A CONTENT ANALYSIS OF THE ENGLISH TEXTBOOK “EFFECTIVE ENGLISH” FOR JUNIOR HIGH SCHOOL STUDENTS

Aprilia Riesta Nur Fitriani, Muhammad Asrori, Hefy Sulistyawati
English Education Department
Teacher Training and Education Faculty
Sebelas Maret University
Email: aprilia_riesta@yahoo.com

Abstract
This article reports an evaluation of the materials and tasks displayed in the textbook entitled ‘Effective English’ designed for the seven grade students of junior high school. The criteria of the evaluation are based on the compatibility of the tasks or materials with The 2013 Curriculum and the level of communicativeness of the tasks on the textbook based on the types of communicative exercises proposed. The method used in this study is qualitative method which refers to the content analysis. The data of this study are all the materials and tasks in the textbook, Effective English, used by the seven grade students of junior high school. The data were collected by using document analysis. The technique of analyzing data on the textbook involves data collection, data reduction, data display, and drawing conclusion as proposed by Miles and Huberman (1992:16). The result of the study shows that 66 out of 94 (59.57%) indicators suggested by the 2013 curriculum are developed in this textbook and 6 out of 8 (75%) types of communicative exercise are developed. Based on the research finding, it is found that Effective English is labeled as “good” textbook.

Keywords: content analysis, task, indicator, curriculum, communicative exercise

Abstrak
Artikel ini melaporkan evaluasi dari materi dan tugas-tugas yang ada dalam buku berjudul ‘Effective English’ yang dirancang untuk siswa kelas tujuh SMP. Kriteria evaluasi didasarkan pada kompatibilitas tugas atau materi dengan Kurikulum 2013 dan tingkat komunikatif tugas pada buku berdasarkan jenis tugas komunikatif yang diusulkan. Metode yang digunakan dalam penelitian ini adalah metode kualitatif yang mengacu pada analisis isi. Data dari penelitian ini adalah semua bahan dan tugas dalam buku pelajaran, Effective English yang digunakan oleh siswa kelas tujuh SMP. Data dikumpulkan dengan menggunakan analisis dokumen. Teknik analisis data pada buku teks meliputi pengumpulan data, reduksi data, display data, dan penarikan kesimpulan seperti yang diusulkan oleh Miles dan Huberman (1992: 16). Hasil penelitian menunjukkan bahwa 66 dari 94 (59,57%) indikator yang disarankan oleh kurikulum 2013 sudah dikembangkan dalam buku ini dan 6 dari 8 (75%) jenis latihan komunikatif telah dikembangkan. Berdasarkan hasil penelitian, ditemukan bahwa Effective English dinamakan sebagai buku yang bagus.

Kata kunci: analisis isi, tugas, indikator, kurikulum, latihan komunikatif
INTRODUCTION

There are many factors influencing the English teaching and learning process, and one of them is instructional material. According to Idris and Jamal (in Wahyu Prihananto, 2008: 1-2) instructional materials function is to carry out the process of teaching-learning in order to be more interesting and varied. “An instructional material is any medium of communication such as textbook, audiovisual aids, television, radio, etc used by the teacher and the pupil to improve learning” (Idris and Jamal, 1992:39). Hence, all teaching tools are instructional materials. Selecting the material given to the students is the teacher’s duty. They will choose the best one, because their task is helping students to have various kinds of competence. To reach the goal of English instruction, textbook takes a very important role.

Many modern aids have been created to support the teaching and learning activity, but most of schools still buy and use large quantities of printed textbook and reference. Several reasons may be brought in choosing the textbook as their reference or resource of instructional materials. One of them can be that textbook is the easiest to get and the most practical one among those aids mentioned above. It is understandable that textbook is still used by teachers, because in teaching learning process a textbook contributes some advantages for both teacher and student.

There are some advantages of the use of commercial textbooks in teaching as stated by Richards (in Kurniasari, 2014), they are: a) textbooks provide structure and a syllabus for program; b) textbooks help standardized instruction; c) textbooks maintain quality; d) textbooks provide a variety of learning sources; e) textbooks are efficient; f) textbooks can provide effective language models and input; g) textbooks can train teachers; and h) textbooks are visually appealing.
Recently, the Ministry of Education and Culture has developed and implemented a new curriculum called the 2013 curriculum. In the implementation of 2013 curriculum, the government has prepared textbooks for all subjects called The Main Book. The government prepares a handbook for the teachers and the students.

In its implementation, many teachers are still confused and find it difficult to use the book. They are still confused on how to use the book correctly and effectively. The evidence of the confusion was found by the writer on the 2013 curriculum training which has been held in March 2014. On that occasion, many teachers complained about the use of the main book. In the 2013 curriculum, students are required to learn actively and teachers only act as a facilitator. However, the contents of the Student Book provided by the government do not facilitate students in order to learn actively and independently. For example, in English lesson, Student Book only contains a lot of pictures and dialogues without completing by other support material. In reality, teachers have to provide other related materials to the students. To encounter this problem, teachers need an additional textbook which can help them in teaching and learning process as a source of additional material. They realized if they only rely on The Main Book, learning objectives will be difficult to achieve.

The writer found out that there are some teachers who had been taking additional book from publisher as a secondary source of materials in teaching and learning process. One of the books is Effective English. This book has been designed in line with the 2013 curriculum. Effective English also has been used in some schools. It provides various activities which integrate the language skills areas of listening, reading, speaking, and writing. The other reason is the book contains many exercises needed to improve the English learners’ language skill.

In the 2013 curriculum, the method used in language learning is communicative approach. To support communicative learning, varied communicative materials and activities are highly needed. It helps not only the teacher to teach English communicatively but also the students to practice their communicative competence with their friends and teacher.
The following are some characteristics of communicative exercises proposed by Jack C. Richards (Richards, 2006:18-20):

1. **Information Gap Principle**
   Students will draw available vocabulary, grammar, and communication strategies to complete a task.

2. **Jigsaw Principle**
   Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole.

3. **Task-Completion Activities**
   Task-completion activities include puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one’s language resources to complete a task.

4. **Information-Gathering Activities**
   In this activity, students conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

5. **Opinion-Sharing Activities**
   Opinion-sharing activities are activities in which students compare values, opinions, or beliefs.

6. **Information-Transfer Activities**
   These require learners to take information that is presented in one form, and represent it in a different form.

7. **Reasoning-Gap Activities**
   These involve deriving some new information from given information through the process of inference, practical reasoning, etc.

8. **Role plays**
   Role plays are activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Based on the facts above the writer conducted a research comparing the material in the *Effective English* textbook with 2013 curriculum, whether or not
the textbook is compatible with the 2013 Curriculum. The writer also analyzed the communicativeness of the exercises developed in the \textit{Effective English} textbook.

**RESEARCH METHOD**

Relating to the objective of the study, the writer uses qualitative research employing content analysis as the proper method. In this study the writer conducted qualitative research since it was used to investigate whether the materials in \textit{Effective English} textbook are compatible with materials suggested in the 2013 Curriculum or not and to investigate whether the exercises in \textit{Effective English} textbook are communicative or not. By using this method, the writer achieved clear description of the process observed. The writer uses content analysis because this research is used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner.

This research was conducted from March until December 2014. The data in this research are the materials and the communicative exercises available on the textbook entitled \textit{Effective English}. In this research, the writer analyzes \textit{Effective English} as the source of the data. It consists of 4 units and 124 pages.

The data were collected using document analysis technique. The steps of collecting the data were: 1) list the materials suggested in the 2013 curriculum and kinds of communicative exercises based on the theories by expert in Communicative Language Teaching; 2) finding out the kinds of materials and communicative exercises provided in the textbook; 3) classifying them based on the materials suggested in the 2013 curriculum and kinds of communicative exercises; 4) giving codes to each material based on the 2013 curriculum and kinds of communicative exercises.

The analysis of the data was done by using descriptive qualitative method. The data which had been collected before were then being simplified and transformed into other field notes. The writer described each of the materials which have been prepared before. The writer analyzed whether the material was appropriate with the curriculum demand or not. The materials were also analyzed...
based on its communicativeness. The writer counted the materials compatible with
the indicators in the 2013 Curriculum and the materials which include as
communicative exercise. The data which have been classified and organized based
on the data reduction, then being displayed with its description based on the
appropriate indicator and type of communicative exercises. The last step was
drawing conclusion. In determining the percentage of communicative exercises,
the writer used the principles from Walizer (1978) which is edited by Sadiman
(1993: 96) as follows:

\[ P = \frac{N}{f} \times 100\% \]

In which,
- \( P \) : the percentage
- \( f \) : the frequency
- \( N \) : the sum of the frequency

Therefore, to score the degree of compatibility materials in the English textbook
with materials suggested in the 2013 curriculum, the writer used the percentage
descriptive analysis based on the formula follow:

\[
\text{Total number of materials developed in the textbook} \times 100\% \]
\[
\text{Total number of materials suggested in the 2013 curriculum} \]

The following are the compatibility classification which was used by the writer
based on Suharsimi Arikunto (2006: 201):

<table>
<thead>
<tr>
<th>Interval Percentage</th>
<th>Compatibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>76 – 100 %</td>
<td>Very good</td>
</tr>
<tr>
<td>56 – 75 %</td>
<td>Good</td>
</tr>
<tr>
<td>40 – 55 %</td>
<td>Fair</td>
</tr>
<tr>
<td>0 – 39 %</td>
<td>Bad</td>
</tr>
</tbody>
</table>

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RESEARCH FINDINGS AND DISCUSSION

Based on the analysis on the materials in the Effective English textbook, the writer found a total number of 16 out of 20 listening indicators which were developed in this textbook, 12 out of 17 speaking indicators, 13 out of 21 reading indicators, four out of six writing indicators, four out of eight grammar indicators, seven out of 11 vocabulary indicators, and none out of 11 pronunciation indicators. In total, 56 out of 94 indicators in the first semester demanded by the 2013 curriculum for grade seven are developed in this textbook.

After calculating the number of indicators which were developed in this textbook and comparing the result with total indicators suggested by the 2013 curriculum, the writer judged the compatibility of the materials in the textbook with the curriculum by calculating the percentage of the total indicators developed against the total indicators suggested by the curriculum.

\[
\text{Compatibility} = \frac{\text{Total number of materials developed in the textbook}}{\text{Total number of materials suggested in the 2013 curriculum}} \times 100\%
\]

\[
= \frac{56}{94} \times 100\% = 59.57\%
\]

Based on the result above, it can be concluded that Effective English for Grade 7 is good viewed from its compatibility with the 2013 Curriculum since it developed 59.57 percent indicators demanded.

As for the level of communicativeness of the exercises of this book, the writer found that six out of eight types of communicative exercise are developed in this textbook. A textbook is communicative if it develops all the level of communicative exercise equally. Therefore, the writer calculated the communicativeness of this textbook by calculating the percentage of the type of communicative exercise developed in this book with the total number of the communicative exercise formulated.

\[
\text{Communicativeness} = \frac{\text{total number of communicative exercise in the textbook}}{\text{total number of communicative exercise suggested by the 2013 Curriculum}} \times 100\%
\]

\[
= \frac{6}{8} \times 100\% = 75\%
\]
From the calculation above, it can be concluded that *Effective English* for Grade 7 is communicative viewed from the communicativeness of the exercises since it developed 75 percent of communicative exercise that should be developed.

Based on the research finding above, the writer found that as a matter of the compatibility of the materials with the indicators suggested by the 2013 Curriculum, *Effective English* textbook is labeled as “good”. Viewed from the level of communicativeness of the exercise, *Effective English* textbook is also labeled as “good” in developing the communicative exercises.

According to the 2013 Curriculum, there are 94 indicators of English lesson in the first semester for the seventh graders. The *Effective English* textbook are developing 56 indicators which compatible with the 2013 Curriculum. Each basic competence is compatible but the breakdown of each basic competence, in the form of indicators, which makes the percentage of the compatibility of 59.57 percent that not all the indicators of each basic competence are developed. For example, this textbook develops none of the pronunciation indicators. The 2013 Curriculum suggested to teach pronunciation based on the topic learned. But, this textbook only provides how to pronounce words based on the vowel not from the topic discussed.

The *Effective English* textbook presents most of the materials demanded by the 2013 Curriculum, such as expressions used for certain functional communication, and examples of written documents, such as identity cards, reports, and technical documents. This book has enough activities in which the learners must understand the content and the form of the example given. For both expression for conversation and written documents, this textbook provide enough exercise for the learners to produce them. The activities developed in this book are good enough to help the learners improving their language skills and also gaining vocabulary from each topic. On the other hand, instead of developing materials in sequence, this book only provides a complete piece of language and the learners...
are asked to imitate it without giving an example of what the structure to be used or how to write it.

There are also some materials about expression for conversation which focus on the content of the example piece of language. The book does not give chances for the learners to produce them; instead, it asks the learners to understand the pattern and practice the given pattern. When material of certain expressions used in a certain context is a potential material to create natural interaction between learners to produce those expressions, this book does not take this potential to create more productive activities.

In the matter of communicative exercises, the Effective English textbook develop enough communicative activities. From eight types of communicative exercises that summarized by Jack. C Richards, this textbook develops six of them. They are information gap principle, jigsaw principle, task-completion activities, information-gathering activities, information-transfer activities, and role plays. Therefore the percentage of the communicativeness of this book is 75%.

This textbook provides exercises that require the learners to use and improve all of their language skills. Also, the exercises are facilitated with a brief instruction so that the learners can clearly understand how to do the exercise. For example, in task 7 in unit 3, the learners are supposed to do some interview to complete the data. The instruction of the exercise is: Move around the class and ask your friends when they were born. Use the data to make sentences like those in Task 6! Use the data to fill in the table below! This exercise is using information-transfer activities. In this activity the learners ought to use their speaking, listening, and writing skill. The exercise provides the learners an activity which can improve their communicative ability. This book succeeds in developing some potential materials to create interaction between the learners which makes this book to have “good” quality in the level of communicativeness of the exercises.
CONCLUSION AND SUGGESTION

There are two conclusions in this study. First, as many as 56 out of 94 indicators are developed in this textbook, which means 59.57% of the total indicators. Half of the materials demanded by the 2013 Curriculum are presented in this textbook. All the required basic competences are also developed but not all the indicators in each basic competence are developed, which causes the low rate of compatibility.

Secondly, there are six out of eight types of communicative exercise developed in this textbook. Six of them are information gap principle, jigsaw principle, task-completion activities, information-gathering activities, information-transfer activities, and role plays. The percentage of the communicative exercises reaches 75%. It indicates that this book is good in the level of communicativeness of the exercises.

Therefore, teachers who use this textbook as the source of materials should be more creative by adding some materials from other textbooks, authentic materials, or teacher-created ones. Monologues should be added in the materials since there is no material of monologues in it. Teachers should also add more oral language material for both listening and speaking in meaningful activities. They should add other references, such as internet to complete the lacking material in this textbook. Besides, English teachers are suggested to be more creative in providing materials, so that students can be more motivated to learn English both as receivers and producers.

REFERENCES


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