

**THE EVALUATION OF ENGLISH TEXTBOOK *INTERACTIVE*
ENGLISH 1 FOR SEVENTH GRADE OF JUNIOR HIGH
SCHOOL PUBLISHED BY YUDHISTIRA**

THESIS:

**Presented as Fulfillment of the Requirement for the Graduate Degree of
Language Education Programme**



**By:
Nur Handayani
NIM: 1881100018**

GRADUATE PROGRAMME

WIDYA DHARMA KLATEN UNIVERSITY

2021

APPROVEMENT

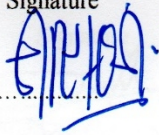

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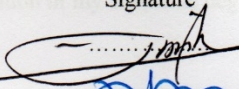

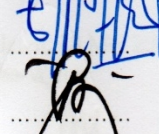

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Klaten, 18 Mei 2021

The Writer

Nur Handayani

DEDICATION

I dedicated my thesis work to my family and friends. A special feeling of gratitude to my beloved parents, Sudejo and Tumirah whose words of encouragement always keep me on fire. My sisters Eko Setyaningsih and Tri Setiarini who never left my side.

To my dearest husband, Danang Wijayanto who remains willing to engage with struggle and always give the best support for me. A very special thank you for your practical and emotional support as I added roles as wife and then a mother, to the competing demands of business, work, study, and personal development.

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MOTTO

If there is no struggle, there is no progress.

(Frederick Douglas)

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4. Dr. Hersulastuti, M.Hum., as the secretary of Graduate Program of Widya Dharma Klaten University and also as the first consultant. Thank you for the guidance, advice, suggestion and comment for the thesis;

Finally, the researcher is aware that this thesis is still far from being perfect and satisfactory. Therefore, the researcher expects the suggestion and criticism for improve of the research and make this research better.

Klaten, 18 Mei 2021
The researcher

Nur Handayani

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ABSTRACT

Nur Handayani, NIM: 1881100018. The Evaluation of English textbook Interactive English 1 for Seventh Grade Student of Junior High School Published by Yudhistira.

This study is aimed to find out (1) whether the English textbook entitled *Interactive English 1* meet the criteria of good textbook suggested by Education Bureau BNSP or not, and was it relevant to 2013 curriculum or not and (2) how are those criteria fulfilled by English textbooks entitled *Interactive English 1* and in what way were they relevant to Curriculum 2013 requirements.

This study refers to qualitative research that used evaluation checklist proposed by Education Bureau (2016) adjusted with BSNP and K13 curriculum to collect the data. The textbook was evaluated from 4 different aspects. They are content, presentation, lay out, and learning activity.

The result shows that the textbook fulfilled 87% of the sub aspects. In the content aspect, the textbook did not meet the term of current. In the aspects of presentation and lay out, the textbook fulfill all of sub aspects. And for the last perspective, the textbook was lack of chance in providing authentic materials and less stimulate students in their skill of thinking. Thus, the textbook does not meet all the criteria of good textbook by Education Bureau. The textbook does not comprehensively represents the feature of K13 curriculum.

Keywords: Textbook; Textbook Evaluation; Content Analysis.

ABSTRAK

Nur Handayani, NIM: 1881100018. Evaluasi Buku Teks Bahasa Inggris Interactive English 1 untuk Kelas Tujuh Sekolah Menengah Pertama Yang Diterbitkan oleh Yudhistira

Penelitian ini bertujuan untuk meneliti (1) apakah buku teks Interactive English 1 memenuhi kriteria buku teks yang dikemukakan oleh Education Bureau atau tidak dan apakah buku teks tersebut sesuai dengan kurikulum K13 atau tidak, dan (2) bagaimanakah kriteria tersebut terpenuhi oleh buku teks Interactive English 1 serta bagaimana relevansinya terhadap kurikulum K13.

Penelitian ini merupakan penelitian kualitatif yang menggunakan ceklis yang dikeluarkan oleh Education Bureau (2016) yang disesuaikan dengan BSNP dan Kurikulum 13. Evaluasi buku teks ini dilakukan dengan berfokus pada 4 aspek, yaitu konten, presentasi, bahasa dan cakupan serta kedalaman materi.

Hasil penelitian menunjukkan bahwa buku teks tersebut bisa dikategorikan sebagai buku teks yang bagus sehingga dapat digunakan dalam pembelajaran Bahasa Inggris. Buku teks memenuhi 87% dari seluruh sub aspek evaluasi. Dalam aspek konten, buku teks tidak memenuhi kriteria keterbaruan. Dalam aspek presentasi dan bahasa, buku teks tersebut memenuhi semua kriteria. Dan dalam aspek terakhir, buku teks tersebut kurang dalam menyajikan materi yang autentik dan kurang menstimulasi siswa dalam kemampuan berfikir. Jadi dapat disimpulkan bahwa buku teks tersebut tidak memenuhi seluruh kriteria buku teks yang baik menurut Education Bureau dan kurang merepresentasikan kurikulum K13

Kata Kunci: Buku Teks, Evaluasi Buku Teks, Analisis Isi

CHAPTER I

INTRODUCTION

This chapter gives an overview of the background of the study, the identification of problem, limitation of the problem, formulation of the problem, the objectives of study, the significance of study, the scope and limitation of the study and the definitions of key terms.

A. Background of the Study

People use language to communicate with others in their daily life. As social being, people need the others, they interact to express their existence, need, opinion, and so on. Language becomes very essential in life since we can understand others' feeling, idea, and opinion through language. In this world, we have known that English is crowned as the international language. By mastering English, people may have a better chance in life, such as better opportunity in career and education, survive in countries with English as the main language in communication, etc. Thus, it is very useful to people for mastering English. The effort of people to learn English is supported by the government through formal education. The study of English take a important place in Indonesia's educational curriculum.

In Indonesia, the position of EFL (English as Foreign Language) is developed from only for communication to the subject to be learned in school. The ministry of education has lately launched K13 curriculum that is considered as integrated curriculum. It is designed to create students become active and creative to search and get the knowledge from any sources

instead of passively receiving knowledge from teacher. K13 curriculum focuses on the balance achievement of skill, knowledge, and attitude. The government wants to build student's character through education.

Education as an important aspect in life, exists in many kinds and forms of approaches. It can be in the form of oral, written, and visual approaches. The examples of oral form are discussion, demonstration, debates, etc. In the written form, there are essays, narrative, report, research paper, etc. And visual form is including pictures, maps, charts, TV, newspaper, internet, etc. A textbook is believed to be a tool of education that covers most of those approaches. Textbook contains a combination of text, illustration, and other resources which support the stakeholder in achieving the goal of education (Musteata, 2011). The use of textbook in school seems to be an obligatory tool to deliver the material. All subjects in every school in Indonesia use textbook as the main manual in education.

In Indonesia, the quality standard of textbook is monitored by the relevant institution. There are some rules and criteria of suitability in composing text book. According to Badan Standar Nasional Pendidikan (BSNP), textbook should fulfill the four criteria of a good textbook; content, language, presentation, and graph. In general, before a textbook is launched and used, it will be monitored and checked by BSNP. Besides BSNP, some experts also proposes various criteria of good textbook. In the real situation, there are several textbooks which are not appropriate for the students. Some issues are appeared related to the content of textbook. Furthermore, in certain

cases, the language used in textbook is sometime inappropriate with the level of students' comprehension. Therefore, teacher should be careful in choosing textbook.

English as one of obligatory subject in Indonesia also need a textbook to help the students comprehend the material. It can not be deny that most of teachers take or compose their material in teaching from textbook as an instructional media. According to Syaiful (2017), textbook becomes very important because of several reasons. First, textbook is obtainable. People can get many kind of textbook in the market. Considering the varies textbook from many publisher, people should be selective in choosing the good textbook. Second, the availability road map of textbook helps teacher to prepare the lesson and it can be modified appropriately according to student's need.

There are a lot of textbooks can be used in leaning. Even the government has already create an official textbook for every grade of students, many authors still release their textbooks. And many schools in this country are interested on them. In EFL (English as Foreign Language classroom, an English text book holds important role for both student and teacher. Harmer (2007) argues that engaging students with the content they are going to deal with is the most essential aspect of textbook. In Indonesia, textbook is designed by the publisher according to the curriculum. When the National Education Department launches a new curriculum, the publishers will creating pr developing a new textbook regarded to the newest curriculum.

Even in this digital era, textbook is considered as the main component of curriculum in Indonesia.

Considering the important role of textbook, people who are engaged in education have a great prospect on it. In general, textbook is expected to be relevant with the real life, easy to understand, and also inexpensive. Teachers expect textbook to provide sources in teaching, creative content, interesting topics, fun exercises, and practical assessment. Parents want textbook contains material that is easy to understand, related to the real life and current situation, and the most important is, cheap. The students enjoys their textbook if it full of interesting topic which is related to the newest and popular issue. The publishers expect their textbook to be good in quality and well accepted by the teacher, student, and parent.

However it is not easy to determine a textbook that meets those expectations, especially English textbook. As the result, people need to conduct a research in order to evaluate or analyze a textbook so that we can choose the appropriate textbook which support the process of learning for both the teacher and the student. This is in line with the view of Choppin (1992) cited in Musteata (2011) that believes textbook shifts its role in education. It is not only as a tool in teaching, but also become a source of research. The main goal of textbook evaluation is to figure out the strength and the weakness of the textbook. Thus, textbook evaluation or analysis should become a part of the development of our educational system.

There are several number and varieties of English textbook adopted by the school to support the learning process. Some of them are *Interactive English 1, 2, and 3* published by Yudhistira. These books are used by the students in every grade in SMP Muhammadiyah 7 Bayat. Yudhistira is a well known publisher in Indonesia, that's why these books must be well prepared to be launched. Even though these books are well prepared, they might have weakness too. Therefore in this research, the researcher evaluates whether these books meet the goal, syllabus, and other aspects or not. The researcher focuses on the book for the 7th grade. In other word, the researcher evaluates if that book can be widely used or not.

B. Identification of the Problem

Based on the background above, the researcher identifies some problems.

They are:

1. There are many English textbooks offered to support ELT.
2. The textbooks might not meet the criteria of good textbook.
3. The textbooks might not represent the features of K13 curriculum.

C. Limitation of the Problem

This study is centering to the analysis of textbook *Interactive English* for 7th grade student of Junior High School. These textbook are published by Yudhistira. In this study, the researcher takes data from materials in the textbook and do an analysis about the materials of the textbook to find out whether the textbook fulfill a good criteria of a good English textbook or not. This study will help teachers who have difficulties in analyzing the English

textbook by providing a simple format for English textbook analysis. In deciding whether the textbook here fulfill the criteria of a good English textbook based on materials evaluation on the textbook, the researcher analyze the textbook using theories proposed by Education Bureau adjusted with BSNP and K13 curriculum.

D. Formulation of the Problem

Based on those explanation above, the research questions of this study are:

1. Does the English textbook entitled *Interactive English 1* meet the criteria of good textbook suggested by Education Bureau and BNSP and were they relevant to 2013 curriculum?
2. How are those criteria fulfilled by English textbooks entitled *Interactive English 1* and in what way were they relevant to Curriculum 2013 requirements?

E. Objective of the Study

Based on the problem statement, the objectives of this study are:

1. To find out whether the English textbook entitled *Interactive English 1* meet the criteria of good textbook suggested by Education Bureau BNSP or not, and was it relevant to 2013 curriculum or not.
2. To find out how are those criteria fulfilled by English textbooks entitled *Interactive English 1* and in what way were they relevant to Curriculum 2013 requirements.

F. Significance of the Study

According to the research study, the writer could provide an information on the content of the textbook and the criteria of a good English textbook. Further, the researcher analysis an English textbook to know the quality of the English textbook. This study will be beneficial for the following parts

1. Theoretically, this research provided beneficial and referential contributions in giving general knowledge of the way to evaluate English instructional materials.
2. Practically, the result of this study will be beneficial to;
 - a) For the researcher, the research could give a practice in developing her knowledge and skill in evaluating English textbooks.
 - b) For English teachers, the result of the study may provide helpful information in selecting and evaluating good textbooks before making decision to use it in classroom practices.
 - c) For other researchers, the research could give general knowledge of how to evaluate textbooks or other forms of English instructional materials. The research also could be used as the foundation for the next research.

G. Definition of Key Term

1. Content analysis

The term 'content analysis' can be defined as the summarizing and reporting written data process – the main contents of data and their messages (Cohen, 2007). In this research, content analysis is a method

and data collection technique used to summarize and analyze the English textbook entitled *Interactive English 1*.

2. Textbook

A textbook is one of the many kinds of instructional materials used in learning. The textbook is usually succinctly written, tightly organized, and greatly condensed (John, 2007). In this research, English textbook is defined as an instructional material in English textbook entitled “Interactive English” for the 7th grade used in learning English in Junior High School.

3. K13 Curriculum

Orientation of 2013 curriculum is the achievement of balancing competence between attitude, skill, and knowledge. In this research, curriculum include the concept of integrated curriculum (Poerwati ,2013).

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This research discusses a content analysis of English textbooks for first grader of Junior High School using the criteria proposed by Education Bureau. Thus, this research is aimed to find out were those criteria fulfilled or not by this textbook and in what way the textbooks were relevant to K13 curriculum. Based on the results obtained from the evaluation, the following conclusions are drawn.

A. **Conclusion**

The study has attempted to evaluate an English textbook for 7th grade student of Junior High School. The study evaluated the textbook in the terms of content, presentation, language, and learning activity. It is essential to conduct textbook evaluation since the selection of textbook determines the succeed of ELT. According to the findings and discussions, the textbook is 87% meet the criteria of good textbook proposed by Education Bureau adjusted with BSNP and K13.

In detail, the textbook covers most of the sub aspects of content. In the term of presentation, the textbook arrange it's layout in good order. The font, space, margin, illustration are suitable for the ease of reading and comprehensible. Third, the textbook uses proper language for the students so that it helps the process of learning easier. The textbook provides learning activities that give chance for students to make use of language variously. Lastly, the textbook is fair in the term of learning activity since the textbook does not motivate and stimulate students in thinking deeply and creatively.

Thus, in deep view, the textbook does not meet all of the good textbook criteria proposed by Education Bureau. In addition, the relevance of textbook and K13 curriculum is not comprehensively relevant.

B. Implication

Implications are drawn from the research finding. It shows that *Interactive English 1* is classified as a good textbook according to Education Bureau criteria. It implies that the textbook can be widely used to teaching and learning English on seventh grade student. In the content aspect, the textbook is labeled as good since it reaches 91%. It implies that the content of this textbook is appropriate to be used as the main source of teaching and learning English. In the term of presentation, the textbook attains 100% so that can be categorized as good. It implies that the reader of the textbook can read the textbook without any disruption so that it helps the reader understand the content easily.

The textbook uses good language because the findings shows that it got 94% of the whole language criteria. It implies that the textbook is comprehensible for the reader. By using a good language to deliver the material, the reader will be more effortlessly understanding the learning material. In the aspect of learning activity, the textbook is classified as sufficient. It is lack of facilitating student to think creatively and deep processing of thinking. It implies that the user of the textbook need to search more activity or practices that train their thought to think critically and creatively.

In the context of the textbook relevance with the K13 curriculum, the finding shows that the textbook is not comprehensively relevant. The textbook is relevant with K13 curriculum in the term of encouraging students to actively integrate to the learning activity, it also attaches character building. The criteria that are not fulfilled by the textbook related to K13 states the textbook must facilitate students to think creatively and deep processing. In addition, the questions must be categorized in HOTS skill. It implies that the textbook is less represents the features of K13 curriculum.

C. Suggestion

Based on the finding of the study which reveal that the textbook is good, it can be inferred that the textbook is acceptable to use in ELT. The researcher has some suggestions related to the subject of this study as follow:

1. For teacher

For the teachers who will use this textbook, they should provide authentic and current materials for additional learning material and arrange the more activities that stimulate students' thinking skill. Furthermore, teachers have to creatively make use the content of textbook to imply the moral value during the learning activities.

2. For students

Students who use *Interactive English 1* as the tool of learning English, they need to be active to search information as much as they can so that they will be rich of knowledge and learning experience.

3. For other researcher

The research is actually still far from being perfect. The researcher suggests to the next researchers who want to analyze this book to

continue searching and finding more details about the content of this book. Another suggestion is given to the future researcher who wants to conduct studies on the topic of textbook evaluation that they should be more careful in adapting textbook evaluation criteria. The criteria must be suitable with the textbook, which is going to be analyzed

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