

CIRUAS: A BENEFICIAL OR DETRIMENTAL

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ABSTRACT

The textbook is at the heart of instruction and plays an important role in the curriculum. However, it is frequently discovered that the materials of a textbook do not accurately represent the purpose of the curriculum. Given this perspective, the purpose of this research is to determine the relevance of the textbook elements to the 2013 curricular materials. Using qualitative research conducted on PLP activities to find the teacher's rationale for using the textbook and the document checklist to find the relevance of the textbook to the 2013 curriculum (C13), this study discovered that the English textbook used was relatively relevant to the 2013 curriculum, with few exceptions. As a result, it is envisaged that the teacher will be able to complete such minor gaps with others to meet the objective set in the 2013 curriculum as well.

Keywords: *Textbook, 2013 curriculum, teacher*

INTRODUCTION

Textbooks definitely serve an important role in supporting the present curriculum that is being implemented. However, it is frequently discovered that the resources are not always representative and thorough enough to fulfill the requirement of the curriculum itself, in this case the 2013 curriculum, which has become Indonesia's newest curriculum. In other words, there may still be an irrelevance between textbook materials and the desire for curricular materials as the

basis for teaching and learning. As a result, in order to fully understand the connection of the English textbook materials with the 2013 curriculum materials, it is critical to perform research on analyzing the English textbook materials.

According to Richards (2002:p.252), a textbook is one of the educational resources used to enhance learning by activating cognitive processes and giving structure and progression for students to follow. In general, textbooks serve two crucial pedagogical functions: generating a progression in a certain topic taught to pupils and expressing the development of cognitive structures in the learner (Van Dormolen, 1986). The former is principally represented in the textbook's content selection and topic sequencing; the latter governs the presentation of this information, the assignments for students contained in the book, and the assistance supplied to teachers in teacher guides.

Proponents of integrated curricula claim that using actual situations helps students create connections between English strands, improve problem-solving and modeling abilities, and makes information more accessible (House, 2003; Reys & Reys, 2009). Different curricular revisions have largely influenced modern textbooks. As a result, several textbook designers have advocated that the relevance of basic abilities necessary in supporting specific curricula should be incorporated into textbooks.

Developers of innovate curriculum projects that have chosen a subject-specific approach to content organization have argued that certain curricula place a greater emphasis on all skills required in the curriculum itself and devote more time reviewing previously taught content rather than presenting new content (Usiskin, 2003), whereas subject specific curricula focus students' attention on specific strands of content that provide support for structure and systematic feasibilities.

The textbook is one of thirteen criteria that affect the effectiveness of the implementation of the 2013 curriculum in the recently implemented 2013 curriculum in the recently implemented 2013 curriculum in Indonesia (Mulyasa, 2013: 44). Other significant success factors are headmaster leadership, teacher innovation, student creativity, socialization, a favorable climate, and engagement by all stakeholders in the school (p.39). This is consistent with Syahmadi's contention that textbooks are essential enough in the 2013 curriculum to improve the efficiency.

To be this clearer, certain studies have been conducted that are closely tied to the need for textbooks and curricular materials. For starters, Inal (2006) discovered that the most important concept is that textbooks should be suitable with the institutions' aim for the language programme in his research "Course book selection process and some of the most important criteria to be taken into consideration in foreign language teaching." Because there have been variances in objectives within each school, there may be huge disparities in need. Such differences should be noted, and the textbook should be revised accordingly.

Furthermore, Jahangard (2007) examined four EFL textbooks that the Ministry of Education selected to be used in Iranian high schools. He discovered that one technique to change and improve a curriculum is to improve the textbooks and materials used in the programme.

Given that the English textbook played an important role in the successful implementation of the recent curriculum (in this case, the 2013 curriculum), we must consider whether the textbook used by the teacher was relevant with the 2013 curriculum materials or not, as well as the teacher's rationale for using such a textbook. At light of the foregoing, this study is being conducted to determine the relevance of the English textbook used by the teacher at SMAN 1 Ciruas with the 2013 curricular materials, as well as the instructor's rationale for utilizing the textbook. In light of the foregoing, the purpose of this research is to examine the relevance of an English textbook used in the eleventh grade at SMAN 1 Ciruas to the 2013 English curricular materials need, as well as the teacher's motivation for utilizing the textbook itself.

LITERATURE REVIEW

1. Concept of Analytical English Textbook

1.1. Definition of Textbook

Textbooks, according to Brown (2001), are texts used in educational curriculum. It also claims that textbooks are the most obvious and often used type of supplementary material for language training. The textbook is described in the Oxford Advanced Learner's Dictionary as a book that teaches a certain subject and is commonly used in schools and colleges. The textbook serves an important role in the teaching-learning process for both teachers and students. Richard contended that the textbook was a teaching source that stimulated the cognitive process and provided structure and progression for learners to follow in order to help the teaching and learning process. It implies that, as a media instruction, the textbook offers tasks and instructions that compel both the instructor and pupils to follow them.

In general, a textbook is a tool for achieving educational goals that contains printed instructional information meant to enhance the teaching and learning process. It is a teaching tool and the primary source of knowledge for both the instructor and the learner.

1.2. English Language Teaching Textbook

In teaching on the classes, textbook very important for student. Tn certain cases, they serve as the foundation for many language inputs that learners receive and language practices that take place in the classroom. They may serve as the foundation for the content of the lessons, the balance of skills taught, and the types of language practice in which the students engage. Materials should encourage kuds to learn. They should also serve as ideas and instructional activity resource books, as well as provide teachers with rationales for what they do. Furthermore, resources should be appropriate for the needs of students'. In an EFL environment students seldom have opportunities to utilize English outside of the classroom as a result, the English textbook seems to be the primary source of input for students' and the principal resource on which both teachers' and students' rely (Park cited in Ramadhan, et al., 2019). Teachers and students', too require a source to utilize as advice in the classroom. As a result, textbooks have become the primary resource on a daily basis. However, textbooks must be used correctly in order to attain the goals.

Here are some of the roles of textbooks in the classroom. To begin with, a textbook is a tool for teaching and learning. According to Hutchinson and Torres, a textbook is an essentially

ubiquitous aspect of instruction and guiding for a teacher, a memory aid for students, and a permanent record for assessing what has been learned. Second, a textbook can be used as a complement to teachers' classroom instruction. Finally, a textbook for new instructors might give ideas for resources and approaches. Furthermore, a textbook can serve as advice for teachers. The Textbook performance retrospectively and can be beneficial for identifying strengths and weaknesses that evolve over time.

2. Relevance to The 2013 English Curriculum

In 2013, the ministry of education and culture or kemendikbud started to endorse the latest curriculum known as 2013 curriculum (C13). Having undergone some revisions, 2013 curriculum is the currently used curriculum ever since. Former minister of national education, Muhammad Nuh stated that the main points of 2013 curriculum development are in refining mindset, strengthening curriculum management, deepening and broadening the materials, reinforcing the learning process, and adjusting the study needs to balance the outcome of the learning process (Kemendikbud, 2014). In spite of the similarities with the previous curricula, C13 has some relatively new features. Among other things, C13 differs in terms of the learning approach recommended to use by teachers know as 'Scientific Approach'

When C13 was firstly introduced, there were some 'push and pull' situations regarding its implementation in schools. Many teachers from multiple schools admitted that they were not ready to adopt the new curriculum (Afrianto, 2017). However, as stated in the regulation of ministry of education and culture (Permendikbud) No. 81 A year 2013 about curriculum, since January 2017, C13 is no longer optional. Consequently, every teacher of any subject including English mandated to C13. One of the learning approaches recommended to use in the C13 is 'Scientific Approach'. The fundamental idea of the scientific approach is that teachers are suggested to apply the principles or activities that are commonly used in natural science classes.

METHOD

This section describes the research design, data collection procedures (including sample, instrumentation, and process), and data analysis. As stated in the previous chapter, the purpose of this study was to examine the textbook used in the teaching and learning process (word-based), so this research employs a qualitative research design, namely the document analysis approach. According to Alwasilah (2000: 111), in the qualitative paradigm, we can use the document analysis approach to examine documents such as letters, autobiographies, journals, textbooks, government publications, etc. As a result, it is thought reasonable to conduct this research using a qualitative design and document analysis.

The data collection technique in this research departs from textbook analysis. The sample involves the documentary sample, in this case, the textbook that will be analyzed, which is purposefully drawn from the population, namely all the English textbooks used in the eleventh grade at SMAN 1 Ciruas. Because there is also a need to evaluate textbook use, this study includes an extra sample of English teachers from SMAN 1 Ciruas. In this study, the teacher is interviewed regarding the use of textbooks in the school that are connected to the 2013 English

curriculum. The teacher's participation in this research is for the purpose of enhancing and enriching the data gained from the analysis.

This study's data was examined utilizing a document checklist. It was accomplished by doing an ongoing checklist analysis of the textbook against specified criteria established for analyzing the textbook. The research took the following procedures while assessing the data: 1) Collecting the data by identifying the materials found in the textbook using checklist analysis. 2) Examining the textbook in terms of the materials in the textbook to determine their relevance to the 2013 curriculum. 3) Explain the outcome of the textbook analysis.

RESULT AND DISCUSSION

Textbooks have become an indispensable aspect of English education. Although there are various media and learning options available at present time, the role of textbooks remains crucial. Textbooks can serve as both a learning resource. The position of textbooks as a learning resource and a learning medium is quite significant. Therefore, textbooks have the same meaning for teachers at SMAN 1 Ciruas. There are many textbooks available today, but not all of them are used in the classroom by teachers. Some publications are chosen for use primarily because of their content and connection to the competency standards and basic skills outlined in the current curriculum, namely the 2013 curriculum. Just a few textbooks are completely utilised in the classroom by English teachers. Textbooks are used by teachers in a variety of ways. When the teacher explains the topic, students are also invited to pay attention to the material in the textbook, so that there is a synchronisation process between the material presented by the teacher and the material in the textbook. Some teachers in SMA Negeri 1 Ciruas use technology to create content with Power Point media containing material to be learnt, which students subsequently write in notebooks. The biggest challenge that teachers face while using textbooks in English language learning is a lack of textbook availability. Because students do not own textbooks on their own, textbook use is inefficient. Therefore, teachers collaborate with the library to lend textbooks during English sessions to students who do not have textbooks, and the volumes are returned to the library following the lesson.

We conducted an interview with Mr. Bangkit who is the library manager at SMAN 1 Ciruas, stating that the school has provided each student with an e-book for each subject that follows the 2013 curriculum so that students who do not own or buy books can access the e-books. He also said that before he was in charge of the school library, the library management at the school was not good because the textbooks were placed in each class which caused the textbooks to be lost and diminished each year. Even though the textbooks will be used again by students the following year. Therefore, he started reorganizing the library from scratch when he was selected for library management, made new rules and also managed the textbooks by pulling all the textbooks that were previously in each class back to the library so that if there were students who wanted to use a textbook, they had to go to the library and record it in the library loan book and then return it back. But even though the textbooks were free, not many students borrowed the books so it was also a difficulty for the teachers. Teachers have to give orders to students so that they want to borrow books from the library.

Teachers have problems utilising textbooks because not all students have them. This is an impediment that makes it difficult for teachers to use textbooks since their utilisation is

inefficient. Teachers cannot assign homework to students to help them understand the material in textbooks because textbooks cannot be carried home by students. One of the reasons for this difficulty is that schools obey Permendiknas article 11 number 2 of 2008, which prohibits the sale of books. This makes learning more challenging for both teachers and students. Therefore, Textbooks are useful as a learning resource and as a technique of maintaining proper standardisation. Textbooks can be utilised to standardise learning materials. This is due to the fact that the textbook contains material that complies with applicable regulations. The usage of textbooks in mathematics has been governed by the Minister of National Education Regulation No. 12 of 2008 about the Determination of english Textbooks that Meet the Eligibility Requirements for usage in the Learning Process. Textbooks are also useful as learning aids that help to overcome the restrictions of the classroom setting. These constraints can take the shape of limitations in other learning resources, such as learning media and learning facilities. Another barrier that textbooks help to overcome is the short time allotted for teaching English.

Textbooks, as a medium, make it easier for students to receive the material offered in learning. Textbooks have advantages as a learning medium in terms of (1) preparation, (2) availability, (3) affordability, and (4) utilisation. In terms of availability, textbooks are in sufficient supply. Although students do not own relevant textbooks, the school has offered them in the library. As a result, because textbooks are already available at the library, textbook availability is relatively higher. The utilisation aspect comes next. The relevance of textbooks to learning is addressed in the utilisation aspect. Textbooks can be used at any time during the learning process because they are sources and media that are relevant to learning. Textbooks are used in classes where many students do not have them by lending them to students during the session. The books are returned to the library after the lesson. Although textbooks are exclusively used in english classes, teachers usually urge students to read the numerous materials, visualisations, and activities in textbooks during lessons. As a result, when the teacher teaches the material, students also receive supplementary information from the textbook regarding topics that the teacher did not cover.

The use of textbooks as learning materials and media has been generally successful, although there are still challenges to overcome. Teachers encountered a number of challenges when using textbooks to teach mathematics. These challenges arise from the moment of selection until the time of use in learning. Students have a limited supply of textbooks. Students solely utilise textbooks in class for math instruction. The borrowed textbooks are then returned to the library. Teachers have problems utilising textbooks because not all students have them. This is an impediment that makes it difficult for teachers to use textbooks since their utilisation is inefficient. Teachers cannot assign homework to students to help them understand the material in textbooks because textbooks cannot be carried home by pupils. This issue becomes increasingly difficult for teachers because the material contained in the textbook is rather extensive, so when learning focuses on teaching and learning activities in the classroom and relies on LKS (Student Worksheets), the understanding of the subject suffers substantially.

CONCLUSION

Based on the previous findings and debates, it is considered that the English textbook used in the eleventh grade at SMAN 1 Ciruas was relevant to the 2013 English curriculum utilized today. It has met the criteria proposed by Kemendikbud (2013), namely that it has

integrated all four skills in English as well as the two main language components required in English, that it has integrated the process of scientific approach, and that it has inserted character values and cultural awareness to the students. Furthermore, the teacher's motivation for utilizing the textbook was based on the textbook's relevancy to the 2013 English curriculum, which said that the textbook had covered the materials listed in the government's syllabus.

As a result, both the teacher interview results and the document checklist demonstrated the textbook's high relation to the 2013 English curriculum material.

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