

CONTENT ANALYSIS ON TWO ENGLISH TEXTBOOKS FOR THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL

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ABSTRACT

This paper presents a study on analyzing the content of two English textbooks used in junior high schools in Indonesia. The two textbooks are officially published by Indonesia's Ministry of Culture and Education. The first is "When English Rings a Bell," written by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah and published in 2017, and the second is "Modul Pembelajaran Jarak Jauh pada Masa Pandemi Covid-19: Untuk Jenjang SMP Mata Pelajaran Bahasa Inggris, Semester Genap Kelas VIII" which is published in 2020. The findings revealed similarities and differences between the two textbooks. Two English textbooks differ greatly because they have different goals. The second book is not a revision of the first, but it appears to be the solution to the pandemic. The first textbook is designed to improve language skills through the use of communicative approach, both spoken and written, with English as the medium of communication. However, the second textbook is expected to be beneficial and meaningful for students to achieve the intended competencies independently. Despite the differences in the goal or focus in developing the textbooks, they share similarities in terms of basic competencies that students must achieve.

Keywords: *English textbook, content analysis, curriculum 2013, communicative approach, independent learning*

INTRODUCTION

A textbook is the most significant aspect of teaching and learning processes because it has all the different things that need to be taught (Brown, 1994; Hapsari et al., 2019; Hutchinson & Torres, 1994; Richards, 2001). According to Pulkadang et al. (2020), a textbook is one form of teaching materials packaged in a complete and systematic way, the module contains a collection of planned learning experiences and designed to help students master specific learning objectives, the module also contains the minimum learning objectives, learning materials/substances, and evaluation. A textbook plays a big part in teaching learning process because they are used as teaching materials to pass on knowledge and skills to learners. It not only gives teachers the materials they need to teach, but it also has a lot of materials for people who want to learn. It can be concluded that a textbook is needed to help the teaching and learning process because it makes it easier for students to follow the learning process.

It is not easy to pin down precisely what role a textbook plays in a language course (Mohammadi & Abdi, 2014). According to Hutchinson and Torres (1994), a teaching or learning scenario is incomplete without the proper textbook. Even if there are problems with the textbook, this book has potential if put in the hands of a good teacher (Mohammadi & Abdi, 2014). A textbook provides a road map for both teachers and students,

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allowing them to look ahead to what will be done in a lesson as well as look back on what has already been done. Hence, the significant of the textbook as a universal component of English language teaching cannot be overstated (Hutchinson & Torres, 1994).

A good textbook can have a significant impact on the teaching and learning process (Cunningsworth, 1984). Furthermore, the quality of a textbook used in the teaching process will have an impact on the teaching outcome. Tarigan (1986) pointed out that the better the quality of the book is, the better the teaching outcomes will be. It is in line with Mukundan's (2011) statement that the quality of a textbook may be so crucial that it might influence the success or failure of the teaching and learning process. A good textbook, according to Muslich (2010), has content feasibility, which includes (1) explanation of the material, (2) accuracy of the material, and (3) supporting learning materials.

According to Richards (2001), a textbook based on the implemented curriculum would bring additional benefits. In 2017, the Indonesian government published "When English Rings a Bell," a textbook based on the 2013 curriculum written by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah. Then in 2020 the Indonesian government launched a new textbook entitled "Modul Pembelajaran Jarak Jauh pada Masa Pandemi COVID-19: Untuk Jenjang SMP Mata Pelajaran Bahasa Inggris, Semester Genap Kelas VIII" written by Asep Gunawan and Elok Satiti as a response to the COVID-19 pandemic. This new textbook was issued to facilitate teachers and students during the pandemic era. This present study was then aimed to analyze the two textbooks, namely English textbook based on Curriculum 2013 published in 2017 and the new one published in 2020. The analysis focused on examining the differences and similarities between the textbooks.

A number of studies have been conducted in Indonesia which analyzed and evaluated textbooks. Karsudianto (2019), for example, conducted an evaluation on a 2014 English textbook entitled "*When English Rings a Bell*," Wahyudi et al. (2018) assessed an English textbook used in senior high schools that is based on Curriculum 2013, Nimasari (2016) evaluated the 2013 curriculum-based textbook in terms of pedagogical aspects, and Inderawati et al. (2017) evaluated it in terms of the reading texts' readability and authenticity. The most recent study was the one conducted by Hapsari et al. (2019) that compared the tasks of two English textbooks published by Indonesia's Ministry of Culture and Education in 2014 and 2017. However, no study has been conducted to analyze the English textbooks published by the government in the pandemic era of COVID-19 published in 2020. Thus, the purpose of this study was to bridge the gap by analyzing and comparing the textbook based on Curriculum 2013 published in 2017 and the one published in 2020 as a response to the COVID-19 pandemic.

RESEARCH METHOD

In this study the researchers applied a qualitative research method that is Content Analysis. Content analysis is a part of library research (Arikunto, 2013). In content analysis, the artifacts of social communication that are typically written documents is examined (Berg, 2001). Descriptive qualitative method is used to describe the conditions and situation of something specific (Nazir, 2003). The goal of qualitative study is to capture a holistic picture and deep understanding rather than a numeric analysis data (Ary et al., 2010). Qualitative research produces data in the form of written words or of people and observed behavior (Moleong, 2010).

In this present study, the main source of data was taken from the two English textbooks published by the Ministry of Culture and Education of Indonesia: the first textbook entitled "*When English Rings a Bell*" written by Wachidah et al. in 2017 (Fig.1) and the second textbook entitled "*Modul Pembelajaran Jarak Jauh pada Masa Pandemi COVID-19: Untuk Jenjang SMP Mata Pelajaran Bahasa Inggris, Semester Genap Kelas VIII*" written by Gunawan & Satiti in 2020 (Fig.1).



Fig 1. The cover of the English textbook 2017 and the English textbook 2020

In qualitative research, the researcher becomes an instrument or research tool (Sugiyono, 2008; Latief, 2012). In this present study, therefore, the researchers were as the research instruments. Researchers as the instruments must be validated; the way to validate the instrument is by understanding qualitative research methods, mastering the research field and ready to enter the field. In this study, the researchers searched for the source of the books, after getting the right source, the researchers analyzed the contents of the books.

FINDINGS AND DISCUSSION

The following are the results of a content analysis of the two English textbooks, "When English Rings a Bell" hereinafter called as English textbook 2017 and "Modul Pembelajaran Jarak Jauh pada Masa Pandemi COVID-19 untuk jenjang SMP Mata Pelajaran Bahasa Inggris untuk semester genap kelas VIII" hereinafter called English textbook 2020.

The Content of English Textbook 2017

This textbook consists of 242 pages. The material is presented in a text-based learning approach, both speaking and writing, with the English language serves as communication, thought and feeling processes. The context of the textbook is suitable for helping students to understand the meaning contained in it. This textbook contains 13 chapters for the first and second semesters. Each chapter has a topic. Table 1 presents the content of the textbook.

Table 1. The content of English Module 2017

No.	Chapter	Topic	Basic Competency (Kompetensi Dasar/KD)
1.	Chapter I: It's English Time!	This Chapter explains about: <ul style="list-style-type: none"> • asking for my friends' attention • checking if my friends understand me 	3.1 4.1

		<ul style="list-style-type: none"> giving my opinions and ask for my friends' opinions showing my appreciation to my friends 	
2.	Chapter II: We can do it and we will do it	This chapter explains about stating and asking if one can do something and one will do something	3.2 4.2
3.	Chapter III: We know what to do	This chapter explains about giving suggestions, stating rules and obligation	3.3 4.3
4.	Chapter IV: Come to my birthday, please!	This chapter explains about personal invitation, giving instruction, and asking for permission	3.4 4.4
5	Chapter V: I'm so happy for you	This chapter explains about greeting cards	3.5 4.5
6.	Chapter VI: Ours busy roads	This chapter explains about showing existence of things or people	3.6 4.6
7.	Chapter VII: My uncle is a zookeeper	This chapter explains about communicating states and events that happen routinely or as general truths, in order to appreciate the nature, and giving good and bad samples	3.7 4.7
8.	Chapter VIII: What are you doing	This chapter discusses the present continuous tense which includes statements and questions about ongoing activities.	3.8 4.8
9.	Chapter IX: Bigger is not always better	This chapter explains about comparing people, animals, things in order: <ul style="list-style-type: none"> to show their differences to be proud of them to praise them to criticize them 	3.9 4.9
10.	Chapter X: When I was a child	This chapter explains about communicating states and events in the past in order: <ul style="list-style-type: none"> to share the information with others to explain why things happened 	3.10 4.10
11.	Chapter XI: Yes, we made it!	This chapter explains about recount texts	3.11 4.11 4.11.1 4.11.2
12.	Chapter XII: Don't forget it, please!	This chapter explains about how to write short messages and make notices	3.12 4.12 4.12.1 4.12.2
13.	Chapter XIII: We got a lot of histories	This chapter explains about songs	3.13 4.13

This English textbook starting from the first chapter to the last chapter presents a conversation model. First activity begins with observation and asking question, then it is followed by collecting information or associating. All the instructions given are made in such a way in a communicative activity. It can be seen from the examples below (Fig. 2, Fig. 3, Fig. 4, Fig. 5).

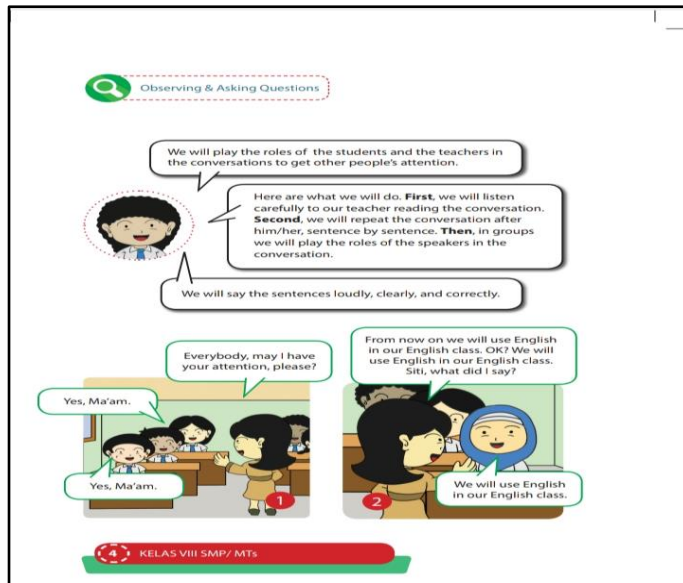


Fig 2. An example of observing and asking questions

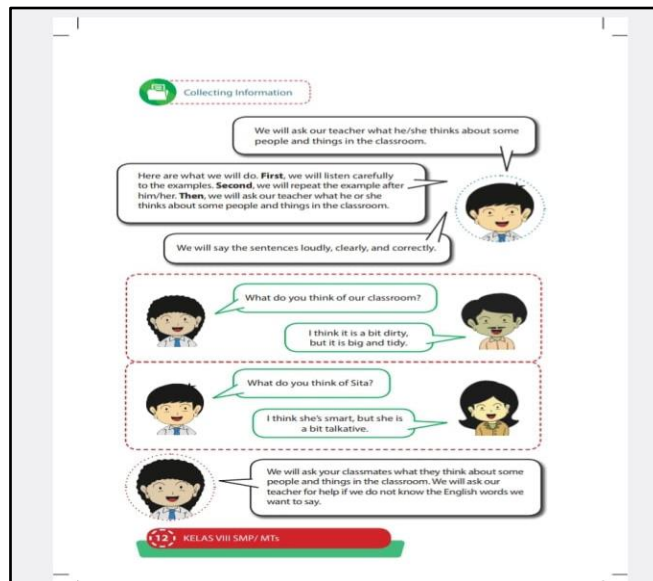


Fig 3. An example of collecting information

Associating

We just learned to give suggestions, what we should and should not do. Now we will learn to say what we must do and must not do, like rules and obligation.

Here are what we will do. **First**, we will listen carefully to our teacher reading the rules and obligations stated by Siti, Edo, Dayu, and Udin. **Second**, we will repeat the rules and obligations after him/her, sentence by sentence. **Then**, in groups we will say, not read, to each other all the rules and obligations stated by each student, like the example on page 42.

We will say the sentences loudly, clearly, and correctly.

We **must** wear a uniform every day. From Monday to Thursday we **must** wear the *batik* shirt. The girls **must** wear a black skirt, and the boys **must** wear a pair of black pants. On Friday we **must** wear the Scout uniform. We **must** wear proper shoes. We **must not** wear sandals, a T-shirt, or a casual wear at any place and at any time during the school hours.

40 KELAS VIII SMP/MTs

Fig 4. An example of associating activities

In the form of conversation students are expected to be able to understand easily what is contained in the conversation. However, in this textbook from the first chapter to the last one do not contain explanation materials. Students are only expected to understand the materials from the conversations of the textbook.

In the English textbook 2017, individual practice questions are rarely presented, almost every chapter in the textbook does not provide exercises such as multiple choice, or matchmaking. In this case, students are expected to actively ask the teacher and direct them to cooperate with several students to discuss the materials. The exercises given are related to communicative activities.

Observing & Asking Questions

We will work in groups. We will write about three people in our class. We will tell what they can and cannot do in English, music, sports, housework, and others.

Here are what we will do. **First**, we will study the example carefully. **Second**, we will use the form below to write down what the three people can do and cannot do in the areas. **Third**, we will use the data to write about each of them. We will handwrite it or type it on a computer. **Then**, we will put our works on the wall of the classroom. We will answer questions from people who visit our works.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No.	Name	English	Music	Sports	Housework	Others
1.	Wina	- read story - answer questions - not ask question	- play flute - sing English songs - sing folk songs	- swim - run - not basket-ball	- fry eggs - cook rice - fry banana	- knit - draw
2.						
3.						
4.						

Bahasa Inggris / When English Rings a Bell

Fig. 5 An example of exercises in a communicative activity

The English textbook 2017 provides a reflection activity given to students placed at the end of each chapter. It is expected that students are able to evaluate their competency by themselves.

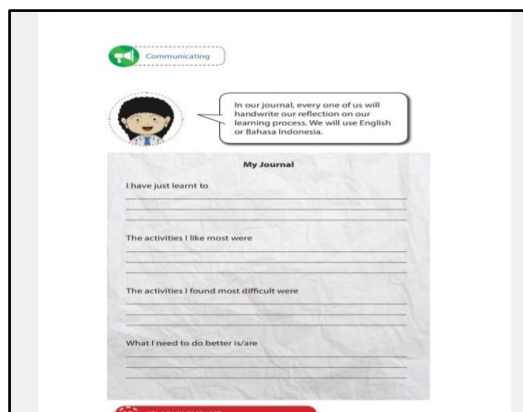


Fig. 6 An example of a reflection activity

The Content of English Textbook 2020

The English textbook 2020 is a series of teaching materials designed for students to use in learning to be independent. As teaching materials, the main elements of this textbook consist of (a) learning objectives, (b) learning activities, and (c) evaluation. This textbook uses a complete learning approach. In this case, students must achieve level of completeness of certain competencies before they proceed to achieve the next competency in the next chapter. Independent learning is an active learning process that can be carried out by students using this textbook. The learning activities as well as the teaching materials in this textbook are student-centered, not teacher-centered. That is, students are active and responsible for their own learning according to their learning pace. This textbook contains 2 chapters which consists of 8 sub-chapters (lessons) which cover the materials for even semester only. Each chapter has a specific topic. Table 2 presents the content of the textbook 2020.

Table 2. The content of English textbook 2020

No.	Chapter	Topic	Basic Competencies (Kompetensi Dasar/KD)
1.	First Chapter: My Unforgettable Experience		
	Lesson 1: What do you know about it?	The first lesson explains about various kinds of information about personal experiences.	3.3 4.3.1
	Lesson 2: Why not explore more?	The second lesson explains about the social function, text structure, and linguistic elements of personal recount texts about personal experiences.	4.3.2
	Lesson 3: Will you Practice?	The third lesson explains about the application of recount texts in several problem models.	
	Lesson 4: Will you perform?	The fourth lesson explains about applying knowledge of recount texts independently.	
2.	Second Chapter: You are the Music in Me		
	Lesson 1	The first lesson explains about various kinds of information about teenage life.	3.4 4.4
	Lesson 2	The second lesson explains about the social function and linguistic features of song lyrics about teenage life.	
	Lesson 3	The third lesson is about applying knowledge of the social function and language features of song lyrics.	

	Lesson 4	The fourth lesson is about applying knowledge of the social function and language features of song lyrics independently.	
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In the English textbook 2020, a basic competency and a concept map related to the discussion materials in the textbook are presented in the beginning of each chapter. It can be seen in the following figures. By doing so, it is expected that students are able to focus on the discussion materials.

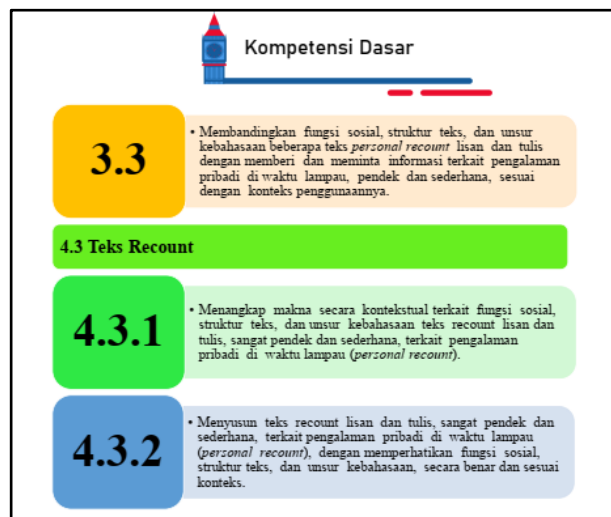


Fig. 7 A basic competency of chapter 1



Fig. 8 A basic competency of chapter 2

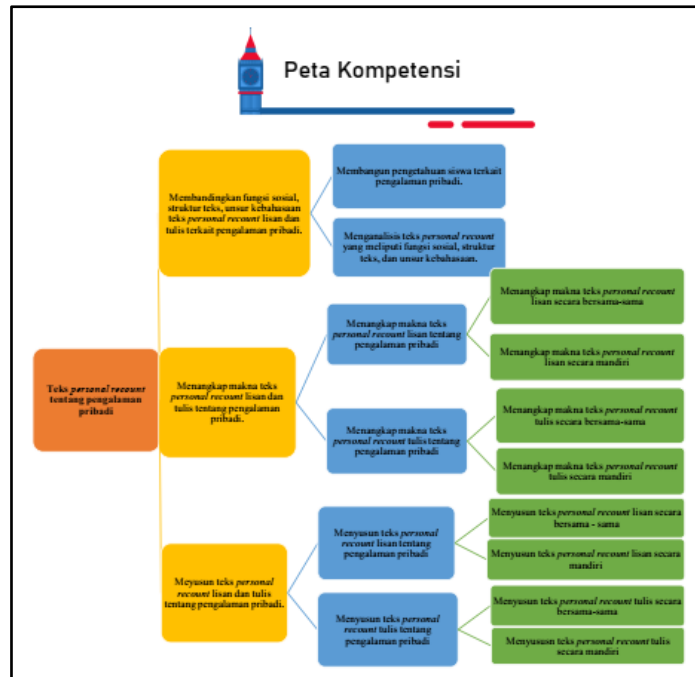


Fig. 9 A concept map of chapter 1

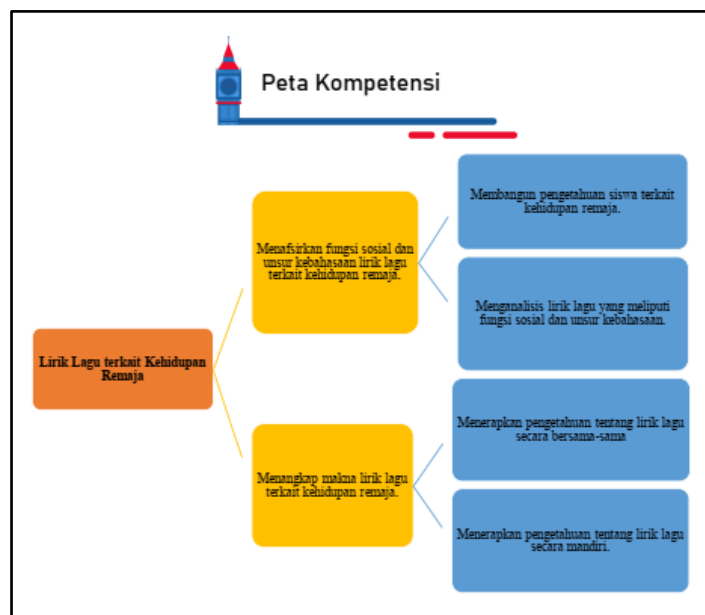


Fig. 10 A concept map of chapter 2

In the English textbook 2020, the objective of the lesson as well as a guidance for teachers and parents are presented in the beginning of each chapter. The objectives of the lesson in each chapter are presented in four meetings. One meeting is allocated for one lesson. The arrangement for the guidance for teachers and parents is in a similar form. The guidance for teachers and parents is presented in the beginning of chapter consisting of four meetings in which each meeting refers to each lesson.



Tujuan Pembelajaran

Pembelajaran ke-	Tujuan Pembelajaran
1	<ol style="list-style-type: none">1. Melalui kegiatan menjodohkan gambar emoticon dengan artinya, siswa dapat mengidentifikasi makna emoticon yang diberikan dengan tepat.2. Melalui kegiatan memilih emoticon yang tepat, siswa dapat menyebutkan perasaan saat pertama kali belajar di SMP beserta alasannya dengan tepat.3. Melalui kegiatan membaca monolog, siswa dapat mengklasifikasi perasaan penulis dengan tepat.4. Melalui kegiatan menentukan pernyataan benar atau salah yang diberikan, siswa dapat mengidentifikasi kegiatan yang dilakukan di waktu lampau dengan tepat.5. Melalui kegiatan menuliskan kata kerja bentuk pertama dari kata-kata yang diambil dari teks monolog, siswa dapat mengidentifikasi bentuk-bentuk kata kerja <i>past</i> dan <i>present</i> dengan tepat.6. Melalui kegiatan membaca judul-judul teks, siswa dapat menentukan <i>present</i> dan <i>past events</i> dengan tepat.7. Melalui kegiatan membaca monolog, siswa dapat menuliskan kegiatan-kegiatan yang dapat dilakukan di pantai ketika berlibur dengan tepat.8. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, tanggung jawab, dan percaya diri.9. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.

Fig. 11 An example of the objective of lesson



Peran Guru & Orang Tua

Pembelajaran ke-	Peran Guru	Peran Orang Tua
1	<ol style="list-style-type: none">1. Memperkenalkan berbagai emoticon.2. Meminta siswa mengingat kembali perasaan saat pertama kali di SMP.3. Meminta siswa mengklasifikasikan kegiatan berdasarkan monolog yang diberikan.4. Membantu siswa membaca kalimat-kalimat yang diberikan.5. Mengarahkan siswa mengamati kalimat dan menjelaskan maksud dari kata-kata yang diwarnai.6. Membantu siswa mengidentifikasi dan mencari bentuk lampau kata kerjanya.	<ol style="list-style-type: none">1. Membimbing anak menemukan emoticon yang ada di HP atau media lain.2. Membantu mengingatkan kembali apa yang dirasakan anak ketika belajar di SMP pertama kali.3. Membantu anak membaca monolog.4. Mendampingi anak mengerjakan aktivitas.5. Membantu anak memeriksa bentuk kata-kata kerja di kamus6. Mendampingi anak mengerjakan tugas yang diberikan.
2	<ol style="list-style-type: none">1. Memberikan contoh cara membaca teks untuk kegiatan menyimak.2. Memberikan beberapa contoh lain dari teks <i>personal recount</i>.3. Menjelaskan dengan bahasa yang lebih dimengerti siswa terkait konsep fungsi sosial.	<ol style="list-style-type: none">1. Mendampingi anak ketika sedang mempelajari konsep teks <i>personal recount</i>.2. Menjadi penghubung dengan guru ketika anak mengalami kesulitan belajar.

Fig. 12 An example of the guidance for teachers and parents

In the English textbook 2020 the depth of materials is centered on two major topics: Recount text and Music. In this case students are expected to be able to study the materials in depth. Moreover, it is supported by several exercises that have interesting pictures and attractive colors such as matchmaking, finding words. It can be seen from the pictures below.

Activity 4
 The previous texts are some examples of recount texts. Read the explanation below.
Teks-teks sebelumnya merupakan contoh-contoh teks recount. Bacalah penjelasan di bawah ini!

Recount Text

Social Function	<ul style="list-style-type: none"> to retell past events or experiences in a chronological order.
Generic Structure	<ul style="list-style-type: none"> orientation (introducing sentences) events (series of activities) reorientation (conclusion)
Language Features	<ul style="list-style-type: none"> using first or third person point of view written in past tense using time sequences (last month, yesterday, etc.) using conjunctions, such as: then, before, after, etc.

Fig. 13 The materials for recount text

Let's Study

Activity 1
 Draw lines between the emotions and the represented feelings.
Tariklah garis antara gambar emosi dan perasaan yang diwakilinya!

	_____	happy
	_____	angry
	_____	sad
	_____	shy
	_____	embarrassed
	_____	worried
	_____	surprised
	_____	silly

BAHASA INGGRIS KELAS VIII

Fig. 14 The example of exercise matching form

Let's Sum up

What feelings can we share through a story to others? Find them in the word search below.
Perasaan apa yang dapat kita bagikan dalam sebuah cerita kepada orang lain? Temukan perasaan-perasaan tersebut dalam pencarian kata di bawah ini!

S	I	L	L	Y	K	N	J	U	X	Q	G
R	A	E	S	Q	N	H	A	P	P	Y	B
M	Q	M	N	E	H	X	Z	V	X	R	P
O	T	B	S	N	A	L	K	S	I	R	W
B	F	A	L	M	F	N	C	O	H	B	O
S	O	R	A	U	U	Z	G	H	P	Y	R
A	U	R	W	J	M	Q	L	R	O	I	R
D	I	A	Z	W	Z	V	O	L	Y	V	I
F	K	S	M	P	T	K	D	F	P	D	E
O	I	S	U	R	P	R	I	S	E	D	D
Q	K	E	V	W	Y	J	F	K	R	O	P
S	P	D	A	Z	M	C	I	C	D	D	H

worried			

Fig. 15 An example of exercise in Puzzle word form

In the English textbook 2020, there is also a reflection, an answer key for exercises, and a listening script provided at the end of each lesson.

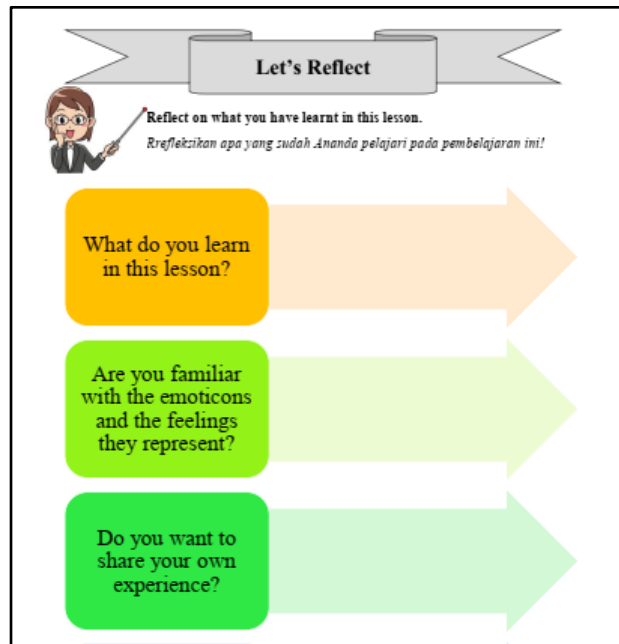


Fig. 16 An example of a reflection activity

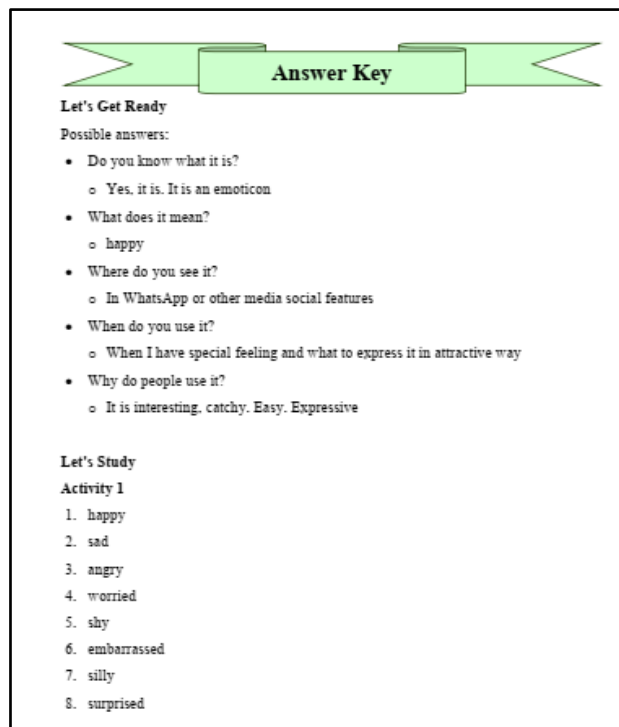


Fig. 17 An example of answer key given in each lesson

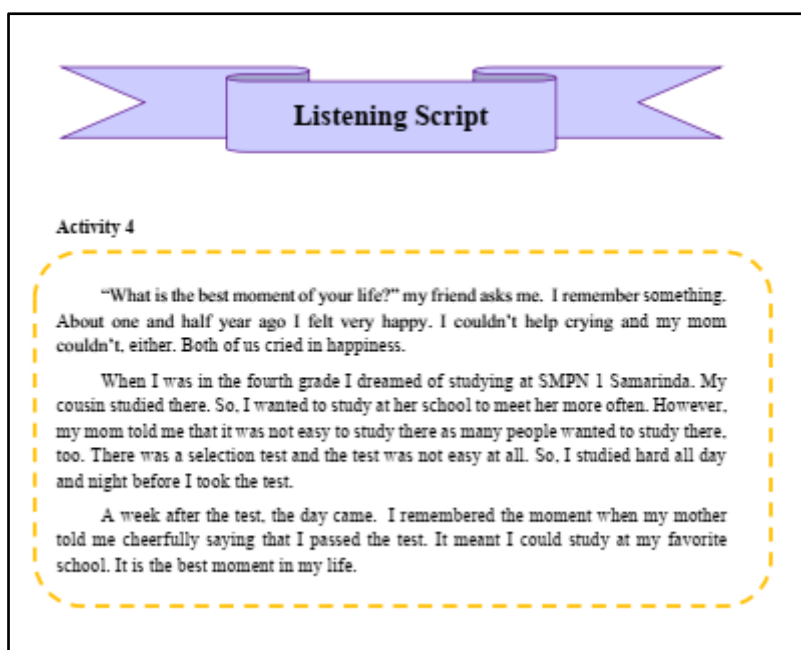


Fig. 18 An example of listening script given in each lesson

In the English textbook 2020, it can be seen that the material is in accordance with the basic competency (KD) which contains the material and practice that direct students to understand extensively.

The following section compares the two English textbooks. The comparison results are shown in Table 3 for similarities and Table 4 for differences.

Table 3. Similarities of the two English Textbooks

English Textbook 2017	English Textbook 2020
<ul style="list-style-type: none"> • They share similar basic competencies to be achieved. There are KD's of 3.3, 4.3, 3.4, and 4.4 • There is a reflection phase at the end of each chapter/lesson. • The materials presented in an interesting way along with attractive and colorful pictures. • The depth of materials is compatible with Curriculum-13. 	

Table 4. Differences of the two English Textbooks

English Textbook 2017	English Textbook 2020
<ul style="list-style-type: none"> • Consisting of 242 pages for two semesters • Having 13 chapters • Basing on communicative learning approach • Exercises given in the form of communication tasks • No answer key • No listening script • No concept map of basic competencies to be achieved or no guidance for teachers and parents provided in the textbook 	<ul style="list-style-type: none"> • Consisting of 252 pages, for even semester only • Having 2 chapters, each chapter consists of 4 lessons • Basing on independent learning approach • Exercises given in various forms, such as matching, puzzle word, multiple choices, and fill in the blank • Completed with answer keys • Completed with listening scripts • Completed with a concept map of basic competencies to be achieved and guidance for teachers and parents in the beginning of each chapter

By placing English as a means of communication, the English textbook 2017 starting from the first chapter to the last chapter is presented with a conversation model; while individual practice questions are rarely

presented, almost every chapter in this textbook does not provide questions such as multiple choice or matching. The materials in the English textbook 2017 present meaningful and authentic communication tasks in which students are expected to actively communicate and cooperate with some students to discuss the materials. On the contrary, the English textbook 2020 presents materials for an independent learning mode. It is as a response to the pandemic era of COVID-19 in which the teaching learning processes are conducted online. The materials offered in the English textbook 2020 are designed in a way that may support students to learn in depth independently. Thus, this textcook is completed with a concept map of competencies to be achieved and also a guidance for parents and teachers in using the textbook in every meeting, and several exercises are provided with answer keys and listening scripts.

Having observed the content of these two textbooks, we conclude that they are compatible with Curriculum 2013. Even though they have different goals in developing the textbook, they share similarities in terms of basic competencies to be achieved by the students. Wahyudi et al. (2018) pointed out that the English textbook 2017 was in the category of good in terms of its fulfilment based on Curriculum 13. Hidayat (2017) claims that the English textbook from the government is good as it is accompanied by colored pictures related to the topic presented, and the instruction and activities offered are able to build students' English skills. Hapsari et al. (2019) also confirm that the English textbook 2017 as a revision of the English textbook 2014 has been well-designed through understandable task instructions.

CONCLUSIONS

In light of the findings of the study, it can be concluded that the two textbooks are recommended to be used in teaching learning processes. In a new normal situation right now, these two textbooks can be used to complete each other. When students learn at school, they can use the English textbook 2017 and when they want to learn more at home, they can use the English textbook 2020 by learning it independently at home.

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