

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

***THESIS***

**Submitted as Partial Fulfillment of the Requirements to Obtain the  
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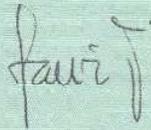
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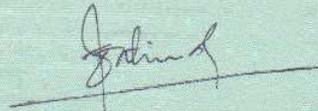
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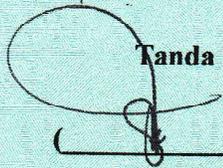
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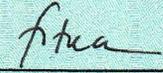
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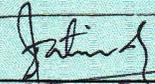
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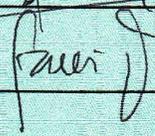
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## ABSTRAK

**Sari, Intan Permata. 2018. “An Analysis of *the Activities in Bahasa Inggris Textbook for Grade 10 Students Published by The Indonesian Ministry of Education and Culture*”. Skripsi. Padang: Universitas Negeri Padang.**

Penelitian ini adalah penelitian deskriptif yang bertujuan untuk menganalisis kualitas buku teks bahasa Inggris dari segi kegiatan yang disediakan oleh buku ini. Objek penelitian ini adalah buku teks Bahasa Inggris untuk siswa kelas 10 yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan Indonesia. Penelitian ini menggunakan format analisis sebagai instrumen untuk membimbing peneliti dalam mengevaluasi buku teks bahasa Inggris. Format evaluasi terdiri dari enam kategori yang dibuat berdasarkan prinsip-prinsip buku teks yang baik yang diusulkan oleh para ahli; kategori tersebut adalah *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*. Hasil dari penelitian ini menunjukkan bahwa buku teks Bahasa Inggris ini dapat dikategorikan sebagai buku teks yang baik; karena dari enam kategori yang dievaluasi, hanya satu kategori yang jarang ditemukan dalam buku ini; *asking the student to make grammatical discoveries from a simple drill*. Sedangkan lima kriteria lainnya memiliki jumlah yang cukup sebagai kegiatan yang disediakan oleh buku ini.

**Key words:** Teaching material, Material analysis, Activities

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Problem

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. Hence, choosing teaching materials for the students should take into account.

In Indonesia, textbook is the common teaching materials used in the school; almost all of the schools use textbook as one of the resources in learning English. This fact happened because textbook plays an important role in teaching-learning process. Grant (as cited in Kayapinar, 2013) states that textbook 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.

However, not all of English textbooks can be categorized as the good teaching materials. The study conducted by Latif (2015) shows that the task and activities of two textbooks that have been analyzed by him are not fulfill the criteria of good textbook and need to be modified. In addition, in the study conducted by Nemati

(2009) also shows that the book has been analyzed by her needed some modification in sequence of presenting the texts in the book.

Thus, realizing the importance of textbook in teaching-learning process presented earlier, and the fact that not all English textbooks can be categorized as the good teaching material, analyzing the English textbook is the crucial things to do.

According to Cunningsworth (1995), textbook analyzing is needed in order to identify the strengths and weaknesses so that the optimum use can be made of their strong points, whilst their weaker areas can be strengthened through adaptation or substituting material from other books. In addition, Tomlinson (2003) states that the analyzing the textbook is needed in order to check whether the English textbooks have fulfilled the criteria of good teaching materials. Hence, it means that analyzing the textbook can give the teachers information about the aspect that needs to be improved so that the textbook can be used more effective. The result of analyzing the textbook can help the teachers to determine the textbook that will be used in the classroom so that 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 10<sup>th</sup> 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.

According to Tomlinson (2003), there are nine categories for analyzing the textbook; they are Learning Principle, Cultural Perspective, Topic Content, Teaching Points, Texts, Activities, Methodology, Instruction, and Design. Learning principle is dealing with the learning principle provided by the textbook that students can use in learning process, Cultural Perspective is dealing with the consideration of students' culture provided by the textbook, Topic content is dealing with the topic chose by the textbook, Teaching point is dealing with the learning objective provided by textbook, Texts is dealing with the type of texts provided by the textbook, Activities are dealing with the language practices provided by the textbook, Methodology is dealing with the learning style and strategy in learning process, Instruction is dealing with the instruction used in the activities provided by the book, and Design is dealing with the look or face of the textbook.

In analyzing the textbook, activities are one of the crucial categories that should be analyzed. It is due to the activities deal with the language practices that will help the students to gain knowledge about the language. By providing the appropriate activities students can be helped to master the language and be helped to achieve their learning goals. Hence, choosing the textbook that has good activities is a must. Based on that reason, the researcher is interested to analyze *Bahasa Inggris* textbook based

on this aspect.

## **1.2 Focus of the Research**

The researcher would focus on analyzing English textbook for grade 10 senior high school students. The analysis will focus on the activities provided by the textbook. The researcher chooses to focus on analyzing the activities of the textbook since it provided comprehensive information regarding the quality of the textbook seen from its contents.

## **1.3 Formulation of the Problem**

Based on the focus of the research above, the researcher formulated the problem into “To what extent does the *Bahasa Inggris* textbook for grade 10 students published by the Indonesian Ministry of Education and Culture, in term of the activities provided, fulfill the criteria of good textbook?”

## **1.4 Purpose of the Research**

The purposes of this research are:

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

### **1.5 Significance of the Research**

The result of the study enriches the findings on material analysis. Moreover, the result of this study also gives some advantages to the writer and the English teachers. For the writer, it is useful to know and understand the criteria of good activities that will have beneficial for the writer in the future, after graduated from English education majors. For the teachers, since the result of this research gives information about the criteria of good activities of the textbook, it is expected that the teachers can carefully choose the appropriate activities of the textbook that will be used in the classroom.

### **1.6 Definition of the Key Terms**

- a. Teaching materials: anything that can be used to help students learn a subject.
- b. Textbook: a book that contains detailed explanations of a particular subject; it leads students to master the subject in the class.
- c. Textbook analysis: a process done to find out the quality of textbook.
- d. Activities of English Textbook: the tasks provided by the textbook.

## CHAPTER 5

### CONCLUSION AND SUGGESTION

#### 5.1 CONCLUSION

Based on the findings discussed previously, it can be concluded that the quality of English textbook entitled *Bahasa Inggris* in term of the activities is good. This conclusion was gotten by analyzing the activities of the textbook based on the criteria of activities needed by a good textbook. The results show that almost all of the activities of this book fulfill the criteria for the activities of good textbook.

Moreover, the result also shows that there are some information or opinion gap activities that need to be improved in order to achieve the purpose of this kind of activity. Those activities are the activities that are given after the book providing a text. In these activities, the students are only asked to answer the question based on the text given. In these activities, the students have no chance to tell their information or opinion. In addition, the finding also shows that, in this book, there are still 3 chapters that do not have readiness activities; it should be improve since readiness activities can help students to get their comfort zone before starting the lesson. Furthermore, this book is lacking of activities that help the students to make grammatical discoveries by simple drill. In this book, the students are provided other kind of activities which cannot be categorized as the activities suggested by Tomlinson.

In conclusion, this book can be categorized as the good textbook since this book has a lot of activities which are suggested. However, this book needs some revision in order to improve the quality of this book.

## **5.2 SUGGESTION**

Based 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:

1. This book needs to improve some of information or opinion gap activities provided this book. 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.
2. This book needs to improve some readiness activities so that the readiness activities provided by this book will be more effective in helping the students to not feel anxious and scared to involve in the classroom activities.
3. This book needs to provide drills that can help the students to make grammatical discoveries by themselves.

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