



**AN ANALYSIS OF MATERIAL COMPLETENESS IN
ENGLISH TEXTBOOK “ENGLISH IN CONTEXT”**

A THESIS

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ORIGINALITY THESIS STATEMENT

I honestly declare that this thesis with entitled “*AN ANALYSIS OF MATERIAL COMPLETENESS IN ENGLISH TEXTBOOK “ENGLISH IN CONTEXT”*”, is written by M.Rixkan Fahrozi , student number 1700888203008, this thesis my own wrote and doest not contain work of part work of another people, except those theory in bibliographies as a scientific this thesis.

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ABSTRACT

Muhammad Rizkan. 2021. An Analysis of Material Completeness in English Textbook “English In Context”. A Thesis. English Education Study Program of Teacher Training and Education Faculty. Batanghari University. The First Advisor: Nurul Fitri SS, M.Hum. The Second Advisor: Ridho Praja Dinata, M.Pd.

Keywords: Textbook, Textbook Analysis

This research aimed to analyze the material completeness in the English textbook entitled “English in Context” by Ministry of Education and Culture. The material completeness that were expected to be found were a short interpersonal text, a short transactional text and a short functional text. The researcher used qualitative research design and descriptive qualitative approach to analyze the English textbook. Specifically, the researcher used checklist in gathering the data. The data were gathered by reading the English textbook thoroughly to identify and classify the material completeness that can be found. The researcher analyzed the data by the results of the study. The result showed that “English in Context” textbook that published by the ministry of education and culture provides material completeness, there were: 1) A short interpersonal text, providing introducing self and others namely introducing self, greeting, leave taking, thanking and apologizing. 2) A short transactional text, namely daily activity, physical appearances, asking and giving information about characteristic of human, asking and giving information about hobbies and professions, and asking and giving information about song. 3) A short functional text, namely descriptive text. The result of this research showed that this “Bahasa Inggris” textbook fulfill the material completeness aspect.

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The researcher realizes that this thesis is from the word perfect. This is due to the limited knowledge that the author has. But thanks to the guidance, direction, and materialization of the supervisor and various parties, finally the researcher was able to compile this thesis. For that, on this occasion, the researcher would like thank to:

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The researcher realize that this thesis is far from perfect. Therefore, the researcher always expects constructive criticism and suggestions for the perfection of this thesis. Hopefully this thesis can be useful for all parties.

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The Researcher

Muhammad Rizkan Fahrozi

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CHAPTER 1

INTRODUCTION

1.1 Background of the Research

The importance of English in this era has made people try to improve their English skills in order to communicate well with people around the world. In Indonesia, English has been considered as a foreign language in educational area. English has a special place in education and the curriculum. To do so, Indonesia has been carrying out the teaching and learning English as a foreign language at schools which is taught in junior high school. Moreover, to add teacher in conducting the teaching and learning process of English, the teacher can use some instructional materials as the resources of the activity to achieve the objectives of materials and topic given. The Instructional materials are divided into two forms, namely: 1) Printed ones, such as a textbook, a module, a handout, and etc. 2) Non-printed ones, such as a video, a cassette, internet and computer based materials. In fact, one of the mostly used materials in teaching and learning process at school is a textbook.

According to Cunningsworth (1995) textbook is a book that written by well-qualified and experienced people with the material contained in them is usually carefully tested in actual teaching situations before publication. Furthermore, a textbook is one of the most important teaching and learning tools used by the teacher and the students at school. Textbook is one of the basic teaching and learning resources that assist the student to achieve and collect the information and knowledge, because textbook can present several of material that will be taught by

the students. Then without any textbooks, the process of teaching and learning will not going smoothly and effectively and smoothly. Thus, the presence of a textbook is necessary to helps teaching learning process. Its means that with the presence of textbooks can be facilitate the students to follow the learning process well.

Nowday, there are kinds of textbooks published to fulfill the student's requirement in the process of learning. Then, the task of the teacher is to choose a good textbook that match the student's requirement such as selecting a complete material to support the process of learning has a great influence on the success of a teacher when implementing the teaching process. Besides, analyzing a textbook is important and essential in educational world. It is very important to choose the most appropriate English textbook to the students. The necessities of analyzing an English textbook is newly developed to know the strengths and the weaknesses, it will have a good impact to teachers and students of junior high school in teaching and learning process at school.

In other words, an English textbook perhaps contain some strengths and weaknessess in some aspects, especially the English textbook for junior high school. Further, an English textbook in junior high school have to provide complete materials and contents based on the syllabus and curriculum. Then, the material in an English textbook for junior high school has specific and provide the material completeness. So that the English teaching and learning process will be get the point and success. This problem is unfavorable to the first garde students of junior high school when they faced the new textbook of 2013 curriculum. Textbook is accepted as a common and basic feature of the process of teaching

and learning worldwide, and it is the important vehicle to describe the curriculum, especially in Curriculum K-13. The 2013 curriculum is the newest curriculum for educational field in Indonesia that have been conducted by the government. Therefore, an English textbook should be corresponding to the curriculum and the syllabus.

Furthermore, in material completeness aspect, an English textbook which does not show the material completeness has to fulfill all of the materials that exist in the syllabus and curriculum. Therefore, an English textbook also has to presents the complete material to support students in achieveing more knowledge and information, such as personal text, transactional text and interpersonal text in the textbook.

Based on the explanation above, the researcher is motivated to conduct a textbook analysis which is examining the material completeness of English textbook for the first grade students of junior high school. In addition, the researcher is interested in carrying out a study about **“An Analysis of Material Completeness in English Textbook “English in Context”**.

1.2 Focus of the Research

This research is limited to focus on English textbook analysis used by seventh grade students of junior high school 22 Jambi city. An analysis of English textbook related to the material completeness in English textbook by the students of grade seventh of junior high school 22 Jambi city. Therefore, the findings of

this research may not be generalized to another English textbook with different background studies.

1.3 Formulation of the Research

Based on the background of the problem above, it is very important to identify the problems that covering the research. To make this research clear, the researcher formulates the problems of the research, namely “How does the English textbook “ English in Context” used by the seventh garde students of junior high school provide the material completeness?”

1.4 Objective of the Research

Based on the formulation of the reseach above, the researcher conduct this research objective, the first step in conducting a study so that its implementation is more in accordance with the result to be achieved. Then based on the formulation of the problem that has been formulated, the purpose of this research is to describe the material completeness that fullfill in the English textbook “ English in Context” used by the seventh grade students of junior high school 22 Jambi city.

1.5 Significant of the Research

Based on the explanation above, this research is expected to give information and several advantages to some parties such as English teachers of junior high school and for other researchers in the area of English language education, there are;

1. For the English Teacher

It is expected that the analysis of English Textbook will be guideline and helps which is useful for teacher to analyzing and evaluating the English textbook. Therefore, this research will be beneficial for teacher in selecting appropriate English textbook.

2. For the Other Researcher

It is hoped that the result of this research later can be used as the references for further research and study of an analysis of English textbook. This research also will give them information and knowledge of how to analyze an English textbook used at school.

1.6 Definition of key terms

To make clear of this research, the term that used in this research is classified as follows:

1. Textbook

Textbook has several important roles to help the teachers and the students in explaining and understanding the materials of the process of teaching and learning. Thus, textbook is one of the significant factors in the success of teaching and learning at classroom. According to Okeeffe (2012) Textbook is a collection of paper and other material that is bound together and contains information and knowledge such as writing or pictures. Therefore, the textbook is an important element and tools for teachers and student role in education field.

2. Textbook Analysis

Textbook analysis is very important things to know the purposes and the function of the textbook in the process of teaching and learning. According to Okeeffe (2012). Textbook analysis is detailed examination of anything complex in order to understand some aspects and the nature or to determine the essential features. Further, the textbook analysis is means by which the features and aspects can be examined, identified and hence the effectiveness of textbooks be established.

3. Material Completeness

Material completeness can be define as a powerful media, content and tools in the process of teaching and learning at school (Stemler, 2000). It is very useful to assist teacher and students to achieve the teaching and learning process in the classroom.

4. English Textbook

English textbooks is one of the most important tools and media the process of learning and teaching as it serves as a sources, assist and guide the teacher and students, and provides with English text and language (Fatima, Shah, & Sultan, 2015). English textbook will helps students to achieve the knowledge of English.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Textbook

Textbook is a form of published printed media and material that commonly used in teaching and learning process in schools or any educational institution. Textbook is one of the most important media and material in the process of learning and teaching as it serves as a resources, guideline and assist to both teacher and students. According to Brown (2001, in Masyi'ah & Ciptaningrum, 2018: 33), textbooks are the most common media and materials for the process of teaching and learning.

Therefore, for language learning, the textbooks serve as the basis for the four language input since the students achieve and present the content and material of the lessons, the balance of the skills that taught and several of language practice the students takes part. Meanwhile, Cunningsworth (1984, in Masyi'ah & Ciptaningrum, 2018: 33) explains that the textbooks as a book which is written and developed by the experts. The materials usually have been tested and examined in a pilot study in real teaching situation before they are published to public. To do so, this explains why at all levels the learning of language textbook is still taken as the important source among students.

Moreover, textbook is accepted as the major influence in the process of learning in classroom activities. As Richard (2010) stated that the textbook is the main role of the teaching and learning process. Thus, an English textbook is very useful in assisting and guiding the students to learning English at classroom.

Next, textbook is learning materials simultaneously as a source of standard learning at school.

As a part of educational system, textbook and teaching material are one of paramount significance. Textbook is one of the most widely used educational tools in the teaching and learning process (Wu & Liu, 2015: 116). The time of student spends on textbook accounts 70-95% of classroom time, then Teachers spend 65-90% classroom time in textbook, and most of the instructional decisions are based on the textbook. In addition, the textbook is an almost universal element of English language teaching and learning at classroom.

According to Fatima, Shah, & Sultan (2015: 79) the textbooks have to be persuasive enough to induce all the requisite of English skills suited to an esteemed student. If the textbook is too simple or too advanced for the student, so the teacher will inevitably be faced with several problems. In addition, a textbook is the handbook for the students at classroom. To do so, a textbook is designed for the use in the classroom activity at school, it is being arranged and prepared carefully being completed by the experts and with teaching aids that are appropriate, suitable and compatible. Thus, Cunningsworth (1995 in Ayu & Indrawati, 2018: 22) defines that a textbook is the effective resources of activities and ideas, for self-directed learning, an effective resource for presentational material, a reference resource for student, and support for less experienced teachers in teaching and learning process that who are yet to gain the confidence.

2.2 Textbook as Learning Resources

In Indonesia, a textbook have many kinds instructional materials used in the process of learning. The using of textbooks are considered as an important component in every English as a Foreign Language (EFL) course and the selection of the appropriate English textbook for a particular context demands careful investigation. According to Sheldon 1987 in Fatima, Shah, & Sultan, 2015: 79) the textbook can be referred to as a published resources material specially designed to assist and guide the students to improve their communicative abilities and linguistics skills. So that, the using of textbook is a must for every school to support the process of learning. In sum, the English textbook is very important in process of teaching and learning at classroom in term of assisting and also guiding the student to mastery the knowledge.

Further, the textbook itself usually , tightly organized, succinctly written, and greatly condensed. The using of the textbook in teaching and learning process can ensure the student difficulties in different levels that will obtain a similar topic, material, content and they that can be analyzed in the same way. Consequently, the content and materials are very important for the promotion of a specific purpose, and vision of the curriculum. Besides, there are many features of textbook, some which go unknown to the teacher and student, which is have a significant impact on the student (Okeeffe, 2012), such a the materials have positive or negative impacts on learning process.

Moreover, the textbook as a source in providing and presenting the material and content, the resources for the students in practice, and doing some activities such as vocabulary, pronunciation, grammar, and four language skill

namely listening, reading, speaking and writing (Cunningsworth, 1995). In addition, textbook is very important and useful tool to assist teacher in transferring the knowledge to students, and also applying the curriculum because it is based on curriculum, then as the guidance in providing the opportunity for students to learn information and knowledge

Nevertheless, a textbook means a presenting material designed for the teaching and learning process in order to increase the students' experience and knowledge. The definition of a textbook is as a compilation of effectiveness content and materials which are relevant to the subject or course area for a formal study (Margana & Widyanoro, 2016). Thus, the textbook also should be presents the students with a great chance and opportunity to use and communicate English in the learning process at school environment. In addition, a good textbook not just present a compilation of content and material such as language features, linguistics, grammar or language skill, but also should be present several activities, exercise and challenges. To do so, the most important aspect of textbook for the teacher is try and engage their students with the topic, content and material that they are going to be deal with.

2.3 Advantages and Disadvantages of Textbook

A textbook contains ready made content and materials, then becomes the easiest way to help teachers run the learning process at classroom. The purpose of textbook is to provide the students with necessary information, knowledge, and language skills about English and also preparing the students for interaction with among others, people from difference countries and different cultural

backgrounds. The textbook aims to assisting teacher and guiding student during the process of teaching and learning at classroom. In other words, every textbooks tend to have some advantages and disadvantages. Besides, the presentation of English textbook is expected to meet several important aspects of teaching and learning process activities and can be done independently.

According to Crawford (in Mohammadia & Abdi, 2014) the interprets the advantages and diadvantages of using textbook in teaching and learning process, there are the advantages of using textbook in teaching and learning process, as follows; 1) Textbooks provides an available and acceptable resource of materials for teachers to doing the real works and job for their students. 2) Textbook not having any dispersed energy because of its preparation materials of teaching. 3) Textbooks can also serve as a tool to motivate students in classroom activities and get stimulation the learning of language. 4) Textbooks can also serve as a reference point for the teachers to manage the process of teaching and help the focus of teaching. 5) Textbooks are particularly useful in term of providing security and support for new inexperienced teachers. 6) Textbook can act as a reference point for students learning process and track their development. 7) Textbook can used by student as a tool for revision of previously taught. 8) Textbook is one of the more economic forms of access to structured packaged learning materials.

In sum, textbook can be function as a framework for the learning and teaching process for the teacher and student, also the requirements for every classroom setting at school. Then, he material to be covered and the design of each lesson are carefully spelled out in detail information and textbook gives

students all the plans and lessons need to cover a topic in some detail, also provide administrators and teachers with a complete program.

On the other hand, a textbook has several weaknesses and disadvantages which sometimes make difficulties for the teachers and students in teaching and learning process, there are: 1) Textbook is designed as the sole source of information and knowledge which makes the student just see one perspective on a issue or concept. 2) The textbooks are old and outdated, this condition makes the information is not really relevant. 3) textbook questions tend to be low level or very easy, this situation makes the student think and assume that learning is simply a collection of figures and facts. 4) textbook does not take students background knowledge and information account and it makes the teacher does not tailor lessons to the specific interest and attributes of students. 5) The reading level of the textbook is very difficult so the student can not understand important toic abd concepts which is contained in the reading text. 6) some textbook has the all answer to all the questions, 7) This problem makes the students tend to see learning rocess as an accumulation of correct answers.

2.4 Theories of Material

Materials are all forms of topic or main idea used to assist teachers / instructors in carrying out teaching and learning activities. Material is defined as a systematic and replicable technique for compressing several words of text into various content categories based on explicit rules of coding such as topic and main idea. Holsti (1969 in Stemler, 2000) explains a broad definition of material as, "any technique for creating or making inferences by systematically and

objectively that identifying specified characteristics of messages" Under Holsti's explanation, Material can be a useful technique for allowing learners describe and discover the focus of individual and group attention . It also allows inferences to be made which is can then be corroborated by using another methods in teaching and learning process.

According to Stemler (2000) Material can be a powerful tools and media for in the process of teching and learning. For instance, one material for determining authorship is to compile a list of suspected topic or main idea, providing several exercises such as speaking, writing, reading and listening, and build the interest of the learners. In addition, material is a set of topic arranged systematically so as to create an environment or atmosphere that allows students to learn in the process of teaching and learning. Teaching materials can at least be grouped into four, namely printed materials, listening teaching materials, listening teaching materials, and interactive teaching materials.

2.5 Textbook Analysis

The term "Analysis" is generally applies to the process of making and arguing about a value judgment. In indonesia, there are some varieties of English textbook that published to accomplish the need of teaching and learning process at school, because textbook are widely used in classroom. English textbook "English in Context" is an EFL textbook that used by seventh grade student for junior high schools that published by the Ministry of Education and Culture. It is in line with the newest national curriculum in Indonesia, it is called 2013 Curriculum (Kurikulum Nasional, K13). The emergence of the K-13 curriculum is

the reaction to the fact that Indonesia has following the respective years of education aspect in global and its problematic issues. According to Rumahlatua, Huliselana, & Takaria, (2016) states that 2013 curriculum is a competency based curriculum design, where its development focused on achieving the competences formulated from the standard competences itself.

According to Hutchinson and Waters (1987, in Fatimal at al 2015) Analysis is the matter of judging the fitness, strength and weaknessess of a something for a particular purpose”. Nevertheless, the government in Indonesia is responsible in providing the English textbook at schools with appropriate material, toic and content. Textbook that provides from the Ministry of Education and Culture selects play an important role for the teacher and students in term of what is being teach and learn (Altufaili, 2016).

Since English teachers and EFL students use textbook in their process of teaching and learning, they should select the relevant and appropriate English textbook. However, before teacher and student decide to choose and use it, they have to analyze and evaluate the effectiveness and usefulness of English textbook in order to present the appropriateness and ideal one to accomplish students’ needs in teaching and learning process.

According to Fatima, Kazim, & Sultan (2015), in education, the term of “analysis” is used in reference to operations associated with several methods of teaching and learning, organizational factors, program and curriculum. Howeve, tt is a very important concept that including the phases of selecting the information, knowledge, analyzing, transferring, using and making a decision in a good quality.

Moreover, the analysis of the English textbook is to know the function of English textbook. Pusat Kurikulum dan Perbukuan (Puskurbuk) in 2014 states that the purpose of textbook analysis is to ensure and find out that textbooks used at schools are worthy of use and meet national standards. Therefore, textbook analysis defined as the process of making judgment about a textbook that related to its material, content, design, lay out and other important aspects. In other words, Pusat Pebukuan (Pusbuk) launched two instruments in analysis the textbook. These instruments are based on K-13 Curriculum, these two instrument contains several aspects to be analyzed, there are: 1) Content, presentation and technique appropriateness, and 2) Language appropriateness. On the other hand, a good textbook must reach these two of criterion.

According to Chunningsworth (1995) cited in Chaisongkram (2011) also elaborates several criteria for textbook analysis, there are; 1) The textbook should be correspond to the students' needs and appropriate in term of objectiveness, material or content in the process of teaching and learning at classroom, because a good textbook have to provide relevant material and content in every chapter. 2) The main function of textbook for learners will reflect to the four language skills that student needs, namely: reading skills, listening skills, writing skills and seaking skill, because four language skills is very important to learn by the students 3) Textbook should take a part of learners' need and has to facilitate them in the learning process at classroom, provide appropriate material and topic, and assist the students in learning.

Further, he also interprets about two methods of textbook analysis namely; 1) Impressionistic images that make predictions for teacher and learners,

then provide a general description of the material that presented in the in textbook, it is making a basic assumption and early information about the textbook used by the teacher in the rocess of teaching and learning at classroom. 2) Depth analysis which is involves more of the content and material while using the textbook, which mean analyze the whole material that presented in the textbook, anylze in depth the material that presented in the textbbok and the material that does not exist in the textbook, also another aspect that important to be analyzed related to the study. In sum, textbook analysis is essential to find out the strengths and weaknesses.

Furthermore, Badan Standar Nasional Pendidikan (BNSP) in 2007 defines that there is some important component in analyzing the textbook, such as: 1) Feasibility of Content, it is including alignment with Standar Kompetensi (SK) and Kompetensi Dasar (KD) of the lesson and learner development, substance of the science and life skills development, insights to go forward, expand and diversity of social values, which means analyse several important aspect realted to the syllabus and curriculum such as material or content and so on. 2) Language, the linguistic components are being described into various subcomponents includes language logic and readability, such as linguistic features and grammar that exist in the textbook. 3) Presentation, this serving component is decomposed into some subcomponents includes technique, strategy, material and learning. Which means analyse a model in the textbook, that contains several arpproaches, techniques and stratgeies in the process of teaching and learning.

2.6 Previous Studies

There are some studies about an analysis of English textbook that have been done with other researchers. First, an analysis of English textbook has been conducted by Lathif (2015), entitled “Textbook Analysis and Evaluation of 7th & 8th Grade in Pakistani Context”. The research method of this research was qualitative research design. This research presents an analysis and evaluation of two English textbooks namely “Step Ahead 2” and “Step Ahead 3” for 7th and 8th class respectively. This research identifies and analyzes how well a pre-use textbook matches the needs of a student and a learning program and how much appropriate the activities are presented. The two textbooks have been analyzed impressionistically and with in-depth terminology. The results of this research suggest some problematic areas that textbooks need improvement regarding the four language skills and culture representation. There is an exposure of only foreign culture and basic skills are not emphasized equally. The findings accentuate the need to revisit the material by the authors that would contribute to the improvement of the English textbooks at these levels.

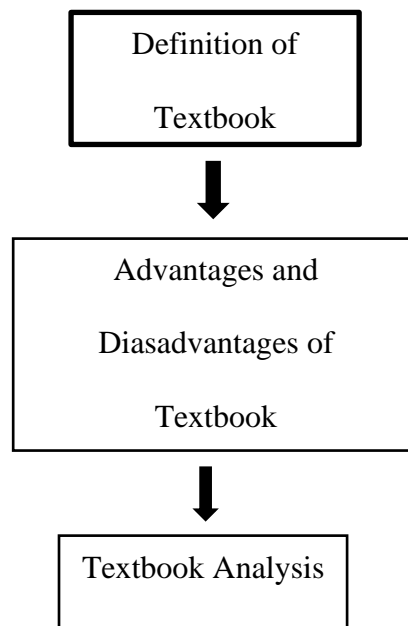
The second study is about textbook analysis that has been done by Masyi'ah & Ciptaningrum (2018). This study entitled “An analysis and evaluation of two English textbooks for second graders of junior high school”. This study is important because teachers need to know the strengths and weaknesses so that teachers can decide what actions should be taken related to it. It becomes more significant because teachers, especially in Indonesia, rarely evaluate textbooks before using them. This study aimed at: (1) discovering the textbooks quality based on the criteria from some ELT experts and Pusat Perbukuan, and (2)

identifying the strengths and weaknesses of students' textbooks entitled *When English Rings a Bell* and *Bright for Grade VIII*. The data were collected using checklists distributed to two English teachers. The scores then were accumulated to find the average before the final score was rated using the category from Pusat Perbukuan and ELT experts. The results showed that *When English Rings a Bell* has fulfilled the criteria of a fair textbook (78.6%). The book has some strengths and weaknesses, such as providing materials covering the local culture, lacking some retention, and the like. Meanwhile, *Bright* is a good textbook (87.2%) with some strengths and weaknesses, such as providing materials containing target culture, lacking materials containing local culture. The results show that *When English Rings a Bell* is a fair textbook and *Bright* is a good textbook with their strengths and weaknesses.

Then, the third study was done by Margana and Widyanto (2016). This study presented an Evaluation of English Textbook Used at Senior and Vocational High Schools Oriented to the Curriculum K13. This research method was qualitative research design, and the approach of this research was descriptive qualitative approach. This study examine six indicators were employed as the basis of the analysis of the English textbook: (1) the suitability of basic and core competence in reference to the content, (2) the English textbook organization and language skill areas, (3) the contextualization of tasks, (4) critical thinking skill enhancement, (5) the integration of culture, and (6) learner-characteristic-accommodation. Therefore, this research also help researcher to finish the study. The result of this study is this textbook fullfil a good criteria of textbook.

Furthermore, this research aims to analyse the material completeness of English textbook “English in Context” used at junior high school 22 Jambi city. Further, based on previous studies above, this research has some similarities, such as 1) In this research, the research method used is qualitative research design, same as the research above, 2) Analyse a textbook related to the material or content that presented in every chapter. 3) This research try to find out the strengths and weaknesses related to the material or content in English textbook. 4) Then, regarding to the differences, this research focus or limit the research in material completeness aspect from the whole chapters. But the reseach above, focus on several aspects, such as the text, exercises, language, linguistics features and so on.

2.7 Conceptual Framework



In education of Indonesia, since English is a foreign language not a second language, school serves as the primary resource of exposure to English for teacher and student namely textbook. Textbook plays a vital and important role in exposing the teachers and students to the English course. Therefore, textbook is an essential tool to delivering and assisting material in teaching and learning process. Textbook has been used at school for many years, and it has been beneficial to the teacher and the student. Thus, using textbook means saving time, facilitating, guiding teaching and learning process, giving direction, easier, better, and it provides confidence and security.

There are some advantages of using textbooks, namely: 1) it present several examples, 2) Student are able to view future material in advance, 3) Textbook is helpful for teachers by giving them lesson plans that they are able to view for every material that they are covering. On the other hand, there are some disadvantages of using textbooks, such as: 1) Without textbook students have fewer examples to read, 2) Textbook maybe outdated, and student may not be able to grasp the concept of the material, and 3) Students may not be able to read some of the words that are presented in the textbook.

In addition, textbook analysis is very important. Textbook analysis is important to be conducted because the teachers show quite big dependency in teaching and learning rocess toward textbooks to teach in the classroom. Textbook analysis is an assessment of the suitability and appropriateness of a textbook for a particular purpose. Most of textbooks are analyzed to find out the deemed fit for publication and others. The textbooks published and used at school may be

analyzed many times in period of time. A textbook analysis includes the analyzing the material, content and other important aspects.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research, the researcher analyzed the English textbook for seventh grade students of junior high school 22 Jambi city. This research is categorized as a descriptive qualitative research. According to Cresswell (2014) that qualitative research used multiple methods that are interactive and humanistic. furthermore, qualitative research design is generally focus on a social constructivism perspective. In addition, qualitative research design is the design to analyze the data in order to form several ideas, tend to be more flexible, and it is allowing to adjust the approach based on what to find throughout the research process. Qualitative research design, however, is more holistic and often involves a rich data collection from various sources to gain a deeper understanding

Further, this research was used the descriptive qualitative, where the aims of descriptive qualitative is to collect the data, to gain an understanding of a case that was going on in education. Therefore, the aims of descriptive qualitative design to find out the systematically and accurately describe a situation, population, or phenomenon (Cresswell, 2007). Moreover, descriptive research design can be use a wide variety to investigating one or more variables and it does not control or manipulate any of the variables, but only observes and measures them. In addition, descriptive qualitative design in aims to understand and to achieve the depiction the worthiness of English textbook as shown by the strengths and weaknesses.

In addition, the aims of descriptive research approach is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened.

3.2 Subject of the Research

As the primary concern of this research is to investigate and analyze the material completeness in English textbook used by seventh grade student of junior high school one and the strengths also the weaknesses. The researcher was selected the proposed English textbook purposively used purposive sampling in selecting the English textbook, so the sampling technique of this research is purposive sampling, it is choose the subject based on purpose of the researcher. Further, the criteria of selecting a subject of the study commonly based on what researcher need to finish the research. Then, the subject of this research is the English textbook used for seventh grade students of Junior High School 1 Jambi city.

“English in Context” textbook was developed based on the newest curriculum (K-13 curriculum).

3.3 Research Instruments

In term of the choice of data collecting methods was determined by the needs of a given research design, research project and in particular situation by the research questions confronted. Having this in mind the researcher used the checklist as the main instrument. Further, the researcher was employed a checklist to collect the data from the English textbook that ued at school. Thus, the

researcher adopted the checklist in term of textbook analysis from Lathif (2010). Then, checklist is an instrument that provides the researcher with a list of features of several aspects that was be analyzed. The checklist was used to analyze the textbook that focus on the material completeness.

3.4 Technique of Data Collection

Regarding to the data collection of this research namely English textbook “English in Context” for seventh grade student of junior high school. This English textbook was published by the ministry of education and culture in 2013 based on the current curriculum of 2013. The textbook is approved by BNSP (Badan Standar Nasional Pendidikan) as an agency of national education standard, as part of Ministry of Education and Culture of Indonesia.

Furthermore, this textbook was became a main resource textbook to be used by the teacher and student in teaching and learning process. In addition, this textbook was printed and distributed to the schools around Indonesia. Then, this research was used the checklist in data collection. To do so, in this research, there are two techniques in data collection used by the researcher, such as:

1. Reading Technique

First, in this research the researcher was read the English textbook, reading the whole entire textbook and reading it repeatedly so that the researcher can find and understand the material completeness of the English textbook. Second, the researcher was identifying the material completeness that contained in the textbook. Third, the researcher read the results as the basis for classifying the data based on the parts that are related to the objectives of the research.

2. Note Taking Technique

Second, the next step is note taking technique, this technique notes taking used in this research aims to record the texts or content that related to the term of material completeness, there are a short interpersonal text, a short transactional text and a short functional text. Then the selected text is entered on the data card.

3.5 Technique of Data Analysis

In regard of data analysis, the data analysis in this research is descriptive method. This research was produce descriptive data in form of written words. Before analyze the data, the data collection was selected and classified based on the topics of the research problems.

To get the comprehensive of the data result, the researcher analyzed the data collection from the checklist. The researcher analyzed the result of the checklist. Thus, the technique of data analysis in this research used descriptive analysis qualitative. Then, in examining the material completeness provided in the “English in Context” textbook by the ministry of education and culture, the researcher was reveale the analysis of the aspects of material completeness in the textbook. So, the analysis was in the form of a description that puts more emphasis on disclosure of the word descriptions in explaining the results of the analysis.

There are several steps in analyzing qualitative data that was be used by the researcher which is adapted from Gay & Arisian (2000, cited in Daris, 2016), such as in carrying out data analysis, the researcher conducted the data reduction,

that is the activity of selecting research data in the form material completeness. Then, the data was presented on the data card. Once all the data were gathered, the researcher was analyze and describe the data according to the theory used. Finally, the last step is the verification of the data in this research is to conclude from the data that have been collected.

CHAPTER IV
FINDING AND DISCUSSION

4.1 Findings

The main resources the data of this research was the checklist. Checklist is the appropriate instruments to collect the data in descriptive research approach, such as analyzing the English textbook with several important aspects. The checklist has been conducted at 1 of August 2020. The checklist is consisted of the material completeness aspects, the data were present below:

Table 2
The checklist of material completeness

Area	No	Criteria	Checklist
Material Completeness	1	The textbook should comprise a short interpersonal text in the form of introducing self and others allowing the students to explore and produce interpersonal communication function in their daily life.	√
	2	The textbook should include a short transactional text which is aimed at congratulating, complimenting, telling and asking about intentions, asking for and giving something, asking for and giving direction, asking and giving simple routine tasks, offering and refusing related to the students' immediate context.	√
	3	The textbook should contain a short functional text giving the students opportunity to improve their ability in form of announcement, descriptive text, narrative text, and recount text.	√

Based on the data checklist above, in term of material completeness, Bahasa Inggris textbook used at Junior high school in Jambi city fulfilled some criteria, there are included:

- 1) Interpersonal text.
- 2) Transactional text, and
- 3) Functional text.

Furthermore, this English textbook entitled “English in Context was good in the category of the material completeness.

1. Interpersonal text.

Regarding to the first category, namely interpersonal text, this English textbook provides a short interpersonal text, there are introducing self and others (talking about self), greeting, leave taking, thanking and apologizing in the first chapter, it is very good providing the basic or common material in the early beginning. Therefore, when the textbook presents the difficult material in the first chapter, it is not appropriate for a good textbook.

2. Transactional text

In regard to transactional text, this “Bahasa Inggris” textbook provides a short transactional text, namely asking and giving information, there are:

- a. Daily activity
- b. Physical appearances
- c. Asking and giving information about characteristic of human

- d. Asking and giving information about a family
- e. Asking and giving information about song

Therefore, this English textbook provide several text of transactional text, which is this English textbook fulfill a complete material related to the material completeness.

3. Functional text

Regarding to the third aspect, this English textbook “English in Context” provides a short functional text, namely descriptive text, but this English textbook does not provide several important functional text, namely narrative text and recount text. It means this textbook is less material of this functional text, because narrative text and recount text are not existed in this English textbook.

4.2 Discussions

Regarding to the finding presented above, this research aims to describe and elaborate the analyzing of English textbook entitled “English in Context” that used at junior high school 22 Jambi city. The discussion of this research was described the English textbook used by the student in the learning process at classroom, the main aspect of this research is material completeness that contains several aspects namely interpersonal text, transactional text, and functional text. To do so, on how analyzing the English textbook was seen from the point of view from the researcher of “English in Context” textbook used by the students in the process of teaching and learning.

Furthermore, the explanation provided in this section was explored in depth and detailed description on material completeness. Further, the following explanation was attempted at analyzing and clarifying of how the fulfillment aspect that have been met or not in this research related to the English textbook “English in Context”.

Meanwhile, in relation to the first problem of how material completeness provide and presents in “English in Context” textbook that used by the students of junior high school 22 Jambi city. Nevertheless, this researcher was explained the most important aspect to be analyzed is the material completeness of English textbook. However, there are three kind of text in term of material completeness to be analyzed, there are; 1) interpersonal text, 2) Transactional text and 3) functional text. In addition, a good textbook should provide these kind of texts.

1. A Short Interpersonal Text

There are seven chapters in “English in Context” textbook that used by the students of junior high school 22 Jambi city. This English textbook provides the interpersonal text, it was exposed and presented in chapter 1 page 1 to 16, entitled “Personal Identity”, further this chapter provided several important topics, namely 1) greeting and introduction, 2) Pronunciation and Spelling, 3) Let’s get some information.

This English textbook provides the topics that related to the activities, namely:

A. Greetings and Introductions

The purpose of this topics is to develop students speaking skills and listening skills. This “English in Context” textbook provides students with some materials that important to be taught such as the expressing and response of greeting, leave taking, thanking, and also apologizing. To do so, the students will achieve the way how to communicate with others such as family and friends at the first time in their daily life or at school.

B. Pronunciation Spelling

The aims of this topic is develop students listening skills and speaking skills. This English textbook presented students with several important activities to be taught namely listen and repeat the words are used in this topic, translating the words or vocabularies by the dictionary, then they also asked to make a sentence using the words given and also sing the English alphabet, mention their names and spelling their own.

C. Let’s get some information.

The aims of this topic is to develop students speaking skills and writing skills. “English in Context” textbook provide some important activities, there are: write a short paragraph about your identity card and write your own paragraph, then its provide project based-learning which ask students to create a dialogue including greeting, parting, thanking and saying sorry.

Thus, in term of production aspects, related to four language skills, this English textbook presented some activities that very important to be taught of students in the process of teaching and learning at classroom.

1) Listening skills, this English textbook provides activities of how students responding to greeting and how students responding to introductions. It is presented in several dialogues about greeting, there are some dialogues showing about how to greet someone and introduce yourself, then the teacher will read the dialogues and students are asked to listen carefully, then students are asked to repeat the conversation. 2) Reading skills, this English textbook presented the activities of how students reading the English alphabet, this is very good because the early first chapter have to provide the basic alphabet to the students, so they will know how to pronounce the alphabet in English well, for example they are asked to spell their names. 3) Speaking skill, in this English textbook provided the activities of how students speak related to greeting someone, introducing yourself and asking for or giving information. Students are asked to practice the dialogue with their classmate. 4) Writing skills, this English textbook provided the activities of how students filling in table, filling in a form and writing as short information paragraph about yourself. For example, students are asked to make dialogue with their partners with the pictures provided in the textbook, then the students are asked to write a short paragraph based on their identity card given.

2. A Short Transactional Text

This “English in Context” textbook also providing the students to acquire information and knowledge in term of getting information through a short

transactional texts. There are some important texts related to the transactional text, namely: 1) Daily activity, 2) Physical appearances, 3) Asking and giving information about characteristic of human, 4) Asking and giving information about hobbies and professions, 5. Asking and giving information about song, these related to their immediate context.

1) Daily activity

In regard to this material, Daily activity is presented in n chapter 2 page 27 to 42. This material provides the topic-related activities of daily living are the things we normally do in students daily living. There are using different ways of developing and express interaction with teachers, family members and also friends, especially in daily life. The purpose of this material asked students be able to respond, identify and giving expressing of daily activity.

These materials had provided the opportunity for the students to express their function and argument orally. It was started by presented several activities, there are: what time is it, grammar content (cardinal and ordinal numbers), and my favorite subject.

A. What time is it

The purpose of this topics is to develop students listening skills and speaking skills. This “English in Context” textbook provides students with some materials that important to be taught such as the expressing of time and daily life activities. Thus, the students will achieve the information and knowledge about

how to tell and using the expression about giving and asking information about time, and telling the time in every activity in a day.

B. Grammar Context: Cardinal and Ordinal Numbers

The aims of this topic is to develop students reading skills. This English textbook presented students with several important activities to be taught namely read the text presented in this textbook, they students are asked to answer the following question based on the text from the task provided. Then, the students are asked to study the following form of cardinal and ordinal numbers, and the task related to the cardinal numbers of the letters.

C. My favorite subject

The aims of this topic is to develop students listening skills, speaking skills and writing skills. “English in Context” textbook provide some important activities, there are: answer the question based on calendar, answer the question based on the timetable given, write a sentence using the vocabulary given, write your own timetable, and regarding to the project based learning students are asked make a vlog or an activity table, it contains the day, date and the time of each activity.

Thus, in term of production aspects, related to four language skills, this English textbook “English in Context” presented some activities that very important to be taught of students in the process of teaching and learning at classroom.

1) Listening skills, this English textbook provides activities of how students responding and eliciting from oral description of daily life activities, then eliciting and responding the information about time expressions. 2) Reading skills, this English textbook presented the activities of how students reading the English time table in a good and appropriate way. 3) Speaking skill, in this English textbook provided the activities of how students speak related to asking and giving information related to the daily activity, the students are asked to practice the dialogue with their classmate. 4) Writing skills, this English textbook provided the activities of how students write their time table, filling in a form and writing a time of their daily life.

2) Physical appearances

In term of telling and asking about physical appearances material that presents in chapter 3 page 43 to 64. This material provides the topic that related activities as: 1) Let's learn about parts of the body, 2) Grammar content: making plurals, 3) Animals, and 4) Things in my house. The purpose of this material asked student be able to explain, identify, and describe the physical appearances of human and known as their looks. This English textbook also provides four language skill there are speaking skills, reading skills, listening skills and writing skills. Thus, this textbook also provides students with the opportunity of mastery the knowledge through a short transactional texts.

A. Let's learn about parts of the body

The purpose of this topics is to develop students speaking skills and

listening skills. This “English in Context” textbook provides students with some activities that important to be taught such as the students are asked to write a sentence using the word related to physical appearances and also complete the sentence, then students are asked to sing a song related to the physical appearances. To do so, the students will achieve the way how to express the physical appearances with others such as family and friends in their daily life or at school.

B. Grammar Content: Making plural

The aims of this topic is to develop students listening skills, speaking skills and also grammar. This English textbook presented students with several important activities to be taught namely learning the plural that used in this topic, write the plurals forms in the crossword puzzle, say the sentences in front of the class related to the numbers, and rearrange the scramble words and wrote a paragraph of the picture given., the students are asked to write down the correct numbers of the picture provided and listening the script and write the correct number.

C. Animals

The aims of this topic is to develop students reading skills and writing skills. “English in Context” textbook provide some important activities, such as the students are asked to look at the pictures of the animal, and read the names from the script given, then they are asked to put the names of the animals in the table provided and add more three animals. Therefore, this topic is not really

suitable and relate to the main topic.

D. Things is my house

The purpose of this topics is to develop students listening skills and speaking skills. This “English in Context” textbook provides students with some activities that important to be taught to the students, such as the expressing of time and daily life activities. Thus, the students will achieve the information and knowledge about how to tell and using the expression about giving and asking information about time, and telling the time in every activity in a day.

Nevertheless, this textbook also presents several activities allowing students to produce transactional texts in the of production aspects, it means this English textbook provide the opportunity of student to express their function and knowledge. It was starting by:

1) Listening skills, this English textbook provides activities of how students responding and following oral instruction given, to enhance their listening ability. 2) Reading skills, this English textbook presented the activities of how students understanding and eliciting from a written description of physical appearances, and how to describe by reading. 3) Speaking skill, in this English textbook provided the activities of how students speak related to asking and giving instructions related to physical appearances related to their daily life, and also describing a person based on their characteristic. 4. Writing skills, this English textbook provided the activities of how students writing a short descriptive paragraph in term of physical appearances.

3) Asking and giving information about characteristic of human

Regarding to the transactional text, namely asking and giving information about characteristic of human, this topic presents in chapter 4 page 83 to 96. This material provides some topics related to several activities, there are: 1) Home late, 2) Asking and answering about prices, and 3) At the pet shop. The objectives of this material are asked the student be able to identify, explain and describe the information about characteristic of human. This English textbook also provides four language skill there are speaking skills, reading skills, listening skills and writing skills. Furthermore, this textbook also provides students with the opportunity of mastery the knowledge through a short transactional texts.

A. Home late

The purpose of this topics is to develop students speaking skills, reading skills and listening skills. This “English in Context” textbook provides students with some activities that important to be taught such as the students are asked read a dialogue and practice with classmate, next they are asked to learn and identify the adjective expressions, then the students are asked to read a poetry and they are asked to practice the poem in front of the class. To do so, the students will achieve the way how to express the expression of adjective with others such as family and friends in their daily life or at school.

B. Asking and answering about prices

Related to this material, this “English in Context” textbook presented the learning objective to develop students listening skills, reading skills and speaking

skills. This topic provided students with some interesting activities that important to be taught such as listen and repeat the words and vocabularies based on the listening activities, then read some dialogues and answer the question given, next students are asked to work in pairs to act in front of the class related to the dialogues presented.

C. At the pet shop

The aims of this topic is to develop students reading skills, speaking skills and writing skills. “English in Context” textbook provided several important activities to be taught, namely the students are asked to read the dialogue given, then they are asked to practice it in front of the class work in pairs with their friend, next they also have to study the adjective used in the text provided and complete di dialogue, then students are asked to read the text and answer the question given, last in term of project-based assignment, students are asked to make a short paragraph about the situation they have been visited such as at the mall, supermarket, traditional market or any event in using the expression of adjective.

Moreover, this chapter provides several inputs which provided four language skills and important activities allowing the students to produce transactional texts in the of production aspects, which means this English textbook provide the opportunity of student to express their function and knowledge well. It was starting by:

- 1) Listening skill, this English textbook provided activities of how students responding, following and guessing oral clues to enhance their listening

ability and skill. 2) Reading skills, this English textbook presented the activities of how students understanding and eliciting information from advertisements and eliciting information from a written and a dialogue about shopping, this aims to increase student writing ability. 3) Speaking skill, in this English textbook provided the activities of how students speak related to asking and giving information about characteristic of human, things and animals, it is very important to help students mastery their speaking ability. 4. Writing skills, this English textbook presented the activities of how students writing some sentences related to be + adjective, this aims to enhance students speaking ability regarding to describe character of human.

4) Asking and giving information about hobbies and professions

In regard to the transactional text, this “English in Context” book presented the activity, namely asking and giving information about hobbies, this material presents in chapter 5 page 105 to 127. This material provides some topics related to several activities, there are: 1) Hobbies and tools, 2) Grammar content: simple present tense, 3) What do they like to do and 4) Do you have a pet. The objectives of this material are asked the student be able to identify, explain and describe the information of engaging in a hobby can lead to acquire substantial skill, knowledge and experiences. This English textbook also provides four language skill there are speaking skills, reading skills, listening skills and writing skills. Moreover, this textbook also provides students with the opportunity of mastery the knowledge through a short transactional texts.

A. Hobbies and tools

The purpose of this topic is to develop students speaking skills and listening skills. This textbook provides students with some activities that are important to be taught to the students such as the students are asked to listen carefully to the script by the teacher about some professions, then they are asked to write down the name of the person described and his/her profession. Next, related to the speaking skill, the students are asked to practice a dialogue given with classmate, and they are asked to answer several questions given. To do so, the students will achieve the way how to express their hobbies and professions with others such as family and friends in their daily life or at school.

B. Grammar content: simple present tense

Related to this material, this “English in Context” textbook presented the learning objective to develop students English grammar, reading skills, and writing skills. This topic provided students with some interesting activities that are important to be taught such as read the dialogue and study the expressions they use. Next students are asked to study the pattern of simple present tense and also learn about verbs. Then, they are asked to write several sentences about what people like to do based on the picture provided.

C. What do they like to do

The purpose of this topic is to develop students writing skills and speaking skills. This “English in Context” textbook provides students with some interesting activities that are important to be taught to the students such as the

students are asked to write down whose hobby and add more sentences about it. Next they are asked to work in pairs, and write down the information from the text given. Then the students are asked to write a short paragraph about family members and what they like to do. Related to speaking skill, the students are asked to report the result of group work to the class.

D. Do you have a pet

The purpose of this topics is to develop students reading skills and speaking skills. This textbook provides students with some activities that important to be taught such as the students are asked to read the dialogue and practice the dialogue in pairs in front of the class, the answer the question given based on the dialogue. Next they are asked to make a project-based learning, students asked to make a vlog/ video blog when they are doing they hobby. They are asked to describe in detail about their hobby and what do you need to support your hobby. The aims to enhance students speaking skill.

Therefore, this chapter provides several inputs which presented four language skills and important activities allowing the students to produce transactional texts in the of production aspects, which means this English textbook provide the opportunity of student to express their function and knowledge well. It was starting by:

1) Listening skill, this “English in Context” textbook provide the activities of how students can understand and eliciting information from oral descriptions of hobbies. 2) Reading skills, this English textbook presented the activities of how

students understanding and identifying like and dislike expressions from the dialogue and also guessing from written clues about hobby and professions, this aims to increase student writing ability. 3) Speaking skill, in this English textbook provided the activities of how students speak related to asking and giving information about hobbies, they are asked to describe their hobbies. 4. Writing skills, this English textbook presented the activities of how students writing some sentences about present tense and also writing sentence about hobbies and professions, this aims to enhance students speaking ability regarding to describe about hobby and professions.

5) Asking and giving information about song

In term of asking and giving information about song material that presented in chapter 7 page 163 to 166. This material provided the topic that related several important activities, such as: 1) pronunciation and spelling, and 2) Let's sing. The purpose of this material are asked student be able to explain, identify and capturing the meaning contextually related to social function and linguistic elements of song lyrics related to the life of junior high school students. Thus, this English textbook also provides four language skill there are speaking skills, reading skills, listening skills and writing skills. Therefore, this textbook also provides students with the opportunity of mastery the knowledge through a short transactional texts.

A. Pronunciation and spelling

The learning objectives of this topic is to develop student pronunciation practice, listening skills and writing skills. This “English in Context” textbook provides students with some interesting activities that important to be taught to the students such as the students are asked to learning and practice several pronunciations given. Next, they are asked to listen and repeat the words that mentioned. Then students asked to make a sentences by using the words presented. The aims to enhance student listening and writing skills.

B. Let’s sing

The purpose of this topic is to develop students listening skills, reading skills, writing skills and speaking skills. This English textbook provided students with some activities that important to be taught such as the students are asked to read the lyrics carefully and understand the message for the song. Next they are asked to read the story about “*Mark Zuckerber*” and reflect the meaning to the song given, Then, students are asked to make a paragraph about students dream and the plan to chase it. Then, related to speaking skills, student asked to make project-based learning about interview, they are asked to work in group, make question and answer for the interview about a famous singer.

Furthermore, this chapter provided several important inputs which presented four language skills and important activities allowing the students to produce transactional texts in the of production aspects, which means this

“English in Context” textbook provided the opportunity of student to express their function and knowledge well. It was starting by:

1) Listening skill, this textbook provide the activities of how students can understand and eliciting information from lyrics of a song. 2) Reading skills, this English textbook presented the activities of how students understanding and eliciting information from lyrics of a song. 3) Speaking skill, in this English textbook provided the activities of how students speak related to asking for or giving information about a song. 4. Writing skills, this English textbook presented the activities of how students writing a short paragraph about song. These aims to enhance students four language skills regarding to the song material.

3. A Short Functional Text

“English in Context” textbook has provided the students with adequate functional texts, namely descriptive text. These functional text is presented in chapter 6 page 133 to 158 namely descriptive text, the aims of this descriptive text is to describe a basic unit of social structure in daily life activity. Thus, in term of strengthening the students’ understanding on the functional text, several important activities are presented in this chapter such as: 1) Family and member, 2) My Family, 3) Mammal’s family and 3) Going to the market with my family. In addition, the production tasks were provided in order to facilitate the students’ actual production of certain text, there are four language skills, namely listening skill, reading skill, speaking skill and writing skills.

A. Family Members

The purpose of this topic is to develop students listening skills and writing skills. This “English in Context” textbook provides students with some activities

that important to be taught to the students such as the students are asked to listen carefully and repeat and they are asked to make a sentences using the words given. Next students asked to choose the correct picture based on the listening script and listen carefully about the ages. In term of writing skills, students asked to make several statements, describe it with the words given.

B. My Family

Related to this material, this “English in Context” textbook presented the learning objective to develop students reading skills and writing skills. This topic provided students with some interesting activities that important to be taught such as read the following text about my family and answer the question given, then they asked to answer the matching activities related to the text. Related to writing, the students are asked to write a descriptive text about family in a paragraph, the aims to enhance students writing ability in descriptive text.

C. Mammal’s family

In regard to this material, this “English in Context” textbook provided the learning objective to develop students reading skills, speaking skills, and writing skills. This topic provided students with several interesting activities that important to be taught such as they asked to describe the animals in the picture provided, and they asked to write several sentences of their typical day and factual things about them. Then students asked to practice the dialogue given with their classmate. They also asked to make a sentence using the words given to describe

an animal. Next activity they are asked to read a text and fill in the information from the text given.

D. Going to the market with my family.

The purpose of this topic is to develop students writing skills. This “English in Context” textbook provides students with some activities that important to be taught to the students such as they are asked to read a text presented about descriptive text entitled floating market, next students asked to answer the question given based on the text. Then, the students are asked to make a project based assignment, they asked to find a picture of domestic and wild animals from any magazines, newspapers or internet, then they asked to write a name of the animal and write a short description under each picture. These activities are very important to increase writing ability.

In sum, based on the explanation above, this “English in Context” textbook fulfill and provide the material completeness aspect.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This research was analyzed the English textbook entitled “English in Context” used at Junior High School 22 Jambi city. In regard to the findings and discussions of this research and answering the formulation of the research, the researcher has drawn some conclusions below.

Based on the researchers’ checklist of English textbook analysis, there is the objectives of this research, it is aimed at examining the material completeness, of “English in Context” textbooks used by student in Junior High School 22 Jambi city. Based on the results of the research and discussion described in the previous chapter, the results of this research can be concluded that this textbook fulfill the material completeness aspect, it was fulfilled several important criteria, namely:

1. A short interpersonal text, this “English in Content” textbook provides a short interpersonal text, namely introducing self and others material, greeting, leave taking, thanking and apologizing.
2. Transactional text, this English textbook provides a short transactional text, as follows: 1) Daily activity, 2) Physical appearances, 3) Asking and giving information about characteristic of human, 4) Asking and giving information about hobbies and professions, 5) Asking and giving information about song
3. Functional text, this “English in Content” textbook provides a short functional text, namely descriptive text.

5.2 Suggestions

Based on the results of this study presented earlier, this research hopefully can give contribution and suggestion for some parties. There are the English teachers and another researcher, as in the following explanation;

1. For English Teachers

The English teachers who are used and employee “English in Context” textbook need to overcome the strength and weakness by doing some regulation, namely; Analyzing the English textbook should provide several more model texts providing opportunity to the students understanding to maintain and facilitate an interpersonal communication with other people in their daily life. 2) Teachers must also create the supporting learning materials more updated to make students interested in doing the activities and the tasks.

2. For Other Researcher

This research can provide inspiration and reference material for other researchers to conduct a research about textbook analysis in deeper and more motivated research with better results.

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Appendix 1

The checklist of material completeness

Area	No	Criteria	Checklist
Material Completeness	1	The textbook should comprise a short interpersonal text in the form of introducing self and others allowing the students to explore and produce interpersonal communication function in their daily life.	
	2	The textbook should include a short transactional text related to the students' immediate context.	
	3	The textbook should contain a short functional text giving the students opportunity to improve their ability several text.	

Appendix 2

“English in Context” textbook

