

# Content Analysis of English Textbook: Suitability between Skill Focus and Language Features

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## ABSTRACT

*A textbook is one of the important things in supporting the teaching-learning process in high school. The material should follow the learning purposes. In this study, the descriptive qualitative method is used by analyzing the content of the textbook. The results of this research are divided into three parts, Compatibility; Skill Focus; and Language Features. The learning purposes and the materials are compatible. It is lack of skill focus in each skill, and the language features are compatible with the learning purposes. Therefore teachers should be more critical and creative in providing the material and conducting the teaching-learning activity smoothly.*

*Keywords: English skill, English textbook, language features, learning purposes*

## INTRODUCTION

English language subject is one of the important subjects in 2013 Curriculum. In supporting the teaching-learning process of English language subject, the students and teachers need a good guide to create a lively atmosphere in the classroom. One of them is a textbook that is used for the learning-teaching process in the classroom. Susanti and Mufidati (2020) stated that textbooks are an important thing for teaching and learning process because it is designed to increase the knowledge and experience of learners. According to Ayu and Indrawati (2018), the use of an English textbook has a noteworthy eminence for both teachers and learners. It does not only become a guide to the teachers but also presents necessary input through several explanations and activities. Also, English textbooks should be able to accomplish the need for the teaching and learning process (Susanti, 2020).

Since textbook is one of the important things in supporting the teaching-learning process in high school, the material should be following the learning purposes. The material is the content in the textbook, including the activities. On the other hand, learning purposes is the overall goals or aims of the students in learning English subject.

Ayu and Indrawati's (2018) study focused on the tasks presented in the textbook entitled Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1. The result from the study is, the English textbook has interesting tasks which meet the objectives in curriculum 2013. In addition, there is a good distribution (simple to complex) of tasks across chapters and the whole book. In sum, it can be concluded that Bahasa Inggris SMA/MA/SMA/MAK Kelas X Semester 1 is suitable for tenth graders of SMA in English Foreign Learning (EFL) as an English textbook.

Sari, et. al. (2018) study, focused on the quality of the English textbook entitled Bahasa Inggris for tenth grade published by the Indonesian Ministry of Education and Culture. The study showed that the textbook is categorized as a good textbook. Because it already fulfilled the principles of a good textbook proposed by the experts.

Another study from Safitri and Tyas (2019), showed that the "Bahasa Inggris" textbook encouraged students' autonomy to learn and use the language, also that the book was well-designed. However, they found a weakness in this book which is the book is not provided by CD for listening activity, so the teachers have to find the audio on their own.

Almost all high schools in Indonesia used textbooks in the teaching and learning process. One of them is a textbook entitled "Bahasa Inggris" published by the Ministry of

Education and Culture. In this book, there are some learning purposes in each chapter. This mini research-based article discusses the compatibility between the learning purposes and learning activity, the skill that represents language features, also is the textbook represents a good textbook or not.

## RESEARCH METHOD

The researchers used descriptive qualitative research for this study. According to Nassaji (2015), qualitative and descriptive research methodologies have been widely used in a variety of fields, including education, psychology, and social sciences. In the fields of second language teaching and learning, qualitative research is becoming more popular. The object of this study is an English Textbook for X graders “Bahasa Inggris” published by The Ministry of Education and Culture. The data of this research was gained from the “Bahasa Inggris” textbook by comparing it to the learning purposes. This study will focus on analyzing the contents, materials, and activities that provides in each chapter of the textbook.

## RESULTS & DISCUSSION

The researchers analyzed five chapters in the book, the titles of the chapters are *Talking about Self*; *Congratulating and Complimenting Others*; *Expressing Intention*; *Which One is Your Best Getaway*; and *Let’s Visit Niagara Falls*. Here are the findings and the discussions.

### *Findings*

These are the findings of the analysis:

**Table 1. The Learning Purposes and Skill Focus**

Learning Purposes	Skill Focus
<b>Chapter 1</b>	Listening
<i>Talking about Self</i>	Reading
After studying chapter 1, students are expected to be able to:	Speaking
1. Identify the meaning, purposes of communication, text structure, and language elements found in the spoken and written transactional texts	Writing

<p>that link to identity, and family relationships according to the context of use.</p> <ol style="list-style-type: none"> <li>2. Ask for and inform about identity and family relationships by using the correct text structure according to use context.</li> <li>3. Ask and give information about identity and family relationships by using appropriate pronouns, subjective, objective, possessive elements according to the context of the use.</li> </ol>	
<p><b>Chapter 2</b></p> <p><i><b>Congratulating and Complimenting Others</b></i></p> <p>After studying Chapter 2, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the social function, text structure, and language elements in the expressions of giving congratulation and compliment and the response.</li> <li>2. Respond to congratulation and compliment by using the appropriate text structure and language elements according to the purpose and context of use.</li> <li>3. Giving congratulation and compliment by using the appropriate text structure and language elements according to the purpose and context of use.</li> </ol>	<p>Reading</p> <p>Speaking</p> <p>Writing</p>
<p><b>Chapter 3</b></p> <p><i><b>What are You going to do Today?</b></i></p> <p>After studying chapter 3, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the social function, the structure of the text, and the language elements in the spoken and written text to state and ask about intent to do something according to context.</li> <li>2. Expressing orally and writing intent on doing things by considering the correct social function, text structure, and adjective elements in context.</li> </ol>	<p>Reading</p> <p>Speaking</p> <p>Writing</p>

<p>3. Asking orally and writing down the intention of doing things by observing proper social function, text structure, and physical elements in context.</p>	
<p><b>Chapter 4</b></p> <p><i>Which One is Your Best Getaway?</i></p> <p>After studying Chapter 4, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the meanings, social functions, text structures, and language elements in spoken and written descriptive texts about tourist objects and historical buildings according to the context of use.</li> <li>2. Explain the description of tourist objects and historical buildings in spoken and written by considering the correct purpose of communication, text structure, and language elements of descriptive text according to the context of use.</li> <li>3. Describe the tourist objects or historical buildings in spoken and written by considering the social functions, text structures, and language elements in descriptive texts correctly according to the context of use.</li> </ol>	<p>Speaking</p> <p>Reading</p> <p>Writing</p>
<p><b>Chapter 5</b></p> <p><i>Let's Visit Niagara Falls</i></p> <p>After studying chapter 5, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the meaning, social functions, text structures, and linguistics elements in simple oral and written descriptive texts about tourist attractions and historical buildings according to usage.</li> <li>2. Explaining the contents of oral and written descriptions of tourist attractions and historical buildings by taking into account the purposes of communication, text structure, and linguistic elements of descriptive text according to the context use.</li> <li>3. Describing tourist attractions or historical building texts orally and in written form by paying attention to social functions, text structures, and</li> </ol>	<p>Reading</p> <p>Speaking</p> <p>Writing</p>

linguistic elements of the descriptive text correctly according to the context of use.	
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**Table. 2 The Material in Each Chapter**

Chapter	Material
<i>Chapter 1</i>	<p><b><i>Reading Skill:</i></b></p> <p>In this section, there are several activities that the students must do.</p> <ol style="list-style-type: none"> <li><b>1. Task 1</b> Students are told to read two different letters.</li> <li><b>2. Task 2</b> Then, the students are told to find the main idea and the supporting details. This section is making the students learn one of the reading skills that is skimming to find the main idea and the supporting details.</li> <li><b>3. Task 3</b> The students are told to work in pairs to answer the questions according to that two different texts.</li> </ol> <p><b><i>Vocabulary Exercises:</i></b></p> <p>In this section, students are asked to fill the blank using the words in the blank, with appropriate forms of verbs</p> <p><b><i>Text Structure:</i></b></p> <p>In this section, students learn about text structure. There are 2 (two) different activities.</p> <ol style="list-style-type: none"> <li><b>1. Task 1</b> The first one is an individual activity. The student should re-read two letters on the previous page and try to find where is the opening section, content section, and closing section. Then, the student should understand the purposes and the details.</li> </ol>

## 2. Task 2

The next activity is, students should work in pairs and define the text structure and share it in the front of the class. In this section, there are several questions to guide the students in identifying the text structure.

### *Grammar Review:*

In this section, the students are learning about pronouns that are used in introducing self. There are several pronouns that the students should learn in this chapter. There are subjective pronouns, objective pronouns, possessive adjectives, and possessive pronouns. After that, the students must complete the exercise about pronouns to make the students develop their understanding.

### *Speaking Skill:*

In this section, there are 2 activities.

#### 1. Task 1

The first activity is **Guessing Games – Who Am I?** In this activity, the students are work in pairs to guess someone written on the back of their body. There are several questions that can guide the students to guess the answers. From that activity, the students can develop their speaking skill by throwing question to another student.

#### 2. Task 2

The next activity is **Introduction Game – Party Time.** This activity has 3 different activities. The first is, the students are told to look at the picture and answer the questions then say it to their friends to discuss it. The next activity is, the students read the conversation between Slamet and Edo. After that, the student practices that conversation with their seatmate. The next activity is practicing introducing self to their classmate. The students can pretend to be someone such as a football player, singer, or scientist. By asking several questions such as, “May I know your name please?”, “Can you tell me what your profession is?” and many other related to introducing self.

<b>Chapter 2</b>	<p><b>Reading skill:</b></p> <p>There are several activities that students should do, such as:</p> <ol style="list-style-type: none"><li><b>1. Task 1</b> In this activity, students are asked to read text 1 carefully. They should pay attention to the expression that is used to congratulate people and how to respond to it.</li><li><b>2. Task 2</b> In this activity, students answer several questions related to text 1.</li><li><b>3. Task 3</b> In this activity, students read the dialogue in pairs, one of them becomes Cita and the other becomes Ditto.</li><li><b>4. Task 4</b> In this activity, students are asked to answer several questions related to text 2.</li><li><b>5. Task 5</b> The last activity is students complete the table with the expressions of congratulations and the responses they find in the preceding dialogue.</li></ol> <p><b>Vocabulary Exercises</b></p> <p>There are several activities:</p> <ol style="list-style-type: none"><li><b>1. Task 1</b> In this activity, students are asked to complete the blanks in the dialogues using the words in the box provided.</li><li><b>2. Task 2</b> In this activity, students complete the conversations using their own words.</li></ol> <p><b>Speaking skill</b></p> <p>In this section, students play “<i>Rock, paper, and scissors</i>”, they will work in pairs. The winner will choose a situation for himself/herself in the table provided and the partner makes an expression of congratulations. Then, they</p>
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	<p>develop a conversation based on that. After that, students can start all over again by doing “<i>Rock, paper and scissors</i>” again. Students can try to make a conversation with all the situations provided in the table.</p> <p><b>Writing skill</b></p> <p>In this section, students are asked to write down the inside parts of the congratulation cards based on the cover. There are some different covers provided. In each cover there is a situation to make students write down the card easier, students write at least two sentences for each cover.</p>
<b>Chapter 3</b>	<p><b>Expressing Intention:</b></p> <p>There are 3 (three) different activities in this section.</p> <ol style="list-style-type: none"> <li><b>1. Task 1</b> In this section, the students read aloud the conversation.</li> <li><b>2. Task 2</b> The students answer the questions based on the dialog. The next activity is, continuing the conversation above with the given hint.</li> <li><b>3. Task 3</b> After that, the students are told to discuss what they need to consider before visiting a place.</li> </ol> <p><b>Vocabulary Exercises:</b></p> <p>From the vocabulary builder section, the students are asked to make sentences.</p> <p><b>Grammar Review:</b></p> <p>In this section, the students are learning about the use of <b>I would like to</b> and <b>I am going to</b>. There are several activities that the students must do.</p> <ol style="list-style-type: none"> <li><b>1. Task 1</b> The first activity is, the students look at the dialogue and pay attention to the bold type expressions.</li> <li><b>2. Task 2</b></li> </ol>

	<p>After look at those dialogues, the students identify the bold types expression and fill the table on that page with the question and statement.</p> <p><b>Speaking Skill:</b></p> <p>In this section, there are several activities that the students should do.</p> <ol style="list-style-type: none"> <li><b>1. Task 1</b> The first activity is the students make up a short dialogue in a different situation.</li> <li><b>2. Task 2</b> After the students have finished those dialogues, the students choose one of them and practice it in front of the class.</li> <li><b>3. Task 3</b> The next activity is, make a formal speech. In this section, the students should make a formal speech that they must pretend to be someone like a president of a student organization that preparing for a campaign. This formal speech also must include promises that using “...going to...” and “...would like to...”. After the students have finished, they must present it in front of the class.</li> </ol> <p><b>Writing Skill:</b></p> <p>In this section, the students must do an activity. The activity is to write a holiday plan. This writing product should include the plan form like, “I would like to...”, “I am going to....” etc. In this section there are several questions that guide the students in writing their holiday plans.</p>
<b>Chapter 4</b>	<p><b>Speaking skill:</b></p> <p>Students are asked to describe a tourism object, describing what makes the place interesting. Students will pretend to be a tourist guide for Tanjung Puting National Park or Taj Mahal and describing the special peculiarities of that tourism object. In that case, they should make a word web about Tanjung Puting</p>

	<p>National Park or Taj Mahal or their own favorite place. Based on the word web, they will take turns with their classmate describing the place.</p> <p><b>Reading Skill:</b></p> <p>There are several activities:</p> <p><b>Text 1 “<i>Tanjung Puting National Park</i>”</b></p> <ol style="list-style-type: none"> <li><b>1. Task 1</b> In this activity, students read text 1 “<i>Tanjung Puting National Park</i>” carefully. This text describes Tanjung Puting National Park and what will we find there.</li> <li><b>2. Task 2</b> After read text 1, students are asked to answer several questions provided.</li> <li><b>3. Task 3</b> In this activity, there is a situation has been provided and students should give their opinion about that situation.</li> <li><b>4. Task 4</b> In this activity, students should rearrange the main ideas in the right column to match them with the purpose of each paragraph in the table provided.</li> </ol> <p><b>Text 2 “<i>Taj Mahal</i>”</b></p> <ol style="list-style-type: none"> <li><b>1. Task 1</b> In this activity, students read text 2 about “<i>Taj Mahal</i>” and think about the similarity and differences between text 1 and text 2.</li> <li><b>2. Task 2</b> After that, students should answer several questions related to text 2</li> <li><b>3. Task 3</b> Students identify the main idea of the paragraphs.</li> <li><b>4. Task 4</b> In this activity, students find the similarity and differences between text 1 and text 2 using Venn Diagram and write down what makes they similar</li> </ol>
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or different. They will write the similarity in the shared area [B] and the differences in the separate areas [A] or [C].

### ***Vocabulary Exercises***

In this section, students are asked to fill the blanks with the right word from the list provided.

### ***Grammar review***

In this section, there are several activities:

#### **1. Task 1**

In this activity, students are asked to identify the noun phrase by circling the adjectives and underlining the noun. Draw an arrow to show how the adjectives modify the nouns.

#### **2. Task 2**

In this activity, students are asked to make noun phrase. There are two columns provided, the words on the left columns are adjectives and the words on the right column are nouns. Then, combine them to make noun phrases.

#### **3. Task 4**

In this activity, students are asked to find at least 10 noun phrases from the reading text about Tanjung Puting National Park and Taj Mahal and discuss the meaning of the phrases.

### ***Writing Skill***

There are several activities:

#### **1. Task 1**

Students work in a pair. Then, they should read a description about a tourist destination and if they find the errors, they should edit it.

#### **2. Task 2**

	<p>Students make a word web of the text about Cuban Rondo and include the details. Based on the word web that students have made, they write a description about Cuban Rondo. Students may also use their imagination to develop the text. To enrich their vocabulary, they can try to use the words found in reading text 1 and 2, they also can use the organization of ideas of text 1 and 2.</p> <p><b>3. Task 3</b></p> <p>Students are asked to think of a place they like to visit or a favorite place that they have visited several times and describe that place. It can be a tourism object or favorite part of their house/school/a park/a traditional market in their hometown. Students can make a word web to help them get and organize the ideas. It can help students write an essay about that place easier. The essay includes an introductory paragraph, two body paragraphs that contain the supporting details, and a concluding paragraph.</p>
<i>Chapter 5</i>	<p><b><i>Reading Skill</i></b></p> <p>There are several activities:</p> <p><b>1. Task 1</b></p> <p>Students were asked to read a descriptive text entitled “Visiting Niagara Falls” and then, the students were asked to match paragraphs in the passage with the correct pictures.</p> <p><b>2. Task 2</b></p> <p>The students were asked to answer some questions related to the passage.</p> <p><b>3. Task 3</b></p> <p>The students were asked to compare the passage with two other passages in chapter four and find the similarities among those texts.</p> <p><b><i>Vocabulary Exercises</i></b></p> <p>The students were asked to complete the gap in every sentence with the words that are available in the box above.</p> <p><b><i>Grammar Review</i></b></p>

	<p>In this section, there are two tasks:</p> <ol style="list-style-type: none"><li><b>1. Task 1</b> The students were asked to find five sentences in passive voices and then change them into active voices.</li><li><b>2. Task 2</b> The students were asked to find five sentences in active voices and then change them into passive voices.</li></ol> <p><i>Speaking Skill</i></p> <p>In this skill, the students were asked to remember the places that they had been visited before. And then, they asked to recount about the interesting place to their friends.</p> <p><i>Writing Skill</i></p> <p>In this skill, there are several activities:</p> <ol style="list-style-type: none"><li><b>1. Task 1</b> The students were asked to completing the chart about the structure of the descriptive text. The chart consisting of the purposes and the details about the passage.</li><li><b>2. Task 2</b> The students were asked to write a sentence about an interesting place and then passed the paper to their friends. So, it can form a paragraph.</li><li><b>3. Task 3</b> The students were asked to make a short descriptive text with their own words.</li></ol>
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### *Discussion*

From the data above, we can discuss several things:

#### **1. Compatibility**

According to our findings, the textbook is compatible with the teaching and learning process. In each chapter, it provides learning purposes, and when we compared it with the

material, they are suitable. We can take a look at the data, what is mentioned in the learning purpose is also mentioned as the material in each chapter: from Chapter 1 until Chapter 5. Therefore, we can conclude that the learning purposes and the material are compatible. For example, in Chapter 5, one of the learning purposes is to describe a tourist attraction or a historical building. In one of the activities in Chapter 5, the students were asked to talk about their experience visiting a tourist attraction or a historical building to their friends.

## **2. Skill Focus**

Each chapter in this book has different skills to be taught. There are four main skills that will be taught in this book, there are listening, reading, speaking, and the last one is writing. According to our findings, some chapters do not represent these four skills. We can take a look at Chapter 3, the skill focus are reading, speaking, and writing. There is no listening skill in Chapter 3. However, if we take a look at Chapter 1, all skills are represented in this chapter. There are listening, reading, speaking, and writing.

## **3. Language Feature**

Each chapter that we analyzed in this book provides several activities that aim to introduce the students to the use of language features properly. In this book, there are two language features, they are vocabulary and grammar. Those exercises can guide the students to write and speak properly in accordance with correct linguistic rules and make the students understand how to use an expression in the correct time or situations related to the material. For example, in Chapter 4 there is a Grammar Review section. In this activity, the students will learn about noun phrases. Noun phrase is important when describing something to make the readers can imagine what is being described. In the vocabulary exercises, students will learn how to choose the right words to arrange a sentence in the right context. As we know, in this chapter students will learn the descriptive text.

## **CONCLUSION**

Based on the findings discussed previously, the textbook is categorized as a compatible book for Grade X. This book is a compatible book according to the suitability between the learning purposes and the material. The learning purposes and the material represented are suitable to each other. However, the skill focus of each chapter has not contained all four skills. Sometimes, each chapter has a different portion of skill focus. For example, the number of learning activities for reading skill has more portion than listening skill. These differences arise because of the different needs of skills in each chapter. Also, the language features in each

chapter show that the Grammar Review and Vocabulary Exercise sections are compatible with the learning purposes. Therefore, it can make the students understand more about the use of the language features easily. The suggestion that we can give to the teachers is that they have to be proficient when they use textbooks. They have to choose the right textbooks for the teaching and learning activity. So, that the teaching and learning activity was conducted smoothly. For the textbook, this textbook does not provide the proper listening material and task. Therefore, the teacher should find the material for developing the listening skill. The teacher also should be more critical and creative in providing the material and task that does not provide in this book.

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