


A CONTENT ANALYSIS OF ENGLISH TEXTBOOK ENTITLED "WHEN ENGLISH RINGS A BELL"

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: August 21, 2024 Revised: August 21, 2024 Accepted: November 20, 2024 Published: December 31, 2024</p> <p>Keywords: Content Analysis English Textbook "When English Rings A Bell" Book</p>	<p>The writers aim to assess the content, language, and presentational appropriateness of the English textbook "When English Rings A Bell" for junior high school students in the eighth grade at UPT SMP Negeri 1 Tana Lili, as determined by B.S.N.P. (Badan Standar Nasional Pendidikan). The writers are used as human instruments in this study, which uses a content analysis methodology. Several statement items from a checklist based on the textbook evaluation criteria of B.S.N.P. were used to complete the instrument. The findings show that the textbook promotes independent learning and self-evaluation and is organized, balanced, and student-centered. However, further changes are required to maximize its content and presentation properly.</p> <p style="text-align: right;"><i>This is an open-access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
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INTRODUCTION

The primary language of communication throughout the country is English. Information-based capabilities for interaction and technological advances cannot be limited. The curriculum for 2013 has been changed from the previous K.T.S.P. curriculum by the Indonesian government. The Indonesian education system has introduced the 2013 curriculum following Government Regulation No. 23 of 2013. There are changes from the prior curriculum to the 2013 curriculum. Increasing Indonesians' creativity, productivity, and religiosity is one of the objectives of the 2013 curriculum. Textbooks are the most essential learning tool in the educational process, and they can help students learn more quickly. In addition, textbooks are often used as learning activity resources. Materials in a textbook are essential to guide both teacher and student in the learning process. (Kinanti; Rahayu).

English textbook publishers often try to offer books in multiple settings and styles. English textbooks are written by many publishers, resulting in a range of varying qualities. Finding English textbooks with comprehensive materials that meet the curriculum might be

difficult for teachers. As a result, teachers need to find additional references that align with the curriculum's requirements. Textbooks also impact students' learning processes in understanding learning material. Students often use a variety of textbooks both as primary textbooks and as supplementary textbooks to determine which one is most comprehensive and easy to learn. It is one of the things that confuses students when choosing an English textbook.

The 2013 curriculum must be following the contents of English textbooks. The National Education Standards Agency criteria can be applied to assess the suitability of textbooks used in the learning process and determine the relevance of English books to the applicable curriculum. The National Education Standards Agency is an organization that sets education standards in Indonesia, including assessment criteria for English textbooks.

Receiving opinions from experts, teachers, and students helps the research process reach relevance to the suitability of textbooks. It is necessary to obtain valid data sources. Therefore, the researcher chose S.M.P. Negeri 1 Tanalili because the school has been implementing the 2013 curriculum until now. Classes 8 and 9 still apply the 2013 curriculum. Meanwhile, class 7 has implemented a new "independent curriculum" determined by the government.

Some researchers have evaluated the evaluation of English textbooks. In this study, researchers were inspired by other researchers. Hayati Wasistyo Adi (2019) analyzed the same textbook using Bloom's taxonomy. Later, Rizki Akbar (2016) examined how English books in the class decreased from S.M.P. by evaluating B.S.N.P. criteria.

Because it uses the 2013 curriculum, the writers selected the English-printed book "When English Rings A Bell." Although issued by Indonesia's Ministry of Education and Culture, the book does not exclude the potential for unsuitable materials based on the standards set by the Education National Standardization Board.

RESEARCH METHOD

The writers applied content analysis. Zuchdi defined it as a research method that yields unbiased and methodical descriptions of content in communication media. This study assesses how well the English book "When English Rings A Bell" fits the National Education Standardization Board's content, language, and presentation requirements in the eighth grade of junior high school. The writers applied a checklist with many statement items based on printed-book evaluation criteria developed by B.S.N.P. to complete the instrument. The three primary parts of this checklist are further subdivided into seven more minor aspects. Each sub-aspect is split into 20 categories with 43 evaluation items.

RESULT AND DISCUSSION

1. Analysis of Content Appropriateness Aspect

Several sub-aspects have been evaluated in content areas: the relevancy of material to the curriculum, the accuracy of materials, and the supporting learning material.

Table 1. Content Appropriateness Aspect Evaluation Result

Aspect	Sub-aspect	Number	Criteria	Score			
				1	2	3	4
Materials are relevant to the curriculum	Material completeness	1	Interpersonal text: The textbook needs to include interpersonal assessments in the form of requests, invitations, and praises relevant to the student's everyday lives.				✓
		2	Transactional text: The textbook needs to include transactional texts that allow students to request and accept offers of goods, services, information, and opinions about their everyday lives and other subjects.				✓
		3	Functional text: printed book must have functional texts and monologues examined in invitations, ads, brief messages, narratives, descriptive texts, and recounts to help students become better readers, writers, listeners, and speakers,			✓	
	Material depth	4	Exposure: A printed book should force students to read various texts pertinent to their everyday lives to learn every text form.			✓	
		5	Retention: A printed book must help learners understand every text type's social function, generic structure, and linguistic aspects.			✓	
		6	Production: A textbook must guide students in producing written and spoken texts to fulfil				✓

			the social roles associated with each type of text as they study it.				
The material accuracy	Social Function	7	Interpersonal: Every text in interpersonal communication needs to support students in maintaining relationships with other individuals.			✓	
		8	Transactional texts are used in transactional communication to request or provide items—written and spoken comments and services about the everyday life of the students.				✓
		9	Functional communication: All activities involving functional texts should allow students to illustrate the following social roles that functional texts and monologues serve: Descriptive language is used to identify, set apart, present, praise, and critique objects, people, and animals. Recount is a technique for narrating personal experiences, including autobiographies, success tales, and memorable incidents. The story aims to entertain readers while upholding moral principles.				✓
	Generic structures	10	Chronological and systematic thinking skills must at least address interactive tasks requiring enthusiasm for asking and answering questions and providing information, goods, or			✓	

			services in each interpersonal and transactional text.				
		11	Every short functional text and monologue must address the following meaning-related components for each form of short functional text and monologue: Descriptive: it has to be characterized and identified. Recount: needs to be at least chronologically sorted, with an orientation. A narrative must include at least three elements: introduction, conflict, and resolution.			✓	
	Linguistics features	12	The book's accurate and acceptable language, suited to the communicative environment, should help learners improve their communication skills.			✓	
Supporting learning materials	The latest	13	Every type of literature has accompanying learning resources (text, table, picture, attachment, etc.) derived from sources pertinent to the covered subjects.				✓
		14	Current sources provide learning resources, including text, tables, images, attachments, etc.				✓
	Survival skills development	15	Personal skill: The students understand their and others' strengths and shortcomings and develop as self-reliant learners and social beings.				✓
		16	Social skills include being nonviolent in interactions and communication with others. The				✓

		learners value gender equality, work well with others, and promote peace.				
	17	Academic skills: exploring and using information, solving problems, and deciding.				✓
	18	Vocational skills include the ability, attitude, and skills needed for a specific job/occupation.			✓	
Improvement of insight into diversity	19	Through local, national, and international information, as well as cultural values, a textbook helps students understand cultural diversity and plural society.				✓
	20	A textbook educates students about local potential and equity to enhance regional and national potential and equity.				✓
	21	The students will recognise democratic principles pertinent to the area's sociocultural environment.				✓
	22	A textbook fosters a sense of national identity and helps students understand their motherland, nation, and country.				✓
Total score			80			
Percentage score			$\frac{80}{88} \times 100\%$ $= 90,90\%$			

Regarding material completeness, this textbook effectively covers essential interpersonal texts necessary for students' everyday interactions. These texts include practical forms such as invitations, requests, compliments, congratulations, and agreements. Including

these elements ensures students can relate the content to real-life situations, enhancing their practical communication skills. This aspect received a high score of 4, indicating strong alignment with curriculum requirements. Additionally, the textbook offers numerous opportunities for students to engage with transactional texts. These texts are designed to help students practice requesting and providing goods, services, and information, which are critical skills for their daily lives. The transactional texts cover a variety of interactions, ensuring students can handle diverse practical situations. This category scored 4, reflecting comprehensive coverage and relevance to student needs. This textbook's functional texts are designed to improve students' speaking, listening, reading, and writing abilities. These writings have several formats, such as invitations, advertisements, short messages, and more complex descriptive, narrative, and recount texts. The score for this category is slightly lower at 3, suggesting that while the coverage is good, there may be room for improvement or diversity in the types of functional texts provided.

Regarding the depth of material, this textbook encourages students to explore various text types pertinent to their daily lives. This exploration is crucial for broadening their understanding and familiarizing them with different text types. By engaging with diverse texts, students can better appreciate the nuances and applications of language in various contexts. This criterion scored 3, indicating solid coverage but with potential for enhancement. Regarding retention, the textbook guides help students understand text production deeply. It includes understanding texts' social function, general structure, and linguistic aspects. This detailed guidance is essential for students to internalize the principles of effective communication. This aspect scored 3, indicating practical but needed more support in helping students retain and apply their learning.

The textbook is designed to guide students in producing written and spoken texts that achieve specific social functions. This aspect of production is crucial as it moves students from passive understanding to active application, allowing them to practice and demonstrate their skills in real-world contexts. The high score of 4 in this category reflects the textbook's strong emphasis on active language use and production among students.

Regarding social function, the textbook helps students maintain interpersonal relationships through various interpersonal communication texts. These texts allow students to navigate social interactions, enhancing their ability to build and maintain relationships with others. The effectiveness of these texts is reflected in a score of 3, indicating that while the material is generally effective, there may be opportunities for further enhancement to better support students in this area.

The textbook excels in providing texts that facilitate transactional communication. These texts are essential for students to practice requesting and delivering goods, services, and opinions, vital skills for everyday interactions. The inclusion and quality of these texts received a high score of 4, indicating their comprehensive and practical utility for students. The

functional communication texts in this textbook enable students to comprehend and portray various texts' social functions. It includes understanding the purpose and context of different types of texts, such as descriptive, narrative, and recount texts. Strong performance in this area is indicated by a score of 4, highlighting the textbook's effectiveness in helping students understand the social functions of different texts.

In terms of general structure, the textbook ensures that interpersonal and transactional texts include elements of interactive activities. These activities are designed to engage students in meaningful communication, such as initiating conversations and responding appropriately. A score of 3 indicates that while the textbook provides a solid foundation, there may be room to incorporate more diverse or interactive elements to enhance student engagement. For short functional texts and monologues, the textbook includes essential elements of meaning relevant to each text type. It includes components such as identification and description for descriptive texts and orientation and events for recount texts. Including these elements helps students understand and create coherent texts appropriate to the context. A score of 3 indicates a good level of coverage, although there may be potential for further refinement to deepen students' understanding and text production.

Regarding linguistic features, the textbook emphasizes developing communication skills using accurate and context-appropriate language. This focus ensures students can use language effectively and correctly in various situations, enhancing their communication competence. A score of 3 reflects a solid commitment to linguistic accuracy and appropriateness, although there may be opportunities for further improvement to achieve more excellent language proficiency among students.

Regarding up-to-date learning materials, the textbook incorporates supporting learning materials directly relevant to the topics discussed. This relevance ensures the materials are contextually appropriate and enhances the learning experience by providing additional insights and related examples. The high score of 4 indicates that the textbook excels in selecting relevant sources, contributing to a more effective and engaging learning process. In addition to being applicable, the supporting materials are also sourced from current references. It ensures that the content remains up-to-date and reflects the latest information and trends in the field. A score of 4 in this category highlights the textbook's commitment to providing contemporary and accurate information for students, which is crucial for maintaining the credibility and applicability of the learning materials.

Regarding the development of life skills, the textbook encourages personal skill development by fostering self-awareness and independence among students. It provides activities and content that help students recognize their strengths and weaknesses, promoting self-improvement and independent learning. A score of 4 reflects the textbook's strong emphasis on personal development, essential for students' overall growth and success. Social

skills are also a key focus, with the textbook encouraging cooperation, tolerance, and non-violence. These skills are crucial for effective communication and interaction in diverse social environments. By promoting these values, the textbook helps students build positive relationships and contribute to a harmonious society. A score of 4 indicates the textbook's effectiveness in developing essential social skills. The textbook supports the development of academic skills by encouraging problem-solving and decision-making. These skills are vital for academic success and lifelong learning. The activities and content provided help students develop critical thinking abilities and make informed choices, which are beneficial in academic and real-world contexts. A perfect score of 4 indicates strong support from the textbook for academic skill development. Vocational skills are also considered, with the textbook aiming to develop work-related abilities and attitudes. These skills prepare students for careers by providing the necessary competencies and work ethic. However, a score of 3 indicates that while the textbook makes a reasonable effort in this area, there may be opportunities for further improvement to better equip students with vocational skills.

In terms of understanding diversity, the textbook emphasizes the importance of appreciating cultural diversity and understanding a plural society. It includes content highlighting various cultures and encourages respect for diversity, essential in an increasingly connected world. A score of 4 reflects the textbook's success in fostering cultural awareness and appreciation among students. The textbook also promotes awareness of local potential and equity. It encourages students to recognize and value the unique qualities and opportunities within their local communities, fostering a sense of pride and responsibility. The high score of 4 indicates that the textbook effectively raises awareness about local issues and potential.

Democratic values are also a key focus, with the textbook helping students understand and appreciate democratic principles. It promotes values such as justice, honesty, and participation, essential for active and informed citizenship. A score of 4 reflects the textbook's strong emphasis on democratic education. Finally, the textbook helps students develop a sense of national identity, fostering a strong sense of belonging to their homeland, nation, and state. It includes understanding national history, culture, and values, crucial for promoting national identity and unity. A perfect score of 4 indicates the textbook's effectiveness in cultivating national pride and understanding among students.

The analysis shows that the textbook is highly suitable for eighth-graders in junior high school, scoring 90.91% (Good). It indicates that the textbook meets the B.S.N.P. standards across various criteria, including material relevance, depth, accuracy, supporting learning materials, and development of life skills and diversity insight. Most aspects are rated "Very good" or "Good," demonstrating that the textbook effectively provides comprehensive and relevant English language education.

2. Analysis of the Appropriateness Language Aspect

The language appropriateness component includes three sub-aspects: communicativeness, coherence, unity of ideas, and language and students' improvement.

Table 2. Language Appropriateness Aspect Evaluation

Aspects	Number	Criteria	Score			
			1	2	3	4
Language and students' development	1	Every explanation and direction must employ appropriate language for the learners' cognitive development.			✓	
	2	Every unit's language needs to be appropriate for the socioemotional situation of teenagers.			✓	
	3	Readability of the message: The learner must clearly understand Each unit's message.				✓
Communicativeness	4	Each unit's message must be pertinent to using the proper English grammar.			✓	
The coherence and unity of ideas	5	Every unit, subunit, paragraph, and sentence must have elements and			✓	

	messages that are coherent in meaning.	
6	The messages and information across the paragraphs, phrases, subunits, and units are coherent and have a single idea.	✓
Total score		19
Percentage score		$\frac{19}{24} \times 100\%$
		= 79,1666666667%

Every explanation and direction in the textbook must employ language appropriate for the student's stage of cognitive development. Jean Piaget identified children's cognitive development stages, which supports the importance of aligning the material with the student's mental capabilities. Piaget in Babakr emphasizes that adolescents are at the formal operational stage, beginning to think abstractly and logically. A score of 3 indicates that although the textbook generally meets this developmental stage, there is room for further adjustment to make the material more understandable and relevant to the student's cognitive abilities.

Furthermore, the language employed needs to be appropriate for teenagers' socioemotional state. Erik Erikson highlights the importance of the adolescent phase, during which individuals seek their identity and face various emotional and social challenges. A good textbook should relate the lesson material to the student's emotional and social experiences to make it more engaging and meaningful. A score of 3 here indicates that the textbook is reasonably practical, but there is potential to make the content more resonant with the students' emotional experiences.

Message readability is crucial in ensuring that the students easily understand the content. Readability formulas like Flesch-Kincaid can be used to assess how easy the text is for the target audience to read. A high score of 4 indicates that the textbook is straightforward to understand, a positive indicator for language learning. However, grammatical accuracy is also essential for conveying the correct meaning and helping students learn proper language use. Noam Chomsky's linguistic theory on competence and performance suggests that grammatical

accuracy reflects good linguistic competence. A score of 3 indicates that while the grammar in the textbook is generally accurate, there is room for improvement to achieve greater precision.

Coherence of meaning means that the messages and material must be logically organized and easy to follow. Halliday & Hasan assert that a good text should have logical relationships between ideas. A score of 3 suggests that the textbook is coherent but can improve the material's logical flow. Furthermore, the unity of ideas among units, sub-units, paragraphs, and sentences is crucial to ensure a consistent and unified message. Discourse structure theory emphasizes the importance of unity and cohesion in a text to facilitate students' understanding. A score of 3 reflects that the textbook has a reasonably good unity, but it can be further enhanced to ensure more substantial consistency throughout the material.

After analyzing, the writers found that the textbook scored 79.17%, placing it in the "Fair" category. While the textbook generally meets the B.S.N.P. standards regarding language, communicativeness, coherence, and unity of ideas, some areas need improvement. Further cognitive and socio-emotional development adjustments, grammatical accuracy, and coherence can enhance the textbook's suitability and effectiveness. A more holistic and theory-based approach in the development of the textbook will help ensure that the material is informative, relevant, and accessible to students, thereby supporting a more effective and enjoyable learning process. The material is mainly appropriate and practical but can benefit from refinements in aligning more closely with cognitive and socio-emotional development, grammatical accuracy, and coherence.

3. Analysis of the Presentation Appropriateness Aspect

The presentation appropriateness aspect comprises three sub-aspects: presentation styles, teaching-learning strategies, and presentation coverage.

Table 2. Presentation Appropriateness Aspect Evaluation Result

Aspect	Sub-aspect	Number	Criteria	Score			
				1	2	3	4
Presentation	Systematisation	1	At least an introduction, a body, and a conclusion to the contents and tasks are conveyed through words, communicative				✓

Teaching-learning Strategies	The balance among units	2	acts, images, and symbols. Each unit should have an equal distribution of texts, communicative acts, pictures, symbols, and tasks.			✓	
	Student-centered principle	3	The materials motivate the learners to speak English with their peers and teachers in more significant circumstances.				✓
	Improvement of learners' initiative, ingenuity, and think critically	4	The materials promote the learners' participation in initiating, thinking critically, and being creative in communicative activities in oral and written form.				✓
	Improvement of learners' autonomy	5	Learners should take increasing responsibility for what they learn.			✓	
	Improvement in the capacity for self-reflection and evaluation	6	Students are encouraged by the tools to identify their areas of strength and weakness in			✓	

Presentation coverage	Introductory part	7	communication and learning activities. Preface: briefly explain the motivation behind the book's writing and an acknowledgement.				✓
		8	Table of contents: a list of contents that makes it easier for readers to locate topics, subunits, and units.				✓
		9	Introduction: The introduction, included in the book, outlines the textbook's goal, structure, desired learning style, and other components deemed crucial for students.				✓
	Content part	10	Three main components comprise the learning load: in-person sessions, organised exercises, and self-directed tasks.				✓
		11	References: headings, the				✓

			<p>arrangement of many images and tables, and references are necessary for giving texts, tables, and photos their distinct identities.</p> <p>Summary: Each unit's key points are covered in the materials.</p> <p>Reflection: the book guides the learners to reflect on what they have studied in every unit.</p> <p>Glossary: includes an alphabetical list of important terms and explains each.</p> <p>Bibliography: the book consists of a list of the books utilized as references.</p> <p>The number of pages and the list of key terms are included in the index.</p>				
		12					✓
		13					✓
	Closing part	14					✓
		15					✓
Total score				57			
Percentage score				$\frac{57}{60} \times 100\%$			

The textbook demonstrates a systematic approach that conforms to established instructional design principles regarding presentation technique. This is evident in its clear structure, comprising introductions, content, and closings, which facilitates effective organization and comprehension of materials. Additionally, the balanced content distribution across units ensures that each section is informative and engaging, sustaining students' interest throughout the learning process. These aspects resonate with research emphasizing the importance of systematic presentation and balanced content delivery for promoting cognitive processing and motivation.

Moving to teaching and learning techniques, the textbook prominently incorporates student-centered approaches, encouraging active student participation and interaction. The materials promote language acquisition through meaningful engagement by fostering communication in English within various contexts, aligning with constructivist learning theories. Moreover, the emphasis on developing students' initiative, creativity, and critical thinking skills reflects contemporary educational paradigms such as the 21st-century skills framework, acknowledging the importance of these competencies for lifelong learning and success. Furthermore, the integration of principles supporting autonomous learning and self-evaluation underscores the textbook's commitment to empowering students to take ownership of their learning process and fostering metacognitive awareness.

Lastly, regarding presentation coverage, the textbook provides comprehensive support structures that enhance usability and comprehension. Clear introductory sections, including preface, introduction, and table of contents, set clear expectations and guide the effective use of the materials, drawing on instructional design principles and user experience. Moreover, the balanced distribution of learning activities aligns with cognitive load theory, ensuring optimal encoding and retention of information. Additionally, including reference materials, summaries, glossaries, bibliographies, and indexes enhances accessibility and facilitates more profound engagement with the content, reflecting best practices in textbook design and pedagogy. Overall, the textbook's holistic approach to content appropriateness, covering teaching and learning strategies, presentation styles, and presentation coverage, underscores its effectiveness in supporting student learning and meeting educational standards.

Implications of using the 2013 Curriculum for textbook analysis, which the Merdeka Curriculum will soon replace. Developing textbooks responsive to the Independent Curriculum is essential in ensuring their relevance and effectiveness in the learning process. This curriculum emphasizes a flexible and needs-based approach to students, requires content revision to better suit students' abilities and interests, and focuses on developing interactive content such as pictures, diagrams, and case examples. Using digital media such as videos, animations, and simulations is also crucial to enrich students' learning experiences.

Integration of materials supporting 21st-century skills such as critical thinking, communication, and adaptation must also be considered. In this context, the teacher's role as an active learning facilitator needs to be supported by textbooks that integrate the values of the Indonesian nation. Consequently, creating books that consider each of these factors would enhance the standard of student learning and better satisfy the many needs and demands of the modern world.

After analyzing the textbook, the writers found it scored 95%, which was categorized as good. The textbook meets the B.S.N.P. standards exceptionally well regarding presentation styles, teaching-learning strategies, and presentation coverage. The materials are systematically presented, balanced, student-centered, and supportive of autonomous learning and self-evaluation. The textbook's introductory, content, and closing parts are well-organized, providing comprehensive information and facilitating easy navigation. The high percentage score reflects the textbook's effectiveness and appropriateness for the target learners.

CONCLUSION

The writers have identified to what extent the printed book "When English Rings a Bell" for eighth graders of junior high school meets the National Education Standards Agency standards comprising content relevance, language relevance, and presentation relevance. The writers also have analyzed its strengths and weaknesses. They found that this textbook is appropriate to B.S.N.P. standards regarding material, with a score of 90.91%. This score indicates that the book's content meets most of the curriculum needs and is relevant to the level of understanding of 8th-grade learners. However, regarding language relevance, this book scored 79.17%, indicating the need for improvement to suit students' cognitive and social-emotional development better and improve grammatical accuracy. On the other hand, this book scored 95% for presentation relevance, teaching methods, and material coverage, reflecting a systematic and student-centered approach that supports an effective learning process. Overall, this textbook is a good choice for 8th-grade junior high school students, although some areas, especially in the language aspect, still need improvement.

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