



**ANALYSIS OF STUDENT BOOK *SUPER MINDS AMERICAN*
ENGLISH AND ENGLISH CHEST FOR GRADE 2
ELEMENTARY SCHOOL**

A final project

Submitted in partial fulfillment of the requirements for the degree of *Sarjana*

Pendidikan in English

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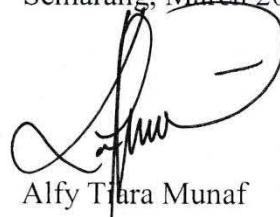
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I am Alfy Tiara Munaf, hereby declare that this final project entitled *ANALYSIS OF STUDENT BOOK SUPER MINDS AMERICAN ENGLISH AND ENGLISH CHEST FOR GRADE 2 ELEMENTARY SCHOOL* is my own work and has not been submitted in any forms for another degrees or diploma in any universities or other institutes of tertiary education. Information derived from published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

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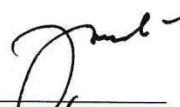
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A handwritten signature in black ink, appearing to read 'Alfy Tiara Muaf', is written over the printed name below it.

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ABSTRACT

Munaf, Alfy Tiara. 2018. *Analysis Of Student Book Super Minds American English And English Chest For Grade 2 Elementary School*. Final Project. English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Pasca Kalisa, S.Pd., MA., M.Pd.

Keywords: *Analysis, elementary English textbook, Super Minds, English Chest, Explicit and Implicit nature, EFL learning and teaching.*

This study is materials analysis for second graders elementary English textbook; *Super Minds* and *English Chest*. The study aims to analyze the explicit and implicit nature of the books in order to find the extent to which they support EFL learning and teaching. This study is qualitative research using materials analysis by Littlejohn (2011) to analyze the explicit and implicit nature and the scheme from Williams (1983) to evaluate the textbooks in terms of EFL learning and teaching.

The findings reveal the extent to which both explicit and implicit nature of the textbooks help EFL learning and teaching. First, the explicit nature from the aspect of access and the route of the materials support EFL learning by providing guidance for non-native teacher. The textbook covers the needs for EFL learners in providing relevant and interesting contents. The consideration of involving cognitive engagement supports EFL learning and teaching in terms of providing up-to-date methodological. Second, the implicit natures of both textbooks are acceptable for teaching EFL learners. Both textbooks published in up-to-date methodological dealing with their aims which is to develop learners' competence in all four skills. The principles in selecting the materials are relevant to the socio-cultural environment. The principle of sequencing materials and the input to learner support the need for EFL learning by providing a lot of practice and giving extensive exposure to language use. The role of materials supports EFL learning by providing up to date methodological, guidance for the non-native teacher, and acceptable content for the socio-cultural environment.

The study indicate that *Super Minds* and *English Chest* are acceptable for teaching second graders of elementary students as EFL learners because their explicit and implicit nature applied four indicators of the scheme in EFL textbook evaluation by Williams (1983). Hence, there is a small different between the total frequency of aspects in *Super Minds* and *English Chest*. Those aspects come from the content, aim, and the applied curriculum because *Super Minds* published with greater amount of content, stronger aims, and broader curriculum rather than *English Chest*.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction to the present study. It consists of some subchapters: the background of the study, the reasons for choosing the topic, the research questions, the objectives of the study, the significance of the study, the scope of the study, and the outline of the report. In general, this chapter provides the ground thinking of this study as an introduction for the following chapters.

1.1 Background of the Study

Textbook plays a very important role in teaching and learning activity. Immanuel in Keban, Muhtar, & Zen (2012, p. 1) states that “textbooks are the key component in most language programs”. The use of textbook helps both teacher and students. There are two common textbooks used in learning and teaching activity, student book and teacher book. Teacher book takes role as guidance in teaching and a source of teaching materials, activities, and ideas for what to do during the class. The student book takes role as the main written input of learning instead of other sources such as the internet, encyclopedia, dictionary, etc. Cunningsworth (1995) found that a textbook is useful when a teacher can use the textbook properly to meet the students’ need. He emphasizes the relationship between teacher and textbook in their partnership to share the common goals to which each side brings its special contribution.

There is no doubt that the need for textbooks is absolute in teaching and learning process. No wonder that publishers compete to publish textbook for a general market. The more types of textbook the more choices and the more considerations to be made in selecting coursebook for teaching and learning. Sheldon (1988) describes course book as a map with a clear picture, direction, and destination with progress and program and teacher can be assessed by students from how they use the materials in teaching, sequencing the materials and how they assess their students. For this reason, the role of schools and teachers in selecting a textbook must be done in careful consideration that wrong selection can lead the learning and teaching into a dull.

Many aspects can be considered in choosing a textbook such as the publishing, design, objective, packages obtained, the target users and their needs. When the students are Indonesian, English becomes a foreign language. Their needs are different from native speakers. The teacher can choose whether to use a locally published book or a non-Indonesian published book although it might be challenging to adopt the materials with the students need. Williams (1983) draws scheme for EFL textbook evaluation; up-to-date methodology of L2 teaching, guidance for non-native teacher of English, needs of learners, and relevance to the socio-cultural environment. This scheme can guide a teacher or school in selecting a textbook for teaching and learning English as ESL/ESFL.

“Language practitioners often choose a textbook based on cursory impressionistic overview and practical factor unrelated to pedagogy” (Gulloteaux, 2012, p. 232). That evidence shows how the need for textbook analysis is crucial

and the objectivity in conducting analysis is necessary. There are many criteria in selecting a textbook provided by several experts; by Cunningsworth (1955), Sheldon (1988), Harmer (2007), Littlejohn (2011) etc. To be objective in selecting a textbook we can see it from two sides, from the explicit nature and the implicit nature. These two sides are mentioned by Littlejohn (2011) in his framework theory of analyzing learning materials. The Oxford dictionary defines nature as the basic or inherent feature, character, or qualities of something. Explicit and implicit have opposite meaning. Explicit nature describes something that is clearly stated in the book while implicit nature describes something that is not clearly expressed in the book, indirectly or implied in the book. The explicit and implicit natures provide information of a textbook in the aspect of publication and design which help teacher in selecting appropriate learning materials for their students needs.

Littlejohn (2011) viewed a textbook from its learning materials, analysed it 'as what they are' and focus on bringing out the nature of the materials. He believes that "materials may have an impact beyond simply the learning of the language they present" (Littlejohn, 2012, p. 181). Learning materials are what is exactly inside the book so people consider language learning material as a textbook, also Tomlinson (1998, p. 2) believe "most people associate the term of 'language-learning materials' with course book because that has been their main experience of using materials."

In term of selecting the textbook using in the school, the researcher has chosen two textbooks to be analyzed. Both of them are currently used in some

elementary schools in Semarang. *Super Minds American English* by Cambridge University Press and *English Chest* by Compass publishing. Both textbooks were written by foreign writers and published in 2012. *Super Minds American English* is designed in cross-curriculum while the *English Chest* designed for children's curriculum. Both textbooks correlate closely with CEF level A1 and cover the syllabus of Cambridge ESOL Exams level starters.

The researcher needs to analyze both textbooks to see the extent of their explicit and implicit nature in supporting EFL learning. This study is a material analysis using the framework analysis of Littlejohn (2011). He believes that a teacher should evaluate textbook based on its pedagogical value and views a textbook from its nature. Instead of other choice and framework analysis, the writer have chosen Littlejohn's framework theory to analyze the materials and the scheme from Williams (1983) to give the clear judgment about the books in terms of teaching EFL.

In order to evaluate EFL textbook, three previous studies were conducted using the same framework. Haghverdi & Gahasemi (2012) analyzed *American English File Series* to know the explicit feature and pedagogical value of the book. Goilloteaux (2012) compared five different textbooks published in South Korea from the perspective of SLA principles. Rindawati, Ikhsanudin & Wardah (2014) analyzed an Indonesian textbook *When English Rings the Bell* according to the 2013 curriculum. All the previous studies were conducted on SLA textbooks upper the elementary level. However, not much from the previous studies that have analyzed elementary English textbook. For that reason, it would be very

interesting to conduct another material analysis on different textbooks with different level which is elementary English textbook. Based on this background the researcher will conduct a material analysis entitled “Analysis Of Student Book *Super Minds American English And English Chest* For Grade 2 Elementary School”.

1.2 Reasons for Choosing the Topic

First, since the need of textbook is crucial, publishers are competing to publish textbooks for general market. As a result, careful consideration in selecting a coursebook through material analysis is needed.

Second, objectivity of selecting a textbook is needed. Therefore, the researcher prefers to bring out the nature of the materials from both sides, explicit and implicit nature.

Third, both of the books are published by non-Indonesian publishers in the same year, 2012. The author claimed that the book designed for cross-curricular which is currently used by Indonesian students. Therefore it is interesting to conduct analysis on the materials inside them to see how their explicit and implicit nature can help them in learning English as foreign language.

Fourth, that the previous studies by Haghverdi & Gahasemi (2012), Goilloteaux (2012), Rindawati, and Ikhsanudin & Wardah (2014) were conducted on upper elementary level, it would be useful and interesting to analyse *Super Minds American English* and *English Chest* book 2 which are in different level from the previous studies, elementary English textbook for grade 2.

1.3 Research Questions

Based on the background of the study above, the problems which are going to be discussed in this study are as follows

- 1 To what extent are the explicit natures applied in the *Super Minds American English* and *English Chest* book 2 help the learning and teaching of EFL?
- 2 To what extent are the implicit natures applied in the *Super Minds American English* and *English Chest* book 2 help the learning and teaching of EFL?

1.4 Objectives of the Study

There are two objectives of this research, those are:

- 1 To evaluate and explain how the explicit natures applied the *Super Minds American English* and *English Chest* book 2 help the learning and teaching of EFL.
- 2 To evaluate and explain how the implicit natures applied the *Super Minds American English* and *English Chest* book 2 help the learning and teaching of EFL.

1.5 Significance of the Study

This research is expected to be useful theoretically, practically, and pedagogically.

1. The results of the explicit nature of *Super Minds American English* and *English Chest* enrich available knowledge and references on materials analysis especially in supporting EFL learning and teaching. It helps teacher and school to evaluate textbook they have already used or to select appropriate textbook for their student.

2. The results of the implicit nature provide guidance and deeper insights on how to appropriately use the *Super Minds American English* and *English Chest* student book 2 for teaching EFL. It helps teacher to understand their role, learner's role and the overall materials' role. This study help to balance the role between teacher, learner and the materials themselves so textbook can work efficiently to its maximum capacity in EFL learning and teaching.

1.6 Scope of the Study

This study focuses on language learning materials of student book *Super Minds American English* and *English Chest* for second graders of Elementary schools. The materials are viewed from their explicit and implicit nature from the framework theory of Littlejohn (2012). In order to strengthen the result, the evaluation from the explicit and implicit nature are also evaluated using the scheme of EFL textbook evaluation by William (1983)

1.7 Definition and technical terms

1.7.1 Textbook

Buckingham in Tarigan (1990) stated that textbook is a learning media which is used in schools and collages to support a teaching program. While Tarigan and Tarigan (1990:3) stated that textbook is a standard book written by 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. Tomlinson (1998) describes textbook or coursebook as a core materials for source. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a

course. Those statements are in line with textbook's definition from Oxford dictionary that textbook is a book used as a standard work for study of a particular subject. It can be stated that textbook is a standard book contains materials for a specific course which aims to support the learning and teaching process.

1.7.2 Materials analysis

Cambridge Dictionary defines materials as information used when writing something such as book, or information produced to help people. The term of "material" is used to refer to anything which is used by teachers or learners to facilitate the language learning of a language (Tomlinson: 2007, p, 2). Analysis is a first stage which is more or less neutral, seeking information in a range of categories, and provides the necessary data for interpretation (Cunningsworth: 1998). Analysis in American English Cambridge Dictionary means the process of studying or examining something in an organized way to learn more about it, or a particular study of something. While the term of "materials analysis" was introduced by Littlejohn (2001) as analysis of materials as 'what they are', with the content and ways of working which they propose, not, it must be stressed, with what actually happen in classroom. It can be concluded that materials analysis is the process of seeking more detail information contained in a particular materials of teaching which analyzed from its nature.

1.7.3 Textbook evaluation

Cronbach (1963) in Fatima, states that evaluation process should be focused on gathering and reporting information that could help guide decision making in an educational program and curriculum development. According to Hutchinson and Waters (1987), evaluation is the matter of judging the fitness of a something for a particular purpose. In education, the term “evaluation” is used in reference to operations associated with curricula, programs, interventions, methods of teaching and organization factors. Cunningsworth (1995) added that evaluation necessarily involves value of judgments on the part of those involved which sometime tend to be subjective and reflect the views and priorities of those making them. Therefore, textbook evaluation is also considered to function as a kind of educational judgment.

1.7.4 Explicit nature

In Littlejohn (2012) ‘explicit’ means information about a set of materials. It starts with the statement found within the materials, the physical aspects, the division into sections and its standard pattern. Nature described as basic inherent feature, characteristic, and quality of something while the term “explicit” refers to something that is clearly described. So, explicit nature means the information of feature, characteristic and quality that is clearly described in the textbook.

1.7.5 Implicit nature

Implicit nature has opposite meaning from the explicit nature. The information of implicit nature relies on the information from explicit nature. Implicit nature

conclude what is implied in the book such as aims, principles of selection and sequence, role of teacher, learner, and the role of the materials as a whole.

1.7.6 *Super Minds American English*

Super Minds American English is an English textbook for Elementary level which written by Herbert Puchta, Gunter Gerngross and Peter Lewis-Jones published by Cambridge University Press in 2012. It consists of seven-level course and some components; student;s book, workbook, teacher's book, teacher's resource book and interactive DVD-ROM. The student book *Super Minds American English* has 1 pre-unit and 9 units.

1.7.7 *English Chest*

English Chest is also an English textbook for Elementary level written by Liana Robinson published by Compass Publishing in 2012. It consists of student's book, workbook, and teacher's book with CD-ROM. The student book *English Chest* has 3 units, each unit has 4 lesson.

1.8 Outline of the Report

This study is comprised of five chapters. In order to help the readers comprehend the study, it is arranged as follows.

Chapter one presents the background of the study. It reveals the important roles of textbook, case and consideration in selecting appropriate textbook. Textbooks are frequently selected through a system by administrators and does not empasize the individual teacher making a personal decision which lead teacher to conduct textbook analysis and become the reasons for choosing this topic. The

research questions and the objectives of the study are focus on the explicit and implicit nature applied in the object, *Super Minds* and *English Chest*, and how they help EFL learning and teaching. The significance of the study reveals the contribution the result of the study, the explicit and implicit nature in EFL learning and teaching. The scope of the study is limited to the language learning materials in both textbooks and viewed Littlejohn (2012) framework theory and Williams scheme (1983) in EFL textbook evaluation. Definition and technical terms are listed as the glossary of the study. Finally, the outline of the report reflects the overall study. In general, this chapter provides the framework or ground thinking to bridge the following chapters.

Chapter two presents the review of previous studies, review of theoretical background, and theoretical framework. This second chapter elaborates theories used in this study as well as providing fundamental references to analyze and discuss the findings of the study. The review of previous studies presents 30 relevant studies from national and international journals, which are about role of textbook, textbook for young learners, several ways of conduction textbook evaluation, criteria in evaluating young learner's textbook, and cases of textbook evaluation as well as their differences and similarities with the present study. The theoretical review discuss underlying theories used in this study. It includes the theory of textbook, language learning materials, materials analysis, *Super Minds American English*, *English Chest*, Littlejohn framework, and textbook in TESL. In addition, theoretical framework provides a figure summarizing the conceptual

structure of current study, including the research questions addressed and the instruments for each of them.

Chapter three is research methodology. It presents the research design, object of the study, roles of the researcher, type of data, unit of analysis, procedures of collecting data, research instruments, and procedures of analyzing data. This study is a qualitative analysis, and the objects are *Super Minds* and *English Chest* student book 2. The data were in form of documentation and analyzed using the framework theory from Littlejohn (2012) and EFL textbook evaluation using the scheme from Williams (1983).

Chapter four presents the findings and discussion. It provides description of how the explicit nature and the implicit nature help EFL learning and teaching. The first subchapter reveals the results of the explicit nature from both textbooks. From the explicit nature, *Super Minds* has more complete component than *English Chest* and both writers have different styles of organizing the materials. The second subchapter reveals the results of the implicit nature. Three factors are dominantly influence the implicit nature of both textbooks; aims, curriculum applied and the content. The results of the explicit nature and implicit nature are summarized in the table of analytical description which then analyzed using EFL textbook evaluation scheme by Williams (1983). The next subchapter is to answer the question how they support EFL learning and teaching. It revealed that both textbooks following the scheme from EFL textbook evaluation and it concludes that both are acceptable for teaching EFL learners.

Chapter five presents the conclusion and suggestion which summarizes overall discussion and present some relevant suggestions. The study concludes that both *Super Minds* and *English Chest* are acceptable for teaching second graders of elementary students as EFL learners because their explicit and implicit nature applied the four indicators in EFL textbook evaluation from Williams (1983). The study suggests education practitioners to balance the role of teacher, learner and materials while using textbook. For teacher, it is suggested to be wise in selecting and sequencing the materials. Finally for further resercher, it is suggested to develop this analysis using need analysis on the current user.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides review of the related literature. It describes the theories used in developing the study. It consists of three subchapters: review of previous studies, review of theoretical background, and theoretical framework. All of them serve as the fundamental references in conducting and analyzing the study.

2.1 Review of the Previous Studies

In order to know the strength of the present study, literature review is conducted. There are thirty previous studies which become literature of this research which are then grouped in four sub chapters.

The Role of Textbook

Previous studies were conducted to evaluate the role of textbook in teaching such as Vanha (2017) and Wen-Cheng, Chien-Hung, Chung-Chieh (2011). Vanha (2017) used teachers' perception to identify the role of textbook from the perspective of sociocultural and ecological view. The participants acknowledged self-evident role of textbook with some limitation of textbook. Although textbook is a helpful tool they realize that language is a communication tool. The aim of language learning is to apply the target language for human interaction which could not solely approached by task in the textbook. Since the role of textbook is a tool of teaching, a well-constructed textbook gives flexible use, allows improvisation and teacher can develop gradually while using it. From a sociocultural view learning happens in interaction as well as the ecological

perspective which considers language to be about relations. So, exposing students to the greater view of language in communication which is more relevant to life, building self-confident to speak, and comfort being in a community of language learning are what should be emphasized in language learning and teaching. In conclusion, it is true that textbook plays an important role of language teaching but to set textbook as a center part of language teaching is a wrong consideration. In line with Brown (1995) that movement of making student as the center of learning and teaching can balance the role of textbook, teacher and learner. It views textbook as resources in achieving aims and objective of the language learning. Both studies discussed about universal role of textbook and its application, furthermore my study discussed the role of two specific textbooks and how it should be applied in the classroom.

There is a large volume of studies describe the role of textbook in language learning and teaching conducted by Wang, Lin and Lee (2011), Al- Ghazo and Smadi (2013), Faisal (2015), Prabhu (1987), and Ahour and Golpour (2016). Ahour and Golpour (2016) analyzed the teachers' perspective towards textbook. The research took in Quantitative approach. The content and topic of the textbook is relevance based on participants. Again, teachers' understanding toward curriculum and knowledge in written texts (preparation, representation, and assessment) is important based on Faisal (2015), because the teachers must complete the missing materials which is not stated in the textbook. Skill is also important, Wang, Lin and Lee (2011) and Al- Ghazo and Smadi (2013) analyzed that language skill such as Reading materials. Although Wang added the

description of the role of a good textbook, the purpose of those researches can lead to a more systematic tool to enhance learning outcomes for learners, instructors, and administrators. To Prabhu (1987) Textbooks are fully specified and pre-constructed materials that provide a certain amount of uniformity in what occurs in many different classes with different teachers and students, which serves the interests of accountability. Teacher must know that textbook is a tool and they have to know how to use it to its maximum capacity.

Textbook for Young Learners

My concern in this study is English for young learner, therefore the objects of this study are young learner textbooks. Two previous studies from Copland, Garton, and Burns (2013) investigated the challenges and the practices in teaching English for young learner. The first article used mix-method of survey and case study in 5 different countries. The result elaborates some challenges faced by teacher in teaching English for young learner which are teaching speaking, lack of discipline, lack of motivation, differentiation of learning stages and needs, teaching writing, teaching grammar and class size matter. The second study by the same writers reveals 3 most used documents in teaching which are lesson plans, supplementary materials/worksheet, and textbook/coursebook and the most activity occur in the class is repetition or drilling. Both studies highlighted the same result that the most change needed to improve learning and teaching is training in new language teaching methodologies. Related to my study, textbook plays significant role in teaching young learner, motivate learner to learn English, and gives guidance and methodological in teaching.

Several Ways of Conducting Textbook Evaluation

The literature on textbook selection and/or textbook evaluation procedure is vast. Humphries (2006) explained that there are three ways of evaluating textbooks. Based on this research Questionnaire is simplistic way of gathering information, but it did not reveal much in depth about the textbooks or the teachers' beliefs. The textbook analysis was a useful tool to understand the underlying values of the materials, but interviews and observations, although time-consuming, reveal the most insightful, context-sensitive information. Cunningsworth (1995) and Ellis (1997) also suggested three different types of material evaluation. They argue that the most common form is probably the 'predictive' or 'pre-use' evaluation that is designed to examine the future or potential performance of a textbook. The other types of textbook evaluation are the 'in-use' evaluation designed to examine material that is currently being used and the 'retrospective' or 'post-use' (reflective) evaluation of a textbook that has been used in any respective institution. Sheldon (1988) has offered several reasons for textbook evaluation. He suggests that the selection of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. A thorough evaluation, therefore, would enable the managerial and teaching staff of a specific institution or organization to discriminate between all of the available textbooks on the market (David, 2001). According to Ansary and Babaii (2002) as teachers, many of us have had the responsibility of evaluating textbooks. Often, we have not been confident about what to base our judgments on, how to qualify

our decisions, and how to report the results of our assessment. It seems to us that to date textbook selection has been made in haste and with a lack of systematically applied criteria. They say that Teachers, students, and administrators are all consumers of textbooks. All these groups, of course, may have conflicting views about what a good/standard textbook is. However, the question is where they can turn to for reliable advice on how to make an informed decision and select a suitable textbook.

Criteria in Evaluating Young Learner's Textbook

In selecting textbook for young learner, some criteria were made by Mendez and Lopez (2005). They were focus on assessing young learner's materials from the physical format of coursbook, the components of the methods, the author, their adequency in terms of Ministry of Education requirements, and the content tought with the underlying pedagogy. Physical aspect from young learner textbook should be clear and attractive from lay-out to size of the letter, picture and the book. He suggested to use illustration rather than photograph and to use familiar character for the content. Other companion of a good young learner textbook are pupil's textbook, teacher's book, puppet, audio CD/Cassete, flashcard, poster, picture dictionary, teacher resource book, big book of stories, video/DVD, and interactive CD. However, the author is the important part who organize the content and materials in the textbook so, to use textbook from a famous author or publisher is a general case in selecting textbook. Other indicator in selecting textbook is the adequacy to theministry of education requirements. This includes three main areas involved in young children's education:

communication and representation, personal identity and autonomy, and social and physical environment. Also, they suggest to include the analysis of activity, content, grammar, and the required skill to figure out the underlying pedagogy. Some basic characteristics of young learner were listed in this article: 1) Children learn through enjoyable activity, therefore TPR is a familiar method used in teaching young learner. 2) Their learning focus on speaking and listening skill; to interact in simple way, using simple phrase to express something, and recognize familiar word or basic phrases. 3) They have a good short term memory but they forget very quickly. So, it is important to organize the content from familiar thing and make it significant since content influences children's cognitive development. 4) children are naturally willing to learn and participate in the classroom. Textbook can grab their attention using attractive content while teacher can motivate them to learn using method of teaching. 5) Young learner are very active, need movement but they cannot concentrate for a long period of time. Teacher can handle this characteristics by planning variety of activities. 6) They enjoy arts and crafts activity. This article became one of the literature in my study since the criteria from this article were also used in Littlejohn's framework theory in more detailed and organized way.

Cases of Textbook Evaluation

After the criteria, a checklist is made to see the performance of current textbook. Abdel Wahab (2013) attempted to develop a textbook evaluative checklist especially for English language textbook. this research is conducted because evaluation is widely acknowledged as a powerful ways in improving

education system. Textbooks also need to be evaluated because teachers have to ensure that the textbook used is suitable with the needed competences. In his paper, the researcher explained that there are three basic methods in evaluating textbooks, there are impressionistic method, checklist method, and in-depth method. According to the findings of this journal, it would not be an overstatement to say that the quality of the curriculum reform basically depends on a good process of evaluation. Also, any new textbook can be expanded to include more information about the ideals such as constructivist learning, multiple intelligences theory, task based learning so and so forth. More importantly, more games, activities, tasks together with their classroom implementations should be added to the textbook.

Study such as conducted by Mukundan and Nimehchisalem (2012) have shown two important matters in developing evaluation checklist. First is determining the evaluative criteria that constitute the main skeleton of any checklist according to which textbooks are evaluated and then deciding on the level of importance or 'weight' of each criterion. The paper mainly concern on the second issue. The main objective of the study was to provide proof for the construct validity of the checklist. The results showed that the respondents viewed all the items as equally important. Two of the items were found to be redundant and were removed from the final checklist to improve its economy. This study indicates how quantitative method can be employed to provide support for the validity of instruments in their development process. As it was observed, factor analysis can help developers in making their instrument more economical. Despite

their usefulness, factor analysis results must be handled cautiously and should be interpreted in the light of the related literature. In line with Jayakaran (2012) who conducted a research entitled *Evaluative criteria of an English Language Textbook Evaluation Checklist*, his research found that checklist instrument is a reliable and economical to assure the validity of data.

Over the past decade, most researchers in textbook analysis has emphasized on the use of criteria, evaluation checklist, teacher and student perception, also comparison of some textbooks. In order to find how much *English for Kids Grade 3* can meet the good EFL textbook, Keban, Muhtar, and Zen (2012) detailed his objective into six criteria as follow; the objectives, design and organization, language skills, language content, topic/theme, and practical consideration. The result of suitability found 60, 86% which qualified as adequately relevant. This level of suitability means that the book is acceptable to be used in teaching 3rd-grade students of elementary. In addition, the writers suggested some improvements in terms of its design and organization since it got the lower percentage 43, 4%. Using teacher perception, Hashemi (2011), Ahour (2013), Perez-Liantada (2009), and Bhatia's (2002) evaluated three Iranian textbooks to find whether the textbook meet the teacher's expectation. The analysis focus on seven criteria: vocabulary, reading, grammar, language functions, pronunciation practice, physical make-up, and practical concern. The result of the study shows the mean of the data is 2 which means 'not satisfactorily' acceptable from the teachers' preception in term of vocabulary presentation and practice, reading section, pronunciation practice, practical

concern, and the physical makeup. For the other two criteria, the means are 3 for 'grammar presentation and practice' and 1 for 'language functions section'. He concluded that the textbooks are 'to some extent' acceptable in terms of the grammar but 'not at all' acceptable in terms of the language functions.

Ahour (2013) investigated the appropriateness of "English Textbook 2" for Iranian EFL second grade high school students from the teacher's perspectives. The participants of this study consisted of twenty five English teachers randomly selected from different high school on Boukan, Iran. The evaluation of that textbook was conducted quantitatively through an adapted checklist developed by Litz (2005). The checklist was a 5-point likert scale and three criteria including subject and content, activities, and skills out of seven criteria in Litz's checklist were selected for this study. The result of that study revealed that teacher's perceptions about these criteria were not favorable in general. Many criteria can be used in textbook evaluation, however it has been suggested by many expert to analyse textbook from its pedagogical value and and make it significant using the expert perception.

Some textbooks were compared to find the best textbook among others. Yasemin (2009) discusses an evaluation of the three English textbooks which have been prescribed for use in grade 4 classes by the Turkish Ministry of National Education in state primary schools. Teachers and students responded to a 37-item textbook evaluation scheme (Smiley Questionnaire) to express their perceptions concerning various aspects of the textbooks. Both groups of participants were also interviewed to gain further insights into the use of the

textbooks. Findings revealed the extent of appropriateness of the three textbooks used by young learners of English. Suggestions are offered for the future revision and/or designing the textbooks for young learners of English.

Another study by Alavinia and Sidayat (2013) was also conducted to compare English textbook in Iranian institutes. The aim of its research is to analyze the content of four English textbooks used in Iran Institutes. The researchers used Qualitative method with checklist instrument to observe the contained of the textbooks based on Cunningsworth (1995) to get the reliability, validity, of the research. He also used questionnaires instrument to make a reliable data of analysis. He invited number of participants based on the specific Textbooks used. the findings of the current study are expected to assist all instructional stakeholders such as teachers, textbook developers and institutional/academic administrators to come into closer terms with the vitality of conducting ongoing textbook evaluation and needs analysis surveys, and applying the upshots of such appraisals and reappraisals for the betterment of English course books and materials.

Guilloteaux (2012) analyzed five different English books produced in South Korea from the perspective of SLA using the minimally modified version of Littlejohn's framework. The study aimed to contrast among the five books using the universal criteria of SLA. The result ranks the book from 1 to 5 with the greatest point for Doosan's book along with Jihaksa's book and Johe's book. Those three books reflect the SLA criteria better than the other two books. The rank shows that the three books potentially support language learning better than

the other two books. However, the writer suggested not concluding that the three books are more effective to support language learning because it can only be determined through in-use evaluation.

Raseks, Esmæ'li, Ghavamnia & Rajabi (2010) also conducted a textbook evaluation to find out the best textbook among four most widely used textbooks in Iranian English Institute. The result of the study found that *Top Notch* meets the most criteria better than the other three books. In terms of its topic, it motivates students more than other books and it organizes the topic from the easiest to the more difficult level. Its physical makeup found more attractive, lively, and colorful with authentic picture and printed on the glossy paper. Also, it provides learners with the alphabetical word list, vocabulary booster, and expression or social language. The researchers concluded that *Top Notch* is the best book among others and suggested modification for other books. Comparing some textbooks, revealing the positive and negative side of each, then find the best among other is one of some ways in selecting textbook. Those studies become literature for my study since they use more than one textbook, however my analysis focus on the explicit and implicit nature of two textbooks and describe how they support EFL learning and teaching.

That textbook, *Top Notch*, was also analyzed by Mohammadi and Abdi (2014). If the previous study found that *Top Notch* is the best textbook among 3 other textbooks, this study specified the goal in determining the pedagogical value and suitability of the book towards student's need. the data were gathered using two questionnaires from Litz (2001). The result found some drawbacks of the

textbook, however the positive side of the textbook can cover the drawbacks and it had met the student need. other textbooks were also analyzed for their pedagogical value. Abhar (2017) conducted a micro-evaluation based on Rod Ellis (1997) evaluation framework. He evaluated the pedagogical value of 7th grade English textbook taught in Iranian secondary school published by Ministry of Education in 2014. The study aimed to examine whether the material provided in the book corresponded to its intention. The result of the study found that the task doesn't reflect its objective due to some reasons. First, there is a lack opportunity for students to use their knowledge to yield neither product nor process outcome. Second, the result shows the imbalance proportion for language skills. The materials for writing and speaking skills are well provided yet for the other two skills still need to be enriched. The last, the book does not provide communicative language learning due to its tendency on memorization and mechanical drills. Another study by Gul Fatima (2015) was also conducted to identify how well a pre-use textbook matches the needs of a learning program and how much appropriate the activities are. This research used in-depth terminology of checking the data. As the result, the researcher found some problematic areas that should be improved to meet the suitable textbooks at these levels.

Evaluating pedagogical value is also applied in Littlejohn' framework, some studies that used his framework are studies by Guilloteaux (2012), Haghverdi and Ghasemi (2012), and Rindawati, Ikhsanudin, and Wardah (2014). Rindawati, Ikhsanudin, and Wardah (2014) conducted an analysis on English coursebook *When English Ring the Bell* which belongs to junior high school

students. They use the Three Level of Analysis from Littlejohn (2011) to describe what the book contains explicitly and implicitly. The first level of analysis shows that the book encourages the students to learn using the book in the guidance of the teacher. The student's book doesn't provide any cassette, workbook, or other sources of material for self-study but the teacher's book clearly describes the methodological and gives detail route to the materials in the learning and teaching process in. The second level of analysis reveals that the book requires the students to be active, initiative, and communicative. The book put the learners as the learning center rather than teacher-centered, in line with the aspect of curriculum 2013. The third level analysis discusses the role of the learners, teacher and the whole materials. The learners' role is to be actively developing their competence. The teacher's role is to be the facilitator and monitor of the learning process. And the whole materials' role is to provide the route for learning and teaching English. In conclusion, the relationship between learner's role, teacher's role, and the material's role is meaningful in the success of the learning and teaching process because the student's book intended to be used with the integration of the teacher's book.

Another textbook evaluation was conducted by Haghverdi and Ghasemi (2012) to find the explicit feature and pedagogical value in American English File series. There are seven criteria those are (1) *turn-take*, encourages the students to respond using the language; (2) *focus*, the task focus on the meaning rather than the form; (3) *mental operation*, resulted in decode semantic meaning; (4) *who with?*, encourages learners to do the task individually and simultaneously; (5)

input to learners, dominantly gives the input from the written words/phrases; (6) *output for learners*, expected learners to form oral words/phrases; (7) *source*, provided by the book itself rather than the teacher and learners. The result of the study found its pedagogical value and several attributes of the book made it stand up positively also the result from the third section analysis were correspond to the author's claims. At last, the researcher suggested to the teachers who use the book to consider some drawbacks of the book by modifying or adapting the shortcoming.

Those are the previous studies which inspire the writer to conduct textbook analysis. They applied different framework analysis from different experts; Littlejohn (2011), McDonough & Shaw (2003) and Ellis (1997). The differences in the framework used are based on the criteria that are adapted to their research objectives. In addition, the criteria for analyzing books always evolve to adjust changes in the world of education as textbooks develop according to changes in education curriculum. The writer believes that the best criteria to use are the criteria that can guide the writer to reach the purpose of the study. As the purpose of this study is to find the explicit and implicit nature of *Super Minds American English* and *English Chest* book 2, the writer decides to use the framework theory from Littlejohn (2011). Furthermore, this study also conductude to see how the explicit and implicitnature support EFL learning and teaching using a scheme of textbook evaluation by Williams (1983). So, this study is different from the previous studies because it apply two framewoerk theory from Littlejohn (2012) and williams (1983) which is not only revealing the

explicit and implicit nature of the textbook but also evaluating them in order to find how they support EFL learning and teaching.

2.2 Theoretical Review

2.2.1 Textbook

Textbook is what we usually see in the class that every student has and also the teacher. A textbook is a full package consists of student's book, teacher's book, workbook, recording, readers, and so on, which designed to be used regularly in class as the basis of the syllabus (Woodward, 2001). This claim supported by Tarigan (1990) "textbook is also a lesson book in 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"(p. 13).

Cunningsworth (2008) writes multiple roles of Coursebooks in ELT. First, textbook is a resource for presentation materials, language components and skills, self-direct learning or self-access work. Second, it is a source of activities for practice and communicative interaction also source stimulation and ideas for language activities. Third, it helps novice teacher gaining confidence in teaching and it conveys guidance for non-native speakers. There are two books usually used in ELT, student book and teacher book. The student book allows the students to access the materials with the guidance of the teacher book which consists of methodological and key answer. Some of book comes in 'complete' package with workbook, teacher resource book, and CD/DVD ROM.

There are some contradictions of some experts in the use of textbook. Some experts who support to use textbook said it is helpful in terms of availability of source and methodological. Textbook help teacher in providing materials, worksheet and activity with guided methodological in teaching. In terms of time management, it helps teacher not to consume much of their time to prepare for the class with the help of provided media such as pictures and audio from the CD-ROM. Also, it is found more attractive and effective to foster the student progress since all the students have the textbook and they can easily access the materials for self-study (Harmer, 2003).

In the other side, others who are against the use of textbook see the tendency of teacher who depends on the use of textbook. This can lead teacher into inappropriate use of textbook and lack of teaching styles. Teaching with the same style and focusing on the book with large volume materials and exercises will make teaching memorized and decrease motivation for both teacher and students. Since textbook usually published for general market, some selected topic or content might be bland or culturally inappropriate for some group of learners (Harmer, 2003). Therefore, careful consideration and appropriate use from the teacher and school is needed in using textbook for ELT.

2.2.2 Language Learning Materials

Language learning materials are sometimes called Course book because they are widely used in learning and teaching as the main material (Tomlinson, 1998). He emphasizes the term of Language Teaching Materials: “to anything which is used by teachers or learners to facilitate the learning of a language” (p. 2). In

conclusion, the content of textbook that we use every day in teaching language called language learning materials. Littlejohn (2015) distinguished between ‘language content’ and ‘carrier content’. He described ‘language content’ as the language abilities the children gain from task/activity while ‘carrier content’ is the story, text, and topic that are used to carry those language abilities.

2.2.3 Materials Analysis

This analysis was introduced by Littlejohn (2011) in his article “the analysis of language teaching materials: inside the Trojan Horse”. He distinguished the term of materials analysis from other previous frameworks, that materials analysis examine the material through an in-depth analysis to see what the material contains. His concern was to analyze materials ‘as what they are’ from the content and ways of working which they propose. He stated that material analysis does not talk about how materials are effective or ineffective, it is not about how making general, impressionistic judgment on the materials, it is a close analysis of materials themselves. He suggested three basic questions in the material analysis; what to be examined, how to examine, and how to relate it to the learning and teaching activity. The following table draws the process of materials analysis:

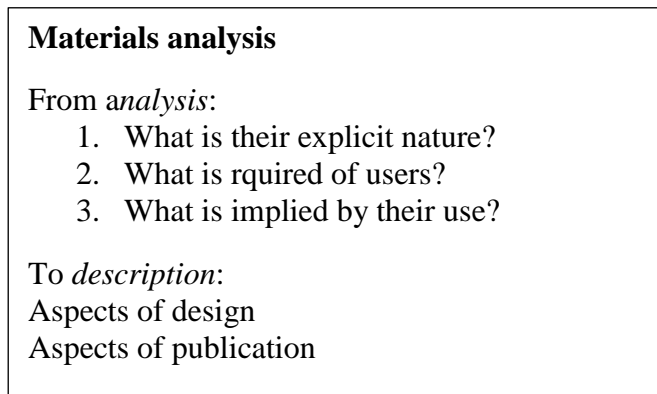


Figure 2. 1 The process of materials analysis

It is different from materials evaluation that is described by Ellis (1995). In her framework, she divided programme/project evaluation into macro and micro-evaluation. Macro-evaluation can be described as an evaluation to answer these following questions:

1. To what extent was the programme/project effective and efficient in meeting its goal?
2. In what ways can the programme/project be improved? (p. 218)

Micro-evaluation is characterized by more specific aspects to be evaluated. It can be administrative or curricular aspects. In case of materials, it is a curricular matter that the focus of its evaluation is to find whether the particular task efficient or effective.

2.2.4 Super Minds American English

Super Minds American English book 2 is an exciting English textbook belongs to 2nd graders of elementary students with the level of CEFR A1. The book published by Cambridge University Press in 2012 which is part of University of Cambridge. The book was written by a highly experienced author team, Herbert Puchta, Gunter Gerngross, and Peter Lewis-Jones. The authors (Punchta, Gerngross &

Jones, 2012) claim that the book “will enhance student’s thinking skills, improving their memory along with their English language skills” and stated in the back cover of the book that the book:

- 1) Develop creativity with visualization exercises, art activity, and craft activity
- 2) Explore social values with lively stories
- 3) Encourage cross-curricular thinking with fascinating “English for school” sections. (2012, p. X)

The student’s book along with DVD-ROM features animated stories, interactive games, and activities including videos, lively songs with karaoke versions, and fun activities focusing on each unit’s vocabulary and grammar. The teacher’s book, teacher’s resource book with audio CD, class audio CDs, flashcards, classware, and interactive DVD-ROM are the other package of the book.

The book contains 9 chapters with a different topic for each. Every topic is familiar to students, for their age and level. The nine chapters are My Day, The Zoo, Where We Live, The Market, My Bedroom, People, Off We Go!, Health Club, and Vacation Plans. Each chapter divided into 6 parts as it is given in the syllabus the six parts are vocabulary, grammar, story and value phonics, skills, thinking skills, and English for school.

2.2.5 English Chest

English Chest book 2 is an English textbook which designed for children’s curriculum for EFL students. The book was written by Liana Robinson and edited by David Paul from Compass Publishing in 2012. The book belongs to 2nd graders with the level of CEF A1 and covers the syllabus of Cambridge ESOL Exam level

starters. The author, Robinson claims that “English Chest is a treasure-trove for teachers and students alike” (2012, p. X). He said that the book is captivating student’s motivation and challenging in the way it provides activities and exercises in a wide variety.

There are some features of the series: (1) Reading, listening, speaking, and writing activities including games and songs, (2) Full-color illustrations and photographs (3) audio recordings (4) Teacher’s Books with answer keys and teaching tips, and (5) workbooks. The book contents three units with four lessons for each. Each unit comes with a different topic. Those topics are The Weekend, My things and With Friends. Each sub-unit or lesson set with one objective, grammar focus, sentence patterns, functions and list of vocabulary. The syllabus is also available in both teacher’s and student’s book also with the guidance. There are some divisions for each lesson; word chest, language chest, listening chest, talk chest, reading chest, activity chest, and song chest.

2.2.6 Littlejohn’s Framework

In order to analyze the implicit and explicit nature of the book, the researchers follow the guidance from Littlejohn (2011). His framework theory leads the study to material analysis to bring out the characteristics of a set of material of the textbooks as what they are or a close analysis to the materials themselves. First thing to consider in analysing materials is ‘what aspect of materials should we examine?’ Littlejohn viewed materials as a pedagogic device which will limit the analysis to the aspect of methodology and their content. Therefore, his framework consists of two main sections, publication and design. “Publication relates to the

tangible or physical aspects and how they appear as a complete set or book” (Littlejohn, 2011, p. 183). For example, the availability of the component such as answer key and CD-ROM for more practices. “Design relates to thinking underlying the materials” (RichardS and Rodgers, 2001 in Littlejohn, 2011, p. 183). For example, the source, nature and form of the input and output. The following figure will draw the aspects of analysis of language teaching materials by Littlejohn (2011, p. 183).

- | |
|--|
| <p>1. Publication</p> <ol style="list-style-type: none"> 1. Place of the learner’s materials in any wider set of materials 2. Published form of learner’s materials 3. Subdivision of learner’s materials 4. Subdivision section into sub-section 5. Continuity 6. Route 7. Access <p>2. Design</p> <ol style="list-style-type: none"> 1. Aims 2. Principles of selection 3. Principles of sequencing 4. Subject matter and focus of subject matter 5. Types of teaching/learning activities: <ul style="list-style-type: none"> - What they require the learner to do - Manner in which they draw on the learner’s process competence (knowledge, affects, abilities, skills) 6. Participation: who does what with whom 7. Learner roles 8. Teacher roles 9. Roles of the materials as a whole |
|--|

Figure 2. 2 Aspects of an analysis of language teaching materials

In his framework of analysis, Littlejohn (2011) moves through different stages of analysis from the easily identifiable aspects to the more abstract and complex. There are three levels of analysis of language teaching material: what is there, what is required of the users, and what is implied. The first level of analysis is an objective description for the explicit natures applied in the current textbooks. The second level of analysis is subjective analysis which focuses on tasks to answer the question of “what is required of users”. The third level analysis “what is implied” is the final step to conclude what is implied in the book based on the two previous steps. The following figure drw stages on analysing learning materals by Littlejohn (2011) in Tomlinson 2nd Ed. Materials Development in Language Teaching (2011, p. 185).

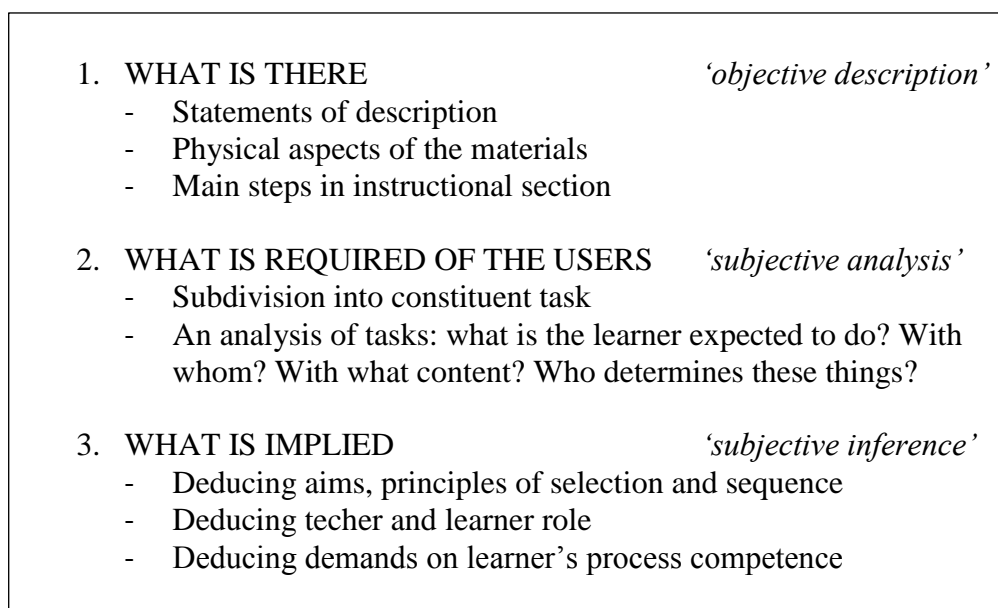


Figure 2. 3 Levels of analysis of language teaching materials

Level 1: what is there? Objective description. This level is the most objective one to see what is there in the book. From this step of analysis we can obtain the data about the explicit nature of the book. The explicit nature of the book as what we can infer from the written information of the book, these include the information of the publisher, publication date, intended audience, the type of the materials whether it is for general or specific purpose, supplementary or main course, amount of classroom time required, and how the materials are to be used. From the physical aspect of the materials we can get some information about the published form, number of pages, use of colours, total number of components in a complete set i.e. workbook, student book, teacher book, audio materials etc. Moving to the main steps in the instructional section we can infer the distribution of the materials and access between teacher and the student also the sequence of the materials from the subdivision of the unit, lesson, into tasks. Littlejohn divides this level into two parts of investigation: book as a whole and overview of an extract. In this level of analysis, he used a schedule for recording the explicit nature of a set of materials (Appendix 1).

Level 2: what is required of users? Subjective analysis. This level digs deeper into the task which is drawn through some questions: what is the learner expected to do, with whom and with what content. In this level of investigation, Littlejohn (2011) divided the materials into their constituent task and analyze them using a schedule for analyzing task (Appendix 2). Been (1987) in Tomlinson (1998, p. 198) defines task as “...any proposal contained within materials for action to be undertaken by the learners...” which aims to encourage learner in

activity of learning the target language. To focus on the various aspects within tasks as given above, Littlejohn outlined three key aspects of task (2011 in Tomlinson, 2011):

- 1) A process which learners and teacher are to go
- 2) Classroom participation concerning with whom (if anyone) the learners are to work
- 3) Content that the learners are to focus on. (p. 181)

The next figure draws the question in analyzing the task adopted from Littlejohn (2011) in Tomlinson 2nd Ed. Materials Development in Language Teaching (2011, p. 189). (see Appendix 2)

- | |
|--|
| <ol style="list-style-type: none"> I. What is the learner expected to do? <ol style="list-style-type: none"> a. Turn-take b. Focus c. Mental Operation II. Who with? III. With what content? <ol style="list-style-type: none"> a. Input to learners <ul style="list-style-type: none"> Form Source Nature b. Output by learners <ul style="list-style-type: none"> Form Source Nature |
|--|

Figure 2. 4 Questions for The Analysis of ask

From the questions above the categories are made as listed in Appendix 5.

Level 3: What is implied? Subjective inference. The 3rd level is the conclusion the researcher made from the findings in the level 1 and 2. This level answer the question here “WHAT IS IMPLIED?” to make general statements of the book. The the results for this question divided into four parts; (1) aims, principle of selection and sequence, (2) teacher roles, (3) learner roles, and (4)

role of material as a whole. Finally, Littlejohn (1998, p. 201) conclude on this level that “after this level, we will be able to come to a conclusion about what appears to be the roles of the materials as a whole in facilitating language learning and teaching – does it appear, for example, that they endeavor to guide all classroom work or do they simply intend to stimulate teachers’/learners’ creative ideas and own decision making?”

The table below shows the corresponding source of evidence to conclude the overall analysis and come to the analytical description of materials:

Table 2. 1 Correspond source of evidence for the three level of analysis

Correspond source of evidence:		
<i>Levels of inference</i>		<i>Corresponding source of evidence in the schedules (Explicit Nature and Task Analysis)</i>
<i>Aspects of the materials: Publication</i>		
Level 1: ‘What is there’	Place of learner’s materials in set	EN/A3 Extent, A5 Distribution
	Published form of learner’s materials	EN/A3 Extent, A4 Design and layout
	Subdivision of learner’s materials	EN/A7 Subdivision, B2 Sequ. of act
	Subdivision section into sub-section	EN/A7 Subdivision, B2 Sequ. of act
	Continuity	EN/A7 Subdivision, B2 Sequ. of act
	Route	EN/A6 Route
	Access	EN/A5b Access
<i>Aspects of the materials: Design</i>		
Level 2: ‘What is required of users’	Subject matter and focus	AoT/III With what content?
	Types of teaching/learning activities	AoT/III What is the Lr expected to do?
	Participation: who does what with whom	AoT/III Who with?
Level 3: ‘What is	Aims	Syllabus, sequence of activities (EN/B2)

implied”	Principles of selection	Nature of the tasks (TA/I-III)
	Principles of sequencing	Sequence of tasks
	Teacher roles	Distribution (EN/A5), turn- take (TA/IA)
	Learner roles (classroom)	Source (TA/III)
	Learner roles (in learning)	Demands on process competence (TA/I-III)
	Roles of the materials as a whole	Deduction from levels 1 to 3
Key		
EN: Schedule for recording the explicit nature of the materials		
TA: Schedule for analysing the tasks		
A3,A4, I, II, III: Item/question on the appropriate schedule		

2.2.7 Textbook in TESL

In Indonesia textbook has an important role in TEFL (Teaching English as a Foreign Language). EFL students need to interact with language while the interaction using English just happened only in the classroom. Hence, textbook should give more exposure to the language so the students can interact to English outside the classroom by self-studying. Williams (1983) draws a scheme for EFL textbook evaluation which consists of four indicators. Those indicators used to evaluate English textbook in order to find how much the book help EFL teaching and learning. Here are the indicators of Williams; scheme (1983):

1. Up-to-date methodology, textbook should be consistent with the physical and linguistic principles underlying current, accepted methods of second-language teaching.
2. Guidance for non-native teacher, textbook should provide appropriate guidance for non-native speaker of English.
3. Needs of second-language learners, textbook should cater the need of the ESL students.
4. Relevance to the socio-cultural environment, ESL textbook writers need to be sensitive to shifts in usage that are due to the worksprade of English. (p. 251-252)

2.3 Theoretical Framework

The theoretical review presented above leads the researcher to analyse two textbooks entitled *Super Minds American English* and *English Chest* used by 2nd graders of elementary students in some schools in Semarang. This research is a material analysis which focus on the language learning materials. The textboks are viewed from their explicit and implicit nature using framework analysis of Littlejohn (2012) and ESL textbook evaluation from Williams (1983).

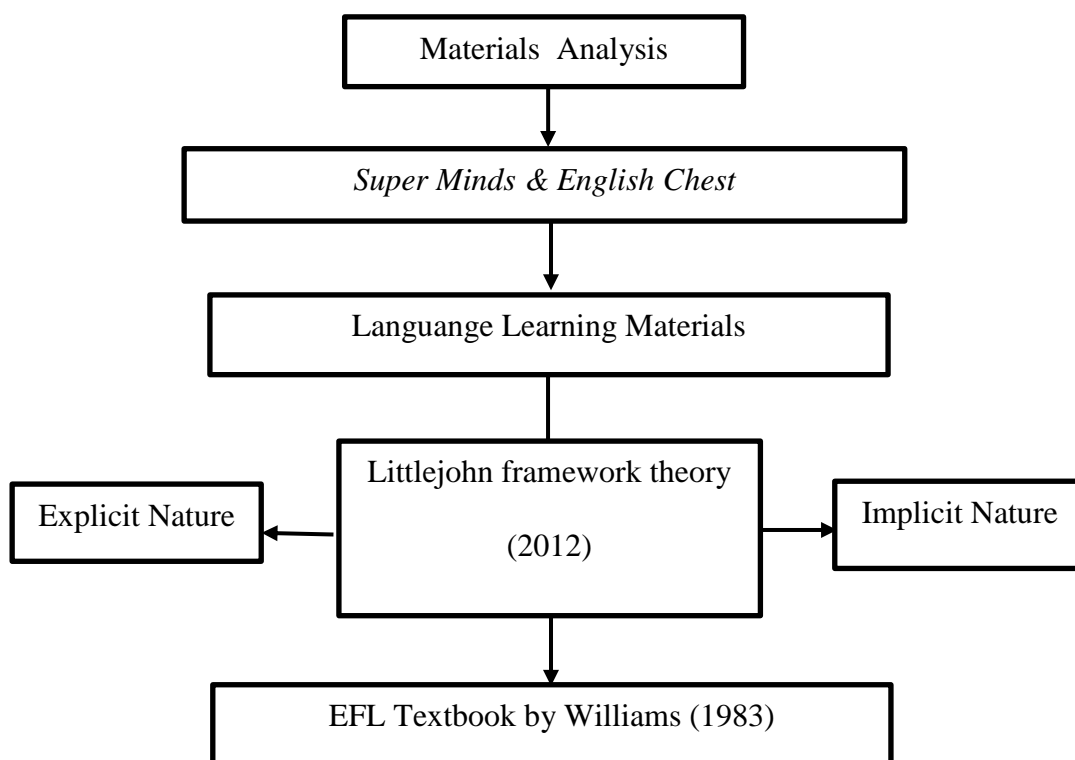


Figure 2. 5 Framework of the study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This final chapter provides conclusions from the results and discussion of the study. In addition, three suggestions are provided in this chapter.

5.1 Conclusions

This study analyzed the extent to which the explicit and implicit nature in *Super Minds* and *English Chest* support EFL learning and teaching. Based on the findings and discussion of the study in the previous chapter, the conclusion can be drawn as follows.

The study reveals some contributions of explicit nature in *Super Minds* and *English Chest* which support EFL learning and teaching. First, the books are supported with up-to date methodology in teaching EFL. They provide proportional division of materials and serve as means access to the materials in learning and teaching. Second, they help EFL teaching by providing guidance for non-native teacher in terms of their place of learner's materials in set, the availability of specified route for teacher, and their full access to the materials. Third, they cover the needs of EFL learners as part of complete package by providing relevant and interesting content in terms of their published form, sequence in subdivision of materials, and continuity of the materials. Fourth, the textbooks are relevant to the socio-cultural environment by providing continuity of acceptable topic, background and story line for their content materials. The explicit nature in *Super Minds* and *English Chest* are quite similar except for their

subdivision of materials and some component of the materials. They have their own style in presenting and sequencing the materials and in some components *Super Minds* is more complete than *English Chest* such as the availability of the teacher resource book.

The study found that the implicit nature in *Super Minds* and *English Chest* are in line with Williams' scheme (1983) in EFL textbook evaluation. First, the study indicates that the books are published in up-to date methodology in terms of their aims, principles of selection and sequence, types of the teaching/learning activity, classroom roles of teacher and learners and the roles of materials as a whole. Second, they help EFL learning and teaching by providing guidance for non-native teacher in terms of the selection of task type and language, the teacher role in monitoring the class and output, and the roles of materials as resource of materials and methodological. Third, their aims in developing learners' language skills and encouraging learners to adopt or adapt the language, selection and sequence of content and language from simple to more complex language, the focus of subject matter, types of teaching and learning activity, the participation of individual working, and the role of materials as source of materials cover the need of EFL learners. Fourth, both of them are acceptable for socio-cultural environment in terms of aims, selection and sequence of content, the subject matter and the role of materials as source. Some differences in their implicit nature are found in the aspect of content, aim, and the applied curriculum. *Super Minds* published with greater amount of content, stronger aims, and broader curriculum rather than *English Chest*. However, both *Super Minds* and *English*

Chest are acceptable for teaching second graders of elementary school since their explicit and implicit nature applied all of four indicators in EFL textbook evaluation by Williams (1983).

5.1 Suggestions

Considering the findings and the discussion, three suggestions are given. First, practitioners are supposed to balance between the role of the materials and the classroom role of teacher and learner. In creating active communicative learning, teacher should not depend only on the textbook but they can improve their teaching by other source of materials and methodological. Second, considering that *Super Minds* has greater amount of tasks and content, a large volume of materials with massive drilling can decrease student motivation. Therefore, teacher should be wise in selecting and sequencing the materials. Third, based on the limitation of the study, this study is limited on analyzing two non-local published textbooks and the indicators applied are universal characteristics from Williams' scheme (1983). Therefore, further researcher can develop this analysis using different textbook especially local published textbook and to conduct evaluation using needs analysis on the current users.

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