

# **LANGUAGE SKILL IN ENGLISH TEXTBOOK ANALYSIS AND EVALUATION OF *BUPENA* AND *LET'S LEARN ENGLISH* FOR SENIOR HIGH SCHOOL AT 10<sup>th</sup> AND 11<sup>th</sup> GRADE**

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## **ABSTRACT**

Language Skill is the four main English Skills: Reading, Writing, Speaking and Listening. Students will engage in various activities to practice English likes Listening task, role playing and Practical Reading and Writing Tasks and Vocabulary presented on Textbooks. Textbooks is a book Used as a standard source of information for formal study of a subject and instrument for teaching and learning (Graves) Evaluating in Textbook its a practice in the field of teaching, seeking to assisted in the choice of the best suitable book for a specific context. In this Paper the Writer present an evaluation of English Textbook "Let's Learn English" and "Bupena" for 10<sup>th</sup> and 11<sup>th</sup> class respectively. The researcher identifies how well a pre-use textbook match the need of learning program and how much appropriate the activities are.

**Keywords:** Language Skill; Texbooks; Evaluating in Textbook; Bupena; Let's Learn English.

## **INTRODUCTION**

Language means system of communication in speech and writing used by people of a particular country. It means that language is needed in interactions among humanities as a social creature. Must people spend an immense of their daily life activities by listening, speaking, reading and writing. Hornby (1995:34). Language educators have long used the concepts of four basic language skills: Listening, Speaking, Reading, Writing. These four language skills are sometimes called the "Micro-skills" which are things like Grammar, Vocabulary, Pronunciation and Spelling. The Four basic skills are related to each other by two parameters (oral or written and the direction of communication: Recieving or producing the message Hakan (2014:673).

English is language and as subjects in the school in our level not only in senior high school but also in Elementary school and Junior High School. When we teaching language to students is otomatically we teach their Listening, Speaking, Reading and Writing in their exercises after the teacher explain the material the students continue in their activities or exerices. When the teacher explain the material and students exercises its their need.

Textbook is derived from two words namely “text” and “books”, the word text means the main written and printed part of a book or page, contrasted with notes, illustrations and etc. the word book means a number of printed or wirtten sheets fastened together with in a cover so that the pages can be turned freely. Meanwhile the word “text book” has the meaning as a book giving instruction in a subject used, especially in school. Bupena and Let’s Learn English those are the example of all the textbooks its usually using the teacher and students in learning process. The purpose of this study to (1). how well a pre-use textbook match the need of learning program, (2) how much appropriate the activities.

## LITERATURE REVIEW

### Language

Sapir in Language (1921:7) “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols”.

Mario & Frank (1954) Language is a system of communication by sound, i. e., through the organs of speech and hearing, among human beings of a certain group or community, using vocal symbols possessing arbitrary conventional meanings”.

### Language Skill

Cunningsworth (1984) Language skills can be characterized as receptive, which involves reading (written) and listening (spoken), then as productive including writing and speaking. Integration of skills such as note taking, dictation, reading aloud, participating in conversation etc. and translation both into English and from English may be considered as part of language skills too.

Brown (2007) English Language teaching has identified the “ four skills”: Listening, speaking, reading and writing as of paramount importance. The human race has fashioned two forms of productive performance, oral and written, and two forms of receptive performance, aural (or auditory) and reading.

### Textbooks

Brown (1987:141) Brown defines textbook as one of text, a book for use in an educational curriculum. It is reasonably that educational system cannot be separated from textbooks. Textbook is used to suppor the purpose of educational system, particularly the output of educational system.

Hornby (1995:1234). Text book is derived from two words namely “text” and “books”, the word text means the main written and printed part of a book or page, contrasted with notes, illustrations and etc. the word book means a number of printed or wirtten sheets fastened together with in a cover so that the pages can be turned freely. Meanwhile the word “text book” has the meaning as a book giving instruction in a subject used, especially in school.

Jack (2001:1) Textbooks are a key component in most language problems. In some situations they serve as the basis for much of the language input learners receivw and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in.

## The Characteristics of Good Textbooks

Deuri (2012:26) a good English textbook should have the following characteristics:

a. Adequate Subject Matter

The subject matter should be based on the psychological needs and interests of students. It should be related to the student's environment. It should have various topics like prose, poetry, story, biography, narration, description etc. It should be practical utility as well as informative.

b. Suitable Vocabulary and Structures

The vocabulary should be controlled, properly selected and graded. The introduction of vocabulary should be progressive within the series of readers. The words and structures should be introduced in a systematic order. The simple meaning should be used of a word or structure if they have more than one meaning. At the end of the text book, a glossary of difficult words.

c. Style

The style should be based on the principle of simple to complex. The subject matter should be presented in a logical manner. The style should be appealing to the students.

d. Exercises

There should be sufficient number of exercises at the end of every lesson. The interactions about the exercises should be brief and clear. The exercises should be well selected and graded. Different types of exercises should be included.

e. Illustrations

The illustrations should make the subject matter clear. They should be sufficient in number. They should be attractive with natural color combination. Too many ideas should not be conveyed in one illustration.

f. Proportion and Order

A lesson should not be very long. There should be plausible proportion between prose, poetry, story, biography, lesson etc. Two topics should not be in continuation. Proportion of content and structure should be maintained.

There are some technical characteristics:

- i. The paper of the text book should be white and durable enough.
- ii. Spacing, margin and symmetry should be proper.
- iii. The headings and subheadings should be in a very bold type.
- iv. A jacket should be added to the cover.
- v. The price of the book should be moderate.

## METHODS

Quantitative and Qualitative methods have been for analyzing and evaluating the data.

• Step 1:

Impressonic evaluation which involves an overall presentation and analysis of the textbook related to its design, table of contents, distribution of units, lessons and sections in the book.

- Step 2:  
In Depth Evaluation which examines separately and more analytically the treatment of the different skills, reading, listening, writing and speaking and the ways of assesment practices provided thourgh the book.  
Grath (2002)

## FINDING AND DISCUSSION

### Analysis of Bupena (for 10<sup>th</sup> Grade)

**Table 1. Quantitative Cheklist for 10<sup>th</sup> Grade**

Impressionistic view	Total	
Unit in the book	14	
No. Of activities in book	73	
Lesson per unit	1	
Activities per unit	12	
In-Depth View	Total Activities	Per Unit
Activities for Listening Skills	-	
Activities for Speaking	8	4
Activities for Reading	28	3
Activities for Writing	21	3
Activities for Grammar	16	1

### Analysis of Speaking skill

**Table 2. Categories of Speaking Activity**

Categories	Frequency	Page No.
Persentation	3	12, 23, 47
Role Play	4	8, 18, 30, 57,
Discussion	1	63
	8	

### Analysis of Reading skill

**Table 3. Categories of Reading Activity**

Categories	Frequency	Page No.
Expressions	10	3, 17, 29, 32, 43, 57, 59, 64, 66, 67
Past&Present Perfect T	3	71, 128
Descriptive	5	83, 89, 99, 101, 117
Recount	3	142, 156, 161
Announcement	3	128, 129, 131,
Narrative	3	174, 176, 184
Song	1	195
	28	

### Analysis of Writing skill

**Table 4. Categories of Writing Activity**

Categories	Frequency	Page No.
Expressions	7	9, 11, 23, 31, 35, 37, 51
Past&Present Perfect Tense	2	77, 78
Descriptive	3	92, 110, 123
Recount	4	151, 157, 167, 179
Announcement	3	132, 133, 136
Narrative	1	185
Song	1	196
	21	

### Analysis of Grammar

**Table 5. Activities Related to Grammar**

Categories	Frequency	Page No.
Simple Present tense	1	7
Will, going to and to be+V ing	2	43, 45
Simple past tense and Present Perfect Tense	5	73, 75, 76, 162, 180
Adjective	7	86, 87, 88, 89, 102, 103, 183
Time Connectives	1	147
	16	

### Analysis of Let's Learn English (for 11<sup>th</sup> Grade)

**Table 6. Quantitative Checklist for 10<sup>th</sup> Grade**

Impressionistic view	Total	
Unit in the book	8	
No. Of activities in book		
Lesson per unit	2	
Activities per unit	39	
In-Depth View	Total Activities	Per Unit
Activities for Listening	28	2-4
Activities for Speaking	19	3
Activities for Reading	24	3-4
Activities for Writing	20	4
Activities for Grammar	9	1

### Analysis of Listening skill

**Table 7. Categories of Listening Activity**

Categories	Frequency	Page No.
Pronunciation	8	4, 39, 77, 112, 153, 178, 204, 230
Congratulating and inviting	2	2, 3
Procedure	1	38
Instruction	3	34, 35, 36
Hope	2	74, 75
Warning, giving advice	4	108, 109, 110, 111

Opinion	2	150, 152
Report	1	151
Asking and offering help	2	176, 177
Asking and Giving Opinion	2	200, 201
Analytical Exposition	2	228, 229
Advertisement	1	204
	28	

### Analysis of Speaking skill

**Table 8. Categories of Speaking Activity**

Categories	Frequency	Page No.
Inviting and Offering Something	2	5, 6
Invitation	2	7, 26
Order, Request and advice	1	41
Procedure text	1	66
Hope and prediction	1	81
Opinion	3	160, 168, 173
Asking and Offering help	3	178, 179, 180
Analytical exposition	1	214
Feeling pain& displeased/angry	1	210
Suggestion, giving advice	4	230, 231, 232, 233
	19	

### Analysis of Reading skill

**Table 9. Categories of Reading Activity**

Categories	Frequency	Page No.
Invitation and Letter	6	5, 9, 12, 15, 16
Procedure	2	49, 52
Report Text and Benner	4	87, 92, 93, 95
Spoof and Letter	2	121, 123
Report, Biografi	2	161, 163
Asking and offering help	3	179, 180, 181
Report	2	215, 218
Analytical Exposition	3	240, 244, 245
	24	

### Analysis of Writting skill

**Table 10. Categories of Writting Activity**

Categories	Frequency	Page No.
Invitation and Letter	2	9, 28
Procedure	2	48, 70
Report Text and Letter	4	101, 102, 103, 104
Invitation and Letter	2	129, 131
Report Text and Poster	4	158, 169, 171, 173
Asking, Offering Help and Biografi	3	184, 188, 195
Report	1	224
Analytical Exposition	2	245, 252
	20	

## Analysis of Grammar

**Table 11. Categories of Grammar Activity**

Categories	Page No.
Causative have and get	10
Passive Voice	24
Noun Clause	62
Reported Speech: Statement, Imperative	84, 99
Conditional Sentences with if	116
Reported Speech: Yes/No Questions	167
Offer and Request	184, 192
Participle as Adjectives	223
Adverbials	249

## Qualitative Analysis of Textbooks Using Checklist

			Needs Improvement	Average	Above
1	The goals and objective of the curriculum fit to the age of the Students.	10			•
		11			•
2	The length of the course appropriate?	10			
		11			
3	It enhances the learner's creative skills?	10			
		11			•
4	The goals of this subject realistic, clear and explicitly stated?	10			
		11			•
5	Its layout is attractive	10			
		11			
6	The ability to complete in less time	10			
		11			•
7	Is there a check at the end of the units to ensure the achievement?	10			
		11			
8	Learners would be able enough to apply the skills?	10			
		11			
9	The content is current, relevant and accurate ?	10			
		11			
11	Is it organized into learning units?	10			
		11			•
12	Is it organized from simpler to complex?	10			
		11			•
13	According to the level and interest of students?	10			
		11			•
14	The reading, writing, listening and speaking skills are balanced well in the curriculum.	10			
		11			•

## DISCUSSION

Qualitative analysis of textbooks using checklist have 3 categories: needs improvement; average and above. In Needs Improvement category, like the course appropriate, the goals of subjects, clear and explicit stated. Organized is simpler to complex, level and interest is need improvement because content and pictures are not colorful. Listening in grade 10 is not provided in the 10 grade textbook and culture are not provided in the textbooks. Category in Average likes creative skills, attractive of layout, a check at the end of the units to ensure the achievements, apply the skills and many others.

## CONCLUSION

This study focused on the evaluation of the textbooks "Bupena" and "Let's Learn English" used for the students of 10<sup>th</sup> and 11<sup>th</sup>. Checklist was used quantitative and qualitative. Analysis Qualitative analysis included Authentic of textbooks, Language skills, culture and many others. Based on the analysis Quantitative and Qualitative the writer think that many parts of textbook need to improve like exercise, culture corner and Listening which listening its kinds of language skills in textbooks especially textbooks for 10 grade.

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