AN ANALYSIS ON ENGLISH TEXTBOOK ENTITLED BAHASA INGGRIS
BASED ON TOMLINSON’S THEORY

Submitted as a Partial Fulfillment of the Requirements
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in English Department

By
DESY NUR FAKHOMAH
A320130152

DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
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By:

DESY NUR FAHKOMAH
A320130152

Approved to be Examined by Consultant,

Consultant,

Drs. DjokoSrijono, M.Hum.
NIP 19590601 198503 1 003
ACCEPTANCE

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DESY NUR FAHOMAH

A320130152

Accepted and Approved by the Board of Examiners

School of Teacher Training and Education
Muhammadiyah University of Surakarta

on April, 2017

Team of Examiners:

1. Drs. Djoko Srijono, M.Hum. (First Examiner)


3. Aryati Prasetyarini, S.Pd., M.Pd. (Third Examiner)

Dean,

Prof. Dr. Haria Joko Pravitno, M. Hum

NIP. 19650428 199303 1001
TESTIMONY

In this study, the writer testifies that there is no plagiarism of opinion and work that have been published by another researcher before, except mentioned in the bibliography, review of literature and those referenced in script writing. Therefore, if it is proved that there are many mistakes in this testimony, she will be fully responsible.

Surakarta, 23rd February 2017

The Writer,

DESY NUR FAKHOMAH
A320130152
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Abstract

This research paper is aimed to investigate the compatibility of materials in the textbook Bahasa Inggris based on Tomlinson’s theory. It also investigates whether the materials in the textbook support students’ language skill or not in English teaching learning process. The writer uses descriptive research as the type of the study. The data of the study are the content of English textbook entitled Bahasa Inggris. The analysis is done by using Three Level of Analysis by Littlejohn (2011). They are: 1) Level 1 Analysis: ‘What is There’ (Objective Description), 2) Level 2 Analysis: ‘What is Required of Users’ (Subjective Analysis), and 3) Level 3 Analysis: ‘What is Implied’ (Subjective Inference). The result of this study shows that the English textbook Bahasa Inggris fulfills 15 criteria or 93.75% of Tomlinson’s theory and caters 3 language skills (speaking, reading and writing). It means that the textbook is suitable to be used by the students.

Keywords: textbook, Tomlinson’s theory, compatibility, language skills

Abstrak


Kata Kunci: bukuteks, teori Tomlinson, kesesuaian, keterampilanbahasa

1. INTRODUCTION

In Indonesia, English becomes a foreign language. For many years, English has been taught at high schools in Indonesia. In teaching and learning process of English. There are many aspects can affect the outcomes of students’ learning. These
aspects can emerge from the pre-teaching, while teaching and post teaching processes. All of the process requires teachers to play an active role. The teachers should design the syllabus, materials and teaching procedure in the classroom. Richards (2001: 1) argues that “teaching materials are key component in most language programs. Whether the teacher uses a textbook, institutional prepared material or make use of his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom”. One of the materials in learning English is textbook.

According to Cunningsworth (1984: 1), textbook is a book written by experienced and well-qualified people and the material contained in them is usually carefully tested in pilot studies in actual teaching situations before publication. Textbook is used in the teaching learning process exactly in teaching English. Indonesia has been using textbook for many years in education.

O’Neill (1982: 104) added the reasons for the use of textbooks: Firstly, most parts of textbook materials are appropriate for students' needs, even if they are not especially designed for them. Secondly, they make it possible for students to plan for future learning and also review the previous materials or lessons. Thirdly, textbooks provide students with high quality materials at a reasonable price. Finally, suitable textbooks allow teachers to adapt and modify them to meet the learners' needs and also allow for natural interaction to happen.

Actually, the teachers depend on the textbook. Textbook becomes an important thing in the class for teaching and learning process. A textbook means a created material designed as materials for teaching learning process in order to increase the learners’ knowledge and experience. “Textbook are best seen as a source in achieving aims and objectives that have been set in terms of learner needs” (Cunningsworth, 1995: 7). Thus, textbook is one source of materials in teaching learning process.

Tomlinson (1998: 7-21) gives good criteria of textbook. They are 1) Materials should achieve impact, 2) Materials should help learners to feel at ease, 3) Materials
should help learners to develop confidence, 4) What is being taught should be perceived by learners as relevant and useful, 5) Materials should require and facilitate learner self-investment, 6) Learners must be ready to acquire the points being taught, 7) Materials should expose the learners to language in authentic use, 8) The learners’ attention should be drawn to linguistic features of the input, 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes, 10) Materials should take into account that the positive effects of instruction are usually delayed, 11) Materials should take into account that learners differ in learning styles, 12) Materials should take into account that learners differ in affective attitudes, 13) Materials should permit a silent period at the beginning of instructions, 14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, 15) Materials should not rely too much on controlled practice, and 16) Materials should provide opportunities for outcome feedback.

Selecting textbook is an important thing. A textbook should be suitable not only with curriculum but also for the students. In Indonesia itself, textbook becomes a controversial thing in education. Nowadays, many cases are reported that textbooks contain unsuitable content or text for the students. The society, especially the parents, are worried about this problem. And also the teachers sometimes realize that the content is not suitable for the students when they are teaching in the class.

Based on phenomena, the researcher wants to conduct a research of good textbook by using Tomlinson’s criteria of English textbook entitled “An Analysis of English Textbook Entitled ‘Bahasa Inggris’ Based on Tomlinson’s Theory”. This study is hoped to enrich standardized English textbooks and give better contribution of textbooks usage in teaching English, especially in Indonesia.

The research questions in this study are: 1) are the materials in the textbook compatible with Tomlinson’s criteria?, and 2) do the materials in the textbook support students’ language skill in English teaching learning process?. Therefore, this study is aimed to: 1) investigate the compatibility of materials in the textbook
based on Tomlinson’s criteria, and 2) investigate whether the materials in the textbook support students’ language skill or not in English teaching learning process.

2. RESEARCH METHOD

The type of the research which is conducted by the writer is descriptive research. The writer’s purpose is to describe whether the English textbook entitled *Bahasa Inggris* is compatible with Tomlinson’s theory or not. The object of this study is the materials of English textbook entitled *Bahasa Inggris* which is used for X grade Senior High School. It was published by Minister of Education and Culture in 2014. The data of this study are the content of English textbook entitled *Bahasa Inggris*. They are in the form of pdf document. The writer collects the data through following procedures: 1) looking for the textbook, 2) observing the materials in the textbook, and 3) matching materials with Thomlinson’s theory. The writer conducts content analysis. The analysis is done by using Three Level of Analysis by Littlejohn (2011). They are: 1) Level 1 Analysis: ‘What is There’ (Objective Description), 2) Level 2 Analysis: ‘What is Required of Users’ (Subjective Analysis), and 3) Level 3 Analysis: ‘What is Implied’ (Subjective Inference).

3. FINDING AND DISCUSSION

3.1 Finding

3.1.1 The compatibility of materials in the textbook *Bahasa Inggris* with Tomlinson’s theory

3.1.1.1 Materials should achieve impact

Impact can be achieved if the materials are new, varied, presented attractively, and appealing content. The newness in the textbook “Bahasa Inggris” is proved by 9 chapters which have different themes. The title of the chapters are: 1) Talking about Self, 2) Complimenting and Showing Care, 3) Expressing Intention, 4) Congratulating Others, 5) Describing People, 6) Visiting Ecotourism Destination, 7) Visiting Niagara Falls, 8) Describing Historical Places and 9) Giving Announcement. Those topics are related to social phenomena in Indonesia and science in the world such as in
chapter Visiting Niagara Falls. Variety can be achieved from various types of text and source of text and various of speaking activity. Various of text is proved on page 4, 5, 58, 70, 78, 84, 95, 105, and 106. Various of speaking activity is proved by 12-14, 25-27, 37-40, 50-51, 63, 79, 89, 101, and 113. Attractiveness of the English textbook is achieved by the use of pictures. Textbook *Bahasa Inggris* provides pictures which are related to the topics. Attractiveness of the textbook is proved on page 13, 21, 22, 24, 2, 32, 25, 56, 70, 78, 84, and 95. The following picture is one of example of the newness in the textbook.

The Newness of Materials in *Bahasa Inggris*

3.1.1.2 Material should help learners to feel at ease

Materials can help students to feel at ease by providing dialogue and picture, the texts and the illustrations, grammar and examples, and exercise and blank spaces. Dialogue and picture are proved on page 13, 21, 22, 24, and 25. Texts and illustration are proved on page 70, 78, 84, and 95. Grammar and examples are proved on page 11, 61, 62, 73, 74, 88, 100, and 111. Therefore, the textbook fulfills this criterion as following picture.
3.1.1.3 Material should help learners to develop confidence

Many students feel confident if they think that the materials they learn are not too difficult (Harsono, 2007). In *Bahasa Inggris*, there are many easy task and activities. In addition, the tasks and activities should stimulate students. The textbook uses simple language to accomplish every task. Therefore, *Bahasa Inggris* fulfills this criterion.

1) Stimulating task

The textbook provides tasks which stimulate students’ confidence. Stimulating tasks in the textbook are proved on page 25, 26, 52, and 53. It is the example of stimulating task:

Stimulating task on page 25
2) Using simple language to accomplish every task

The textbook use simple language in the vocabulary and pronunciation task. Simple language are proved in the textbook on page 2, 3, 18, 19, 32, 44, 45, 57, 58, 69, 83, 85, 95, and 104. It is the example of simple language.

Simple language on page 2

3.1.1.4 What is being taught should be perceived by learners as relevant and useful.

The materials are relevant and useful for the students’ carrier and life. Textbook Bahasa Inggris provides materials which are related to the topics. Chapter 1 Talking about Self is useful for the students to introduce themselves to others. In addition, it is also relevant because the students are tenth grade who need to introduce and know their friends. Chapter 2, 3, and 4 make the students can communicate and show their expressions to other people. So, these chapters are very useful for the students. Chapter 5, 6, 7, and 8 make the students can describe people and places. These chapters are very useful and relevant for students to describe their family or friends and places to other people. Chapter 9 Giving Announcement makes the students can make announcement writtenly. It is very relevant for the students because some of them join organization which should make an announcement. Therefore, all chapters in Bahasa Inggris are relevant and useful for the students in real life.
3.1.1.5 Materials should require and facilitate learner self-investment.

It can be achieved by providing students with choices of focus and activity, giving students topic control, and engaging students in learner-centered discovery activities. *Bahasa Inggris* provides many activities and focus in each chapter. There are nine chapters in the textbook. The textbook also provides controlled practice in each chapter. In addition, the textbook also uses scientific approach in the textbook for teaching and learning. Therefore, the textbook fulfills this criterion.

3.1.1.6 Learners must be ready to acquire the points being taught.

The materials create students’ readiness by providing focus attention to language features or grammar. The textbook *Bahasa Inggris* provides sub-chapter entitled Grammar Review. There are some chapters which provide *Grammar Review*. Grammar review is used for gaining students’ knowledge especially grammar. It is grammar review in the textbook:

Grammar Review on page 11

3.1.1.7 Materials should expose the learners to language in authentic use.

The textbook *Bahasa Inggris* only provides a text which is from the authentic source. The text is on page 95 which entitled *The Secrets of Stonehenge*. It is taken from *Reading Explorer 3* by Nancy Douglas in 2010.
3.1.1.8 The learners’ attention should be drawn to linguistic features of the input.

The textbook *Bahasa Inggris* provides some chapters which have sub-chapter *Grammar Review*. This sub-chapter is evidence that the textbook provides learners’ attention to linguistic features of the input.

3.1.1.9 Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.

The communicative interaction can be in the form of post-reading, creative writing and creative speaking activities. The textbook *Bahasa Inggris* provides chapters which cater those communicative interactions. They are: a) Chapter 1 provides reading, speaking and writing activities, b) Chapter 2 provides speaking and writing activities, c) Chapter 3 provides speaking and writing activities, d) Chapter 4 provides reading, speaking and writing activities, e) Chapter 5 provides reading, speaking and writing activities, f) Chapter 6 provides reading, speaking and writing activities, g) Chapter 7 provides reading, speaking and writing activities, h) Chapter 8 provides reading, speaking and writing activities, and i) Chapter 9 provides reading, speaking and writing activities.

3.1.1.10 Materials should take into account that the positive effects of instruction are usually delayed.

Learning language is a gradual process. To facilitate the gradual process, it is important to give frequent exposure to the instructed language features in communicative use. The textbook *Bahasa Inggris* provides the gradual process to learn language. It can be looked from sub-chapter speaking. Sub-chapter speaking in chapter I is very easy. It is about self-introduction. Then, sub-chapter speaking in chapter II is about giving response. It is easy material. Sub-chapter speaking in chapter III and IV are about short dialogues. They are rather difficult than the first and second chapters. Sub-chapter speaking in chapter V, VI, and VII are about
describing things. They are more difficult than the previous chapters. Sub-
chapter speaking in chapter 8 is about dialogue in real life with parents and
relatives. It is more difficult than before. The last is about inviting someone.
It is the most difficult. Therefore, the textbook Bahasa Inggris fulfills this
criterion.

3.1.1.11 Materials should take into account that learners differ in learning
styles.

There are many learning styles. They are visual, auditory, kinaesthetic, studial, experiential, analytic, global, dependent and independent. The textbook provides some materials which cope with various learning styles. For visual learners, the textbook provides many texts and picture. For auditory learners, the textbook provides sub-chapter pronunciation which the teacher should speak before the students repeat it. For kinaesthetic learners, the textbook provides games activity in some sub-
chapter warmer and one sub-chapter speaking. For studial learners, the
textbook provides exercises for language features in sub-chapter grammar
review.

3.1.1.12 Materials should take into account that learners differ in affective
attitudes.

Affective attitude is dealt with feelings or emotions. The textbook
provides of activities and different types of activities to motivate students to
learn.

3.1.1.13 Materials should permit a silent period at the beginning of
instructions.

The silent period is used to facilitate the development of an effective
internalized grammar and other language elements. It can help students to
achieve proficiency. In addition, silent period is to introduce new language
points through activities which initially require comprehension before
production. The textbook provides sub-chapter Vocabulary Builder in each
chapter. It makes students gain new knowledge of vocabulary. It shows that the textbook help students to achieve proficiency. Furthermore, the textbook also provides sub-chapter reading in some chapters before sub-chapter speaking and writing. It shows that textbook Bahasa Inggris provides comprehension skill first before production skill. Therefore, textbook Bahasa Inggris fulfills this criterion.

3.1.1.14 Materials should maximize learning potential which stimulates both right and left brain activities.

Right and left brain have their own functions in human life. Right brain is functioned as spatial ability such as music, creativity, art, and shape. Meanwhile, left brain is functioned as logic thinking, language and mathematics. The textbook Bahasa Inggris provides a lot of activities which stimulates left brain. The activities which stimulate left brain are vocabulary builder, pronunciation practice, and grammar review. In the other side, textbook Bahasa Inggris does not provide activity which stimulate right brain. Therefore, the textbook does not fulfill this criterion.

3.1.1.15 Materials should not rely too much on controlled practice.

Controlled practice is a stage in a lesson where learner practices new language in a limited form. Meanwhile, free practice means that learner produces language using the target content freely. Controlled activities allow students to solely focus on the new structure. Textbook Bahasa Inggris only provides one sub-chapter which is included in controlled practice. That is Vocabulary Builder. Although it is provided in every chapter, it is only a kind of controlled practice from nine or ten sub-chapters. Sub-chapter Vocabulary Builder are on page 2, 18, 33, 44, 56, 69, 82-83, 94, and 104. Therefore, textbook Bahasa Inggris fulfills this criterion.
3.1.1.16 Materials should provide for outcome feedback.

The textbook provides opportunities for outcome feedback by providing sub-chapter reflection in each chapter. Reflection is used for whether the learners understand or not with the materials which are learnt. Reflection in Bahasa Inggris are on page 15, 30, 41, 54, 65-66, 80, 92, 102, and 114. Therefore, the textbook fulfills this criterion.

Reflection on page 15

3.1.2 Language skills in the materials of the textbook

In learning English, it has two general skills. They are receptive and productive skills. Receptive skills consist of listening and reading skills. Productive skills consist of speaking and writing skills. Both receptive and productive skills are corresponded. Listening corresponds to speaking and reading corresponds to writing.

The textbook Bahasa Inggris only provides three skills from four language skills. They are reading, speaking and writing. The textbook provides each sub-chapter for one skill. They are sub-chapter reading, sub-chapter speaking and sub chapter writing. All of them are provided in each chapter in the textbook. Therefore, the textbook Bahasa Inggris fulfills three language skills (reading, speaking and writing). And the textbook does not provide listening skill for the students.
3.1.3 Matching

3.1.3.1 The compatibility the materials in the textbook with Tomlinson’s theory.

Total Number

The number of criteria : 16
Total of criteria fulfilled by the textbook : 15

Percentage:

\[
\text{Total of criteria fulfilled by the textbook} \times 100\% \\
\text{The number of criteria}
\]

\[
= \frac{15}{16} \times 100 = 93.75\% 
\]

3.1.3.2 The matching of the materials of the textbook with language skills.

Total Number

The number of skills : 4
Total of skills in the textbook : 3

Percentage:

\[
\text{Total of skills in the textbook} \times 100\% \\
\text{The number of skills}
\]

\[
= \frac{3}{4} \times 100 = 75\% 
\]

3.2 Discussion

3.2.1 The compatibility of the materials in the textbook with Tomlinson’s theory

The textbook *Bahasa Inggris* fulfills fifteen criteria from sixteen criteria. The criteria which are fulfilled are: 1) Materials should achieve
impact, 2) Materials should help learners to feel at ease, 3) Materials should help learners to develop confidence, 4) What is being taught should be perceived by learners as relevant and useful, 5) Materials should require and facilitate learner self-investment, 6) Learners must be ready to acquire the points being taught, 7) Materials should expose the learners to language in authentic use, 8) The learners’ attention should be drawn to linguistic features of the input, 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes, 10) Materials should take into account that the positive effects of instruction are usually delayed, 11) Materials should take into account that learners differ in learning styles, 12) Materials should take into account that learners differ in affective attitudes, 13) Materials should permit a silent period at the beginning of instructions, 14) Materials should not rely too much on controlled practice, and 15) Materials should provide opportunities for outcome feedback. Meanwhile, the textbook does not fulfill one criterion.

Therefore, the percentage of the compatibility materials in the textbook with Tomlinson’s theory is 93.75%. It can be concluded that *Bahasa Inggris* is a textbook which is suitable to be used by tenth grade students of senior high school.

### 3.2.2 Language skills which are catered in the textbook

The textbook only caters three language skills. They are reading, speaking and writing. The percentage shows 75% of language which are catered by textbook *Bahasa Inggris*. Therefore, the textbook supports three language skills for the students in English teaching learning process. However, the textbook does not support one skill. It is listening skill. Therefore, the textbook is suitable to be used by the students. In the other side, the students cannot get listening skill from the textbook.
4. CONCLUSION

Based on research finding and discussion, the writer concludes that *Bahasa Inggris* is compatible with Tomlinson’s criteria of good textbook. The textbook gains percentage 93.75% of the compatible with Tomlinson’s theory. The textbook also supports three language skills for learning. They are reading, speaking and writing. It gains percentage 75%. Therefore, the textbook is suitable to be used by tenth grade students.

REFERENCES


