

# Curriculum and Lesson Planning: Outpacing Learning Process through Evaluation on English Textbook in Senior High School

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## Curriculum and Lesson Planning: Outpacing Learning Process through Evaluation on English Textbook in Senior High School

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**Abstract:** This research is based on the role of textbooks in learning and teaching in senior high school. These conditions require the availability of quality textbooks that are able to develop students' critical thinking skills. This study aims to determine the content of English textbooks used by senior high schools in Tomohon City. The research method applied in this study is an evaluation method with content analysis techniques. The result of this research will show the form of the English textbook used based on the curriculum at Senior High School. This research is based on the role of textbooks in learning and teaching in senior high school. These conditions require the availability of quality textbooks that are able to develop students' critical thinking skills. This study aims to determine the content of English textbooks used by senior high schools in Tomohon City. The research method applied in this study is an evaluation method with content analysis techniques. The result of this research will show the form of the English textbook used based on the curriculum at Senior High School.

**Keywords:** Curriculum, Evaluation, English Textbooks

### I. Introduction

Indonesia's educational system, textbooks were considered as the main components of the curriculum. They determine the content, the methods, and the procedures for teaching and learning in the classroom. They also provide a systematic syllabus for teachers to follow in teaching a certain subject. In Indonesia, the textbooks are designed by authorised publishers based on the latest curriculum. Once a newly invented curriculum was launched by the National Education Department of Indonesia, several competitive publishers involved professional instructional material writers in designing or developing new textbooks which are in line with the curriculum. Besides, teachers must also apply new approaches, methods, and techniques to suit the new curriculum.

In English Language Teaching field, our educational system had implemented different curricula for the sake of improving learners' proficiency level and coping with the challenges of the global world. Some recent curricula which had been launched by Education National Standardization Board (Badan Standar Nasional Pendidikan / BSNP) and implemented in Indonesian's ELT are Competency-based Curriculum (*Kurikulum Berbasis Kompetensi* /

*KBK*), School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan / KTSP*), and the most current one, 2013 Curriculum (*Kurikulum 2013*). Along with the continuous changing in the curriculum, consequently, English textbooks must be developed, adapted, or revised based on the prevailing curriculum.

2013 Curriculum remained very new for both teachers and students and remained in the development process. Therefore, most of English teachers still use English textbooks which were developed based on School-based Curriculum in classroom practices, because the books were available on the market with many choices of publishers and teachers had already been very familiar to them in terms of the content, techniques of presentation, and teaching procedures suggested by the textbooks. However, there had been few English textbooks available on the markets which were developed based on 2013 Curriculum, and some schools were starting to use them as a way to familiarise themselves towards the principles of English Language Teaching represented by the current curriculum [4,9,10,11].

The 2013 Curriculum is a revised version of the School-based curriculum. Based on the Design Guidelines of KTSP issued by BSNP in 2006, School-based Curriculum was implemented based on the philosophy that every school in Indonesia

deserves to manage its competency-based on its teachers' and learners' competence and potential local sources and deserves to manage its own curriculum based on the content standard provided by BSNP. The responsibility of the curriculum was only outlining the content standard and competencies that must be achieved by learners, while its implementation of the curriculum and the syllabus was in the hand of the school management. The communication practices and interaction patterns in the English classrooms were expected to stimulate learners to be well-mannered, tolerant, appreciative, confident, creative, and critical individuals through proper communication activities, both spoken and written. These were actualised in the purposes of communication covering interpersonal and transactional. Using the same philosophy, applying the same responsibility and implementing the same communication practices, 2013 Curriculum added one more purpose of communication, that is presentational purpose in which learners use language not only to socialise and to get things done but also to inform a piece of knowledge [9,10,11]. Both curricula also required learners to master some text types carrying different functions and purposes through a series of activities either in spoken or written cycles such as 1) building the context, 2) modelling and deconstructing the text, 3) joint construction of the text, and 4) independent construction of the text [5].

As explained above, since textbooks were considered as the main component of the curriculum in Indonesia, English teachers' dependence in Indonesia towards textbooks was very dominant. They relied a lot on the textbooks available in bookstores. Somehow, they were lack of creativity or had some difficulties in creating their learning materials. The best they could accomplish regarding learning materials was adapting the textbook once they found some activities unsuitable to students' needs or supplementing the textbook with other learning sources. With the availability of various commercial textbooks to choose from, teachers were responsible for selecting good materials and needed to be able to make a judgment about the textbooks. In other words, English teachers must be able to evaluate textbooks to find out if they were still worth using or need replacing.

One of the English textbooks currently used is *Bahasa dan Sastra Inggris untuk SMA/MA Kelas XII* published by YramaWidaya. From the facts above, the researcher evaluated the worthiness of this English textbook to see and discover how far this English textbook has met the criteria of good textbooks.

This study focused on the criteria of book evaluation in *Bahasa dan Sastra Inggris* textbook used for XII Class in Senior High School, which was analysed based on the criteria of the 2013 curriculum. The object of this study was *Bahasa dan Sastra Inggris* textbook used for XII Class in Senior High School.

## II. Literature Review

### A. English Language Teaching in Indonesia

Indonesian's ELT practitioners have done some innovation from time to time to improve the quality of English Language Teaching in Indonesia both in terms of policies and in terms of implementation. When English was introduced in Indonesian's classrooms, the grammatical based approach was criticised for its discrete characteristics and its strong emphasis on memorisation. Besides, the approach is not contextual. When the communicative approach was introduced, many English teachers did not take students' grammar into account. Nowadays, when the genre-based approach is introduced through two different curricula, namely KTSP (School-based curriculum) and 2013 curriculum, a lot of pros and cons emerge. Some ELT experts and practitioners affirm that genre-based approach will enable learners to face global challenges. However, some others argue that the approach is only relevant to be implemented by teachers and learners whose mother tongue is English. Responding to the controversies, various attempts and efforts are constantly made by the government through pieces of training and conferences to enrich the teachers' comprehension and skills towards the approach. To understand further about the current English Language Teaching situation in Indonesia, teachers must have sufficient comprehension about KTSP (School-based curriculum), 2013 Curriculum, and Genre-based Approach. The formulation of 2013 is based on the objectives of national education outlined in UU No. 20/2003 about education national system, particularly in article 3 Chapter II about the basis, function, and the objective of national education

which states that “Education functions as developing individuals’ dignified skills, characters, and civilisation to make intellectual generations and to develop learners’ potentials to be healthy, intellectual, skilful, creative, independent, democratic, and responsible individuals who believe in God and who possess noble characters.” It implies that education, its process, and its outcome is meant to develop learners to be fully functional persons who have skills and good characters and who are knowledgeable, aware of their potentials, and can implement their potentials and skills for the society’s and their benefit.

Based on the Framework and Recommendation about English Subject Curriculum on 2013, regarding the nature of language, 2013 curriculum uses functionalist’s perspective which sees language as a means of communication among teachers, learners, and diverse society by considering who communicates, in what situation a communication occurs, and what is communicated. According to this view, the objective of communication is to build social relation (*interpersonal*) and developing discourse through information exchange among the individuals involved within the communication (*transactional*) delivered via oral or written media. The ability to communicate feeling, knowledge and views among those involved in the communication (*interlocutors*) must be based on their socio-cultural values for the sake of making appropriate communication.

The communication activities based on this functionalist’s view are the combination of three purposes of communication: *interpersonal*, *transactional*, and *presentational*. In the systemic functionalist view, the communication activities are organised around the integration of linguistic rules (cohesive and coherent choice of words, phrases, sentences, or utterances) and the socio-cultural rules of the language use applied in various types of oral and written discourse needed by the language users in certain communicative situations and scopes such as daily situation, working situation, education, and academic scope. The socio-cultural rules regarding the language use cover attitudes in communication which are influenced by cross-cultural understanding values.

The nature of learning language in 2013 Curriculum is based on the cognitivist’s view, in

which language learning will be meaningful for learners if the content of the lesson is related to their prior knowledge and experience. Learning language must involve learners’ gradual thinking skills, starting from knowing, comprehending, using, analysing, synthesising, and evaluating what they have learnt (cognitive aspect). In this view, language learning must facilitate learners to receive and perceive what they are learning, to organise, to comprehend them fully, and to implement them in their attitudes (affective aspect). In addition, learning language must involve learners’ physical skills starting from receiving, concentrating, imitating, practising, adapting the acquired skills to the real-life situation that they are facing, and building the relatively new skill (psychomotor aspect).

#### B. Textbooks

There were five theories to point out related to the textbook, namely instructional material, definitions of the textbook, the development of the design and use of textbooks, the role of textbooks, and textbook design.

Instructional materials are a key component in most language programs. Whether the teacher uses a textbook, institutionally prepared material, or his or her materials, instructional materials generally serve as the basis for much of the language input that learners receive and the language practice that occurs in the classroom [12]:

1. Printed materials such as textbooks, workbooks, or worksheets.
2. Non-print materials such as cassette or audio materials, videos, or computer-based materials.
3. Materials that comprise both print and non-print sources such as self-access materials and materials on the internet. Also, these cover materials not designed for instructional use such as magazines, newspaper, and TV materials.

Materials should have a high degree of regularity in unit design, content, and task type. Good language teaching materials have the following characteristics [14, 15, 16, 17]:

1. Materials should achieve impact. The effectiveness of the textbook is seen from the achievement of purpose. This means that the choice of material depends on the goal of teaching and learning.

2. Materials should help learners feel at ease. Materials should be enjoyable so students will not lose their enthusiasm during class hour. It will lead to a huge interest in learning.
3. Materials should help learners to develop confidence. The materials should give space students for showing their ability; Materials should only be guidance to help students and then practice the lesson by themselves.
4. What is being taught should be perceived by learners as relevant and useful? This should be clear before starting the lesson; in other words, the applicability of material needs to be emphasised on whereas the usefulness of material will lead to the workability of the lesson taught.
5. Materials should require and facilitate learner self-investment. In the end, students are hoped to learn and develop the lesson automatically, so it is important to make use of material that will meet this requirement.
6. Learners must be ready to acquire the points being taught. It means that students' level should be considered and it will affect the whole teaching and learning process. The complexity and simplicity of material will be relevant to students themselves.
7. Materials should expose the learners to language in authentic use. When the material cannot be applied practically, it will only be staying in students' mind for short-term. There will be no continuous understanding of them to be implemented in the future.
8. The learners' attention should be drawn to linguistic features of the input. This becomes a big responsibility for teachers while teaching. Besides teacher or facilitator, teachers should be playing the role as a controller for students and this is closely related also to the choice of material which is suitable.
9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes. The familiarity with target language learned can be achieved so the interactive process can be conducted. The material should contain mostly target language so the interference of source language can be less.
10. Materials should take into account that learners have different learning styles. Various ways of learning are very common, so materials should answer students' need to implement those ways in both integrated and separated parts in the material used.
11. Materials should take into account that the positive effects of instruction are usually delayed. The instructing sentences should be technical and clear as well for the users or students so there will be no misinterpretation in the teaching and learning process.
12. Materials should take into account that learners differ in affective attitudes. Affectively students will get a response to diversity. It means that character should also be important aspects that can be inserted through the material used. This can be media for good knowledge transfer.
13. Materials should permit a silent period at the beginning of instruction. It means that students need to be allowed for critically thinking about the material taught. This will affect their minds to grasp the lesson and by brainstorming them, this teaching and learning process can be successful.
14. Materials should maximise learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left-brain activities. Multiple intelligence should be made use for good sake by providing acceptable material for different intellectuality though used by similar ages or level.
15. Materials should not rely too much on controlled practice. The material should not be too rigid. It should let students make some improvement as long it is relevant to the goal of learning. It will lead to creativity and autonomy for students.
16. Materials should provide opportunities for outcome feedback. This can be the way of measurement from the side of

students to know both students and teachers' success in the prior teaching and learning activity. This part is unable to be ignored.

Materials should [14,15,16,17]:

1. Arouse the learners' interest.
2. Remind them of earlier learning.
3. Tell them what they will be learning next.
4. Explain new learning content to them.
5. Relate these ideas to learners' previous learning.
6. Get learners to think about new content.
7. Help them get feedback on their learning.
8. Encourage them to practice.
9. Make sure they know what they are supposed to be doing.
10. Enable them to check their progress.
11. Help them to do better.

Several roles and characteristics of effective language teaching materials as follows [14,15,16,17]:

1. Language is functional and must be contextualized. It needs to be used in real life of learners. Language in the material should be workable.
2. Language development requires learner engagement in the purposeful use of language. It means learners should be given a part to use language in an applied way.
3. The language used should be realistic and authentic. It should be suitable for the learners' level and circumstance.
4. Classroom materials will usually seek to include an audiovisual component. Those will stimulate students' four language skills.
5. Learners need to develop the ability to deal with written as well as spoken genres. It will lead students to master productive and receptive language skills.
6. Effective teaching materials foster learner autonomy. It should engage the student's activeness.

7. Materials need to be flexible enough to cater to individual and contextual differences. There must be creative and innovative tasks.

8. Learning needs to engage learners, both affectively and cognitively. It is not only about lessons contained, but it should imply character building.

Most of the English instructional materials published in Indonesia are in the form of textbooks which are exclusively used at schools only, starting from elementary school level to senior high school level. Those textbooks are developed for Indonesian schools' use and written by Indonesian authors. English teachers normally rely on them for classroom activities. Some are accompanied by audios and some are not. The audios, however, are usually accessible only by teachers and rarely do students have them. Teachers use and adapt them now and then for supplementary materials.

The term coursebook and textbook are often used interchangeably in the EFL context. However, EFL practitioners specifically use the term textbook to refer to an instructional material of English as a subject matter taught at schools and which is designed for specific groups of learners in a defined context, such as in a specified educational context within a certain country. Meanwhile, according to Nunan (2003: 230), course books are not written for a specific group of people but written for a generalised target group for use in English or non-English speaking countries. Nunan (2003: 226) defines textbooks as prepackaged, published books used by the students and teacher as the primary basis for a language course, ranging from those that are broadly focused on developing all language skills to those that focus on a specific skill such as writing or a specific area such as hotel management. They may also include audio-cassettes or CDs, videos, workbooks, CD-ROMs, test packages, internet materials, and occasionally a teacher's guide. Commercial textbooks together with ancillaries such as workbooks, cassettes, and teachers' guides are perhaps the commonest form of teaching materials in language teaching [16].

Acklam (1994) in Nunan (2003) defines textbooks as learning tools shared by teachers and learners which can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource material and

ideas. To use a textbook systematically and flexibly, it is critical to understand how they are put together and how they can be adapted to meet the needs of particular learners. According to [15], textbooks are used in different ways in language programs. For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercises for skills practice. A writing textbook might provide model compositions and a list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking textbook might provide passages for students to read and discuss. A listening textbook together with audiocassettes or CDs might serve as the primary listening input in a listening course. There are some factors involved in the development of commercial textbooks:

One was representing the interests of the author. The author is generally concerned to produce a text that teachers find innovative, creative, relevant to their learners' need and that they will enjoy teaching from [15]. The author is generally hopeful that the book will be successful and make a financial profit because a large investment of the author's time and effort is involved. The second factor is the one representing the interests of the publisher. The publisher is primarily motivated by financial success. However, to achieve a profit, publishers generally recognise that a book must have qualities of excellence that will distinguish it from its competitors [17].

There are two positions on the role of textbooks in the language classroom [16]. The first role is the deficiency view which sees the role of textbooks or published materials as being to compensate for teachers' deficiencies and ensure that all the syllabus is covered using well thought out exercises. On the other hand, the different view sees materials as carriers of decisions best made by someone other than the teacher because of differences in expertise. Role of the textbook as a possible agent of change [6,7]. This can be achieved when several conditions are met. First, the textbook needs to become a vehicle for teacher and learner training. In other words, besides an explicit and detailed teacher's guide, the student book should also include appropriate learning-how-to-learn suggestions. Second, the textbook must provide support and help with classroom management, thus freeing the teacher to cope with

new content and procedures. Third, the textbook will become an agent of change if it provides the teacher with a clear picture of what the change will look like and clear, practical guidance on how to implement it in the classroom. Fourth, if adopted by a school, a textbook can result in collegial support and shared responsibility for and commitment to the change.

Role of materials [2,3], particularly course books in language teaching as:

1. A resource for presentation materials (spoken and written) b. A source of activities for learner practises and communicative interaction.
2. A reference source for learners on grammar, vocabulary, pronunciation, and so forth.
3. A source of stimulation and ideas for classroom activities.
4. A syllabus where it reflects learning objectives that have already been determined.
5. A support for less experienced teachers who have yet to gain in confidence.

Role of materials as follows [15]:

1. The materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice which students take part in.
2. Materials serve primarily to supplement the teacher's instruction.
3. For learners, materials may provide the major source of contact they have with the language apart from the teacher.

There are some reasons of why both teachers and learners are in favour of using textbooks which are outlined as follows [23]:

1. Framework: Textbooks provide a clear framework: teacher and learners know where they are going and what is coming next, so there is a sense of structure and progress.
2. Syllabus: In many places, the textbook serves as a syllabus if it is followed systematically, a carefully planned and balanced selection of language content will be covered.

3. Ready-made texts and tasks: The textbook provides texts and learning tasks which are likely to be of an appropriate level for most of the class. This saves time for the teacher who would otherwise have to prepare his or her own.
4. Economy: A book is the cheapest way of providing learning material for each learner; alternatives, such as kits, sets of photocopied papers or computer software, are likely to be more expensive relative to the amount of material provided.
5. Convenience: A book is a convenient package. It is bound, so that its component stick together and stay in order; it is light and small enough to carry around easily; it is of a shape that is easily packed and stacked; it does not depend for its use on hardware or supply of electricity.
6. Guidance: For teachers who are inexperienced or occasionally unsure of their knowledge of the language, the textbook can provide useful guidance and support.
7. Autonomy: The learner can use the textbook to learn new material, review and monitor progress with some degree of autonomy. A learner without a textbook is more teacher-dependent.

Learning material is a key component in most language programs. In selecting the learning material, teachers must consider the approach and the curriculum used. The learning material is the basic input for students in classrooms [14]. Learning materials for learners can be found in many forms, such as printed or non-printed materials, and authentic materials, which are materials that are not designed for instructional use, such as magazines, newspaper, and TV materials. In this case, the textbook is one of the most currently used by EFL teachers in Indonesia. Before developing a textbook, an author must have comprehensive knowledge on the process of schooling, the nature of the curriculum, the psychology of learners, the subject matter, and the grading and sequencing of the books in the field. Besides, he must be able to write and express ideas clearly for students at a suitable grade level. Finally, schools' and learners' financial ability must also be considered in deciding whether or not the textbook will be a sophisticated one (Albath and Kelly, 1998). Authors should ask themselves "How do we think people learn the language".

This question will help them in articulating the main theories of language learning, the profile of target learners, and a list of objective and aims of learning [20, 21,22].

In Indonesian's EFL context, after following the above steps, material developers will collect and select the texts that are suitable with the competency standard and the basic competence in the curriculum. They can be taken from literature, songs, newspapers, magazines, non-fiction books, radio, and television programs which are selected based on the cognitive and affective aspects of learners. Besides, those texts must closely engage with the audiences. Therefore, learners' social and emotional environment must be taken into account. By studying the complexity and difficulty of the texts, the authors must adapt the texts in such a way that they suit the learners' cognitive level and general proficiency. After that, the authors can start to design the learning activities that reflect the five stages in the genre-based approach. To make learners feel engaged towards the activities, those activities must ask learners to visualise, think, and share their knowledge and anything which help to activate the connection in their mind to the experience within the text. Experiential activities are also helpful in giving appropriate and rich exposure for audiences.

Learning activities can also be referred to as tasks. Task as an activity or action which is carried out as a result of processing or understanding language that is as a response to verbal or non-verbal input. Tasks function as devices for creating the conditions required for language acquisition [20,21,22]... Criteria features of a task which are:

1. It involves the activity of some kind (e.g. drawing or performing an action),
2. It has a specified outcome that determines when it has been completed,
3. It may require language comprehension or language production or both,
4. It requires that learners focus their attention principally on meaning rather than form.

Tasks as comprising the following contents [20, 21,22]:

1. Input, that is, the information that the learners are supplied with. Input can be in verbal form (e.g. a series of direction) or non-verbal (e.g. a diagram or a picture),

2. Procedures that are, the activities that the learners are to perform to accomplish the task,
3. Language activity, that is, whether the learners engage in receptive language activity, listening or reading, or productive language activity, speaking or writing, or both,
4. Outcome(s), that is, what it is that the learners will have done on completion of the task. The outcome may be verbal, such as performing a role-play or nonverbal such as drawing a diagram.
3. How the content is sequenced (e.g., based on complexity, learnability, usefulness, etc.),
4. Whether the grading and progression are suitable for the learners and whether it allows them to complete the work needed to meet any external syllabus requirements,
5. Whether it is easy for learners to find their way around the textbook and whether the layout is clear.

Based on its objective, a task can be divided into real-world tasks and pedagogic tasks. A real-world task is one which requires learners to approximate in class the kinds of tasks required of them in the real world. In such tasks, the teaching objective and the student's target are the same. Meanwhile, a pedagogic task is one that requires learners to perform some language activity which is not found in the real world but which is believed to facilitate language acquisition. In such tasks, the teaching objective and the student's target are not the same. It is much more difficult to specify the objectives of pedagogic tasks as these are essentially vague, such as to enable the students to acquire new linguistic knowledge or to enable the students to improve their fluency [20,21,22].

The next aspect is the illustration. Texts selected and the activities provided should be accompanied by an illustration to provide a visual explanation for something that may be unfamiliar to the learners. Also, it gives aesthetic experience and increases the impression and motivation of learners. This positive attitude will assist a lot in gaining language acquisition. The other aspects to consider are the design and layout of the textbook. Design is an overall plan which governs the appearance and functions of material. It involves general decisions about the use of colour, icons, fonts, boxes, italics, etc. to make the material appealing and easy to use [20,21,22].

Design includes:

1. What components make up the total course package (e.g., students' books, teachers' books, workbooks, cassettes),
2. How the content is organised (e.g., according to structures, functions, topics, skills, etc.),

Besides, the factors that contribute to good layout include positioning, size, sequence, use of space, and balance of visual and text. Finally, the textbook should match learners' needs and wants and principles of language learning. During its development, it must provide the flexibility of use and coherence of connection. The best way to gain this is to consider the target context of language use and the target context of culture as outlined [5]. Based on this consideration, the material writer can then develop a framework to be made into the development of units.

### C. Textbook Evaluation

There were some theories to take into account related to textbook evaluation. They were evaluation in general, textbook evaluation, textbook evaluation stages, and some textbook evaluation criteria.

Material evaluation as a procedure that involves measuring the value of a set of learning materials. An evaluation emphasises the needs of the users of the materials and makes subjective judgments about their effects. Material evaluation is fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid, or system will ever provide a definite yardstick [20,21,22].

Candlin (1987) in Nunan (2004) suggests that textbook evaluation should cover broad areas that include problematic, implement ability, and combinability. Problematic refers to the extent to which a given task within a textbook reveals variations in learners' abilities and knowledge, the extent to which it is diagnostic or explanatory, whether it provides monitoring and feedback, and whether it can be used as a basis for future action. Implement ability involves a consideration of the resources required, the organisational and management complexity, and the adaptability of the task. Combinability requires evaluators to consider the extent to which the task in a textbook can be sequenced and integrated with other tasks.

Tomlison and Masuhara (2004) outline three types of textbook evaluation which cover pre-use evaluation, whilst-use evaluation, and post-use evaluation. The pre-use evaluation examines the future potential or performance of a textbook. It is normally impressionistic, subjective, and unreliable, but can be reduced by using criterion-referenced items. The whilst-use evaluation examines the textbook that is being used. It is objective and reliable since it makes use of measurement rather than prediction. However, it is more limited to observable aspects such as the clarity of instruction, layout, the comprehensibility of text, the flexibility of text, the achievability of the tasks, and the appeal of the material. The post-use evaluation examines the textbook that has been used. It measures the actual effects of the materials on the users regarding short-term effects such as motivation, impact, achievability, and instant learning, and long-term effects such as durable learning and application.

Harmer (2007: 301) suggests three stages for textbook evaluation, which are selecting areas for assessment, stating beliefs, and using statements for assessment. When selecting areas for assessment, teachers first need to list the features they wish to look at the course books under a certain list of consideration. The list can be reduced or expanded, such as separating language study activities into vocabulary, grammar, and pronunciation or concentrating solely on topics and cultural acceptability. Teachers can choose what they want to focus on the light of their teaching situation. When stating beliefs, teachers can make belief statements about any or all of the areas they have decided to concentrate on. This can be done by a group of teachers writing their individual beliefs and then combining them into an agreed set. When using statements for assessment, Teachers can use their statements of belief as assessment items. This means that for each of their areas, they list their statements, and can then use a simple tick and cross-system to compare different books. The coming analysis in this study will be based on theory contributed [16,17].

#### D. Previous Study

There are several related studies previously conducted by other researchers. Those are:

1) *Grade Physics Curriculum, Textbook Lessons with Respect to Science Process Skills* in The Middle East Technical University. The purpose of this study is to investigate the extent to which science process skills are included in 9<sup>th</sup>-

grade physics curriculum, 9<sup>th</sup>-grade physics textbook and 9<sup>th</sup> grade physics lessons. Moreover, it investigates to what degree the curriculum, the textbook and physics lessons were consistent with the inclusion of science process skills. A content analysis was conducted to the curriculum, textbook and observation of three physics teachers' lessons. Science Process Skills Questionnaire and Observation Sheet were used to collect data about the physics lessons. The results showed that the 9<sup>th</sup> grade physics curriculum emphasises collecting-interpreting data, whereas disregards were predicting, experimenting and inferring. This investigation found that the 9<sup>th</sup> grade physics textbook highly includes collecting-interpreting data and measuring; however, ignores hypothesising and defining-controlling variables. The results of content analysis of 9<sup>th</sup> grade physics lessons in Energy chapter revealed that modelling highly takes place in lessons as the use of mathematical equations in expressing the relationships among physical quantities.

2) *Content Analysis of Reading Materials in English On Sky Textbook for Junior High School*. The result of the analysis shows that there are three genres which are used in English on Sky textbook for 9<sup>th</sup> grade of Junior High School published by Erlangga. They are procedure, report, narrative text and these genres fulfilled the KTSP English syllabus requirement.

3) *A Content Analysis of Intercultural Communicative Competence in a Latin American EFL Textbook*. Findings reveal that the book presents several aspects related to visible, invisible culture and the saviours of the intercultural communicative competence. Inclusion of other cultures different from predominant cultures is hardly ever given; similarly, the presence of young people is significant compared with the inclusion of people of other ages. Stereotypes and generalisations are portrayed in the book as well, the reason why the students might not have a real understanding of the target culture, their own culture or other cultures. Thus, there is no opportunity for them to establish relations or differences among cultures and become intercultural language learners.

4) *A Content Analysis on English For Kids Grade 3, a Textbook Used in Elementary Schools in Malang*[8]. The research design is descriptive-evaluative. The procedure of analysing the data starts by analysing the data based on EFL evaluation criteria, then finding out how much each item of the checklist meets the criteria of

good EFL textbook and concluding the result of the analysis in the form of a percentage. The results show 60.86% of the textbook met the criteria of a good EFL textbook that is categorised as adequately relevant to good EFL textbook criteria.

5) Alamri (2008) conducted research entitled *An Evaluation of the Sixth Grade English Language Textbook for Saudi Boys' Schools*. The findings were generally in favour of the textbook except for the teaching methods and some other sub-items. Out of 64 items in the questionnaire, only 13 items had arithmetic means less than 2.50. The category that had the highest mean was the one on learning components, while the category that had the lowest mean was the one on teaching methods. The findings also revealed that there were no significant differences between the means of the two populations of the study (teachers and supervisors) except on the flexibility of the textbook and the different natures of their jobs might be the reason behind this difference.

### III. Research Method

#### A. Research Design

This study is classified as content analysis or document analysis. It is one of the types of descriptive qualitative research (Ary, Jacobs, and Sorensen, 2010: 29) It focuses on analysing documents, which is the English textbook. It seeks to understand the strengths and weaknesses of English textbook by focusing on the total textbook design. Descriptive qualitative research aims to gain a holistic picture and depth of understanding of the strengths and weaknesses of two English textbooks (Ary et al., 2010:29).

This textbook evaluation attempted to discover whether the English textbook meets the criteria of a good textbook suggested by Pusbuk and some ELT experts and whether it is relevant to the 2013 Curriculum or not. Besides, it also attempted to find out how those criteria are fulfilled or not by those textbooks and in what way the textbook is relevant to the 2013 curriculum. In other words, it tried to evaluate and to figure out the appropriateness of the textbooks for their grade.

#### B. Research Procedure

In conducting this study, the researcher arranged some procedural steps consisting of preparing the study, analysing the textbooks, and writing down the report (Ary, Jacobs, and Razavich, 2002: 443).

1. Specifying the phenomenon to be investigated. In this textbook evaluation, the phenomenon investigated was whether particular English textbooks met the criteria of good textbooks and 2013 Curriculum. The criteria of good textbooks were formulated by ELT experts and the researcher's modification.
2. Formulating exhaustive and mutually exclusive coding categories. In formulating the coding categories, the researcher first will decide the framework of textbook evaluation by referring to criteria for English textbook evaluation issued by the 2013 curriculum. Finally, some qualitative descriptions will be added to clarify the judgments.
3. Deciding on the evaluation subject the subjects chosen for textbook evaluation is *Bahasa dan Sastra Inggris untuk SMA/MA Kelas XII* published by Yrama Widaya, which is currently published and used locally or nationally.
4. In analysing the textbook, the checklist will be used in using theory [16,17].
5. Interpreting the findings and stating conclusions.
6. Writing down the report after doing some procedural steps above in an orderly way, the last step namely writing down the report. This report explained each part and procedure of the study and the findings in detail.

#### a. Research Instrument

The instrument used in this research is the human instrument. Therefore, the researcher became the primary instrument (Janesick, 1994 in Ary et al., 2002: 426). Since understanding is the goal of this research, the human instrument, which can be immediately responsive and adaptive, is the ideal means of collecting and analysing data (Merriam, 2002: 5). Concerning that content analysis focuses on analysing and interpreting recorded material which might be in the form of public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents (Ary, et al., 2010: 29), this research analysed the textbooks in terms of content, language, and presentation. Apart from the researcher as the primary instrument, the textbooks as the

analysed documents became the second instrument. The documents to use in this research became the primary source because the researcher analysed the textbooks directly.

The data were gathered from *Bahasa dan Sastra Inggris untuk SMA/MA Kelas XII* published by Yrama Widaya. This textbook was analysed based on the criteria for textbook evaluation to get the data.

b. *Data Analysis Technique*

This research applied document analysis or content analysis method to describe the evaluation of the textbooks (Janesick, 1994 in Ary et al., 2002). The analysis was based on the theoretical concept [15,16,17] outline some roles and characteristics of effective language teaching materials. Checklists were used to gather the data and to gain information (Aly et al., 2010: 442). It focused on analysing documents, which is the English textbook.

## IV. Result and Discussion

### A. Competencies in 2013 Curriculum

There are four core competencies in 2013 curriculum, core competence one as religious domain, core competence two as affective domain, core competence three as cognitive domain, and core competence four as a psychomotor domain. Core competencies are broken down into basic competences. Core competence one is broken down into basic competence 1, core competence two is broken down into basic competence 2, core competence three is broken down into basic competence 3, and core competence four is broken down into basic competence 4. Because the researcher just analysed the relevance of textbook materials with cognitive and psychomotor domains, so this research just concerned on the basic competence three and four [13].

Before analysing the relevance between the materials in the textbook with the cognitive and psychomotor domains, the materials in the book are divided according to the units and the basic competence three and four. There are nine units in the textbook with 68 sub-basic competences of basic competence. Here, the researcher matched the materials in the book with the sub-basic competences three and four.

Table. 1 Material in Book with the Sub-basic

Core competence	Basic Competence
<p>1. To live and practice the religious teachings that he embraces</p> <p>2. To Reflect and practice honest behaviour, discipline, responsibility, care, polite, responsive and pro-active and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.</p> <p>3. Understanding, applying, analysing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilisation related causes of phenomena and events, and applying procedural knowledge specific field of study according to his or her talents and interests to solve problems.</p>	<p>1.1 To be thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.</p> <p>2.1. Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.</p> <p>2.2. Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.</p> <p>2.3. Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication.</p>
	<p>3.1 Analyze the social function, text structure, and linguistic elements of the exposure text of identity, according to the context of its use.</p> <p>3.2 Analyze the social function, text structure, and linguistic elements in the expression of winged (extended), and its response, according to the context of its use.</p> <p>3.3 Analyze the social function, text structure, and language elements in the expression of attention (care), and its response, according to the context of its use.</p> <p>3.4 Analyze the social function, text structure, and linguistic elements to state and inquire about the intention to perform an action/activity, in accordance with the context of its use.</p> <p>3.5 Analyze the social function, text structure, and linguistic elements of the expression of the extended wing, as well as its response, according to the context of its use.</p> <p>3.6 Analyze the social function, text structure, and linguistic elements to state and inquire about actions/activities/events done/occurring in the past referring to the time of occurrence concerning its end, following the context of its use.</p> <p>3.7 Analyze social functions, text structures, and linguistic elements of simple descriptive text on famous people, sights and historical buildings, in the context of their use.</p> <p>3.8 Analyze social functions, text structures, and linguistic elements of the announcement text, following the context of its use.</p> <p>3.9 Analyzing social functions, text structures, and linguistic elements of recount text about experiences, events, and events, is simple, appropriate to the context of its use.</p> <p>3.10 Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of folk legends, in the context of their use.</p> <p>3.11 Mention the social functions and linguistic elements in a simple song.</p>
<p>4. Processing, reasoning, and recruiting in the realm of concrete and abstract realms related to the development of the self-study in schools, and able to use methods according to scientific rules</p>	<p>4.1 Capturing the meaning of oral and written identity exposure.</p> <p>4.2 Prepare oral and written texts to describe, inquire, and respond to the exposure of identity, taking into account the correct and contextual function of the social, textual structure, and linguistic elements.</p> <p>4.3 Prepare oral and written texts to pronounce and respond to winged praise (extended), taking into account the social functions, text structures, and linguistic elements that are true and contextual.</p> <p>4.4 Prepare oral and written text to recite and respond to the expression of attention (care), with due regard to social functions, text structures, and linguistic elements that are true and contextual.</p> <p>4.5 Prepare oral and written text to state and inquire about the intention to perform an action/activity, taking into account the correct and contextual function of the social, textual structure, and linguistic elements.</p> <p>4.6 Prepare oral and written text to recite and respond to extended wisdom, taking into account the correct and contextual function of the social, textual structure, and linguistic elements.</p> <p>4.7 Prepare oral and written texts to state and inquire about past actions/activities/events referring to their occurrences regarding the end, taking into account the correct and context-appropriate social functions, text structures, and linguistic elements.</p> <p>4.8 Capturing meaning in descriptive text, oral and written, simple, about people, places of interest, and famous historical buildings.</p> <p>4.9 Editing oral and written descriptive text, simple, about people, places of interest, and famous historical buildings, with due regard to social functions, text structure, and linguistic elements that are true and contextual.</p> <p>4.10 Prepare descriptive oral and written text, simple, about people, places of interest, and famous historical buildings, with due regard to social functions, text structure, and linguistic elements that are true and contextual.</p> <p>4.11 Capture the meaning of the announcement.</p> <p>4.12 Arrange a text write an announcement, very short and simple, taking into account the social function, text structure, and linguistic elements that are true and contextual.</p> <p>4.13 Capturing the meaning of oral and written recount text, simple, about experiences, activities, events, and events.</p> <p>4.14 Prepare oral and written recount text, simple, about activities, events, events, taking into account the social function, text structure, and linguistic elements that are true and</p>

contextual  
4.15 Capturing the meaning of the oral narrative text and simple short story writing.  
4.16 Capturing the meaning of a simple song.

a. The Structure of Arrangement of Bahasa dan Sastra Textbook based on 2013 Curriculum

Table. 2 Analysis of Bahasa dan Sastra Textbook

Basic Competencies			Bahasa dan Sastra Inggris Relevant with Basic Competence
Basic Competence	Topic	Sub basic competence / Objectives	
3.1 Analyze the social function, text structure, and linguistic elements of the exposure text of identity, according to the context of its use.	Everything that is related to the interaction between teacher and students during the teaching and learning process, both inside and outside the class.	By exploring and being engaged in this unit, students are expected to:	
		1. Apply social function, generic structure, and language elements of oral and written texts showing cause-effect relationship in accordance with their contextual use;(Page 1, 13)	RELEVANT
		2. Understand meanings in cause-effect relationship;(Page 15, 17)	RELEVANT
		3. Make oral and written texts about cause-effect relationship by considering their social function, generic structure, and language elements correctly and contextually;(Page 23, 25)	PARTLY RELEVANT
		4. Arrange simple oral and written texts about cause-effect relationship by considering their social function, generic structure, and language elements correctly and contextually;(Page 28, 30)	RELEVANT
		5. Inquire various ways of showing cause-effect relationships and their difference from those of in Indonesian(Page 33)	RELEVANT
		6. Demonstrate and be engaged in various activities about showing cause-effect relationship(Page 34)	PARTLY RELEVANT
3.2 Analyze the social function, text structure, and linguistic elements in the expression of winged (extended), and its response, according to the context of its use.	Everything that is related to the Interaction between teacher and students during the teaching and learning process, both inside and outside the class.	7. Have knowledge about the use and usage of so ... that and such ... that(Page 36)	RELEVANT
		By exploring and being engaged in this unit, students are expected to:	
		1. Apply social function, generic structure, and language elements of noun modifiers as well as their appropriate responses in accordance with their contextual use;(Page 22)	PARTLY RELEVANT
		2. Arrange simple oral and written texts to state and ask nouns with modifiers by considering their social function, generic structure, and language elements correctly and contextually;(Page 22)	PARTLY RELEVANT
		3. Inquire various ways of stating and asking nouns with modifiers as well as their difference from those of in Indonesian;(Page 23)	RELEVANT
		4. Demonstrate and be engaged in various activities of stating and asking nouns with modifiers;(Page 23)	RELEVANT
		5. Have exposures about the use and usage of relative pronoun especially in relation to nouns modifiers;(Page 29)	PARTLY RELEVANT
3.3 Analyze the social function, text structure, and language elements in the expression of attention (care), and its response, according to the context of its use.	Everything that is related to the Interaction between teacher and students during the teaching and learning process, both inside and outside the class.	6. Understand main idea, specific information, and detailed information in description texts. (Page 32)	RELEVANT
		1. Apply social function, generic structure, and language elements of circumstance in accordance with their contextual use;(Page 34)	RELEVANT
		2. Understand contextual meanings about social function, generic structure and language elements of circumstance in accordance with their contextual use;(Page 34)	RELEVANT
		3. Arrange simple oral and written transactional texts to inquire and provide information about circumstance by considering their contextual use;(Page 34)	RELEVANT



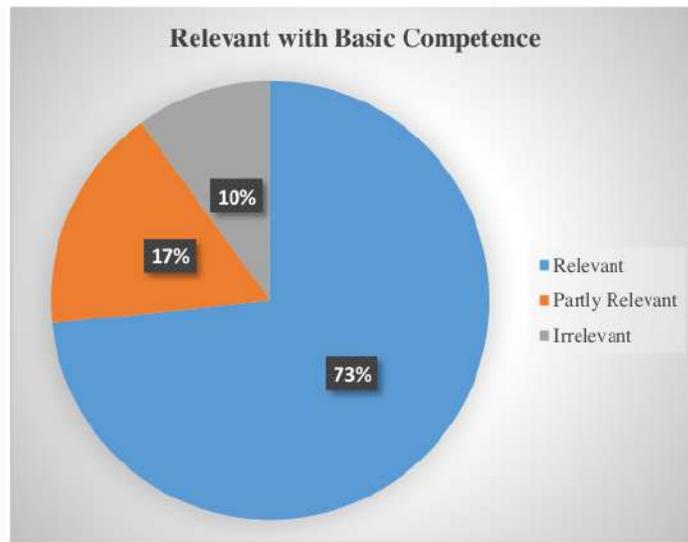


Fig. 1. Total Material Relevant to Basic Competence

According to Figure 1, the textbook covers around 73% materials which are relevant with the cognitive domain and able to fulfil the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieved by the students.

#### Strengths of the Textbook:

- The textbook had some strong points. For instance, the textbook was durable, the layout and physical appearance were appropriate,
- the textbook covered most language skills,
- the objectives in the textbook were clear and precise for the learners,
- the instructions in the material were sufficient and clear,
- The new structure was integrated into varying contexts and situations and the teacher's manual helped the teachers understand the objectives of the textbook.

#### Weaknesses of the Textbook

- The layout and physical appearance of the textbook lacked the necessary audio-visual aids, which helped students learn the four skills in an integrated way.
- The content of the textbook did not encourage a positive attitude towards

gender and environment issues, nor did it contain a self-check report. Furthermore, it was not appropriate for the learners' level.

- The objectives of the textbook did not demonstrate the various levels of thinking. Besides, the objectives did not recognise individual differences nor did they suit the level of the learners. Also, they could not be covered within the time allocated for the textbook.
- The language type of the textbook was poor because there was no emphasis on language use: learners were not given examples of ways they could use the foreign language in the future beyond the school experience. Besides, new and critical concepts were not defined in the glossary or explained when they were first introduced in the text.
- Concerning the skills, the textbook lacked writing activities such as controlled, guided and free paragraphs. Besides, the materials for listening were not accompanied by activities which helped comprehension, and the spoken English (dialogues, role play, communication activities ... etc.) were not designed to equip learners for real-life interaction.

- f. Furthermore, the reading passages were not associated with pre/while/post-reading activities. Finally, relevant skills such as critical thinking, problem-solving etc. we're not catered for in the textbook.
- g. The activities and tasks were not suitable; there was a lack of interactive activities that required students to use new vocabulary to communicate and use of grammatical rules by creating situations in which these rules were needed. Besides, the textbook did not provide communicative exercises that enabled learners to carry out their communicative tasks in real-life situations. Also, the textbook lacked an adequate set of evaluation quizzes or testing suggestions.
- h. The vocabulary load was not reasonable for the level of the learners, and the progression of vocabulary items was unsuitable. More to the point, the vocabulary was not functional, thematic, authentic nor practical.
- i. The content did not suit the learners' knowledge and culture, nor did it serve as a window into learning about the target language culture. Moreover, the teaching of the target culture did not motivate the learners to explore their own culture.
- j. The teacher's manual did not give instructions on how to incorporate audiovisual materials produced for the textbook. Besides, it lacked additional exercises for reinforcing various language skills in the textbook. Additionally, teachers were not given techniques for activating students' background knowledge before reading the texts.

## V. Conclusion and Suggestion

### A. Conclusion

The finding of the analysis in the previous chapter enabled the researcher to conclude. In terms of the relevance of the materials in the English student book "*Bahasa dan Sastra Inggris*" with the main and basic competence three materials written in the English lesson syllabus for XII Class of Senior High School stated in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas* and the

instruction of each material with the *Pusat Perbukuan*, there are 22 materials in the book which are relevant or about 73 %, five materials which are partly relevant or about 17 %, and three materials which are irrelevant or about 10 %. According to those findings, the researcher concluded that the textbook covers around 73 % materials which are relevant with the cognitive domain and able to fulfil the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieved by the students.

### B. Suggestion

The success in teaching and learning activity does not only depend on the ability of the teacher to explain the materials and the ability of the students to catch it in their mind, but also the quality of the materials which are taught in the school. The materials quality depends on the source of the materials used by the teacher and students. As the researcher stated in the previous chapter, it is important to evaluate regarding the student book because it is a new book and there is still a few evaluations of this book. So, the researcher decided to analyse the English student book for XII Class of Senior High School published by the Ministry of Education and Culture of Indonesia entitled "*Bahasa dan Sastra Inggris*".

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# Curriculum and Lesson Planning: Outpacing Learning Process through Evaluation on English Textbook in Senior High School

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