

The Analysis of the English Textbook “English in Context” used at Junior High School

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Abstract: *This research aimed to analyze the material completeness in the English textbook entitled “English in Context” by the Ministry of Education and Culture. The material completeness that was expected to be found was a short interpersonal text, a short transactional text and a short functional text. The researcher used a qualitative research design and a descriptive qualitative approach to analyze the English textbook. Specifically, the researcher used a checklist in gathering the data. The data were gathered by reading the English textbook thoroughly to identify and classify the material completeness that can be found. The researcher analyzed the data by the results of the study. The result showed that “English in Context” textbook published by the Ministry of Education and Culture provides material completeness, there are: 1) A short interpersonal text, providing introducing self and others namely introducing self, greeting, leave-taking, thanking and apologizing. 2) A short transactional text, namely daily activity, physical appearances, asking and giving information about characteristics of humans, asking and giving information about hobbies and professions, and asking and giving information about song. 3 A short functional text, namely descriptive text. The result of this research showed that this “Bahasa Inggris” textbook fulfills the material completeness aspect.*

Keywords: *Textbook, Textbook Analysis*

Abstrak: *Penelitian ini bertujuan untuk menganalisis kelengkapan materi dalam buku teks bahasa Inggris berjudul “English in Context” karya Kementerian Pendidikan dan Kebudayaan. Kelengkapan materi yang diharapkan ditemukan adalah teks interpersonal pendek, teks transaksional pendek, dan teks fungsional pendek. Peneliti menggunakan desain penelitian kualitatif dan pendekatan deskriptif kualitatif untuk menganalisis buku teks bahasa Inggris. Secara khusus, peneliti menggunakan daftar periksa dalam mengumpulkan data. Data dikumpulkan dengan membaca buku teks bahasa Inggris secara menyeluruh untuk mengidentifikasi dan mengklasifikasikan kelengkapan materi yang dapat ditemukan. Peneliti menganalisis data berdasarkan hasil penelitian. Hasil penelitian menunjukkan bahwa buku teks “English in Context” terbitan Kementerian Pendidikan dan Kebudayaan memberikan kelengkapan materi, yaitu: 1) Teks interpersonal pendek yang berisi pengenalan diri dan orang lain yaitu memperkenalkan diri, menyapa, berpamitan, mengucapkan terima kasih dan meminta maaf. . 2) Teks transaksional pendek yaitu aktivitas sehari-hari, penampilan fisik, bertanya dan memberi informasi tentang ciri-ciri manusia, bertanya dan memberi informasi tentang hobi dan profesi, serta bertanya dan memberi informasi tentang lagu. 3 Teks fungsional pendek yaitu teks deskriptif. Hasil penelitian menunjukkan bahwa buku teks “Bahasa Inggris” ini memenuhi aspek kelengkapan materi.*

Kata Kunci: *Buku Ajar, Analisis Buku Ajar*

INTRODUCTION

In Indonesia, English has been considered as a foreign language in educational areas, so the importance of English has made students try to improve their English skills to communicate well with. English has a special place in the education field. To do so, Indonesia has been carrying out the teaching and learning English as a foreign language at schools which is taught in junior high school.

A textbook is one of many materials and tools which is most frequently used in the process of teaching and learning at school. Cunningsworth (1995) delivered that a textbook is a book written by well-qualified and experienced, and also provided with material that is usually carefully tested in actual teaching situations before publication. Furthermore, a textbook is one of the most important teaching and learning tools used by the teacher and the students in the classroom. The textbook is one of the basic teaching and learning resources that assist the student in achieving and collecting information and knowledge because a textbook can present several materials that will be taught by the students. Then without any textbooks, the process of teaching and learning will not go smoothly and effectively and smoothly. The use of textbooks enables teachers and students to master and understand the material to be studied during the process of teaching and learning (Hutasuhut & Silalahi, 2022). Thus, the presence of a textbook is necessary to help teaching teaching-learning process. This means that the presence of textbooks can facilitate the students to follow the learning process well.

Nowadays, textbook is the heart of the process of teaching and learning and also a crucial part of the curriculum at school. It is considered helpful and important because most of the objectives have been prepared in sets of practices based on the needs of the students. Besides, there are kinds of textbooks published to fulfill the student's requirement in the process of learning. Then, the task of the teacher is to choose a good textbook that matches the student's requirement such as selecting a complete material to support the process of learning has a great influence on the success of a teacher when implementing the teaching process. Besides, analyzing a textbook is essential in the educational world. Choosing the most appropriate English textbook for the students is very essential. The necessity of analyzing an English textbook is newly developed to know its strengths and weaknesses, it will have a good impact on teachers and students of junior high school in the teaching and learning process at school.

Furthermore, in material completeness aspect, an English textbook which does not show the material completeness has to fulfill all of the materials that exist in the syllabus and curriculum. Therefore, an English textbook also has to presents the complete material to support students in achieving more knowledge and information, such as personal text, transactional text and interpersonal text in the textbook. Thus, textbook analysis is very essential to find out the strength, weaknesses and the complete material or content to support the learning objectives and goals.

REVIEW OF RELATED LITERATURE

A textbook is an instructional material that is used in the teaching and learning process at school. The textbook itself is usually succinctly written, tightly and well organized, and greatly condensed.

Furthermore, textbooks have a major influence on teacher teaching and student learning as well as the nature and types of learning activities applied at schools. Textbooks are the most common information source and are significantly used in the classroom. Therefore, for language learning, the textbooks serve as the basis for the four language inputs since the students achieve and present the content and material of the lessons, the balance of the skills that are taught, and several language practices the students take part. Meanwhile, Cunningsworth (1984, in Masyi'ah & Ciptaningrum, 2018: 33) explains that the textbooks as a book which is written and developed by the experts. The materials usually have been tested and examined in a pilot study in real teaching situations before they are published to the public. To do so, this explains why at all levels the learning of language textbooks is still taken as an important source among students.

According to Cunningsworth (1995 in Hutasuhut & Silalahi, 2022) a textbook has several important roles in teaching English, and they can serve as: 1) A source for presentation material (oral and written). 2) An activity resource for learner practice and communicative interactions. 3) Reference resource for learners on grammar, vocabulary, and pronunciation. 4) Source of stimulation and ideas for class activities. 5) A syllabus (where they reflect predetermined learning objectives). 6) support for inexperienced teachers who are not yet confident. Further, in Indonesia, using a textbook is a must for the student and every school to support the teaching and learning process. Moreover, textbook is accepted as the major influence in the process of learning in classroom activities. As Richard (2010) stated the textbook is the main role of the teaching and learning process. Thus, an English textbook is very useful in assisting and guiding students to learn English in the classroom. Next, textbooks is learning materials simultaneously as a source of standard learning at school.

Furthermore, a textbook is a book written by experienced and well-qualified people and the material contained which carefully tested in pilot studies and actual teaching and learning situations before the publication. As a part of the educational system, textbooks, and teaching materials are 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.

According to Fatima, Shah, & Sultan (2015: 79), the textbooks have to be persuasive enough to induce all the requisite of English skills suited to esteemed the students. If the textbook is too simple or too advanced for the student, the teacher will inevitably be faced with several problems. In addition, a textbook is a handbook for the students in the classroom. To do so, a textbook is designed for use in 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. Thus, a textbook is the effective resources for

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Further, textbooks help students to communicate several important cultural and contextual aspects, material, and designs meaningfully. The using of the textbook in the teaching and learning process can ensure the student's difficulties at different levels will obtain a similar topic, material, content and that can be analyzed in the same way.

RESEARCH METHODOLOGY

In this research, the researcher analyzed the English textbook for seventh-grade students of junior high school 22 Jambi City. This research is categorized as descriptive qualitative research. Cresswell (2014) explains that qualitative research design uses multiple methods to explore data that are interactive and humanistic. Further, qualitative research design is generally focused on a social constructivism perspective. However, this research used the descriptive qualitative approach, where the purpose is to collect and gain an understanding of a case that was going on in education and explain it in depth. Therefore, the descriptive qualitative approach aims to find out the systematically and accurately describe a phenomenon (Cresswell, 2007). In sum, the aims of descriptive qualitative research approach is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened.

The primary concern of this research is to investigate and analyze the material completeness in English textbooks used by seventh-grade student of junior high school and to find out the strengths also the weaknesses. The researcher selected the proposed English textbook purposively used purposive sampling in selecting the English textbook, so the sampling technique of this research is purposive sampling, in the process of determining the subject based on the purpose of the researcher. Thus, the criteria for selecting a subject of the study are commonly based on what the researcher needs to finish the research. To do so, the subject of this research is the English textbook used for seventh-grade students of Junior high school 22 Jambi City.

This research used the checklist as the main instrument with a list of data. To do so, in this research, there were two techniques in data collection used by the researcher, such as: 1) Reading technique, reading the whole textbook and reading it repeatedly and identifying the material completeness contained in the textbook. 2) Note-taking technique, it is used to record the texts or content that is related to the term of material completeness. Therefore, the technique of data analysis in this research used descriptive analysis qualitative.

FINDINGS AND DISCUSSIONS

This research explained the most important aspect to be analyzed is the material completeness of the English textbook. However, there are three kinds of text in terms of material completeness to be analyzed, there are; 1) interpersonal text, 2) Transactional text and 3) functional text. In addition, a good textbook should provide these kinds of texts.

1. A Short Interpersonal Text

Regarding the first category, namely interpersonal text, this English textbook provides a short interpersonal text, there are introducing self and others (talking about self), greeting, leave-taking, thanking and apologizing in the first chapter, it is very good providing the basic or common material in the early beginning. Therefore, when the textbook presents the difficult material in the first chapter, it is not appropriate for a good textbook.

There are seven chapters in "English in Context" textbook that are used by the students of junior high school 22 Jambi city. This English textbook provides the interpersonal text, it was exposed and presented in chapter 1 pages 1 to 16, entitled "Personal Identity", further this chapter provides several important topics, namely 1) greeting and introduction, 2) Pronunciation and Spelling, 3) Let's get some information.

Thus, in terms of production aspects, related to four language skills, this English textbook presented some activities that are very important to be taught to students in the process of teaching and learning at the classroom.

1) Listening skills, this English textbook provides activities on how students respond to greeting and how students responding to introductions. It is presented in several dialogues about greeting, some dialogues are showing about how to greet someone and introduce yourself, then the teacher will read the dialogues and students are asked to listen carefully, then students are asked to repeat the conversation. 2) Reading skills, this English textbook presents the activities of how students read the English alphabet, this is very good because the early first chapter has to provide the basic alphabet to the students, so they will know how to pronounce the alphabet in English well, for example, they are asked to spell their names. 3) Speaking skills, in this English textbook provided the activities of how students speak related to greeting someone, introducing yourself and asking for or giving information. Students are asked to practice the dialogue with their classmates. 4) Writing skills, this English textbook provided the activities of how students fill in the table, filling in a form and writing as short information paragraphs about themselves. For example, students are asked to make dialogue with their partners with the pictures provided in the textbook, then the students are asked to write a short paragraph based on their identity card given.

2. A Short Transactional Text

In regard to transactional text, this "Bahasa Inggris" textbook provides the students to acquire information and knowledge in term of getting information through a short transactional texts, there are:

- a. Daily activity
- b. Physical appearances
- c. Asking and giving information about characteristic of human
- d. Asking and giving information about a family
- e. Asking and giving information about song

Furthermore, this chapter provided several important inputs which presented four language skills and important activities allowing the students to produce transactional texts in the of production aspects, which means this "English in Context" textbook provided the opportunity of student to express their function and knowledge well. It was starting by:

1) Listening skill, this textbook provide the activities of how students can understand and eliciting information from lyrics of a song. 2) Reading skills, this English textbook presented the activities of how students understanding and eliciting information from lyrics of a song. 3) Speaking skill, in this English textbook provided the activities of how students speak related to asking for or giving information about a song. 4. Writing skills, this English textbook presented the activities of how students writing a short paragraph about song. These aims to enhance students four language skills regarding to the song material.

3. A Short Functional Text

Regarding to the third aspect, this English textbook "English in Context" provides a short functional text, namely descriptive text, but this English textbook does not provide several important functional text, namely narrative text and recount text. It means this textbook is less material of this functional text, because narrative text and recount text are not existed in this English textbook.

"English in Context" textbook has provided the students with adequate functional texts, namely descriptive text. These functional text is presented in chapter 6 page 133 to 158 namely descriptive text, the aims of this descriptive text is to describe a basic unit of social structure in daily life activity. Thus, in term of strengthening the students' understanding on the functional text, several important activities are presented in this chapter such as: 1) Family and member, 2) My Family, 3) Mammal's family and 3) Going to the market with my family. In addition, the production tasks were provided in order to facilitate the students' actual production of certain text, there are four language skills, namely listening skill, reading skill, speaking skill and writing skills.

CONCLUSIONS

This research analyzed the English textbook entitled "English in Context" used at Junior High School 22 Jambi city. Concerning the findings and discussions of this research and answering the formulation of the research, the researcher has drawn some conclusions below.

Based on the researchers' checklist of English textbook analysis, there is the objectives of this research, it is aimed to examine the material completeness, of "English in Context" textbooks used by the student in Junior high school 22 Jambi city. Based on the results of the research and discussion described in

Yanti Ismiyati and Ridho Praja Dinata. The Analysis of the English Textbook "English in Context" used at Junior High School the previous chapter, the results of this research can be concluded that this textbook fulfills the material completeness aspect, it fulfilled several important criteria, namely:

A short interpersonal text, this "English in Content" textbook provides a short interpersonal text, namely introducing self and others' material, greeting, leave-taking, thanking and apologizing.

Transactional text, this English textbook provides a short transactional text, as follows: 1) Daily activity, 2) Physical appearances, 3) Asking and giving information about characteristics of humans, 4) Asking and giving information about hobbies and professions, 5) Asking and giving information about song

Functional text, this "English in Content" textbook just provides a short functional text, namely descriptive text, but does not provide recount text and narrative text.

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