

A Content Analysis on The English Textbook “The Bridge English Competence 2” Used by The Eighth Year of Junior High School

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Abstract: This research aims to investigate whether or not the language skills materials in “The Bridge English Competence 2” textbook are compatible with indicators in language skills of School based Curriculum and investigate whether or not the exercises in “The Bridge English Competence 2” textbook are communicative. The writer used a descriptive method. In collecting the data, she used document as data source. The data were analyzed by these steps: (1) Finding out the kinds of skill and communicative exercise available on the textbook, (2) Classifying them, (3) Analyzing them, (4) Counting and adding them, (5) Giving percentage from the total number, (6) Judging whether or not the data are appropriate with the indicators in School-based Curriculum or not, and (7) Drawing conclusion and proposing suggestions. The result of the analysis shows that the percentage of the appropriateness of the skills developed in the textbook “The Bridge English Competence 2” is 56.57% (listening: 57.60%; speaking: 60%; reading: 37.50%; writing: 87.50%). It means that the textbook is compatible with the School-based Curriculum in developing listening, speaking, reading, and writing skills. The textbook is a good textbook to support the complete material in English teaching-learning process for the students of junior high schools. Meanwhile, the percentage in developing the communicative exercises is 62.5%, meaning that it is good.

Key Words: *content analysis, English textbook “the bridge english competence”*

INTRODUCTION

English is an important means of communication which is used in many countries in the world. It plays an important role in the process of modernization as an international language to be taught in schools, Ramelan (1992:6). The purpose of teaching English is to develop four language skills; listening, speaking, reading and writing. These four language skills enable students to take part in information exchange, to establish interpersonal relationship, and to obtain knowledge as well as to enjoy the language esthetic of

English. The teacher must develop four language skills that their students own, so that they can use language to communication and to express their mind, their feeling and their idea.

One of the factors that influence the teaching and learning process in achieving the goal is instructional materials. In achieving the goal of English instruction, as everybody knows, textbook takes a very important role.

Textbook is still used in teaching learning activity in the classroom. Although many modern aids have been invented to

support the teaching and learning process such as tape recorder, overhead projector, and video many schools still buy and use large quantities of textbooks and references. They consider that textbook is the cheapest and the most practical one among those aids mentioned above. Brown, Lewis, and Harclerod (1964: 98) list some advantages of textbook such as follows: 1) Textbooks are economical; 2) They help to individualize instruction.; 3) They help to organize and provide unity for class instruction.; 4) Textbooks are regarded as a help in improving the skills of teachers.

Textbook has correlation with curriculum. Curriculum is teacher orientation in teaching learning process, whereas textbooks provide materials. So, the content of textbook must be relevant with curriculum. The materials of textbook must be suitable with standard competence of curriculum in order that the result is appropriate to the purpose.

Today, Indonesia has implemented some curricula, but every curriculum has weaknesses, so to reach the goal of education, the government periodically changes the curriculum to construct the best curriculum. Since the academic year 2006/2007, Department of National Education has implemented the 2006 curriculum.

Indonesia implements 2006 curriculum. It replaces the last curriculum which we called competence based curriculum. The 2006 curriculum is a curriculum development model which is based on each school creativity. It is not a curriculum itself. The launching of the new curriculum has arisen many implications in the society.

The writer wants to analyze the English textbook "*The Bridge English Competence 2*" because this book has been designed in line with the 2006 curriculum. It

provides various activities, which integrate the language skills areas of listening, reading, speaking, and writing. The other reason is the book contains many exercises needed to improve the English learners' language skill. Besides, some English teachers consider that the book is suitable with the learner's needs.

Considering the problem above the writer wants to compare the material in the textbook with 2006 curriculum (School-based Curriculum), whether or not the textbook are compatible with School-based Curriculum. The writer also analyzes whether the communicative exercises is developed in line with the "The Bridge English Competence" textbook or not.

Based on the background of the study above the researcher formulates the problem statements as follows: 1) Are the language skills materials in "The Bridge English Competence 2" textbook compatible with indicators in language skills of School based Curriculum?; 2) Are the exercises in "The Bridge English Competence 2" textbooks communicative based on the theories by experts in the Communicative Language Teaching?

Wina Sanjaya (2008: 128) in Educational National Standard (SNP Chapter 1, paragraph 15) defines School-based Curriculum as an operational curriculum that is arranged and held by each institutional education. Meanwhile, Mulyasa (2006: 11) says that School-based Curriculum as a curriculum in a school developed suites to the school level, the characteristics of the school and the region, the school characteristics of the surrounding, and the characteristics of its pupils.

In other aspects, Mulyasa proposes School-based Curriculum as an operational curriculum arranged, developed, and done by school which is ready and able to imply it by considering government regulation

number 20, 2003, about National Education System chapter 36, consisting of the following:

- The development of curriculum is done by referring to national education standard to achieve certain goals of national education,
- Curriculum in every level of school is arranged by considering diversification principles appropriate with local needs and conditions,
- Curriculum in elementary and secondary school levels are developed by school committee according to graduate competency standard, content standard and the instruction of curriculum arrangement written by the Organization of Educational National Standard (BSNP).

It can be added that the foundation of KTSP curriculum comes from the Law number 20, 2003, about national education system, government regulation number 19, 2005, about national education standard, content standard and graduate competency standard.

Communicative Language Teaching is defined as a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviors, and for classroom activities and techniques (Richards and Rodger, 2001: 158).

There are four components of communicative competence, they are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Savignon, 1997: 140)

Grammatical competence is mastery of the linguistic code, and to manipulate these features to form words and sentences. Sociolinguistic competence is an interdisciplinary field of inquiry having to do with the social rules of language use.

Discourse competence or sometimes called textual competence is the ability to interpret a series of sentences or utterances in order to form a meaningful whole. Strategic competence is the strategy that one uses to compensate for imperfect knowledge of rules or limiting factors in their application.

CLT involves the role of learners, teacher and material. The role of learners is a negotiator between themselves, the learning process and the object of learning. Teacher has two main roles in CLT. The first is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. Third role is to be the researcher or observer when the communication process happened. The role of instructional material is very important. Materials have primary role of promoting communicative language use.

Communicative exercise is very important in CLT. It helps not only the teacher to teach English communicatively but also the students to practice their communicative competence with their friends and teacher. In this context, teacher only creates some activities and facilitates the students in order that they will be more active and the result of the learning process depends on the students themselves.

Littlewood (in Jordan 1997: 112) proposes some purposes of communicative activities as contribution to language learning as follows: communicative activities provide 'whole task practice', improve motivation, allow natural learning, and can create a context, which supports learning.

The following are some characteristics of communication exercises proposed by Brumfit and Johnson, Brown,

Nunan, Geddes and Strurtidge, Jordan, Krashen and terrel.

a. Information gap principle

This principal requires real communication. It happens if the information is known by only one student in a pair and it can be conveyed by different exercises to the other student. The purpose of communication in real life is to bridge this gap (Jordan, 1997: 111-112).

b. Jigsaw principle

Brown (1994: 182) defines jigsaw techniques as a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objectives.

c. Task Continuity Principle

Task continuity refers to the chaining of activities together to form of a sequence, in which the successful completion of prior activities is a prerequisite for succeeding ones. (Nunan, 1995: 119).

d. Information Transfer Principle

This principle requires the ability to understand and convey information contents. Johnson in Jordan (1997: 112) gives an example like reading information to extract data in order to fill in a form.

e. Authentic Principle

Authentic language materials are required in this principle. Authentic materials are usually defined as those which have been produced for purposes other than to teach language (Nunan, 1998: 99), like newspapers, magazines, advertisements.

f. Problem solving Principle

Problem solving techniques focus on the solution of a specified problem and the problem itself might be relatively simple, moderately complex or quite complex.

g. Games or Relaxation Principle

Games are vital part of a teachers' equipment in classroom activities. Games function mostly as a mechanism for stimulating interest and often as a reward for working diligently on other presumably less entertaining portions of the course. (Krashen and Terell, 1995: 121).

h. Correction for content

This principle argues that students' language production should be judged on its communicative efficiency in relation to a specific task. (Jordan, 1997: 112).

This research aims to investigate whether or not the language skills materials in "The Bridge English Competence 2" textbook are compatible with indicators in language skills of School based Curriculum and investigate whether or not the exercises in "The Bridge English Competence 2" textbook are communicative. The writer used a descriptive method. In collecting the data, she used document as data source. The data were analyzed by these steps: (1) Finding out the kinds of skill and communicative exercise available on the textbook, (2) Classifying them, (3) Analyzing them, (4) Counting and adding them, (5) Giving percentage from the total number, (6) Judging whether or not the data are appropriate with the indicators in School-based Curriculum or not, and (7) Drawing conclusion and proposing suggestions.

Table 1. Indicators of Language Skills Based on School-based Curriculum

NO	Standard Competence	Basic Competence	Indicators
1.	Comprehend the meanings of the transactional and interpersonal dialogue in daily life contexts.	1.1 Responding the meaning in transactional (to get things done) and interpersonal (socialization) formal and informal use simple oral language accurately, fluently, and acceptability in daily life context in the form of: introduction, meeting or parting, accept invitation/offering, accept and refuse appointment.	<ul style="list-style-type: none"> • Listening: <ol style="list-style-type: none"> 1. Responding to the expression of asking, giving, refusing service. 2. Responding to the expression of asking, giving, refusing things. 3. Confirming, denying fact. 4. Responding to the expression of asking and giving opinion.
2.	Express the meaning of short functional text and monologue in the form of recount, narrative, and procedure in daily life context.	1.2 Responding the meaning in transactional (to get things done) and interpersonal (socialization) formal and informal use simple oral language accurately, fluently, and acceptability in daily life context in the form of: thanking, praise, and congratulation.	<ul style="list-style-type: none"> • Speaking: <ol style="list-style-type: none"> 1. Ask and answer about asking, giving, refusing service. 2. Ask and answer about asking, giving, refusing things. 3. Ask and answer about confirming, denying fact. 4. Ask and giving opinion
3.	Express the meaning of short functional text and simple essay in the form of narrative, descriptive, and news item in daily life contexts and to access knowledge.	1.1 Express the meaning in transactional (to get things done) and interpersonal (socialization) formal and informal use simple oral language accurately, fluently, and acceptability in daily life context in the form of: introduction, meeting or parting, accept allurement/offering/invitation/appointment and refuse appointment.	<ul style="list-style-type: none"> • Reading <ol style="list-style-type: none"> 1. Read aloud meaningful short functional text: invitation. 2. Identifying the information in short functional text: invitation 3. Identifying the social function in short functional text: invitation 4. Identifying language feature in short functional text: invitation.
4.	Express meaning of short functional written text and simple essay in the form of recount, narrative, and procedure in daily life contexts.	1.2 Express the meaning in transactional (to get things done) and interpersonal (socialization) formal and informal use simple oral language accurately, fluently, and acceptability in daily life context in the form of: thanking, praise, and congratulation.	<ul style="list-style-type: none"> • Writing <ol style="list-style-type: none"> 1. Complete gaps of short functional text. 2. Arrange the words become perfect short functional texts. 3. Writing short functional text. 4. Complete essay text in form descriptive text.
		3.1 Express the meaning in written functional text (for example: announcement, advertisement, invitation, etc) formal and informal in accurately, fluently, and acceptability in daily life context to access the knowledge.	
		1.1 Express the meaning in written functional text (for example: announcement, advertisement, invitation, etc) formal and informal in accurately, fluently, and acceptability use written functional text in daily life context.	

RESEARCH METHODS

Haolsty (1969) in Ibnu Priyono (2004: 14) says that content analysis means a technique for making inferences by

objectively and systematically identifying specified characteristics of messages.

Content analysis is a systematic, replicable technique for compressing many

words of text into fewer categories based on explicit rules of coding Krippendorf (in AgungSwasono 2010: 16). Krippendorf notes that many content analysis researches are motivated by the search for techniques to infer from symbolic data which would be either too easily or too costly or too obtrusive by the use of other techniques.

Arikunto (1998: 243) states that descriptive research is the research to clarify or explain a phenomenon. She also states that, generally a descriptive method is non-hypothesis. It collects the data, analyzes them, and draws a conclusion based on the data only, without taking general conclusion. It means that the result is just valid for the data used in this research, not for others (SutrisnoHadi, 1983: 3). There are several kinds of descriptive study; one of them is documentary analysis which often refers to content analysis (Ary, Jacobs, and Razavieh, 1982: 482).

1. Data Collection

- a. List the indicators of each language skill in school-based curriculum and kinds of communicative exercises based on the theories in Communicative Language Teaching
- b. Finding out the kinds of language skills and communicative exercises provided in the textbook
- c. Classifying them based on the indicators in school-based curriculum and kinds of communicative exercises
- d. Giving codes to each material based on school-based curriculum and kinds of communicative exercises

In giving codes to each material, the writer uses the abbreviation like this:

U.../TB/Pa

In which,

U : Unit

TB : The title of the textbook analyzed "The Bridge English Competence 2"

Pa : Page

2. Data reduction

- a. Preparing data that compatible in school-based curriculum and communicative exercises
- b. Giving description to each material that compatible in school-based curriculum and communicative exercises
- c. Counting them based on the school-based curriculum and communicative exercises
- d. Giving the percentage to the total number of language skills and communicative exercises developed in the textbook appropriate or not with the indicators in school-based curriculum

3. Data Display

In this research, the data display is conducted in several stages, as follows:

- Description of language skills

Example:

- **Listening**
- Confirming and denying fact.

(U2/TB/Pa. 25/Task 11)

This is a dialog between Andi and Alex. But some of the word are missing. Complete them by listening to your teacher reading the complete one.

Andi : did you go with the 1)_____ to the beach last Sunday?

Alex : yes, it was 2)_____. Why didn't you come?

Andi : I had a family gathering at my 3)_____house. So, tell me about it.

Alex : Well, the 4)_____picked us up at around seven o'clock.

Andi : And what time did you

5) _____ at the beach.
 Alex : At 6) _____. First, we played 7) _____ for about an hour, and after that we swam until 8) _____.

Andi : Did you guys have a 9) _____ for lunch?
 Alex : 10) _____ not. We'd already brought our own 11) _____ from here. But that way we could spend more on the 12) _____. Here's a 13) _____ for you.

Andi : So, what time did you come 14) _____?
 Alex : At about 15) _____ o'clock.

Based on the conversation above, it shows confirming and denying fact, Andi ask to Alex *Did you go with the _____ to the beach last Sunday?* And Alex confirming the question *Yes, it was _____.* *Why didn't you*

ideas or principles from Walizer (1978) that is edited by Sadiman (1993: 96) as follows:

$$P = N/f \times 100\%$$

In which,

P: the percentage

f: the frequency

N: the sum of the frequency

Therefore, to score the degree of compatibility materials in the English textbook with indicator in the school level-based curriculum, the writer uses the percentage descriptive analysis based on the formula follows: total number of language skill indicators developed in the textbook divided by total number of language skill indicators in the school level based curriculum times to 100%.

To determine the percentage of the English content in the textbook in relation to the school-based curriculum, the writer uses "Schema of Compatibility Classification" based on Suharsimi Arikunto (2006: 201) are

Table 2 Percentage and Compatibility Classification

Interval percentage	Compatibility
76-100%	Very good
56-75%	Good
40-55%	Fair
0-39%	Bad

come? Andi asked to Alex *did you guys have a _____ for lunch?* And alex denying the question with *not* . We'd already brought our own _____ from here. The analysis shows that the material is appropriate with the indicators of school based curriculum: *Confirming and denying fact.*

4. Drawing conclusion

In determining the percentage of communicative exercises, the writer uses the

as in table 2.

RESEARCH FINDINGS AND DISCUSSIONS

After analyzing the English textbook "The Bridge English Competence 2 Grade VIII ", the writer finds a total number for listening indicators which are developed in the textbook of fifteen out of twenty six, a total number of fifteen speaking indicators out of twenty five, a total of six reading

indicators out of sixteen indicators, and a total number of seven writing indicators out of eight. So, the total number indicator of all language skills is 43 out of 76 suggested by school-based curriculum at two semester of the tenth Senior High School.

In addition, the total number of communicative exercises which are

$$P = \frac{N}{f} \times 100\%$$

$$\frac{5}{8} \times 100\% = 62.5\%$$

It means that 62.5% of the communicative exercises developed belong to **good** category. It means that the textbook is very good in developing the communicative exercises.

Table 1.3. The percentage of the Compatibility of Language Materials with Language Indicators Suggested by School-Based Curriculum.

NO	Language skill	IDT	IDSBC	Percentage	Compatibility
1.	Listening	15	26	$\frac{15}{26} \times 100\% = 57.6\%$	Good
2.	Speaking	15	25		Good
3.	Reading	6	16	$\frac{15}{25} \times 100\% = 60\%$	Bad
4.	Writing	7	8	$\frac{6}{16} \times 100\% = 37.50\%$	Very Good
	Total Score	43	76	$\frac{7}{8} \times 100\% = 87.5\%$	Good
				$\frac{43}{76} \times 100\% = 56.57\%$	

Notes:

IDT : Indicators Developed in the Textbook

IDSBC : Indicators Demand by School-Based Curriculum

developed in the textbook is 5.

After comparing and counting the indicators, the writer gives the percentage to judge whether the textbook “*The Bridge English Competence 2 Grade VIII*” is compatible with the school-based curriculum or not. Below is the percentage of each language skill presented in more details.

Below, the result percentage for communicative exercise is presented in more detail.

Based on the research finding above, the writer discusses the language skills which are developed in the textbook “*The Bridge English Competence 2 Grade VIII*” as follows:

According to the syllabus of the 8th year of Junior High School, in the school-based curriculum of English, there are 76 indicators that are used to measure the student’s achievement toward the target competence. After analyzing the data of materials available on the textbook “*The Bridge English Competence 2*” which are appropriate with those in school-based

curriculum, the writer finds that the textbook contains fourty three indicators. The percentage for this point is 56.57%. It means that in developing language skills the textbook “The Bridge English Competence 2” is compatible with the school-based curriculum. In other words, the materials in the textbook give enough facility for students to achieve the competencies.

The textbook “The Bridge English Competence Grade VIII” provides material and exercise which support teaching learning process. Most of the materials are appropriate with the indicators suggested by school-based curriculum.

For communicative exercises, there are eight kinds of communicative exercises proposed by Brumfit and Johnson, Brown, Nunan, Geddes and Strurtidge, Jordan, Krashen and terrel, namely the information gap principle, jigsaw principle, task continuity principle, information transfer principle, authentic principle, problem solving principle, games or relaxation principle, and correction for content.

In the writer’s research finding, the activities developed in the material available in the textbook “*The Bridge English Competence Grade VIII*” are task continuity principle, information transfer principle, authentic principle, problem solving principle, and games or relaxation principle. Therefore the percentage for this aspect is 56.57%. It means that the quality of the textbook in developing the communicative exercises is **good**.

CONCLUSIONS AND SUGGESTIONS

After doing analyses of materials in the textbook “The Bridge English Competene” grade VIII for Junior High School written by Kistono, Esti Tri Andayani, and Ismukoco act in 2012, the researcher can draw some conclusions based on the research findings as follows: 1)

Language skills developed: the textbook develops language skills or activities included in the indicators of the school-based curriculum of English for the first year of student in Junior High School. The result of this study shows that the percentage for skill or activities developed in the English textbook is 56.57%. It means that the textbook is good enough in developing language skills materials. Most of the materials are appropriate with the indicators suggested by school-based curriculum. So, it can be concluded that the textbook represent or it is compatible in developing skills suggested by School-based Curriculum; 2) Communicative exercises developed: there are five kinds of communicative exercises suggested by the experts of communicative language teaching used in the textbook, namely task continuity principle, authentic principle, information transfer principle, problem solving principle, and games or relaxation principle. The result of this study shows that the percentage of the communicative exercises is 62.5 %It means that the quality of the communicative exercises developed in the textbook is good. So, it can be concluded that the exercises in the textbook “The Bridge English Competence 2” is communicative.

Based on the result of English textbook analyses, the writer wants to give some suggestions for those interested with her research: 1)The author of the textbook: in this study, the researchers find the materials of “*The Bridge English Competence 2*” are less in reading skill. The authors should give more materials of reading skill that appropriate with the indicators in School-based Curriculum, such as: *identifying the topic of the text being read, reading aloud procedure texts, etc.* 2) English teachers of Junior High School: in teaching-learning process, the English teacher should choose English textbooks that can fulfill the standard

set by the current curriculum. They are expected to use not only one kind of textbook as teaching materials in teaching-learning process, but also other materials or other textbooks before they use them in their teaching. Besides, the English teachers are suggested to be more creative. Therefore, students can be more motivated to learn English not only as receivers, but also as the producers; 3) Other researchers: other researchers who have interest in this study of analyzing the textbook can learn from other aspects such as the compatibility of textbook in grammar, contextual learning, etc.

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