

CONTENT ANALYSIS OF ENGLISH TEXTBOOK RELATED TO CONTEXTUAL TEACHING AND LEARNING

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Abstract

This research was aimed to investigate whether the English Textbook Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*” fulfilled the criteria of good textbook suggested by government and supporting the contextual teaching and learning. This research was designed in collaboration of descriptive qualitative and quantitative analysis. The object of this research was Textbook entitled “*Bahasa Inggris Sekolah Menengah Pertama*”. Library research and analysis were used to collect the data, while the instruments used were analysis sheet and interview. The result of this research showed that the textbook met the criteria of good textbook with the score for content fulfilment was 84.86% . The lowest achievement was in the criteria of cooperative fulfilment, which only achieved 28.18%. The researcher suggested that teacher could be more flexible in delivering the material of the textbook. For supplementing cooperative activity, teacher could arrange the activities that give students opportunity to collaborate in pairs.

Keywords: content analysis, contextual teaching and learning, English textbook

Introduction

Language has become the important part of human being since it was found and had been developed about millenniums ago. Every human being has their own mother language, but sometimes it cannot accommodate the need of people in this global era. Cristal (2000, p. 1) cited in Suhuri (2008, p. 2) state that “English is a global language”. We cannot deny that currently, almost every international occasion requires English as the tool of communication. As a part of the international community, it becomes such a challenges for every country that is not using English as their formal language to acquaint and teach English as international language to their nation.

In Indonesia the educational policy refers to *Undang-Undang No. 20 tahun 2003* about the system of national education (*Sistem Pendidikan Nasional*). It includes the use of instructional media and teaching and learning model to achieve the effective result of educational purpose. Both instructional media and learning model have an important role for teaching learning process in Indonesia. We cannot deny that most of material commonly used by teachers in

learning process is taken from textbook as an instructional media. It is not surprising that textbook often becomes the only supporting instrument for the teacher to run the lesson in classes. There are several reasons that makes textbook becomes important in teaching learning process. First, textbook are relatively easy to get in the market, provides a guide or road map for the learner which offers expected behaviors that he had to perform to find and are commercially provided (Crayford in Richard and Renanda, 2002) cited in Lathif (2015, p. 1). Second, the teacher is helped by the availability of textbook because it can simply become a flexible roadmap in the teaching learning process that can help teacher to prepare the lesson and it is modifiable based on the students’ needs (Brown, 2000) cited in Lathif (2015, p. 1).

On the other hand, the materials contain in the textbook should not only theoretical but also relate to the real life circumstances. The content that is learned by students in classes must be linked to their real experiences in order to encourage students to gain an intact development in all aspects including cognitive, affective and

psychomotor. The learning model that that can accommodate all of students need above well known as Contextual Teaching and Learning (CTL). Finally, teachers have responsibility to choose a textbook for students to fit with appropriate teaching and learning model. In case of using textbook as a guideline of teaching and learning process, teachers must be able to do an evaluation toward the textbooks that will be used. The evaluation must reveal whether the textbook contains a good materials and contextual oriented. The evaluation which refers to the materials can give such an overview if the textbook is still worth using or needs to be supplemented. On the other hand, textbook with contextual oriented will be more beneficial for students because it will help students to actualize the materials to the real life circumstances.

The reason above encourage the researcher to do evaluation toward the worthiness of content that is containing in English Textbook Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*”. The textbook brings contextual teaching and learning as the tittle that indicates the textbook is contextual oriented. The purpose of this research is to find out the importance of the correlation between content to contextual teaching and learning.

Methodology

This research was conducted by using content analysis technique. It is categorized as a descriptive qualitative research (Lathif: 2015, p. 64). This study analyzed English Textbook Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*” whether it fulfilled its worthiness by matching to the criteria of good textbook determined by government or not and weather the content represented the goal of contextual teaching and learning. Quantitative method was also conducted in this research. Quantitative method is important to strengthen the data that are collected by library research and analysis. The goal of this research was to find out the

worthiness of textbook entitled English Textbook Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*” whether it fulfilled its worthiness by matching to the criteria of good textbook determined by Government or not and its correlation between content and contextual teaching and learning. The evaluation was pointed to PP No. 19/2005 paragraph 43 verse 5.

In this research, the researcher used field research (teachers’ interview) and library research (analysis Checklist). The researcher also used analysis as a method of collecting data. The analysis was used to see deeper weather the books that was analyzed was matched to the purpose of curriculum that was followed and stay on Governments’ provision.

Findings and Discussion

Table 1. The Summary of the content fulfilment

Aspect of Evaluation	No.	Sub Aspect of evaluation	Fulfilment
Content	1	Relevance of Materials	83.33 %
	2	Material Accuracy	100.00 %
	3	Supporting Learning Materials	80.00 %
	4	Relating to Contextual teaching and learning	76,13 %
Average			84,86 %
Criteria			Good

In this research, the researcher focus to use four checklist to evaluate the content of this textbook. Those were 1) the relevance of material toward the curriculum, 2) material accuracy, 3) supporting learning material, and 4) relate to contextual teaching and learning. These four sub aspect would be break down into thirty three criteria. Table 1 showed the summary of evaluation result of the textbook. The result of detail evaluation were presented below.

1. The content of textbook

The textbook had eight units. There were lessons about interpersonal text, transactional text, functional text and monologues. Meanwhile, this textbook did not contain presentation text or presentation activity. The lessons were presented in various form of activities. Those were in form of dialogues text, dialogues text followed by question, list of expression, phrase explanation, list of expression followed by dialogues text, phrases followed by grammar corner, textual text, task, textual text followed by question, and textual text followed by task. For example, the activities that were presented in form of dialogues were aimed to give the students a description on how to apply the expression to the real life situation.

2. Leading to the text production

In order to lead the students for having a good comprehension in producing text, textbook must arrange the sequence activity that were intended to the students' understanding toward every types of text. The sequence of activity was taught. First, textbook must require the students' need to explore every types of text that is relevant to their daily life (Exposure). Second, textbook must give the students guidance in every type of text to acquire explicit comprehension about elements of text production (Retention). The elements of text production were social function, generic structure and linguistic feature. Third, textbook must give the students guidance to produce written or oral text to achieve the aim of the text (Actual Production). For example the lesson of descriptive text in unit 6. In this unit, the students were given activities to explore about descriptive text through the activity in form tasks and texts of descriptive. The sequence of activity in unit six, could be classified the in three phases. First, acquiring the students to the words or phrase that related to descriptive text. It meant that the students were given adjective words that were usually used to describe something. Second, writing

descriptive in sentences. Third, writing descriptive text.

3. Organization of Textbook

The organization of the textbook was important because it had correlation with learning outcome. Litz cited in (Lathif, 2015:20) stated that textbook's illustration should be added and raised clearly. The government required four criteria of textbook organization. Those were ; containing systematic coverage of syllabus, organizing and grading the content based on sequence of difficulty, adjusting the number of lesson in the courses to schools' academic calendar, and allowing some the students for being absent from some classes by arranging the sequence of content. This textbook fulfilled all of criteria that were required by the government. For example, the first criteria was found in page *ix* and *x* of the textbook.

4. Text comprehension outcomes

There were some outcomes that were expected after the students through the process of teaching and learning by using the textbook especially in the lesson of texts. Those included in these criteria; the students were expected to maintain their interpersonal relation with another, the students were expected to generate skill of transactional communication function in daily life, the students were expected to be able to represent the social function of functional text and monologues, and the last the students were expected to know the element of meaning of every text. The researcher found that this textbook had fulfilled all of criteria for text comprehension outcome. The example existed in unit 1, section 1, page 4, part presentation, activity 5. There were some dialogues about introduction of someone to another. In the dialogue, the situation was about someone met a stranger then they introduced themselves each other. In case this was the first time they met, one of them gave a formal greeting to open the conversation. By seeing the example, it concluded that the interpersonal text helped the students to maintain their interpersonal

relation with another. The lesson taught the students to consider the politeness aspect regarding to the level of formality. The students needed to understand that naturally, in different occasion where the relationship between the speaker and interlocutors were not close, there were some habit that should be considered.

5. Language Accuracy

Generally the use of language in each model text included interpersonal, transactional and functional had no significant mistakes in term of vocabulary and grammar and relevant to the on-going communicative context. All of the text and activity used correct grammar according to the context. The vocabulary that was used also appropriate and familiar to the grade of the students. One of the advantages of this book was in the end of every unit and in last pages of this textbook, provided a vocabulary list. The vocabulary list was very beneficial because it covered words that were considered as unfamiliar words for the students. By using vocabulary list, the students were expected to be easier to comprehend all the words in certain unit. It also could gain their vocabulary memorization. The vocabulary list was also enriched with phonetics transcription to help the students correct their pronunciation in stating certain words. Glossary was also provided in the last pages to give some explanation toward foreign words or phrases.

6. Supporting References

References were one of important elements in textbook. The government determined two criteria that must be achieved by textbook to make sure that the textbook was still appropriate to be used. Those were: (1) learning material must be relevant to the topic discussed and (2) it must be taken from the up-to-date reference. The researcher found that most of the material covering texts, table, activity and picture were taken from the references that were relevant to the topic discussed. For example most of texts that were adapted and used as

model, were about famous and familiar place, people, goods or animal. Meanwhile, this textbook did not fulfill the criteria that learning material must be taken from the up to date reference. It was because the textbook were published in 2008. Most of the material that was presented in the textbook were up to date in those years. Yet, some of the learning material were overlong and not relevant anymore to the students. For example, the text that used as model in description there was a description about Michael Jordan. In 2016 Michael Jordan were not popular anymore because he had retired as a basketball player.

7. Facilitating Students' Soft Skills

Textbook must accommodate the students to foster their soft skill through the activity existed on it. One of the skills that were expected by the criteria of the government was personal skill in which the students had to knowing the weaknesses and strengths of his own, and can repair it to be an improvement as an autonomous learner and social creature. This textbook was proven to accommodate the needs of the students to improve their personal skill. It was because in every unit of this textbook was enriched with evaluation. In the part evaluation, the students would be given some activities to evaluate all of material they had already got in certain unit. The part evaluation would help the students to check their progress by seeing their capability to solve the problem activity in these part.

8. Promoting Social Awareness

Beside focus on academic objective, textbook must also promote social awareness. The government determined five criteria of social awareness. Those were; textbook must promote appreciation toward cultural diversity, promote appreciation toward democratic criteria, promote appreciation toward nationality, promote awareness toward local potential and contain material that design for character building. The researcher found that all of criteria was

fulfilled in this textbook. The explanation was as follows.

This textbook had promoted appreciation toward cultural diversity and complex society which covered various cultural criteria, local national and global content. This reflected in part cultural notes in every unit. In part cultural notes, the students would be introduced to the global culture. This part was expected to give an understanding for the students that they had to respect diversity in society. The point that textbook must cover local, national and global content was very bias to be decided. It was because most of content used in this textbook were not refer to particular regional content. Meanwhile, the researcher believe that the use of general content were more flexible because it also represented local, national and global content.

9. Relating to Contextual Teaching and Learning

This textbook had total 330 activity in various types. For the sub aspect that textbook must set the situation that relate between the material to contextual teaching and learning was in satisfying number which was 76,13 %. The number of achievement of every criteria were; 1) 83,03 % for relating, 98,78 % for experiencing, 3) 94,54% applying, and 28,18% for cooperative. The table in appendix 7 was the result analysis of the text which related to contextual teaching and learning. Based on the criteria fulfilment, the researcher made conclusion that the number was satisfying. It was supported by the practitioner statement that stated that the textbook fulfilled all of criteria for contextual textbook. The practitioner statement was presented in appendix 9. Yet, the comparison between the highest and lowest percentage (98,78% and 28,18%) number was significantly unbalanced. The activities that fulfilled the criteria of relating, they brought a concept that the activity must be simple and accommodated the needs of students in order to do problem solving in daily life. 83,03% activity in this textbook were arranged so. For the criteria that textbook

must give the students opportunity to do exploration toward the material that is being learned than they were expected to find a new thing from what they just learned by linking it to their experience were achieve the highest percentage which was 98,78 %. For the criteria that textbook must emphasizes on the process of demonstration of knowledge and the use of knowledge were achieve the number of 94,54%. The point of criteria of applying was the material that the students got in the classroom must be applicable to the real life situation. In this textbook, the criteria that textbook must bring the criteria of cooperative were in the lowest number achievement. It just raised 28,18 % from all activity. The number was very unsatisfying. It was because most of activity were explicitly command the students in doing solitary project. That was why, only the activity that clearly asked the students to do cooperative activity which adjust to bring cooperative criteria.

Conclusions and Suggestions

1. Conclusions

The researcher will elaborate the conclusion from the study. The conclusion are:

- a. English textbook entitled Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*” for the students in grade seven was categorized as good textbook from the point of content appropriateness.
- b. Furthermore even the English textbook entitled Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*” for the students in grade seven was categorized as good, the criteria cooperative fulfillment in sub aspect content relate to contextual teaching and learning was very unsatisfying which is only 28,18% because most of the activities were concerned to foster individual skills, which imply that the textbook does not adequately accommodate the need of students in doing collaborative activity.

2. Suggestions

Based on the result of the research that had been conducted, the researcher suggests some suggestion as follows:

- a. English textbook entitled Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*” is very good from the element of content appropriateness. It would be better if the teacher supplemented this textbook with another resource to cover the criteria unfulfilled.
- b. The textbook is categorized as fair from the element of material that related to the contextual teaching and learning. However, the criteria of being cooperative is in the lowest percentage of achievement. The cooperative activities and task must be added in order to vary the activity and task and avoiding the possibility of the students become bored. Cooperative activity might also give opportunity for the students to do peers assessment. It is very beneficial because the students can help the others to do reviewing that in many case the students are more comfortable with their friend that allow them to do more exploration without feeling clumsy.
- c. Teacher can arrange cooperative learning by taking the material from the textbook. In fact, there were many activities inside the textbook that was actually supportive for cooperative learning but less of instruction in doing cooperative learning.

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