**Content Analysis of English Textbooks “*When English Rings a Bell*” and “*Bupena English*” for Junior High School Grade VIII**

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**ABSTRACT**

This research is aimed to find out the explicit and implicit content of the English textbook “*When English Rings a Bell”* and *“Bupena English”* by using the material analysis called Three Level of Analysis proposed by Littlejohn (2009). The researcher applied descriptive research method. The data were collected using observation technique supported with observation sheets and observation checklists. The result of the analysis shows that the explicit content refers to the physical aspect of the textbook and the sequence main activities offered within the textbook consist of the textbook’s title, publisher, type, intended audience, age-range, sequence main parts, and the number of chapters. The implicit content refers to the content that implied in the textbook consists of the activities that the learner expected to take, the learner focus during the task, mental process, input to learner, expected output from the learner, source, and nature. Based on the result analysis of explicit and implicit content of the textbooks, it is concluded that the purpose of writing both of the English textbooks is to develop learners’ communicative competence by focusing on meaning. The expected input to learner and expected output from the learner is dominantly with written word/phrases. It is also found that the learners need to be active to develop their competence. It proved by the activities of the students is mostly in learner individually. So, the students can do exercises individually. It also indicates that most of tasks allow the student-centered in teaching and learning process.

Keywords: Content Analysis, Three Level of Analysis.

**INTRODUCTION**

One product of Curriculum such as textbook plays important roles in supporting teaching and learning process. Textbooks consider as the main components of the curriculum. They determined the content, the methods, and the procedures for teaching and learning in the classroom. They also provided a systematic syllabus for teachers to follow in teaching a certain subject. Nowadays, the government has arranged the curriculum named Curriculum 2013. It is an operational curriculum which is formed and practiced by each school in Indonesia. This curriculum has designed to provide a more enjoyable learning experience for students and to produce well-rounded graduates, who are not only knowledgeable and skillful in the traditional subjects, but also possess high moral and ethical standards.

English textbooks as a basic key to determine the quality of language input and practices during teaching and learning process in an English course based on the curriculum, both teachers and students should know how to use them. The more easily they can identify and use the organization of textbooks, the more useful they become. Its functions are not only as a guidance of teaching and learning but also as a developing material as well as substantial and observable component of pedagogy content.

So, since English textbooks were considered as the main component of the curriculum in Indonesia, dependence of English teachers on textbooks is very dominant. They rely a lot on the textbooks whether on primary book or complementary book available in bookstores. Somehow, they are lack of creativity or had some difficulties in creating their own learning materials. They are adapting the learning materials from the textbooks. However, teachers are responsible for selecting good materials and need to be able to make judgment or analysis about the textbooks. In other words, English teachers must be able to know their textbooks in order to find out if they were still worth using, need replacing or need complimenting.

This research was intended to answer the following questions: (1) what is the explicit content of the English textbooks *“When English Rings a Bell” and “Bupena English”*? And (2) what is the implicit content of the English textbooks *“When English Rings a Bell” and “Bupena English”*? The result of the research was expected to give the theoretical and practical contribution for the researcher, English teacher, textbook’s writer and the other researcher.

**LITERATURE REVIEW**

**Textbook**

Textbook is one media that the teachers ordinarily used when they teach a particular subject as a manual of instruction in order to help them when they conduct teaching and learning activities as well as to reach educational purposes based on the curriculum. Textbook has various terms that often heard such as coursebook, school book, or commercial book. The textbook is easy to buy, to carry, and to study. In line with definition of textbook based on Government Regulation number 32 in 2013 about the National Education Standard, in paragraph 1 verse 23 that:

“Buku teks pelajaran adalah sumber pembelajaran utama untuk mencapai kompetensi dasar dan kompetensi inti”

It means that textbook is an obligatory reference book for the students in school that contains learning materials in order to fulfill the aims and objectives of the current curriculum.

*The roles of textbook*

Textbooks can be seen as a window which students come to know the language that they learn and used it in wider context. It is related with a familiar idiom states that *“Book is the window of the world”*. Through book in this case textbooks, the students can learn many thing from the world by reading it. Although textbooks cannot provide students in all the knowledge they require but it is the major tools in enabling students to progress. O’Neill (1982) provides 4 roles of textbook. Firstly, a textbook’s material can be appropriate for students needs, though if not specifically designed for them. Secondly, textbook allow advancing for students, or refresh themselves with previous lessons. Thirdly, textbooks have the practical aspect which is well-presented in inexpensive form of providing material. Finally, and most importantly, well designed textbooks concede the teacher for development and adjustment, as well as empowering students to create spontaneous interaction in the class. So, textbooks should be accessible to a variety of students, inconsiderate of their learning goals, suitable with the teacher diversity and teaching styles.

*Advantages and disadvantages of textbook*

The use of textbook gives apparent advantages to both teacher and students. In fact, sometimes some new or even old teachers do not pay much attention to the textbooks which they have for their teaching and learning process. Richards (2001: 266) states that the use of commercial textbooks in teaching has both advantages and disadvantages depending on how they are used and the contexts for their use. The advantages of textbook are: (1) provide structure and a syllabus for a program; (2) help standardize instruction in order to give similar content of the material, so the students can be tested in the same way though they are in different classes; (3) help to maintain the quality; (4) provide variety of learning activities; (5) efficient in save teachers’ time; (6) provide effective language models and input, especially for the learners who not use English as their first language. (7) Can help the teacher who have less experienced in teaching; and (8) have visual appealing.

Disadvantages of textbook as follow: (1) lack of variety in teaching procedure; (2) reduced the response to individual student needs and problems; (3) lack of spontaneity, and (4) reduced creativity in teaching technique and language use (Chunningsworth, 1995:10).

*Characteristics of good textbook*

By analyzing the textbook, it should be based on the review on the good criteria of textbooks. There are some criteria of a good textbook in able to fulfill most of the requirement demanded. The criteria cover some parts of a textbook such as program and course, the skills offered, exercises and activities and at last the practical concern. According to Solichatun (2011), there are some categories of a good book. First, the contents of the textbook should deal with the current curriculum. Besides that, the contents of the textbook should in line with the level of study. The second category is a textbook should have a visual appealing so readers can be motivated to read the textbook. In addition, the language of the textbook should suitable with context and situation. It means that the language does not ambiguous, so the reader can understand the content easily. So, it can be summarized that the textbook should contain the materials that support the learner in case of teaching and learning process to improve their knowledge and skills and also make students interested to read it.

**Content Analysis**

Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts (Jacob, 2006). Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language. In line with Chunningsworth (1995:9) notes that content analysis is the interpretation of the data obtained, it contains a good understanding of professional judgment and experience as the implication of the analysis of different aspects of the textbook are taken into account.

*Textbook analysis*

Textbook is a product of curriculum as the unique contributors to content learning that most commonly used in transferring knowledge and skills to the learners. Based on Permediknas (2008) number 2 in section 4 verse 2, the purpose of the textbook analysis and evaluation are: (1) to provide useful and suitable textbooks in order to improve national education quality, (2) to improve book resources in Indonesia, (3) to protect the learner from unqualified books, and (4) to improve student’s interest and reading passion. Textbook analysis is useful for the teacher to gain information about the content of the textbook, whether it still worth using, need replacing, or need complementing.

*Textbook analysis criteria*

There are four kinds of textbook analysis and evaluation criteria that the researcher summarized. The first criterion was formulated by Littlejohn (2009). The second one was formulated by Cunningsworth (1995). The third was Nation and Macalister (2010). The last one was formulated by Penny Ur (2009). From some of textbooks checklist serve by the experts, in this research was adapted the textbook analysis checklist that proposed by Littlejohn (1998) because it is related with the problem statement of this research. Besides that Littlejohn’s criteria (1998) separates his criteria especially for textbook analysis and especially to dig up explicit and implicit content of the material. It is different with other experts such as Cunningsworth (1995) checklists, that claiming that they would “involve making general, impressionistic judgments on the materials” (p.192). Further, Chunningsworth (1984) checklist that includes both analysis and evaluation questions in his ‘Checklist of Evaluation Criteria’. It is almost similar between Nation and Macalister’s criteria and criteria developed by Penny (1996) that also gives unclear explanation in way to evaluate a textbook. Littlejohn (1998) criteria also supported by the statement of Tomlinson (2003:17) that his preference for separating analysis from evaluation is shared by Littlejohn (1998) who presents a general framework for analyzing materials.

**METHOD**

This research was designed by using descriptive research. The researcher employed this method to analyze and interpret data which suitable with the objective of the research in order to find out the explicit and implicit content within the English textbook. The explanation and interpretation of the research findings were made in the descriptive form so the readers would get information clearly.

**Subject**

The subjects of the research were focused on the textbooks content of “*When English Rings a Bell*” and “*Bupena English*”. The textbook “*When English Rings a Bell*” was published by Ministry of Education and Culture in 2013 and based on a current curriculum (curriculum 2013) and became primary source book to be used by students and teachers in the classroom. The other one “*Bupena English*” was published by Erlangga publisher. This book presented as a complement to the state-published textbook. The textbook were intended for students of Junior High School grade VIII.

**Data collection**

The data were collected from the textbooks by using observation sheet and observation checklist based on the analysis of language teaching material designed by Littlejohn (1998:195) 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. Firstly, the researcher analyzed the physical aspect of the textbooks by using observation sheet. After that, the researcher analyzed every task by using observation checklist on each feature under section or subsection based on the indicators to know whether or not each feature is present or not. If it was present, the writer will put checklist mark (√) on the feature under section or subsection and none checklist if it is not. After that, the researcher calculated the frequency of each feature under section or subsection on each chapter. The results were showed the highest and the lowest score of percentage, and the researcher interpreted and make deduction based on the findings.

**RESULTS**

This presents the result of the observation analysis of the data collected from the observation sheet and checklist of the textbooks content to find out the answer of the research questions as previously mentioned in the introduction.

**When English Rings a Bell**

*The explicit content*

The English Textbook entitled “*When English Rings a 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 second years of study. The textbook sets for a year. They offer the layout of the books with full colors dominating with red color where the book consists of 233 pages. The materials are divided into twelve 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. The sequence of main activity types reveal that many of the chapters consist of different patterns of work. Chapters consist of four main parts are: observing and questioning, collecting information, associating, and communicating. 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.

*The Implicit Content*

Firstly, the researcher subdivided every activity in all chapters of the book into constituent tasks. The total tasks being identified in the first textbook “*When English Rings a Bell*” are 156 tasks. The following are the explanations of the findings based the summary of the result of calculation and the explanations are set apart according to each section.

The Frequency and Percentage of Expected Learning Process

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | | | | |  | |  |  |
| |  |  |  | | --- | --- | --- | | **Features** | **Bell** | | | **F** | **%** | | **A. Turn take** |  |  | | Initiate | 27 | 17.3 | | Scripted respond | 133 | 85.3 | | Not required | 4 | 2.6 | | **B. Focus On** |  |  | | Language system | 0 | 0.0 | | Meaning | 145 | 92.9 | | Meaning/system relationship | 0 | 0.0 | | **C. Mental Operation** |  |  | | Build text/dialogue | 49 | 31.4 | | Fill the blank | 22 | 14.1 | | Select information | 15 | 9.6 | | Role-play | 32 | 20.5 | | Repeat selectively | 51 | 32.7 | | Read aloud | 4 | 2.6 | | Interview | 1 | 0.6 | | Project | 6 | 3.8 | | Describe | 7 | 4.5 | | Presentation | 1 | 0.6 | | Apply stated language rule | 2 | 1.3 | | Drawing picture | 1 | 0.6 | | Negotiate | 3 | 1.9 | | Categorize Selected Information | 1 | 0.6 | | | |  |  |  |  | |

From the analysis of the learners’ expected role during tasks (turn take), *scripted* *response* has the highest percentage with 85.3% and the lowest score is *not required* with only 2.6%. Moreover, the second sub section indicates the learners’ main focus attention during tasks. This textbook is predominantly toward *meaning* due to the fact that *meaning* had the highest percentage among others. It is 92.9% of the whole tasks requiring learners to focus on *meaning*. In contrast, focusing on *form s*eems to be considered of little importance in this textbook. The third sub section concerns about mental processes required during the tasks. The features attracting the highest percentage in this subsection are *repeat selectively* with 32.7% and then the lowest percentage lies on the feature of *interview, presentation, draw picture* and *categorize selected information* with only 0.6% each other.

The Frequency and Percentages of Classroom Participation

|  |  |  |
| --- | --- | --- |
| **Features** | **F** | **%** |
| Learner to class | 39 | 25.0 |
| Learner individually | 100 | 64.1 |
| Learner in pairs/groups | 47 | 30.1 |

From analysis of the part “*classroom participation*” in this textbook, it shows that this textbook dominates individual work rather than group work. The finding shows that 64.1% of tasks in textbook involve *learners individually*, 30.1% for *learners in pair/group* and 25.0 % for learner to class.

The Frequency and Percentage of the Task Content

|  |  |  |
| --- | --- | --- |
| **Features** | Bell | |
| F | % |
| **A.Form** |
| **a. Input to learners** |
| Graphic | 56 | 20.5 |
| Oral words/phrases | 3 | 1.9 |
| Oral extended discourse | 7 | 4.5 |
| Written words/phrases | 144 | 92.3 |
| Written extended discourse | 4 | 2.6 |
| Sounds/music | 0 | 0 |
| Authentic material | 0 | 0.0 |
| **b. Expected output from learners** | | |
| Oral words/phrases | 68 | 43.6 |
| Graphic | 3 | 1.9 |
| Written words/phrases | 88 | 56.4 |
| Written extended discourse | 0 | 0.0 |
| **B. Source** | | |
| Materials | 122 | 78.2 |
| Outside of the course | 5 | 3.2 |
| Learner(s) | 31 | 19.9 |
| **C. Nature** | | |
| Personal opinion | 10 | 6.4 |
| Fiction | 3 | 1.9 |
| Non fiction | 111 | 71.2 |
| Personal information | 23 | 14.7 |
| Metalinguistic knowledge | 0 | 0 |
| Linguistic items | 0 | 0 |

This part 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* have not the same total with the others features. 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*, *written words/phrases* contents predominate with 92.3%. However, the lowest percentage content offered as the input to learners is the *oral words/phrases* content with only 1.9% of the tasks. On the other side, the content for *expected output from learners* is also dominantly in *written word/phrases* contents with 56.4%. And only 1.9% of *graphic* as output from learner. Moreover, the *source of the content* is 78.2% come from *materials,* and 3.2% from *outside the course* as the lowest percentage. Furthermore, the *nature of the content* in form of *nonfiction* is 71.2%, and none percent for metalinguistic and linguistics items from all the tasks in this book.

**Bupena English**

*The explicit content*

Bupena English is a complementary book for the English state-published textbook under the curriculum 2013 that published by Erlangga. This book consists of 191 pages and five key elements for each chapter. They are *getting started, check your understanding, show it off, how do you act?* And *review*. The textbook is 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 second years of study. The textbook sets for a year. The layout shows that the textbook dominantly with black-white color and there is no CD and cassettes available for listening practice.

*The implicit content*

The total tasks being identified are 122 tasks. The explanations of the findings based on the result of the calculation and the explanations are set apart according to each section.

The Frequency and Percentage of Expected Learning Process

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | | | | |  | |  |  |
| |  |  |  | | --- | --- | --- | | **Features** | **Bupena English** | | | **F** | **%** | | **A. Turn take** |  |  | | Initiate | 12 | 9.8 | | Scripted respond | 113 | 92.6 | | Not required | 1 | 0.8 | | **B. Focus On** |  |  | | Language system | 9 | 7.4 | | Meaning | 35 | 28.7 | | Meaning/system relationship | 79 | 64.8 | | **C. Mental Operation** |  |  | | Build text/dialogue | 29 | 23.8 | | Fill the blank | 13 | 10.7 | | Select information | 22 | 18.0 | | Role-play | 0 | 0 | | Repeat selectively | 0 | 0 | | Read aloud | 0 | 0 | | Interview | 1 | 0.8 | | Project | 4 | 3.3 | | Describe | 1 | 0.8 | | Presentation | 1 | 0.8 | | Apply stated language rule | 1 | 0.8 | | Drawing picture | 2 | 1.6 | | Negotiate | 5 | 4.1 | | Categorize Selected Information | 4 | 3.3 | | | |  |  |  |  | |

From the analysis of the learners’ expected role during tasks (turn take), *scripted response* has the highest percentage with 92.6%. Only 0.8% requires learners to neither *initiate* nor do *scripted response (not required)* for the task. The second sub section shows *meaning and system relationship* has the highest percentage among others. It is 64,8% of the whole tasks requiring learners to focus on *meaning and system*. The lowest percentage lies on the some features in the same percentage consist of *decode semantic meaning*, *interview*, *compare*, and *analyze language form* with only 0.8%.

The Frequency and Percentage of Classroom Participation

|  |  |  |
| --- | --- | --- |
| **Features** | **F** | **%** |
| Learner to class | 0 | 0 |
| Learner individually | 113 | 92.6 |
| Learner in pairs/groups | 5 | 4.1 |

The analysis of the part “*Classroom Participation*” shows that this textbook dominates individual work rather than group work. The finding shows that 92.6 % task in textbook involve *learner individually,* and 4.1% for *learners in pair/group*.

The Frequency and Percentage of the Task Content

|  |  |  |
| --- | --- | --- |
| **Features** | Bupena English | |
| F | % |
| **A.Form** |
| **a. Input to learners** |
| Graphic | 32 | 26.2 |
| Oral words/phrases | 1 | 0.8 |
| Oral extended discourse | 2 | 1.6 |
| Written words/phrases | 81 | 66.4 |
| Written extended discourse | 7 | 5.7 |
| Sounds/music | 0 | 0 |
| Authentic material | 1 | 0.8 |
| **b. Expected output from learners** |  | |
| Oral words/phrases | 2 | 1.6 |
| Graphic | 3 | 2.5 |
| Written words/phrases | 115 | 94.3 |
| Written extended discourse | 4 | 3.3 |
| **B. Source** |  | |
| Materials | 107 | 87.7 |
| Outside of the course | 1 | 0.8 |
| Learner(s) | 18 | 14.8 |
| **C. Nature** |  | |
| Personal opinion | 15 | 12.3 |
| Fiction | 10 | 8.2 |
| Non fiction | 84 | 68.9 |
| Personal information | 7 | 5.7 |
| Metalinguistic knowledge | 7 | 5.7 |
| Linguistic items | 2 | 1.60 |

The results show that in term of *the input provided to learners*, *written* contents predominate with 66.4% and the lowest percentage content offered as the input to learners is the *oral words and authentic material* content with only 0.8% of the tasks. This textbook is not completed by sound/music. In the same situation, the content for *expected output from learners* is also dominantly by *written words/sentences* contents with 94.3and 0.8% from *outside the course* as the lowest score. Furthermore, the *nature of the content* for both *input and output* is 68.9% and the lowest is *linguistic items* with only 1.6%.

**DISCUSSION**

This study finds that the aim of the material *“When English Rings a Bell”* and “*Bupena English*” is to develop learner’s communicative competence by encouraging the learners to *build text*, adopting a *response* 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 in textbook “*When English Rings a Bell*” require *written output* on the part of the learners (56.4%), with *oral output* by the learners receiving a lower score (43.6%). Since the differences are not too far, this can be said this textbook 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. In contrast with the textbook “*Bupena English*”, where require *written output* with 94.3%, and *oral output* with a very lower score 4.1%. The differences are too far. Although this textbook aimed to developing productive and communicative skill but still unbalanced in terms of written and oral activity output.

The types of tasks for both of textbooks are almost same. The types involved such as scripted language practice, presentation, describing picture, writing, comprehension question, project, discussion and etc. Mostly, the tasks ask learners to build a text. The total numbers of the tasks consist of 156 tasks. Than in textbook “*Bupena English*”, the total numbers of the tasks is 122 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 analysis finds that the roles of teacher as indicated in the tasks where dominantly allow learners to do *scripted response* rather than *initiate.* Itcan 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 and to maximize the use of textbooks in teaching and learning process.

The analysis finds that the roles of teacher as indicated in the tasks where dominantly allow learners to do *scripted response* rather than *initiate.* Itcan 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 and to maximize the use of textbooks in teaching and learning process.

The textbooks are frequently place learners in *response* position. The teaching learning both of two textbooks emphasize 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).

Based on the findings, this research also finds that “*When English Rings a Bell*” is better than “*Bupena English*”. Although actually, there is no good course book yet, since it should meet what students need and help them to improve their performance on language learning but some aspects show that from both of two textbooks, textbook that published by the government is better than the other one (Bupena English). It is based on the some reasons are as follow: (1) display and pictures within the textbook “*When English Rings a Bell*” is more colorful than “*Bupena English*” that only black-white color. As states by Solichatun (2011) that a good English textbook should has an interesting display because it can give motivation for readers to read the textbook. So, it can be said that, a good English textbook should has a visual appealing to make the learner interested to read it. (2) Textbook “When English Rings a Bell” is cheaper and easily to access than the other one. Because “When English Rings a Bell” was published by the government so both students and teachers can get it freely than “Bupena English” should buy in the bookstore. In line with the statement of Richard (2001:266) that a good textbook shouldn’t expensive. Commercial textbooks represent a financial burden for students in many parts of the world.

**CONCLUSION**

The explicit content within the English textbook: “*When English Rings a Bell”* consists of physical aspects and sequence main activities of the textbook. The results show that the textbook that published by Ministry of Education and Culture. The material is intended to aid in the teaching/learning in general English, principally for Junior High School grade VIII. This textbook sets for a year and offer the layout with full colors picture and design, where consists of 233 pages and divided into twelve chapters with four main parts on each chapter: *observing and questioning, collecting information, associating, and communicating*. But there is no CD and cassettes available. The findings of the implicit content emphasis the output for learner is dominantly on written production rather than on oral one. Most tasks require learners to response, build text, role play and repeat selectively. 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 response role in using language, to focusing on meaning and to build positive affective aspects through teaching and learning process. So, it can be inferred that the “*English textbook: When English Rings a Bell*” is intended to facilitate more efficient use of the learners’ materials.

In contrast, “*Bupena English”* was published by Erlangga Publisher, one famous publisher in Indonesia. This textbook plays a role as a complementary book for the English state-published textbook under the curriculum 2013. This textbook consists of 191 pages and thirteen chapters with five key elements on each. They are: *getting started, check your understanding, show it off, how do you act? And review*. This textbook is dominantly with black-white color and also without CD and cassettes for listening practice. This textbook sets for a year and intended for Junior High school grade VIII. In the result of implicit content analysis, although the output expected from the learner same with the textbook “*When English Rings a Bell*” is written production, but in this textbook too far differences between oral and written. Where the oral production seems unimportant and lack activity. Most of the operation activities such as build text mostly dominant in this textbook then followed by select information, matching, and apply stated language rules.

The teaching and learning process using both of the textbooks emphasize 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 in turn positive effect on their communicative competence. Although both of the textbooks under the curriculum 2013, but they are different in design of activities or kinds of mental process that the learner expected to do. But, the objective of the textbooks is in line with curriculum 2013.

**SUGGESTION**

Based on the conclusion above, the researcher would like to propose some suggestions as follows:

1. For English textbook’s writer, the result of the research might be as consideration to be more careful in developing English textbooks for students and more aware especially in content, the language correctness and appropriateness, and layout of the textbooks. As the textbook for students in junior high school who mostly teenagers, their curiosities to gain the knowledge from presentation of a textbook depend on how a book suitable and attractive to them.
2. As the references for English teachers, especially teachers who teach eighth grade of junior high school students, these textbooks can be used as teaching and learning material but it needs little modifications as follows:
3. 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.
4. In this textbook, there is lack of content in form of fiction especially in story. Therefore, teachers should include story 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.
5. This textbook provides less of group tasks. Therefore, teachers should include more activities requiring students to work in group or pair since it helps learner 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).

3. Since this research concerned only in material analysis as one of the steps in preliminary step to material evaluation proposed by Littlejohn (2009), 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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