

AN ANALYSIS OF ENGLISH TEXTBOOK ENTITLED “STOP BULLYING NOW” PUBLISHED BY KEMENDIKBUD RI

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Abstract

The study examined the English text book “Stop Bullying Now” Published By Kemendikbud RI based on the Cunningsworth criteria. The study found out the quality of the English textbook “Stop Bullying Now” for class XI. The method employed in this study is qualitative descriptive. The study focuses the textbooks to fit the criteria based on Cunningsworth theory. In data-mining researcher using documentary analysis. Researcher analyzed 3 chapters of the 5 chapters of the textbook Published By Curriculum and Book Center, Balitbang, Kemendikbud. Studies show that the textbooks “Stop Bullying Now” are as good as the Cunningsworth criteria. It meets the criteria of the Cunningsworth and includes a good English textbook because it contains language content, skills, and topics. The study examined the English text book “Stop Bullying Now” Published By Kemendikbud RI based on the Cunningsworth criteria. The study found out the quality of the English textbook “Stop Bullying Now” for class XI. This study can be used by teachers as a guide in teaching so that teachers can use this textbook for school teaching activities. This study can be used by teachers as a guide in teaching so that teachers can use this textbook for school teaching activities.

Keywords: English Textbook “Stop Bullying Now”; Cunningsworth’ Theory; 2013 Curriculum.

INTRODUCTION

Textbooks are an important teaching material in leaning activities, especially for teachers who are not able or ready to make their own teaching materials based on the standard textbook by the government. The textbook serves as one of the useful teaching materials in the curriculum. In this research the textbook that is used “Stop Bullying Now.” The purpose of the study was to find out whether English textbooks for grade XI/SMA meet the textbook evaluation criteria according to Cunningsworth (1995). And the researcher uses Cunningsworth's theory

because it is generally found when book-based research uses the theory, and the theory has been tested for credibility, it is very good for books.

In general, books are written materials that present the knowledge of the thoughts of the author. However, Majid (2008) emphasized that a book that is used as a teaching material is a book that contains a science resulting from analysis of the curriculum in written form. It is also stated in National Education Goals are sources and guidelines in the effort to provide education whether it is in practice or in textbook has to clearly aim national education sourced from the Pancasila system formulated in Law No. 20 of 2003, article 3, that “National education functions to develop capabilities and character aimed at developing the potential of creativity, independence and responsibility” (Government regulation, 2003).

Based on the elaboration above, it can be concluded that textbooks are expected to have quality content in accordance with the applicable curriculum, both in terms of content standards, as well as in terms of how easy or not teaching materials are understood by teachers and students, and are presented attractively. One of the factors determining the success of students in using textbooks is determined by the quality of the textbooks. High quality textbooks can provide optimal results in the learning process.

According to Government Regulation Number 19 of 2005, article 43 paragraph 5, in measuring the quality of textbooks, important aspects must be considered, namely the appropriateness of content, language, presentation and graphics. If the textbooks used do not meet the criteria, it is feared that the students understanding is different from the content of the textbooks. Therefore, as a teacher who uses textbooks, it is necessary to first analyze the content of the teaching materials in the textbook.

Textbooks are a learning tool used in schools to support a learning program (Muslich, 2010). However, the use of textbooks can be useful as long as they are used appropriately. So, the teachers should be able to choose what textbooks are best the teachers need for their students. In addition, textbooks play an important role in curriculum implementation. After the new curriculum is implemented by the Indonesian Ministry of National Education, a number of competitive publishers was engage professional writers to design or develop new textbooks that fit the curriculum.

Textbooks must be in accordance with the curriculum as a result of their implementation and school implementation (Byrd, 2001). Byrd (2001) also proposed criteria that can be used in evaluating and selecting good textbooks. First, the suitability between the material and the curriculum. The curriculum is the curriculum in the teaching and learning process guidelines, including program objectives and teaching procedures. Therefore, the suitability between the material and the teaching and learning process. In addition, the material

in the textbook must also assist teachers in managing the teaching and learning process effectively.

English textbooks play an important role in the successful implementation of the latest curriculum (In this case the 2013 curriculum), so this brings us to the problem of whether the textbooks used by teachers are relevant to the 2013 curriculum material or not. Therefore referring to all the explanations above, this study was conducted to see that the English textbooks used in class XI in a high school meet the textbook evaluation criteria proposed by Cunningsworth and the National Education Standards Agency, and to explain relevance of English textbooks to the 2013 English curriculum material.

METHOD

On the data qualitative research that becomes a research instrument is the researcher itself. To help obtain the needed data in research, the researcher used a *check-list* of instruments adapted from Safitri (2020). The instrument was chosen as it is in line with the theory from Cunningsworth (1995) about textbook analysis. It has been argued that the data analysis consists of four aspects suitability of language, content, design and organization, and skills. According to Cunningsworth (1995), there are also four criteria for good textbooks, namely design and organization, language content, skills and themes. Because it refers to a particular grand. The reason Safitri was chosen, the instrument include the characteristic of the curriculum 2013. So it could find out if there were any of this research indicators in the English textbook “*Stop Bullying Now*” classroom XI/SMA.

The *check-list* instrument does by reviewing the English textbook text and then giving the *check-list* sign on the table and being used to know if there are any research indicators in the lesson’s text book. There are 4 indicators suitability of language, content, design and organization, skills. And researcher analyzed three aspects of language content, skill and topic, because these three aspects already contain good book criteria.

RESULTS AND DISCUSSION

In this chapter, researcher will be analyzing material content found in a textbook titled English “*Stop Bullying Now*” book for the XI senior high school. The book’s publisher is Curriculum and Booking, Balitlabang, Kemendikbud. Researcher will also examine the textbook based on Cunningsworth’s criteria.

1. The Suitability of the Textbook “*Stop Bullying Now*” with the Aspects of Topics for Grade XI of SMA

The first research question is aimed to find out the suitability of the textbook “Stop Bullying Now” with the first aspect namely topic. The suitability itself is checked according to the Cunningsworth’s theory and the recent curriculum used in Indonesia. Below is a table of topic analysis based on Cunningsworth’s theory.

Chapter	Criteria	Description	Meet the Cunningsworth’s criteria	Does not Cunningsworth’s criteria
1	Topic	There’s interesting material to study	✓	
		There’s enough variety and diversity of topics.	✓	
		Students can understand the social context that has been presented in the textbook	✓	
		The topic is vital moral value in life	✓	
		Students will be able to understand the social and cultural context presented in the course books	✓	
		On the topic there was an image of the bullying	✓	
		The presentation of the theme remains on Indonesian culture	✓	

Table 4.1 The Topic Checklist Chapter I

Chapter	Criteria	Description	Meet the Cunningsworth’s criteria	Does not Cunningsworth’s criteria
II	Topic	There’s interesting material to study	✓	
		There’s enough variety and diversity of topics.	✓	
		Students can understand the social context that has been presented in the textbook	✓	
		The topic is vital moral value in life	✓	
		Students will be able to understand the social and cultural context presented in the course books	✓	
		On the topic there was an image of the bullying	✓	
		The presentation of the theme remains on Indonesian culture	✓	

Table 4.2 The Topic Checklist Chapter II

Chapter	Criteria	Description	Meet the Cunningsworth's criteria	Does not Cunningsworth's criteria
3	Topic	There's interesting material to study	✓	
		There's enough variety and diversity of topics.	✓	
		Students can understand the social context that has been presented in the textbook	✓	
		The topic is vital moral value in life	✓	
		Students will be able to understand the social and cultural context presented in the course books	✓	
		On the topic there was an image of the bullying	✓	
		The presentation of the theme remains on Indonesian culture	✓	

Table 4.3 The Topic Checklist Chapter 3

The table above shows that in the textbook there are some of the materials that might capture the students attention. In chapter 2 for example, although in chapter 2 this talk of bullying where we can take lessons from the material, students are more open minded to care about the environment.

In addition to chapter 3, there is also a matter of hopes and dreams. The materials were about some examples about the students' passion of learning. These are presented in the text as well as in the picture in chapter 3.

This textbook has 5 chapters. From these chapters, there is one of the material that is well-served and delivered to students on the subject of bullying. The material is focused on the students' daily life. The material are about the real issue in the students' daily lives. Some of them are concerned about the surrounding environment.

CONCLUSION

After analyzing the English textbook "Stop Bullying Now" researcher will come to a conclusion related to the textbook analysis. The conclusion is as follows:

1. The English textbook "Stop Bullying Now" is good based on the Cunningsworth criteria. The language content in the textbook includes its grammar, vocabulary, and pronunciation. The language used in the textbook is communicative and informative. The grammar used in this textbook is also easy for students to understand. From chapters 1 through chapter 3, grammar is used highly effectively to help students improve their understanding of grammar. It may also help students to find many words that they may not know. Besides, grammar, 80 Vocabulary, and the wording used in this textbook is also appropriate Based on the Cunningsworth criteria.
2. In the English textbook "Stop Bullying Now" we have found are the following skills that could improve student skills. The skills in this book include speaking, reading, and writing. Speaking skills, can help a student to improve his or her speaking skills. There are many sample stories, dialogues to enhance student talk. This textbook, in turn, also provides reading material that can improve students' reading skills. In this textbook, the reading text is easy for students to understand. Reading skills are in chapters 1 through chapter 3. And the last is writing skills. In this textbook there are many practical problems that can help improve students' writing disposition. This textbook is included in an incomplete textbook, because the book does not provide listening-based lessons, only materials in the form of reading, speaking and writing that meet Cunningsworth's criteria.
3. The topic in the English textbook "Stop Bullying Now" was good. This textbook provides a topic that can help students be excited about learning. More interesting than the book topic is Stop Bullying Now matter. These materials make students think broadly and concerned about the surroundings, they also prevent students from being bored when they are partialized in the lesson. The topic in the textbook matches the Cunningsworth criteria. The English textbook "Stop Bullying Now" based on the study, researcher may conclude that it is already within the criteria of good book used by students and teachers when learning to teach a school. Researcher can take a good look at it from the Cunningsworth custom book study.

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