

TEACHING MATERIALS IN THE TEXTBOOK ENTITLED, “WHEN ENGLISH RINGS THE BELL” FOR JUNIOR HIGH SCHOOL STUDENTS YEAR VII

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Abstract

This study was a descriptive study aimed at describing the the quality of the textbook entitled, “When English Rings The Bell” for Junior High School Students Year VII in providing English teaching material to improve students’ English Knowledge competence. The researcher analyse this book based on the theory from Howard and Major (2010) about good teaching material in English language teaching. The subject of this study is the textbook entitled, “When English Rings The Bell” for Junior High School Students Year VII”. The sources of data of this study were collected by questionnaire and interview from respondents. The respondents were one english teachers from SMP 1 Padang and SMP 31 Padang. The result of this study showed that the respondents had same perception that the quality of the textbook entitled, “When English Rings The Bell” for Junior High School Students Year VII was poor in providing the English Teaching Material to improve students’ knowledge about WH questions.

Keywords: *English teaching material, textbook*

INTRODUCTION

One of important element in teaching is textbook. The teachers need read the textbook as sources of teaching material before presenting the materilas in the class. Meanwhile, the students need the textbook as sources of knowledge. It conclude it that both of teachers and students need teextbook to prepare theirsself in doing teaching and learning process in the classroom. According to Tomlinson and (1998:5), “textbook is a book that is used for lesson for specific subject”.

This sentence means textbook is a unity of printed materials is created and designed for specific subject to achieve the purpose of teaching and learning process. In the same year, Tomlinson's opinion is supported by Harmer (1998:117), "the textbook not only give teachers idea about what to teach but also guide them how to teach". It means the textbook has crucial function in helping the teachers finding idea, prepare the exercises, planning the activities in the class. In conclusion, textbook help s teachers in doing teaching and learning process in the class. The teaching materials, activities, and the exercises in the textbook can guide the teachers and the students do activities in the class. Therefore, the textbook is very crucial for the teachers and the students in attaining the good result of teaching learning process.

As sources of teaching materials in the class, the textbook has to present the teaching materilas that can help teachers and the students to undertand it naturally and easily. It means the textbook has to consider the principles of good teaching materilas, include the English teaching materilas.

English Teaching materials is one important factor in teching and learning process. It cannot be separated from the others like teachers and the students. Without English teahing materials, the English teaching process could not run well. According to National center for competency Based Training (2007): teaching material is everything used to help teaching language learner (Tomlinson, 1998). Then Richard state that language teaching material facilitate teachers and learners in the language teaching. The good teaching material can create the interest activities in the English language teaching class. The interest activities in the language teaching can increase students motivation in learning language (Agus Suprijono: 2009: 163). The sentence mens the textbook is crucial to perform the good teaching english materials in language teaching class.

One of sources of English teaching materials is English textbook. In this case the researcher want to know the quality of English teaching material about WH questions in the textbook entitled, "When English Rings The Bell" for Junior High School Students Year VII. According to Williams (2000:19) adds some principles of good textbook. Those criteria are:

- a) Textbook should give introductory guidance on the presentation of language items and skills.
- b) A textbook should suggest aids for the teaching of pronunciation: e.g.; phonetic system.
- c) A textbook should offer meaningful situations and variety of techniques for teaching structural units.
- d) A textbook should distinguish the different purposes and skills involved in the teaching of vocabulary.
- e) A textbook should provide guidance on the initial presentations of passages for reading comprehension.
- f) A textbook should contain appropriate pictures, diagrams, tables, etc.

In addition, Sheerin in McGrath (2002:150) the design and organization of materials can attract the students' interest in doing learning process. She suggests some characteristic of teaching materials as follow:

- a) It states objectives clearly to facilitate the students' selection and indexing. To ease getting the students' comprehending, the clear goal for each material is important. The clarity of goals in the textbook helps the teachers in organizing step in doing activities and presenting materials in the class. In other words, by knowing the goals of materials, the teachers can choose the appropriate technique in teaching in the class.

- b) It states clear instruction. It is needed by the students to understand the materials step by step.
- c) Attractive presentation: illustrations, color and the use reasonable sized type faced can all help to encourage learners to work with the materials.
- d) Clear lay out and pathway.
- e) Manageability and feasibility.
- f) Support, to help the learners to make sense of the materials. (Illustration, explanation, glossaries, transcription of spoken text).
- g) Advice: how to work with the materials and choice the procedure.
- h) Worthwhile: it should be possible to learn something by doing the activity and that something should be worth learning.i. Balance and variety: there should be roughly the same quantity materials for each main focus and each level.

Moreover, Weddel (2009:22) emphasizes on the content of a good textbook. He divides the criteria of based on learners' need. The following are criteria of good textbook. First, learners feel a need to learn the materials in the textbook. In other word the textbook provide materials appropriate with the students' need. Second, the textbook provides the comfort learning environment by presenting appropriate visuals, topics, exercises and format. Third, the textbook involves the learners' participation actively in the learning process. Fourth, the textbook provide the materials or lesson relates to the learners' daily need.

Then, Howard & Major (2010:104-107) state that some guidelines for designing good material in English language teaching. They are:

- a) English language teaching material should be contextualized to the experiences, realities, and first language learners.

- b) Material should stimulate interaction (provide situation that demand where learners need to interact with each other regularly) and be generative in term of language.
- c) English language teaching material should be encouraging learners to develop learning skills and strategies. It means language teaching material taught learners how to learn.
- d) Materials designed are to make activities more communicative.
- e) English language teaching material should offer opportunities for integrated language use.
- f) English language teaching material should be authentic (adopted from newspaper and magazine).
- g) Material development should connect to activities and objectives of the learning.
- h) English language teaching materials should be attractive (material designer have to pay attention to physical appearance, usability, durability of materials.
- i) English language teaching materials should have appropriate instruction.
- j) English language teaching material should be flexible. Some principles above are not too different.

They show us that a textbook as source of learning materials should consider the aspects that can help the students to understand the materials. Therefore , the students can improve their English competence as user of textbook. Then, the textbook should be designed and organized the materials or activities by considering the complexity in order to make the students understand it easily. By considering the complexity of the textbook, it can help students acquire the language naturally.

In particular this study is aim to know the quality of English teaching materials about WH questions for asking the time; days, dates, month and years in the textbook, ‘When English Rings The bell’, according to Howard and Major (2010).

METODE PENELITIAN/RESEARCH METHOD

The design of this research was descriptive study using qualitative method as the approach. Gay (2000: 279) defines that a descriptive study determines and describes the way things are. In addition, he also states that typical descriptive studies are concerned with the assessment of attitudes, opinions, preferences, demographics, practices and procedures. Then, descriptive studies are focused on the collection and analysis of non numerical data such as observation, interviews, and more discursive sources of information. The researcher involved fully in the context of research and interact with the participants. The respondents in this research were the English teachers who used this textbook in teaching and learning process. They are the English teachers from SMP 1 Padang and SMP 31 Padang, There are two English teachers from SMP 1 Padang and two from SMP 31 Padang. They were chosen by the researcher because the schools are as pilot school in implementing the curriculum 2013.

By using this type, the researcher analyzed the perceptions of those teachers on teaching materials about WH questions for asking the time; days, dates, month and years in the textbook entitled “When English Rings the Bell for Junior High School Grade VII”

RESULT AND DISCUSSION

The quality of teaching materials about WH question in the textbook, “When English Rings the Bell”.

Based on questionnaire and interviewed with the respondents (English teachers), the researcher can concluded that they (all respondents) have same point of views about the quality of the teaching materials about WH question for asking the time; days, dates, month and years in the textbook. All of the teachers stated that the quality of English teaching material about WH question for asking the time; days, dates, month and years in the textbook entitled, “When English Rings the Bell for Junior High School Grade VII” was poor. The English Teaching materials textbook material about WH question for asking the time; days, dates, month and years in the textbook entitled, “When English Rings the Bell for Junior High School Grade VII did not cover the 5 from 10 criteria for good English Teaching Materials according to Howard and Major(2010). The English Teaching materials about WH question for asking the time; days, dates, month and years in the textbook had more weaknesses than the strength in the textbook. The textbook had four strength and six weaknesses.

Based on the research, the researcher found four strength of the textbook based on the theory from Howard and Major(2010). The first strength is the materials are contextual. The expression to ask the time (days, dates, month and years) is very important for the students in daily life activities. They do activities every time, everyday. It means the teaching materials about WH question for asking the time; days, dates, month and years. are relevance to the students’ need, students’ interest and students’ experience. The textbook have presented some expressions like: *What are the days in a week? When is our birthday? When do we have English? What day is today? When do you go to school? What is your favourite day? When do we celebrate the Kartini’s day? What month in year?* Those expressions were needed in their daily activities. The students need to know the name of the day in a week, their birthday, the time to do daily activities in the school, to do the daily activities at home, important national day, and the name of the months in a year. Since the students know the expression above (how to ask the name of the days, the name of the months), they would be able to do communication about time in their daily activities. Therefore they can do some communication about the time. In addition, it also improve the students’ vocabularies about the name of the days , the name of month in a

year. It means this teaching materials could improve their English knowledge of the students. Next, the teaching materilas about WH question for asking the time; days, dates, month and years. are relevance to the students' interest. The teaching materials WH question for asking the time; days, dates, month and years invited the students todo communion each other. As we know that, the Junior High School students of grade VII on the first semester attend in the new school and the new friends. It means they tend to do convercation each others. Therefore those expressions would be interest for them. Next, by presenting the teaching materials about WH questions for asking the time; days, dates, month and years encourage them to do communication to know the friend's birthday, friends daily activities activities at home and school, the friends' hobbies in holliday and etc. Therefore the teaching materials about WH questions for asking the time; days, dates, month and years are relevance to the students' interest. Next, the te' experience. aching materials about WH questions for asking the time; days, dates, month and years are relevance to the studentsSince the students do activities and experience everytimes, everiday, the knowledge about expresion to ask the name of the days, the name of the months and the students' and friends' activities are relevance to the students' experience. In conclusion, the teaching materials about WH question for asking the time; days, dates, month and years in the text book entitled, "When English Rings the Bells"are contextualize.

The second strength is the teaching materials about WH question for asking the time; days, dates, month and years in the text book entitled, "When English Rings the Bells"are stimulate students do interaction. The respondents had same perception that teaching materials about WH question for asking the time; days, dates, month and years in the text book entitled, "When English Rings the Bells" stimulate the students do interaction each others. Those epressions about WH questions for asking the time; days, dates, month and years in the text book encourage them to interact each others. Those expressions has question form. Therefore those expressions ask the response from the listener. It means those expressins stimulate the students do interaction each others.

The third strength is the teaching materials about WH question for asking the time; days, dates, month and years in the text book entitled, "When English Rings the Bells"are authentic. The respondents also had same perceptions. They stated that those expression are natural. Those expressions are used in daily communication. Then, It also

often perform on the magazine and used by the native in communication. Therefore, it can be stated that the teaching materials about WH question for asking the time; days, dates, month and years in the text book entitled, “When English Rings the Bells” are authentic.

The fourth strength is the teaching materials about WH question for asking the time; days, dates, month and years in the text book entitled, “When English Rings the Bells” connect to the objective of learning in curriculum. All of the respondents said that the teaching and learning English in the school now refer to the curriculum 2013. As we know that the curriculum and syllabus 2013 has objective to the students to be able to communicate the expressions for asking the time. It means the teaching materials about WH question for asking the time; days, dates, month and years in the text book entitled, “When English Rings the Bells” are connect to the objective of learning in curriculum.

In otherwise the teaching materials about WH question for asking the time; days, dates, month and years in the text book entitled, “When English Rings the Bells” had more weaknesses. The respondents have the same opinion that the textbook had 6 weaknesses according to the good criteria of teaching material from Howard and Major (2010). The first weakness is the teaching materials about WH question for asking the time; days, dates, month and years in the text book entitled, “When English Rings the Bells” do not develop students’ learning skills and strategies. The respondents said that in English, there are four skills of language; listening, speaking, reading and writing. Meanwhile, the teaching materials about WH question for asking the time; days, dates, month and years in the text book only encourage the students to do interaction. It means this material encourages the students to develop listening and speaking skills. The materials did not develop the students’ reading and writing skills. Next, teaching materials about WH question for asking the time; days, dates, month and years in the text book do not develop students’ learning strategies. The textbook has a monotonous strategy. There are not various strategies in presenting teaching materials. So the textbook did not help the teacher to develop the students’ learning strategy. The respondents also said that not all of the teachers had creative ideas to develop techniques in teaching and strategies for the students in learning. Therefore the respondents hope the English textbook has various techniques in presenting teaching materials. Based on the description above, it can be concluded that teaching materials about WH question for asking the time; days, dates,

month and years in the text book did not develop teachers' technique in teaching and students' learning strategy.

The second weaknesses is the textbook are not communicative. The respondents said that the teaching materials interact students to do interactions, but in other hand the textbook are not communicative. The instructions in the textbook are difficult to be understood by the students. The instructions sometimes make the students confuse. Moreover, when the the teachers did not guide the students carefully. It can make the students do incorrect the activities in the textbook. Then, some activities in the textbook do not present the appropriate context. The respondents gave example on activity 7 and 8. The instruction ask the students to tell about the students 's activities at home, but the textbook donot present some pictures relate to the students's activities. The pictures help the students to find ideas to create dialogue to ask informations about their activities at home. Therefore the textbook are not communicative in presenting the teaching materials about WH question for asking the time; days, dates, month and years.

The third weaknesses is the textbook do not give opportunities for the students to use integrated language skills. The respondents said that the textbook only focus on the students' writing language skill. Most of activities in the chapter III(Asking the time) ask the students to read and write the sententes about the time. The students are required to write. In other hand, the curriculum and syllabus 2013 required the students have integrated language skills in lerning English. Moreover, the material about asking the time require the students to have speaking ability to do communication with their friends. Besides, the respondents also said that the textbook should give variation activities so the students can improve their language skill integratedly. In conclusion, the textbook do not encourage the students to use integrated language skills.

The fourth weaknesses is the textbook do not present teaching materials that can teach the students the four languge skills well balanced. The respondents said that the textbook only focus on the students' writing language skill. Most of the activities in the text book book only improve the students' language skills in writing. Then, the respondents also said that the activities in the textbook are monoton. Therefore the textbook do not improve the four language skill of the students well balanced.

The fifth weaknesses is the the teaching materilas about WH questions for asking the time)are not attractive. All of respondents said that the pictures in chapter III (Asking

the time)are not attractive. It can be seen on activities in the chapter III. There are 9 activities from 16 activities are not attractive.The 9 activities in chapter III do not present the appropriate pictures and ilustrations. It can be seen on activities 3, activities 4, activities 5, activities 7, activities 8, activities 11, 12, 13, 14, The illustration of the activities are difficult to be understood by the students. Then the instruction arenot clear. Therefore those activities are not interest for the students. In conclusion the teaching material are not attactive.

The sixth weaknesses is the teaching materials about WH questions for asking the time)do not use appropriate instruction. All of respondent have same opinion. They said that the instructions of the activities use long sentences. Some instructions in the textbook are not appropriate and too long. It can be seen on activity 2, 6, 7, 12, 14 and 15. Those instructions can be simplified. Then, the textbook have presented the project to create interviews with the classmate, but the textbook did not give example of questions to interview. So the students cannot understand easily. It make the students difficult to understand. Then, the instructions sometomes are not clear. The instructions sometime are not close to the activities. It make the students confuse in doing theactivities. Next the instructions of the activities do not present the appropriate language. It make the teachers and the students misunderstanding. In addition, some activities have not clear steps. It can be seen on activity 2 and 3. Therefore, it can be conclude it that the about WH questions for asking the timedo not use the appropriate instructions.

Conclusion and Suggestion

Based on the finding and discussion above, it can be conclude it that, the quality of teaching materilas about WH questions for asking the time was poor. There were 4 strength and 6 weaknesses from ten criteria of good teaching materials according to Howard and Major (2010). The strength are the teachig materials about WH questiosn are contextualize, authentic, stimulate intearaction and connect to the objectives of learning. In otherwise the weaknesses are it did not develop students'learning skills and strategy, present communicative language, give opportunities for integrated language used, teach the four skill well balanced, connect to objectives of learning, and present appropriate instructions on some activities. It means the teaching materials about WH questions for asking time need revision in the future. The analysis above proved that the teachers' perception on quality of the textbook in providing materials about asking the time (times,

days, months, years) and response are poor is correct. It means the materials still need revision. In presenting the pictures, words, sentences, paragraphs and dialogues to achieve the good quality of teaching materials in the textbook. Besides, the organization of the materials has to be considered well to help students to understand materials easily. So the textbook can cover the good criteria of English teaching material according to Howard and Major (2010).

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