



Content Analysis: Language Skills Comparison on the KTSP and K-13 English Textbooks

Febriana Aminatul Khusna,
Universitas Tidar
khusnafebriana736@gmail.com

ARTICLE INFO

Article History:

Accepted: August 2020

Approved: March 2021

Published: June 2021

Key Words:

Language skills, English textbooks, Content analysis

DOI: 10.35719/jlic.v3i1.28

ABSTRACT

Education is one of the main focuses in every country. The better the quality of education in a country, the easier it will be to improve and build the quality of the country in various fields. The status of English language in Indonesia is a foreign language. This condition causes many Indonesian people still having difficulty in learning and using it. Using textbooks is one of the alternative in delivering material. However, the textbook used must be made in accordance with the applicable curriculum. Each curriculum has its main focus respectively in learning. The purpose of this study is to interrogate and compare the main focus in language skills that are applied in English language textbooks. "Developing English Competence for SMA/MA grade XII (KTSP)" with "Bahasa Inggris Edisi Revisi 2018 SMA/MA/SMK/MA/MAK Kelas XII" are used in this research. Descriptive qualitative research with content analysis method is used in this research to get the best data.

INTRODUCTION

In this era, education is the main important thing that people needed. In other way, education is one of the main focusing in the development of the country. In other words, when the country has a better education, the levels of human resources are available in that country. In the aspect of teacher education and also the government must work together so that the goals of education are easily achieved. An appropriate teaching strategy is



certainly needed so that the material is easily conveyed and easy for students to understand.

Talking about education means we also talk about curriculums. The curriculum is broadly defined as the foundation in designing teaching and learning activities for students that occur in the educational process. Followed by details on the curriculum referring to the order in which the instructions are planned, or the views of students' experiences in terms of instructor or school instructor goals. The curriculum as a set of learning objectives is articulated throughout the class that outlines the intended mathematics content and processes goals at specific points of time throughout the K-12 school program (Reys et al. 2003). Incorporating planned student interactions with learning content, materials, resources, and processes to evaluate the achievement of educational goals is the focus of curriculum development. Many countries have national curricula in primary and secondary education tailored to the state of the country.

Discussing about curriculum, we will also discuss the material in it. The material that has been arranged in the curriculum is then used as a foundation for making text books. In the book important elements in learning must be included which then becomes the foundation for practice. In short, a textbook is the all in one package of materials and components that helps teachers and learners as their source of their teaching and learning process.

The use of textbooks has an important role in the teaching and learning process because they are the main agents convey knowledge to students and the purpose of textbooks is to make available knowledge clear and available to students in a chosen, easy and organized way (AbdelWahab, 2013).

Textbooks is one of the learning material which play an important role in the success of teaching and learning process. Cunningsworth in Sri et al. (2017) states that source of material for teaching and learning to provide educational text can be found in the textbooks. According to Yulianti in Rynata and Ruslan (2017), a textbook is an instructional material which consists of content and material of the subject that is organized in written form and give contribution in the teaching and learning process.

In short, a textbook is the all in one package of materials and components that helps teachers and learners as their source of their teaching and learning process. Textbooks are a source which is

providing instructions to the teachers and students, textbooks are the backbone of every educational system. They help in designing the assessment and evaluation system for the students, shaping the process of classroom teaching and learning (Mahmood, 2011).

Using textbooks in English teaching and learning may make the material easier to be understood by the student. In other way, the use of textbooks in English language learners must contain basic skills in language learning. Speaking, reading, writing and listening are basic abilities that must be possessed by students when learning a language.

The status of English language in Indonesian is a foreign language. This condition makes it difficult for many people in Indonesia to learn and use this language. The use of textbooks can certainly make it easier for students to learn English. The aim of this research is to interrogate and compare language content in English textbooks. Developing English Competence for SMA/MA grade XII (KTSP) with *Bahasa Inggris Edisi Revisi 2018 SMA/MA/SMK/MA/MAK Kelas XII* are used in this research. Those books were issued by the ministry of education which has been adapted to the applicable curriculum. Content analysis is used in this study in order to get the best and maximum data results in the study.

METHODS

This research use descriptive qualitative method to get the data. Descriptive qualitative method has the aim of making a comprehensive summary, in every specific terms events experienced by individuals or groups of individuals. In addition, descriptive qualitative research method is a research method that aims to describe the things that become the object of research in gambling (Nur & Khusna, 2020, May)

Qualitative content analysis stands in contrast to methods that rather than focusing on the informational content of the data, bring to bear theoretical perspectives (Forman & Damschroder, 2007). Content analysis is used to analyse the data contained in textbooks. In this study, the researchers will compare the language capabilities contained in each textbook. “Developing English Competence for SMA/MA grade XII (KTSP)” with “*Bahasa Inggris Edisi Revisi 2018 SMA/MA/SMK/MA/MAK Kelas XII*” are used in this research. Subsequent to getting the results, the researchers will

compare the textbooks aspects of the language ability that is emphasized to support learning English.

RESULTS AND DISCUSSION

Based on the data that has been analyzed, researchers get the results which are then shown by the van diagram. The result, in the book “Developing English Competence for SMA / MA grade XII (KTSP)” focused language skills are the ability to writing and speaking. Writing ability occupies 27 percent in books divided into 9 chapters. While the ability to speaking in second ranks with a percentage of 26 percent which is divided into 9 chapters. Followed by the ability of reading and listening, each has 25 percent for reading and 22 percent for listening.

Furthermore, in the “Bahasa Inggris Edisi Revisi 2018 SMA/MA/SMK/MA/MAK Kelas XII” the ability of writing and reading becomes the main focus. Reading and writing skills occupy the same position with a 27 percent percentage included in 11 chapters. While the ability for speaking gets 24 percent of the whole chapter. Lastly, listening ability gets 22 percent of the entire chapter.

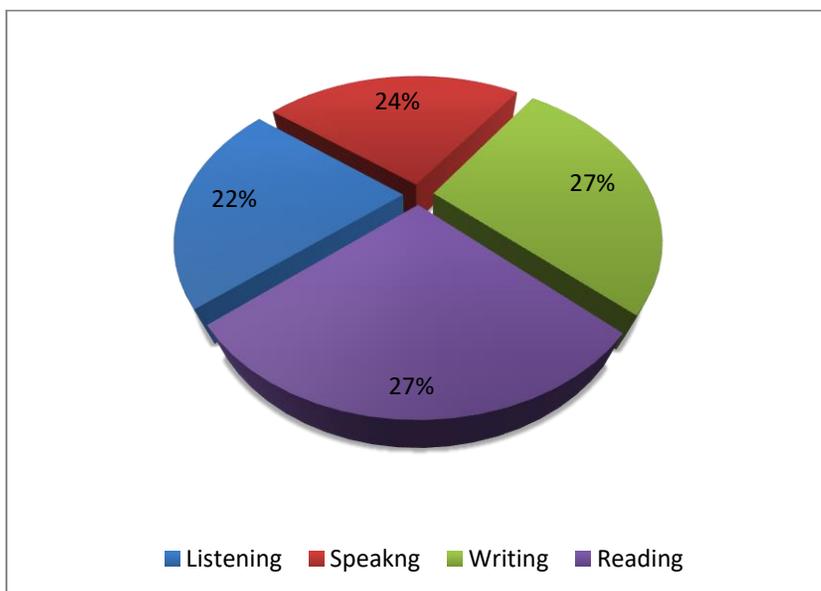


Chart 1. Language Skills *Bahasa Inggris Edisi Revisi 2018 SMA/MA/SMK/MA/MAK Kelas XII*

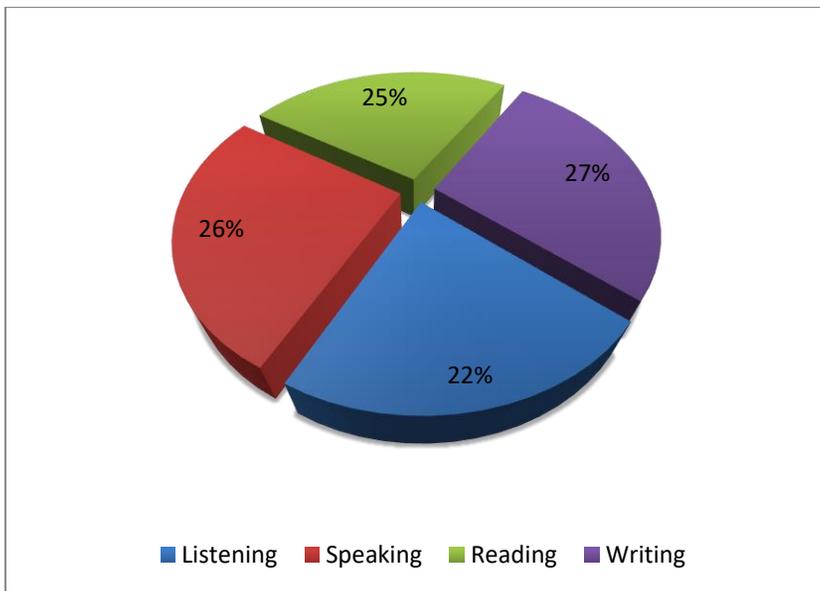


Chart 2. Language Skills on ‘Developing English Competence’ for SMA/MA grade XII (KTSP)

In the textbooks of “*Bahasa Inggris Edisi Revisi 2018 SMA/MA/SMK/MA/MAK Kelas XII*” is categorized as good. In the textbook, there are four skills which are emphasized in each chapter. The four skills are designed consistently depends on the activity. However, the four skills that are developed are not really designed equal and balanced. There are sufficient reading materials in the textbook provide the students to have critical thinking. Moreover, the reading materials in the textbook on each chapter are suitable with students’ interest. The reading materials on the textbook are able to get the students’ attention because the topics are knowledgeable.

The vocabulary used in this book has a higher or moderate level. Vocabulary with a high level is used to encourage students to study harder to face the final exam. Speaking materials in this textbook are presented authentically. “*Bahasa Inggris Edisi Revisi 2017 SMA/MA/SMK/MA/MAK Kelas XI*” brings the writing material by introducing systematic organization of longer pieces writing products in fair sequence.

While, on the textbook entitled “Developing English Competence for SMA / MA grade XII (KTSP)” is focuses on speaking and writing skills. In this book the topic of discussion is tailored to the needs of students. The topic used is also interesting because there is a mixture of local culture in the discussion. Then, just like in the book “*Bahasa Inggris Edisi Revisi 2017 SMA/MA/SMK/MA/MAK Kelas XI*” listening ability is less emphasized in this book. These two textbooks present skills with their respective focuses.

In both books, researcher found a discussion of local culture in their discussion. The materials in the textbook are appropriate with Indonesian students’ cultural situation. The materials are appropriate with Indonesian norms and values. Unfortunately, researcher was not able to find the portrait of religious environment and ethnic origin as well as Indonesia has a lot of cultures. This textbook successfully throws away the stereotyped of race, gender, and social class. Every material is neutral and equal. In addition, Uncomfortable social realities were found in this textbook.

Moreover, concerning to social- cultural contexts of the textbook, the researcher suggested that it will be better if this textbook also provide social and cultural context of English native context with ratio 50% for English native context, and 50% for Indonesian context. It goals to increase the students’ knowledge of English native culture in order to avoid culture shock or miss understanding. When language is learned, the social and cultural context in which it is used in the textbook should be taken into consideration. Therefore, target culture must be included in this textbook although in a little portion. Teaching a language cannot be separated from the culture. In the next future, hopefully the textbook will include the culture of either English native culture and Indonesian culture in revising this textbook.

CONCLUSION

Based on the results already explained, it can be concluded that the application of focus in the 2006 curriculum (KTSP) with the 2013 curriculum was different. In the 2013 curriculum textbooks the ability to write and read becomes the main focus in learning. While in the 2006 curriculum textbooks (KTSP) the ability to read and speak became the main focus. The textbook is arranged according to the applicable curriculum in order to improve the quality of

education in Indonesia. On the other hand, improving the quality of teachers in teaching and learning is very necessary. Qualified teachers can make teaching and learning easier to deliver the material. The ease in delivering the material and guiding students will make the quality of education better. Increasing human resources through education is expected to improve the development of the country. Innovation in learning is needed to organize students to be quality.

REFERENCES

- Abdel Wahab, M. M. (2013). Developing an English language textbook evaluative checklist. *IOSR Journal of Research & Method in Education*, 1(3), 55-70.
- Doddy A., Sugeng A., and Effendi. (2009). Developing English Competencies for Senior High School (SMA/MA). Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Forman, J., & Damschroder, L. (2007). Qualitative content analysis. *Empirical methods for bioethics: A primer*, 11, 30-41
- Mukundan, J., Hajimohammadi, R., & Nimehchisalem, V. (2011). Developing an English language textbook evaluation checklist. *Contemporary Issues in Education Research (CIER)*, 4(6), 21-28.
- Nur, M. R. O., & Khusna, F. A. (2020). THE OWNERS' PREFERENCE IN USING ENGLISH AS CULINARY TRADEMARK BRANDING IN MAGELANG STREET FOOD AND CAFÉ. In *PROCEEDING*.
- Rynanta, R. A. C., & Ruslan, S. (2013). Content Analysis On The English Textbook Entitled 'English In Mind Starter (Student's Book)'. *Jurnal Online UM*.
- Widiati U., Rohmah Z., and Furaidah. (2018). *Bahasa Inggris Edisi Revisi 2018 SMA/MA/SMK/MA/MAK Kelas XII*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.
- Reys, R., Reys, B., Lapan, R., Holliday, G., & Wasman, D. (2003). Assessing the impact of "standards"-based middle grades mathematics curriculum materials on student achievement. *Journal for research in mathematics education*, 74-95.

- Forman, J. and Damschroder, L. (2007), "Qualitative Content Analysis", Jacoby, L. and Siminoff, L. A (Ed.) *Empirical Methods for Bioethics: A Primer (Advances in Bioethics, Vol. 11)*, Emerald Group Publishing Limited, Bingley, pp. 39-62.
- Rynanta. R., A., C., and Ruslan., Suharmanto. (2017). Content analysis on the english textbook entitled 'english in mind starter (student's book)'. Malang: State University of Malang
- Sri, et al. (2017). Evaluation of indonesian english textbook for the ninth graders of junior high school "think globally act locally" from efl teachers' perspectives. *Journal of Applied Linguistics and Literature* 3(2), pp. 11-32. Retrieved from <https://C:/Users/LENOVO/Documents/TUGAS/4th%20Semester/curriculum%20and%20textbook%20analysis/contoh%20jurnal%20textbook%20analysis.pdf> 30 June 2019