

An Analysis of The Relevance between The Content of The English Textbook “Headlines” for Grade XII and “Focal Point” by BSNP

Dwi Erna Finandiaty^{*1}, Rahayu Apriliawati², Sumarni³

^{1,2,3} Universitas Tanjungpura, Pontianak, Indonesia

Correspondence*

E-mail: dwiernaf98@gmail.com

Received : 13 October 2022

Accepted : 31 October 2022

Published : 08 November 2022



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

Abstract

The research is aimed to investigate the relevance between the focused materials in the English Textbook “Headlines” for grade XII and the criteria demanded by Focal Point. This research used qualitative research. This study used content analysis as the methodology. Based on the findings of analyzing the content of the textbook “Headlines” for XII grade of high school, it is found that the textbook content only fulfilled the 11 (eleven) points criteria of the focal point with a total of 31 points from A, B, and C of relevancy and it even did not reach half of the total. Therefore, it can be concluded that the textbook's content and related activities should be redesigned by following the criteria of Focal Point.

Keywords: English Textbook, Content Analysis, Focal Point, BSNP, Fokus Pembelajaran

INTRODUCTION

A textbook is one of the components of the teaching and learning process. Both teachers and students in the classroom require the textbook. For the teacher, the textbook can help them carry out good material in the class. The teacher needs a textbook to prepare and establish the teaching aids. For the students, the textbook controls the components and techniques of learning. It is responsible for the content, approach, and procedures of learning. As a result, textbooks are required for students to follow and comprehend the lesson thoroughly. For some reason, textbooks should meet the teacher's goals and the students' needs. Textbooks or teaching materials are the physical instruments most closely associated with teaching and learning in most schools (Akhiruddin, A., & Sujarwo, 2020; Nurhikmah, et al., 2022). Textbooks convey abstract concepts like curriculum

policy into actions that teachers and students can take. They act as intermediaries between the curriculum policy authors' intentions and the teachers who deliver classroom instruction. Their exact mediating role may differ depending on the characteristics of different countries, educational systems, and classrooms. Their relevance is undeniable (Valverde et al., 2002). In Indonesia, an educational textbook should follow the rules based on National Education Standards. National Education Standards are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. According to Government Regulation (2005), it is concerning National Education Standards mandates 8 (eight) National Education Standards, namely: Graduate Competency Standards, Content Standards, Process Standards, Educational Assessment Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, and Financing Standards. However, according to BSNP (2020), after the Graduate Competency Standards, Content Standards, Process Standards, and Assessment Standards were developed, it was not easy for teachers and curriculum developers, as well as book authors, to immediately find the relationship between the four standards. Therefore, for those reasons focal point was made. Focal Point elaborates the scope of material and competencies at each level (grade) to arrange the central and foundational knowledge and skills that students must master (BSNP, 2020). Focal Point contains three aspects: a general description of the scope of the main material for each level, the learning experience, and its relation to the expected competencies. The types of learning experiences described in Focal Point are intended to trigger learning designers to develop learning strategies and scenarios according to students' context, conditions, and learning needs. As a result, it is essential in making Textbooks refer to Focal Point to help the teacher.

Some studies have been conducted on textbook evaluation and analysis. Despite referring to a variety of English textbooks with various theoretical frameworks, practically all of the studies have similar goals and research methodologies. The researcher chose some previous researches used as references in conducting this study. To begin with, Susilawati (2020) found that the English textbook "Bahasa Inggris When English Rings a Bell, SMP/MTs Kelas VII" is only a few variables identified in terms of setting, participant, and channel. To sum up, the sociolinguistic context variables have not been adequately provided for in the text materials. In addition, according to Sari (2019), the English textbook "think globally act locally" for grade IX (the revised edition 2018) was rated "Excellent" with an 84 percent score and was able to meet the topic's goals, language features, and social functions. However, another study on the English textbook for grade VII revealed that the textbook did not fulfill the 2013 Curriculum's compatibility of basic competency (Noviana, 2018). These previous researches were using content analysis as their methodology.

Referring to those previous researches, the researcher was interested in analyzing the English textbook "Headlines" for grade XII because the textbook was published not long after the focal point was made. This book is commonly used in high school in Indonesia. The researcher found the textbook when she was intern there. The researcher did a pre-analyzing of this book. After intensively reading and scanning the textbook, it was found that the textbook was a book published in 2020 by CV Mediatama. This book is written according to the demands of the 2013 Curriculum. It was a process-based book with a scientific approach. This textbook provided materials with various text types such as explanation text, discussion text, news item

text, procedure text, and lyrics song. With the various text types the book has, the researcher wanted to know whether the textbook implements the Focal Point or not.

In fact, this current research focused on the relevant between the material of the English textbook "Headlines" for grade XII and the criteria demanded by Focal Point which was not conducted by the previous researches. In addition, the English Focal Point for class XII provided some focused material. The focused material was a few kinds of text: explanation, discussion, and exposition. Therefore, the researcher decided that the contents of the textbook being analyzed are the texts categorized as the explanation, discussion, and exposition texts as well as the related activities. In this study, the researcher has conducted the relevance between the focused materials in the English Textbook "Headlines" for grade XII and the criteria demanded by Focal Point.

METHOD

This research used qualitative research. In contrast to quantitative research, which uses quantitative measures such as frequencies, means, correlation, and static tests to answer the research question, qualitative research uses words to answer the research question (Ary, 2010). In summary, qualitative relates to data and meaning, as well as serving data in the form of words. As a result, the study report included data extracts to summarize the report. Because the data for this study came from written sources, qualitative research in the form of content analysis was used. Content analysis aimed to examine and interpret recorded material in its original context. Public documents, textbooks, letters, films, recordings, journals, topics, reports, and other materials may be used (Ary, 2010).

The object of this research was the English Textbook "Headlines" for Grade XII. This textbook was written by Yuni Prihartanti and published by CV Mediatama. It was divided into seven units, each with its topic. This book was developed and is following the 2013 Curriculum. It was a process-based book with a scientific approach. This textbook provided materials in various types of text. The kinds of text material were explanation text, discussion text, news item text, procedure text, and lyrics song. Then, this research aimed to investigate the relevance between the focused materials, which is the explanation, discussion, and exposition text, and the criteria of Focal Point. The results were evaluated qualitatively rather than quantitatively because this study focused on the textbook's content, particularly the materials. The data used in this research was relevant to the research questions that have been submitted. As a result, the data represented the answers to the research questions. As described in the English Textbook "Headlines" for Grade XII, the data for this study were collected in the form of words.

The researcher was the primary instrument since this study was classified as a content analysis study. As stated by Ary (2010), the methods used to collect and analyze data are one of the distinctive elements of qualitative research. Only a human instrument is believed to be capable of using fieldwork methods like interviewing, observation, and document analysis as the primary way of gathering data. Furthermore, this research utilized observation checklists as the instrument because it was the most cost-effective and reliable method of determining the checklist used to answer the research questions. In this research, the checklist was used to analyze the textbook's materials and the focused material of Focal Point for grade XII.

The following was the data collection method:

- 1) First, the researcher selected the textbook that will be analyzed.
- 2) Second, the researcher thoroughly read and observed the textbook's materials.
- 3) Third, the researcher used a checklist to compare the materials in the textbook to English Focal Point for grade XII.
- 4) Fourth, in accordance with the research problem formulation, the researcher identified, classified, and analyzed the data.

According to Drisko & Maschi (2016), qualitative content analysis can be used to summarize enormous data sets and develop content typologies based on the researcher's objectives and questions. While qualitative content analysis reports may provide a reductive summary of the data under research, the process by which this summary is generated may be extensive rather than reductive. In this step, a crucial element of qualitative content analysis is the extension of data throughout the analysis. In this study, the researcher reduced the data that was not appropriate to the conceptual framework and research questions concerning the appropriateness. The English Textbook "Headlines" for Grade XII provided many types of material text such as explanation text, discussion text, news item text, procedure text, and lyrics song. In this study, the researcher reduced the material according to the criteria demanded by Focal Point. Therefore, the material text being analyzed only belong to the discussion, discussion, and exposition texts. By performing data reduction, the researcher could answer the research questions related to the relevant questions in the English Textbook "Headlines" for Grade XII based on English Focal Point for grade XII.

The coding approach the researcher used that known as the famous qualitative analysis strategy. The strategy is the constant comparative method, which combines inductive category coding with a simultaneous comparison of all units of meaning obtained. Each new unit of meaning (topics or concepts) is examined by the researcher to determine its distinctive characteristics. Then, after comparing the categories, the researcher organizes them with related categories. It will create a new category if there are no other similar meaning units. As a result, there is a constant process of refining; initial categories may be modified, combined, or eliminated; new categories are created, and new relations may be found (Ary, 2010). The researcher here used coding according to the data being analyzed. For example, the focal point "A. 1. Students identify various types of explanation texts"; code A. 1 here will be used for the comparison data which is the focused material related to the English Textbook "Headlines" for Grade XII.

In data analysis of this method, detailed description is the typical purpose (Drisko & Maschi, 2016). There are several techniques for analyzing study data and organizing its presentation to readers, such as narrative and matrix formats. The researcher analyzed and presented the data in narrative format. Drisko & Maschi (2016) also state that using a narrative format is the most common form of presentation for qualitative content analysis research. The researchers identify primary categories or themes and use these categories as section titles in the report in this type of research. This kind of narrative analysis explains how categories were created as well as highlights categories that answer the research question. In this step, the researcher analyzed the content of the English textbook "Headlines" for grade XII. The contents that were chosen as the analysis units should be delimited. Therefore, the materials texts selected from the textbook were limited to those belonging to the explanation, discussion, and exposition texts in line with the criteria of the Focal Point. Then, the researcher put the data and

coding on the observation checklist to know how the relevance between the focused material of the textbook and the criteria demanded by focal point. The result of the analysis would be the answer to the research question.

RESULT AND DISCUSSION

The researcher found the English textbook "Headlines" for 12th graders students in the school where the researcher was an intern. The researcher decided to choose this book because this book was the newest in that school, and this book seemed complete and quite good. After choosing the book, the researcher did pre-analyzing with skimming and thoroughly read the textbook. Then, the researcher observed the materials and chose the material that had been the focus of this study. After getting the main data, the researcher inserted it into the table of an observation checklist along with the criteria of the Focal Point and then compared them. Furthermore, the observation checklist showed the findings, and the researcher processed and concluded them as a result of the study.

The textbook being analyzed is entitled English textbook "Headlines". This book is a high school English textbook for students in the 12th grade and was published following the 2013 Curriculum. The kinds of text material in this book were explanation text, discussion text, news item text, procedure text, and lyrics song. This textbook has a total of 182 pages. These pages are added with cover, in-press catalog, the preface, foreword, user guide, table of contents, table of the picture, seven units, glossary, bibliography, index, and the writers' profile.

The textbook includes a map of concepts, keywords, warming up, activities such as activity, homework, project, expanding your learning, and competency test in each unit. Students can use the map of content, keywords, and warming up to figure out what kind of material they will learn throughout the chapter before diving into the primary material. This book also includes materials, activities, and tests for each chapter. Students will learn expressions, grammar, and explanations introduced and presented along with and after the activities to understand the materials thoroughly.

The materials relevant to the focal point criteria were able to fulfill the points and target skills: A. Listening, Writing Skills: Compiling Explanation Text, B. Listening, Speaking Skills: Understanding the Discussion Text, and C. Reading, Writing Skills: Develop a frame of mind, which were intended to be achieved by the students.

Then, the researcher modified the English Focal Point for Grade into specific points like the table below. It helped the researcher to analyze the data conveniently like the table below

Table 1. Specific Point of English Focal Point for Grade XII

NO	ENGLISH FOCAL POINT FOR GRADE XII
A	Listening, Speaking Skills: Understanding the Discussion Text
	A. 1. Students identify various types of explanation texts.
	A. 2. The explanation texts are in the context of science, technology, and art.
	A.3. Discuss social functions.

	A. 4. Discuss text structures. A. 5. Discuss linguistic elements. A. 6. Listening to the explanation text. A. 7. Students rewrite the contents of the text briefly and critically. A. 8. Students give reasons and explanations for their opinions in the form of fiction or non-fiction writing.
B	Listening, Speaking Skills: Understanding the Discussion Text B. 1. Students listen to videos, radio, or television in the form of simple discussion texts (e.g., debates, and current affairs interviews). B. 2. Discussion texts contain local national and international wisdom in English. B.3. Discussion texts are free from radicalism, vandalism, pornography, gender bias, and racial elements. B. 4. After listening, students retell the contents of the text critically/Higher Order Thinking Skill.
C	Reading, Writing Skills: Develop a frame of mind. C. 1. Students read some simple business exposition texts (e.g., proposal) in English. C. 2. After reading, students critically analyze the contents of the proposal. C. 3. Students write simple business proposals with logical, fact-based thinking frameworks that are appropriate to the context of science, technology, and art. C. 4. Students use clear and reliable reference sources.

The relevance between the focused materials in the English Textbook “Headlines” for grade XII and the criteria demanded by Focal Point

Based on the findings, the textbook's contents can be discussed from various perspectives. The textbook has revealed a sufficient number of texts. It is helpful to assist the teacher in achieving the learning objectives as well as the students in achieving the expected skills. This is in line with the Focal Point's purpose of assisting teachers in readily designing lessons that support students' learning processes from

the essential elements and functions to help students meet their fundamental learning needs to meet Graduate Competency Standards.

According to the findings, the first focal point is "A. *Listening, Writing Skills: Compiling Explanation Text*". It is divided into seven points. The first point, "A. 1. *Students identify various types of explanation texts*". There are four explanations in the textbook. The first explanation text is in chapter 1. The second and third are in chapter 2, and the last one is in chapter 5. This indicates that the textbook provided various types of explanation texts.

The second point A is "A. 2. *The explanation texts are in the context of science, technology, and art*". The first explanation text, "How to Offer Help to Someone", is not related to science, technology, or art. It is related to the social one. The second and third one, "Employment: The Importance of the Cover Letter in Finding a Job," is not about science, technology, and art. The last explanation text, "How to Give People Advice", is social related and is not about science, technology, and art. Therefore, all of them are not in the context of science, technology, or art.

The third point A is "A. 3. *Discuss social functions*". The first explanation text was discussing the social function which is how to offer help to someone. The second one showed the important tips in making a cover letter which is the social function of the text. The third one discussed the social function of the text which is how to write resume. And the last one also discussed the social function, which showed in the activity "5. 1. 3. c. What is the social function of giving advice?" and in the text which told about how to give advice.

The fourth point A is "A. 4. *Discuss text structures*". The first explanation text and the activities were discussing the text structure. The activity provided the structure of offering help in the form of dialogue. The second one discussed text structures, which showed in the activity "2. 1. 7 Analyze the format of the application letter!". The third one also discussed text structure. The text itself contained structures for writing resume. It also showed in the activity "2. 2. 5. Write down the result of your analysis! Things should be included in the resume and should not be included in the resume!". Furthermore, the last one also discussed text structures, which showed in the activity "5.1.5 Analyze the structure of the following sentences that you can find in the text!".

The fifth point A is "A. 5. *Discuss linguistic elements*". The first explanation text was discussing the linguistic element of the activities. The activity showed the phrases used to offer help in the form of dialogue. The second one also discussed the linguistic elements. It showed in the activity 2.1.5 and 2.1.6. It discussed phrases and sentences usually used in the application letter. The third explanation text examined the linguistic elements in writing resume. However, the last explanation did not discuss the linguistic elements.

The sixth point A is "A. 6. *Listening to the explanation text*". The four explanation texts did not provide the listening skill activities. However, the listening activities can be found in other material focusing on listening to the song and the CD. Then, the seventh point A is "A. 7. *Students rewrite the contents of the text briefly and critically*". The first and the second explanation texts and the related activities did not provide rewrite activities. However, the third one provided a writing activity, which showed in the activity "2. 2. 3. Write your own resume". The last one also included a writing activity, which showed in the activity "5. 1. 6. Write five sentences like the sentences you have analyzed above!".

The eight-point A is "A. 8. *Students give reasons and explanations for their opinions in the form of fiction or non-fiction writing*". The first explanation text and the

related activities included this point. It showed in the activity "1. 1. 5 Do you agree with the line "best friends share everything, even their problems"? Support your opinions with reasons", and "1. 1. 6. Ask your friend to answer that question then give your response to your friend's opinion!". However, the second, third, and last explanation texts did not include this activity.

Next, point B is Listening, Speaking Skills: Understanding the Discussion. It was divided into four points. First point B is "B. 1. *Students listen to videos, radio, or television in the form of simple discussion texts (e.g., debates, and current affairs interviews)*". The researcher did not find discussion texts in the form of videos, radio, or television. However, the researcher found one discussion text on pages 43-44. It was in the form of text titled "CV VS. RESUME: THE DIFFERENCE AND WHEN TO USE WHICH". The discussion text contained in the textbook has discussed the difference between a resume and CV and which country used them. The discussion text is not related to the whole B points.

Last, point C is "Reading, Writing Skills: Develop a frame of mind". The first point is "C. 1. Students read some simple business exposition texts (e.g., proposals) in English". There is no exposition text found in the textbook. Therefore, there was no material in the textbook relevant to point C.

Discussions

This section aims to discuss the results of the analysis of the English textbook "Headlines" for grade XII. The texts and the activities being analyzed indicated that they are relevant to some criteria demanded by Focal Point, mainly on point A. At point A, the material and activities that met the criteria are 11 out of 23 points of relevancy. However, there were no materials in the textbook relevant to points B and C. In sum, the materials in the textbook fulfilled the 11 (eleven) points criteria of the focal point with a total of 31 points from A, B, and C of relevancy. It can be concluded that the content of the textbook and Focal Point are quite relevant, almost reach half of the total.

Although this textbook has low relevance to the criteria of Focal Point, this book has good material in every chapter/topic. It explained grammar focus and language features. The textbook contained many science activities such as analyzing, a project in each chapter, observation, and exploration. It also provided art activities such as listening to music and singing in chapter VII. In addition, the textbook also contained activities using technology (e.g., searching for material on the internet).

CONCLUSION AND RECOMMENDATION

Based on the findings of analyzing the content of the textbook "Headlines" for XII grade, the researcher found some relevance between the textbook material and the Focal Point criteria by BSNP. The criteria of English Focal Point for grade XII had some focused skills and materials. They were: A. Listening, Writing Skills: Compiling Explanation Text, B. Listening, Speaking Skills: Understanding the Discussion Text, and C. Reading, Writing Skills: Develop a frame of mind. The focused material was the explanation, discussion, and exposition text. The book provided some explanation texts with the activities related and discussion text. However, the researcher did not find any exposition text in the textbook. The result of research findings showed that the materials in the textbook only fulfilled 11 (eleven) points criteria of the focal point with a total of 31 points from A, B, and C of relevancy.

The relevancy even did not reach half of the total. The researcher concluded that this textbook's content is quite relevant to the criteria demanded by Focal Point. As a result of the findings in the previous chapter, it is essential to provide some valuable recommendations to the author, researcher, and future researchers. The suggestion was made in order to improve the English textbook's quality in the future. First, the textbook's content and related activities should be redesigned. The author of this textbook should provide more listening skill development activities because, based on the finding, they did not put enough listening activities. Second, this textbook is already good but lacks discussion and exposition texts that could enrich the material. Students and the teacher should use other textbooks or find additional or supplementary textbooks appropriate for the 12th grade of high school and comply with the criteria of Focal Point by BSNP. It will help teachers easily design lessons that support children's learning processes from the most important things and help students meet their fundamental learning needs to achieve the Graduate Competency Standards. Finally, the researcher expects that future researchers will be able to utilize this research as a model for conducting similar or related research. The further researcher can conduct a related study on other textbooks in different grades or design R&D to improve the lack of material in the textbook.

REFERENCES

- Akhiruddin, A., & Sujarwo, S. (2020). *The Implementation Of Instructional Materials Development Based On Inside Outside Circle (IOC) For Students' Sociology Education Of Megarezky University*. JED (Jurnal Etika Demokrasi), 5(1), 86-94.
- Ary, D. (2002). *Introduction to Research in Education* (6th ed.). Australia: Wadsworth Thomson Learning.
- BSNP. (2020). *Fokus Pembelajaran SD/MI, SMP/MTs, SMA/MA* (1st ed.). Jakarta: Badan Standar Nasional Pendidikan.
- BSNP. (2020). Buletin BSNP: Media Komunikasi dan Dialog Standar Pendidikan. *Mengenal Lebih Dekat Fokus Pembelajaran Standar Isi*, 15(2), 9-12. <https://bsnp-indonesia.org/buletin-bsnp/>
- Drisko, J. W., & Maschi, T. (2016). *Content analysis*. Oxford University Press, USA.
- Krippendorff, K. (2008). *Content Analysis: An Introduction to Its Methodology*. Beverly Hills, CA: Sage Publications.
- Noviana, V. (2018). *A Content Analysis of "When English Rings A Bell" English Textbook for Junior High School Student Year VII (Undergraduate Thesis)*. Surakarta: Sebelas Maret University.
- Nurhikmah, H., Aris, M., Arismunandar, A., Sujarwo, S., & Sukmawati, S. (2022). *Development of Local Content Teaching Material for the History of Wajo*. Journal of Innovation in Educational and Cultural Research, 3(2), 264-270.
- Prihartanti, Y. (2020). *Bahasa Inggris "Headlines" (Wajib) untuk SMA/MA/SMK Kelas XII*. Surakarta: CV Mediatama.

- Richards, J. C. (2019, February 11). *The Role of Textbooks in a Language Program*. Professor Jack C. Richards – The official website of educator & arts patron Jack C Richards. Retrieved June 20, 2022, from <https://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf>
- Richards, J. C. (2001). *Curriculum and Materials Development for English Teaching*. New York: Cambridge University Press.
- Sari, Y. (2019). *A Relevance Analysis of English Textbook "Think Globally Act Locally" for Grade IX (The Revised Edition 2018) (Undergraduate Thesis)*. Tulungagung: IAIN Tulungagung.
- Susilawati, E. (2020). The Inclusion of Sociolinguistic Context in the Text Materials of English Text Books for Junior High School. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 4(2), 291-307. <https://eric.ed.gov/?id=EJ1291633>
- Tomlinson, B. (2011). *Materials Development in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Valverde, G. A. (2002). *According to the book: using TIMSS to investigate the translation of policy into practice through the world of textbooks*. Dordrecht: Kluwer Academic.