

A Language Skills Content Analysis From English Textbooks For Junior High School Grade 7

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Abstract

Textbook is one of the main sources for teachers and learners, it serves as a teaching aid and important teaching and learning material. This research entitled "A Language Skills Content Analysis from English Textbooks for Junior High School Grade 7" aimed to analyze the language skills presented in the English textbooks. The research employed qualitative content analyzes method as the research method. A checklist was used to collect the data, then presented in the percentages. The result showed that the book "When English Rings the Bell" focused more on Speaking skills (35%), whereas "English in Focus" focused more on Writing skills (48%). Meanwhile, based on the standard of BNSP, students in Junior High school should be able to reach the functional level of literacy by practicing listening, speaking, reading, and writing in English. Both books have appropriate proportion to support students' literacy skills.

Keywords: Textbook, Content Analysis, Language Skills

Abstrak

Buku teks adalah salah satu sumber utama bagi guru dan siswa, serta berfungsi sebagai alat bantu dan materi yang penting dalam pembelajaran. Penelitian ini berjudul "Analisis Konten Keterampilan Bahasa dari Buku Teks Bahasa Inggris untuk SMP kelas 7" dan bertujuan untuk menganalisis keterampilan bahasa yang disajikan. Metode penelitian yang digunakan adalah analisis isi menggunakan metode Kualitatif. Ceklis digunakan sebagai instrumen dalam pengumpulan data, yang kemudian ditampilkan dalam persentase. Hasil dari penelitian ini menunjukkan bahwa buku "When English Rings the Bell" lebih fokus pada keterampilan Berbicara (35%), sedangkan "English in Focus" lebih menitikberatkan pada keterampilan Menulis (48%). Berdasarkan standar BNSP, siswa di Sekolah Menengah Pertama harus dapat mencapai tingkat fungsional keaksaraan di mana siswa dapat berlatih menyimak, berbicara, membaca, dan menulis dalam bahasa Inggris. Kedua buku memiliki proporsi yang sesuai untuk mendukung keterampilan literasi siswa.

Kata kunci: Buku Teks, Analisis Konten, Keterampilan Bahasa

INTRODUCTION

Teaching materials have a very important factor in teaching-learning process. One of the determining factors for learning success is teaching material. Without adequate teaching materials, it is difficult to realize a learning process for achieving optimal learning outcomes. So far, the teaching-learning process activities have used teaching materials, such as Textbooks and Student Worksheets (LKS). Books are

important tools for delivering learning material, therefore books play a very important role. Textbooks are arranged based on certain components. According to Prastowo (2012) textbooks consist of five components, namely: the title, basic competencies or subject matter, supporting information, training, and assessment

Teaching and learning activities between teachers and students could not be

separated from teaching materials. Teaching material is one important part in the implementation of teaching and learning activities in the classroom. Teaching materials should be made in accordance with the conditions of the teaching-learning process. By using teaching materials, the teacher will be more easily to convey the learning objectives to students and students will have better understanding on the materials to be learned.

Textbooks are expected to have quality in their content that is in accordance with the applicable curriculum, both in terms of content standards, as well as in terms of whether or not teaching materials are understood by teachers and students, and presented in an interesting way. One of the factors determining the success of students in using textbooks is determined by the quality of the textbooks. High quality textbooks can provide optimal results in the learning process.

Law of the Republic of Indonesia Number 20, 2003 concerning the National Education System and Government Regulation of the Republic of Indonesia Number 19, 2005 concerning National Education Standards mandates that the preparation of the curriculum is the responsibility of every education unit. The curriculum developed by the education unit is called the Education Unit Level Curriculum (School Based Curriculum/SBC) or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Curriculum at all levels and types of education developed refers to the National Education Standards (SNP) which contain the competencies of study materials and subject competencies that must be fulfilled by students at certain levels and types of education. The government, in this case the Ministry of National Education is obliged to determine minimum standards that must be met by the education unit. There are eight

standards, namely: Graduates' Competency Standards, Content Standards, Process Standards, Educators and Teaching Staff Standards, Assessment Standards, Facilities and Infrastructure Standards, Management Standards, and Funding Standards. Further development of these standards is left to the regions / respective education units in accordance with applicable regulations. How these standards are translated into the curriculum is left to the education unit concerned

According to Prastowo (2012) a good book is a book that has three characteristics, namely: using good language and easy to understand, the presentation is interesting, and is equipped with pictures and complete information, the contents of the book describe something that is in accordance with the idea of the author, and the contents or contents are arranged according to the applicable curriculum. According to Government Regulation Number 19 of 2005 article 43 paragraph 5 in measuring the quality of textbooks important aspects must be considered, namely the appropriateness of content, language, presentation, and graphics. If the textbook used does not meet the criteria, the students' could have problems in understanding the content of the textbook.

The existence of textbooks is an important point and cannot be separated from teaching and learning process. Most teachers use textbook in teaching and learning process as a guide for teachers to explain the materials inside the textbooks. In teaching and learning process, textbooks have an important role to provide a framework of teaching and learning, syllabus and task Wibisono (2013). Furthermore, Cunningsworth (1995) argues that teachers may need more than one textbook in teaching and learning process. Teachers should be selective in choosing the appropriate textbooks for their class. To know whether the textbooks are

appropriate or not therefore the textbook evaluation should be done.

METHODOLOGY

Dealing with analysis of textbook, this study was categorized as documentary analysis research. Since this study was categorized as documentary analysis, this study was on umbrella of qualitative research design. This study was also classified as Descriptive Qualitative Research Design. According to Bogdan and Biklen (2003), Descriptive is the characteristic of data in qualitative research because it was taken from documents, audio-video recordings, transcripts, words, pictures, etc. Moreover, this study is categorized as qualitative research design because this study is aimed to find out the proportion of language skills based the criteria of good textbook. Anderson (2007) defined a descriptive presentation of qualitative data as content analysis. Content analysis is also a method used in analyzing qualitative data. Content analysis is applicable to various studies including language studies, which concern with analyzing content of certain matter through classification, tabulation, and evaluation (Pamungkas, 2010).

There were 2 (two) English textbooks for Junior High school Grade VII taken as subject of this study. The first one entitled "When English Rings the Bell" This book is written by Siti Wachidah, Asep Gunawan, Diyantari and Yuli Rulani Khatimah. The book is published by Penerbit Pusat Kurikulum dan Perbukuan Balitbang Kemendikbud in year 2017. While the second one entitled "English in Focus" written by Artono Wardiman, Masduki B.Jahur and M.Sukirman Djusma which published by Pusat Perbukuan Departemen Pendidikan Nasional year of 2008. The analysis of language skills is intended to gain information and to find out whether or not the proportion of

language skills in the textbook is proportional and balance between the 4 skills.

Furthermore, the content of the textbooks can be drawn as follow. There are 8 chapters in "When English Rings the Bell", they are: Chapter 1. *Good Morning How are You?*, Chapter 2. *It's me*, Chapter 3. *What Time is It?*, Chapter 4. *This is My World*, Chapter 5. *It's a Beautiful Day*, Chapter 6. *We Love What We Do*, Chapter 7. *I'm Proud of Indonesia*, and Chapter 8. *That's What Friends are Supposed to Do*. Likewise, there are also 8 chapters in "English in Focus", they are : Chapter 1. *What is Your Name?*, Chapter 2. *Things Around Us*, Chapter 3. *Let's Go to School*, Chapter 4. *What should I Buy?*, Chapter 5. *Family Life*, Chapter 6. *What do You Do*, Chapter 7. *Work out*, and Chapter 8. *My Hobby*.

The data were taken from the books above with 194 pages all together. A checklist was used to collect the data, then presented in the percentages. The data covered presentation of language skills in the textbooks. Those skills are: listening, speaking, reading and writing. The data were presented in the form of percentage after the researchers determines the kinds of English skills presented in each Unit and activity.

FINDINGS

A.TEXTBOOK: "WHEN ENGLISH RINGS THE BELL"

The result of textbook evaluation in terms of the language skills presentation can be drawn as follows:

Table 1. The Content of Textbook "When English Rings the Bell"

Chapter	Skill in the book	Page	Total
Chapter 1. <i>Good</i>	Reading	3, 6,7,8, 19	5

<i>Morning How are You?</i> (Students learn how to say greetings).	Listening	4, 14	2
	Speaking	4, 5, 11, 14,15,16,17, 18	8
	Writing	10, 13	2
Chapter 2. <i>It's me</i> (Students learn about identities).	Reading	22	1
	Speaking	22,23, 24, 25,28, 30,35, 36	8
	Listening	25,32,33,34	4
	Writing	26, 29, 31, 32	4
Chapter 3. <i>What Time is It?</i> (students learn how to tell the times)	Speaking	38,39, 46, 47,48, 49, 50, 54, 55, 58	10
	Listening	38, 39, 49, 50	4
	Writing	40, 41, 42, 43, 44,45, 46, 47,51, 56, 57	11
	Reading	40, 41, 42, 43, 44,52, 53	7
Chapter 4. <i>This is My World</i> (students learn about public places and animals)	Speaking	60,61, 62, 63, 64, 65,70, 71, 72, 73, 74, 75,78, 79	14
	Listening	60, 70, 71, 72, 73, 74, 75,66, 77, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91	21
	Writing	64, 65, 68, 69, 76, 92, 93, 94, 95, 97	10
	Reading	67, 96	2
Chapter 5. <i>It's a Beautiful Day</i> (students learn about praises and people)	Speaking	100, 101, 103, 104, 105, 111, 112, 114, 115, 123, 124, 125	12
	Listening	100, 101, 111, 112,106, 107, 116, 117, 120, 121, 122	11
	Writing	102, 108, 109, 110, 118, 119	6
	Writing	113	1
Chapter 6. <i>We Love What We Do</i> (students learn about functions of people)	Speaking	128, 133, 134, 135, 136, 137, 143, 146	8
	Listening	128, 141, 146	3
	Writing	129, 130, 131, 137, 139, 140, 142, 144, 145, 147, 148	11
Chapter 7. <i>I'm</i>	Listening	150, 151,	6

<i>Proud of Indonesia</i> (students learn about describing people and animals)		152, 153, 163, 164	
	Writing	154, 159, 162	3
	Reading	155, 165, 167, 168, 169, 170	6
	Speaking	156, 157, 158, 166, 150, 151, 152, 153, 160, 161,163, 164	12
	Writing	171, 172, 173, 174, 175	5
Chapter 8. <i>That's What Friends are Supposed to Do</i>	Listening	178, 179, 180	3
	Reading	178, 179, 180	3
	Writing	181, 182, 183	3

The textbook “When English Rings the Bell” focuses more on Speaking skills, where students are expected to speak and share their opinion to their peers. The second highest skill is Writing skill, each chapter provides many exercises and assignments, where students are expected to do some kind of writing, whether individual or in groups. The third skill is Listening where students listen after their teacher pronounce or articulate some expression or phrases, and the last skill is Reading as the smallest portion of the book. The book itself is visually interesting since it has many graphic and pictures to make the students easier to understand the materials, each chapter ended with summary of the materials. The book focuses on the literacy and practical skills, rather than theory, therefore it has many practice and small amount of reading. According to Prastowo (2012) a good book has three characteristics, namely: using good language and easy to understand, the presentation is interesting, and is equipped with pictures and complete information, the contents of the book describe something that is in accordance with the idea of the author, and the contents are arranged according to the applicable curriculum. Based on Prastowo’s criteria, then this book is a good book.

B.TEXTBOOK: “ENGLISH IN FOCUS”

The language skills that were presented in the second textbook “English in Focus” can be classified below:

Table 2. The Content of Language skills in “English in Focus”

Chapter	Skill.	Page	Total
Chapter 1. <i>What is Your Name?</i> (students learn how to say greetings)	Listening	1, 2, 3, 4, 5, 6, 7, 8	8
	Speaking	2, 11	2
	Writing	2, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18	14
	Reading	12, 13	2
Chapter 2. <i>Things Around Us</i> (students learn about gratitude and apology)	Listening	20, 21, 22, 23, 24, 25, 26, 27	8
	Writing	24, 25, 26, 27, 32, 33, 34, 35, 36, 37	10
	Speaking	28	1
	Reading	29, 30, 31	3
Chapter 3. <i>Let's Go to School</i> (students learn about command and prohibition)	Listening	40, 41	2
	Speaking	42, 45, 46, 47	4
	Writing	43, 44, 48, 49, 52, 53, 54, 55, 56	9
	Reading	50, 51	2
Chapter 4. <i>What should I Buy?</i> (students learn about polite expression)	Listening	58, 59	2
	Writing	60, 64, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77	14
	Speaking	61, 62, 63	3
	Reading	65	1
Chapter 5. <i>Family Life</i> (students learn about asking and giving opinions)	Listening	84, 85, 86, 87	4
	Writing	86, 87, 91, 92, 96, 97, 98, 99	8
	Speaking	88, 89, 90	3
	Reading	93, 94, 95	3
Chapter 6. <i>What do You Do</i> (students learn about asking and giving something)	Listening	102, 103, 104	3
	Writing	103, 109, 110, 111, 112, 116, 121	7
	Speaking	105, 106, 107, 108	4
	Reading	113, 114, 115	3
Chapter 7. <i>Work out</i> (students learn about asking and giving facts)	Listening	124, 125, 126	3
	Speaking	127, 128, 129, 130	4
	Writing	131, 134, 135, 136	4
	Reading	132, 133, 137	3
Chapter 8. <i>My Hobby</i>	Listening	140, 141,	3

(students learn about asking clarification)		142	
	Speaking	143, 144, 145	3
	Reading	146, 151, 152	3
	Writing	147, 148, 149, 150, 153	5

The textbook “English in Focus” has Writing skill as the highest portion, where the students are expected to fill the exercise and complete sentences on each unit as assignment. The second highest portion is Listening, where the students are expected to listen and to drill after the teacher pronounce or articulate some vocabularies and utterances. The third highest one is Reading where the book offers some text and more practical texts regarding daily life, and the last one is Speaking where the students expected to speak after the reading sessions. The book itself offers a neat and compact materials, meanwhile the skills were stated on their sub-headings. Therefore, both teachers and students can be more focus on practicing the skills and revising the materials. The book focuses and balances all the skills in each unit even though some skills are getting more exposure due to some worksheets are needed and combining two skills. However refer to Prastowo (2012), a good book is a book that has three characteristics, namely: using good language and easy to understand, the presentation is interesting, and is equipped with pictures and complete information, the contents of the book describe something that is in accordance with the idea of the author, and the contents are arranged according to the applicable curriculum. Using Prastowo's criteria, then this book doesn't meet the criteria because the visual isn't really interesting. It's complete with good language, but lack in presentation.

DISCUSSION

According to BSNP or the National Education Standard Board, there are four literacy levels in learning language: performative, functional, informational,

and epistemic. At the performative level people are able to read, write, listen, and speak with the symbols used. At the functional level, people are able to use language to fulfill their daily needs. At the informational level people are able to access knowledge with language skills, and at the epistemic level are high literacy abilities. At junior high school level, the expected ability is functional level literacy ability.

Based on the standard above, it means that students in Junior High school should be able to reach the functional level of literacy. This means that in their daily life students should be able to use English to communicate with other people orally and in written form. According to Wibisono (2013) in order to reach this level of proficiency, students should practice listening, speaking, reading, and writing in English. Therefore, it would be even more ideal if in the textbook that used in the classroom has linguistic aspects such as pronunciation, vocabulary, sentence and idea development (Nurdeani,2014).

Regarding teaching-learning English in Junior High school, Brown (2001) claims that students at Junior High school sometimes called as the "Terrible teens" who are in the age of transition, confusion, self-consciousness, growing, and changing bodies and minds. They are in between childhood and adulthood, therefore a very special set of considerations applies to teaching them. As we know, learning English at Junior High school could be the first time for students in learning foreign language, Some students haven't had any English subject at their Elementary school. In line with this, Pinter (2006) argues that as in mother tongue learning, English should start with an emphasis on listening & then speaking because children often cannot read & write at all yet. In other words, listening should precede speaking (communicative skills should be the aim of

the good language classroom), while reading and then writing will emerge when the language learner is ready and should not be forced. Comprehension of language should precede production. Regarding the use of textbook as media in teaching-learning English, it is wise for teacher to choose the more appropriate and applicable one for the students. The comparison of the two textbooks in this study, based on the proportion of the language skills, can be drawn as follow:

Table 3. The Content of Language Skills in Both Textbooks

Skills	"When English Rings the Bell"	"English in Focus"
Listening	54 (26,2%)	33 (22,3%)
Speaking	72 (35%)	24 (16,2%)
Reading	24 (11,7%)	20 (13,5%)
Writing	56 (27,2%)	71 (48%)

Based on the table above, it shows that the proportion of language skills in both textbooks were different. Textbook "When English Rings the Bell" provides more Speaking skills with 35%, then Writing skill (27,2%), Listening skill (26,2 %), and Reading (11,7%). Whereas "English in Focus" concerns more on Writing skill (48%), followed by Listening skill (22,3%), and Speaking skill (16,2%), while the lowest one is Reading skill with 13,5%.

According to Cunningsworth (1995), one of the characteristic of a good textbook is a balance proportion in presenting the four language skills, therefore both of the books are lack in this category. Whereas based on Pinter's argument regarding teaching foreign language at the first time, she recommends that comprehension of language should precede production. It means listening and speaking as the first priority, followed by reading and then writing. Based on these criteria, the two textbooks do not represent the good book. Nevertheless, teachers play the key role. Teachers should always keep in mind the students' need & students' condition, be creative in implementing textbooks in

teaching-learning process, not rely only on one textbook.

CONCLUSION

The textbook is one of the main sources for teachers and learners and serves as a teaching aid and important teaching and learning material. The finding of this study shows that both textbooks have given different proportion on language skills. The textbook "When English Rings the Bell" which published by the government in 2017 provides more Speaking skills (35%), then Writing (27,2%), Listening (26,2%), and Reading (11,7%). Meanwhile "English in Focus" which published in 2008 allocated more in Writing skill (48%), followed by Listening skill (22,3%), and Speaking skill (16,2%), while the lowest one is Reading skill with 13,5%. In other words, we can conclude that the textbook published in 2017 concerns on Speaking skill while the other one in 2008 concerns on Writing skill. Based on the standard of BNSP, students in Junior High school should be able to reach the functional level of literacy by practicing listening, speaking, reading, and writing in English. Both books have appropriate proportion to support students' literacy skills and also provides linguistic aspects such as pronunciation, vocabulary, sentence and idea development. All of the textbooks provide the four English skills as well, so it can help and reach the target of teaching-learning process and not only focus on one language skills. In this case, the writers recommend that teachers should add more English teaching materials and references to enrich the practice of the language skills.

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