

# A CONTENT ANALYSIS OF ENGLISH TEXTBOOK “WHEN ENGLISH RINGS A BELL” FOR EIGHTH GRADE STUDENT OF JUNIOR HIGH SCHOOL

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## Abstract

The purpose of this study was to assess the applicability of the eighth-grade English textbook “When English Rings a Bell” to the 2013 curriculum. This research employed a qualitative method known as document analysis. This textbook had eleven chapters, of which the researcher studied five. The researchers conducted the research instrument, and data were collected using the 2013 English textbook and curriculum outline. According to the findings, 16 of the book’s components, or 68.41 percent, are relevant, two are partially relevant with 17.40 percent, and three are irrelevant with 14.19 percent. Based on these data, the researchers concluded that the textbook appropriately addresses the topic’s objectives, linguistic characteristics, and social functions. Based on the data, it can be determined that the textbook covers 68.41 percent of the cognitive domain’s material relevancies and is capable of meeting the learning objectives, language aspects, and social functions of the ideal materials intended for the students.

**Keywords:** Content Analysis; Textbook; Cognitive Domain

## INTRODUCTION

In implementing learning material, a textbook is an important component of the teaching and learning process. According to Sheldon (1968:23) as cited in Tambunan (2019), a textbook can be defined as published material with a special design to help learners improve their linguistic and communicative abilities. In the teaching and learning process, the teacher can use a textbook for the resource of material and give instructions to the students. Hence, it not only helps the teacher to teach but also students who use the textbook. In some situation, textbook over serves as a basis for language input and language practice for students’ learning activity in the classroom. Some textbooks have a clear structure, so the teacher and the students know where they are guided and what comes next. It also provides written texts and tasks based on students’ level of knowledge. Many publishers offer textbooks in different styles and environments based on the implementation of the Indonesian curriculum. The Indonesian Ministry of Education and Culture also provides an English textbook called ‘When English is Ringing the Bell’. With a wide variety of textbooks available, teachers must choose the right one for their students. Although many textbooks are being published, teachers must choose the one that is best for them. According to Cunningsworth (1995, p. 5) as cited in Suryani (2018), “no textbook designed for the general market will be absolutely ideal for a particular group of students”. Therefore, it is necessary to analyze the textbook to select the appropriate ones for the students. In addition, textbooks play an important role in supporting curriculum implementation. Alberty (1968:45) as cited in Tambunan (2019) said, the curriculum is all the activities a school offers its students. So the curriculum not only limits the activities of the class but also includes the activities of the students in and outside the class. The curriculum will be

used in Indonesia for 2021/2022 is the 2013 curriculum. The 2013 curriculum focuses on developing character. The core competencies can be used to trace the values. It comprises core competence (KI) 1 to 4. Spiritual competencies are designed for KI-1, social competence for KI-2, knowledge competence for KI-3, and skill competence for KI-4.

According to Richards (2011) as cited in Sahin (2020), textbooks are crucial to most language programs. They can occasionally act as the foundation for the language instruction kids receive and the language practice in the classroom. The lesson plan, the skills to be taught, and the language exercise type are provided. Textbooks are a primary source of teacher-provided input for language practice for pupils, while they may serve as an essential supplement to the teacher's instruction. Additionally, they present a format for the learning process and some ideas for how to teach in a classroom. No one can deny the importance of textbooks in the classroom today because most classes cannot function without them.

Although textbooks are crucial to the teaching and learning process, Richards (2011) stated that there are advantages and disadvantages to using them, depending on the circumstances. The main benefits are that textbooks give the learning process structure and a syllabus. A class may have a clear direction in what to teach and learn with textbooks that have been prepared and developed systematically based on the syllabus. They also assist in standardizing instruction. Teachers may ensure that all of their students are exposed to the same material and receive the same kind of evaluation by using textbooks.

Using textbooks and teacher guides by inexperienced teachers can help them complete the teaching assignment and act as a medium for initial teacher training. According to Richards (2011), textbooks can also have significant drawbacks. For instance, they might need to reflect students' demands accurately. Each textbook is frequently released to sell in international markets, so authors often need to consider the interests and demands of students, which must be modified to fit with their surroundings. Inauthentic language can occasionally be found in textbooks because it can utilize words, dialogs, or material that have been exceptionally crafted to fit a particular teaching strategy but do not accurately reflect how language is used in daily life. Teachers still like to use textbooks as a guide while teaching students, and students are satisfied with using them as a learning tool. Thus, it is clear that textbooks play an essential role in education.

The textbook analysis will evaluate the content of the textbook. According to Cunningsworth (1995), as cited in Tambunan (2019), the standards for evaluating textbooks should align with the student's demands and the language-learning program's goals and objectives. Textbooks must assist students in growing and effectively achieving their goals. Therefore, the textbook's content should meet the student's language, skills, and communicative needs. The content textbook content has relevance to the curriculum that is used in Indonesia. A curriculum is a set of rules that organizes the learning process. According to Romine (2006:65) as cited in Tambunan (2019), the term curriculum refers to any planned courses, activities, and experiences that students engage in while under the control of the school, whether or not they take place in a classroom. There are numerous curricula in use in Indonesia. The 2013 curriculum is the most recent version. The 2013 Curriculum lists core and fundamental competencies as the two types of competencies that make up the standard competency in English. Four objectives make up core competence. The effective domain is highlighted in the first and second objectives. The fourth aims focus on the psychomotor domain, while the third objective highlights the cognitive area (Permendikbud No. 68 Tahun 2013).

Bloom's Taxonomy of Educational Objectives (1956), referenced in Adi (2019), refers to the topic of knowledge. It pertains to how the student thinks. Effective refers to emotional and value domains associated with the learner's attitude. Orey (2010), as cited by Marzuki et al. (2022), states that the framework identifies between low and high skill levels. Bloom's Taxonomy's primary goal is to support teachers in achieving their academic objectives (Paranduk, 2021).

The cognitive domain vocabulary and Bloom's Taxonomy have both been upgraded. The new Bloom's Taxonomy has changed the cognitive domain, which includes remembering, understanding, applying, analyzing, evaluating, and producing, from nouns to verbs. Because it was emphasized in essential competencies three and four, cognitive domains have become crucial components. As a result, the 2013 curriculum's goal can be achieved. Based on the previous introduction above mentioned, the researcher decided to find out the relevancies of the English textbook *When English Rings a Bell* (Revised Edition) for the 8<sup>th</sup>-grade junior high school student with the basic competence of the 2013 curriculum in terms of cognitive domains.

## METHOD

This part presents the research design and data collection techniques: sampling, instrumentation, procedures, and data analysis. According to Alwasilah (2000: 111), as cited in Dharma & Aristo (2018), document analysis methods can be used in qualitative research to evaluate documents such as letters, autobiographies, periodicals, textbooks, and government publications. Moreover, it is appropriate to conduct this study according to the qualitative design through document analysis. Therefore, the data collection technique of this study starts with textbook analysis. The sample will purposefully evaluate the textbook from the English textbook of 8th of junior high school students entitled *When English Rings a Bell* (Revised Edition). The data for this study were analyzed using a document checklist. The researchers implemented BSPN (Nadan Standar Nasional Pendidikan) and Bloom's Taxonomy checklist sheet to observe the data relevance between the material and the cognitive aspect in basic competence three of the 2013 curriculum in English learning. Furthermore, The researcher gathered data and analyzed the comparison between the textbook's content and the basic competency of the 2013 curriculum to determine the textbook's relevance to the core and basic competence of the 2013 curriculum.

## RESULTS AND DISCUSSION

### Results

In evaluating the textbook contents with cognitive domains, researchers separated the textbook materials into several chapters and basic competence levels. The textbook contains eleven chapters, of which five serve as examples. The researchers compared the book's data with various sub-competencies of basic competency. The findings are as follows: "It's English Time" is the first chapter of the textbook. It begins on pages 8 to 25. In this chapter, students study four distinct topics. The first chapter draws someone's interest, the second chapter tests comprehension, the third chapter communicates and seeks feedback, and the final chapter offers gratitude for a friend. After analyzing the data, the researchers judged that the materials in this chapter were appropriate for basic competency 3.1. According to the 2013 curriculum syllabus for eighth-grade students in junior high school, basic competence 3.1 is about using text structures and language features in social function to get attention, examine understanding, give compliments, and ask and give expressions, as well as students' responses based on the context. Within basic competence 3.1, there are four sub-competencies. Competence 3.1.1 at the sub-basic level regarding spoken texts that evoke responses and expressions. Responses and expressions are utilized to assess comprehension in 3.1.2. In 3.1.3, feedback is provided on responses and expressions; in 3.1.4, spoken texts are utilized to obtain and provide feedback on spoken messages in phrases and responses. The following are the results of the researcher's comparison of the sub-basic competence in basic competence 3.1 to the chapter 1 data: Substantial mastery 3.1.2 is linked with the second piece of content, which focuses on assessing

comprehension expression; 3.1.3 is paired with the content that focuses on expressing gratitude; and 3.1.4 is paired with the content that focuses on requesting and giving. 3.1.1 is paired with the first content section, which addresses asking and giving.

This book's chapter 2 contains the title "Can You Play Guitar?" on pages 26 to 39. This chapter has two materials: the first express and requests someone's ability, and the second express and requests their willingness. After evaluating the content, the researchers concluded that the material in this book is suitable for basic competence. 3.2. According to the 2013 curricular English lesson outline for eighth graders, basic competency 3.2 entails text structure and language features for implementing the social function of stating and asking based on context. This basic skill is divided into two sub-basic competencies, 3.2.1 and 3.2.2. Sub-basic competence 3.2.1 entails using spoken and written text to state and ask ability using the modal can and sub-basic competence. 3.2.2 focuses on employing the option intention in spoken and written text to state and ask willingness. The researchers then matched the sub-competencies in fundamental competence 3.2 to the materials in chapter 2, resulting in sub-competencies. Finally, 3.2.2 is paired with the third material, stating and seeking someone's willingness.

Chapter 3 "Are you coming?" This chapter contains between 40 and 56 pages. There are a total of four lessons. The initial content consists of providing and responding. The second section consists of offering and responding to the invitation. The third section addresses the delivering and responding to the prohibition. The fourth section relates to requesting permission. The content in this book was acceptable for elementary ability levels. 3.3. According to the 2013 English curriculum, basic competency 3.3 refers to the text structure and linguistic qualities necessary to carry out the social tasks of instructions, invitations, prohibitions, permission expressions, and responses to situations.

Basic competency 3.3.1 contains both spoken and written for giving instructions in terms of expression and response, basic competency 3.3.2 includes both spoken and written invitations for expression and response, and sub-basic competency 3.3.3 includes both spoken and written prohibitions. The researcher then uses the chapter 3 book materials to integrate the basic competencies. 3.3. Therefore, basic competency 3.3.1 correlates to the first content in chapter 3, which focuses on giving and receiving instructions. Basic competency 3.3.2 corresponds to the second material, which focuses on sending and receiving invitations. Basic competency 3.3.3 corresponds to the third data on the giving and replying prohibition, but basic competency 3.3.4 corresponds to the last chapter 3 content, which is asking for permission.

In addition, chapter 4 of this book begins on pages 57 to 66. This chapter's title is "You're Invited" It includes materials for creating personal invitations and greeting cards. After examining the data, the researchers determined that the contents of this chapter were consistent with the 3.4 basic competencies. Basic Competency 3.4 of the 2013 curriculum for junior high school addresses the text structure and linguistic qualities necessary to perform the social tasks of personal invitations and greeting cards based on the situation. This basic competency is broken into two parts: basic competency 3.4.1, which consists of a brief and simple personal invitation letter, and basic competency 3.4.2, which consists of a brief and simple greeting card. The researchers then combined the basic competencies from basic competency 3.4 with material from chapter 4 of the textbook. Therefore, basic competency 3.4.1 is correlated with the first material in this chapter, which is a personal invitation, but not with the second material, a greeting card.

This fifth chapter is entitled "My Uncle Is a Zookeeper." This chapter began on pages 67 to 85. This chapter describes how to appreciate nature, take pride in something, and pass this

information on as partial and recurring events to illustrate the positive and negative aspects. This chapter also discussed the existence of human beings, animals, and other items. After examining the content, the researchers assessed that the material in this chapter was pertinent to the 3.5, 3.6, and 3.7 basic skills. The language aspects of texts were employed to perform social tasks that express and evoke the existence of multiple people, objects, and animals in context, according to basic competency 3.5 of the 2013 curriculum syllabus. The social function of stating and asking about public events or general truths is implemented in basic competency 3.6 in light of the context and other basic skills.

After reviewing the textbook material following the third basic competence of the 2013 curriculum and determining the application to the cognitive domain of learning using the observation checklist instrument, the researchers continued to collect data. The outcomes of the observation checklist are visible. The relevance of the textbook content to basic competency three, as follows:

The Relevancies	The Basic Competence Three
Relevant	3.1.1, 3.1.2, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 3.3.2, 3.3.3, 3.5.2, 3.6.2
Partly Relevant	3.3.4, 3.5.3
Irrelevant	3.4.1, 3.4.2, 3.6.1

### Discussion

After the researchers reviewed the data, they created a percentage data analysis form. First, the cognitive domain of textbook relevance was calculated as a percentage. The Related Resources list contains 16 items related to cognitive domains. Hence, 68.41% of the articles are relevant, containing 11 materials. Two pieces of information are partly related to the cognitive domain. Therefore, 17.40% of the data are only slightly relevant. Meanwhile, the three materials listed above were not related to cognitive domains, with a percentage of 14.19% of the articles being irrelevant. This figure suggests that textbooks contain about 68.41% of the material relevant to the cognitive domain and can meet the academic objectives, linguistic characteristics, and social functioning of the ideal material that students wish to perform.

### CONCLUSION

The relevances of materials in the English textbook “When English Rings a Bell” with the main and basic competence three of 2013 curriculum for the 8th-grade were analyzed using BSNP (Badan Standar Nasional Pendidikan) and Bloom’s Taxonomy observation sheets. As a result, there are 11 relevant items from five chapters in the book, representing 68.41 percent, two partially relevant materials, about 17.40 percent, and three irrelevant materials, or 14.19 percent. Based on the data, it can be concluded that the textbook covers 68.41% of cognitive domain-relevant information and is capable of meeting the learning goals, linguistic aspects, and social functions of the ideal materials meant to be acquired by the students.

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