

LINGUISTIC FEATURES AND PRESENTATION OF MATERIALS ON ENGLISH TEXTBOOK “WHEN ENGLISH RINGS A BELL” BASED ON BSNP

Hilda Zubaidah¹, Supeno²

^{1,2}English Education Program, Faculty of Language and Arts, Universitas Indraprasta PGRI

¹*hildazubaidah@gmail.com*

Abstract

Textbooks play an important role in teaching and learning activities in language programs. Because of the various textbooks provided, textbook analysis is seen as an important thing to be conducted in order to find out how the components of the textbook are served. This study aims to investigate to what extent the English textbook entitled “Bahasa Inggris: When English Rings a Bell” for eighth-grade students meet the criteria of BSNP (linguistic features and presentation of materials). The linguistic features consist of language appropriateness while the presentation of materials consist of content appropriateness, presentation appropriateness, and graphic appropriateness. This study was descriptive qualitative approach. The instrument used to collect the data is the textbook and the document study used in the form of a checklist from the framework. A checklist was made adopted from BSNP (2011) framework. The results of this study showed that textbook entitled “When English Rings a Bell” for Eight Grade is suitable to be used in teaching learning process. The textbook achieved the fulfillment score language appropriateness (100%), content appropriateness (81.25%), presentation appropriateness (88.89%), and graphics appropriateness (97.64%). Then, the English textbook When English Rings a Bell for VIII Grade is categorized into “good” textbook by achieving the score of 95.07%. Thus, it can be concluded that textbooks are suitable to be used in order to help the teaching learning process in the classroom with the help of other sources and teacher improvisation. Since the textbook is used as the main source of teaching and learning English, the researcher recommend that teachers should be creative and innovative in adapting textbook in their teaching process as the limitation of the materials contained in the book

Keywords: School textbook, analysis, BSNP criteria

Abstrak

Buku teks memegang peranan penting dalam kegiatan belajar mengajar dalam program bahasa. Dari berbagai buku ajar yang tersedia, analisis buku ajar dipandang sebagai hal yang penting dilakukan untuk mengetahui bagaimana komponen-komponen dalam buku ajar disajikan. Penelitian ini bertujuan untuk mengetahui sejauh mana buku ajar Bahasa Inggris berjudul “Bahasa Inggris: When English Rings a Bell” untuk siswa kelas VIII memenuhi kriteria BSNP (fitur linguistik dan penyajian materi). Ciri linguistik terdiri dari kesesuaian bahasa sedangkan penyajian materi terdiri dari kesesuaian isi, kesesuaian penyajian, dan kesesuaian grafis. Penelitian ini merupakan penelitian kualitatif dengan pendekatan deskriptif. Instrumen yang digunakan untuk mengumpulkan data adalah studi dokumen yang digunakan dalam bentuk checklist dari kerangka kerja. Checklist dibuat dengan mengadopsi framework BSNP (2011). Hasil penelitian ini menunjukkan bahwa buku teks berjudul “When English Rings a Bell” untuk Kelas VIII layak digunakan dalam proses belajar mengajar. Buku ajar tersebut mencapai skor pemenuhan kesesuaian bahasa (100%), kesesuaian isi (81,25%), kesesuaian penyajian (88,89%), dan kesesuaian kegrafikaan (97,64%). Kemudian, buku ajar Bahasa Inggris When English Rings

a Bell kelas VIII termasuk dalam kategori buku ajar “baik” dengan perolehan skor 95,07%. Karena buku teks digunakan sebagai sumber utama pengajaran dan pembelajaran bahasa Inggris, peneliti merekomendasikan agar guru harus kreatif dan inovatif dalam mengadaptasi buku teks dalam proses pengajaran mereka karena keterbatasan materi yang terkandung dalam buku.

Kata Kunci: Buku teks sekolah, analisis, kriteria BSNP



Creative Commons Attribution 4.0 International (CC BY 4.0)

INTRODUCTION

Textbooks play an essential role in language learning and teaching. It is useful for both students and teachers. Textbooks may provide the major source for students aside from the input given by the teacher and can be considered as one of the many resources that teachers can use to create effective lessons (Richards, 2011, p. 56). Teachers usually use textbooks as guidance in teaching and learning process since they give them information about syllabi, teaching methodologies, and materials to be taught (Fatima et al., 2015, p. 10). It also helps teachers understand, follow, and achieve the goal of the curriculum (Mukundan et al., 2011, p.115). Textbooks are the main sources that can convey knowledge and information to learners in an easy and organized way (Ahour & Ahmadi, 2012, p. 33). Since the textbook

provides them with explanations about the materials and exercises, so the students can study better by themselves. Therefore, textbooks really have an important role for teachers and students in the teaching and learning process.

The Indonesian government puts English in education system as foreign language, has provided English textbooks for junior and senior high school. As stated, before the textbook provided has to be suitable with the curriculum used in the education system, in this case, it is 2013 Curriculum. The government has published a lot of series of English textbooks as the main resource in order to succeed the 2013 Curriculum in EFL classroom. As for eighth grade student, the textbook used in the classroom is “Bahasa Inggris: When English Rings a Bell”. It means that all eighth-grade students in public schools in Indonesia is required to use “*Bahasa Inggris: When English Rings a Bell*” in English classroom.

Although the government has published textbooks, textbook analysis is seen as an important thing to be conducted. The result of the analysis process will be the materials used to evaluate textbooks. The analysis process, the textbook will be analyzed based on the criteria of a good textbook. Good English textbook is not only presented in a good graphics. The linguistic features and the presentation of the materials also have to be considered. Some criteria have been created by the experts in order to evaluate textbooks. Those criteria are introduced by many experts, for instance, Sheldon (1988), Cunningsworth (1995), Jahangard (2007), and Harmer (2007). In addition, Indonesia government has created an institution named Badan Standar Nasional Pendidikan (BSNP) that evaluates the quality of textbook used in education system. BSNP has some criteria to determine the appropriateness of the elements in the textbook used in the learning process. And it has been determined that the textbook must have all the appropriate elements, those are: content, presentation, linguistics, and graphics.

This study aims to investigate to what extent the English textbook entitled “Bahasa Inggris: When English Rings a Bell” for eighth grade students meet the criteria of BSNP (linguistic features, content, presentation, and graphics). Although, this book is published by the Ministry of Education and Culture. The book has been designed by the designated team, but in practice, it turns out that there are several adjustment components in the context of learning with the curriculum and school rules, then the level of effectiveness of these guidelines is examined by this research. Thus, the researcher decided to conduct an analysis on them.

RESEARCH METHOD

This study used descriptive qualitative approach in order to analyze English textbook for eighth grade students published by Ministry of Education and Culture entitled “Bahasa Inggris: When English Rings a Bell”. It was carried out by using qualitative research design since the qualitative method focuses on understanding social phenomena and providing rich verbal descriptions of settings, situations, and participants (Ari et al, 2010). The writers employed document study as the instrument. Therefore, the data were carried out by deep analysis to the English textbook. This study used the document from English textbook used for eighth-grade students entitled “Bahasa Inggris: When English Rings a Bell” 2013, published by the Ministry of Education and Culture to see how appropriate the textbook with the criteria determined by BSNP.

After obtaining all the data through data collection procedures, the data is analyzed by the researcher to get the result. The data that is arranged, analyzed, and presented in form of numerical and non-numerical data. The writer analyzed the data using statically and non-statically data analysis since it was numerical and non-numerical data. The numerical data are calculated by dividing the total criteria which was being met the total number of criteria. Then, it was multiplied by 100% to achieve the sum points. The formula of calculation used in the analysis process is presented as follows:

$$\text{Percentage: } \frac{\sum x}{N} \times 100\%$$

$\sum X$: The total points of criteria which are fulfilled by textbook.

N: The total points of criteria.

The previous formula was then used to decide the results of the data analysis. The results contained four criteria presented in the following table.

Table 1 The criteria used in the analysis

Range of fulfillment score	Category
80% - 100%	Good
60% - 79 %	Fair
50% - 59%	Sufficient
0% - 49%	Poor

Sumber: (Pusat perbukuan, 2011)

Furthermore, after Analyzing the textbook by matching each component in the textbook with the criteria of BSNP the writers interpret the data gained from the process of analysis of the textbook and sum up the appropriateness of the textbook content in quantitative output to show results in percentage and number.

RESULT AND DISCUSSION

This section is divided into two sections. Those are findings, and discussions used to synthesize answers to the research question about the relevance of the English textbook entitled “Bahasa Inggris: When English Rings a Bell” for eighth-grade students with the criteria of BSNP. In this research, the major criteria are linguistic features and presentation material. In linguistic features, there is language appropriateness while in the presentation of materials there is content appropriateness, presentation appropriateness, and graphic appropriateness.

Findings

The use of linguistic features the in English textbook “When English Rings a Bell” based on BSNP

The relevance of the material to learners’ cognitive development level in the textbook and the language used in the activities has been clear and understandable. The textbook mostly used simple sentences that ease students to comprehend the main points of the instruction by breaking them into three or four sentences. And it also allowed students to easily accomplish the tasks as they have understood the way to do so in a systematic manner. For this criterion, this book would have scored 4/4.

The relevance of the material towards learners’ socio-emotional development level Content materials in each chapter could be found in students’ daily life. It showed that this book developed materials that are relevant towards students’ emotional stage. So, it would be scored 4/4 for this criterion.

The unity of meaning among chapters, sub-chapters, paragraphs, or sentences in this book in every chapter consisted of some activities that only discussed one topic, there is no other topic existing in one chapter. Yet, there is no unity among the chapters as the topics of each chapter are different. So, it could be 3/4 for this criterion.

From the qualitative descriptions of the language appropriateness, the analysis is concluded with quantitative data. Here are the tables showing the quantitative data.

Table 2 Language Appropriateness Fulfilment

No.	Sub-Component	Criterion	Point (s)	Max Points
Language Appropriateness				
1.	The appropriateness of the language with learners’ development	The relevance of the material towards learners’ cognitive development level	4	4
		The relevance of the material towards learners’ socio-emotional development level	4	4
2.	Communicativeness	The readability of message by learners	4	4
		Grammar accuracy	4	4

3.	The coherence and unity of ideas	The coherence of meaning among chapters, sub-chapters, paragraphs, or sentences	4	4
		The unity of meaning among chapters, sub-chapters, paragraphs, or sentences	4	4
		Total	24	24
		Percentage		100%

The use of presentation materials from English textbook “When English Rings a Bell” based on BSNP

In the presentation materials, there are content appropriateness, presentation appropriateness, and graphic appropriateness.

Related to content appropriateness, the textbook has served materials are complete and ant to competency standard and basic competence. Also, the materials are already served with the exercises in order to support the students’ understandings. This book has successfully implemented the social functions in each activity. The materials in the textbook also serve chronological and systematic thinking skills in the form of interpersonal and transactional texts which covered interactive activities such as the initiative to communicate and respond. Yet, this textbook did not explicitly explain the part of the text contained in some topics. The language used in this textbook is acceptable and accurate which will help students understand the materials.

However, the textbook lacks in its up-to-date references, developing vocational skills, and awareness of the local and national potential which affects the textbook lacks comprehension of nationality insight. For the up-to-date references, the textbook does not put the references near the materials they learn, and most of the references are not up to date which makes the materials probably not suitable for current situation. This book also lacks in developing vocational skills that eagers students to have abilities, attitudes, and skills needed to do certain job/occupation. It is also considered a lack of awareness towards the local and national potential as it limits the usage of local and national potential. It affects students’ comprehension of nationality insight.

From the qualitative descriptions of the content appropriateness, the analysis is concluded with quantitative data. Here are the tables showing the quantitative data.

Table 3 Content Appropriateness Fulfilment

No.	Sub-Component	Criterion	Point (s)	Max Points
Content Appropriateness				
1.	The relevance of material explanation with competency standard and basic competence	The material completeness	4	4
		The material depth	4	4
2.	The material accuracy	Social functions	4	4
		Generic structure	3	4
		Linguistic features	4	4
3.	Supporting materials	The up-to-date nature of material	2	4
		Life skill development	3	4
		Development of insight on diversity	2	4
		Total	26	32

Percentage

81.25%

Related to the presentation appropriateness, the materials in each chapter of this book have been presented in a proper way in the form of texts, communicative activities, symbols, and illustrations. The presentation of the materials also was on balance and enabled students to interact with their surroundings such as the students as well as the teachers. In each chapter, the activities have been served communicatively which enabled students to develop their initiative, creativity, and critical thinking skills. Not only materials from the textbook, but this text also asked the students to learn from other sources related to the materials. At the end of each chapter, the textbook provides the section that lets the students analyze their success and lacks in doing activities and in communication that enabled students to evaluate their understandings. The section was called My Journal.

Yet, in presentation coverage, the textbook lacks reference of content materials, a summary of each chapter, a glossary, and index. The textbook doesn't put any identities near the presented materials which may affect the students who have no clear references. Also, a summary of each chapter that contains the main points or brief conclusion of each chapter that supports the students in understanding the content materials in each chapter. In the closing part, the textbook is also not served with the glossary that contains particular terms and their explanation, and also the index that contains words and the page number where we can find the words. Even though, those items ease the students in gaining information about the content materials.

From the qualitative descriptions of the presentation appropriateness, the analysis is concluded with quantitative data. Here are the tables showing the quantitative data.

Table 4 Presentation Appropriateness Fulfilment

No.	Sub-Component	Criterion	Point (s)	Max Points
Presentation Appropriateness				
1.	Presentation technique	Systematization	4	4
		Inter-units balance	4	4
2.	Teaching and learning technique	Learner-centeredness	4	4
		Development of learners' initiative, creativity, and critical thinking	4	4
		Development of autonomous learning	4	4
		Development reflection and self-evaluation ability	4	4
3.	Presentation coverage	Opening part	4	4
		Content part	2	4
		Closing part	2	4
		Total	32	36
		Percentage	88.89%	

And for the graphics appropriateness, the textbook includes all the elements of the textbook, have been designed as well as the content. The layout has been well designed. The elements, such as colors, illustrations, and typography have been performed in such

harmony and related to each other with a balanced composition. The typography is also an interesting and readable font used and communicative font.

While these textbook lacks content layout and typography. In content layout, the textbook lacks captions of the illustration. The caption consisted of the illustration identities that should be placed stuck to the illustration with the smaller font. As for the typography, the textbook lacks line length. Lots of lines in this textbook consist of more than 45-75 characters and more than 11 words. The line should consist of 45-75 characters (about 5-11 words) since this would influence the readability of the texts.

Table 5 Graphics Appropriateness Fulfilment

No.	Sub-Component	Criterion	Point (s)	Max Points
Graphics Appropriateness				
1.	Book size/book format	Book size	8	8
2.	Cover design	Layout	36	36
		Typography	24	24
		Illustration	12	12
3.	Content design	Layout	57	60
		Typography	46	48
		Illustration	24	24
Total			207	212
Percentage			97.64%	

Table 6 Summary of The Analysis

No.	Elements	ΣX	N	Percentage
Language Features				
1.	Language Appropriateness	24	24	100%
Presentation of Materials				
2.	Content Appropriateness	26	32	81.25%
3.	Presentation Appropriateness	32	36	88.89%
4.	Graphic Appropriateness	207	212	97.64%
Total		289	304	95.07%
Category				Good

Based on the table, the textbook is categorized as 'good' by achieving a 95.07% percentage. From the four components, the textbook has fulfilled only one component which is language appropriateness. The component t has a full score of 100% which is categorized as 'good'. For other components, the textbook does not have a full score. For content appropriateness, it has a score of 81.25%. For language appropriateness, this book got 100%. From the presentation, it has a score of 88.89%. It lacks introduction and reference in the content part. While from the graphics that has a score of 97.64%. The lack of caption and line length is the reason why the textbook does not have a full score. Still, the two components are categorized as 'good'.

Discussion

The result of the analysis is discussed to answer the research questions. The findings show the percentage of the BSNP criteria fulfillment of English textbook entitled “Bahasa Inggris: When English Rings a Bell” for eighth-grade students.

Overall, the English textbook *When English Rings a Bell* for VIII Grade is categorized as “good” textbook by achieving a score of 95.07%. Four components have met the criteria that have been determined by BSNP, those are language appropriateness (100%), content appropriateness (81.25%), presentation appropriateness (88.89%), and graphics appropriateness (97.64%).

For language appropriateness, the textbook has used language in a clear and understandable way. The textbook mostly used simple sentences. It makes the language in the textbooks relevant to the learners’ cognitive development level. There is also no grammar error found in the textbook. Then, the materials in each chapter could be found in students’ daily life and coherent with the topic being discussed. While in one chapter, there is only one. The topic being discussed, and no other topic existed in each chapter. It eases the students to comprehend the materials consisted in the textbook.

While in content appropriateness, the textbook has served materials are complete and relevant to competency standards and basic competence. Also, the materials are already served with the exercises in order to support the students’ understanding. This book has successfully implemented the social functions in each activity. The materials in the textbook also served with chronological and systematic thinking skills in the form of interpersonal and transactional texts which covered interactive activities such as the initiative to communicate and respond. Yet, this textbook did not explicitly explain the part of the text contained in some topics. The language used in this textbook is acceptable and accurate which will help students understand the materials.

Related to the presentation appropriateness, the materials in each chapter of this book have been presented in a proper way in the form of texts, communicative activities, symbols, and illustrations. The presentation of the materials also was on balance and enabled students to interact with their surroundings such as the students as well as the teachers. In each chapter, the activities have been served communicatively which enabled students to develop their initiative, creativity, and critical thinking skills. Not only materials from the textbook, this text also asked the students to learn from other sources related to the materials. At the end of each chapter, the textbook has provided a section that lets the students analyze their success and lacks in doing activities and in communication that enabled students to evaluate their understandings. The section was called *My Journal*.

And for the graphics appropriateness, the textbook includes all the elements of the textbook, have been designed as well as the content. The layout has been well designed. The elements, such as colors, illustrations, and typography have been performed in such harmonious and related to each other with a balanced composition. The typography also uses interesting and readable font used and communicative font. While this textbook lacks in content layout and typography. In content layout, the textbook lacks a caption of the illustration. The caption consisted of the illustration identities that should be placed stick to the illustration with the smaller font.

CONCLUSION

This study analyzed the English textbook entitled ‘Bahasa Inggris: When English Rings a Bell’ for eight-grade junior high school students by employing a content analysis method. Therefore, the purpose of this study is to investigate whether the English textbook entitled “Bahasa Inggris: When English Rings a Bell” for eighth-grade students meet the criteria of BSNP (content, presentation, linguistic features, and graphics). Based on the results gained from the analysis process.

The result of the analysis shows that based on the criteria of BSNP the English textbook entitled “Bahasa Inggris: When English Rings a Bell” for eighth-grade students is appropriate to be used in the English teaching and learning process.

The result of the analysis also reveals that the English textbook entitled “Bahasa Inggris: When English Rings a Bell” for eighth-grade students is generally categorized as a “good” textbook since the textbook achieved a score of 95.07%.

Related to language appropriateness, the textbook has used language in a clear and understandable way. The textbook mostly used simple sentences. It makes the language in the textbooks relevant to the learners’ cognitive development level. There is also no grammar error found in the textbook. Then, the materials in each chapter could be found in students’ daily life and coherent with the topic being discussed. While in one chapter, there is only one topic being discussed and no other topic existed in each chapter. It eases the students to comprehend the materials consisted in the textbook.

And the result of the analysis shows that the textbook has fulfilled almost all the criteria of BSNP by achieving 95.07% on average. The textbook has fully fulfilled only one component out of four components. The percentage of components appropriateness are content appropriateness (81.25%), language appropriateness (100%), presentation appropriateness (88.89%), and graphics appropriateness (97.17%). For the criterion, the textbook has fully met 7 criteria out of 12 criteria.

Related to content appropriateness, the textbook lacks in its up-to-date references, developing vocational skills that eagers students to have abilities, attitudes, and skills needed to do certain job/occupations, awareness towards the local and national potential that affects the textbook’s lacks comprehension of nationality insight. Related to the presentation appropriateness, especially in presentation coverage, the textbook lacks reference of content materials, a summary of each chapter, glossary and an index. And for the graphics appropriateness, this textbook lacks in content layout and typography. In content layout, the textbook lacks captions of the illustration. As for the typography, the textbook lacks line length.

REFERENCES

- Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. A. (2010). *Introduction to research in education 8th edition*. Canada: Cengage Learning.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford: Heinemann.
- Fatima, G., Shah, S. K., & Sultan, H. (2015). Textbook analysis and evaluation of 7th & 8th Grade in Pakistani context. *International Journal of English Language Teaching*, 3(4), 79-97.
- Pratiwi, E. P. (2017). *The Analysis of Textbook: “When English Rings a Bell” Based on Brian Tomlison’s (2011) Principles of Materials Development for Language Teaching*. Jember: Universitas Negeri Jember.
- Pusat Perbukuan*. (2011). Kementerian Pendidikan Nasional.

- Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT journal*, 42(4), 237-246.
- Wachidah, S., Asep, G., Khatimah, D., & Rulani, Y. (2017). *Bahasa Inggris, When English Rings a Bell*. Jakarta: Kementerian Pendidikan dan Kebudayaan.