

## An Analysis of Material Completeness in English Textbook “When English Rings A Bell” of Junior High School

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**Abstract:** This research purposed to analyzed the material completenss in the English textbook entitled “When English Rings a Bell” by Ministry of Education and Culture. The material completeness that were expected to found were a short interpersonal text, a short transactional text and a short functional text. This researchused qualitative research design and descriptive qualitative approach to analyzed the English textbook. Specifically, this researchused checklist in gathering the data. The data were gathered by reading the English textbok throughly to identify and classify the material completeness that can be found. This researchanalyzed the data by the results of the research. The result showed that “When English Rings a Bell” textbook that published by the ministry of education and culture was provides and presents the material completeness, there were: 1) A short interpersonal text, providing introducing self and others namely introducing self, greeting, leave taking, thancking and aologizing. 2) A short transactional text, such as: telling about daily activity, asking and giving direction, asking and giving information (related to the qualities of people, animals and things, in order to identify, to criticize or to praise them and related to actions/functions of people, animals and things in order to identify, to criticize or to praise them). And 3) A short functional text, this English textbook provides a short functional text, namely a descriptive text. The result of this research showed that “When English Rings a Bell” textbook fulfill and provide the material completeness aspect.

**Keywords:** Textbook, Material, Textbook Analysis

**Abstrak:** Penelitian ini bertujuan untuk menganalisis kelengkapan materi dalam buku teks bahasa Inggris berjudul “When English Rings a Bell” oleh Kementerian Pendidikan dan Kebudayaan. Kelengkapan materi yang diharapkan ditemukan adalah teks interpersonal pendek, teks transaksional pendek dan teks fungsional pendek. Penelitian ini menggunakan desain penelitian kualitatif dan pendekatan kualitatif deskriptif untuk menganalisis buku teks bahasa Inggris. Secara khusus, penelitian ini menggunakan checklist dalam pengumpulan data. Data dikumpulkan dengan membaca textbok bahasa Inggris secara menyeluruh untuk mengidentifikasi dan mengklasifikasikan kelengkapan materi yang dapat ditemukan. Penelitian ini menganalisis data berdasarkan hasil penelitian. Hasil penelitian menunjukkan bahwa buku teks “When English Rings a Bell” yang diterbitkan oleh kementrian pendidikan dan kebudayaan menyediakan dan menyajikan kelengkapan materi, yaitu: 1) Teks interpersonal pendek, berisi perkenalan diri dan orang lain yaitu perkenalan diri, salam, meninggalkan mengambil, berterima kasih dan meminta maaf. 2) Teks transaksional pendek, seperti: menceritakan tentang kegiatan sehari-hari, bertanya dan memberi arahan, bertanya dan memberi informasi (berkaitan dengan sifat-sifat orang, binatang dan benda, untuk mengidentifikasi, mengkritik atau memuji mereka dan terkait dengan tindakan/fungsi orang, hewan, dan benda untuk mengidentifikasi, mengkritik, atau memuji mereka). Dan 3) Teks fungsional pendek, buku teks bahasa Inggris ini menyediakan teks fungsional pendek, yaitu teks deskriptif. Hasil penelitian menunjukkan bahwa buku teks “When English Rings a Bell” memenuhi dan memberikan aspek kelengkapan materi.

**Kata kunci:** Buku Ajar, Materi, Analisis Buku Ajar

### INTRODUCTION

English as an internasional language is very important in communication. In Indonesia, English has been considered as a foreign language. The importance of English in this era has made people to improve their English skills in order to communicate well with people from around the world. English has a special place in education and the curriculum. Furthermore, Indonesia has been carrying out the teaching and learning English as a foreign language at schools which is taught in junior high school.

Therefore, to add teacher and student in conducting the process of teaching and learning English at school, the teacher and student can use several instructional materials as the sources of the activity to achieve the objectives of materials and topic provided. Thus, the Instructional materials are divided into two forms, there are: 1) Printed ones, namely a textbook, a module, a handout, and etc. 2) Non-printed ones, such as a video, a cassette, internet and computer based materials. In addition, one of the mostly used materials in the process of teaching and learning at school is a textbook.

According Dharma and Aristo (2018) Textbook is the heart of teaching and learning process and also a crucial part in the curriculum. Thus, textbook is a book that written by well-qualified material that

contained in them is usually carefully tested in actual teaching situations before the publication. Moreover, a textbook is one of the most important teaching and learning media and tools that used by the teacher and the students at classroom. Next, textbook is one of the basic teaching and learning resources that assist the student to achieve and collect the information and knowledge, because textbook can present several of material that will be taught by the students. Then, without any textbooks, the process of teaching and learning will not going smoothly and effectively.

The use of English textbook has a noteworthy eminence for the teachers and student. It does not only become a guide to the teacher when assisting and delivering the materials, but also presents necessary and important input through several explanations and activities. However, the presence of a textbook is necessary and important to help the process of teaching learning. That means with the presence of textbooks can help and be facilitate the students to follow the process of learning well. Besides, analyzing an English textbook is very important and essential in educational world. It is very important to choose the most appropriate English textbook to the students at school. The necessities of analyzing an English textbook is newly developed to know the strengths and the weaknesses, it will have a good impact to teachers and students in teaching and learning process at school.

Therefore, an English textbook perhaps contain several strengths and weaknesses in several aspects, especially the English textbook for junior high school. Moreover, an English textbook in junior high school have to provide complete materials and contents based on the syllabus and curriculum at school. Next, the material in an English textbook for junior high school has to provide specific material completeness. So that the English teaching and learning process will be get the learning objectives. This issue and problems are unfavorable to the first grade students of junior high school when the student faced the new textbook of 2013 curriculum.

Beside, textbook plays an important role in succeeding the implementation of the 2013 curriculum that leads teachers and also students to the problem and answer whether the textbook used by the teacher and student have been fulfilled a complete material category. Textbook is accepted as a common and basic feature of the process of teaching and learning process in Curriculum K-13. The 2013 curriculum is the newest curriculum for educational field in Indonesia that have been conducted by the government. Therefore, an English textbook should be corresponding to the curriculum and the syllabus.

## **REVIEW OF RELATED LITERATURE**

### **Definition of Textbook**

Textbook is a form of published printed media and material that commonly used in the process of teaching and learning at schools or any educational institution. According to Brown (2001, in Masyi'ah & Ciptaningrum, 2018: 33), textbooks are the most common media and materials for the process of teaching and learning. Therefore, textbook is one of the most important media and material in the process of learning and teaching as it serves as a resources, guideline and assist to both teacher and students. According to Richards (2002, in Dharma and Aristo), textbook is one of teaching resources that is used by student to support the learning through stimulating cognitive processes and providing structure and progression for the student. Next, textbook is very important for teacher and student in learning process at school.

Moreover, textbook is accepted as the major influence in the process of learning in classroom activities. As Richard (2010) stated that the textbook is the main role of the teaching and learning process. Thus, an English textbook is very useful in assisting and guiding the students to learning English at classroom. Next, textbook is learning materials simultaneously as a sources of standard learning at school. As a part of educational system, textbook and teaching material are one of paramount significance. Textbook is one of the most widely used educational tools in the teaching and learning process (Wu & Liu, 2015: 116). The time of student spends on textbook accounts 70-95% of classroom time, then Teachers spend 65-90% classroom time in textbook, and most of the instructional decisions are based on the textbook. In addition, the textbook is an almost universal element of English language teaching and learning at classroom.

Thus, Cunnigsworth (1995 in Ayu & Indrawati, 2018: 22) defines that a textbook is the effective resources of activities and ideas, for self-directed learning, an effective resource for presentational material, a reference resource for student, and support for less experienced teachers in teaching and learning process that who are yet to gain the confidence. According to Fatima, Shah, & Sultan (2015: 79) the textbooks have

to persuasive enough to induce all the requisite of English skills suited to an esteemed the students. If the textbook is too simple or too advanced for the student, so the teacher will inevitably be faced with several problems. In addition, a textbook is the handbook for the students at classroom. To do so, a textbook is designed for the use in the classroom activity at school, it is being arranged and prepared carefully being completed by the experts and with teaching aids that are appropriate, suitable and compatible.

### **Textbook as Learning Resources**

In Indonesia, a textbook have many kinds instructional materials used in the process of teaching and learning at school. The using of textbooks are considered as an important component in every English as a Foreign Language (EFL) course and the selection of the appropriate English textbook context demands careful investigation. Qodrianu & Kardiansyah (2018) states that textbooks are sometimes even the targets of action instead of being just tools. It intended to serve several groups of users, which include teachers, students and parents.

Furthermore, the textbook itself usually, tightly organized, succinctly written, and greatly condensed. The using of the textbook in teaching and learning process can ensure the student difficulties in different levels that will obtain a similar topic, material, content and they that can be analyzed in the same way. Consequently, the content and materials are very important for the promotion of a specific purpose, and vision of the curriculum. Besides, there are many features of textbook, some which go unknown to the teacher and student, which is have a significant impact on the student (Okeeffe, 2012), such a the materials have positive or negative impacts on learning process.

Besides, the textbook as a source in providing and presenting the material and content, the resources for the students in practice, and doing some activities such as vocabulary, pronunciation, grammar, and four language skill namely listening, reading, speaking and writing (Cunningsworth, 1995). In addition, textbook is very important and useful tool to assist teacher in transferring the knowledge to students, and also applying the curriculum because it is based on curriculum, the as the guidance in providing the opportunity for students to learn information and knowledge

In other words, a textbook means a presenting material designed for the teaching and learning process in order to increase the students' experience and knowledge. The definition of a textbook is as a compilation of effectiveness content and materials which are relevant to the subject or course area for a formal study (Margana & Widyantoro, 2016). Thus, the textbook also should be presents the students with a great chance and opportunity to use and communicate English in the learning process at school environment. In addition, a good textbook not just present a compilation of content and material such as language features, linguistics, grammar or language skill, but also should be present several activities, exercise and challenges. To do so, the most important aspect of textbook for the teacher is try and engage their students with the topic, content and material that they are going to be deal with.

### **Advantages and Disadvantages of Textbook**

In Indonesia, textbook plays an important role in today's school since the teacher use them as the most important tool in teaching and learning process, then becomes the easiest way to help teachers run the learning process at classroom. The purpose of textbook is to provide the students with necessary information, knowledge, and language skills about English and also preparing the students for interaction with among others, people from difference countries and different cultural backgrounds.

According to Crawford ( in Mohammadia & Abdi, 2014) the interprets the advantages and disadvantages of using textbook in teaching and learning process, there are the advantages of using textbook in teaching and learning process, as follows; 1) Textbooks provides an available and acceptable resource of materials for teachers to doing the real works and job for their students. 2) Textbook not having any dispersed energy because of its preparation materials of teaching and 3) Textbooks can also serve as a tool to motivate students in classroom activities and get stimulation the learning of language.

On the other hand, a textbook has several weaknesses and disadvantages which sometimes make difficulties for the teachers and students in teaching and learning process, namely: 1) Textbook is designed as the sole source of information and knowledge which makes the student just see one perspective on a issue or concept. 2) The textbooks are old and outdated, this condition makes the information is not really

relevant, and 3) textbook does not take students background knowledge and information account and it makes the teacher does not tailor lessons to the specific interest and attributes of students.

### **Theories of Material**

According on Cortazzi and Jin (1999, in Rahmah, Kasim, & Fitriani ) the materials in an exceedingly textbook categorized into the source of teaching and learning. Materials are all forms of topic or main idea used to assist teachers / instructors in carrying out teaching and learning activities. Material is defined as a systematic and replicable technique for compressing several words of text into various content categories based on explicit rules of coding such as topic and main idea. Holsti (1969 in Stemler, 2000) explains a broad definition of material as, "any technique for creating or making inferences by systematically and objectively that identifying specified characteristics of messages" Under Holsti's explanation, Material can be a useful technique for allowing learners describe and discover the focus of individual and group attention . It also allows inferences to be made which is can then be corroborated by using another methods in teaching and learning process.

According to Stemler (2000) Material can be a powerful tools and media for in the process of taching and learning. For instance, one material for determining authorship is to compile a list of suspected topic or main idea, providing several exercises such as speaking, writing, reading and listening, and build the interest of the learners. In addition, material is a set of topic arranged systematically so as to create an environment or atmosphere that allows students to learn in the process of teaching and learning. Teaching materials can at least be grouped into four, namely printed materials, listening teaching materials, listening teaching materials, and interactive teaching materials.

### **Textbook Analysis**

The definition of "Analysis" is generally applies to the process of making and arguing about a value judgment. There are some varieties of English textbook that published to accomplish the need of teaching and learning process at school, because textbook are widely used in classroom. English textbook " English in Context" is an EFL textbook that used by seventh grade student for junior high schools that published by the Ministry of Education and Culture. It is in line with the newest national curriculum in Indonesia, it is called 2013 Curriculum (Kurikulum Nasional, K13). The emergence of the K-13 curriculum is the reaction to the fact that Indonesia has following the respective years of education aspect in global and its problematic issues. According to Rumahlatua, Huliselana, & Takaria, (2016) states that 2013 curriculum is a competency based curriculum design, where its development focused on achieving the competences formulated from the standard competences itself.

According to Hutchinson and Waters (1987, in Fatimal at al 2015) Analysis is the matter of judging the fitness, strength and weaknessess of a something for a particular purpose". Nevertheless, the government in Indonesia is responsible in providing the English textbook at schools with appropriate material, toic and content. Textbook that provides from the Ministry of Education and Culture selects play an important role for the teacher and students in term of what is being teach and learn (Altufaili, 2016).

Since English teachers and EFL students use textbook in their process of teaching and learning, they should select the relevant and appropriate English textbook. However, before teacher and student decide to choose and use it, they have to analyze and evaluate the effectiveness and usefulness of English textbook in order to present the appropriateness and ideal one to accomplish students' needs in teaching and learning process.

According to Fatima, Kazim, & Sultan (2015), in education, the term of "analysis" is used in reference to operations associated with several methods of teaching and learning, organizational factors, program and curriculum. However, tt is a very important concept that including the phases of selecting the information, knowledge, analyzing, transferring, using and making a decision in a good quality.

Moreover, the analysis of the English textbook is to know the function of English textbook. Pusat Kurikulum dan Perbukuan (Puskurbuk) in 2014 states that the purpose of textbook analysis is to ensure and find out that textbooks used at schools are worthy of use and meet national standards. Therefore, textbook analysis defined as the process of making judgment about a textbook that related to its material, content, design, lay out and other important aspects. In other words, Pusat Pebukuan (Pusbuk) launched two instruments in analysis the textbook. These instruments are based on K-13 Curriculum, these two instrument

contains several aspects to be analyzed, there are: 1) Content, presentation and technique appropriateness, and 2) Language appropriateness. On the other hand, a good textbook must reach these two of criterion.

According to Chunningsworth (1995) cited in Chaisongkram (2011) also elaborates several criteria for textbook analysis, there are; 1) The textbook should be correspond to the students' needs and appropriate in term of objectiveness, material or content in the process of teaching and learning at classroom, because a good textbook have to provide relevant material and content in every chapter. 2) The main function of textbook for learners will reflect to the four language skills that student needs, namely: reading skills, listening skills, writing skills and seaking skill, because four language skills is very important to learn by the students 3) Textbook should take a part of learners' need and has to facilitate them in the learning process at classroom, provide appropriate material and topic, and assist the students in learning.

Further, he also interprets about two methods of textbook analysis namely; 1) Impressionistic images that make predictions for teacher and learners, then provide a general description of the material that presented in the in textbook, it is making a basic assumption and early information about the textbook used by the teacher in the rocess of teaching and learning at classroom. 2) Depth analysis which is involves more of the content and material while using the textbook, which mean analyze the whole material that presented in the textbook, anylze in depth the material that presented in the textbok and the material that does not exist in the textbook, also another aspect that important to be analyzed related to the study. In sum, textbook analysis is essential to find out the strengths and weaknesses.

Furthermore, Badan Standar Nasional Pendidikan (BNSP) in 2007 defines that there is some important component in analyzing the textbook, such as: 1) Feasibility of Content, it is including alignment with Standar Kompetensi (SK) and Kompetensi Dasar (KD) of the lesson and learner development, substance of the science and life skills development, insights to go forward, expand and diversity of social values, which means analyse several important aspect realted to the syllabus and curriculum such as material or content and so on. 2) Language, the linguistic components are being described into various subcomponents includes language logic and readability, such as linguistic features and grammar that exist in the textbook. 3) Presentation, this serving component is decomposed into some subcomponents includes technique, strategy, material and learning. Which means analyse a model in the textbook, that contains several approaches, techniques and stratgeies in the process of teaching and learning.

## **METHOD**

This research is categorized as a qualitative research design. According to Cresswell (2014) that qualitative research used multiple methods that are interactive and humanistic. Moreover, qualitative research design is generally focus on a social constructivism perspective. Besides, qualitative research design is the design to analyze the data in order to form several ideas, tend to be more flexible, and it is allowing to adjust the approach based on what to find throughout the research process. In addition, qualitative research design is more holistic and often involves a rich data collection from various sources to gain a deeper understanding

Furthermore, this research used the descriptive qualitative approach, where the purpose of descriptive qualitative is to collect the data, to gain an understanding of a case that was going on . Moreover, the purpose of descriptive qualitative design to find out the systematically and accurately in describing a situation, condition, population, or phenomenon (Cresswell, 2007). Thus, descriptive research approach can be use a wide variety to investigating one or more variables and it does not control or manipulate any of the variables, but only observes and measures the variables. In summary, descriptive qualitative approach aims to gain, understand and achieve the depiction the worthiness of English textbook as shown by the strengths and the weaknesses.

This research selected the English textbook purposively use purposive sampling, it is choose the subject based on purpose of the researcher. Then, the criteria of selecting a subject of the study commonly based on what researcher need to finish the research. Next, the subject of this research is the English textbook used for seventh grade students of Junior High School. "When English Rings a Bell" textbook was developed based on the newest curriculum (K-13 curriculum) for junior high school.

**Table 1. English Textbook “When English Rings a Bell”**

Criteria	Textbook Details
Title	When English Rings a Bell
Publisher	Kementerian Pendidikan dan Kebudayaan Republik Indonesia
ISBN	978-602-282-976-8
Number of page	194
Edition	Revisi 2017

Next, this research was employed the checklist as the research instruments to collect the data from the English textbook that used at teaching and learning process. Thus, this research adopted the checklist in term of textbook analysis from Lathif (2010). The checklist was used to analyze the textbook that focus on the material completeness.

To do so, there are two techniques in data collection used, such as: 1) Reading technique, reading the whole textbook and reading it repeatedly so that it can find and understand the material completeness of the English textbook and 2) Note taking technique, this technique used in this research aims to record the texts or content that related to the term of material completeness, there are a short interpersonal text, a short transactional text and a short functional text. Then the selected text is entered on the data form.

Thus, the technique of data analysis in descriptive analysis qualitative. This research was revealed the analysis of the aspects of material completeness in the textbook. There are several steps in analyzing qualitative data that was use by this research which is adapted from Gay & Arisian (2000, cited in Daris, 2016), in carrying out data analysis, this research conducted the data reduction, that is the activity of selecting research data in the form material completeness of English textbook. Then, the data was presented on the data card. Once all the data was gathered, this research was analyzed and described the data according to the theory used. Finally, the last step is the verification of the data in this research is to conclude from the data that have been collected.

## FINDINGS AND DISCUSSION

The main resources the data of this research was the checklist. The checklist is the appropriate instruments to collect the data in descriptive research approach, such as analyzing the English textbook with several important aspects. The checklist has been conducted at 10 of February 2020. The checklist is consisted of the material completeness aspects, the data were present below:

**Table 2. The Checklist of Material Completeness**

Area	No	Criteria	Checklist
Material Completeness	1	The textbook should comprise a short interpersonal text in the form of introducing self and others allowing the students to explore and produce interpersonal communication function in their daily life.	√
	2	The textbook should include a short transactional text which is aimed at congratulating, complimenting, telling and asking about intentions, asking for and giving something, asking for and giving direction, asking and giving simple routine tasks, offering and refusing related to the students' immediate context.	√

	3	The textbook should contain a short functional text giving the students opportunity to improve their ability in form of announcement, descriptive text, narrative text, and recount text.	√
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Based on the data of checklist above, regarding to the material completeness, "When English Rings a Bells" textbook used at Junior high school in Jambi city that fulfilled some criteria, namely: 1) Interpersonal text, 2) Transactional text, and 3) Functional text. Therefore, this English textbook entitled "When English Rings a Bells" was good in the category of the material completeness, because its fulfilled complete material.

### **Interpersonal Text**

Related to the first category of material completeness, namely interpersonal text, this English textbook provides a short interpersonal text, there are introducing self and others (talking about self, family, friends and hobbies), greeting, leave taking, thanking and apologizing in the first chapter and the second chapter. This is very good presenting the basic or common material or topic in the early beginning of the English textbook. Besides, when the english textbook provides the difficult or hard material in the first beginning, it is not appropriate for a good English textbook.

Further, there are eight chapters in "When English Rings a Bell" textbook that used by the teacher and students of junior high school. This English textbook presents and fulfill the interpersonal text, it was exposed and presented in chapter 1 page 1 to 20 entitled "Good morning. How are You?", further this chapter presented several excited topics, there are: 1) Greeting and Introduction, 2) Leave Taking, 3) Thank you, 4) Sorry or Apologizing. In sum, the English textbook "When English Rings a Bell" presented a complete material related to interpersonal text, such as on how greet others when they meet them, say goodbye when they leave them, say thank others for doing good to me, and say sorry when make a mistake. In addition this textbook if sullsil the criteria of material completeness.

### **Transactional text**

Regarding to the transactional text, this "When English Rings a Bells" English textbook presents a short transactional text in chapter 3, 4, 5 and 6, namely asking and giving information, there are telling about daily activity, asking and giving direction and asking and giving information. Moreover, this English textbook "When English Rings a Bells" provides a few importat text of transactional, which means this English textbook fulfilled a complete material related to the material completeness of transactional text.

In regard to the second category, this "When English Rings a Bell" English textbook also presenting the teachers and students to acquire information and knowledge in term of getting information through a short transactional texts. There are some important texts related to the transactional text, such as: 1) Telling about daily activity, 2) Asking and giving direction, 3) Asking and giving information (Related to the qualities of people, animals and things, in order to identify, to criticize or to praise them and related to actions/functions of people, animals and things in order to identify, to criticize or to praise them).

In addition, this English textbook provides several information that must be mastery by the students, there are 1) Asked the students be able to express, identify, respond, and giving expressing of daily activity, 2) Giving and respond expression of daily activity, 3) Give information related to the qualities of people, animals and things, in order to identify, to criticize or to praise them, and 4) Ask for and give information related to actions/functions of people, animals and things in order to identify, to criticize or to praise them.

### **Functional text**

In regard to the third aspect, this English textbook "When English Rings a Bells" presents a short functional text, namely descriptive text in chapter VII, but this English textbook does not provide several important functional text, such as recount text and also Narrative text. Which means this English textbook is lack or less material of this functional text category, its because the recount text and narrative are not existed and presented in this English textbook.

When English Rings a Bell" textbook has presented and fulfill the teacher and also students with adequate functional texts, namely a descriptive text. Tthe aims of this descriptive text is to describe a basic unit of social structure in daily life activity of the students in teaching and learning process. Therefore, regarding to strengthening the students' understanding on the functional text, some important activities are provided in this chapter.

Therefore, this material was presented the topic related activities of expressing to describe something in their daily life. However, this material using different ways in developing, elaborate and express the interaction with their classmate, teachers, and family members in their daily life. The aims of this material are asked the students be able to express, identify, respond, and giving expressing. To do so, the students are ask to describe people, animals, and things during the process of teaching and learning at school in order to make them stand out , to show my pride of them, to promote them and to criticize them.

## CONCLUSION

The results of this research can be concluded that English textbook entitled " When English Rings a Bell" fulfill the material completeness aspect, it was fulfilled several important criteria, there are: 1) A short interpersonal text, this "When English Rings a Bell" English textbook provides and presents a short interpersonal text, such as introducing self and others (talking about self , family, friends and hobbies), greeting, leave taking, thanking and apologizing. 2) A short transactional text, this English textbook provides a short transactional text, such as: a. Telling about daily activity, b. Asking and giving direction, c. Asking and giving information (Related to the qualities of people, animals and things, in order to identify, to criticize or to praise them and related to actions/functions of people, animals and things in order to identify, to criticize or to praise them), and 3) A short functional text, this English textbook provides a short functional text, namely a descriptive text.

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