

CHAPTER V

DISCUSSION

This chapter presents the discussion of the result of the research. In this chapter the researcher explains the final result of the content analysis of the textbook with the syllabus of 2013 curriculum 2017 revision and criteria from Ali Jahangard (2007) combined with some criteria from Cunningsworth (1995).

A. The Discussion from Comparison of Basic Competence (KD) Stated in the English Syllabus 2013 Curriculum 2017 Revision and the Basic Competence Stated in the Textbook.

This research has different with the previous studies in term of curriculum; the first previous study the curriculum is not clearly stated. In addition, the second previous study analyzed the textbook based on 2013 curriculum before revision. While in this research the researcher analyzed the textbook based on 2013 curriculum 2017 revision.

After analyzing the textbook based on 2013 curriculum 2017 revision, the researcher find that the Basic Competence (KD) in this textbook stated in the beginning of each module. Because this textbook was published since 2014, the Basic Competence (KD) that used based on English syllabus 2013 curriculum before revision.

From 8 modules in this textbook there are 5 modules which are suitable with the English syllabus 2013 curriculum 2017 revision for the first semester of eleventh grade. They are Asking and Giving Suggestion, Offering Things and Services, Asking and Giving Opinion, Invitation and Responses, and The Passive Voice. The other modules such as Expressing Wish and Describing Process are not stated in the syllabus and the material about Personal Letter belongs to the second semester.

In addition, there is one material which talk about Analytical Exposition has not included to the textbook. This material should be added because it is stated in the English syllabus 2013 curriculum 2017 revision for the first semester of eleventh grade.

B. The Discussion from the Analysis of the Textbook and the EFL Textbook Evaluation Criteria.

1. Objective

From the findings in **Module 1A, IB, 2, 4, and 7** in this textbook, the objectives are provided in the beginning of each modules and organized systematically. The objectives in this textbook are given clearly and easy to understand by the teachers and the students.

In addition from Cunningsworth's (1995) criteria, the objectives in each module closely related to the aims of the teaching program. It can be seen from the objective stated in the beginning and activities in each module. Moreover, it

is suitable with the curriculum. It is related to the statement of Richards (2001: 123), he stated that objectives should be consistent with the curriculum.

Based on the explanation above, the textbook considered related to the criteria of the aspect objective. Moreover, it fulfilled the description of the criteria which stated that there is should be an introduction that attempts to clarify the intended teaching objectives, a good textbook needs to state the goals which the teachers and the learners should achieve, and the ultimate goals of the curriculum are clarified.

2. Good Vocabulary Explanation and Practice

In this textbook, to make students are easy to understand and study about the content or the materials of this textbook, it needs to give the explanation about the vocabulary that use in the materials. In this textbook, vocabulary section just appears in **Module 2** which talks about asking and giving opinion. It should be better if the vocabulary section is added in each module in order to help students in understanding the material.

In term of vocabulary practice, there are many activities in each module in order to improve students' vocabulary mastery. Almost the activities are covered in "Fill in The Blank" activity.

Based on those findings, this textbook is considered relevant to the criteria; although it has to be improved in the number of vocabularies and should be provided in each module in order to help students to understand the materials. In addition, in order to develop students' vocabulary mastery;

Gebhard (2000: 211) provides the solution that the teacher can ask the students to create their own dictionaries.

3. Acceptable to Target Community

In this criterion, there are five aspects that should include in a good textbook. They are structure, function, situation, topic, skills which are reasonable, so that it can be logically acceptable in community. The cultural information that used in module 1 A, 1 B, 2, 4, 7 in this textbook represent the cultural background. For example the dialog about “Bull race” in module 2, it represents the cultural background of Indonesian students. To help students easier to study and understand the materials it needs visual illustration, but in this textbook the visual illustration is just a few. It should be better if the visual illustrations are added.

4. Review and Test Section

In this textbook the test and review are always available in every module, the test in the end of activity, but there is just one review section appears. The descriptions of the criteria are, (1) there is review section at the end of each chapter. (2) There are periodic test sections in the textbook. The textbook must fulfill all or a part of those descriptions to considered suitable with the criteria.

This textbook is considered relevant to the criteria because it provides periodic test section, although it just provides one periodic review which appears in module 1 A. The review section is in the form of “Follow-up Exercise”

followed by questions and multiple choices which contain all of the materials in this chapter.

In addition, in **Table 4.6** is listed the activities which available in the periodic test section. In this textbook the periodic test section is commonly written after the explanation of material on each activity. The form of periodic test section in this textbook are in the form of listening and completing the dialog, performing the dialog and answering the questions, listening and completing text with correct word, reading text and answering the question, and filling in the blanks.

Those tests are suitable with the material which students have learnt. It is related with the statement from Hutchinson and Waters (1987: 147) that the one of basic principles for constructing test is the test what the teacher can reasonably assume the learners have learnt. In addition, those tests can support the students in learning process and help students to measure their learning achievement.

The weakness of this textbook, the writer just gives the review just in one module and doesn't provide mid-term test and final test. Actually the writer need to give periodic review in all of modules and provides mid-term test and final test.

5. Clear Attractive Layout, Print Easy to Read

The descriptions criteria in this chapter is the words are correctly spelled and clearly printed. In this case the students need the book which has a good paper quality and good the picture that instead in those textbook. Patel and Jain (2008:69) state that the picture should be well drawn and realistically colored and not in black and white. In this situation the textbook is considered relevant with

the descriptions criteria if it can fulfill all or one of those descriptions. Based on the theory above, the important point that should be considered by the writer is the color because the students like something that is colorful. On the other side the spelling of every sentence in this book is correct.

Based on the explanation above it is clear that this book is considered relevant with descriptions criteria because, it fulfills one of the descriptions criteria, that is this textbook printed in correct spelling of words in every sentence. But all of the pictures in this book are printed in two colors blue and white only. In this case the teacher can settle the picture or the other problem by giving the real materials or another authentic material.

6. Appropriate Visual Materials

The description of criteria is there are visual materials available from the textbook, such as chart, pictures, and movies. The textbook must fulfill this description to be relevant with the criteria. Visual materials can help the teachers to explain the materials in the learning process. Visual materials can be made from simple things like, pictures, chart also the digital materials. By providing visual materials it means that giving information clearly with illustration that supports the students in studying and understanding each content with the various visual materials that suit with the materials.

In this textbook there are some visual materials but just provided in printed form, for example in **Figure 4.3**. From this finding, the researcher concludes that this book is relevant with the descriptions a criterion, the materials is in the form

of printed picture. Although the pictures and illustration image just in the blue color but it can make students more interesting and get the stimulation in learning this book. As addition, the writer should give the picture in full color in order to make the materials easy to understand and more interest.

7. Interesting Topic and Task

The interest topic means that the topic in this student's textbook is meaningful and interesting not only the cover but also the content of the textbook. The description criterion is the topic of reading varies from factual to anecdotal ones and sometimes is funny stories. In this textbook the topic related to the daily life and Indonesian culture. It make students are interested to read because they have background knowledge about the topic.

In the situation of the task, materials and the activity should be related with the students' life as possible. This textbook gives the task in vary form, as we can see in **Table 4.4**. This condition makes the learners easy in learning English. Based on the topic and task explanation above, this book considered relevant with the topic in the term of interesting topic and task.

8. Clear Instructions

Every activity in this textbook always begins with an instruction. In this case "Instruction" is the command that should teacher and learners do in the activities. In this aspect the description is the instruction of the exercises or practices are clear and easy to understand in terms of completed by example

and/or given the learner's native language. The textbook is considered relevant with the criteria if this criterion can be fulfilled.

The instructions in this textbook are given in clearly sentences. Some of those instructions are also followed by an example that make students are easy to do those instructions.

This textbook is relevant with the criteria, because this textbook can fulfill the description criteria. In this textbook the instructions of every activity or exercise are understandable. If sometimes the students do not understand about the instructions, the teacher can give the addition explanation to make it clear.

9. Content Clearly Organized and Graded

Almost modules in this textbook are written in the same thread or format. From the findings from module 1 A, 1B, 2, 4, and 7; in **Activity 1** from each module discussed the material and the examples. It makes the students are able to observe the material first before they continue to the next activity which elaborate the material.

In addition, the materials cover five steps in teaching and learning activity based on 2013 curriculum such as Observing, Questioning, Exploring, Associating, and Networking. These steps are clearly stated in the beginning of each module, so the students can be easy to use this book and the teacher is easy to design the activity and explain the materials. Based on the explanation above it is clear that this book is relevant to the criteria.

10. Plenty of Authentic language

Authentic here means that the materials in this book add the example based in fact. In the other side authentic materials can help students to stimulate in learning process. The descriptions criteria are there is authentic material in the textbook.

This book is considered relevant if this book can fulfills the descriptions criteria. There are authentic materials in this book as in **Table 4.6**. There are authentic materials in Module 1A, Module IB, Module 2, Module 4, and Module 7. By those authentic materials, this textbook provided material based on fact.

11. Good Grammar Presentation

In this book the grammar presentation provided in some kind activities and materials. The explanation in this textbook consist of some examples, it can be in the different sentence but in the same kind. Based on Patel and Jain (2008:142) He or she tells the students rules or definition and explain those with the help of examples then gives exercise and ask pupil to apply the rules. In this case the teacher uses the grammar book and explains the materials from this book, after that the teacher gives the exercise for the students.

The grammar section in this textbook can be seen in **Table 4.7**. Actually it is good because it is provided in simple language and easy to understand because directly to the point; but the presentation is not interesting because no color except blue and there is no picture or image to attack the students' interest.

In addition, almost all of grammar practices in this textbook are in the form of completing the sentence or fill in the blank. Based on the explanation above, this book is considered relevant with the criteria. However, it should be better if there is picture or image and should be colorful to interest the reader.

12. Fluency Practice in Four Skills

In this textbook the materials combined the four skills in English such as listening, reading, and writing skill. The activity in listening such as listening to the expressions, listening to the dialogue, and listening to the text appear in this textbook. The activity in speaking is in the form of practicing the expression, practicing the dialogue with partner, and repeating the words. The Reading activity in this textbook is covered in to reading the expression, reading the dialogue, reading the text, and reading the questions. The last skill is writing, the activity is in the form of writing the expression, completing the blank words, writing the sentence, and writing some letter.

The portion of those skill is different each other. In this textbook reading and writing skill have a lot of materials, and then listening and speaking skill have smallest materials.

In the short, all of the modules in this textbook are provided four skills. Based on the discussion, this textbook is relevant with the criteria because this textbook is considered fulfilling the descriptions criteria.

13. Encourage learners to develop their own learning strategies

The description for this criterion is the textbook provides activities to enable students to use the language independently. The textbook is considered relevant to the criterion if it can fulfill the description. In this textbook there are available some activities that enable the students to make students enjoy in their learning process and stimulate the students to work individually, in pair, and sometimes together in their group. This book is considered relevant to the criteria. Relevant means that it is appropriate with all of aspects or some of them.

From those Thirteen Criteria, this textbook are fulfilled all of them. However, it has some weakness in some points. In this case the teacher can use this book as the reference to provide teaching materials for the students. The teacher can take the good points which are provided in this textbook and combine them with the other sources to create the better material. In some opportunity the teacher need to give addition explanation in using this students' book.

Based on the result above, this research has similarity with the previous studies. The two previous studies stated in the Chapter II have the result that their textbooks which were analyzed are suitable with the textbook evaluation criteria. It is same with the result of this research that the textbook which analyzed is suitable with the textbook evaluation criteria.