

**A CONTENT ANALYSIS OF THE ENGLISH TEXTBOOK  
“PRIMARY ENGLISH AS A SECOND LANGUAGE”**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



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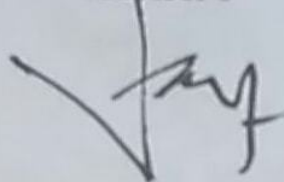
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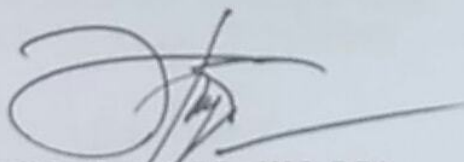
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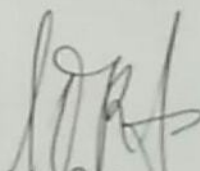
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## ABSTRACT

Rahmawati, L (2018). *“Content Analysis of the English Textbook Entitled Primary English as a Second Language”*. A Thesis. English Education Department. Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Muhtarom, and Hilda Izzati Madjid.

Key words : *Content Analysis, Foreign English Textbook Analysis*

Textbook is one of the media used in English language learning. A great number of EFL textbook evaluation have been done to find the most suitable textbook for English language teaching. The present study was aimed to determine the suitability of materials in the textbook “Primary English of a Second Language” with the criteria of a good English textbook. The textbook was analyzed by using criteria of a good English textbook proposed by experts include five criteria: aim and objective, facilitate teaching learning process, activity/exercises, and vocabulary. In the textbook, there are 25 materials that will be evaluated using the criteria of a good English textbook. The result of the study shows that objectives of the lessons in textbook meet the criteria of a good English textbook. In facilitating teaching learning process, from 25 materials provided there is one material that does not meet with the criteria because do not provided any contextual example. However, for the exercises in the textbook do not match with the criteria of a good English textbook because do not incorporate by pair/group work and should be improved later. Then in vocabulary aspect also do not meet the criteria of a good English textbook because from 25 chapters there are ten chapters that do not present new vocabulary in the subsequent materials. However, some missing in the textbook can be improved by giving supplementary materials while teaching the particular material.

## ABSTRACT

Rahmawati, L (2018). *“Content Analysis of the English Textbook Entitled Primary English as a Second Language”*. A Thesis. English Education Department. Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Pembimbing: Muhtarom, and Hilda Izzati Madjid.

Key words : *Content Analysis, Foreign English Textbook Analysis*

Buku teks adalah salah satu media yang digunakan dalam pembelajaran bahasa Inggris. Sejumlah besar evaluasi buku teks EFL telah dilakukan untuk menemukan buku teks yang paling sesuai untuk pengajaran bahasa Inggris. Penelitian ini bertujuan untuk mengetahui kesesuaian bahan dalam buku teks "Primary English as a Second Language" dengan kriteria buku teks bahasa Inggris yang baik. Buku teks tersebut dianalisis dengan menggunakan kriteria buku teks bahasa Inggris yang baik yang diajukan oleh para ahli termasuk lima kriteria: tujuan dan sasaran, memudahkan proses belajar mengajar, aktivitas / latihan, dan kosa kata. Dalam buku teks "Primary English as a Second Language", ada 25 materi yang akan dievaluasi dengan menggunakan kriteria buku teks bahasa Inggris yang baik. Hasil penelitian menunjukkan bahwa tujuan pelajaran dalam buku teks memenuhi kriteria buku teks bahasa Inggris yang baik. Dalam memfasilitasi proses belajar mengajar, dari 25 materi yang diberikan ada satu materi yang tidak memenuhi kriteria karena tidak memberikan contoh kontekstual apapun. Namun, untuk latihan di buku teks tidak sesuai dengan kriteria buku teks bahasa Inggris yang baik karena tidak dipasangkan dengan pasangan / kelompok kerja dan harus diperbaiki nantinya. Kemudian dalam aspek kosakata juga tidak memenuhi kriteria buku teks bahasa Inggris yang baik karena dari 25 bab ada sepuluh bab yang tidak menyajikan kosa kata baru dalam materi selanjutnya. Namun, beberapa yang hilang dalam buku teks dapat ditingkatkan dengan memberi bahan pelengkap sambil mengajarkan materi tertentu.

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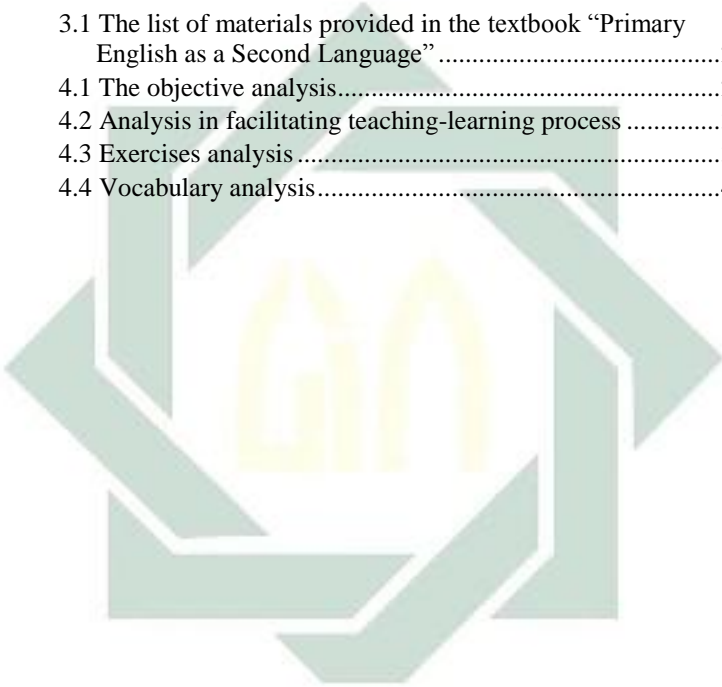
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## CHAPTER I

### INTRODUCTION

This chapter gives an overview of the background of the study, the research questions of study, the objectives of study, the significance of study, the scope and limitation of the study and the definitions of key terms.

#### **A. Research Background**

Textbook is one of many materials which is most frequently used in teaching learning process. It is one of knowledge sources which is the easiest to obtain and becomes one of many aids to assist the students in acquiring clear concepts of subject matter<sup>1</sup>. A course book also plays an important role in teaching; it facilitates students in learning activities because a course book offers advantages which constitute useful resources<sup>2</sup>.

In Indonesian's educational system, textbooks are considered as the main components of the curriculum. National Education Department develops the content, the methods, and the procedures for teaching and learning in the classroom. They also provide a systematic syllabus for teachers to follow in teaching a certain subject. In Indonesia, the textbook designs by the authorized publishers based on the latest curriculum. Once a newly invented curriculum was launched by National Education Department of Indonesia, a number of competitive publishers involve professional instructional material writers to design or develop new textbooks which are in line with the curriculum.

However, as a country that uses English as a foreign language, teaching English is a requirement that cannot be separated from education in Indonesia, especially in a big city like Surabaya. In fact, some schools add hours of English lessons outside the regular schedule. This course aims to enable students to reach English

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<sup>1</sup>N. Pusporini, Thesis: "A Content Analysis on English e-Book for Junior High School Grade VII, "English in Focus"" (Malang: Faculty of Letter State University of Malang, 2009), 6.

<sup>2</sup>T. Jakovos, "Selecting an English Course book: Theory and Practice".*Theory & Practice in Language Studies*. Vol 1 no. 7.



language competence as well as Bahasa Indonesia. Accordingly, to get maximum results in teaching materials that not only can be used in the classroom but also can be learned at home.

Being teachers, whose job are various, among others as a motivator, curriculum planners, supervisors as well as a facilitator is not an easy task. Especially as curriculum planners, teachers are expected to design their own materials as effectively and creatively as possible. But if teachers are not able to create their own material, they should be able to choose and determine the material in accordance to a standardized criterion. The meaning of material in this research itself is textbook.

The characteristics of textbooks that meet the criteria, generally following: it should suit the needs, interest and abilities of the students, suit the teacher, and meet the need of official public teaching syllabus or examination.<sup>3</sup>

Moreover, it is not a simple thing to determine a compatible course book for learning process, especially for English lesson that become a foreign language in Indonesia. It is very important for us to develop English as Foreign Language textbook evaluation so as to ensure English Foreign as Language textbooks can effectively facilitate the attainment of our teaching objectives, and at the same time, be economically viable to teachers and students. Wrong choice of textbooks would be likely to negatively affect both teaching and learning. Financial resources would also be wasted. Fortunately, National Education Department of Indonesia have arranged English materials/course book for each level of education from elementary to high school and can be used directly for the teaching process.

Although the Ministry of Education in Indonesia has designed a guidebook for every course, there are some schools that decide to develop their own materials and tend to be different from other schools to be taught to their students, but still this decision comes along with the role from the Ministry of Education.

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<sup>3</sup>F. Setiawati, Thesis: “A Content Analysis on “Wonderful World”, an English Textbook for Eleven Graders of Senior High School” (Malang: State University of Malang, 2010), 27.

One of the schools who develop their own book is “Khadijah Elementary School” under YTPSNU (Yayasan Taman Pendidikan dan Sosial Nahdlotul Ulama), located in some areas in Surabaya. This school exists in Surabaya since 1954 and shows their growth. Starting with the name “Madrasah Muallimat NU” on that period, this school tries to bring Islamic value in the teaching/learning process especially related to Islamic activities in NU that only focuses in Islamic course. It can be seen by the language used in the school as the medium language for student, starting from 3<sup>rd</sup> grade in elementary school students are use English in teaching/learning process. It can be seen by the book they developed, which is full of English for all of course books.

For the purpose of this research, the researcher decides to select a book produced and used by Khadijah School “Primary English of a Second Language for 3<sup>rd</sup> grade” because this school has been the official school to conduct Cambridge International Examination since it is as the Cambridge Examination Center and Complete with the ID 268. They also address their vision to be “International Islamic Education Center – scored Excellent and Competitive Human Resources”<sup>4</sup>. It is already stated that English textbook “Primary English as a Second Language” is an English coursebook produced by Khadijah official. It is claimed that this book can be used not only by Khadijah’s students, but also can be widely used by students from other school. Therefore in this research, the researcher evaluated the materials from this book whether this book can be widely used or not.

## **B. Research Questions**

The problem statement raised by the writer in this study is to what extent do materials in the textbook “Primary English of a Second Language” meet the criteria of a good English textbook.

## **C. Objectives of the Study**

Based on the problem statement, the objectives of this study is to analyze to what extend materials in the textbook “Primary English of a Second Language” meet the criteria of a good English textbook.

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<sup>4</sup> I. S Putri, et.al., *Primary English as a Second Language*. (Surabaya: Sekolah Khadijah Surabaya, 2015), 1.

#### **D. Significance of the Study**

The researcher choose to have a content analysis of textbook because not all of teachers know a good criteria of textbook that will be used in teaching.<sup>5</sup> Teachers need to analyse the book used to make sure that whether the book is suitable for teaching or not. Teacher also can make some preparations before teaching their students by analyzing the book that will be used because teacher have known the contains of the book very well. So, teacher can make some changes for materials if there are some mistakes or unsuitability on the textbook.

According to the research study, the writer could provide an information on the content of the textbook and the criteria of a good English textbook. Further, the researcher analysis an English textbook to know the quality of the English textbook. This study will be benefical for teacher who do not know how to know whether textbook that they use in teaching is good or not. Also, this study will provide a simple and an easy analysis in analyse a textbook, so every teacher can easily make a textbook analysis without any difficulties and mistakes.

#### **E. Scope and Limit of the Study**

This study is focusing to the analysis of textbook Primary English of a Second Language for 3<sup>rd</sup> grade student of Elementary school. This textbook is developed by Khadijah's School in Surabaya and also used by this school. In this research, the researcher takes data from materials in the textbook and do an analysis about the materials of the textbook, whether the textbook fullfil a good criteria of English a good textbook or not. Also, this study will facilitate teachers who have difficulties in analyzing the English textbook by providing a simple format for English textbook analysis.

In deciding whether the textbook here fulfill the criteria of a good English textbook based on materials evaluation on the textbook, the researcher analyze the textbook using theories proposed by several different experts and make a summarize from those theories that have some similarities. (See page 11-16)

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<sup>5</sup> C. John, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*, Second Edition (Sage Publications Inc, 2007), 96.

## F. Definition of Key Term

### 1. Content analysis

The term 'content analysis' can be simply defines the process of summarizing and reporting written data – the main contents of data and their messages.<sup>6</sup> Besides, it also can be define as an analysis of the written or visual contents of a document.<sup>7</sup> In this research, content analysis is a method and data collection technique used to summarize and analyze the English textbook entitled “Primary English as a Second Language”.

### 2. Textbook

A textbook is one of the many kinds of instructional materials used in learning. The textbook is usually succinctly written, tightly organized, and greatly condensed.<sup>8</sup> In this research, English textbook is defined as an instructional material in English textbook entitled “Primary English as Second Language” for the 3<sup>rd</sup> grade used in learning English in Elementary School Khadijah’s school Surabaya.

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<sup>6</sup> L. Cohen et, al., *Research methods in education* (New York: Routledge, 2007), 475.

<sup>7</sup> N. E Wallen - Fraenkel, J. R, *Educational Research: a Guide to the Process*. (New Jersey: Lawrence Erlbaum Associates Publishers, 2001), 167.

<sup>8</sup> C. John, *Qualitative Inquiry* ..... 156.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The literature in this chapter gives a brief explanation about some theories that support this research. The theories are related to textbook explanation, advantage and disadvantage of using textbook, the important role of textbook in the classroom, the need of textbook evaluation, developing criteria for textbook evaluation and some previous studies related to this research.

#### A. Review of Related Literature

There are many textbooks evaluation criteria created by experts, especially in the teaching fields such as Tomlinson,<sup>1</sup> Cunningsworth,<sup>2</sup> Mc Donough and Show<sup>3</sup> and etc. They have their own criteria to measure by good criteria of English book. Tomlinson suggest that everything that used to help teaching language learners is the term material in language learners. The used of textbook for students should be contains learning materials that suitable for learners needs. Usually, students' book comes with another material such as a workbook, a teacher's book, or even additional multimodal texts for the reference as a textbook package.<sup>4</sup>

Then, they try to design and give a strong cohesion to the language teaching and training process, by providing direction, support, and specific language-based activities aimed at offering classroom practice for student and foster effective and quick learning of the language<sup>5</sup>.

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<sup>1</sup> B. Tomlinson, *Materials Development in Language Teaching: Second Edition* (Cambridge: Cambridge University Press, 2009), 8.

<sup>2</sup> A. Cunningsworth, *Choosing your course book* (Oxford: The Bath Press, 1995), 15.

<sup>3</sup> A. White, *Evaluation of a ELT Coursebook Based on Criteria Designed by McDonough and Shaw: A Module Three Assignment Lexis and Syllabus and Materials*, 6.

<sup>4</sup> Brian Tomlinson, *English language learning material: A critical review* (London: Continuum International Publishing Group, 2008), 108.

<sup>5</sup>A. Cunningsworth, *Choosing your .....* 76.



## 1. Textbook

A textbook is one of the many kinds of instructional materials used in learning. The textbook is usually succinctly written, tightly organized, and greatly condensed<sup>6</sup>. Callahan states that a textbook is the most common information source used in our classroom.<sup>7</sup>

In Indonesia itself, using a text book is a must for every school to support the learning process. As stated in the regulations of the Minister of Education no. 11 of 2005 Article 8, that teachers can recommend students who are able to have textbooks. This means that the government is clearly called for each learner has a textbook in order to achieve the learning process.

Further explained that education unit shall provide at least 10 (ten) copies of textbooks for every subject at every grader to be used as library collection. This indicates that every school should strive to provide textbooks at least 10 copies in the library. Thus, students who could not afford to buy the textbook can borrow at the library to understand the material being taught as well as those who own them.

Textbook is a book written by experienced and well-qualified people and the material contained in textbook is usually carefully tested in pilot studies in actual teaching situations before publication.<sup>8</sup> The use of textbook in teaching-learning has both advantages and disadvantages depending on how they are used and the context for their use.<sup>9</sup>

## 2. Advantage and Disadvantage of Using Textbook

Textbook is a collection of knowledge, concepts, and principles of a selected topic used in learning and the most common

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<sup>6</sup> D. Callahan, "The Question of Public Dishonesty". *Counseling and value*. V. 10 no. 1966. 25.

<sup>7</sup> D. Callahan, "The Question of.....37

<sup>8</sup>A. Cunningsworth, *Evaluating and Selecting EFL Teaching Materials*. (Great Britain: Biddles Ltd, 1984), 1.

<sup>9</sup>J. C Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001), 254-255.

source in classroom.<sup>10</sup> A textbook contains ready-made materials and becomes the easiest and cheapest way to help teachers run the learning process.

On the other hand, a textbook has some weaknesses which sometimes make difficulties for the students and teachers in teaching learning process.<sup>11</sup> First, a textbook is designed as the sole source of information which makes the students only see one perspective on a concept or issue. Second, textbook is old and outdated. This condition makes the information is not relevant. Next, textbook questions tend to be low level. This situation makes the students assume that learning is simply a collection of facts and figures. Fourth, textbook does not take student's background knowledge into account and makes the teacher does not tailor lessons to the specific attributes and interests of students. Fifth, the reading level of the textbook is too difficult so the student cannot read or understand important concepts which contained in the reading text. And the last, some textbook has the all answer to all the questions. This problem make the students tend to see learning as an accumulation of correct answers.

However, textbooks provide an available source of materials for teachers to doing the real works for their students<sup>12</sup>, and not having any dispersed energy because of their preparation of teaching materials. Textbooks can also serve as a tool to motivate students and get stimulation of language learning<sup>13</sup>. Textbooks, can also serve as a reference point for teachers to manage their teaching process and help to provide a focus of a teaching. Thirdly, textbooks are particularly useful in providing support and security for new inexperienced teachers,<sup>14</sup> who have relatively low confidence to deliver ELT lessons in a communicative.

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<sup>10</sup> Y. P. Fitriya, Y.P. Fitria, Thesis: "*The content analysis of English textbook used by first grader of senior high school level "look ahead" published by Erlangga*" (Tulungagung: STAIN Tulungagung, 2001), 6.

<sup>11</sup> Fredericksen, J.R. and Collins, A. A systems approach to educational testing. *Educational Researcher*, 1989. 189, 27–32.

<sup>12</sup> D. Callahan, "The Question of ..... 89.

<sup>13</sup> J.R. and Collins, A. A systems approach..... 27-32.

<sup>14</sup> D. Callahan, "The Question of ..... 55.

According to O'neil, textbooks can act as a reference point for their learning process and keep track of their development.<sup>15</sup> Textbooks can also used by students as a tool for revision of previously taught items. It also one of the more economic and convenient forms of access to carefully structured packaged learning materials.

However, textbooks can function as a framework for the learning and teaching process for the pupils and teachers and the requirements for every classroom setting. At its worst the teachers may become totally reliant on the textbook even they not spend time preparing their lesson. In short, the teacher looks like lose out because of their self. Teacher “teaches the books” rather than teaching the language itself.

### 3. The Important Role of Textbook in the Classroom

In the teaching-learning process, textbook plays a significant role dealing with the material which will be delivered to the learners. Cunningsworth on Richard<sup>16</sup> mentions the roles of materials in the textbook in language teaching. These include the following:

- a. A resource for presentation materials (spoken and written),
- b. A source of activities for learner practice and communicative interaction,
- c. A reference source for learners on grammar, vocabulary, pronunciation, and so on,
- d. A source of stimulation and ideas for classroom activities,
- e. A syllabus (where they reflect learning objectives that have already been determined), and
- f. A support for less experienced teachers who have yet to gain in confidence.

A textbook is a book whose purpose is for “instructional use”. Given the importance of textbooks, myriad of experts have conducted studies to investigate the important role of textbooks. Textbook are also used as a supporting teaching instrument.<sup>17</sup>

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<sup>15</sup> R. O'Neill, “Why use textbooks?” *ELT Journal*. Vol. 36 No.2 (New York: Oxford University Press,1982), 111.

<sup>16</sup> J. C Richards, *Curriculum Development* ..... 251.

<sup>17</sup> R. O'Neill, “Why use textbooks?” ..... 111.

#### 4. The Need of Textbook Evaluation

Textbook selection can give a massive impact on the teaching and learning process as teachers would make references to the textbooks.<sup>18</sup> The quality of a textbook might be so important that it can determine the success or failure of an ELT (English Language Teaching) course. However, on the reality shows that textbook are often purchased without careful analysis.

According to Dendrinios, textbooks, like any other book that publishers print, are pieces of merchandise, the ultimate objective of their production is for commercial success<sup>19</sup>. Many textbooks are in fact leading to learner's failure in acquiring the language and in the worst case, contain serious pedagogical flaws and practical shortcomings, instead of contributing positively to student's development in the acquisition of the English language<sup>20</sup>.

The cause of learning failure is twofold<sup>21</sup>. The first cause of failure is that possibly motivated by the need of commercial success, publishers would have to produce according to public request. According to Tomlinson, textbook is as a result as is molded according to the liking of teachers, parents, and administrators with a heavy focus on teaching of linguistic items instead of creating opportunities for students to acquire the language. The second cause of failure is that instead of focusing on how learners could actually benefit from using the textbook, textbook writers relied on their intuition and produce materials what they think would work best for their intended users<sup>22</sup>. They are biased towards perceived rather than actual needs of learners. Tomlinson argues that it also written by professional writers are usually of good quality in terms of organization, packaging and design, they tend to be lacking in qualities of being creative and imaginative. Litz also suggested that some more recent scholars in the area of ELT materials development expressed concerns for the cultural content of textbooks which are

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<sup>18</sup> A. Cunningsworth, *Choosing Your Course book* .....34.

<sup>19</sup> B. Dendrinios, *The EFL coursebook and ideology*. (Greece: N.C. Grivas Publications. 1992), 67.

<sup>20</sup> B. Tomlinson, *English language learning*.....3.

<sup>21</sup> B. Tomlinson, *English language learning*.....5.

<sup>22</sup> B. Tomlinson, *English language learning*.....7.

“inherently social and culturally based” and help to perpetuate a form of “gendered” English.

In summary, it is very important for us to conduct EFL textbook evaluation so as to ensure ELT textbooks can effectively facilitate the attainment of our teaching objectives, and at the same time, be economically viable to teachers and students. Wrong choice of textbooks would be likely to negatively affect both teaching and learning. Financial resources would also be wasted<sup>23</sup>.

##### 5. Developing Criteria for Textbook Evaluation

The quality of a textbook can be measured by criteria of a good textbook proposed by the experts. There are many books that talk about criteria for good English textbook.

Skierso divides textbook that should be included in an evaluative checklist, into five sections: bibliographical data, aims and goals, subject matter, vocabulary and structures, and layout and physical makeup<sup>24</sup>.

Garinger states that three content areas needed to be addressed when evaluating a textbook's content: teaching objectives, depth and breadth of material, and whether the textbook needs to be supplemented or not<sup>25</sup>. This was consistent with the evaluation criteria suggested by Cunningsworth which were considered one of the most important works in EFL/ESL textbook evaluation. He proposed general criteria for textbook evaluation, which included 45 criteria in 8 categories: aims and approaches, design /organization, language content, study skills, topic, methodology, teacher's book, and practical considerations<sup>26</sup>.

Miekley provides a Textbook Evaluation Checklist that could be used to evaluate students' book and teachers' book. For the students' book he suggested four categories; content, vocabulary and

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<sup>23</sup> L. Sheldon, “Evaluating ELT textbooks and materials”. *ELT Journal*. Vol. 37 No.3, (New York: Oxford University Press 1988), 3.

<sup>24</sup> A. Skierso. “Textbook selection and evaluation”. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* ( Boston, MA: Heinle & Heinle Publishers:1991), 432-453.

<sup>25</sup> D. Garinger. *Textbook evaluation* (2001) Retrieved 25 September, 2017, from <http://www.teflweb-j.org/v1n1/garinger.html>

<sup>26</sup> A. Cunningsworth, *Choosing Your Course book* .....53.



grammar, exercises and activities, and attractiveness of the text and physical make-up. The same way as the student's book evaluation, he also suggests four categories to be included in the process of evaluation of the teachers' book. They were general features, background information, methodological guidance, and supplementary exercises and materials. While this checklist is effective, additional questions should be added. For example, vocabulary may be a more important criterion to be included<sup>27</sup>.

Sheldon provides an expansive checklist of 53 questions classified under 17 major criteria, which appraises content factors such as accessibility, content, layout and authenticity<sup>28</sup>. Because of the wide variety of ELT coursebooks available, he advocates the use of evaluative measures, yet admits dissatisfaction with the "uneven quality" of these "evaluative tools,"<sup>29</sup> stating the lack of any standardized global checklist or approach to materials analysis.

Jahangard<sup>30</sup> develops an evaluative checklist to evaluate four EFL textbooks which had been prescribed for use in Iranian high schools by the Ministry of Education. The merits and demerits of the textbooks are discussed in detail with reference to thirteen common features extracted from different evaluation checklists. These criteria are explicit objectives, vocabulary explanation, educational approaches, review and test sections, visual materials, topics and tasks, clear instructions, layout, organized and graded content, authentic language, grammar presentation and practice, fluency practice in all four skills, and developing learning strategies.

Cunningsworth provides four different guidelines that could be used to evaluate EFL textbook materials. These criteria include: aims and objectives, the usefulness and the relevance to the learner

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<sup>27</sup>J. Miekley. "ESL textbook evaluation checklist. *The Reading Matrix*, Vol.5, No. 2", September 2005. Retrieved from: [http://www.readingmatrix.com/reading\\_projects/](http://www.readingmatrix.com/reading_projects/).

<sup>28</sup>L. Sheldon. Evaluating ELT textbooks and materials. *ELT Journal*, 42 (4) (1988). 237-246.

<sup>29</sup>L. Sheldon. Evaluating ELT textbooks.....240.

<sup>30</sup>A. Jahangard, "Evaluation of EFL Materials Taught in Iranian Public High School". *The Asian EFL Journal Quarterly*. Vol.9 No.02, June 2007, 130.

of the language being taught, students' learning needs, and concerning the role of the coursebook in promoting an effective learning.

Here the researcher summarizes from those aspects which have similarities in the aspects of materials evaluation used in this research. There are four criteria that will be used in this research. They are objective, facilitate teaching learning process, exercise, and vocabulary.

a. Objective

The first criteria that used to evaluate an English textbook is the objective of the material, the objective of the material should fulfilled two aspect below to be categorized as a good textbook from objective analysis.

1) Stated objective for each material

Definition of the objectives is the existence of an introduction that attempts to clarify the intended teaching objectives.<sup>31</sup> Based on this explanation, any kind of introduction that represent teaching objective can be said as the objective of the lesson. A good textbook is needs to state goals which the teaching objectives that learners should achieve.

A textbook provides a clear framework; teacher and learners know where they are going and what is coming next, so that there is a sense of structure and progress<sup>32</sup>

Objective need to be stated explicitly at the beginning of the lesson as question gained by Sheldon "are the objective spelt out?"<sup>33</sup> Objectives can reflect learners' needs in terms of both language content and communicative abilities. The objective of a learning/teaching programme should determine which course materials are used. It is very important that course books should facilitate learners' progress and take them forward as effectively as possible towards the objective. Consequently, the content of the material should correspond to what students need to learn, in terms of language items, skills and communicative strategies.

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<sup>31</sup> A. Skierso, "Textbook selection and evaluation" .....204.

<sup>32</sup> P. Ur., *A Course in Language Teaching (Practice and Theory)* (UK, Cambridge university press: 2009), 184.

<sup>33</sup> L, Sheldon, *Evaluating ELT Textbook and Material*.....234.

- 2) The objective of the lesson are closely related to the material of the unit

Objectives can reflect learners' needs in terms of both language content and communicative abilities. The objective of a learning/teaching programme should determine which course materials are used. It is very important that coursebooks should facilitate learners' progress and take them forward as effectively as possible towards the objective<sup>34</sup>. Consequently, the content of the material should correspond to what students need to learn, in terms of language items, skills and communicative strategies. As question for textbook evaluation rose "To what extent has it realized its stated objectives?"<sup>35</sup>

- b. Facilitate teaching-learning process by:

The second criteria that used to evaluate an English textbook is in facilitating teaching-learning process, in facilitating teaching-learning process the material should fulfilled three aspect below to be categorized as a good textbook from facilitating teaching-learning process analysis. Here is the explanation for each aspect.

- 1) Provide one item/ material to be learned

The coursebook provides texts which are likely to be of an appropriate level for most of the class. This of course saves time for the teacher who would otherwise have to prepare his or her own<sup>36</sup>.

- 2) Give explanation or contextualized examples which help learner to understand how the language works/used.

Coursebook can contribute to achieving objectives of the lesson by incorporating contextual example of the material.<sup>37</sup> The structures and vocabulary of the text should be attached to real situations.<sup>38</sup>

- 3) Provide exercises

- c. Exercises:

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<sup>34</sup> A. Cunningsworth, *Choosing Your Course book* ..... 15.

<sup>35</sup> L. Sheldon, evaluating ELT textbook and material ..... 245

<sup>36</sup> P. Ur, , *A Course in Language Teaching*..... 184.

<sup>37</sup> A. Cunningsworth, *Choosing Your Course book* ..... 16.

<sup>38</sup> J. Lee, "Choosing and Using a Textbook". *English Language Teaching Forum*. Vol. XIII No. 3, 1975, 5.

The third criteria that used to evaluate an English textbook is the exercise, the exercise should fulfilled three aspect below to be categorized as a good textbook from exercise analysis. Here is the explanation for each aspect.

- 1) Require students to use new vocabulary to communicate
- 2) The exercises promote critical thinking of the text

Some coursebook exercises are more like test; brief checks to see whether the learner knows something or not, rather than frameworks for extended and interesting rehearsals of different aspects of language.<sup>39</sup> Coursebook can provide much of the stimulation which will motivate them to become more independent in their learning and in their use of English. This can be done by encouraging learners to think for themselves around these exercises and discuss it with others.<sup>40</sup>

- 3) The exercises incorporate individual, pair and group work

A number of theorists such as Vygotsky and Long have advocated the cognitive value of student-student/social interaction for promoting learning. For example, Long cites five benefits of interactive group activities in comparison with teacher-fronted whole class instruction. These include increased quantities of students' language use; enhanced quality of the language students use; more opportunities to individualize instruction; a less threatening environment in which to use the language; and greater motivation for learning. In addition, peer interaction gives students the opportunity to encounter ideas and perceptions that differ from their own as well as the opportunity to clarify, elaborate, reorganize, and reconceptualize information, express ideas, get feedback, and justify their claims. Nevertheless, as Jacobs and Ball have pointed out, not all group work promotes learning. "In some ELT [text]books, group activities appear to have been created merely by putting the words 'in groups' or 'in pairs' in front of what were formerly individual activities, without making any changes to encourage learners to cooperate with one another. Such instructions may suffice in some situations, but for effective interactions to take place students will generally need more guidance and

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<sup>39</sup> P. Ur, , a course in language teaching ..... 188.

<sup>40</sup> A. Cunningsworth, *Choosing Your Course book* ..... 16.

encouragement."<sup>41</sup> They suggest that the best types of activities are those that encourage the negotiation of meaning or those that promote positive interdependence and facilitate individual accountability through cooperative learning strategies. Negotiation of meaning, they argue, is the action taken to be sure that communication has been successful among all the group members. Positive interdependence, on the other hand, exists when students perceive that they are linked with fellow group members so they cannot succeed unless their group members do (and vice-versa) and/or that they must co-ordinate the efforts of their entire group to complete an assigned task. Finally, individual accountability exists when the performance of each individual student is assessed, the results given back to the individual and the group, and the student is held responsible for contributing to the group's success. Obviously, the key in these instances is for 22 groups "...to avoid the parallel problems of the group member(s) who do nothing, or who do everything and discourage others from participating".<sup>42</sup>

d. Vocabulary:

The fourth or the last criterion that used to evaluate an English textbook is the vocabulary, the vocabulary should fulfilled two aspect below to be categorized as a good textbook from exercise analysis. Here is the explanation for each aspect.

1) The new vocabulary words presented in a variety of ways<sup>43</sup>

Concise definition (as dictionary; often a super ordinate with qualifications: for example, a cat is animal which....)

- a) Detailed description (of appearance, qualities.....)
- b) Examples (hyponyms)
- c) Illustration (picture, object)
- d) demonstration (acting, mime)
- e) context (story or sentence in which the items occurs)
- f) synonyms
- g) opposite(s) (antonyms)
- h) translations associated ideas, collocations

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<sup>41</sup> G. M Jacobs and J. Ball. "An Investigation of the Structure of Group Activities in ELT Coursebooks". *ELT Journal*. Vol.50 No.2, 1996, 99.

<sup>42</sup> Jacobs G. M and J. Ball. "An Investigation of ..... 101.

<sup>43</sup> P. Ur., *A Course in Language Teaching*..... 63.

- 2) The new vocabulary words repeated in subsequent lessons to reinforce their meaning and use

It is better to teach vocabulary in separated, spaced sessions than to teach it all at once. In other words, words will be learnt better if, for example, they are taught briefly at the beginning of a lesson, reviewed later in the same lesson, and again in the next than if the same total amount of time is used for learning the words all at once<sup>44</sup>.

No coursebook is totally comprehensive<sup>45</sup> and Primary English as a second language is no exception. Certain aspects of objective of the lesson, facilitating teaching-learning process, exercise, and vocabulary are only lightly touched on. Therefore, in determining the textbook as a good textbook, this research apply the criteria have in the list and note the rating as total number of material that meet the criterion in the extreme right-hand column of the table. The amount of total chapter that meet the criterion will indicates the quality of the textbook. The quality of the English textbook consider as a good English textbook if more than a half of the material fulfilled by each criterion<sup>46</sup>

## **B. Review of Previous Study**

There are some researches that conducted the English textbook evaluation. The first study is from Subariyah<sup>47</sup> that aimed to measure the good material from the textbook by good criteria of English textbook proposed by Tomlinson theory. The writer analyze whether the materials in the textbook “Pathway to English” suitable with Tomlinson’s Theory and the materials in the textbook “Pathway to English” lead the students to learn based on scientific approach of the 2013 curriculum or not. The results have shown that the Tomlinson’s criteria is fulfilled by the textbook, meaning that this textbook is very suitable textbook for a senior high school which implements the 2013 Curriculum.

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<sup>44</sup> P. Ur, , *A Course in Language Teaching*.....67.

<sup>45</sup> Alan C, *Choosing Your Course book* .....23.

<sup>46</sup> P. Ur, , *A Course in Language Teaching*.....186.

<sup>43</sup>Subariyah,



Second is study from Yuanovita<sup>48</sup> entitled “The Content Analysis of English Textbook Used by the 1<sup>st</sup> Grade of Senior High School Level “Look Ahead” Published by Erlangga” is an attempt to analyze whether “Look Ahead” textbook for senior high school is considered relevant to the EFL textbook evaluation criteria based on the criteria from Jahangard (in The Asian EFL Journal, 2007). The results of the research are “Look Ahead” is considered relevant to the EFL textbook evaluation criterion which can be seen from the total number of relevancy, and it belongs to completely relevant. It means that teachers can use “Look Ahead” as one of quality textbooks.

The third is study from Keban<sup>49</sup> entitled “A Content Analysis on English for Kids’ Grade 3, a Textbook Used in Elementary Schools in Malang”. This research analyzed an English textbook entitled “English for Kids Grade 3”. The purpose of this research is to know how much “English for Kids Grade 3”, a textbook used in Elementary schools in Malang, meets the criteria of good EFL textbook based on Cunningsworth criteria. The research design is a descriptive-evaluative. The procedure of analyzing the data starts by analyzing the data based on EFL evaluation criteria, then finding out how much each item of the checklist meets the criteria of good EFL textbook and concluding the result of the analysis in the form of percentage. The result shows the textbook met the criteria of a good EFL textbook that is categorized as adequately relevant to good EFL textbook criteria.

Fourth is a study from Dian Setiawati<sup>50</sup> entitled “Content Analysis of Student Book “When English Rings A Bell” For Grade VIII Junior High School” analyzed the relevance between the materials in the student book “When English Rings a Bell” for grade VIII Junior High

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<sup>44</sup>Y.P. Fitria, Thesis: “*The content analysis of English textbook used by first grader of senior high school level “look ahead” published by Erlangga*” (Tulungagung: STAIN Tulungagung, 2001), 42.

<sup>45</sup>V.N Keban, Thesis: “*A content analysis on English for kids grade 3, a textbook used in elementary schools in Malang*” (Malang: State University of Malang), 38.

<sup>50</sup>Dian Setiawati, Thesis. “*Content Analysis of Student Book When English Rings a Bell for Grade viii Junior High School*”. (Semarang: Semarang State University), 1.

School with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotor domains of learning, then evaluated the instruction of each material according to its relevancy with the cognitive and psychomotor domains action verbs stated by Anderson and Simpson. The result of this study showed that in term of the relevancy of the materials in the textbook with the cognitive domain, 78.37 % materials in the book are relevant, 4 10.81 % are partly relevant and 10.81 % are irrelevant. While interm of relevancy of the materials in the textbook with the psychomotor domain 38.46 % are relevant, 35.59 % are partly relevant and 25.64 % are irrelevant.

Fifth, a study from Kamila<sup>51</sup> “A Study on the Relevance of Materials in 2013 Curriculum Textbook Entitled “Bright” for Seventh Graders of Junior High School Published by Erlangga To 2013 Curriculum”. The objectives of this study is to analyze the relevance of the materials with the cognitive domain which are contained in the 2013 English Standard Competence and the relevance of then materials with the psychomotor domains which are contained in the 2013 English Standard Competence. The method used in this study was descriptive qualitative method. This study found out that some of the materials are not relevant with the cognitive and psychomotor domains which are contained in the 2013 English Standard Competence. However, there are more materials which are relevant with the 2013 English Standard Competence than the materials which not. Thus, it can be concluded that the materials in this textbook are quite relevant with 2013 curriculum, especially with the cognitive and the psychomotor domains.

Then, a study from Ratnasari<sup>52</sup> “An Analysis of 2013 Curriculum Textbook for Senior High School Grade X Entitled ”Pathway To English” which is published by Erlangga. She analyzed the relevance between the materials written in that book with 2013 English Standard Curriculum in terms of Cognitive and

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<sup>51</sup> H. Kamila. Thesis: “A Study on the Relevance of Materials in English Textbook “Bright” for Seventh Graders of Junior High School Published by Erlangga to 2013 Curriculum”, 1.

<sup>51</sup> L. Ratnasari, Thesis: “An Analysis of the Relevance of English Materials in Textbook Entitled “Pathway to English” for Senior High School Grade X to the 2013 Curriculum”. Vol 2, No 2. 2014.

Psychomotor domains. She implemented descriptive qualitative research design in her study. The result of this study showed that the materials in the textbook "Pathway to English" is all relevant with the cognitive domain which is contained in the 2013 English Standard Competence. From the analysis tables, the researcher found that all the materials are relevant to the sub-competences in basic competences three. Meanwhile, the researcher found that the materials in that book are quite relevant with the psychomotor domain in the 2013 English Standard Competence. From the twelve tables for the analysis of basic competence four, there are two tables which showed that the materials in this textbook are not fully relevant to sub-competences in the psychomotor domain.

The next is a study from Meita<sup>53</sup> entitled "A Textbook Analysis of *When English Rings The Bell*, a Textbook for the Seventh Grade Of Junior High". This research study try to find out what criteria is needed to make a good textbook. It has to have correlation with today's curriculum in Indonesia. This study used qualitative method in Textbook Analysis and used the Thematic Coding to cover the research. This research found that from the sides of communicative function of the nine integrated standard, the Textbook was proportional enough because it contains almost the whole communicative function that most of the students are needed to cover the communicative competence trough it. But from the side of age analysis, the book of "When English Rings the Bell" Textbook not necessarily used on their grade although its suitable with the curriculum nowadays.

Most of the previous studies mentioned above are related to textbook evaluation which are tend to know the quality of English textbook by evaluated the content of the textbook with a particular theory proposed by an expert. The difference between this study and those study mentioned are this study try to evaluate to the specific content of an English textbook, that is the materials of the textbook. Also, the evaluation is not only based on one particular theory proposed by expert, but the syntheses from some different theory proposed by experts (Cunningsworth, Mikley, Skierso, Garinger, Sheldon and Jahangard).

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<sup>53</sup> M. Fitriani, *Thesis*. "A Textbook Analysis of "When English Rings The Bell" An Textbook for the Seventh Grade of Junior High". (Yogyakarta: Yogyakarta State University, 2013), 48.

This study also use an English textbook developed by Khadijah Elementary School, under YTPSNU located in some areas in Surabaya.



## CHAPTER III

### RESEARCH METHOD

This chapter presents the method that used in this study. It consists of research design, data and source of data, research instrument, data collections and data analysis technique, research stages and checking validity of findings (trustworthiness).

#### A. Research Design

Research design is defined as the strategy or the way how the researcher gets valid data, analyze them, and finally come to the answers of the research problems<sup>1</sup>. As mentioned before (see page 6) that an analysis of the written or visual contents of a document<sup>2</sup> is a content analysis, this research is categorized as content analysis. Content analysis is also a part of library research<sup>3</sup>. The design used in this research is descriptive qualitative method. Descriptive qualitative is the method that used for describe the condition and situation of something specifically.<sup>4</sup> In the other word, this method is describing the condition of existence and classifying the information.

In this research, the researcher is used descriptive qualitative method. This study is aimed to analyze the relevance between the materials in students' textbook "Primary English as a second language" from Khadijah School with the criteria of a good English textbook proposed by the experts. The researcher uses descriptive qualitative method to understanding the data in depth. The reason conducting qualitative research because researchers want to understand the contexts or settings in which participants in a study address a problem or issue"<sup>5</sup>. Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than

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<sup>1</sup>S. Arikunto, *Prosedur Penelitian (Suatu Pendekatan Praktik)*, (Jakarta: Rineka Cipta, 2013), 90.

<sup>2</sup>N. E Wallen - Fraenkel, J. R, *Educational Research.....* 167.

<sup>3</sup>S. Arikunto, *Prosedur Penelitian.....* 16.

<sup>4</sup>M. Nazir, *Metode Penelitian*, (Jakarta: Ghalia Indonesia, 2003), 55.

<sup>5</sup>J. W. Creswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*, Second Edition (London: Sage Publications Inc, 2007), 40.

breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data”.<sup>6</sup> So, this study is described the material on the textbook and match them with the criteria proposed by the experts.

### **B. Data and Source of Data**

Data is information on the phenomenon to be recorded<sup>7</sup>. The data of this research is the suitability of the materials in the English textbook with the criteria of a good English textbook. Source of data in this research is English textbook used by 3<sup>rd</sup> grade of elementary school level “Primary English as a second language” published by Khadijah School. The data for analysis is collected from textbook “Primary English as a second language”. Because the source of the data is in the form of document, the method used to gather data is called Documentation Method<sup>8</sup>.

### **C. Research Instrument**

In qualitative research, the researcher is the key instrument. The researcher must comprehend the research method and the insight of the problems. By having the proper instrument, the researcher will have a highly reliable and valid data for the findings.<sup>9</sup>. The instrument of data gathering is called checklist. The data will be collected by identifying the materials of the book based on certain checklist. The checklist used in this study is the EFL textbook evaluation criteria made by the researcher (see appendix 1) and validated by a lecture of English Education Department at UIN Sunan Ampel Surabaya. (See appendix 3)

There are 25 materials that will be categorized as below:

**Table 2.1 The list of materials provided in the textbook “Primary English as a second Language**

1.	Self-introduction
2.	Spelling most familiar high-frequency words

<sup>6</sup>Donald Ari, et.al.,*Introduction to Research*.....29.

<sup>7</sup>Klaus Krippendorf, *Content analysis (An Introduction to Its Methodology)* (London: sage publications, 1981), 83.

<sup>8</sup>SuharsimiArikunto, *ProsedurPenelitian*.....247.

<sup>9</sup>Imaniar



3.	Counting the numbers
4.	Capital letters
5.	Punctuation
6.	Imperatives
7.	Singular and plural nouns
8.	Countable and Uncountable Nouns
9.	A lot of, Many, and Much
10.	How many and How much
11.	Question Words
12.	This & That
13.	These & Those
14.	Sentence
15.	Pronouns
16.	Direct and indirect object
17.	Possessives Adjectives
18.	Adverb of Sequence
19.	Imperative
20.	Simple Present Tense
21.	Simple Past Tense
22.	Simple Future Tense
23.	Preposition (of Time)
24.	Common Preposition
25.	Reading Comprehension

Based on the table above, there are 25 materials provided in the English textbook “Primary English as a Second Language”. The researcher uses an instrument rubric consist of checklist analysis for those 25 materials. (See appendix 1)

#### **D. Data Collection and Analysis Technique**

Data collecting technique is a sequence of ways that researcher takes to collect data empirically and objectively. To obtain valid data, some technique of data collection was applied. In case of collecting the data of the research, the researcher needed the instruments.<sup>10</sup>

The application of data collection in content analysis is collected from any documents.<sup>11</sup> In this research, data is collected from the textbook “Primary English as a Second Language”. However, data collection is not considered to be a specific phase that must be completed before analysis begins. Data collection and analysis is a process of cycle in document analysis by going back and forward.<sup>12</sup> Data collection and analysis also can be said as a process of iteration.<sup>13</sup> Somehow look at the data and analyze it, and then go back again to collect the data more by iteration in reading.

Therefore, in this research data collection and analysis cannot be separated. The materials of “Primary English as a second language” is analyzed based on EFL textbook evaluation criteria proposed by particular experts. According to Arikunto, qualitative research focuses an understanding the social phenomena from the perspective of the study.<sup>14</sup> The aim is to describe “what exists” with respect to conditions in situation.

Textbook that is evaluated here, containing 25 materials inside, so the researcher will do analysis 25 times by using the instrument rubric for each material that will be evaluated. After analyzing the

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<sup>10</sup> Sax Gilbert, *Foundations of Educational Research*. (New Jersey: Prentice Hall, 1979), 247.

<sup>11</sup> Stefan Titscher, et.al, *Methods of Texts and Discourse Analysis* (London: Sage Publication, 2000), 66.

<sup>12</sup> Ibid, 67.

<sup>13</sup> Zoltan Dorney, *Research Method in Applied Linguistics*, (New York: Oxford University Press: 2011), 127.

<sup>14</sup>

data based on EFL evaluation criteria, the writer can explain which of the criteria are already met by the book. The next step is concluding the result of the analysis in the terms of explaining the reasons why each criterion considered meet the criteria of a good textbook or not. The thorough descriptions will be employed to avoid misunderstanding for each.

According to Donald, the qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics.<sup>15</sup> The result of the data from checklist table is about how much the materials in the textbook “Primary English as a Second Language” meet the criteria of a good English textbook. Finally, the data is categorized by using data analysis with regard to the research questions.

#### **E. Research Stages**

The procedure of data gathering consists of three steps. First, find the English textbook that will be evaluated, “Primary English as a Second Language”. Second, take sample from the textbook, which is all of the materials presented on the textbook that consist of 25 materials. Third, gather the data from the textbook based on the checklist. (See appendix 1)

#### **F. Checking Validity (Trustworthiness)**

Qualitative research strives to collect, integrate, and present data from a variety of sources of evidence as part of any given study. The variety will likely follow from study a real-world setting and its participants. The complexity of the field setting and the diversity of its participants are likely to warrant the use of interviews and observations and even the inspection of documents and artifacts. The study’s conclusions are likely to be based on triangulating the data from the different sources. This convergence will add to the study’s credibility and trustworthiness<sup>16</sup>. Most important is a final common denominator—the need for qualitative studies to demonstrate their trustworthiness and credibility, regardless of any of the three distinctions<sup>17</sup>.

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<sup>15</sup>Donald Ary, et.al., *Introduction to Research in Education* .....424.

<sup>16</sup> Robert K. Yin, *Qualitative Research from Start to Finish*. (New York: the Guilford Press, 2011), 9.

<sup>17</sup> Ibid, 20.

In building trustworthiness in this research, the researcher provides a set of evidence<sup>18</sup> by providing some picture in analyzing the textbook (see chapter IV), those picture are related to the materials that being evaluated. The researcher also describes the research procedures so that other people can review and try to understand them<sup>19</sup>. This research procedure is described in research stages (page 26). Besides, this research also had been validated by two advisors that checked and rechecked contents and technical aspect of this research.



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<sup>18</sup> Ibid, 20.

<sup>19</sup> Ibid, 19.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the research findings and discussion about the materials evaluation in textbook “Primary English as a Second Language”. It is intended to answer the problems of the study. Furthermore, the analyzed data is categorized based on the criteria of a good English textbook proposed by experts. Finally, the common conversational hand gestures of student teachers are figured out based on the following findings and discussion.

#### **A. Findings**

The researcher has evaluated materials in textbook “Primary English as a Second Language” by using checklist evaluation as mentioned in the previous chapter. (See appendix 2) Below is the explanation of each aspect.

There are four aspects that will be used to evaluate the textbook “Primary English as a Second Language”. They are objective of the lesson; facilitate teaching learning process, exercise, and vocabulary. Each criterion has some aspects that need to be fulfilled by a good English textbook.

##### **1. Objectives**

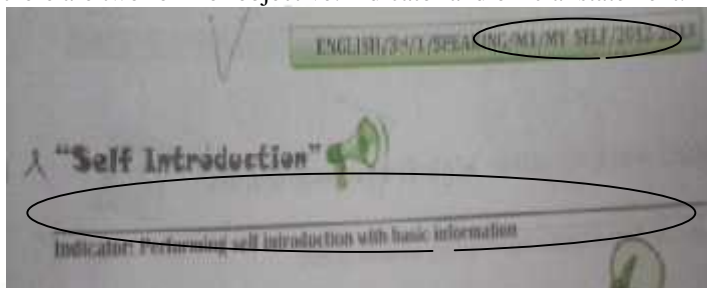
This following table is the recapitulation of the textbook analysis for chapter 1-25. In analyzing objective of the material, there are two aspects that need to be fulfilled by the textbook to be categorized as a good English textbook from the criteria of a good objective of the material. Here are aspects of a good objective of the material and being coded to make the recapitulation easier. The descriptions for this criterion are: the objective is clearly stated and the objective of the lesson is closely related to the lesson.





explicitly stated. Example provided below is a sample from each skill (speaking, writing, reading and listening) presented in the textbook.

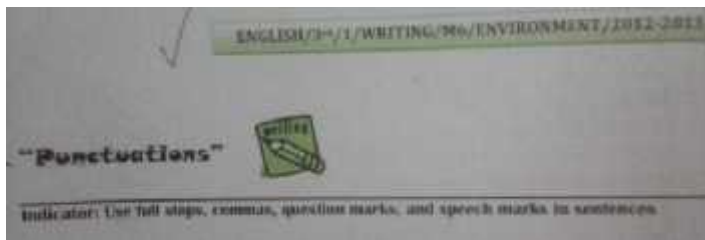
For example in chapter 1 (see picture 4.1) that is discuss about “Self Introduction”. As the explanation of objective above, there are two form of objective: indicator and official statement.



**Picture 4.1 Objectives in chapter 1**

The indicator states explicitly and clarifies the teaching objective of this material that is about “Performing self introduction with basic information”. Also, in the official statement also states explicitly and clarifies the teaching objective that show in this material, speaking skill is the skill that will be learned by student. Therefore, in this chapter the first aspect of a good objective is fulfilled. Then, this chapter also meets the second criteria of a good objective because the objective in this chapter is implemented in the material. Students are given a simple form of self introduction and how to introduce themselves in front of other people, include complete name; nick name; the date they were born; age; address; school; hobbies; favorite drink; and favorite food. This material implements the objective that is about self introduction and train student’s speaking skill. Therefore, for materials evaluation from objective aspect in this chapter meet both of the criteria of a good English textbook.

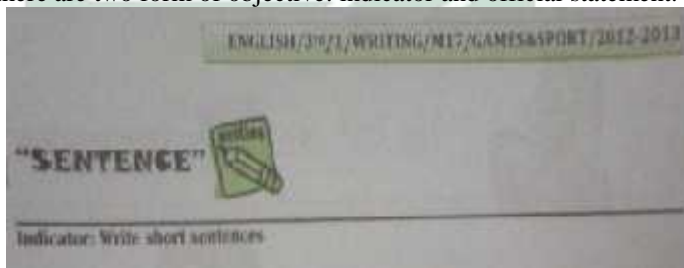
Another evaluation example is in the chapter 5 (see picture 4.2) that discuss about punctuation. As the explanation of objective above, there are two form of objective: indicator and official statement.



**Picture 4.2 Objectives in chapter 5**

The indicator states explicitly and clarifies the teaching objective of this material that is about “use full stops, commas, question marks, and speech marks in sentences”. Also, in the official statement also states explicitly and clarifies the teaching objective that show in this material, writing skill is the skill that will be learned by student. Therefore, in this chapter the first aspect of a good objective is fulfilled. Then, this chapter also meets the second criteria of a good objective because the objective in this chapter is implemented in the material. The material is talking about several kinds of punctuation and its use. Therefore, for materials evaluation from objective aspect in this chapter meet both of the criteria of a good English textbook.

Another analysis is in chapter 14 (see picture 4.3) that discuss about sentence. As the explanation of objective above, there are two form of objective: indicator and official statement.



**Picture 4.3 objectives in chapter 14**

The indicator states explicitly and clarifies the teaching objective of this material that is about write short sentences”. Also, in the official statement also states explicitly and clarifies the teaching objective that show in this material, speaking skill is the skill that will be learned by student. Therefore, in this chapter

the first aspect of a good objective is fulfilled. Then, this chapter also meets the second criteria of a good objective because the objective in this chapter is implemented in the material. The material is also talking about how to make a sentence. The material is talking about the role of a short sentence. A short sentence consists of 1 subject, 1 verb and 1 object. Therefore, for materials evaluation from objective aspect in this chapter meet both of the criteria of a good English textbook.

Another analysis is in chapter 11 (see picture 4.4) that discuss about question words. As the explanation of objective above, there are two form of objective: indicator and official statement.

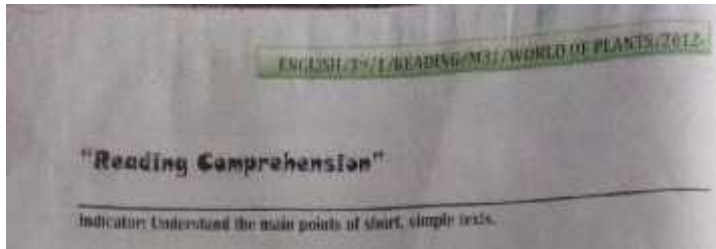


**Picture 4.4 Objectives in chapter 11**

The indicator states explicitly and clarifies the teaching objective of this material that is about “use who, what, where, how, why to ask question”. Also, in the official statement also states explicitly and clarifies the teaching objective that show in this material, listening skill is the skill that will be learned by student. Therefore, in this chapter the first aspect of a good objective is fulfilled. Then, this chapter also meets the second criteria of a good objective because the objective in this chapter is implemented in the material. The material is also the use of who, what, where, how and why to ask question. Listening skill is gained in this material by asking students to listen from the teacher while asking about student’s personal information using who, what, where, how and why. Therefore, for materials evaluation from objective aspect in this chapter meet both of the criteria of a good English textbook.

Another analysis is in chapter 25 (see picture 4.5) that talking about reading comprehension. As the explanation of

objective above, there are two form of objective: indicator and official statement.



**Picture 4.5 Objectives in chapter 25**

The indicator states explicitly and clarifies the teaching objective of this material that is “understand the main points of short, simple texts”. Also, in the official statement also states explicitly and clarifies the teaching objective that show in this material, reading skill is the skill that will be learned by student. Therefore, in this chapter the first aspect of a good objective is fulfilled. Then, this chapter also meets the second criteria of a good objective because the objective in this chapter is implemented in the material. The material is also talking about how to understanding the main points of short, simple texts. The material gives the context what should be notice in a short/simple text so it can understand. Therefore, for materials evaluation from objective aspect in this chapter meet both of the criteria of a good English textbook.

## 2. Facilitate teaching-learning process

This following table is the recapitulation of the textbook analysis for chapter 1-25. In analyzing whether the material facilitate teaching-learning process or not, there are three aspects that need to be fulfilled by the textbook to be categorized as a good English textbook by facilitating teaching-learning. Here are aspects of the material that facilitate teaching-learning and being coded to make the recapitulation easier. The descriptions for this criterion are: providing one item to be learned; giving explanation or contextualized examples which help learner to understand how the language work/used; and providing exercises.

**Table 4.2 Analysis in facilitating teaching-learning process**

Aspect	Chapter																								Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		25
1.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25
1.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25
1.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25

Notes: 1.1 providing one item to be learned;  
 1.2 giving explanation or contextualized examples which help learner to understand how the language work/used;  
 1.3 providing exercises

Based on the analysis done by the researcher, in facilitating teaching-learning process, the materials in textbook “Primary English as a Second Language” are meet the criteria of a good English textbook. The result shows that all of the materials meet the criteria of a good English textbook, except in chapter 3. There is one aspect that do not meet the criteria of a good English textbook, it is about give explanation or contextualized examples which help learner to understand how the language work/used.

For example in chapter 3 (see picture 4.6) that is discuss about “Number”. The material provided one item to be learned to student, which is about number starting from number one to one hundred.

Repeat after the teacher to say the following numbers!

1 = one	11 = eleven	30 = thirty
2 = two	12 = twelve	40 = forty
3 = three	13 = thirteen	50 = fifty
4 = four	14 = fourteen	60 = sixty
5 = five	15 = fifteen	70 = seventy
6 = six	16 = sixteen	80 = eighty
7 = seven	17 = seventeen	90 = ninety
8 = eight	18 = eighteen	100 = one hundred
9 = nine	19 = nineteen	85 = eighty five
10 = ten	20 = twenty	56 = fifty six

**Picture 4.6 Material provided in chapter 3**

However, in this material student are not given examples how to use the language used. It is only explained that 1= one, 2=two etc. it will better if there are examples such as: I have five books, my friends give me one hundred copies of paper, etc. it will help student to understand how these language can be used.

Then in chapter 6 (see picture 4.7) that is discuss about “Imperatives”. In facilitating teaching-learning process, this chapter provided one material to be learned, which is about knowing and understanding familiar instructions in the classroom.

Repeat after your teacher and discuss these instructions with him/her!

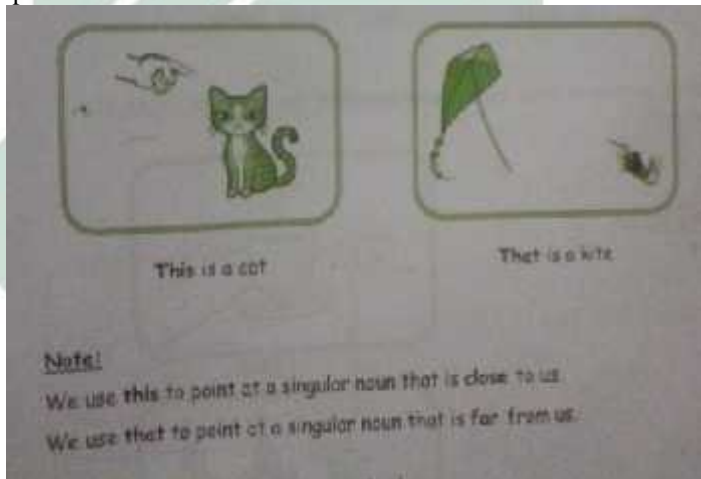
• Attention, please!	• Don't cheat during the test!
• Be quiet, please!	• Don't bother your classmates!
• Open the door, please!	• Clean up your table!
• Close the door, please!	• Water the flower!
• Finish your work soon!	• Open your workbook!
• Don't chat with your friends when the teacher is explaining the lesson!	• Don't be late, please!
• Keep the class clean, please!	• Don't eat in the classroom!

**Picture 4.7 Material provided in chapter 6**



Contextual examples are also given to support the material here. Teacher is asked to practice it while giving an instruction, for example look at to the closed door and give an instruction “close the door, please”. Then it provided an example after. Exercises also provided to facilitate teaching-learning process.

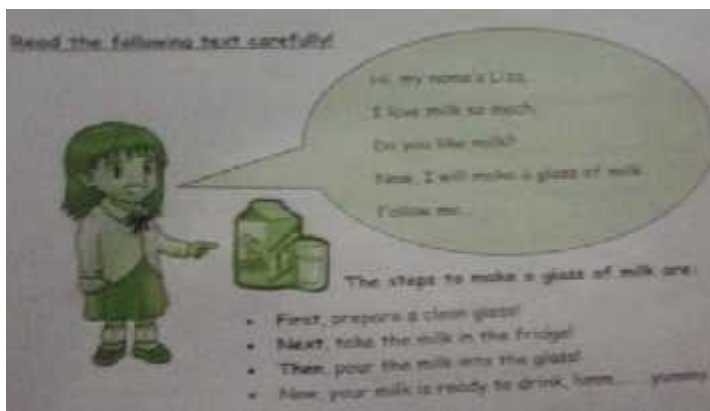
Then in chapter 12(see picture 4.8) that is discuss about “This and That”. In facilitating teaching-learning process, this chapter provided one material to be learned, which is about use this and that to show singular noun that is near or far from the speaker.



**Picture 4.8 Material provided in chapter 12**

To show singular noun near use this and to show singular noun far uses that. Contextual examples are also given to support the material here. It is provided pictures, to show a singular noun point at a near thing, and to show a far singular noun point at a little far. Exercises also provided to facilitate teaching-learning process.

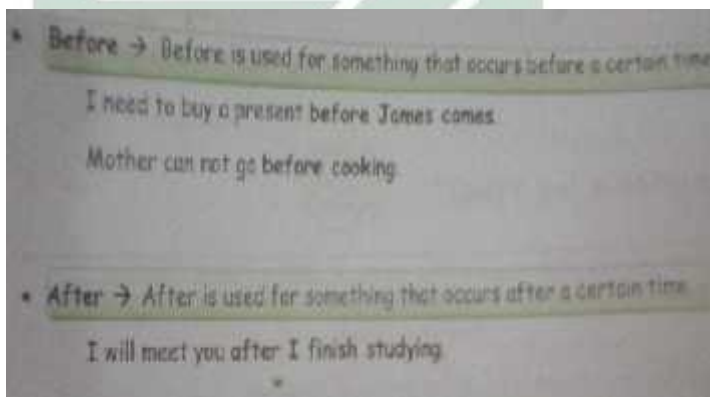
Then in chapter 18 (see picture 4.10) that is discuss about “Adverb of Sequence”. In facilitating teaching-learning process, this chapter provided one material to be learned, which is about use adverb of sequence first, next and then.



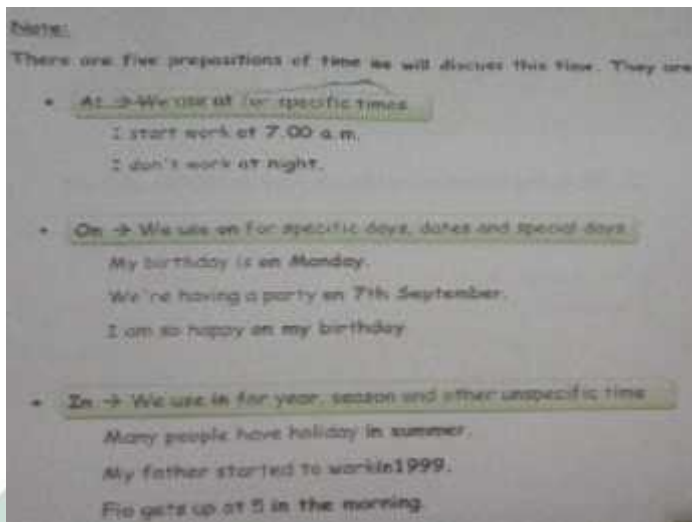
**Picture 4.9 Material provided in chapter 18**

Contextual examples are also given to support the material here. Example is given by providing a procedure text that usually use first, next, and then in the process. Exercises also provided to facilitate teaching-learning process.

In chapter 24 (see picture 4.10 and 4.11) also meet the criteria in facilitating teaching-learning process. In this chapter provided one material to be learned, which is about the use of some common preposition of location, position and direction: at, above, below, behind, between, in, in front of, inside, near, next to, on, opposite, outside, outside, to, under in sentences.



**Picture 4.10 Material provided in chapter 24**



#### Picture 4.11 Material provided in chapter 24

Contextual examples are also given to support the material here. It is shown in what situation should use common preposition of location, position and direction: at, above, below, behind, between, in, in front of, inside, near, next to, on, opposite, outside, outside, to, under in sentences. Exercises also provided to facilitate teaching-learning process.

### 3. Exercises

This following table is the recapitulation of the textbook analysis for chapter 1-25. In analyzing exercises of the material, there are three aspects that need to be fulfilled by the textbook to be categorized as a good English textbook from the criteria of a good exercise of the material. Here are aspects of a good exercise of the material and being coded to make the recapitulation easier. The descriptions for this criterion are: requiring students to use new vocabulary to communicate, promoting critical thinking of the text, and incorporating by individual, pair and group work.

Table 4.3 Exercises analysis

Aspect	Chapter															Total										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		16	17	18	19	20	21	22	23	24	25
1.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25
1.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	24
1.3	Δ	X	Δ	Δ	X	Δ	X	X	Δ	X	Δ	Δ	X	Δ	X	Δ	X	Δ	X	X	Δ	X	Δ	X	Δ	9

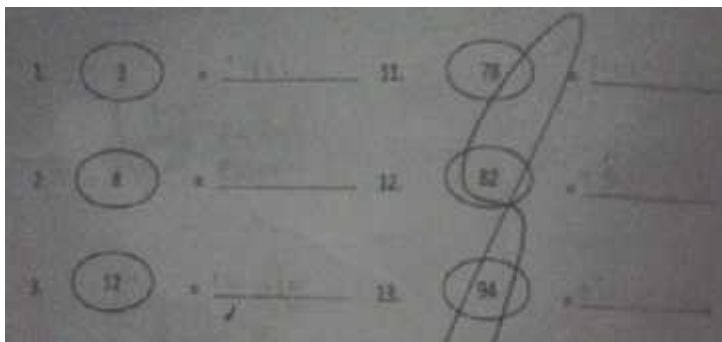
Notes: 1.1 requiring students to use new vocabulary to communicate;

1.2 promoting critical thinking of the text;

1.3 incorporating by individual, pair and group work.

Based on the analysis done by the researcher, in the aspect exercises/activity, the materials in textbook “Primary English as a Second Language” meet the criteria of a good English textbook just part of the criteria. The result shows that from three aspect of a good exercises/activity, first aspect is fulfilled by all of the material, for second aspect there is one material which is not fulfilled this aspect while the rest fulfilled, and third aspect were not fulfilled by all of the material presented.

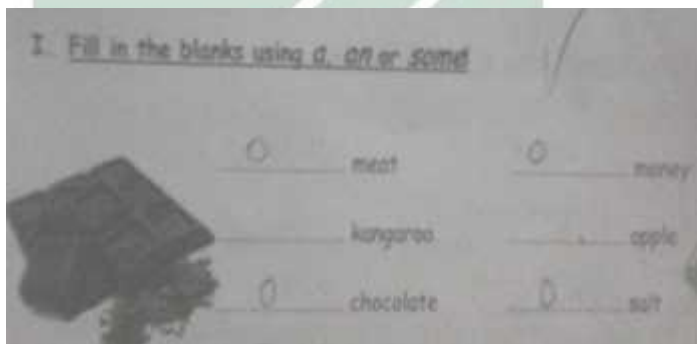
For example is exercise in chapter 3 (see picture 4.12) that discuss about “Counting the number” From the exercises required, the student to use new vocabulary to communicate. In this exercise student are given a model how to use it in communication, such as “there are five mice on the guitar” etc.



**Picture 4.12 Exercise provided in chapter 3**

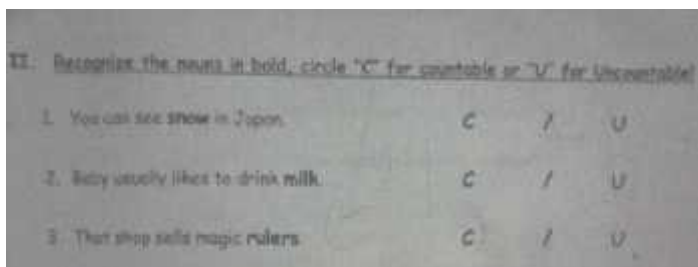
Students have to fill in the blank with the correct number based on the picture provided. But fortunately, this kind of exercises does not help students to promote their critical thinking. It seems like only translate how many things in the picture and then write it. It will be better if there is such as story exercise like: “my mother bought two bags, and then my father bought a bag for my mother. How many bag my mother has?” This exercises also only for individual work, there is no provided for pair or group work.

Then in chapter 8 that discuss about “Countable and Uncountable Noun”. There are two exercises provided here. In the first exercise students need to fill the blank by using a, an, or some. (See picture 4.13)



**Picture 4.13 Exercise provided in chapter 8**

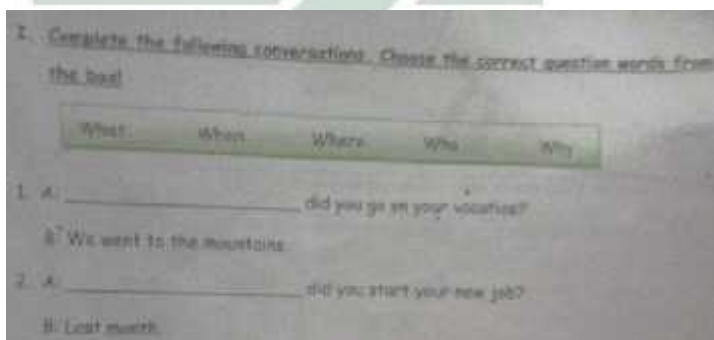
In the second exercise, students need to evaluate which words is countable or uncountable noun. (See picture 4.14)



**Picture 4.14 Exercise provided in chapter 8**

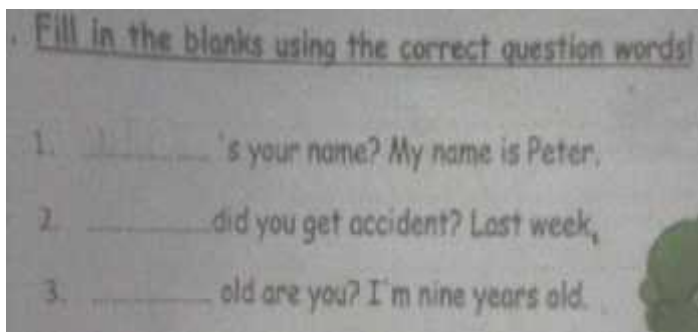
These exercises promote student's critical thinking of the text. In the first exercise, student need to evaluate first, what kind of noun used, is it countable or uncountable noun, then they try to match what should be used (a, an, or some). Besides, in this material, exercises provide require student to use new vocabulary to communicate. Students will be able to understand and make them easier in using a, an, or some in communicate. But fortunately, in this material only providing individual work, do not follow by pair or group exercises.

Then in chapter 11 that discuss about "Question Words", there are two exercises provided here. In the first exercise students are asked to complete conversation by choose correct question words from the box. (See picture 4.15)



**Picture 4.15 Exercise provided in chapter 11**

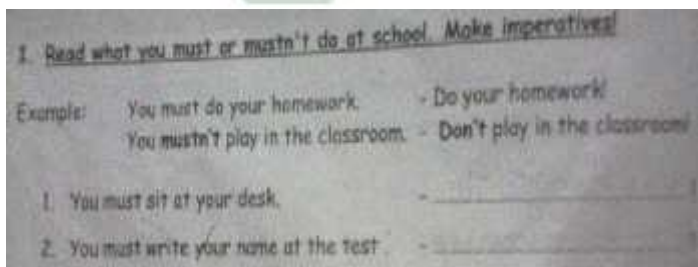
In the second exercise, students are asked to fill in the blank using the correct question words. (See picture 4.16)



**Picture 4.16 Exercise provided in chapter 11**

These exercises promote student's critical thinking of the text. Student need to evaluate first, what kind of question words that suitable for each sentence (who, what, where, how or why). Besides, in this material, exercises provide require student to use new vocabulary to communicate. Students will be able to use who, what, where, how and why to ask particular question and know the purpose of it. But fortunately, in this material only providing individual work, do not follow by pair or group exercises.

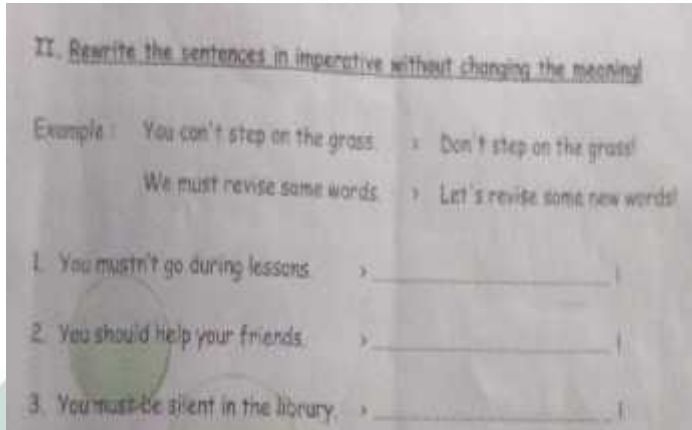
Next, in chapter 6 that discuss about "imperative". There are two exercises provided here. In the first exercise students are asked to make an imperative by something they must or mustn't do at school. (See picture 4.17)



**Picture 4.17 Exercise provided in chapter 6**



In the second exercise, students are asked to make an imperative by changing a sentence into imperative but without changing the meaning. (See picture 4.18)




**Picture 4.18 Exercise provided in chapter 6**

These exercises promote student's critical thinking of the text. Student need to evaluate first, what is the purpose of the sentence that will be change into imperative, and then rewrite the sentence in imperative without changing the meaning. Besides, in this material, exercises provide require student to use new vocabulary to communicate. Students will be able to understand and give an instruction in the classroom. But fortunately, in this material only providing individual work, do not follow by pair or group exercises.

Moreover, in chapter 23 that discuss about "Simple Future Tense". There are two exercises provided in this chapter. In the first exercise students are asked to complete the conversation and choose the best responses from the right column. (See picture 4.19)

I. Complete the conversation, choose the best responses from the right column

1. Papa : My hands are getting dirty. Mama : _____	
2. Sitoro : This room is very cold. Ressi : _____	
3. Pili : That child is crying. Aly : _____	
4. Fio : The classroom is very dark. Gic : _____	
5. Soso : My little hamper is lost. Roro : _____	

Shall I give her balloons?  
 Shall I give you wet tissues?  
 Shall I switch on the air conditioner?  
 Shall I help you to find it?  
 Shall I switch on the lamp?

**Picture 4.19 Exercise provided in chapter 23**

In the second exercise, students are asked to make sentences using shall to offer something. (See picture 4.20)

II. Now, make sentences using shall to offer something!

Ex : Janice : I don't bring my pencil case today.  
Rio : Shall I lend you my pencil?

1. Tom : I can't go to school tomorrow. Coty : _____
2. Ben : The room is so hot. Conley : _____

**Picture 4.20 Exercise provided in chapter 23**

These exercises promote student's critical thinking of the text. Student need to evaluate first, what is the suitable response for each condition and how to offers something by situations

provided. Besides, in this material, exercises provide require student to use new vocabulary to communicate. Students will be able to give offers/offer something to someone by using shall. But fortunately, in this material only providing individual work, do not follow by pair or group exercises.

#### 4. Vocabulary

This following table is the recapitulation of the textbook analysis for chapter 1-25. In analyzing vocabulary in the material, there are two aspects that need to be fulfilled by the textbook to be categorized as a good English textbook from the criteria of a good of vocabulary in the material. Here are aspects of a good vocabulary in the material and being coded to make the recapitulation easier. The descriptions for this criterion are: the new vocabulary words presented in a variety of ways and the new vocabulary words repeated in subsequent lesson to reinforce their meaning and use.

**Table 4.4 Vocabulary analysis**

Aspect	Chapter																									Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25
1.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25

Notes: 1.1 the new vocabulary words presented in a variety of ways;

1.2 the new vocabulary words repeated in subsequent lesson to reinforce their meaning and use.

Based on the analysis done by the researcher in the vocabulary aspect, the materials in textbook "Primary English as

a Second Language” are meet the criteria of a good English textbook just part of the criteria. The result shows that from two aspect of a good vocabulary fist aspect is not fulfilled in one material (chapter 4), and for second aspect there are 10 materials which is not fulfilled by this criterion (chapter 2, 4, 5, 6, 10, 21, 22, 23, 24, and 25).

As mentioned in the chapter II that new vocabularies can presented in variety of ways (see page 16): Detailed description (of appearance, qualities.....) Examples (hyponyms); Illustration (picture, object); demonstration (acting, mime); context (story or sentence in which the items occurs); synonyms; opposite(s) (antonyms); translations associated ideas and collocations. Based on the analysis done by the researcher, in the textbook “Primary English as a Second Language” found that new vocabularies presented in some ways: demonstration, illustration, example, collocation, and content.

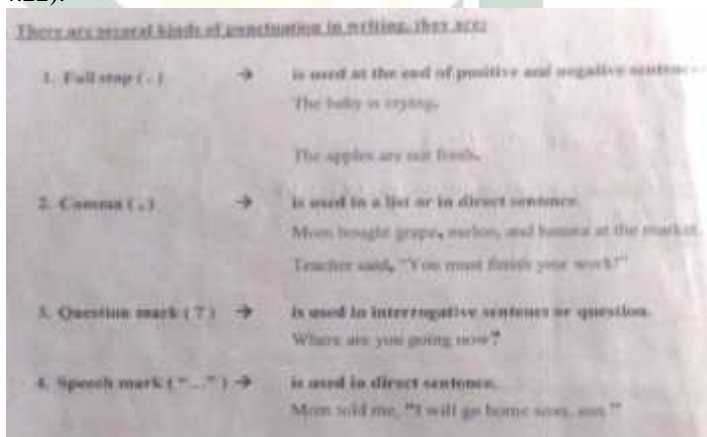
The first example is in chapter 4 about “Capital Letters” that do not fulfill two aspect of a good vocabulary. In this chapter, those two aspects of a good vocabulary do not meet in this material. There is no new vocabulary presented in this chapter. In this chapter only presented some capital letters in the sentence. Therefore, in this chapter do not meet the criteria for the first aspect of a good vocabulary. There is no new vocabulary presented, also there is no vocabulary repeated in the subsequent lesson, so in this chapter do not meet the criteria of a good vocabulary for the second aspect.

Next example is in chapter 2, 5, 6, 10, 21, 22, 23, 24, and 25 that meet the first aspect of a good vocabulary but does not meet the second aspect of a good vocabulary. In those chapters, the materials provided new vocabularies to be learned by students. These new vocabularies presented in variety of ways. For example in chapter 2 new vocabularies is presented by illustration. (See picture 4.21)



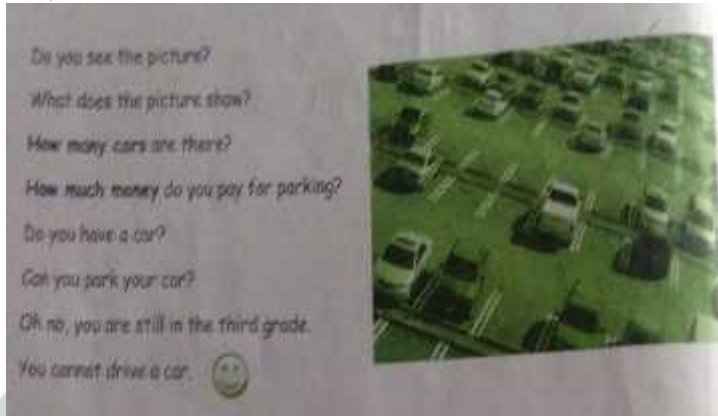
**Picture 4.21 New vocabulary presented in chapter 2 by illustration**

Then in chapter 5 presented by collocation (see picture 4.22).



**Picture 4.22 New vocabulary presented in chapter 5 by collocation**

For chapter 6, 10, 21, 22, 23, 24 and 25, new vocabularies are presented in the content of story (see picture 4.23)



**Picture 4.23 New vocabulary presented in chapter 6 by context of the story**

Therefore, in these nine chapters (2, 5, 6, 10, 21, 22, 23, 24, and 25) meet the first aspect of a good vocabulary. However, new vocabularies in these nine chapters (2, 5, 6, 10, 21, 22, 23, 24, and 25) do not found in the previous or the next chapter. Therefore, these nine chapters do not meet the second aspect of a good vocabulary.

## **B. Discussions**

After obtaining and presenting the research findings, the researcher inferred them by reflecting on some theories. It is purposed to avoid any misconception and misunderstanding between the researcher and the reader.

The researcher presented the result of the findings about the materials evaluation in textbook “Primary English as a Second Language”. In this section, the researcher return to the research questions raised at the outset. The researcher discusses materials that meet the criteria of a good English textbook and materials that do not meet the criteria of a good English textbook. The discussion is clarified as follow:

## 1. Objective

Objective is the existence of an introduction that attempts to clarify the intended teaching objectives<sup>2</sup> and explicitly at the beginning of the lesson<sup>3</sup>. However, the objectives of the material in particular textbook do not always named as “objective”. It can be another name/form. The same way as objectives in the English textbook “Primary English as a Second Language”, in this textbook, objective named as indicator to explain what need to be achieved in learning the particular material of the textbook. There is also a kind of official statement to show what skills that need to be learn/achieve after learn the particular material. It is very important that coursebooks should facilitate learners’ progress and take them forward as effectively as possible towards the objective<sup>4</sup> by providing material that is implemented the objective.

Based on the analysis done by the researcher, objectives of the material in textbook “Primary English as a Second Language” meet the criteria of a good English textbook. The result shows that all of the objectives of the material in the textbook meet the criteria of a good English textbook from objective criteria, and meet both aspect of a good objective; the objective is clearly stated, and the objective of the lesson is closely related to the lesson. Therefore, based the analysis of a good English textbook from objective criteria this textbook can be categorized as a good English textbook.

## 2. Facilitate teaching-learning process

In facilitating teaching-learning process an English textbook should contain of three aspects: providing one item to be learned; giving explanation or contextualized examples which help learner to understand how the language work/used; and providing exercises.

A textbook should provides a clear framework of what materials that will be learned; teacher and learners know where they are going and what is coming next, so that there is a sense of

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<sup>2</sup> A. Skierso, *Textbook selection and evaluation* .....204.

<sup>3</sup> L. Sheldon, *Evaluating* .....234.

<sup>4</sup> A. Cunningsworth, “*Choosing Your Course book*..... 15.



structure and progress<sup>5</sup>. It can be done if a textbook provide materials that will be learned by students. The same way as in the English textbook “Primary English as a Second Language”, based on the analysis this textbook meet the first aspect in providing teaching-learning process. The result shows that all of the chapter directly provided one item to be learned. Therefore, this textbook meet the first aspect in facilitating teaching-learning process, that is providing one item/material to be learned.

After providing material to be learned, textbook also need to provide examples to gain student’s understanding about the materials provided by incorporating contextual example of the material.<sup>6</sup> The same way as in the English textbook “Primary English as a Second Language”, based on the analysis, from 25 examples provided in 25 different chapters, there is one chapter that do not fulfill this aspect. In chapter 3 do not provided a contextual example that will learner to understand how the language works/used. However, the other 24 chapter meet second aspect in providing teaching-learning process the criteria. The quality of the English textbook consider as a good English textbook if more than a half of the material fulfilled by each criterion.<sup>7</sup> Therefore, this textbook meet the second aspect in facilitating teaching-learning process, that is providing one item/material to be learned.

The last, in providing teaching-learning process, an English textbook also incorporate by exercises. After giving the material and examples, exercises needed to give stimulation which will motivate students to become more independent in their learning and in their use of English<sup>8</sup>. It can be done if a textbook provide materials that will be learned by students. The same way as in the English textbook “Primary English as a Second Language”, based on the analysis this textbook meet the third aspect in providing teaching-learning process. The result shows that all of the chapter directly provided exercises at the end of each chapter.

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<sup>5</sup> P. Ur, *A Course in Language Teaching*..... 184.

<sup>6</sup> A. Cunningsworth, *Choosing Your Course book* ..... 16.

<sup>7</sup> P. Ur, *A Course in Language Teaching* ..... 186.

<sup>8</sup> A. Cunningsworth, *Choosing Your Course book*..... 16.

Therefore, this textbook meet the third aspect in facilitating teaching-learning process, that is providing exercises.

### 3. Exercise

To be categorized as a good English textbook in providing exercises, exercises should fulfilled three aspects: requiring students to use new vocabulary to communicate, promoting critical thinking of the text, and incorporating by individual, pair and group work.

For the first aspect about exercises analysis, an exercise should require students to use new vocabulary to communicate. The same way as in the English textbook “Primary English as a Second Language”, based on the analysis this textbook meet the first aspect based on a good exercises criteria. The result shows that all of the exercises in the textbook “Primary English as a Second Language”. Therefore, this textbook meet the first aspect in fulfilled the criteria of a good exercise.

In the aspect exercises, the materials in textbook “Primary English as a Second Language” are meet the criteria of a good English textbook just part of the criteria. The result shows that from three aspect of a good exercises/activity, fist aspect is fulfilled by all of the material, for second aspect there is one material which is not fulfilled this aspect while the rest fulfilled, and third aspect were not fulfilled by all of the material presented.

The last exercise also need to be incorporating by individual, pair, and group work. Jacobs suggest that the best types of activities are those that encourage the negotiation of meaning or those that promote positive interdependence and facilitate individual accountability through cooperative learning strategies<sup>9</sup>. It can be done if a textbook providing and incorporating exercises incorporating by individual, pair, and group work. However, in the textbook “Primary English as Second Language” all of the exercises only incorporate individual work. The result shows that all of the chapter does not provided exercises for pair or group work. As stated in previous

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<sup>9</sup> Jacobs, G. M., and J. Ball. 1996. “An Investigation of the Structure of Group Activities in ELT Coursebooks”. *ELT Journal*. Volume 50/2. 99.

chapter that The quality of the English textbook consider as a good English textbook if more than a half of the material fulfilled by each criterion. <sup>10</sup>Therefore, the textbook do not fulfilled the third aspect from materials evaluation based on exercise criteria.

#### 4. Vocabulary

The new vocabulary words can be presented in a variety of ways <sup>11</sup>:Detailed description (of appearance, qualities.....);Examples (hyponyms);Illustration (picture, object);demonstration (acting, mime) (story or sentence in which the items occurs) ;synonyms ;opposite(s) (antonyms) ;translations associated ideas and collocations. The same way as in the English textbook “Primary English as a Second Language”, based on the analysis there are some variety of ways that used to present a new vocabulary. Detailed description; context synonyms; opposite(s) (antonyms); translations associated ideas and collocations are some variety of ways that found in presenting a new vocabulary in the textbook.

In the vocabulary aspect, the materials in textbook “Primary English as a Second Language” are meet the criteria of a good English textbook just part of the criteria. The result shows that from two aspect of a good vocabulary fist aspect were not fulfilled in 1 material, and for second aspect there are 10 materials which are not fulfilled by this criterion. Although, the other 20 chapter meet first aspect of a good vocabulary, and the other 15 chapter meet the second aspect of a good vocabulary. The quality of the English textbook consider as a good English textbook if more than a half of the material fulfilled by each criterion. <sup>12</sup> Therefore, this textbook still meets criteria of a good vocabulary.

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<sup>10</sup> P. Ur, *A Course in Language* .....186.

<sup>11</sup> Ibid, 63.

<sup>12</sup> Ibid, 186.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of this research regarding the analysis of materials evaluation in textbook “Primary English as a Second Language”. Furthermore, this chapter also contains the suggestion regarding the research for students, lecturers, and also the next researchers.

#### **A. Conclusion**

The criteria of good English textbook which is fulfilled by the English textbook “Primary English as a second language” based on EFL textbook evaluation are presented in a form of table. As explained in the previous chapter that this calculation is based on the analysis from each chapter.

However, there are some improvements that should be done by teachers before using the book, and by the writers of the book for the next edition of the book. The improvements are:

1. Modification the exercise for each chapter for pair or group work, because there is no exercise which is suitable for pair and group work, in this book only provided by individual work.
2. There are many improper materials in the Chapter 2. The definitions of key terms are not mentioned. As a result, the examples are bias cannot be identified accurately. The examples should be revised thoroughly.
3. The vocabulary definitions are not stated. This can lead misunderstanding and multi interpretation among users in using those vocabularies. To avoid this, the definitions should be added.
4. The review sections in the end of semester using checklist without giving the clear criteria will be subjective, so that it is difficult to know how far the understanding of the students is.
5. The weakness of this book, does not attach the test items in the end of semester. Ideally, the writers need to add it and the teachers should give the concrete review sections in the form both fill in the blanks and multiple choices.

6. Considering colorful visual material are essentially suggested to make the materials more understandable.
7. Colorful people and things should be added.
8. The writers should give more authentic materials. They can be got from newspaper, article, journal and other sources.
9. The reading skill does not provide enough reading material.
10. Oral activity must be given more in order to encourage the learners to be more creative.

## **B. Suggestion**

Based on the results of the study, there are some suggestions that can be offered to certain parties. First, teachers can use the results of the study as the information when they want to use “Primary English Textbook” that there is some aspect that could be improved: in chapter 2 do not provided by contextual example, exercises in every chapter do not incorporating by pair or group work, in chapter 4 do not provided new vocabularies, and in chapter 2, 4, 5, 6, 10, 21, 22, 23, 24 and 25 new vocabularies do not represent in subsequent lesson.

Second, the writers of the book can improve parts of the book which is still bias in the next edition. And the last, researchers can conduct the same study for other English textbook, or continue this study for the in-use and post-use evaluation.

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