

# Textbook Analysis of English Electronic School Book for Grade X in Indonesian Context

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**Abstract**—The previous studies show that English electronic school book (BSE) was regarded as a well written book, but many teachers were reluctant to use it. This issue drove the researcher to do a study aimed at evaluating BSE based on the researcher's analysis and teachers' analysis to find its weakness for further development of the book. This study was conducted by using questionnaire and interview. There were four main sections analyzed: subjects and contents, sub-skills and skills, layout and physical makeup, and practical considerations. The analysis found that the book is well suited for teaching and learning process in Indonesia. In contrast, the teacher evaluated that the book could be used regardless of its weaknesses. The main difference in the researcher and teacher evaluation was in regard to the cultural contents of the book. The study suggests that students' opinions be necessary to inform the quality of the book.

**Keywords**—textbook analysis; BSE; class X

## I. INTRODUCTION

Textbooks play a very important role for the success of teaching and learning. Textbook/course book use in education are prominent. Almost all teachers bring textbooks to the class because textbook help them shape much of what happens in that classroom [1]. Textbooks are important because it contain and cover almost all aspect of the subject because it aims to provide as much as possible in one book so that it could serve as the only book which the learners necessarily use during a course [2]. Furthermore, Textbooks provide educational text, which can be used as source of the material. They provide objectives for the teaching process, so the teacher can choose which objective that will lead the learning process [3].

Gebhard state that there are 4 group of people that basically create EFL/ESL textbooks material used in classroom: publishing companies, government agencies, curriculum development teams at school level, and classroom teachers [4]. From those groups, the compulsory books used in Indonesia are made by the government. The Indonesian government has published *Buku Sekolah Elektronik* (BSE) or English Electronic Books. It is a kind of textbook which can be used by printing it or by using gadgets such as laptop or tablet to aid the teachers in their teaching and learning process.

According to the previous studies done by Khoerunnisa and Ansyar the BSE developed by the government has a good rating and can be used to fulfilled students need [5]. The study of Handayani also found that the texts material in BSE was readable and suitable for its level. This book was also written and revised by lecturers from various universities in Indonesia thus the book was expected to be well made [6]. Despite this, the result of pre-observation done by the researcher using interview found that BSE was not often used in classes and has to be complimented by other sources. From 12 teachers interviewed only 12.5% use the book as the main textbook and the other use it only as one of the book used while also using other books or sources.

Facing this situation, the researcher ought to answer the question, "What aspect of the BSE still need improvement?" This disparity between the BSE and teacher reluctance to use it, drove the researcher to do a study aimed to conduct an evaluation of the BSE for senior high school students class X by doing a textbook evaluation and compare the result with teacher evaluation of the book.

## II. LITERATURE REVIEW

### A. Textbook Use

Textbooks are important and play important role in teaching and learning process. Textbook help shaping the teaching and learning process, provide various material covering all important topic needed, and also providing exercise for practice and feedback. But, we still have to be aware that textbooks have its own advantages and disadvantages that we cannot easily change. These advantages and disadvantages compiled from Nunan and Hammer can be seen bellow [7,8].

Some of the major disadvantages are:

- Textbook cannot cater the diversity of needs in the classroom.
- Many textbooks rely on Presentation, Practice, and Production as their main methodology.
- Many textbooks have the same format that demotivate students and teachers.

- Textbook can sometimes be bland or culturally inappropriate.
- The adoption of certain course book series by the government ministry or educational authority is often fraught with controversy.
- Commercial publisher expends great deal of time and effort and money in promoting and securing contract for their materials.

The advantages are:

- The best commercial material fulfils and important teacher education function, and remove much of the burden and time involve in making new material from scratch.
- Textbook can help teacher in making their students engaged with the content they are dealing with.
- Textbook are often attractively presented.
- Some textbook is prepared with a syllabus, language control, motivating texts, audio cassettes/CDs and other accessories such as video/DVD material, CD-ROMs and extra resource material.
- Textbook provide material which student can look back for revision.

### *B. Textbook Analysis*

Every textbook has its own advantages and disadvantages we have to choose the right textbook, but how do we know if a textbook is good or suitable? We can choose the right textbook by conducting a textbook evaluation. The term 'Textbook Evaluation' refers to attempts to measure the value of materials. According to McDonough and Shaw there are two step of textbook evaluation: 1) Predictive Evaluation, where the teachers choose a textbook; 2) Retrospective Evaluation, where the teachers aim to identify the strengths and weaknesses of the textbook [9]. This study was employing the retrospective evaluation.

In doing textbook evaluation appropriate questions about the book should be ask, whether using open ended or close ended. As Cunningsworth said, "Effective evaluation relies on asking appropriate questions and interpreting the answers to them." [10]. By asking questions we will know the aspects of our textbook and able to make the appropriate judgment. We have to consider whether these aspect of textbook is good or not.

### III. METHOD

The BSE analyzed in this study was the one used in one of the school in Medan. This book was chosen because grade X are a crucial step as the starting point of leaning more advance form of English. This book was also the compulsory book for grade X thus textbook evaluation to make it better were needed. The teacher involved in this study was from a school in Medan. While this book can be used for SMA/SMK/MA, this analysis will focus on its use in general high school.

Since this study was aimed to analyze BSE for class X and its aspects base on researcher's and teacher's analysis the qualitative approach was implemented. Qualitative research gives priority to analyze data. The data in this study was analyzed in the form of description and identification or analysis of the textbook use and aspects. By using qualitative research, the researcher will be able to ascertain the strengths and weaknesses of the textbook and make suggestion for its development

In this research, the researcher collected the data by using closed-ended questionnaire and interview. The questionnaire and interview used was based on the ELT Course Book Evaluation Checklist made by Demir and Ertas [11]. They made the checklist by integrating various theories such as Cunningsworth, Celce-Murcia, Garinger, and many more. The evaluation checklist comprises 56 items under four basic sections: Subjects and Contents, Sub-skills and Skills, Layout and Physical Makeup, and Practical Considerations.

This checklist was chosen because it not only considers the intrinsic aspect of textbook but also the extrinsic aspect. For instance, it not only evaluates the content of the book and the skill taught but also evaluate things such as whether the textbook up to date, whether the weight and size of the textbook suitable and not burdening, whether the textbook integrate to technology, etc. It also evaluates the exercises for each skills and not only the generalization of all exercises. The checklist was also simpler than most because it only requires a yes/no answer and it has clear requirements for a good textbook. Which is, if the number of YES answers is more than 80%, the book is perfect for the situation. If between 60-80%, it can be used in your situation but needs adaptation. If below 60%, the book is not suitable for the situation.

### IV. RESULTS AND DISCUSSION

Overall the researcher analyzed the book as well suited for teaching and learning process in Indonesia at score 82.1%. But, according to teacher's evaluation the book was still lacking though can still be used. The score from teacher evaluation was 73.2%. The main difference in the researcher's and teacher's evaluation was regarding culture and kind of content the book. It was concerning that the teacher deemed the book did not contain any cultural aspect. Culture can be one of the reasons that make the lesson interesting. If the teacher unable to see any cultural connection, then the lesson will be less engaging because the students will think that it did not have any real connection with their lives.

There were four main sections analyzed: Subjects and Contents, Sub-skills and Skills, Layout and Physical Makeup, and Practical Considerations.

#### *A. Subject and Content*

There are 10 questions in this section, concerning the general content of the book. This sections analyze whether the content was challenging, interesting, and motivating. It also analyzes its cultural content, the appropriateness of the subject chosen, the understandability of the content and whether the content show how the language was really used in society.

Based on the researcher's evaluation, the general content of this book was well made. The content range from easy to hard to build the students' understanding. This kept the book interesting and challenging. This book was also filled with various interesting activities such as Chinese whisper, role play, who am I game, etc. These can keep students interested and motivated in their study. Moreover, there were many encouraging and wise words mentioned by many famous figures such as Les Brown, Mark Zuckerberg, Joel Brown, etc. in many part of this book. And according to teacher the content of this book was good, interesting, and also challenging, but sometimes the exercises was too hard and have to be skipped. This book was also unable to motivate the student even though the content were interesting but because the content was too general and didn't grab the students' attention.

Next in the evaluation of culture, the researcher deemed that the book did not contain any cultural inappropriateness nor any discrimination on race nor gender. This book was also able to present the culture of the local and the language learned. For example, this book mentions the Jepara carving, show picture of someone wearing batik, have texts about Indonesians' story, etc. but, from the picture the explanation about what Jepara carving was not clear. It only said Jepara carving is made in Jepara. But now Jepara carving can be made anywhere, the pattern and design are what important. It's better to give clear explanation rather than incomplete or wrong information.

On the culture of the language, it represents American English. We can see on the use of word such as 'favorite' not 'favourite' and the adding of 'man' or 'bro' at the end of someone sentence. We can also see their culture by how the language were presented, although many expressions were similar but some can still be differentiating. For example, in congratulating and complimenting the western people usually are direct and accept it boldly like the book shown, whereas Indonesian people tend to be humbler and beat around the bush in accepting congratulation or compliment. Even so, the teacher view that there was no cultural relation, whether local or for the intended language, present in the book. The teacher view that the book only shows general things without cultural context. He chose to say that the book was not culturally appropriate in a sense that no cultural context was involved in the book.

Lastly, the understandability and the authenticity of the book. There were various different subjects throughout this book tied with the curriculum. This book prepares many materials closely tied with the students' background. This book also present easy to understand material, fit with the level of the grade intended.

### *B. Sub-skills and Skill*

The skills talked in this part are reading, listening, writing, speaking, vocabulary, and pronunciation. All of these skills were present in the book, but the listening skill was severally lacking. There were only four listening exercises for two chapters, announcement and music, in the whole book. The teacher of course can work around the book and do a read aloud to present more listening exercises but this kind of

listening is not authentic. This book need to add more listening exercises link like shown below.

LINK 1: <https://www.youtube.com/watch?v=ujPidSx7Vus>

LINK 2: <https://www.youtube.com/watch?v=BI7RSN9MTyQ>



Fig. 1. Listening section in BSE for Class X.

Reading, writing, speaking, and vocabulary skills on this book have been presented quite well, the goals were clear, the materials were plentiful with many variety, there were enough exercises with various degree of difficulty, the activities can be done individually and in group, and the materials and sources were authentic. But according to the teacher the reading and the speaking materials did not have wide variety and connection with the students. The weakness of the vocabulary skill in this book was that it only talked and used in one chapter and did not use in varying context or situation and lack repetition.

The grammar skill in this book actually quite good, only that it did not use in the following chapter. Unfortunately, according to the teacher the explanation about grammar were confusing and hard to understand and need to be supplemented from other sources, it also did not help students in communication and was not presented systematically. But, from the book we can see that it was presented systematically, from showing sentences before the new grammar was implemented and then the explanation. The explanation also easy to understand with plenty of examples.

The teacher and researcher opinion about the pronunciation skill presented in the book were completely opposite. The researcher view that the pronunciation subject was only in the beginning of the chapter but the teacher argues that there was sufficient pronunciation subject and exercises. Even when there were no explicit exercises it can be made by asking the students to read aloud or speak in front of the class.

Regarding the sub-skill such as scanning, skimming, inferring meaning, listening to gist, etc. the researcher and teacher agree of the lack of its existence. For inferring meaning and listening to gist it might be caused by the disparity of ability needed to complete it. Those require higher level thinking and skill. But scanning and skimming can be done by lower level students, unfortunately none of such exercises were written explicitly, it depends on the teacher to prepare such exercises.

### *C. Layout and Physical Makeup*

The layout and physical makeup of this book was really good based on both researcher and teacher evaluation. The book printing quality was good and the size and weight was convenient but if the book was self-print or copied the quality may drop. The book layout and appearance look interesting and colorful. The book also contains enough pictures and table to help student understanding because the picture was informational. But some picture still has to be revise such as

the picture containing the explanation about Jeparu and the picture that show someone pointing right but the explanation says left. This book also has a detailed overview on what will be taught in each unit at the beginning of the book to help clear view of what they were going to learn in the following year.

#### *D. Practical Consideration*

This book was very practical, it was accessible, have online material, and can be integrated to technology. We can find it online and it usually provided in the school library, some materials also encourage use to use the internet for further study. It was also up-to-date, because this book newly revises and may be further revise to keep its up-to-datedness. Not only that, it addresses different learning style, encourage student interaction, flexible, appropriate with the current syllabus, fit the curriculum goal, have explicit objectives, and take into account that English was a foreign language for the student. There were various materials, method and activity in this books connected to our current curriculum. But unfortunately the book did not provide supplementary material, especially for listening purposes.

#### V. CONCLUSION

The book as overall was good and usable but it still lacking regarding the listening content and exercises. It also did not provide any supplementary materials such as CD, or tape. As such, this book still need revisions in listening aspect and picture. Giving links of material can make this book better. Teaching materials should not only come from textbook. And educators or even better the government can make a site containing possible materials for teaching and learning all skill. Not only just listening but reading, speaking, writing, pronunciation, vocabulary, inferring, etc. This site can act as

supporting material or extra lesson, to help both the educators and students. For further study the researcher suggest that we should not only compare the evaluation to teacher but we also have to compare the evaluation to student opinion, so we can build the book better.

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