



An analysis of the English textbook “think” to the curriculum 2013

Fina Sakinah Mawaddah¹, Farida Hamid², Syauki³

Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta

finasakinahm@gmail.com¹, faridah@uinjkt.ac.id², syauki@uinjkt.ac.id³

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Abstrak

Penelitian ini bertujuan untuk mengevaluasi relevansi materi dalam buku teks “Think” dengan kompetensi dasar bahasa Inggris kurikulum 2013. Analisis dilakukan pada aspek teks genre interpersonal, teks transaksional dan teks fungsi khusus. Instrumen dalam penelitian ini menggunakan evaluasi ceklis. Analisis buku teks menggunakan metode penelitian kualitatif dengan desain analisis isi. Prosedur pengumpulan data dimulai dari perusing, highlighting, eliciting, grouping, coding, dan tabulating. Kemudian, data dianalisis dengan mengadaptasi prosedur dari Miles, Huberman dan Saldaña, (2014) menggunakan pemilihan data, penyajian data, interpretasi data, dan kesimpulan. Data dievaluasi dengan menggunakan kategori lengkap, sedikit lengkap, sedikit tidak lengkap, dan nol. Dalam buku teks tersebut, 12 materi telah diperiksa relevansinya dengan kurikulum bahasa Inggris 2013. Hasil penelitian menunjukkan bahwa buku teks hanya memenuhi sepuluh materi dari 22 materi yang disarankan dalam kompetensi dasar 3 dan 4 kurikulum bahasa Inggris 2013. Untuk genre interpersonal teks, tidak memiliki materi terkait dari tiga materi dari satu indikator. Untuk teks bergenre transaksional, buku ini memiliki dua indikator lengkap yang sesuai dengan buku teks dan silabus kurikulum 2013, serta memiliki satu indikator sedikit lengkap dan satu indikator sedikit kurang lengkap. Untuk teks khusus, buku tersebut tidak memenuhi salah satu materi yang disarankan oleh silabus kurikulum 2013. Hasilnya ditemukan bahwa tingkat kesesuaian buku teks “Think” sedikit tidak lengkap. Sementara itu, buku teks berisi materi yang tidak disarankan oleh silabus. Ringkasnya, buku ajar “Think” lebih baik digunakan sebagai buku pelengkap di sekolah dengan kurikulum 2013. Buku tersebut memiliki berbagai macam kegiatan yang dapat mendukung proses belajar mengajar.

Kata kunci: analisis isi, kurikulum 2013, buku ajar bahasa Inggris.

Abstract

The study aimed to evaluate the relevance of materials in the textbook “Think” with basic competencies of the English curriculum 2013. The analysis has been done in interpersonal, transactional, and special function text genres. The instrument of the research was the checklist evaluation. The textbook was analyzed using a qualitative research method with a content analysis design. The data collection procedures started from perusing, highlighting, eliciting, grouping, coding, and tabulating. Then, the data was analyzed by adapting the procedures from Miles, Huberman, and Saldaña (2014) using data selecting, data display, data interpreting, and conclusion. The data was evaluated using the categories of complete, slightly complete, slightly incomplete, and null. In the textbook, 12 materials were checked for relevance to the English curriculum 2013. The result of the study showed that the textbook only meets ten materials out of 22 materials suggested in basic competence 3 and 4 of English curriculum 2013. The interpersonal genre text does not have any related material out of three materials from one indicator. For the transactional genre text, the book has two complete indicators that suit the textbook and syllabus of curriculum 2013. It has one slightly complete and one slightly incomplete indicator. For the special text, the book does not meet any of the material suggested by the syllabus of curriculum 2013. The result found that the level of conformity of the “Think” textbook is slightly incomplete because the textbook contains materials that are not suggested by the syllabus. To sum up, the textbook “Think” is better to be used as a supplementary book in school with curriculum 2013. The book has various activities inside to support the teaching and learning process.

Keywords: content analysis, curriculum 2013, English textbook

INTRODUCTION

Textbooks are crucial for English as a foreign language (EFL) teaching and learning in Indonesia. The textbook's components must be thoroughly reviewed and investigated before being utilized in the classroom, such as its compatibility with the applicable curriculum. Teachers and students use the textbooks to help them gain a thorough and critical understanding of a subject (Naji Meidani & Pishghadam, 2012). Furthermore, students can benefit from textbooks because they give a clear framework to follow, feeling structure, and progress (Lau et al., 2018).

According to the above explanation, it is fundamental for teachers to choose a decent textbook as a teaching resource. It is also vital for the teacher to do a brief evaluation before using a textbook. Furthermore, in Indonesia, the textbook is one factor that influences the effectiveness of the curriculum 2013 implementation, stated by Mulyasa in Dharma et al., (2018). The Indonesian government has emphasized the importance of textbooks in the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016, about the decent book that is used in Elementary and High schools. It stated that the primary source of teaching and learning in textbooks.

In implementing curriculum 2013, the availability of textbooks that complement the curriculum is crucial (Salirawati, 2018). The syllabus has been regularly attached to the textbook to guide the learning process. On the other hand, the book from an international publisher might be different; it does not have the syllabus attachment. Still, every textbook published and distributed in school should fulfill the criteria from the national standard.

Furthermore, one of three indicators that must be considered in terms of textbook feasibility is the conformity of the material description with the competency standards (SK) and basic competencies (KD) contained in the curriculum of the subject concerned (Muslich, 2010).

Admittedly, a crucial component of teaching a course may be selecting textbooks or reading materials (Wolfe, 2005). Schools in Indonesia are free to choose a textbook for their learning process. Some schools may select a textbook for English learning and teaching or an ELT textbook from an international publisher. Schools commonly use textbooks from international publishers and also apply the international curriculum. Nevertheless, schools with curriculum 2013 use ELT textbooks from the international publisher, written and edited by a native speaker or non-EFL people. Those schools prefer textbooks from international publishers to create a higher level of English ability for their students without concerning the materials that need to be achieved in the curriculum 2013. Namely, one of the most frequent books used in school is from Cambridge University Press entitled “Think” and the previous one entitled English in Mind or EIM. There are schools with curriculum 2013 that utilize English textbooks from Cambridge University Press for their teaching and learning process.

The ELT textbook from a foreign publisher comes with a student's book, workbook, teacher's book, and DVD-ROM for online learning. There are reading materials and various activities given by the book that can develop students learning motivation. Moreover, the textbook's language is suitable for teenagers who are using it (Rynanta & Ruslan, 2013). Other than that, the sections of the ELT textbook are organized in such a way that they entice participants to engage in enjoyable teaching and learning (Vedyanto, 2017). Students and teachers enjoy using this ELT textbook to simplify their job, creating an attractive and interactive learning process. However, textbooks from

international publishers in the curriculum 2013 context might affect the users deficiently. For instance, in the EIM textbook, it looked like the author placed a greater emphasis on lower-order cognitive processes, vocabulary, and grammar (Takasana, 2020).

Additionally, in curriculum 2013, the syllabus is a vital component to be noticed before teachers develop their plan for the teaching and learning process (Rasinus et al., 2021). Therefore, the materials that want to be delivered should be relevant to the syllabus. Meanwhile, the ELT textbook cannot be guaranteed its relevancy to curriculum 2013. Because the book was published by a foreign publisher, the curriculum they used to plan it differed from ours. After all, the writer realizes it is essential to analyze the curriculum 2013 syllabus.

Over the past three decades, textbooks have also been the specific focus of applied linguistic research due to the primary role in the language classroom, with two, more or less separate, lines of inquiry emerging (Weninger, 2018). Considering the prominent role of the textbook is teaching and learning English as a foreign language, it is crucial to evaluate the textbook in the frame of the curriculum 2013 context. The book that a foreign publisher published could have different content because the curriculum they used to plan it differed from ours. Therefore, this study aims to know and evaluate the conformity of the textbook from international publisher to the material suggested by curriculum 2013.

METHOD

The qualitative research method focuses on document analysis as the primary data. Furthermore, the qualitative research technique incorporates participant narratives and fieldnotes from observation, as well as images, videos, and documents (Phibbs et al., 2020).

Research Design

The research design of this research was content analysis. Content analysis is a research design for inferring context from text or other significant matter in a repeatable and reliable manner (Krippendorff, 2013). In content analysis, Textbooks, essays, newspapers, novels, magazine articles, recipes, music, political speeches, advertising, and pictures—indeed, the contents of almost any kind of communication—can all be analyzed (Fraenkel & Wallen, 2009).

The textbook analyzed in this research was the book named "Think." This book was published by Cambridge University Press in 2015 and was written by Dr. Herbert Puchta. The book Think has the different levels for students' needs start from A1 to C1, adjusting with the Common European Framework of Reference for Language levels. Each textbook level has a series component of teacher's book, student's book, workbook, and presentation plus DVD-ROM Level 2. This study chose the Think student's book level B1. The book is for the students in 9th-grade level.

The instrument of this research is checklist evaluation. According to Makundan, cited in (Rohmatillah & Pratama, 2017) checklist is an instrument that helps practitioners of English Language Teaching (ELT) determines language teaching tools, such as textbooks. Checklist evaluation is used to see whether the English textbook is relevant to the basic competencies or not. The writer determined the criteria that used in checklist evaluation; complete, incomplete, and null.

Data Collection and Analysis

This study's data collection process adheres to the stages of the qualitative research paradigm. The following are some additional facts regarding this study process. 1) Perusing; learning the materials both the data English syllabus of ninth-grade students and the English textbook "Think" materials. 2) Highlighting and marking the materials contained from the textbook that relate to the curriculum 2013. 3) Eliciting. To select data concerning the materials in the basic competence (BC) of the curriculum 2013 syllabus for ninth-grade junior high school as mentioned by the curriculum 2013 within each unit in the textbook. 4) Grouping or classifying. The data gained from the textbook is then categorized and arranged in detail. 5) Coding. Some codes were made to analyze the concordance of the material selected for the curriculum 2013. Four codes were applied C/SC/SI/N. 6) Tabulating. The data selected from the data resource is then put into the tables with the codes given.

The data for this study was adapted from data analysis by Miles et al., (2014). There are three components to the data analysis sequence or stages: (1) data condensation, (2) display of data, and (3) drawing of conclusions. However, in this research, there are four steps included in analyzing the data: (1) data selecting, (2) data display, (3) data interpreting, (4) drawing of conclusion.

- a. Data selecting. The data selection starts from collecting the data. As a first step, The researcher begins by comprehending the textbook's content and then selecting data related to the materials in basic competence (BC) of curriculum 2013 syllabus for a ninth-grade of the junior high school suggested by curriculum 2013 of each unit in the textbook. Once the data was collected, the researcher began the next step.
- b. Data display. The second step in data analysis was to display the data that has been collected from the data condensation step. The materials covered in the textbook based on the curriculum 2013 and curriculum 2013 syllabus were displayed in a table and then using the checklist evaluation to determine whether the textbook is compatible with the materials suggested in the curriculum 2013. Furthermore, in narrating format, the writer described the result from the table overall. In displaying the data, the researcher used abbreviations like:
C/SC/SI/N, U, /P.....
Notes:
C/SC/SI/N: Complete/Slightly Complete/Slightly Incomplete/Null
U: Unit
P: Page summing up the compatibility of the textbook materials and describing the narration result.
- c. Data interpreting. This process includes interpreting the data that has been categorized and displayed that covers materials in the textbook "Think" and the text genre of basic competencies of curriculum 2013. This process also includes taking the results of data analysis, drawing conclusions from the correlations observed, and applying those inferences to get a conclusion.
- d. Drawing conclusion. After describing the data, the researcher did the last step: taking the conclusion. The researcher concluded simply the process of data analysis based on the data provided. Here, the writer emphasized the main point of the research. The reader also can see whether the result of the data analysis fulfilled the objective of the research or not.

RESULTS AND DISCUSSION

Results

The findings of this study will be given in this subsection based on the emphasis and research questions posed in the previous discussion. Therefore, the result can be presented as follow.

Interpersonal

Table 1. The Result of the Conformity of the Material with the Interpersonal Genre

Interpersonal					
Basic competences	Materials in textbook	C	SC	SI	N
Wishing and response	No found				√
Hoping and Response	No found				√
Congratulating and Response	No found				√

*Note: C = complete/ the material in the textbook suits the material suggested by the syllabus. S = slightly complete/ the material in the textbook cover half or more than the material suggested. SI= slightly incomplete/ the material in the textbook cover only less than half of the material suggested or the material in the textbook related to the material suggested by the syllabus. N= null/ the material in a textbook does not cover the material suggested by the syllabus.

The first genre suggested by the syllabus of curriculum 2013 is interpersonal. The basic competencies that contain the interpersonal genre are BC 3.1 and BC 4.1, with the indicator wishing and response, hoping and response, and congratulating and response.

There is one material about “wishes” in the textbook. Even though the material is "wish," the discussion from both syllabus and textbook is different. The curriculum syllabus of curriculum 2013 suggests the material of "wish" that wishes people for their best and the response while the textbook serves the material of "wish" that comes from second conditional, for instance: *I wish I could go back when I was a kid*. So, the writer put the checklist in the null section.

Another material in BC 3.1 and BC 4.1 is hoping, response, congratulating, and response. The material mentioned cannot be found in the textbook. None of the text, exercise, or dialogue indicates the material of hoping and response, and congratulating and response. The textbook does not provide three materials of the interpersonal genre. So, it is categorized as null.

Transactional

Table 2. The Result of the Conformity of the Material with the Transactional Genre

Transactional					
Basic competence	Materials in textbook	C	SC	SI	N
Asking for purpose and agreement (in order to, so that, (dis) agreement)	(dis) agreement was found in Unit 3 p.31				√

Present continuous, past continuous, will + continuous	Present continuous was found, past continuous was found, will+continuous not found.	√
Present perfect tense	Found in unit 1 p. 12, the second is in unit 2 p.20, the third is on unit 5 p.53	√
Passive voice	Found in unit 9 p.84	√

*Note: C = complete/ the material in the textbook suits well with the material suggested by the syllabus. S = slightly complete/ the material in the textbook cover half or more than the material suggested. SI= slightly incomplete/ the material in the textbook cover only less than half of the material suggested or the material in the textbook related to the material suggested by the syllabus. N= null/ the material in a textbook does not cover the material suggested by the syllabus.

The second genre in the curriculum 2013 syllabus is transactional. The transactional genre has four indicators; the first is about asking for purpose and agreement (to, so that, (dis) agreement), the second is about present continuous, past continuous, will continuous, the third is about present perfect tense, and the fourth is about passive voice.

Asking for purpose and agreement used to, so that, (dis)agreement is the first indicator of the transactional genre. It is on BC 3.2 and BC 4.2. The material is challenging to find in the textbook. After searching it in the textbook, the writer could only find text in unit 3, page 31, in which the exercise from the text is asking students' opinion of some statements given. They asked if they agreed or not with the statements given. The rest components to and so cannot be found in the textbook. Indeed, the writer put the checklist on the slightly incomplete section because the textbook cannot fulfill the whole materials suggested.

Present continuous, past continuous, will continuous is the second indicator of the transactional genre. It is on BC 3.5 and BC 4.5. The three materials are explained separately in this textbook. The present continuous was found in unit 7, page 68, and unit 8, page 89. In unit 7, the present continuous is explained along with the present simple, be going to and will/will not express the future forms. Unit 7 provides grammar, listening, reading, and speaking exercises with a present continuous form. The second material suggested in this indicator is past continuous. The material of past continuous was found in unit 8, page 76. The book gives the explanation of past continuous along with past simple. It has the title “Past Simple vs. Past Continuous” to compare the two rules and differentiate them. For the past continuous, this book has had grammar and listening exercises. The third material from this indicator is will+continuous. So far, the writer cannot find the material of will+continuous in the book “Think.” However, the book provides the will and will not/will not in expressing prediction in unit 6, page 58. The writer put this indicator as slightly complete.

The present perfect tense is the third indicator of the transactional genre. It is on BC 3.6 and BC 4.6. The present perfect is explained several times in this book. The first is on unit one, page 14, and the second is on unit 2, page 22. In unit 1, page 14, the book explains present perfect specifically using just, already, and yet. Unit one gives the students the present perfect tense grammar, listening, reading, speaking, and writing exercise. In unit one, there is also the explanation of the differences between past simple and present perfect page 17.

Moreover, in unit 2, the explanation of present perfect tense with for and since. The book gives grammar exercises for students to practice the present perfect tense with for and

since. In this unit, the text contains the present perfect tense in general (not specifically withfor and since). Furthermore, one section in unit 5 describes the differences between presentperfect simple and present perfect continuous with the exercises. Thus, because the book explains the perfect tense in detail, the writer put this indicator in an incomplete section.

The fourth indicator of the transactional genre is passive voice. The material of passive voice is one of the materials suggested by the syllabus. It is on BC 3.8 and BC 4.8. This material can be found in the textbook in unit 9. The textbook gives an explanation in detail about passive voice. It explains passive voice in present simple and past simple form, and present continuous and present perfect form both positive and negative. In addition, the book provides text that contains passive voice for students to analyze. There are also exercises about passive voice in this unit, such as grammar exercises, reading, and speaking.

Thus, the textbook covers two materials for the transactional genre; present perfect tense and passive voice. The other is one material that is found to be slightly complete and one indicator as slightly incomplete in this book; Asking for purpose and agreement and Present continuous, past continuous, will + continuous.

Special Function Text
Table 3. The Result of Checklist Evaluation of Special Function Genre

Special Function Text		C	SC	SI	N
Basic competence	Materials in textbook				
The information of label of medicine/foods/drinks	Found in unit 10 p.95 information about the medicine.			√	
Asking information about foods/drinks recipes or manual	No found				√
Narrative text; fairy tales	No found				√
Information text about other subjects in ninth grade	Found in unit 2 p.26			√	
Advertisement about product and service	Found in unit 8 p.82		√		
Song lyrics	No found				√

*Note: C = complete/ the material in the textbook suits the material suggested by the syllabus. S = slightly complete/ the material in the textbook cover half or more than the material suggested. SI= slightly incomplete/ the material in the textbook cover only less than half of the material suggested or the material in the textbook related to the material suggested by the syllabus. N= null/ the material in a textbook does not cover the material suggested by the syllabus

The third curriculum 2013 English syllabus for a ninth-grade is special function text. It has six indicators; the first is a text about the label of medicine or foods or drinks, the second is about asking and giving information about foods or drinks recipe and manual, the third is about fairy tales, the fourth is about asking and giving information about other subjects in ninth grade, and the fifth is about the advertisement of product and service, and the last is song lyrics. It can be concluded that the textbook does not meet any of the specialfunction text from the syllabus. One indicator is slightly complete, two indicators that are categorized as slightly incomplete, and another three that cannot be found in the textbook or categorized as null.

Asking and giving information about the label of medicines, foods, and drinks is the first indicator. This material appeared in BC 3.3 and 4.3. However, the textbook does not give the specific medicine/food/drinks label. On the welcoming page, there is a dialogue that talks about asking for food and ordering food and drinks. Additionally, in unit 10, a text gives information about medicine, but none explicitly shows the medicine's label. So, the writer put this indicator in a slightly incomplete section.

If the first indicator is about the food or drinks label, then the second is about asking and giving information about food/drinks recipes and manuals. It is on BC 3.4 and BC 4.4. Despite the text and dialogue mentioned above, the writer cannot find another text or exercise related to this indicator in the textbook. So, the writer put this indicator in the null section.

BC 3.7 and 4.7 about the narrative text, specifically fairy tales, is the third indicator suggested. "Think" textbook provides several texts in every chapter to accommodate students in training their reading skills. However, the writer did not find any fairy tale text. So, the writer put this indicator in the null section.

The next indicator is asking and giving information about other ninth-grade subjects. The indicator is on BC 3.9 and BC 4.9.1 and 4.9.2. There is one text in unit 2, page 26, that discusses the daily routine of the freshmen, including their schedule of study. The writer inferred that it might be related to the indicator but not complete. Thus, the writer put this indicator in a slightly incomplete section.

The fifth indicator is BC 3.10 and BC 4.10 about product and service advertisement. After scanning some time, the writer could only find one advertisement in the textbook. It is on unit 8, page 82, about the course advertisement. In the reading exercise, the students need to read the text given and circle the correct letter A, B, or C. There is no other advertisement in the textbook. So, the writer put this indicator in a slightly complete section.

The last indicator of special function text is song lyrics. It is on BC 3.11 and BC 4.11. In unit 7, the theme is music. Several texts talk about music and musicians. Meanwhile, the textbook does not give any song lyrics in it. So, the writer put this indicator in the null section.

The writer summarizes that the book does not cover all the suggested material for special function text. The indicator about service and product advertisement is categorized as slightly complete. There are two slightly incomplete materials; the information of medicine/foods/drinks label and information text about other subjects in ninth grade. Besides, four materials in the book do not ask about foods/drinks recipes or manuals, narrative text, and song lyrics.

Based on the data, it can be concluded that the English textbook "Think" has only some indicators from the curriculum 2013 syllabus in it. The interpersonal genre text does not have any related material out of three materials from one indicator. It is categorized as null. Next, for the transactional genre text, the book has two complete indicators that suit the textbook and syllabus of curriculum 2013 and has one slightly complete and one slightly incomplete indicator. For the special text, the book does not meet any of the material suggested by the syllabus of curriculum 2013. The book has one indicator categorized as slightly complete, two categorized as slightly incomplete, and three null indicators or the materials that do not suit the syllabus. So, overall, from the text genre analysis, the book has only two complete indicators, two slightly complete indicators, three slightly incomplete indicators, and four indicators that do not appear in the textbook.

Discussion

The textbook "Think" is one of the books published by foreign publishers. The textbook is visually attractive with the colorful cover and the pictures inside, which could be one of its' advantage over other learning resources (Richards, 2001). Furthermore, the materials and the activity constructed inside could help the teacher in the teaching and learning process; one of the roles of the textbook is that it has organized the material in a standardized format that is ready to use (Solhi et al., 2020). Each chapter from the book has grammar explanation and exercise, reading texts, speaking activity, and listening activity. On the other hand, the "Think" textbook is seemingly not relevant to the curriculum in Indonesia. It can be seen from the result that the textbook has less than half the materials suggested by the curriculum. Therefore, there is a distinction from other Cambridge University Press textbooks, such as English in Mind. According to studies, the English in Mind or EIM textbook is compatible with the 2013 curriculum on a philosophical basis (Megawati & Zuchdy, 2020) and promotes critical thinking to students (Nainggolan & Wirza, 2021). However, the result of the "Think" textbook analysis based on the communicative competence or text genre from the English syllabus of curriculum 2013 will be discussed in this section.

The interpersonal genre is one of three text genres recommended by the English syllabus. However, the keyword for this interpersonal genre is "response," students must know not only to give an expression but also how to answer it correctly. Besides, the "Think" textbook focuses more on the discussion between students, such as giving opinions and arguments on a topic. The transactional genre appears in four basic competencies of the English syllabus. This text genre emphasizes the transactional interaction between students by giving and asking for information on the topic.

Nevertheless, the textbook "Think" focuses more on the grammar part for these competencies, as three of the materials were found in the grammar section. However, Asking for purpose and agreement (in order to, so that, (dis) agreement) was found in an exercise in which students are asked to give their opinion of a topic whether they agree or disagree. The special function text appears in six basic competencies. The special function text is the text genre that focuses on the text that the students will analyze (Mohandas, 2014). However, the "Think" textbook does not contain any of the material mentioned for these competencies. Besides, the book has two to four reading texts in each chapter, but the text is not about the subject of this special function text. The reading text appears mainly about the general information, such as a person's personal story, tips, report text, etc.

Based on the previous paragraph, the textbook does not contain the complete material suggested by the curriculum. Although Cunningsworth, (1995) mentioned that textbooks should be compatible with the objective and priority of the program for language learning, the book did not have it. Also, the main component in the English syllabus of curriculum 2013 is the communicative competence with three discourse; interpersonal, transactional, and special function, so it is essential to construct the relevant English text, stated Syahmadi in Dharma et al., (2018). Same as the result of this research, another study shows that the textbook from the same publisher they analyzed was not relevant to the curriculum. For example, Rynanta & Ruslan, (2013) analyzed the 'English in Mind' textbook and found that the textbook did not have all the materials suggested by the curriculum. Even though, out of the aspects that have been analyzed, the result showed that the book was categorized as a good textbook. Additionally, the result from Takasana, (2020) found out that the textbook they analyzed was dominated by lower thinking question in the domain of remembering, which is

contradictory with curriculum 2013 that balance the activity of remembering, understanding, applying, analyzing, evaluating, and creating (Madjid & Rochman, 2015). In contrast, there is the research from Dharma et al., (2018) found that the book they analyzed completed the communicative competencies of curriculum 2013.

However, it can be concluded that the "Think" book from Cambridge University Press does not meet the material suggested by the syllabus. On the other hand, the previous study that analyzed the English book from Cambridge University Press entitled "English in Mind" for seventh grade found that the book's content almost meets all the material suggested by the curriculum (Vedyanto, 2017). Therefore, the "Think" textbook is more suitable to be used as a supplementary book in the curriculum 2013 context. The result contradicted (Salirawati, 2018; Megawati & Zuchdy, 2020), who stated that the book must be relevant to the applied curriculum.

CONCLUSION

Based on the data displayed, it is found that the content in the English textbook "Think" have only ten materials from 22 indicators suggested by the curriculum for cognitive and psychomotor aspect. Besides, there are categories for the contents: complete, slightly complete, slightly incomplete, and null. Therefore, based on these points, the textbook "Think" level of conformity to the 2013 curriculum is incomplete.

To sum up, the textbook suits only less than half materials suggested in the basic competence of curriculum 2013. Therefore, it is not suggested that the school with curriculum 2013 context use the textbook “Think” from Cambridge University Press as the primary book for the teaching and learning process. Otherwise, the textbook can still be used as a supplementary book to support the learning and teaching process with interactive activities, various reading texts, and attractive appearances.

Therefore, to avoid the mismatch between materials taught in the classroom and the materials suggested by the curriculum, it is hoped that the teachers are expected to check the relevance of the textbook to the basic competence. The teacher is also expected to search the material other than the textbook to fulfill the ninth grade's basic competence from curriculum 2013. “Think” textbook is better not to be used in the classroom that applies the curriculum 2013 as the primary textbook because it only covers less than half of the materials suggested. Furthermore, other researchers may utilize the current work to start their research. Other strategies and instruments in research are expected to be discovered by researchers to develop research outcomes. Researchers should also conduct more research on the textbook analysis which receives little attention in the discipline.

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