



AN ANALYSIS OF THE *ACTIVITIES* IN *BAHASA INGGRIS* TEXTBOOK FOR 10TH GRADE STUDENTS PUBLISHED BY THE INDONESIAN MINISTRY OF EDUCATION AND CULTURE

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Abstract

This research is an descriptive research that aimed to analyze the quality of the English textbook in term of the activities provided by this book. The object of this research was the *Bahasa Inggris* textbook for 10th grade students published by the Indonesian Ministry of Education and Culture. This research used an analysis format as the instrument to guide the researcher in analyzing the English textbook. The analysis format contained of six categories which was made based on the principles of good textbook proposed by the experts; the categories are providing the information and opinion gap activities which require the learners to communicate each other, asking the students to make up or write a story, asking the student to make grammatical discoveries from a simple drill, providing readiness activities, providing activities enable the students to recognize language input consciously and subconsciously, and providing activities stimulate the use of both right and left-brain. The result of this research showed that this English textbook can be categorized as good textbook since only one category that was rarely found in this textbook; asking the student to make grammatical discoveries from a simple drill. However, the other criteria had enough number as the activities provided by this book.

Key words: Teaching material, Material Analysis, Activities

A. INTRODUCTION

Teaching materials take an important role in language learning. Teaching materials can inform learners about the language, provide experience of the language in use, and help learners to make discoveries about the language for themselves (Nikoopour, 2011). In other words, teaching materials facilitate the teaching and learning process of the language.

In Indonesia, textbook or coursebook is the common teaching materials used in the school. According to Tomlinson (2011) textbook or coursebook is a book which provides the core materials for a language-learning. It aims to provide

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as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. In the other word, Textbook is a book that contains the materials that is needed in teaching-learning in the classroom. Grant (as cited in Kayapinar, 2013) states that coursebook try to solve the problem by creating opportunities for learners to use the target language in the classroom, as a sort of “halfway house” before using it in real life. Thus, using textbook or coursebook in teaching-learning English has many advantages which help the students in acquiring the language.

However, not all of English textbooks can be categorized as the good teaching materials. In the study conducted by Latif (2015) showed that the task and activities of two textbooks that had been evaluated by him were not fulfill the criteria of good textbook and needed to be modified. In addition, in the study conducted by Nemati (2009) also showed that the book had been evaluated by her needed some modification in sequence of presenting the texts in the book. Thus, realizing the important of textbook in teaching-learning process presented earlier, and the fact that not all English textbooks can be categorized as the good teaching material, evaluating the English textbook is the crucial things to do. The evaluation is needed to do in order to check whether the English textbooks have fulfilled the criteria of good teaching materials. Evaluating the textbook can also give the information about the aspect that need to be improved so that the textbook can be more effective. The result of the evaluation can help the teachers to determine their action toward the textbook being evaluated e.g. adapting, adopting, or rejecting. So, the purpose of learning English will be achieved since the teachers know what to do to make the teaching-learning process be effective.

In Indonesia, there is a book for 10th grade students entitled *Bahasa Inggris* that was published by the Ministry of Education and Culture of Indonesia. This English textbook is the latest book published by the Ministry of Education and Culture of Indonesia and written based on Curriculum 2013. Since this book was published by the Ministry of Education and Culture of Indonesia – authorized body that decides the curriculum and syllabus used in the school – this book is distributed to almost all senior high school in Indonesia. Due to this fact, the researcher is interested to analyze this English textbook since this book is widely used in Indonesia. The researcher wants to know whether this book has fulfilled the criteria of good teaching materials proposed by the experts.

B. RESEARCH METHOD

This research is an evaluative research since this research aims to evaluate the quality of English textbook entitled *Bahasa Inggris* for senior high school stundets grade X. According Gay, Mills & Airasian (2009, p. 17), an evaluative research is the process of collecting and analyzing data about the quality, effectiveness, merit or value of program, products or practices.

In this research, the data were collected by using evaluation format that was constructed based on the principles of good textbook proposed by Tomlinson (2003, 2011) and Richards (2001). The evaluation format was constructed by following the guidelines proposed by Tomlinson (2003) for formulating the principles of good textbook into criteria that were used as the indicators for

textbook evaluation. In evaluation format, there are six categories that are used in analyzing the activities of the textbook; activities that provide information or opinion gap activities, activities that ask the students to make up or write a story, activities that provide readiness activities, activities that enable the students to recognize language input consciously and subconsciously, and activities that stimulate the use of both right and left-brain.

In determining the quality of the textbook, the data were analysed by following steps. First, the total numbers of the activities that are included into the six categories suggested were counted and counted the percentage of it by following formula:

$$P = \frac{n}{N} \times 100\%$$

P = the percentage

n = the activities suggested found in the textbook

N = the total activities of the textbook

C. Second, in order to judge the quality of the English textbook, rubric below is used:

Scale	Explanation
Excellent	>81% of the activities suggested found in the textbook
Good	61-80% of the activities suggested found in the textbook
Average	41-60% of the activities suggested found in the textbook
Poor	21-40% of the activities suggested found in the textbook
Very poor	20% of the activities suggested found in the textbook

D. RESULT AND DISCUSSION

1. Finding

After counting and analyzing the activities of the English textbook for 10th grade students published by the Ministry of Education and Culture of Indonesia, there are 270 activities provided by this book. However, from 270 activities, there are 208 activities that can be categorized as the six activities suggested by Tomlinson. The number of activities for each category found in this textbook is presented in the table below:

No.	Evaluation Category	Evaluation Criteria	Total	Percentage
1		a. Provide information or opinion gap activities	59	21.85%

Activities	b. ask the students to make up or write a story	45	16.66%
	c. ask the student make grammatical discoveries from a simple drill	1	0.37%
	d. Provide readiness activities	12	4.44%
	e. Enable the students to recognize language input consciously and subconsciously	37	13.70%
	f. Stimulate the use of both right and left-brain	54	20%
Total		208	77.02%

From 270 activities provided by this book, 208 or 77% of them can be categorized as the good activities suggested by Tomlinson; this total number consists of 59 activities of information or opinion gap activities, 45 activities of making up or writing story, 1 activity of making grammatical discoveries by simple drill, 12 activities of readiness activities, 37 activities of recognizing language input consciously and subconsciously, and 54 activities of stimulating the use of both right- and left-brain. Thus, from 270 activities provided by this English textbook, only 62 activities that cannot be included into the good activities suggested.

1.1 Provide information or opinion gap activities

This criterion was found 59 times (21.85%) in this English textbook. In these activities the students are asked to give information or their own opinion about something, related to the topics; the opinion of each students might be different each other so that sometimes the students also need to support their opinion with some reasonable arguments. The examples of information or opinion gap activities provided by this book are:

- 1) *Look at the picture. What do you think they are doing? Where does it take place? Why do you think so? Check your answer with your friends. (Page 17)*
- 2) *What do you need to consider before visiting a place? destination? budget? safety? usefulness? time? Discuss with your friend. (Page 42)*
- 3) *Tourists probably bring food and snacks in paper or plastic packages when they visit Tanjung Puting National Park. What should they do with the wastes? If you were also a tourist, what would you do? (Page 54)*

These activities are classified as the information or opinion gap activities because they give a chance for the students to have discussion between teachers and students and between students and students. These activities can help the students to have the natural interaction in which the students can produce a meaningful language.

However, there are some activities provided by this book that are categorized as information or opinion gap activities but need to be improved to make it better. The examples of these activities are:

- 1) *Answer the following question briefly.* (Page 8)
- 2) *Answer the following questions.* (Page 24)
- 3) *Answer the following questions by referring to the text 'Visiting Niagara Falls.'* (Page 74)

These activities are given after the book providing a text. In these activities, the students are asked to answer the question based on the text given. These activities would be better if the students are asked to discuss the answer with the class and the teacher so that the students will have a chance to tell their information or opinion to support their answers. Thus, the purpose of information or opinion gap activities will be more achieved.

1.2 Ask the students to make up or write a story

This criterion was found 45 times (16.66%) in the English textbook. In this book, students were given a chance to make a simple writing such as writing short announcement, completing the text and or more complex writing such as writing a bibliography, narrative text, and poem. These activities can help the students to improve their self-confidence; can stimulate the balance use of both right- and left-brain; and can promote the use of communicative language (Tomlinson, 2011).

The examples of make up or write a story activities provided by this book are:

- 1) *After reading the text, in the chart below, identify the main idea of each paragraph, and then write the most important details in your own words. Students identified as A, refer to text 1; students identified as B, refer to text 2.* (Page 6)
- 2) *Responding to an email/ a letter* (Page 18)
- 3) *Write down the inside parts of the congratulation cards based on the cover. Two cards have been done for you as examples. Write at least two sentences.* (Page 29)

In this textbook, the activities that asked the students to make up or write stories are varies. In the example no.1, the students are asked to write the main idea of each paragraph after being asked to read the text first. In this activity, the students are asked to write only the important events of each paragraph by using their own words. However, in the example no. 2, the students are asked to write a respond to the email that was provided by the book. In this activity, the students are helped to write a respond to the email by providing some questions as a guide. Different from the two previous examples, in the example no.3, the students are asked to write a congratulation cards based on the situation given by the textbook.

1.3 Ask the student make grammatical discoveries from a simple drill

This criterion was rarely found in the English textbook. There was only 1 (0.37%) simple drill activities found in this book. The following is the

example of making grammatical discoveries from a simple drill activity provided by this book:

1) *Game that play rock, paper and scissors.* (Page 29)

In this game, the students are provided some words such as haircut, jacket, speech contest, got driver's license, new bag, etc. the students are asked to work in pair to make a dialog about congratulation based on the words given. The students will take turn about the roles (the one who give and get congratulation) until doing all the situations provided. In this game, the students are provided an example to help them in making the dialog; so, the students only need to change the word to be congratulated based on the words that they got. By doing this game, the students are hoped to understand the pattern of telling congratulation.

1.4 Provide readiness activities

This criterion was found 12 times (4.44%) in this textbook. As these activities functions to help the students to get ready to learn the material, these activities should provide in the beginning of the chapter. The followings are the examples of readiness activities provided by this book:

- 1) *Look at the picture below! Do you know the people in the picture? Compare the two airplanes? What are the similarities? What are the differences? Discuss with your classmates!* (Page 95)
- 2) *Look at the picture below. Do you know these people? What are they are famous for? Discuss with your classmates!* (Page 109)
- 3) *Your teacher will tell you how to play this game. You have to guess what words that your teacher has described. For example: A person who is forced to leave his/her place.' He/she is an 'exile'. After you know how to play the game, your teacher will divide the class into two groups to play the game. The group who can guess more words will be the winner.* (Page 144)

The activity as example no.1 can be classified as the readiness activities since this activity asked the students to share their knowledge before starting the lesson. The activity no.2 can help the learners to get ready to learn the material by recalling students' background knowledge. Moreover, the example no.3 also categorized as the readiness activities since it requires the students to make prediction about what has been described by the teachers; this activity can help the students to get ready to learn the lesson.

1.5 Enable the students to recognize language input consciously and subconsciously

This criterion was found 37 times (13.7%) in this book. This number is quite enough if it seen from the total number of six activities suggested by Tomlinson. These kinds of activities are needed since these activities require the students to understand the material without feeling forced to learn. The followings are the example of activities that enable the students to recognize language input consciously and subconsciously provided by this book:

- 1) *Write paragraph about your holiday plan. Use I would like to... and I am going to... in your paragraph. Use the given questions to guide you. (Page 47)*
- 2) *Think of yesterday. What did you do? What didn't you? List the verbs of your activities yesterday. (Page 103)*
- 3) *Have you ever had a holiday? What happened? How was the holiday? Write a recount about your holiday. make the outline of your story bellow: (Page 118)*

The activities above can be categorized as the activities that enable the students to recognize language input consciously and subconsciously because those activities asked the students to write something in which the students have a chance to add their expression. In those activities, students were asked based on their experience in which students can express what they want that can lead them to comprehend the language use both consciously and subconsciously.

1.6 Stimulate the use of both right and left-brain

This criterion also has high number of activities provided by this book compare to others. This criterion was found 54 times (20%) in this book. This number is enough if it seen from the total number of the six activities suggested by Tomlinson. The examples of stimulate the use of both right and left-brain activities provided by this book are:

- 1) *Read aloud the following conversation. Take turns with your classmates doing the roles. Then, answer the questions following that. (Page 40)*
- 2) *Make up short dialog for the following situations. Read the answer of number 1 as the example. (Page 44)*
- 3) *Listen to the following song. You can connect to the following link in the internet. While listening, fill in the gaps with the words that you hear in the song. After that, you can sing the song together with your classmate. (Page 197)*

The activities above are classified as the activities that stimulate the use of both right and left-brain; as explain in page 35 that reciting dialog, singing a song, and writing a story are the activities that stimulate the use of right and left-brain.

2. Discussion

Based on the findings above, English textbook entitled *Bahasa Inggris* published by the Ministry of Education and Culture of Indonesia can be classified as a good textbook. The quality of this textbook seen from the activities can be categorized as a good textbook because from 270 activities provided by this book, only 62 that cannot be categories as the activities that are suggested. It means that, most of the activities provided by this book can be categorized as the activities suggested.

From 208 of the total number of the activities that are categorized as the activities that are suggested, there was only one criterion that did not even reach the one sixth of this total number of activities suggested; it was the third criterion that is make grammatical discoveries from a simple drill. This criterion was found

only once; it is really small number compared to the total number of the activities suggested which is 208. Whereas, making grammatical discoveries from a simple drill is an activity that can help students build their self-confidence since the students are presented challenging and encouraged to think a little bit higher than their proficiency level. However, in this book, this kind of activity are rarely found. In this textbook, the students are provided other kind of activity for grammatical discoveries e.g. bolding the words in the text that indicates past present tense. Sadly, this kind of activities cannot be categorized as the activities suggested by Tomlinson.

Besides the lack of the third criterion of this book, the others criterion was found a lot in this book. For the first criterion, this book provided 59 activities that can be categorized as information or opinion gap activities; it is the highest number as the activities suggested found in this textbook. Although there are some activities that need to be improved, this finding indicates that this book give a lot of chance to the students to communicate each other and/or with the teacher to close the gap. According to Tomlinson, textbook should provide the students with opportunities to use the target language in the classroom; so, the students can have natural interaction and achieve the communication purpose. Hence, by providing the activities that require the students to interact to others can lead the students to have communicative language.

For the second criterion, this book provided 45 activities that can be categorized as the make up or write story; it is the adequate number compared to the total number of the activities suggested. This number indicates that this book provided many activities that asked the students to make up or write story which have beneficial to help learner to develop self-confidence, stimulate the use of both right and left-brain and promote the use of communicative language (Tomlinson, 2011); it is because this activity is not only meant to test their academic proficiency, but also to give the students a belief that they can think higher beyond their proficiency level. Hence, having opportunities to make up or write story activities is really needed by the students.

For the fourth criterion, this book provide 12 activities that can be categorized as readiness activities. Although the number of the activities provided by this book only 12, but this number can be categorized as high number; readiness activities are activities where the students can have time to try to get their comfort zone before starting to lesson. These activities are intended to avoid the students to feel anxious and scared to involve in the classroom activities so that in these activities are put in the begining of the chapters. Since the chapters of this book only 15, it means that there were only 3 chapters that did not have the readiness activities. Hence, most of the chapters was firstly started by readiness activities. This finding indicates that this book consider the importance of readiness activities in learning process.

For the fifth criterion, this book provided 37 activities that can be categorized as the recognizing language input consciously and subconsciously. According to Tomlinson, the activities that can be categorized as recognizing language input consciously and subconsciously are the activities in which the students can add their daily routines or experience; these kind of activities can help the students to

learn the language input without the students are forced to learn in conservative ways. Thus, this finding indicates that this book provided enough activities that can help students to acquiring the input of the language because the students are asked to express what they want to say which can lead them to comprehend the language both consciously and subconsciously.

For the sixth criterion, this book provided 54 activities that can be categorized as activities that can stimulate the use of both right and left-brain. According to Tomlinson (2011), the activities that can stimulate the use of both right- and left-brain are reciting dialog, singing a song, doing substitution drill and writing a story. These kind of activities can help the students to gain advance thinking quality since the activities that can be categorized as the activities that stimulate the use both of right and left-brain are not simple and ask the students to use their previous experience and brains. Thus, this finding means that this book provided enough activities that can help the students to gain the quality of thinking.

In short, from 208 activities that can be categorized as the activities that are suggested, this book provided less of activities for grammatical discoveries from a simple drill. However, this book has enough number of activities for information or opinion gap activities, making up or writing a story, readiness activities and recognizing language input consciously and subconsciously. So, it can be concluded that the quality of this English textbook is good related to the criteria fulfilled by this book. Since from six categories being being evaluated, only one criterion that cannot be fulfilled.

E. CONCLUSION AND SUGGESTIONS

The quality of English textbook entitled *Bahasa Inggris* in term of the activities is good. This conclusion was gotten by evaluating the activities of the textbook based on the criteria of activities needed by a good textbook. The results show on the findings of the research, some suggestions are proposed for getting the better quality of the textbook. In order to improve the quality of the textbook, the researcher of this research proposes several suggestions as follows: This book needs to improve some of information or opinion gap activities provided this book. These activities would be better if that almost all of the activities of this book fulfill the criteria for the activities of good textbook.

Based the students are asked to discuss the answer with the class and the teacher so that the students will have a chance to tell their information or opinion to support their answers. Thus, the purpose of information or opinion gap activities will be more achieved. This book needs to provide more readiness activities because these activities needed by the student to avoid the students to feel anxious and scared to involve in the classroom activities. This book also needs to provide drills that can help the students to make grammatical discoveries by themselves.

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