

The Analysis of English Textbook *Bahasa Inggris* for Grade XI Second Semester Used in SMAN 3 Pariaman Viewed from Relevancy Aspect

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Abstract

The objective of this research is to analyze the relevancy aspect of English Textbook Bahasa Inggris for Grade XI second semester used in SMAN 3 Pariaman. Furthermore, the research design of this research is qualitative. In order to find out the relevancy aspect of English textbook 'Bahasa Inggris', the resource data is obtained from English textbook Bahasa Inggris for Grade XI second semester. The finding of the research indicates that the English textbook 'Bahasa Inggris' for Grade XI second semester has the relevancy aspect.

Keywords: *textbook, relevancy, competence, curriculum 2013*

Introduction

Textbook is a printed media used for studying certain subject in teaching and learning. It is provided for both teacher and students to learn facts, methods and theory. As the media that support teaching and learning, a textbook content the standard source of learning material which is relevant to the course design used. Since it is accordance with the course designed used, sometimes the learning material content in textbook also offer the framework or guidance for the teacher who is going to teach lesson. Aunnurrahman (2009:79) states that relevancy is one of the principle in determining good learning material. Moreover, Zain (2017:177) asserts that a good learning material should be relevant. In the same line, Prastowo (2012:317) explains that relevancy of learning material should become one of the factor that is needed to be taken into account in specifying learning material. Next, Furthermore, Taba in Harjanto (2002:69) in Indah and Saleh (2018: 39) classifies the principles of choosing learning materials into six:

1. Validity and meaningfulness of matter in relation to the development of science and technology
2. Conformity with existing reality and life in society
3. The balance between the breadth and depth of the material.
4. It is used as learning purposes.
5. Learnability and adaptability with student's experience
6. Compatibility with student's interests and needs

In conclusion those six principles can be categorized as (1) relevancy that related to the achievement of standard and basic competence; (2) consistency; (3) adequacy which means the materials able to help the student to master basic competence taught; (4) validity and meaningfulness of the material. Relevancy in textbook means a relation between learning material and curriculum. Moreover, the relation between competencies in the curriculum with content material in textbook is also called as consistency. Further, adequacy is the portion of learning material in textbook based on standard and basic competencies. It cannot be less or more but should be adequate.

Furthermore some studies have been done toward the relevancy, consistency, and adequacy factor. The first research was done by Mella Pratiwi with the title "Analisis Buku Ajar Bahasa dan Sastra Indonesia Sekolah Menengah Pertama (SMP) Kelas IX". The research is aimed to investigate relevancy, consistency, and adequacy of bahasa Indonesia book for Senior High School IX class. Second, a research is about 'Relevance of Islamic studies book published by Yamiba with the 2013 curriculum' by Munawiroh (2017). The aim of this research was to investigate the presented content in the textbook that is in accordance with curriculum 2013' demands.

The third research was conducted by Yokie Prasetya Dharma and Thomas Joni Verawanto Aristo. The aim of the research was to find out the relevance of the textbook to the 2013 curriculum. In summary, those studies indicate that the relevancy, consistency, and adequacy of the textbook toward the competence of the curriculum are important. Moreover, this research is aimed to find out whether the english textbook which is used in SMAN 3 Pariaman has relevancy aspect or not. It is because at the pre observation of the

English textbook, it was found that there are some learning materials that do not compatible toward the competencies asked in the curriculum. Thus the researcher decided to conduct depth research toward the English textbook used for grade XI second semester at SMAN 3 Pariaman. Moreover, Edel (2016) evaluates the textbook used by the students in Batam.

However, this research is different from the previous research mentioned. This research is only aimed to find out whether the English textbook entitle ‘Bahasa Inggris’ for grade XI second semester which used in SMAN 3 Pariaman has relevancy aspect or not. Meanwhile the previous research were aimed to analyzed relevancy, consistency, and adequacy of the textbook. .

Methodology

This research uses qualitative design. The source of data for this research is English textbook ‘Bahasa Inggris’ for grade XI second semester. Moreover holistic scoring rubric is the instrument used to find out whether the english textbook is relevant or not. Zaim (2017:152) mentions that holistic scoring rubric is the rubric that gives a general grading, simple but accurate. In this research, there are going to be 8 holistic scoring rubrics all book chapters.. Each chapter in the textbook will be analyzed based on the prepared scoring rubric. After collecting the data, the researcher will analyze it based on the instrument. According to Gay and Airisian (2011:239), there are four steps of analysis the data; reading, describing, classifying, and interpreting. First, reading and becoming familiar with the data and identifying the main themes. In this stage, the researcher read the data the instruments.

Second, describing and examining the data in depth to provide detail description of the research. In this stage the the description will be how the english book used in SMAN 3 Pariaman viewed from Relevancy aspect. Third, classifying, categorizing and coding pieces of the data. The data is already categorized, classified in checklist from and also the book, hence the researcher just need to code the data based on what is going to be analyzed. The last step is interpreting the data into depth understanding. In this stage, the English book used in SMAN 3 Pariaman will be describe in depth.

Results and Discussion

The analysis of the analysis of english textbook ‘bahasa inggris’ for grade xi second semester used in sman 3 pariaman viewed from relevancy aspect was analyzed by using the scoring rubric for relevancy aspect. The scoring rubric was made by combining the theories about relevancy aspect from some experts. Moreover, The analysis was started by looking at the competencies and the learning materials consist in the 8 chapters of the english textbook.

Table 1. Analysis result of learning material in English textbook based on competencies

No	Chapter	Competencies	Score	Note
1	I	1. 3.1 2. 4.1	3	Quite relevant
2	II	1. 3.2 2. 4.2	4	Quite relevant
3	III	1. 3.3 2. 4.3 3. 4.3.1 4. 4.3.2	4	relevant
4	IV	1. 3.4 2. 4.4 3. 4.4.1 4. 4.4.2	3	relevant
5	V	1. 3.6 2. 4.6 3. 4.6.1 4. 4.6.2	4	Relevant
6	VI	1. 3.7 2. 4.7	4	Relevant
7	VII	1. 3.9 2. 4.9	3	Quite relevant
8	VIII	1. 3.5 2. 4.5 3. 3.8 4. 4.8	4	relevant

The Analysis Toward Chapter I

In this part, this research will only explain the analysis toward chapter 1 of the English textbook 'Bahasa Inggris'. At the beginning of the chapter, there are written basic competences based on the syllabus. The standard competence are taken from the English syllabus for 2013 curriculum, and they are written:

- 3.1 Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to suggestions and offers, in accordance with the context of their use
- 4.1 Arrange transactional, oral, and written interaction texts, short, and simple, which involve the act of giving and asking for information related to suggestions and offers that consider social functions, text structures, and linguistic elements that are right and compatible in the context.

The analysis was started by looking at the basic competence above and the English textbook used in SMAN 3 Pariaman. The first basic competence number 3.1 is about how to use the expression of giving and asking information related to suggestions and offers. The point straight on how to use the expression in spoken and written form. Moreover, the basic competences written were linked to the content materials in chapter 1. First material in book is written as Pre activity. There are about two conversations that have to be read by the student. Moreover, the student shall guess type of conversation give by answering a question below each conversation. The question is about kind of interpersonal transaction given. It could be proposed for learner's brainstorming.

Furthermore, the next page contains the materials about suggesting and offering along with the definition and example on how to express suggestion. It is also complete with the sentence structure to suggest something. The pattern is like subject+verb+that+object. For example '*I suggest that he clean his room*'. In the next page, there is material about responding to suggestion such as accepting and declining suggestion. It is like a short conversation written in a column that shows way of responding suggestion. Overall, the material about suggestion is explained according to the competence in the previous page. In addition, The theory about offering is also written in the same way. The textbook defines offering, gives the theory about offering, responding offering, and the sentence structure. At the end of the lesson, there are also lesson practice for the students. The lesson practice is based on competence number 3.1. It consists on 10 multiple choice, 10 grammatical errors, and 10 essays. Those lesson practice must be done by the students in order to strengthen the lesson that has been taught.

Meanwhile, the competence number 4.1 expects the students to write the transactional text in term of suggestion and offering. Thus, the textbook gives the material in accordance with competence 4.1. The learning material is started from page 12 with the example of suggestion and offering dialogues. First, an example of short dialogue is given. The conversation is set at the airport between an airline counter attendant and a customer. Here, the students need to pay attention on the dialogue and comprehend it. In the next session, the student is given a blank conversation that has to be completed with some expression of suggestion and offer. There are about three blank conversation in different situation. The students have to write down what will be the respond of the previous conversation. In short, it train student's written ability in transactional text suggestion and offer.

Eventhough the textbook has consisted on learning material that related to competence 3.1 and 4.1, some points still need to be revised. First, the learning material that related to competence 3.1. The syllabus checking was done to make sure that competence 3.1 is as same as with the competence written on English syllabus for XI class, II semester. Referring to the competence 3.1 in English syllabus there are some analysis:

1. The Material

a. Fact

There are two examples of suggestion and offer text in textbook as it is asked in the syllabus. The texts are given as pre activity for the student along with the question that can brainstorm the student before studying. It can be concluded that there is consistency between the syllabus and textbook.

b. Concept

There are similarities between the concept written in syllabus with those contain in the textbook. For example the concept of suggestion and offering, the pattern on how to use it, and the dialogue. However, some subject matter is not include in the textbook even necessary. For example if the competence 3.1 expects the students to use transactional text suggestion and offer, and how to pronounce the words correctly, then the learning material about how to pronounce the words and vocabulary building atleast is written also in the textbook. Yet, those materials is not exist. It

means that there is lacking information in the textbook that makes the consistency, relevancy and adequacy between syllabus and the textbook still in question.

c. Principal

The competencies asks that tenses used in the transactional text suggestion and offering is simple present tense, yet there is no theory review about simple present tense in the textbook although it is necessary.

Conclusion

Based on the research' result that has been done, it can be concluded that the English textbook with the title 'English' published by the Ministry of Education and Culture, is already relevant to the competencies requested in the 2013 curriculum. However, there are still some things that deserve attention in some material lesson. such as vocabulary learning for students, glossaries for students that show how to pronounce English words and so on. This is very important, considering that this book has been distributed nationally at the SMA / MA / SMK / MAK level.

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