



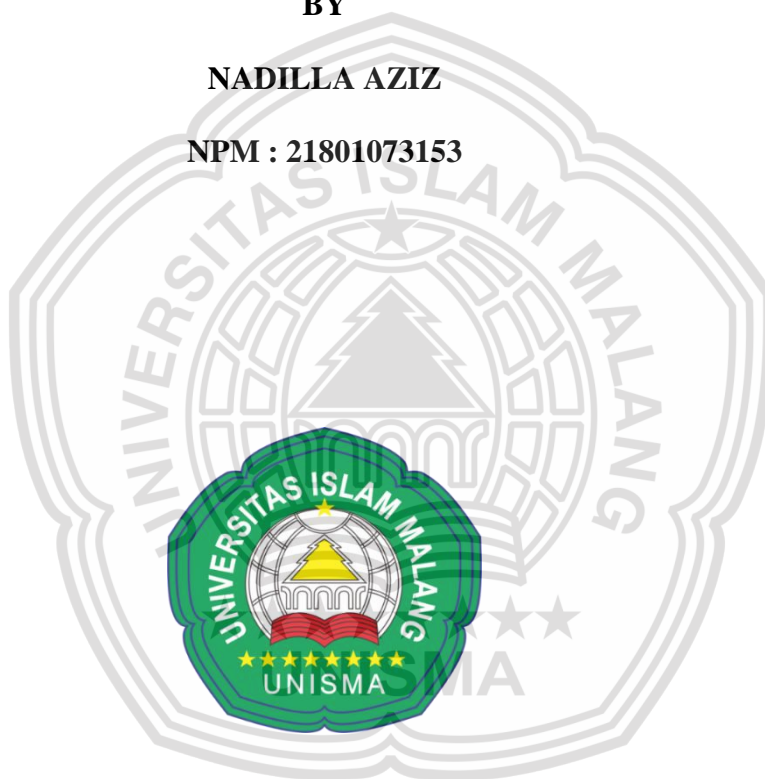
**AN ANALYSIS OF CONTENT OF THE TEXTBOOK ENTITLED “WHEN
ENGLISH RINGS A BELL”**

SKRIPSI

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ABSTRACT

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This research presents the anlysis of speaking activities in english textbook for second year junior high school. Speaking is one of the language skills in language learning. This is a language skill that is very important to teach to students because it can help them communicate in a foreign language. The current study seeks to investigate how is the role of textbook in supporting of students’ speaking activity for junior High School. Afterward, the researcher conducted a study about An Analysis Of Speaking Activities In English Text book for Second Year Junior High School to know how is the role of the textbook “When English Rings A Bell” for their Speaking skill.

The study uses descriptive qualitative in analyzing a content because it is appropriate to use in this study to analysis of speaking activities in English textbook for second year junior high school. This research uses textbook “When English Rings a Bell”. The researcher chose a textbook entitled When English Rings a Bell because the book contained a lot of material about speaking.

The finding of this research concluded that the textbook entitles “When English Rings a Bell” good to students’ speaking skill. It is proven by several features to support student in learning speaking. Based on the 3 chapter have slight differences but still have the same meaning and learning objectives. Thus, this research will give new information for teacher to choose the appropriate textbook and for future researcher to explore more aspects and give more valuable result, such as focuses on the other English skill.

CHAPTER 1

INTRODUCTION

This chapter presents some topics related to the introduction of the study. They are background of the study, research problems, objective of the study, significance of the study, scope & limitation of the study, and the definition of key terms.

1.1 Background of the study

A language use for communication. It is very essential and needed for the human being. Language can be expressed in the spoken and written forms. In the globalization era, English as an International language must be mastered by the people that do not speak English. Many countries use English as EFL (English foreign Language)/ESL (English as Second Language), so the language must be mastered by the people to develop their skills to face the globalization era. English is also one of the most influential factors for getting a job.

English in Indonesia is generally taught as a foreign language. The term foreign language in the field of language teaching is different from the second language. Foreign language is a language that is not used as a communication tool in certain countries where the language is taught. While a second language is a language that is not the primary language but became one of the commonly used languages in a country. It is started from elementary school up to University since it is important to develop science.

English as a foreign language, four skills need to be mastered by students. They are listening, speaking, reading and writing. Those four skills are very important in English. However, speaking skill is the most important skill, since the skill is needed to apply in communication. Speaking, in the words of Ladouse (in Nunan, 1991: 23), is defined as having the capacity to express oneself in a situation, or as an activity to report acts or circumstances in precise words, or as having the capacity to converse or to fluently express a series of ideas. Speaking is oral communication, in accordance with Byrne (1984). People engage in this activity to interact with others in the proper setting and circumstance. In spite of the fact that English has been taught since elementary school, the majority of junior high and senior high school students hardly ever speak English with their teachers in class. Besides the four skills, English has several other important aspects, such as grammar, vocabulary, and pronunciation.

Speaking is one of the language skills in language learning. This is a language skill that is very important to teach to students because it can help them communicate in a foreign language. Most of the material taught in schools is conversation and students are expected to understand and analyze all the contents of the conversation. Students are also expected to be able to use it in their daily lives.

Ayun and Yunus (2017) emphasize that reading involves a complex process. Therefore, to comprehend of the whole text, readers need to decode text and make interpretations. That why, they have guideline in apprehending the text; also, their background knowledge will be on. Accordingly, comprehension activities generally involve reading textbooks, answering questions, identifying main ideas, synthesizing ideas, and summarizing what is read to demonstrate well-attained understanding

(Yunus & Ubaidillah, 2021). According to Yunus (2015) comprehension is part of the learning process listed from the low level of cognitive achievement: knowledge, comprehension, application. Most English teachers at the junior high school level use textbooks in their lessons. The textbook is the main media used by a teacher. Almost all teachers are pegged with books in providing learning to students, but teachers never know the extent of the role of the textbooks in developing students' skills in English, especially speaking skills.

According to Cunningsworth (as cited in Richard, 2001) mentions the roles of materials in the textbook in language teaching. These include the following: a resource for presentation materials (spoken and written), a source of activities for learner practice and communicative interaction, a reference source for learners on grammar, vocabulary, pronunciation, and so on, a source of stimulation and ideas for classroom activities, and a syllabus (where they reflect learning objectives that have already been determined).

According to Linda (2018), a textbook is a book that the purpose is for instructional use. Given the importance of textbooks, myriad of experts have conducted studies to investigate the important role of textbooks. The textbook is also used as supporting teaching instrument.

According to Harmer (2007), the most important aspect of textbook use is for teachers to try to engage learners with the content they are going to be dealing with. Moreover, it also provides the learners with great opportunity to communicate English in the classroom (Ayu and Indrawati, 2018). Based on the definition above, the researcher concluded that Textbooks are the main media used by teachers in the

learning process, most teachers rely heavily on books in providing material to their students.

Those important aspect also proved by several researchers. First, in the research that conducted by Amrina (2018) entitled *“An Analysis of Bahasa Inggris Textbook Used in The Second Grade of Senior High School”*. The result of this research showed that textbook is good to be used for second grade of senior high schools that have started using curriculum 2013.

Secondly, a study was conducted by Herdiyani (2014) entitled *“Reading Passage of English Textbook English in Focus Based on the School-Based Curriculum”*. The result of the research showed that the reading passages in the textbook covers the demands of School-Based Curriculum (KTSP) in the term of types of genre that a textbook should have.

Furthermore, a study was conducted by Setiabudi (2010) entitled *“A Content Analysis of The English Textbook Primary English as A Second Language”*. The researcher concluded that, the English textbook entitled “English on Sky 2” does not develop the skills or activities of language skills written in the indicator of the school-based curriculum of English for the second year of students in Junior High School yet.

Therefore, the current study seeks to investigate how is the role of textbook in supporting of students’ speaking activity for junior High School. Afterward, the researcher conducted a study about An Analysis Of Speaking Activities In English Text book for Second Year Junior High School to know how is the role of the textbook “When English Rings A Bell” for their Speaking skill.

1.2 Research Problem

Based on the background of the study stated above, the research problem in this study is “How is the feature of the textbook entitled “When English Rings A Bell” at SMPN 1 Wagir?”

1.3 Objective of the Study

Based on the research problem above, this research was aimed to: Describe the features of the textbook entitle “When English Rings A Bell” at SMPN 1 Wagir

1.4 Significance of the Study

The results of this study hopefully can affect the educational institution awareness towards choosing an appropriate textbook for students and give a better insight on how to choose the suitable English textbooks as a guideline for teaching English. By scaling and reviewing the textbook from its content, teachers or institution are reinforced to pay more attention on what textbook they will likely to use. Through this study the researcher hopefully can provide a way to help any further research based on this study to analyze the upcoming English textbook in Curriculum 2013 that have not been released yet. Besides, it can be used as a basic consideration for the next researchers who are interested in developing similar study.

1.5 Scope and Limitation of the Study

The research study has a scope about the analysis of speaking activities in English textbook. This research focused in the second year of SMPN 1 Wagir using

textbook entitled "When English Rings a Bell". It means that this research only focus in this school. Besides, this research only uses one book to analysis in conducting the research to analyse it in more detail.

1.6 Definition of Key Terms

The definition of key terms is provided to avoid misunderstanding and ambiguity. There are some terms used in this study at SMPN 1 WAGIR, that needed to be defined.

- 1) An analysis: Analysis is an investigation of incident or action to get the right facts. In this reasearch means an analysis on the textbook. It will be more discuss about the features of the book.
- 2) Features: In this research, the feature refers to the characteristic of the textbook. Thus, the researcher explain detail information related to those characteristics of the textbook "When English Rings a Bell".
- 3) Textbook: Textbook "When English Rings a Bell" is text of book in certain fields of study, which is standard books, compiled by experts in that field for instructional purposes and purposes, which are equipped with suitable teaching facilities and are easily understood by users in schools. It refers to the topic that focus in speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

The chapter presents the conclusions and suggestions of the research. The conclusions were composed of research findings and discussions, while suggestions came up with some ideas which were addressed to English teachers, students, and future researchers who take interest in the field of analysis of speaking activities in English textbook for second year junior high school.

5.1 Conclusion

Based on the findings and discussion, the researcher concluded that the textbook entitles “When English Rings a Bell” good to students’ speaking skill It is proven by several features to support student in learning speaking. Based on the 3 chapter have slight differences but still have the same meaning and learning objectives. There are so many points discussed in this research such as the important point for a textbook be one of the media in the school.

There are several types of activities presented in the book but the most widely used in this book is the Role Play. The researcher concluded that the textbook was able to support the students speaking activities. It means that textbook can lead teacher and student in following the learning activity systematically. There's no reason not to memorize it, because Expressions is standard expressions English. State that expressing are the core roles that children play when interacting with others. Previous studies say that one of the reasons why learning expressions is important for speaking

is if we don't study English expressions and common expressions, it will cause us to always misunderstand what many experienced speakers are saying

5.2 Suggestions

Based on the result of this research, some suggestion which are helpful for those who are directly related to the textbooks such as teachers, textbook writers and publishers are included in this chapter. The recommendations are as follow:

1. For Teacher

Teachers should be selective in choosing English textbooks. The book can be used in the classroom but teachers should use an additional books as a supplement. Criteria of good textbook are the text book are best seen as a source in achieving aims and objectives that have been set in terms of learner needs, textbook should reflect the use (precentor future) which learners will make of the language, textbook should take account students needs as learners and should facilitate them learning processes, textbook should have a clear role as a support for learning.

2. For Future Researchers

This research is about a content analysis of English textbooks for eighth grade students of Senior High School. The upcoming content analysis studies for the same textbooks evaluated or for similar subjects should explore more aspects and give more valuable result, such as focuses on the other English skill. Students of English Education Department who are interested in doing textbooks evaluation may also use the checklists used by the researcher to evaluate other English textbooks which are developed based on 2013 Curriculum or modify the checklist to achieve more comprehensive results of textbooks evaluation.

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