

READING MATERIAL COMPATIBILITY ON “WHEN ENGLISH RING’S A BELL” TEXTBOOK ANALYSIS

Mohammad Zainul Muttaqin

STKIP PGRI Sidoarjo

Zainulm906@gmail.com

Abstract

This research paper is mainly intended to find out whether the English textbook used for the second year students of Elementary school entitled When English Ring’s A Bell for junior high School is compatible or not with the indicators of good materials design suggested by Rajan. This research applies descriptive research. In collecting data, the writer did content analysis. The data were analyzed by steps, (1) presenting the materials (2) comparing the materials (3) judging whether materials of English textbook appropriate with the indicators of good materials design suggested by Rajan or not (4) drawing conclusions. The result of the analysis shows that the percentage is 53,80% it means that the materials in the textbook are good or compatible with the good materials designs suggested by Rajan. This research implies the textbook entitled “When English Ring’s A Bell” for junior high School is good materials to support the learning process.

Keywords: compatibility, textbook evaluation, good materials design.

Abstrak

Makalah penelitian ini terutama ditujukan untuk mencari tahu apakah buku pelajaran bahasa Inggris yang digunakan untuk siswa tahun kedua sekolah dasar yang berjudul Ketika English Ring's A Bell untuk sekolah menengah pertama kompatibel atau tidak dengan indikator desain bahan yang baik yang disarankan oleh Rajan. Penelitian ini menggunakan penelitian deskriptif. Dalam mengumpulkan data, penulis melakukan analisis isi. Data dianalisis dengan langkah-langkah, (1) menyajikan materi (2) membandingkan bahan (3) menilai apakah bahan dari buku teks bahasa Inggris sesuai dengan indikator desain bahan yang baik disarankan oleh Rajan atau tidak (4) menarik kesimpulan. Hasil analisis menunjukkan bahwa presentase adalah 53,80% itu berarti bahwa bahan-bahan dalam buku teks adalah baik atau cocok dengan desain bahan yang baik yang disarankan oleh Rajan. Penelitian ini mengimplikasikan buku yang berjudul “When English Ring's A Bell” untuk SMP adalah materi yang baik untuk mendukung proses pembelajaran.

Kata kunci: kompatibilitas, evaluasi buku teks, desain bahan yang baik.

Introduction

In learning English at schools, textbooks are the key component. Textbook is an important resource. It is foundation of school instruction and the primary source of information for students and teachers. Textbook serves as one of the main instruments for shaping knowledge, attitudes and disciplines of the students.

A textbook means a created material designed as materials for teaching learning process in order to increase the learners’ knowledge and experience. “Textbooks are best seen as a

source in achieving aims and objectives that have already been set in terms of learner needs” (Cunningsworth, 1995:7). Textbook also can be defined as a book prepared for school’s students in teaching learning process.

There are so many English textbooks that are used in teaching- learning process. The writer chooses “*WHEN ENGLISH RING’S A BELL*” as the book for the 8th grade, because the book is designed to encourage the students to develop their competency in four language skills. This book introduces and enriches the words and expressions for the students of the second year that is related to language functions for introducing oneself and others, mentioning toys, etc. Each unit is designed to have the following sub units: *Come On, Passwords, Exercise, Grab the Stars, Let Us Try, Useful Expressions, and Fun Time*. The unit also has supportive materials for the time being discussed such as *more to Know, Around the World, Creative Hands, Glossary, and Chapters Review*. To assess the learning progress, reflection is provided in the last part of the unit for the students to complete personally.

Based on the problem above the writer compares the material in the textbook with good criteria textbook based on Rajan (2003) Theory, whether or not the textbook is appropriate with Rajan’s criteria. Based on the reasons, the writer decides to conduct a research entitled *An Analysis on English*

As reading dominates all activities in the English subject, the language components, namely pronunciation, grammar and vocabulary should also be learned to support the language skills, especially reading. Usually, vocabulary or grammar or writing are taught through reading texts. Grellet (1996: 8) states that it is important for the students to link the different language skills of the language through the activities. In fact, reading comprehension skill is the basic skill in learning English. Therefore, every activity in English class involves reading.

Rivers (1987:44) recommends authentic reading materials because of the following advantages. First, the authentic reading material will bring the students into contact with the language as it is used to meet actual communication needs. Second, it will bring the students to use the new language authentically themselves to communicate meanings in meaningful situation rather than for demonstrating knowledge of grammar of lexical items.

Reading is a receptive skill, where a reader decodes meanings from the author’s thinking. To support the idea, Carrel ET. al. (1988:2) state: “reading is viewed as the decoding process of reconstructing the printed letters and words, and building for a text from the

smallest textual unit at the “bottom” (letter and word) to larger and larger unit at the “top” (phrases, clauses, and inter sectional linkages)”.

Readers are expected to do more than just read the text. They must recognize the printed materials and gain the meaning. They at last can identify the message of the author in expressing the written text. Carrell ET. Al (1988:56) exemplify that reading is a dialogue between a reader and the text. Therefore, readers are expected to involve their prior knowledge that plays an important role in the reading process. Grellet (1996:3) states that reading comprehension is about understanding a written text, which means extracting the required information from it as efficiently as possible.

While Grellet (1996:4-5) claims that reading involves a variety of skills. The main skills are identifying the main point or important information, distinguishing the main idea from supporting details. Wood (1996:186-187) says that in all communication, writers and speakers present the main idea, support that idea with specific details. Readers are expected to be able to differentiate between the general information and the specific information.

Furthermore, Wood (1996:189) says that the general information or the main idea is what most of paragraph or longer section of material is about. Sometimes it is directly stated or indirectly stated in the paragraph. Further, the main idea of a paragraph is the author’s message about the topic and it is often expressed directly or it can be implied.

The main idea of each paragraph is usually expressed somewhere in a paragraph by one sentence (topic sentence), and it is usually found at the beginning of the paragraph, but can come at the end or even in the middle of the paragraph (Gillet, 2011). One way to discover the stated main idea is by finding the topic sentence, because it introduces the discussion that may go on for one or several paragraphs (Wood, 1996:189).

The first problem is related to the teacher. In every Junior High Scholl most English course books are published by different publishers that sometimes do not match with the curriculum of the school. The teachers usually buy English text books from the salesman who comes to the schools. In fact, they must consider the students’ needs and capacity to their level of learning. The second problem is the materials. Materials are essential elements in the teaching and learning process. A material is one important thing in program, besides the syllabus, teachers, learners, and resources. The last problem is that the relevant to the curriculum or SK and KD. Therefore from the explanation above the researcher wants to analyze the reading material compatibility based on Rajan’s theory textbook analysis.

Research Method

The primary data of this research is using a textbook “When English Rings A Bell”. This textbook is a guidance for English teacher in Indonesia for teaching English in Junior High School using new curriculum "Kurikulum 2013".

English Books When English Rings a Bell for Class VIII SMP / MTs aims to provide as many opportunities to learners to develop literacy competencies in English, namely the ability to achieve goals or solve problems in everyday life by using either text oral and written as the main tool. In accordance with the KI and KD English subjects in class VIII, this book teaches three types of communicative competence, which is distinguished by its social function, namely interpersonal, transactional, and functional. Such mastery is accompanied by the development of attitudes and characters that respect and implement the noble values of Indonesian religions and cultures.

Researcher as a main instrument In qualitative approach, the researcher becomes the main instrument (Douglas and Lesley, 2011: 17). Spradley via Yin (2011:13) also argues that researcher serves as a research instrument for culture and people’s interaction that cannot be measured by external instrument. In this thesis, the researcher considered himself as a primary instrument who uses describing skill to analyze data and explain the result of analysis. In addition, this research used secondary instruments such as data sheet, and textbook “when English rings a bell”

The researcher using the model of analysis: Rajan’s criteria on reading materials compatibility. Good materials don’t teach but good materials can motivate a learner to learn. The criteria of good materials design based on Rajan (2003:IV) like the MAGIC. The meaning of MAGIC is as follows, M= Motivating and Meaningful, A= Authentic and Appropriate, G= Graphic and Graded, I= Interesting, Interactive, and Integrated, C= Contextualized and Creative.

Vanderstoep and Jhonston (2008: 189) state that there are four types of data collection techniques. This research employed a textbook analysis model based on Rajan’s criteria on textbook analysis in reading material. Textbook analysis is a means by which these features can be identified and hence the effectiveness of textbooks be established. In order to collect the data, there are 3 steps of the data collection were as follows: First, looking for the book “When English Ring’s A Bell “. The researcher asked the textbook from the teacher of SMP Yos Sudarso Sidoarjo. The second is, selecting the reading materials such as reading’s instructions,

reading passages, reading exercises which are relevant with criteria from Rajan's theory of reading materials compatibility. The third step is classifying the reading materials and using it as a findings based on the *MAGIC* criterion by Rajan's theory. Finally, the last step is the writer gives the percentage to judge whether the English textbook is compatible with the criteria of Good Material design by Rajan or not, the writer uses formula general formula looks for percentage.

The writer gives the percentage to judge whether the English textbook is compatible with the criteria of Good Material design by Rajan or not. The researcher analyzed the raw data that had been collected in the data sheets. Since this research was also quantitative research, the researcher started the analysis when selected the raw data and arranged them into a data sheet. The first step is analyzing the findings on reading materials compatibility based on Rajan's theory and using it as the result in order to answer the research questions, the second is interpreting and elaborating the result from the finding, after that, do the calculation using a formula, then drawing conclusions.

Findings and Conclusion

Based on the result, the textbook entitled "When English Ring's A Bell" is compatible for the learner. It can be seen that 53,78% refers to good material based on Rajan Criteria. After analyzing the data of materials in the English Textbook entitled "When English Ring,s A Bell" for Junior High School which are appropriate with those criteria of good materials design suggested by Rajan.

In criteria of material Design Suggested by Rajan, there are eleven criteria. After analyzing materials in the textbook, the writer found ten (10) criteria from eleven (11) criteria of Material Design Suggested by Rajan which is compatible with materials in the Textbook. In some cases, the writer found the possibilities of several criteria stand in the same page on this book. The percentage of these criteria in the When English Ring's A Bell textbook is 53, 78%. It means that the materials in the textbook are very good and compatible with the criteria of Material Design suggested by Rajan.

Based on the research finding, the writer analyzes the materials of the textbook entitled "When English Ring's A Bell" compares with criteria material design suggested by Rajan. The researcher wants to discuss the findings that are developed in the textbook When English Ring's A Bell as follows:

1. Motivating

The materials that are compatible with the criteria .These criteria are found in English textbook entitled “When English Ring’s A Bell” has 51 pages from 84 pages. So, the percentages of motivating criteria in the English textbook are 60, 71%.

2. Meaningful

The materials that are compatible with the criteria .These criteria are found in English textbook entitled “When English Ring’s A Bell” has 51 pages from 84 pages. So, the percentages of motivating criteria in the English textbook are 60, 71%.

3. Appropriate

The materials that are compatible with the criteria .These criteria are found in English textbook entitled “When English Ring’s A Bell” has 50 pages from 84 pages. So, the percentages of motivating criteria in the English textbook are 59, 52%.

4. Graphic

The materials that are compatible with the criteria .These criteria are found in English textbook entitled “When English Ring’s A Bell” has 49 pages from 84 pages. So, the percentages of motivating criteria in the English textbook are 58, 33%.

5. Graded

The materials that are compatible with the criteria .These criteria are found in English textbook entitled “When English Ring’s A Bell” has 56 pages from 84 pages. So, the percentages of motivating criteria in the English textbook are 66, 66%.

6. Interesting

The materials that are compatible with the criteria .These criteria are found in English textbook entitled “When English Ring’s A Bell” has 47 pages from 84 pages. So, the percentages of motivating criteria in the English textbook are 55, 95%.

7. Interactive

The materials that are compatible with the criteria .These criteria are found in English textbook entitled “When English Ring’s A Bell” has 48 pages from 84 pages. So, the percentages of motivating criteria in the English textbook are 57, 14%.

8. Integrated

The materials that are compatible with the criteria .These criteria are found in English textbook entitled “When English Ring’s A Bell” has 47 pages from 84 pages. So, the percentages of motivating criteria in the English textbook are 55, 95%.

9. Contextualized

The materials that are compatible with the criteria .These criteria are found in English textbook entitled “When English Ring’s A Bell” has 48 pages from 84 pages. So, the percentages of motivating criteria in the English textbook are 57, 14%.

10. Creative

The materials that are compatible with the criteria .These criteria are found in English textbook entitled “When English Ring’s A Bell” has 50 pages from 84 pages. So, the percentages of motivating criteria in the English textbook are 59, 52%.

CONCLUSION

After doing several analysis of materials in the textbook entitled *When English Ring’s A Bell* for the junior high school published by PT. Tiga Serangkai Pustaka Mandiri, the researcher drew the conclusion from the research finding that the compatibility of the materials in the textbook with the criteria of material design suggested by Rajan found ten (10) of eleven (11) criteria. They are Motivating, Meaningful, Appropriate, Graphic, Graded, Interesting, Interactive, Integrated, Contextual, and Creative.

Based on the criteria of material design suggested by Rajan, the researcher stated that English textbook entitled *When English Ring’s A Bell* for the junior high school published by PT. Tigaserangkai Pustaka Mandiri is a very good textbook. It has proven in this research analysis that the compatibility of *When English Rings A Bell* Based on Rajan’s criteria is 53,78%.

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