



An Analysis of Textbook “When English Rings a Bell” for Junior High School Grade Eight

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Abstract

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Abstract

Textbooks are an important learning tool in the education system. It becomes more important when English is learned as a foreign language like in Indonesia. As a language learned other than the mother tongue, most likely English is only learned by Indonesian students in the classroom. As a result, English textbooks have the potential to be students' only access to language in the classroom. The purpose of this study was to find out whether the book "When English Rings a Bell" for the eighth grade of junior high school is by the criteria (Education National Standard Council) BSNP. In this study, researchers used methods of content analysis, presentation analysis, language analysis, and graphic analysis based on BSNP (National Education Standards Board) which focuses on language characteristics as communication by paying attention to text content. This research instrument is a document. Researchers will focus 13 chapters on grade VIII junior high school. Then a check is carried out using the suitability check of textbooks based on BSNP (Education National Standard Council). The result of this study, the quality of the "When English Rings a Bell" textbook for the eighth grade of Junior High School based on the Education National Standard Council (BSNP) is good. There are 4 elements, these are content eligibility, presentation eligibility, language eligibility, and graphic eligibility. But, for the content eligibility element side, not all items of its indicators are fulfilled clearly. Just for KD and KI there are not found in this textbook.

Keywords: Textbook Analysis, Checklist, Content Analysis, BSNP.

1. INTRODUCTION

Textbooks are a crucial learning tool in the educational system. Textbooks are books that students use to assist learning activities that provide descriptions of specific material that is ordered systematically with a specific objective. [1] According to Cunningsworth (1995), textbooks can be a useful tool for self-directed learning, a good source of presentational material, a source of ideas and activities, a student reference book, a syllabus that reflects pre-established learning objectives, and a source of support for less seasoned teachers who are still developing their confidence. [2] The existence of textbooks has an impact on supporting the teaching and learning process. Textbooks are an important factor in successful learning. It can develop students' abilities. Teachers and students can use textbooks as a source of learning. From the textbook, they get knowledge and exercises.

English Language Teaching (ELT) textbook plays a very important role in language classrooms. It becomes more important when English is studied as a foreign language as in Indonesia. As a language studied other than the mother tongue, English is most likely only studied by Indonesian students in the classroom. Consequently, the English textbook was potentially been the only student access to language in the classroom. Since textbooks provide information on curricula, teaching strategies, and teaching resources, teachers typically use them as a guide during the teaching and learning process. [3]

Every teacher who teaches in the classroom in carrying out the learning process can not be separated from the book. A textbook, as defined by the Oxford Learners Dictionary, is a book that is used primarily in schools and colleges by teachers of a certain subject. [4] Textbooks are a resource; they can be printed or soft file forms. A textbook is a type of instructional material that is usually printed out and has both written text and visual components that are intended to help students meet pre-established learning objectives. [5] Schoolbooks, however, are constructed as educational tools. Materials are arranged in many tools; the textbook is created as a tool of learning.

Textbooks and learning materials have the power to transmit knowledge, build skills, and shape the way learners interact with the world. It means that the textbook will fulfill knowledge, skills, and activities. Teachers' success in putting the learning process into practice is greatly impacted by their selection of high-quality resources to aid in the teaching and learning process. [6] The textbook is a tool, and the teacher must know not only how to use it, but how useful, it can be. As a tool, the textbook was expected to be a useful source of guidance teaching. Textbooks, an informatively methodical tool for managing high vocational education, enable science and related educational disciplines to communicate. The basic purposes of the textbooks are to facilitate the system transfer of necessary scientific knowledge in a form that is accessible and understandable to students; to create ways to absorb and fix educational material, and to develop students' abilities and skills in research activities and worldview. [7]

Textbook analysis is the systematic analysis of the text materials including the structure, the focus, and special learning assists. Consequently, textbook analysis should be conducted from a comprehensive, situated perspective. In contrast, Tomlinson (1998) sees materials assessment, or textbook evaluation, as an action research method that advances our knowledge of the functioning of teaching resources, in this case, textbooks. Nonetheless, it appears that the evaluation of instructional materials aids in the professional development of teachers by giving them a critical eye and empowering them to examine instructional materials from an intellectual standpoint. [8] A textbook is a text of materials that can be analyzed to find the meaning, values, and learning practice. The purpose of the textbook analysis was to measure the quality of the textbook itself based on analyzed categories.

Analyzing textbooks there are several ways, one of which is analyzing textbooks based on BSNP. About the textbook assessment, the Education National Standard Council (BSNP) has developed a textbook assessment instrument. This instrument is used to determine the eligibility of a textbook to be categorized as a standard book. According to BSNP, qualified textbooks are required to meet the four elements of eligibility, which are content feasibility, feasibility of presentation, language feasibility, and feasibility of graphics. The four elements of eligibility are outlined in the form of fairly detailed indicators and teachers/students can apply them. For textbook appraisers, this instrument can be used as a basis for development /textbook writing so that the results do not deviate from the hope of BSNP. For teachers, students, and the general public this instrument can be used to learn at the level of a particular educational unit.

2. RESEARCH METHODS

Content analysis was used in this study. Anderson (2007) described content analysis as being relevant to a variety of studies, including language studies, which are concerned with classifying, tabulating, and evaluating the content of a particular subject. [9] In this research, the researcher used the textbook *When English Rings a Bells* for Junior High School Grade Eight as a research subject. It is published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. The researcher used content analysis, presentation analysis, language analysis, and graphic analysis based on the BSNP (Education National Standard Council) focused on the characteristics of language as communication with attention to the content of the text. The instrument of this research is a document. Recommendations for documentation studies may include the types of relevant documents, data collection methods, and elements to be aware of when analyzing documentation data. [10] The researcher used to check the suitability of the textbooks based on BSNP in this research. A checklist is a tool used by English Language Teachers (ELTs) to assess textbooks and other language teaching materials. [11] The researcher would focus on 13 chapters as present of eighth-grade junior high school. Then they would be checked by using the suitability of the textbooks based on BSNP (Education National Standard Council).

3. RESULTS AND DISCUSSION

The quality of the *When English Rings a Bells* textbooks for grade VIII students was evaluated in this study using the National Standards Council's criteria for good BSNP (Education) textbooks, which are composed of four elements: Content Eligibility, Presentation Eligibility, Language Eligibility, and Graphic Eligibility.

Table 1. Results of checking the suitability of textbooks based on the Education National Standards Board (BSNP)
Content Eligibility as the First Instrument

Sub Components	Items	S	US
The compliance with the material description KI and KD	1. The completeness of the materials 2. The broadness of material 3. The deepness of material	 ✓ ✓	✓
The supporting of learning materials	4. The accuracy of the concepts and definitions 5. The accuracy of the principles 6. The accuracy of the Procedures 7. The accuracy of the examples, facts, and illustrations 8. The accuracy of the tasks or questions	 ✓ ✓ ✓ ✓	✓
The supporting of learning materials	9. Compliance with technological developments 10. The currency of features, examples, and references 11. Reasoning 12. The problem solving	✓ ✓ ✓ ✓	

	13. The linkage between the concepts	✓	
	14. Communicative	✓	
	15. Application	✓	
	16. The attractiveness of the materials	✓	
	17. They encourage seeking further information	✓	
	18. Enrichment	✓	

Note of abbreviation for the table above:

S: Suitable

US: Unsuitable

Checking the sub-components above reveals that the learning materials meet high standards for comprehensiveness, accuracy, and relevance. The information not only thoroughly covers a wide range of topics, but it also clearly presents concepts, definitions, and principles. Furthermore, the material supports deep knowledge with correct examples, facts, and illustrations. Not only that, but instructional materials keep up with technological advances and include current features and references. This not only makes the content more relevant, but also promotes the development of reasoning, problem-solving skills, and the application of concepts in many circumstances. In addition to giving comprehensive knowledge, the material encourages students to seek more information and offers supplemental material to strengthen understanding. Overall, these learning materials can be considered feasible and effective in supporting a holistic and continuous learning process.

Table 2. Results of checking the suitability of textbooks based on the Education National Standards Board (BSNP) of Presentation Eligibility as the Second Instrument

Subcomponents	Items	S	US
Technical of the presentation	19. Systematic presentation	✓	
	20. Regularity of presentation	✓	
	21. Balance between chapters	✓	
Learning presentation	22. Student-centered	✓	
	23. To develop process skills	✓	
	24. To pay attention to safety aspects		
	a. This activity serves to develop safe process skills carried out by students	✓	
	b. Observation, investigation, exploration, and investigation	✓	
	c. Contextual issues		
	d. Making students think critically,		

	<p>e. creatively, and innovatively To load a live activity</p> <p>f. Presentation variations</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
The supporting of learning materials	<p>25. Introductory part:</p> <p>a. Foreword</p> <p>b. Instructions for use</p> <p>c. Table of contents</p> <p>d. List of symbols or notation</p> <p>26. Content section:</p> <p>a. Figures, illustrations, or tables are presented</p> <p>b. References or sources</p> <p>c. Present proportional tasks in each chapter</p> <p>d. Summary</p> <p>27. Concluding parts</p> <p>a. References literature list</p> <p>b. Index subject</p> <p>c. Glossary</p> <p>d. Instructions</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

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The results of the textbook conformity check with the National Education Standard (BSNP) show that the book meets the requirements. Technically, the textbook is presented systematically with consistency and balance between its chapters. The book successfully concentrates on students building process skills and pays sufficient attention to safety aspects when using learning presentations. In addition, various learning activities, such as observation, research, and exploration, help students understand the context and encourage them to think critically, creatively, and innovatively. The introductory part, the clear material presented, and the closing of the book also help the learning material. Therefore, the textbook meets the technical requirements and supports a broad and diverse learning experience according to BSNP standards.

Table 3. The result of checking the suitability of the textbooks based on the Education National Standart Council (BSNP) of Language Eligibility as the Third Instrument

Subcomponents	Item	S	US
Compliance with the student's development level	28. Compliance with the level of students' intellectual development	✓	
	29. Compliance with the level of social-emotional development	✓	
The accuracy of the material	30. Message legibility	✓	
	31. The precision of language rules	✓	
The chronological and unity of mindset/idea	32. The chronological and integration of each chapter	✓	
	33. The chronological and integration of inter-paragraph	✓	

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The results of a textbook evaluation on Language Eligibility as a Third Instrument show that most textbooks meet many of the educational standards set by the board. The textbook meets standards for both assessed subcomponents, intellectual development and social-emotional development. This shows that the content matches the intellectual abilities and emotional maturity of students, thus having a positive impact on their overall learning experience. For the accuracy of the material, the textbook meets the requirements of message readability and accuracy of language rules. That is, the material is presented clearly and easily understood with due observance of the correct use of language and grammatical rules, which is very important for students to understand the concepts effectively. Then the textbook meets the requirements for chronological integration of mindsets and ideas. Integration within each chapter and between paragraphs meets the standard. This shows that the content is well organized and logically structured, which helps students keep up to date with concepts and ideas present in the textbook.

Overall, the evaluation shows that the textbook is appropriate to meet educational standards and provide coherent and effective learning resources for students.

Table 4. The result of checking the suitability of the textbooks based on the Education National Standart Council (BSNP) of Graphic Eligibility as the Fourth Instrument

Subcomponents	items	S	US
Book size	34. conformity with ISO standard book size 35. conformity with the size of the material contents of the books	✓ ✓	
Cover design 1. Layout 2. Typography 3. Using of letter	36. The composition and size of the layout 37. The harmonious color of the layout elements 38. The letters used interesting and easy-to-read 39. The letter size of the title of the book cover is more dominant 40. The color of the book title contrasts with the background color 41. Do not use too many combinations of fonts 42. Do not use an ornamental font and typeface	✓ ✓ ✓ ✓ ✓ ✓	
Book content design	43. Mirroring the contents of the book 44. The harmony of the layout	✓ ✓	

	45. The completeness of the layout	✓	
	46. Understanding the power of the layout	✓	
Book typography	47. Simplicity typography	✓	
	48. Power of legibility	✓	
	49. Understanding facilitate typography	✓	
Illustration	50. To clarify and facilitate understanding	✓	
	51. The attractiveness of content illustration	✓	

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Based on the results of the application in Table 4, this book can be used to illustrate the criteria that have been established according to the Education National Standards Council (BSNP) for Graphic Design as a Key Instrument. First, about book size, book size already complies with ISO standards and the contents that are present in the book. Subsequently, book cover design has already taken into account standard layout, typography, and font size. The book's arrangement is also well-designed, harmonious, comprehensive, and facilitates the understanding of the material by the reader. Additionally, the typeface used for books is straightforward, easy to read, and facilitates comprehension for readers. Finally, the illustrations included in this book also serve to clarify and facilitate understanding while arousing the reader's curiosity. Therefore, this book can be interpreted as being appropriate for use based on the Stock Criteria in BSNP.

Three components consist of content eligibility: (1) conformity with the material description of competency standards (SK) and basic competencies (KD) contained in relevant curriculum subjects; (2) accuracy of materials; and (3) learning support materials. In this textbook, the researcher did not find subcomponent number one which is by the material description of the competency standards (SK) and basic competencies (KD) contained in the relevant curriculum subjects. KD, which is derived from KI, is the competency of each subject for each class. KD is the substance or competency that students need to master. It is made up of attitudes, knowledge, and abilities drawn from KI. These skills are formed by considering the attributes of a subject, the characteristics of students, and starting abilities. [12]

The researcher used the Grade Eight Junior High School textbook, "When English Rings a Bell." This publication is issued by the Center for Curriculum and Bookkeeping, Balitbang, and Kemdikbud. One of the well-known publishers of learning textbooks is this textbook. A book written by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah came out in 2014 and 2019.

Over two semesters, this textbook consists of thirteen chapters. There are six chapters in the first semester and seven chapters in the second semester. In addition, regarding the accuracy of the material based on the authors, the research shows that the "When English Rings a Bell" textbook is accurate to avoid misunderstandings, precisely defined concepts, definitions, and principles are formulated to support the achievement of the textbook's objectives. Harmer (2007) states that textbook instructions should meet two requirements. First and foremost, the directions must be precise and explicit. Secondly, the instructions must be written in a language that the student can comprehend. [13]

The theories of competency-based curriculum and "education based on the standard" (also known as standard-based education) served as the foundation for the development of the K–13 curriculum. [14] However, since the junior high school uses Curriculum 2013, there are no Competency Standards, but only Core Competencies. In addition, examples, pictures, conversations, and facts are presented accurately so that students do not only understand the material verbally. In the textbook, concepts are presented through pictures and dialogs. In addition, there are many practice materials consisting of descriptions and exercises, as well as well-delivered tasks. According to Tomlinson (2012) asserted that a textbook contains both exercises and instructional materials. [15] All these materials are communicated from the beginning with instructions or notices so that understanding the intent and purpose of the materials or tasks is clear and easy to do. A textbook is a type of educational material that is usually printed out and contains both written text and visual components that are intended to help students meet pre-established learning goals. It spreads the knowledge, abilities, and attitudes specified in the curriculum and supports the teaching process. [5]

4. CONCLUSION

The quality of the "When English Rings a Bell" textbook for the eighth grade of Junior High School based on Education National Standard Council (BSNP) is good. There are 4 elements, these are content eligibility, presentation eligibility, language eligibility, and graphic eligibility. But, for the content eligibility element side, not all items of its indicators are fulfilled clearly. Just for KD and KI there are not found in this textbook.

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