

## **CHAPTER IV**

### **RESEARCH FINDINGS**

In this chapter the writer presented the data collected from the textbook analysis. As the previously mentioned, this study is an attempt to present an analysis on the content of English textbook “BRIGHT” that published by Erlangga Publisher in 2014 written by Nur Zaida.

In this chapter, the researcher presented the result of data finding from BRIGHT English textbook. In BRIGHT English textbook, the researcher focus in materials on first semester included six units. Those are: unit 1 about Greeting and leave-taking, unit 2 about thinking and apologizing, unit 3 about introducing each other, unit 4 about days in my life, unit 5 about people around me, and unit 6 about things at school. The data finding can be seen below:

#### **A. Data findings from the Content**

In this chapter, the writer presented the data finding of content from English textbook “BRIGHT” for first grade of Junior High School on first years.

##### **1. The Uniformity of Materials with Core Competence and Basic Competence.**

This sub aspect had 2 items are completeness and in-depth which were explained as follows:

**a. Completeness**

From analyzing the BRIGHT English textbook the researcher found the completeness those are:

- greetings as shown from page 3 to 5 unit 1 (see in appendix D, numb.1)
- take leave in page 8 unit 1 (see in appendix D, numb.2)
- expressing thanks in page 14 and 15 unit 2 (see in appendix D, numb.3)
- apology page 19 unit 2 (see in appendix D, numb.4)

**b. In-depth**

From analyzing the BRIGHT English textbook the researcher found the in-depth those are:

- greeting as included in the exercise in page 8 unit 1 (see in appendix D, numb.5)
- exercises to ask their classmates feelings on that day in page 9 unit 1 (see in appendix D, numb.6)

**2. Accuracy of Materials**

This sub aspect had 3 items are social function, element and structure of meaning and linguistic features which were explained as follows:

**a. Social function**

From analyzing the BRIGHT English textbook the researcher found the social function those are:

- Page 5 unit 1 (see in appendix D, numb.7)
- Page 6 unit 1 (see in appendix D, numb.8)
- Page 9 unit 1 (see in appendix D, numb.9)

**b. Element and structure of meaning**

From analyzing the BRIGHT English textbook the researcher found the element and structure of meaning those are:

- Page 5 unit 1 (see in appendix D, numb.10)
- Page 9 unit 1 (see in appendix D, numb.11)
- Page 19 unit 2 (see in appendix D, numb.12)

**c. Linguistic Features**

From analyzing the BRIGHT English textbook the researcher found the linguistic features those are:

- Page 18 unit 2 (see in appendix D, numb.13)

**3. Supporting Materials**

This sub aspect had 3 items are relevance, life skills development, and diversity insight which were explained as follows:

**a. Relevance**

From analyzing the BRIGHT English textbook the researcher found the relevance those are:

- page 22 unit 2 (see in appendix D, numb.13)
- page 57 unit 4 (see in appendix D, numb.14)

**b. Life Skills Development**

From analyzing the BRIGHT English textbook the researcher found the life skills development, those are:

- Page 15 unit 2 (see in appendix D, numb.15)
- Page 57 unit 4 (see in appendix D, numb.16)

**c. Diversity insight**

From analyzing the BRIGHT English textbook the researcher did not found the diversity insight in unit 1 and unit 2

**B. Data findings from Authentic language**

In this chapter, the writer presented the data finding of authentic language from English textbook “BRIGHT” for first grade of Junior High School on first years.

From analyzing the BRIGHT English textbook the researcher found the authentic language, those are:

- Songs in the page 39 unit 3 *Hello Song* (see in appendix D, numb.17)
- Songs in the page 57 unit 4 *This is the Way We Go to School* (see in appendix D, numb.18)
- There are several materials that are considered using authentic language in the form of the text that found in unit 2 which is taken directly from native speaker or article. On the other hand, most of the text in this unit are created by the writer herself. There are several listening materials such as song and dialogue that use native speaker in the recording as listening transcript below.
- The song in unit 3 and 4 is considered as authentic material because it made by native speaker and reflect their culture. But, there is only a little amount of authentic material laid in this book. Most of authentic material are in the form of song rather than text or article.

### **C. Data findings from Layout and Print**

In this chapter, the writer presented the data finding of layout and print from English textbook “BRIGHT” for first grade of Junior High School on first years.

Almost all of the words in this book are correctly spelled and clearly printed. The book also assert picture and animation. The picture below in the example how the book is being printed. It is the cover of the book. As we can see that the colorful. The cover also assert picture of teenager that represent the spirit of youth generation. It is suitable with the condition of students in junior high school which has almost the same age and characteristic.

Another aspect is in term of readability. As we can see in figure on page 55, the picture and the text are clearly printed and make it easier to read and understand. Even the picture is using animation, it become easier because the picture represent each room in a house clearly. The text are printed using common standard font and size of writing the book. So, it can be easily read. The illustration pictures are used to stimulate the student's imagination.

Finally, almost all of the words in this book are correctly spelled and clearly printed. The cover also provide attractive layout. But, the page is only the colourful part in this book. The picture inside this book is only presented in black and white colour.