

The Philosophical Foundation of English Textbook “Buku Bahasa Inggris” for Vocational High School Student Grade XII 2018 Revision

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Abstract

English Textbook is the one important thing for teaching English in the school. Thus, the teacher should know that English textbook function and the philosophical foundation. This study aimed to find out the philosophical foundation of Buku Bahasa Inggris for Senior High Schools Grade XII 2018 revision. This study used content analysis inferential. The object of the study was English textbook “Buku Bahasa Inggris” for Vocational High School grade XII 2018 revision. The step of the study began to read the English textbook, making note, coding the data, collecting the data, categorize and classify and analysis. Sample of this textbook were 4 chapters of 11 chapters that were chapter 1,2,3 and 5. Inferential data of this study that found by using construct analysis. The result of construct analysis show some conclusion. Based on analysis content inferential, the researcher found six of philosophical foundation of English textbook of Buku Bahasa Inggris for Vocational High School Grade XII 2018 revision. They were Progressivism, Social Reconstruction, Humanism, Existentialism, Perennialism, and Essentialism. Thus, Progressivism, Social Reconstruction and Humanism were the most appearing on the English textbook “Buku Bahasa Inggris”. The researcher conclude that the English textbook applied student centered learning and problem solving where we can find from the English textbook.

Keywords: *Philosophical Foundation, English Textbook*

Introduction

English Textbook is the important things for teaching English in the school of Indonesia. As we know as, Indonesia has educational system that the textbook were considered as the main aspects of the curriculum. The ministry of education have already provided the curriculum, syllabus, textbook and method for teaching in certain subject. Materials include anything, which can be used to facilitate the learning of language. They can be linguistic, visual, auditory on kinesthetic, and they are presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet. They can be instructional, experiential, elicitive or exploratory, in that they can inform learners about the language, they can provide experience of the language in use, they can stimulate language use or they can elp learners to make discoveries about the language for themselves (Tomlinson, 2003:2).

The formulation of 2013 is based on the objectives of national education outlined in UU No. 20/2003 about education national system, particularly in article 3 Chapter II

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about the basis, function, and the objective of national education which states that “Education functions as developing individuals’ dignified skills, characters, and civilization in order to make intellectual generations and to develop learners’ potentials to be healthy, intellectual, skillful, creative, independent, democratic, and responsible individuals who believe in God and who possess noble characters.” It implies that education, its process, and its outcome is meant to develop learners to be fully functional persons who have skills and good characters and who are knowledgeable, aware of their potentials, and are able to implement their potentials and skills for the society’s and their own benefit. The research problem of this paper, What were the philosophical foundations of Buku Bahasa Inggris for Senior High Schools Grade XII 2018 revision?.

A research journal written by Massoud Rahimpour and Raheleh Hashemi (2011) entitled “Textbook Selection and Evaluation in EFL Context”. The purpose of this study is to evaluate the three English language textbooks currently used at high schools in Iran from the high school English teachers’ point of view. According to the researcher, decisions related to textbook selection and evaluation are great importance. Because, there is limited research conducted to evaluate the textbooks that are already in use or those that are intended for use in future.

This paper aimed to find out the philosophical foundations of Buku Bahasa Inggris for Senior High Schools Grade XII 2018 revision. The main research of this paper was the philosophical foundation that used in developing the English textbook especially in “Buku Bahasa Inggris” grade XII 2018 revision.

Table 1. The six concept of 21st century skills (Scott, 2014.)

Skills	Explanation
Character	Character refers to qualities of the individual essential for being personally effective in a complex world including: grit, tenacity, perseverance, resilience, reliability, and honesty.
Citizenship	Thinking like global citizens, considering global issues based on a deep understanding of diverse values with genuine interest in engaging with others to solve complex problems that impact human and environmental sustainability.
Collaboration	Collaboration refers to the capacity to work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics, making substantive decisions together, and learning from and contributing to the learning of others.
Communication	Communication entails mastery of three fluencies: digital, writing, and speaking tailored for a range of audiences.
Creativity	Having an ‘entrepreneurial eye’ for economic and social opportunities, asking the right questions to generate novel ideas, and demonstrating leadership to pursue those ideas into practice.
Critical Thinking	Critically evaluating information and arguments, seeing patterns and connections, construction meaningful knowledge and applying it in the real world.

Aspects in material analysis based on Littlejohn’s concepts is Aspects Publication: (1) Place of the coursebook in the set, (2) Published form of the coursebook, (3) Subdivision of the coursebook, (4) Subdivision of sections into sub sections, (5) Continuity, (6) Route, and (7) Access. Aspects Design yaitu (1) Aims and objectives - to develop learner’s language skills in the context of finance and accounting, (2) Principles of selection, (3) Principles of sequencing, (4) Subject matter and focus of subject matter, (5) Types of teaching/learning activities, (6) Participation: who does what with whom, (7) Classroom roles of teachers and learners, (8) Learner roles in learning, and (9) Role of the materials as a whole

Method

This study was content analysis inferential or classical content analysis. A research design is a simultaneous strategy, which considers the relation between decision-making of sample, analysis, data analysis, and inferential making (Zuchdi & Afifah: 2019, 19-20).

Anderson (2007) defined a descriptive presentation of qualitative data as content analysis. Content analysis is also a method used in analysing qualitative data. Content analysis is applicable to various studies including language studies, which concern with analysing content of certain matter through classification, tabulation, and evaluation. Based on the above-mentioned theory it can be concluded that the research design of analysis on the English textbook entitled “Buka Bahasa Inggris” grade XII that publish by ministry of education in 2018. Some steps of to collect and analyses the data in this study, such as; (1) Data making, (2) Data reduction (Inferencing and Analysis), (3) Data Procurement; determine the units to be analyzed based on physical units (division of material in books) and referential units (sentences used in textbooks), (4) Determination of the sample with a purposive sample; the sample used in this study was 4 chapters from 11 chapters in the English Textbook, (5) Recording; record the data or record the data and categorize the data, (6) Data reduction; eliminating the data that was not relevant to research, (7) Inference; make inferences by using linguistic views and communication, dan (8) Data analysis; interpret the data and conclude.\

Subject of The Study

The subject of this study was English Textbook entitled “Bahasa Inggris” for Grade XII Senior High School. This book was developed based on 2013 Curriculum which was launched in 2013 (2018 revision) and published by Ministry of Education and Culture of Indonesia. Twelfth graders of SMK N 1 Tinondo, Kendasi, and Southeast Sulawesi use this textbook. This book also has used in other Vocational High School and Senior High School that located in Kendari, Southeast Sulawesi and used 2013 curriculum in the teaching learning process. The researcher choose one English Textbook as the data for analysis through purposive sampling technique. The sub chapters were selected based on skills focus in the English textbook. The researcher took chapter 1, chapter 2, chapter 3, and chapter 4 because all of the chapters were different skills focus.

Hasil dan Pembahasan

Based on the data analysis, this study found some conclusion based on the data inferential of the English textbook: Buku Bahasa Inggris”. The researcher stated nine concussion that they were:

1. Material was presented in a structured way from introductory material, introduction to the material, core material / activities, and closing. The material was divided into eleven chapter consist of chapter 1: May I Help You including with sub chapter was Warmer, Vocabulary Builder, Pronunciation Practice, Dialog: Offering Help/Services, Vocabulary Exercise, Grammar Review, Speaking, Chapter 2: why Don't You Visit Seattle? Including was with sub chapter were Warmer:pairwork, Vocabulary Builder, Pronunciation Practice, Reading Comprehension, Grammar Review, Writing, Speaking Practice, Reflection,

Chapter 3: Creating Caption including with sub chapter was Warmer: Video Watching, Reading Captions, Writing and Describing Captions, and Reflection, Chapter 4: Do You Know How to Apply for a Job? including with subchapter was Warmer: Boardgame (Mindmap), Vocabulary Building, Pronunciation Practice, Reading Comprehension, Vocabulary Exercise, Grammar Review, Text Structure, Writing, and Reflection, Chapter 5: Who was Involved? Including with sub chapter were Warmer, Vocabulary Builder, Listening, Reading, Vocabulary Exercise, Grammar Review, Text structure, Writing (Enrichment), Communicating, and Reflection, Chapter 6: Online School Registration including with sub chapter was Warmer: Pairwork, Vocabulary Builder, Pronunciation Practice, Reading, Comprehension, Text structure, Grammar Review, Writing, Speaking, and Reflection. Chapter 7: It's Garbage In, Art works Out including with sub chapter was Warmer: Pairwork, Vocabulary Builder, Pronunciation Practice, Listening Comprehension, Reading, Comprehension, Text Structure, Vocabulary Exercises, Grammar Review, Writing/Speaking, and Reflection, Chapter 8: How to Make including with sub chapter was Warmer: Board race, Listening, Vocabulary Builder, Pronunciation Practice, Text Structure, Speaking, and Reflection, Chapter 9: Do It Carefully! Including with sub chapter was Warmer, Reading, Vocabulary Builder, Pronunciation Practice, Grammar Review, Text Structure, Speaking, Writing, Vocabulary Exercise, and Reflection, Chapter 10: How to Use Photoshop? Including with sub chapter was Warmer: Wall Race, Vocabulary Builder, Pronunciation Practice, Listening, Reading Comprehension, Text Structure, Speaking, and Reflection, Chapter 11: Let's Make a Better world for All including with sub chapter was Warmer: Pairwork Listening, Vocabulary Builder, Pronunciation, Vocabulary exercises, Writing, Speaking and Reflection.

2. The material presented reflects the process of learning in class which starts from activities / activities that involve one skill to involve several skills that are elaborated.
3. The material presented was related to daily life which of course there are character values and skills in the 21st century such as critical thinking and problemsolving skills, communication and collaboration, as well as creative and innovative.
4. Students were guided to be able to work independently and in groups that will practice communication and collaboration skills.
5. Students were guided to be able to analyze a situation in the text both oral and written available and discuss with the group. The activity will train critical thinking skills and problem solving as well as communication and collaboration.
6. Students were given free to determine the topics that are available to be discussed in groups.
7. Students in groups were given free to determine the form of tasks such as making dialogues, role-play, posters, presentations, and other tasks. This activity will train the appearance of critical thinking and problem solving, communication and collaboration, as well as creative and innovative.
8. Students were independently guided to be able to find ideas or ideas about life values presented in the form of written text
9. Learners were independently guided to have ideas or ideas about life values related to the topic presented

The Philosophical Foundation of English Textbook “Buku Bahasa Inggris” for Grade XII 2018 Revision

Based on the conclusion above, this study was found that English textbook “Buku Bahasa Inggris” was arranged based on a number of philosophical foundations, which included social reconstruction, essentialism, existentialism, perennialism, and humanisme. These streams can be identified through the features implied in each material presented in the book.

Progressivism

The researcher found around 29 ctivities related to social progressivism. They appear 3 example activities in chapter 1, 7 example activities in chapter 2, 5 example activities in chapter 3, and 12 example activates in chapter 5. The philosophy of progressivism emphasizes problem solving (Ahmad Ma'ruf in Fadilah, 2017) as well as promoting integration with problematics in society with models while doing and problemsolving methods (Kilpatrick in Jalaludin and Idi, 2012) so education provides opportunities for participants students to learn independently and learn through experience (Jalaludin and Idi, 2012). In the textbook 'English' has been clearly based on the philosophy of progressivism which can be seen in previous examples such as the presentation of material in the form of situations commonly found in daily life and the task of students is to find solutions to those situations.

From the picture above, you can create different kinds of caption. You can write **“Poor boy!”** to show your sympathy to the boy. You can also write down, **“Show me your driving license.”** to create a satire commenting on the police officer. You might want to write, **“Oh, my goodness!”** to echo the boy's mind why the police should stop him while he is only riding his bicycle or the police is thinking why the boy wears a safety helmet for a motor rider. Many other expressions are possible. You can also put the words in different positions to create the best layout.



Task 2: Work in groups.
Now, sit in groups of four. Bring a picture from home and make four copies. Distribute them to your friends and ask them to write a caption on each picture.

Picture 1 Progressivism activities (Chapter 3, Page.40)

Social Reconstruction

The researcher found around 23 activities related to social reconstruction. They appear two example activities in chapter 1, 7 example activities in chapter 2, 8 example activities in chapter 3, and 3 example activities in chapter 5. The philosophy of social reconstruction concept that education is a joint activity, interaction, and collaboration between students and teachers, between students and students, and the environment, and other learning resources with the aimed of being able to solve personal and social problems in order to create a new society. which was more stable (Warnandi, nd). In the textbook 'English' is clearly arranged based on the philosophy of social reconstruction. This can be seen in activities that prioritize group work and present topics about daily life that need to be analyzed, understood and provided solutions. The following figure is one of the activities that represent the philosophy of social reconstruction. In the English text book,

F. WRITING

Task 1: Work in groups.
● Work in groups of 3-5 students. Find other text that uses
● "if clause" in it. Then, identify the "if clauses" in your text
● together with your group. Find the patterns as well. Write the
● result in the following spaces.

If Clause	Patterns

Picture 2. Social reconstruction activity (chapter 2, page.27)

Humanism


The researcher found around 22 activities related to social reconstruction. They appear 1 example activities in chapter 1, 7 example activities in chapter 2, 2 example activities in chapter 3, and 14 example activities in chapter 5. Philosophy of humanism views education which emphasizes students as the main actors who interpret their own learning experiences and develop positive self potential and the process that takes place is learning not teaching (Riyanton, 2015). It is clear in the textbook 'English' that students have a central role in this book starting from the freedom to express ideas and the choice of learning activities in the classroom and outside the classroom. With these choices, students can freely choose activities that suit their potential positively. This book puts students as human beings who have the potential to choose and take responsibility for their choices. Following is a picture of one of the activities that gives students the freedom to develop their own potential.

H. REFLECTION

At the end of this chapter, ask yourself the following questions to know your learning progress.

1. Do you know how to offer a help/a service?
2. Do you know how to respond to an offer/a service?
3. Do you know how to accept an offer/a service?
4. Do you know how to refuse an offer/a service?

If you answer "no" to any of the questions above, please discuss it with your friends or consult it to your teacher.



Source: freepik.com

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Picture 3. Humanism activity (Chapter 1, Page.14)

Perennialism

The researcher found around 4 activities related to Humanism. They appear 3 example activities in chapter 1, and 1 example activities in chapter 2. In the view of the philosophy of perennialism, education is a means to improve humans within the framework of universal truth values that are not bound by time and space by helping students to find and establish these universal values in their lives (Kneill in Siregar, 2016). The values of universal truth referred to are the values that hold every individual throughout the world. This channel of perennialism views the situation in this world as full of chaos, uncertainty, especially in moral, intellectual and sociocultural life (Siregar, 2016) so that it is necessary to restore universal truth values through education. In the 'English' textbooks, these values are presented in written text. Through reading activities, students can find these values. In addition, students are required to be able to behave towards the values conveyed. The following picture is one of the activities that require students to be able to behave towards a universal value.

Dialog 3



Dhea

Have you heard that the due date for the final project is extended?

Yes. It will be due next month.

Would you need my help?

Okay. Just let me know if you need my help.

Riza

No, is it true?

That's wonderful! I haven't even started yet.

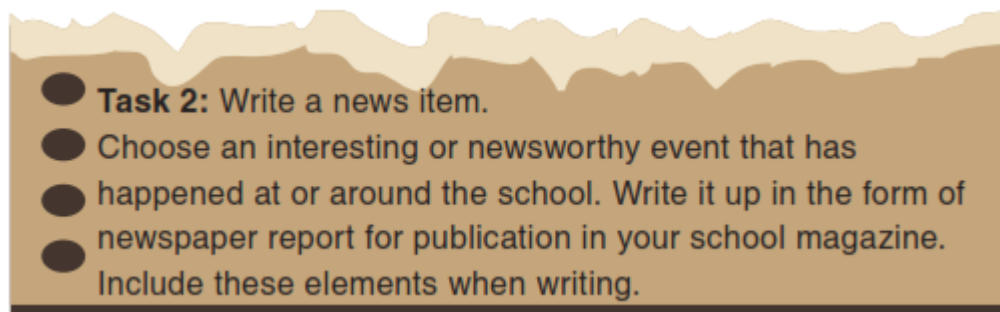
No, thanks. I'll do it as soon as possible. I know that you're as busy as I am.

Source: freepik.com

Picture 4. Perennialism example activity (Chapter 1, Page.5)

Existentialism

The researcher found around 9 activities related to existentialism. They appeared 1 example activities in chapter 1, 2 example activities in chapter 2, and 6 example in chapter 5. In the philosophy of existentialism, education should be emphasized on personal reflection on one's own commitments and choices so that education can build a whole human being through reasoning and taste (Alwasilah, 2014). In the book, existentialism philosophy looks at the types of activities that give students freedom to choose topics to be discussed. The discussion involves critical thinking skills as well as communication skills. Students are required to be able to express ideas based on the experience they have gained so far. The discussion process will provide space for students to express ideas and listen to the ideas of others. These activities provide space for students to develop themselves, especially in reasoning and taste. The following picture is one example of activities that give students freedom to learn while developing critical thinking skills and problem solving as well as communication and collaboration.



Picture 5. Existentialism Activity (Chapter 5, Page.75)

Essentialism

The researcher found around 4 activities related to essentialism. They appeared 2 example activities in chapter 1, and 1 example activities in chapter 2. The philosophy of essentialism views education as a vehicle for teaching traditional moral values and knowledge as a guide for life in the present and the future (Alwasilah, 2014 & Komalasari, 2019). Furthermore, in view of the philosophy of essentialism, schools must provide space for students to be able to develop communication skills clearly and logically (Komalasari, 2019). When looking at textbooks 'English, the material presented in the form of oral and written text that contains moral values in everyday life. Students are not only required to read the text but also must be able to analyse and respond to moral values in it. With these activities, the cultivation of moral values will be deep in the minds of students. In addition, students are required to be able to express or show attitudes towards these values to other students or teachers. The following figure is an example of an activity that contains traditional moral values that are implicitly inserted.

4. See exciting and experimental works at Chihuly Garden and Glass. A visit to this site is an opportunity to take full advantage of the location at the Seattle Center, a premier destination for arts, entertainment and leisure activities. If you visit this city, you should explore the Space Needle and Pacific Science Center. Experience Music Project and a variety of cultural activities offered throughout the year.



Source: Kemendikbud

Picture 6. Essentialism Activity (Chapter, page.19)

Conclusion

Based on analysis content inferential above, the researcher found six of philosophical foundation of English textbook of Buku Bahasa Inggris for Vocational High School Grade XII 2018 revision. They were: Progressivism appeared 3 example activities in chapter 1, 7 example activities in chapter 2, 5 example activities in chapter 3, and 12 example activates in chapter 5, Social Reconstruction appeared two example activities in chapter 1, 7 example activities in chapter 2, 8 example activities in chapter 3, and 3 example activates in chapter 5, Humanism appeared 1 example activities in chapter 1, 7 example activities in chapter 2, 2 example activities in chapter 3, and 14 example activates in chapter 5, Perennialism appear 3 example activities in chapter 1, and 1 example activities in chapter 2, Existentialism appeared 1 example activities in chapter 1, 2 example activities in chapter 2, and 6 example in chapter 5, and Essentialism appeared 2 example activities in chapter 1, and 1 example activities in chapter 2.

Thus, Progressivism, Social Reconstruction and Humanism were the most appearing on the English textbook “Buku Bahasa Inggris”. Furthermore, the English textbook applied student centered learning and problem solving where we can find from the English textbook

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