (2002: 49) states that source of data perhaps in the form of human beings and their social behavior, event, document, article, and so on. Moreover the source of this study was the English textbook “ Bahasa Inggris” used on XI grade of SMA 8 Medan which published by Kementerian Pendidikan dan Kebudayaan Indonesia 2017. It consists of 15 chapters, this study focused on 6 chapters as described as first semester material.

3.4 Instrument of the Study

To detain an accurate data collection, data analysis, and data interpretation, the researcher used document analysis as the instrument in collecting data which derives from curriculum 2013 for ten grade of senior high school and Rubric assessment from BSNP (Badan Standar Nasional Pendidikan). The researcher also used books and papers about content analysis of textbook as a guideline in analyzing and interpreting data.

3.5 Procedure of Collecting Data

In the procedure of data collection, the first procedure of this study was looking for the data from BSNP (Badan Standar Nasional Pendidikan) and Curriculum 2013 about English

teaching in the second grade of senior high school, which used as the guideline to determine the analysis of the content materials provided whether it was compatible with the curriculum. The second procedure was looking for English textbook, then the researcher observed the content of the textbook to find the materials provided in the textbook and do the analysis of the materials which takes from the “Bahasa Inggris” textbook. Next, the researcher looked up to any references that he could relate them with the topic of this study and the researcher compared the materials with the theme suggested by the Curriculum 2013. The data then were categorized and arranged in detailed information about its source of data content and related information in curriculum. After that, the process was continued into the data analyzing which intended to analyze and evaluate the data materials find in the “Bahasa Inggris” textbook. Finally, the researcher was interpreted the data gained from process of evaluation of the textbook “Bahasa Inggris”.

3.6 Technique of Analyzing Data

In this research, the researcher analyzed the data from the textbook with rubric assessment from BSNP. This analysis was meant to evaluate the materials which are conformed in Curriculum 2013. In this analysis, the researcher did the following steps;

1. Comparing the materials provided within the textbook with the theme suggested by the Curriculum 2013.
2. Evaluating the materials presented in the textbook “Bahasa Inggris”.
3. Interpreting the data gained from process of evaluation of the textbook “Bahasa Inggris”.
4. Summing up the compatibility of the textbook content in Quantitative output to show result in percentage and number. The researcher used the following formula to help presenting the data in forms of numbers

$$P = F : N \times 100\%$$

Notes: P: Percentage

F: Frequency

N: The Sum of the Frequency

(Anas Sudjiono, 2005).

5. The researcher also used two models for the scoring formula based on BSNP rubric assessment, first the range scoring is 4 to 1 as follows:
 - a. Score 4 is given if the textbook materials fulfill 91% - 100% from the rubric assessment criteria.
 - b. Score 3 is given if the textbook material fulfill more than 76% 90% from the rubric assessment criteria from BSNP.
 - c. Score 2 is given if the textbook material fulfills 61%-75% from the rubric assessment criteria. 31
 - d. Score 1 is given if the textbook material only fulfils 0%-60% of the rubric assessment criteria.
6. The range scoring is 4 and 1 as follows:
 - a. Score 1 is given if the textbook could not fulfill 95% of the criteria.
7. Making conclusion based on the analyzed data.