

AN ANALYSIS OF AN ENGLISH TEXTBOOK ENTITLED “FORWARD AN ENGLISH” PUBLISHED BY ERLANGGA FOR TWELFTH GRADE VOCATIONAL SCHOOL STUDENTS

Diah Puspita Ayu¹, Susan Ira Nova², Lesly Martha Cecylia Meka³, Sulamit Syeba⁴

Universitas Palangka Raya, Indonesia

¹ diahp977@gmail.com, ² susaniranova@yahoo.com, ³ leslymcmeka@fkip.upr.ac.id,

⁴ sulamit.syeba@edu.upr.ac.id

Abstract

This research presents a thorough examination of the English course book titled "Forward an English" by Erlangga, for Twelfth Grade Vocational School Students. The primary objective of the study was to assess the course book's content feasibility and presentation in accordance with the Education National Standard Council (BSNP) guidelines. The methodology applied in this research was content analysis. The findings of this research indicate that "Forward an English" by Erlangga, for Twelfth Grade Vocational School Students course book largely fulfills 67.90% of the BSNP criteria for standard course books in terms of content feasibility. Concerning the presentation feasibility, the coursebook adequately addresses approximately 66.67% of the relevant categories. Therefore, based on the evaluation following BSNP's rubric assessment, it can be deduced that the book serves as a SUFFICIENT resource.

Keywords: Textbook; National Education Standard Council; Vocational High School

INTRODUCTION

In the English teaching and learning journey, multiple factors may influence students' learning outcomes. These factors can arise from pre-teaching preparations, ongoing teaching and learning activities, or subsequent reflections after the teaching and learning sessions. Textbooks play a crucial role as educational tools, exerting substantial influence on the teaching-learning dynamic. Their presence significantly contributes to the efficacy of the learning process, facilitating the enhancement of learners' skills. Both educators and students can leverage textbooks as valuable reservoirs of knowledge and learning resources.

A textbook serves as a comprehensive compendium of knowledge within a particular field of study, aimed at providing elucidation. Typically tailored to meet the requirements of educators, particularly within educational institutions, textbooks play an essential role for both teachers and students throughout the teaching and learning process, particularly in the context of learning English as a foreign language. As highlighted by Harmer (2007), textbooks constitute a pivotal tool for teachers to impart knowledge to students, drawing upon the content within as a foundational learning resource. Frequently utilized as a primary reference for instructional activities and guidance, textbooks offer a structured framework for teaching practices.

Textbooks and educational materials possess the capacity to convey knowledge, foster skill development, and influence learners' interactions with the world (Education Sector, 2005). This implies that textbooks serve to impart knowledge, skills, and facilitate learning activities. Recognizing textbooks as instrumental tools, educators must not only understand their usage but also appreciate their potential efficacy. In this regard, textbooks are anticipated to serve as valuable resources for guiding in teaching (Williams, 1983). The principal objective of

textbooks lies in the transmission of enduring knowledge, values, attitudes, skills, and behaviours. It is emphasized that textbooks play a pivotal role in learning by offering comprehensive learning resources (Educational Sector, Op.Cit., p.1). Consequently, textbooks emerge as indispensable educational resources that furnish learners with knowledge, skills, values, attitudes, activities, and motivation, thereby enhancing their educational proficiency.

Educators typically utilize a variety of instructional materials without conducting thorough assessments of their content's suitability, presentation coherence, linguistic appropriateness, and visual effectiveness. Textbook scrutiny involves methodical examination of textual materials, encompassing their organization, focal points, and supplementary educational aids. Consequently, a comprehensive and contextually situated approach should underpin textbook analysis. Textbooks represent textual materials ripe for analysis to discern underlying meanings, values, and pedagogical strategies (Johanne, 2002). The aim of such analysis is to evaluate the textbook's quality across various scrutinized dimensions. This necessitates a deeper examination of content presentation within textbooks, which includes: a. Elaborating on the general structural components (text, illustrations, assignments, etc.) and the sequence of instructional units to better inform recommendations. b. Decompartmentalizing the overarching objective of fostering a rights-based quality education for all into actionable strategies tailored to local or regional contexts, thereby enhancing practical applicability for specific initiatives (Pingel, 2010). In light of the foregoing discourse, it is evident that textbook analysis encompasses several facets of content evaluation, including the nuanced crafting of recommendations concerning structural attributes and the contextualization of overarching educational objectives, thereby underscoring its paramount importance. According to the researcher's experience during teaching practice 2 (PPL 2) at a vocational school in Palangka Raya, it was observed that the school lacked a principal textbook for facilitating the teaching and learning process. Consequently, the researcher is inclined to examine the suitability of *"Forward An English" by Erlangga for Twelfth-grade Vocational School Students*. The aim of this analysis is to provide valuable insights that could benefit both teachers and students by serving as a primary educational resource during their teaching and learning endeavors.

There are various methods to evaluate a textbook, one of which involves assessing it according to *BSNP* standards. The Education National Standard Council (*BSNP*) has devised an assessment tool specifically for textbooks. This tool aids in determining whether a textbook meets the criteria to be considered a standard publication. *BSNP* stipulates that eligible textbook must satisfy four key criteria: content suitability, presentation quality, language appropriateness, and graphical adequacy. These criteria are delineated with fairly detailed indicators, which teachers and students can utilize. For textbook evaluators, this tool serves as a foundation for creating or refining textbooks to align with *BSNP* expectations. Additionally, educators, students, and the wider community can employ this tool to enhance learning within specific educational settings.

As per Muslich's study (2016), textbooks, including both compulsory and supplementary ones, exhibit certain peculiarities. These include textbooks that deviate from the standard competency or basic competence outlined in the curriculum, those featuring mere summaries of subjects, those with excessively technical descriptions, those not aligning with students' mindsets, and those deemed less relevant (Syary, 2016). Drawing from the researches of Muslich (2016) and Syary (2016), it can be inferred that textbooks often fall short of meeting standards concerning feasibility of content, feasibility of presentation, feasibility of language, and feasibility of graphics, instead only meeting minimal requirements in terms of material levels and types. Ghiyaats (2018) suggests that textbooks failing to meet the criteria for quality or the aforementioned standards may impede students' comprehension. Insufficient content, material inaccuracies, redundancy, and monochromatic visual aids could all hinder deeper understanding. Thus, the researcher is intrigued to do research on the quality of *Forward An*

English textbook for twelfth-grade students by looking at the terms of content feasibility and feasibility of presentation. The researchers choose to do an analysis on the quality of *Forward An English* textbook for twelfth-grade students is because the research is document analysis, which is not needed any specific place to conduct the research, the researchers could conduct the research anytime and anywhere. The researchers' reason to only analyse the feasibility of content and presentation are because the feasibility of content and presentation are considered sufficient to reflect the quality of the book. If later the result of this book is fulfilled the *BSNP*'s criteria as a good textbook based on the feasibility of content and presentation, this textbook could be used as the main source for teaching and learning process in Vocational High School. Previously, there are also some researches that only focus on one or two feasibilities, such as a research that was conducted by Betri (2018) which only focused on the feasibility of content.

METHOD

In this study, document analysis or content analysis technique was employed by the researchers. The research systematically and reproducibly examined English textbook documents. The researchers proposed that a good textbook by referring to the criteria determined by *BSNP*. The criteria applied for evaluating the textbook were especially on the feasibility of content and the feasibility of presentation. The textbook should be appropriate with the *BSNP*'s criteria. On the other hand, if the feasibility of content and the presentation of textbook are not qualified as based on the *BSNP*, the textbook cannot be considered as a good textbook. Furthermore, a good textbook can be discovered through the presentation and content analysis. In this research, the researchers used *Forward An English Textbook for Twelfth Grade Vocational School Student*, unit 1 to 9 as the research subject. It published by Erlangga, one of the famous publishers of textbook publisher in Indonesia. The writer's names are Shyla K. Lande and Eka Mulya Astuti. *Forward an English textbook for Vocational Students Grade XII* is written based on *Kurikulum 2013 (KI-KD 2018)*.

RESULTS AND DISCUSSION

Results

The assessment of content feasibility in this study adheres rigorously to the criteria set by *BSNP*. A comprehensive scoring guidance, grounded in *BSNP*'s criteria, was systematically applied to evaluate each unit within the sample. Detailed analyses, encompassing units 1 to 9, are presented below, employing the scoring guidance to ascertain the feasibility of both content and presentation. This approach ensures a meticulous examination of the English textbook's adherence to established standards, contributing to a nuanced understanding of its overall quality and suitability within the academic context.

Table 1. Feasibility of Content Frequency Table in Unit 1 to Unit 9 of used *Forward An English Textbook for Twelfth Grade Vocational School Students*.

Sub Component	Items	Score			
		1	2	3	4
The compatibility of materials with Core Competence and Basic Competence	Completeness	3			6
	In Depth	2			7

The accuracy of the Material	Social Functions				9
	Generic structure				9
	Linguistic Feature	1			8
Supporting Materials	Relevance			3	6
	Development of Life skills			1	8
	Development of Diversity Insight	7			2
Total		13	-	4	55

Percentage : P
Total Score : 55
Total Score maximal : 81

$$P = \frac{55}{81} \times 100\% \\ = 67.90\%$$

Table 2. Feasibility of Presentation of “*Forward An English*” by Erlangga for Twelfth Grade Vocational School Students

Sub Component	Item	Score			
		1	2	3	4
Technique of Presentation	Systematical				✓
	Chapter Equilibrium	✓			
Learning Presentation	Student-centered				✓
	Development of Initiative, Creativity, and learners' critical thinking				✓
	The Development of self - Reliance students				✓
	The Development of Self-evaluation and Reflection Ability				✓
Completeness of Presentation	Introduction Part				✓
	Content part		✓		

Closing Part	✓			
Total	1	2	-	6

Percentage : P
 Total Score : $6 \times 4 = 24$
 Total Score maximal : 36

$$P = \frac{24}{36} \times 100\% \\ = 66.67\%$$

CONCLUSION

Based on the assessment of both content and presentation matrices, the conclusions derived from this study pertaining to the textbook *"Forward an English" published by Erlangga for Twelfth Grade Vocational School Students* can be succinctly outlined as follows. In terms of content feasibility, approximately 67.90% of the materials, exercises, and textual components within the text book are discernibly developed. Based on Sugiono's conversion (2018), it is noteworthy that the allocation of 0%-49% is categorized as "POOR", 50%-69% is categorized as "SUFFICIENT", 69%-79% is categorized as "FAIR", and 80%-100% is categorized as "GOOD". Thus, the course book *"Forward an English" by Erlangga for Twelfth Grade Vocational School Students* is considered SUFFICIENT based on the criteria set by *BSNP* for standard course books. While this commercial course book fulfils more than half of *BSNP*'s criteria, it falls short in adequately developing diversity insight in most units.

With regards its presentation feasibility, approximately 66.67% of the categories are met by *"Forward an English" course book*. Taking into account the analysis of this English course book based on the 2013 curriculum, it can be concluded that it is a SUFFICIENT source according to *BSNP*'s rubric assessment. However, to enhance its efficacy, the researcher proposes integrating supplementary materials sourced from other sources. In conclusion, the study reveals that the course book is generally adequate, yet highlights the potential for improvement in fostering diversity insights and incorporating supplementary resources to augment its holistic quality as an English learning tool for Twelfth Grade Vocational School Students.

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