ANALYSIS THE CONTENT APPROPRIATENESS ENGLISH TEXTBOOK FOR TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL BY PRIVATE PUBLISHER

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ABSTRACT

This research aim to describe the Content Appropriateness English Textbook For Tenth Grade Students of Senior High School by Private Publisher (Intan Pariwara) in the aspect content appropriateness. This research was descriptive qualitative with content analysis. The textbook was evaluated by using Krippendorf's content analysis: unitizing, sampling, coding, reducing data, inferring contextual phenomena, and narrating the result. The instrument in the research was the researcher herself through reading the textbook repeatedly and thoroughly. This is also done under the instrument issued by Board of National Education Standard. The result of the research shows as follow: The completeness of materials in this textbook almost met completely according to KI and KD for tenth grade students of senior high school (90,9%). The materials in this textbook provided 10 materials in the three kind of texts both of functional text, interpersonal text and transactional text but 1 material left or not be fulfilled. The depth of materials was mostly grouped into depth category for the exposure in functional text (90%), inaccurate texts (18,7%), the materials in the textbook was up to date, but none of the texts or activities in the textbooks support vocational skills (0%).

Keywords: Textbook, The content Appropriateness, Content Analysis

INTRODUCTION

Textbooks can not be separated from education. As media and learning resources, they are able to transform textbooks sciences and life values related to competence which are essentially taught. The selection of textbooks is very important with regard to quality and in accordance with applicable curriculum (Curriculum 2013). In the classroom the teacher cannot be separated from the textbook used as a source of learning media. Textbook can assist the teacher in the learning process.

Textbook is a source of learning and media that are critical to support the achievement of the objectives of learning competencies. According to Center of Curriculum and Book, the selection and use of textbook as a source of media appropriate learning is a supporting factor in the success of learning (Puskurbuk, 2005). Richards and Schmidt (2002:550) define textbook as a book on a specific subject used as a teaching learning guide, especially in a school or college.

This means that textbook is a very important element in the learning process for many subjects. If the quality of textbook used by teacher in school is good, there is possibility that the quality of learning will be also well. However, if the textbook is poorly used or even worse then the learning that takes place will be very difficult to achieve the expected results. Besides it, the textbook is used by students in the school as a supporting learning activities. This textbook has a vital role for students in the process because they "rely" it as a manual and practice book on a subject.

Functions of textbook are divided into two, for teachers and for students. For teacher is as a guide to identify what should be taught or learned by the students, knowing sequence of presentation of teaching materials, knowing the techniques and methods of teaching, teaching materials are easy to acquire, and use it as a learning tool for students inside or outside of school.

Riddell adds (2003:204) "....book provides material, a syllabus structure...."This function is a very common feature of a textbook. Teachers will be able to economize time and cost. It cannot be imagined they teach without a book. Students can do tasks or homework or even projects with guidance from textbook. Therefore, textbook may function as the major source of contact students have with the language apart from input provided by the teacher.

According to Colin, textbook has several characteristics that make many teachers like to use them. The characteristics actually refer to the functions of textbook. They are:

a. They define the curriculum to be taught,

b. They provide essential facts and techniques for learning

c. They provide up to date information, and

d. They provide an overview of particular topics.

Here, ideally, textbook is a kind of applicator of the curriculum. It is more operational rather than conceptual, more practical than theoretical (**Colin, 2010:237).**

Because of the importance of the function of textbook for educational institutions, in this case the teachers and students, it is necessary to guarantee the availability of the book. One of the government's efforts to ensure the availability of quality textbooks in accordance with pasal 43 Ayat (5) Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan, Badan Standar Nasional Pendidikan (BSNP), dan Pusat Perbukuan telah melakukan penilaian buku teks pelajaran pada satuan pendidikan Sekolah Dasar, Sekolah Menengah Pertama, dan Sekolah Menengah Atas.

But in fact based on the interview conducted by the researcher with some English teachers not all teacher know about the quality of the textbook they use because of the many variations of textbooks that were distributed and published by private

publication and some textbook were provided by school. Then some research findings indicate that actually textbook problem is a complex problem. Research done by Ghozali (2011) a faculty member of Yogyakarta Sarjana Wiyata University, the doctoral research revealed that SMK (Vocational High School) English textbooks for Tourism Department, did not match the competency intended by the Curriculum. The other research by Abdurahman (2012) Yogyakarta state University, the thesis research, revealed that A Study of Non – Electronic English Textbooks for Year XI Senior High School Student did not match the standard of the Ministry of National Education.

The problems usually relate to the content appropriateness, presentation appropriateness, language appropriateness, and lay-out design. In the aspect of content appropriateness, English textbooks may not cover, for examples, all Core of Competence (*KI*) and Basic Competency (*KD*) while in the aspect of presentation appropriateness, they may present a non-systematic way or a missing part of the ideal part of a unit in the textbooks.

The government through to Pedoman Penilaian Buku Teks Pelajaran (BTP) Bahasa Inggris, BSNP and Puskurbuk, Balitbang, Kemdiknas, have determined the following assessment criteria the content appropriateness of English textbook for Senior High School:

1. Completeness of materials

All Core Competence (KI) Basic Competence (*KD*) must be covered and spread across all grades in the semester system. They are also interrelated each other so therefore *Curriculum 2013* designers in School Level must think of the *KD* as well. Students will be lost if they are not supplemented with good textbooks in term of this aspect.

The textbook must consist of interpersonal text, transactional text, and functional text in accordance with the level or grade. For tenth grade (X), for the interpersonal text, the textbook must cover *expressing congratulation, expressing praise.* For the transactional text, the textbook must cover *giving and asking information related to identity, asking and stating intention, giving and asking past events.* Then, for the functional text, the textbook must cover *descriptive, recount, narrative, announcement and song.* In addition, for Language Program, the textbook also covers simple public speaking used by master of ceremony, host, and news reader. Simplified literary works are just like song, poetry, film and drama, short story, song lyrics, and story reproduction.

2. Depth of materials

The textbook must encourage and or oblige students to explore more relevant texts with their daily life in order to habituate them. It also gives students explicit guide on three text-elements (its social function, generic structure, and linguistic features). The textbook also encourages and provides students with clear guide to produce oral or written texts based on their social function.

3. *Accuracy Matter*

1). Social function

The given texts in the textbook are managed to reach social function of the texts, either interpersonal texts, transactional texts, or functional texts. For interpersonal texts, the texts function to make interpersonal relationship and for the need of survival. For transactional texts, they function to do take-over service/ things/ facts or opinion related to students' daily life. And for the functional texts, each has its

own function for examples: Narrative functions to entertain or amuse and teach good values. Report functions to describe the way things are, from people or things to animals, the category, definition, and general characteristics.

2). Generic structure

The interpersonal text and transactional text cover interactive activities consisting of initiation to communicate, and responses in the form of the take and give information or things or service. For the functional text, the text must follow its text structure or generic structure. For examples: Narrative has orientation, evaluation, complication, resolution, and reorientation. The orientation sets the scene and introduces the participants. Evaluation is a stepping back to evaluate the plight. Complication is when a crisis arises. Resolution is when the crisis is resolved whether for better or for worse. Reorientation is optional which means to retell the orientation. Report has general classification and description. General classification tells what the phenomenon under discussion and description tells what the phenomenon under discussion is like in terms of parts, qualities, habits or behavior if living things, uses if non natural.

3). Linguistic Feature

The texts can help students develop their accurate and appropriate communicative competence both in the written and oral modes. For written mode, material processes in each genre will beobserved and explored as well as language components. For example, one of the linguistic features of narrative is the simple past. Meanwhile, spelling is one of linguistic features for language components. For oral mode, the exploration may look at the phonetic transcription whether or not has been accurate.

4. Supporting Learning Materials

All materials in the textbook, texts, tables, pictures, enclosures, etc, are relevant with the topics. They are also up to date materials which mean here that the materials are the last 4 years written or exposed. They also motivate students to develop life skills; personal skills, social skills, academic skills, and vocational skill. Personal skills cover recognizing self-strengths and self-weaknesses, other-strengths and weaknesses, developing independent individual, social individual, and as a creature of God. Social skills cover cooperating or working together, being tolerant, respecting gender equality, peace, and anti-violent when students communicate or interact with others. Academic skills cover exploring and using information, solving problems, making decision in scientific works. Vocational skills cover having the ability, attitude, and skill needed for certain professions.The materials also motivate students to develop diversity-sense in local, national, and global context. Here, the materials should cover things like appreciation on cultural diversity and plurality, awareness on local potential and local wealth,

appreciation on democratic valuesbased on socio-cultural context, and good understanding in nationality insight

METHOD

The subject of the research was textbook entitled Bahasa Inggris SMA/MA KELAS X published by Intan Pariwara in 2016. The object of research was the the completeness of materials aspect determined in textbook evaluation guide which was issued by the Board of National Education Standard or *Badan Standar Nasional Pendidikan* (*BSNP*). The research was descriptive qualitative with content analysis technique. Content analysis here is a technique which is aimed at making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their used (Krippendorff, 2004:18): unitizing, sampling, coding, reducing data, inferring contextual phenomena, and narrating the result. In unitizing stage, the researcher distinguished and separated segments of text – images, voices, and other observables that were of interest to ananalysis. All those texts were taken from the textbook "Bahasa Inggris SMA/MA KELAS X published by Intan Pariwara".

In the process data analysis the researcher analyzed the data by using Krippendorff. The data analyzed with 6 stages as follows: In the sampling stage, the researcher was allowed to choose segments of text or the whole texts in the sample of the English textbooks based on manageable subset of units which were conceptually representative; In recording/ coding, original texts, images, or unstructured sounds were transform into analyzable representations. By this, it gives opportunities to be reread the data both by the researcher herself and by other researchers. Recording or coding bridged the gap between unitized texts and someone's reading of them, between distinct images and what people see in

them, or between separate observations and their situational interpretations; reducing data serve the researcher for efficient representations, especially of large volumes of data. This was done to avoid redundancy of the same finding(s) or its tendency. However, this was done prudently so none of the important data was uselessly expelled or the unimportant one was covered; inferring contextual phenomena which meant to draw conclusions and narrating the result which meant to report the research; And the last process was narrating the result that the taken longer since the stages were the key in the content analysis. In the process, the researcher would actively discuss and consult with the advisors as well as the experts;

Scientifically too, any research needs fixed and tested formula to draw the final conclusion, including content analysis. And it is as the responsibility of the researcher's way to do her research. Schematically, the frame of thought that was developed can be described in the following way:
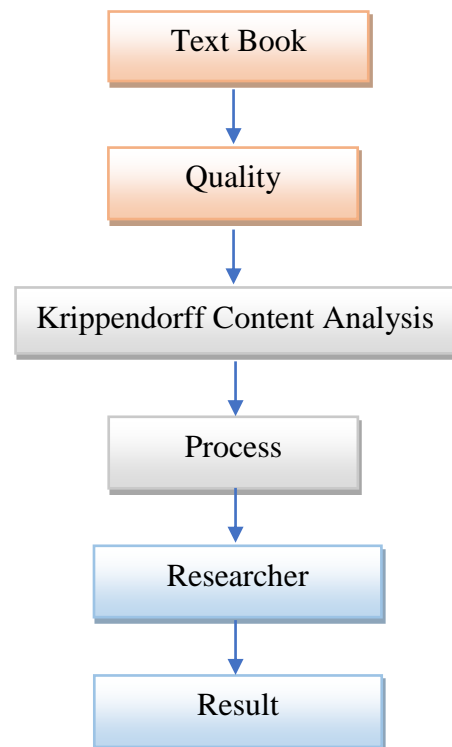

Figure 1

FINDINGS

1.   Completeness of material

In aspect the Completeness of materials in this textbook generally found, all materials that demanded by the School Level Curriculum or *2013 Curriculum* have been covered in the book. Only one material was not covered, that is simple public speaking for MC, host, and news reader.

The materials meant here can be looked into two perspectives, first, the explanation of the materials which is detailed and comprehensive, and second, the materials without the explanation which are very often only in the form of texts or exercises. The materials are, of course, synchronic with the Curriculum and include all kinds of texts, either interpersonal, transactional, or functional texts. The table below, summarized the materials in the book.

Table 4.1
Aspect on Content Appropriateness
Completeness of Materials

No	Text/genre	Pages	Complete	Incomplete
1	Descriptive	63(1),66(1) 68(1),70(1), 72(1),81(1), 85(1),87(1)	√	
2	Recount	20(2),24(2) ,34(2),35(2), 48(2),50(2) ,62(2) 65(2)	√	
3	Narrative	85(2), 97(2),100(2) ,111(2),	√	
4	Announcement, Letter, memo, message, and other functional texts	3(1),4(1),99(1), 100(1),	√	
5	Simple public speaking for MC, host, and news reader	-		√
6	Simplified literature works like song, poem, film and drama, short stories, essay about song	125-126(2), 129(2)	√	
	lyrics, stories reproduction			
7	Interpersonal Text: Expressing Congratulation	23(1),24(1),25(1)	√	
8	Expressing Praise	29(1), 46(1)	√	
9	Transactional Text: Asking and giving information related to identity	8(1),10(1),15(1)	√	
10	Asking and Stating Intention	40(1),41(1),	√	
11	Asking and giving related to past event	8(2),10(2)	√	

As informed in the *Instrumen Penilaian Buku Teks*, for letter, memo, message, or other functional texts included no detailed explanation but only exposed texts to be understood by students themselves. It then fitted more to be in exposures category only.

2. The Depth of Materials

The concept of exposure related to the quality of a textbook based on the *Penilaian Buku Teks Pelajaran Bahasa Inggris* issued by the Ministry of National Education required two conditions, there were: first, the textbook must at least have two examples of all kinds of texts. Second, the textbook must at least contain assignment of seeking for all kinds of texts which is also minimally two for each text. If the conditions are filled, then the materials can be grouped into depth-category.

The finding showed that almost all kinds of texts are in depth category except simple public speaking for MC, host, and news reader and. The table below informed the depth of materials in the textbook.

Table 4.2
Aspect on Content Appropriateness
Depth of Materials

No	Texts	Examples of texts in pages	Assignments of seeking for texts in pages	Conclusion	
				Depth	No dept h
1	Descriptive	66(1), 69(1)	67(1),71(1), 73(1),78(1), 85(1), 87(1) 88-89(1)	√	
2	Recount	20(2), 30(2) 47(2),62(2)	23(2), 24(2), 25(2),36(2), 37-39(2),50- 53(2),66-67(2)	√	
3	Narrative	83(2), 99(2),99(8),	88-89(2),101- 103(2),112-115(2)	√	
4	Announcemen t, Letter, memo, message, and other functional texts	7(1), 99(1),104(1)	20(1),101(1), 103(1),106(1), 108(1)	√	
5	Simple public speaking for MC, host, and news reader	-	-	-	-
6	Simplified literature works like song, poem, film and drama, short stories, essay about song lyrics, stories reproduction	125(2), 129(2)	126(2), 127(2), 128(2), 129(2)	√	
7	Interpersonal Text: Expressing Congratulatio n	24(1),25(1), 28(1)	26(1), 27(1), 29(1)	√	
8	Expressing Praise	29(1), 30(1)	31(1), 32(1)	√	
9	Transactional Text: Asking and giving information related to identity	7(1),8(1),10(1)	6(1),7(1),11(1), 13(1)	√	
10	Asking and Stating Intention	39(1),40(1),42(1)	41(1), 44(1), 45(1),	√	
11	Asking and giving related to past event	8(1)	9(1),10(1)	√	

3. Accuracy

The accuracy of materials will be classified deeply into its accuracy of social function, its generic structure, and its linguistic features. For interpersonal texts, to be said accurate when the texts function to make interpersonal relationship through the interpersonal texts as well as for the need of survival. For transactional texts, when they function to do take-and-give service/ things/ facts or opinion related to students' daily life. Then for the functional texts, each has its own function, like narrative for example, its social function is to entertain or amuse and teach good values.

In the accuracy in generic structure, the interpersonal texts and transactional texts cover interactive activities consisting of initiation to communicate, and responses in the form of the take and give information or things or service. For the functional texts, the texts must follow their generic structure. Report, for example, has general classification and description.

Then, in the linguistic features, the texts are said to be accurate when they can help students develop their accurate and appropriate communicative competence through their self-exploration both in the written and oral modes. For written mode, material processes in each genre will be observed. For example, one of the linguistic features of narrative is the simple past. The table below, informed the accuracy of functional texts in this textbook:

Table 4.3
Aspect on Content Appropriateness
Accuracy of Materials
Functional Texts

Texts	Inaccur ate	Page s	Accur ate	Pages
Descriptive	2	66(1),	7	63(1),68(1),

		72(1),		70(1),72(1), 81(1),85(1) ,87(1)
Recount			6	20(2),34(2), 47(2),50(2), 51(2),65(2)
Narrative			6	83(2),85(2), 97(2),99(2), 101(2),111(2)
Announcement	4	100(1), 103(1)	1	99(1)
Letter /Email			3	3(1),4(1), 7(1)
Song			2	125(2), 127(2)
Poem			1	129(2)

The following table informed accuracy of interpersonal texts.

Table 4.4
Aspect on Content Appropriateness
Accuracy of Materials
Interpersonal Texts

Texts	Inaccurate	Pages	Accurate	Pages
Expressing Congratulation	-	-	3	23(1),25(1),
Expressing Praise	-	-	2	29(1),46(1)

All interpersonal texts were accurate because they have the criteria of accuracy in interpersonal text. The last to be presented here is the accuracy of the transactional texts. The same as the interpersonal texts, if the texts in the form of dialogs at all then categorized as accurate. The following table presented the accuracy of the transactional texts.

Table 4.5
Aspect on Content Appropriateness
Accuracy of Materials
Transactional Texts

Texts	Inaccurate	Pages	Accurate	Pages
Asking and giving information related to identity	-	-	2	7(1),10(1)
Asking and Stating Intention	-	-	3	40(1),42(1)
Asking and giving related to past event	-	-	2	3(2),4(2)
Asking permission	1	46(1)	-	-

In transactional texts there was one text Inaccurate category because this text not cover in syllabus for X grade. But all of the transactional text based on syllabus for X grade were accurate because they have the criteria of accuracy in interpersonal text.

4. The Supporting Learning Materials

All materials, including texts, tables, pictures, or enclosures and others must be relevant and up to date. Of 52 texts in this textbook, 15 texts irrelevant. The sources were not mentioned and they were synchronized with the reference.

For the up-to-date aspect, under the concept of the last 4 years, all the texts were not up-to-date. The years varied from 2013, 2014, 2015 to 2016. Almost all the texts were in the year 2016. This was based on the year the book published, 2016. In addition, there was no revised version till now. The complete information was enclosed at the thesis's enclosures. The following table summarized the relevancy and the up to date aspects for text materials.

Table 4.6
Aspect on Content Appropriateness
Supporting Learning Material
Relevancy and Up-to-date Texts

Sum of texts in the table of completeness materials	Relevancy with the sources		Up to date based on the last 4 years sources / references		Additional information
	Relevant	Irrelevant	Up to date	No up to date	
52	37	15	51	1	For the irrelevant, 15 texts are not mentioned where are they taken from. For up to date, 1 text is in 2013

The pictures in this textbook were 57 pictures. 35 pictures were not up to date because they were taken in under 2014. There was no specific information recognizing the years in each picture. In the reference, the sources were mentioned globally, so it was very difficult to decide the years for each picture. The complete information was given in the enclosures of the thesis. The following table summarized the relevancy and the up to date aspects for picture materials.

Table 4.7
Aspect on Content Appropriateness
Supporting Learning Material
Relevancy and Up-to-date Pictures

Sum of texts in the table of completeness materials	Relevancy with the sources		Up to date based on the last 4 years sources / references		Additional information
	Relevant	Irrelevant	Up to date	No up to date	
57	42	15	32	25	Some picture

					sources are mentioned globally in the reference. For up to date 25 pictures in under 2014.

Besides the relevancy and the up to date aspects, the materials must also support life skills development. It can be analyzed through activities that can affect to the life skills development, for example, task 17 page 10, with which supported the social skill. Discovered, no activities, including materials, tables, pictures, or others that supported the development of vocational skills. At the same time, the activities mostly dominated the building of academic skills. The complete information was given in the enclosures of the thesis. The following table summarized all the activities with the life skills development.

Table 4.8
Aspect on Content Appropriateness
Supporting Learning Materials
Life Skills Development

Coders	Personal Skills	Social Skills	Academic Skills	Vocational Skills
Researcher	26	46	137	-
1	25	46	135	-
2	26	46	137	-

DISCUSSIONS

In the aspect of content appropriateness, the researcher was applied and used the parameters issued by the Ministry of National Education under the Board of National Education Standard (BSNP). The aspect was detailed into three sub aspects: the suitability between the materials and Core Competence (KI) and Basic Competency (*KD*), the accuracy of materials, and the supporting learning materials. Each aspect has its own parameters that have been synchronized and competed with other experts' criteria such as Robinett via Brown (2001:142), Patel and Praven (2008:69).

The suitability of the materials were redivided into the completeness and the depth of materials. Based on the finding and summarized in Table 4.1, this book has covered all the materials (90.9%) required by the curriculum since the book was for science and social program. If the book was for language program, then the book had missed one material.

The depth of material in aspect exposure based on the instrument (*rubrik instrumen penilaian buku teks pelajaran bahasa Inggris*) an ideal exposure has two conditions; first, the textbook has at least two examples for all kinds of texts and second, the textbook has at least two assignments by which oblige the students to find similar text types in other sources outside the textbook.

A rigorous and repeated analysis in the assignment statements in the book was really needed to result in objective and accurate decisions. As it was informed in Table 4.2, functional text, interpersonal text and transactional text were categorized in depth material except materials for simple public speaking for MC, host and news reader. This is because almost the text has two or more examples and two assignments having students to find similar text type or narrative in this case. It can be concluded, all of the texts that was categorized dept as ideal exposure (90%).

The third sub aspect of the content appropriateness is the accuracy of materials. Everything in a textbook should be accurate or correct and is no mistakes at all. The accuracy for functional texts in the tenth grade, covers the fulfillment of the three aspects (social function, generic structure and language future). For example, a narrative text has its generic structure of orientation, evaluation, complication, resolution, and reorientation (optional). When one of them does not exist in narrative texts exposed by a textbook, the narrative texts then are inaccurate. Of 32 functional texts in the textbook there were 6 texts were inaccurate or (18,7%). They have inaccurate generic structure (see Table 4.3).

For interpersonal and transactional texts, the concept of accuracy is when they are in the form of interactive activities like dialogs. The most important here is their generic structure. For interpersonal texts, all the texts were accurate. The same matter happened in the accuracy of materials in transactional texts, only 1 transactional texts were inaccurate because that text was not covered in syllabus for X grade.

The forth sub aspect of the content appropriateness is the supporting learning materials. The key words in this sub aspect are the relevancy of the materials, the up to date materials, life skills, and diversity sense contained in the materials. The instrument from the Ministry of National Education has given the concept of relevancy as the suitability between the materials (texts, tables, pictures, and so on) and the sources in the reference of the textbook. Based on tables 4.6 this book had 15 materials irrelevant (37,8%) and 1 text was no up to date (1,9%) and on table 4.7 this book had 15 pictures irrelevant categorized irrelevant (35,7%) and 25 pictures were not up to date (59,5%). For the up to date, the Rubrik Penilaian Buku Teks, see also Colin (2010: 237), a textbook must provide up to date information. The up to date limit is the last 4 years.

A textbook should also support the development of life skills and diversity sense. Patel and Praveen (2008:69) stated that a good textbook must contain any lesson of national integration, world peace, love, cooperation among people without the distinction of caste, sex, and race. This is partly the substance in diversity sense development, specifically appreciation on cultural diversity and plurality. In the era of globalization where values have become faded, that a textbook must contain diversity sense development or life skill developments that are integrated into texts or activities. Based on table 4.8, there was texts and activities that support aspect Life Skills Development but for *vocational skills* in the textbook was none (0%) and that support Diversity Sense Development were

very few. This can be meant that there were very worrying when the textbook directly did not support the developments.

CONCLUSION AND SUGGESTION

Based on the research results, we can be concluded that content appropriateness this book was almost close with the standard given by the Ministry of National Education. This aspect was explained as follows: In aspect completeness of materials, the textbook have meet completely the materials (90,9%) for the tenth grade based on syllabus. The materials meant were all functional texts, interpersonal texts, and transactional texts required for the grade. In the depth category, the textbook has met the standard yet mainly on its ideal exposure which reached 90% and in addition.For the accuracy, the textbook had few inaccurate generic structure of the functional texts about 18,7% while for other text types, interpersonal and transactional, the textbook has many accurate ones, either their social function, generic structure, or linguistic features. The next point is the supporting learning materials. The textbook had materials irrelevant only 28,8% and materials no up to date only 1,9% and the pictures were categorized irrelevant 35,7% and pictures were not up to date about 59,5%, and no texts or activities (0%) supported the vocational skills as one of four life skills development, very few activities supported diversity sense development.

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