CONTEXTUALITY OF THE ENGLISH TEXTBOOKS USED BY SENIOR HIGH SCHOOLS IN INDONESIA

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ABSTRACT
This research aims to reveal whether the content of English textbooks used by senior high school students in Yogyakarta Special Territory in particular and those all over Indonesia in general contextually fulfills the teachers and students’ need in learning English as a foreign language in Indonesia, which is multicultural, multilingual, andmulti-ethnic. This qualitative content analysis research was conducted with the content analysis research method. The research procedure was adapted from these experts. This research was conducted in DIY from January to November 2018. The research data were collected by using a checklist with the help of NVivo 11 Plus Software. The test result of the agreement level of reliability with the Kappa reliability test standard showed > 90.84% (excellent). The result of the research demonstrates that: first, in terms of contextuality, the contents of the three textbooks selected for this research have been developed contextually, but some materials are not contextual; second, the level of difficulty of the material in these textbooks is suitable for students in big cities, but may not be suitable for those with minimal competence in remote areas all over Indonesia; third, the textbooks were developed with national standards so that they are not contextual at a certain level because of the different conditions of students, regions, and socio-cultures all over Indonesia. Therefore, the textbooks are advised to be revised to meet the real particular context of students all over Indonesia.

Keywords: contextuality, content analysis, textbook

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1. INTRODUCTION
The implementation of a new curriculum in Indonesia usually causes the replacement of a teaching approach and textbooks. Such a case can be seen in the implementation of 2013
Curriculum which was nationally designed to be used nationwide. English textbooks as part of the curriculum replacement in Indonesia do not always meet the students’ need because of the unique contexts of Indonesia as a multicultural, multilingual, multi-ethnic, and archipelagic country with thousands of islands. The shift from centralized to decentralized system of education as regulated in Law No. 20/2003 on National Education System is actually one of the good ways for the teachers to provide the teaching materials based on the students’ need. 

Such a decentralized education system implies that the local government has the autonomous rights to (1) implement school-based management as stated in the 2013 Education Law Article 51; (2) to further develop the nationally-designed curriculum based on the national standards in order to suit the need of learners as stated in 2003 Education Law, Articles 36 & 38; and (3) to implement the teaching of English as one of the subjects in the national exams as stipulated in the Government Regulation No. 19/2005 on National Standards of Education (Madya, 2008). Thus, the focus of this research is to reveal whether the content of the English for senior high schools is contextually suitable to be used all over Indonesia which is multicultural, multilingual, and multi-ethnic.

2. LITERATURE REVIEW

Gray & Block (2014) and Hardwood (2014) assert that contents of English textbooks are under-researched. As similar studies are limited in the literature, this research has novelty in providing insights of how the content of English textbooks used by Senior High Schools in Indonesia should provide the contextuality of the English textbooks to meet the contextual needs of learners and teachers of English as a Foreign Language (EFL). This research is beneficial to curriculum designers, English textbooks writers, policy makers, English teachers, and students.

The contextuality of English textbooks in this research is in connection with what Kumaravadivelu (2008: 171) terms particularity in post-method pedagogy with the concept that post-method pedagogy should be sensitive to a particular group of teachers who teach a particular group of students to achieve particular goals within a particular socio-cultural context. Richards and Schmidt (2010: 127) also argue that context often helps in understanding the particular meaning of the textbook content. Madya (2008: 23 – 24) asserts that in connection with Contextual Teaching and Learning (CTL), students get wide opportunities to experience the relevance and meaningfulness of learning because learning is connected with their real life. Berns & Erickson (2001: 3 – 4) state that the content of textbooks is advised to contain real-life-based activities and learner-appropriate content.

Referring to the concept of contextuality above, the contextuality in this research is used in the framework of condition, situation, and the surrounding where the English textbooks are used. The National Education Standards Body (BSNP) of Indonesia (2008), Nation & Macalister (2010: 167), Cunningsworth (1998: 3 – 4), and Ur (2009: 82) determine that the content of an English textbook should be suitable with its users, cover most or all of students and teachers’ need; the language style and appropriacy match to social situation, the reading passages and associated activities are suitable for the students’ levels, interests, background, social context.

Howard & Major (2005) argue that English language teaching materials or textbook should be contextualized, i.e. they should be related to the students’ contextual experiences and socio-cultural appropriacy. The topics should be provided based on their relevance and appropriateness for the intended learners. Bolitho (2015) and Williams (1983) state that a good textbook should be appropriate to the context in which it is to be used, in terms of language and cultural content, length, grading and methodology and offer meaningful situations. Liddicoat and Scarino (2013: 101) argue that a textbook should make connections: the content of the textbook should make connection to learners’ experiences. Tomlinson (2012) says that
humanizing English textbooks is crucial to help learners to localize and make meaningful their experience of the target language. McGrath (2005: 22) argues that a textbook needs to be investigated in order to know whether the textbook is suitable for the students or the teachers’ context. Fredriksson& Olsson (2006) and Harmer (1998) argue that a textbook should be carefully examined to make sure that the textbook is suitable for a particular school setting.

In relation to this qualitative content analysis, Chelimsky (1989: 6) argues that content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analysts to make inferences about the characteristics and meaning of written and other recorded material. Simple formats can be developed for summarizing information or counting the frequency of statements. Weber (1990: 9) argues that content analysis is a research method that uses a set of procedures to make valid inferences from texts. These inferences are about the sender(s) of the message, the message itself, or the audience of the message. Chelimsky and Weber's definitions are also reflected in Krippendorff (2004: 18) who defines content analysis as a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of use.

Rose et. al., (2015: 1) define content analysis as a set of procedures for the systematic and replicable analysis of text. Neuendorf (2002: 1) describes content analysis as the systematic, objective, and analysis of message characteristics. Neuman (2014: 371) defines content analysis as the technique for gathering and analyzing the content of text. The content can be words, meanings, pictures, symbols, ideas, themes, or any communicated message. For the purpose of this research, the theories about content analysis that will be used are the ones proposed by Chelimsky (1989: 6), Krippendorff (2004: 18), and Neuman (2014: 371).

Drisko&Maschi (2016: 82) define qualitative content analysis as a set of techniques to systematically analyze texts of many kinds, which address the themes and core ideas contained in texts as primary content. Qualitative content analysis interprets the latent content and meaning descriptively. Qualitative content analysis includes contextual information and latent content. Overall, qualitative content analysis refers to a systematic method for searching out and describing the meanings within texts of many kinds.

Zhang &Wildemuth (2015: 1-2) argue that qualitative content analysis emphasizes an integrated view of texts and their specific contexts. Qualitative content analysis goes beyond merely counting words or extracting objective content from texts to examine meanings, themes and patterns that may be manifest or latent in a particular text. As a technique, qualitative content analysis is conducted through some procedures as argued by Chelimsky (1989: 8), White & Marsh (2006: 34), Neuman (2014: 377), Zhang and Wildemuth (2005: 3-5), and Neundorf (2002: 49-50), i.e., formulating the research questions, preparing the data, sampling, selecting units of analysis, developing coding categories and coding scheme, testing the coding scheme on a sample of text, coding the material or all the text, analyzing and interpreting the results.

White and Marsh (2006: 38) and Zhang &Wildemuth (2005: 6-7), quoting Lincoln and Guba (1985), mention four criteria for evaluating the trustworthiness of qualitative content analysis, namely credibility, transferability, dependability, and confirm ability. Dependability or reliability of this research was achieved by conducting an audit trail, presenting the research design and its implementation, providing the operational detail of data gathering, reflective appraisal of the research, and Employing the Kappa reliability test (inter-rater reliability) with NVivo 11 Plus.

3. METHODS

The type of this research is exploratory in nature, with particular reference to apply qualitative content analysis research. The objective of the qualitative content analysis is to elaborate
inductively whether the content of the textbooks has met the criteria in terms of contextuality. In this research, *NVivo 11 Plus* is applied with the procedures: (1) Data Coding; (2) Data Verification and Cleaning; (3) Data Aggregation; (4) Data Query; and (5) Data Analysis (Bazeley, 2013; Betaubun et al., 2018; Fitriani et al., 2018; Kore et al., 2018; Lamalewa et al., 2018a, 2018b). This research was conducted in Yogyakarta Special Territory, Indonesia from January to November 2018.

The textbooks written based on 2013 Curriculum were selected for this research because the textbooks written based on the 2013 Curriculum were nationally designed but to be locally used all over Indonesia in the context of decentralized education system. The textbooks are *Bahasa Inggris SMA/MA/SMK/MAK Grade X* by Utami Widiati, Zuliati Rohmah, and Furaidah; *Bahasa Inggris SMA/MA/SMK/MAK Grade XI* by Mahrukh Bashir; and *Bahasa Inggris SMA/MA/SMK/MAK Grade XII* by Utami Widiati, Zuliati Rohmah, and Furaidah.

The technique of data collection used in this research is *document analysis*. The documents from which the data are obtained are limited to the 2013-Curriculum-based English textbooks used by Senior High Schools in Yogyakarta Special territory. The steps of data collection with document analysis technique includes: (1) selecting the textbooks that are germane to this research subject to be sampled, (2) defining the categories of content that are going to be measured, (3) choosing the recording unit, namely the way of dividing the content into standard units for analysis (a single word, paragraph, page, theme, etc.), and (4) coding each category in each recording unit.

As a qualitative research, the primary instrument of data collection for this study is the researcher. The second instrument of data collection for this study is direct-observation notes and tables, and the third instrument is a computer software program called *NVivo 11 Plus*. *Kappa statistic test* was applied in *NVivo 11 Plus* software program to determine the agreement level of the reliability. For this purpose, two independent coders were trained with *NVivo 11* and then their agreements and disagreement of coding were compared. The standard of *Kappa reliability test* is adapted from Fleiss, Levin & Paik (2003) as follows:

- **Poor agreement** = <0.40
- **Fair to good agreement** = 0.40 – 0.75
- **Excellent agreement** = >0.75

This research employs *document analysis* technique of analyzing data in evaluating the textbooks. By using the checklist criteria provided, the researcher uses the *queries* program in *NVivo 11 Plus*.

4. RESULTS AND DISCUSSION

The points to be analyzed related to the contextuality of the textbooks in this research are contextualized grammar, contextualized vocabulary, material suitability with students-teachers' need and for individual study, suitability of activities the class size and classroom physical features, examples of contextual language presentation, contextual language exercises, style &appropriacy, varied topics & tasks for different context, social & cultural contexts to real world, suitability of reading texts & activities, meaningful situations, appropriateness of content contextually, content which supports outside learning, and activities which help students use English. Comparatively speaking, the contextuality of the materials or activities in the textbooks varies from one textbook to another one as presented in Graph 1 below.
Graph 1. Comparison of Contextuality Coverage in Books X, XI, and XII

It is evident from the graph above that in general the materials have been contextually developed. This means that to a certain degree the contextuality of the content of the three selected textbooks has been taken into account through the development of the materials. However, some points need to be further seriously considered because there are some important aspects, if it may be called as the lack of the textbooks, of the materials that are not contextually appropriate. Generally speaking, as demonstrated in the Graph 1, Book X has more contextual materials. Its content is more contextual than Book XI and Book XII.

The contextualized vocabulary building and exercises are not equally and adequately provided in the textbooks, particularly in Book XI which has no materials related to vocabulary learning. The suitability of materials with students and teachers’ need matters because the materials provided in the textbooks do not really meet the students and teachers’ need. What is found in the textbooks is that certain chapters do not provide the materials that the teachers and students need. Even Book XI does not provide the listening skill material and some related materials or activities. The materials for individual study also lack because there are fewer materials provided for this purpose. Some chapters in the textbooks lack the materials for students’ self-study outside class contextually.

The contextual language exercises also become the lack of the textbooks because of the fewer numbers of language exercises in the textbooks, particularly in Book XI and Book XII. The activities that help students use English should have become the top priority in developing the materials in the three selected textbooks. However, the findings show that rarely are such materials found in the textbooks.

Besides the particular findings related to particular contextual materials mentioned above, it can also be inferred that a wider viewpoint the content of the textbooks seems not to meet the need of students all over Indonesia because of two reasons: First, the level of difficulty of the materials in the textbooks. Second, the lack of local context in the form of providing a particular room for the students and teachers to related the content of the textbooks to their local context.

In regard with the level of difficulty of textbooks, the findings show that the textbooks have been nationally developed to be used by different schools all over Indonesia. The problem is that the quality of schools, competence of students, and quality teachers are not the same all over Indonesia. This implies that the textbooks might be suitable for certain students or schools in certain areas in Indonesia, but not suitable for other students in other areas due to different level of conditions.

The second point is connected with the provision of room for further contextually related materials. What is found in the textbooks is that all materials are designed for all definitively. This means that there is no room for the students and teachers to adapt or adopt what is suitable
with their condition locally. The students and teachers seem to have been bound by fixed materials provided in the textbooks. Therefore, because Indonesia consists of thousands of islands with different context from an island to other islands, it is suggested that the textbooks provide special room for the students and teachers to relate the materials to their local context.

Referring to the lack of contextual materials in the textbooks, it might be better if the textbooks provide the materials that really meet the students and teachers’ need contextually. Because Indonesia is a multicultural, multi-ethnic, and pluralistic country with, surely, different conditions and situation from a region to another region, it is advisable that the government provide some types of textbooks with different level of difficulty. For instance, the textbooks designed for the students in big cities in Java or in some other big cities in Indonesia should not be used by the students in the most remote areas in Indonesia. In this case, the textbooks for students in Java might be different from the textbooks for the students in remote areas in Indonesia in terms of level of difficulty. With this policy, the students can still achieve the target of the teaching-learning with easy materials.

5. CONCLUSION

To a certain degree, the contextuality of the three selected textbooks for senior high schools in Indonesia investigated in this research does not really meet the students and teachers’ need contextually. This is because Indonesia has a unique context as a multi socio cultural, multilingual, and multiethnic country. The different condition of schools, students, and teachers from one region to another region made it difficult enough to use the textbooks which were developed based on the national standards, which sometimes do not meet the very particular local context of regions all over Indonesia. Therefore, it is suggested that the revised edition of the textbooks in the future are advised to have provided the materials which are contextually appropriate in terms: suitability with the students in big cities and the ones in specific regions with particular conditions in Indonesia, level of difficulty which needs to cover the materials for students in big cities and in remote areas in Indonesia.

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