



An Analysis of the English Textbook "Bright" Used for the Ninth Grade of MTsN 6 Agam

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ABSTRACT

This research analyzed the English textbook "Bright" used for ninth grade students at MTsN 6 Agam. This study aims to assess how well the textbook is in accordance with the appropriateness of content based on the 2013 curriculum from the National Education Standardization Agency (BSNP). The method used in this research is qualitative content analysis to assess the appropriateness of the English textbook "Bright" used for ninth-grade students at MTsN 6 Agam. Especially focused on comprehensively analyzing the content of the textbook based on standards set by the Education National Standardization Board (BSNP). Data were gathered from the entirety of the "Bright" textbook, supplemented by documentation notes with an English teacher. The researcher served as the primary instrument, ensuring methodological rigor and transparency throughout the study. The analysis involved coding and reduction techniques to identify patterns and themes related to content appropriateness. Findings from the research aimed to provide insights for English teachers, students, textbook writers, and future researchers. The study contributed to the understanding of how well the "Bright" textbook aligned with educational standards and offered recommendations for improving English teaching materials. The research findings indicated that the English textbook "Bright" used at MTsN 6 Agam aligned well with the objectives and curriculum set by BSNP. Data analysis from documentation notes with teachers showed that the textbook generally met the criteria for content appropriateness. While there were minor shortcomings in its ability to supplement other subjects, the "Bright" textbook was deemed relevant, accurate, and inspiring for students. Overall, the textbook portrayed national themes that strengthened pride and appreciation for the nation's culture. This conclusion provides valuable insights for curriculum developers, affirming the suitability of the "Bright" textbook for teaching English at MTsN 6 Agam and advocating for continuous improvement in English education in Indonesia.

Appropriateness, Textbook, BSNP.

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INTRODUCTION

Textbooks are known as one of the important key component in teaching and learning activities. Textbook are a type of materials that teachers use to organize the teaching and learning process, as a result developing the teaching materials will not take much time for each season. (Cunningsworth, 2013) mention that the uses of textbook are considered helpful because most of goals and aims have already been prepared in set of practices based on what students need to learn. Therefore, using textbook as a direction in achieving learning goals and it means that the activities of students will be controlled during teaching and learning process.

Nowadays, in Indonesia, in educational institutions, English has become a subject from primary to higher education institution. Therefore, the learning that given must also be based on the standard provided in education in Indonesia. The use of books as the source of learning have greatly important during the learning process in the class. "A textbook can serve different purposes for teachers: as a core resource, as a source of supplemental material, as an inspiration for classroom activities, even as the curriculum itself" (Garinger, 2013). In addition, English textbook serve as the primary teaching resources and are crucial in assisting students with their language learning.

The importance of choosing the textbook in teaching and learning process has to be selected in order to achieve certain values. The ministry of education makes a curriculum with the aim of making learning activities more effective. There are several types curriculum that used in Indonesian education system, the one of curriculum is 2013 curriculum. The implementation of the 2013 curriculum can be found in the textbooks. However, one of some points in classifying a typical good textbook is standardize textbook of particular curriculum. In this term, English textbooks are counted in. English textbook with various style and setting has been introduced by some publishers. It is generally getting an upgrade after the government announced the new curriculum. English textbook renewal is important to make the goal of research suit to the goal of 2013 curriculum. Ministry of Education and Culture of Indonesia also provides English textbook entitled "Bright An English" that written by Nur Zaida.

Among the types of English textbook in circulation, the schools or the teachers must provide the most suitable textbook for students. However, getting English textbook with good material and suitable for the new program is quite difficult. The content of English textbook affects to what the teachers teach and what the students learn. If a textbook is too advanced or too simple for students, the learning goals may be constrained. Textbook evaluation is uppermost in the mind concerning the particular issue, regardless the fact that the government has released the list of appropriate textbook. English textbook classified as a good textbook if it is has fulfilled the criteria of good textbook that proposed by experts. Indonesia has Education National Standardization Board (Badan Standard Nasional Pendidikan/BSNP) as institution

responsible for analyzing and evaluating the quality of standardize textbook. BNSP has some criteria to grade the appropriateness of textbook that used in learning process. English textbook has to fulfill all of appropriateness elements, those are: content appropriateness, language appropriateness, and presentation appropriateness. In short, there are some proper terms or conditions in the book to achieve the learning goals (Muniroh, 2018).

The choice of textbook should be available to junior high school teachers. This could be one strategy for having an effective English language teaching procedure. The next step is to select appropriate English textbook in order to preserve or even improve the standard of the English language learning process. As a result, it is carried out investigations in relation to the assessment of junior high school English textbooks. Additionally, this research might serve as guidance for educators in choosing a suitable English course book.

Based on the preliminary research by doing interview the teacher that conducted at the 9th grade of MTsN 6 Agam, this research found some problems. The analysis of the English textbook Bright used for ninth-grade students at MTSN 6 Agam revealed several issues impacting its effectiveness as a teaching resource. Firstly, the textbook contained an excessive number of exercises, which led teachers to use only a fraction of them due to time constraints in the learning process. As a result, not all exercises were utilized, and teachers selected those that aligned with the specific material to be taught. Secondly, the content in Bright did not always align with the learning materials required for the curriculum, prompting teachers to seek additional references or supplementary books to cover the necessary material in depth. This reliance on external resources, including student worksheet books, occurred because the textbook provided insufficient explanations of the material. Finally, teachers often found Bright less effective as the primary instructional guide due to its emphasis on exercises over comprehensive material explanations, resulting in a need for a more balanced and explanatory resource.

This research chose the English textbook "Bright" used by ninth grade students in junior high school. In the textbook, there were a variety of activities, including speaking, reading, writing, and listening, which were essential for students' learning abilities. It is crucial that a textbook be in compliance with the base competence rubric assessment from the Education National Standard Board or BSNP, using the guidelines included in Curriculum 2013. As part of the research, the author intends to examine whether the Erlangga textbook "Bright," which is used in ninth grade junior high school, satisfies the requirements of the content appropriateness based on BSNP with 2013 curriculum as a guideline. Hence, the English teacher had to consider whether the book was in line with the Education National Standardization Board (BSNP, 2017). Lastly, the

researcher was interested in conducting the research titled "An Analysis of the English Textbook "Bright" Used for the Ninth Grade of MTsN 6 Agam".

RESEARCH METHODE

The design of this research was qualitative content analysis. Qualitative content analysis is a versatile method employed for examining textual data within qualitative research. It comprises a set of techniques without a specific theoretical framework, adaptable to various qualitative inquiries where the informational content of the data holds significance. Unlike methods that incorporate theoretical perspectives, qualitative content analysis prioritizes the informational content of the data itself. For instance, narrative analysis adopts a hermeneutical perspective, emphasizing interpretation and context, focusing on the stories' narratives and the techniques individuals employ to create meaning within them (Jacoby & Siminoff, 2007).

Qualitative research, as a type of research that excludes computation and numerics, indicated that the research's data was examined through text analysis, identification, and description. This research was classified as analysis research because it dealt with a textbook on analysis (Vaismoradi et al., 2013). The research's focus on text analysis aligned with the methodology chosen for a comprehensive understanding of the research subject.

The entirety of the English textbook "Bright," which was published by Erlangga, that is written by Nur Zaida in 2018 served as the source of data for this research. The textbook, which had 184 pages and 11 chapters, was written by Nur Zaida. The data's other source was the ninth-grade junior high school. The 2013 curriculum had been used as a standard in this textbook. This research focused on a single book and analyzed all available data to determine the appropriateness of English textbook's value about the BSNP standards used in the ninth grade of junior high school in MTsN 6 Agam.

An essential component of a research process is instrumentation. The data of this research was collected by rater, researcher and documentation notes. The rater chosen were English teacher who taught ninth grade at MTsN 6 Agam according to the textbook used. This entails that the qualitative researcher must be fully aware of how their position underpinned the research. This ensures transparency and integrity in the research process, as the researcher's subjective lens shapes data collection, interpretation, and analysis. Therefore, acknowledging and critically reflecting on the researcher's role in shaping the study's outcomes is paramount for rigor and validity. It's essential for researchers to continually evaluate their biases, assumptions, and preconceptions throughout the research journey to maintain methodological rigor and ensure the credibility of findings (Xu & Storr, 2015).

As a human instrument, the qualitative researcher's duties included stating the research focus, choosing informants as data sources, compiling data, evaluating the data's quality, analyzing and interpreting the data, and drawing conclusions based on the findings (Saeidi & Khaliliaqdam, 2013). The documentation notes were used in this research as the instrument. The section of the documentation notes was based on the BSNP developed textbook evaluation criteria, which was content appropriateness. In this research, the content analysis analyzed the English textbook "Bright" which contained 11 chapters.

RESULT AND DISCUSSION

Result

The data of this research were based on the research that had been done in the eighth grade of junior high school in MTsN 6 Agam in the 2023/2024 academic year. The scores of the appropriateness of the textbook based on BSNP in the English textbook entitled "Bright" through the documentation notes were collected by the rubric score below: Source: "TEXT BOOK AND ENRICHMENT from BSNP 2017".

Based on the data in the table represented the content appropriateness of the textbook based on BSNP in the English textbook entitled "Bright". The answers of yes and no responses vary for each question in these findings. six sub-components in the first component, namely content appropriateness. And that book has most a "yes" answers to these components. There is "no" answer at the fourth sub-components it is able to supplement other courses.

The concepts presented in the textbooks were seen to be clear, precise and accurate, and were trusted as they cited valid sources. In addition, the textbook is considered to inspire students to learn, with material that is relevant and can increase students' interest and desire to learn. The instructions and directions in the textbook are considered clear enough for students and the visual presentation is considered attractive and helps students to understand the material better. The use of pictures and other graphical representations in the textbook is also considered to be very helpful for students in the learning process. Overall, the "Bright" textbook was considered visually appealing, with a cover design that attracts attention and shows the importance of the content. The type and size of the fonts used were considered appropriate, and the shape and size of the book was considered to be sufficient to suit the needs of the students.

Thus, from the analysis of the documentation notes, it can be concluded that the English textbook "Bright" is generally appropriate for grade ninth at MTSN 6 Agam, with the potential to support students' English learning well. The data in the table was used to determine the data analysis of the component of the sixth sub-components. Once the classification is done, each unit of data will be coded according to the

established themes or categories. This allows this research to organize and group the data systematically.

The following is a detailed explanation of how the textbooks that meet and did not meet the criteria based on the analysis that carried out. The content appropriateness has eleventh sub-component, but the researcher limited the sub component because it is accordance with the research problem based on the textbook. In analyzing the textbook, the first step the researcher took was to read the textbook being used. Then, the researcher compared the content of the book with the criteria for good books used in schools according to the BSNP. After that, the researcher analyzed the content of the book to ensure it addressed the issues present in the school. The final step was for the researcher to provide an explanation for each chapter of the book that did not meet the criteria for good books according to BSNP. They were explained as follows:

1. Suitability to the goals and objectives of the curriculum.

English textbook entitled "Bright" was fully in line with the aims and objectives of the set curriculum. It indicated the extent to which the material in the textbook was in line with the stated aims and objectives of the curriculum. This confirmed that the material taught in the textbook was relevant to what students were expected to learn according to the applicable curriculum. This English textbook based on 2013 curriculum that helped the students to improve creativity and awareness in order being active in learning process. According to Wagner (2010) cited from Evaluation of the Implementation of 2013 Curriculum Learning, emphasizes the need for students to have seven skills, consist of think critically and solve problems, collaboration and leadership, dexterity and adaptability, communicate verbally and in writing effectively, access and analyze information, and the last is curiosity and imagination.

The contextualized explanations in the "Bright" textbook ensure alignment with the curriculum appropriate for grade nine students at MTSN 6 Agam. In addition, these contextualized explanations encourage a deeper understanding of the material by linking it directly to students' experiences and interests. In addition, the various exercises also assist students in understanding the material so as to achieve the curriculum objectives. The "Bright" textbook's content contributed to the achievement of national education goals, benefiting ninth-grade students at MTSN 6 Agam. By addressing key learning outcomes mandated by educational standards, the textbook ensured that students received a well-rounded education in English language skills such as listening, reading, writing, and speaking that contained to the activities in the textbook. Additionally, its engaging and thoughtfully curated content stimulated students' interest and motivation, fostering a conducive learning environment conducive to academic success.

2. Accuracy and suitability of data/information.

The data and information in the English textbooks entitled "Bright" were appropriate and accurate, supporting the curriculum and national education goals. It checked whether the data and information presented in the textbooks were appropriate to the learning materials presented. This was to ensure that the material presented was appropriate to students' learning needs and factually accurate.

The suitability of data/information enhanced the effectiveness of learning materials for ninth grade students at MTSN 6 Agam in the "Bright" textbook. Ensuring the accuracy of data/information presented in the "Bright" textbook was crucial for ninth grade students' learning at MTSN 6 Agam. Addressing the relevance of data/information to students' learning needs ensured meaningful learning experiences for ninth grade students at MTSN 6 Agam in the "Bright" textbook.

By ensuring that the content was not only factually correct but also aligned with the student's learning needs and interests, the textbook facilitated meaningful and engaging learning experiences. This approach not only enhanced students' comprehension and retention of the material but also fostered a deeper understanding and appreciation for the subject matter. As a result, students were better equipped to apply their knowledge in various contexts, promoting holistic learning outcomes and academic success.

3. Having precise, accurate and clear concepts.

The learning process in the curriculum 2013 using the Scientific approach, with a sequence of activities through the process: observing, questioning, reflecting on the material, trying, and discussing. The concepts presented in the English textbook entitled "Bright" were clear, precise, and accurate, providing a good understanding to the reader. It ensured that the concepts presented in the textbook were clear, precise, and accurate so that that can support the learning process in accordance with the 2013 curriculum and students could understand and build a proper understanding of the material being taught.

The textbook lists in general what students will learn regarding the material in each chapter. In each chapter there were also learning objectives that students can observed were related to everyday life, then in every chapter there were part of questioning that associated with the material. In the textbook also load the activity for reflecting the material. Lastly, each of activity there were also questions that could improve students' discussion skills that are done in groups.

The beginning of each chapter of the book there were activities that students must do to master the material to be studied. It can fulfill the process of observing and asking about what the learners will learn. Furthermore, in the process of questioning, reflecting on the material, trying, and discussing could be achieved through several activities

provided in the textbook. In conclusion, the textbook has met the component of possess concepts that were clear, exact, and accurate in each chapter.

Maintaining accuracy in building concept understanding is very important for effective learning in class IX MTSN 6 Agam students. This was already listed in the "Bright" textbook. Generally, the books provided at school are usually trusted sources, because the books were presented to build students' understanding of the material. So, the book must have a clear and reliable source. The concept of the book was also clear because the book contains several skills that must be achieved or improved by students.

4. Balance between depth and breadth of material.

In the learning process based on the 2013 curriculum, there were two textbooks used, namely textbook for teachers and textbooks for students. The textbook that used for teachers in the learning process contains a guide for teachers in teaching material to students, while the textbook for students were more emphasized on the activity base that will be done by students. Based on the research, The depth of material coverage in each chapter in this English textbook entitled "Bright" didn't balance, because it contains too many exercises. Based on research with ninth grade English teachers at MTsN 6 Agam and also as the rater, this textbook contains too many exercises so that teachers didn't use all the exercises in the learning process. Teachers also used the student worksheet book as a guide or other source for teaching materials because the textbook entitled "Bright", didn't contain enough material that would be taught to students (Pendidikan & Kebudayaan, 2014). The textbook also wasn't offered additional explanations or references to expand understanding without overloading students with information.

The English textbook "Bright" for grade ninth may only touch the surface of relevant topics without providing enough detail or sufficient depth. This may result in students' lack of in depth understanding of the material presented. Ensuring accuracy in building conceptual understanding not only facilitates effective learning but also lays a strong foundation for students' academic growth and development. In the dynamic learning environment of ninth-grade students at MTSN 6 Agam, the "Bright" textbook serves as a key tool for nurturing their cognitive abilities and critical thinking skills. By providing accurate and comprehensive explanations of concepts, the textbook enables students to grasp complex ideas with clarity and confidence. Moreover, it empowers them to apply their knowledge in various contexts, fostering deeper understanding and meaningful learning experiences. As educators strive to optimize learning outcomes, maintaining accuracy in concept building remains essential for enhancing students' academic success and lifelong learning journey.

The English textbook "Bright" for grade ninth may not provide enough additional explanation to help students understand complicated or difficult concepts. Then, textbook may not provide additional references or resources to expand students'

understanding of the topics covered. This can leave students feeling confused or frustrated when they encounter material that is difficult to understand.

5. Objective and non-discriminatory.

2013 curriculum aims to prepared and delivered students to achieved the competencies and skills needed in the 21st century. One of them is the moral character shown by the love of the homeland, the value of noble character, honest, fair, empathy and cross-socio-cultural interaction (Kementerian Pendidikan dan Kebudayaan, 2019). Based on the statement, the textbook that used the 2013 curriculum learning should also contain material that shows that students must love the homeland by applying it to some examples or exercises.

The English textbook entitled "Bright" did not show bias towards any particular group and were objective in the presentation of information. It ensured that the material presented did not favor gender, race, or other backgrounds, and avoided information that could reinforce discrimination or inequality. Besides that, this textbook was present several examples of the characteristics of Indonesian culture to show the diversity of each student's background and also the language countries studied.

In conclusion, the English textbook entitled "Bright" has met the component of egalitarian and objective. The textbook not only discusses the language country that students were studied but in the textbook there was also a variety of cultures of students' home countries that show the different backgrounds of students.

The "Bright" textbook avoiding information presentation that could fuel discrimination or inequality fostered a positive learning environment at MTSN 6 Agam. This approach fosters a sense of equality among students, regardless of their backgrounds or perspectives, and encourages them to engage with the content openly and critically. Moreover, the absence of bias enhances students' trust in the material, enabling them to approach learning with confidence and receptiveness. As a result, students are better equipped to explore diverse viewpoints, challenge assumptions, and develop a broader understanding of the subject matter. Ultimately, the promotion of fairness in the "Bright" textbook contributes to a supportive learning environment where all students feel valued, respected, and empowered to succeed academically.

6. Fosters national character and insight.

Textbooks provided national insight and character to students through the material presented. They presented stories, narratives, or examples that emphasized national values and national character. This also included the presentation of figures, events, or content that depicted local life and typical culture, as well as material that fostered a sense of pride and appreciation for the nation's cultural heritage and history.

Highlighting characters, events, or content that illustrated distinctive local life and culture fostered appreciation for diversity among ninth grade students at MTSN 6 Agam in the "Bright" textbook. By incorporating diverse perspectives and cultural

elements into the curriculum, the "Bright" textbook could encourage students to embrace and celebrate differences, fostering a more inclusive learning environment. Additionally, by exploring various cultural traditions and histories, the "Bright" textbook could help students develop empathy and understanding for people from different backgrounds, promoting tolerance and respect.

Presenting material that promoted a sense of pride and appreciation for the nation's cultural and historical heritage enriched the learning experience for ninth grade students at MTSN 6 Agam in the "Bright" textbook. Moreover, by emphasizing the importance of cultural heritage and diversity, the "Bright" textbook could empower students to become global citizens who appreciate and contribute to the richness of cultural diversity in society.

Discussion

This research aims to know the content appropriate of the English textbook entitled "Bright" for ninth grade based on BSNP (The National Education Standards Agency) employing content analysis method. Based on the chapter previous that related to theories. Theories said that one of components of the appropriateness of the textbook based on BSNP was content appropriateness were about the appropriateness of the textbook based on BSNP when teaching English, when added up these entire sub-components amount to 11 sub-components. Based on these 11 components, the author examines the suitability of 6 components along with indicators of book criteria used as teaching material guidelines consisting of 1) the textbook should Compliance with the objectives and goals of the curriculum, 2) the suitability and accuracy of the data/information, 3) possess concepts that are clear, exact, and accurate, 4) maintain a balance between the material's depth and scope, 5) objective and non-discriminatory, and 6) Fosters national character and insight.

The theories explained that to know the textbook content appropriateness, the components based on BSNP were some indicators of each component. This theory was also supported by an explanation based on the 2013 curriculum. Related to the content appropriateness, the English textbook entitled "Bright" for grade ninth did not maintain a balance between the material's depth and scope. Based on the rater and researcher there were two indicators in this component. First, the textbook did not provide a presentation of information that include depth of material without compromising coverage of relevant topics. Second, the textbook did not offer additional explanations or references to expand understanding without overloading students with information. This can leave students feeling confused or frustrated when they encounter material that is difficult to understand. This fulfillment indicated that the English textbook entitled "Bright" was fair in the component maintain a balance between the material's depth and scope.

The findings of this research for students' textbooks in teaching English revealed that textbooks had an appropriateness of content appropriateness of the textbook based on BSNP in the English textbook entitled "Bright" for grade ninth, as seen by the data analysis items of the documentation notes. Related to the first component, the textbook was suitability the goals and objectives of the curriculum. This confirmed that the material taught in the textbook was relevant to what students expected to learn according to the applicable curriculum. Based on 2013 curriculum, the students need to have seven skills consist of think critically and solve problems, collaboration and leadership, dexterity and adaptability, communicate verbally and writing effectively. In very chapter in the textbook, there was several activities that directing students to have those skills.

According to the findings of the research in the second component, the textbook was accuracy and suitability of data or information. Based on the teacher's lesson plan, the textbook showed the suitability of material needed by students in every chapter. In each chapter also presents several activities that students must do in the learning process. this shows the accuracy of the presentation of material in each chapter in the book. Related to the third component, concept of the textbook that presented were clear, precise, and accurate. Every chapter in the textbook was presented in sequence about observing, questioning, reflecting the material, trying and discussing. at the beginning of the chapter a statement related to the material is presented so that students can observe first before starting the lesson. After that, several activities are presented that students can do to improve the skills that must be possessed. The activities are also made with various kinds of commands such as listening, practicing, working in groups, answering questions, completing sentences, reading, writing and several other activities. Then, at the end of each chapter there was a reflection that aims to assess students' abilities. In the next components, the textbook did not show bias towards any particular group and were objective in the presentation of information. It ensured that the material presented did not favor gender, race, or other backgrounds, and avoided information that could reinforce discrimination or inequality. Besides that, this textbook was present several examples of the characteristics of Indonesian culture to show the diversity of each student's background and also the language countries studied. Related to the next component, the textbook fosters national character and insight. The material in the textbook presented some stories, narratives, place or examples that emphasized national values and national character of some chapter. The textbook includes the presentation of figures, events, or content that depicted local life and typical culture, as well as material that fostered a sense of pride and appreciation for the nation's cultural heritage and history. The textbook showed high categorization in sub-components of all of the numbers except number 4 in the sub-component. It was found that textbooks got

an appropriate category of the content appropriateness of the textbook based on BSNP in teaching English.

CONCLUSION

In conclusion, the analysis of the English textbook "Bright" for the ninth grade of MTsN 6 Agam has provided valuable insights into its appropriateness based on the BSNP standards. The research focused on the appropriateness component based on the BSNP standards with support for the suitability of the 2013 curriculum, evaluating the alignment of the textbook with the specified criteria. The findings reveal both strengths and areas that require improvement.

The textbook demonstrated commendable content appropriateness in presenting key concepts, providing supplementary materials, and offering visual support. However, certain areas, such as the inclusion of diverse learning activities and explicit step by step instructions, could be enhanced to better cater to the varied learning needs of students.

Upon analyzing the data, it was found that the content appropriateness of the English textbook "Bright" in teaching English to ninth-grade students at MTsN 6 Agam was appropriate to use. In the data analysis most of the "yes" answers got for content appropriateness in this research. This indicates that the English textbook demonstrated an appropriate level of content appropriateness in supporting the teaching and learning process for ninth-grade students at MTsN 6 Agam.

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