

CHAPTER V

DISCUSSION

In chapter V, writer discusses the analysis of the content from English textbook “BRIGHT an English Course”. The discussion is about the content of the book according to Curriculum 2013. The explanation provided in this section explored a more detailed description on the criteria presented earlier. More specifically, the following explanation was attempt at clarifying how the fulfilment criteria have been met or not.

The book is created for students in Junior High School, especially for students in first grade of Junior High School. The book is divided into twelve units and consisted of 181 pages. It is published by Erlangga publisher in 2014 and written by Nur Zaida. The book is printed in Ciracas Jakarta by printing company Gelora Aksara Pratama.

A. Discussion from the content with criteria from 2013 Curriculum

From the research findings in chapter IV, the analysis data was described as follow:

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

This sub aspect had 2 items the fulfillments of which were explained as follows:

a. Completeness

The materials are provide as listed in basic competences table, students are expected to understand and able to produce spoken text such as greetings, excuses thanks and apology to build personal connection with other people within school and house surrounding.

1) greetings as shown from page 3 to 5 unit 1

- The expressions of greetings is:

Firman : Good afternoon, Lia
 Lia : Good afternoon, Firman
 (page 3)

In this utterance show that the situation when they say this greetings is afternoon time. The student say 'good afternoon' when meet her friend. When she addresses her friend by saying 'good afternoon', hopefully it can make her friend feel interest.

- The expressions of greetings is:

Student 1 : Hi!
 Student 2 : Hi!
 Student 1 : How are you?
 Student 2 : I'm fine. Thanks.
 (page 4)

In this utterance, the word, 'how are you?' and 'I'm fine. Thanks' become the finding that indicates the expression of greetings. This utterance means

hope for getting other occupation to meet in a good condition.

- The expressions of greetings is:

Lia : Good morning, Sir
 Mr. Widi : Good afternoon, Lia
 (page 3)

In this utterance show that the situation when they say this greetings is afternoon time. The student say 'good morning' when meet her friend. When she addresses her friend by saying 'good morning', hopefully it can make her friend feel interest.

2) take leave in page 8 unit 1

Hendrik : Goodbye, Mr. Bayu.
 Mr. Bayu : Goodbye, Hendrik
 Hendrik : Have a nice weekend, Sir.
 Mr. Bayu : You, too.
 (Page 8)

In this utterance, the word, 'Goodbye, Mr. Bayu?' and 'Goodbye, Hendrik' become the finding that indicates the expression of leave-taking.

3) Expressing thanks in page 14 and 15 unit 2

Husband : It's a flower for you, darling.
 Wife : Thank you, sweetie
 (page 14)

In this utterance, the word, 'Thank you, sweetie' become the finding that indicates the expression of thanks from wife for her husband.

4) Apology page 19 unit 2

Son : I am sorry Ma'am. I won't do it again.
 Ma'am : Please, come on time!
 (Page 19)

In this utterance, the word, 'I am sorry Ma'am. I won't do it again' become the finding that indicates the expression of thanks from son for his mother.

From syllabus of Curriculum 2013 provided the basic competence, as seen:

3.1 Understand spoken texts such as greetings, excuses, thanks, and apology to build personal connection with other people within school and house surroundings.

It is compared with the material in BRIGHT English textbook, show that the material in BRIGHT English Textbook is appropriated with syllabus of Curriculum 2013. Because in this book also provided the material about greetings, excuses, thanks, and apology. So, in conclusion building on the several examples of greetings, excuses, thanks, and apology in the completeness, unit 1 and unit 2 has met the

criteria of core competence and basic competence from syllabus of Curriculum 2013.

b. In-depth

This chapter provide exercises for student to explore more on ways to greet and response to inquiry. It also gives the proper context for student exercises so they can understand and produce the text orally and written.

- 1) greeting as included in the exercise in page 8 unit 1,

Teacher : Good morning, class.
 Student : Good morning, Ms. Hidayah
 Teacher : How are you today?
 Student : Fine, thanks. And you?
 Teacher : I'm fine, too. Thank you.
 (page 8)

In this utterance, the word, 'How are you today?. Fine, thanks.' become the finding that indicates the expression of thanks from student to their teacher.

- 2) exercises to ask their classmates feelings on that day in page 9 unit 1,

Linda : , Asti?
 Asti : Good evening
 Linda : How are you?
 Asti : Great! And you?
 Linda : I'm OK. (page 9)

From syllabus of Curriculum 2013 provided the basic competence, as seen:

3.1 Understand spoken texts such as greetings, excuses, thanks, and apology to build personal connection with other people within school and house surroundings.

It is compared with the material in BRIGHT English textbook, show that the material in BRIGHT English Textbook is exacted with syllabus of Curriculum 2013. Because in this book also indicated the material about greetings, excuses, thanks, and apology. So, it can be concluded that building on the several examples of greetings, excuses, thanks, and apology in the depth, unit 1 and unit 2 has met the criteria of core competence and basic competence from syllabus of Curriculum 2013.

2. Accuracy of Materials

This sub aspect had 3 items the fulfillments of which were explained as follows:

a. Social function

This chapter fulfilled two criteria of social function, there are; interpersonal communication and transactional communication. Students are thought to interact through the interpersonal text and

transactional text by greetings with proper context of the students surrounding, asking for favor or inquiry.

1) Page 5 unit 1

In this page there is a monologue

I'm sad.

I don't feel very happy.

I'm not feeling very well.

I've got a headache.

I've got stomach-ache.

I've got toothache.

From here it analyzed that the monologue above included interpersonal communication because he only express his feeling unwell to other.

2) Page 6 unit 1

In this page there are dialogues

(a) Firman : Good afternoon, Ms. Hidayah
Ms. Hidayah : Good afternoon, Firman

(b) Firman : How are you, Ms. Hidayah?
Ms. Hidayah : Fine, thanks.
(page 6)

From here it analyzed that the dialogues above included transactional communication because there is communication between student and teacher used in the expression of greetings and responses.

3) Page 9 unit 1

In activity 13, there are dialogues as seen:

- (a) Teacher : Good morning, class.
 Students : Good morning, Ms. Hidayah
 Teacher : How are you today?
 Students : Fine, thanks. And you?
 Teacher : I'm fine, too. Thank you.
- (b) Hendrik : Goodbye, Mr. Bayu.
 Mr. Bayu : Goodbye, Hendrik
 Hendrik : Have a nice weekend, Sir.
 Mr. Bayu : You, too.
 (Page 8)

From here it analyzed that the dialogues above included transactional communication because there is communication between two people used in the expression of greetings, responses and leave taking.

From syllabus of Curriculum 2013 provided the basic competence, as seen:

3.1 Understand spoken texts such as greetings, excuses, thanks, and apology to build personal connection with other people within school and house surroundings.

It is compared with the material in BRIGHT English textbook, show that the material in BRIGHT English Textbook is agree with syllabus of Curriculum 2013. Because in this book indicated that the material about greetings, excuses, thanks, and apology. So, it can be concluded that building on the several examples of greetings, excuses, thanks, and apology

in the depth, unit 1 and unit 2 has met the criteria of core competence and basic competence from syllabus of Curriculum 2013.

b. Element and structure of meaning

This chapter provided the criteria of element and structure of meaning. The interpersonal and transactional texts covered the interactive element that encourages students to initiate communication and response to it in the form of asking and giving information/favor. Students are given various examples in how to produce expression of greetings and response to greetings using simple structure of grammar, and also the polite way to ask for favor.

Element and structure of meaning are shown on:

1) Page 5 unit 1

In this page there is a monologue

I'm sad.

I don't feel very happy.

I'm not feeling very well.

I've got a headache.

I've got stomach-ache.

I've got toothache.

2) Page 9 unit 1

Linda : Good evening, Asti?
 Asti : Good evening
 Linda : How are you?
 Asti : Great! And you?
 Linda : I'm OK.
 (page 9)

3) Page 19 unit 2

Student : I'm sorry for coming late.
 Teacher : That's all right. Go and have a set.
 (page 19)

From here it analyzed that the dialogues of interpersonal communication and transactional communication above covered interactive activities, such as communication initiate and response in the form of greeting expression.

From syllabus of Curriculum 2013 provided the basic competence, as seen:

3.1 Understand spoken texts such as greetings, excuses, thanks, and apology to build personal connection with other people within school and house surroundings.

It is compared with the material in BRIGHT English textbook, show that the material in BRIGHT English Textbook is agree with syllabus of Curriculum 2013. Because in this book indicated that the material about greetings, excuses, thanks, and apology. So, it can be concluded that building on the several examples of greetings, excuses, thanks, and apology

in the depth, unit 1 and unit 2 has met the criteria of core competence and basic competence from syllabus of Curriculum 2013.

c. Linguistic Features

The language features are appropriate with the intended communicative context. Students are exposed to various ways in greetings, take leave and apology using brief and simple interpersonal and transactional texts. Students are shown how to use the proper language use in greeting and response to greeting. The correct context and illustration support the language in asking for favor and apologizing as shown in page 18.

Student : I'm sorry for coming late. I woke up late. I
won't do it again
(page 18)

From here it analyzed that the dialogues of interpersonal communication and transactional communication above covered interactive activities, such as communication initiate and response in the form of greeting expression.

From syllabus of Curriculum 2013 provided the basic competence, as seen:

3.1 Understand spoken texts such as greetings, excuses, thanks, and apology to

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3. Supporting Materials

This sub aspect had 3 items the fulfillments of which were explained as follows:

a. Relevance

The material (texts, tables, illustration, pictures, songs, etc.) in this chapter is relevant with the reference sources. It is proof from source address with the materials (texts, tables, illustration, pictures, songs, etc.) by go to the printed sources.

1) page 22 unit 2

Please and thank you song was taken from
tinygreds.com

2) page 57 unit 4

This is the Way We Go to School taken from
www.kiboomu.com

The illustration in this chapter is accurate with the students' daily context. Each picture shows the correct real life situation for each type of text learned, such as the illustration that shows student's surrounding at school and also their home. The dialogues use the common interaction happened in student's daily lives.

b. Life Skills Development

The aspect of life skill implemented in this chapter is social skills. Students are taught to interact with their classmates, teachers and people around them by exchanging and responding to greetings, student are also taught to care for their friend by asking their feelings, offering a helping hand and apologizing after doing something wrong.

c. Diversity insight

There are no aspects of development of diversity insight as this chapter focus only on greetings and asking for favor or apology.

B. Plenty of authentic language with criteria from BSNP

From the research findings in chapter IV, the analysis data was described as follow:

Authentic language is define as follow by Johnson (1999) text are said to be authentic if they are genuine instance of language use as opposed to exemplars devised especially for language teaching purpose.

It means that the content of textbook add the example based in a fact. Shepherd in Iftanti (2013), explain that using authentic material can be rewarding and stimulating for both teacher and student. The contextual illustration can help the learner easily create an imagination in their mind. Most of people assume that authentic material is only about newspaper and magazine article. However, the term can also encompass such things as songs, web pages, radio and TV broadcast, films, leaflet, flyer, poster indeed anything written in the target language an used unedited in the classroom. The description for this criterion is there are authentic materials in each chapter. The book considered relevant to the criterion if it can fulfil the description.

The book is relevant to the criterion because it fulfil the description. Authentic material are asserted in the unit. The material asserted in the form of songs. On page 26, there are a conversation text that is represented the native speaker conversation. Here the student listen the conversation which the transcript is already provided in the book. The language is almost the

same as other material that created by the writer. However, authentic material offer new experiences for the learner. Here is the reason why the authentic material should be included.

C. Attractive layout with criteria from BSNP

From the research findings in chapter IV, the analysis data was described as follow:

The textbooks are acceptable regarding the clarity and orthographic. However it would be more appealing if colourful picture of real people and real environment were used. Because, for every young pupil, the picture should be well drawn and realistically coloured and not in black and white (Patel and Jain, 2008:69). Both teacher and students will be more interesting to colourful book comparing the textbook which are not.

The description for its criterion are (1) the words are correctly spelled and clearly printed, (2) it consist of colourful picture of real picture and real environment. The book is considered relevant to the criterion if it can fulfil all or one of the description.

The cover is colourful and eye catching with interesting pictures and it was good for the first impression. But, the layout of the textbook was designed with only four colours, black, blue, grey and white. It would be better if it were designed more colourful, because learners really like some colourful things. The spelling of the words in the book

is correct. The example taken from unit 4 that is in Table 5.1. show that all of the letter are clearly printed and easy to read. The book also assert picture and animation.

The book considered relevant because it fulfil one of the description. The spelling of words is correct and clearly printed. However, all of the pictures in this book are not colourful. Teacher can provide colourful pictures of real people and environment which relevant to the materials.