

**A CONTENT ANALYSIS OF “REAL TIME” ENGLISH TEXTBOOK
FOR JUNIOR HIGH SCHOOL STUDENTS YEAR VIII**



Arranged by:

Tira Mayasari

X2211044

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA**

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A CONTENT ANALYSIS OF “REAL TIME” ENGLISH TEXTBOOK FOR JUNIOR HIGH SCHOOL STUDENTS YEAR VIII

Tira Mayasari, Joko Nurkamto, Hefy Sulistyawati
Teacher Training and Education Faculty
Sebelas Maret University
Email: yongheera@gmail.com

ABSTRACT

This study aimed at analyzing the content of “Real Time” English textbook. The researcher focused on the quality of a good textbook suggested by Alan Cunningsworth: aims and approaches, design and organization, language content, skills, topic, methodology, teachers’ books, and practical considerations. She chose evaluative research employing content analysis method. The data were analyzed qualitatively. The result of study indicated that “Real Time” English fairly good; its percentage is 65.5%. The textbook fulfilled some criteria of a good textbook suggested by Alan Cunningsworth, it has 59 out of 90 score. In conclusion, the result of the study implies that it can be used by teachers and students of junior high school since this textbook is fairly good in fulfilling the demand of criteria of a good textbook suggested by Alan Cunningsworth.

Keywords: content analysis, english textbook, good textbook

Penelitian ini bertujuan untuk menganalisis isi buku pelajaran “Real Time”, penulis fokus pada kualitas buku bagus yang disarankan oleh Alan Cunningsworth; Aims and Approaches, Design and Organization, Language Content, Skills, Topic, Methodology, Teachers’ books, dan Practical Considerations. Penulis menggunakan penelitian evaluatif dengan menggunakan metode konten analisis. Data dianalisis secara kualitatif. Hasil dari penelitian mengindikasikan bahwa kualitas “Real Time” buku mata pelajaran bahasa Inggris adalah cukup bagus dengan persentasi 65.5%. Buku yang dianalisis memenuhi beberapa kriteria buku yang baik menurut Alan Cunningsworth, buku tersebut memiliki bobot nilai 59 dari nilai keseluruhan 90. Kesimpulan dari hasil penelitian menyatakan bahwa buku mata pelajaran ini dapat digunakan oleh guru-guru dan siswa-siswa karena buku tersebut cukup bagus dalam memenuhi beberapa kriteria buku bagus yang disarankan oleh Alan Cunningsworth.

Kata Kunci: analisis isi, buku bahasa Inggris, buku bagus

Textbooks are books that are used in schools to teach students. In the past, textbooks only referred to printed books, but nowadays the terms also include

various kinds of the material such as discs, visual media, (video, film footage), and electronic publications (electronic books, CD-ROMs). Teacher and students use the same textbook. However, teacher also have an extra book, a teacher's edition, to help them teach students better. Both the student's edition and teacher's edition are referred to as textbook.

According to Cunningsworth (1995:7) coursebooks have multiple roles in ELT and can serve as: (1) a resource for presentation material (spoken and written); (2) a source of activities for learner practice and communicative interaction; (3) a reference source for learners on grammar, vocabulary, pronunciation, etc; (4) a source of stimulation and ideas for classroom language activities; (5) a syllabus (where they reflect learning objectives which have already been determined); (6) a resource for self-directed learning or self-access work; (7) a support for less experienced teachers who have yet to gain in confidence.

Meanwhile, Richards (1997: 254-255) states that the use textbook in teaching has advantages. Among the principle advantages are: (1) they provide structure and syllabus for a program; (2) they help standardize instruction; (3) they maintain quality; (4) they provide a variety of learning resources; (5) they are efficient; (6) they can provide effective language models and input; (7) they can train teachers; (8) they are visually appealing. One of the books which needed by the learners is the textbook or handbook. The function of textbook can support the teaching-learning process in order to achieve the purpose of the program.

In line with Richards, Harmer (1998: 116-117) states that where a textbook is involved there are obvious advantages for both teacher and students. Good textbooks often contain lively and interesting material; they provide a sensible progression of language items, clearly showing what has to be learnt and in some cases summarising what has been studied so that students can revise grammatical and functional points that they have been concentrating on. Textbook can be systematic about the amount of vocabulary presented to the student and allow students to study on their own outside the class. Good textbooks also relieve the teacher from the pressure of having to think of original material for every class. Indeed there is a greater variety of published material for teaching and learning English than ever before.

Most content analyses in education have been aimed at answering question directly relating to the material analyzed. A content analysis of current textbook used in the school can tell us such of things as: what topic are covered by all books? In what sequences is topic usually presented?

Borg and Gall (in Adibatul, 2006: 15-17) say that there are five steps in planning a content analysis study; specifying objectives, locating relevant data, gathering contextual evidence, developing a data sampling plan, and developing coding procedure.

Cruickshank, Bainer, and Metcalf (1995: 134) state that textbook is the most used and something overused source for determining the what the students should learn. Textbook is an important resource for teachers in assisting students to learn.

From the explanation above, it can be concluded that textbook is foundation of school instruction and the primary source of information for the students and teacher. The textbook serves as one of the main instruments for shaping knowledge, attitudes, and principles of students.

According to Nurhadi (2004: 213-214), the general principles that provided the basis for a good English textbook are; 1) readliness, 2) motivation, 3) student's participant, 4) the usage of interesting instruments, 5) cognitive social interaction, 6) real assessment, 7) life skill, 8) relating with environment, 9) direct experience, and 10) cooperative.

Referring to explanation above, it can be conclude there are many factors determining whether a textbook is good or not. Generally a good textbook is a textbook that fit to the curriculum, teacher, and students.

Cunningsworth (1995: 9) assumes textbook evaluation as an activity of value judgements on the parts of textbook which tend to be based on a number of factors including learners and teacher expectations, methodological preferences, the perceived needs of the learners, syllabus requirements, and presonal preferences.

The following guidelines underlie many of the more spesific criteria for evaluation which will be found in "*Choosing your Coursebook*" written by Alan Cunningsworth published by Heinemann in 1995 and here is some of the most important general criteria for evaluation and selection purposes as a basic quick-reference checklist; aim and approaches, design and organization, language content, skills, topic, methodology, teachers' books, practical consideration.

The researcher chose English textbook “*Real Time an Interactive English Course for Junior High School Students Year VIII*” because this textbook has been designed in line with the 2006 curriculum.

Based on those explanations, the purpose of this study is to analyze “How does the *Real Time* English textbook meet the criteria of a good textbook suggested by Alan Cunningsworth?”.

RESEARCH METHODS

The researcher proposed the problem of research on February 2013, then reporting the research finding on May 2014. The researcher chose evaluative research since the data for the research are contents of *Real Time* English textbook, the source of data is *Real Time* English textbook published by Penerbit Erlangga. It contains 113 pages and 6 units.

In this research, the researcher used a documentary analysis as the technique in collecting data. She took whole units in the textbook namely Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, and Unit 6. All units are expected to represent all the content of the textbook. She analyzed each unit of the textbook covering content of textbook.

After collecting the data, the researcher analyzed the data. The process of analysis was done continually as long as the reasearch was conducted. The data analysis in material evaluation divided the evaluation process into four major steps, namely defining criteria, subjective analysis, objective analysis, and matching.

There are eight criteria of a good textbook suggested by Alan Cunningsworth, they are aim and approaches, design and organization, language content, skills, topic, methodology, teachers' books, and practical consideration.

Subjective analysis focused on the differences between the criteria and the existing materials on the textbook. Hutchinson and Waters state that it is important to set out the criteria and own preferred realisations of the criteria in a form which will make it easy to compare different sets of material.

Objective analysis focused on evaluated the material to fulfill the criteria. In this step, the researcher used quick-reference checklist for evaluation and selection.

In this process, the researcher gave the score based on the criteria. The researcher compare the findings and existing materials. This done by awarding points: 0 = does not match the desired feature, 1 = partly matches the desired feature, 2 = closely matches the desired feature.

The researcher score and percentage of analyzing textbook in general, Criterion Referenced Evaluation is used in this study. The researcher analyzed it as in the following:

The formula of scoring:

37.6%-50%	Average
25.1%-37.5%	Less average
12.6%-25%	Bad
0%-12.5%	Worst

RESEARCH FINDINGS AND DISCUSSION

The researcher presents the findings from the analysis of all chapters taken from the content of textbook. The contents were analyzed by means of eight criteria of good textbook which are suggested by Alan Cunningsworth.

1. Aims and Approaches

In Aims and Approaches, *Real Time* does not fulfill syllabus of School Based Curriculum. The textbook does not cover all of what is needed such as for speaking exercises, there is no word stress or intonation. In reading passages, there is no rhetoric steps of short simple essay.

2. Design and Organization

In Design and Organization, the textbook does not provide teacher's book, workbook, cassettes and video materials, and self-study and revision. There is no key to grammar and vocabulary exercises, so student can not make use the grammar and vocabulary parts for his or her own reference.

Real Time student's book is an English book published by Penerbit Erlangga. The cover is picture of a night city situation. In the first page there is a Law of Indonesian Republic number 19, 2002 about Hak Cipta. Besides, there are the writer's name, editor, setting and layout, cover design, and preface. In the preface, Nina Bates as the writer of textbook explains a little

about the textbook. At the back of part of book there are reference and photo acknowledgements. The paper inside is colorful, it is a good point to attract students. The organization of each unit is the same but there is no page number on the content so it is difficult to find the pages which student looking for. Over all, the layout is clear with various fonts, color, space, contextual pictures, etc.

3. Language Content

In Language Content, the material for vocabulary teaching is not adequate in terms of quantity and range of vocabulary and also emphasis placed on vocabulary development. In vocabulary and pronunciation section, textbook does not provide phonological such as main stress in sentences and intonation. There is no material about identifying main points in reading passage.

4. Skills

All four skills are adequately covered. The material is for integrated skills work. The reading passages and associated activities are suitable for the students' levels, intersets, etc. The reading material is sufficient. It is presenting/recycling grammar items (unit 3 and unit 4). It is also extending vocabulary. Listening material provide dialogues and pre-listening activities. The material for spoken English such as dialogues is well designed to equip learners for real-life interactions. There is no roleplay material. The writing activities are quite varied and include writing factual accounts, such as filling in grids, writing notes to others, and writing informal letters. But, Writing

activities are not suitable in terms of amount of guidance/control, and degree of accuracy.

5. Topic

Most of the topics deal with different aspects of everyday life which would be of interest to teenagers. Common topics include travel and tourism, healthy lifestyles, fairy tale, and teenager lifestyles. The topics will help expand students' awareness and enrich their experience. The topics are not sophisticated enough in content, yet within the learners' language level. The students will be able to relate to the social and cultural context presented in the textbook. Woman portrayed and represented are not equally with men. Textbook is not represented ethnic origin, occupation, disability, etc.

6. Methodology

Real Time's Methodology is designed for students to learning English and have fun doing it. The textbook ensures the most effective language learning for teenagers. It is a three-year course for junior high school students. The course is carefully designed for learning English to be fun. Teachers and especially students should enjoy the learning process. The level of active learners can be expected in every exercises on the textbook. the textbook match to students' learning style and expectations. The technique used for presenting/practicing new language items is matching words with pictures, filling grids, filling the puzzle, etc. The exercises are suitable for learners. The different skills taught integrated. Listening and speaking, reading and writing. The communicative abilities are developed in this textbook through

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communicative exercises. The material of the textbook does not give any advice/help to students on study skills and learning strategies. The textbook is flexible so can be used in different learning ways.

7. Teachers' books

In teachers' books, there is no adequate guidance for the teachers who will be using the coursebook and its supporting materials. The teachers's book is not comprehensive and supportive. They do not adequately cover teaching techniques, language items such as grammar rules and culture-specific information. The writer does not set out and justify the basic premises and principles underlying the material. There are not given keys to exercises.

8. Practical Consideration

Real Time's cost is Rp. 44,000. The textbook looks good, the content is full colour, consisting of many pictures. This represents good value for money. The textbook is strong, long-lasting and attractive in appearance. *Real Time* is easy to obtain. It can be found in bookstores in the city. The further supplies can be obtained at short notice. There is no part of the package which requires particular equipment, such as a language laboratory, listening centre or video player.

Cunningsworth's state about good textbook is supported by Tomlinson (1998: 7-21), he states a good textbook should have good material. Characteristics of good materials are; materials should achieve impact, materials should help learners to feel at ease, material should help learners to develop confidence, what is being taught should be perceived by learner as relevant and useful, materials

should require and facilitate learner self-investment, learner must be ready to acquire the points being taught, materials should expose the learner to language in authentic use, the learners' attention should be drawn to linguistic features of the input, materials should provide the learners with opportunities to use the target language to achieve communicative purposes, materials should take into account that the positive effect of instructions are usually delayed, materials should take into account that the learners differ in learning style, materials should take into account that learner differ in affective attitudes, materials should permit a silent period at the beginning of instruction, materials should maximize learning potential by encouraging intellectual, aesthetic and involvement which stimulates both right and left brain activities, materials should not rely too much on controlled practice, materials should provide opportunities for outcome feedback.

There are some points which should be improved in *Real Time*'s material. The material should be created to fulfill syllabus of School Based Curriculum. The language content should be covered individual sounds, word stress, sentence stress, and intonation. *Real Time*'s style and appropriacy, and language style must be matched to social situations. In exercises, students have to be given time to speak what is in their mind such as question, suggestion, or opinion.

CONCLUSION AND SUGGESTION

Based on discussion above it can be concluded that *Real Time* English textbook for Junior High School was fairly good in fulfilling the demands of criteria a good textbook by Alan Cunningsworth, because it fulfills 65.5% of the demands. The findings of the study imply that it can be used by teachers and

students of junior high school since this textbook is fairly good in fulfilling the demand of criteria a good textbook suggested by Alan Cunningsworth.

Thus, the researcher would like to give some suggestions to the author of the textbook, she hopes that the English textbook provides topic which has subject content and social value, methodology which is fulfilled by learner needs, and teacher's book. To English teachers of junior high school, she hopes teachers have to be creative in presenting the materials from the handbook and in making the classroom active and conductive. Schools should discuss and select textbooks carefully before recommending the textbook to students.

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