



**CONTENT ANALYSIS OF *ENGLISH IN MIND STUDENT'S BOOK 3*
ENGLISH TEXTBOOK FOR GRADE X OF SENIOR HIGH SCHOOL
USING LITTLEJOHN'S THEORY**

a final project

submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English Language Education

by

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DECLARATION OF ORIGINALITY

I am Jeanne Citra Maharani, hereby declare that this final project entitled *CONTENT ANALYSIS OF ENGLISH IN MIND STUDENT'S BOOK 3* TEXTBOOK FOR GRADE X OF SENIOR HIGH SCHOOL is my own work and has not been submitted in any forms for another degrees or diploma in any universities or other institutes of tertiary education. Information derived from the published and unpublished work for others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, October 2019



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MOTTO AND DEDICATION

“Hasbunallah wani’mal wakil, ni’mal maula wani’man nashiir”

“... and He is with you wherever you are” – Quran (57:4)

“Remember, you are loved and enough”

This Final Project dedicated to:

The greatest and sweetest one, Allah Subhanahuwata’ala

My beloved self

My never-ending support system Ayah Yadi and Ibuk Ida

My dearest siblings: Dek Ifa, Mas Wildan, and Dek Izza

Kakung, Yangti, Mbah Sakini, Bani Sadjiman and Bani Rumadi

And all of my sister of deen

May this final project useful and full of barakah.

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ABSTRACT

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Keywords: *Content Analysis, Textbook Analysis, Three Level Analysis*

The research aims to analyze the implicit and explicit nature in the student textbook *English in Mind Student's Book 3* for Tenth Graders Senior High School using Three-Level Analysis proposed by Littlejohn (2011). Level 1 analysis 'what is there?' analyzes the objective description of the selected textbook. Level 2 analysis 'what is required of user' analyze the subjective analysis of the textbook and level 3 analysis 'what is implied' draws the subjective inference of the textbook from Level 1 and 2. This research used descriptive qualitative content analysis as its research method. The data were collected from the English in Mind Student's Book 3 second edition. Using the evaluation method, the data were collected using document review supported with checklist and Task Analysis Sheet (TAS). The level analysis 1 found for the explicit nature of the textbook package contains the student's textbook, workbook, teacher's resource book, classware, and testmaker. Then, for the level analysis 2 of subjective analysis in this selected textbooks mostly required the students to respond to the materials to do *grammar focus*, *select information*, and *discussion* and it is also applied students centered teaching and learning. The deduction for level 3 reveals that the role of the materials as a whole is to structure the teaching and learning of English, classroom time, and classroom interaction, to provide a route for teaching and learning English and to provide a resource for the teaching of motivation content (stories, cross-curricular topics) and engaging tasks. The aim of this textbook is to develop learner's communicative competence by encouraging the learners to build text, to respond role in using language, to focus on meaning and to build positive affective aspects through the teaching and learning process. It also found that the teacher needs to facilitate the learners, to manage the classroom and to monitor the task completions. This textbook can be a complement to strengthen teachers in the teaching and learning process since the analysis found that some points of this foreign published textbook are related to the K13 curriculum. This textbook is also completed with classware. Additionally, this textbook applies critical thinking and communication skills. Therefore, the content of the textbook supports the development of twenty-first-century skills which is also recommended in the 2013 curriculum.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In teaching and learning English there is some aspect that affects the teaching and learning process. Richards (2001: 1) argues that "teaching materials are a key component in most language programs. Whether the teacher uses a textbook, institutional prepared material or makes use of his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom". One of the important things in teaching materials is textbook.

According to Cunningsworth (1984: 1) "textbook is a book written by experienced and well-qualified people and the material contained in them is usually carefully tested in pilot studies in actual teaching situations before publication". In Indonesia textbook is one of important material that has been used for a long time ago. Textbooks determined the procedures, the content, and method in the teaching and learning process in the classroom. They also provide the syllabus to help the teacher to arrange the materials systematically in every subject.

O'Neill (1982: 104) added the reasons for the use of textbooks: Firstly, most parts of textbook materials are appropriate for students' needs, even if they are not specially designed for them. Secondly, they make it possible for students to plan for future learning and also review the previous materials or lessons.

Thirdly, textbooks provide students with high-quality materials at a reasonable price. Finally, suitable textbooks allow teachers to adapt and modify them to meet the learners' needs and also allow for natural interaction to happen.

As English textbooks play some important points, both teachers and students have to know how to use them. The more easily they use and understand the book, the better and useful they become. Its functions are not only a guide in the teaching and learning process but also the teacher used it to develop the material.

Since in Indonesia textbooks are considered as the important materials in the language teaching process, the English teacher very depends on them. They rely on the textbook whether on primary books from The Ministry of Education and Culture of Indonesia or complementary books that they used. However, the teachers are responsible for choosing and selecting the material in the textbook. In other words, they have to be able to analyze whether the content of a book is proper or not to support their learning and teaching process. Especially for the complementary book that sometimes the content does not really depend on the curriculum. McDonough et al. (2013:52) comment, "No textbook or set of materials is likely to be perfect, and there does not seem as yet an agreed set of criteria or procedures for evaluation." Because of that statement, we especially the teacher have to consider the nature of the implicitly and explicitly content of a textbook whether the textbook is appropriate to support students' learning process or not.

Some teachers use English in Mind textbook as a complementary book. One of the schools that use this book is SMA Islam Al- Azhar 16 Semarang. They use two books in their teaching and learning process. The first book is the main book with the title 'Buku Bahasa Inggris kelas X' that published by The Ministry of Education and Culture of Indonesia. The other textbook that the teacher chooses to use is "*English in Mind Student's Book 3 Second Edition*". Actually, the book has 3 kinds of books in each series. They are a student's book, teacher's book, and workbook. In this research, the researcher wants to focus only on a student's book because the teacher mostly uses this book than the other 2 books.

The teacher usually combines using the two books, the main book, and the complementary book. Firstly the teacher will use the main book to explain the materials, then the teacher uses a complementary book to give other examples or exercises. The teacher said that the complementary book can help the students to get additional materials either from the presentation materials or the exercise they did because the English in Mind textbook is published by a foreign publisher. The use of vocabulary in this book is different and more various than the main book. Sometimes the vocabularies also a little bit complicated and unfamiliar and make the students difficult to understand. These points make the teacher more selective in using this book. The teacher also said that this book can help a lot to students who are talented in English, but to an ordinary student, they often get difficulties when using this book.

In this research, I intend to analyze a complementary book with the title '*English in Mind Student's Book 3 Second Edition*' that usually used for X graders

of Senior High School published by Cambridge University Press. Not all schools use this book, only some schools that use this book to give additional materials for their students besides materials from the main book that provided by the government. This book is a complementary book that publishes from a foreign publisher that the contents and the methods do not depend on our curriculum or K13. The analysis would be based on the theory of material analysis proposed by Littlejohn (2011) called Three Level of Analysis. Level 1 analysis is 'What is there'. Level 2 analysis is 'What is Required of Users' and Level 3 analysis is 'What is implied'.

From those explanations above, I think that it is important to do analyzing this book with its benefits. By analyzing this book it will help the teacher to see whether the book is appropriate for supporting language teaching and the learning process or not.

1.2 Reasons for Choosing the Topic

English in Mind textbook is a complementary textbook that is used only by some schools. The teachers who use this book as a complementary textbook want to improve the students' materials so they will get more materials from this book. The teachers also use this book to get other references in developing materials for the language teaching process. The different books will help the students to avoid boring materials. They will get new insight into the English subject. From that explanation, the researcher wants to conduct the analysis of this textbook. Several reasons for choosing this topic are:

1. Some teachers need a complementary book to give them another resource in teaching EFL.
2. The results of this research will help the teachers to decide whether the book is appropriate or not with the learner's need.
3. The book is published by the foreign publisher that the curriculum they use to arrange this book is not the same as ours, so it is important for us to analyze this book.
4. There is no guarantee if a textbook can support the teaching and learning process.

1.3 Research Questions

A problem is a question of interest that can be tested or answered through the collection and analysis of data (Gay, L.R., Geoffrey E. Mills & Peter Airasian, 2012). In order to get the result of this research, the researcher has been focusing on presenting this study by the following problems:

1. How is the objective description of the English textbook "*English in Mind Student's Book 3 Second Edition*" presented?
2. How is the subjective analysis of the English textbook "*English in Mind Student's Book 3 Second Edition*" realized?
3. How is the subjective inference of the English textbook "*English in Mind Student's Book 3 Second Edition*" applied?

1.4 Purposes of the Study

Based on the formulated problems above, the following are the objectives of this final project:

1. To present the objectives description of the English textbook “*English in Mind Student’s Book 3 Second Edition*”.
2. To explain the realization of the subjective analysis of the English textbook “*English in Mind Student’s Book 3*”.
3. To explain the application of the subjective inference of the English textbook “*English in Mind Student’s Book 3 Second Edition*”?

1.5 Significances of the Study

Through this study, the researcher expects the significance; which are:

1. Theoretically, this study will show the nature of the textbook explicitly and implicitly.
2. Practically, this study will:

First, for other researchers, this study can be a reference to conduct other research. Second, for teachers, the researcher hopes that this study will give information about the content of the book from the objective description, subjective analysis, and subjective inference of the book, so it will help the teacher to choose the best complementary textbook to help them in the teaching process as a reference book. Third, for English textbook writer, the result of this study might help them to be more aware of developing the content of materials inside of the textbook explicitly and implicitly.

1.6 Definition of Key Terms

Some key terms need to be defined so the content of this final project can be understood well. I find out some following key terms:

1. Content Analysis

Content analysis is a research technique for making replicable and valid inferences from data to their context (Krippendorff, 1980).

Content analysis is a procedure for the categorization of verbal or behavioral data for purposes of classification, summarization, and tabulation (Hancock, 2002:21).

Content analysis is any technique for making inferences by systemically and objectively identifying special characteristics of the message (Aizah, 2018)

Content analysis in this present study is a technique for analyzing the contents of the book explicitly and implicitly.

2. *English in Mind Student's Book 3 Second Edition* textbook is a textbook used by some schools in Indonesia. One of the schools that uses this book is SMA Islam Al-Azhar 16 Semarang. It is the second edition and also a special edition with DVD-ROM. The writers of this book are Harbert Puchta and Jeff Stranks with Richard Carter and Peter Lewis-Jones. This book published by Cambridge University Press. Cambridge University Press is part of the University of Cambridge. This book is the first published book published in 2016. It was printed in Malaysia by Vivar printing.

3. Textbook

A Textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution to the teaching and learning process (Yulianti, 2011).

A Textbook is a lesson book in the specific field of study, which is a standard book written by the experts in that field according to the instructional purpose, completed by suitable teaching media which is easy to be understood by the users in schools or college (Tarigan, 1990: 13).

The textbook is a stimulus or instrument for teaching and learning (Thomson, 2000).

The textbook in this present study is the complementary textbook that used to give additional materials for the students and help the teachers to get other references in the teaching process.

4. Textbook analysis

A textbook analysis is one of the processes of textbook evaluation. It is a process of choosing what textbook to use in a particular course considering the need and value of teaching (Cunningsworth, 1995).

A textbook analysis involves measuring the potential value of textbooks by making a judgment about the effect of the materials on the people using them (Aizah, 2018).

A textbook analysis in this present study is analyzing the textbook about its contents and the benefits to see the engagement between the book and the users.

1.7 Scope of the Study

This study investigates the textbook entitled *English in Mind Student's Book 3 Second Edition* published by Cambridge University Press part of the University of Cambridge. This study conducted to analyze the objective description, subjective analysis and subjective inference of the textbook. The content and material analysis of the textbook as one part of the preliminary step to material evaluation purposed by Littlejohn (2011). The preliminary step to material evaluation has 4 stages. They are *the analysis of the target situation of use, material analysis, match and evaluation, and action*. In this research, I only focused on material analysis. The analysis was done by using the Three-Level of Analysis. Level 1 analysis is 'What is there'. Level 2 analysis is 'What is required of users' and Level 3 analysis is 'What is implied'. The present study focused on analyzing 3 chapters, which are chapter 6, chapter 7 and chapter 8.

1.8 Outline of the Study

The explanation about the chapters are presented below:

Chapter I consists of a background of the study, reasons for choosing the topic, research questions, objectives of the study, significances of the study, definition of the key terms, the scope of the study and the last is the outline of the study.

Chapter II covers the review of related literature, which includes reviews of previous studies, reviews of theoretical studies, and theoretical framework. A review of previous studies presents some researches which ever been conducted related to the topic of this study. Then, reviews of related literature present some theories embodied the study which is used as the reference. It includes the

definitions of a textbook, textbook analysis, and content analysis. The last one is the theoretical framework. It is the conclusion from both reviews of previous studies and reviews of theoretical studies.

Chapter III is the Research Methodology. It consists of research design, the subject of the study, the object of study, the role of the researcher, research instrument, type of data, unit of analysis, the procedure of data collection, procedure of data analysis, procedures of presenting the results, and triangulation.

Chapter IV is the findings of the study and the discussion of the findings.

This chapter presents the overall analysis and the discussion of the result which consists of the presentation and analysis of the research data. The data presentation is outlined in four parts. The first part is the data analysis of Level 1 analysis, the second part is the data analysis of Level 2 analysis, the third part is the data analysis of Level 3 analysis and the last part is about the triangulation.

Chapter V consists of conclusions and suggestions. The report is completed with references and appendices.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Chapter II covers the review of related literature, which includes reviews of previous studies, reviews of theoretical studies, and theoretical framework. A review of previous studies presents some researches which ever been conducted related to the topic of this study. Then, reviews of related literature present some theories embodied the study which is used as the reference. It includes the definitions of a textbook, textbook analysis, and content analysis, and the last one is the theoretical framework. It is the conclusion from both reviews of previous studies and review of theoretical studies.

2.1 Review of the Previous Studies

There has been a lot of researches that had been conducted by other researchers throughout the world. I have reviewed some journal articles related to this present study and divided the articles into some categories to help the readers understand easily. They are the analysis of the characteristic of ELT textbooks, users' perspective towards ELT textbooks, cultural content analysis in ELT textbooks, K13 Curriculum in ELT textbooks, and the last is textbooks analysis using Little John theory. The following sections present the reviews of the previous studies.

2.1.1 Characteristic of ELT Textbooks

There have been a number of studies dealing with textbook analysis. The following researches focused their studies on the characteristic in ELT textbooks for example by Mahmood (2011), Mohammadi and Abdi (2014), Ahour, Towhidiyan, and Saeidi (2014), Tsagari and Sifakis (2014), Ahour & Golpour (2016), Pratama (2017). They did similar research about the characteristic of a textbook using different theories. Mahmood (2011) analyzed the textbook characteristic in which the object of the study was the government textbook. He used a modified evaluation textbook model by Garvin (1988). Moreover, Mohammadi and Abdi (2014) investigated the textbook to gain the data to see to what extent the textbook has met with the students' needs. He used the Likert scales and questionnaires to investigate its characters. A similar study conducted by Pratama (2017), she investigates the textbook to find out whether *the Pathway to English* textbook of the eleventh grade at the first semester fulfilled syllabus points of the 2013 curriculum and how broad they presented. She uses characteristic checklist evaluation in gaining the data. The three researchers above have the same way to evaluate the textbook by seeing the characteristic of textbooks even though they have different purposes and methods. The textbooks that have been analyzed, have their own positive and negative characteristics, but overall the positive attributes far outweighed the negative characteristic. By seeing this characteristic the researchers who did the studies can see to what extent the textbook can meet with the student's need.

2.1.2 Users' Perspective towards ELT Textbooks

There are some studies about the English evaluation textbook seen from the teacher's perspective. One study conducted by Ahour, Towhidiyan, and Saeidi (2014), they focused on the evaluation of "English Textbook 2" taught in Iranian High Schools. The study also sought to investigate to what extent the textbook can match the student's needs. The result shows that based on the teachers' viewpoints the English Textbook 2 is irrelevant to the student's interest, need and concerns.

In addition, Ahour & Golpour (2016) also conducted research in Prospect 1 textbook published in 2013 with Quantitative research. This research conducted to see to what extent its different features are appropriate for the teacher's views. They use the Likert scale as the research design. The findings revealed that teachers have a positive perception of this book. Moreover, Tsagari and Sifakis (2014), find out the strengths and weaknesses of the EFL courseware materials for level 4 and 5 of primary education textbooks in Greece. They used a questionnaire to gain the data, and the data confirmed the initial reaction towards the two books, in that book *E* attracted more negative evaluations than book *D*.

2.1.3 Cultural Content Analysis in ELT Textbooks.

A large body of research has been carried out to find cultural content or cultural view in some English textbooks by many researchers. They are Yuen (2011), Shin, Eslami, and Chen, n.d. (2011), Aliakbari and Jamalvandi (2012), Awayed-bishara (2015), Tajeddin and Teimournezhad (2016), Sadeghi and Sepahi (2017), and Gunantar (2017). Bennett, Bennett, and Allen (2003: 243) refer to 'Big C' and 'little c' as 'objective culture', which includes institutions, artifacts,

and everyday behavior; the world view maintained by the members of a group or society, such as values and beliefs, can be described as ‘subjective culture’, which is more conceptual in contrast to the tangible ‘objective culture’. For example, the mosque and going to the mosque can be viewed as part of the objective culture of a place, where the belief in God can be included in the subjective culture.

Yuen (2011) has been investigated how the representation of foreign cultures in *Longman Elect* and *Treasure Plus*, the two kinds of junior secondary English language textbooks used in Hong Kong schools. He used four aspects to analyze, that are products, practices, perspectives, and persons. In addition, Aliakbari and Jamalvandi (2012) examined the quality of representation of source culture (C1), target culture (C2) and other cultures (C3) in ‘New Senior English for China’ textbook. They adopt the categorization by Ramirez and Hall (1990) as the basis of the textbook analysis. Their findings showed that the textbooks have given imbalanced attention to the aspects of culture, the distribution of references to different categories was also of an unequal situation and the same inequality in the culture representation holds true regarding major cultural themes examined in the textbooks. They also found that the content of foreign culture in textbooks is fragmented and stereotypical.

A study about how the perspective of English as an International Language paradigm is appearing is presented by Shin et al., n.d. (2012). They analyzed seven series of internationally distributed ELT textbooks that are designed for ESL/EFL contexts and are used in several Asian countries, providing a total of 25 books using a modified approach recommended by Murayama (2000). The found

that inner circle cultures are more highly valued than those in the outer and expanding circles, even though the majority of English users employ English in international contexts.

Textbook analysis has shown how through the reoccurrence of Western and basically American and Jewish culturally-based issues, the textbooks interpellate English learners as Western-oriented Jewish-Zionist subjects, thus contributing to the reproduction and perpetuation of Western and Jewish hegemony. That study about cultural content to see the use of the English textbook in Israel reinforce the marginalization of the Palestinian Arab minority that has been conducted by Awayed-bishara (2015). He conducted a systematic text-oriented discourse analysis (TODA) of various linguistic devices appearing in the texts and how they construct learners' knowledge, shape identities, and perpetuate dominant ideologies. He employed seven discursive devices as diagnostic tools for assessing ideological bias.

Tajeddin and Teimournezhad (2016) investigated the representation of culture in dialogues and reading passages in international and localized textbooks used in Iran where localization is favored by language education policymakers in their macro-planning. The two books they used were *Top Notch: English for Today's World* (Saslow & Ascher 2006), while the other was *The ILI English Series: Intermediate* (2004). They adopted and modified two frameworks purposed by Cortazzi and Jin (1999) and Adaskou, Britten, and Fahsi (1990). The findings showed that in both the international and the localized ELT textbooks, no reference was made to the learners' source culture.

Sadeghi and Sepahi (2017) moreover did cultural content of three EFL textbooks by teachers' and learners' cultural preferences and cultural themes of textbooks. They found that the textbooks were dominated by small "c" themes of culture and that both teachers and learners preferred almost the same cultural themes.

In addition, Gunantar (2017) analyzing English as a foreign language (EFL) textbooks from the perspective of Indonesian culture. She focuses his study on the question of whether the culture being discussed in the textbooks are more local or Indonesian culture of western culture. At the end of the research, she found that the most discussion is focused on Indonesia local culture and it is considered as an effective way to teach English to Indonesian learners.

2.1.4 K13 Curriculum in ELT Textbooks

A number of researchers have investigated textbook evaluation viewed from the K13 curriculum. The 2013 Curriculum is the curriculum that is applied in Indonesia started in 2013. They investigate '*When English Rings a Bell*' textbook with various editions and grades. They also investigated in many ways and viewpoints. Fitriyani (2013) explained about analysis of the thematic coding in this textbook. She found that from the sides of communicative function of the nine integrated standard, the textbook she analyzed was proportional enough because it contains almost the whole communicative function, but from the side of age analysis, the book of "When English Rings the Bell" textbook not necessarily used on their grade although it's suitable with the curriculum nowadays. On the other hand, Kusumawati (2015) analyzed the textbook more general because she

analyzed the textbook with the goal of the 2013 curriculum that is emphasize on daily communication, oral and written communication. She found that in explore English skill the textbook uses communicative exercise for the students, in each activity make the students active in teaching learning process, and develop their English skill by doing the activities. From the result of the research, the textbook is in line with the syllabus.

Arba'ati (2015) she analyzed the basic competence of the textbook with the curriculum, she found that not all themes and materials in every chapters in that English textbook are appropriate with the basic competences of the 2013 Curriculum. Moreover, Ardini (2016) focused on analyzing the relevancy between the materials and the SK, SKL, and KD in the 2013 curriculum. After the analyzed the content materials using documentation checklist, she found that “When English Ring A Bell” was suitable to be used as a learning material. According 7 criteria of the good textbook according to curriculum 2013 which has issued by KEMENDIKBUD she gave a score in each criteria’s and it can conclude that the textbook were correct, logic, and can be implemented as a learning source in the classroom.

Nurhikmah (2016) analyzed the feasibility of content and feasibility of presentation in the English Textbook “Bahasa Inggris untuk SMA/MA/SMK Kelas X” according to curriculum 2013. The result of that study could be concluded that the feasibility of content 89.58% for completeness, depth, social function, generic structure, linguistic feature, relevance and development of life skills and development of diversity insight from 6 chapters the whole textbook

and the feasibility of presentation textbook concluded that 88.88% for the criteria of systematic, chapter equilibrium, learner centre, development of initiative, creativity, and learner' critical thinking, the development of self- reliance students, the development of learners' ability to evaluate themselves, introduction part, content part and closing part. From the research findings she concluded that the textbook she analysed had met the standard of a good textbook in Indonesia based on BSNP assessment rubric.

Furthermore, Setiawati (2015), Puspa (2017), Adi (2018), and Yuliastuti (2018), investigated the relevancy of the materials contained in the textbook with basic competence in 2013 curriculum in terms of cognitive and psychomotor domains. Bloom's (1956) Cognitive domain involves knowledge and the development of intellectual.

Puspa (2017), focus on the scientific approach of 2013 Curriculum in the English textbook "*When English Rings a Bell*". She found the compatibility between the textbook with the scientific approach of 2013 Curriculum and the compatibility between the textbook with the core and basic competence in terms cognitive and psychomotor domain.

Moreover, Adi (2018) found that the textbook she analysed has applied more relevant materials of cognitive domain rather than psychomotor domain. It is also shown that the textbook does not support many psychomotor domain activities. Thus, it can be concluded that the materials in this textbook materials are relevant with 2013 curriculum, in term of cognitive domain. Even though, it

lacks of relevant materials of psychomotor domain. Additionally, Yuliastuti (2018) concluded that the textbook she analyzed covers around 72 % materials which are relevant with the Psychomotor Domain and satisfactory the purpose of the topic, language features, and social functions of the ideal materials which are intended to be achieved by the students, and according to the analysis of materials contained in the textbook entitled *When English Rings a Bell* with the basic competence written in 2013 Curriculum English Syllabus in terms of action verbs in Cognitive Domain and Psychomotor Domain from Bloom Taxonomy, the researcher conclude that the textbook quality as teaching materials in school is Good. It is because the relevant materials with basic competence three and four is more than 50%.

2.1.5 Three-Level Analysis by Littlejohn (2011)

These reviews of the previous study below mention some researches about textbook analysis using Littlejohn's theory (2011). Littlejohn's materials evaluation framework the learning task presented in the materials are considered the building blocks of any set of materials. As such, the analysis of tasks from different aspects is very important in order to find out the overall value of the materials.

Sahragard and Rahimi, (2009) carried out a study on evaluations of *Interchange 3rd Edition* textbook. They analyzed to what extent the real application of communicative and task-based approaches are applied in the materials of the textbook. The finding showed that the books may not be that successful in preparing the students for being communicatively competent.

Guilloteaux (2013), only use level 2 analysis as her framework. She compared five random series of *Middle School English I* (Student Book). The results indicate that the procedure was efficient in discriminating between the sampled textbooks, revealing a clear cluster composed of three higher scoring books (Books B, D, and C), and two outliers with much lower scores (Books A and E). Furthermore, Fitria (2014) analyzed the government textbook entitled “*When English Rings a Bell*” and found that the textbook is in line with the implementation of the newly designed 2013 curriculum. In line with Fitria (2014), Rindawati, Ikhsanudin, and Wardah (2014) point out that the teaching and learning process using the book emphasizes learner-centered activities where the teacher’s roles are to facilitate and to monitor the activities. Whereas, the learners’ role is to be active in developing communicative activities that, in turn, will have positive affect on their communicative competence.

Akhgar (2017) evaluates a series of an ELT textbook, namely, *Mosaic Series Middle East (Gold) Edition*. The results of the study showed that although a number of shortcomings and drawbacks were found in *Mosaic Series Middle East (Gold) Edition*, it stood up reasonably well to detailed and in-depth analysis and that its pedagogic values and positive attributes far outweighed its shortcomings.

2.1.6 Gaps Identification

Most of the previous studies mentioned above are related to textbook evaluation which tends to know the quality of the English textbook by evaluating the content of the textbook with a particular theory proposed by an expert. The gaps between this study and those studies mentioned are this study tries to analyze

the objectives description, subjective analysis and subjective inference of the textbook.

The last category of the previous study is closely related to this present study. There are some similarities and differences between my research and those. First, we used a Qualitative method to conduct our research and content analysis approach purposed by Littlejohn (2011). Otherwise, there are some differences. The data source is taken from different textbooks. They used various kinds of ELT textbooks that no one is the same as mine. I choose “*English in Mind Student’s Book 3* published by Cambridge University Press in 2016.

This present research was needed to be conducted to give a contribution to the theory of textbook analysis. The previous study was nearly perfect in every area they took, but there are some ELT textbooks that have been analyzed yet, so I decided to do research in my chosen textbook. I hope that my research can give the reference for anyone who wants to conduct the research as I have, and gives information on how to get a credible textbook that appropriates with the learner’s needed.

2.2 Reviews of theoretical studies

2.2.1 Textbook

Textbooks play a crucial role in ELT classes. They help the teachers to deliver the materials in the teaching and learning process in the classroom. They are really crucial in today's realm of language teaching and learning because the textbooks are generally considered to be an essential component of teaching and will, therefore, have a great impact on a teacher's methods of instruction (Long, 2005). Some teachers rely on the textbook to guide them in the teaching and learning process. Since there is a lot of textbooks available to use, the teacher can choose them to depend on their need. Some textbook provides complete content and need. They consist of for example materials itself, the method that can teachers use, tasks that appropriate and suitable with the materials for students, and enrichment. Nowadays, textbooks also complete with CD-Room, DVD Room or application in a smartphone that support the teaching and learning process. By learning in such modern tools will help the students more interest in learning English. It will be more fun, not bored, and relax. The teacher doesn't need to search for other media to support their teaching because modern tools have provided them completely. Tomlinson (2011b) also believes that a textbook helps provide a route map for both teachers and learners, making it possible for them to look ahead to what will be done in a lesson as well as to look back on what has been done. So the students could prepare what will they learn and summarize what they have learned before. McGrath (2002) asserts that textbooks can set the direction, content and they can propose ways in which the lesson is to be taught.

Garinger (2001) commenting on the usefulness of textbooks emphasizes that using a textbook is one of the most effective and readily available ways to relieve some of the pressures put on teachers, lessens preparation time, provides ready-made activities and finally provides concrete samples of classroom progress through which external stakeholders can be satisfied.

A textbook in this present study is the complementary textbook that used to give additional materials for the students and help the teachers to get other references in the teaching process. According to Sitepu (2012: 21), the textbook has functions for student as a manual instructor in studying, and for the teacher as a direction to teach a lesson. The student uses the textbook as the main source for:

- 1) Preparing the student as an individual or group before the teaching and learning process in the class.
- 2) Interacting in the class teaching and learning process.
- 3) Doing the assignments given by the teacher
- 4) Preparing the student for the test or formative and summative examination

Whereas for the teacher, the textbook used as the source for:

- 1) Making teaching design
- 2) Preparing the other learning source
- 3) Developing contextual learning source
- 4) Giving the assignments

5) Arranging evaluation materials

2.2.2 Textbook Analysis

A textbook analysis is one of the processes of textbook evaluation. It is a process of choosing what textbook to use in a particular course considering the need and value of teaching (Cunningsworth, 1995). Not all textbooks are available for students' need, they have each syllabus and contents that sometimes are not the same as the students' needs. A textbook analysis in this present study is analyzing the textbook about its contents and the benefits to see the engagement between the book and the users. There is a lot of theory for doing textbook analysis or textbook evaluation. Some theory about textbook analysis is proposed by Cunningsworth, Tomlinson, Littlejohn and many more. Littlejohn (2011, p. 183), for instance, claims that "materials analysis and evaluation enable us to look inside the materials and to take more control over their design and use". By controlling the textbook will help the teachers to make a decision about the use of a textbook. According to Cunningsworth (1995), a textbook evaluation would involve the careful selection of materials examining whether they reflect the needs of the learners, the aims, methods, and values of a specific teaching program. Textbook evaluation helps the teachers move beyond impressionistic assessments and it further facilitates them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook materials (Cunningsworth, 1995 and Ellis, 1997). Through the evaluation of a textbook, teachers know the content of the book, its strengths, and weaknesses which will facilitate them to adapt it to suit the course aims, learners' needs, and teachers' beliefs. As

Littlejohn (1998) observes, textbook evaluation serves the purpose of examining whether the methodology and content of the materials are appropriate for a particular language teaching context.

Evaluation of teaching materials can be divided into three types according to the literature in the field of English Language Teaching.

1. Pre-use or predictive evaluation by (Ellis, 1997; McGrath, 2002; Tomlinson, 2003), involves making decisions about the potential value of materials for their users.
2. In-use or whilst-use evaluation by (McGrath, 2002; Tomlinson, 2003), which involves measuring the value of materials while using them or observing them as being used.
3. Post use evaluation by (McGrath, 2002; Tomlinson, 2003). According to McGrath, measures the actual effect of the materials on the users. As Tomlinson (2003, p. 25) states post-use evaluation can measure the actual outcome of the use of the materials and thus provide the data on which reliable decisions about the use, adaptation or replacement of materials can be made.

2.2.3 Content Analysis

Content analysis is part of the textbook analysis. Content analysis is a procedure for the categorization of verbal or behavioral data for purposes of classification, summarization, and tabulation (Hancock, 2002:21). Content analysis in this present study is a technique for analyzing the contents of the book

explicitly and implicitly. In this research, the researcher used the theory of material analysis purposed by Littlejohn (2011). The preliminary step to material evaluation has 4 stages. They are an analysis of the target situation of use, material analysis, match and evaluation, and action. In this present study, I only focused on material analysis by doing Three Level of Analysis. Level 1 analysis is 'What is there'. Level 2 analysis is 'What is Required of Users' and Level 3 analysis is 'What is implied'.

2.2.4 Three Level of Analysis by Littlejohn (2011)

Three Level of Analysis. Littlejohn (2011: 181) states that the Three Level Analysis is a systematic analysis of what is actually contained in the textbook. They are as following:

a. Level 1 Analysis: 'What is there'

Level 1 analysis concerns the objective description of the explicit nature of materials which contains a statement of description, physical aspects of the material, and the main steps in instructional sections.

b. Level 2 Analysis: 'What is required of users'

Level 2 analysis covers the analysis of the task. The researcher subdivided every activity into all chapters of the book into constituent tasks. At this level, it is possible to describe the subject matter and focus of the materials (With what content?), types of teaching/learning activities (What is the learner expected to do?), and participation (Who with?).

c. Level 3 Analysis: ‘What is Implied’

The final level of analysis draws the findings at level 1 and 2 to come to some general conclusions about the aims, principles of selection and sequence, the roles of teacher and learner, and the role of the material as a whole in facilitating language learning and teaching. The writer drew the findings at levels 1 and 2 to complete the descriptions under the aspect of design. Statements about the aims of the materials are formulated with reference to any given syllabus specification and the main sequence of activity.

2.2.5 English in Mind Student’s Book 3

English in Mind Student’s Book 3 Second Edition textbook is a textbook used by some schools in Indonesia. One of the schools that uses this book is SMA Islam Al-Azhar 16 Semarang. It is the second edition and also a special edition with DVD-ROM. The writers of this book are Harbert Puchta and Jeff Stranks with Richard Carter and Peter Lewis-Jones. This book published by Cambridge University Press. Cambridge University Press is part of the University of Cambridge. This book is the first published book published in 2016. It was printed in Malaysia by Vivar printing. In one package of every book’s level, there is some book in them, for level 3 of the book itself there is a student’s book, teacher’s guidance book, workbook, and application software. The teachers who use this book usually get annual coaching from the Cambridge instructor. This event held to help the teachers or users about how to use this book exactly.

2.3 Theoretical Framework

English in Mind Student's Book 3 is an English textbook published by Cambridge University Press in 2016 for the second edition, for the first edition the book doesn't mention it at all. This book has its own curriculum and syllabus. Because of the different curriculum that book's used and the curriculum in Indonesia now, the researcher tries to analyze the explicit and implicit nature of the book to know how well this book to use. In this present study, used theory analysis proposed by Littlejohn (2011) because it's related with the research question, and then Littlejohn approach used checklist analysis of the implicit and explicit nature of a textbook as the framework not only making general judgments such as Cunningsworth (1995) checklists, that claiming that they would "involve making general, impressionistic judgments on the materials" (p.192). Additionally, Littlejohn approach (2011) also support to analyze a textbook whether the textbook in line with the K13 curriculum, for example, some feature in task analysis sheet confirm the points of twenty-first-century skills such as critical thinking, collaboration, creativity, etc. The theory has three levels of analysis, they are: Level 1 analysis is 'What is there'. Level 2 analysis is 'What is Required of Users' and Level 3 analysis is 'What is implied'.

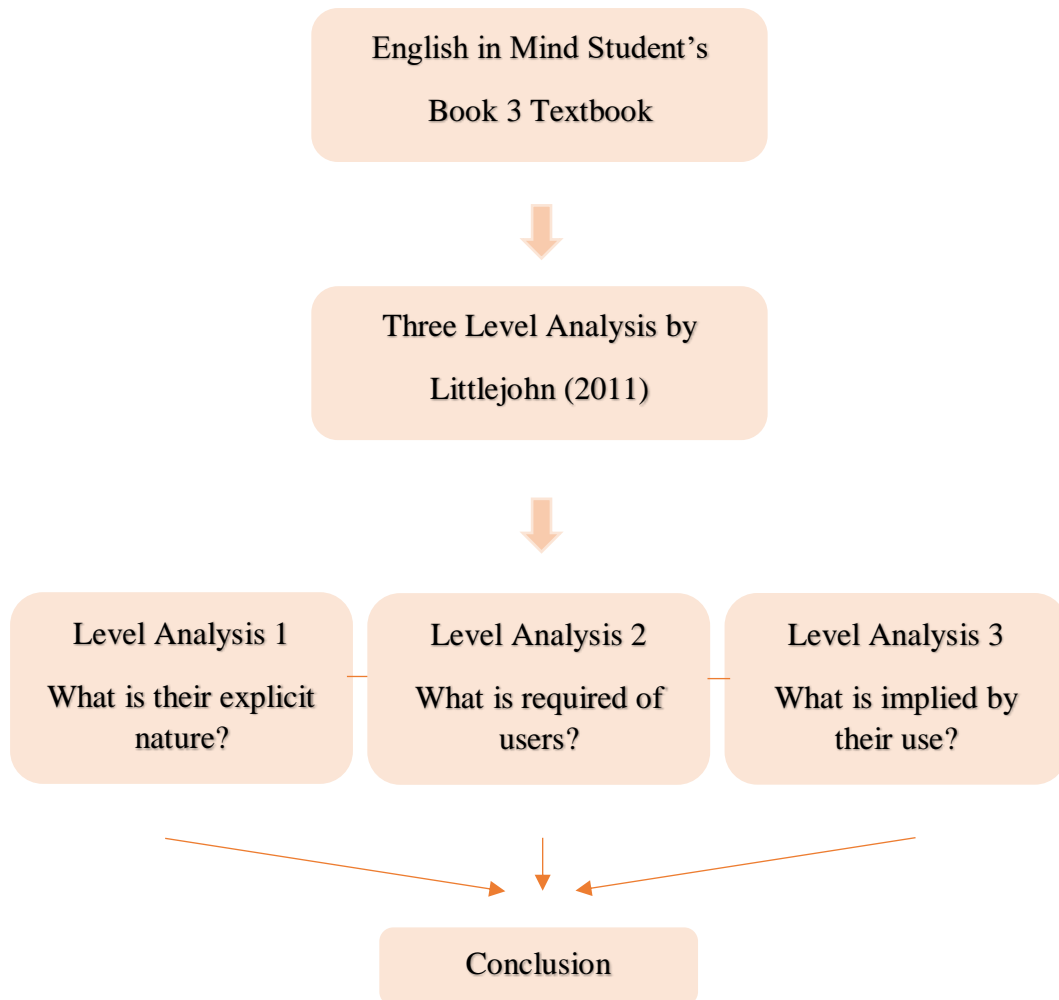


Figure 2.1 Theoretical Framework Analysis

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of what has been discussed in the previous chapters.

5.1 Conclusions

The explicit content within the English textbook: “*English in Mind Student’s Book 3*” consists of physical aspects and sequence main activities of the textbook. The textbook published by a foreign publisher, Cambridge University Press part of Cambridge University. The material is intended to aid in the teaching/learning in general English, principally this textbook provides for teenagers, in Indonesia this book used to teach grade X of Senior High School. This textbook designed for one year school and offer the layout with full-colored picture and design, where consists of 128 pages and divided into fourteen chapters with four main parts on each chapter: an opening reading text, a grammar page (often including pronunciation), two pages of vocabulary and skills work, and a photo story (a Fiction in mind text, a song or Culture in mind text, followed by writing skills work and extra speaking). The textbook package is quite complete starting from this student’s book, teacher’s resource book, work-book with accompanying DVD-ROM, classware and also testmaker.

Most tasks require learners to do *scripted responses*, do *grammar focus*, *select information* and *discussion*. The majority of tasks focus on meaning and require learners to work individually. It can be concluded that the main purpose of

writing the textbook is to develop learners' communicative competence by encouraging the learners to build text, to response role in using language, to focusing on meaning and to build positive affective aspects through teaching and learning process. So, it can be inferred that the "*English in Mind Student's Book 3*" is intended to facilitate more efficient use of the learners' materials.

The role of the materials as a whole is to structure the teaching and learning of English, classroom time, and classroom interaction, to provide a route for teaching and learning English and to provide a resource for the teaching of motivation content (stories, cross-curricular topics) and engaging tasks. This textbook can be a complement to strengthen teachers in the teaching and learning process since the analysis found that some points of this foreign published textbook are related to the K13 curriculum. This textbook is also completed with classware. Additionally, this textbook applies critical thinking and communication skills. Therefore, the content of the textbook supports the development of twenty-first-century skills and apply learner-centered teaching which is also recommended in the 2013 curriculum.

5.2 Suggestions

Based on the conclusion above, the researcher would like to propose some suggestions for English teachers, future researchers, and materials designer.

As the references for English teachers, especially teachers who teach tenth grade of high school students, these textbooks can be used as a complementary textbook to support teaching in the learning process but it needs little modifications, for example, this textbook provides less of group tasks.

Therefore, teachers should include more activities requiring students to work in groups or pairs since it helps the learners to build their collaborative learning. Learners will feel more confident if they accomplish the tasks together. Therefore, this will engage them to be more active to learn the language rather than work alone. In fact, the 2013 curriculum also emphasizes group work rather than individual work (PERMENDIKBUD Number 36, 2018).

This textbook used different curriculum with ours. The teachers should adopt it with the syllabus of the K13 curriculum and because this textbook provides especially for second language students, there is a different standard with Indonesia's students as foreign language students. Therefore, the teacher should adjust it based on the students' needs and abilities.

Since this research concerned only in the material analysis as one of the steps in a preliminary step to material evaluation proposed by Littlejohn (2011), further, the researchers can use the result of analysis to complete the preliminary step to material evaluation. The steps left are an *analysis of the target situation of use, match and evaluation* and *action*. These may relate the result of analysis to the local context, curriculum or student's and teacher's need to know how much the suitability and then decide whether to reject, adopt, adapt, supplement, or make the materials a critical object.

The materials designer of this textbook should develop and improve the materials in oral output so it will be equal with the proportion of written output materials. This selected textbook mostly required the students to complete the task individually it will be better if the designer of this textbook gives an additional

proportion to students work in the group considering the benefit of group work. Another feature that needs to improve from this selected textbook is the opportunity of the students to express their opinion/ideas in completing the task. The tasks mostly required the students to response and it will be better to increase the proportion of initiate, in the turn-take feature.

This paper also suggests to the future ELT textbooks designer could improve their content by including more activities targeting the teaching of 21st-century skills since it is recommended in the 2013 curriculum. 21st-century skills also have a lot of benefits that learners need to thrive in today's global economy.

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