

**CONTENT ANALYSIS OF ENGLISH TEXTBOOK 'BAHASA INGGRIS'  
FOR EIGHT GRADE OF JUNIOR HIGH SCHOOL**



**THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of IAIN Purwokerto  
as a Partial Fulfillment of the Requirements for Achieving the Degree of  
Sarjana Pendidikan (S. Pd.) in English Education**

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**2021**

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*Assalamu'alaikum Warahmatullahi Wabarakaatuh*

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## **MOTTO**

**Education is not preparation for life; education is life itself.**

**-John Dewey**



## DEDICATION

My beloved parents, Dudu Achmad Sa'dudin and Munifah

My beloved brothers and Sister,

My beloved friends, and readers who have given the time to read this thesis.



## ACKNOWLEDGEMENT

All praises and thanks to Allah SWT, the Lord of Universe, who has given His blessing, guidance, loves and helps to the writer for completing this thesis. Piece and salutation be upon to our beloved prophet Muhammad SAW, his family, companions, and his faithful forever.

This thesis presented as a partial fulfillment for obtaining the undergraduate degree of education in Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto.

The writer would also like to express the deep gratitude and appreciation to:

1. Moh. Roqib, M.Ag., as the rector of State Institute on Islamic Studies (IAIN) Purwokerto.
2. Dr. H. Suwito, M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.
3. Dr. Suparjo, M.A., as a Vice Dean I of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.
4. Dr. Subur, M.Ag., as a Vice Dean II of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.
5. Dr. Sumiarti, M.Ag., as a Vice Dean III of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.
6. Muflihah, S.S., M.Pd., as the Head of English Education Department of State Institute on Islamic Studies (IAIN) Purwokerto. As well as supervisor who always provide encouragement and support in the preparation of this thesis.
7. Agus Husein As Sabiq, M.Pd., as the secretary of English Education Study Program of State Institute on Islamic Studies (IAIN) Purwokerto.
8. All of lecturers, especially the lectures of English Education Study Program of State Institute on Islamic Studies (IAIN) Purwokerto.
9. All of staffs and officials of State Institute on Islamic Studies (IAIN) Purwokerto.
10. Dearest father, mother and my family who always provide support, enthusiasm, prayer, and love so that the author can complete this thesis well.
11. All of my friends TBI 2016 who always support the author.
12. All parties who have helped the author in the process of preparing a thesis that cannot be mentioned one by one.

There is no string of pearls of words that the author can convey, except for thank you and prayers for all parties who have helped in the completion of this thesis. Hopefully this thesis can give benefits to the authors in particular and to the readers in general. *Amin yaa rabbal 'alamin.*

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## **Content Analysis of English Textbook '*Bahasa Inggris*' for Eight Grade of Junior High School**

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### **ABSTRACT**

Textbook is one of the learning sources in English teaching and learning. This study was aimed to determine the suitability of the content or material in the textbook '*Bahasa Inggris*' with the criteria of good English textbook. The textbook was analyzed by using criteria of good textbook proposed by Mukundan, et.al, include ten criteria: the textbook in relation to syllabus and curriculum, efficient layout of supplementary materials, listening, speaking, reading, writing, grammar, vocabulary, pronunciation, and exercise. In the textbook, there are six chapters as the sample of research that will be evaluated using the criteria of good textbook.

This research applied qualitative and quantitative research method which referred to content analysis. The researcher analyzed all chapters of the textbook for the eighth grade of junior high school that was written by Septiarti Wijayanti and published by CV. Graha Pustaka. In collecting the data, the researcher used documentary analysis or content analysis and used checklist as the instrument. The data were gathered by evaluating the textbook using the checklist containing the criteria of textbook evaluation. In the data analysis technique, score category of assessment was calculated by dividing the total score obtained with the amount of the highest score that is multiplied by the total number of criteria. It was then multiplied by 100% to achieve the sum point.

The result showed that the English textbook entitled *Bahasa Inggris* for eight grade of junior high school has fulfilled some criteria of good textbook by achieving the sum point of 72% classified "fair". The result of this study implied that the teacher could use the course book although it had not fulfilled all the

demands of criteria of good textbook suggested by Mukundan, Hajimohammadi, and Nimehchisalen. However, no textbook is perfect.



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# CHAPTER I

## INTRODUCTION

This chapter contains the background of the study, research question, objective and significances of the research, operational definitions and structure of the study.

### A. Background of the Study

Education is needed in this era. It is general agreement that education is important for everyone. Not every educate person is success, but many of success people are from education. Education, either formal non-formal or informal has brought much change in this world. Good education will bring good human resources, and good human resources will bring the development of country. In Indonesia, education still should be improved so that good education system can be applied all over this country.

Education in Indonesia relies on the current curriculum. In 2013 curriculum, English is one of the lessons taught in schools, whether it is mandatory or just local content. At present, people awareness to study English has increased. Some of them learn English since elementary school even since kindergarten, some other just begin in adult age. People sometimes need extra time to learn English, as if study English as long as years in school does not give much meaning. It is should be questioned, especially for English teacher so that English education system in school can be improved.

There are some components that support the quality of education. Those twelve of them are goals and priorities, students, management, structure and time schedule, content or material, teachers, learning tools and resources, facilities, technology, quality control, research, and cost of education<sup>1</sup>. Learning resources are one of the crucial components in today's educational process including in English teaching and learning process. Students, in learning process, can gain knowledge from various sources, such

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<sup>1</sup> Philip Coombs. 1968. *The world Educational Crisis*. Oxford University Press.

as; from teacher, book, internet, magazine, television, radio, even from people conversation. The most common learning resource that used in teaching and learning activities is the textbook.

Textbooks are the main source in learning to achieve basic and core competencies and declared appropriate by the Ministry of education and Culture for use in education units.<sup>2</sup> By the existence of textbook, students will learn English independently and actively both in the classroom and outside the classroom. Of course textbook cannot play by itself. Students are still need guidance from teacher in order to use the textbook maximally.

In this digital era, technology support many things in educational field. It seems that everything should be in digital form, no exception for education field. It already exist digital book in varieties form. But believing or not, schools are still using textbook in their teaching and learning process. Textbooks are routinely used in the classes proved by studies worldwide. It happens in many schools of Indonesia that most of them are using textbook in the class process.

Teacher who master in English does not always mean they teach English well in the class. Textbooks help much for teacher who lack of experience in teaching. Further, textbook play a role in helping unqualified teachers. It is also include for teacher who busy and don't have enough time to prepare the material. However, it can still be tolerate for inadequately qualified teacher as long as they will improve their selves every day to have better English teaching and learning process.

Many experts agree on the importance of textbook. Rahimpour and Hashemi said, textbooks play a pivotal role in language classroom in all types of educational institution-state school, colleges, and language schools- all over the world<sup>3</sup>. In addition, textbooks are one of the main factors for student

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<sup>2</sup> Permendikbud nomor 8 tahun 2016 pasal 1 ayat 1 tentang buku yang digunakan oleh satuan pendidikan.

<sup>3</sup> Massoud Rahimpour and Raheleh Hashemi, "Textbook Selection and Evaluation in EFL Context", *World Journal of Education*, no.3 (2011): 62.

achievement in English.<sup>4</sup> Awareness of the importance of textbooks in teaching and learning activities also get a concern from the government. Through the minister of education regulation number 2 of 2008 about books, it is said that textbooks are required reference books used in primary education units and middle or college.<sup>5</sup>

Nowadays, there are many books on the market with various qualities. Teachers must be careful in choosing quality books for the sake of creating quality learning. In the context of language teaching and learning, the use of textbooks has always been closely related to the selection of them.<sup>6</sup> In the classroom, the teachers spend much time in using textbook. Hence, it will be a loss if the textbooks used are of poor quality.

Textbooks should have good quality. As cited from Tok, a textbook must be of an acceptable quality, useful, and appropriate for the context and people with whom they are being used if a teacher is going to use it in language teaching.<sup>7</sup> Quality textbooks also have an impact on quality learning so that it will produce quality output. The high quality of textbooks contribute a lot to teachers and students, which can support students in the learning process and support teachers in developing professional teaching. The role of quality textbooks becomes crucial when teachers lack of time or have little time for lesson preparation.<sup>8</sup>

There are some aspects makes textbook called as quality textbook. Physically, good textbook will be portable to bring everywhere by the students/teachers. It means the textbook is not too heavy so that will not burden them. The size, the cover, the illustration of cover, papers quality, the printed, the color, the clearer of the written, the reference and etc. are be considered in the good textbook. Non-physically, the content/material of

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<sup>4</sup> Akbar Azizifara, Mansour Kooshaa, Ahmad R. Lotfia, An analytical evaluation of Iranian high school ELT textbooks from 1970 to the present, *Procedia Social and Behavioral Sciences*

<sup>5</sup> UU no 2 2008 tentang buku

<sup>6</sup> Sarita Swanepoel, "The assessment of the quality of science education textbooks: Conceptual framework and instruments for analysis", 2010: 82.

<sup>7</sup> Hidayet tok, "TEFL Textbok Evaluation: From Teacher's Perspective",

<sup>8</sup> Birgit Pepin and Linda Haggerty, "Mathematics textbooks and their use by teachers: A window into the education world of Particular Countries", *Kluwer Academic Publisher*, 2004: 73-100.

textbook is appropriate for the students. The texts, the exercise in every chapter, the vocabularies, the sentence structure, the grammatical structure, the evaluation, etc. are also considered in the good textbook.

There are some perspectives toward what the characteristics or criteria of good textbook are. According to the Ministry of Education and Culture, there are four criteria for knowing textbook's quality; those are feasibility of content/material aspect, language aspect, presentation aspect, and graphic aspect. In learning process, the content of textbooks is the most important than the other one. It is because the content of English textbook influences what teachers teach and learners learn, it should neither be too advanced nor too simple, it should also not contain any local cultural taboos, and the content should be of the kind that students can relate to for the teacher to have no problem.<sup>9</sup>

Based on the information above the writer is interested in doing research about analyzing textbook's quality under the title Content Analysis of English Textbook for Eighth grades of Junior High School. In this research, the writer uses English Textbook entitled 'Bahasa Inggris' for eighth grade of junior high school written by Septiarti Wijayanti, S. Hum. and published by CV Graha Pustaka as the object of the research.

The writer adopts Mukundan and friends' checklist for the instrument of content analysis since their checklist is the new version that has been tested for the validity and the reability<sup>10</sup>. So that it appropriate to analyze the textbook for this era. Based on Mukundan and friends', content of textbook can be analyzed from the indicators as follow; General items, speaking, reading, writing, listening, vocabulary, pronunciation, grammar, and exercise.<sup>11</sup>

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<sup>9</sup> Cecilia Fredriksson, and Rebecca Olsson, "English Textbook Evaluation: An Investigation into Criteria for Selecting English Textbooks", 2006: 7.

<sup>10</sup> Nimas Ayu, content analysis of english textbook for the second year of junior high school students published by indonesian ministry of education and culture.

<sup>11</sup> Jayakaran Mukundan, et.al., " Developing an English Language Textbook Evaluation Checklist: A focus Group Study", *International Journal of Humanities and Social Science*.



This research is aimed to analyze whether the content of textbook entitle 'Bahasa Inggris' for eighth grade of junior high school written by Septiarti Wijayanti, S. Hum. and published by CV Graha Pustaka meet the requirement good quality content or not by using Mukundan and friends' checklist.

## B. Operational Definition

In this part, the researcher will explain the operational definition, as follows:

### 1. Textbook

The term 'Textbook' is formed from Text and Book. According to Oxford Learner's pocket dictionary fourth edition, Text is main printed part of a book or magazine while book is number of printed sheets of paper fastened together in a cover. Further, still according to oxford Learner's pocket dictionary fourth edition, textbook is book that teaches a particular subject used in school.<sup>12</sup>

Another source said that textbook is a book that specially written and published for educational purpose, to any book used in the classroom. Because it is for educational purpose, textbook should base on implemented curriculum. Textbook is also portable, convenient and can be used as lead medium or as supplementary resource. Therefore, most of school use textbook as their learning resource.

Based on the statement above, it can be conclude that textbook is number of printed sheets together in one that contain cover, book's identity, preface, table of content, content/material, references/bibliography, and author's profile. It is written and published for educational purpose.<sup>13</sup>

### 2. Content of textbook

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<sup>12</sup> Oxford dictionary

<sup>13</sup> Charalambous, "The Role and Use of Course Books in EFL," 2.

The term content in this case refers to the substance of the book. It is also called material of textbook. Content is one of the significant attribute of a book. The content of every textbook is probably different. It can be depending on the curriculum, the students' background, the students' environment, students' need, gender, religion, etc.

### C. Research Question

Based on the background of the study that has been explained above, so the problem can be formulated in the form of the research questions:

1. Does the content of English textbook 'Bahasa Inggris' for eighth grade of junior high school meet the requirement with the indicators/criteria from Mukundan and Friend' theory?
2. What extent do materials in the English textbook 'Bahasa Inggris' for eighth grade of junior high school meet the criteria of a good English textbook?

### D. Objective and Significances of the Research

#### 1. Objective of the research

The objectives of the research are:

- a. To identify whether the content of English textbook 'Bahasa Inggris' for eighth grade of junior high school meet the requirement with the indicators/criteria from Mukundan and Friend' theory.
- b. To find out the quality of English textbook 'Bahasa Inggris' for eighth grade of junior high school from the criteria of a good English textbook.

#### 2. Significances of the research

This research was expected to give the following significances:

##### a. Theoretically Significances:

This research is expected to add and develop insight especially for the writer and the readers about analyzing English textbook's quality

from the aspect of feasibility of content based on 2013 curriculum that implemented in the book ‘Bahasa Inggris ‘ for eighth grade of junior high school that published by CV Graha Pustaka.

b. Practical significances

1) For English teacher

This research was expected to be reference for teachers to choose quality English Textbooks.

2) For researcher

This research extends knowledge to the researcher in analyzing English textbook’s quality.

3) For English textbook author

This result of this research was expected to be consideration to compose English textbook preferably.

4) For Publisher

The result of this research was expected to be suggestion to make analysis and correction before the textbooks are published.

E. Review of Relevant Studies

Based on the previous research were conducted by other writers that have relevancies with this research topic, these followings are the result of some theses/papers/journals that relate with this research.

1. A thesis entitled Content Analysis of the English Textbook “Interactive English” used in first grade junior high school in 2013 curriculum was written by Monica Septiani Tambunan in 2019.<sup>14</sup> This research is aimed to find out the suitability of impressionistic and in depth analysis in the textbook “Interactive English used for the seventh grade of junior high school. The author evaluated impressionistic and in depth criteria from

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<sup>14</sup> Monica Tambunan, “ Content Analysis of the English Textbook Interactive English Used in First Grade Junior High School in 2013 Curriculum ”, Skripsi S1 of English Department of FKIP HKBP Nommensen University, 2019.

cunningsworth's theory in textbook "Interactive English" for grade VII of junior high school published by Yudhistira. The similarities between the research above and the researcher did is together using descriptive qualitative method. Both also based on 2013 curriculum as the same. The differences between the research above and this research are the object of the research and focus of the research. Further, Tambunan's research was used theory suggested by Cunningsworth, meanwhile this research uses the theory by Mukundan and friends.

The result of the research by Tambunan showed that an English textbook entitled "Interactive English" fulfilled the criteria proposed in Cunningsworth's theory concerning the impressionistic textbook analysis with score 96% and in depth textbook analysis with the summative score 87%. Therefore, the textbook was categorized as a good enough textbook and suitable enough to use as media in teaching and learning process.

2. A thesis was written by Zulfadhliadi Mirza entitled A Content Analysis of a textbook entitled Bright-An English book for junior high school student for SMP/MTs grade VII, in 2018.<sup>15</sup> This research was conducted for two purposes. Firstly, in order to analyzed the distribution of four skills of language competencies in English teaching. Lastly, in order to analyzed the way the author distributed the tasks in the textbook. The similarity between the research above and this research are together applied checklist as the instrument of the study. The difference between the research above and this research is Mirza's research applied qualitative as the method of the research. Meanwhile, this research uses qualitative and quantitative as the research method. Then, the result of the study showed that the book is formally acceptable in the classroom and flexible in use for both students and teachers.

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<sup>15</sup> Zulfadhliadi Mirza, "A Content Analysis of Textbook Entitled Bright- An English Book for Junior High School Student for SMP/MTs grade VII", Skripsi S1 Faculty of English Education, Syiah Kuala University Banda Aceh, 2018.

3. A thesis was written by Riski Wahyu Astuti entitled *An Analysis of English Course Book (Content Analysis of “Bahan Ajar Bahasa Inggris” Used by the Ninth Grade Students of Junior High School in Madiun)*, in 2019.<sup>16</sup> This research focused on investigating to what extent the "Bahan Ajar Bahasa Inggris" used by the ninth grade students of junior high school in Madiun an English course book meets the criteria of a good course book suggested by Alan Cunningsworth. The similarities between the research above and this research are together discussed about content/material aspect and together using qualitative method. The difference between the research above and this research is the object of the research. The author used “Bahan Ajar Bahasa Inggris” for Ninth Grade Students of Junior High School, meanwhile this research uses “Bahasa Inggris” for Eighth Grade Students of Junior High School.

The result of the research written by Riski Wahyu Astuti showed that "Bahan Ajar Bahasa Inggris" was good. The course book fulfilled some criteria of design and organization, language content, skill and topic as a good course book suggested by Alan Cunningsworth.

4. A thesis was written by Ilnazal Mumtaz entitled *A Content Analysis of “When English Rings a Bell”: An English Textbook for Seventh Grade (Ed. 2017)*, in 2020. This research focused on the criteria of textbook evaluation in English textbook which is analyzed based on the criteria of a good textbook proposed by Mukundan, Hajimohammadi, and Nimechchisalem on the criteria of general attributes of the textbook and learning-teaching content. The result showed that the English textbook entitled “When English Rings a bell” (Ed. 2017) for junior high school of

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<sup>16</sup> Riski Wahyu Astuti, “An Analysis of English Course Book: Content Analysis of Bahan Ajar Bahasa Inggris Used by the Ninth Grade Students of Junior High School in Madiun”, Skripsi S1 Faculty of Tarbiyah and Teachers Training, IAIN Ponorogo, 2019.

VII grade has fulfilled the criteria of a good textbook by achieving the sum point of 98% classified good.<sup>17</sup>

#### F. Structure of the research

The report of this research will be presented in the following structure:

Chapter I presents the introduction, which consists of background of the problem, operational definition, research question, object of the research, significances of the research, review of relevant studies, and structure of the research.

Chapter II presents literature review. This chapter contains theories about content analysis of English textbook “Bahasa Inggris” for eight grade of junior high school. It has three sub chapters; textbook, content/material, content analysis.

Chapter III presents the research method which contains of four sub-chapters; type of research, data and sources of data, research instrument, technique of data collection, procedures of collecting data, technique of data analysis.

Chapter IV presents the result of this research which contains of two sub chapters. First, general description of English textbook ‘Bahasa Inggris’ for eighth grade of junior high school, second, discussion.

Chapter V contains conclusion, suggestion and closing words.

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<sup>17</sup> Inazal Mumtaz, “A Content Analysis of “When English Rings a Bell”: An English Textbook for Seventh Grade”, Skripsi S1 Faculty of Tarbiyah and Teachers Training, IAIN Ponorogo, 2020.

## CHAPTER II

### LITERATURE REVIEW

This chapter discusses the theories that support the analysis in this research.

#### A. Textbook

##### 1. The Definition of textbook

In teaching and learning process, textbook is one of the learning sources which the most used in schools. Some schools require their students to have textbook, while other schools do not require their students to buy textbooks. This depends on each school's policy. The presence of textbook as learning resource makes it easier for students and teachers. Many teachers assumes textbook to be valuable aids that offer useful material and support.<sup>18</sup> Not only teachers, students also get a lot of benefits from using textbooks.

Textbook can be defined as ready-made teaching texts and learning tasks which is compiled based on the current curriculum.<sup>19</sup> The current curriculum is the 2013 curriculum. The applicable curriculum becomes a reference for learning objective that must be achieved. Therefore, the textbook and curriculum must be in line.

Further, textbooks are portable, convenient and can be used as lead medium or as a supplementary resource.<sup>20</sup> Portable means the textbook is not too thick so it is not heavy when carried by the student. Then, the quality of the paper used should also be good and light so that the textbook will last a long time. However, the durability of the textbook still depends on how students take care of it.

The textbooks are intended for educational purposes, but it does not deny that teachers and students use sources other than textbooks as additional sources. Sometimes, some teachers in the class allow their

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<sup>18</sup> Angeliki Charalambous, "The Role and Use of Course Books in EFL," 2008: 2.

<sup>19</sup> Hasan Ansary and Esmat Babaii, "Universal Characteristics of EFL/ESL Textbooks: A Step Towards Systematic Textbook Evaluation," *The Internet TESL Journal*: 2.

<sup>20</sup> Unesco, 2002

students to use their hand phone to find additional information about the material being taught. But there are also teachers who are reluctant to use hand phone when teaching and learning process because of the possibility of notification disturbances that have nothing to do with the material being studied. So they prefer to use textbooks as the only source of learning in the classroom.

## 2. The Function of textbook

A large number of experts and educators claim that there are obvious advantages of using a course book.<sup>21</sup> These benefits can be felt by both teachers and students. Research shows that textbooks are among the most cost effective ways of improving classroom practice.<sup>22</sup> It can be said buying a textbook is cheaper than printing the material regularly. The use of textbook will also save time and effort. The students no longer need rewrite the material that the teachers wrote in full on the whiteboard. The teacher can also use the available time to explain the material briefly and clearly instead of wasting time by write whole material on the whiteboard.

Further, the expert identifies the following functions of textbooks in its support of students in their learning:

### a) Motivate students to learn

The contents of textbook are arranged in a systematic and structured manner so that it makes it easier for students to find and absorb information from textbook. This facility will motivate students, especially if the book is accompanied by aphorisms or inspirational stories as a complement.

### b) Guide students to acquire knowledge

Textbook are used as learning resource. As a learning resource, textbooks contain knowledge that students can master

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<sup>21</sup> Charalambous, "The Role and Use of Course Books in EFL," 2.

<sup>22</sup> Lubben, Campbell, Kasanda, Kapenda, Gauseb and Kanjeo-Marenga, 2003; Asmal, 2002; Verspoor, 1991.



according to their level. There are clear sequences of material in the textbook, so students can learn it from the easiest level to the most difficult level. Textbooks guide students to learn material that is structured, measurable, and systematic.

c) Guide students to acquire learning strategies

Students are not only guided to understand the material in the book, but it would be nice if students also mastered the importance of learning strategies. When students understand learning strategies, they can learn not only from one source. They can also learn through, for example, presentation, discussion, dialogues, and so on. If students acquire the knowledge and learning strategies, the learning objective will be more easily achieved.

d) Aid self-assessment

The textbook comes with a competency test at the end of the chapter. Besides, there are also exercises in the middle of the chapter. It will help students assess and measure their own ability to understand the material.

e) Facilitate value education

The next function of textbook is as facility for valuable education. As we know, one of the goals of education is to educate students. By the existence of education, students are expected to be able to uphold the values of noble character and be able to humanize humans. Textbooks are supposed to facilitate students to dive into the ocean of knowledge in order to become human beings of value.

Those are the functions of textbook for students. Next, the function of textbook for teachers, as follow:

a) Aid teachers' planning

The main task of the teacher is to teach. Besides, teachers also get additional tasks such as being an extracurricular coach,

event committee, completing administration, etc. The teachers also have other duties such as taking care of the household when they are at home. That means the teachers must use their time wisely in order to prepare teaching materials optimally. In this case, the textbook serves to assist teachers in preparing teaching materials. This is intended so that the teachers can carry out their duties as professional teachers in the classroom.

1) Describe the relevant content or subject knowledge

As a teacher's planning tool, textbooks are structured by aligning the content to the context. The content in the textbook must be relevant to the times.

2) Provide pedagogical knowledge relevant to the content that is taught

b) Aid professional development of teachers

Unprofessional teachers will gradually be trained and know how to teach well as long as there is willingness for teachers to improve the quality of their teaching.

1) Develop their content or subject knowledge and nature of science view.

Content must be developed and adapted to the needs of students. In this case, the teacher is the one who understands the best about how the students are. By using textbooks, the teacher can develop their content or subject knowledge and nature of science view.

2) Develop their pedagogical knowledge, beliefs and attitudes.

Teachers who are aware of their abilities will continue to learn to develop their pedagogical knowledge, beliefs and attitudes.

Textbook means a lot for novice teacher. It can be security, guidance, and support.<sup>23</sup> Novice teachers are usually still lack of experience. They need something to guide them to be experienced teachers. Besides, textbook gives teachers a relief as it reduces the heavy load of preparation, saves time and makes teaching and learning easier.<sup>24</sup> When all material is already in the textbook, the teacher just adds what must be added. Then the teacher only needs to prepare how to convey the material already in the textbook to students so that they understand what is being taught. It will be useless if the teacher cannot convey the material well while the textbook is not good of quality.

The motivation of students is one of the most important functions of textbooks. It can be said that students are the objects of education, because educating of the nation's children is the goal of education. They also become a benchmark of the success of an education. Another function of textbooks was to make specialized knowledge available to learners.

Textbooks play a pivotal role in language classrooms in all types of educational institutions.<sup>25</sup> Besides, one of the basic functions of textbooks is to make the existence knowledge available and apparent to the learner in a selected, easy and organized way.<sup>26</sup> Textbooks can play an important role in addressing the problem of inadequately qualified teachers.

The utilization of high quality textbooks can contribute much in supporting learners in the learning process, as well as supporting teachers in their instruction and their professional development. When teachers

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<sup>23</sup> Anshary and Babaai, "Universal Characteristics of EFL/ESL Textbooks", 2.

<sup>24</sup> Charalambous, "The Role and Use of Course Books in EFL," 3.

<sup>25</sup> Massoud Rahimpour and Raheleh Hashemi, "Textbook Selection and Evaluation in EFL Context", *World Journal of Education*, no.3 (2011): 62.

<sup>26</sup> Tok, "TEFL textbook evaluation", 509.

lack of time or have little time for lesson preparation so that it is not optimal, then the role of quality textbooks becomes crucial.<sup>27</sup>

### 3. Criteria of good textbook

In different scientific journals, many experts agree that no textbook is perfect.<sup>28</sup> It is because there is no book that can really represent students in one class, let alone represent one school. The different backgrounds of students are the reason why no textbook is perfect. Even so, there are always examples of good textbooks from bad ones. It depends on how the users can choose and select the textbook according to their needs. As textbook users, students or teachers must know what the criteria of a good textbook are. Good does not mean perfect, but good is definitely the opposite of bad.

A good textbook is when the textbook enables the student to obtain the desired learning goals.<sup>29</sup> It means the teachers as much as possible choose a textbook that fits the students' background. This will help students a lot in understanding the material. Some teachers sometimes find it difficult to find textbooks that fit the students' background. When this happens, teachers can select material from various sources that are suitable for their students and even teachers can independently develop learning resources for their students even though this will take more time than usual.

Mukundan offers what are the criteria for a good textbook. These criteria become a reference for the researcher in analyzing the textbook being researched. According to Mukundan, there are ten items that should be in the textbook, namely the book in relation to syllabus and curriculum, efficient outlay of supplementary materials, listening,

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<sup>27</sup> Pepin and Haggerty, "Mathematics textbooks and their use by teachers", 73-100.

<sup>28</sup> Anshary and Babaai, "Universal Characteristics of EFL/ESL Textbooks", 2.

<sup>29</sup> Bernier, M. J.: 1996, Establishing the psychometric properties of a scale for evaluating quality in printed educational materials, *Patient Education and Counselling* 29, 283-299.

speaking, reading, writing, vocabulary, grammar, pronunciation, and exercises.<sup>30</sup>

a) The book in relation to syllabus and curriculum

The very first criterion of a good textbook is its suitability of the syllabus and curriculum. Curriculum in Indonesia has gone through many processes over time. The change of curriculum name is one of the results of curriculum revision. The latest curriculum is the 2013 curriculum or abbreviated as K'13 which is a revision of the previous curriculum, KTSP. Revision is a form of refinement. The curriculum does need to be revised if many of them are not in accordance with the situation and condition of education in Indonesia. However, the textbook that is in accordance with the syllabus and the applicable curriculum is a textbook that keeps up with the times.

b) Efficient outlay of supplementary materials

A good textbook ideally includes supporting materials like audio-materials. For example, in an English textbook, the audio-materials is useful in teaching listening. So, the students do not always learn listening to their teacher's sound. But, the textbook must not include the audio-materials because most textbooks, belonging to English textbooks do not include it. The most important one is the content of materials sufficiently provided, covering texts, pictures, themes, and so on.

c) Listening

The next criterion is listening. Listening is the first skill that students receive when teaching and learning process begins. When the teacher enters the class, firstly, they will greet the students by using English. The students listen what the teacher says then they

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<sup>30</sup> Jayakaran Mukundan, et.al., " Developing an English Language Textbook Evaluation Checklist: A focus Group Study", *International Journal of Humanities and Social Science*.

respond it. Obviously, the students will use their listening skills first and then they will use their speaking skill.

Listening task is one of the ways to improve listening skill. A good textbook is the textbook that has appropriate listening task with well-defined goals. The goals or learning objectives of listening task is an implementation of basic competence and core competence in the curriculum. Furthermore, the tasks should authentic or close to real language situations. If the tasks are authentic or close to real language situation, it will trigger the students to practice in everyday life.

d) Speaking

Speaking is interrelated to listening. Listening is as receptive skill, while speaking is as productive skill. Because language is habit, it would be good if textbook contains speaking material that emphasizes speaking practice more. Speaking practice can also be referred as speaking exercise or speaking task or speaking activities. Speaking is usually presented in the form of a monologue or dialogue. Speaking activities should balance between individual response, pair work, and group work. Individual response can train students' independence in doing the task. By this situation, the teacher can see the students' ability in their entirety. Pair work will train students to work together in a small team and be responsible as members who must work together to complete tasks. Meanwhile, group work is same as pair work, only the scope is wider.

e) Reading

Reading in this case is not just spelling letters or sentences or paragraphs. Reading skill emphasized how students can understand what is read. Accordingly, the reading task is always equipped with 5W + 1 H questions. These questions are used to measure the extent

to which students understand the reading text presented. The text presented should have been evaluated, so that the text is in accordance with the dynamic of the times.

The texts in reading should be graded and interesting. For example, the texts regard to increase vocabulary and have good themes which are relevant to their level and age. The students can increase their vocabulary mastery while reading. Not only they can understand the content of the text but also they get new vocabulary. Moreover, if the theme of the text is interesting, they will be more enthusiastic and not boring in reading. The reading texts can be also used as a model for written works, they are asked to write something based on the model by giving information in a different for

f) Writing

Writing task is usually related to producing something. Writing tasks on textbook should be varied to avoid monotony. The monotonous writing tasks model make the students easily bored, while the varied writing tasks will make the students feel challenged in completing the next writing tasks. In addition, each writing task must have a clear goal that can be achieved by students. The adjustment between writing material and writing task is very important in order to achieve the learning objective. The teacher can find out the extent to which students understand the writing material by being given writing task.

g) Vocabulary

There are so many vocabs in English, but students do not need to, memorize and know everything. In mastering a language, vocab is one of the keys. The more vocabulary mastered, the wider the circle of conversation or the wider knowledge gained from the target language. The frequency of using vocabulary is different. It

depends on the situation, the theme of the discussion, or the era. Therefore, the very first step to mastering vocabularies is by choosing the vocabularies from the ones that are used most often.

The vocabularies in the textbook must be adjusted to the level of the student. The most basic level will be given simple and easy vocabulary, then the higher the grade level, the more complex the vocabulary will be. Still, the distribution simple to complex of vocabulary load across chapters and the whole book should be good.

Repetition and recycled of vocabulary across the book will help students remember the vocabulary that has been mastered. This will prevent students from forgetting the vocabulary they have learned. When students often encounter a vocab then they will be familiar with it. This is a powerful way for students to master vocabularies rather than memorizing.

#### h) Grammar

Learning a language cannot be separated from grammar. All language skills require grammar as language rules. Grammar teaches how people must arrange sentences with the correct arrangement so that the meaning can be conveyed properly. People can still convey the message even with poor grammar. However, the message conveyed will be less effective, efficient, and aesthetically pleasing than when the people have mastered grammar properly and correctly. For example, the sentence *I want to eat noodle* is a grammatically correct sentence structure. But what if the arrangement becomes *noodle eat I want*, the sentence will be a long time to be understood so that the intent and purpose is long conveyed.

A good textbook is when the spread of grammar is achievable. Further, grammar is contextualized. It means that grammar should be merged into the other language skills. Grammar



does not have to be taught explicitly, it would be better if grammar is combined with other skills. It aims to reduce student boredom. Learning grammar will be very boring and make students sleepy if the teacher only teaches theory from the first minute to the last minute. Grammar is something that must be combined with others so that students can understand the context better. When students can understand the context then they can apply it in real life. This will be more useful than using the method of memorizing formula such as tenses.

i) Pronunciation

Pronunciation materials are also important to be included in an English textbook besides four skills, grammar, and vocabulary. The materials have to be contextualized in various activities. Learning to pronounce English words usually cannot be right once pronouncing. It must be repeated. Therefore, the learning activities should be made interesting so that the students can enjoy learning pronunciation. The materials must be also learner-friendly without complex charts or diagrams. The complex charts work to show right or wrong stress and intonation which often confuse the students and teacher. A cassette is the best way of achieving stress, intonation, even rhythm. But, if being happy and not confused with the complex charts, they can use those.

j) Exercises

There is a slogan that says practice makes perfect. by practicing, the students will know how far their potential. The exercises in the textbook must reflect the material that is in accordance with core competence and basic competence. The exercises given should not be monotonous and should be varied. The goal is that students do not get bored and stay motivated. The

exercise on the textbook must also be balanced and include the four language skills those are listening, speaking, reading, writing, grammar and pronunciation.

The exercises on the textbook should not be too easy and not too difficult. If it is too easy students will get bored, meanwhile if it is too difficult students will be reluctant. For this reason, the exercises need to be adjusted to their level. So the questions in the exercise must be graded from easiest, medium, then difficult. Students who get used to doing exercises on textbook will not be too nervous when facing examinations. Practice exercises on textbook as a provision for students to prepare for exams which are held every mid-semester or every semester.

#### 4. The importance of selecting textbook

Textbook analysis is the evaluation of data about textbook characteristics according to explicitly stated criteria. As teachers, many of us have had the responsibility of evaluating textbooks.<sup>31</sup> All books have certain limitations and deficiencies and they all acquire evaluation, selection, adaptation and supplementation.<sup>32</sup>

It is a fact that selecting and evaluating textbooks in EFL context is of utmost importance.<sup>33</sup> The dynamic life and rapidly developing technology make it important for textbooks to be evaluated regularly. For that reason, updating knowledge is the duty of all educators. The reasons for materials evaluation activities are also many and varied. One of the major reasons is the need to adopt new course books.<sup>34</sup> Textbook analyses and evaluation do not only help teachers to develop themselves, but also helps them to gain good and useful insights into the nature of the material.

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<sup>31</sup> Anshary and Babaai, "Universal Characteristics of EFL/ESL Textbooks", 2.

<sup>32</sup> Charalambous, "The Role and Use of Course Books in EFL", 5.

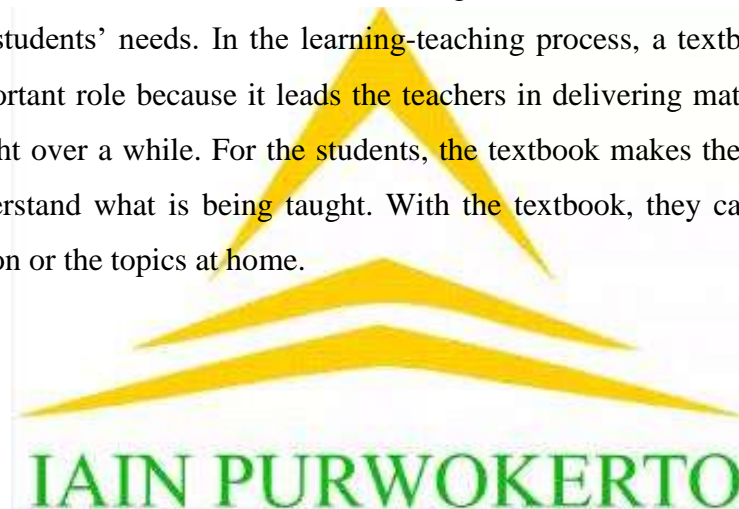
<sup>33</sup> Rahimpour and Hashemi, "Textbook Selection and Evaluation in EFL Context", 62.

<sup>34</sup> Tok, "TEFL textbook evaluation", 510.

## 5. The Role of Textbook

Textbooks have an important role in language classrooms in all types of educational institution, such as state schools, colleges, language schools, and other educational institution in the world. Teachers must select an appropriate textbook because they spend much time with textbooks in the class. A textbook can provide different objectives for the teachers that are as the main source, as supplementary materials, as an inspiration for activities in the class, and as the implementation of the curriculum.

Among the elements of English teaching programs, textbooks are viewed as the main sources in achieving aims that have been relevant to the students' needs. In the learning-teaching process, a textbook has an important role because it leads the teachers in delivering materials to be taught over a while. For the students, the textbook makes them easier to understand what is being taught. With the textbook, they can learn the lesson or the topics at home.



## CHAPTER III

### RESEARCH METHODOLOGY

This research presents the method that used in this study. It contains type of research, data and source of data, research instrument, technique of data collection and technique of data analysis.

#### A. Type of research

This research is to analyze the content of textbook aimed to know the content quality of textbook. There are two type of research; field research and library research. On this research, the writer use library or literature research as the type of the research. This is another variant of the study. Recently, many students prefer library research to field research due to the impact of covid-19<sup>35</sup> which limits students' movement space. Unfortunately, it is still rare to find reference sources that discuss more about library research. Literature research is certainly different from field research. In literature research, the writer does not need to go directly to the field. Definitely, there are some strength and weakness in conducting this type of research.

In conducting literature research the researcher can use qualitative or quantitative or mix both of them. In this research, the writer used qualitative and quantitative research design or in other word it can be said as mixed method. Mixed methods research (MMR) involves collecting, analyzing, and in some way integrating both quantitative and qualitative data in a single project.<sup>36</sup> Further, the method that used in this research is descriptive qualitative method by using document analysis or content analysis. Descriptive qualitative method used to describe the condition of something and classify the information. It aims to describe clearly the object under study.

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<sup>35</sup> Corona Virus Disease 2019

<sup>36</sup> Patricia Leavy. Research Design: Quantitative, Qualitative, Mixed method, Arts-Based, Community-Based Participatory research approach. The Guilford Press. New York, 2017. P.9.

## **B. Data and Source of Data**

In this research, English textbook entitled Bahasa Inggris for eight grade of junior high school is as source of data and object of the research. The textbook was written by Septiarti Wijayanti which was published by CV Graha Pustaka in 2018. The data of this research is the materials/content of English textbook with the criteria of content quality.

The textbook has 63 pages with six chapters. Each chapter has apperception, exercises, activities, glossary, competence test, remedial, and enrichment. Apperception is the opening to brainwash the students about the material that will be thought by the teacher. The teachers usually do the apperception by giving light question to describe what material that will be learned. It will trigger students' focused so that the material will be conveyed well. In every chapter there are some exercises for checking students' understanding. The next order is activities which have the same function as an exercise. Then there is glossary as a short dictionary that will help students to check unknown words. At the end of the chapter, there is a competency test to measure the understanding of overall material in the chapter that have been taught, then followed by remedial for the students who have not passed. Last there is enrichment as a closing.

The textbook implements the latest curriculum, 2013 curriculum. It is shown at the beginning of each chapter that presents core competence, basic competence and learning objective. Curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today.<sup>37</sup> The source of data is in the form of document, therefore the method used to gather data is called documentation method.

## **C. Technique of Data Collection**

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<sup>37</sup> Salinan Lampiran Permendikbud No. 9 Tahun 2014, Kurikulum 2013 Sekolah Menengah Atas/ Madrasah Aliyah, Rom 1, point (A).

Data collecting technique is a sequence of ways that researcher takes to collect data empirically and objectively. To obtain valid data, some technique of data collection was applied. In case of collecting the data of the research, the researcher needed the instruments.

#### 1. Research instrument

In qualitative research, the researcher is the main instrument. In this research, the writer used checklist as the instrument of data gathering. The data will be collected by identifying the materials of textbook based on certain checklist. The checklist used in this study is Mukundan checklist.

There are sixteen materials that will be categorized as below:

Table 2.1 The list of materials provided in the textbook “Bahasa Inggris”.

Chapter 1 Could you listen to me please!	<ul style="list-style-type: none"> <li>- Asking for attention</li> <li>- Checking Understanding</li> <li>- Appreciating and complimenting</li> <li>- Asking for and giving opinion</li> </ul>
Chapter 2 I have a good hand for drawing	<ul style="list-style-type: none"> <li>- Asking about and stating ability/capability</li> <li>- Asking about and stating willingness</li> </ul>
Chapter 3 Prohibition	<ul style="list-style-type: none"> <li>- Stating obligation</li> <li>- Prohibition</li> <li>- Asking for and giving suggestion</li> </ul>
Chapter 4 May I join a cooking course?	<ul style="list-style-type: none"> <li>- Expression of commanding</li> <li>- Expression of inviting</li> <li>- Asking for and giving permission</li> </ul>
Chapter 5 Welcome home my lovely son Jordy!	<ul style="list-style-type: none"> <li>- Greeting card</li> </ul>
Chapter 6	<ul style="list-style-type: none"> <li>- Presence of people, animals, and</li> </ul>

There is a teacher	things - Quantifier - Preposition
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Based on table above, there are sixteen materials provided in the English textbook. The researcher used an instrument rubric by Mukundan consist of checklist analysis for those sixteen materials.

## 2. Procedure of collecting data

The writer did three steps of data gathering. The first step, determine which textbook to analyze. In this case, the writer used textbook entitled “Bahasa Inggris” for eight grade of junior high school. The writer conducted a deep analysis of its contents based on the theory from Mukundan and friends. Second, the writer take sample from the textbook, which is all of materials presented on the textbook consist of sixteen materials. Third, prepare the instrument used to collect the data. In this case, the writer used checklist by Mukundan as the instrument.

## D. Technique of Data analysis

### 1. Qualitative Data

This study applies qualitative content analysis to explain the textbook evaluation. Qualitative Content Analysis is understood as a technique to analyze data in a rule guided research process, and the research process leads to common (qualitative and quantitative) research standards.<sup>38</sup> The checklist is used to collect the data and to gain information. It is taken from the criteria of textbook evaluation determined by Mukundan, Hajimohammadi, and Nimehchisalem including the aspects of general attributes of the textbook and learning-teaching content.

<sup>38</sup> Philipp Mayring, *Qualitative Content Analysis: Theoretical Foundation, Basic Procedures, and Software Solution* (Klagenfurt: 2014).

A 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.

Some steps in content analysis are:

- a. Identify the specific body of material needed to be explored
- b. Define the characteristics or qualities to be examined in precise terms.
- c. Break into small and manageable segments of materials if it is too complex or lengthy.
- d. A researcher should scrutinize and sort the materials based on the defined characteristics.

There are three main components of data analysis for qualitative data. First is data reduction. Data reduction is a key element of qualitative analysis, performed in a way that attempts to respect the quality of the qualitative data.<sup>39</sup> It is aimed to reduce the data without losing the significant information. The second one is data display. Data display is the process of organizing the data into the simple one. The last one is drawing and verifying conclusion.

## 2. Quantitative Data

Quantitative data analysis uses the analysis of Likert's scale calculation by dividing the total score obtained with the amount of the highest score that is multiplied by the total number of criteria. Then, it is multiplied by 100% to achieve the sum point. The formulation of the calculation used in the evaluation process is presented as follow:<sup>40</sup>

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<sup>39</sup> Research Methods in education. Louis Cohen, Lawrence Manion, and Keith Morrison. 2007. Routledge.

<sup>40</sup> Paulien C. Meijer, Nico Verloop, and Douwe Beijaard, "Multi-Method Triangulation in a Qualitative Study on Teachers" *Practical Knowledge: An Attempt to Increase Internal Validity*, 36 (2002), 145–146



$$P \% = \frac{\Sigma q}{\Sigma r} \times 100\%$$

$P\%$  = The percentage that is obtained for every aspect observed.

$\Sigma q$  = The total score that is obtained for every aspect observed.

$\Sigma r$  = The amount of the highest score is multiplied by the total number of criteria for every aspect observed.

Then, the above formulation is used to analyze the data. The result of the data analysis contains four categories presented in the following table:

Range of Fulfillment Score	Category
80 % - 100 %	Good
60 % - 79 %	Fair
50 % - 59 %	Sufficient
0 % - 49%	Poor

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Data Description

This research used some criteria suggested by Mukundan in analyzing items in the textbook. There are two general criteria followed by several sub-criteria. The first criterion is general attributes. It has relation to syllabus and curriculum, methodology, physical and utilitarian attributes, and supplementary materials as sub criteria. The second one is learning-teaching content. It has listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercises as sub criteria.

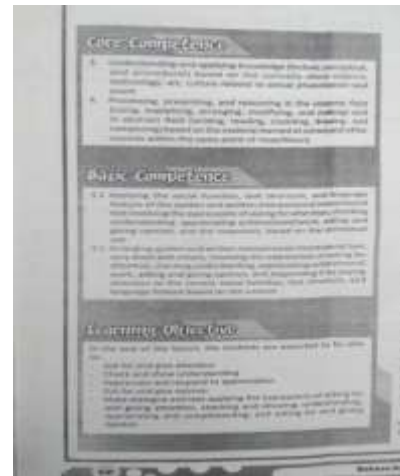
##### 1. General Attributes

###### a. The book in relation to syllabus and curriculum

###### 1) It matches to the specifications of the syllabus and curriculum

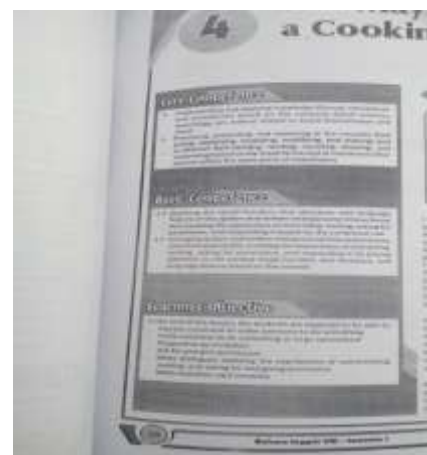
In chapter 1, the materials are about asking for attention, checking understanding, appreciating and complimenting, asking for and giving opinion which relate to basic competence 3.1. In the exercise section, there are spoken and written activities about transactional and interactional text which relate to basic competence 4.1.

In chapter 2, the materials are about asking about and stating ability/capability, asking about and stating willingness, which relate to basic competence 3.2. It is also completed by the information about the use of modal verb will. In the exercise section, there are spoken and written activities about transactional and interactional text which relates to basic competence 4.2.



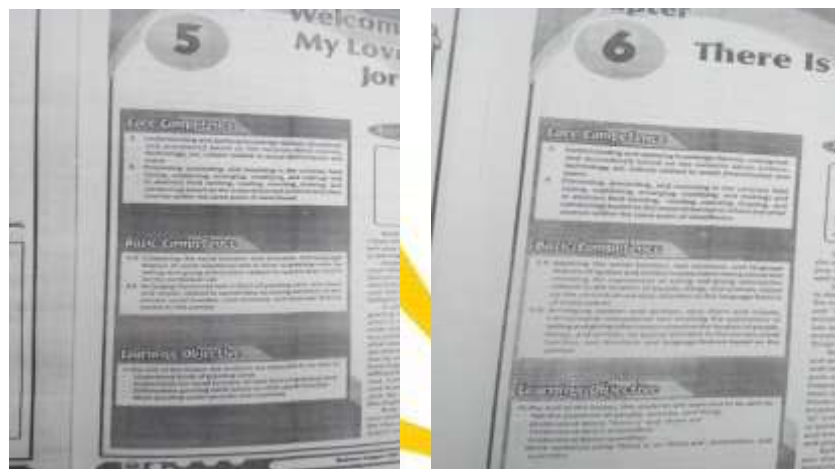
In chapter 3, the materials are about stating obligation, prohibition, asking for and giving suggestion, which relate to basic competence 3.3. It is also completed by the information about language feature of must and should. In the exercise section, there are spoken and written activities about transactional and interactional text which relate to basic competence 4.3.

In chapter 4, the materials are about expression of commanding, expression of inviting, asking for and giving permission which relate to basic competence 3.4. In the exercise section, there are spoken and written activities about transactional and interactional text which relate to basic competence 4.4.



In chapter 5, the material is about greeting card which relate to basic competence 3.5. In the exercise section, there are spoken and written activities about transactional and interactional text which relate to basic competence 4.5.

In chapter 6, the materials are about presence of people, animals and things, quantifier, preposition. In the exercise section, there are spoken and written activities about transactional and interactional text which relate to basic competence 4.6.



According to syllabus and curriculum, there are three types of communication text in this textbook. Those are interpersonal, transactional and functional text. Interpersonal text is a text that is used to relate to others in order that we can communicate with other people properly and correctly. Transactional text is a text that is used to relate to others in order that we can get what we want from the use of such texts. The last, functional text is a text that is used to convey something that has a specific purpose and message according to the type of text. The following are examples of interpersonal text, transactional text and functional text available in this textbook.

## Interpersonal text

**Appreciating and Complimenting**

What is appreciation? Great! Appreciation is the recognition or act of valuing qualities or something, such as achievement or works. It is similar to compliment, which is something said to praise or accept something. To appreciate or compliment something, we can say:

- You're doing well/good.
- That's very admirable.
- What a/an ... (adjective) it is!
- Good job/Well done!

To respond to appreciation or compliment, we can say:

- Thank you very much.
- You are so kind.

## Transactional text

**Asking for and Giving Suggestion**

Advice is an opinion someone offers you about what you should do or how you should act in a particular situation. Meanwhile, suggestion is an idea, plan, or action that is suggested or the act of suggesting it.

The followings are the expressions and responses

Asking for Suggestion/Advice	Giving Suggestion/Advice	Responding to Suggestion/Advice
- Should I ...?	- I think you'd better ....	- What a good idea.
- What should I do?	- I think you should ....	- That's a good suggestion.
- Do you think I ought to ...?	- Why don't you ...?	- That sounds good.
- What do you think I should ...?	- It would probably be a good idea to ....	- I hadn't thought of that.
- If you were me (in my situation), what would you do?	- If I were you, I'd ....	- That never entered my mind.


## Functional text

**Example:**

Miss Yolanda : Girls, don't throw your garbages everywhere!  
Meika : We're sorry, Miss. We just finished cleaning our classroom. But we can't find a dustbin.  
Miss Yolanda : Just put them in some plastic bags and throw them to a dustbin outside.  
Retha : All right, Miss.

The expression of prohibiting is also closely related to sign or notice, where rules are printed on a wooden or metal board in form of short phrase, imperative, or symbolic pictures.

**Example:**



An example of the interpersonal text is about appreciating and complimenting. In that section, the meaning of appreciation and how to appreciate or compliment someone are explained briefly and clearly. It is covered in chapter one on page 9. Then the example of transactional text can be found at chapter three on page 27. It is about asking for and giving suggestion that completed by theirs responds. Last is the example of functional text. It is covered in chapter 3 which is about prohibition. In the

example above, there is a short dialogue between teacher and student.

b. Efficient Outlay of Supplementary materials

- 1) The book is supported efficiently by essential like audio materials.

Audio material relate to listening material. There is no specific listening material in the textbook but there are several listening tasks as in chapter 5. Actually, there are not many textbooks whose models such as the textbook that is being researched is equipped with audio material. Audio material is usually found in textbooks that the material is more complete and detailed and certainly more expensive.

In this case, there is no supplementary material that supported by audio material for each textbook. Each student has textbook but no one has the audio material. Even if available, the audio is only owned by the teacher. In every parts of textbook, there is no information that textbook is equipped by audio material. It means, the textbook was not designed to have audio material.

Audio material is needed especially for listening material. By using audio material, the students can improve their listening skill regularly. Audio material also helps students whose learning orientation is more dominant in audio than visual. It means that the students tend to prefer learning by listening rather than reading.

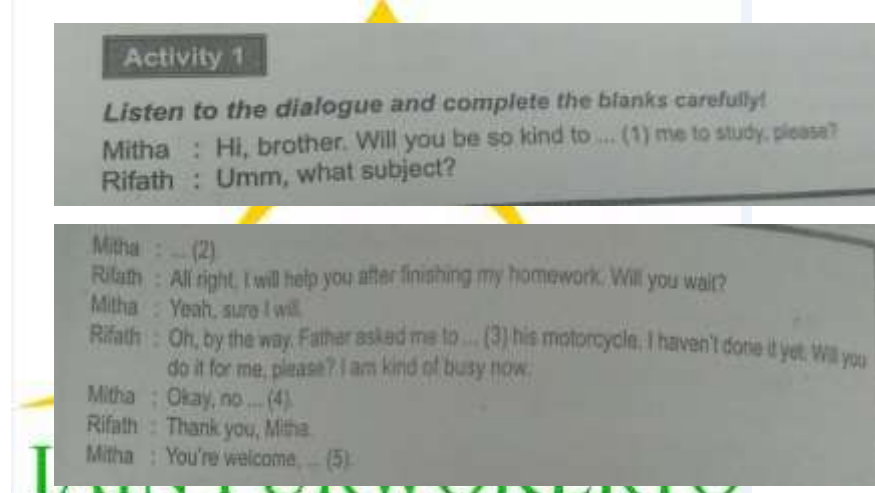
2. Learning-teaching content

a. Listening

There are two types of listening tasks in this textbook. The first one is monologue and the second one is dialogue.

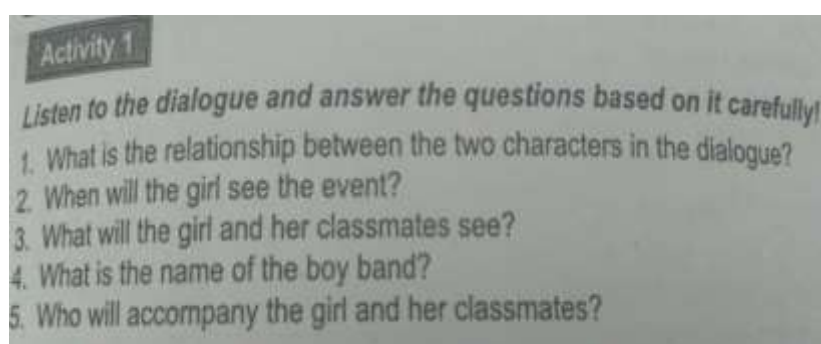
The listening tasks in the textbook are sync with the theme of the material. The themes of the material are arranged based on the current and latest core competence and basic competence. The latest curriculum is a revision of the previous curriculum. The purpose of this revision is that the English materials taught are in accordance with the prevailing situation and condition.

For example, the materials in chapter two are asking about and stating ability, asking about and stating willingness. Then the listening task in chapter two is in the form of a dialogue in which students are asked to complete the missing text. The form of the text as below:



It can be seen that the conversation in the listening task is neither too long nor too short. The point of the conversation is about Mitha is asking Rifath for help. Conversely, Rifath is also asking Mitha for help. The dialogue applies the material asking about and stating willingness. This material clearly implements a real situation in which humans are creatures that should help each other. The language used is original and real or in accordance with the situation and the era, because it is not found in this dialogue that uses old English which has been displaced by the times.

Let's look at the listening task in chapter four. Listening task in chapter four is different from listening task in chapter two. In this case, Students are asked to listen to the dialogue and then answer the available question. These questions are the 5W+1H question model. There are five questions that have three variations, those are what, when and who. Look the image below for more detail.



Based on the picture above, it can be seen that these questions have key words; *two characters in the dialog, the girl, the event, her classmates, boy band*. From these key words, the main idea in the dialogue is predictable, that is inviting someone. Listening task is in sync with the material taught in chapter four which is about expression of inviting. The task above has real language situation because the words or sentences used are still in accordance with the latest edition of the English dictionary. However, listening tasks are well-design goals because they are in sync with core competence and basic competence.

b. Speaking

- 1) Activities are balanced between individual response, pair work and group work.

There are many activities and exercise per chapter, the most of is speaking activities. Speaking activities in every chapter are



imbalanced between individual response, pair work and group work. There are more pair work or and group work activities than individual. Overall, there are 5 individual activities, while there are 19 pair work or group work activities. For more details, see the table below.

No.	Chapter	Speaking Activities	
		Individual work	Pair work or and group work
1.	one	-	7
2.	two	2	4
3.	three	-	4
4.	four	1	3
5.	five	1	1
6.	six	1	-
Total		5	19

Based on the data above, it can be concluded that the speaking activities are imbalanced between individual response, pair work and group work. They have a large range of differences. The speaking task in this book is the second most common after the writing task.

### Individual work

**Activity 2**

**Task 1**  
*Retell the text below in front of the class confidently!*

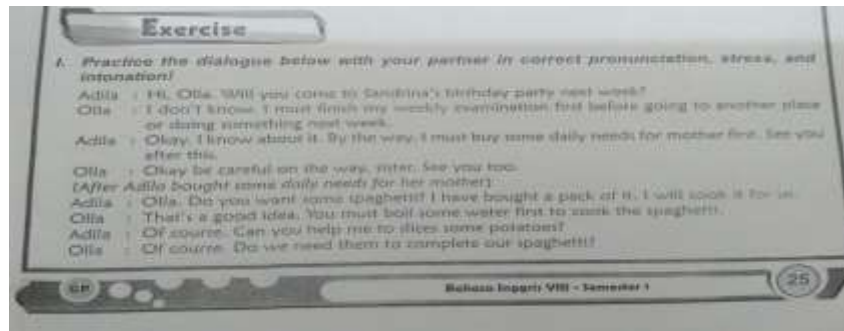
Hi, my name is Nadine. I want to talk about one of my favourite people. She is Miss Ruri Adelia. She is a musician. She can sing pop songs and playing guitar, piano, and violin. She is actually also my music and art teacher at school. Miss Ruri is still young. She is 25-years old. Miss Ruri can share her knowledge to me and my friends very well at school. She is also very friendly and kind to everyone around her. Miss Ruri is known as multi talented teacher because she has good achievement in her way of teaching music and in her career as a musician. She has won some singing competitions.

**Task 2**  
*Go around your classroom and ask your classmates about their abilities and inabilities then write them in a table like below! Remember to speak only in English.*

Example:

No.	Name	Ability	Inability
1.	Alia	...	...math problems.

### Pair work



### Group work



### c. Writing

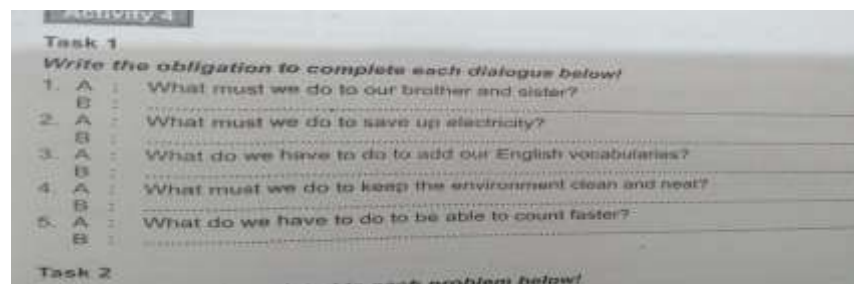
In this English textbook, writing task is the most compared to others. There are about 29 writing tasks spread over six chapters. Even though the map the map is not evenly distributed, each chapter is ensured to have writing task. The writing tasks should have achievable goals and take into consideration learner capabilities. The goals of the writing task have been stated in the learning objective which can be seen at the beginning of each chapter. The following are the learning objectives of writing tasks in each chapter:

No.	Chapter	Learning objective of writing tasks
1.	one	The students are expected to be able to make a dialogue and text applying the expression of asking for and giving attention, checking and showing understanding, appreciating and complimenting, and asking for and giving

		opinion
2.	Two	The students are expected to be able to: <ul style="list-style-type: none"> <li>- Make dialogue using the expression of showing ability and willingness.</li> <li>- Write sentences using the modal verb 'can' and 'will' correctly.</li> <li>- Write a text about showing ability and willingness</li> </ul>
3.	three	The students are expected to be able to: <ul style="list-style-type: none"> <li>- Make a dialogue expressing obligation, prohibition, and/or suggestion.</li> <li>- Write a text talking about obligation, prohibition, and/or suggestion.</li> </ul>
4.	Four	The students are expected to be able to: <ul style="list-style-type: none"> <li>- Make dialogues applying the expression of commanding, inviting, and asking for and giving permission.</li> <li>- Make invitation card correctly.</li> </ul>
5.	Five	The students are expected to be able to make greeting cards correctly and creatively.
6.	six	The students are expected to be able to write sentence using 'there is' or 'there are', preposition, and quantifier.

There are various types of writing task in this book, those are making dialogue of some expression, making dialog based on picture, matching each expression to the suitable response, completing the dialogue by elaborating, stating true or false based on the dialogue, writing something based on the picture, making some functional text, circling the correct answer, changing the written sentence into the other forms of the

sentence, and so on. A varied writing task can certainly minimize students' boredom in learning and doing some assignments. The various writing tasks confirm that these tasks are attractively structured and designed. Most importantly, the writing tasks are in consideration of the students' capabilities that are suitable to their level.



#### d. Vocabulary

There are many vocabulary materials in each chapter. The new words on vocabulary materials are appropriate for the students because related to basic competence and core competence. In chapter one the students learn some vocabularies used for appreciate and compliment someone covered on page 9 such as well, good, admirable, etc. In chapter two the students get new words about someone ability or capability such as drawing, singing, dancing, blogging, cooking, swimming, etc. It is covered on page 18-20. In chapter three the students learn new vocabularies about prohibition which is covered on page 26 such as open, close, throw, put, do not, must, have to, and so on. In chapter four the students can learn new words from expressions of inviting such as come, reject, appointment, busy, hope, etc. It is covered on page 38. In chapter five the students get new vocabularies about greeting card such as congratulation card, homecoming card, gratitude card, farewell card, sympathy card, apology card, celebration card, etc. It is covered on page 46. In the last chapter the student learn new vocabularies about

presence of people, animals and things such as candies, leaves, bread, mouse, scissors, deer, song, water, blood, money, flour, oil, sugar and so on.

The distribution of simple vocabulary to complex vocabulary not completely fulfilled. The simple vocabulary can also be called as basic or root or the core. Basically, simple vocabulary is a word that has not been added yet. Meanwhile, complex vocabulary is a word that is formed from two or more morphemes such as unbelievable. The word unbelievable is made up from 'un', 'believe', and 'able'. The simple word or basic word of unbelievable is *believe*. The meaning of *unbelievable* is not able to be believed. When simple word changes to complex, the meaning will be changed. The role of the word can also change. The role of simple word *believe* is as verb, when it becomes complex word *unbelievable* its role is as an adjective.

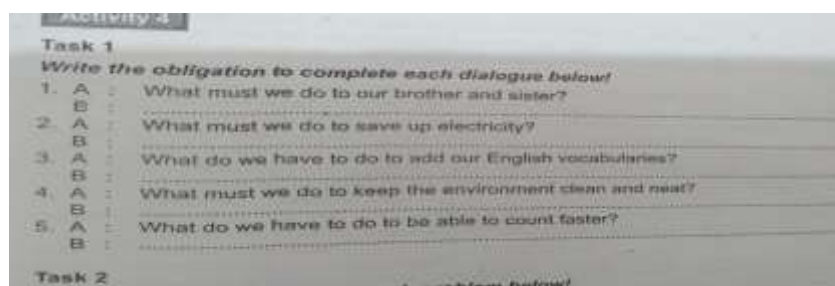
Based on the researcher analysis, there are so many simple words and complex words in the textbook. However, there are more simple words than complex words. For instance, the researcher took the dialogue in chapter three as the sample. It is covered on page 25. For more detail, look at the dialogue below.

There are two people involved in the conversation. They talk about prohibition. Most of the words in the conversation use simple words. Further, the complex words in the dialogue above are *weekly* and *examination*. Meanwhile, the rest are simple words. It aims to enable students to understand word by word easily.

Words in the textbook are efficiently repeated and recycled across the book. It is supported by glossary at the end of each chapter. The rare words, unfamiliar words, and unrepeated word

in the textbook can be found in glossary. They are defined briefly and simply. Take the example below;

There are some words in the glossary of chapter six on page 57. They are corner, crossroads, equipment, orphanage and submarine. Each word is defined by its meaning. When students don't get the meaning, they can ask to their friends or the teacher. It will be difficult to understand except the definition is in students' native language.



e. Grammar

The process of contextualizing grammar material can be found in transactional text, interactional text and functional text such as the expressions of stating obligation, asking for and giving suggestion, commanding, inviting, asking for and giving permission, etc. The following is the distribution table of material consisting of grammar.

No.	Chapter	Sub-theme	Specific grammar material
1.	one	Asking for attention	The use of may, have, and could
		Checking understanding	Sentence structure of checking understanding. E.g.: Aux. Verb + subject + infinitive verb + noun phrase + question mark (formal form)
		Appreciating	Sentence structure

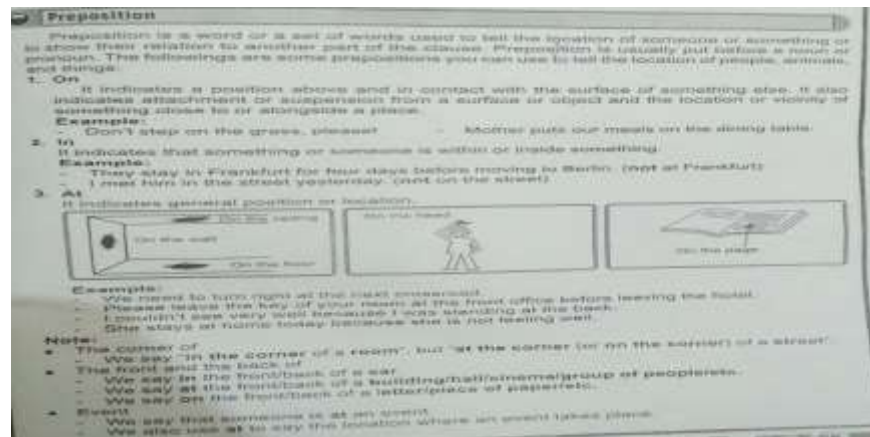
		and complimenting	
		Asking for and giving opinion	Sentence structure
2.	two	Asking about and stating ability	Sentence structure E.g.: subject + can + infinitive (positive form)
		Asking about and stating willingness	- Sentence structure E.g.: Subject +will not + infinitive. (negative form) - The usages of modal verb 'will'.
3.	Three	Stating obligation	The usages of 'must' and 'have to/has to'
		Prohibition	The use of <i>don't/do not</i> and <i>must not</i> before the verb.
		Asking for suggestion and giving suggestion	-Sentence structure -The usage of 'should'
4.	four	Expression of commanding	Sentence structure of short imperative. e.g.: Infinitive verb + noun
		Expression of inviting	The usage of 'would and will'
		Asking for and giving permission	The usage of may, could/can, would.
5.	five	Greeting card	-
6.	six	Presence of	-The use of 'there is' and

		people, animals, and things	'there are'. -Understanding countable noun and uncountable noun.
		Quantifier	-Few and little -Many, much, and a lot of -Some, any, several, a number of.
		Preposition	The usage of on, in, at.

Based on the table above, the spread of grammar is achievable except in chapter five. In chapter five, the material is about greeting card which is one of the functional texts. There are no specific or standard grammar rules of making greeting card. Greeting card specifically shows what message by the sender to the recipient.

Grammar is not introduced explicitly incidentally throughout the textbook. It is only available in chapter six. There are three sub-themes in chapter 6, they are presence of people, animals, and things, quantifier and preposition. They are all shown explicitly. Chapter six is different from other chapters, because other chapters show the grammar implicitly. It means, grammar material blends implicitly with other material.





f. Pronunciation

Pronunciation is important in improving English. It relates to speaking skill. The best way to practice pronunciation is by listening to native speakers and then imitates what native speakers say with the same pronunciation, intonation and rhythm. Pronunciation is like the first step before learning speaking. This is exactly the same as when Muslims learn *tajwid* before learning to read Al-Quran. Pronunciation is like *tajwid* which contains a guide on how to read the Al-Quran properly and correctly.

Unfortunately, there is no pronunciation material across the textbook either explicit or implicit. It is important to have it although only one point. Based on the analysis, the researcher found the word pronunciation mentioned in the textbook. The first one is covered in exercise of chapter three on page 25 which reads *practice the dialogue below with your partner in correct pronunciation, stress, and intonation!* The other two words are also in exercise form with different chapter and page which the imperative sentence is the same as the first one. Those are only imperative sentence in the beginning of exercise. It does not help the students much to pronounce well, except there is material or explanation about pronunciation before. How students can practice dialogue with correct pronunciation if there is no lesson about it before. The answer is yes it can. The

teachers can teach how to pronounce the dialogue well by adding information from other sources.

Speaking of other sources, the students who do not have pronunciation material in their textbook, they can learn from other sources. Nowadays, there are no more difficulties to explore the knowledge. By using internet, the students can learn pronunciation directly from native. There are abundant videos about pronunciation in the internet both paid and free.

g. Exercises

There four language skill in English, they are listening, speaking, reading, and writing. Textbook should ideally contain these four skills. In this textbook, exercise has a larger portion than theory. This can be good or bad. The good side, students can explore themselves more through exercises instead of reading a long and boring theory. The bad side, the theory is not fully described in full, so students need to seek additional information from other sources.

Overall, there are 70 exercises in the textbook which is divided into six chapters. In the first chapter there are 16 exercises, those are speaking 7, writing 5, reading 3, listening 1. In chapter two there are 11 exercises, those are speaking 5, writing 3, reading 2, listening 1. In chapter three there are 13 exercise, those are speaking 3, writing 6, reading 3, listening 1. In chapter four there are 14 exercises, those are speaking 4, writing 6, reading 3, listening 1. In chapter five there are 7 exercises, those are speaking 2, writing 2, reading 2, listening 1. In chapter six there are 10 exercises, those are speaking 1, writing 7, reading 1, listening 1. For more details, see the table below.

No.	Chapter	Language skills				Total
		Listening	Speaking	Reading	Writing	

1	One	1	7	3	5	16
2	Two	1	5	2	3	11
3	Three	1	3	3	6	13
4	Four	1	4	3	6	14
5	Five	1	2	2	2	7
6	six	1	1	1	7	10
Total		6	22	14	29	

According to the table above, the textbook provide more writing exercises, which are 29 exercises. In second place there is speaking exercise with 22 exercises. Then there is reading with 14 exercises, and the last is listening exercise with 6 exercises. The distribution of the data above is not balanced. What is balanced is only listening, which each chapter has one exercise.

Meanwhile, the quantitative data by using Mukundan checklist is showed as follow:

A. The book in relation to syllabus and curriculum					
1. It matches to the specifications of the syllabus and curriculum					4
B. Efficient Outlay of Supplementary materials					
2. The book is supported efficiently by essentials like audio-material		1			
C. Listening					
3. The book has appropriate listening tasks with well-defined goals					4
4. Tasks are efficiently graded according to complexity			2		
5. Tasks are authentic or close to real language situations					4
D. Speaking					
6. Activities are balanced between individual response,				3	

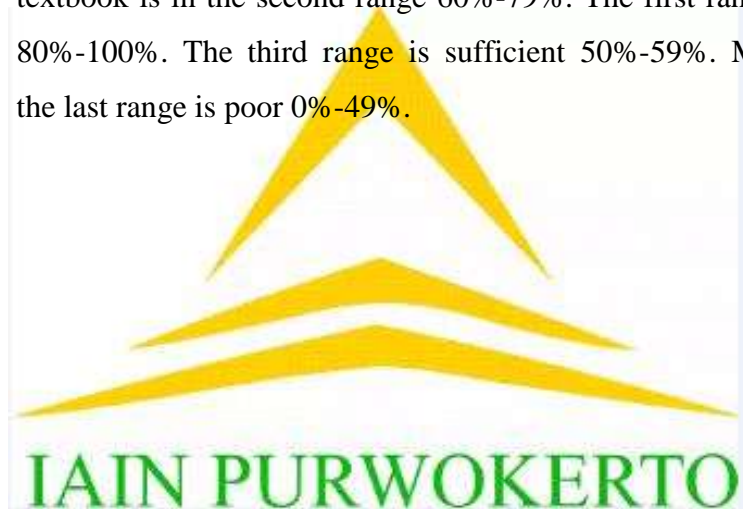
pair work, and group work.					
E. Reading					
7. Texts are graded			3		
F. Writing					
8. Tasks have achievable goals and take into consideration					4
G. Vocabulary					
9. The load (number of new words in each lesson) is appropriate to their level					4
10. There is good distribution (simple to complex) of vocabulary load across chapters and the whole book.			3		
11. Words are repeated and recycled across the book			3		
H. Grammar					
12. The spread of grammar is achievable					4
13. The grammar is contextualized					4
14. Grammar is introduced explicitly and reworked incidentally throughout the book			2		
I. Pronunciation					
15. It is contextualized	0				
16. It is learner-friendly with no complex chart	0				
J. Exercises					
17. It has four language skill					4

The result of data analysis used model analysis of Likert's scale calculation. The first step is divide the total score obtained with the amount of the highest score that is multiplied by the total number of criteria. Then, it is multiplied by the total number of criteria.

$$\frac{\text{Total score obtained}}{\text{Amount the highest score X total number of criteria}} \times 100\%$$

$$\frac{49}{4 \times 17} \times 100\%$$

The result shows that English textbook entitled 'Bahasa Inggris' for eight grade of junior high school meets most of the criteria determined by Mukundan by achieving the sum point of 72%. It indicates that the textbook is 'fair'. The textbook is fair because the textbook is in the second range 60%-79%. The first range is good 80%-100%. The third range is sufficient 50%-59%. Meanwhile, the last range is poor 0%-49%.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains conclusions from the findings of the book analysis. Then the implications of this research will be explained and finally closed with a suggestion.

#### A. Conclusion

The author can conclude the results of this study after analyzing the English textbook 'Bahasa Inggris' for eight grade of Junior high school. The conclusion is as follows:

This textbook has mostly met the criteria of a good book based on the criteria of Mukundan by having a percentage score of 72%, the score categorized as 'fair'. Although it cannot meet the criteria perfectly, this book is very worthy to be used as a learning resource, both as a main source and as an additional source.

#### B. Suggestion

Based on the result of the research, there are some suggestions provided. The suggestion are expected to be useful for teachers, students, further researchers and other parties involved in the use of textbook. The recommendations are as follow:

##### 1. For Teacher

Teachers must be selective in determining a good English textbook. The textbook can be used in learning-teaching process in the class but they are recommended to use additional books as the supporting material.

##### 2. For students

Students are also suggested to use additional materials as supplementary references in learning English. They can use technology as educational media to develop their competence.

##### 3. For further researchers

This study is a content analysis of English textbook for Junior High School of Seventh Grade. The next studies on content analysis for the same textbook evaluated or similar subjects should explore more criteria of textbook evaluation and giving more beneficial results, for example on the way teachers use to solve problem found in the textbook or how far the problem can affect the learning-teaching process. The further researchers that are interested in evaluating textbook can also use the same criteria used by the researcher to evaluate other English textbooks.



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