

**AN EVALUATION OF TEXTBOOK “PASSPORT TO THE
WORLD 2” USED BY EIGHTH GRADE OF STUDENTS
IN SMP MUHAMMADIYAH AL-KAUSAR PROGRAM
KHUSUS GUMPANG KARTASURA**



**Submitted as a Partial Fulfilment of Requirements for Getting Bachelor
Degree of Education in English Department**

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2019

APPROVAL

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Surakarta, January 21th,2019

The Researcher



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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pandangan guru di SMP Muhammadiyah Al-Kausar Program Khusus Gumpang Kartasura mengenai kualitas “Passport to the World 2” sesuai dengan kriteria Greene & Petty tentang buku pelajaran bahasa Inggris yang baik. Data dikumpulkan melalui wawancara dengan seorang guru kelas delapan SMP Muhammadiyah Al-Kausar Program Khusus Gumpang Kartasura. Hasilnya menunjukkan bahwa guru setuju bahwa buku tersebut telah memenuhi kriteria buku pelajaran bahasa Inggris yang baik menurut Greene dan Petty karena buku ini memenuhi 7 dari 10 kriteria.

Kata Kunci : Buku teks, Buku teks yang baik, Persepsi guru, Persepsi siswa

Abstract

The study aimed to describe the view of teacher in SMP Muhammadiyah Al-Kausar Program Khusus Gumpang Kartasura concerning the quality of “Passport to the World 2” according to Greene & Petty’s criteria of good English textbook. The data were collected through interview with one teacher of eighth grade of SMP Muhammadiyah Al-Kausar Program Khusus Gumpang Kartasura. The result showed that the teacher agree that the book has fullfilled the criteria of good English textbook according to Greene and Petty because the book fullfilled 7 out of 10 criteria.

Keyword : Quality of textbooks, Teacher perceptions

1. INTRODUCTION

English is very important role in all fields, both in education and in daily life. Obviously, we do not want that our next generation just as audiences to face global competition. So we, as teachers-to-be, must be preparing to qualified human resources. In this case, we must be able to master in teaching English. Furthermore, English as the language of the International interaction, it means that English necessary by students to interact with others who are from wide-ranging. In order to communications made clear and comprehensible, students must be mastering the four aspects of language skills such as listening, speaking, reading and writing. But the problem is, English is not such language that is often used every day, so it is not as to apply it. Therefore, teachers should have

creativity to teach English in schools so that students' interest will be more active in learning English.

In Indonesia, English becomes a foreign language. Over the years, English has been taught in junior high schools in Indonesia. In the process of learning English teaching, there are many aspects that can affect student learning outcomes. These aspects can come from before teaching, while teaching and after teaching. All the processes needed for an active role. Teachers have handbooks used as teaching reference materials. This book package will continue to be used for 1 year as long as students are at that level.

According to Greene and Petty (2006: 21) a good textbook have ten categories that must be filled. The ten categories are. (1) Textbooks should attract students who use them; (2) Textbooks should be able to provide motivation to the students who use them; (3) The textbook contains illustrations that attracts students who use it; (4) Textbooks consider aspects of linguistics to fit the abilities of the students who use them; (5) The contents of textbooks should be closely linked to other subjects, even better if it can support it with a well-planned so that everything is a unified and integrated roundness; (6) Textbooks can stimulate, stimulate private activities of students who use it; (7) Textbooks must be firmly protected from the vague concepts, so that's not confused students who use it; (8) Textbooks must have a clear and firm "point of view" so that there is also can be the viewpoint of the faithful user; (9) Textbooks must be able to provide stabilization, the emphasis on cultural values; and (10) Textbooks must be able to appreciate the personal differences of the user.

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.

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.

Textbook used by teachers and students must be according to standards and content according to the level of students. Content that is in the book must be educational, but in reality, there is currently a lot of content that does not match the standards set by the government. Even in some areas have been found textbook english language that there is element of pornography. It is certainly very detrimental and can damage the morale of students. Therefore we as teachers have to be selective and know what good book standard it is, before the book is given to the students as a manual.

Based on phenomena, the researcher wants to conduct a research of goodtextbook by using Greene and Petty's criteria of English textbook, this study is hoped to enrich standardized English textbooks and give better contribution of textbooks usage in teaching English, especially in Indonesia. Therefore, this study is aimed to know: 1) The quality of "*Passport to the World 2*" textbook according to Greene and Petty's criteria. 2) The view of the teacher in SMP Muhammadiyah Al-Kausar Program Khusus Gumpang Kartasura concerning the

quality of “*Passport to the World 2*” textbook according to Greene and Petty’s. 3) The view of the students in SMP Muhammadiyah Al-Kausar Program Khusus Gumpang Kartasura concerning the quality of “*Passport to the World 2*” textbook according to Greene and Petty’s.

SMP muhammadiyah special program is one of the best private junior high schools in kartasura. The book used in this smp is certainly expected to meet the standards as a handbook, therefore the author want to examine the quality and content of the handbook used in this school. Based on this study, the researcher decides to conduct a paper with entitled **AN EVALUATION OF TEXTBOOK “PASSPORT TO THE WORLD 2” USED BY EIGHTH GRADE STUDENTS IN SMP MUHAMMADIYAH AL-KAUSAR PROGRAM KHUSUS GUMPANG KARTASURA.**

2. METHOD

Type of the study is descriptive qualitative research. Descriptive qualitative research involves gathering data that describe something that is used to the data. Strauss & Corbin (1997:11) state that “qualitative research is kind of research that produces an invention that is not obtained by using procedures statistic”. It means that qualitative research has no calculation of this study. Therefore, the data from this research focuses more in words rather than in numbers.

The study was held in SMP Muhammadiyah Al-Kausar Program Khusus Gumpang Kartasura involving the one English teacher and the two students of eighth grade. Then, the object of this study is the English textbook “*Passport to the World 2*” for the students of eighth grade of Junior High School. Published by Platinum, Tiga Serangkai.

The data of this study are taken from the English textbook “*Passport to the World 2*” for the students of eighth grade of Junior High School. This tetxbook is used in SMP Muhammadiyah Al-Kausar Program Khusus Gumpang Kartasura. The data source of this study are document and informant.

The technique for collecting data of this study used some instruments to collect the data are : document analysis and interview. Then, the technique for

analyzing data of this study used some procedures to analyze the data. There are two techniques for analyzing data are : Firstly, in document review there are three steps, namely rereading, evaluating and judging. Secondly, in interview there are four steps, namely rereading, coding, reducing and drawing conclusion.

3. FINDING AND DISCUSSION

This result of study is analyzing of the English textbook especially according to Greene and Petty's criteria of good English textbook. This chapter explains the perception of teachers who teach using this book in the class.

According to Greene and Petty (2006:21) a good textbook have ten criterias that must be filled. The ten criterias as :

During the interview the teacher was asked the following questions, "According the teacher, is this "*Passport to the World 2*" textbook is interesting to use for students?".

How is the quality of "Passport to the world" textbook according to Greene and Petty' criteria's of good book?

From the findings gathered from three questions about the quality of "Passport to World", it can be seen that this book is interesting because it provides funny pictures, has many colors that can attract students' interest in reading and based on research found that books can provide motivation for students who use them. The pictures in this book can attract students to study hard because the picture is quite clear. In this book there are no difficulties because the material in this book is easy to understand. Text, images and book contents are clear and easily understood by students. The material in this book is good. There are parts that warm up, listen and speak, read and write, cool and evaluate each unit. But there is a challenge from this book, that is, this book has not been able to emphasize value culture. This book is suitable for the characteristics of different students. Smart children will quickly capture material in the book, while less intelligent children will have difficulty in capturing material and need help from the teacher, so when there are children who do not understand the contents of this book, the teacher can explain it to students.

This study has a discussion with previous research conducted by Ernawati (2013). In making his observations, in his study, the author also searched for teachers through reading texts in textbooks that could be read by students. The students still have difficulty reading textbooks, especially with vocabulary. Other students become easier. Because caring, writers want to know the reading of texts that are unnatural to use. two techniques. From the results of the interviews, the authors found several reasons why they were better and some of them were inferior. Students get lower grades than they do not have the right words in filling the cloze test. They also have a limited vocabulary, rarely read English reading texts, and poor practice in English. Meanwhile, others who get better grades than they know some types of text and meanings of vocabulary. In addition, they like to read Indonesian and English reading texts. Text reading includes an independent level; That means that students can understand their own texts and texts are predicted to be very easy text, which means that students can read texts independently without the need for guidance from the teacher.

What is the teacher view concerning the quality of "*Passport to the World 2*" textbook used in SMP Muhammadiyah Al Kausar Program Khusus Gumpang Kartasura?

Based on the finding from the interview with the teacher, it shows about the teacher perception on the use of the English textbook "*Passport to the World 2*". This book is quite interesting and have good criteria, because there are picture that match the theme and there is a cooling down section to play around. When starting the lesson, it can provide motivation for students at the beginning because in the book there are many interesting pictures and if in the dialog / any material is accompanied by an image. Because all that is seen in the first is image, after that the text and table, but there's listening practice but it's never been used, if you don't ask the publisher, it's not given a CD, so use manual sound, because there is a script behind the book.

The result of the other study has similarities in previous study in Chapter 2. In his study, Puspitasari (2013). that showed the data The study aims at describing whether or not themes and English materials on *Passport to the World*

1 textbook for grade VII of Junior High School are suitable with themes and indicators of English skills in School Level-based Curriculum. The research found that the reading materials on “*Passport to the World 1*” are categorized into good criteria. Based on the analysis, writing, listening, speaking and reading materials in textbook are good or suitable with curriculum. The teachers’ perception supports the textbook analysis that categorized into good criteria of good reading materials.

What are the pupils view concerning the quality of “*Passport to the World 2*” textbook used in SMP Muhammadiyah Al Kausar Program Khusus Gumpang Kartasura?

Based on the finding from the interview with the two students, it shows about the students perception on the use of the English textbook “*Passport to the World 2*”. The textbook are good and clear, It's been good about the contents of the book and the picture, even though the picture is good but sometimes the students not interested in learning hard. There is difficulty, sometimes the students didn't know the material purpose of this book so the teacher must explain it to the students. The contents of the book always have short questions, so simetimes the students do the practice questions. In this book even though there are instructions in each activity, but if there are special children, they will be troubled so it must be explained first, by their teacher.

The result of the other study has similarities in previous studies conducted Baker (2018). that showed the students responses to this survey are indicated that the flexibility of open textbooks is more appealing than the more rigid, copyright-restricted textbooks typically used in the classroom. when considering the history of textbook use, one could say that the earliest handwritten versions were technically open, but their limited production resulted in limited availability. although students have provided feedback that has been considered during the revisions of future editions, teacher have not formally incorporated open pendagogy assignments into their instructions.

4. CONCLUSION

Based on the data analysis and reserach finding, the study concludes some conclusions as follows : The author view concerning quality of English textbook entitled “*Passport to the World 2*” for eighth grade junior high school SMP/MTS according to Greene and Petty’s criteria of good English textbook found 8 of the 10 criteria that are appropriate. The strenghts are textbook is interesting because it provides funny pictures that can attract students' interest in reading, The text, pictures and contents of books are clear and easily understood by students, but the weakness are the textbook has nothing to do with other subjects and not been able to emphasize the culture of values, The quality of English textbook entitled “*Passport to the World 2*” for eighth grade junior high school SMP/MTS according to the teacher, the book has 7 of the 10 criteria that are appropriate, the strenghts are this book is good enough if in the dialog / any material is accompanied by an image and there is a cooling down section to play around. When starting the lesson, it can provide motivation for students at the beginning because in the book there are many interesting pictures. The weakness are The material is not in the same order in the syllabus. All material is suitable, only the sequence in the syllabus is not the same, The quality of English textbook entitled “*Passport to the World 2*” for eighth grade junior high school SMP/MTS according to the two students are, student A agree that is a good textbook and 7 of the 10 criteria are suitable, and student B agree that the book has 8 of the 10 criteria of the good book. From the whole, this book is good and easy to understand by students. this book has many advantages such as many images and colors that appeal to students. The contents in the book are also easy for students to understand, but the disadvantages are sometimes the students don’t know the material purpose of this book, and find a difficult part so she ask the teacher.

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