

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is tool a of communication, without language people can't build communication with other persons in our social environment. When we use language, we can deliver our personal opinion and create a meaningful communication with all peoples in our social environment as well as the cultural beliefs and practices of the communities of which we are a part: our family, social groups, and other associations.

In Indonesia, English is used as a first foreign language of communication and it is also learned at school as subject by the students since elementary school. By making English as a subject since Elementary school until university level, it is expected that Indonesian people can comprehend English language written and oral so that they can communicate with other people in the world. Today, English subject continues take an important place in our educational curriculum, it means English is one the subject that must be mastered by the learner.

Since the changes of Curriculum KTSP have implemented, The Ministry of Education and Culture of Indonesia decided that education in Indonesia must apply the new 2013 curriculum. The 2013 curriculum is the result from the development of previous curriculum. It is a further step of competency based on curriculum development that was initiated in 2004 and the school level-based curriculum in 2006, which includes competency of attitude, knowledge, and skills integrated which is aimed to create students who became intellectual generations who possess noble characters, independent, democratic, responsible.

The use of English textbooks needs to be developed related to the 2013 curriculum to present students with the suitable materials. English textbooks have an important role in teaching

and learning process. In addition to providing knowledge and skills information, textbooks also consist of guiding learning in the form of activities that guide students to achieve competencies set in the 2013 curriculum.

According to Sheldon (1968 :23) textbook can be referred as a published material specially designed to help language learners to improve their linguistic and communicative abilities. In ESL learning, books are the most important component because it can be used in certain contexts and help students to think carefully. In teaching and learning process, an English teacher can't teach the students without a textbook because the use of textbook can help teacher in giving instruction at when the learning process is running. It is not only the teacher but also the students who use the textbook. Teacher can teach the material well if there are appropriate textbook guiding the teaching-learning process, not only inside but also on the outside (extracurricular class of the classroom). Teachers and students can build and develop their communicative competence in better way if they use qualified textbooks which provide and support the material needed.

Either local publisher or foreign publisher have been published many English textbooks that is separated around the areas of Indonesia. When the government declared that the new curriculum must be applied in all the educational system in Indonesia, there must be lots of new English textbooks because the goal of the study will be based on the new curriculum, too.

There are so many English textbooks that easy to find on the market with colorful cover, beautiful layout and attractive artwork but a countless number of textbooks itself makes a teacher confused to choose the good one. Teacher must be careful in making decision to buy a textbook. The important thing of what teacher will teach and learner will learn is influenced by the content of English textbook. If the textbook is too advanced or too simple for the students, teacher will

certainly be faced with problems. The content of the textbook might not be of the kind that students can relate to.

Beside the main textbook published by *Kemendikbud* that have been used in the teaching and learning activity in all schools in Indonesia, there are also many textbooks that easy to find from different publishers. The writer interest to evaluate a textbook from infamous publisher because there are many textbooks which is not meet the criteria of a good textbook. In fact, its publishers only think about their profit and ignore the quality of the textbook itself. In this study, the reasons of the writer choosing the book entitle “Interactive English” is this book based on the curriculum 2013 which is published by Yudistira and it is not used by the schools in the teaching and learning process but it might be used as the material to learn at home or as an adding guideline textbook that use in private lesson. The writer wants to know if the textbook is suitable to use as a teaching material for the learners to support their need in learning activity and to know whether the publisher of the textbook just publish it only to get many profits or not.

Based on the explanation above, the writer decided to conduct the study for textbook evaluation entitle “Interactive English” for seventh grade of Junior High School. The writer wants to know if this book is relevant with the standards and criteria of a good textbook based on Cunningsworth’s theory.

1.2 The Problems of the Study

Based on the background of the study, the problems of that study are formulated below:

1. What are the suitability of impressionistic analysis on the textbook analysis entitle “Interactive English”?
2. What are the suitability of in-depth analysis on the textbook analysis entitle “Interactive English”?

1.3 Objectives of the Study

Based on the problem of the study, the problems of that study are formulated below:

1. To find out the suitability of impressionistic analysis on the textbook analysis entitle “Interactive English”.
2. To find out the suitability of in-depth analysis on the textbook analysis entitle “Interactive English”.

1.4 The Scope of the Study

The writer evaluated impressionistic and in-depth criteria from Cunningsworth’s theory in textbook entitle “Interactive English” for grade VII of Junior High School published by Yudistira. The writer analyzed four chapters presented in the textbook.

1.5 The Significances of the Study

The benefits of this study are as follows:

(1) Theoretically

- a. This study can support the theories on the textbook analysis “Interactive English” for the seventh grade of Junior High School.
- b. The readers can know the quality of the English textbook and the result of the study can give contribution to improve the quality of the English Textbook in the 2013 Curriculum.
- c. The teachers can choose the best English Textbook which they want to use for learning activity in the 2013 Curriculum.

(2) Practically

- a. The readers can get more information about English Textbook which is appropriate with the 2013 Curriculum and the criteria of good textbook by using Chunningsworth’s theory.
- b. The researcher and the readers can get information about 2013 curriculum.

- c. The students can get information about English Textbook which is fulfil with the 2013 Curriculum and the criteria of good textbook by Chunningsworth's theory.
- d. Other researchers, this study can be a reference for further similar studies.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter presents a review of related and explains the related materials in order to give the clearer concepts and ideas for this study. In doing research, it is very important to clarify all terms that are related to the study in order to have a clearer perspective of the implementation in the field. The terms may function to give a limited concept which is specifically meant in a particular context. In this case, the writer is going to elaborate the terms which are important for the purpose of this study.

2.2 Content Analysis

Content analysis is a method of analyzing written, verbal or visual communication messages. It is known as a method of analyzing documents. Krippendorff (2004: 13) defines that content analysis is potentially one of the most important research techniques in the social sciences. The content analysis views data of representation not of physical events but of the

texts, images and expression that are created to be seen, read, interpreted and acted for their meanings and must therefore be analyzed with such use in their mind. analyzing text in the contexts of their uses distinguish in content analysis from other method of inquiry.

Content analysis is document analysis. The documents that are analyzed include texts, images, and expression in written. Content analysis is appropriate to be technique of the textbook analysis. The writer uses a textbook entitle “Interactive English” In the content of the textbook, there are texts, images, and expression in written. All of that is analyzed by the writer using content analysis technique.

Table 2.1
Impressionistic Analysis by Cunningsworth.

No	Rated Aspects/ Criteria	Total Criteria	Frequency
1	Book layout		
2	Typography		
3	Illustration		
4	Consistency of the Layout Element		
5	Harmonious of Layout Element		
6	Completeness of the Layout elements		
	Total		
Percentage			

Table 2.2
In-Depth Analysis by Cunningsworth.

No	Rated Aspects/ Criteria	Total Criteria	Frequency
1	Aims and approaches		
2	Language content		
3	Skills		
4	Topic		
5	Methodology		

	Total		
	Percentage		

2.3 Textbook

2.3.1 The Definition of Textbook

Textbook is a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. It is one of the most important media as a source and guideline of material which both students and teacher can used in teaching and learning process so. According to Richards (2001:251) Instructional material serve as the basis for much of the language input since learners receive and the language practice in the classroom. In addition, Tarigan (1986:13) states that textbooks are books of lesson in certain field of study as a standard book arranged by the experts of field for instructional purposes and compiled by harmonious teaching media and easy understood by the user in schools and colleges to receive teaching program.

From those definitions about textbook, it can be concluded that a textbook is a material which has a function as a guideline or reference used by the teacher and learners to support the teaching and learning activity in the classroom. It makes sense if a textbook takes an important role as an instructional material used by teacher and learner to achieve the goal of teaching and learning process.

2.3.2 The Function of Textbook

The textbook has the function for the teacher and learner. Textbook is handling book of learner as a source and guidance because teacher can't explain all the material completely, the learners need textbook which present a complete material and it is also used as teaching media for the teacher, it helps teacher to master all the materials before explain it to the learner. It can

be concluded that textbook is also called as teaching matter, textbook and reference book of learning activity for the students.

Textbook can become the instrument of teaching. Textbook is usually used together with some of learning source like: workbook, reference book of teacher or proponent text. Hutchinson and Torres (1994: 318) explained that textbook is framework or guide that helps students to organize their learning both outside and inside the classroom during discussions in lessons, while doing activities and exercises, doing homework and preparing for the tests. A textbook enables them to learn better, faster, clearer, easier and more. Textbook helps to find the answer of problem when they follow the course. The teacher sees textbook as the instrument on the management of class to communicate between he or she with his or her students. Textbook helps to economize the time, gives the guideline of course and discussion, pushes to give homework or another interesting assignment, directs to do interaction through the activity that provided in the book and increases the confident and safety feeling. Muslich (2010: 15) decides that textbook has position and function as the main source of teaching activity. Textbook contains of units of teaching material that have to be followed by the students through a series of activity and exercise like reading text, analyzing text, discussing the content of the text and reflecting.

As the teaching matter, according to Depdiknas (2008: 12) textbook has three functions. First, textbook is the orientation for the teacher to direct learning activity and reference of competence that have to be learned to the students. Second, textbook is the orientation for the students to decide learning activity and the substance of competence that learned. Third, textbook is the instrument of evaluation on the accomplishment of the teaching result.

2.4 Textbook Analysis

Textbook analysis is the process to evaluate all material in a textbook in order to describe if the textbook has a good quality or not and is it suitable to use as the material in teaching and learning process. A good textbook should fulfill all of the criteria of good textbook. By doing textbook analysis the reader was able to choose the best one to use according to their needs. Cunningsworth (1995:5) said that selecting textbook or textbook involves matching the material against the context in which it is going to be used. There is no perfect textbook that been released, there is also the strength and weakness from every textbook but the readers should find the best possible that fit the potential to achieved the real knowledge. According to Cunningsworth (1995: 5), he classified how to analyzing textbook into two kinds; impressionistic analysis and in-depth analysis.

2.4.1 Impressionistic Analysis

Cunningsworth (1995: 1) state that we can form a general impression of a coursebook fairly quickly, just by looking through it and getting an overview of its possibilities and its strengths and weaknesses, noting significant features which stand out. This is what most of us would do when sample copies of a new course land on our desk. We can soon see what various features of the coursebook are like, such as the quality of the visuals, how attractive and clear the layout is, what the whole course package is made up of, how the items included in the coursebook are sequenced, etc. In the analysis of impressionistic criteria, it was done by observing the cover of the textbook then it was continued by finding out the weakness and the strengths of the textbook. By doing impressionistic analysis, it can show the first impression to the quality of the design and structure of textbook supplemental materials and sequence of the

content of the book. In other words, impressionistic analysis is also called as the textbook package analysis.

Analysis the impressionistic of a textbook includes cover and content design of a textbook. Analysis the cover of a textbook includes the condition of book layout, typography and illustration. In content design analysis include the consistency of layout element, the harmonious of layout element and the completeness of the layout element.

2.4.2 In-depth Analysis

In-depth analysis is the analysis that obtains detailed information on the various items in textbooks, such as syllabus outlines with the needs of learners. This analysis can be done by selecting four chapters in textbooks and analyze the appropriateness of skills and learning activities in four chapters.

a. Aims and Approach

Cunningsworth (1995: 5) states that a sound way to approach the selection of textbook is firstly to identify the aims and objectives of teaching programmer and secondly to analyze the learning/teaching situation in which the material will be used. This will give a profile of the context for which teacher are selecting the teaching materials and some of the requirements that the material will have to meet.

b. Language and Content

According to Cunningsworth (1995: 31) language content can then be compared with what the students need to learn and expect to learn, in order to evaluate the suitability of the material so far as its language content is concerned.

Themes, topics, communicative strategies, cultural issues and the actual items of language taught-grammar, vocabulary and phonology – form the foundation of everything else that contributes to the complex process of language teaching.

c. Language skills

There are four skills in general textbook like; listening, speaking, writing and reading. According to Cunningsworth (1995: 64) said that we need to check if the textbook deals adequately with all four skills, taking the level and overall aims into account, and if there is a suitable balance between the skills. We might note here that in-depth and balanced treatment of all four skills is not necessary for all teaching situations. Extensive reading, for example, would not be desirable in a textbook designed to be used by native speaker teachers in Japan, who would want the emphasis to be on listening and speaking.

d. Topic

Cunningsworth (1995:85) state that Topic deals with material with various kind, subject matter selected and how it treat it in a textbook. There is also cultural setting used such as the image of life presented, the attitude conveyed and social cultural values in communication.

e. Methodology

Methodology is a system of method used in particular area of study or activity. According to Cunningsworth (1995:67) Methodology can be defines as the way material is organized and the kinds of activity promotes can have a profound influences on what happened in the classroom.

2.5 Curriculum

2.5.1 Definition of Curriculum

According to *UU No. 20 Tahun 2003* about the National Education system stated that “*Kurikulum rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu.*” Based on the explanation above it can be conclude that curriculum is the guidance and reference in plan of educational system include the goal, learning material and how to implement the teaching and learning activity. Moreover Albery (1968:45) said that curriculum is all of the activities that are provided for the students by the school. So, curriculum is not only limiting on the activity in the class, but also it includes the activities of the students in outside class.

Basically, curriculum has function as guidance or reference. In doing teaching and learning process, teacher uses curriculum as guidance to deliver the material in order that goal of teaching process can be achieved. It also occurs to the headmaster and supervisor, they need curriculum in doing supervise. Not only education area, curriculum also has a function for the parents as a guidance to control their children to study at home and for the students itself, curriculum has function as a learning guidance.

2.5.2 History of Curriculum Development in Indonesia

The development of curriculum has a wide and complicated process. The process included determining the students’ needs, arrange and developing aims or objective for a program of students’ needs to determine an appropriate syllabus, course structure, teaching methods, and materials, and to carry out an evaluation of the language program that results from these processes. The changes of curriculum development are relative according to the necessities

of educational system. The most important things that need to be focus on the curriculum development is technology and knowledge and also the attitude of social society.

According to Sri Wahyuni (2016) the national educational curriculum has experienced changes in the year 1947, 1952, 1968, 1975, 1984, 1994, 2004, 2006, and latest is 2013. The entire national curriculum is designed on the same basis, the *Pancasila* and 1945 Constitution; the different emphasis on basic education goals and implementation approach.

1. Curriculum 1968 and Before

The first curriculum in Indonesia after independent day is the curriculum 1947 (a Subject Plan 1947/ *Rencana Pelajaran 1947*). In 1952, there was improvement of curriculum in Indonesia which is known as unravel Subject Plans 1952 (*Rencana Pembelajaran Terurai 1952*). In 1964, Indonesia government improved the national educational system. The next curriculum development was in the year 1968 (curriculum 1968). The curriculum change was colored by the political change from the Old Order to the New Order.

2. Curriculum 1975, 1984, and 1994

The Ministry of Education and Culture established the curriculum 1975 to substitute the curriculum 1968 under the Ministerial Decree No.008d/U/1975 and 008e/U1975 dated on January 15, 1975. In 1984, the curriculum 1984 was established to rectify the curriculum 1975. By the year 1994, the curriculum 1984 was considered that it needed to be revised.

3. Competence Based Curriculum (KBK, The Curriculum 2004)

The curriculum developed at the time was called Competence Based Curriculum which focused on developing ability to do (competence) duties in accordance with certain performance standards that had been set.

4. School-Based Curriculum (KTSP, The Curriculum 2006)

KTSP (Education Unit Level Curriculum) or School-Based Curriculum is the curriculum developed by the operational and implemented in each educational unit (school). Development Education Unit Level Curriculum (KTSP) refers to the various national education standards to ensure the achievement of national education goals. The government regulation is landing on the need to provide structured and carried out eight national education standards: (1) content standard, (2) process standard, (3) graduate competence standard, (4) educational personnel standard, (5) facilities and infrastructure standard, (6) management standard, (7) financial standard, and (8) educational assessment standard. Two of the eight national education standards, namely the Content Standards (*Standar Isi*) and the Graduates Competency Standards (*Standar Kompetensi Lulusan*) are the main reference for the education unit in developing the curriculum.

5. The Curriculum 2013

The newest curriculum applied in Indonesia education is the curriculum 2013. The implementation of the curriculum 2013 is started on July, 2013. However, it is still for certain schools and levels of education. The goal of the curriculum 2013 is to produce Indonesian people who are productive, creative, innovative, and affective through empowerment of integrated attitude, skill, and knowledge.

Curriculum development is the organized preparation of whatever is going to be taught in schools. They are made into official documents, as guides for teachers, and made obligatory by provincial and territorial departments. The change of curriculum in Indonesia education is in line with the meaning of the current reform of education and learning which are always carried out from time to time and never stopped. The changes mean for the purpose of improving quality of

their education and learning. However, it is not deniable that the changes of a curriculum are affected by the political atmosphere at the time.

2.5.3 Curriculum 2013

The arrangement of new curriculum or K13 that has been implemented in June 2013 is one of the targets that must be completed in accordance with the *National Rencana Pembangunan Jangka Menengah (RPJMN)* in the education sector. The Changes in the curriculum are carried out to answer the challenges of the changing times so that students are able to compete in the future. Another reason for the changes of curriculum is that the previous or *KTSP* curriculum made the students burdened because of too much learning materials that must be learned by students. It also looks at the conditions that have existed for several years. *KTSP*, which gives flexibility to teachers to make curriculum independently for each school did not run well.

The latest curriculum 2013 which is finally released in July 2013 Curriculum in Indonesia is developed by the Ministry of Education and Culture of Indonesia. As we know that the recent curriculum decided by the ministry is the 2013 Curriculum. The 2013 Curriculum includes competency of attitude, knowledge, and skills integrated. Therefore, the design of curriculum is also changed from teacher-centered to student-centered.

The 2013 Curriculum adopts scientific approach. As conveyed in *Permendikbud* No. 81a (2013) scientific approach is a learning process that is designed to make students construct concept and principle actively through some steps: (1) observing; (2) questioning; (3) collecting information and concluding, (4) associating, and (5) communicating. *Mendikbud* said in *Modul Bahasa Inggris* that the content of the 2013 Curriculum is formed core competencies of class and followed by the basic competence of subjects. Core competence is the quality that must be

owned by pupils in the class through basic competence which is organized in pupils' learning process. Basic competence is competence that must be learned by the pupils. This basic competence will be the reference for teacher to write the syllabus and teaching-learning process.

The latest Curriculum 2013 is perhaps the reformed and advanced version of KTSP because many aspects in the Curriculum 2013 are adapted from KTSP. The KD (*Kompetensi Dasar*) are still used in the Curriculum 2013. It also still uses the KTSP curriculum frameworks as the basis, yet in Curriculum 2013 introduced new curriculum variable which is KI (*Kompetensi Inti*).

The main aspect that has been optimized in Curriculum 2013 compared to *KTSP* is that in Curriculum 2013 the contents are not only based on student accomplishment on the indicator and standards, but also the student comprehension in applying the value of honestly, self-discipline, responsibility, cooperation, tolerance, polite, responsibility, and proactive. The idea of Curriculum 2013 is to provide all indicators in *KD (Kompetensi Dasar)* and *KI (Kompetensi Inti)* with religious value, believes, and social peace and relate all those values into every single lesson that will be taught.

2.6 Basic Skill in Language Learning

In the process of teaching and learning English, there are four basic skill that the students must know. Those skills are divided in to two, they are receptive skill (Listening and reading) and productive skill (Speaking and Writing).

1. Speaking

Speaking is the communication between at least two people to express an idea or feeling. Basically, speaking is used as a means of communication among people in society in order to keep relationship going on well. Nunan (2004:48) stated that speaking is the productive oral

skills that consist of producing systematic verbal utterance to convey meaning. When the brain has an idea, it encodes the idea and sent to the mouth by using articulation system then mouth produces the spoken text.

2. Reading

Reading is what happens when people look at a text and assign meaning to the written symbols in the text. Eskey and Dubin (1986: 12) state that reading is a receptive language process. There is a process in which readers try to get more information from what is encoded by the author in the text in order to construct meaning from the text they read. Then, it can be understood that there is an interaction between a reader and a text in that reading process.

3. Listening

Listening is an active, purposeful of making sense of what people hear. According to Rost (2002:279) Listening is the mental process of constructing meaning from spoken input. In listening, oral text or spoken text is received by ears and sent to the brain and it can decode and search for the meaning.

4. Writing

According to Harmer (2001:79) writing is a form of communication to deliver throughout or to express feeling through written form. Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note taking, identifying a central idea, outlining, drafting and editing.

2.7 Previous Study

The previous studies below will be the references for the researcher in this study to have more detailed study of content analysis of a textbook insider and detailed analysis in identifying and interpreting the compatibility of the English textbook with the latest curriculum 2013.

Abu Darrin in 2014 was conducted a research entitle “An analysis of English textbook for first grade of senior high school published by Putra Nugraha. He found that not all the materials in the textbook relevant with K13.

Arif Prasajo in 2014 with the title of his study “The Analysis of English Textbook Pathway to English” Used in The First Grade of Senior High School Based on Curriculum 2013. The idea of his study is to analyze and identify the English textbook materials and exercise whether it is relevance or not with the English Curriculum used. With the results of this analysis, the textbook is good to be used for first grader of senior high schools that have started using curriculum 2013.

Dian Setiawati in 2015 entitle Content Analysis of Student Book “When English Rings a Bell” for Grade VIII Junior High School. The objectives of her study are to describe the relevance between the materials in the student book entitled “When English Rings a Bell” for grade VIII Junior High School with the Core and Basic Competence in 2013.

Trisyana Sari in 2015 with her study entitle “An Analysis of the Relevance of English Material in a Textbook Entitled Bright for Junior High School Grade VII Published by Erlangga. She found that all chapter are relevant with basic competence of curriculum and learning activity are relevant to scientific approach.

Heru Evry Yanto in 2016 was conducted a paper by the title “A Content Analysis on “Think Globally Act Locally” English Textbook in Curriculum 2013 for the Ninth Grade Student of Junior High School Published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia.” The objective of his study was to describe the quality of *Think Globally Act Locally* English textbook. He analyses *Think Globally Act Locally* English textbook for Junior High

School published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia by using BSNP's theory on assessing a textbook.

Rizky Akbar in 2016 entitled *An Analysis of Selected Eleventh Grade English Textbook*. The result of the analysis showed that both textbooks are appropriate in term of content based on *BSNP* Framework for textbook evaluation.

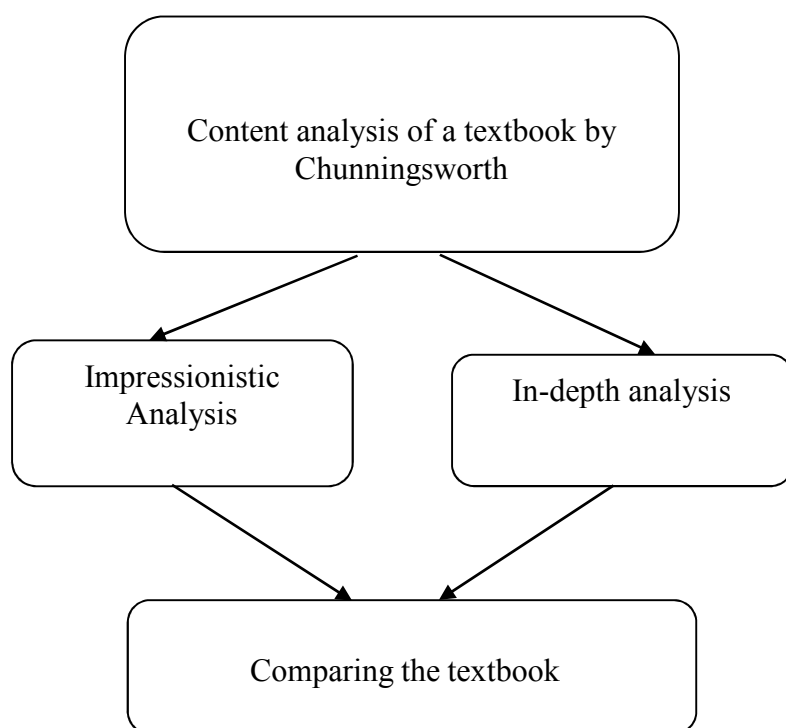
Those previous study above have the same purpose with this research which is to find out the quality of the material in the textbook by applying descriptive qualitative research but there are also differences between this study and those previous researches that can be found from the title and the publisher of a textbook which is used as the data; the writer uses a textbook from infamous publisher and it is not used in the classroom as the material in teaching and learning process while they used a textbook from famous publisher and it is used as a teaching material in the classroom. They also analyze the textbook based on rubric assessment from BSNP while the writer will analyze the textbook based on Chunningsworth's Theory.

2.8 The Conceptual Framework

Curriculum as a set of plans and systems about the contents and materials to be taught as well as methods used to carry out teaching and learning activities at school becomes guidance to achieve the education goals. In the situation of EFL learning, textbook is used as a main guideline in language teaching especially when the teacher delivers the material to the learners. The most important thing which need to focus on is the relevance of a textbook with the curriculum, school syllabus along with the student' s needs and also the aims and goals of teaching. In fact, not all the textbook can present the materials well and the appropriateness is still bad. There have been some relevant writers about the content analysis of English textbook, and they found different result where there is inappropriateness between the materials which

present in the textbook with the goal of English teaching and learning process that is included in the curriculum. In order to analyze a textbook, Chunningsworth wrote the criteria to evaluate a textbook namely impressionistic analysis and in-depth analysis. In this study, the writer analyzes textbook based on Chunningsworth's theory.

In evaluating a textbook based on Chunningsworth's theory, there are two instruments that can be used, impressionistic analysis and in-depth analysis which is used to know the quality of the content which present in textbook and relevance of material on the textbook with 2013 curriculum, those instruments are used as the main guideline to do an analysis process. The procedure in analysis the textbook includes read and comprehend the data from Chunningsworth's theory, observe and scan through the content of material in the textbook "Interactive English" and the last, the data obtained from the textbook then categorized and arranged in detailed information analysis based on the characteristic described by Chunningsworth's. The writer uses descriptive qualitative method in analyzing, interpreting, and reporting the data. The following diagram explains the conceptual framework.



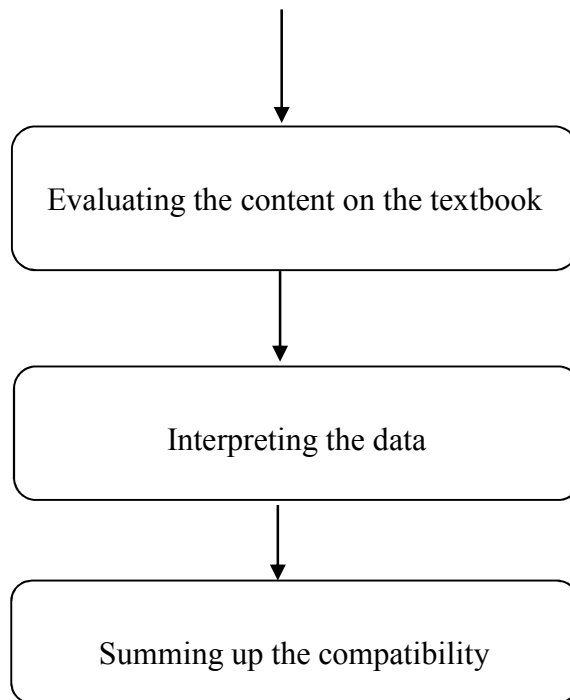


Figure 2.8

Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design in this study is descriptive qualitative research. According to Maxwell (1996: 17) the strength as qualitative research derives primarily from its inductive approach, it is focused on specific situation or people, and its emphasis on words rather the numbers. It means that the data in this study was analyzed in the form of description and identification or analysis of the texts.

3.2 Instrument of Collecting Data

The writer used textbook entitled “Interactive English” for Seventh Grade of Junior High School” and it was analyzed by using the criteria of textbook evaluation from Chunningsworth’s theory about in- depth analysis of textbook as a guideline in analyzing and interpreting the data. The checklist was designed to produce a score for the textbook analysis. The checklist scale used to evaluate all the criteria of impressionistic and in-depth analysis is the scale 0-1 where 0= No and 1= Yes.

3.3 Procedure of Data Analysis

For the procedures of analysis, these steps were taken in the study:

1. Read and comprehended the criteria of a textbook evaluation based on Chunningsworth’s theory with Junior high school textbook. These would be the main guideline to determine the compatibility of English textbooks “Interactive English” with the 2013 curriculum.
2. Observed and scanned through the content of material in the textbook “Interactive English”
3. The data was obtained from the textbook then categorized and arranged in detailed information was analyzed based on the criteria of a textbook evaluation.

3.4 Technique of Data Analysis

Complete data that was collected from textbook “Interactive English” and the criteria of a textbook evaluation from Chunningsworth’s theory, the analysis was done by using these following steps:

1. Comparing the presentation of the textbook with the impressionistic analysis.
2. Evaluating textbook’s presentation by giving score in respected category listed in the rubric assessment.
3. The data was gained from the process of evaluation.

4. Summing up the compatibility percentage of the textbook's presentation.
5. Comparing the material presented in the textbook with the category of required characteristic of an English textbook by using rubric assessment from Cunningsworth.
6. Evaluating materials in the textbook by giving score in respected category listed in the rubric assessment.
7. The data was from the process of evaluation.
8. Summing up the compatibility percentage of the textbook content. The writer used the following formula to present the data forms in numbers.

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Sum of frequency

Table 3.2
The Conversion of Fulfilment

RANGE OF FULFILMENT SCORE	CATEGORIZED
80% - 100%	Good
60% - 79%	Fair
50% - 59%	Sufficient
0% - 50%	Poor