

AN ANALYSIS OF CONTENT OF THE TEXTBOOK ENTITLED “WHEN ENGLISH RINGS A BELL”

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ABSTRACT

This research presents the anlysis of speaking activities in english textbook for second year junior high school. Speaking is one of the language skills in language learning. This is a language skill that is very important to teach to students because it can help them communicate in a foreign language. The current study seeks to investigate how is the role of textbook in supporting of students’ speaking activity for junior High School. Afterward, the researcher conducted a study about An Analysis Of Speaking Activities In English Text book for Second Year Junior High School to know how is the role of the textbook “When English Rings A Bell” for their Speaking skill.

The study uses descriptive qualitative in analyzing a content because it is appropriate to use in this study to analysis of speaking activities in English textbook for second year junior high school. This research uses textbook “When English Rings a Bell”. The researcher chose a textbook entitled When English Rings a Bell because the book contained a lot of material about speaking.

The finding of this research concluded that the textbook entitles “When English Rings a Bell” good to students’ speaking skill It is proven by several features to support student in learning speaking. Based on the 3 chapter have slight differences but still have the same meaning and learning

objectives. There are so many points discussed in this research such as the important point for a textbook be one of the media in the school.

Keywords: An analysis, features, textbook

INTRODUCTION

A language use for communication. It is very essential and needed for the human being. Language can be expressed in the spoken and written forms. In the globalization era, English as an International language must be mastered by the people that do not speak English. Many countries use English as EFL (English foreign Language)/ESL (English as Second Language), so the language must be mastered by the people to develop their skills to face the globalization era. English is also one of the most influential factors for getting a job.

English in Indonesia is generally taught as a foreign language. The term foreign language in the field of language teaching is different from the second language. Foreign language is a language that is not used as a communication tool in certain countries where the language is taught. While a second language is a language that is not the primary language but became one of the commonly used languages in a country. It is started from elementary school up to University since it is important to develop science. English as a foreign language, four skills need to be mastered by students. They are listening, speaking, reading and writing. Those four skills are very important in English. However, speaking skill is the most important skill, since the skill is needed to apply in communication. Speaking, in the words of Ladouse (in Nunan, 1991: 23), is defined as having the capacity to express oneself in a situation, or as an activity to report acts or circumstances in precise words, or as having the capacity to converse or to fluently express a series of ideas. Speaking is oral communication, in accordance with Byrne (1984). People engage in this activity to interact with others in the proper setting and circumstance. In spite of the fact that English has been taught since elementary school, the majority of junior high and senior high school students hardly ever speak English with their teachers in class. Besides the four skills, English has several other

important aspects, such as grammar, vocabulary, and pronunciation. Speaking is one of the language skills in language learning. This is a language skill that is very important to teach to students because it can help them communicate in a foreign language. Most of the material taught in schools is conversation and students are expected to understand and analyze all the contents of the conversation. Students are also expected to be able to use it in their daily lives.

Most English teachers at the junior high school level use textbooks in their lessons. The textbook is the main media used by a teacher. Almost all teachers are pegged with books in providing learning to students, but teachers never know the extent of the role of the textbooks in developing students' skills in English, especially speaking skills. According to Cunningsworth (as cited in Richard, 2001) mentions the roles of materials in the textbook in language teaching. These include the following: a resource for presentation materials (spoken and written), a source of activities for learner practice and communicative interaction, a reference source for learners on grammar, vocabulary, pronunciation, and so on, a source of stimulation and ideas for classroom activities, and a syllabus (where they reflect learning objectives that have already been determined). According to Cunningsworth (as cited in Richard, 2001) mentions the roles of materials in the textbook in language teaching. These include the following: a resource for presentation materials (spoken and written), a source of activities for learner practice and communicative interaction, a reference source for learners on grammar, vocabulary, pronunciation, and so on, a source of stimulation and ideas for classroom activities, and a syllabus (where they reflect learning objectives that have already been determined). According to Cunningsworth (as cited in Richard, 2001) mentions the roles of materials in the textbook in language teaching. These include the following: a resource for presentation materials (spoken and written), a source of activities for learner practice and communicative interaction, a reference source for learners on grammar, vocabulary, pronunciation, and so on, a source of stimulation and ideas for classroom activities, and a syllabus (where they reflect learning objectives that have already been determined). According to Linda (2018), a textbook is a book yhat the purpose is for instructional use. Given the importance of textbooks, myriad of

experts have conducted studies to investigate the important role of textbooks. The textbook is also used as supporting teaching instrument.

According to Harmer (2007), the most important aspect of textbook use is for teachers to try to engage learners with the content they are going to be dealing with. Moreover, it also provides the learners with great opportunity to communicate English in the classroom (Ayu and Indrawati, 2018). Based on the definition above, the researcher concluded that Textbooks are the main media used by teachers in the learning process, most teachers rely heavily on books in providing material to their students.

Those important aspect also proved by several researchers. First, in the research that conducted by Amrina (2018) entitled *“An Analysis of Bahasa Inggris Textbook Used in The Second Grade of Senior High School”*. The result of this research showed that textbook is good to be used for second grade of senior high schools that have started using curriculum 2013.

Secondly, a study was conducted by Herdiyani (2014) entitled *“Reading Passage of English Textbook English in Focus Based on the School-Based Curriculum”*. The result of the research showed that the reading passages in the textbook covers the demands of School-Based Curriculum (KTSP) in the term of types of genre that a textbook should have.

Furthermore, a study was conducted by Setiabudi (2010) entitled *“A Content Analysis of The English Textbook Primary English as A Second Language”*. The researcher concluded that, the English textbook entitled “English on Sky 2” does not develop the skills or activities of language skills written in the indicator of the school-based curriculum of English for the second year of students in Junior High School yet.

Therefore, the current study seeks to investigate how is the role of textbook in supporting of students’ speaking activity for junior High School. Afterward, the researcher conducted a study about An Analysis Of Speaking Activities In English Text book for Second Year Junior High School to know how is the role of the textbook “When English Rings A Bell” for their Speaking skill.

METHOD

The study uses descriptive qualitative in analyzing a content of the textbook and speaking activities of the second grade of Senior High School in academic year 2022. The descriptive qualitative method is chosen because the researcher presented a description about the role of the textbook in supporting the students' speaking activities. Descriptive qualitative research generates data that describe the 'who, what, and where of events or experiences' from a subjective perspective (Kim et al., 2017, p. 23).

In this study, the researcher uses a qualitative description method because it is appropriate to use in this study to analysis of speaking activities in English textbook for second year junior high school.

This research uses textbook "When English Rings a Bell". The researcher chose a textbook entitled When English Rings a Bell because the book contained a lot of material about speaking. The textbook "When English Rings a Bell" published by the Ministry of Education and Culture the Republic Indonesia in 2017 and written by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah.

In collecting the data, the researchers used English Textbooks that are used at the Junior High School It refers to a technique of collecting data by gathering speaking activities in English textbook and analyzing documents, while a document is a communicable material used to explain some attributes of an object, systems or procedures (Sewagegn, 2020). It means that the qualitative data which is drawn with words and sentences, clustered following its category to gain conclusion. As for several steps that will be taken by the researcher, they are: First of all, the researcher made plans and analyzed data collection by taking the text book "When English Rings a Bell" because the main goal of a researcher is that it will be easy to get clear data from a study. Secondly, the researcher read the contents of the book, and then records and analyzes what is in the text book "When English Rings a Bell".

The researcher will get data that meets the established standards. This research is a field research, so the data collection technique uses the following methods reading technique and Recording technique.

The analysis is the process of systematically analyzing data from interviews and documentation. In this study, the data analysis used refers to the data analysis model of Miles and Huberman. Miles and Huberman (1994) explain that qualitative data analysis activities were carried out interactively and continuously until the data was saturated. Activities in data analysis are data reduction, data display, and conclusion drawing and verification.

FINDINGS AND DISCUSSION

The researcher collected the data from the book . At the beginning of the speaking material contained in “when English rings a bell”, students are asked to pay attention to a picture that contains a person who is introducing himself using English, then students are asked to write their identity first and then present it in front of the class. In the book, there are several dialogues about asking and giving information about self-identity, students are asked to pay attention to the dialogue, and then students are asked to listen and follow a few sentences mentioned by the teacher to practice student pronunciation before students practice some of these dialogues with their partners in front of the class. In the book “Bahasa Inggris kelas VIII” of Junior High School by Kementrian Pendidikan dan Kebudayaan Republik Indonesia, it is standardized in the 2017 revised edition of the K13 curriculum.

DISCUSSION

This section presents about the explanation of data analysis and theory at the previous chapter. This research aims to describe the features of the textbook in supporting of students’ speaking activity for Junior High School. Furthermore, the finding reveals that, the book presents 4 main characters, which are facilitative for speaking, there are:

Thera are some points that hilight in this research. It refers to some good aspects of textbook. The first is about picture. The researcher concluded that picture and picture learning speaking model is a form of cooperative learning model. The cooperative learning model is a learning model that prioritizes the existence of groups. Cooperative learning is learning that consciously and

systematically develops interactions that hone, care for and care for each other. According to Suprijono (2009:35).

According to Sadiman (1990:29-30) states that picture is a general verbal communication for speaking that can be understood and available everywhere. Pictures give real description of an object which are portable and can be used anytime and help an understanding on objects which are difficult to be observed. Sadiman adds that there are some reasons for using pictures in teaching and learning process, such as they serve concrete clues of a thing, they can surpass the limitation of space and time, they can surpass sight limitation, they can clarify a problem, prevent and correct misconception, they are inexpensive, easy to get and to be used.

In the English teaching learning process pictures have been employed as media in most levels of learning, from elementary to university. Third, pictures can be used to represent tiny objects. Here a picture of small animal can be made larger than its actual size. Fourth, pictures are easy to manage. By employing a picture of a computer, a teacher does not need to bring a real computer to describe the parts of computer.

The second aspect is about the social function of speaking. Speaking material and activities in this chapter are suitable with standard competence and basic competence, thus they deliver appropriate social function to student. The social function is introducing and mentioning identity to develop interactional communication with others.

The function or use of language can be distinguished based on several categories, namely (1) user interaction (personal and social), (2) based on the purpose of use (main, general, and specific), and (3) based on its use.

The function of language based on user interaction is the use of language in self-actualization. This function can also be used to influence someone's thoughts or feelings. Language functions based on user interaction are generally divided into two types, namely personal and social functions (W. et al., 2017: 1.7).

The function of language based on the purpose of use is the use of language based on the purpose of using language based on their respective objects. This

function can be used according to the purpose of the language user. Language functions based on the purpose of use are divided into three categories, namely the main function, general function, and special function.

Therefore, Brown and Yule (1983) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998): talk as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

There are several types of activities presented in the book but the most widely used in this book is the Role Play. Understanding the role-playing method according to experts is the topic of discussion in this article. This method can also be called role playing or socio drama, which can be found mainly in kindergarten or small students. According to Endang Mulyatiningsih, (2011: 236) Explains that the Role-Playing method or role playing in its application is carried out by inviting students to imitate an outside activity or dramatize a situation, idea, or a certain character.

Furthermore, Hamdani, (2011: 87), explains role playing learning, which is a method of mastering a subject matter by developing the imagination and appreciation of students. Thus, Nurul Ramadhani Makarao (2009: 121) explains that Role Playing is a learning method that facilitates students to play roles in certain scenarios. Students are given role cards to study and then practice in a role play situation according to a predetermined scenario.

Syaiful Bahri Djamarah and Aswan Zain, (2002:101) explain that role playing or another term called socio drama is one of the learning methods that can encourage students to play roles on a particular topic or material. Basically, sociodrama dramatizes behavior related to social problems.

Besides, Lawry (2014) also added that textbook provide some imaginary or unfamiliar words which help students to think and discuss about them which can support speaking in target language. Expression is important for a book that

presents about speaking conversation, and expressions are important in speaking because it should be remembered that Expressions are vocabulary that must be memorized by anyone who wants to learn good English oral or written. There's no reason not to memorize it, because Expressions is standard expressions English. It is support theory by Bloom, L., & Lahey, M. (1978). State that expressing are the core roles that children play when interacting with others. As children grow, they can understand and express themselves in more advanced ways. Some important parts of early communication are eye gaze, gesture, and the comprehension of increasingly advanced language.

Previous studies say that one of the reasons why learning expressions is important for speaking is if we don't study English expressions and common expressions, it will cause us to always misunderstand what many experienced speakers are saying. Of course, this usually creates a small or big problem, such as miscommunication.

In addition, learning phrases and sayings can help us improve critical thinking skills. Because we're going to get some wisdom from what some of these sayings have to say. For example, I never learn from people who agree with me. The sentence helps us understand that taking criticism constructively is a good way to enhance our learning by identifying and correcting our mistakes.

This shows us that when we hear an expression used in English conversation, it is not always a literal phrase. Since this type of speech is used very often in everyday speech as well as in written texts, it is important for us to acquire good knowledge. Knowledge of some of the most common expressions that native English speakers may use. With these functions, there is no reason for us not to learn this expression. It was like what have been said by (Halim, O., 2011)

Therefore, the researcher concluded that the textbook was able to support the students speaking activities. It is supported by theory of Richards (2009) about the advantages and limitation of textbooks that said that textbook provides structure and syllabus for a program. It means that textbook can lead teacher and student in following the learning activity systematically. Without textbook a program may have no central core and learners may not receive a syllabus that has been

systematically planned and developed. He also added that, textbook maintain the quality and without textbook stages of learning cannot be specified.

Furthermore, textbook also has role to support speaking skill. According to Warwick (2010), textbook provides some activities such as conversational passage, pronunciation drill etc, that can help in developing students' communication skill. Based on the explanation above, the researcher concluded that the ring book could support students' speaking learning in Junior High School based on the features presented by the book.

CONCLUSION AND SUGGESTION

Based on the findings and discussion, the researcher concluded that the textbook entitles "When English Rings a Bell" good to students' speaking skill It is proven by several features to support student in learning speaking. Based on the 3 chapter have slight differences but still have the same meaning and learning objectives. There are so many points discussed in this research such as the important point for a textbook be one of the media in the school.

There are several types of activities presented in the book but the most widely used in this book is the Role Play. The researcher concluded that the textbook was able to support the students speaking activities. It means that textbook can lead teacher and student in following the learning activity systematically. There's no reason not to memorize it, because Expressions is standard expressions English. State that expressing are the core roles that children play when interacting with others. Previous studies say that one of the reasons why learning expressions is important for speaking is if we don't study English expressions and common expressions, it will cause us to always misunderstand what many experienced speakers are saying

Suggestions

Based on the result of this research, some suggestion which are helpful for those who are directly related to the textbooks such as teachers, textbook writers and publishers are included in this chapter. The recommendations are as follow:

For Teacher

Teachers should be selective in choosing English textbooks. The book can be used in the classroom but teachers should use an additional books as a supplement. Criteria of good textbook are the text book are best seen as a source in achieving aims and objectives that have been set in terms of learner needs, textbook should reflect the use (precentor future) which learners will make of the language, textbook should take account students needs as learners and should facilitate them learning processes, textbook should have a clear role as a support for learning.

For Future Researchers

This research is about a content analysis of English textbooks for eighth grade students of Senior High School. The upcoming content analysis studies for the same textbooks evaluated or for similar subjects should explore more aspects and give more valuable result, such as focuses on the other English skill. Students of English Education Department who are interested in doing textbooks evaluation may also use the checklists used by the researcher to evaluate other English textbooks which are developed based on 2013 Curriculum or modify the checklist to achieve more comprehensive results of textbooks evaluation.

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