

An Analysis Of The Activities In English Textbook (2017 Revise Edition) Of 11” Grade Senior High School Entitled “Stop Bullying Now” Published By Kemendikbud

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Abstract. *This research was conducted to evaluate the english textbookcontent of 11th grade senior high school (2017 revise edition) entitled "stop bullying now"published by kemendikbud.this study used descriptive qualitative research approach.the data source is 11th grade senior high school english textbook and used the content analysis to evaluate the english textbook based on standard of kemendikbud.this study gathered the source data by using checklist instruments,which are consists of textbook content,presentation,language and graphic design.the data analysis resulted from the percentage of fullfilment scoreand gain 95% as the good categoryenglish textbookand have been fulfilled the requirements of kemendikbud for eleventh grade senior high school. This english text book entitled "stop bullying now" it is aquali fied book by contain good materials based on magic concept they are motivating, authenti can dappropriate, graphicand graded, interesting, interactive and integrated, contextualized and creative.*

Keyword : *TextBook, Activities, Evaluation*

Abstrak. Penelitian ini dilakukan untuk mengevaluasi isi buku teks bahasa inggris kelas XI sekolah menengah atas (edisi revisi 2017) berjudul "stop bullying now" yang diterbitkan oleh kemendikbud. Penelitian ini menggunakan pendekatan penelitian deskriptif kualitatif.sumber data adalah buku teks bahasa inggris kelas xi sma untuk mengevaluasi buku teks bahasa inggris berdasarkan standar kemendikbud.penelitian ini mengumpulka sumber data dengan menggunakan instrumen checklist yang terdiri dari isi buku teks,presentasi,bahasa dan desain grafik.analisis data dihasilkan dari persentase pemenuhan skor dan memperoleh 95% sebagai buku teks bahasa inggris berkategori baik dan telah memenuhi persyaratan kemendikbud untuk kelas xi sma .buku teks bahasa inggris yang berjudul "stop bullying now" ini adalah buku yang berkualitas dengan memuat materi yang baik berdasarkan konsep magic yaitu memotivasi, otentik dan sesuai, grafis dan bernilai,interaktif dan terintegrasi, kontekstual dan kreatif.

Kata Kunci : *Kegiatan, Buku Teks, Evaluasi*

INTRODUCTION

Textbook is a book that used in a particular study which are standart book compiled by expert for instructional purposes,equipment with teaching facilities that are compatible and easily understood by user in schools.According to Nunan (2003) coursebooks are not written for a specific group of people, but written for a generalized target

group for use in English or non-English speaking countries.The content of textbook is one of the media for connecting the concept with the context.In order that students can develop their English skill,enhance the students critical thinking and also to increase the student’s creativity,ability of cooperative and collaboratorium both of teachers and students,the communication skill and literacy

media in developing student's creativity and their imaginative abilities.

Good material is very important for the learner. Because a good material can motivate the learner. The criteria of good materials design based on Rajan (2003:4) like the magic. The meaning of MAGIC is as follows :

- 1) M = Motivating and Meaningful
 - a. Motivating means that a good material can motivate learner to learn themselves. It mean the contents of these materials must be able to motivate the learners' to learn.
 - b. Meaningful means that good materials are useful for the learner. It means the contents of these materials must be able to increase the learning ability of the learners in language.
- 2) A = Authentic and Appropriate
 - a. Authentic means that a good material contain by original language by native speaker. It means the contents of these materials must be able to facilitate students in understanding native speakers and students can learn the language skills of native speakers.
 - b. Appropriate means that a good material suitable for what the learner needed. It means the contents of these materials must be compatible with the learners needed and suitable with the level of each learner.
- 3) G = Graphic and Graded
 - a. Graphic means that a good material displayed with graphic or table will be more interesting.
 - b. Graded means that the material should be systematic range. It means that the material must be arranged from easier to the most difficult.
- 4) I = Interesting, Interactive, and Integrated
 - a. Interesting means that a good material can attack the attention of learner. It means the

material must be able to create the attention of the learner.

- a. Interactive means that a good material should be able to give chance to the learner for giving response.
 - b. Integrated means that good materials consist of Language skill and Language aspects.
- 5) C = Contextualized and Creative
 - a. Contextualized means that a good material should be suitable with time and place (up-to date). It means that the material must suitable with the learner's activity.
 - b. Creative means that a good material should make the learners' more creative. In process of making a good quality english textbook, must follow the good standarization from the experts; First as Greene and Pety(1971) in Tarigan (1993) have made the way to arrange the textbook with ten criterias. Good quality english textbook has spesific qualities, they are;
 - a. The textbook must be interesting and attractive toward the learners. So, they will be interested in using textbooks.
 - b. The textbook must be able to motivate the learners
 - c. The contents of textbook must be illustrative
 - d. The textbook should consider the linguistic aspect. So, it will be suitable with the learners' ability the contents of textbook must be related to the other branch of science.
 - e. The textbook must stimulate the personal activity of the learners.
 - f. The contents of textbook must be clear in written to avoid the children to be confused in using textbook
 - g. The textbook must have the clear point of view because it will be the learner's point of view.

- h. The textbook must be able to give the balance and emphasis on the value of the learners
- i. The textbook must be able to respect to the differences of the individual.

Based to Education National Standardization Board (BSNP) in Government Regulation No.32 (2013, chapter 43: 5) states that the appropriateness of content, language, presentation, or graphics of textbook are examined or evaluated by BSNP that has duties to develop, monitor and evaluate the implementation which is stated by Ministry Regulation. Therefore, good English textbook that have been published in modern era, BSNP must make the revision to fulfill the criteria for publishing a good book for learning process at school.

According to government policy (Permendikbud: 2013), the textbook must have the following criteria:

- a. Readiness
- b. The material of textbooks should be suitable with the readiness of the learners' knowledge and skill that they have before.
- c. Motivation
- d. The contents of the textbook should motivate the learners tolerantly.
- e. The learner's active participation.
- f. The textbook may make learner's interact actively in class through the works activity to observe, to make an exercise to practice and to the demonstrate it.
- g. Using the tools in order the student focus.
- h. Textbook should supply the pictures, illustration, diagram or table to make clear the concept of the textbook.
- i. The containing social cognitive interaction.
- j. Textbook should support the learner's to ask, to find something by themselves through their brainstorming to design and to make the learning community.
- k. The authentic evaluation.
- l. Textbook should support teacher to evaluate in certain ways through the learner's achievement and their processes.

- m. Life skill.
- n. Textbook should support the learners to develop their life skills.
- o. The relationship between the textbook and the surrounding.
- p. The material of the textbook is crossly related to the learners such as the area they lived the knowledge they had and the learning they needed.
- q. Co-operative.
- r. The supplying material of textbook can make the student enable to work with their friend.
- s. Textbook should support the learners having their own experiences

At present, students must be active and creative to follow the teaching and learning process. It means that textbook is one of the important tools and have many purposes for both teachers and students. So, the good English textbook should take a part for preparing logical analysis to sharpen students thinking critically. Hence students can gain knowledge and experiences through the textbooks.

Moreover, according to (Razmjoo: 2017), many students work with a textbook feel secure and have a sense of progress and achievement. And also stated by Cunningsworth (1995) quoted by Mohammed (2015) also concludes that textbook are effective resources for self-directed learning, an effective resource for presenting materials by the teachers. Therefore, the teacher should be able to direct students in selecting, using, and also applying the suitable books to ease the teachers also provides good materials based on the textbook in teaching and learning process.

A. The Profile of Textbook Entitled "Stop Bullying Now"

The English textbook Entitled "Stop Bullying Now" it is second revise edition and one of the important focused of the object in this research, that was developed based on 2013 curriculum which had been published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia. The thickness of this

textbook consist of 170 pages and the paper size is HVS (B5 176 x 250 mm) .

The manuscript contributors of this textbook is Mahrukh Basir and have been edited by Emi Emilia and Helena I.R. Agustien, then the reviewer is Lina Mulyanti. The publish supervisor is Pusat Kurikulum dan Perbukuan Balitbang, Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

B. The Description of Textbook

This English textbook has been second revise edition and distribute to all schools in Indonesia. This textbook has already applied by New Design of 2013 Curriculum and this textbook also prepared the book free textbook for download to use in academic year (2017) Revise edition and used by students of grade eleventh of senior high school.

This textbook consists of 8(right) chapters, they are :

- Chapter 1 : Offer and Suggestions
- Chapter 2 : Opinions and Thoughts
- Chapter 3 : Invitations
- Chapter 4 : An Exposition and Explanation Text
- Chapter 5 : Letter Writing
- Chapter 6 : Cause and Effect
- Chapter 7 : Meaning through music
- Chapter 8 : Personal Journal Writing

C. The Main Activity in textbook

This textbook also provides some important points in each chapters, they are consists of Pre-activity, Building blocks, Let's practice, Active conversation, Writing connection, Let's create and contribute .

- a. Pre-activity
It is the introduction parts to get in into the material that to be learned. They are consists of reading, games, conversation, etc
- b. Building Blocks
This parts contains of the explanation of language concept in each chapters and the applying sample in using of daily communication. They are grammar, Vocabulary, and . Building Blocks givea the explanation and information to

help students to be independent students and build their language skill.

- c. Lets's Practice
This parts contains of the students' exercises to test their comprehension about language concept that they have been learned in building block parts and enhance students ability in language.
- d. Active Conversation
This activity gives the chance for students to be active and they can express their idea and opinions in english based on the concept and context to be learned. And also to analyse and comprehend other ideas. This activity gives the big space for students to develop their critical thinking ability.
- e. Writing Connection
The writing activity is one of the important skill language to develop. This activity helps students to express their ideas in written form based on the language concept. The successfulness of writing depends on attitude, motivation and students' attraction. Therefore, Teachers hold on important roles to develop their motivations in writing.
- f. Let's create and Contribute
This activity is aims to apply the knowledge they have learner. Students are trained to care in their school environments and thinking critically and let students to imagine and be creative. And also are able to cooperate and collaborate in groups, to gain the thoughts or creations and build the interpersonal relationship among the class groups.

In the last point, the textbook also provides the formative assessment to give the assessment for students in comprehending the material in each chapters. Hence, students know how to understanding, applying, analyzing, evaluating and also creating based on their activities task in the english textbook to increase their cognitive domain.

METHOD

This research used the descriptive qualitative approach. According to Bogdan and Biklen (2003), Descriptive is the characteristics of data in qualitative research because it is take from documents, audio-vidiorecordings, transcript, words, pictures, etc. This research is aims to analyze yhe English textbook or content analysis.

The subject of this study was 11” Grade Senior High School English Textbook (2017 Revise Edition) published by Kementrian Pendidikan Dan Kebudayaan Republik Indonesia. This research using checklist instrument based on the English textbook evaluation standard that published by BSNP, Which is consists of several aspects such as, The appropriateness of the textbook content, analyze the language aspects, evaluate presentation and graphics. From These three main aspects, it is consist of twelfth sub-aspects which includes the textbook material relevance towards standard of competence, the accuracy of materials, learning materials supporting, presentation technique, the language relevancy towards thelearnes ‘development, communicativeness, the coherence and unity of ideas, presentation coverage, book size or book format, design of cover and design of content.

This research used documentation method to collect the data. The source data is in document form which collected from English textbook entitled *Stop Bullying Now* for grade 11” English Senior High School (2017 Revise Edition) Published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia.

In this research, the data analysis used documentation method or content analysis to analyze and evaluate the English text book based on standards and criterias by BNSP. They are consists of several points :

a. The researchers provide the English textbook for 11 grade Senior High School (2017 revise edition) published by Kemeterian Pendidikan dan Kebudayaan Republik Indonesia.

b. The researchers make the assessment standard towards the suitability of the textbook content with the others sub-aspects which is evaluate based on the BSNP published.

AssesmentStandard :

- A. Very good
- B. Good
- C. Sufficient
- D. Poor

Analysis Descriptions :

- The analysis text based on assessment standart which have analyzed and calculated.
- The calculating process used presentage formulation for each aspect it English textbook content.

From the analysis description the researchers do the percentage score by dividing the fulfiment total criteria with the number criteria then multiplied by 100% to reach total the amount point. The calculation formula which is taken by, theanalycing data is presented below :

$$P\% = \frac{\sum q}{\sum r} \times 100\%$$

P% = The percentage is resulted from data analysis

$\sum q$ = The total of score is resulted from each aspect analysis

$\sum r$ = The total maximum is resulted from each aspect analysis

The calculation of data analysis is resulted for English textbook content to complete the data analysis result which consist for four criterias, that presented in the table of assessment.

Score

Table 1.1 Assessment score of textbook content

Percentage of fullfiment score	Clasification
80% - 100%	Good
80% - 79%	Fair
50% - 59%	Sufficient
49% - 0%	Poor

RESEARCH FINDINGS

In terms of twelfth sub aspects of English textbook content that BSNP published .The data analysis result ,presented on table 2.1 below

Table 2.1 The data analysis of twelfth sub-aspects :

No	Sub-aspect analysis	Percentage of fulfilment score
1.	The textbook material relevance forwards standard and basic competence	85%
2.	The accuracy of material	95%
3.	Learning material supporting	100%
4.	Presentation technique	98%
5.	Comprehensiveness of presentation	65%
6.	The language relevancy forwards the learners development	100%
7.	Communicativeness	100%
8.	The coherence and unity of ideas	100%
8.	Presentation coverage	80%
10.	Book size or book format	100%
11.	Design of cover	100%
12.	Design of content	95%
	The average percentage	95%

DISCUSSION

Based on percentage table 2.1 above, the researchers obtain the analysis result, that will be provided below:

- The textbook material relevance towards standard and basic competence obtain 85% which was classified into very good classification. Based on the English textbook content, this textbook analysing focused in

interpersonal and transactional text, such as offers and suggestions expressions which refers in accepting suggestions and declining offers. Then, giving opinions/thoughts expressions too. The interpersonal and transactional text in this textbook content are followed by student activity to develop and enhance students skill activity in writing, reading, and speaking. In short functional text consists of formal invitations and informal (personal letter). There are also analytical exposition and explanation text in monologue text. This textbook content only focused on two material skills such as reading and writing activity, while listening and speaking material skill are less emphasized in this textbook.

In chapter 7, it is only discussed the listening material skill, so students learned how to figure out a song's meaning by reading the lyrics in each song verse while listening to the song. The other weaknesses of this textbook material, it is found in chapter 3 which contains types of invitations such as formal and informal invitations. But, in the textbook only discusses the characteristics of formal invitation. In formative section, there is a statement that states students can tell the differences between formal and informal invitations as same as in the formative assessment section in chapter five (differentiate informal and formal letter writing). In short, the textbook only provides formal invitation (chapter 3) and personal informal letter (chapter five).

- The accuracy of material obtained 95% was classified into very good classification. Because there is a difference between the social functions in chapter 3 and the social function in learning design. In terms the social function in learning design is to maintain the relationship in formal context and it is different with the social function in chapter 3 stated in the textbook which is inviting people to formal and social events. The social function between offers and suggestions expressions is to maintain

interpersonal relationship between different people (interpersonal and transactional communication). While exposition text is persuading and giving some arguments to the readers, then explanation aims to explain the reasons of how and why something happened. In linguistics concept the elements of structure and meaning in short functional text has completed the fulfillment aspects.

- Learning material supporting obtained 100% which was classified into very good classification. Because this textbook material is indicated from relevant and reliable sources. This evaluation which consists of eleven sub aspects deserving excellent score because the learning material provides students activity to develop and enhance student skill activity in English basic such as writing, reading, listening and speaking skill.
- Presentation technique obtained 100% which was classified into very good classification, in this textbook material provides interpersonal and transactional text form, and also includes table of content, Discussion (student activity), Formative assessments of each chapters, and closing, which has some interesting pictures to attract students' attraction in using the textbook.
- Comprehensiveness of presentation obtained 65% which was classified into good classification, Because this English textbook does not provide the summary of each chapters. In the first part of introduction they consist of table of content and preface and all the aspects are good. On the other side at the end of the English textbook, there are not glossary and indexes, and students can not find out easily the keywords of the textbook and the other source information. It is difficult for them to know the textbook information.
- The language relevancy towards the learner development obtained 100% which was classified into very good classification, because this textbook contains of simple

language and suitable to develop and enhance student cognitive domain and social - emotional skill.

- Communicativeness obtained 100% which was classified into very good classification, this textbook presented the material with an appropriate language accuracy form for students cognitive development to help students in comprehending all materials well.
- The coherence and unity ideas obtained 100% which was classified into very good classification, because all the chapters and learning topics in the textbook have coherence and unity of ideas meaning which is relevant and relates to each other.
- Presentation coverage obtained 80% which was classified into very good classification because this textbook does not provide the glossary and indexes so, make the students are difficult to find the source information of the text book, such as to look for the difficult words and their meaning. By using glossary student can find out the keyword from the textbook content to sharpen student's Vocabulary, which contains important terms or definitions which put at the end of the book. As same as indexes to make students easier to comprehend difficult words while they want to find out the learning topic from textbook.
- Book size or book format obtained 100% which was classified into very good classification, the book size/book format must complete by fulfill the ISO Standard. The paper size of the textbook is HVS (B5 176x250 mm) and also the textbook content should appropriate to each other.
- Design of cover obtained 100 % which was classified into very good classification, because this textbook compositions consists of some important elements, such as the book layout they are title, authors name, illustration, and the book logo compiled balance with content layout in good writing composition. The font size of textbook title is

written bigger so the readers can read the textbook title easily. Another markers to know about the detailed of this book, this book cover is dark blue and the color of the textbook title is yellow it is written in the front cover namely "Bahasa Inggris". The writing of textbook cover is clear so that is easy for to read the textbook cover by people who seen and used the textbook.

- Design of content obtained 95% which was classified into very good classification, there is different font style in Chapter 3 in writing the formal invitation, this font style is different from each chapters in the textbook, and it will make the readers difficulties to read the invitation and using the calligraphy of the writing style and it is less harmonious than other chapters.

CONCLUSIONS

Based on the research analysis of an English textbook Entitled "Stop Bullying Now" (2017 Revise Edition) for eleventh (11th) grade of senior high school published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia. The research conclude that the English textbook was classified into "Good" Category by gaining 95% of the Average Percentage. By analysing twelfth sub-aspects in English textbook content that Kemendikbud published, those are content, Presentation, language and graphic designs. And there is 5% which is not fulfill in the percentage of fulfillment. Specifically, the researchers found in the textbook material relevance towards standard and basic competence then in the comprehensiveness of presentation because, there is no glossary and indexes in it and the textbook contains of reading text dominantly, the other material is listening aspect, which is only find in chapter 7 (seven) to figure out a songs' meaning while listening to the song. This English textbook material contains "Good" categorized as the qualified book used both of teachers and students in teaching and learning process.

Based on the conclusions result of this research, the researchers conclude the suggestions for those who relate the analysis and evaluation of using this English textbook as follows :

1. For English Teachers
Teacher is a mediator should know how to design and apply the material and also as evaluator to supply the qualified book for students to support teaching and learning process in the class to achieve the goals of development skill and students knowledge then teachers also use others supporting textbook material.
2. For Students
Students should prepare the others supporting textbook material as their references to support their learning and also to find out the source of knowledge and using the technology media to gain the positive information in improving the successfulness of teaching and learning process.
3. For Author/Publisher
For those who are involved in making this textbooks such as: writers, publisher, and reviewers should provide qualified book to fulfill the requirement of good textbook for students to develop students skill in language especially English which is published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
4. For Future Researchers in English Department
Hopefully, from this study, the researchers are able to analyse and evaluate the English textbook and other aspects from previous research and develop it into a new evaluation in the future.

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