

CONTENT AND LANGUAGE ANALYSIS
“THINK GLOBALLY ACT LOCALLY” FOR JUNIOR HIGH SCHOOL
PUBLISHED BY MINISTRY OF EDUCATION AND CULTURE OF
INDONESIA

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Abstract

Textbook is one of the learning materials that can be used by teacher and students in order to help the teaching and learning process in the classroom. An analysis to a textbook is needed, moreover after the curriculum was launched. The object of the study is students English textbook entitled “ Think globally act locally” published by Ministry of Education and Culture of the Republic of Indonesia. This study was designed in descriptive qualitative research because the object of the study was a document book. Moreover, as the data was in the form of words and documents, so the data were analyzed qualitatively. The results of the study show that the suitability of the material in the textbook is 78.12%, which can be concluded that the material from the textbook has met the standard of content eligibility in the textbook. Meanwhile, the feasibility of using the language in the textbook is 75%, which can be concluded that the book uses language in accordance with BSNP assessment standards

Keywords: Textbook, Content Standard, Language Standard.

I. Introduction

A book is a medium for recording information in the form of writing or images, typically composed of many pages bound together and protected by a cover. Many things can be obtained when reading a book. it can be information or science depends on the genre of the book being read. Various book genres aim to make the reader not get bored with the choice of book . Each genre has it's own charm or is different, of course the selection of the genre depends on the reader's interest, what kind of book to read. But along with development in the world of information technology, books are not only form in print but also in digital form. Which is digital book will make it easier for readers or teacher to get information without having to come

directly to the bookstore or library. Because of rapid application only by using electronic devices such as tablet or cell phone someone will be able to read a book using certain software to read it. Different from a printed book consisting of stacks of volume paper containing text and image. Digital books contain digital information that contains text, audio, image and videos, multimedia contents in digital books can present more interesting teaching material so students will be more interested in learning and the learning process become more enjoyable.

Hutasoit (2019), stated that there are two types of book genre. namely, the fiction and non-fiction genres. However, in each genre they have more specific parts. Fiction genre is a type of book written based on the results thought and

discussed by the author, in other words this genre book contains not based on reality. Like, novels, short stories, drama, poetry ,etc. while non-fiction genres are books written based on fact and true events. Such as, biographies, encyclopedia, journal, dictionaries and others. Textbooks are one type of book that is a important part in carrying out learning in school. Textbooks are very helpful for teacher and students in understanding and deepening a knowledge in accordance with their respective subjects because textbooks contain subject in certain fields of study. Therefore textbooks must be perfect both from the appropriateness of the contents of the material and language used. Textbooks also must have a clear perspective, such as the material presented, the method and techniques used. A strong attraction must also be possessed by a book, because the attractiveness of a textbook will affect student interest in learning the material from the book.

Buckingham (1997) asserted that textbooks are learning tools that can be used in schools and colleges to support a modern collection and understanding program that is commonly understood. Both teachers and students need textbooks to help the learning process in order to achieve optimal results. Therefore, teachers must be selective in choosing textbooks that are in accordance with good book categories and in accordance with the curriculum. Teaching material contained in textbooks are often biased and stale. This occurs because the time between the preparation and use of intermittent books is too long. As a result, the information and problems contained

in the textbook are no longer appropriate to what students are facing. Textbooks also pay less attention to individual students differences. Teaching material in the textbook are presented without regard to students who are “Uper” and students who are “Lower”. Textbook design often do not fit into the education curriculum. Textbooks will be impressed to force students to learn something that is not in accordance with their conditions. Because, the context and teaching materials contained in textbooks are often not in accordance with the environmental conditions of the target students.

One case of a controversial textbook because it contains inappropriate content was in 2014, in the physical education book of senior high school class 2. Which in the book explains about the way and style of dating. The theme of the book is about “understanding the impact of free sex ” in the book explain about the healthy dating style that is, physically healthy, emotionally healthy, socially healthy and sexually. But what it most inappropriate in the books is illustrated images that are judged not to have a correlation with the material provided. Which in the picture shows a man and woman wearing Muslim clothing.

Regardless of the advantages and disadvantage of outstanding textbook. Found peculiarities, these peculiarities are: 1) there is a textbook that is not in accordance with the curriculum message, 2) there is a textbook that contains the main points of the material, 3) there is a textbooks with a very technical description, 4) there is a textbooks that are not in accordance with the message of mindset of students, And 5) there are textbooks that are less “ Aplicable”.

Analysis of the feasibility of textbooks based on the content and language. The feasibility of the intended content includes the material contained in the book, whether the material from the book is in accordance with the curriculum or not. While the feasibility of the language includes the use of language in the book, whether the language used in the book matches with the character of a good book. Thus, if the textbook fulfills all the eligibility requirements, then the textbook is suitable for use in the teaching and learning process. Certainly not forgetting the other elements of worthiness.

According to SyamsulArifin and AdiKusrianto, benchmarks of good textbook are: 1) the format of the book is in accordance with the UNESCO format, namely A4 paper size (21x 29.7 cm), 2) has an ISBN (International Standard Book Number), 3) with a semi-formal language style, 4) minimum sentence structure SPOK. 5) including TIU, 6) ICT and competence, 7) arranged in accordance with the learning plan, 8) including opinions or quoting the results of expert research, 9) using footnotes/ endnotes /bibliography and if possible include indexes, 10) accommodate new things/ ideas, 11) published by credible publishers, and 12) does not deviate from the philosophy of the Negara Kesatuan Republik Indonesia (NKRI).

The reason researchers analyzed the content and language in this textbook because the problems in textbook were always based on these 2 criteria. This research was also conducted in order to determine the feasibility level of the textbook by following the assessment standards. With the research, it can provide an explanation of "how good

textbook are suitable for use?" that way the results of this research can be used as a reference so that teacher can be even more selective in choosing textbooks.

II. Method

In this research the researcher discuss about the content and language from the textbook. However the content analyzed in the textbook are still to general, there needs to be a limitation of research problems so that, this research is more focused and in-depth. Therefore researcher will limit the problem to be discussed, and will analyze the appropriateness of the contents of the material and language used from the textbook. Type of this research was library research, which is this research conducted by collecting data sourced from books, This research was Qualitative research. Which in the data collected in the form of words or sentences or images and it doesn't emphasize the numbers. Source of data in this research consisted of two types namely, Primary data which is the main source of this research is English textbook think globally act locally for the ninth grade of junior high school published by ministry of education and culture of the republic of Indonesia. And secondary data is sources that support research data in the form of interview, books, articles, journals, websites, blogs, etc. which can be additional sources related to this research. Data collection techniques used in this research using interview and documentation. This research is natural setting in which the research doesn't exaggerate or subtract from the textbook data analyzed. Researchers used phenomenological research because in this research identified

the essence of human experience. And than in this research, researcher used a non-interactive approach or is commonly referred to as analytical research, because the researcher collects, identifies, analyzes, and synthesizes data, to then interpret the concepts, policies, and events that can be directly or indirect observed. Process of data analysis using some steps as follows :

Formulating the purpose of the analysis what you want to know through content analysis, what are the research problems and want to be answered through content analysis

Conceptualization and operationalization formulate research concepts and conduct operations so that concepts can be measured.

Coding sheet "Coding sheet reducing operationalization into the coding sheet, the coding sheet include the thing you want to see and how they are measured.

Population and sample researchers need to formulate population and content analysis sample. If the population can be taken all census, if not determine the sampling technique and the number of samples to be analyzed.

Coding training and reliability test validity the researcher provides training to the coder who will read and rate the content. Researches test reliability. If it doesn't meet the requirements, the coding sheet is changed to a high reliability number.

Coding process encode all contents that has been compiled.

Final reliability calculation the researcher calculated the reliability figures from the coding results using the available formulas. Data input analysis perform

input from the data coding sheet and data analysis.

III. Finding and Discussion

3.1 Finding

In this section presents the data presentation of the textbook analysis entitled "Think Globally Act Locally" is an students English textbook designed for ninth grade of junior high school .this book is a revised edition of the book 2018 which was adapted to the 2013 curriculum. This book was written by Siti Wachidah, Asep Gunawan and Diyantari which was published by center of curriculum and books, balitbang and ministry of education and culture. This textbook is design to help and facilitate the teaching and learning process of students and teachers at school. English textbook "Think Globally Act Locally" consist of 218 pages, which is these pages are added with forewords, table contents. References, author profiles, reviewers, editors and illustrators. The total textbook pages consist of 218 pages and the textbook consists of 11 chapter.

Each chapter has several stages in the approach students must go through in the teaching and learning process. Which approach is observation and asking questions, collection information, reflection, associating and communicating. Every chapter page contains basic competence and purpose and at the end of the chapter students are ask to write a summary. In that summary students are ask to write opinions about what they have learned, the most enjoyable learning activities, difficulties encountered during the study or material and the last is the students write what

should be done in order to do things better.

There are several advantages and disadvantages from the textbook. As for the disadvantages of the book is the lack of reading text, where the reading text in questions is an explanation sentence on the material to be discussed. The second is in the book there are no keywords are meant words that are difficult for students to understand. The last is a little practice questions including also no multiple choice questions in the book. And the advantages of the textbook are, there are clear learning objectives at the beginning of the chapter, the use of simple language, in accordance with the curriculum and the last is the images contained in the book are interesting and in accordance with junior high school students.

This textbook consist of XI chapter, and every chapter has a clear learning goal. And which is the purpose of each chapter those are:

Chapter I: Congratulations

In this chapter students will learn :

- To express hopes and wishes to others
- To congratulate others on their fortunes and achievement

Chapter II : Let's live a healthy life

In this chapter students will learn:

- To state the purpose or intention to do something
- To agree or disagree with a suggestion or an idea

Chapter III : Be healthy, be happy

In this chapter students will learn :

- To choose healthy and safe products
- To avoid harmful effects
- To get the best results

Chapter IV : This is how you do it

In this chapter students will learn to read recipes and manuals, in order to know:

- How to get the best results
- How to avoid and accident, damage, or unnecessary waste

Chapter V : Everybody is always in the middle of something

In this chapter students will learn to communicate activities in progress at the time of speaking, at one point of time in the past, and at the one point of time in the future, in order:

- To share the information with others
- To give an explanation

Chapter VI : We have been to an orphan home. We went there last Sunday.

In this chapter students will learn to communicate past happening which is related to the present moment, in order to:

- To share the information with the others
- To report the past happening to others
- To give an explanation

Chapter VII : Sangkuriang

In this chapter student will learn:

- To listen to a folktale
- To read a folktale for my self
- To read a folktale to other people
- To get a moral lesson from a folktale

Chapter VIII : They are made in Indonesia

In this chapter students will learn to use sentences in the passive voice to describe objects.

Chapter IX : What is it?

In this chapter students will learn to obtain and share information about things, animals, natural phenomena, and

social phenomena in order to get the general knowledge about them.

Chapter X: Come and visit us

In this chapter students will learn to understand the promotion of goods and services in shorts and simple advertisements.

Chapter XI: You can always come back home

In this chapter students will learn to get the message from a song that will they learn.

3.2 Discussion

Analysis of the feasibility of the contents of the book is carried out as a whole. Which is the assessment in the table based on the analysis from chapter 1 to chapter 11 until it is concluded and assessed as a whole. As for the content feasibility score on the book “ Think globally act locally” is as follows:

Table 1
Content Feasibility Analysis

Component	Indicator	Score			
		1	2	3	4
Suitability of the material with KI and KD	completeness of material			√	
	breadth of material			√	
	depth of material		√		
Accuracy of the material	Accuracy of concept and definition		√		
	Accuracy of principles				√
	Accuracy of procedure			√	
	Accuracy of examples, facts and illustration				√
	Accuracy of questions			√	
Learning support material	Recency of features			√	
	Examples of reference			√	
	Problem solving			√	
	Communication			√	
	Application				√
	Attractiveness of the material				√
	Encouraging to seek further information			√	
	Enrichment materials			√	

Amount	50
The maximum number of scores= 64	
Presentation of eligibility: $(50 / 64) \times 100\% = 78,12 \%$	
Note:	

Feasibility assessment of content of the textbook “ Think globally act locally” can be said to be feasible based on the results of the data presentation above. The material presented in each chapter is appropriate, the suitability in questions is the suitability of the material in terms of completeness of the material, the breadth of the material and the depth of the material. however, in each chapter it is still lacking in providing explanation.

Assessment of the language eligibility of the textbook “ Think globally act locally” Analysis of the feasibility of using the language in the textbook is carried out as a whole. Which the assessment in the table is based on analysis from chapter 1 to chapter 11 until it is concluded and assessed as a whole. The score for the appropriateness of language use in the textbook “ Think globally act locally” are as follows:

Table 2
Assessment Language Eligibility

Component	Indicator	Score			
		1	2	3	4
Suitability of language with the level of students intellectual development	The level of students intellectual development			√	
	Conformity with the level of social emotional development			√	
Communicative	The readability of the message			√	
	The accuracy of language rules			√	
The use of language fulfills the requirements for orderliness and integration of thought lines	Coherence and cohesiveness between subsection			√	
	Coherence and cohesiveness between paragraph			√	
Amount		18			
The maximum number of scores= 24					
Presentation of eligibility: $(18 / 24) \times 100\% = 75 \%$					
Note :					

When viewed from the level of presentation of the feasibility of the language on the table, it can be said that the use of language in the book is correct and according to standards. The language

used in the book is in accordance with the emotional maturity of students with illustrations depicting concepts or illustrations to abstract examples. The messages that are also conveyed in each

chapter are presented in an attractive, clear and targeted manner. In addition, the language presented uses simple language and does not make it difficult for students even though there are some difficult sentences or words that students do not understand, but if you look at the use of the language, all of the language is simple and of course it has been adapted to junior high school students.

IV. Conclusion

The English text book "Think globally act locally" is feasible in terms of content feasibility and seeing the final result of the presentation on the table, namely 78.12% which falls into the feasible category. The material presented in each chapter is quite clear, broad and complete which provides examples that match the titles in each chapter. The accuracy of concepts, principles, procedures, examples of facts and illustrations is appropriate because they have been made clear by examples, facts and illustrations. Procedures or steps that have been sequential in the subject matter, namely understanding the material and knowing the structure and rules of the material being discussed.

In terms of language eligibility, when viewed from the level of presentation on the table, which is 75%, the book is already using appropriate language and in accordance with the standard of language feasibility assessment. Overall, the language used in the textbook uses simple language and is in accordance with the character of the students. The textbook also shows pictures that are interesting to see so that students are more enthusiastic about learning. The use of simple words or

sentences makes this book fall into the category of language use appropriate for students. The messages conveyed are also easy for students to understand. The use of thematic language also makes students more curious and wants to know more about the book.

The advantages of the textbook the advantages of the textbook are, there are clear learning objectives at the beginning of the chapter, the use of simple language, in accordance with the curriculum and the last is the images contained in the book are interesting and in accordance with junior high school students.

The disadvantages of the book is the lack of reading text, where the reading text in question is an explanation sentence on the material to be discussed. The second is in the book there are no keywords are meant words that are difficult for students to understand. The last is a little practice questions including also no multiple choice questions in the book.

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