

**THE EVALUATION OF ENGLISH TEXTBOOK FOR NINTH
GRADE JUNIOR HIGH SCHOOL ENTITLED:
BAHASA INGGRIS: "THINK GLOBALLY ACT LOCALLY"**

A THESIS

Jurisdiction Responsibility by:

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS TANJUNGPURA
PONTIANAK
2023**

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*Submitted to fulfill the requirements for the Bachelor Degree of
Education (S. Pd) in English Language Education Study Program of
Language and Art Education Department, Faculty of Teacher
Training and Education, Universitas Tanjungpura Pontianak*

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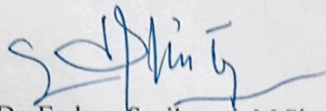
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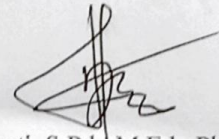
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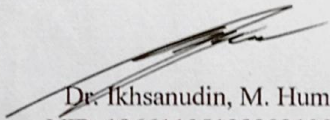
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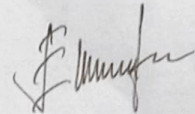
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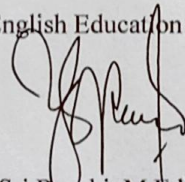
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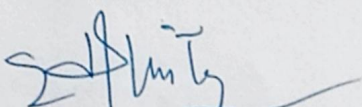
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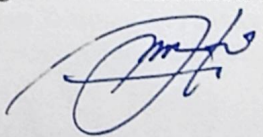
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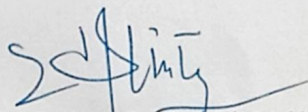
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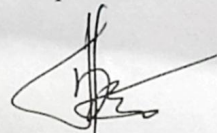
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DECLARATION OF AUTHENTICITY

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I hereby declare that this final project entitled: The Evaluation of English Textbook for Ninth Grade Junior High School Entitled: Bahasa Inggris "Think Globally Act Locally" is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited with ethical standard.

Pontianak, July 31 2023



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ABSTRACT

This study intended to determine the components of scientific approach included in learning activities of English textbook entitled: Bahasa Inggris "Think Globally Act Locally". This study also used to describing the kind of learning activities of the book that applying scientific approach. This study belongs to qualitative descriptive research therefore, the writer used observation checklist as technique of data collection and content analysis as the tool of data analysis.

The findings showed that English textbook entitled: Bahasa Inggris: "Think Globally Act Locally" have 95 learning activities through all chapters of the book that included components of scientific approach including: observing, questioning, experimenting, associating, and communicating activities. The findings also showed the repetition and similarity of instruction of learning activities included Reflecting and Communicating activities through eleven chapters of the book However, the writer argues that this book could be considered as a good ELT textbook, but still need improvement to make the learning activities inside be more varied, especially for reflecting and communicating activities.

Keywords: *ELT textbook, textbook evaluation, scientific approach*

CHAPTER 1

INTRODUCTION

1.1. Background

Educational reformation is an exertion to enhance the quality of education and belongs to the improvement and innovation of curriculum and learning program of educational institution (Muis & Minhaji, 2018). Furthermore, this exertion will also encourage the development of learning designs that take place in the classroom (Pajarwati et al., 2021). The current issue of educational reformation in Indonesia is the implementation of Kurikulum 2013 as the development of previous regulation namely Kurikulum KTSP. Kurikulum 2013 requires the application of scientific approach as teaching approach (Suyanto, 2018). Therefore, scientific approach is introduced as main teaching approach for all courses (including English subject) since the implementation of Kurikulum 2013 (Abidin, 2014).

Scientific approach in English teaching is an approach that integrating the attitude, ability, and knowledge of students through procedures of observing, questioning, experimenting, associating, and communicating (Sofyan et al., 2016). The procedures of scientific approach required students to conduct observation to identify problem by reading books, interviewing people, and browsing internet. After that, students develop hypotheses by doing experiment. Then, students analyze data and construct meaning of the study. Finally, students communicate the results by oral presentation or in written forms (Suyanto, 2018).

According to the previous study, the implementation of scientific approach still having problems including the teachers still having limitations to designing task, guiding students to asking and observing, also make students to be active in discussions sessions and giving feedback after students' presentation (Arienda et al., 2018), while the students still having problems to get involved actively during the observation, questioning and presentation sessions due to limitations of media to be observed (Atmarizon & Zaim, 2016).

In 2014 Indonesian government issued textbook namely Buku Sekolah Elektronik (BSE) in addition to supporting implementation of scientific approach. One of the textbook published by Indonesian government is an ELT textbook entitled: Bahasa Inggris: “Think Globally Act Locally” that intended for ninth grade students. This book published by Kementrian Pendidikan dan Kebudayaan through Departemen Pusat Perbukuan dan Kurikulum in 2 versions including students’ book and teachers’ book. In this research, the writer examined the students’ book version. This textbook has eleven chapters and allocated for two semester. Hereafter, as it is required by Kurikulum 2013, English textbook entitled: Bahasa Inggris: “Think Globally Act Locally” also applied scientific approach as teaching approach.

ELT textbook can be determined as a book that supplies the essence material of language learning (Tomlinson, 2011). ELT textbook is the teaching substance that comprises the consequential elements of language and culture which are related to the needs of students, the background of the cultures, and the range of students’ linguistics acquisition (Bojanić & Topalov, 2016). Therefore, ELT textbook often used as a foundation of learning English because it is providing instructions and source of English learning (Karim, 2020). Furthermore, ELT textbook also can provided a great support for inexperienced English teacher, could be a base for self-directed course and self-access assignments (Kodriyah et al., 2018).

ELT textbook is an effective source of learning, but unfortunately, textbook also might not be able to fulfill all of the learning needs even though the existence of using textbook as learning source is still paramount (Gunantar, 2017). Therefore, textbook evaluation is required as the valid and reliable consideration whether the textbook used in language learning activity (Budiarsih, 2022). Textbook evaluation is used to evaluate and improve the quality of textbook (Arba’ati, 2015). Hereafter, textbook evaluation also contributed to help teacher determine the learning resource with great material in addition to obtain good learning (Jusuf, 2018).

According to Ayu and Indrawati (2018) the criteria of textbook evaluation is belongs to consideration of the physical feature of the textbook (such as: the layout, design, size, and visuals aspect of the book) also the methodology, the availability of materials, language skills, topics, language appropriateness and cultural aspect of the book. Furthermore, this consideration can be categorized into criteria of ELT textbook analysis called internal and external criteria. Internal criteria belongs to pronunciation, grammar, and content of textbook, while external criteria of ELT textbook analysis related to the quality of editing and publishing, competence of the author, guidance for non-native teacher, availability of supplementary material and authenticity of language (Roberts et al., 2020).

Previous research conducted by Mukhlisin (2021) stated that English textbook entitled: Bahasa Inggris: “Think Globally Act Locally” has presented learning materials in accordance with facts, concepts, principles, and theories using explanation in the form of simple conversation that can be easily understood by students at junior high school level. Furthermore, Aristiawan and Herman (2021) stated that learning materials in English textbook entitled: Bahasa Inggris: “Think Globally Act Locally” using appropriate language with percentage 75% and has met standard of content eligibility with percentage 78.12% according to BSNP standard. Moreover, Lisna (2019) also stated that learning materials in English textbook entitled: Bahasa Inggris: “Think Globally Act Locally” has fulfilled the requirements of rubric assessment from BSNP with percentage 68, 14 %.

Another research conducted by Fitriana (2016) stated that English textbook entitled Bahasa Inggris: “Think Globally Act Locally” are presented learning materials that dominated by writing and speaking materials. Furthermore, Salsabila and Susanto (2022) stated that English textbook entitled: Bahasa Inggris: “Think Globally Act Locally” contained grammar learning (including: conjunction, simple present tense, continuous tense, simple past tense, present perfect tense), passive voice, punctuation, agreement and disagreement, writing and reading activities in addition to promoted student’s own culture in learning English.