

Strength and Weakness of Oxford English Textbook “Aim High 5” by Susan Iannuzzi and Paul Kelly Based on the 2013 Curriculum

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Abstract

This descriptive qualitative research aimed to know the strength and weakness of Oxford English Textbook “Aim High 5” By Susan Iannuzzi and Paul Kelly Based on the 2013 Curriculum. The data sources are the 2013 Curriculum, syllabus, scientific approach, Aim High 5. The resources are analyzed, examined, and explored. The results show that the scientific approach method, one of the teaching methods in the 2013 Curriculum, is found in every unit of the reading text. Moreover, the reading texts are presented in systematic way, it can be seen from all the sections in reading texts. There are 4 subtopic steps or activities in reading sections: 1). Before reading, 2). Read, 3). Understanding ideas, and 4). Vocabulary. It seems that the authors prepare the textbook well, which can be seen from the connectivity of the material, extended exercise, interesting story in every reading text. On the contrary, the weakness of “Aim High 5” Based on the 2013 Curriculum including the steps of reading sections, which are a bit monotone. It can be seen that all units, from unit 1 to 10 has the same steps such as before reading, read, understanding ideas, vocabulary. Moreover, many of vocabularies are unfamiliar, that rarely heard by some of the students especially the students who live in countryside or village, and the students who do not have access to internet and library. Likewise, structure or sentences are sometime little bit difficult to understand by them. It is because the English is the foreigner language in Indonesia, so the knowledge of the English is limited according to some area in Indonesia.

Keywords: *strength and weakness, Oxford English Textbook, 2013 Curriculum*

Introduction

Curriculum is like a soul in education, it determines everything which connected to the education, such as; the goals, what material to be taught, limitation of the material, activities should be done, experiences in learning process, and the processes of teaching and learning. As (Fraser & Bosanquet, 2006) highlighted the term ‘curriculum, as various as: a. The structure and content of a unit (subject), b. The structure and content of a programme of study, c. The students’ experience of learning, d. A dynamic and interactive process of teaching and learning

Curriculum can also be like a culture, as (Bravmann et al., 2000) expound notion of curriculum-culture link. Using a cultural lens, we can begin to regard curriculum not just as an object (content), but as a series of interwoven dynamics. the conceptualization of curriculum is like a culture which students or learners can learn about the environment in which education is held, attitude, spiritual, values, interaction, language, and most importantly, the norms that is right or fit with the culture around.

The curriculum must be balance in material content and fit in certain period of time, place, and situation and condition so the harmony can be created. (Osaki, 2000) said that a balanced curriculum for teacher education has to include a harmonious blend of the academic component, pedagogy and practice. Harmony in academic component, pedagogy and exercise. To be balance and fit to situation and condition many things must be consider, likes; culture, the place where the students live, the need, what must be reached, the material, formula in designing the curriculum, and so on. To make the curriculum good and balance there are some processes, and some components must be considered and paid attention, (Macalister & Nation, 2019) said; there are eight component parts of the curriculum design process: (a) considering the environment, (b) discovering needs, (c) following principles, (d) goals, (e) content and sequencing, (f) format and presenting material, (g) monitoring and assessing, and (h) evaluation. So, it can be implied that the changes and revision of curriculum is possible since the environment, needs, goals, the way of the teachers teach etc. sometimes change.

Curriculum in Indonesia refers to a set of planning and organization of aim, content, and learning material as the guidance to learning activity to achieve a particular educational objective (Komara, 2017). So, the curriculum must be fit to the needs of the people. If the curriculum is planned well and the implementation of it runs well then, the education for sure will improve and strengthen.

Indonesia has many times change its curriculum and the recent one is “Kurtilas” or the 2013 curriculum, Based on (Komara, 2017). Curriculum refers to a set of planning and organization of aim, content, and learning material as the guidance to learning activity to achieve a particular educational objective. It is explained that to achieve particular educational objective a planning and management of goal, what must be learnt, and learning material should be done. After it is done, educators must make it as guidance in gaining the goal, in 2013 curriculum there are three important things that must be reached such as; 1 characteristic: how to deal with the environment that always changes? Faith and worship, country’s belonging, curious, Initiative, hard worker, ability to adapt, leadership, social and culture awareness 2. Competency: how to deal with the complex obstacle? Critical thinking/problem solving, creativity, communication, collaboration 3. Literacy: how to implement core skill in daily life? reading and writing skill, counting, science literature, information and communication technology literature and financial literature, culture and citizenship literature.

Implementation of new curriculum, 2013 curriculum, is now still continues. all schools in Indonesia have already started to implement the 2013 curriculum, the government still continue held the seminar and training to socialize this new curriculum, although the government has paid more attention on this but unfortunately there are still many weaknesses that need to be improved and corrected, therefore the socialization of it still necessary in order to improve teachers’ understanding and to hear feed back from all the stakeholders in Indonesia.

Three goals of the 2013 Curriculum must be implemented in all activities and parts of learning process, one of them is textbook. Textbook must fit to what the 2013 Curriculum has stated so it is possible too to make a change, criticize, give a new fresh suggestion in textbook. Since textbook is never perfect or fit to all schools in any places and environment, the criteria of how to make it are varied and it can not be unified as one, different schools different needs and goals, then the probability of the correction and examination of the textbook is widely opened. (McDonough & Shaw, 2012) comment, "No textbook or set of materials is likely to be perfect, and there does not seem as yet an agreed set of criteria or procedures for evaluation."

(Richards, 2001a) said that textbooks are a key component in most language programs. It is undeniable that textbook plays a very important role in language classrooms. moreover, the teacher is not native speaker and his/her English knowledge is limited, s/he can make it as; a core source, extended exercise, various activity that created in learning process and it can be a curriculum itself. (Garinger, 2002) points out, "A textbook can serve different purposes for teachers: as a core resource, as a source of supplemental material, as an inspiration for classroom activities, even as the curriculum itself."

The foreigner teachers obviously need and depend to the English textbook as a main source of instructional material and content in order to deliver their lessons to students since they are not English speakers. (Byrd, 2001) said; Consequently, teachers are heavily dependent on the textbook to provide content and the learning activities, which shape the dynamics of a classroom. As (Coracini, 2014) stated, the textbooks appear as unquestionable resources for learning a foreign language and central in defining course of action and content.

And for the students the textbook can be very helpful in learning process, because the English in Indonesia is not the first language or mother tongue language, but it is a foreign language or scholars usually say EFL (English as foreign language) which is not spoken or used a lot at home in daily conversation. they only study formal English mostly in the classroom, even though nowadays many extra sources like; internet, news, CD, ICT, technology but textbook is more important and more crucial to the students. Therefore, students can take advantages from the textbook as a main source, main guide to master in English.

English textbooks classified into two kinds; commercial and non commercial, In Indonesia, non commercial book is produced by government and distributed to all schools but sometimes the content, item and layout of local textbook sometimes less attractive, less comprehensive, and less interactive and less complete. and commercials which are usually produced by local and abroad publisher, are commonly used in private schools. They usually use both local commercial book, such as: Erlangga, Yudhistira, Tiga Serangkai and so on. And abroad commercial book such as; national geographic, aim high, long man, English in mind and so on. However, most of high-class private schools use commercial book from abroad because they think it's better, more effective, efficient, and more valuable.

Oxford textbook is one of the choices that school will use because it's already been proved by many schools which have used it. Even though the book sometimes is very expensive, but they do not think or focus on that, they think about the quality and the out put of the study. The cost is the second thing if according to them, the question is, why the government can not create the excellent book like abroad publishers have made. Actually, the government can make and provide it. Writer hopes someday the government can provide better textbook for the students.

From the explanation above about curriculum and textbook, it may be concluded that the change of both is possible because the people are change in every era. Abroad commercial textbook undoubtedly is very good if it is compared with the local one but if according to McDonough et al statement previously that , “No textbook or set of materials is likely to be perfect”, besides (Richards, 2001b) said that the use of commercial textbooks has both advantages and disadvantages, the advantages are ; 1. They provide structure and a syllabus for a program, 2. they help standardize instruction, 3. they maintain quality, 4. They provide a variety of learning resource, 5. They are efficient, 6. They can provide effective language models and input, 7. They can train teachers, 8. They are visually appealing. And the disadvantages are 1. They may contain inauthentic language, 2. They may distort content, 3. They may not reflect students’ need, 4. They can deskill teachers, 5. They are expensive.

In a brief scanning and skimming writer sees that Oxford English textbook is very excellent, well organized, the goal of the study is very clear, many kinds of materials is involved in it, such as; introduction to English speaker culture, vocabulary, idiom, English well known phrases, and many more, it seems very perfect if according to writer. In writer’s first assumption that there will be found many strengths in Oxford English textbook. However, there are a few weaknesses too if it is compared to the 2013 curriculum

Even though writer’s ability and capability himself still need to be improved, but it is ok, writer believes on Indonesian proverb “sekali menyelam minum air” means that one does one activity but take two advantages from it at the same time. Finally the writer decide to analyze the reading section only in Oxford English textbook “Aim High 5” which contains four sub topics, (1) before ; in this part the students do some kinds of activities that is related to the material that is going to learn, (2) read; in read sub topic; there is given tips how to read the text, and reading text itself, the topic is about unusual holiday, research finding, environment care, etc. (3) understanding ideas; in it the students are asked to associate the previous information with the question given, the students are trained to elaborate and make relationship between previous information with the question given. (4) vocabulary; in this part, the students are asked to find or match the highlighted word with its meaning.

Hopefully After doing the research and looking deeply to the book from many sides from scientific approach method (observing, questioning, experimenting/collecting data, associating and communicating) then the writer knows in what part has strengths and weakness so he can make a change to be a professional and better teacher, and he can also can give suggestion to government, schools, or teachers on what must be corrected or revised or if it is possible writer creates his own textbook to put all the finding in his book.

The schools and government can adopt and adapt many things from the writer’s finding to improve the quality or standard of school, they adopt if they think that they do not find exactly what in Oxford English textbook or if they find something new and progressive, why not they adopt it, and they also can adapt if they find weaknesses in local book. These all of course for one thing that is very important for our future education; To make the local book more comprehensive, perfect, and valuable. And this automatically can create excellent graduation especially in English skill. Based on the background above the writer wants to conduct research entitles Strength and Weakness of Oxford English Textbook “Aim High 5” By Susan Iannuzzi and Paul Kelly Based on the 2013 Curriculum.

Method

Since the approach of the research divided into quantitative and qualitative, this research will apply the qualitative research. And qualitative research data sources divided into two ; Primary data sources; observation, interviewing and questionnaires. and Secondary data sources corresponding to documents such as ; publications, records, earlier research reports and service records. And this research uses only secondary data sources, focusing on Oxford English textbook and 2013 curriculum. writer wants to explore and examine existing data to find the strengths and weaknesses from both side. Qualitative research method is usually used by researchers to gain or obtain the understanding and explanation of a social phenomenon, it focuses on interpretation of situations or phenomena in their natural settings. So what the experts say about qualitative research.

According to (Shank & others, 2006) he defined qualitative research as “a form of systematic empirical inquiry into meaning”. He explained that “systematic” was “well organized, well prepared, set in good order”,or in another word can be said ; following the rules that has been stated and agreed by the qualitative experts. And “empirical” meaning was that this type of research was based on world reality experience. Inquiry into meaning meant that the research of the social phenomenon will be concluded, interpreted into something worth for human life.

(Creswell & Clark, 2017) said, Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Creswell concerned on definition of qualitative research is the study and exploration of social and human problem in order to be understood.

Trochim (2006) proposed Qualitative method is used because it is based upon qualitative judgments instead of numerical form. Trochim stressed the definition of qualitative research on the judgment of the result, it is no based on the numerical judgment but based on description from the data.

(Mason, 2017) Qualitative research aims to produce rounded and contextual understandings on the basis of rich, nuanced and detailed data. Mason focused on the result of the research or the product of qualitative research, its product or result is gained from large amount, specific, qualified, valid, and reliable data.

(Denzin & Lincoln, 2008) claimed that qualitative research involved an interpretive and naturalistic approach: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them”. They saw qualitative researchers from side of approach, they explained that qualitative research is done to interpretate the phenomenon using natural approach. At the end, the research can be accepted logically and can bring or show the meaning to the people (The people can understand the result of the research)

(Heradiansyah, 2010) “Qualitative research is: (a) an attempt to capture the sense that lies within, and that structures what we say about what we do; (b) an exploration, elaboration and systematization of the significance of an identified phenomenon; (c) the illuminative representation of the meaning of a delimited issued or problem. (Banister et al., 2011) stated that qualitative research can be meant in many ways; as a desire to catch something from the daily phenomenon that occur in social life so it can be used or taken the benefit for human being daily life, an effort to know detail, examine and identify the phenomenon by using a systematic way, a representative meaning of problem and issues that have been shortened

or summarized. Since the issues are many and too wide to be understood all so by qualitative research it can be identified and localized in specific problem and solution.

Experts' statements about qualitative research are different but have the same or similar purpose, such as Shank's sight, he saw the qualitative research from its system that resulted the meaning, Creswell stressed the way of doing research is on its approach in understanding the problem in society and human kind, Denzin and Lincoln's point of view saw that qualitative research is an approach in how the researchers interpret the problem and make the research natural. Trochim assumed that Qualitative research is a judgment on the research not by numerical form but by description and exploration. Mason concerned on the definition of Qualitative research is on the product of the research, the product must be fully understood comprehensively based on the detail data. And the last what Banister et al said about Qualitative research, it is : (a) an attempt to capture b) an exploration, elaboration and systematization research (c) the illuminative representation of the problem in society.

So what are the differents and similarities among experts'statement, the differents are in where they put the focus, stressing, grounding, founding the research, one expert focuses the definition on the product of the research and others on the system, judgment, and approach. And the similarities are they have same opinion on the object of the research (social, individual, group phenomenom or problem)

Content analysis is a widely used in qualitative investigation. It comprises a set of strategies whose objective is to search for meanings contained in documents, material collected through interviews , or observation in field diaries. And the method used in this research is qualitative content analysis, (Mayring, 2007) proposed that Qualitative content analysis is an approach aiming at analyzing communication material in a systematic way. He said that the main purpose of qualitative content analysis was to analyze the material or problem or case in systematic way (well organized and well prepared, well set)

(Jaroongkhongdach et al., 2011) stated content analysis which is "a systematic procedure that categorizes, quantifies texts, and makes inferences from such texts" Jaroongkhongdach said that there are some procedure that have already been systemized and its aim to categorize and quantify text and make conclusion from that text.

(Hsieh & Shannon, 2005) defined qualitative content analysis as "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns". Hsieh and Shannon stated the method of the research is by interpreting the data research subjectively but based on a systematic rule which process of classification, coding and identifying themes must be done. According to (Elo & Kyngäs, 2008), he defined a content analysis, as "the systematic, objective, quantitative analysis of message characteristics" it means the research is done by systematic way and numerical analysis in a side of characteristic.

As a conclusion that content analysis is a detailed and systematic examination of the contents of a particular material for identifying patterns or themes. It is typically performed on forms of human communication including journals, books, printed media and recorded human interactions. Content analysis involves through planning from the beginning itself. Research problem or research questions need to be specified from the beginning.

Based on the theory of (Sukmadinata & others, 2002) there are five basic steps in doing the research. The steps are :

1. Planning

Before doing this research, surely, the writer did some kinds of activities in order to make easy, effective, and efficient research. The writer must calculate all aspect that can effect on the research such as scope, limitation of the research, research focus, the length of the research, etc. so from this all the writer must have a plan and the plan must be planned well

2. Pre data Collection

After planning what to do in the research, the writer goes forward on the data collection, by looking for the suitable book for the research, asking MGMP of English teachers in writer area to get more detailed information about 2013 curriculum and syllabus,

3. Basic Data Collection

After getting all the data needed, the writer read and observe all the data to get specific assumption about the research. After that writer analyzes and examines the data. To make the analysis easier the writer works based on a work plan.

4. Post Data Collection

In this part the writer's job is only making sure that all the data that was obtained was complete and then arrange it according to each characteristic and type.

5. Completion

In this last step, after the data has been collected tidily and perfectly the writer can start to find the research finding by using data analysis.

Results

After analyzing text per text using learning process criteria in 2013 curriculum from Oxford English textbook "Aim High 5" for eleventh grade of senior high school. There are four main subtopics in the reading section, what the writer must do is to find the strength and weakness of the textbook if it is compared with 2013 curriculum especially in learning process steps. The data can be interpreted as:

Unit 1: The Great Escape, Reading text (p4-5); Unusual holidays

Strength

Since Before reading section asks the students to make some short discussion that is connected to the reading text. it can be said that the students creating meaningful learning and acquiring the new knowledge, by observing the objects, events, phenomena, concepts, and procedures using all their senses. So, it is called an observation in learning process step.

After doing an observation activity students step to read section before reading the text there is a reading tip. In this section the students are asked to think about what is in the text what is the definition of the highlighted words, so this is a questioning step in learning process in 2013 curriculum. In exercise 1 and exercise 2 the students asked to associate the knowledge that they have gained with the question given so it is called associating where the students try to connect what they have learned with the questions given.

In Understanding ideas section, the students are asked to communicate his/her knowledge about the text based on their own opinion or point of view. So, we call this is communicating step in learning process

In Vocabulary the students are asked to match the highlighted vocabulary in the text with its correct definition. This what we call as association

Weakness

The weakness is when the textbook is used to all students in Indonesia from countryside to the cities, it has a drawback if it is seen from the content of the material, because not all the students can know such information. From the vocabulary and structure it seem little bit more difficult to understand and use.

Unit 2: Talking the talk, reading text (p12-13); Where do words come from

Strength

The strength of the textbook is it is using the learning process steps or scientific approach in learning process, such as before reading activity asks the students to analyze the information given, it is called observation. And in read section it shows a questioning activity where the students

Weakness

Based on the explanation of data analysis above found that the weakness of the textbook is on the content of the material, which is not found in daily conversation, vocabulary which is too difficult to understand according to some students in countryside and villages, structure of the sentences is little bit complicated, and time allocation is too short according to national time allocation in English.

Unit 3: Eureka! Reading text (p22-23) The origin of inspiration

Strength

Based on the explanation of data analysis above the scientific approach criteria is found in every 4 subtopics in the reading section. And it is consequently become the strength of the textbook. The observation is found in before reading section, questioning in reading text, and reading tips parts, association of the knowledge is found in the exercise 2 and 3, and communicating activity is found in understanding ideas and experiment is found in vocabulary where the students practice what they have got in the lesson before.

Weakness

Based on the explanation of data analysis above found that the weakness of the textbook is on the content of the material, which is not found in daily conversation, vocabulary which is too difficult to understand according to some students in countryside and villages, structure of the sentences is little bit complicated, and time allocation is too short according to national time allocation in English.

Unit 4: It's a must – have!, reading text (p30-31); Targeting teenagers

Strength

Based on the explanation of data analysis above the scientific criteria is found in every 4 subtopics in the reading section. And it is consequently become the strength of the textbook. The observation is found in before reading section, questioning in reading text, and reading

tips parts, association of the knowledge is found in the exercise 2 and 3, and communicating activity is found in understanding ideas and experiment is found in vocabulary where the students practice what they have got in the lesson before.

Weakness

Based on the explanation of data analysis above found that the weakness of the textbook is on the content of the material, which is not found in daily conversation, vocabulary which is too difficult to understand according to some students in countryside and villages, structure of the sentences is little bit complicated, and time allocation is too short according to national time allocation in English.

Unit 5: You're cured, reading text (p40-41); The healing power of plants

Strength

Based on the explanation of data analysis above the scientific criteria is found in every 4 subtopics in the reading section. And it is consequently become the strength of the textbook. The observation is found in before reading section, questioning in reading text, and reading tips parts, association of the knowledge is found in the exercise 2 and 3, and communicating activity is found in understanding ideas and experiment is found in vocabulary where the students practice what they have got in the lesson before.

Weakness

Based on the explanation of data analysis above found that the weakness of the textbook is on the content of the material, which is not found in daily conversation, vocabulary which is too difficult to understand according to some students in countryside and villages, structure of the sentences is little bit complicated, and time allocation is too short according to national time allocation in English.

Unit 6: what type are you?, reading text (p48-49); Birth order and success

Strength

Based on the explanation of data analysis above the scientific criteria is found in every 4 subtopics in the reading section. And it is consequently become the strength of the textbook. The observation is found in before reading section, questioning in reading text, and reading tips parts, association of the knowledge is found in the exercise 2 and 3, and communicating activity is found in understanding ideas and experiment is found in vocabulary where the students practice what they have got in the lesson before

Weakness

Based on the explanation of data analysis above found that the weakness of the textbook is on the content of the material, which is not found in daily conversation, vocabulary which is too difficult to understand according to some students in countryside and villages, structure of the sentences is little bit complicated, and time allocation is too short according to national time allocation in English.

Unit 7: Food, glorious food!, reading text (p58-59) From farmland to the supermarket

Strength

Based on the explanation of data analysis above the scientific criteria is found in every 4 subtopics in the reading section. And it is consequently become the strength of the textbook.

The observation is found in before reading section, questioning in reading text, and reading tips parts, association of the knowledge is found in the exercise 2 and 3, and communicating activity is found in understanding ideas and experiment is found in vocabulary where the students practice what they have got in the lesson before

Weakness

Based on the explanation of data analysis above found that the weakness of the textbook is on the content of the material, which is not found in daily conversation, vocabulary which is too difficult to understand according to some students in countryside and villages, structure of the sentences is little bit complicated, and time allocation is too short according to national time allocation in English.

Unit 8: When in Rome Conversational styles, reading text (p66-67) What sport are you?

Strength

Based on the explanation of data analysis above the scientific criteria is found in every 4 subtopics in the reading section. And it is consequently become the strength of the textbook. The observation is found in before reading section, questioning in reading text, and reading tips parts, association of the knowledge is found in the exercise 2 and 3, and communicating activity is found in understanding ideas and experiment is found in vocabulary where the students practice what they have got in the lesson before.

Weakness

Based on the explanation of data analysis above found that the weakness of the textbook is on the content of the material, which is not found in daily conversation, vocabulary which is too difficult to understand according to some students in countryside and villages, structure of the sentences is little bit complicated, and time allocation is too short according to national time allocation in English.

Unit 9: Being green Reading text (p76-77); A tiny step to save the environment

Strength

Based on the explanation of data analysis above the scientific criteria is found in every 4 subtopics in the reading section. And it is consequently become the strength of the textbook. The observation is found in before reading section, questioning in reading text, and reading tips parts, association of the knowledge is found in the exercise 2 and 3, and communicating activity is found in understanding ideas and experiment is found in vocabulary where the students practice what they have got in the lesson before.

Weakness

Based on the explanation of data analysis above found that the weakness of the textbook is on the content of the material, which is not found in daily conversation, vocabulary which is too difficult to understand according to some students in countryside and villages, structure of the sentences are little bit complicated, and time allocation is too short according to national time allocation in English.

Unit 10: Child's play, reading text (p84-85); Rising stars

Strength

Based on the explanation of data analysis above the scientific criteria is found in every 4 subtopics in the reading section. And it is consequently become the strength of the textbook. The observation is found in before reading section, questioning in reading text, and reading tips parts, association of the knowledge is found in the exercise 2 and 3, and communicating activity is found in understanding ideas and experiment is found in vocabulary where the students practice what they have got in the lesson before

Weakness

Based on the explanation of data analysis above found that the weakness of the textbook is on the content of the material, which is not found in daily conversation, vocabulary which is too difficult to understand according to some students in countryside and villages, structure of the sentences is little bit complicated, and time allocation is too short according to national time allocation in English.

Discussion

Overall if we conclude generally from unit 1 to 10 in the data analysis and data interpretation about the reading text section. The writer takes some conclusions that all unit use scientific approach so we can state that all the units are absolutely based on the 2013 Curriculum. It can be seen from 4 steps in every unit before reading, read, understanding ideas, vocabulary. In all 4 steps which all the topics are presented in systematic way, usually use observation, questioning, collecting data, associating, communicating, where the students are asked to discuss about some topics in order to prepare the next reading activity so after reading, there must appear the question when the students want to know further about interesting topics, do not understand the meaning of the words, find some unfamiliar sentences, in fact there are many words or sentences found very unfamiliar if according to Indonesians students, one thing must be remembered that English is not Indonesian's mother tongue language.

After doing reading they do exercise, in exercise they collect information from the data previously, they will connect, associate all the questions with the data, after that they will be asked for their own opinion in understanding ideas activity, they talk about the topic that previously learnt in the reading text. This activity seems very comprehensive where the materials are totally well organized, perfectly presented, interestingly communicated.

So, from the explanation above can be found some strengths and weaknesses. It can be defined as below so the Strength of Oxford English Textbook "Aim High 5" By Susan Iannuzzi and Paul Kelly Based on the 2013 Curriculum is a. The textbook is based on the 2013 Curriculum which it uses a scientific approach method, the core goals of scientific approach method is to make the students as a center in learning activity, make the teacher only as facilitator, and also make the learning integrated. b. The textbook material presentation is very systematic and well organized. It can be proved with the 4 subtopic steps or activities in every unit such as 1. Before reading, 2. Read, 3. Understanding ideas, 4. Vocabulary. c. The material in the textbook is presented Comprehensively which one theme in reading text can present various activities which connected in every subtopic. The student can improve their abilities by their own helped by the teacher as a facilitator, in the end it is hope the students are master in knowledge, specific skills, and personality.

And the Weakness of Oxford English Textbook “Aim High 5” By Susan Iannuzzi and Paul Kelly Based on the 2013 Curriculum is a. the activities are a bit monotone, all unit in reading text use the same steps; before reading, read, understanding ideas, vocabulary. the steps can be the strength of the textbook but the same time it can be the weakness also. The students can guess what activity is next, so the activity become less challenging to the students. b. some vocabularies and sentences seem a bit difficult. Based on the writer’s experiences that the English knowledge of the students is not so good, furthermore they rarely access internet in their area, and the learning process in previous grade seems was not running well it can be seen from the out put. The writer sometimes finds that some students still do not understand about the basic knowledge of the English such as basic vocabulary, grammar, the tips how to read reading text etc.

Conclusion

The writer has examined, explored, and analyzed 10 reading sections from Aim High 5 Oxford English textbook written by Susan Iannuzzi and Paul Kelly to find the research problem. After doing a discussion and finding the research goal, the writer comes up with the conclusion and suggestion. There are some conclusions that writer has made as below:

1. The strength of Oxford English Textbook “Aim High 5” By Susan Iannuzzi and Paul Kelly Based on the 2013 Curriculum
 - a. Scientific approach method, one of the teaching methods in the 2013 Curriculum, is found in every unit of the reading text. Scientific approach is student learning centered and the teacher is as facilitator only, and integrated learning.
 - b. The reading text is presented in systematic way, it can be seen from all the sections in reading texts. There are 4 subtopic steps or activities in reading sections 1. Before reading, 2. Read, 3. Understanding ideas, 4. Vocabulary.
 - c. The textbook is presented with Comprehensive material it can be proved by the connectivity of the story, challenging exercise, well organized, and good topic
2. The weakness of Oxford English Textbook “Aim High 5” By Susan Iannuzzi and Paul Kelly Based on the 2013 Curriculum
 - a. The steps of reading section are a bit monotone, it can be seen that all unit, from unit 1 to 10 has the same steps such as before reading, read, understanding ideas, vocabulary.
 - b. Many of Vocabularies are unfamiliar, that rarely heard by some of the students especially the students who live in countryside or village, the students who do not have access to internet and library
 - c. Structure or sentences are sometime little bit difficult to understand. It is because the English is the foreigner language in Indonesia, so the knowledge of the English is limited according to some area in Indonesia

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