

AN ANALYSIS ON ELT MATERIALS AS A REFERENCE SOURCE

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Abstract

Teaching materials used in schools are various. Coursebooks are books used in colleges or schools as teaching guideline. The tasks presented in a coursebook should fit three basic components; they are the curriculum, the students, and the teachers. In this study, the researcher only focus on a coursebook fits the students. In order to fit the students' need, a textbook should consider four things, such as content/explanation, examples, exercises/tasks, and presentation/format. The latest curriculum in Indonesia which is curriculum 2013 requires English teachers to implement a new coursebook. Therefore, the explanation of coursebook materials should be clear and understandable. Hence, the writer aimed this study to investigate the presented explanation of grammar materials in the latest revised English Coursebook of grade tenth. Whether the explanation can help the students achieve the learning objectives. This study was a content analysis study which analyses the content of a coursebook. The result of the study revealed that this coursebook is quite simple yet it does not consist of clear explanations on the grammar materials part. Moreover, some interactive teaching strategies are presented in the coursebook. Some language use and language form also emphasizes in the coursebook.

Keywords: English Coursebook, Learning Goals, Kurikulum 2013, Grammar Explanation

1. INTRODUCTION

One of the basic functions of coursebooks is to make the existed knowledge available and apparent to the learners in a selected, easy and organized way. Hutchinson and Torres (1994) argue that any textbook has a very important and positive part to play in teaching and learning of English. They state that textbooks provide the necessary input into classroom lessons through different activities, readings and explanations. Thus, textbooks will always survive on the grounds that they meet certain needs. Richards (2001) states any learning program may have no impact if it does not provide structure and a syllabus. The content of English language textbooks influences what teachers teach and learners learn. In the selection of a new textbook, it is important to conduct an evaluation to ensure that it is suitable. Certain criteria must be considered in the evaluation.

One of the consideration in evaluation a coursebook is coursebook as a teaching syllabus should be applicable moreover it should be an instrument to achieve learning goals. The learning goals as stated in Kurikulum 2013 require the learners to be able to use the language properly and correctly. As stated by (Celce and Murcia, 2001) "the issues that must be addressed in a textbook evaluation system are the fit between the materials and (1) the curriculum, (2) the students, and (3) the teachers. In order to fit between materials and the students, the evaluation of the coursebook must consider (1) content/

explanation, (2) example, (3) exercise/tasks, and (4) presentation. One of the teaching contents in Kurikulum 2013 coursebook for tenth grade students is grammar explanation. The part which is called as Grammar Review explains about some chosen grammar materials for the students. One of the requirements for the students in teaching syllabus of kurikulum 2013, the students must be able to use language in three aspects, which are social function, generic structure and language features.

The presented explanation should be understood by the students, moreover it must be beneficial for the students. Furthermore, the explanation needs to help the students to achieve the required learning goals. Besides, the writer assumes that the book especially about reference course materials needs to be analysed. The analysis is aimed to see whether the presented explanation about grammar has helped the students well to understand the language use itself.

It is true that many studies have dealt with evaluating English language textbooks, but this study focus to analyze a new coursebook of grade tenth English coursebook in Kurikulum 2013. Cunningsworth (1995) emphasized that identify particular strengths and weaknesses in textbooks already in use is important. In line with, Tomlinson (1996) also states that the process of materials evaluation can be seen as a way of developing our understanding of the ways in which it works and, in doing so, of contributing to both acquisition theory and pedagogic practices. That is one

of the purposes of the study is to answer a question “whether the presented explanation of grammar materials has helped the students to understand the materials and to help them in achieving the learning goals?”

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In order to avoid ambiguity in this research, the writer needs to clarify the limitation of this research. This research is only analysing the reference source (grammar review) in the ten grade coursebook of Kurikulum 2013. The book is the latest revised coursebook of kurikulum 2013. Moreover, the writer only analysed the first semester. The first semester consist of six chapters.

2. Literature Review

2.1 English Coursebook

Teaching material is a key component in most language program either the use of a course book, prepared materials, or instructional material which are proposed to improve learner’s language input (Richards, 2001). It can be printed, non-printed and combination. In Indonesia education ministry provides the combination teaching material. The course book areas are available both on printed and nonprinted materials. Richards (2001) cited that coursebook are used in different ways in language program. It provides lots language skills activities which can be by teachers as language input for their students. The provided materials can be in form of reading text, writing exercise, grammar explanation, speaking text, listening exercise completed by audiocassette. Those are the advantages of coursebook. The use of coursebooks is preferred over than the authentic material. It is easier for teachers to prepare teaching material. In addition, coursebook are designed based on the implemented curriculum.

2.2 Curriculum

Curriculum is all the activities in which students take parts under the school coordination which includes what and how they learn, how teacher help them learn, what supporting materials, styles, and methods of assessment as well as the facilities they use (Rodgers in Richards, 2001). A curriculum in a school context refers to the whole body of knowledge that children acquire in schools (Richards, 2001).

Therefore, curriculum is a main part of educational system. Due to lots of knowledge list which must be

acquired by students, it is used as a teaching guideline for teachers. While in Indonesia education system, curriculum is a set of plan and arrangement which contains objectives, content, and learning materials as well as the way used as a guideline of the learning activities (UU Nomor 20, 2003). And it needs revision and development based on students’ needs.

The goal of curriculum development processes is to produce relevant, effective, and efficient teaching programs. (Richards, 2007). In addition, on curriculum development process, it needs to include six guideline. They are information of the target language, about the learners, delivery system, a learning theory, teaching theory, assessment and evaluation procedures (Richards, 2007). From those of six, the most important part is delivery system. It provides information of the institutions, administrators, teachers, classrooms, texts, tests resources. The delivery system will show the involving factors of implementation. And resources refers to teaching material.

Curriculum is used as one of the guidelines for teachers to teach. As, a guideline, the materials in curriculum should be taught by teachers in order to achieve learning goals. Teachers first take into consideration the materials available to them, and then they determine which are “best suited to their purposes” (Ellis, 1997). Moreover, as stated in teaching syllabus of kurikulum 2013, senior high students need to learn vocabularies, pronunciation, intonation, grammar and some others. By leaning those materials, the students are expected to have knowledge about them and be able to use the language.

Furthermore, once being the focus of the study is grammar. Grammar as the complex set of rules in producing sentence(s) (Quirk, Grennbaum, Lech and Svartvik, 1985) may become the most difficult part in language learning. As stated by Paris and Yussof (2003), they found that very often grammar classes are perceived as scary and complicated by students. It happened because in learning grammar there are a lot of rules need to be obeyed. As a result, the EFL students faced difficulty to use them properly. They sometimes forgot the rules or even they missed some simple but crucial parts (like suffix –s). Even though, the students are always asked to have grammar materials in the classroom. They need to be able to use the grammar to produce a sentence grammatically correct. Especially in English coursebook of Kurikulum 2013, there is a specific part content of explanation of grammar which is named Grammar Review. The presented explanation of grammar review needs to make the students understand and use the grammar materials well in order to achieve the learning goals. Moreover, Cunningsworth (1995) believes that ELT coursebooks have multiple roles such as to help in presenting the written and spoken materials, promoting interaction, serving as a reference of vocabulary and grammar, acting as a source for classroom activities and offering self-access work or

self-directed learning. Therefore, the researcher tries to see the potential of English coursebook as a reference of the grammar materials. Cunningsworth (1995) cited “grammar is a major component of any general language course, whether it is acknowledged as such, or disguised as something else”. So in presenting grammar explanation, the coursebook needs to make the students understand the information well.

2.3 Coursebook Evaluation

There are two type course book evaluation can be done by a language teacher. They are evaluation for selecting and implementation a course book (Celce, 2001). In addition, the evaluation result can be used as a decision whether on how to maximize the use of the coursebook for their students and for themselves or looking for the other coursebooks. On the evaluation for selecting process, it focuses on the fit between materials and the curriculum, the students and the teachers. Meanwhile the evaluation of the implementation process involves content, explanations, examples, and exercises or tasks. Therefore, the evaluation is necessary done by teachers before conducting teaching and learning process.

Furthermore, the evaluation can be in many aspects. Cunningsworth (1995) introduced that language coursebook should content language use and language form, grammar, vocabulary, phonology, discourse, style and appropriacy and varieties of English. In this study, the writer worked in grammar explanation in a new coursebook. Based on Cunningsworth (1995) grammar part in a coursebook should cover at least six checklist of grammar items such as:

- 1) What grammar items are included? Do they correspond to students' language needs?
- 2) Are they presented in small enough units for easy learning?
- 3) Is there an emphasis on language form?
- 4) Is there an emphasis on language use (meaning)?
- 5) Are newly introduced related to and contrasted with item already familiar to the learners?
- 6) How balanced is the treatment of form and use?

3. METHODOLOGY

This study is a content analysis study. The content which is going to be focus is on presented grammar explanation. In 1952, Berelson defined content analysis as “a research technique for the objective, systematic and quantitative description of the manifest content of communication”. By using the concepts technique and objective, Berelson underlines the process of analysis as a reliable and learnable method that precludes the personal authority of the researcher. Moreover, Tomlinson (2011) also stated there are three level of teaching materials analysis. There are objective description, subjective analysis and subjective inference. This study focuses on objective description. Means that the researcher tries to analyse what is actually in the textbook.

According to Tomlinson (2011) the first level on analysis was making subjective selection of objective fact about the material. In this level, the researcher needs to make statement of description, physical aspect of the material, and main step in the instructional section. The second level was subjective analysis. It was related to what is required for users'. This step would focus on task analysis. While, the third was known as subjective inference. It was the deeper analysis. The complete steps can be seen below.

- 1) 'What is there' 'objective description'. The objective description will discuss about Statements of description, physical aspect of the material and main steps in the instructional sections.
- 2) 'What is required of users' 'subjective analysis'. Two main parts which are discuss in the subjective analysis which are Subdivision into constituent tasks and an analysis os tasks : what is the learner expected to do? Who with? With what content?
- 3) 'What is implied' 'subjective inference'. There are at least three things that should be discuss in this part such as deducing aims, principles of selection and sequence, deducing teacher and learner roles and deducing demands on learner' process.

The coursebook that was analysed was a book entitled Bahasa Inggris, revised at 2017. It is a book for Senior High School students at grade tenth. It was the third revision version of the previous book. The book is used because a new curriculum is being implemented in Indonesia which is curriculum 2013. The writers were Utami Widiati, Zuliati Rohmah, dan Furaidah. It was reviewed by Helena I. R. Agustien, Emi Emilia, dan Raden Safrina. Moreover, it was published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

The book consists of 15 chapters for two semesters. The first semester is only six chapters that need to be learned. The chapters that analysed in the coursebook are Talking About Self, Congratulating and Complimenting Others, Expressing Intention, Which One is Your Best Gateway, Let's Visit Niagara Falls and Giving Announcement.

4. FINDING

The coursebook that was analysed consist of 15 chapters for two semesters. There were 6 chapters of the first semester that were being the research focus to be evaluated. Each chapter consist of some similar parts. Those parts have specific purposes. Almost each chapter consist of warmer. Warmer is an activity that is like an interactive game or instruction. It is aimed to have the students ready to the upcoming materials. Furthermore, the warmer activity also expects to get the students' attention and concentration. The next part is usually vocabulary builder. The vocabulary builder consists of list of vocabularies that will be used in the current materials. Usually the students are asked to find out the meaning of the vocabularies and match them to the list of the vocabularies. The vocabularies list is usually followed by the explanation of the words. For example

pen pal (*noun*), sound (*verb*), run (*transitive verb*) and so on. The next activity is the students need to pronounce the vocabulary list correctly in pronunciation practice part. The students are asked to repeat the vocabulary after their teacher.

Next parts of the coursebook that was analysed are more about language skill. It is continue by reading activity. The reading activity mostly consists of the materials which are being learned by the students. The first chapter is *About Talking About Self* which in the learning activity the students read some letters to a pen pal. After that the students will do an activity which is called as vocabulary exercises. The activity usually some reading comprehension activity, fill in the blank and etc. Then the next activity can be text structure followed by grammar review. In the text structure consists of the explanation about the structure of the text which is being learnt at the present time. If the part is about structure, indirectly the students also need to learn about grammar. Writing part also appears in after the grammar part. The writing part usually about some related exercises. The types of exercise are various.

Even though generally this book is a complete and communicative coursebook, but still it needs to be evaluated. There are many things need to be considered in evaluating a coursebook, especially in language use in part of grammar. Cunningsworth (1995) stated "the first considerations are what grammar items are included and how far they correspond to learners' need." Moreover, he stated that introducing new grammar items, we may teach the new grammatical form without its meaning where the focus is in the form. Cunningsworth (1995) introduced at least seven checklists in grammar items as follow:

The first considerations are what grammar items are included and how far they correspond to learners needs. Grammar is a major component of any general language course, whether it is acknowledged as such, or disguised as something else. In the effective teaching of grammar that distinguishes a true language course from a phrasebook and it is an understanding of and an ability to use grammar that equips learners with the ability to create their own utterances and use language for their own purposes.

In the tenth grade coursebook of curriculum 2013 the latest revision, there are at least 11 parts which are about the grammar explanation which. Those parts are called as grammar review. Those parts are consisting of small explanation about grammar which has been used in the previous pages. The grammar items are included language use and language rules. The materials are (1) pronouns (2) using I would like to and I am going to (3) nouns and adjectives (4) passive voice (5) forming nouns from verbs (6) simple past tense vs present perfect tense (7) past verbs (8) simple past tense (9) reducing adverbial clauses to adverbial phrases (10) reported speech and (11) past perfect tense.

The materials are categorized as needed materials because the grammar topic presented are dominantly used in reading text. Moreover, the students need to be able to use the grammar in describing something in written and spoken text. Those materials actually may help the students to fulfil students' language needs.

Moreover, the materials in this coursebook are presented in chapter units. Each chapter has some learning objectives. Actually the explanation for each chapter is very simple. Furthermore, in some parts the explanation about grammar like in the grammar review is directly goes to example. There is no clear introduction and explanation about the materials. The materials are presented in small units but the explanation is not really clear. It makes the students hard to have a better understanding on the materials. Hence, many students need the teachers explanation deeper. In fact, in curriculum 2013 the students are expected to be active learners as students center. Nevertheless, the fact in the real situation, many students just keep silent because they are confused about the materials. We can see in the book that after the title of the topic and it just directly displays some examples. The format is colourful and interesting, yet the explanation is very limited.

In order to trigger the students to be an active learner, Cunningsworth (1995) believes that the coursebook should content the actual of language taught like grammar, vocabulary and phonology. It should content some discussion about the form foundation of everything else that contributes to the complex process of language teaching.

In this coursebook, some of grammar items that discussed in this coursebook are emphasis on language form such as passive voice, forming nouns from verbs, simple past tense vs present perfect tense, past verbs, simple past tense, reducing adverbial clauses to adverbial and past perfect tense. Yet the explanation and examples are very limited. Based on the writer experience used the book, the students cannot use the correct language form of grammar easily, they need to see lot examples and they need to get more explanation. Moreover, some students even do not know what will they are learning by only read the coursebook.

In Cunningsworth (1995), a coursebook should consider about communicative strategies, themes and topics and other related factors in order to achieve the target of the language use effectiveness. In this coursebook the language use (meaning) is also taught. Many activities ask the students to practice using the language taught. Like in speaking part, many interactive and communicative games are presented in each chapter. The students are asked to communicate and interact in the games using the language form that they had learnt. Moreover, the students do not work only one task of speaking task. There are some interactive tasks are presented in the coursebook. Besides, some speaking

tasks still related to writing tasks. Like the students are asked to make some short texts, the present them.

When introducing new grammar items, it is possible to teach the form of a new grammatical item without its meaning (in the sense of underlying use). It is possible to present a new grammar item with emphasis on its use, minimizing or postponing the problems presented by its form (or forms in the case of irregular verbs). The newly materials introduced in the coursebook in some parts are related to the previous materials like irregular verbs and or past tense. Furthermore, the repetitions of topic discussion are happened, especially about past tense. The topic about past tense explained in different several chapters. The explanation about past tense had been taught to the students since they were in the junior high school.

Meanwhile, the balance of language use and language form is quite good. Like some instructions in the coursebook ask the students to use the language they had learnt. The activities like demonstrates some texts, role plays, and many others, they make the students active and interactive in the classroom.

5. Discussion

In this part the writer discusses about the findings which had been stated above. The coursebook that was evaluated is Bahasa Inggris, revised at 2017, it can be categorized as a good book yet some parts may need to be considered to be revised. The parts are about the explanation parts of the material. Like had been found by the researcher that six checklists of grammar evaluation checklist in the coursebook, some of them are good yet another part is quite unclear enough. The good parts are in the grammar part of this coursebook can be categorized as corresponded enough to the learners' need. For example, the students' needs in order to use the language for certain expressions; the books had provided them by many interactive and communicative tasks in as the book strategies. The activities started by warming activities like games, instructions and others. Besides, the students also need to use the language in written and spoken activities. The written activities require the students to practice the materials in some exercises like filling the blank, writing some dialogues or short texts and etc. In spoken language using, the students are asked to practice the language by having some activities like role plays, drama, dialog practicing and many others.

In another hand, Cunningsworth (1995) believes that a coursebook must be easy to be understood by the students. Nevertheless, based on the writer experience used this book, the students are hard to understand the coursebook. They cannot learn the grammar parts by themselves without the teacher's explanation. The books content very short and limited explanation. Furthermore,

some parts even just go directly to the exercises. Many students need to be guided many times by the teachers in order to understand the materials. Hence, the students are hard to follow the materials and it made the teachers need to repeat the explanation of the materials. In some grammar parts, there is some repetition of the materials like past tense.

5. Conclusion

From the discussion above it can be concluded that this coursebook can be categorized as a good a reference course for the students. Nevertheless, some parts of this coursebook may need to be revised like the explanation. The format of the coursebook is interactive with colorful display. It is also supported by some interactive strategies. The new materials of the coursebook also related to the previous materials. The materials in the coursebook are categorized as needed materials and it suits to the learners' needs.

This coursebook also pay attention to the language form like grammar and some materials about how to form a language. In order to practice the language, the coursebook presents many communicative strategies which ask the students to use the language. Moreover, language use and language form in this coursebook is quite good. In another word this book can trigger the students communicatively to use the language.

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