

THE ANALYSIS OF CONTENT TEXTS IN THE TEXTBOOK: COMMUNICATIVE ENGLISH IN CONTEXT PUBLISHED BY GRAFINDO

Woro Endah Sitoresmi¹

Institut Teknologi dan Bisnis Ahmad Dahlan, Jakarta
e-mail: woroendah62@gmail.com

Herlini²

Institut Teknologi dan Bisnis Ahmad Dahlan, Jakarta
e-mail: linigani32@gmail.com

Nur Asma³

Institut Teknologi dan Bisnis Ahmad Dahlan, Jakarta
e-mail: nurasma73@gmail.com

Abstract

Since the analysis of textbook is highly important and beneficial for teaching and learning process and also as a reflective syllabus and curriculum, the present study aims to overview the content texts in the English textbook: Communicative English in Context for ninth graders published by Grafindo. It involves kinds of texts, how they were presented in this English textbook and their compatibility with syllabus and 2013 curriculum. It belongs to descriptive qualitative study which used document analysis to proceed the data in this study which kinds of texts become the main data. The findings show that kinds of texts which also embedded grammar points in this textbook are in the form of dialogues and informative texts such as descriptive, procedural, report and narrative texts which have fulfilled social function, generic structure and linguistic feature. Furthermore, these texts which become the materials for teaching and learning process are simply designed and compatible with syllabus and 2013 curriculum since they are relevant with students' competencies.

Keywords: Competencies, Linguistic Features, Textbook.

1. INTRODUCTION

Textbooks have huge role in the process of teaching and learning. It is one of essential element in the education. It is very useful for both teachers and students. The teacher can use it as source material for teaching process and the students can use it as a learning media to understand the material contents given by the teacher for instance English Language materials (Suryani, 2018). It might be said that textbook is a tool to guide the teacher and students in bonding the materials based on their level or grade in the classroom instruction although every teacher in every school has different

English textbook to deliver the materials to the students. However, the selection of the textbooks which will be used in the classroom is highly important because it will give crucial impact to the quality of teaching and learning process (Akhmad, 2022). A good textbook should provide beneficial information, construct new knowledge and make the users of the textbook active and creative with the content inside the textbook.

Furthermore, textbook does not only become one of tools or media in the process of teaching and learning activities, it also delivers curriculum, syllabus and competencies which

should be mastered by the students so that the students can obtain the materials based on their scope and level (Laili, 2018). Curriculum, syllabus and textbook shape strong relationship in engaging content material that will be given to students. Curriculum, syllabus and textbook should emphasize the materials needed by the students based on their level because the three of them are interlinked to each other (Vega, 2021).

It is interesting part to know the contents of the English textbook to be taught to students as their need to master English language (Nanda, 2019). Kinds of texts and grammar items are several materials to be very often discussed inside the English textbooks in teaching and learning process as the core materials to master English language. With the importance of texts and grammar items in learning English language and also their compatibility with syllabus and 2013 curriculum in Indonesia as designed by the government, it is therefore; the paper tries to reveal kinds of texts, how they are presented in this English textbook, and their compatibility with syllabus and 2013 curriculum in English textbook entitled *Communicative English in Context for ninth graders*.

2. LITERATURE REVIEW

Textbooks have become a vital aid in teaching and learning activity. They guide both teachers and students to master the materials easily it is therefore the basic function of textbook is to transfer the information and knowledge for both of them (Basal, 2016). In the other hand, textbooks become the major supplement for the teacher and the student. Teaching and learning process in the classroom can run well with the outline of materials inside the textbook. The teachers and

the students can create the classroom situation based on the textbooks that they use as classroom instruction. It might be said that textbook is an external factor that makes successful learning and teaching process. The teacher is necessary to know the criteria of textbook which is to shape good quality of teaching and learning activity such as (Munir, 2021):

- 1) The goals of learning
- 2) Textbook becomes mandatory of curriculum and education program.
- 3) Design and organization
- 4) It serves exercise and activities
- 5) The textbook is practical consideration.

Furthermore, a textbook is an almost universal element of English language teaching because it serves the language input and the language practice for the students which can give them reference to master skills and materials in English language. The materials inside the textbook such as kinds of texts and grammar items become the core discussion in EFL classrooms (Normawati, 2023). In the other hand, these kinds of text also have different function in the context of communication purpose, social function, and language feature. It means that the materials such as kinds of texts and grammar items have great connection to each other since they are interlinked to uphold English language competencies. It might be said that all the students are required to master English language through these materials whether in spoken and written language.

In Indonesia, in the level of junior high school, the students learn kinds of texts such as report text, descriptive text, procedural text and narrative text although they are learnt in the different grade (Prameswari, 2014). As the same

as kinds of texts, grammar items include Present forms (present tense, present continuous, present perfect), Past form (past tense, past continuous, past perfect) and active & passive voice are also taught to fulfill grammar understanding for junior high school students (Andriani, 2021). Kinds of texts and grammar items inside the textbooks are listed in the syllabus of English language lesson for junior high school students to follow the curriculum which the Indonesian government utilized because textbooks contain curriculum and syllabus goals (Rochmahwati, 2022). It means that the materials inside the textbooks have to be one line with the curriculum and syllabus so that the students can obtain the materials which suit their grades. It is therefore highly important to check the content of the textbooks with compatible curriculum and its syllabus (Joy, 2013).

Delivering materials such as kinds of texts and grammar items using the textbooks automatically uses the tasks or exercise based on reading texts and grammar use. The tasks in the textbooks have great impact into learning activities (Urrahmi, 2022). They are also used as the measurement to know students' ability in mastering English language materials because they are guidance to achieve learning objectives of English language. The tasks themselves provide questions which lead into cognitive levels that consist of remembering, understanding, applying, analyzing, evaluating and creating (Izzah, 2023). Bloom's taxonomy is often used to measure the cognitive levels of the questions inside the textbooks so that the teacher can decide the utilization of the textbook whether they are appropriate for the students.

3. RESEARCH METHOD

This paper highlights the quality of the English textbook entitled Communicative English in Context for ninth graders published by Grafindo. This English textbook is designed to fulfill the students' need toward English language materials in the junior high school level. Dealing with textbook analysis, this paper belongs to descriptive qualitative method which uses content analysis to unpack kinds of texts and how they are presented, their compatibility with syllabus and 2013 curriculum in this English textbook (Sitoresmi, 2019). It is therefore content analysis is also needed in this paper.

The source data in this paper is taken from the English textbook which published by Grafindo in 2018. The kinds of texts which can be dialogue, text and picture in the textbook became the main data of this paper. It is therefore the data mostly come in in the forms of words, phrases and sentences not the numbers. The English textbook entitled Communicative English in Context for ninth graders consists of eleven chapters that to be learnt by the students in two semesters and has 198 pages. The reason why the writers chose the book for this research was because the ninth graders materials were completion from the previous grade; seventh and eighth grade.

The writers did the data analysis document or content analysis inside this English textbook actively and accurately. The procedures for data collection technique were (1) reading all texts inside the English textbook, (2) identifying them into kinds/forms of the texts, and (3) classifying them into kinds/forms of the texts, and (4) explanation them such in detail for the obtained data to the relevance of syllabus and 2013 curriculum.

4. RESULT AND DISCUSSION

In the beginning pages, the English textbook entitled Communicative English in Context for ninth graders contain features of the book which consist of 21 items namely 1)learning outcomes, 2)chapter design, 3)curriculum mapping, 4)keywords, 5)brainstorming, 6)learning method, 7)swing into action, 8)task, 9)character building, 10)grammar info, 11)quick review, 12)click, 13) notes, 14)smart solution, 15)figure, 16)English project, 17)summary, 18)reflection, 19)chapter review, 20)semester review and 21)wise word (Nurjanah, 2018). These 21 items are used to show that the materials in this English textbook systematically, communicative and interactive for both teachers and students. Also it might be said that these 21 items in this English textbook as source of information and guidance for both teachers and students (Cahyani, 2019).

For the main materials in this English textbook, it provides eleven chapters. These main materials in the chapters are mostly in the forms of texts, dialogues, certain expression and grammar points that to be learnt in first and second term by the students while task and exercise are also related to the texts or dialogues given in the previous section. Because of this English textbook: Communicative English in Context; belongs to ninth graders, the materials inside this book are more complex than the previous classes, seventh and eighth graders, for instance, the English book for eighth graders only consists of eight chapters which include English competencies that must be mastered by the students (Surtiyah, 2017).

Despite having various materials, ninth graders also have basic competencies to be achieved in this class. It is, therefore, the materials in

ninth graders are not only about repetitive materials from the previous classes but also tenacious for the students as they are in the highest class of junior high school. These repetitive and additional materials are taught to strengthen students' understanding about the scope of English skill which can be obtained by the students in the level of junior high school. It is also expected that the students can master English language well and practice the interpersonal texts in written and spoken ability (Nuha, 2014).

The followings are the detail of materials learnt to the relevance of syllabus and 2013 curriculum in this textbook:

Table 4.1 The Relevance Material to Syllabus and 2013 Curriculum

No/ Chapter	Curriculum & Syllabus Component	Kinds/Forms of Text	Page	Compatibility
1.Let's Celebrate	KD 3.1 Menerapkan fungsi sosial, teks & unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan tindakan menyatakan harapan, do'a, ucapan selamat dan prestasi serta menanggapi sesuai konteks penggunaannya	-Dialogue (congratulation)	7	√
		-Dialogue (hopes/wishes)	9	√
2.I Think therefore I am	KD 3.2 Menerapkan fungsi sosial, teks & unsur kebahasaan teks interaksi transaksional lisan dan tulis dengan tindakan maksud, tujuan dan persetujuan serta menanggapi sesuai konteks penggunaannya	-Dialogue (purpose & intention)	22	√
		-Dialogue (agreement/disagreement)	24	√
3.Is This Product Healthy?	KD 3.3 Membandingkan fungsi sosial, struktur teks & unsur kebahasaan beberapa teks berupa label obat/makanan/minuman sesuai dengan konteks penggunaannya	-Picture (Food label)	35	√
		-Picture (Drink label)	37	√
		-Picture (Medicine label)	39	√
4.Steps Are Easy	KD 3.4 Membandingkan fungsi sosial, struktur teks & unsur kebahasaan beberapa teks prosedur lisan & tulis sesuai dengan konteks penggunaannya	-Procedure text (How to make some bowls of soup)	52	√
		-Procedure text (Get a Jet Going)	55	√
5.What Were You Doing at 9 am Yesterday Morning?	KD 3.5 Menerapkan fungsi sosial, struktur teks & unsur kebahasaan teks interaksi transaksional lisan & tulis dalam masa lampau sesuai dengan konteks penggunaannya	-Dialogue (Using Present Continuous)	69	√
		-Dialogue (using Past Continuous)	70	√
6.Something From The Past	KD 3.6 Menerapkan fungsi sosial, struktur teks &	-Descriptive text (Using Present Perfect)	84	√

	unsur kebahasaan teks interaksi transaksional lisan & tulis dalam waktu lampau sesuai dengan konteks penggunaannya	-Descriptive text (Using Present Perfect)	88	√
7.Interesting Stories of My Childhood	KD 3.7 Membandingkan fungsi sosial, struktur teks & unsur kebahasaan beberapa teks naratif lisan dan tulis sesuai dengan konteks penggunaannya	-Narrative text (The Golden Snail)	104	√
		-Narrative text (The Fairy Tulip)	108	√
8.What Is It Made of	KD 3.8 Menerapkan fungsi sosial, struktur teks unsur kebahasaan teks interaksi transaksional lisan & tulis dalam memberi dan meminta informasi terkait tanpa perlu menyebutkan pelakunya sesuai dengan konteks penggunaannya	-Descriptive text dg Active & Passive voice (Rendang)	120	√
		-Descriptive text dg Active & Passive voice (Borobudur)	126	√
9.The Birds Are Flying	KD 3.9 Membandingkan fungsi sosial, struktur teks & unsur kebahasaan beberapa teks report lisan dan tulis sesuai dengan konteks penggunaannya	-Report text (Penguin)	137	√
		-Report text (Cactus)	140	√
10.What A Big Sale!	KD 3.10 Membandingkan fungsi sosial, struktur teks & unsur kebahasaan dalam bentuk iklan produk dan jasa sesuai dengan konteks penggunaannya	-Advertisement (Laptop product)	151	√
		-Advertisement (Service)	153	√
11.A Beautiful Song for Your Day	KD 3.11 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu	-Song (Mother how are you today)	167	√
		-Song (Shine your way)	172	√

The above table shows that the materials inside the English textbook: Communicative English in Context are relevance with the syllabus and 2013 curriculum. It is obviously seen that all the materials are compatible with the

scope of 2013 curriculum and the goals of the syllabus design that are learnt by the students. It means that the materials inside this English textbook are suitable for junior high school students particularly for ninth graders which lead

into third core competence; to understand and apply factual, conceptual, and procedural knowledge based on science, technology, art, culture within the phenomena.

Having eleven units to be taught for the students, it is one line with each Basic Competency (KD) as the core competency in the field of Knowledge which is mostly telling about kinds of texts, their functions and how to respond, and their context use. Kinds of texts which exist in this English textbook are dialogues (congratulation, hope, wishes, purpose & intention, agreement and disagreement), label, procedure texts, descriptive texts, narrative texts, report texts, advertisements, and songs while grammar items to be learnt are present continuous, past continuous, present perfect, and active & passive voice. It might be said that this English textbook: Communicative English in Context has fulfilled the accuracy materials which consists of social function, generic structure and linguistic feature.

In the other hand, since the book belongs to ninth graders for junior high school level, the contents of the texts are telling about the materials which related to students' life whether in the forms of dialogues and the informative texts such as the dialogues (about agreement/disagreement, congratulation, hopes/wishes, purpose & intention) and the songs lyric (about mother & to shine with own way). While from the texts, their contents also talk about the materials which they are familiar with such as Rendang, Borobudur, golden snail, penguin, cactus, the labels, the ads and the procedure to make soup so that the students directly associate the materials with their mind. It is expected to catch better understanding to the materials themselves. Simply, these materials are

designed to be easily understood by the students.

Furthermore, the forms of texts which involved in this English textbook such as dialogues, texts and pictures have strong relationship to tasks or exercise in this book because the exercises are review from the previous dialogues and texts although using different question types such as matching, multiple choice item, completion items and open-ended questions. It might be said that the exercises or tasks in this English textbook are to review their contents. Plus, the English textbook also provides the review for whole materials for each semester, first and second semester so that the students can review the whole materials which learnt in each semester through these exercises (Purnomo, 2023).

5. CONCLUSION

According to the result and discussion above, the English textbook entitled Communicative English in Context for ninth graders consist of eleven chapters to be taught to ninth graders of junior high school. Each chapter provides the texts which come in the forms of dialogues and informative texts which are also embedded grammar points. The dialogues are about congratulation, hope, wishes, purpose & intention, agreement and disagreement while the informative texts are presented in descriptive, procedural, report and narrative text. These texts which become the materials in the teaching and learning process have fulfilled social function, generic structure and linguistic feature. The texts are simply designed to be easily understood by the students so that the students can master English language well and practice the interpersonal texts in written and

spoken ability. Furthermore, these texts inside this English textbook are relevant with basic competencies of syllabus and 2013 curriculum.

REFERENCES

- Akhmad, E., et al. (2022). *The Criteria of Good English Textbook for Students: A Senior English Textbook Analysis*. Eloquence Journal Of Foreign Language, 1(13), pp. 114-124.
- Andriani, A., et al (2021). Teaching English Grammar in an Indonesian Junior High School. *Al-Ishlah Journal*, 13 (2), pp. 1046–1056
- Basal, A. (2016). *An Investigation into Illustrations in English Course Books in a Turkish Context*. International Electronic Journal of Elementary Education. 8 (3), 525-536
- Cahyani, S., et al. (2019). Textbooks Evaluation by Ur's Theory. *Journal of English Language and Pedagogy*, 2 (2), pp. 162–171
- Izzah, N., et al. (2023). *Higher Order Thinking Skills In Reading Exercises: A course Book Content Analysis*. English Education Journal, 9 (1), pp. 61–74
- Joy, J. L. (2013). *ESL Syllabus Design: Its Impact on the Teaching-Learning Process*. Shanlax International Journal of English, 1 (3), pp. 9–18
- Laili, C.N., & Wahyanti, M. (2018). *The Consistency Of Textbook "Pathway To English For SMA/MA Grade X" With The 2013 Curriculum*. Journal Of English Language Teaching, 7 (1), pp. 92–103
- Munir, S., et al. (2021). *Developing Criteria Of An English Textbook Evaluation For Indonesian Senior High School*. Jurnal Ta'dib, 24(2), pp. 217–227
- Nanda, M., et al. (2019). An Analysis of Language Skills' Proportions in the English Textbook Grade XII Published by Kemendikbud 2014. *Journal of English Education and Teaching*, 3 (4), pp. 438–451
- Normawati, A., et al. (2023). How EFL Learners Perceive Grammar In Speaking and Writing. *JEES Journal*, 6 (01), pp. 23–30
- Nuha, U. (2014). Transactional and Interpersonal Conversation Texts in English Textbook. *REGISTER Journal*, 7 (2), pp. 205–223
- Nurjanah, N., et al. (2018). *Communicative English in Context for Ninth Graders*. Bandung: Grafindo Media Pratama
- Prameswari, Y., & Susanto. (2014). *The Knowledge Of Genres Of Private Junior High School Teachers In Mojokerto*. E-Journal UNESA, 1 (01), pp. 2–11.
- Purnomo, R. (2023). The Reading Exercises in the English Students' Book Entitled "Interactive English" for Grade VIII Students. *Journal of Education Nusantara*, 2 (02), pp. 81–92
- Rochmahwati, P. (2022). Book Review. English Curriculum and Material Development. *LLT Journal*, 25 (2), pp. 758 - 761
- Sitoresmi, W.E. (2019). A Cultural Content Analysis of EFL Textbooks–Challenge Series: 2,3, and 4 Published By

- Pearson. BEST Conference 1 (1), pp. 1–7
- Surtiyah, T., et al. (2017). Communicative English in Context for Eighth Graders. Bandung: Grafindo Media Pratama
- Suryani, R.W. (2018). When English Rings The Bells: An English Textbook Analysis. Journal of ELTAR, 2 (01), pp. 2614–1108
- Urrahmi, A. (2022). The Effect of Task-Based Learning on Students' Writing Ability During Pandemic COVID-19 AT MTSN 6 Lima Puluh Kota, RIELT Journal, 8 (1), pp, 1–8
- Vega, D. N, et al. (2021). Book Review: English Curriculum and Material Development. Exposure Journal, 11 (1), pp. 7–15