



A Content Analysis of the English Textbook Entitled “Bright an English 2”

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Abstract

Textbook plays a vital role in facilitating students' learning. However, the content of the textbook sometimes does not meet students' needs. From this standpoint, this study shed light on the content analysis of an English textbook used in junior high school. By focusing on the analysis of exercises in an English textbook entitled *Bright an English 2*, this study aimed at describing discourse competence, sociocultural competence, formulaic competence, interactional competence, linguistic competence, and strategic competence. This research applied a qualitative research design with a content analysis approach. The object of the study was Bright 2 English textbook for 8th graders of Junior High School. The research used documentation techniques for collecting the research data. Descriptive qualitative analysis was used for analyzing the data. The findings show (1) the discourse competencies found in the textbook are cohesion, coherence, deixis, and generic structure, (2) the sociocultural competencies that are existed in English skill tasks are social contextual factors, stylistic appropriateness, and cultural factors, (3) the formulaic competencies found is collocation, (4) the interactional competencies found are actional competence, conversational competence, and non-verbal communication, (5) the linguistics competencies found are syntax, morphology, lexicon, and phonology, and (6) the strategic competencies found are interacting strategy. Based on those findings, it can be concluded that the English textbook Bright an English 2 is suitable for English learners' needs. The analysis of this textbook could help to ensure that the material presented in the textbooks is accurate and aligned with the curriculum goals and students' needs.

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INTRODUCTION

English is a language that spreads over the world and becomes an international language. English is used as an international language for communication between almost all nations. Also, according to Enyi (2015) and Fadilah (2016), language is fundamentally a means of communication among the members of society. Language is the medium through which people communicate. English is taught as a subject in schools in Indonesia in addition to being utilized as a way of communication and maintaining relationships with other countries. To explore their expertise or other subject, people need to be proficient in English. The importance of English's essence is clear from the explanation above.

In recognition of the significance of the English language in the age of globalization, the Indonesian government has incorporated English as a required subject for junior and senior high school students. The curriculum serves as the basis for the teaching and learning process and includes both classroom and extracurricular learning opportunities for pupils. The curriculum, according to BSNP, is a set of plans and settings for the objectives, content, and teaching materials, and methods used as instructions for learning activities specific to achieving educational objectives. It can be concluded that a curriculum is a collection of plans and conditions that serve as guidance for the learning activities specific to achieving educational goals. According to Andriyanto (2013) on how education should be interpreted, the curriculum should be simplified to a syllabus. The term "syllabus" refers to a subsection of the curriculum that is concerned with a description of the units that would be taught. The syllabus itself required specific sources to achieve the objectives. Additionally, the instructional materials make real the already established aims and objectives as well as the learning experiences in the syllabus. The textbook is one of an instructor's most valuable resources. Furthermore, according to Jamaludin (2015), textbooks highly contribute to the teaching-learning process for both teachers and learners. According to Aristyani (2020),

textbooks have a significant function in the teaching and learning process since they guide teachers in presenting the topics to be taught. Additionally, textbooks help pupils comprehend what is being taught to them (Cheng, 2016). With a textbook, students can study the material at home. It is clear from the description above that textbooks are crucial to the teaching and learning process. They are also helpful as a teacher's learning resource because they make it simple for students to study in class.

It would be preferable if the teacher used the textbook as guidance and conducted an analysis to determine whether or not a specific textbook had completed a point on the syllabus. This would ensure that the pupils received standard knowledge based on the chosen curriculum (Coulthard, 1985; Fauziah, 2020; Fitriyani, 2020). It indicated that the textbook's contents should aid the instructor in carrying out the teaching and learning process. Before using a textbook, the instructor should confirm that it addresses the relevant curriculum topic. The first was to confirm that the textbook had been updated with the syllabus information. The second was to evaluate textbook quality in light of course requirements. The final step involved instructing the pupil based on appropriate goals (Iswara et al., 2019; Lanzati, 2014; Olutayo, 2013). From the explanation above, it can be said that the teacher should analyze textbook content based on syllabus appropriateness before using it.

In this research, the researchers have different sorts of important contributions are offered by this study. The three different kinds of importance are theoretical significance, practical significance, and pedagogical significance. The first research issue has theoretical significance since it aims to increase readers' and writers' understanding of the discourse, socio-cultural, formulaic, interactional, conversational, and strategic competence existing in English skill tasks of *Bright an English 2* English textbook for Junior High School. The readers will have a strong understanding of aspects of discourse competence (including cohesion, coherence, deixis, and generic structure), socio-cultural competencies (social contextual factors, stylistics

appropriateness, and cultural factors), formulaic competencies consisting of routines, idioms, and collocations, interactional competences such as actional competence, conversational competence, and non-verbal communication, linguistic competences (syntax, morphology, lexicon, and phonology), strategic competence (including achievement, self-monitoring, social and interacting strategy) found in the four English skills in the textbook. The practical significance of the first problem is that this research may help the writers and future writers in classifying or identifying the components of 6 competencies in tasks in the textbooks. By classifying it using a table can make it easier to measure and find out which skill tasks have the more dominant component of discourse competence. The research findings will then be used pedagogically to assist both teachers and students in gaining a better understanding of communicative competence which exists in the English task in *Bright an English 2* English textbook for Junior High School.

The theoretical significance of the second research problem is expected to expand the writers' and readers' knowledge and understanding of the relationship among those six competencies found in the English task in *Bright an English 2* English textbook for Junior High School. The practical significance of the second problem is that the readers will have an understanding about the quality among those six competencies which is existed in the English task in *Bright an English 2* English textbook. The research findings will then be used pedagogically to help both teachers and students have fundamental knowledge that can be implemented in making learning materials and or choosing good textbooks.

Although the government has released a list of appropriate textbooks, a textbook analysis is considered important. We know that the goal of the curriculum is to achieve communicative competence, but we don't know whether the books have achieved this goal.

The term communicative competence refers to a set of skills required to use a language in real-world situations based on Grice (1975)

and Hassani (2019). According to Lerch (2005) and Leech (1983), communicative competence has been in use for approximately forty years and has been extensively used in justifications and explications of communicative language teaching.

Subsequently, Celce-Murcia (2007) suggested an updated and revised model of six types of competence, namely sociocultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence, and strategic competence. Firstly, sociocultural competence refers to the speaker's pragmatic knowledge of how to express messages appropriately within the overall social and cultural context of communication. This includes knowledge of language variation concerning the sociocultural norms of the target language. The second one is discourse competence, it refers to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message. The next one is linguistic competence related to phonological, lexical, morphological, and syntactic patterns. Afterward, formulaic competence refers to those fixed and prefabricated chunks of language that speakers use heavily in everyday interactions. The next one is interactional competence that is related to the bottom-up counterpart to the more global top-down sociocultural competence. It contains two sub-components that are actional competence and conversational competence. The last one is strategic competence which is related to the knowledge of communicative strategies and how to use them.

The representation of communicative competencies in textbooks can assist students in accomplishing this goal (Richards, 1983; Shiri, 2020; Surya, 2018). As a result, it is critical to balance all aspects of communicative competence in a textbook with the student's communication needs in order to meet the goal of language learning.

There are some previous studies that are related to this study. The first study is from Putri (2019), which showed that the ELT textbook accommodates the five dimensions of

intercultural competence although the distribution is not evenly presented.

The second study is conducted by Soedjarwo (2020) and Pratama et al. (2017), the researchers focus on evaluating the textbook based on the scientific approach and communicative competence aspects. The finding shows that the textbook develops 65% observing activities, 0% questioning activities, 21% exploring activities, and 0% associating activities, and 14% communicating activities in terms of scientific approach and 2% sociocultural competence, 58% discourse competence, 30% linguistic competence, 6% formulaic competence, 4% interactional competence, and 0% strategic competence. The researchers concluded that this textbook does not convey completely in both of the scientific approach and communicative competence aspects. Besides, a study conducted by Tauchid and Rukmini (2016), focused to find out how cultural dimensions are displayed, the most dominant culture, and the percentage of local culture in textbooks. The results found that from the two textbooks, there was a difference in terms of dominance in cultural types and dimensions.

The third previous study is from Rosyidah and Sofwan (2017), the findings suggest that the textbook has not provided sufficient dialogues that give useful models for students to use in communication. The poor reflection of real-life communication stems from the inadequate representation of communicative competence in the dialogue models, particularly regarding the sociocultural and strategic aspects.

Next is conducted by Rui and Ting (2014), the findings show that the textbook fulfilled 84% of the communicative competence criteria of a good EFL textbook adapted from some experts shed light on communicative competence.

The next study was conducted by Manipuspika (2014) and Nurfawati (2018). The results showed that the experimental group outperformed the control group in five of the eight measures, suggesting that the authentic materials and their associated tasks were more effective in developing a broader range of communicative competencies in learners than the

textbook materials. It was predicted that the authentic materials, with their associated tasks and activities, provided richer input for learners to work within the classroom, which, in turn, allowed them to notice and then acquire a wider variety of linguistic, pragmatic, strategic, and discourse features.

With the description of those previous studies above, it will be the reference for the researchers to have a more detailed study of content analysis and also the representation of communicative competence in a textbook. There is also a research gap in this study that made this study different from the others. The researchers choose the newest textbook to analyze also the researchers found a few numbers of two competencies in the textbook, they are formulaic and sociocultural competencies. In this study, the researchers only focused on the task presented in the textbook. In this present study, the researchers deal with seven research problems : 1) To analyze the realization of discourse competences in the content of *Bright An English 2* English Textbook Used in Junior High School , 2) To analyze the realization of sociocultural competences in the content of *Bright An English 2* English Textbook Used in Junior High School, 3) To analyze the realization of formulaic competences in te content of *Bright An English 2* English textbook for Junior High School, 4) To analyze the realization of interactional competences in the content of *Bright An English 2* English textbook for Junior High School, 5) To analyze the realization linguistic competences in English skill tasks of *Bright An English2* English textbook for Junior High School, 6) To analyze the realization of strategic competences in the content of *Bright An English 2* English textbook for Junior High School, 7) To explain the quality among that 6 competences in the content of *Bright An Englis h2* English textbook for Junior High School.

METHOD

The present study focused on analyzing and explaining the content of *Bright an English textbook 2*. The researchers assumed that in this

textbook there are several kinds of questions, materials, enrichment, and quizzes that contain communicative competence in them. The researchers used a content analysis approach, which entails defining an entity or set in accordance with Creswell's (2016) perspective, examining the data for themes or categories, and finally making an interpretation or drawing an inference about its context to answer personal and theoretical research questions.

In this research, the researchers used the judgment technique to determine what the textbook would be analyzed. The textbook title was "Bright an English 2" for Junior High School. The researchers used Celce Murcia's theory of communicative ability to analyze the content in the textbook. It includes the six types of competence, namely sociocultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence, and strategic competence

RESULTS AND DISCUSSIONS

In this chapter, the researchers present the research findings and discussion. The findings and discussion of English skill tasks which are analyzed based on communicative competence will be presented as follows.

Discourse Competence Reflected in *Bright an English 2 English Textbook*

According to Celce-Murcia (2007), discourse analysis consists of four sub-components. They are cohesion, coherence, deixis, and generic structure.

Discourse competence consists of four sub-components. They are cohesion, coherence, deixis, and generic structure. The researchers divided the analysis of discourse competence based on four skills. In listening skills, the study found two out of four sub-components that existed in the textbooks, namely coherence and generic coherence. Coherence contained of ten data and a generic structure appeared with only one data.

On the contrary, deixis and cohesion did not exist in the textbook. In speaking skills, this

study found two sub-components, they are coherence and generic structure. Coherence consisted of two data and the generic structure contained one data. On the other hand, deixis and cohesion did not exist in the book. In reading skills, the researchers discovered three out of four sub-components of discourse competence. They were coherence which contained of twelve data, deixis consisted of two data, and generic structure involved three data. Whereas, cohesion did not exist in the task of the book. In writing skills, the study discovered all four sub-components. They were coherence which contained of nine data, deixis consisted of three data, cohesion consisted of one data and generic structure involves one data.

Socio-cultural Competence Reflected in *Bright an English 2 English Textbook*

Celce-Murcia (2007) classified sociocultural competence into three sub-components. They are social contextual factors, stylistic appropriateness, and cultural factors. The researchers divided the analysis of sociocultural competence based on four skills. In listening skills, the study found all three sub-components, they were social contextual factors, stylistic appropriateness, and cultural factors. Social contextual factors consisted of three data, stylistic appropriateness consisted of one data and cultural factors consisted of three data. In speaking skills, the study discovered two out of three sub-components. There were cultural factors and stylistic appropriateness. Cultural factors involved of two data and stylistic appropriateness appeared with only one data. On the contrary, social contextual factors did not exist in the book.

In reading skills, the research found only one sub-component. It was a cultural factor that contained one data. While other sub-components did not exist in the textbook. In writing skills, the research did not discover any tasks that existed in the textbook.

Formulaic Competence Reflected in *Bright an English 2 English Textbook*

According to Celce-Murcia (2007), formulaic competence is categorized into three sub-components. They are routines, idioms, and collocations. In listening, speaking, and reading skill, the study did not discover any tasks that were included in the three sub-components of formulaic competence. Whereas, in writing skills, the study found only one sub-component. It was a collocation that consisted of one data. On the contrary, idiom and routine did not exist in the task.

Interactional Competence Reflected in *Bright an English 2 English Textbook*

According to Celce-Murcia (2007), interactional competence is categorized into actional competence, conversational competence, and non-verbal communication.

In listening skills, the study found two sub-components, namely actional competence and non-verbal communication. Actional competence consisted of eight data, and non-verbal communication involved of only one data.

In speaking skills, the study discovered two sub-components, namely actional competence and conversational competence. Actional competence consisted of seven data and conversational competence consisted of five data. On the other hand, non-verbal communication did not exist in the task. In reading skill, the research discovered only one sub-component. It was actional competence which consisted of four data. Whereas, conversational competence and non-verbal communication did not exist in the task.

In writing skill, the study found one sub-component of interactional competence, namely actional competence. It contained two data. On the contrary, conversational competence and non-verbal communication were not reflected in the task of the textbook.

Linguistic Competence Reflected in *Bright an English 2 English Textbook*

According to Celce-Murcia (2007), linguistic competence is categorized into syntax, lexicon, morphology and phonology.

In listening skills, the researchers found only one sub-component, namely phonology which consisted of one data. While other sub-components were not included in the task of the textbook. They were syntax, lexicon, and cohesion. In speaking skills, the researchers found two of sub-components. They were syntax and phonology which consisted of four data. Whereas cohesion and lexicon did not exist in the speaking skill tasks.

In reading skills, the researchers found three sub-components, namely syntax, morphology, and lexicon. Syntax contained of five data, morphology consisted of one data and lexicon consisted of two data. While phonology was not existed in the task.

In writing skill, the study found three sub-components, namely syntax, morphology and lexicon. Syntax and lexicon had 5 data in each sub-component, while morphology consisted of one data. On the other hand, phonology did not exist in the task.

Strategic Competence Reflected in *Bright an English 2 English Textbook*

According to Celce-Murcia (2007), strategic competence is categorized into achievement, self-monitoring, and social and interacting strategy.

Listening, reading, and writing skills did not reflect in any tasks that were included in the four sub-components of strategic competence. While, in speaking skills, the research only found one sub-component. It was an interacting strategy that consisted of one data. While achievement, self-monitoring, and social sub-components did not exist in the task of the book.

CONCLUSION

The first conclusion is that the English textbook mentioned before is compatible with the learning objectives stated in the Curriculum

Merdeka. It can be stated that it is compatible with the curriculum by doing documentation. There were ten chapters in this textbook analyzed. There was only one competence of learning objective that does not fulfill the criteria because there is no text that relevant to students' daily life and also it does not guide students in understanding the social function, text structure, and linguistic features of text. From those explanations, we conclude that most of the contents of the textbook are aligned with the current curriculum in Indoensia's educational system, namely Curriculum Merdeka. The second results of this study show that 181 of 219 tasks in the textbook contained the important aspects of Communicative Competence. Each unit of this book contained the important points of Communicative Competence with average proportion. The first unit has 10.59%; the second unit has 5.39%; the third unit has 8.68%; the fourth unit has 7.76%; the fifth unit has 8.22%; the sixth unit has 10.05%; the seventh unit has 8.22%; the eighth unit has 6.40%; the ninth unit has 9.59; and the last unit has 6.85%. Therefore, the researchers concluded that the Bright an English 2 can be used as a teaching resource since the content in the textbook align with the objectives stated in the curriculum.

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