

THE EVALUATION OF ENGLISH TEXTBOOK ENTITLED “WHEN ENGLISH RINGS A BELL”

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Abstract

The objective of this study was to identify the appropriateness of the materials in the English textbook entitled “When English Rings a Bell” for grade VII Junior High School in terms of content appropriateness, presentation appropriateness, and language appropriateness determined by BSNP (Badan Nasional Standar Pendidikan). This research is an evaluation study with a qualitative approach. This research involved researcher and teacher to evaluate English textbook based on BSNP criteria consisting of three aspects, namely content aspect, language aspect, and presentation aspect. The result showed that English textbook entitled “When English Rings a Bell” for grade VII Junior High School has fulfilled the criteria of content appropriateness, language appropriateness, and presentation appropriateness determined by BSNP and it achieved average score 85% covering 82% for the content aspect describing the appropriateness of materials with standard of competence and basic competence, 93% for the language aspect, and 80% for presentation aspect. In conclusion, this book is good to be used by English teachers and students.

Keywords: English Textbook Evaluation, Appropriateness.

Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi kesesuaian bahan dalam buku teks bahasa Inggris berjudul “When English Rings a Bell” untuk kelas VII SMP dalam hal kelayakan konten, kelayakan presentasi, dan kelayakan bahasa yang ditentukan oleh BSNP (Badan Nasional Standar) Pendidikan). Penelitian ini adalah penelitian evaluasi dengan pendekatan kualitatif. Evaluasi penelitian ini antara peneliti dan guru dengan kategori evaluasi berdasarkan BSNP yang terdiri dari tiga aspek, yaitu aspek isi, aspek bahasa, dan aspek presentasi. Hasil penelitian menunjukkan bahwa buku teks bahasa Inggris berjudul “When English Rings a Bell” untuk siswa kelas VII SMP telah memenuhi kriteria kesesuaian konten, kesesuaian bahasa, dan kesesuaian presentasi yang ditentukan oleh BSNP dengan mencapai skor rata-rata 85% dengan cakupan 82% untuk aspek konten yang menggambarkan bahwa isi buku memenuhi standar kompetensi dan kompetensi dasar, 93% untuk aspek bahasa, dan 80% untuk aspek presentasi. Dengan demikian, buku ini tergolong baik untuk digunakan guru Bahasa Inggris dan siswa.

Kata kunci: Evaluasi Buku Teks Bahasa Inggris, Kesesuaian.

INTRODUCTION

Textbook means an instructional material of English as a subject matter taught at schools and is designed for specific groups of learners in a defined context, such as in a specified educational context within a certain country. The function of textbook as reference material or reference material by students, for evaluation, as a tool for educators in implementing the curriculum, as one of the determinants of teaching method or techniques that will be used by educators.

RESEARCH METHODS

This study using descriptive qualitative methods in the form of verbal words involving observed behaviors to produce a qualitative approach.

In this research, the researcher roles are the collector of the data and as participator in analyzing textbook entitled "When English Rings a Bell" for grade VII Junior High School to find out the objective of the research. This study used document analysis or content analysis to describe the evaluation of the textbooks. The checklists are used to gather the data and to gain information. The checklists are adapted from the textbook evaluation criteria that formulated by BSNP. This checklist contains three aspects of evaluation. Those aspects are content, language, and presentation.

FINDINGS AND DISCUSSION

In content aspect, the criteria of completeness researcher and the teacher give point 4, the deepness the researcher give point 3 and the teacher give point 4, the criteria social function give the same point is 3, so is in the criteria of elements

and meaning structures give the same point is 3. In the criteria linguistic features an current, the researcher give point 3, while the researcher give point 4. different from criteria development of like skill and the development of diversity of insight, the researcher and the teacher give the same point is 4.

In language aspect there are any six criteria. In the criteria 1 the researcher and the teacher give point 4, in the criteria 2 the researcher give point 3 while the teacher give point 4, criteria 3 the researcher give point 2 while the teacher give the point 3, in the criteria 4 the researcher give the point 3 while the teacher give point 4. In the criteria 5 and 6 the researcher and the teacher give the same point, in the criteria 5 give point 4 and in the criteria 6 give point 3.

In presentation aspect, the researcher and the teacher have the same result from criteria 1 until criteria 9. In criteria 1 and 2 they give the point 3, in the criteria 3,4, and 5 they give point 4, in the criteria 6 they give point 3, and the criteria 7, 8, and 9 they give point 4.

The overall results, in the aspect of content get scored 81% of the researcher and 83% of the teacher. In the aspect of language get 94% of the researcher and 92 % of the teacher. In the aspect of presentation the researcher and the teacher have the same results, the results is 80%.

The results of textbook evaluation, which states that in the aspect of content get scored 81% of the researcher and 83% of the teacher, so that if averaged it produces 82 %. In the aspect of language get 94% of the researcher and 92 % of the teacher, so the average is 93%. In the aspect of presentation the researcher and the teacher have the same results, the results is 80%, so the average is 80%.

The result findings of this research revealed many interesting facts. From the analysis, it can be concluded that the author

of the textbook had tried to arrange this book as perfect as possible, but as human being short of lack still appeared in this textbook. Regarding the relevance of Table 3.1 Score Category of Assessment

materials with core competence and basic competence, six chapters of this book were classified as very good.

Range of fulfillment score	Category
76% - 100%	Good
51% - 75%	Fair
26% - 50%	Sufficient
0 - 25%	Poor

Table 4.2 Result of Textbook Evaluation

NO.	Aspect	Evaluator		Average
		Researcher	Teacher	
1.	Content	81%	83%	82%
2.	Language	94%	92%	93%
3.	Presentation	80%	80%	80%
Average Score				85%
Criteria				Good

CONCLUSIONS

This study evaluated an English textbook entitled “When English Rings a Bell” for the seventh grader in Junior High School by employing a content analysis method. The objective of this study is to explain the appropriateness of the materials in the English textbook entitled “When English Rings a Bell” for grade VII Junior High School in terms of content, language, and presentation determined by BSNP.

Based on the result and analysis of research that have been done, the writer

can conclude that English textbook entitled “When English Rings a Bell” for grade VII Junior High School was categorized “good” by achieving average score of 85% of the ten proposed criteria, the all of criteria could be classified “good” namely the appropriateness of materials of content aspect (82%), language aspect (93%), and presentation aspect (80%) meaning that it was “fair”.

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