An Evaluation of the Instructions in English Textbook for the Tenth-Grade Students of Senior High School

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ABSTRACT

The research aims to (1) explain whether the students can understand the English textbook instructions (2) explain the component of the English textbook instructions that affect the students' unsuccess in understanding the textbook instructions (3) evaluate whether the English textbook instructions for the tenth grade of senior high school meet the criteria of Ur (1996) and Harmer (2007) theories. This research uses a descriptive qualitative research design, then the data collection techniques are observation, interview, and document analysis, the analysis begins with reading and studying all the data. Then continues by observing and interviewing the students and the English teacher. The result of this study showed that 38% of the students found themselves capable of understanding they were able to understand instructions in the textbook. The rest of the students still struggled in understanding the textbook instruction. Unfamiliar words are the most affecting the students' unsuccess in understanding textbook instructions. The textbook instructions that exist in the textbook entitled "Bahasa Inggris untuk kelas X" is categorized as "very clear" and "very unambiguous" based on Ur (1996) and Harmer (2007) theories. The results of the analysis showed that students need teacher assistance in understanding textbook instructions even though the instructions are categorized as clear instructions.

Keywords: Textbook Analysis, Textbook Instructions, English Textbook

INTRODUCTION

Textbooks are considered essential in the teaching and learning process. They can help achieve the teaching and learning objectives that have been set. Alan Cunningworth (1995) states that books are used as teaching guides for teachers and learning resources to improve students' understanding. It helps teachers to deliver learning materials and provide opportunities for students to learn new lessons repeatedly. It means that with textbooks, teachers will also know more about the need for students' learning materials or other learning resources. Therefore, it can facilitate students' understanding of receiving material from the teacher. It can be concluded that the existence of books is very important in English teaching and learning.

Because of this, it is crucial to choose a good textbook for teaching English. There are several criteria for choosing a good textbook. Good and quality textbook criteria according to Brown (1995) states that a textbook should fit the approaches, needs, syllabus, objectives, and contents of the curriculum. It suggests that textbook is helpful for students to achieve learning competence based on the curriculum. In addition, Ur (1996) mentions textbook content includes clear instruction, systematic coverage of the syllabus, and adequate guidance for the teacher. It can be concluded that instruction is one of the important elements of a textbook.

Hasmi (2015) states that Indonesian learn English as a Foreign Language (EFL) at schools using an English textbook published by Indonesian Ministry of Education and Culture, entitled Bahasa Inggris. along with the development of the times, the curriculum may change, and the books also adjust to the most recent ones. Because of that the researcher wants to research this book so that in the future it can be a consideration for publishers and teachers in choosing textbooks.

MATERIALS & METHODS

The approach used in this research is qualitative with research methodologies used in the content analysis method. Qualitative research is a type of research that explores and understands meaning in a number of individuals or groups of people originating from social problems (Creswell, 2016). This research is a type of document analysis research. Documents are anything material in written form made by humans, documents are all records, both paper and electronic records (Sarosa, 2017). Data collection techniques are conducted through observation and interviews.

RESULT and DISCUSSION
Clarity

The researcher analyzed 94 textbook instruction data from Chapter I to Chapter VII. It was analyzed based on Ur's (1996) theories. According to Ur (1996), a good textbook provides clear instruction. The intended clear instruction criteria are: (1) use short sentence (2) use active voice (3) avoid multiple negatives (4) avoid unnecessary words. With these criteria instructions in textbooks will be easily understood by students. To make it easy to evaluate the clarity of textbook instruction, the researcher provides four rating scales.

Score	Category	Descriptor
1	Very difficult	The instruction meets only one criteria
2	Difficult	The instruction meets two criteria
3	Clear	The instruction meets three criteria
4	Very clear	The instruction meets four criteria

Based on the document analysis on the existing criteria of good textbook instructions, the researcher found one data

categorized as very difficult. This datum "*Work in pairs (student A and B) discussing and comparing the text structure you have identified, and then share this with the class.*" (p.89). This datum only meets one criterion, that is to avoid multiple negative, in which this instruction is a long sentence, does not present active voice, and does not avoid the unnecessary word.

Then, there are 38 data that are categorized as difficult instructions. For example, Datum 1 in the textbook page 2. "Your teacher will ask you to make groups of 4 students and show you how to play Chinese Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner." The instructions only consist of two criteria. It uses active voice and avoids multiple negatives. However, the sentences of this instruction to long and do not avoid unnecessary words *as quickly as possible*. It can replace the word *quickly*. Therefore, the sentences are called difficult instructions.

Moreover, the researcher found 22 data that is categorized as a clear intsructions, and 33 data as very clear instruction. One of those are data 11 in page 14 *"Fill in the blanks with the right words."* It used a short sentence, active voice, avoided multiple negatives and unnecessary words. As we can see, the instruction is straightforward to understand. Then, the students can directly do the task.

From the 94 instructions that exist in Chapter I to Chapter VII, the researcher concluded as follows:

Category	Total Data	Percentage
Very difficult	1	1,06%
Difficult	38	40,4%
Clear	22	23,4%
Very clear	33	35,1%

Therefore, it can be concluded that the clear and very clear instructions are bigger than very difficult and difficult instructions in which those instructions can follow by the students.

Ambiguity

Chierchia & McConnell-Ginet (1990) define ambiguity as when a single word is associated in the language system with more than one meaning. It means the instructions

are not easily accessible to students and can only be given by teachers who understand and master the teaching material well. In addition, the teacher must repeat the instructions orally because students feel confused. In this research, the researcher divided three data categories of ambiguity. They are very unambiguous, unambiguous, and ambiguous instructions. According to Harmer (2007), there are three criteria for ambiguity: lack of context, inaccuracy of grammatical structure, and lack of punctuation. The researcher used Harmer's (2007) theory to categorize the ambiguity of English textbook instructions. There are 94 textbook instructions that she analyzed. The result presents as follows:

Category	Total Data	Percentage
Very unambiguous	64	68%
Unambiguous	24	25,5%
Ambiguous	6	6,3%

There are data called unambiguous instructions because they consist of one criterion of ambiguity. For example, in datum 28, "*Let's play ball throwing.*" (p.36) - Your teacher will tell you how to do ball throwing activity in groups. In turns, give a compliment to your classmates and respond to that nicely". In this sentence, the writer said Let's play ball throwing. Ball throwing here is a game, but the writer did not say Let's play ball throwing game. However, this sentence is called unambiguous instruction, consisting of one ambiguity criterion: lack of context and the reader's understanding of it well.

Based on the result it can be concluded that the dominant category of ambiguity is very unambiguous instructions. There are 64 data with very unambiguous instructions that the students easily understand. In other word there is 68% very unambiguous instructions from Chapter I to Chapter VII. In this case, instruction is a direction with goals and principles so students can do what the instructions are told. Then, they can answer the questions correctly.

CONCLUSION

This research evaluated the instruction that exists in the textbook entitled Bahasa Inggris untuk SMA/MA/SMK/MAK kelas X revised Edition by applying the criteria of good instruction of Ur (1996) and Harmer (2007) theories. Based on the result and analysis of the research, it can be concluded that the English textbook was categorized as "clear instruction" and "very unambiguous instructions" by achieving points of 75% and 68% of the 94 instructions that already analyzed.

By the end of the day, there is no textbook that comes close to perfect. Students, teachers, and readers must be more flexible in using textbooks as a guide in teaching and learning activities, not least this textbook. In short, according to the observation, interview, and analysis results, some instructions in this textbook are very clear and very unambiguous and unclear and also ambiguous in some other aspects.

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