

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This chapter is deal with the finding and discussion of the research. This is possible to be done after the researcher completing the analysis. In this subchapter, the researcher will discuss about description of English textbook “English for Islamic Studies” based on Cunningsworth’s (1995) criteria that are language content, skills, and topics; description of genre contained, and description of top 50 words used in the textbook.

1. Language Content

The checklist of language content covers two elements namely grammar and vocabulary.

Vocabulary	Is there a list of vocabulary in every chapter?	✓
Grammar	Is the grammar presentation clear?	✗

a. List of vocabulary in every chapter

Every chapter has a list of six to ten vocabularies with the meanings to introduce new words related to Islamic knowledge that

are probably uncommon for students such as *idol* means *berhala* and message translated as *risalah*. Most of chapters also provide vocabulary development section to make students improve their knowledge about the grammar learned. It could be seen in the picture below:

VOCABULARY			
to happen	= terjadi	idol	= berhala
prophet	= nabi	to worship	= menyembah
birth	= kelahiran	message	= risalah
noble	= bangsawan	to preach	= menyebarkan
revelation	= wahyu	truth	= kebenaran

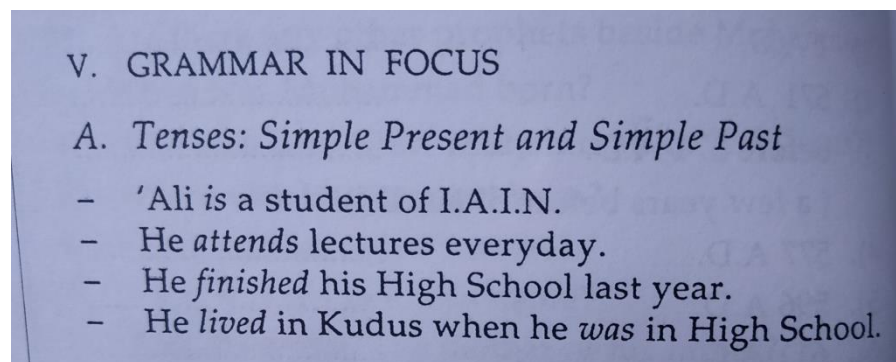
Picture 4.1 example of vocabulary lists presented in chapter I

However, there are repeated vocabularies that mentioned in the list of different chapters. They are *prophet* and *revelation* that involved in the list of chapter I and chapter XI, the word *to regard* in chapter V and VI, *obedience* in chapter III, VII and XV, *command* in chapter VII and X, *noble* in chapter I and X, *message* and *to worship* in chapter I and XIII, and *to reveal* in chapter VIII and XIII.

a. Grammar presentation

The grammar focus is mentioned in every chapter. Unfortunately, the grammar is not explained explicitly such as the case that is found in chapter I. It is written that the grammar focuses

on *simple present tense*, but there is no definition, function and formula of it. The writer only provides some examples of it so the grammar is taught implicitly through the texts. Therefore, EFL teachers should pay attention to this matter. There are also repeated grammar focuses that mentioned in the different chapters. For example *simple present tense* and *simple past tense* that learned in chapter I and IV, also the *passive construction* in chapter II and VII. It could be seen in the picture below:



Picture 4.2 example of grammar focus presented in chapter I.

2. Skills

The checklist of these criteria covers four English skills namely reading, speaking, listening, and writing. To analyze the skills aspect in the textbook, the researcher used six questions as presented below:

Table 4.2 Checklists of Language Skills adapted from <i>Choosing Your Coursebook</i> by Cunningsworth (1995)		
SKILLS	ITEMS	
Listening	Is the textbook provided with the cassette/CD, specific listening passages, or any video material for listening activity?	✘
Speaking	Are there sufficient materials for spoken English?	✓
Reading	Do instructions in the textbook tell students to read for comprehension?	✓
Writing	is there variety of task for writing	✓

a. Materials for listening activity

The textbook is not provided with the cassette/CD, specific listening passages, or any video material for listening activity. The listening part does not appear in in this textbook. The material for listening activity could not be found, and no cassettes/videos for listening practice were served.

b. Materials for spoken English

There are sufficient materials for spoken English. Every chapter provides adequate materials for speaking so the teacher could ask students to read it loudly one by one and also provides text discussion. Speaking skill activities in the textbook are presented integrated with reading skill.

c. Instructions for reading comprehension

The instructions in the textbook tell students to read for comprehension. The intensity of reading activity increases in sequences. It could be for individual work, pair work or group work such as answering the questions based on the reading passage and text discussion. Every chapter provides adequate materials on reading and they are easy for students because of the length, vocabulary used, and topics are suitable for their level.

d. Variety of task for writing

There is variety of task for writing. Most of the activities in the textbook are for practicing writing skill. To improve students' understanding of reading texts, the textbook provides various types of writing task such as fill in the blank, text discussions, making lists, summarizing texts, and many others. In addition, the writing activities are shown after the reading passages of every chapter in a monotonous style. It was shown that of the four language skills, this textbook focused more on writing skill.

3. Topics

To evaluate the topic appropriateness of the textbook in statement by including two questions as indicated in the table below:

Table 4.3 Checklists of Topics adapted from <i>Choosing Your Coursebook</i> by Cunningsworth (1995)		
NO.	ITEMS	
1	Does the reading passages relate to the learners' background/suitable or students' interest?	✓
2	Does the subject matter cover a variety of topics?	✓

a. Relateable contents to the learners' background

The reading passages relates to the learners' background/suitable with students' interest. The results showed that the textbook met fairly the criteria as it contained materials with specialized language in Islam. All chapters of the textbook discuss the topics on Islam that match the aim of the program and learners' need such as Allah – The God, The Qur'an, and The Prophet. Furthermore, language difficulty is appropriate enough for learners' ages.

b. Variety of topics

The English for Islamic Studies textbook provides various topics in the ELT learning process. There are enough materials related to the learners' interest in this book. However, the topics in each chapter are repeated and alike, for example the writer discusses about Prophet Muhammad in three consecutive chapters.

4. Kind of Genre in the Reading Texts

The following are the result of analysis presented based on the genres which are stated in the textbook, those are recount text, descriptive text, narrative text, and report text.

Chapter	The Title of Reading Text	Genre of Text
1	PROPHET MUHAMMAD (1)	Recount text
2	PROPHET MUHAMMAD (2)	Recount text
3	PROPHET MUHAMMAD (3)	Recount text
4	ALLAH THE GOD	Descriptive text
5	ALLAH KNOWS EVERYTHING	Narrative text
6	FAITH	Report text
7	ISLAM	Report text
8	THE SOURCE OF ISLAM	Report text
9	THE QUR'AN (1)	Descriptive text
10	THE QUR'AN (2)	Descriptive text
11	BOOKS OF ALLAH	Report text
12	THE PROPHET (1)	Report text
13	THE PROPHET (2)	Report text
14	THE ANGELS	Report text
15	LIFE AFTER DEATH	Report text

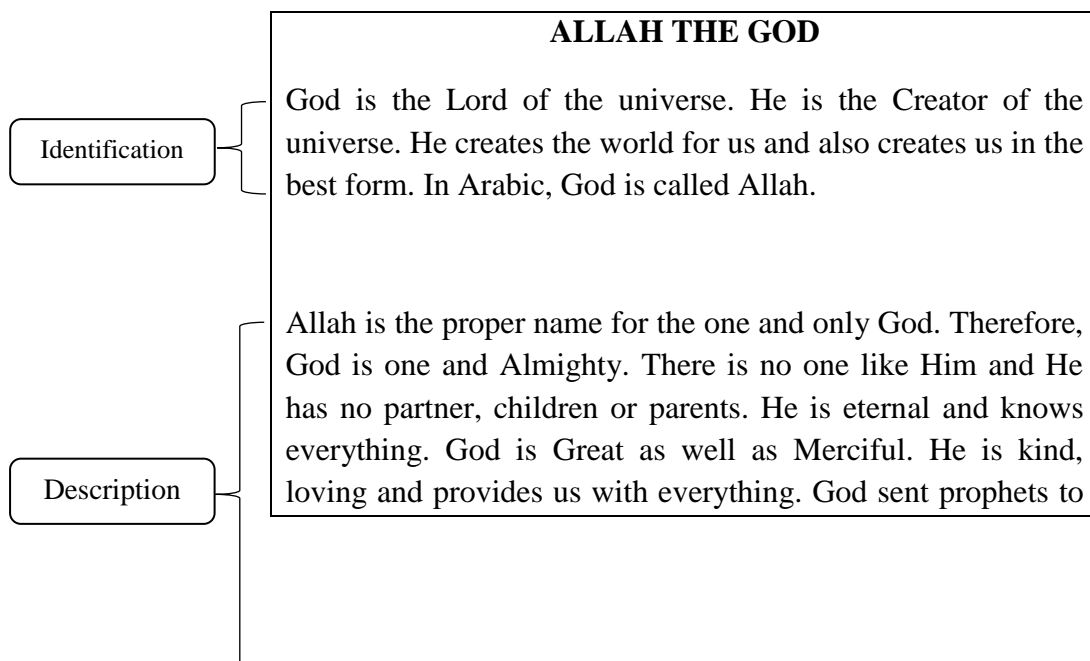
Thus, it can be seen that the number of each reading types is:

NO.	GENRE	SUM
1	Descriptive text	3
2	Narrative text	1
3	Recount text	3
4	Report text	8

Based on the above table, there are four text types found in analyze textbook. The dominant is report text, and then continued by descriptive and recount texts in the same amount and narrative text only contributes once but none of procedure text.

a. Descriptive text

Three descriptive texts are found in chapter IV, chapter IX, and chapter X. The following is an example of the analysis of descriptive text in chapter IV:

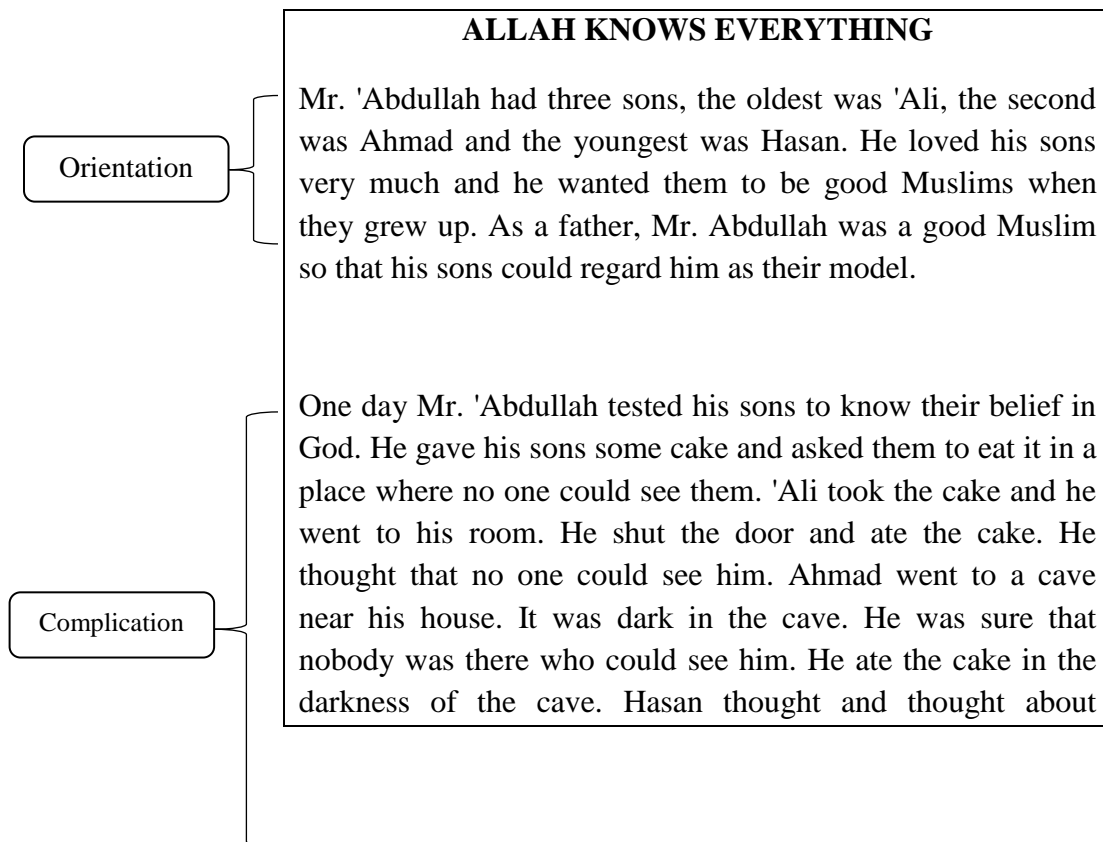


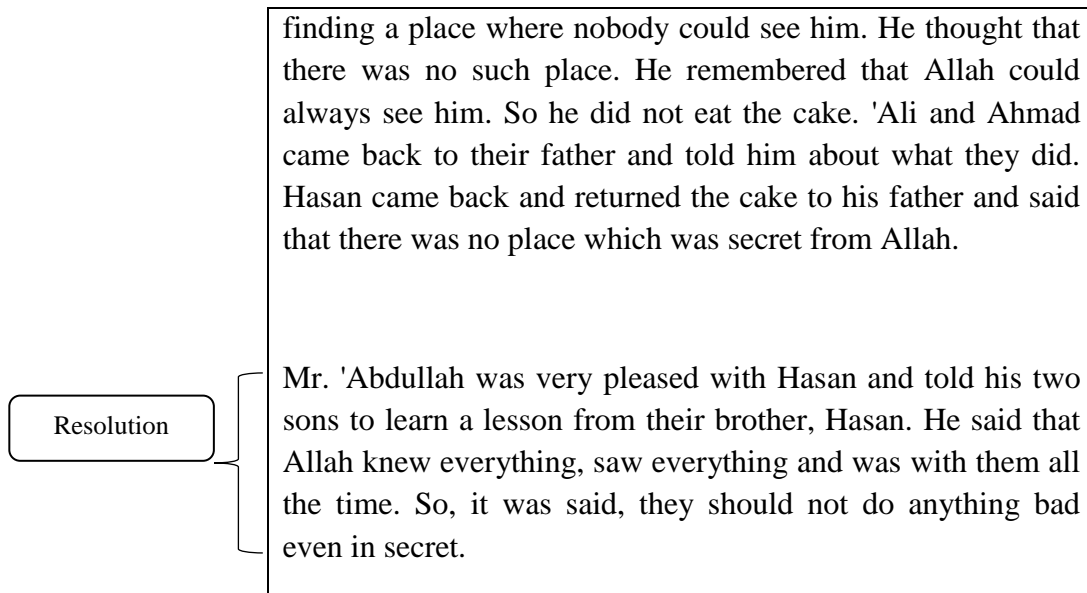
guide us, from Adam, the first prophet to Muhammad the last Prophet. The prophets told us how to thank God and obey Him. They also taught us how to live like good human beings, be happy and successful. Therefore, we have to believe in God, thank Him and obey Him.

As can be seen from the title, the text is categorized as descriptive text because it describes Allah as The God. This text has grammatical features which consist of the use of present tense such as He *creates* the world and He *knows* everything, also consists of adjective to describe the feature of the subject such as God is *one* and *Almighty* and God is *Great* as well as *Merciful*.

b. Narrative text

Narrative text only contributes once in chapter V.

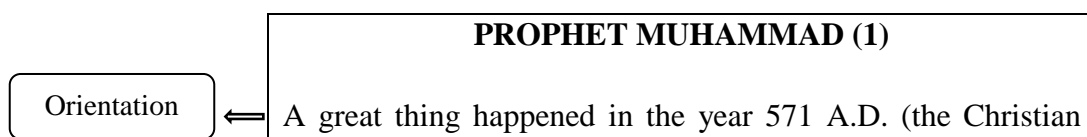


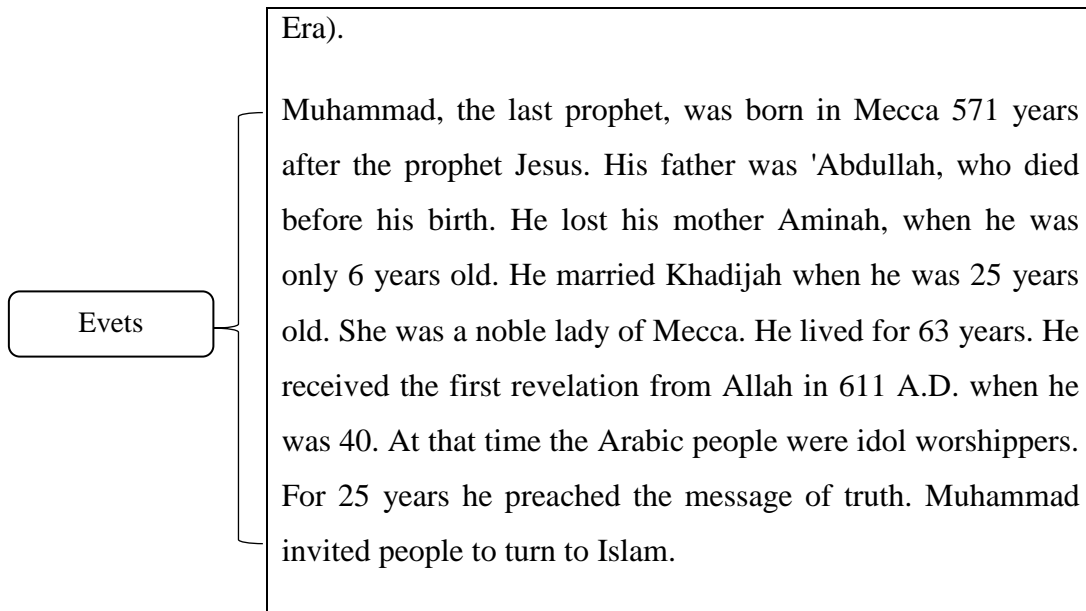


The text is categorized as narrative text because it tells a story to the readers about a Muslim father teaches his children to always be a good person and be honest that makes the audience can learn a lesson from the story. In term of linguistic feature, it uses action verbs in the form of *past tense* such as 'Abdullah *had* three sons, 'Ali *took* and *ate* the cake, and he *thought* that there *was* no such place.

c. Recount text

Three recount texts are found in chapter I, chapter II, and chapter III. The following is an example of the analysis of recount text in chapter I:

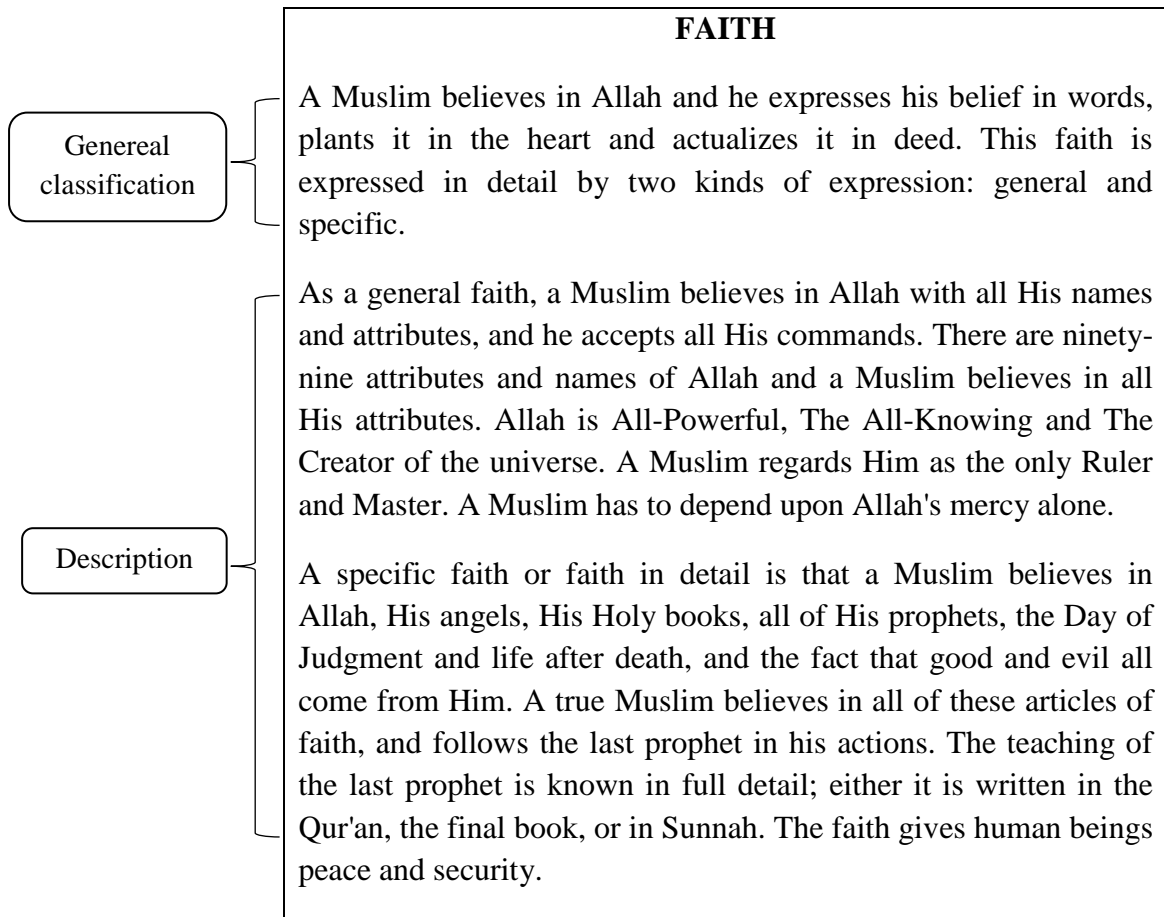




The text is categorized as recount text because it retells past events about the prophet Muhammad p.b.u.h happened in long time ago. The social function is to provide the audience with a description of what occurred (the life story of Muhammad p.b.u.h) and when it occurred (in the year 571 A.D.) the text uses the form of past tense such as he *married* Khadijah, he *received* the first revelation, and he *was* 40.

d. Report text

Eight report texts are found in chapter VI, chapter VII, chapter VIII, chapter XI, chapter XII, chapter XIII, chapter XIV and chapter XV. The following is an example of the analysis of report text in chapter VI:



5. The Top 50 Words in the Textbook

In answering the third research question on the description of lexical items that occur frequently across the textbook, a word analysis was conducted. The result of the analysis is presented in Table 4.6:

Rank	Words	Frequency	Meaning
1	Allah	61	Allah

2	Prophet	37	Rasul/Utusan
3	Qur'an	23	Qur'an
4	Muhammad	26	Muhammad
5	Prophets	22	Para Rasul
6	Life	20	Kehidupan
7	Islam	18	Agama Islam
8	People	17	Orang-orang
9	Chapter	15	Bab
10	Books	15	Kitab-kitab
11	Guidance	15	Petunjuk/pedoman
12	Muslim	14	Orang Islam/ Seorang Muslim
13	Book	13	Kitab
14	Obey	12	Menaati/tunduk
15	Words	11	Sabda/perkataan/kata- kata
16	Follow	10	Mengikuti
17	Faith	10	Iman
18	Angels	10	Para malaikat
19	Peace	9	Ketentraman
20	Muslims	8	Orang-orang Islam/Muslim
21	Beings	8	Makhluk
22	World	8	Dunia
23	Believes	7	Mempercayai

24	Years	7	Bertahun-tahun
25	Arabic	7	Bahasa Arab
26	Message	7	Risalah
27	Belief	7	Keyakinan
28	Asked	7	Meminta/mengajak
29	Good	7	Baik
30	Human	7	Manusia
31	Revealed	7	Mewahyukan
32	Creator	6	Maha Pencipta
33	Death	6	Kematian
34	Sons	6	Anak-anak lelaki
35	Cake	6	Kue
36	True	6	Hakiki/sejati
37	Written	6	Tertulis
38	Gabriel	6	Malaikat Jibril
39	Hell	6	Neraka
40	Word	5	Sabda/perkataan/kata-kata
41	Time	5	Waktu/masa
42	Tells	5	Menyuruh
43	Islamic	5	Hal yang berkaitan dengan Islam
44	Great	5	Maha Besar/hebat
45	Obedience	5	Ketaatan
46	Taught	5	Mengajarkan

47	Sunnah	5	Sunnah
48	Commands	5	Perintah
49	Master	5	Maha Penguasa
50	Created	4	Menciptakan

In 50 words that frequently used in the textbook, there are 8 verbs they are; obey, follow, believes, asked, revealed, tells, taught, and created, and 5 adjectives they are; good, true, written, Islamic, and great, and 37 nouns that can be classified into proper noun; they are Allah, Qur'an, Muhammad, Islam, Creator, Gabriel, and Master, and common nouns; they are prophet, prophets, life, people, chapter, book, books, guidance, words, word, faith, angels, peace, beings, world, years, Arabic, message, belief, human, death, sons, cake, hell, time, obedience, Muslim, Muslims, and commands.

B. Discussion

This section presents a discussion of the research findings. The researcher will discuss about description of English textbook “English for Islamic Studies” based on Cunningsworth’s (1995) criteria that are language content, skills, and topics; description of genre of reading texts contained, and description of top 50 words used in the textbook.

There are some criteria for a good material of text book analysis. It includes the concern about the language skills such as, listening, speaking,

reading & writing, and other aspects like, vocabulary and grammar, and certainly the topics (Cunningsworth, 1995).

Based on the analysis it was found that the material in the English textbook “English for Islamic Studies” is appropriate enough for the students of English Education Department because it fulfill most part of the criteria of a good material and appropriate to the learners’ background which is Islamic although there are still some aspects that need to be improved. The details are as below:

1. Language Content

a. Vocabulary

As stated by Cunningsworth (1995, p. 38) that a good textbook can help equip students with handling the unfamiliar vocabulary that they will inevitably meet. This is consistent with the evaluation criteria suggested by Sheldon (1988, p. 243) on her checklist that states there should be vocabulary lists that allow the learners to use the material easily and Miekley (2005) asserts new vocabulary words should be presented at an appropriate rate so that the text is understandable. Therefore, a list of vocabulary in every chapter with the meanings is very useful for students. It indicates that the textbook is appropriate in term of vocabulary aspect.

b. Grammar

Grammar is a major component of any general language course because it equips learners with the ability to create their own utterances and use language for their own purposes so the presentation of grammar in the textbook has to be clear (Cunningsworth, 1995, p. 32). Unfortunately, the researcher did not find the grammar presentation clearly in the textbook. The grammar stated implicitly in the reading texts without explaining more about it. Teacher role is really needed in this aspect so the book is not complete enough to stand on its own and it is in contradictory with Sheldon's term of sufficiency (1988, p. 244) that textbook should be workable without teacher produce a lot of ancillary bridging the materials. In conclusion, the textbook is not fulfilled in term of grammar aspect.

2. Skills

a. Listening

Learners should experience learning English in all four skills. In this case, textbooks focus on listening on two different ways. Firstly is as part of general oral work, including dialogue and role play. The second way is with recorded listening passage for comprehension, for extraction of information, etc. (Cunningsworth,

1995, p. 67). However, it is unfortunate that the researcher could not find specific listening passages, or any video and audio material for listening activity which means none of listening skill is acquired in the textbook.

b. Speaking

Speaking practice takes place through the oral presentation. Course books vary in the amount of presentation of topics for discussion. Some simply provide topics or reading passages for discussion (Cunningsworth, 1995, p. 69) such as this English for Islamic Studies textbook that provides enough materials for students to read aloud one by one or to discuss about it in pair or group discussion.

c. Reading

A good textbook provides comprehension questions for reading activities or exercises which is the stage of learning would check understanding of simple facts to require learners to infer meaning, or to extract certain relevant information (Cunningsworth, 1995, p. 75) and the textbook has met this criteria by providing reading activities that have vocabulary learning, comprehension checks, and extraction certain information from reading texts. This is

in tune with the criteria suggested by Miekley (2005) says instructions in the textbook tell students to read for comprehension and Daoud and Celce-Murcia (1979) as cited by Jusuf (2018, p. 23) states exercises develop comprehension and test knowledge of main ideas, details, and sequence of ideas.

d. Writing

The activities facilitate students' use of grammar rules. Writing activities in textbook are normally of the controlled or guided kind, where a model is given and the students' task is to produce something similar based on additional information given. A good course books provide the types of writing task that vary such as in filling in forms, filling in grids, text discussions, making lists, summarizing texts, and many others (Cunningsworth, 1995, p. 80). As for this criteria, English for Islamic Studies textbook has various types of writing task such as fill in the blank, text discussions, and making lists.

Although textbook should deal with the four skills (listening, speaking, reading, and writing) which are regarded as central to language learning. However, the balance of language skills being taught may be different from that found in general courses. In some cases, there may be a strong emphasis on the written

language and oral skills there may be totally ignored: in other cases the material may focus on very specific skills, such as note taking from talk, presentation or lecture (Cunningsworth, 1995, p. 64). In this case, the skills criteria include the lack engagement on speaking and do not include listening skill at all as the materials provided were mostly only on reading and writing skills. It revealed that although all language skills and components are important for the the students, the textbook could not fully support all of them together.

3. Topics

In terms of topics, the textbook provides variation of topics for the learning process including the topics on articles of faith, the books of Islam, the angels, and life after death, etc. so it should be easier for the learners because they relate their background and interest although some of them are repeated and alike. This description meet the criteria proposed by Cunningsworth (1995, p. 86) that textbooks contain subject matter and deal with topics of various kinds and the additional role of the textbook to include which will interest and inform learners. This is in tune with the evaluation criteria suggested by Daoud and Celce-Murcia (1979) cited by Jusuf (2018, p. 23) who asserts that subject matter cover a variety of topics appropriate to the interests of the learners for whom the text book is intended. The texts in the book also suited students' need since it

contained materials about Islam. It is in line with Daoud and Celce-Murcia (1979) and Williams (1983) as cited by Jusuf (2018, pp. 23&26) say written work should relates to the pupils' interests.

4. Kind of Genre in the Reading Texts

Having genre awareness is important because it means the students are able to communicate in English at ease as they understand how the text is organized, what linguistic feature of the text, the topic of the text, and also what function of the text (Rozimela 2014, p. 460). As Cunningsworth (1995, p. 75) stated that the vary type or genre used in textbooks is important as well since the more varied reading genres used, the more the students' knowledge increased.

There are 30 reading passages in English for Islamic Studies textbook. However, the writer determines to study the first 15 chapters as the sample that can be classified into different four kinds of genre, they are: descriptive, narrative, recount, and report text. The dominant is report text, and then continued by descriptive and recount texts in the same amount and narrative text only contributes once. Unfortunately, there are none of procedure text found in the textbook which one of important genre that has to be in ELT teaching especially for students at college level. The teacher could add the reading materials using procedure texts

in Islamic related topic such as procedures for prayer, how to do *wudhu*, etc.

5. The Top 50 Words in The Textbook

As stated by Cunningsworth (1995, p. 38) that a good textbook can help equip students with handling the unfamiliar vocabulary that they will inevitably meet indicates the importance of word lists available in the textbook. Therefore, the researcher listed 50 words frequently used in the textbook with the meanings and hoped it will be useful for future students who will learn the same textbook.

In 50 words that frequently used in the textbook, there are 8 verbs they are; obey, follow, believes, asked, revealed, tells, taught, and created, and 5 adjectives they are; good, true, written, Islamic, and great, and 37 nouns that can be classified into proper noun; they are Allah, Qur'an, Muhammad, Islam, Creator, Gabriel, and Master, and common nouns; they are prophet, prophets, life, people, chapter, book, books, guidance, words, word, faith, angels, peace, beings, world, years, Arabic, message, belief, human, death, sons, cake, hell, time, obedience, and Muslim, Muslims, commands.