

**CONTENT ANALYSIS OF ENGLISH TEXTBOOK “WHEN ENGLISH RINGS A BELL”
FOR SEVENTH GRADE JUNIOR HIGH SCHOOL**

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ABSTRACT

The purpose of this research is to explain how the quality of the English textbook entitled “When English Rings a Bell” for Seventh Grade Junior High School supported the illustration aspect of content analysis of the textbook. This research measures the quality of textbook by using the indicators and observation guidelines from Cunningsworth (1995). This study included descriptive qualitative research. There’s no subject. Because of that, this study makes a textbook a research object. The object of research is an English textbook entitled “When English Rings a Bell” for seventh grade Junior High School. This research used the content analysis technique (Krippendorff, 2004) to illustration within the textbook. After did the observation and data analysis, the researcher found this textbook meets the criteria from Cunningsworth's (1995) theory. Whereas content analysis to illustration, the illustration in the textbook is also very supportive and achieves the indicators from (Mikk, 2000) theory. It is often concluded that the English textbook entitled “When English Rings a Bell” has good material and good quality and illustrations that support and assist students in increasing their interest in English learning.

Keywords: Textbook, textbook analysis, content analysis

I. INTRODUCTION

Teaching and learning activities between teachers and students will not be separated from teaching materials. Teaching material is one important of the implementation of teaching and learning activities within the classroom. According to Richards (2001), Teaching materials are a key component in most language programs. Textbooks are one kind of teaching material. Textbooks are expected to own quality content that's in accordance with student needs, in accordance with the applicable curriculum, both in terms of content standard, still as in terms of whether or not teaching materials are easily understood by teachers and students, and presented by adding designs during away interesting. Textbook plays a crucial role in teaching and learning English because it contains many teaching and learning activities in each chapter. One in all of the factors determining the success of students in employing a textbook is set by the quality of the textbook.

Although the event of data information and communication technology (ICT) both software and hardware has influenced the world of education, including learning media, in practice, textbooks remain valuable references for the training process at school. A high-quality textbook can provide optimal and maximum lands up within the training process. Therefore, as a teacher who uses a textbook, it's necessary to analyze the content of teaching materials within the textbook first. At this point within the teaching and learning process textbooks are used as a reference for students in the learning process. Textbooks aren't only the foremost reference for students in learning but also a reference for teachers in the learning process. In Junior High School English learning, teachers use many books employed by teachers to teach their students, such as textbooks used by teachers and students, teacher handbook, and student exercise book. The textbook that will be analyzed by the researcher in the English textbook entitled "When English Rings a Bell" for Seventh Grade Junior High School is usually utilized by teachers and students.

The researcher wants to analyze the aspect of the "When English Rings a Bell" textbook, namely the illustration aspect. Every textbook certainly has advantages and disadvantages, such as the absence of Basic Competencies (*Kompetensi Dasar*) and Core Competencies (*Kompetensi Inti*) in each chapter, evaluations within the textbook aren't related to the topic of the material, the illustration in the book isn't suitable for Junior High School students or illustrations that are less interesting so it does not attract the attention of students to learn. Selecting a textbook is an important thing. A textbook should be suitable not only for the curriculum but also for the students.

II. RESEARCH METHOD

This research uses Descriptive Qualitative research. According to Sugiyono (2015), qualitative research is research that's accustomed examine the conditions of natural objects, where the researcher is that the key instrument. In this method, the researcher wants to know the quality of the English textbook entitled "When English Rings a Bell" for the Seventh Grade of Junior High School which can affect the quality of teaching and learning within the classroom. It uses to conduct this researcher to explain the aspects of the textbook. It focuses on finding the data and facts about the quality of the English textbook entitled "When English Rings a Bell" for Seventh Grade Junior High School. Data collection is will be done after analyzing the illustrations aspect in this textbook and also observing the quality of the textbook supporting the idea of Cunningsworth (1995), then filling out the checklist textbook evaluation and selection. As for the analysis of this textbook, it can be described in words.

III. FINDING AND DISCUSSION

The researcher collected the data from the English textbook entitled "When English Rings a Bell" for Seventh Grade Junior High School by filling out observation guidelines and observed the textbook quality supported on indicators from Cunningsworth (1995) and then the researcher also conducted a content analysis (Krippendorff, 2004) of the illustrations aspect in this textbook.

Here the researcher fills in the observation guidelines, namely the Checklist for Evaluation and Selection before observing the quality of the textbook based on indicators based on Cunningsworth's (1995) theory.

Table 4.1 Observation Guideline (Checklist for Evaluation and Selection)

Things observe	Value			Reason/Comment
	G	A	B	
Aim and approaches				
Do the aims of the coursebook correspond closely with the aims of the teaching program and with the needs of the learners?				
Is the coursebook suitable for learning/teaching situations?				
How comprehensive is the coursebook? Does it cover most or all of what is needed? Is it a good resource for students and teachers?				
Is the coursebook flexible? does it allow different teaching and learning styles?				
Design and organization				
How is the content organized (e.g., according to structures, functions, topics, skills, etc.)?				

Are there reference sections for grammar?			
Language content			
Does the coursebook include material for pronunciation work? If so, what is covered: individual sounds, word stress, sentence, stress, intonation?			
Does the coursebook deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels.)			
Skills			
Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?			
Is there material for integrated skills work?			
Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?			
Is listening material well recorded, as authentic as possible, accompanied by			

background information, questions, and activities that help comprehension?				
Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?				
Are writing activities suitable in terms of the amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing), and use of appropriate styles?				
Topic				
Is there sufficient material of genuine interest to learners?				
Will the topics help expand students' awareness and enrich their experience?				
Are the topics sophisticated enough in content, yet within the learners' language level?				
Will your students be able to relate to the social and cultural contexts presented in the coursebook?				
Are women portrayed and represented equally with men?				
Are others groups represented, with reference to ethnic origin, occupation, disability, etc?				
Methodology				

What approach/approaches to language are taken by the coursebook? Is this appropriate to the learning/ teaching situation?				
How are the different skills taught?				
How are communicative abilities developed?				
Does the material include any advice/help to students on study skills and learning strategies?				
Are students expected to take a degree of responsibility for their learning (e.g., by setting their learning targets)?				
Teachers' books				
Is there adequate guidance for the teachers who will be using the coursebook and its supporting materials?				
Are the teachers' books comprehensive and supportive?				
Do they adequately cover teaching techniques, language items such as grammar rules, and culture-specific information?				
Are keys to exercises given?				
Practical considerations				
What does the whole package cost? Does this represent good value for money?				

Are the books strong and long-lasting? Are they attractive?				
Are they easy to obtain? Can further supplies be obtained at short notice?				
Do any parts of the package require particular equipment, such as a language laboratory, listening center, or video player? If so, do you have the equipment available for use, and is it reliable?				

Adapted from Cunningsworth (1995)

G : Good A : Average B : Bad

The purpose of filling out the observation guidelines (Checklist for Evaluation and selection) is to find and select points from the guide that can measure the quality of the textbooks presented in the checklist. Filled out the guideline based on Cunningsworth's (1995) theory by adjusting the observation guide points with the contents of the Seventh Grade English textbook "When English Rings a Bell", then measure the quality of the textbook based on the Indicator from Cunningsworth (1995). After that, the researcher conducted a content analysis from Krippendorff's (2004) theory to the illustrations in the textbooks based on indicators from Mikk (2000), which helped measure and also find out whether the illustrations matched the text in the book, was excessive and flashy, etc.

Based on observations through observation guidelines more dominantly "good". And it can be concluded that showing an overview of the quality of the textbook is "good". After filling in the observation guidelines and getting the results, the researcher conducted another observation to measure the quality of the textbooks based on the criteria indicators from Cunningsworth's theory (1995). The researcher uses the theory from Cunningsworth to measure the quality of the English textbook "When English Rings a Bell" for Seventh Grade Junior High School. Based on the four criteria above, this textbook has fulfilled all the criteria according to Cunningsworth, and this textbook can be a good textbook with good quality.

Next, here the researcher conducts a content analysis (Krippendorff, 2004) to the illustrations in the English textbook "When English Rings a Bell". It can be concluded that the illustrations in this are in accordance with the topic of the lesson to be delivered by the teacher. The illustrations in this chapter are also very helpful and attract the attention and interest of students to learn and answer exercises about objects, animals, and public places around.

Here the researcher draws the final conclusion regarding the illustrations in the seventh grade English textbook "When English Rings a Bell", that the illustrations in the first chapter to the fourth chapter of this textbook are that all chapters meet the criteria to be achieved through the measurement of illustration from Mikk theory.

IV. CONCLUSION

Based on the data above the researcher found that the English textbook entitled "When English Rings a Bell" has the good material that relates to Basic Competencies and Core Competencies (*Kompetensi Dasar dan Kompetensi Inti*). The illustrations in this textbook also give good results that can support and assist students in increasing their interest in learning English.

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