A CONTENT ANALYSIS OF "BRIGHT" AN ENGLISH TEXTBOOK FOR THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL STUDENTS BASED ON SCIENTIFIC APPROACH OF 2013 CURRICULUM

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Abstract: This research is aimed to: (1) analyze whether the scientific approach based on Curriculum 2013 has been applied in the "BRIGHT", an English textbook for the seventh grade of junior high school students or not, (2) investigate to what extent the textbook of "BRIGHT" has applied the scientific approach based on 2013 curriculum. This research uses the descriptive qualitative method, which refers to content analysis or documentary analysis. The result of the research shows that (1) The textbook "BRIGHT", an English textbook for the seventh grade of junior high school students has applied the scientific approach, and (2) The compatibility of scientific approach in the textbook is 74.9% activities support the scientific approach in Unit 4 and 25.1% activities do not support the scientific approach. In Unit 6, 70.6% activities support the scientific approach and 29.4% activities do not support the scientific approach. In Unit 7, 62.3% activities support the scientific approach and 37.7% activities do not support the scientific approach. Then, in Unit 12, 59.2% activities support the scientific approach and 40.8% activities do not support the scientific approach.

Keywords: textbook, scientific approach, descriptive qualitative

Today, lots of people use English in their life. It has already become an international language. Also, in Education, English has become one of the important subjects, to make the learners capable to communicate in English, it must be taught properly. However, there are several matters in the English classroom, which may affect the result of the learning and teaching process, and those matters need to be handled well.

Instructional material is one of the matters which has an important role. Esu, Enukoha, and Umoren (2004) affirmed that instructional materials facilitate the learning of abstract concepts by helping to concretize ideas and stimulate learners' imagination. Moreover, instructional materials help to increase active participation in the learning process while saving a teacher's energy, reducing the teacher centeredness in teaching.

In Indonesia, one of the sources of instructional material which is primarily used is textbook. It is important to analyze whether or not the textbook is suitable to be used in the classroom.Hutchinson and Torres (1994) argue that a textbook has a very virtual role in teaching and learning of English. They also mention that although the significance of the textbook as a worldwide component of English language teaching is undeniable, it is

hard to define the textbook role in the language classroom perfectly and exactly.

Textbooks have some advantages which were highlighted by Brown (1995) as follows: (1) a source of language. (2) learning support. (3) motivation. (4) stimulation. (5) reference.

After knowing and realizing the advantages of the textbooks, the newest curriculum was launched by the educational system of Indonesia, which is known as the 2013 curriculum (K13) by Peraturan Pemerintah No. 32 Tahun 2013. It is expected this curriculum can be implemented in all of the textbooks, which are used by all schools in Indonesia.

The curriculum is defined as a plan for learning containing many kinds of learning instructions and outcomes (Taba: 1962). It includes the sequence activities that give something for the students to learn and experience through developing abilities to achieve specific educational goals and evaluation in the form of a written document (see Government Regulation Number 19 the Year 2005 on National Education Standards).

Challenges for education is related to challenges in the future, a competence that is needed in future, perception of the society, development of knowledge and pedagogic, and also so many negative phenomena. Also, the 2013 Curriculum is developed with improvement of mindset to face and solve the problems. It is expected that the 2013 Curriculum can improve education and student's quality because it is believed that the growth of a nation is depends on the quality of the students.

2013 Curriculum emphasizes the modern pedagogic dimension in the teaching and learning process, which uses the scientific approach. In all of the subjects, scientific approach covers the process of getting information by observing, questioning, experimenting, processing the data or information, serving the data or data, analyzing, associating, concluding and creating. In a certain subject, material, and situation, it will be possible that scientific approach may not always be able to be implemented as the stages.

The learning process in 2013 Curriculum uses a scientific approach. The scientific method generally proposes a unique phenomenon to formulate a global conclusion. Scientific method refers to investigation techniques of phenomena, gaining new knowledge or correcting and fusing previous knowledge.

Adopted from *Permendikbud Number 103 Year 2014*, learning process in scientific approach consists of five learning experiences, they are observing, questioning, experimenting, associating, and communicating.

Observing activity is purposed to make the learning process closely related to the real context in daily life. Hence, it needs enough time for preparation, relatively large cost, and effort. However, the method of observation emphasizes meaningful learning. Then, by doing this stage, learners investigate the problems that they want to know. In this stage, the learners may read/listen/watch with or without tools.

Questioning is done by discussing and working in a group. The example of questioning is questioning the difference in exposure form, whether it is oral or written. Then, it may be the difference of using, difference of sentence pattern, and content discourse like main idea, current information, detail information, reference word, etc.

The activity of experimenting is an activity to internalize skill and knowledge which has been learned. In experimenting stage, students practice to express their new knowledge and try to implement it in real life, whether it is inside or outside of the class. This activity of experimenting is purposed to

train the language skill of the students through some activities which are structured. Hosnan defines (2014, p.58) experimenting as an arranged and planned activity to collect the data for solving a certain problem or test a hypothesis. By doing this stage, the students will understand the material profoundly because they are not only reading or listening but also practicing or experiencing.

The activity of associating is purposed to build student's thinking skill and scientific behavior. The activity can be designed by the teacher through an arranged situation in the form of group activities, so the students will do some activities such as text analyzing, text grouping, category making, concluding, comparing many expressions, discussing content discourse, or getting feedback from the teacher.

Communicating is a process to present the result of conceptualization in the shape of spoken or written like giving a demonstration, clarifying, writing, editing friend's work, publishing of work in the school magazine, et cetera. It is related to express what has been learned in the form of many things. Therefore, communicating is not only presenting the work, but also it provides the process and the success of the process of learning.

These five stages should be able to apply in providing learning process of subject, material, and situation. Hence, these five stages will be used to analyze the activities in the textbook, whether they are suitable for the curriculum or not. The five stages are aimed to cover the three aspects of the curriculum; they are attitude, knowledge, and skill.

Also, the learning step in the scientific approach takes some of the domains of learning achievement, as stated in the learning activities.

Therefore, this study concerns on the content analysis of the textbook which is published by the government. Hence, this study answers the main question whether the textbook applied the curriculum or not based on the scientific approach.

RESEARCH METHODS

This research is conducted by using content analysis which is according to Krippendorff (2004, p.18) views content analysis as a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use.

Berelson (1952) pointed out that content analysis is a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding). It allows inferences to be made, which can then be corroborated using other methods of data collection.

The research was held in August 2018 by analyzing the textbook. The researcher used "BRIGHT" an English textbook for the seventh grade of junior high school student as the main setting of the research. It is a student textbook which is established by Erlangga Publisher as one of the elements of the 2013 curriculum. The researcher took four units containing unit 4, 6, 7, and 12 as the sample of this research by considering the amount of activities in each chapter. The researcher used a document in the form of a textbook as the data collection. The technique of analyzing data has used a theory proposed by Miles, Huberman, and Saldana, which comprises: data condensation, data display and conclusion drawing and verification.

To analyze the activities in each unit, the researcher used the indicators of each stage which is stated by Hosnan, in oberving stage Hosnan (2014, p.82) states the indicators of this stage, which can be analyzed while learning the activity is in progress are reading, listening, scrutinizing, seeing (without and with tools), in questioning stage Hosnan (2014, p.82) states the indicators of

this stage, which can be analyzed while learning activity happens are asking questions about un-understood information or asking questions to get additional information, in experimenting stage Hosnan (2014, p.82) states the indicators of this stage which can be analyzed while learning activity happens are conduct an experiment, read other sources, observe an object/ event/activity, and interview with the interviewees, and in the associating stage Hosnan (2014, p.82) states the indicators of this stage which can be analyzed while learning activity happens are processing information from the observed activities/experiments for gathering information, processing information from various sources for making solutions, also in the communicating stage Hosnan (2014, p.82) states the indicators of this stage which can be analyzed while learning activity happens are convey the results from the observations, or the analysis verbally, written, or with the other media.

Based on the indicators of scientific approach, the researcher sets some domains. It is showed in Table 1.

Table 1. Coding of Domains

Domains	Coding of domains
Observing	D1
Questioning	D2
Experimenting	D3
Associating	D4
Communicating	D5

To determine the results of the analysis, the researcher used the formula by dividing the number of activity applying scientific approach stages in the unit and the total number of activities applying scientific approach stages in the unit, then it is timed by 100% to present the data in the form of percentage.

FINDINGS AND DISCUSSIONS

The research has to answer the questions 1) Has the scientific approach of Curriculum 2013 been applied in the "BRIGHT" an English textbook for the seventh grade of junior high school students? 2) If it is yes, to what extent has the textbook of "BRIGHT" applied the scientific approach based on 2013 curriculum? Hence, to answer the questions, the researcher did the research. Then, the findings of the research are shown in the tables below.

Table 2. The Summary of Findings of Unit 4

No	Activity	Domain				
		D1	D2	D3	D4	D5
1	Act 1	V	-	-	-	-
2	Act 2	V	-	-	-	-
3	Act 3	V	-	-	-	-
4	Act 4	V	-	-	-	-
5	Act 5	V	-	-	-	-
6	Act 6	-	-	-	-	-
7	Act 7	V	-	-	-	-
8	Act 8	V	-	-	-	-
9	Act 9	V	-	-	-	-

10	Act 10	V	-	-	-	-
11	Act 11	-	-	-	-	-
12	Act 12	-	-	-	-	-
13	Act 13	-	-	-	-	-
14	Act 14	-	-	V	-	-
15	Act 15	-	-	V	-	-
16	Act 16	-	-	V	-	-
17	Act 17	-	-	V	-	-
18	Act 18	-	-	-	V	-
19	Act 19	-	-	-	V	-
20	Act 20	-	-	-	V	-
21	Act 21	-	-	-	-	V
22	Act 22	-	-	-	-	-
23	Act 23	-	-	-	-	V
24	Act 24	-	-	-	-	-

Table 3. The Summary of Findings of Unit 6

No	Activity	Domain				
		D1	D2	D3	D4	D5
1	Act 1	V	-	-	-	-
2	Act 2	V	-	-	-	-
3	Act 3	V	-	-	-	-
4	Act 4	V	-	-	-	-
5	Act 5	-	-	-	-	-
6	Act 6	V	-	-	-	-
7	Act 7	V	-	-	-	-
8	Act 8	V	-	-	-	-
9	Act 9	-	-	-	-	-
10	Act 10	-	-	-	-	-
11	Act 11	-	V	-	-	-
12	Act 12	-	-	-	-	-
13	Act 13	-	-	-	-	-
14	Act 14	-	-	-	-	-
15	Act 15	-	-	V	-	-
16	Act 16	-	-	V	-	-
17	Act 17	-	-	V	-	-
18	Act 18	-	-	-	V	-
19	Act 19	-	-	-	V	-
20	Act 20	-	-	-	V	-
21	Act 21	-	-	-	V	-
22	Act 22	-	-	-	-	V
23	Act 23	-	-	-	-	V
24	Act 24	-	-	-	-	-

Table 4. The Summary of Findings of Unit 7

No	Activity	Domain				
		D1	D2	D3	D4	D5
1	Act 1	V	-	-	-	-
2	Act 2	V	-	-	-	-
3	Act 3	V	-	-	-	-
4	Act 4	-	-	-	-	-

5	Act 5	V	-	-	-	-
6	Act 6	-	-	-	-	-
7	Act 7	V	-	-	-	-
8	Act 8	V	-	-	-	-
9	Act 9	-	-	-	-	-
10	Act 10	V	-	-	-	-
11	Act 11	-	-	-	-	-
12	Act 12	V	-	-	-	-
13	Act 13	-	-	-	-	-
14	Act 14	V	-	-	-	-
15	Act 15	V	-	-	-	-
16	Act 16	V	-	-	-	-
17	Act 17	-	-	-	-	-
18	Act 18	-	-	-	-	-
19	Act 19	-	-	V	-	-
20	Act 20	-	-	V	-	-
21	Act 21	-	-	-	-	-
22	Act 22	-	-	-	V	-
23	Act 23	-	-	-	-	V

Table 5. The Summary of Findings of Unit 12

No	Activity	Domain				
		D1	D2	D3	D4	D5
1	Act 1	V	-	-	-	-
2	Act 2	-	-	-	-	-
3	Act 3	V	-	-	-	-
4	Act 4	-	-	-	-	-
5	Act 5	V	-	-	-	-
6	Act 6	-	-	-	-	-
7	Act 7	-	-	-	-	-
8	Act 8	-	-	-	-	-
9	Act 9	-	-	-	-	-
10	Act 10	-	-	-	-	-
11	Act 11	-	-	-	-	-
12	Act 12	-	-	V	-	-
13	Act 13	-	-	V	-	-
14	Act 14	-	-	V	-	-
15	Act 15	-	-	-	V	-
16	Act 16	-	-	-	V	-
17	Act 17	-	-	-	V	-
18	Act 18	-	-	-	V	-
19	Act 19	-	-	-	V	-
20	Act 20	-	-	-	-	-
21	Act 21	-	-	-	V	-
22	Act 22	-	-	-	V	-
23	Act 23	-	-	-	-	-
24	Act 24	-	-	-	V	-
25	Act 25	-	-	-	-	-
26	Act 26	-	-	-	-	V
27	Act 27	-	-	-	-	V

Table 2, 3, 4 and 5 show that the there are activities which support Scientific Approach or not. Based on the result of the analysis about the compatibility of Scientific Approach stages on each chapter, it is found the percentage by using the formula which has been mentioned above. Then the result of percentage is presented in Table 6.

Table 6. The Percentage of SA Activities in Unit 4, 6, 7, and 12

No.	Unit	D1	D2	D3	D4	D5	Percentage of each unit
1	4	50%	-	22.2%	16.6%	11.1%	75%
2	6	41.1%	5.8%	17.6%	23.5%	11.7%	70.8%
3	7	73.3%	-	13.3%	6.6%	6.6%	65.2%
4	12	18.7%	-	18.7%	50%	12.5%	59.2%
Total							67.3%

Table 6 presents the answer to the second question of the research. It shows that there are some activities which support Scientific Approach or not.

The textbook entitled "BRIGHT" an English textbook for the seventh grade of junior high school students as the book published by the Erlangga has to be the model of a good textbook for the learning process. Else, as the supporting aspect for Curriculum 2013, it is required to be an ideal model of textbook which used the scientific approach.

From the analysis above, the results presented that the textbook provides several activities that belong to the scientific approach stages. By identifying table 4.15, those sample chapters of the textbook provide activities to cover all domains; they are for D1 (Observing), D2 (Questioning), D3 (Experimenting), D4 (Associating) and D5 (Communicating).

D1 (Observing Stage) has been presented by all of the chapters. This stage is purposed to make the learning process is closely related to the real context in daily life. Almost all of the instructions are followed by specific instruction; it may limit the students to observe the object.

D2 (Questioning Stage), it is only covered by Unit 6. It is an important stage. By this questioning stage, students should develop knowledge in the form of theory, principle, or concept. Unfortunately, the activity just presented in one chapter; this situation belongs to serious trouble. The writer and publisher have to pay attention to solve the case because it has an urgent role in the classroom.

D3 (Experimenting Stage) has been presented by all of the chapters. Those activities provide a process of the experiment or find other resources. By those activities, students use and apply the knowledge, skill, and attitude which are learned before.

D4 (Associating Stage) has been presented by all of the chapters. Associating stage is an act of processing information. It may refer to the skill of grouping ideas and associate kind of events.

D5 (Communicating Stage) has been presented by all of the chapters. In this activity, the student asked to present the result of observation, a conclusion based on the result of the analysis in the form of verbal, written, or by using another media.

Identifying the result of the compatibility of scientific approach in the textbook, as it is

calculated from table 4.15, the total percentage on average is 67.3%. In detail, Unit 4 gains 75%, Unit 6 gains 70.8%, Unit 7 gains 65.2%, and Unit 12 is 59.2%. It is therefore based on the percentage classification proposed by Arikunto (1993), this textbook in the level 'Good.'

The level of Good did not mean that the textbook has been perfect. Some aspects should be paid more attention. Not all of the units provide all of the stages of the scientific approach, and it is better to provide more activities in each stage to apply the scientific approach more deeply. Moreover, it should be emphasized that the scientific approach stages cannot be applied procedurally, because it depends on the subject itself. The covered three aspects: attitude, knowledge, and skill are the most significant things in the classroom.

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

The textbook "BRIGHT" an English textbook for the seventh grade of junior high school students has applied the scientific approach. The compatibility of scientific approach in the textbook is 75% activities which support the scientific approach in Unit 4, and 25% activities do not support the scientific approach. In Unit 6, 70.8% activities support the scientific approach, and 29.2% activities do not support the scientific approach. In Unit 7, 65.2% activities support the scientific approach and 34.8% activities do not support the scientific approach. Then, in Unit 12, 59.2% activities support the scientific approach and 40.8% activities do not support the scientific approach.

The textbook is suitable to be used in the learning process of the 2013 Curriculum. However, it has to be considered about the compatibility of scientific approach stages which cannot always be applied procedurally. Teachers as the facilitators should consider completing the aspects of scientific approach in the learning process in the 2013 Curriculum, which are not covered yet because it is important to optimize the implementation of all stages of the scientific approach.

Through this article, the researcher would like to suggest that the writer of this textbook should raise the quality of the next textbook by modifying the activities to be more compatible with the 2013 Curriculum. Moreover, for English teachers, the researcher suggests that they have to ensure that the learning process has applied the scientific approach by considering some aspects which have not been covered by the book.

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