

AN EVALUATION OF ENGLISH TEXTBOOK FOR GRADE X OF SENIOR HIGH SCHOOL

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Abstract: This paper aims to evaluate the English textbook that published by Kemendikbud 2014 whether it has fulfilled the criteria of good textbook as proposed by *Permendikbud* Number 08, 2016 or not. The descriptive quantitative method was applied in analyzing the data. The subjects of this research is *Bahasa Inggris* Textbook Published by Kemendikbud 2014. There are two books; the first semester and second semester books of Grade X (18 chapters). The instrument of the research was an observation checklist based on the criteria of English Textbook from *Permendikbud* Number 8, 2016. There were four aspects that were applied in analyzing the textbook; material, linguistic, material presentation, and graph. The result showed that English textbook Grade X published by Kemendikbud 2014 is in the **good** category. It means this textbook has fulfilled the criteria proposed by Kemendikbud. However the re-evaluation is needed to be implemented thoroughly concerning on the content of the textbook.

Keywords: *English textbook, Permendikbud, and Grade X*

In conducting teaching English textbook plays an important role as one of the media in teaching and learning process. English textbook contains several material, instruction and task in order to improve students' ability in English. According to Tomlinson (2011), "*textbook is the one of tools that used to help teachers to teach the learners*". Awasthi (2006) offers more detail definition, saying that "*textbook is a teaching and learning material for both the teachers and the learners to rely on the process of teaching and learning*". A textbook is a source for teachers and students in their teaching and learning process.

In choosing textbook, it should be integrated with the latest curriculum used by government. The Ministry of Education and Culture of Indonesia has decided to implement 2013 Curriculum. The 2013 curriculum consist of several elements; attitude competence, knowledge, and integrated skill. This curriculum applies scientific approach in its teaching and learning process. The purpose of this curriculum is to prepare the students to have the ability to live as individual person whom religious, productive, creative, innovative, and affective also able to give their contribution to the society, nation, country and world civilization.

In implementing a textbook in teaching and learning process, there must be some criteria that should be considered. According to *Permendikbud Number 8 2016*, there are some criteria based on 2013 curriculum. The textbook or non textbook must fulfill 4 element, there are; The leather of book, the beginning of book, the content and the ending. In the textbook, every content and material cover all aspects that related to the language skills.

In this case, textbook evaluation is an attempt to measure the potential value of textbooks (Tomlinson, 2011). It involves making judgments' about the effects of textbooks on people who use them. The personal judgments that made by researcher in this research is based on gathered facts. In relation to the fact, and evaluation on textbook is needed in order to re-evaluate the content on language skills.

Method

The design of this research is descriptive quantitative. According to Margono (2012), descriptive research is one of researches to describe data and characteristics used to describe the population, use descriptive method in the research has a purpose to gain accurate, factual and systematic data. According to Creswell (2003) the methodology of quantitative research maintains the assumption of an empiricist paradigm. Quantitative analytical allow the reporting of summary

results in numerical terms to be given with a specified degree of confidence. The textbook was analyzed by using the criteria of English Textbook from *Permendikbud number 8 2016*. The subjects of this research is *Bahasa Inggris* Textbook that Published by Kemendikbud 2014. There are two books that will be analyzed; the first semester and second semester books of Grade X. The total of chapter in those two books are 18 chapters.

The instrument of the research is an observation checklist. These instruments are adapted from *Permendikbud number 08 2016*. There are 4 criteria of English textbook proposed by *Permendikbud number 08 2016* concern on the content of Textbook; material aspect, linguistic aspect, material presentation aspect and graph aspect. Those criteria will be categorized into observation checklist. The researcher marks (√) in the columns of the checklist if the material aspect in textbook fulfilled the criteria. The categories are :

Table 1.1 The categories of material aspects.

No	Percentage	Categories
1.	75% - 100%	Good
2.	65% - 74%	Satisfactory
3.	≤ 64%	Poor

(adapted from Wahab, 2013)

This research use the descriptive quantitative method in analyzing the data. Because of some of the items in the instrument can not be completely analyzed, the data will be analyzed into two steps. The first step is analyzing each chapter and the second one is analyzing the whole chapters. The following formula were used to analyzed the data in each chapter :

$$P = \frac{f}{n} \times 100\%$$

P = Percentage

f = The number of material content that fulfilled the item of evaluation

n = Total materials.

(Adapted from Sudijono, 2010)

Discussion

The research findings were analyzed based on the criteria from Permendikbud Number 8, 2016. Those criteria were divided into 4 parts, they were ; material aspect, linguistic aspect, material presentation aspect and graph aspect. From four aspects, the textbook obtained good category for three of them; linguistic aspect, material presentation aspect, and graph aspect. Meanwhile the material aspect is not fulfilled appropriately by the textbook in good category.

Material Aspect

The result was tended in three categories such as : good category, satisfactory category and poor category. The percentage of poor was highest than good category and satisfactory. Therefore it can be concluded, that the material aspect for *Bahasa Inggris* Textbook published by Kemendikbud 2014 was categorized as **poor**.

Some of Item of Evaluation in material aspect obtained high percentage in poor category, such as in **encourage students self-reliance and innovation, the topic that have to encourage students to express their own views and the integration of skills in realistic**. In this case, it seems that in term of students innovation and view, the textbook has less propotion in exploring this point. This book serve less propotion tasks or materials that make students express their own views and do innovation in doing tasks or learn the materials.

Table 2. The result of Material Aspect

Category	Frequency	Precentage
Good	44	40%
Satisfactory	17	15%
Poor	49	45%
Total	110	100%

Linguistic Aspect

The Items of Evaluation for this aspect are on the use and the structure of language and sentence in paragraph. The result in linguistic aspect shows that all the Items of Evaluation were categorized into **good** category. It means that all the material content fulfilled the correct, clear and simple sentence and also follow the right order in its structure.

Table 3. The result of Linguistic Aspect

Category	Frequency	Percentage
Good	36	100%
Satisfactory	0	0%
Poor	0	0%
Total	36	100%

Material Presentation Aspect

The Items of Evaluation for this aspect are on the way of presenting the material, the presenting of exercise and also contain of material presentation. The result in material presentation aspect shows that all the Items of Evaluation were categorized into **good** category. It means that all the material presentation are presented in interesting way and also presented the good contain.

Table 4. The result of Material Presentation Aspect

Category	Frequency	Percentage
Good	72	100%
Satisfactory	0	0%
Poor	0	0%
Total	72	100%

Graph Aspect

The Items of Evaluation for this aspect are the use of colour, font, illustration and also the pictures in material. The result of graph aspect shows that all the Items of Evaluation were categorized into **good** category. It means that, all the material content are use the appropriate colour, font and illustration and also use the interesting picture for students.

Based on the results above, this can be categorize into **good** category because *Bahasa Inggris* Textbook published by Kemendikbud 2014 has **fulfilled 3 of 4 aspects** that had been analyzed. Table 4.1.4 showed the detail about the result of items in graph aspect.

Category	Frequency	Percentage
Good	54	100%
Satisfactory	0	0%
Poor	0	0%
Total	54	100%

Conclusion

Based on the result of this research, it could be concluded that *Bahasa Inggris* textbook for Senior High School Grade X Published by Kemendikbud 2014 was categorized into good category. From total 4 aspect that become a item of evaluation that proposed by Permendikbud number 08, 2016 was categorized into good category. However, one aspect (material aspect) were not fulfilled the good category of item of evaluation or still categorize in poor category. This, to some extend may cause problem for students in using this textbook for their teaching and learning process. Therefore, some of content in material aspect in *Bahasa Inggris* textbook should be revised and the role of teacher in teaching and learning process is important because teacher can help students in understanding the material so they can reach the goal of their learning.

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