Thematic Of CLT Analysis In The Textbook Bahasa Inggris For The Eleventh Grade Students Of Senior High Schools

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Abstract

A teaching and learning process teachers need a good references to their own class in English subject. So the reasons of choosing the textbook entitled “Bahasa Inggris” for the eleventh grade of senior high school, first, this book based on the curriculum 2013, second was the book already revision on 2017 as a book recommended for references in learning process in the classroom.

This study was aimed at describing : (1) to know how the theme of the textbook based on the thematic coding (2) to know how the book suitable for the students of the eleventh grade of senior high schools.

The study was descriptive study with qualitative approach. For the data collection, the researcher used the table instrument that there are some categories for coding the data. The subject of this study was English Student Book Entitled “Bahasa Inggris” for Grade XI Senior High School which is published by Ministry of Education and Culture of Indonesia.

The result of this study showed that the communicative language teaching goal in the textbook entitled “Bahasa Inggris” for the eleventh grade students of senior high schools. Study results developed through textbook Analysis often display signs of an incomplete analyzing process. The researcher has not abstracted the data, or has included too many different
things in a single category. However, an abundance of categories is usually a sign of being unable to categorize the data. When the abstracting process is still ongoing, the results may include categories that do not cancel each other out. In addition, when the saturation of the data is incomplete, it may be difficult to link data items to each other. Seemingly simple study results are a sign of incomplete analysis. The textbook entitled “Bahasa Inggris” for the eleventh grade students of senior high schools is suitable for the eleventh grade because each chapter is uniting with the grand topic and it is suitable for newest curriculum.

Keywords : CLT, content analysis, and textbook analysis

INTRODUCTION

A good communication need is now concerning students to have a good skill to communicate. Besides the skills itself they should increase their own ability for other terms. They have to take a Formal education that is one the place in which they can gather or even increase their communication skills. This communication skill certainly is in English Language.

English is called the lingua franca, the world major language. Certainly it is mean that the language of English is an international language of people not speaking a mother tongue. So, it's not uncommon around the world for people to speak English if they want to communicate with someone not from their country. English can involve, such as business, science, entertainment, radio, and diplomacy or even the education one. Moreover, teacher should have the competence of making a Communicative Language Teaching.
A teaching and learning process teachers need a good references to their own class in English subject. A textbook formally prepared by the teacher itself as a reason that this textbook is suitable with the standardize curriculum. Teachers should really careful to choose which one textbook suitable with the ESL (English as a Second Language) standard.

Basically, a textbook is developed on the basis of written curriculum. Tornroos (2004, p.2) state that “potentially implemented curriculum” to describe the role of the textbook and other curriculum materials in a classroom in the light of written curriculum. This role of textbooks constitutes an intermediate stage between the intended (written) curriculum and the implemented curriculum. Increased attention is being paid to quality of textbooks across the globe. While the reasons of choosing the textbook entitled “Bahasa Inggris” for the eleventh grade of senior high school, first, this book based on the curriculum 2013, second was the book already revision on 2017 as a book recommended for references in learning process in the classroom.

This research want to know the chosen topic or theme inside the textbook and each sub chapter of the reading material. As we know that in each of the reading material or textbook, the author should really consider of choosing each theme to build the unity of each material so it could cover the aim of in teaching learning process in the environment of English as a Second Language. This study aim to know the pattern of the textbook. It’s picture figure, it’s signs, it’s vocabulary and it’s topic.
A research problem as a thematic coding of textbook Analysis. Thematic coding involves recording or identifying passages of the text or images by a linked by a common theme or idea allowing you to index the text into categories and therefore establish a framework of thematic ideas about it (Gibbs, 2007, p. 38). It also used to get the point of the content of textbook correlate with the standard to get close with the Communication Language Teaching. Choosing the title “Representation of Communicative Language Teaching Goal in The Textbook “Bahasa Inggris” For The Eleventh Grade Students of Senior High Schools”, this research aim to find out the thematic coding of the textbook Analysis way. This research is categorized as a descriptive qualitative one. It is tried to describe the content validity of the learning textbook with the tools of thematic coding. The textbook which has high quality and to be worth to use as a learning material. Reminding the 2013 curriculum emphasize only at attitude toward the students nor the communication skills, any of standardize textbook has also to have this kind of criteria, to build students good attitude trough learning English language. Trough a good communication with English language then could be used in highly relationship worldwide.

RELATED OF STUDY

Fitriani (2013, p. 1-70) research about A Textbook Analysis of “When English Rings A Bell” For The Seventh Grade of Junior High School. This research study try to find out what criteria is needed to make a good textbook. It
has to have correlation with today’s curriculum in Indonesia. As today
curriculum in Indonesia said that English Lesson start to be learned in this
phase, the junior high school level. This study aims at discovering to what extent
today English textbook in Indonesia is keeping its own communication goal for
every young generation. The researcher choose the E- book entitled “ When
English Rings the Bell”, an English textbook for seventh grade of Junior high
school published by Politeknik Negeri Media Kreatif, Jakarta. Study results
developed through textbook Analysis often display signs of an incomplete
analyzing process. The researcher has not abstracted the data, or has included
too many different things in a single category.

The study conducted by Fitriani with this study, there is similarity and
difference. The similarity is both of us use the qualitative research method in our
study. The difference is the book that analyzed by me with the book that is
analyzed by Fitriyani. The book that is analyzed by me is “Bahasa Inggris” for
eleventh graders of Senior High School, whereas Fitriyani used “English Ring A
Bell” for seventh graders Junior High School.

Fakhomah (2017, p. 1-50) research about An Analysis On English
Textbook Entitled “Bahasa Inggris” Based On Tomlinson’s Theory. This
research paper is aimed to investigate the compatibility of materials in the
textbook Bahasa Inggris based on Tomlinson’s theory. It also investigates
whether the materials in the textbook support students’ language skill or not in
English teaching learning process. The writer uses descriptive research as the
type of the study. The data of the study are the content of English textbook entitled *Bahasa Inggris*.

The similarity among Fakhomah and this study is use qualitative research method and the textbook that want to analysis. The differences is theory and procedure of analysis.

Agustin (2017, p. 1.100) research about Affective, Cognitive And Psychomotoric Domains In Student Book “*Bahasa Inggris*” For Grade Xi Senior High School. This study was aimed at investigating: (1) the relevance between the materials in the student book entitled “*Bahasa Inggris*” for grade XI senior high school and the core and basic competences in the 2013 curriculum in term of affective domain, (2) the relevance between the materials in the student book entitled “*Bahasa Inggris*” for grade XI senior high school and the core and basic competences in the 2013 curriculum in term of cognitive domain, (3) the relevance between the materials in the student book entitled “*Bahasa Inggris*” for grade XI senior high school and the core and basic competences in the 2013 curriculum in term of psychomotor domain. The researcher concluded that the materials in that textbook is categorized “Good” and relevant with the Affective domain and able to fulfill the purposes of the topic, shows the polite behavior and care in carrying out the interpersonal communication with teachers and friends, shows the behavior of an honest, disciplined, confident, and responsible in implementing transactional communications with teachers and friends, and show behavior responsibility, caring, cooperation, and peaceful, in
implementing functional communication, which are intended to be achieve by the students. The similarity among Agustin study and this study is use qualitative research method and subject of the study. The difference of these study is the object of the study.

**METHOD**

**Research Design**

This study is qualitative research. According to Creswell (2009, p. 4) qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. Data typically collected in the participant's setting. Data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Ary (2010, p. 29) suggest that there are many different types of qualitative research: basic interpretative studies, case studies, document or content analysis studies, ethnographic study, grounded theory, historical research, narrative inquiry and phenomenological studies. This research was used document or content analysis. Ary (2010, p. 457) adds content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. Content analysis is widely used in education.
Subject of The Study

The subject of the research was analyzed on the textbook itself in accordance with the thematic coding to reach the communicative language teaching in 2013 curriculum. It’s all would be connect in a way to have a good connecting for having a best result. The aim is to become immersed in the data, which is why the written material is read through several times. No insights or theories can spring forth from the data without the researcher becoming completely familiar with them. After making sense of the data, analysis is conducted using an inductive or deductive approach.

The research subject of this textbook analysis of the “Bahasa Inggris” textbook was the coding itself. On how many times each of the coding is shown to the textbook, its own consistency and to get the pattern of the textbook trough the data coding. Coding here is about the aspects of the each theme going down to this each topic and then each topic of tasks that are shown in the different and various picture figures. Then, the researcher is curious at changing those different and various picture figure into various and different coding.

Source of Data

Source of the data was the textbook that has applied the 2013 curriculum as their standard.(1) Observing and Questioning, (2) Collecting Information, (3) Associating, (4) Communicating. In this case, the researcher chose the textbook published by Ministry of Education and Culture of Indonesia entitled Bahasa

**Research Instrument**

The instrument used in this research was human instrument and documentation. Therefore, the researcher is as the primary instrument (Janesick in Ary *et. al.*, 2002, p. 426).

The role of the researcher was as the main research instrument to collect the data. Based on Sugiyono (2010, p. 306) “Qualitative researcher as the human instrument, has a function to state the research focus, select informant as a data source, compile the data, judge the quality of the data, analyze the data, interpreting the data, and make a conclusion about his/her findings”.

**Data Collection Procedure**

The following are data collection procedure of the research:

1. Specifying the Phenomenon to be Investigated

   This textbook analysis, the phenomenon to be investigated is to know whether in the English textbook entitled “Bahasa Inggris” found a communicative language teaching in each chapter of the English textbook.

2. Formulating the Coding Categories
To find out the categories to analyze the English textbook need to make a formulation in form a code for example “I” mean introduction and “L” mean lesson.

3. Analyzing the Textbook

The last step is the data using observation checklist by 2013 curriculum and communicative function as in the chapter II. The complete analysis will be presented in chapter IV.

**Data Analysis Procedure**

The data analysis procedure includes open coding, creating categories, abstraction, and coding. As follows:

1. **Open Coding**

   Open coding means that notes and headings are written in the text while reading it. The written material is read through again, and as many headings as necessary are written down in the margins to describe all aspects of the content. The headings are collected from the margins on to coding sheets and categories are freely generated at this stage. After this open coding, the lists of categories are grouped under higher order headings.

2. **Creating Categories**

   The aim of grouping data was to reduce the number of categories by collapsing those that are similar or dissimilar into broader higher order categories. However, points out that creating categories is not simply bringing together observations that are similar or related; instead, data are
being classified as ‘belonging’ to a particular group and this implies a comparison between these data and other observations that do not belong to the same category. The purpose of creating categories is to provide a means of describing the phenomenon, to increase understanding and to generate knowledge. When formulating categories by inductive textbook Analysis, the researcher comes to a decision, through interpretation, as to which things to put in the same category.

3. Abstraction

Abstraction means formulating a general description of the research topic through generating categories. Each category is named using content-characteristic words. Subcategories with similar events and incidents are grouped together as categories are grouped as main categories. The abstraction process continues as far as is reasonable and possible.

4. Coding

Coding is the process of organizing and sorting the researcher data. Codes serve as a way to label, compile and organize the data. They also allow to summarize and synthesize what is happening in the data. In linking data collection and interpreting the data, coding becomes the basis for developing the analysis. It is generally understood, then, that “coding is analysis.” Before we jump into the process of coding data, it is important to think about the big picture. One of the keys in coding the data, and in
conducting a qualitative analysis more generally, is developing a storyline. Essentially, this element is primary to analyzing the data. This is the reason that thinking about the purpose of evaluation—before, during and after data collection—is so critical. In thinking about it another way, the purpose of the study is your storyline and it is the analytic thread that unites and integrates the major themes of your evaluation. In this manner, it is the answer to the question: “What is this evaluation about?”.

In the view of this coding, to have an analysis of the data, the process of coding is:

1) Pre-sets code: In creating these codes, it is important to create a “code book,” which is list of the codes and what they mean.

2) Emergent code

While it is good to begin data collection and coding with pre-set codes, another set of codes will emerge from reading and analyzing the data. These “emergent codes” are those ideas, concepts, actions, relationships, meanings, etc. that come up in the data and are different than the presets codes.

3) Coding as a system of organizing data.

4) Refining codes.

Meaning, you will add, collapse, expand and revise the coding categories. This is especially true of the pre-set codes. Oftentimes, what one expects to find in the data is not there. It happens. Moreover, some
codes simply do not work or conflate other ideas from different codes. Alternatively, sometimes codes flourish in a way that there is too much data. In this case, the code needs to be broken down into sub-codes in order to better organize the data. The rule of thumb for coding is to make the codes fit the data, rather than trying to make your data fit the code.

5) Coding “notes”

So, as part of the process of coding, it is important to jot down notes of your reactions and ideas that emerge. These ideas are important and vital to the analytic process. These notes may suggest new interpretations, as well as connections with other data. Moreover, if you are mindful of what is growing out of the data, your notes will usually point toward questions and issues for you to look into as you code and collect more data.

FINDINGS

Table of the coding volume of the textbook titled “Bahasa Inggris” for the eleventh grade students of senior high school

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Number of “I”</th>
<th>Number of “L”</th>
<th>Number of “Q”</th>
<th>Number of “P”</th>
<th>Number of page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter I</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Chapter II</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Chapter III</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>
Based on the data above, this research study titled “Bahasa Inggris” for the eleventh grade students of senior high schools will then analyzed toward the researcher coding into some extent. The way the researcher makes a coding based on the way thematic coding of a textbook Analysis process. The codes are:

- **“I”** it means coding for an introduction as a warming up of new lesson starting. It is a point of making brain storming to the students.

- **“L”** it means coding for any lesson giving by the book. The students are asked to analyze the lesson, learning it deeply or imitating it. Lesson gives a structural based on basic communication skills for students.

- **“Q”** it means coding for the activities of such a question or exercise for the students. Its reflect the question marker or any command for the students to do what they have to do or even practice what is in the command.

- **“P”** it means coding for a kind of project lesson for the students. A kind of end of each chapter. Students have to really cover the whole skill trough this project. Making them to build self esteem or even group project.
The difference between \textbf{Q} and \textbf{P} coding is on the function. The \textbf{Q} code is only coding for a light command toward the students while the \textbf{P} code is a higher level to know whether students have been catch up the whole lesson. In the textbook itself are shown as difference figure of a picture. The process of the book works is students facing the \textbf{I} code seventh then analyze the \textbf{L} code, after being understood they have to do any kinds of \textbf{Q} code such a mini project then finally did the \textbf{P} code as a final lesson of each chapter.

The researcher get the point of each chapter has to cover the whole code in balanced. It also has to cover the grand theme into each code. In the textbook there are eight main chapters and each has their own grand theme. Each chapter has the next sub topics that have to be united. Besides the unity of the theme, there are not found constants pattern of the coding, it means the volume of each question, lesson, practice, and any other terms of textbook were not balance. In the table of 4.2 there is a table of volume of each coding balanced. There will show the unbalanced of each coding, means there are no balanced whether theme or the element.

**DISCUSSION**

In table of 4.1 and 4.2 shown that there are stable pattern of the coding. But only in chapter V there are no “I” coding and chapter VII there are no “P” coding. It means there are no an introduction for warming up of new lesson starting in chapter V in the textbook and also there are no project lesson for the students in chapter VII in the textbook. While introduction point should be emphasize in the textbook to give the students a warming up before they given a new lesson, and then
project point also should be emphasize in the textbook for the homework of the students.

In table 4.2 shown that there are 33 numbers of “L” coding and there are 37 numbers of “Q” coding. While lesson point should be emphasize into a textbook that let the students analyze from a description or textual context of what they should understand. Although the main point of the curriculum 2013 emphasize on the individual finding by the students, that the students have to cover everything by themself, there should be a minimal point of a lesson.

In data analysis of the chapter before. This kind of research is a kind of qualitative data finding. In this category, the researcher is trying to find the percentage on the qualitative data. The researcher makes more-sophisticated statistical statements about qualitative data by finding out the percentage of the sample that has a specific attribute. Here’s how researcher do so:

1. **“I” code**
   a. Writing a statement that includes the number of members who share that attribute and the total number in the sample.

   The research suppose to know to what percentage of how many times each code is shown in the textbook. In the table 4.1 and 4.2 shown that the “I” coding is shown 13 times. While in the chapter VII there are 6 times of this code is shown. So you can begin to answer this question as follows:
The six times of “I” are apart of the whole coding amount of 13 total coding of the “I” code.

b. Rewrite this statement, turning the numbers into a fraction:

\[
\frac{\text{Number who share attribute}}{\text{Number in sample}}
\]

So it is 6/13 of the amount of chapter VII codes of “I” coding.

c. Turn the fraction into a percent.

You find that \(6 \div 13 = 0.46\), so 46% of the “I” coding are shown in the chapter VII.

Then, in the point of I coding, there are too much volume on the chapter of I and VII. The writer thought that it is not necessary to have such an introduction or another term of warming up point. There are warming up point before another sub chapter that contains another communication skill. If it is being implemented in the classroom, there will be waste the time for the teacher. In a kind of percent, clearly shown that it is 46%, it means that there are too many of the “I” coding were shown on the textbook. Unless the other are less then this chapter. It shown inconsistency of the coding. So it is inconsistency of the tasks inside the textbook. There are some point most shown then in a very lack of tasks in a chapter, and event its find none of some point could find in a certain chapter.

2. “L” Code
a. Writing a statement that includes the number of members who share that attribute and the total number in the sample.

The research suppose to know to what percentage of how many times each code is shown in the textbook. In the table 4.1 and 4.2 shown that the “L” coding is shown 33 times. While in the chapter II there are 6 times of this code is shown. So you can begin to answer this question as follows:

The six times of “L” are apart of the whole coding amount of 33 total coding of the “L” code.

b. Rewrite this statement, turning the numbers into a fraction:

So it is 6/33 of the amount of chapter II codes of “L” coding.

c. Turn the fraction into a percent.

You find that 6 ÷ 13 = 0,18, so 18% of the “L” coding are shown in the chapter II.

Then, in the point of L coding, there are too much volume on the chapter of II and VIII. There are lesson or analysis point in sub chapter that contains another communication skill. In a kind of percent, clearly shown that it is 18%, it means that there is a slightly of the “L” coding were shown on the textbook.

3. “Q” Code

a. Writing a statement that includes the number of members who share that attribute and the total number in the sample.
The research suppose to know to what percentage of how many times each code is shown in the textbook. In the table 4.1 and 4.2 shown that the “Q” coding is shown 37 times. While in the chapter VII there are 7 times of this code is shown. So you can begin to answer this question as follows:

The seven times of “Q” are apart of the whole coding amount of 33 total coding of the “Q” code.

b. Rewrite this statement, turning the numbers into a fraction:

\[
\frac{\text{Number who share attribute}}{\text{Number in sample}}
\]

So it is \( \frac{7}{37} \) of the amount of chapter VII codes of “Q” coding.

c. Turn the fraction into a percent.

You find that \( 7 \div 37 = 0,19 \), so 19% of the “Q” coding are shown in the chapter VII.

Then, in the point of “Q” coding, there are too much volume on the chapter of III, VI, and VII. There are question point in sub chapter that contains another communication skill. In a kind of percent, clearly shown that it is 19%, it means that there is slightly of the “Q” coding were shown on the textbook.

4. “P” Code

a. Writing a statement that includes the number of members who share that attribute and the total number in the sample.
The research suppose to know to what percentage of how many times each code is shown in the textbook. In the table 4.1 and 4.2 shown that the “P” coding is shown 12 times. While in the chapter I there are 3 times of this code is shown. So you can begin to answer this question as follows:
The seven times of “P” are apart of the whole coding amount of 12 total coding of the “P” code.
b. Rewrite this statement, turning the numbers into a fraction :

$$\frac{\text{Number who share attribute}}{\text{Number in sample}}$$

So it is 3/12 of the amount of chapter I codes of “P” coding.
c. Turn the fraction into a percent.
You find that $3 \div 12 = 0.25$, so 25% of the “P” coding are shown in the chapter I.
Then, in the point of “P” coding, there are too much volume on the chapter of I, II, and IV. There are project lesson point in sub chapter that contains another communication skill. In a kind of percent, clearly shown that it is 25%, it means there are many of the “P” coding were shown on the textbook.

CONCLUSION

This research study for joining the thematic coding trough the analytical point of view. In order to handle larger blocks of material in statistical way, it seems necessary to reduce the variety of alternatives that must be tabulated. This
can be accomplished by putting a wide variety of different word patterns in a single category.

Qualitative research is particularly good for examining whether or not a particular social phenomenon exists and if so, the nature of the phenomenon. It is less useful for assessing the extent and distribution of a phenomenon, something that is better left to quantitative research. Qualitative research usually yields extensive data, it descriptive in its initial stages, from which the researcher often seeks to derive an understanding of key patterns or themes. Does it sound simple? Well, that's the idea with qualitative research: Try to keep your method simple because in qualitative research the complexity is in the data. If you get too complex in your method, the reaction between a complex method and complex data will be disastrous.

From the research there are actually much more category in the “Bahasa Inggris” Textbook, in which each category means to get toward the same meaning of the theme. Actually, from the sides of communicative function of the nine integrated standard, the Textbook was proportional enough because it contains almost the whole communicative function that most of the students are needed to cover the communicative competence thought it. But from the side of age analysis, the book of “Bahasa Inggris” Textbook not necessarily used on their grade although its suitable with the curriculum nowadays, but for the real communication used, almost the students felt too easy to learn the content of this textbook. It is quite simple as their grade level.
The unitizing of the textbook entitled “Bahasa Inggris” for the eleventh grade students of senior high schools seems goodly done. Some extent of the sub topic is in uniting with the grand topic ones, there was even an repetition on a topic with grand topic.

REFERENCES


