

A TEXTBOOK ANALYSIS OF “ LET’S TALK IN ENGLISH”

(A Textbook for the Sixth Grade Students of Primary School)

THESIS

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is an important tool for communication. According to Oxford Advanced Learner's Dictionary of Current English, language is "(1) The system of communication in speech and writing that is used by people of a particular country, (2) the use by humans of a system of sound and words to communicate, (3) a particular style of speaking or writing". It means people can express their ideas, thoughts, feelings, and desires by language.

One of the international language is English. English is the language used by most countries among other languages in the world. As Jack C. Richards and Theodore S. Rodgers said that Latin was most widely studied as foreign language five hundred years ago. However, English has become the most widely studied as foreign language today.

In Indonesia, English has become the first foreign language. English is also intensively used in international communication, in written as well as in spoken communication. In addition, many books of science and technology, art, and other published issues are written in English. In English language, there are four skills to be mastered. Those are listening, speaking, reading and writing. Through listening and reading we can understand something and through speaking and writing we can communicate about our feeling, need, and desires.

Instruction materials in the form of the textbook are very important for teacher and learner in making preparation and conducting in the teaching. For example,

teacher need textbook. In addition, without textbook, teacher will have difficulties in constructing written evaluation. While for learner, textbook also plays an important role. The learner who do not have textbook with them during the teaching learning activities will not be able to follow the lesson well. In the other word, lack of textbook in teaching and activities can create the less success of teaching.

Analysis is a method by which a thing is separated into parts, and those parts are give rigorous logical, detailed scrutiny, resulting, in a consistent and relatively complete account (William, 2013: 20). While **Textbook Analysis** or **textual analysis** is a methodology in the social science for studying the content of communication. Babbie (2007) defines it as “the study of recorded human communication, such as a books, websites, paintings and laws”. According to Joubish(2009), textbook analysis is considered a scholarly methodology in the humanities by which texts are studied as authorship, authenticity, or meaning. This latter subject includes philology, hermeneutics, and semiotics.

While a description on Krippendorff handbook of textbook Analysis, it is said that the textbook Analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used (2003: 18). As a technique, textbook analysis involves specialized procedure. It is learnable and divorceable from the personal authority of the researcher. As a research technique also the textbook analysis provides new insights, increases researcher understanding of particular phenomena, or inform practical actions. This textbook Analysis could be likely a research tool.

Textbook Analysis, as a research method, is a systematic and objective means of describing and quantifying phenomena (Krippendorf, 1980:18). It is also known as a method of analyzing documents. Textbook Analysis allows the researcher to test theoretical issues to enhance understanding of the date. Through textbook Analysis, it is possible to distil words into fewer content related categories. It is assumed that when classified into the same categories, words, phrases and the like share the same meaning (Cavanagh, 1997).

In all level of class the textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning (Graves 2000: 175). It should be regarded as one of the many sources teachers can draw upon in creating an effective lesson and may offer a framework of guidance and orientation. Because of the important of textbook, the researcher want to analyze to what extent the English textbook *Let's Talk in English* relevant to the sixth grade of elementary school curriculum and to analyze how the quality of the textbook *Let's Talk in English* on the criteria of the sixth grade of elementary school curriculum.

B. Statement of the Problem

Based on the background of the study above, the problems then are formulated as follows.

1. To what extent is the English textbook *Let's Talk in English* relevant to the sixth grade of elementary school curriculum?
2. How is the quality of the textbook *Let's Talk in English* based on the sixth grade of elementary school curriculum?

C. Objective of the Research

Based on the problems above, this research is aimed at :

1. Analyzing the extent to which the English textbook *Let's Talk in English* relevant to the sixth grade of elementary school curriculum.
2. Analyzing of the quality of the textbook *Let's Talk in English* based on the criteria of the sixth grade of elementary school curriculum

D. Significance of the Study

1. Theoretically

The elementary school English teachers, who are responsible for the selection of appropriate English Textbook to be used in the teaching learning process based on the Competence Standard and Basic Curriculum. It is expected that they will able to take the results of this study into consideration or used the instrument to evaluate the English textbook used in their classes

2. Practically

- a. The research can be used by teacher of English subject to choose which English textbook is suitable with the grade
- b. This research can be used by curriculum developer to take account in the way of developing English curriculum
- c. This research can be used by environment of English education department to enlarge the model of activities inside the teaching material

3. Key Terms

- a. Curriculum in Indonesia
- b. Competence Standard
- c. Textbook
- d. Textbook Analysis

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

1. Curriculum in Indonesia

The seventh standardized curriculum applied nationally was developed and implemented in 1975. According to Mistar, Sadtono, and Yuwono (2005:5,1997:11,2005:16), The national curriculum of English was revised in 1984, 1994, 2000, and 2003. According to the 1975 curriculum, the purpose of English teaching was to facilitate the development of advance science, technology, culture, and arts, and to enhance international relations. The four language skills: reading, writing, listening, and speaking were taught discretely. The 1975 is also known with the audio-lingual approach, the same approach with a former curriculum. It focuses on audio-lingual not writing or other skill

In 1984, the ministry of education revised the national curriculum and, therefore, it is known as the 1984 curriculum. The teaching method adopted in this curriculum was known as the communicative approach. There was a misinterpretation because of its name; most teachers believed that it should only emphasize speaking skill (Mistar, 2005:13). Communicative was interpreted as oral communication, so other language skills such as reading, listening, and writing were neglected. Grammatical accuracy was sacrificed for fluency; as a results student were almost speaking something similar to English creole. A creole language, or simply a creole, is a stable natural language developed from the mixing of parent languages.

Another curriculum was introduced in 1994, there were not many changes in English language teaching. However, there was a change of priority of language skill in the 1994 curriculum. The most important language skill was reading, followed by listening, speaking, and writing. Language skill and language elements were no longer taught separately as in 1984 curriculum. The teaching was wrapped around language theme and functions (Mistar, 2005:13). So in this curriculum, the lesson of English language was only emphasized on how the children have to mastering communication by using English language in a conversation way.

In 2004, a competence-based curriculum was adopted. There were not any significant changes in terms of learning materials. In the previous curriculum, trimester of school calendar was used. In the 2004 curriculum, a semester school calendar was introduced. The government controls the quality of education by setting basic competence and competence standard. These competence are measured by a standardized national test at the end of year 9 and 12. It is also emphasised in communication to face the global economy and global education.

In 2006, in line with the implementation of the Regional Autonomy Law, the ministry of education promoted school-based management and school based curriculum. School are expected to develop their own curriculum and be financially independent. The adoption of a school based management system has only benefited school in the cities and in the well-developed areas. Schools in the less developed and rural areas suffer a lack of resorces because of the significant budget cut from the government. The government still controls education by suggesting approved teaching materials and administering national standardized

tests. So, the same things come towards rural area, the rural area were lack of English teacher and the quality of English language there.

In 2013, the government decided to try out the new designed curriculum, the 2013 curriculum or called K-13. Thousands of schools, ranging from elementary school, junior high school, and senior high school have participated in this try out. Despite the debate on the lack of preparation and infrastructure, the 2013 curriculum offers many new features in our education system.

The curriculum of elementary school is different from the high school curriculum. The elementary school students are required to have an ability to communicate and to improve their enthusiasm in learning a language. The article 6 subsection 6 of government laws no.19, 2005 states that *kurikulum dan silabus SD/MI/SDLB/Paket A, atau bentuk lainnya yang sederajat menekankan pentingnya kemampuan dan kegemaran membaca dan menulis, kecakapan berhitung, serta kemampuan berkomunikasi*. Primary school/Islamic elementary school/Primary school for the student with special needs/Package A or the same level institutions emphasize the importance of reading and writing, counting, and communicationabilities.

From those explanations above, it can be concluded that curriculum is an education curriculum that is arranged and applied in each school. It aims at managing teaching and learning processes. The 2013 curriculum or K-13 emphasize motivating or supporting students in order get ready and self-confident in learning English in the next grade.

2. Competence Standard

a. Competence Standard

Competence Standard is a description of knowledge of skill and attitudes that must be mastered after students learn certain subjects at certain levels of education. According to Abdul Majid (2008), Competence Standard are framework that explain the basis for the development of structured learning program. In each subject, of competency standard is determined by the curriculum developers that we can see from the content standard.

b. Basic Competence

Basic competence is a set of attitudes, knowledge, and skills that must be owned internalized, and controlled by students after learning a learning content, complete a program, or complete certain education unit (government regulations Indonesian National Standards No.32/ 2013)

3. Textbook

Instruction materials in the form of the textbook are very important for both teacher and learner in making preparation and conducting in the teaching. For example, teacher need textbook.in addition, without textbook, teacher will have difficulties in constructing written evaluation. While for learner, textbook also plays an important role. The learner who do not have textbook with them during the teaching learning activities will not be able to follow the lesson well. In the other word, lack of textbook in teaching and activities can create the less success of teaching.

A textbook has many function. According to Thomson (2008), the textbook has many function as follows.

1. Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

2. Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook gives unity to classroom interaction and is graded to introduce new concepts or contents they build upon what has preceded.

3. Tutorial contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

4. Improvement of teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skill in teaching

From the explanation above, textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teach and explain the teaching materials given by teacher.

Textbooks are considered at the heart of educational activities, as they provide students “a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience”. The textbook have significant role as they are considered as a “primary vehicles for delivering content knowledge, for determining in large measure what goes on in a class”and for assessing what students do and do not. A majority of teachers consider textbooks as the only teaching resource. Textbook do not only influence what and how student learn, but also what and how teachers teach.

Based on the important role of textbook in learning activity, good textbook should be selected in order to support the success of teaching and learning, but if teacher used textbook without selecting the quality, it is possible that teaching will deviate from the objective

In theory, textbooks are developed on the basis of written curriculum. The curriculum also guides the textbook evaluation. Tornroos (2004: 2) used the term “potentially implemented curriculum”. To describe the role of the textbook and other curriculum materials in a classroom in the light of written curriculum. This role of textbook constitutes primary stage between the intended (written) curriculum and the implemented curriculum. Increased attention is being paid to quality of textbook for the student. While the reasons of the researcher choosing the “*Let’s Talk in English*” because this book based on the curriculum 2013 that gathered nowadays. And the second was because the textbook is a newly produce as a recommendation for the textbook reference spreading out trough the sixth grade of Elementary School students

4. Textbook Analysis

Analysis is a method by which a thing is separated into parts, and those parts are given rigorous logical, detailed scrutiny, resulting in a consistent and relatively complete account (William, 2013: 20). While **Textbook Analysis** or **textual analysis** is a methodology in the social science for studying the content of communication. Babbie (2007) defines it as “the study of recorded human communication, such as books, websites, paintings and laws”. According to Joubish (2009), textbook analysis is considered a scholarly methodology in the humanities by which texts are studied as authorship, authenticity, or meaning. This latter subject includes philology, hermeneutics, and semiotics.

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categories. It is assumed that when classified into the same categories, words, phrases and the like share the same meaning (Cavanagh, 1997).

Textbook Analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action. The aim is to attain a condensed and broad description of the phenomenon, and the outcome of the analysis is concepts or categories is to build up a model, conceptual system, conceptual map or categories. The researcher makes a choice between the terms ‘concept’ and ‘category’ and uses one or the other. For example, if the purpose of the study is to develop a theory, it is recommended that the term ‘concept’ be used a proxy for ‘category’. However, in this paper, when describing the analysis process, we use the term ‘category’ because this is mostly used.

Textbook analysis is a research method for making replicable and valid inference from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action. The aim is to attain a condensed and broad analysis of the basic competence, and the outcome of the analysis is concepts or categories describing quality of this textbook.

It is highly significant to state that this study assesses the relevant of the textbook on the basis of seven main criteria. The physical appearance and format textbook, the accompany materials, the content and the topics, the exercises and the activities, cultural presentation, the four skills and the language method than textbook adopts.

B. Review of Previous Related Studies

In this section of the study, five previous studies will be reviewed briefly to give depiction and broader knowledge in doing this research. The previous study focus on methodology and result of each research to compare one to another in order to get depiction of what and how the researcher conduct an analyzing especially textbook analysis.

A thesis by Meitha Fitriani (2013) entitled *A Textbook Evaluation of "When English Rings Bell" an Textbook For the Seventh Grade of Junior High School*. Was conducted to analyze the theme of the textbook, analysis what the textbook could catch up the aim of making textbook for seventh grade of Junior high school, was each theme of each unit cover the communicative language teaching goal in term of newest curriculum for the seventh grade, and to analyze what the textbook suitable for the seventh grade. This research used qualitative and quantitative data. From the research there are actually much more category in the "*When English Rings the Bell*" textbook, in which each category means to get toward the same meaning of the theme. Actually, from the sides of communicative function of the nine integrated standard, the Textbook was proportional enough because it contains almost the whole communicative competence trough it. From the side of age analysis, the textbook not necessarily, but for the real communication used, almost the students felt too easy to learn the content of this textbook. It is quite simple as their grade level

A thesis by Teguh Ariebowo (2017) entitled *The Evaluation of Seventh Grade English Textbook "When English Ring the bell" a Survey Research*. Was

conducted with research problem to what extent does textbook meet the criteria and what are the strengths and weaknesses of textbook according to the survey. This research used survey method with research subject were 10 Junior High School in Yogyakarta. The result of this research according to the survey result in some aspect is very effective and ineffective. The strength of the textbook would be attractiveness, this textbook was designed in a colorful way and illustrated with attractive comic like character. The ineffective to the respondents the evaluation result on the aim shows that the developing of this textbook did not consider the basic foundation which should be generated in the very beginning process of it is development.

A thesis by Miftahul Janah (2017) entitled *The Analysis of the Kurikulum 2013 Based English Textbook For The Tenth Year High School* was conducted with research problem to what extent does the English textbook reflect the curriculum 2013 competencies. The research was undertaken using a content analysis method. The result of this research is not all of the basic competencies in the textbook are relevant to the basic competencies for first graders of Senior High School in the first semester of English Kurikulum 2013. There are 22 basic competencies for first graders of Senior High School in the first semester of English Kurikulum 2013 which is four of them are should be available in every chapter, they are point of 1.1, 2.1, 2.2, and 2.3. One of them is not available in every chapter in this textbook, it is point 1.1 which ask students to thank God for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning. And of eighteen basic competencies, there are eleven basic competencies are appropriate with the basic competencies

of the Kurikulum 2013. And there is a best part of this textbook; this textbook has supported by Kementerian Pendidikan dan Kebudayaan. But unfortunately, this textbook does not cover point 1.1 of basic competence; thank God, attitude, moral and behavior which the most important things in Kurikulum 2013.

A thesis by Dewi Indrawati (2012) entitled *An Analysis of The English Course book Entitled Grow with English by Dr. Mukarto, M. Sc.* Was conducted with research problem how relevant is the English course book *Grow With English* for the fifth grade elementary school students to the curriculum or SK and KD. Based on the data the goals of the course have been relevant to the SK and KD in reading, listening and speaking, but the activities in the writing can be said irrelevant because they cannot cover the learning objectives in writing. And the vocabulary and grammar items are developed based on the topic discussed and the grammatical structure in the course book is simple and easy understand to students.

A thesis by Devi Audina Pratama (2017) entitled *An Analysis of Textbook Entitled "pathway to English" Publish by Erlangga at the First Semester of the eleventh Grade of Senior High School* was conducted with research problem analyze the particular textbook entitled *pathway to English* which published by Erlangga based on the characteristic of its textbook. The method used in this research was classified as content analysis or document analysis. The result of this research was first, pathway textbook at the first semester fulfill syllabus points of the 2013 curriculum. Second, the broad pathway textbook including and developing basic competence into some exercises of 4 English textbook.

CHAPTER III

RESEARCH METHOD

This chapter is devoted to discussion of the research design, research subject, subject of the study, data collection and research instrument. The explanation of each section is below.

A. Research Design

The type of research is evaluative descriptive. The approach, where researcher intend to collect data about implementation of policies that have been carried out (Arikunto, 2001). Evaluative descriptive which in this study only describes facts found in the field without making change on each variable. Descriptive research constitutes a systematic, factual and accurate picture or painting of phenomena or relationships between the phenomena investigated (Suprayogo and Tobroni, 2001). This study is conducted to find what extent the English textbook *Let's Talk in English* relevant to the sixth grade of elementary school curriculum and how the quality of the textbook *Let's Talk in English* based on the criteria of the sixth grade of elementary school curriculum.

B. Research Subject

The object of the study is textbook with entitle "*Let's Talk in English*" grade 6. The book is written by Drs. Bashori Alwi, M.Pd and Achmad Sudarso, ST. it was publised by CV Mitra Abadi in 2017. This book aranged based on curriculum 2013.

“Let’s Talk in English” textbook is divided into two parts following the academic terms, Semester 1 and Semester 2. Each part is divided into units. Semester 1 consist of five units and Semester 2 consist of five units. The theme unit set in curriculum is divided into ten units, they are : *“school life”*, *“camping”*, *“hobby”*, *“games”*, *“tourism objects”*, *“religious tourism”*, *“direction”*, *“legend”*, *“falk tale”*, *“government”*. The paper in *Let’s talk in English* is smooth paper with white color. The thickness of the book is normal for the elementary school students, about 100-130 pages. This book has 128 pages.

C. Subject of the Study

The subject of the study is the English teacher of sixth-grade in elementary schools of Jumok I and Jumok II of Ngraho District Bojonegoro.

D. Data Collection and Research Instrument

1. Data Collection

The data were obtained from English course book *“Let’s talk in English”* for the Sixth grade student in Elementary scgool. Then, the book was evaluated based on some criteria.

The data are taken from the each unit in this book. Those units are listed and grouped then put in the basic competence, evaluation table and learning objectives in 4 skill frequency tables as the instruments of this research. The forms of the basic competence evaluation table and learning objectives in 4 skills frequency tables have been mentioned before on table 1 until table 5.

6.												
7.												
8.												
9.												
10.												

Note : Basic Comptence :

L = listening

S = speaking

R = reading

W = writing

After the raw data are analyzed using the BC evaluation table, the results are then put in the frequency table. The frequency tables are as follows :

Table 3.2 Basic Competence in Listening

No	Basic Competence	Frequency	Total
1.	Basic competence 1	.....	.....
2.	Basic competence 2	.....	.....
3.	Basic competence 3	.....	.....
Total			.....

Table 3.3 Basic Competence in Speaking

No	Basic Competence	Frequency	Total
1.	Basic competence 1	.....	.....
2.	Basic competence 2	.....	.....
3.	Basic competence 3	.....	.....
4.	Basic competence 4	.....	.....
Total			.....

Table 3.4 Basic Competence in Reading

No	Basic Competence	Frequency	Total
1.	Basic competence 1	.....	.....
2.	Basic competence 2	.....	.....
3.	Basic competence 3	.....	.....
Total			.....

Table 3.5 Basic Competence in Writing

No	Basic Competence	Frequency	Total
1.	Basic competence 1	.....	.....
2.	Basic competence 2	.....	.....
Total			.....

Table 3.6 The Total Frequency and Percentage Table

of Basic Competence for Each Skill

Skill	Table frequency	Percentage %
Listening%
Speaking%
Reading%
Writing%
Total	...	100%

From the total frequency for each skill and its percentage, it can be concluded what skill which highest and lowest. Then, the instrument should have reliability to know the questionnaires are reliable with the result. explained in the following:

The reliability of the Questionnaire

The questionnaire to find out the reliability of the questionnaire, the data were analyzed by using the Alpha-Cronbach Coefficient formula. The formula is presented below.

$$r = \left[\frac{k}{(k-1)} \right] \left[\frac{Vt - \sum pq}{Vt} \right]$$

Where :

r : instrument reliability

k : number of question

Vt: the total of item score variances

p:the propotion of the subject right answer (the propotion of subject that score 1)

q: the propotion of the subject wrong answer (the propotion of subject that score 0)

(Arikunto, 2010: 231) From the result of the computation, it was found that the reliability coefficient for the questionnaire if the value of instrument more than 0,60, the instrument is reliable.

3. Data Analysis Technique

a. Evaluation Table

In this research, the researcher analyzed the data from the textbook with rubric assessment from BSNP. This analysis was meant to evaluate the materials

which are conformed in Curriculum 2013. In this analysis, the researcher did the following steps;

1. Comparing the materials provided within the textbook with the theme suggested by the Curriculum 2013
2. Evaluating the materials presented in the textbook “let’s talk in English”
3. Interpreting the data gained from process of evaluation of the textbook “let’s talk in English”
4. Summing up the compatibility of the textbook content in Quantitative output to show result in percentage and number. The researcher used the following formula to help presenting the data in forms of number

$$P=F:N \times 100\%$$

Notes : P: Percentage

F: Frequency

N: The Sum of the Frequency (Anas Sudhiono, 2005)

5. The researcher also used two models for the scoring formula based on BSNP rubric assessment, first the range scoring is 4 to 1 as follows :
 - a. Score 4 is given if the textbook materials fulfill 91%-100% from the rubric assessment criteria
 - b. Score 3 is given if the textbook materials fulfill more than 76%-90% from the rubric assessment criteria

- c. Score 2 is given if the textbook materials fulfill 61%-75% from the rubric assessment criteria
 - d. Score 1 is given if the textbook materials fulfill 0-60% of the rubric assessment criteria
6. The second, the range scoring is 4 and 1 as follows :
- a. Score 4 is given if the textbook fulfill at least 95% of the criteria
 - b. score 1 is given if the textbook could not fulfil 95% of the criteria

b. Questionnaire

The existing data are related using descriptive statistics which involves the measurement using frequency. The brief steps of analyzing the data are:

1. The data are observed and compared to the relevancy Curriculum 2013.
2. The data are ticked and scored 1 if the item is considered relevant to the objective and 0 if the items are considered irrelevant.
3. The data are put in the frequency tables.
4. The data are observed by another reviewer.
5. The reviewers fill out the BC evaluation table individually
6. The data are analyzed using descriptive statistic to describe the relevance of the BC by calculating the scores obtained for each objective.

In this analysis, it was used to describe how the relevant the textbook to the Curriculum 2013.

QUESTIONNAIRES

Table 3.7. Table of Questionnaires

No	Question	Yes	No
1.	Is the aims of textbook correspond with the aim of the curriculum?		
2.	Is the aims of textbook correspond with the aim of the teaching program?		
3.	Is the textbook support media such as (CD, Woorksheet, and teacher's manual?		
4.	Is there reference section of grammar in the book?		
5.	Does the textbook has good layout such as (cover and paper color)?		
6.	Does the textbook includes the material for pronunciation work?		
7.	Is the textbook easy for learners to find their way around textbook?		
8.	Is the material for pronunciation work covers individual sounds?		
9.	Is the material for pronunciation work covers individual intonation?		
10.	Is the grammar of textbook correspond with sixth grade?		