

AN ANALYSIS OF ENGLISH TEXTBOOK RELEVANCE TO THE 2013 ENGLISH CURRICULUM

Yokie Prasetya Dharma, Thomas Joni Verawanto Aristo
STKIP Persada Khatulistiwa Sintang
12yokieprasetya@gmail.com, thomaspaoh@gmail.com

Abstract: Textbook is the heart of teaching and is also a crucial part in the curriculum. However, it is often found out that the materials of a textbook do not represent well the goal targeted in the curriculum. Given this thinking, then this study is aimed at finding out the relevancies of the materials found in the textbook with the 2013 curriculum materials. Utilizing qualitative research through interview with the teacher done on April 4th, 2017 to find teacher's rationale using the textbook and the document checklist to find the relevance of the textbook to the 2013 curriculum, this study found out that the English textbook used had been relatively relevant to the 2013 curriculum with few lack of relevance to the 2013 curriculum. Therefore, it is expected that the teacher can complete such few lack with other materials to achieve the goal targeted in the 2013 curriculum as well.

Keywords: *Textbook, 2013 curriculum*

INTRODUCTION

Text book unquestionably plays a major contribution in supporting the existing curriculum being implemented. However, it is often found out that the materials are not always representative and comprehensive enough to support the demand of the curriculum itself in this case the 2013 curriculum that has become the newest curriculum applied in Indonesia. In other words, it can be said that there might still exist the irrelevance between the textbook materials with the demand of the curriculum materials as the basis for teaching and learning. Hence, to know well the relevance of the materials of the English textbook itself with the 2013 curriculum materials, then it is crucial to conduct a research on analyzing the English textbook materials.

According to Richards (2002: 252), textbook is one of teaching sources that is used to support learning through stimulating cognitive processes and providing structure and progression for learners to follow. Generally, textbooks convey two important pedagogic functions: a curricular aspect, creating a progression in a certain subject taught to students, and a conceptual aspect, embodying the development of cognitive structures in the learner (Van Dormolen, 1986). The former is reflected primarily in the selection of content and the sequencing of topics to be included in the textbook; the latter guides the presentation of this content, the tasks for students included in the book, and the guidance provided for teachers in teacher guides. Accordingly, textbooks embody conceptions of English and English learning that are communicated through the specific features and organization of a textbook. These philosophical stances towards textbook content organization provide arguments in support of either an integrated approach to content organization or to a subject-specific one.

In favor of integrated curricula, proponents argue that textbook helps students make connections among English strands, develops problem-solving and modeling skills, and makes content more accessible through the use of realistic contexts (House, 2003; NCTM, 2000; Reys&Reys,2009). Modern textbooks basically have been affected by different curricular reforms. Therefore, many advocates of textbook designer have argued the importance of basic skills required in supporting certain curriculum should be integrated in the textbooks. Developers of innovative curriculum projects that have chosen a subject- specific approach to content organization have argued that certain curricula place a greater emphasis on all skills required in the curriculum itself and devote more time reviewing content previously taught instead of presenting new content (Usiskin, 2003), while subject specific curricula focuses students' attention on specific strands of content that provide support for structure and systematic features (Cuoco, Goldenberg & Mark, 2010).

In the 2013 curriculum that is recently applied in Indonesia, textbook is considered as one among thirteen aspects that determines the success of the implementation of the 2013 curriculum (Mulyasa, 2013: 44). The other key success are headmaster leadership, teacher creativity, students' creativity, socialization, conducive environment, and all parties' participation in the school (p.39). This is in line with what has been claimed by Syahmadi that textbook is important enough in the 2013 curriculum to increase the efficiency and effectiveness of the curriculum itself (p.71).

For this to be clearer, there have been some researches related closely with the textbook and curriculum materials demand. Firstly, in 2006, under his research "*Course book selection process ad some of the most important criteria to be taken into consideration in foreign language teaching*"Inal (2006) found out that the most crucial concept is that textbook should be suitable with institutions' aim for the language program. Owing to the fact that there have been differences of objectives within every school, there might be significant divergences in need. Such divergences then should be noticed well and hence the textbook should be adapted.

Furthermore, Jahangard (2007) analyzed four EFL textbooks having been determined to be utilized in Iranian high schools by the Ministry of Education. He found out that one of the ways to amend and improve a curriculum is by improving the textbooks and the materials employed in the program.

Given the above thinking that English textbook played an important role in succeeding the implementation of the recent curriculum (in this case the 2013 curriculum) thenit leads us to the problem whether the textbook used by the teacher has been relevant with the 2013 curriculum materials or not as well as the rationale from the teacher herself concerning her choice for using

such kind of textbook. Accordingly, referring to all of the above explanations, this study is carried out to see the relevance between the English textbook used by the teacher in an SMK in Sintang with the 2013 curriculum materials as well as the teacher's rationale in using the textbook. With respect to the aforesaid reason, this research then is aimed at analyzing the relevancies of English textbook used at the tenth Grade in an SMK in Sintang to the 2013 English curriculum materials demand and finding out teacher's rationale in using the textbook itself.

METHOD

This part presents the research design, data collection techniques that consist of sample, instrumentation, and the procedure as well as data analysis. As it was indicated in the previous chapter, this study was addressed to analyze the textbook provided in the teaching and learning process (word-based), thus this research uses qualitative research design particularly document analysis method. This is supported by Alwasilah (2000: 111) who says that in qualitative paradigm, we can use document analysis method to analyze certain documents such as letter, autobiography, journal, textbook, government publication, and so on. Therefore, it is considered appropriate enough then to conduct this research under qualitative design through document analysis.

Data Collection Technique in this research departs from the textbooks analysis, then the sample is involving the documentary sample, in this case the textbook that are going to be analyzed which is drawn purposefully from the population namely all the English textbooks used at the tenth grade in one SMK in Sintang. On the ground that there is also a need to investigate the textbook use then this study also employs additional sample that is the English teacher in an SMK in Sintang. In this study, the teacher acts as the main source for being interviewed about the usage of textbook used in the school related to the 2013 English curriculum. The involvement of the teacher in this research is for the benefit of strengthening and enriching the data obtained from the analysis.

The data for this study was analyzed using document checklist. It was done by continuously doing checklist analysis on the textbook against specific criteria having been determined for analyzing the textbook. In analyzing the data, there were some steps done by the researcher; (1) Collecting the data by identifying the materials found in the textbook through checklist analysis. (2) Observing the textbook in terms of the materials in the textbook to find their relevance with those in the 2013 curriculum. (3) Describing the result of the textbook analysis.

FINDING AND DISCUSSION

This part is intended to elaborate the findings and the discussions of the data obtained from the analysis. There are two research questions that are going to be elaborated in this section. These research questions are: (1) Are the materials in the textbook used at the tenth Grade in an SMK in Sintang relevant to the 2013 English curriculum materials demand? (2) What is the teacher's rationale in using the textbook?

The data for answering these two research questions are derived from the document checklist and teacher's interview. These obtained data are interpreted in this section.

1. The textbook relevance to 2013 English curriculum

This section focuses on the relevance of the English textbook used to the 2013 curriculum. There are four criteria being used here. These are:

- a. the integration of four skills in learning English (reading, listening, speaking and writing) (Syahmadi, 2013) and as is recommended in 2013 English curriculum document (p.14)
- b. the inclusion of two main language components (grammar and vocabulary) (Syahmadi, 2013: 29)
- c. the integration of scientific approach (observing, questioning, exploring, associating, and communicating) (Syahmadi, 2013: 37)
- d. the integration of character value and cultural awareness (Kemendikbud, 2013: 1; Syahmadi, 2013)

a. The Integration of Four Skills (Reading, Listening, Speaking and Writing)

The integration of four skills is really important in the 2013 English curriculum material. These four skills are: reading, listening, speaking, and writing. In the state document of 2013 curriculum document (Kemendikbud, 2013), it is stated that the integration of required skills in learning a subject is of great important for the students in that the separation of these interrelated skills will not benefit students for their upcoming thinking (p.14).

Given the above thinking, the English textbook that has been analyzed using this criteria shown that in general all the materials had integrated all these four skills in each topic. Take for example, in chapter I about Self Introduction, these four skills were integrated as well. *In listening*, we can find some tasks regarding listening. They were asked to listen to identify the correct picture, to find specific information, to improve pronunciation, etc. *In reading*, there were also some tasks being asked to the students.

They were: reading for specific information, reading for the main idea of the text, etc. Again, *in writing*, students were asked to write their personal information and to write a pen pal letter. Meanwhile *for speaking*, students were asked to express their personal information.

Another example, in chapter IV about Intentions, all these skills also appear integrated. *As for listening*, the students were asked to listen for information to words related to expressions of intentions, to fill gaps, to improve pronunciation, etc. *Regarding speaking*, students were asked to express various plans or intentions through interpersonal conversations. Next, *in reading*, students were asked to find synonyms from contextual clues, to read for detailed information, to read for reference, etc. *While for writing*, students were demanded to write a message and to use correct spelling and punctuation.

To sum up, the results of the analysis concerning the integration of the four skills were positively relevant.

b. The Inclusion of two Main Language Components

The inclusion of two language components is also of a great importance in the 2013 English curriculum material. These two language components are: grammar and vocabulary. It is stated that the inclusion of grammar and vocabulary in the teaching of English is truly important since it is really required to construct a good text in English to be able to communicate in the three kinds of discourses: interpersonal, transactional, and functional (Syahmadi, 2013: 28).

Related to the above statement, the English textbook that has been analyzed using this criteria shown that most of the materials include these two components. Take for example, in chapter III about Care, there were some explanations about *grammar* such as *interrogative words and sentences, exclamatory words, phrases, and sentences, and modal*. Yet, there is not enough exemplification of vocabulary. Then, in chapter IV about Intentions, there is an explanation about *grammar* that is about *text structure* and enough exposure to the *vocabulary* being used related to intentions and asking about planning.

Furthermore, in chapter VII about descriptive text, grammar and vocabulary are quite enough provided. *Grammar* aspect included the explanation about how to build compound adjectives, and how to describe people. Meanwhile, *regarding vocabulary*, there were many words related to the description such as human body, shape, people characters, size/quality, color, noun, etc. They were quite explicit, complete, and interesting. Yet,

some chapters such as in chapter I and Chapter II, there were less vocabulary being provided.

In summary, most of the chapters include these two kinds of language components. Among eleven chapter, just around two chapters which did not include enough explanation about these two components. Therefore, it can be said that the textbook is quite relevant to the 2013 curriculum.

c. The Integration of Scientific Approach

Scientific approach is the process which consists of five main steps namely: *observing, questioning, exploring, associating, and communicating* (Syahmadi, 2013: 35). The integration of this approach in the textbook materials is really required because it strongly underpins the process of making decision and choice in teaching the students about attitude, understanding, and communication competence in English (Syahmadi, 2013: 37).

Referring to the above description, then this textbook was one hundred percent using scientific approach. In chapter I about Introduction, for example, the scientific approach is completely described. In *observing*, the students should listen to a short dialogue to share students' experiences about personal information, to read and imitate transactional and interpersonal dialogue about personal information. In *questioning*, students were asked to compare the usage of English vocative and Indonesian vocative to increase students' awareness of cross-culture understanding. In *exploring*, students were asked find other forms of personal identification from other sources and to do a role-play based on transactional and interpersonal dialogues in pairs. In *associating*, students were asked to analyze some expressions of personal information according to their functions. Then, in *communicating*, students were asked to demonstrate monologue about personal identification and to write a pen pal letter involving personal information.

In addition, we can take another example. In chapter XI about Narrative Text, scientific approach is also applied completely. In *observing*, students were asked to listen to various spoken legends, to observe the social function, structure, and language features of spoken legends, and to observe some characters in the legends. Next, in *questioning*, students were asked to compare the usage of English legends and Indonesian legends to increase students' awareness of cross culture understanding. Afterwards, in *exploring*, students were asked to read various legends from various sources, to practice to find the main idea of text, and to fill gaps of various legends. Then, in *associating*, students were

asked to analyze some legends. Finally, *in communicating*, students were asked to share information about the social function, text structure and language function after reading the legends.

To summarize, it was clearly found out that all the steps of scientific approach were applied in all the topics found in the textbook. Therefore, it can be said that throughout the scientific approach, the textbook being used in the school has been strongly relevant to the 2013 curriculum.

d. The Integration of Cultural Awareness and Character Value

Cultural awareness and character value is two important elements in the 2013 curriculum which aim at imparting and establishing good characters among students (Syahmadi, 2013: 21). These elements are very needed to be integrated in each textbook including English textbook since they are the most effective elements which are mainly addressed to maintain nation's identity in the middle of the world's communication (Mulyasa, 2013).

Departing from the above statement, then it is found that this textbook has mostly integrated the character value and the cultural awareness in the topics provided. For example, in chapter I about Introduction, there was an excerpt about *the cultural awareness* introduced to the students. It can be seen below.

Most countries have the rule that foreign citizens need to have their passport or occasionally a national identity card from their country available at any time if they do not have residence permit in the country. (Pathway to English, 2013: 7) In addition, related to *character value*, in chapter II about Compliments, we can see the excerpt expressing the character value about the importance of giving compliments. There are many reasons we often forget to express compliment, but a few good reasons we should. Simple thanks can build trust and respect, strengthen relationships, reward and encourage good deeds, promote a positive attitude and feels great to give or receive (2013: 49) Afterwards, in chapter V about Congratulations, there was an excerpt telling about the *cultural awareness*. It can be seen below. Expressing congratulations is universal, although it might differ from culture to culture... However, the way in Indonesian people to congratulation is somewhat different. Indonesian people tend to refuse the gesture. Responding as such is considered polite because agreeing to the other person might be considered bragging. People in English speaking countries may also respond to congratulations by refusing it, but they mostly do it by expressing thanks. (2013: 97) In

summary, there were enough exposure to the character value and the cultural awareness in the textbook used in that school. Therefore, it can be said that from the point of integrating the character value and cultural awareness, this English textbook had been quite relevant to the 2013 curriculum.

2. Teacher's rationale in using the assumed English textbook

From teacher's point of view, the textbook mentioned was chosen because it had been considered relevant to the 2013 curriculum. But, from her explanation regarding the relevance of the textbook, the answer was not really substantive and conclusive. She said that she considered it relevant because the publisher they subscribed were the one that had been considered skilled in providing good materials based on the recommendation of the curriculum for the students. Besides, when the teacher was asked about how she knew that textbook had been relevant to the 2013 curriculum, she said: *"yah, kitakan punya silabus ya. Dan silabus itukan dibuat langsung di pusat. Jadi kita tinggal sesuaikan saja dengan yang ada disitu."* From the above statement, it can be inferred that there was strong correlation between what the teacher had said with the result of the document analysis. Even though, the teacher's rationale in using the textbook is not quite strong regarding the relevance of the English textbook with the existing curriculum materials, but the reason she said was also quite supportive since she grounded it from the syllabus aspect. Actually, syllabus issued by the government was truly the one being distributed to all the teacher and it became the standard to see how other materials elements deal with it. Thus, from the result of the interview, it can be inferred that the textbook used was based on the 2013 English curriculum material. Even though, there was not any deep analysis from the teacher towards the textbook being used, but at least, the teachers herself had also regarded that such textbook had been relatively relevant to the 2013 curriculum.

CONCLUSION

Based on the elaboration from the previous findings and discussions, it is concluded that the English textbook used at the tenth grade in an SMK in Sintang has been relevant to the 2013 English curriculum applied nowadays. It has fulfilled the criteria that are suggested by Kemendikbud (2013) namely it has integrated all the four skill in English as well, integrated two main language components required in English, integrated the process of scientific approach, and inserted character values and cultural awareness to the students. In addition, the teacher's reason for using the textbook was also grounded from the relevance aspect of the English textbook to the 2013

English curriculum in which it was said that the textbook had actually covered the materials found in the syllabus issued by the government.

Therefore, it can be said that both the teacher interview's result and the document checklist had shown the strong relevance of the textbook toward the 2013 English curriculum material.

REFERENCES

- Alwasilah, A. Chaedar. (2000). *Pokoknya kualitatif: Dasar-dasar merancang dan melakukan penelitian kualitatif*. Bandung: PT DuniaPustaka Jaya
- Ball, D. L., & Cohen, D. K. (1996). Reform by the book: What is—or might be—the role of curriculum materials in teacher learning and instructional reform? *Educational Researcher*, 25(9), 6–8. 14.
- Bay, J. M., Beem, J. K., Reys, R. E., Papick, I., & Barnes, D. E. (1999). Student reactions to standards-based mathematics curricula: The interplay between curriculum, teachers, and students. *School Science and Mathematics*, 99(4), 182–188
- Borko, H., Davinroy, K. H., Bliem, C. L., & Cumbo, K. B. (2000). Exploring and supporting teacher change: Two third-grade teachers' experiences in a mathematics and literacy staff development project. *Elementary School Journal*, 100(4), 273–306.
- Cohen, D. K. (2003). Resources, instruction, and research. *Educational Evaluation and Policy Analysis*, 25(2), 119–142.
- Cuoco, A., Goldenberg, E. P. & Mark, J. (2010). Organizing a curriculum around mathematical habits of mind. *Mathematics Teacher*, 103, 682–688.
- Edwards, T. G. (1995). Cooperative learning in response to an innovative curriculum as a manifestation of change in teaching practice. Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Columbus, OH.
- Harris, T. L. and Hodges, R. E. (1995). *The literacy dictionary: The vocabulary of reading and writing*. Delaware: International Reading Association, Inc.
- House, P. A. (2003). Integrated mathematics: An introduction. In S. A. McGraw (Ed.). *Integrated mathematics: Choices and challenges* (pp. 3–11). Reston: National Council of Teachers of Mathematics.
- Howson, A. G., Keitel, C., & Kilpatrick, J. (1981). *Curriculum development in mathematics*. New York: Cambridge University Press.

- Inal, B. (2006). Coursebook selection process and some of the most important criteria to be taken into consideration in foreign language teaching. *Journal of art and sciences*: 5, May 2006.
- Jahangard, A. (2007). Evaluation of EFL materials taught at Iranian public high schools. *Asian EFL journal*, 9 (2).
- Mulyasa, H. E. (2013). *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: PT Remaja Rosdakarya
- National Council of Teachers of Mathematics (2000). Principles and standards for school mathematics. Reston: Author.
- Remillard, J. (2005). Examining key concepts in research on teachers' use of mathematics curricula. *Review of Educational Research*, 75(2), 211–246.
- Reys, B., Reys, R., Barnes, D., Beem, J. and Papick, I. (1997). Collaborative curriculum investigation as a vehicle for teacher enhancement and mathematics curriculum reform. *School Science and Mathematics*, 97(5), 253–259.
- Reys, R. & Reys, R. (2009). Two high school mathematics curricula paths—which one to take? *Mathematics Teacher*, 102(8), 568–570.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4–14.
- Stein, M. K., Remillard, J., & Smith, M. S. (2007). How curriculum influences student learning. In F. K. Lester (Ed.), *Second handbook of research on mathematics teaching and learning* (pp. 319–369). Charlotte: Information Age.
- Syahmadi, Hendi. (2013). *Bedah kurikulum 2013 bagi guru Bahasa Inggris*. Bandung: CV. Adoya Mitra Sejahtera.
- Tok, H. (2010). TEFL textbook evaluation: from teachers' perspectives. *Educational Research and Review*, 5 (9), 508-517.
- Usiskin, Z. (2003). The integration of the school mathematics curriculum in the United States: History and meaning. In S. A. McGraw (Ed.), *Integrated mathematics: Choices and challenges* (pp. 13–31). Reston: National Council of Teachers of Mathematics.
- Valverde, G. A. (2002). According to the book: Using TIMSS to investigate the translation of policy into practice through the world of textbooks. Dordrecht: Kluwer Academic.
- Van Dormolen, J. (1986). Textual analysis. In B. Christiansen, A. G. Howson & M. Otte. (Eds.), *Perspectives on mathematics education* (pp. 141–171). Dordrecht: D. Reidel Publishing Company.