

## **AN ANALYSIS ON ENGLISH TEXTBOOK “BAHASA INGGRIS: WHEN ENGLISH RINGS THE BELL”**

**Rindawati, Ikhsanudin, Wardah**

English Education Study Program of Teacher Training and  
Education Faculty of Tanjungpura University

*Email: [rinda.wati053@gmail.com](mailto:rinda.wati053@gmail.com)*

**Abstract:** This research is aimed at finding out the explicit and implicit nature of the English textbook “*Bahasa Inggris: When English Rings the Bell*” by the material analysis called Three Level of Analysis proposed by Littlejohn (2011). Level 1 analysis asks ‘what is there’. Level 2 analysis asks ‘what is required of users’. Level 3 analysis asks ‘what is implied’. Using evaluation research method, the data were collected using observation technique supported with observation sheets and observation checklists. From the analysis, it is concluded that the purpose of writing the English textbook is to develop learners’ communicative competence by focusing on meaning, and building learners’ positive attitude. It is also found that the learners need to be active to develop their competence and the teachers need to facilitate and to monitor tasks completions.

**Keywords:** Material Analysis, Three Level of Analysis

**Abstrak:** Penelitian ini bertujuan untuk mengetahui isi yang terdapat dalam dan yang tersembunyi dari buku berjudul “*Bahasa Inggris: When English Rings the Bell*” dengan menggunakan analisis materi yang disebut Three Level of Analysis yang diusulkan oleh Littlejohn (2011). Analisis level 1 menanyakan mengenai apa yang terdapat di dalam buku secara explicit. Level 2 menanyakan mengenai apa yang diwajibkan oleh pengguna buku. Level 3 menanyakan mengenai apa yang tersembunyi. Dengan menggunakan metode penelitian evaluasi, data dikumpulkan dengan menggunakan teknik observasi yang didukung dengan lembar observasi dan daftar centang. Berdasarkan hasil analisis dapat disimpulkan bahwa tujuan dari penulisan buku bahasa Inggris ini adalah untuk membangun kemampuan komunikatif siswa yang berfokus pada makna dan membangun aspek afektif siswa. Selain itu, ditemukan bahwa siswa harus aktif dalam mengembangkan kemampuannya dan guru berperan untuk memfasilitasi dan mengontrol penyelesaian tugas.

**Kata kunci:** Analisis Materi, Three Level of Analysis

English Language Teaching (ELT) textbook plays a very important role in language classrooms. It has been more crucial when English is learnt as foreign language like in Indonesia. As a language being learnt beside mother tongue, English is likely to be learned by Indonesian learners only in the classroom. Consequently, English textbook will potentially be the only student

access to language in the classroom. Most teachers often use textbook as a primary resource book for ideas and instructional activities as well as giving guides for what they do. Garinger (2002) points out, "A textbook can serve different purposes for teachers: as a core resource, as a source of supplemental material, as an inspiration for classroom activities, even as the curriculum itself.". In brief, as the main teaching materials, English textbook in English as foreign language (EFL) classes play very important roles to facilitate language acquisition in classrooms.

An English textbook entitled "*Bahasa Inggris: When English Rings the Bell*" is a new English textbook prepared by the Ministry of Education and Culture of Indonesia (MECI) in line with the implementation of new designed curriculum, 2013 curriculum. This book is distributed for free to all schools in Indonesia that have already applied 2013 curriculum and also available in the website of Ministry of Education and Culture for free download. Additionally, all schools in Indonesia are starting to implement the 2013 curriculum in the new academic year (2014/2015) so that automatically this book will be used by all junior high schools in Indonesia. Because of these facts, the use of this English textbook is automatically widespread. As a new textbook in which the use is widespread, English teachers need see inside the material on textbook in order to take more control over its use. McDonough et al. (2013:52) comment, "No textbook or set of materials is likely to be perfect, and there does not seem as yet an agreed set of criteria or procedures for evaluation." Because of the imperfection of textbook, it is essential to know the nature of the material explicitly and implicitly for the effectiveness of the use of this book by doing an analysis. Cunningsworth (1995) explains that course book analysis helps teachers to gain good and useful insights into the nature of material so it is useful in teacher's development. In brief, the analysis on the material is needed for the effectiveness of the use of the textbook.

Considering the widespread use of the English textbook entitled "*Bahasa Inggris: When English Rings the Bell*," as a new textbook that has essential role as the main access of learners in facilitating language learning, the writer was interested in analyzing this textbook. The writer conducted an in depth analysis on this textbook. The analysis is aimed to find out what the textbook contains explicitly and implicitly. The analysis would be based on the theory of material analysis proposed by Littlejohn (2011) called Three Level of Analysis. Level 1 analysis is the objective description of the explicit nature of materials. Level 2 analysis is the analysis of task on the textbook. Level 3 analysis is the subjective interference as the result of the level 1 and level 2 analysis.

Some researches on textbook/material had been conducted in the previous time. Nuri Syafitri (2012), for instance, she did a content analysis on reading materials of English textbook "Look Ahead" for senior high school of tenth grade students. The result showed that the reading materials in this English textbook fulfills the criteria as good reading materials based on good material criteria by Patel and Jain. Moreover, the other researchers, Nestin Vernila Keban et al. (2012) analyzed an English textbook entitled '*English for Kids Grade 3*'. The result showed 60.86% of the textbook met the criteria of a good EFL

textbook that was categorized as adequately relevant to good EFL textbook criteria. This research, however, differs from the previous researches. Mostly, the previous researchers preferred to do evaluation by making judgments on the textbook which tended to be subjective. Unlike the previous researchers, the writer was interested in doing analysis rather than a whole evaluation. Though, analysis and evaluation are closely related but they are different. Analysis tends to be more objective in which attempts to the process of describing what is on the textbook as it by looking for what is already there while evaluation tends to be subjective since the aim of evaluation is to make judgments about the textbook which (McGrath, 2002:22). Therefore, the writer conducted the material analysis as one step of the preliminary step to material evaluation (Littlejohn, 2011).

From those explanations above, the writer assumed that it was important to do an analysis on the novel English textbook. The analysis on a novel English textbook is considered important because of its benefits. The result of the analysis will help to provide a perspective about what the textbook contains explicitly and implicitly for English teachers, especially seventh grade junior high school English teachers about the nature of the textbook so that they can take more control over its use. Consequently, it will help teacher to enhance the effectiveness of the use of textbook by helping to understand what areas of the textbook need further modification. In addition, the interpretation of this English textbook can be used to support evaluation and it can be a reference about procedure of material analysis for teachers or educators who want to conduct analysis on materials.

## **METHOD**

The method of the research was evaluation research. This research was evaluation research because the intent of this research was to do material analysis on the English textbook, "*Bahasa Inggris: When English Rings the Bell*" as one part of the preliminary step to material evaluation proposed by Littlejohn (2011). The preliminary step to material evaluation has 4 stages. They are *analysis of the target situation of use, material analysis, match and evaluation and action*. In this research, the writer only focused on the material analysis. The analysis was done by using Three Level of Analysis. Littlejohn (2011: 181) states that the Three Level Analysis is analysis of materials as they. It is a systematic analysis of what is actually contained in the textbook. Additionally, the writer observed the textbook to obtain the data needed on each level of analysis. Therefore, the technique of collecting data was observation technique by using observation sheet and observation checklist as the tools. The observation sheet adapted from Littlejohn (2011:187) was used for the level 1 analysis to obtain the information about physical aspects of the textbook. The observation checklist adapted from Littlejohn (2011:191) was used for level 2 analysis. Below is the procedures of data analysis.

### **Level 1 Analysis: 'What is There'**

Level 1 analysis concerns with the objective description of the explicit nature of materials which contains statement of description, physical aspects of the material, and the main steps in instructional sections. Therefore, the writer

using the observation sheet did level 1 analysis by observing the teacher's and student's book to gain the data. Having done the analysis on the observation sheet, the writer drew descriptions of publication since the data gathered through the use of observation sheet enables the writer to formulate statements about descriptions under the aspect of publication. These areas include the *place of the learner's materials in set* (deduced from data given under A3 *Extent* and A5 *Distribution* in the observation sheet), the *published form of the materials* (from A3 *Extent* and A4 *Design and layout*), *subdivision of learner's materials* (from A7 *Subdivision* and B2 *Sequence of Activity*), *subdivision into sections and sub-sections* (from A7 *Subdivision* and B2 *Sequence of Activity*), *continuity* (from A7 *Subdivision* and B2 *Sequence of Activity*), *route* (from A6 *Route*) and *access* (from A5b *Access*).

### **Level 2 Analysis: 'What is Required of Users'**

Level 2 analysis covers the analysis of task. The writer subdivided every activity in all chapters of the book into constituent tasks. After that, the writer analyzed every task by using each feature under section or subsection on checklist to know whether or not each feature is present or not. If it was present, the writer would put number one (1) on the feature under section or subsection and zero (0) if it was not. After that, the writer counted the frequency of each feature under section or subsection on each chapter. The writer, then, calculated the percentages of the feature under section or subsection on each chapter. The writer summarized the percentages of all chapters and calculated the mean of percentage of all chapters. The means of percentage were obtained by adding up all percentages on each chapter and dividing them by eight. This mean of percentage helped the writer to come to the finding. The writer saw the highest percentage or the more dominant on each feature under section or subsection compare to the others. The result of the analysis of level 2 by using the observation checklist for the tasks analysis allows the writer to complete some descriptions under the aspect of the *design*. At this level, it is possible to describe the *subject matter and focus* of the materials (deduced from III *With what content?*), *types of teaching/learning activities* (from I *What is the learner expected to do?*), and *participation* (from II *Who with?*).

### **Level 3 Analysis: 'What is Implied'**

The final level of analysis draws the findings at level 1 and 2 to come to some general conclusions about the aims, principles of selection and sequence, the roles of teacher and learner, and the role of the material as a whole in facilitating language learning and teaching. The writer drew the findings at levels 1 and 2 to complete the descriptions under the aspect of *design*. Statements about the *aims* of the materials are formulated with reference to any given *syllabus specification* and *the main sequence of activity* (part B2 in the observation sheet of the explicit nature). The *principles of selection* are described from the nature of the tasks themselves (part I-III in the observation checklist). The *principles of sequencing* are described from the sequence of those tasks. Deductions about the nature of *teacher's roles* and *learner's roles* are enabled by considering the *distribution* of components of the materials (A5 in the observation sheet of the explicit nature), *turn-take* (IA in the observation checklist) and *source* (III the observation checklist). Finally, given the deductions set out in levels 1 and 2, it is possible to

make statements about the *role of the materials as a whole* by deduction from level 1 to 3.

## **FINDING AND DISCUSSION**

### **Findings**

#### **Level 1: 'What is There'**

The observation for recording the explicit nature of the materials consisted of two parts. Part A recorded the physical aspects of the materials whilst part B set out the main sequence of activity taken from the learner's materials. The English Textbook entitled "*Bahasa Inggris: When English Rings the Bell*" is a textbook published by Ministry of Education and Culture in line with the newly implementation of 2013 curriculum. The materials are intended to aid in the teaching/learning of 'general' English, principally for junior high schools and variously intended for an age range between 12 to 15 years and for the first years of study. The age range is determined by the nature of learners' age in starting school. Usually in Indonesia, the range of age for first grade of elementary school learners starts at 6 years old and finishes at 12 years old. The materials all come as a set which include bilingual teacher's book and monolingual student's book. Teacher's book is provided in two languages, English and Indonesian.

The materials set for a year, especially for around 180 teaching hours. They offer the layout of the books with full colors dominating with blue color for teacher and learner's book where the teacher's book consists of 236 pages and the student's book consists of 188 pages. The distribution of the materials like answer keys, methodology guidance, translation of text, rubric for assessment and syllabus overview are provided exclusively for the teacher. The distribution of access is distributed to both teacher and learners such as objectives, wordlists/glosarium, and expression used in the classroom. The route through the material is specified for teacher. The materials are divided into eight chapters with main theme on each and each chapter has not clear standardized subsection. Every subsection in the chapter is specified by the topics and followed by the activities which are different in each chapter based on the theme of the chapter. In the last part of the chapter, the subsection named "I know now" contains the summary of the material and this is similar for all chapters. At the end of each chapter, all chapters contain the project task or games. The sequence of main activity types reveal that many of the chapters consist of different patterns of work. Chapters begin with teacher's introduction, song, or practice. Most of tasks allow learners to work to acquire language rather than listen to the explanation of teacher. The numbers of activities like listening to teacher's explanation are not that much.

#### **Level 2: 'What is Required of Users'**

Firstly, the writer subdivided every activity in all chapters of the book into constituent tasks. The total tasks being identified are 113 tasks. There are some activities that cannot be analyzed/included in the analysis due to an insufficient description of those activities in the learner's and/or teacher's material and had no attention in language learning such as activity that asks learners to draw pictures only or sing a song. Consequently, those kinds of activities are not

included in the analysis. The following are the explanations of the findings based on the summary of the result of calculation and the explanations are set apart according to each section.

The part “What is the Learner Expected to Do” is divided into three subsections. They are the learners’ expected role during tasks, the learners’ main focus of attention during tasks, and learners’ mental processes. From the analysis of the learners’ expected role during tasks (turn take), *initiate* has the highest mean of percentage compared to *scripted response* and *not required* with 72.23%. Furthermore, the activities required for *scripted responses* where learners repeat the language provided from the textbook are 26.99% of overall tasks in the textbook. Only 0.78% requires learners to neither *initiate* nor do *scripted response* (*not required*) for the task like vocabulary building. Moreover, the second subsection indicates the learners’ main focus of attention during tasks. In regard to where learners need to focus their attention, this textbook is predominantly toward *meaning* due to the fact that *meaning* had the highest mean of percentage among others. It is 87.37% of the whole tasks requiring learners to focus on *meaning*. In contrast, focusing on *form* seems to be considered of little importance in this textbook. It is only 4.43% from total tasks. However, focusing on both *meaning and form* gets higher mean of percentage than *form* with 8.20%. The third subsection concerns about mental processes required during the tasks. The features under this subsection have the difference in portion because in one task, it may involve more than one mental operation. Therefore, the total of all features will not be exactly 100%. It is 219.59%<sup>\*</sup>). All listed processes are helpful for language acquisition. The features attracting the highest mean of percentage in this subsection are *build text* with 48.24% and then followed by *applying general language* with 40.99% in the second place. In the third place, there is feature of *express own ideas/information* with 31.34%. *Hypothesize* has quite high mean of percentage placed after *express own ideas/information* with 27.76%. The rest features are having the mean of percentage less than twenty percents. Only 17.21% of whole tasks requires learners to *repeat selectively*, 13.73% of all tasks requires learners *decode semantic meaning*, 12.83% of total tasks requires learners to do *research*, 9.66% of overall tasks requires learners to respond using some form of repetition for *repeat identically* what is provided by the material, and to *retrieve from long term memory (LTM)*. The lowest mean of percentage lies on the feature of *select information* with only 8.17%.

From analysis of the part “Who with”, it shows that this textbook dominates individual work rather than group work. The finding shows that 80.40% of tasks in textbook involves *learners individually simultaneously*, and 19.60% for *learners in pair/group*.

This part “With What Content” is the results regarding the contents of the tasks that are assigned to the learners. The total of the *form of content* as the *input provided to learner* cannot be exactly 100%. It is 125.96%<sup>\*</sup>). This happens because the *form* can have more than one feature. The written content may be provided together with graphic (picture or chart) or the oral content may be provided together with graphic. In term of *the input provided to learners*, *graphic contents* predominate with 77.42%. Mostly, this textbook uses pictures on the

contents. The *written* contents place in the second place with 42.13%. However, the lowest mean of percentage content offered as the input to learners is the *oral* content with only 6.41% of the tasks. On the other hand, the content for *expected output from learners* is dominantly in *oral* contents with 58.52%. Besides spoken, the *written* contents are also high enough with 41.48%. Moreover, the *source of the content* as the *input to learner* is 52.13% come from *materials*, 37.70% from *learners* and 10.17% from *outside the course*. The *source of the content* for *expected output from learners* is 66.07% come from *learners*, and 33.93% from *materials* themselves. Furthermore, the *nature of the content* for both *input and output* is 57.31% in form of *non-fiction*, 23.85% in form of *personal information or opinion* and 18.84% in form of *linguistic items* such as vocabulary.

## **Discussion**

### **Level 1: 'What is There'**

This part is the descriptions of the level 1 in the aspect of publication as the result interpreted from the analysis. In the aspect of the "Place of Learner's Materials in Set", it is clear from the analysis that the learner's materials are not intended for use on their own but integrated with teacher's material. Consequently, the material is not intended for self study. The material is not completed with the cassette/audio for listening. Cassete is needed for listening practice and it provides a variety of learning resources so that it will attract learners' motivation and avoid learners from being dull in the classroom. Furthermore, this material aims to provide enough classroom work for a year of study, usually specified in terms of a particular number of 180 hours classroom lessons, and includes not only the learner's materials, but also teacher's materials. The means of access into materials are provided for teacher and learners and the support facilities are provided for teacher only. At the same time, it is noticeable that the materials for the teacher are intended to facilitate more efficient use of the learner's materials.

The analysis about the "Published Form of the Material" shows that all learners' materials are in monolingual (English) while the teacher's material is in two languages in English and Indonesia. The layout of the textbook is interesting with full color in which dominating in blue color. Since the layout is full color and the illustration is clear, this textbook is considered attractive and learners, especially seventh grade learners will like it much.

The material is subdivided into eight chapters, each normally covering a standardized number of pages within the learner's durable materials and each intended to provide sufficient classroom work for standardized amounts of time. Each chapter has each theme. Hence, the subdivision of the learner's materials is subdivided with a clear section/chapter based on themes and standardized amount of time for classroom work.

Every subsection in the chapter is specified by the topics and followed by the activity which is different in each chapter based on the theme of the chapter. In the last part of the chapter, the subsection named "I know now" contains the summary of the material/what have learners learn and this is same for all chapters. At the end of each chapter, all chapters contain the project task or games. As claimed by McDonough et al. (2013:217) that project work which entails

integrated skills can provide a relevant way of giving learners an effective place in which to develop their integrated skills. To sum up, the project works or games at the end of subsection will help learners to develop their integrated skills.

The topics are based on the theme of the chapter so that this creates storylines with the materials. The activities are ended with the review of what learners have learnt and project/games about the material. This provides learners the opportunities for revision. Learners can look back at the subsection of “I know now” if they forgot what they have learnt in a chapter. As McGrath (2002) and Harmer (2007) point out that one of benefits of textbook is to provide learners the opportunities for revision. Consequently, the review of what learners have learnt can provide continuity. Moreover, on each chapter, the material provided the syllabus/objectives. A syllabus also provides continuity. In brief, there are a lot of components in this textbook that provide continuity of learning.

The route through the material is specified for the teacher. It is specified for teacher because the teacher’s book is provided with the guidance in the methodology, rubric for assessment and expression used in the classroom (the possibility expression used in the classroom situation) in which guides teacher in detail to use this textbook. Additionally, the mean of access into the materials included a listing of chapters’ objectives, wordlist/glosarium and the expression used in the classroom is provided to learners and teacher. In summary, this textbook has provided a detail route and complete access to materials in the teaching and learning process.

### **Level 2: ‘What is Required of Users’**

This section is the descriptions of the level 2 in the aspect of design as the result interpreted from the analysis. From the analysis of “The Subject Matter and Focus” of the materials, it shows that the input provided from the material is mostly in form of *graphic* which can be pictures or table. The finding shows that more than half of the *input* from task (77.42%) is in form of *graphic*. Mostly, this textbook uses picture to attract learners’ attention. This can be one way in motivating the learners. The *written* content places in the second place with almost half of the total tasks (42.13%). However, the *oral* content is less than 10% (only 6.41% of the tasks). This is occurred because of the fact that the textbook do not provide cassette or audio for listening. The only *oral* contents provided are when learners listen to other learners’ presentations/talks. The *source of content* from *input to learners* is overwhelmingly the *materials* themselves with more than half of tasks (52.13%). The *material* has already provided the content completely more than half of the total tasks Furthermore, tasks required content from *outside classroom* are less than 20% (10.17%) and tasks required content from *learner-contributed* content are less than half of the total tasks (37.70%). The tasks required content from *outside classroom* can be the project tasks. The tasks required content from *learner-contributed* content have high enough mean of percentage. This means that learners are allowed to be active to contribute in providing the input to other learners. The emphasis of *expected output for learners* is dominantly on *oral* production rather than on *written* production. Learners are required to have more practice in speaking in order to build their communicative competence. The finding shows that the mean of percentage of

*oral* content is more than half of all tasks (58.52%). However, the difference between *oral* and *written* is not too far. The *written* is almost half of the whole tasks in the textbook (41.48%). This means that the distribution of the content between spoken and written was almost equal. Therefore, this textbook emphasizes on productive skill (speaking and writing) in language learning. Furthermore, the *sources of the contents* are mainly from *learners* (66.07%) rather than *material* itself (33.93%). This shows that learners are required to produce output themselves rather than have the output provided by materials that will not significantly increase their ability in English. This will allow learners to be more active in their own learning. Mostly, *the nature of contents of both the output and input* are largely *non-fiction*, accounting on average for 57.31%. There is no content in form of fiction. The non-fiction contents are intended to support learners in learning language in real situation. *Personal information or opinion* to the learners accounts for less than quarter of total tasks (23.85%) whilst *linguistic items* accounts for only less than twenty percent (18.84%).

From the analysis about “Types Of Teaching/Learning Activities” in this textbook, it is show that one of the most crucial points to emerge from the analysis of tasks is the degree to which the materials attempt the learners to be more active in their learning. It is proven by the result show that more than half of the tasks (72.23%) ask the learners to *initiate language*. In order to facilitate language learning, learners need to be given activities requiring production of output. To produce output, initiating language can be the one way. Initiating language also allows learners to be more independent and creative. Indeed, not more than 30% of the tasks are (26.99%) set out the precise words which teachers and learners are to say to each other in *scripted response* and less than 1% (0.78%) of tasks are not required to either *initiate or response through script*. Scripted response is needed for learners especially beginner learners like seventh grade of junior high school to help them to firstly introduce the target language. This means that the tasks in this textbook put less emphasis on teacher-centered in teaching learning process. Learners seem need to be active to acquire target language. Moreover, learners are required to be active in building their competence rather than depending on teacher. This is proven with almost half of the tasks allow learners to *build text* whereas the tasks to *repeat identically* are only less than 10%. This statement is strengthened by Savignon (2002) who says that Communicative approach put the focus on the learner. Moreover, this also in line with one aspect in 2013 curriculum as stated in the regulation of Ministry of Eduaction and Culture (PERMENDIKBUD Number 68, 2013) saying that emphasizes on learner-centered rather than teacher-centered. Therefore, this textbook lets learners to active to acquire their target language. Additionally, the majority of tasks focus on *meaning* with almost 90% of tasks (87.37%). This allows learners to build their communicative competence since they can communicate more in target language without being concerned with the accuracy as long as the meaning conveyed. As the theory of communicative language teaching believes that fluency is more important than accuracy in order to develop learner’s communicative competence (Richard & Rodger, 2001). Consequently, this textbook helps learners to build their communicative competence.

In the aspect of “Participation: Who Does What With Whom” of this textbook, it clear that the majority of tasks require learners to *work individually*. The data shows that more than half of tasks ask learners to do tasks independently. In contrast, the numbers of *group/pair’s tasks* provided from material are very low. It is less than a quarter of the task. However, Harmer (2007:166) believes that either pair work or groups work increases the number of talking opportunities for individual students. This means that by having group or pairs work will help learners to speak more in developing their ability.

### **Level 3: ‘What is Implied’**

These are the descriptions in the aspect of design as the result interpreted from the analysis level 1 and 2. This study finds that the aim of the materials is to develop learner’s communicative competence by encouraging the learners to *build text*, adopting an *initiate* role in using language, focusing on meaning and building positive affective aspects through teaching and learning process. This is strengthened by statement by Richard & Rodger (2001) who say that Communicative language teaching as a skill learning model of learning in the acquisition of communicative competence in which include not only cognitive but also a behavioral aspect. As the analysis shows, however, language development is primarily viewed in terms of oral abilities since the vast majority of tasks require *oral output* on the part of the learners (58.52%), with *written output* by the learners receiving a lower score (41.48%). Since the differences are not too far, this can be said this book aimed in developing productive skill. Moreover, there is an indication that this textbook supports 2013 curriculum particularly in the aspect of the emphasis on learner-centered and meaning (PERMENDIKBUD Number 68, 2013). In brief, the aims of the textbook are build communicative competence and build positive affective of learners.

The types of tasks are scripted language practice, presentation, describing picture, writing, comprehension question, song, games, project, discussion and etc. Mostly, the tasks ask learners to practice without script. The total numbers of the tasks in this textbook is 113 tasks. This is a big number of tasks. It is good for teacher and learners because of the importance roles of task. It is through a task teacher and learners communicate in the classroom. Tasks provide the output for learners. This argument is strengthened by Littlejohn (1996) stating that the aim of task goes beyond language learning because task is an ‘interface’ between teacher and students. Therefore, the more number of tasks this textbook contains the better it serves.

The movement of task from language practice to question and the teacher explanation to language practice and discussion to writing. Moreover, the principle of sequencing of the tasks is according to the theme of the chapter and the tasks have their own topic based on the theme. Therefore, the principles of sequencing of tasks in this textbook are based on the topic.

The analysis finds that the roles of teacher as indicated in the tasks where dominantly allow learners to *initiate* rather than do *scripted response* can be said as the facilitator and monitor of the activities or tasks in the classroom. Teacher is needed to manage the classroom event and monitor language output produced by learners. Additionally, the distribution, which is provided exclusively for teacher

such as answer keys, methodology guidance, translation of text/material, rubric for assessment, and syllabus overview can be the evident to strengthen that teacher's material are intended to facilitate more efficient use of the learner's materials by the control of the teacher as the facilitator. This statement is strengthened by the explanation of Breen & Candlin as cited in Richard & Rodger (2001) stating that the main role of teacher is to facilitate the communication process and involve in the communication as participant. Therefore, the roles of teacher are as facilitator and monitor.

The materials, it will be remembered, most frequently place learners in an *initiate* position, and require learners to *build text*, *apply general language*, and *express own ideas*. Moreover, the *source of output expected from learners* mostly comes from *learner* themselves with more than half of the sources (66.07%). The analysis found that the role of learners is in line with the theory of communicative approach where they are active developing their competence. The teaching learning emphasizes on learner centered. This interpretation is also supported by the statement of Breen & Candlin as cited in Richard & Rodger (2001) that saying the role of learners in communicative approach is negotiator between self, learning process, and the object of learning where the learners are active to achieve their competence. Furthermore, this finding is also in line with the 2013 curriculum that emphasizes on learner centered rather than teacher centered and learners are active in developing their language skills (PERMENDIKBUD Number 68, 2013).

This study finds that the role of the material as a whole is to provide route for teaching and learning English, to structure the teaching and learning of English, classroom time and classroom interaction and to provide a resource of motivating content.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

The learners' materials in "*Bahasa Inggris: When English Rings the Bell*" are supported with a teacher's manual. It is noticeable that the materials for the teacher are intended to facilitate more efficient use of the learners' materials. The emphasis of output for learner is dominantly on oral production rather than on written one. Most tasks require learners to initiate, build text and apply general knowledge. The majority of tasks focuses on meaning and requires learners to work individually. It can be concluded that the main purpose of writing the textbook is to develop learners' communicative competence by encouraging the learners to build text, to initiate role in using language, to focusing on meaning and to build positive affective aspects through teaching and learning process. The teaching and learning process using the book emphasizes on learner-centered activities where the teacher' roles are to facilitate and to monitor the activities. Whereas, the learners' role is to be active in developing the communicative activities that, in turn, will have positive affect on their communicative competence.

### **Suggestion**

As the references for English teachers, especially teachers who teach seventh grade of junior high school students, this textbook can be used as teaching and learning material but it needs little modifications as stated below.

1. Teachers should add the audio of native speaker as an authentic material to create the real situation of English conversation so that learners can have more practice in listening not just have the listening practice from their classmates' talks/presentations.
2. In this textbook, there is no content in form of fiction. Therefore, teachers should include fiction contents because the use of fiction can engage learners on an affective basis via the moral values provided from the story and they tend to like fiction rather than non-fiction. Consequently, the use of fiction content can be a way to attract their motivations. Additionally, because of lacking of fiction content, this may not support the 2013 curriculum especially in the aspect of affective as stated in *Kompetensi Inti 1/KI-1* (religion affective) and *Kompetensi Inti 2/KI-2* (social affective).
3. This textbook provides less of group tasks. Therefore, teachers should include more activities requiring students to work in group or pair since it helps learners to build their collaborative learning. Learners will feel more confident if they accomplish the tasks together. Therefore, this will engage them to be more active to learn language rather than work alone. In fact, the 2013 curriculum also emphasizes on group work rather than individual work (PERMENDIKBUD Number 68, 2013).

### **Recommendation**

Since this research concerned only in material analysis as one of the steps in preliminary step to material evaluation proposed by Littlejohn (2011), further researchers can use the result of analysis to complete the preliminary step to material evaluation. The steps left are *analysis of the target situation of use, match and evaluation* and *action*. These may relate the result of analysis to local context, curriculum or student's and teacher's need to know how much the suitability and then decide whether to reject, adopt, adapt, supplement, or make the materials a critical object.

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