

**AN ANALYSIS OF THE FUNCTIONAL SKILLS OF THE
ENGLISH TEXTBOOK “WHEN ENGLISH RINGS A BELL”
2016 REVISED VERSION FOR GRADE VII**

A THESIS

by

FAKHRI MUHAMMAD

Students Number: 06011281722015

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2021

**AN ANALYSIS OF THE FUNCTIONAL SKILLS OF THE ENGLISH
TEXTBOOK "WHEN ENGLISH RINGS A BELL" 2016 REVISED VERSION
FOR GRADE VII**

FAKHRI MUHAMMAD

06011281722015

English Education Study Program

Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2021

Approved by

Advisor 1,



Drs. Muslih Hambali, M.L.I.S

NIP. 195708261984031001

Advisor 2,



Dr. Soni Mirizon, M.A

NIP. 196711041993031002

Head of English Education



Hariswan Putera Java, S.Pd., M.Pd.

NIP. 196907181995121001



**AN ANALYSIS OF THE FUNCTIONAL SKILLS OF THE ENGLISH
TEXTBOOK "WHEN ENGLISH RINGS A BELL" 2016 REVISED VERSION
FOR GRADE VII**

A Thesis by

Fakhri Muhammad
Student Number: 06011281722015

This thesis was defended by the writer in the final program examination and was approved by the examination committee on:

Day: Wednesday

Date: January, 12th 2022

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson/ Advisor 1 : Drs. Muslih Hambali, M.L.I.S ()
2. Secretary : Dr. Soni Mirizon, M.A ()
3. Member : Dr. Rita Inderawati., M. Pd ()

Palembang, January 14th 2022

Certified by,

Coordinator of English Education
Study Program


Hariswan Putra Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

DECLARATION

I, the undersigned,

Name : Fakhri Muhammad

Student's Number : 06011281722015

Study Program : English Education

Certify that the thesis entitled "An Analysis of the Functional Skills of the English Textbook "When English Rings a Bell" 2016 Revised Version for Grade VII" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, December 12th 2022

The Undersigned,



Fakhri Muhammad

06011281722015

DEDICATION

This Thesis is dedicated to my family, especially my beloved parents.

Thank you for the love, support, and prayer that has been given to me.

MOTTO:

**”And that there is not for man except that (good)
for which he strives”**

(Qur’an 53:39)

**“Success is not final; failure is not fatal. It is the courage to continue
that counts”**

-Winston S. Churchill

ACKNOWLEDGEMENTS

All praises to Allah SWT and His blessing for all the opportunities and strength that have been given on the writer to finish writing this thesis. Praise and gratitude also goes to Muhammad SAW whose way of life has been a continuous guidance for the writer. This thesis was written to fulfill the requirement for S1 degree at the English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.

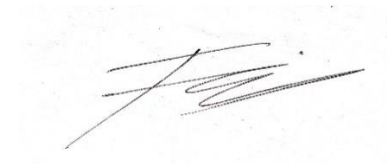
The writer would like to sincerely thank his advisors, Drs. Muslih Hambali, M.L.I.S and Dr. Soni Mirizon, M.A for their guidance, understanding, patience, and most importantly, they have provided positive encouragement to finish this thesis.

The writer also would like to thank his parents, sisters and brother for the supports and prayers given to him in accomplishing this thesis. Then, the writer would like to express his gratitude to all lecturers in the English Education Study Program who have taught and given him valuable knowledge and skills. Besides, the author would like to thank the principal, administrative staffs, and English teacher of SMP Negeri 2 Sembawa for the assistance during the research.

Next, the writer would like to thank his friends and all PBI Indralaya 2017 for their support, love, and sincerity.

Lastly, the writer would like to thank himself for believing in himself and for doing all this hard work.

Indralaya, January 12th, 2022



Fakhri Muhammad

TABLE OF CONTENTS

TITLE PAGE.....	i
APPROVAL.....	ii
COMMITTEE APPROVAL	iii
DECLARATION	iv
DEDICATION	v
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENTS	vii
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
LIST OF APPENDICES	xi
ABSTRACT	xii
CHAPTER I	
INTRODUCTION	1
1.1 Background.....	1
1.2 The Problems of the Study	5
1.3 The Objectives of the Study.....	5
1.4 Significance	5
CHAPTER II	
LITERATURE REVIEW	6
2.1 Curriculum	6
2.1.1 The 2013 Curriculum.....	6
2.2 Textbook	7
2.2.1 The Role of Textbook	8
2.3 Language Function	10
2.3.1 The Kinds of Language Function	10
2.3.2 The Language Functional Skills in the 2013 Curriculum	11
2.4 Bloom’s Taxonomy	12
2.5 Previous Related Studies	13
CHAPTER III	
METHOD AND PROCEDURE	18

3.1	Methodology	18
3.2	Operational Definitions of Variables	18
3.3	The Object of the Study	19
3.4	Techniques for Collecting the Data	19
3.5	Techniques for Analyzing the Data	20
CHAPTER IV		
FINDINGS AND DISCUSSIONS		22
4.1	Findings	22
4.1.1	The Kinds of Functional Skills	22
4.1.2	The Cognitive Skills Portion of the Functional Skills	24
4.2	Discussions	26
CHAPTER V		
CONCLUSIONS AND SUGGESTIONS.....		29
5.1	Conclusion.....	29
5.2	Suggestions	29
REFERENCES		31
APPENDICES.....		36

LIST OF TABLES

Table 2.1 Revised Bloom’s Taxonomy	13
Table 4.1 List of the kinds of Functional Skills.....	22
Table 4.2 Level of Cognitive Domain in the Functional Skills’ Questions	25

LIST OF FIGURES

Figure 4.1 Percentage of Cognitive Domain..... 26

LIST OF APPENDICES

APPENDIX A	The Basic Competence of English Lesson for the Seventh- Grade in the 2013 curriculum
APPENDIX B	The List of Questions of Functional Skills
APPENDIX C	Usulan Judul Skripsi
APPENDIX D	SK Pembimbing Skripsi
APPENDIX E	Surat Izin Penelitian dari FKIP
APPENDIX F	Surat Izin Penelitian dari Diknas Provinsi Sumatera Selatan
APPENDIX G	Surat Bukti Penelitian dari SMPN 2 Sembawa
APPENDIX H	Thesis Consultation Card

AN ANALYSIS OF THE FUNCTIONAL SKILLS OF THE ENGLISH TEXTBOOK “WHEN ENGLISH RINGS A BELL” 2016 REVISED VERSION

ABSTRACT

This study was aimed to find out the kinds of functional skills in the English textbook “When English Rings a Bell” 2016 Revised Version that are used for the seventh grade students of SMPN 2 Sembawa and to what extent the functional skills presented in the textbook “When English Rings a Bell” 2016 Revised Version are different in levels of cognitive skills. The object of this study were the 14 kinds of functional skills in the English textbook “When English Rings a Bell” 2016 revised version for the seventh grade students of junior high school. The data were collected by using analysis card and checklist table. The results showed that the textbook in the current study covered 13 out of 14 functional skills required in the 2013 curriculum. In other words, the textbook almost completed the requirements stated in the current curriculum. HOTS based question could not be found throughout the questions in the textbook. All the questions of functional skills in the textbook were dominated by low cognitive level (LOTS). In other words, the textbook does not contribute sufficiently to the development of students' critical thinking skills.

Keywords; *functional skills, cognitive levels, 2013 curriculum, HOTS, LOTS*

CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, the problems of the study, the objectives of the study, and the significance of the study.

1.1 Background

The teaching materials consist of a teacher's book and a student's textbook based on the 2013 Curriculum. The government has organized the core and fundamental competencies so that all schools can obtain the same results at the end of each competency. As a result, the curriculum should be considered when constructing teaching materials. Kartikasari et al. (2018) stated that “textbooks are books containing materials that have been selected in particular field of science, systematically organized to support teaching and learning process”. In other words, textbook is an essential component in any teaching and learning process in which it has been carefully developed by the author and it will have an impact on the quality and outcomes of the teaching and learning process (Azizah, et al., 2021; Sopian, et al., 2019; Permana, et al., 2018; Wahyudi, et al., 2018). As a result, Ministry of Education and Culture number 81 from 2013 emphasizes that textbooks should be focused on the requirements and aims of students. One of which is functional skills as it helps the students to interact with other people in their daily life. The 2013 English curriculum states the list of functional skills that must be taught in the teaching and learning process such as apologizing, greeting, introducing oneself, saying thank you, etc.

Teachers must give chances for students to apply their knowledge and abilities to real-life settings. Functional skills are vital parts of any language that assist people gain greater levels of practical competence that they can apply to real-life scenarios. In other words, teaching functional skills is aimed at developing the communication skill of the students so that the students are able to communicate with the people who live in different regions, states, countries, and continents of the world.

Because of the differences in the system of Bahasa Indonesia and that of English, the teaching of English elements should be taught to the students (Riza, 1997). In the teaching of English elements such as pattern, vocabulary, spelling, and pronunciation, the teacher should teach them together with the functional skills. For example, if the student wants to introduce himself or herself to other students, he or she could use sentences like “let me introduce myself. My name is ...”. The students should also be taught how to response the sentences like that both formally and informally such as “How do you do? I am ...”. These communicative patterns contain both functional skill and English elements. The pattern which is included in the communicative expressions above is simple present tense. Thus, it is supposed later that the teaching of English elements and functional skills through communicative expressions could develop their speaking and communication skill. Besides that, the students are not merely taught about the English elements without knowing how to use them. The teaching of functional skills and English elements through communicative expressions could be used in their everyday conversations and could develop their communicative competence.

The process of teaching and learning English in the classroom needs a good textbook. Wahyudi (2018) says that a textbook contributes significantly to the teaching and learning process for both teachers and students and a textbook that has a good quality will improve the teaching quality and its product. So, teacher should be careful in choosing the suitable textbook that can be useful in presenting the teaching materials in the classroom. As has been stated before, a textbook plays an important role in the teaching and learning process. It means that before one is going to use it, one must analyze the materials. Then, it can be concluded whether or not the materials in the textbook are suitable for the students in order to achieve the aims of the teaching program based on the current curriculum.

The 2013 English curriculum uses discovery learning in which it encourages the students to use their past experiences, imagination, and creativity to discover facts and new truths. Therefore, incorporating cognitive skills in a textbook is needed to help students understand the learning materials.

A good textbook has to cover all of the learning materials stated in the current curriculum. However, there are still many books that do not cover the learning materials that are in accordance with the curriculum. Nanda et al. (2018) conducted a study on English textbook Grade XII published by Kemendikbud 2014. They were interested in determining the appropriateness of the English textbook to the 2013 curriculum's syllabus, as well as the proportion of English textbook Grade XII issued by Kemendikbud 2014. According to the research, 22 of the 27 learning objectives (KD) suggested by the 2013 curriculum in the syllabus are addressed in the English textbook. The English textbook, on the other hand, does not address five learning goals.

A good textbook must also provide good learning content and materials and correspond to the learning criteria established by the current curriculum in order to achieve the curriculum goals. In relation to the current study, Lodhi et al. (2019) investigated at how well the English textbook for grade 12 in Punjab, India, met the curricular goals and learning requirements set out by the present Punjab curriculum. The study's sample consisted of 200 students drawn from 10 different institutions in the public and private sectors, with an equal number of male and female students from both sectors. The data was gathered through a questionnaire, and descriptive statistics were used to evaluate it. The findings of the study revealed that a huge majority of students agree that books do not offer learners with relevant and effective linguistic skills. Additionally, the data reveal that while teaching using textbooks to students, teachers do not employ engaging teaching methods. In other words, The English textbook did not correlate with the curriculum aims and learning objectives, and in order to provide effective learning content for both teachers and students, the textbook needed to incorporate creative, interest-grabbing, and skill-oriented contents.

Apart from the learning materials in a textbook, cognitive skills are necessary to assist the learning process so that they must be included in a textbook. Another study related to cognitive skills has been conducted by Miazbani and Chalak (2017) in which the purpose of this study was to examine the listening and

speaking tasks in the English textbook Prospect 3, which is used in Iran for Junior High School third graders, in order to determine which level of Bloom's (2001) Revised Taxonomy of Cognitive Domain they should be classified in. The research found that all of the activities in the English textbook Prospect 3 for listening and speaking abilities were assessed as having a low degree of cognitive complexity and did not prepare students in this grade for high levels of learning objectives. As a result, teachers should use additional activities to encourage students to perform at greater levels of thinking abilities, and textbook authors should update the content of textbooks to cover higher levels of the cognitive domain. It is clear that cognitive skills are required to stimulate the students to connect what they are learning with the knowledge that they have learned, it can be provided by the book or the teacher.

A large number of researches on English textbooks has been done starting from the analysis of the content of a textbook, the cognitive levels in a textbook, the readability of texts in a textbook as has been mentioned before. Every year, a research on an English textbook is done in order to know the changes that are made in each textbook if there are any and to compare one textbook with another to see what the textbook lacks of.

Since the 2013 English curriculum is applied at junior high school, there are many textbooks which are made based on it. One of those textbooks is used by the seventh grade students of SMPN 2 Sembawa. The title of the textbook is "When English Rings a Bell" 2016 Revised Version which is written by Yuli Rulani Khatimah, Asep Gunawan, and Siti Wachidah and published by Kementerian Pendidikan dan Kebudayaan in 2016. Many researches regarding the readability and the cognitive skills in textbooks has been done. However, there are only a few researches that has been done regarding the functional skills that are presented in a textbook. This English textbook contains communicative expressions in presenting the functional skills and English elements. The current study will give new information on the functional skills that are presented in the English textbook. However, what kinds of functional skills and the cognitive skills in the textbook have not been known yet. Therefore, the writer is interested in doing a research

about analyzing the kinds of functional skills in the textbook and to find out the cognitive skills included in the textbook.

1.2 The Problems of the Study

The problems of this study were formulated into the following questions:

- 1) What kinds of functional skills were there in the English Textbook “When English Rings a Bell” 2016 Revised Version used for the seventh grade students of SMPN 2 Sembawa?
- 2) To what extent did the functional skills presented in the textbook “When English Rings a Bell” 2016 Revised Version include different levels of cognitive skills?

1.3 The Objectives of the Study

Based on the problems above, the objectives of this study are:

- 1) To find out the kinds of functional skills in the English textbook “When English Rings a Bell” 2016 Revised Version that were used for the seventh grade students of SMPN 2 Sembawa
- 2) To find out to what extent the functional skills presented in the textbook “When English Rings a Bell” 2016 Revised Version were different in levels of cognitive skills.

1.4 Significance

The writer hopes that the findings of this study will help to evaluate English textbooks and provide advice to publishers as they compile English textbooks. Besides, the research and writing of this thesis will be of great benefit to some parties. It will be useful for students to gain knowledge on kinds of functional skills that are included in the curriculum. It will be useful for teachers, specifically English teachers, in order to select a good book and to improve their knowledge about the content of the book that will be analyzed in this thesis. It will be useful for educational institutions to select and evaluate the content of a book so the book will fulfill the curriculum standards. It will also be of great benefit to future researchers so that future research related to the title of this thesis can use this thesis as a reference and there will be research on other textbooks.

REFERENCES

- Adi, H. W. (2019). Content Analysis of Student Book When English Rings A Bell (Revised Edition) for Grade VIII of Junior High School. *Journal of English Language Teaching*, 8(1), 49-59. Retrieved from <http://journal.unnes.ac.id/sju/index.php/elt>
- Anderson, L. W. & Krathwohl, D. R., et al (2001). *A Taxonomy of Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Allyn & Bacon. Pearson Education Group.
- Atmowardoyo, H. (2018). Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R & D. *Journal of Language Teaching and Research*, 9(1), 197-204. DOI: <http://dx.doi.org/10.17507/jltr.0901.25>
- Azizah, N., Inderawati, R., & Vianty, M. (2021). Developing descriptive reading materials in EFL classes by utilizing the local culture. *Studies in English Language and Education*, 8(2), 596-621.
- Baba, A. A. & Hamour, R. (2018). Teaching and Learning Language Functions in the Department of English at MMUTO: Students' Awareness. Retrieved from <https://www.ummtto.dz/dspace/handle/ummtto/15818?show=full>
- Hamidizadeh, M. (2014). Content Analysis on New English Book (English for Schools Prospect I) For Iranian Junior Secondary Students. *Look into Everything, Explore, and Examine*, 2(1), 10-13.
- Hogue, M.E. (2016). Three Domains of Learning: Cognitive, Affective, and Psychomotor. *The Journal of EFL Education and Research (JEFLER)*, 2(2), 45-52. Retrieved from https://www.researchgate.net/publication/330811334_Three_Domains_of_Learning_Cognitive_Affective_and_Psychomotor

- Inderawati, R., Petrus, I., Eryansyah., & Meilinda. (2021). Needs analysis of vocational high school textbook to local culture materials and the 21st century competencies. *English Review: Journal of English Education*, 9(2), pp. 245-252. <https://doi.org/10.25134/erjee.v9i2.4349>
- Jaliyya, F., Idrus, F. (2017). EFL Students' Attitudes and Perception towards English Language Learning and Their English Language Proficiency: A Study from Assa'adah Islamic Boarding School, Indonesia. *Journal of Education and Learning*, 11(3), 219-228. DOI: 10.11591/edulearn.v11i1.4621
- Karneeva, A., Kosacheva, T., Parpura, O. (2019). Functions of language in the social context. *SHS Web of Conferences* 69, 00064. DOI: 10.1051/shsconf/20196900064
- Kartikasari, A., Roemintoyo, Yamtinah, S. (2018). The Effectiveness of Science Textbook Based on Science Technology Society for Elementary School Level. *International Journal of Evaluation and Research in Education (IJERE)*, 7(2), 127-131. DOI: 10.11591/ijere.v7.i2.13022
- Keshta, A. S. & Seif, A. (2013). Evaluating the Higher Order Thinking Skills in Reading of English for Palestine Grade Eight. *Asian Journal of Education and E-Learning*, 01(01), 2321–2454. <http://library.iugaza.edu.ps/thesis/105688.pdf%0Awww.ajouronline.com>
- Lawrence, W. (2011). Textbook Evaluation: A Framework for Evaluating the Fitness of the Hong Kong New Secondary School (NSS) Curriculum. *The Asian EFL Journal*. Retrieved from <https://www.asian-efl-journal.com/thesis/textbook-evaluation-a-framework-for-evaluating-the-fitness-of-the-hong-kong-new-secondary-school-nss-curriculum/>
- Lestari, D., Suastra, M., Pastika, W., Sedeng. N. (2016). Developing a Method of Learning English Speaking Skills Based on the Language Functions Used

- in the Food and Beverage Service. *E-Journal of Linguistics*, 10(2), 168-181.
Retrieved from: <http://ojs.unud.ac.id/index.php/eol>
- Lodhi, M., Farman, H., Ullah, I., Gul, A., Tahira, F., Saleem, S. (2019). Evaluation of English Textbook of Intermediate Class from Students' Perspectives. *English Language Teaching*, 12(3), 26-36. DOI: 10.5539/elt.v12n3p26
- Menggo, S., Budiarsa, M., Suastra, M., Padmadewi, N. (2019). Speaking for Academic Purposes Course: An Analysis of Language Functions. *E-Journal of Linguistics (EJL)*, 13(2), 314-332. DOI: 10.24843/e-jl.2019.v13.i02.p10
- Ministry of education and culture. (2013). *Pemendikbud nomor 81a tahun 2013 tentang implementasi kurikulum*. Jakarta.
- Miazbani, M. & Chalak, A. (2017). Analyzing Listening and Speaking Activities of Iranian EFL Textbook Prospect 3 through Bloom's Revised Taxonomy. *Advances in Language and Literary Studies*, 8(3), 38-43. DOI:10.7575/aiac.all.v.8n.3p.38
- Mulenga, I. (2018). Conceptualization and Definition of a Curriculum. *Journal of Lexicography and Terminology*, 2(2), 1-23. Retrieved from <https://www.researchgate.net/publication/332152068>
- Nanda, M., Harahap, A., Damayanti, I. (2019). An Analysis of Language Skills' Proportions in the English Textbook Grade XII Published by Kemendikbud 2014. *Journal of English Education and Teaching (JEET)*, 3(4), 438-451. DOI: <https://doi.org/10.31932/jees.v1i1.277>
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2), 129-132. DOI: 10.1177/1362168815572747
- Nurdiana. Language Functions in English Language Teaching Materials: A Case Study of Indonesian Secondary School Textbooks of English. *Journal of English Language and Culture*, 6(1), 42-65. DOI: <http://dx.doi.org/10.30813/jelc.v6i1.272>

- Ogelman, H., Seçer, Z., Önder, A. (2015). Cognitive Developmental Levels of Preschool Children in Relation to Peer Relationships. *European Early Childhood Education Research Journal*, 23(4), 563-572. DOI: 10.1080/1350293X.2015.1087157
- Permana, D.R., Inderawati, R., & Vianty, M. Portraying Character Education in Junior High School Textbooks of the 2013 Curriculum. *Journal of English Language Studies*, 3(2), 245-258.
- Permendikbud No. 68 Tahun 2013
- Putri, M. A. & Khomariah, E. (2018). A Content Analysis of Activities in English Textbook “When English Rings A Bell”. *Research in English and Education (READ)*, 3(2), 147-153.
- Richards, J. (2005). The role of textbooks in a language program. <http://www.professorjackrichards.com/work.htm>
- Riza, F. (1997). An Analysis of the Functional Skills in the English Textbook for the First Year Students of SMU Muhammadiyah 12 Palembang.
- Sopian, S., Inderawati, R., & Petrus, I. (2019). Developing e-learning based local-folklores for eighth graders. *English Review: Journal of English Education*, 8(1), 100-112. <https://doi.org/10.25134/erjee.v8i1.1813>
- Syukron, M. (2020). An Analysis on English Textbook Entitled Bahasa Inggris “When English Rings a Bell” For The Eight Grade Students of Junior High School. Retrieved from <http://repository.uinjambi.ac.id/id/eprint/5883>
- Wahyudi, A., Mirizon, S., Inderawati, R. (2018). English Textbooks Used at Banyuasin Senior High Schools: Based on Curriculum 2013. *English Community Journal*, 4(2), 194-209. DOI: 10.32502/ecj.v2i1.1009
- Wengrum, T. D. (2020). An Analysis of English Textbook in the First Grade of Junior High School. *Jurnal of Reseach on Language Education*, 1(1), 26-30.

Zaim, M. (2017). Implementing Scientific Approach to Teach English at Senior High School in Indonesia. *Asian Social Science*, 13(2), 33-40. DOI: 10.5539/ass.v13n2p33