

# AN ANALYSIS OF READING MATERIALS ON A TEXTBOOK “WHEN ENGLISH RINGS A BELL” FOR EIGHTH GRADE OF JUNIOR HIGH SCHOOL STUDENTS

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## ABSTRACT

Textbooks have an important role in the classroom. Most of teachers use textbooks as their aid in teaching. Therefore, teachers should know how to choose good textbooks for their students. From that point, the researcher need to share his idea about the matter. The aim of the study is to describe whether the reading materials in when English Rings a Bell Textbook For Eighth Grade Of Junior High School Students meet the aspect of content, the aspects of language use and readability proposed by Book Center, Ministry of National Education. The research is expected to give insights of understanding the quality of reading materials. This study was designed as a documentary analysis in the form of descriptive qualitative research in which the result would be described in the form of words rather than statistical calculation. The data will be analyzed further in the sub-chapter of Data Analysis Techniques to answer research questions. The data were collected from the reading section in the textbook. As supplementary tools of the instrument, forms of checklist were used during the research analysis. The result in this study that the reading materials in When English Rings a Bell textbook were appropriate with the criteria of a qualified English textbook proposed by Book Center, Ministry of National Education. Based on the research result, it can be concluded that the When English Rings a Bell textbook has met good aspects for student learning process.

**Key Words:** Textbooks, Textbook Analysis, Reading Materials.

## INTRODUCTION

Textbooks have an important role they are regarded as “the primary vehicle for conveying content knowledge, for “determining in large

measure what happens in the classroom” and for assessing what students do and don't do. The majority of teachers consider textbooks as the only source of teaching. Textbooks influence not only what and how students learn, but also what and how teachers

teach. Textbooks should be selected in order to support successful teaching and learning in reading.

Reading in English language is one of the skills that have to be mastered by students when they are learning English although each skill is, in fact, interrelated. According to Nunan et al., (2003) reading is a fluent process where in building the meaning, readers should combine information from the text with their own background knowledge. In reading classroom, materials have a significant position in defining the course itself. Teacher should have the competence of making a Communicative Language Teaching.

Textbooks are considered as useful utilities used by teachers to improve their skills in teaching. From the explanation above, textbooks are a kind of visual aid in teaching the learning process. That is, the actual function of textbooks is as one of the teaching aids by teachers, when they teach and explain teaching materials. In addition, it also helps students in getting a better reading materials. In previous studies, several researchers analyzed the book *When English rings a bell*. In this study the researcher intends to find out whether the *When English Rings a Bell* textbook is suitable to use for eighth grade students and has fulfilled the content and language readability aspects.

There is a study with almost the same title from Fitriyani, (2013) entitled *A Textbook Analysis Of When English Rings A Bell An Textbook For The Eighth Grade Of Junior High School*. In this study, the aim of this research is to find out whether the book *When English Rings A Bell* is suitable for use by grade 7 students. In this qualitative study, the researcher obtained data by using letter thematic coding that were previously obtained from different image categories. Study results developed through textbook Analysis often display signs of an incomplete analyzing process. From the previous studies, the similarities and differences with this study are that the research topic is the same as the previous research, namely the suitability of the book *When English Rings A Bell* for junior high school students. On the other hand, the differences between previous studies that became the subject of research. So the aim of the study was to find out how far the English textbooks had met the criteria of good textbooks.

#### **METHOD**

This study is categorized as a content analysis or document analysis research. It concerns in analyzing the content of an English textbook. Furthermore, based on the objectives of the study, the design used in this study was descriptive qualitative.

The research data was obtained from the research subject, namely "*When English Rings a Bell*". Research data is data obtained from the data collection process carried out by researchers. The data will be analyzed fur-

ther in the sub-chapter of Data Analysis Techniques to answer research questions. The data from this research is the suitability of the book with aspects of content and language according to the book center and to find out whether the book *When English Rings a Bell* meets the aspects, it is done by data collection techniques, namely documentation and checklists.

The data from the checklist is in the form of a table consisting of two evaluation aspects and there are several questions that need to be checked whether the *When English Rings a Bell* textbook meets the aspects or not. The data from the documentation is in the form of pictures from each book chapter and explanations from researchers.

The instruments used to gather the data in this study were checklists and documentation. Based on the evaluated aspect, there were three checklists which were applied to answer the research questions. They are: (1) checklists to evaluate the content aspect, (2) checklist to evaluate language aspect.

In attempt to gain the validity of the data, the researcher applied the triangulation technique. Burns, (1999) states that triangulation is one of the most commonly techniques used and known ways of checking for validity. The goal of this activity was to gather multiple perspectives on the situation

being studied. There are four types of triangulation in this area; they are by source, by method, by observers, and by theories. In this study, the researcher used the last two types.

## RESULTS AND DISCUSSION

Based on the result of checklist and documentation to the subject of the study the researcher presents the finding of the study. The following researcher presents the findings of the study that are divided into six findings : 1) The conformity between reading materials and curriculum, 2) Kind of genres found in the reading materials, 3) The arrangement of reading materials based on the level of difficulty, 4) Reading tasks which are given to develop students' ability, 5) The reading materials which support life skills, and 6) The reading materials which consider the aspects of gender, religion, and race. And the next aspect they are: 1) The standard of English language use according to the language rules, 2) The use of English which is appropriate with needs of communication learning, 3) The presentation of paragraphs which are presented effectively by considering coherence and cohesiveness, and 4) The use of illustrations which are functional and relevant with the materials.

**Tabel 1. Aspect of Content**

No.	Aspects of Content	Yes	No
1.	The conformity between reading materials and curriculum (interpersonal interaction text : call for	√	

	attention, check understanding, appreciating performance, ask and express opinion).				<b>Readability</b>		
				<b>1.</b>	The standart of English language use according to the language rules (capitalization in each paragraph)	√	
<b>2.</b>	Kind of genres found in the reading materials (simple text : descriptive text, recount text).	√					
				<b>2.</b>	The use of English which is appropriate with needs of communication learning (instructions and questions with process).	√	
<b>3.</b>	The arrangement of reading materials based on the level of difficulty (descriptive text short stories and recount text personal experience).	√					
				<b>3.</b>	The presentation of paragraphs which are presented effectively by considering coherence and cohesiveness (vocabulary and sentences that match the theme of the book).	√	
<b>4.</b>	Reading task which are given to develop students' ability (role play giving and ask for information use learned expressions contextually).	√					
				<b>4.</b>	The use of illustrations which are functional and relevant with the materials (illustrated with pictures, images or other illustrations).	√	
<b>5.</b>	The reading materials which support life skills (requesting and giving information related to the existence of people, objects and animal).	√					
<b>6.</b>	The reading materials which consider the aspects of gender, religion, and race (conversation between male and female students).	√					

**Tabel 2. Aspect Of Language**

No.	Aspects of Language Use and	Yes	No

Based on the table above, When English Rings A Bell Tectbook has met the criteria proposed by Book Center

### CONCLUSION

The first conclusion is regarding to the contents of *When English Rings a Bell* textbook. Dealing with the aspect of contents from the textbook, there are some points to deal with. Those points are conformity between reading materials and curriculum, kind of genres found in the reading materials, the arrangement of reading materials based on the level of difficulty, reading tasks which are given to develop students' ability, the reading materials which are supporting life skills and the reading materials which consider the aspect of gender, religion, and race. Almost all the points of aspect of contents had already fulfilled by *When English Rings a Bell* textbook.

The second conclusion is the language use and readability aspect has some points, they are; the standard of English language use according to the language rules, the use of English which is appropriate with the needs of communication learning, the presentation of paragraphs which are presented effectively by considering coherences and cohesiveness and the use of interesting yet colorful illustrations.

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