

Research Article

An Evaluation of English Language Textbook for Senior High School Students in Indonesia

Husni Mubarak^{1*}, Nina Sofiana¹, Danang Mahendra²¹English Education Department, Universitas Islam Nahdlatul Ulama Jepara, 59427, Indonesia
²Information System Department, Universitas Islam Nahdlatul Ulama Jepara, 59427, Indonesia**ORCID**Husni Mubarak: <https://orcid.org/0000-0003-1587-0992>**Abstract.**

The transition from the revised 2013 curriculum in Indonesia to the Merdeka curriculum necessitates the utilization of learning resources, particularly textbooks employed by teachers and students in teaching and learning process. Consequently, this study aims to evaluate English textbooks utilized for the tenth grade of senior high schools in Indonesia. This research employs a qualitative approach with a content analysis design. The subject of this research is an English textbook designed for the tenth grade at the high school level, focusing on on odd semester material. The analysis of the textbooks took into account aspects of content feasibility and presentation. The study's findings indicate that, in terms of content feasibility: 1) three chapters scored below four on the compatibility of materials with learning objective indicator, 2) three chapters scored below four on the accuracy of the materials indicator, and 3) three chapters scored below four on the supporting materials indicator. In terms of presentation feasibility, some chapters some chapters still received a score of two on the presentation of the material indicator, particularly in the project-based learning sub-indicator. The study's results suggest that curriculum changes should be accompanied by adjustments to the learning resources utilized by teachers and students.

Keywords: English textbook, content analysis, senior high schoolCorresponding Author: Husni Mubarak; email: husni@unisnu.ac.id**Published** 12 March 2024

Publishing services provided by Knowledge E

© Husni Mubarak et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ICESRE Conference Committee.

1. Introduction

In the learning process, textbook is one of aspects that must consider. It plays an important role in teaching and learning process as a source of students learning [1–4]. Textbook becomes a learning resource that is widely used by students in accessing subject matter. It usually provides the basis for the content of the lessons, the balance of skills being taught, and the kinds of language practice that students take part in [1]. English books are one of the important learning resources for students in learning English. This book is designed to provide a comprehensive understanding of various aspects of the English language, such as grammar, vocabulary, listening, speaking, reading and writing skills. Therefore, teachers and students will find easier to achieve learning objectives if the textbook has a good quality.

OPEN ACCESS

Textbook is pleasant seen as a supply in accomplishing points and destinations which have been set in terms of learner needs [5] and a key component of language teaching serving as the basis for much of the language input learners receive when learning a language [6]. It represents the most important tributary of the curriculum, and it is considered an essential reference for the teacher and the student, and it is considered a very important educational tool in preparing and organizing lessons [4]. The core learning medium composed of text and/or images designed to bring about a specific set of educational objectives; traditionally a printed and bound book including illustrations and instructions for facilitating sequences of learning activities [7]. Textbook, in this case, English textbook does not only provide the minimum content of the required curriculum [4], language content and topics [3], but also provides language skills, moral, character, and cultural values [8]. It could be inferred that textbook is mandatory reference book for use in primary and secondary education units or tertiary institutions which contain learning materials.

Considering that textbook is the main source in the learning process, the feasibility and quality of *Merdeka* curriculum textbooks can affect the quality of learning objectives. Good quality textbook will make it easier for students to get knowledge and information, as well as teachers will easily direct students in the learning process [7]. Textbooks used in learning must refer to national education standards and the applicable curriculum [9]. By implementing the *Merdeka* curriculum in Indonesia, the textbook that serves as a guide for teachers and students should already contain all components in the *Merdeka* curriculum.

Based on government regulations of the republic of Indonesia, it is stated that in the case of procurement of textbooks by the government, the minister determines the book as the primary source of learning after being reviewed and/or assessed by the BSNP or a team formed by the minister [10]. On the other hand, the procurement and production of textbooks must refer to the current curriculum, namely the independent curriculum. However, not all textbooks used in schools refer to these regulations. There are several weaknesses found in the textbook; inappropriate choice of vocabulary and grammatical errors [11], the contents of the book are not appropriate in the use of concepts [7], and very limited visuals on textbooks [12].

Experts have determined different criteria for conducting book content analysis. [5] elaborated that there are three types of materials evaluation (1) aims and approach, (2) design and organization, (3) language content, (4) skills; (5) topic, (6) methodology, (7) teacher's books, and (8) practical consideration. Meanwhile, [13] proposes nine main areas to evaluate the textbooks: (1) price, (2) availability, (3) layout and design, (4)

methodology, (5) skills, (6) syllabus, (7) topic, (8) stereotyping, and (9) teacher's guide. In the other hand, [7] state that the aspects to examine the content of the book which refer to the Indonesian national education standards consist of (1) feasibility of the content, (2) feasibility of language, and (3) feasibility of presentation. The last theory of [7] becomes the benchmark in the analysis in this study due to its suitability with the current curriculum in Indonesia.

There were previous studies relating to this study. [14] found that the topic of the material in textbook, organization, cohesion and cohesive, vocabulary, and grammatical features needed to be improved. [15] elaborated that the material found in the text book is skills-based like listening, speaking, reading, and writing. [16] added that learning materials in the textbook are discourse in the form of dialogs, stories, chants, and reading texts. [17] found cultural contents in the textbook which consists of source culture, target culture and international culture. These studies had analyzed textbooks, but no one had used indicators of the Indonesian National Education Standards. Therefore, the aim of this research is to find out the feasibility of content and presentation in "*Bahasa Inggris*" textbook published by Curriculum and Book Center of the Ministry of Education and Culture of the Indonesia Republic.

2. Method

This study uses qualitative research approach in the form of content analysis. Content analysis is defined as a research method used to analyze and describe the contents of messages contained in text. The focus of this study is to analyze the content of English textbook used in senior high school in Indonesia. It is the tenth grade English textbook at the senior high school level published by the Ministry of Education and Culture of the Indonesia Republic. The stages in conducting the analysis are (1) preparing research by determining the textbook to be examined by considering it most widely used by students in Indonesia, (2) analyzing it by using checklists of assessment criteria that refer to theory presented by Cunningham, (3) writing down the findings and concluding the result. This study focuses on the analysis of material taught in odd semester consisting of seven chapters.

There were two aspects used as references in this study; content feasibility and presentation feasibility. The feasibility of content consists of (1) the compatibility of materials with learning achievement with the indicators of completeness of the learning achievement and in-depth material, (2) accuracy of the materials with the indicators of social functions, element and structure of meaning, and linguistic features, and (3)

supporting materials with the indicators of relevance, development of life skills, and development of diversity insight. The feasibility of presentation consists of (1) techniques presentation with the indicators of systematics and balances between chapters, (2) presentation of learning with the indicators of students-centered, focusing on project based learning, developing initiative, creativity, and critical thinking of students, developing the learning independence of students, and developing students' abilities for self-reflection/evaluation, and (3) completeness of the presentation with the indicators of introduction, content, and end-section.

3. Result and Discussion

3.1. Results

Table 1 is the finding of the content analysis of the materials taught in odd semesters, chapters 1 to 7: Talking about Self, Congratulating and Complimenting Others, Expressing Intentions, Which One is Your Best Getaway?, Let's Visit Niagara Falls, Giving Announcement, and My Idol.

The material contained in this book is in accordance with the learning objectives listed in the applicable curriculum which is indicated by obtaining a score of four in chapters 2, 3, 4, 5 and 7. This is because the material in the chapter is complete and in accordance with what is stated in learning competencies in the curriculum such as social functions, text structures, and linguistic elements of oral and written interpersonal interaction texts. However, in chapter 1 a score of two was obtained and a score of three was found in chapter 6. This is because chapter 1 provides limited information about vocabularies related to family relationships such as father, mother, sister and brother. Meanwhile, chapter 6 does not provide a complete explanation of singular and plural nouns when the chapter discusses nouns. It means that these chapters are not in accordance with the learning objectives that must be mastered by students.

On the in-depth sub-indicator, almost all chapters get a score of 4, except for chapter 1 and chapter 7. This is evidenced by the fact that in these chapters, there have been exercises that refer to learning objectives contained in the English curriculum. Unfortunately, the depth of the material in chapters 1 and 7 is still lacking because they do not explain in depth about family relationships and the verbs related to past event have not been enough provided.

The application of social functions in all chapters, except chapter 2, is in accordance with the applicable curriculum. Transactional communication such as talking about

identity, talking about intentions, and so on has been well presented, accompanied by several exercises that can stimulate students to communicate and interact. However, transactional communication such as discussion has not been developed.

TABLE 1: Feasibility of Content.

No	Feasibility of Content		Chapter							Mean
	Indicators	Sub-indicators	1	2	3	4	5	6	7	
1	The compatibility of materials with Learning Objective	Completeness	2	4	4	4	4	3	4	3.5
		In-depth	3	4	4	4	4	4	3	3.7
2	Accuracy of the Materials	Social functions	4	2	4	4	4	4	4	3.7
		Element and structure of meaning	4	4	4	4	3	3	4	3.7
		Linguistic features	4	4	4	4	4	4	4	4
3	Supporting Materials	Relevance	3	4	4	4	4	4	3	3.7
		Development of life skills	4	4	4	4	4	4	4	4
		Development of diversity insight	4	4	3	4	4	3	3	3.5
Mean									3.75	

Elements and structure of meaning needed in the feasibility of the contents are successfully implemented. Systematic thinking of students in almost all chapters has been successfully developed, except chapters 5 and 6. It can be seen from examples given to students about how to introduce themselves, to talk intention, and others. Students are then asked to complete the exercises in order to make them practice so they can implement it in their daily activities. In addition, this chapter contains grammatical material in the form of pronouns which help students form appropriate spoken and written language to introduce themselves. Therefore, the elements and structures of meaning deserve a score of 4.

The sub-indicators for linguistic features all chapters get score of four. It shows that the materials in all the chapters studied have provided information to students about what linguistic features they have learned, such as the use of verbs, nouns, and so on so that it can make it easier for students to understand the materials in each chapter both orally and written.

On the relevant sub-indicators, almost all chapters get a score of four, except for chapters 1 and 7. The teaching materials in chapter 1 and 7 are relevant to the topics discussed. It can be seen from the materials which contain written and spoken language in introducing self and giving information to public which are relevant to the topic in this chapter. However, regarding its relevancy with today's era, the material provided is considerably outdated. The author uses e-mail and old technology as an example, to which the young generation will not feel related. In chapter 2, texts and exercises relate to the main material for congratulating and complementing. In chapter 3, all materials are related to main topic of intention. In chapter 4, the materials are relevant to the topic, to student's environment in Indonesia, so that they are more relatable. The materials in chapter 5 relate to speaking activity about descriptive text. The materials given in chapter 6 are relevance with today's trend and students' life like international concert.

All chapters in the textbook get score of four in the sub-indicator of development of life skills. Materials in chapter 1 help students to be able to have a good communicative skill that can be implemented in real life which the result can make them build their networking. Materials in chapter 2 and 3 wholly can make students be able to show expression to others politely which make them achieve better communication competency. In addition, Chapter 4 can be used to develop students' speaking skills such as in the activity on page 47 which can build students' confidence and their public speaking skill and have good relation like the activity provided on page 42. Chapter 5 requires students to develop their ability in cooperative with their partner. Chapter 6 develops students' independence and collaboration like activity in page 89 which asks students to be independent and work in collaboration. Lastly, Chapter 7 requires students to develop the ability of interview.

The presentation in this book is designed systematically (Table 2). It is proven by the presentation of material and assignments in the form of text, communicative acts, illustrations, and symbols with regular patterns or sequences based on the material's characteristics, which include introduction, content, and closing. Therefore, systematics in this criterion gets a score of 4.

The balance between chapters does not occur as a whole in this book. Some chapters contain more content and tasks than others, as seen by the unequal growth of national insight in this book. As a result, the score of the book's chapter balance is three.

The presentation of learning in this book, especially in student-centered learning aspect, has met the standards so that it gets a score of four or it can be concluded that the presentation of learning is in the very good category. This is evidenced by the presentation of material, learning experiences, and current assignments which foster

TABLE 2: Feasibility of Presentation.

No	Feasibility of Presentation		Score
	Indicators	Sub-indicators	
1	Techniques Presentation	Systematics	4
		Balances Between Chapters	3
2	Presentation of Learning	Centered on Students	4
		Focusing on Project Based Learning	2
		Developing Initiative, Creativity, and Critical Thinking of Students	4
		Developing the Learning Independence of Students	4
		Develop Students' Abilities for Self-Reflection/Evaluation	4
3	Completeness of the Presentation	Introduction	3
		Content	3
		End Section	4
Mean			3.5

English interaction between students and students, between students and teachers, and between students and the wider environment.

In this book, related to the focus on Project-Based Learning, it has been successfully implemented. This can be seen from the presentation of material, learning experiences and student assignments aimed at carrying out various activities that require students to be responsible for planning and executing their learning activities to produce both spoken and written language. Therefore, for this criterion, the score is four.

In this English textbook, there are several assignments that students must complete, but they have not correctly referred to the stages in project-based learning. The assignments in this book are in the form of oral and written assignments. Examples of oral assignments are making plays, conversations, and simulations. Meanwhile, the example of a written assignment is making paragraph texts such as descriptive text and narrative text.

The presentation of material and learning experiences, as well as tasks, in this book encourages students to take responsibility for their own learning process. Therefore, the score is four, or it belongs to excellent quality for developing student learning independence based on this.

The presentation of material, learning experiences, and assignments in this book helps students to recognize their accomplishments and faults in carrying out learning

and communication activities. It is readily apparent from the activities that requires students to check their own work in pair. Besides that, at the end of every chapter, the author always asks students to reflect what they have learnt and their obstacles in understanding material. Thus, the score is four or it is very good for developing self-reflection/evaluation abilities based on this.

The introduction to this book does not entirely fit the criteria, as evidenced by the absence of sub-chapters and subjects in the table of contents. Nonetheless, the prologue in this book meets the current standards, which present map of materials so the score is 3 to the introduction to this book. In the sub-indicator of content, the book has already contained sections consisting of an introduction, illustrations like tables, pictures, and others, and self-reflection, and questions or tasks. Therefore, due to the lack of summary, the score is three for this sub-indicator. Lastly, in the sub-indicator of the end section of this textbook, it consists of a glossary, reference, and index. It indicates that the end section is complete so the score is four for this sub-indicator.

3.2. Discussion

Based on Table 1, it is known that the feasibility of the contents in English textbooks obtains an average score on all indicators of the assessment of the book, which is equal to 3.75. This shows that the book can be said to be very good for use in the teaching and learning process of tenth grade students, although there are still several sub-indicators that get an average score of 3.5, namely in the completeness and development of diversity insight sub-indicators. On the other hand, there are two sub-indicators that obtain an average score of 4, namely the linguistic features and development of life skills sub-indicator, while the remaining sub-indicators obtain an average score of 3.7, namely the indicative sub-indicator -depth, social functions, element and structure of meaning, and relevance. The very good assessment category in the English textbook is in accordance with the research conducted by Ramadhana, et.al. [1], dan Syahrial dan Nuhamasih [3].

Based on Table 2 regarding the feasibility of the presentation, an average score of 3.5 is obtained for all indicators. The average score shows that in terms of presentation, English textbooks fall into the good category for use in the teaching and learning process for teachers and students. Sub-indicators that get minimal scores only on project-based learning sub-indicators. This is due to the basis of the English textbooks analyzed not on the *Merdeka* curriculum but on the revised 2013 Indonesia national curriculum. Other sub-indicators get a score of 4 as in the sub-indicators systematics,

centered on students, developing initiative, creativity, and critical thinking of students, developing the learning Independence of students, develop students' abilities for self-reflection/evaluation, and end section. In contrast, the remaining sub-indicators received a score of 3 such as the balances between chapters, introduction, and content sub-indicators.

4. Conclusion

Based on the findings and discussion, it can be concluded that English textbooks with publishers from the Curriculum Center and the Republic of Indonesia Books used by teachers and tenth-grade students at the senior high school level obtained an average score of 3.75 on the content feasibility aspect. This means that the book is perfect for use in the teaching and learning process of English subjects for teachers and students. Meanwhile, in the display aspect, the English text book obtained an average score of 3.5. Changes to the curriculum used should also be followed by the provision of teaching resources in the form of textbooks used by teachers and students in the teaching and learning process. This means that in terms of appearance, the book is in the excellent category. For further research, it is recommended to add assessment indicators to aspects of the language used so that it can be identified at the level of the language used.

Acknowledgements

Thanks go to the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia through the Directorate of Research, Technology and Community Service for providing regular fundamental research funding in 2023. Researchers also thank the Institute for Research and Community Service of Universitas Islam Nahdlatul Ulama Jepara, who have supported this research activity.

References

- [1] Ramadhana MA, Indah OD, Suhardi S. An Evaluation of English Language Textbook: Interlanguage English for Senior High School Students. *Jurnal Studi Guru Dan Pembelajaran*. 2019;2(1):33–9.
- [2] Munir S. An Evaluation of Reading Comprehension Textbooks Taught at the English Education Department of Islamic Higher Education in West Sumatera. Qudus

- International Journal of Islamic Studies. 2013;7:59–75.
- [3] Nurhamsih Y, Syahrial S. Evaluation of English Teaching Materials used at a Vocational High School Based on Cunningsworth's Checklist. *Journal of Applied Linguistics & Literature*. 2018;1(1):33–46.
- [4] AlHussein EB. Evaluating the Arabic Language Curriculum for the Seventh Grade in Light of the Comprehensive Quality Standards. *J Educ Soc Res*. 2020;10(4):70–80.
- [5] Cunningsworth A. *Choosing Your Coursebook*. Oxford: Heinemann Publishers Ltd.; 1995.
- [6] Richard JC. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press; 2001. <https://doi.org/10.1017/CBO9780511667220>.
- [7] Ulumudin I, Mahdiansyah, Suwardi B. *Buku Teks dan Pengayaan*. Jakarta: Puslitjaldikbud Kemendikbud; 2017.
- [8] Sulistiyo U, Wulan R, Al Arif TZ, Efriza D, Anwar K. A Critical Content Analysis of English Textbook for Senior High School Students in Indonesia. *Studies in English Language and Education*. 2021;8(1):84–98.
- [9] Ristek K. *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Tentang Penilaian Buku Pendidikan*. Indonesia: 2022.
- [10] Nasional SP. *Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Standar Nasional Pendidikan*. vol. 2. 2013.
- [11] Baig S, Javed F, Siddiquah A, Khanam A. A Content Analysis of English Textbook of Punjab Textbook Board of Grade 8 in Pakistan. *SAGE Open*. 2021;11(2): <https://doi.org/10.1177/21582440211023159>.
- [12] Nuriskia A, Gani SA, Marhaban S. A Visual Analysis of English Textbook “Pathway to english 3” Used by Indonesia Senior High Schools. *English Education Journal*. 2021;12(1):93–102.
- [13] Harmer J. *The Practice of English Language Teaching*. London: Pearson Education International; 2007.
- [14] Setiawan I. Reading Passage in English Textbook for SMP Issued By Department of Education & Culture Samarinda. *Indonesian Journal of Language Teaching and Linguistics*. 2016;1(2):159.
- [15] Swastika PA, Miranti RR, Nur MR. The Analysis of Speaking Assessment Types in Textbook “When English Rings a Bell Grade VII.”. *Jurnal Studi Guru Dan Pembelajaran*. 2020;3(2):167–73.
- [16] Kurniawati L, Wahyono E, Mulyasari E. Analysis of Learning Material For Elementary Students. *Ethical Lingua*. 2021;8:126–34.

- [17] Fitriansyah N, Usman M, Surono S. Cultural Content in English Textbook for Deaf Students At Disable Senior High School. *Language Literacy. Journal of Linguistics, Literature, and Language Teaching*. 2021;5(2):453–64.