

## CONTENT ANALYSIS ON ENGLISH SKILLS FOR THE FUTURE FOR SENIOR HIGH SCHOOL/ ALIYAH GRADE XI LANGUAGE AND CULTURE PROGRAM

Anita<sup>1</sup>, Rina Fitriana<sup>2</sup>

UIN Sultan Maulana Hasanuddin Banten<sup>1,2</sup>

anita.ftk@uinbanten.ac.id

### Abstract

#### Article Info

Received: 29/12/2022

Revised: 05/01/2023

Accepted: 14/01/2023

The aim of the research was to find out that "English Skills for the Future" met the evaluation criteria according to experts. Data collected by designing evaluation criteria that contained standard criteria for evaluating English textbooks and explaining its relevance to the 2013 English curriculum material. The researcher found that it met 66.7% of the criteria for English as a Foreign Language (EFL). There are eight criteria, namely (1) goals and approaches, (2) design and organization, (3) language content, (4) skills, (5) topics, (6) methodology, (7) practical considerations, and (8) instructions. Then, 33.3% of these textbooks do not meet the criteria of a good EFL textbook. It is categorized as "good" by achieving an average score of 90% of criteria determined by the National Education Standards Agency. The seven criteria classified as "good" based on the suitability of the material with competency standards and basic competencies (83.3%), material accuracy (83.3%), learning support materials (90%), language accuracy (100%), presentation techniques (100%), teaching and learning techniques (100%), and presentation coverage (81.8%). And also the analyzed English textbooks are relatively relevant to the curriculum 2013. Therefore, it is hoped that teachers can complement some of these deficiencies with other materials to achieve the goals targeted in the 2013 curriculum.

Keywords: English, curriculum, evaluation, EFL

### 1. INTRODUCTION

As a means of imparting knowledge to students, textbooks are an essential component of the educational process. Additionally, one of the fundamental functions of textbooks is to organize information so that students can learn it in an orderly and straightforward manner. According to Hutchinson & Torres (1994), each textbook contributes significantly to English instruction. Through a variety of activities, readings, and explanations, textbooks provide the necessary input for classroom lessons. According to Richards (2001), the absence of a textbook will have effect on any learning program because it provides structure and a syllabus.

Textbooks can also guarantee that students in different classes will learn the same material, allowing for uniform evaluations. To put it another way, teaching standards are provided by textbooks. They include a variety of learning resources, like workbooks, CDs, and videos, to keep students interested and entertained in the classroom. These media serve as a guide for teachers to use in their learning as well as a framework for teachers to achieve their goals and learning objectives.

According to AbdelWahab (2013), textbooks are considered the most important educational inputs because they provide teachers with lesson materials, instructions, exercises, and text for teaching purposes. Nonetheless, educator ought to likewise understand that despite the fact that there are numerous course books accessible for their programs, the learning must likewise give some space for instructors' commitment. This indicates that teachers can easily adapt teaching material from one or two English textbooks for teaching-learning activities; however, some teachers may find it difficult to find suitable textbooks. According to Muslich (2010), textbooks support the program but cannot be the sole



source of learning. Only if the teachers choose to use it properly will it be beneficial. In the end, it is up to the teachers to select and use the books that might meet the needs of their students.

## 2. LITERATUR RIVIEW

The use of textbooks is crucial to the success of curriculum implementation. Some publishers hired competent authors to write new textbooks that matched the curriculum after the new curriculum was implemented. Cunningsworth (1995), Harmer (2007), and Brown (2001) offer a few guidelines for determining what makes a textbook excellent. A textbook's content analysis typically relies on a number of recommendations from industry professionals. According to Cunningsworth (1995), a good English textbook must meet physical appearance requirements like the textbook's completeness and suitability. Additionally, there is a National Education Standards Agency (BSNP) in Indonesia. The evaluation of the textbooks' quality and analysis is one of the tasks. The Public Training Principles Organization has a few rules to evaluate the possibility of course readings utilized in the educational experience. All aspects of suitability must be present in textbooks, including: suitability of the content, suitability of the presentation, and suitability of the language.

As a result of implementing the curriculum and its implementation in schools, textbooks must adhere to it (Byrd, 2001). Byrd (2001) also makes a list of criteria that can be used to choose a good textbook. First, the compatibility of the content with the curriculum. The teaching-learning process, including program goals and teaching methods, is outlined in the curriculum. Students will be more likely to succeed in a program if the content and curriculum are compatible. Second, the compatibility of the content with the learning process. In order for students to effectively learn the material, these materials must meet their needs. In addition, the content of the textbooks needs to help teachers effectively manage the teaching and learning process. This brings us to the question of whether or not the textbooks teachers use are relevant to the content of the 2013 curriculum.

There are also numerous and diverse reasons for material evaluation activities. The need to use new textbooks is one of the main reasons. Another reason, as emphasized by Cunningsworth (1995), is to determine the textbooks' strengths and weaknesses. According to Tomlinson (1996), the material evaluation procedure can also be viewed as a means of improving our comprehension of its operation and contributing to acquisition theory and pedagogical practice. It can also be thought of as a method for doing action research. According to AbdelWahab (2013), Sheldon (1988), textbooks not only serve as the foundation of the ELT program, but they also provide students and teachers with significant advantages when utilized in ESL/EFL classrooms. According to Cunningsworth (1995), textbooks are a good resource for independent study, a good resource for presentation materials, a source of ideas and activities, a reference for students, a syllabus that reflects predetermined learning objectives, and a support for inexperienced teachers to gain confidence. In addition, one of the main advantages of using textbooks, according to Hycroft (1998) in AbdelWahab (2013), is that they are psychologically important for students because they can be used to measure their progress and achievements in a concrete way.

In light of the preceding explanations, the purpose of this study was to determine whether the English textbooks used in class XI in one of the senior high schools in Serang met the textbook evaluation criteria proposed by experts and the National Education Standards Agency, as well as to explain the relevance of English textbooks to the materials for the 2013 English curriculum.

## 3. RESULTS AND DISCUSSION

Several steps will be taken to gather this research data. According to Ary et al. (2002), a number of procedures are carried out, including research preparation, textbook analysis, and report writing. Preparing the research is the first step. The schools chosen have implemented the curriculum from 2013. After authorization from the school to gather information had been given, then, at that point, they checked and got some information about the reading material involved by the educator for understudies in class X. Second, the scientist investigated the reading material. After this, a textbook evaluation criteria checklist is created using the framework suggested by Cunningsworth (1995), Harmer (2007),



and BSNP to provide a set of standard criteria for evaluating English textbooks to be analyzed. Additionally, the purpose of this study is to explain how English textbooks relate to the 2013 English curriculum. The English textbooks were then analyzed using all of the checklist instruments following the acquisition of the textbooks and the creation of all of the checklist instruments. The third is working on this book's research report. This study was conducted to find out if the textbook met the evaluation criteria and to explain how English textbooks relate to the 2013 English curriculum.

The content analysis method is used in this study to evaluate textbooks. In order to respond to the research question posed by Cunningsworth (1955) and Harmer (2007), eight criteria were utilized in this study. Objectives and approaches, design and organization, language content, skills, topics, methodologies, practical considerations, and instructions make up the eight criteria.

According to the findings of the content analysis, the textbooks met 66.7% of the requirements for a good EFL textbook as outlined by Cunningsworth (1995) and Harmer (2007), while 33.3% of these textbooks do not meet these requirements. The following is a summary of the analysis's findings.

### 1) Objectives and Approach

According to Cunningsworth (1995), English textbooks must satisfy two objectives and strategies requirements. The textbook's content must first be appropriate and in line with the current curriculum. There are no basic competencies in this textbook. 3.3 Examining how the expression of care responds to social functions, text structures, and language elements, as well as the context in which they are used; 4.4 Compose spoken and written texts to express and respond to expressions of concern (care) by paying attention to correct and contextually appropriate social functions, text structures, and language elements.

Second, a wide range of instructional approaches must be utilized in English textbooks. According to BSNP (2013), there are four requirements for the manner in which the textbook's content is presented. First and foremost, students must be the primary focus of the presentation strategy. Second, the way the material is presented needs to encourage students' initiative, originality, and critical thinking. Thirdly, the way the material is presented needs to encourage students to learn independently. Fourth, the way the material is presented needs to help students become more self-aware and self-critical.

According to BSNP (2013), this textbook almost meets the four requirements for how the material in the textbook should be presented. However, none of the students interact with the environment described in the first criterion. Regarding the first criterion, the manner in which the material is presented must concentrate on the students. According to BSNP (2013), this criterion concerns the degree to which the method or style of presenting the material encourages interaction between students, students and teachers, and students and the environment. Because the way the material is presented in this textbook only stimulates interaction between approximately 70% of students and 30% of teachers, it does not meet these criteria.

### 2) Design and Organization

Five criteria will be used to present the textbook's design and structure in the design and organization. The textbook's overall content is connected to the design. It also depends on how clear and easy to follow the layout is. Concerning organization, it relates to the textbook's organization and chapter order. This also has to do with textbook recycling and revision. In addition, it discusses whether certain materials are suitable for individual learning.

The textbook's overall content is the subject of the first criterion, which concerns the design. The textbooks' total content includes: workbooks, student books, teacher books, and cassettes. This does not apply to the textbook English Skills for the Future. Due to the absence of audio or cassettes, this textbook's entire content is incomplete. Therefore, this textbook lacks effective listening skills.

The existence of self-study or individual exercises that can be completed at home is related to the question of whether or not certain materials meet organizational criteria for individual learning. Due to



the absence of self-paced or individual study exercises that can be completed at home, this textbook does not contain material for individual study.

### 3) Language Content

According to Cuningsworth (1995), textbook grammar and vocabulary sections are related to language content. Three factors are related to grammar. First and foremost, the learners' requirements should be taken into consideration when selecting grammar items for each level. Second, grammatical concepts ought to be presented in manageable chunks to make learning easier. Thirdly, the use of language and the form of language must be balanced in the application of grammar.

There are four criteria that relate to vocabulary. First, whether the vocabulary instruction materials are appropriate. Second, whether jargon is a significant piece of learning. Third, the manner in which the vocabulary is organized and directed. Fourth, vocabulary learning activities help students become more aware of the lexicon's structure. Concerning the second requirement, whether vocabulary plays a significant role in learning. Because vocabulary is not the primary focus of this book's learning, it does not meet these requirements. This textbook focuses primarily on writing and speaking.

### 4) Skills

According to Harmer (2007), textbooks should cover four skills and integrate all four of them. Writing, reading, and listening are the four skills. This textbook does not meet these requirements for listening skills because, unlike other skills, there are no sections, materials, or exercises specifically devoted to listening. Students will not find any discussion of listening skills in this textbook. There are only three listening sections in this textbook. Two of them require students to open online links, while the third requires students to listen to the teacher read.

Speaking is the second ability, and it is related to two criteria. First, there is the material in the form of dialogue, role-playing, oral presentation/practice, or communication activities. Second, are there explicit techniques for discussion or other oral exercises in the talking material in the course book, for instance discussing, giving a talk. Additionally, this textbook meets both of those requirements.

Reading is the third skill, and it is related to seven criteria, including (1) Does reading text occur frequently?; 2) Is the text being read genuine? 3) Does the reading material help with comprehension by setting the scene, giving background information, or asking questions before reading?; 4) Does the reading comprehension question contain questions about literals, discourse processing, or inferences? 5) Does the material in the reading relate to the other four skills? 6) Is the subject reading the text appropriate (interesting, difficult, current, diverse, and culturally acceptable)? and (7) Is the format of the text suitable?

This textbook only meets four of the seven criteria. The second, third, and fifth requirements cannot be fulfilled by this textbook. Additionally, the majority of the texts in this book are not authentic. In this textbook, there are no pre-reading exercises that contain three comprehension materials, such as setting the scene, providing background information, or asking pre-reading questions. The reading material is then presented separately, and neither the exercises nor the materials are integrated into this section.

Writing is the fourth capability. Writing abilities are influenced by four factors: (1) whether the textbook is free, semi-written, or controlled; (2) Is paragraphing adequately taught? (3) Does the written form take into account specific language sources, such as punctuation, spelling, and layout; (4) Is it encouraged for students to review and edit their written work? The second and third requirements are not met by this textbook because there are no exercises in this textbook that include paragraphing writing activities. Additionally, there are no activities in this textbook that focus on specific language sources for written form.

### 5) Topic

The subjects covered in English textbooks must also meet three requirements (Cuningsworth, 1995). First and foremost, textbooks need to cover a wide range of subjects. Second,



the subject matter ought to broaden students' perspectives and enhance their experiences. Thirdly, the topic must be related to the textbook's social and cultural context.

Regarding the first criterion, the English Skills for the Future textbook covers a wide range of subjects because its contents are organized topically. Concerning the second criterion, the subject matter ought to broaden students' perspectives and enhance their experiences. It is anticipated that some of the topics covered in this textbook will increase students' awareness by introducing social, sensitive, and sociocultural issues that students face on a daily basis. The third requirement is that the subject matter be related to the textbook's social and cultural context. Be that as it may, the vast majority of the points introduced in the book don't contain components of Indonesian culture. As a result, students are unable to relate it to their own culture.

#### 6) **Methodology**

According to Cunningsworth (1995), the methodology of English textbooks must meet three requirements. To start with, the method used to introduce/practice the new dialect material should be reasonable for understudies. Second, textbooks must be used to develop communication skills. Thirdly, the textbook's content must offer students guidance and assistance regarding learning strategies and abilities. The first requirement is not met by this textbook. Unfortunately, this textbook also fails to present new information in either the deductive or inductive methods.

#### 7) **Practical considerations**

There must be two practical considerations in English textbooks. To begin, a textbook bundle's total cost represents excellent value. Second, textbooks need to be sturdy and long-lasting. In terms of practical considerations, this textbook meets both of these requirements.

#### 8) **Instruction**

As stated by Harmer.2007), English textbooks must meet two instructional requirements. First and foremost, the instructions need to be crystal clear. Second, students must be able to comprehend written instructions. In terms of instructions, almost all of the exercises in the textbook English Skills for the Future are very clear and simple to comprehend. It is clear what students need to do and what skills they need to complete the exercise.

The research question, "Does the English textbook entitled English Skills for the Future meet the criteria for a good EFL textbook as set by the National Education Standards Agency?" was also answered using seven criteria. The criteria are as follows: 1) The material's compatibility with basic competencies and competency standards; 2) the material's accuracy; 3) the supporting learning materials; 4) language accuracy; 5) presentation strategies; 6) teaching and learning strategies; and 7) presentation coverage.

By meeting an average score of 90% of the seven criteria established by the National Education Standards Agency, data from content analysis revealed that this book was categorized as "good." The acquisition of the material's suitability with competency standards and basic competencies (83.3%), material accuracy (83.3%), learning support materials (90%), language accuracy (100%), presentation techniques (100%), teaching and learning techniques (100%), and presentation coverage (81.8%) are the seven criteria that can be considered "good." The investigation is introduced as follows.

The analysis reveals that this book meets the majority of the National Education Standards Agency's criteria for textbook evaluation. In the sub-aspects of curriculum relevance, accuracy, supporting learning materials, language accuracy, presentation techniques, teaching and learning techniques, and presentation coverage, this book meets most of the requirements. However, the checklist does not meet all of its requirements.

This textbook does not meet the requirements of interpersonal texts in terms of content and accuracy because it does not provide sufficient opportunities for students to communicate interpersonally. An explanation of the structure, linguistic characteristics, and characteristics of



interpersonal texts is not included in this book, nor are speaking activities that enable students to communicate interpersonally.

This book does not instruct students to possess the abilities, attitudes, or skills necessary to perform a particular job in terms of learning support materials. In contrast, in the current era of development to meet the requirements of work competence, vocational skills play a very important role. Teachers are expected to provide career guidance services in schools so that students will be able to make career decisions in the future and can also provide various information about the workplace based on the students' areas of expertise. Therefore, this textbook does not assist students in developing their vocational abilities, which are the knowledge, abilities, and attitudes necessary to perform a specific job.

Because it does not include an author's summary and index, this book falls short in terms of presentation coverage. This book doesn't give understudies a rundown toward the finish of every section that presents the central matters of every illustration educated. There is also no author index for this book. An author index is a list of authors whose works are used in the book's content, followed by the number of the page on which their names appear.

This book is already relevant to the curriculum for 2013 in terms of language accuracy, presentation strategies, and teaching and learning strategies because it meets all of these criteria. In order to answer the question of whether the book is relevant to the curriculum, this study found that the English textbook used is somewhat relevant to the 2013 curriculum and somewhat irrelevant.

#### 4. CONCLUSIONS

It was found that the examined course books met 66.7% as far as the rules of a decent EFL reading material as proposed by Cunningsworth and Harmer. There are eight criteria for textbook evaluation: objectives and methods, design and organization, language content, skills, topics, methodology, practical considerations, and instructions. Then, 33.3% of these textbooks do not meet the standards of a good English as a Foreign Language textbook.

This textbook possesses a number of flaws. First, there are no basic competencies 3.3 and 4.4, and there is also no goal- and approach-based interaction between students and the environment. Second, there are no tapes or workbooks. Additionally, there are no exercises for self-study or individual study that can be done at home in this textbook. Thirdly, vocabulary is not the primary language content covered in this textbook. Fourth, listening skills contain no listening material. Nearly every text in this book is not authentic. The three comprehension materials are not included in any pre-reading exercise; set the scene, provide background information, or offer questions for this textbook's pre-reading section. The reading material is then presented separately, and neither the exercises nor the materials are integrated into this section. There is no exercise that includes activities for writing paragraphs. Also, there are no activities in this textbook that focus on specific language sources for writing. Fifth, Indonesian culture is absent from nearly all of the topics discussed in the text. Lastly, this textbook fails to present new information using both inductive and deductive methods when it comes to methodology.

The researcher is also able to draw the conclusion, based on the findings and analysis of the research that has been conducted, that the English textbook is considered to be "good" because it meets an average of 90% of the seven criteria that are outlined by the National Education Standards Agency. The acquisition of the material's suitability with competency standards and basic competencies (83.3%), material accuracy (83.3%), learning support materials (90%), language accuracy (100%), presentation techniques (100%), teaching and learning techniques (100%), and presentation coverage (81.8%) are the seven criteria that can be considered "good."

The textbooks were deemed relevant to the curriculum for 2013 with a slight lack of relevance. In order to achieve the learning objectives outlined in the curriculum for 2013, the educator needs to be able to fill in these gaps with the help of additional resources. For instance, if there are no listening materials available, the instructor could provide the students with materials from social media platforms like YouTube and TikTok as listening aids.



#### **REFERENCE**

- [1] AbdelWahab, M. M. (2013). Developing an English language textbook evaluative checklist. *IOSR Journal of Research & Method in Education*, 1(3), 55-70.
- [2] Brown, H. (2001). *Teaching by principles: an interactive approach to language pedagogy*. Englewood Cliffs: Prentice Hall.
- [3] Byrd, P. (2001). Textbooks: Evaluation and selection and analysis for implementation. In Celce-Murcia, M. (Ed.) *Teaching English as a second or foreign language*, 3rd ed. Boston: Heinle & Heinle.
- [4] Cunningsworth, A., & Kuse, P. (1991). *Evaluating teachers' guides*.
- [5] Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: Heinemann.
- [6] Harmer, J. (2007). *How to teach English*. China: Pearson Education Limited.
- [7] Hutchinson, T., & Torres, E. (1994). *The textbook as agent of change*.
- [8] Muslich, M. T. W. (2010). *Dasar-Dasar Pemahaman. Penulisan dan Pemakaian Buku Teks*, Yogyakarta: Ar-ruzz Media.
- [9] Richards, J. C. (2001). The role of textbooks in a language program.
- [10] Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT journal*, 42(4), 237-246.
- [11] Tomlinson, B. (Ed.). (2003). *Developing materials for language teaching*. A&C Black.

