

A CONTENT ANALYSIS OF AN ENGLISH TEXTBOOK

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Abstract: This study aims to describe (1) the structure or arrangement of textbook; (2) how far the tasks in textbook develop the communicative task in CLT approach; and (3) types of CLT materials used in textbook. The method used in this study was descriptive method. The source of data of this study is the textbook for eighth grade of Junior High School, “English in Focus” written by Artono Wardiman, published by CV Putra Nugraha. The study used documentary analysis as the technique of collecting data. The steps in analyzing data are defining criteria, subjective analysis, objective analysis, and matching. The result of the study shows that: (1) this textbook corresponds to learner’s needs. It reflects the uses (present or future), takes account of students’ needs as learners and facilitates their learning processes, and this textbook has a clear role as a support for learning. (2) The percentage of communicative task is 43.75%. (3) The percentage of types of material in CLT is 74.95 %. It means that this textbook is recommended in teaching and learning supported with the other textbooks in order that the teacher can provide other supporting materials.

Keywords: textbook, content analysis.

INTRODUCTION

Since English is an International language, it is obvious that in the global development era, it becomes important. Many branches of science are written in English that make students learn English to get information from them. In connection with the importance of English, our government has determined English as the first foreign language to be learnt by the curriculum as a compulsory subject for junior and senior high schools. English is also taught in the non English department of the university although only in the first or school language.

The process of learning English in Indonesia is defined as the foreign language acquisition. As the goal of teaching and learning English, the learner must mastering

four skills; they are listening, speaking, reading, and writing.

According to Idris and Jamal (1992: 38) the factors or components that influence the efforts to gain the purpose in teaching and learning are: (1) human such as a teacher, counselor, administrator, and (2) instructional materials such as blackboard, book, slide.

One of the factors that influence the teaching and learning process is instructional material. An instructional material is medium of communication such as textbook, audiovisual aids, television, and radio used by teachers and pupils to improve learning. Selecting the materials given to the students is the teacher’s duty.

In a textbook, there are many tasks that can be learned by students. The writer designed a task to develop the student’s

skill, but the writer must know about designing tasks for the communicative classroom. At present, a textbook is still being used by teachers in teaching learning activity. They consider that textbook is the cheapest and the most practical.

According to Cunningsworth (1995: 7), coursebooks are best seen as a resource in achieving aims and objectives that have already been set in terms of learner needs. In a textbook, there are many tasks that can be learned by students. The writer designed a task to develop the student's skill, but the writer must know about designing tasks for the communicative classroom.

Sevelson and Stern (1981: 478) suggest that task design should take into consideration the following elements: content, materials, activities, goals, students, and social community. Wright in Nunan (1989: 47) suggests that tasks need minimally contain just two elements. These are input data and the framework.

Every publisher always claims that their textbook is the best that has ever been published. They say that they use the latest method in arranging the content of the books. Their purpose, probably, is to develop students' English achievement but they also some profits. Teachers may choose the best book suitable for their purposes. However, it can be a blunder if teachers are not careful in choosing and selecting the book. Nowadays, many teachers do not use textbooks from the government but textbooks from private publishers. They have a reason to do so. They think students need more English supplement to gain the goals. However, a few teachers still use the book because of the financial reasons.

Based on those facts, it will be interesting to know about the appropriateness of the textbook with the communicative task in CLT approach and types of CLT materials. The writer tries to

analyze the textbook entitled "English in Focus for Grade VIII Junior High School (SMP/MTS)" written by Artono Wardiman, published by CV Putra Nugraha. This study aims to find out whether or not and to what extent the textbook applies CLT principles. CLT is usually characterized as a broad approach to teaching, rather than as a teaching method with clearly defined set of classroom practices.

There are four dimensions of communicative competence to apply the communicative approach in the classroom; they are grammatical competence, sociolinguistics competence, discourse competence, and strategic competence (Richard and Rodgers, 1998: 71). Materials have a very important role in promoting communicative language use. 3 types of materials used in CLT according to Richard and Rodgers consideration (2001: 168-170), they are Text-Based Materials, Task-Based Materials, and Realia.

The existence of communicative exercises is very important in CLT. In communicative exercises, teachers create a situation and set an activity in motion, but it is students themselves who responsible for conducting the interaction to its conclusion (Littlewood, 1981: 18). There are some theories of communicative exercise: (1) information gap principle (2) jigsaw principle (3) in task continuity principle (4) information transfer principle (5) authentic principle (6) problem solving principle (7) games (8) words in context.

From the explanation above, the purposes of this research are: (1) to describe the structures or arrangement of the textbook entitled "English in Focus for Grade VIII Junior High School (SMP/MTS)", (2) to analyze how far the tasks in "English in Focus for Grade VIII Junior High School (SMP/MTS)" develop the communicative task in CLT approach, (3) to describe types

of CLT materials used in “English in Focus for Grade VIII Junior High School (SMP/MTS)”.

RESEARCH METHODS

In conducting this research, the researcher used descriptive method. A descriptive research is a non-hypothesis research (Arikunto, 1993: 208). It collects data, analyses them, and draws a conclusion based on the data only, without taking a general conclusion, meaning that the result is valid just for the data used in this research, not for others.

The study used documentary analysis as the technique of collecting data. The data

are collected from the textbook entitled “English in Focus for Grade VIII Junior High School” written by Artono Wardiman, published by CV Putra Nugraha.

The following are the brief explanation of analyzing process. The steps in analyzing data are: (a) defining criteria (b) subjective analysis (c) objective analysis (d) matching. The following step is scoring and percentage of communicative task. The study uses “Criterion Referenced Evaluation” as proposed by Burhan Nurgiantoro (1987: 363) to calculate the percentage how far each unit applies the communicative task which as in Table 1.

Table 1. Table of Criterion Referenced Evaluation

Number of tasks in a unit	Score	Interval Percentage	Level of Quality
8	8	87.6% - 100%	Perfect
7	7	75.1% - 87.5%	Very good
6	6	62.6% - 75%	Good
5	5	50.1% - 62.5%	Fairly good
4	4	37.6% - 50%	Average
3	3	25.1% - 37.5%	Less average
2	2	12.6% - 25%	Bad
1	1	0% - 12.5%	Worst

To analyze whether “English in Focus for Grade VIII Junior High School” uses the types of CLT materials, the study uses “Criterion Referenced Evaluation” as proposed by Burhan Nurgiantoro (1987:

363) to calculate the percentage how far the textbook develops the kind of material that must be developed as suggested by CLT as follows:

Table 2. Table of Criterion Referenced Evaluation

Number of Material in a unit	Score	Percentage	Level of Quality
3	3	66.7% - 100%	Very good
2	2	33.4% - 66.6%	Fairly good
1	1	0% - 33.3%	Bad

RESEARCH FINDINGS AND DISCUSSIONS

The research finding discovered some important points as follows: (1) to describe the structures of the textbook entitled “English in Focus for Grade VIII Junior High School (SMP/MTS)”, (2) to analyze how far the tasks in “English in Focus for Grade VIII Junior High School (SMP/MTS)” develop the communicative task in CLT approach, (3) to describe types of CLT materials use in “English in Focus for Grade VIII Junior High School (SMP/MTS). The brief explanation is as follows:

Structure refers to the arrangement of all sections in “English in Focus for Grade VIII Junior High School (SMP/MTS)” starting from the front cover until the back cover. The textbook consists of six chapters and 176 pages. “English in Focus for Grade VIII Junior High School (SMP/MTS)” provides an illustration in the front cover. The writers are Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusma. The content of the book is integrating the four language skills, i.e. listening, speaking, reading, and writing. It aims to build student’s language, discourse, socio cultural, and strategic competence.

According to Cunningsworth (1995: 15), there are 4 guidelines in selecting and evaluating course book. First, this textbook matches aims and objectives of the language learning program. It can be seen in the indicator, for example, students learn how to listen to the expressions for admitting and denying a fact, and after learning the lessons the students are expected to be able to identify and respond to expressions for admitting and denying a fact.

Second, the textbook reflects the uses (present or future) that learners will make of language. Textbook can contribute in achieving this aim by incorporating

authentic materials, creating realistic situations, and encouraging learners to participate in activities which help develop communicative skills and strategies. In this textbook, it has just some authentic material. The writer must add the other authentic materials, or there is an instruction to create a realistic situation. The teacher can be creative in teaching and learning, they must encourage learners to participate in teaching and learning.

Third, this textbook is interesting and well presented. There are many topics and activities in encouraging the students. The textbook help students to realize how much progress they have made and encourage them to review their achievement. This can be done by quizzes and by self-check lists of what students feel that they have learned at various stages through the book. In this course book, there are no quizzes but the course book provides UN Challenge, exercise of chapters and final evaluation.

Fourth, this textbook facilitates learning, they bring the learner and the target language together, but in a controlled way. This textbooks support teacher by providing ready-made material, ideas for teaching different topics, reading texts, listening passages, dialogues, etc.

This section presents the finding of the second research question about communicative task and types of material developed in “English in Focus for Grade VIII”.

First, chapter 1 with the title in this chapter is My Favorite Animals and Plants, consists of 49 practices. There are 4 types of communication task: information gap principle, task continuity principle, games, authentic principle and 2 types of CLT material: text-based material and task-based material. In this chapter has 4 scores (50%) in communicative task and 2 scores (66.7%) in CLT material, so the level of quality in

this chapter is average in communicative task and fairly good in CLT material.

Second, chapter 2 with the title in this chapter is It's Time for Holidays, consists of 38 practices. There are 3 types of communication task: information gap principle, task continuity principle, authentic principle, and 2 types of CLT material: task-based material and realia. In this chapter has 3 scores (37.5%) in communicative task and 2 scores (66.7%) in CLT material so the level of quality in this chapter is less average in communicative task and fairly good in CLT material

Third, chapter 3 with the title in this chapter is Growing Up, consists of 39 practices. There are 4 types of communicative task: information gap principle, task continuity principle, information transfer principle, games, and 2 types of CLT material: text-based material and task-based material. In this chapter has 4 scores (50%) in communicative task and 2 scores (66.7%) in CLT material. So the level quality of this chapter is average in communicative task and fairly good in CLT material.

Fourth, chapter 4 with the title in this chapter is A Friend in Need is a Friend Indeed, consists of 45 practices. There are 3 types of communicative task: information gap principle, task continuity principle, authentic principle, and 3 types of CLT material: text-based material, task-based

material, realia. In this chapter has 3 scores (37.5%) in communicative task and 3 scores (100%) in CLT material. So the level of quality in this chapter is less average in communicative task and very good in CLT material.

Fifth, chapter 5 with the title in this chapter is Personal Experience, consists of 36 practices. There are 3 types of communicative task: information gap principle, task continuity principle, games, and 2 types of CLT material: text-based material and task-based material. In this chapter has 3 scores (37.5%) in communicative task and 2 scores (66.7%) in CLT material. So the level of quality in this chapter is less average in communicative task and fairly good in CLT material.

Sixth, chapter 6 with the title in this chapter is Share Your Story, consists of 39 practices. There are 4 types of communicative task: information gap principle, task continuity principle, information principle, games, and 3 types of CLT material: task-based material, text-based material and realia. In this chapter has 4 scores (50%) in communicative task and 3 scores (100%) in CLT material. So the level of quality in this chapter is average in communicative task and very good in CLT material.

This table provides the average scores and percentages of the chapters in textbook that are analyzed in this study.

Table 3. The Average Score and Percentage of Communicative Task

No.	Unit	Number of Task	Score	Percentage	Level of Quality
1	1	4	4	50%	Average
2	2	3	3	37.5%	Less Average
3	3	4	4	50%	Average
4	4	3	3	37.5%	Less Average
5	5	3	3	37.5%	Less Average
6	6	4	4	50%	Average
Average		3.5	3.5	43.8%	Average

Based on the table above, it can be concluded that the average score of “English in Focus for Grade VIII” is 3.5 and the percentage of the communicative tasks are

43.8%. It means that the quality level is average in developing the communicative tasks.

Table 4. The Average Score and Percentage of Types of CLT Material

No	Unit	Number of Task	Score	Percentage	Level of Quality
1	1	2	2	66.7%	Fairly Good
2	2	2	2	66.7%	Fairly Good
3	3	2	2	66.7%	Fairly Good
4	4	3	3	100%	Very Good
5	5	2	2	66.7%	Fairly Good
6	6	3	3	100%	Very Good
Average		2.3	2.3	74.9%	Very Good

Based on the table above, it can be concluded that the average score of the kinds of material in CLT material in “English in Focus for Grade VIII” is 2.3 and the percentage is 74.9%. It means the quality level is very good in developing the kinds of CLT material.

This textbook can be used as reference for teaching and learning support with the other textbook in order that the teacher can give other supporting materials, so, in teaching and learning the teacher can give various materials in the same topics for students.

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

Based on the research findings presented above, it can be concluded that English in Focus for Grade VIII consists of 6 chapters with different chapter title. Textbook matches the aims and objectives of the language-learning programme. The aims and objectives can reflect learner’s needs in terms of both language – content and communicative abilities. Textbook can contribute achieving the aim by incorporating authentic materials, creating realistic situations, and encouraging learners to participate in communicative activities. Textbook is interesting and well presented

with variety of topics and activities. Textbook provides ideas for teaching different topics, reading texts, listening passages, dialogues, etc.

There are 4 guidelines in selecting and evaluating the structure of textbook. First, this textbook matches aims and objectives of the language learning program. It can be seen in the indicator, for example, students learn how to listen to the expressions for admitting and denying a fact, and after learning the lessons the students are expected to be able to identify and respond to expressions for admitting and denying a fact.

Second, this textbook reflects the uses (present or future) that learners will make of language. Learner-centered language teaching aims to bring learners to a point where they are able to use the language themselves in real situations outside the classroom. Textbook can contribute in achieving this aim by incorporating authentic materials, creating realistic situations, and encouraging learners to participate in activities which help develop communicative skills and strategies.

Third, this textbook is interesting and well presented. There are many topics and activities in encouraging the students. The textbook help students to realize how much

progress they have made and encourage them to review their achievement. This can be done by quizzes and by self-check lists of what students feel that they have learned at various stages through the book. In this course book, there are no quizzes but the course book provides UN Challenge, exercise of chapters and final evaluation.

Fourth, this textbook a clear role as a support for learning. Textbook facilitates learning; textbook brings the learner and the target language together, but in a controlled way. This textbooks support teacher by providing ready-made material, ideas for teaching different topics, reading texts, listening passages, dialogues, etc.

In this textbook, it has just some authentic material. The publisher must add the other authentic, or there is an instruction to create a realistic situation. The teacher can be creative in teaching and learning, they must encourage learners to participate in teaching and learning. The textbook must help students to realize how much progress they have made and encourage them to review their achievement. This can be done by quizzes and by self-check lists of what students feel that they have learned at various stages through the book.

The result of the study states that percentage of communicative tasks developed in the textbook is 43.75%. It means that the textbook is average in developing the communicative exercises suggested by the experts. The percentage of the type of CLT material developed in the textbook is 74.95%. It means that the textbook is very good in developing the CLT material as applied in this study.

The result of the textbook analysis implies that “English in Focus” is average in developing the communicative exercises and it is very good in developing the CLT material. It means that this textbook is recommended for using in teaching and

learning support with the other textbook. So, in teaching and learning the teacher can give many kind of materials in the same topics for students.

Having concluded the result of the research, the researcher would like to propose some suggestions. For teachers, teachers have to be creative in preparing and presenting the material to be taught in the classroom. The teachers are expected not to focus on a certain textbook in their teaching, but they may use various resources. The use of “authentic” teaching aids will help the students to feel that the communication in the classroom reflects the real communication in the real world.

For the students, the students can ask the teacher in using textbook, for example when they find incomplete information in textbook, they can ask the teacher to use the other textbook. The students can develop their English skill with many resources that have communicative exercises. For the writers, the writer of “English in Focus for Grade VIII” can revise and improve the content of the textbook. The writer can add more communicative tasks in order to make the students practice English more communicatively. The writer can increase the quality of the exercises because the qualities of exercise for all chapters are not enough to represent all material in those chapters. The writer should add more authentic material or create realistic situations to encourage learners to participate in communicative activities.

For the other researches, the other researchers can analyze the other textbooks and compare it. They can also analyze textbook with the other criteria and it can complete the content analysis that has been done. So, when the other researchers find the textbook that contains more communicative exercises, they can recommend the school to use the textbook.

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