

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

Thesis

*Submitted as Partial Fulfillment of the Requirements to Obtain
the Strata One (S1) Degree*



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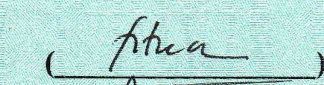
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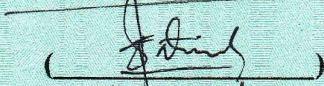
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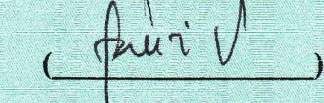
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ABSTRAK

Maharani, Selvi. 2018. **An Analysis of the Instructions in Bahasa Inggris Textbook for 10th Grade Students Published by the Indonesian Ministry of Education and Culture.** Skripsi. Pendidikan Bahasa Inggris. FBS Universitas Negeri Padang.

Penelitian ini merupakan penelitian analisis yang dilakukan untuk mengetahui kualitas buku teks *Bahasa Inggris* untuk kelas 10 terbitan kementerian Pendidikan dan Budaya yang digunakan dalam pembelajaran. Instrumen penelitian ini adalah format evaluasi yang digunakan oleh peneliti sebagai pedoman untuk mengevaluasi buku teks. Format analisis terdiri dari kategori instruksi yang terdiri dari tiga indikator sebagai kriteria instruksi yang baik. Setelah dianalisis, kualitas buku teks Bahasa Inggris ini tidak memenuhi syarat sebagai buku pelajaran yang baik karena hanya satu kriteria yang memenuhi sebagai kualitas instruksi yang baik digunakan; instruksi yang diawali dengan *silent period* sebesar 67% dari total instruksi yang memang diawali dengan silent period. Namun, kriteria lain tidak dapat dikategorikan ke dalam instruksi yang baik karena hanya 52.4% instruksi dari total instruksi kategori pembangunan pemikiran siswa yang kritis yang ditemukan dalam membangun pemikiran siswa yang kritis, dan 45,7% instruksi dari total instruksi kategori yang diikuti oleh contoh ditemukan yang memang diikuti oleh contoh. Artinya, hanya instruksi yang diawali dengan *silent period* yang memenuhi kriteria buku pelajaran yang bagus, sedangkan untuk membangun pemikiran kritis dan diikuti dengan contoh hanya rata-rata.

Kata kunci: Bahan Ajar, Analisis Materi, Instruksi, HOT (Higher Order Thinking), dan Taksonomi Bloom.

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Selvi Maharani

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problems

English Language Teaching (ELT) materials are anything that can be used to help students learning a subject (Tomlinson, 2003). The materials are needed in the teaching-learning process for teachers and students. For teachers, the materials guide them in teaching the subject. On the other hand, for students, the materials help them in learning the subject. “They can be workbooks, course books, handouts of power points, newspapers, videos, etc.” (Richards, 2001, p. 251) So, the materials will support the success in teaching-learning process to achieve the learning goals.

To make materials effectively used in studying process, the materials should be analyzed. According to Nwike (as cited in Martha 2015) explains, “In order to make an affective teaching material, the teachers have to pay attention in selecting textbooks materials before they used it in teaching (analysis)” (p. 11).

There are two reasons why ELT materials are necessary to be evaluated. *First*, an evaluation of ELT materials measures the value or potential value of a set of learning materials, so it helps the teacher to make use of them in classroom effectively. The analysis was expected to determine whether the material is good or not

Second, the analysis of ELT materials includes making judgments about the effect of the materials on the people using them as a useful process in its own right. It gives insight into the organizational principle of material and helping

them to keep up with development in the field. The material is good or not would be shown by analysis materials for learning English. This could be seen from how the textbook compiles the material that had the level of students' thinking ability (High Order Thinking Skills) in learning.

Before evaluating the textbook, the category decided into the good teaching material category. According to Tomlinson (2003) and Richards (2001) there are six categories. They are design, instruction, variety of learning resources, language, content, and activities. Every category has different criteria itself in determining whether the book is good or not. It means that every category can be evaluated separately. So, the textbook can be a good textbook for one category, but not for another category. For example textbook "A" has good content category; however, it is lack of design category. So, the textbook "A" can be adopted as content source of material to teach English in classroom for teacher.

In many schools in Indonesia, there are two types of materials which are commonly used by teachers and students: a textbook and workbook. A textbook is a book that contains of detailed explanations of a particular topic. It leads students to master the subject in the class. Workbook is a book contains of exercises and tasks that can be used by students to strengthen their understanding of a subject. So, the textbook and workbook are used in the Learning English classroom.

One of textbooks which is used in learning English is *Bahasa Inggris* textbook for 10th grade students published by the Indonesian Ministry of Education and Culture. This textbook is based on curriculum 2013. The textbook consists of four skills. They are listening, speaking, reading, and writing skill. In

listening skill, the textbook helps students to listen carefully what they are heard. In speaking performance, the textbook enable student to explore speaking performance by giving them speaking exercises. It was completed by pronunciation practice understanding the correct pronunciation. In reading skills, the textbook gave some text helping students to understand what they read. It is completed by text structure explaining the structure of the text. However, in writing skill, the textbook helps student to write the text based on the topic discussed (see appendix 1 for more detail). Every skill has different exercise to make students understood more about the topics. In addition, this textbook also has the grammar review to explain all about grammar, vocabulary builder to enrich the vocabulary of students, and the warmer to attract students' attention in starting the lesson.

In short, based on the explanation above the researcher conducted research of *Bahasa Inggris* textbook for 10th grade students published by the Indonesian Ministry of Education and Culture. The category evaluated was the second category, instruction category. Based on the result of instruction evaluation, the aspect critical thinking in line with cognitive development in the curriculum 2013 was found. According to Sunardi (2017) and Sujadi (2017), they explained that in learning English students should be able to master 6 levels of critical thinking ability from the basic level to the high level. It also explained that students should be able to build critical thinking which was explained in the Blooms Taxonomy. They should master 6 levels of critical thinking ability known as, those were

remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6).

1.2 Focus of the Research

The researcher focused on analysis *Bahasa Inggris* textbook for 10th grade students published by the Indonesian Ministry of Education and Culture. The evaluation will be focused on the instructions used in the textbook.

1.3. Formulation of the Problems

Based on the focus of the researcher above, the researcher formulated the problem into “What is the quality of the *Bahasa Inggris* textbook for 10th grade students published by the Indonesian Ministry of Education and Culture in term of the instruction used?”

1.4 Purposes of the Research

The purposes of this research were:

To find out the quality of the *Bahasa Inggris* textbook for 10th grade students published by the Indonesian Ministry of Education and Culture in term of instruction used.

1.6 Significance of the Research

The finding of this research was expected to analys whether the quality of the textbook is good or not. The exercises were adopted in leaning classroom because the instructions were followed by exercises. If the quality of the instructions category was good, so the exercise could be adopted in the classroom. If the quality of instructions category was not good, so this research provided the basis

for the author of the textbook and teachers who use this textbook to develop exercises to make high order thinking was achieved.

The finding of this research was also expected to assist English teachers to carefully select the appropriate teaching materials for English teaching and learning process. As the result, the teachers eventually could determine which teaching materials, in the case of textbooks, that fit the classification of good teaching materials. It was also expected to help the teachers to carefully determine their action toward the textbook whether to adopt, adapt or reject. It means that when the materials in the textbook are not good enough for teaching they could anticipate it by preparing other teaching materials. When there were still few weaknesses in textbook that was used, the teachers were expected to complete the materials by adding appropriate teaching materials to the student's need.

1.7 Definition of Key Term

1. Teaching Materials: anything that can be used to help students learn a subject.
2. Materials Evaluation: a process done to find out the quality of teaching materials.
3. Textbook: a book that contains detailed explanations of a particular subject, it leads students to master the subject in the class.
4. Instruction: anything that is done purposely to facilitate learning that includes constructivist methods and self-instruction, as well as more traditional views of instruction, such as lecture and direct instruction.

CHAPTER 5

CONCLUSION AND SUGGESSTIONS

5.1 Conclusion

Based on the findings discussed previously, it can be concluded that the quality of *Bahasa Inggris* textbook for 10th Grade Students Published by the Indonesian Ministry of Education and Culture is not qualified as the good textbook. This result was gotten from the quality of indicators of the instructions category of being evaluated, such as “*the textbook instructions encourage learners to build critical thinking*”, “*the textbook instructions encourage followed by examples*”, and, “*The textbook instructions permit a silent period (at the beginning of the lesson)*”.

The indicators with weak quality of instructions category for *building critical thinking* because that not more a half of all of instructions of C4 to C6 levels which are the slightly higher beyond their current proficiency level are ready that mentioned by Tomlinson (2003) theory.

The indicators with weak quality of instructions category for the textbook instructions followed by examples because the instructions without followed by examples are much than with followed by examples

Meanwhile, the quality of the instruction for *permitting a silent period* was good because almost all of chapters began with *permitting silent period instructions*.

This result shows that this textbook cannot be used as a teaching material used for teaching and learning process, unless there is a massive and overall revision done in order to boost the quality of this textbook especially *for building critical thinking*.

5.2 Suggestions

Textbook are the sources for the students learn and practice their language. Therefore, they must reflect the principles of good teaching materials. Based on the detailed and careful evaluation that had been conducted, it was revealed that the quality of *Bahasa Inggris* Textbook for 10th Grade Students Published by the Indonesian Ministry of Education and Culture was weak. Related to this result, the researcher of this research proposes several suggestions as follows:

1. A detailed and overall revision must be done in order to improve the quality of this textbook especially for the instructions category.
2. If there is no such a detailed and overall revision toward this textbook, then it is highly suggested not to use this textbook, but to use other textbook that fit the principles of good instructions category.
3. It needs the next research about the instructions from this book which are not grouped into the six levels of build critical thinking and silent period criterias.

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