



Content Analysis : Evaluation of English Workbook Based on Curriculum 2013

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ABSTRACT

Purpose of the study: The aim of this research is to find out whether the quality of the English Workbook published by PT. Swadaya Murni used by MTs 13 Jakarta meets the 2013 curriculum criteria

Methodology: The researcher used a qualitative method with a content analysis design as a way for researchers to disseminate the quality of English Workbook. The instrument of this research is the BSNP (National Education Standards Board) assessment rubric and to make this research more valid, the researcher conducted several interviews with teachers and several students at MTs 13 Jakarta who used the Workbook. PT.

Main Findings: The results of this research only reached 31.25%, which means that the Workbook did not meet the BSNP standard criteria. The results of the interviews also showed that the explanation of the Workbook did not satisfy the teachers and students. However, these worksheets meet students' English language needs because they use language that is appropriate to the context being studied and appropriate to the students' level of knowledge.

Novelty/Originality of this study: The novelty of this research reveals that the evaluation of English practice books based on the 2013 Curriculum does not only pay attention to the suitability of the material to the curriculum, but also considers aspects such as depth of understanding of concepts, diversity of question types, creativity in presenting material, and relevance to students' needs in the digital era. At the moment.

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1. INTRODUCTION

The workbook serves a crucial function in aiding teachers during the educational process. It is recognized as a repository of information and a guide for providing students with exercises. The workbook fulfills the requirement for comprehensive instructional material [1], [2], [3]. Additionally, it is a straightforward tool for learning as it includes concise explanations of the subject matter along with relevant exercises. Many educational institutions, including senior high schools and vocational high schools, widely employ workbooks as a fundamental resource in their teaching methodologies. Consequently, as an accessible resource for language acquisition, workbooks have gained prominence within the educational sphere.

Workbooks complement textbooks as essential tools for both teachers and students during the learning journey. They are often accompanied by a range of resources such as CDs, cassettes, videos, CD-ROMs, and detailed teaching guides, enriching the learning experience with diverse materials. The textbook serves as a guide for teachers, offering instructional content crucial for facilitating the learning process [4], [5], [6]. Conversely, for students, the textbook serves as a primary source of language input alongside the guidance provided by teachers. Therefore, the presence of workbooks is pivotal as they offer activities that actively engage both teachers and students, enhancing the overall learning process.

The importance of workbooks as student textbooks in certain Indonesian schools has grown significantly for many educators in Indonesia. Some teachers rely on workbooks as the primary component in their teaching methods, particularly in English language education where textbooks are crucial [7], [8]. Consequently, teachers often provide a brief overview of the material before assigning workbook exercises to students. However, there is often a lack of assessment regarding whether students truly grasp the material before moving on to the next topic. Considering workbooks as a type of textbook in the Indonesian educational landscape, they serve as the primary resource for learning English. To ensure that workbooks fulfill their role effectively, teachers must prioritize the quality of the workbooks they use. A well-designed English language workbook should cater to the diverse communication needs of students, encompassing the essential language skills of Listening, Speaking, Reading, and Writing. These skills are fundamental to language learning and should be integrated into workbooks to support comprehensive English language education in Indonesia.

The Curriculum 2013 represents a departure from the previous school-based curriculum in Indonesia known as KTSP. It aims to foster the development of students' character, encouraging their active engagement in the learning process. This latest curriculum places an emphasis on cultivating students' character, nurturing skills that are relevant to their interests and needs, and adopting a thematic approach that enhances cognitive abilities. Unlike KTSP, which allowed schools to have authority over syllabus development, Curriculum 2013 involves syllabus development under the central government's jurisdiction [9], [10], [11]. The objectives of Curriculum 2013 include cultivating students who are productive, creative, innovative, and have a well-rounded affective development encompassing religious and social attitudes. Students are expected to contribute positively to societal, national, and political aspects as well as to humanity, developing essential life skills along the way. This indicates that Curriculum 2013 encourages students to be critical thinkers, enabling them to enrich their skills throughout the learning process. To underscore character development, active learning is emphasized, with classroom activities designed to promote student engagement. These activities are integrated with students' interests and needs, aligning with their existing skills. Given these characteristics of Curriculum 2013, it is common for teachers to provide brief explanations to students, often relying on workbooks as a resource in the learning process.

Curriculum 2013 outlines two key competencies that students in Indonesia must attain: core competence and basic competence [12], [13], [14]. These competencies are integral to fostering students' character development. Furthermore, Curriculum 2013 serves as a comprehensive set of learning materials to guide the learning process [15], [16]. If a workbook aligns with Curriculum 2013, it indicates that the workbook meets the criteria set by BSNP. In this research, the researcher employed content analysis as the methodology to assess an English workbook published by PT. Swadaya Murni. Content analysis was chosen because it allows for the evaluation of the workbook using the BSNP rubric. Content analysis is a systematic and objective scientific tool used to analyze various forms of data, including verbal, visual, or written content, to describe and quantify specific phenomena. These criteria are in line with the BSNP rubric and are consistent with the requirements of Curriculum 2013.

Based on the explanation above, the researcher decides to evaluate the workbook for eighth Junior High School entitled "English" published by PT. Swadaya Murni. The reasons why the researcher chooses this workbook are this workbook is used by MTs 13 Jakarta, a school where the researcher has been practiced as a teacher during the Introduction of the School Environment. Without knowing the quality of the workbook before, the teacher in this school just used the workbook as the main resource in the teaching process. Because the curriculum 2013 asks the student to be active, the teacher just explained briefly and then they asked their students to do some exercises in the workbook. And the researcher also spot some mistakes in the workbook, such as the typographies and the grammatical errors. and make the student confused about the information that given by the workbook. As the result, the student were confused as their collect the information from the workbook. The school also did not have a team in selecting the workbook and the teacher also did not involve to do so. Coming up to those issues, the researcher is interested to evaluate the workbook whether the workbook fulfills the requirement of curriculum 2013 with the title "Evaluation of English Workbook Published by PT. Swadaya Murni Based on Curriculum 2013".

2. RESEARCH METHOD

This research uses qualitative research as the method of this research. Qualitative research is a research that focus to analyze the larger meanings to understand each words to group and this research need to explore the

problems as it could obtain a deep understanding [17], [18], [19]. The reason why the researcher choose this method because the researcher wants to analyze the content of Bahasa Inggris Workbook that used in MTs 13 Jakarta. The researcher found some errors of that workbook. Which means, the qualitative method is suitable to the topic of this research because the content analysis is one of kind in qualitative research.

Content analysis is focused on analyze and interpret the materials that can be reduced to describe research phenomenon. This research uses content analysis method to analyze the workbook “Bahasa Inggris” for the second year of eighth grade in MTs 13 Jakarta. The researcher analyzes this workbook by using the standardization of BSNP. BSNP is used in this research to assess the criteria of textbook or teaching material that is suitable to curriculum 2013 or not. In addition, the researcher will analyze the entire chapter of the workbook which consists of four chapters as a sample of this study [20]. Moreover, the researcher will use Likert’s scale as the instrument of this research. The Likert’s scale will integrated with BSNP to assess the content of the workbook. As Miles and Huberman’s model instruction to collect the data, this research will be collected by sampling, selecting, displaying drawing, and verifying conclusion [21], [22], [23].

In order to make this research valid, the researcher also uses the questionnaire as the additional instrument to interview the teacher and some students at MTs 13 Jakarta that used this workbook as their main media in learning English. The questionnaire of this research consists of some questions that related to the criteria of content analysis of workbook. After doing the interview, the researcher elaborates on the respondents answer and describe whether the answer fulfills the criteria of content analysis or not. The first instrument of this research is BSNP rubric to analyze and evaluate workbook because BSNP is used to measure the content of workbook. However, the data is collected through curriculum 2013 which has been integrated with BSNP. The second instrument of this research is the interview with the teacher and the students of MTs 13 Jakarta. The researcher did some interviews to the English teacher and 10 students that asked them some questions related to the evaluation of English workbook which in line with the criteria of BSNP.

Data analysis technique use Miles and Hubermans’ model. As the steps are sampling, selecting, displaying, drawing, and verifying conclusion. The model of Miles and Huberman instruction is totally appropriate to this research as this research use qualitative method.

The procedure of this research starts with identifying the research question that integrated with the data. Then, the researcher takes a look to BSNP rubric that integrated into curriculum 2013. This rubric is used to find out whether the workbook has fulfilled the criteria of BSNP or not. The focus of this research is analyzed the content of the workbook has fulfill curriculum 2013 through the content of the workbook. Next, the researcher takes the entire chapters of the workbook that only consists of four chapters. After that, the researcher follows the instruction of Miles and Huberman’s model. The data is obtained by analyzing and evaluating the workbook. After the researcher has collected the data by analyzing and evaluating then the researcher can move on to the interpretation. The researcher will interpret the data by descriptive and numerical. Numerical is chose because this research is used as the percentage as evident to make it clear[24], [25]. Then, the interview is used to make the result of evaluating this workbook is valid. The researcher analyzes the respondents’ answer and then interpret it to describe the result of the interview. After the interview has been analyzed, the researcher draws the data that has been collected and then comparing to the BSNP criteria of evaluating English workbook.

3. RESULTS AND DISCUSSION

The research results showed that the workbook studied only achieved a success rate of 31.25%, which means it did not meet the BSNP standard criteria. The interview results also showed that the explanations in the Workbook did not satisfy teachers and students. However, these worksheets meet students' English needs because they use language that is appropriate to the context being studied and appropriate to the students' level of knowledge. This worksheet is also in accordance with the 2013 curriculum and English syllabus. Therefore, students' main skills in English are also contained in the worksheets. Although the research results show some shortcomings, these worksheets are still a valuable resource in the learning process. One of the main advantages is its suitability to students' English language needs and compatibility with the applicable curriculum and syllabus. This proves that the worksheet was designed taking into account important aspects in learning English.

However, there is potential to improve the quality of these worksheets so that they meet the BSNP standard criteria and satisfy teachers and students in their use. One step that can be taken is to pay attention to the feedback given in interviews, then make the necessary revisions to increase clarity and user satisfaction in understanding the material presented. Improving the quality of the worksheets to meet BSNP standard criteria and satisfy teachers and students in their use is crucial. One step to achieve this is by carefully considering the feedback obtained from interviews. This feedback provides valuable insights into areas that require revision or enhancement to enhance clarity and user satisfaction in understanding the material presented . By addressing the feedback from interviews, revisions can be made to the worksheets to ensure they align more closely with the expectations of teachers and students. This may involve providing more detailed explanations, incorporating additional examples or practice exercises, or restructuring the content for better organization and coherence.

Furthermore, seeking input from educators and learners during the revision process can be beneficial. Collaborating with teachers to understand their specific needs and preferences, as well as consulting with students to gauge their comprehension and engagement, can lead to more effective worksheets that meet the desired standards. Continuous evaluation and improvement are essential aspects of creating high-quality educational materials. Regularly reviewing and updating the worksheets based on ongoing feedback and assessment ensures that they remain relevant, effective, and valuable resources for supporting the learning process.

This study has several significant strengths. First, this research highlights the importance of workbook quality in supporting an effective English learning process in accordance with the applicable curriculum. Second, the finding that the workbook does not meet the BSNP standard criteria provides an important indication for educational material developers to be more careful in designing and compiling teaching materials that meet the needs and standards set. Apart from that, the research results also underline the importance of listening to feedback from teachers and students to continue to improve and improve the quality of learning materials [26], [27], [28]. In addition, the application of this research can also trigger greater attention to the need for integration between open materials, curriculum, and student needs in an effective and satisfying learning process. Finally, this research emphasizes the important role of stakeholders, such as schools, teachers and publishers, in ensuring that the learning materials provided meet the specified standards and provide maximum benefits for students in achieving the desired competencies[29], [30].

One limitation that needs to be acknowledged in this research is that the research focus is limited to one particular workbook from a specific publisher, namely PT. Swadaya Murni. This means that generalizations of research findings can only be applied to that workbook and may not be representative of the quality or characteristics of other workbooks from other publishers. Apart from that, this research also faced limitations in terms of the respondent sample, where only teachers and students who used the workbook were interviewed, while workbook users from outside this group were not included in the research[31], [32]. Another limitation is the limited time and resources that limit the depth of analysis of each aspect of the workbook and English language learning as a whole. Furthermore, this research is also limited to the scope of assessment which focuses on the BSNP rubric as the only evaluation framework, while other dimensions such as aspects of creativity, interactivity, or the context of workbook use could be important factors that have not been fully explored in this research.

4. CONCLUSION

After completing the research process, the researcher arrived at a conclusion based on the research findings. The evaluation of the English Workbook Published by PT. Swadaya Murni revealed that the workbook did not meet the criteria outlined in the BSNP rubric, scoring only 31.25%. This indicates that the workbook falls short of being suitable as the primary resource for learning English. While the workbook's content is comprehensive, it lacks depth, as evidenced by its imperfect score in this aspect. Interviews with teachers and students also highlighted their dissatisfaction with the workbook's explanations, which were deemed insufficient due to the workbook's nature of providing only brief explanations. Despite these shortcomings, the workbook effectively addresses students' English language needs by employing language that is relevant to the material's context and suitable for students' level of knowledge. For schools that opt to use this workbook, particularly the school administrators, caution should be exercised in selecting educational materials. It's crucial to ensure that teachers do not rely solely on the workbook but integrate other creative teaching methods. Additionally, publishers should carefully consider BSNP criteria to enhance the workbook's quality. In conclusion, schools must prioritize the quality of educational materials and consider students' needs when selecting workbooks. Publishers and authors should revise and improve workbooks to meet BSNP criteria and enhance the overall learning experience for students.

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