

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Data Description and Analysis

The researcher has evaluated the instructions in the English textbook “Bahasa Inggris” by using checklist evaluation developed from Tomlinson (2003) and Richard (2001) and Bloom’s taxonomy was taken to decide as some indicators.

There are three criterias that will be used to evaluate all of the instructions in the English textbook “Bahasa Inggris”. They are the textbook instructions encourage learners to build critical thinking, the textbook instructions followed by examples, and the textbook instructions permit a silent period at the beginning of the lesson. Each criterion has some indicators that need to be fulfilled by a good instruction.

This table below showed the result of the checklist evaluation in terms of its practical consideration of the good instructions

Table 1

No	Category	Criteria	Indicators	Checklist	Total
1	Instructions	The textbook instructions encourage learners to build critical thinking	Remembering (C1)		23
			Keywords are : choose, find, how, define, label, show, spell, list, match, name, omit, relate, tell, recall, select.		
			Understanding (C2)		
			Keywords are : compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify		8
			Applying (C3)		

			<p>Keywords : apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify</p>		18
			<p>Analyzing (C4)</p>		33
			<p>Keywords are : analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion, take part in</p>		

			Evaluating (C5)		
			Keywords are : award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, appraise, prioritize, opinion, interpret, explain, support importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, deduct		13
			Creating (C6)		
			Keywords are : build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent,		4

			make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, theorize, elaborate, test, happen, delete.		
		Total	99		
2	The textbook instructions followed by examples	Table			3
		Dialogue			1
		Paragraph			7
		Picture			3
	Total	14			
3	The textbook instructions permit a silent period at the beginning of the lesson	Total Physical Response (TPR: Oral instructions)			9
		Listening Comprehension Approach (Listening: Audio,video)			2
		Drawings and Gestures			0

			(pictures, and gestures)		
		Total	11		

Based on the table above, it is shown that the total instructions found in the textbook are 161 instructions. 99 instructions are categorized into the instructions that can *build critical* thinking, Then, 14 instructions that *followed by example*, and 11 instructions are *permit silent period (in the beginning of the lesson)*.

1. Instructions that encourage learners to build critical thinking

From 99 instructions that categorized into building critical thinking, 23 instructions are classified into level C1 (remembering); 8 instructions are classified into level C2 (understanding); 18 instructions are classified into level C3 (applying); 33 instructions are classified into level C4 (analyzing); 13 instructions are classified into level C5 (evaluating), and 4 instructions are classified into level C6 (creating).

Some samples of instructions that encourage learners to build critical thinking:

a. C1 (Remembering)

“Find the meanings.” (Page 3)

*“These are the structures of application letters. **Find** an example of an application letter and try to identify its structure.”* (Page 55)

“Match the English words on the left with the Indonesian equivalents on the right.” (Page 48)

b. C2 (Understanding)

*“Refer back to the comprehension questions under the application letter written by Lilis handayani. Observe and study the questions carefully. In pairs, make comprehension questions based on the application letter written by John Donaldson. Then, **compare** your questions to the ones made by other pairs.”* (Page 58)

“Compare the list to your classmates. What is the common waste that produce?.” (Page 96)

“Summarize the news.” (Page 91)

c. C3 (Applying)

*“Read again the text “Why Don’t You Visit Seattle?” and **identify** the “if” sentence along with its pattern.”* (Page 23)

*“The Following text is another example of an application letter. Read it carefully. Then, **identify** parts of the application letter by referring to the guiding questions below.”* (Page 56)

*“**Choose** an interesting or newsworthy event that has happened at or around the school.”* (Page 75)

d. C4 (Analyzing)

“Analyze whether you can find the parts of application letters that you have learned.” (Page 59)

*“Read the text carefully, **Have you ever heard** about seattle? Do you know what and where seattle is? What do you expect to see and enjoy there?.”* (Page 17)

e. C5 (Evaluating)

“Your teacher will divide the class into 4 groups and show you how to play boardgame (mindmap). All groups will compete to complete the mindmap on the whiteboard. The first to finish the mindmap will be the winner.” (Page 44)

“When the reading the text, what questions come up in your mind? If you don’t have any, then try to ask questions that the answers of which are the ones underlined in the text. Write the questions in the space below. Then, work in pairs and ask your friends the questions you have written.” (Page 86)

f. C6 (Creating)

*“Study the list of words in Task 1 again. **Create** your own sentences using the words.” (page 70)*

“Study the notes in Task 3. Imagine yourself as a news reader on a radio or television. Retell the news to the class.” (Page 79)

2. Instructions that followed by example

From 14 instructions that categorized into followed by examples, 3 instructions categorized into table exercise; 1 instruction into dialogue exercise; 7 instructions into paragraph exercise, and 3 instructions into picture exercise.

Some samples of instructions that followed by example:

a. Table exercise

Task : Fill in the blank

Look back at the dialogs in part D. Pay attention to the italicized expressions and the last two questions following the dialogs. Write down the pattern of expressions to offer a help/service and its responses. See the example

Table II

Pattern	Examples	Responses
May I.....?	May I help you ?	Thanks a lot

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b. Dialogue Exercise

Task 2: Practice to ask and answer questions

Still related to the reading text above , play the roles of the speakers in the pictures. Complete the blanks with suitable expressions.

Beni : What is another name for Seattle ?

Alex : It is called the Emerald City.

Beni : What can we do at the Bloedel Reserve?

Alex : We can visit seasonal gardens and natural woodlands

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c. Paragraph Exercise

Task: Have a conversation with your friend

Remember you visit to an interesting place sometime ago. Your friends plan to visit that place. Give suggestions to your friends. To prepare yourself, make a note. Look at the following example

If you visit Seattle, you have to :

- 1) Sail to Bainbridge Island on a Washington State Ferry
- 2) Visit the tour Pike Place Market.
- 3) Book a night at Sun Juan Islands
- 4) Visit Chihuly Garden and Glass
- 5) Watch the aircraft being built at the Boeing factory
- 6) Book a tour at the Theo Chocolate factory in Fremont.

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d. Picture Exercise

Warmer: Boardgame (Mindmap)

Your teacher will divide the class into 4 groups and show you how to play boardgame (mindmap). All the mindmap on the whiteboard. The first to mindmap will be the winner. Look at the example below.

(Page 44)

3. Instructions that permit a silent period at the beginning of the lesson

From 11 instructions that categorized into permit a silent period at the beginning of the lesson, 9 instructions are classified

into TPR, and 2 instructions are classified into listening comprehension and there is no instruction are classified into drawings and gestures.

Followings are the samples of the instruction that permits a silent period at the beginning of the lesson for TPR audio (Oral presentation), listening comprehension approach and (audio dan video).

a. Total Physical Response (TPR):Oral Instructions)

“Your teacher will divide the students into four groups. Before you start your wall race, your teacher will give you time to discuss in pairs about photoshop for 7 minutes. After that, every student in each group will in turns race to the wall where the teacher has attached a piece of paper and write a noun or a verb related to photo editing. The group that writes most nouns/verbs is the winner.” (Page 136)

“Your teacher will divide the students into four groups. Every student in each group will race to the board and write a noun or a verb related to cooking in turns. The group that write most nouns/verbs is the winner.” (Page 110)

b. Listening Comprehension Approach

“Work in pairs. Your teacher will show you a fragment of a mute film, so you can see the actions but you cannot hear the voices. What you should do is guessing what is said by the

characters in the film. Your teacher will pause in certain points to give you time to write down the possible conversations between the speakers.” (Page 32)

B. Findings

From 161 instructions, it is found 99 instructions or 61,5% are categorized into instructions into building critical thinking. And 14 instructions or 8,7% are followed by examples. Another criterion for good instructions is permit a silent period. This instruction usually presents in the beginning of each chapter. In this textbook, from 11 chapter it is found there are 11 instructions or 100% that fulfill the criteria as permit a silent period.

From the explanation above, it can be summarized that instruction categorized into building critical thinking are 61,5%, instructions that are followed by example are 8,7%, and instruction that permit silent period are 100%. It means that instructions that permit silent a period and building critical thinking that fulfill the criteria of good textbook. While, for instructions that followed by example is very poor.

Based on the data description above, from 161 instructions it is concluded that building critical thinking has 99 instructions. For level C1 are 23 instructions; level C2 are 8 instructions; level C3 are 18 instructions; level C4 are 33 instructions; level C5 are 13 instructions, and level C6 are 4 instructions. It means that the number of spread of

instructions is uneven. The number of instructions is only pounded on level C1 and C4.

For instructions that followed by examples, based on the data description above, from 161 instructions it conclude that instructions that followed by example has 14 instructions. For table exercise are 3 instructions; dialogue exercise are 1 instruction; paragraph exercise are 7 instructions, and picture exercise are 3 instructions. It means that there are several instructions have followed by example. Examples are used to make instructions clearer to the students. However, not all the instructions should followed by examples because the instruction to fill in the blank, answer the question based on the text and complete the sentences, should not followed by examples. The students already understand what they instructions mean. To sum up, the quality of this textbook very poor based on followed the example.

For instructions that permit a silent period at the beginning of the lesson have 11 instructions of 11 instructions. There are 9 instructions for TPR; 2 for listening comprehension and there is no instruction for drawings and gestures. It means that almost all of the instructions that permit a silent period at the beginning of the lesson. It can be seen that the quality of the textbook is good based on the permit silent period while there is no instruction for drawings and gestures.

C. Discussion

To build critical thinking, it is found 99 instructions or 61,5%. It means that building critical thinking is good. This can be seen from how the material compiles the material that has the level of students' thinking ability (High Order Thinking Skills) in learning. In curriculum 2013 also explained that in learning English student should be able to master 6 levels of critical thinking ability from the basic level to the high level according to Anderson, known as the theory Blooms Taxonomy. From the data analysis above, it is found that the number of critical thinking instruction is not balance. It is more focused in level C1 and C4. However, the numbers of level C2, C3, C5, C6 is too low. So, the students will be harder to understand what the textbook wants, especially what the instructions want to do. The textbook should give the number of critical thinking of instruction from slightly to excessively for level C1-C6. Because to move on to other levels the student should master one level below. In this textbook, the number of instruction level C1 and C4 are too much, rather than level C2, C3, C5, and C6. The student will be confused to master level C4 because the number of instruction level C2, C3, C5, and C6 are too little. However, the textbook has too many instructions of level C4. It will better if the number of critical thinking of instruction from slightly to excessively for level C1-C6. But, the textbook is qualified as good textbook because 61,5% instructions of this textbook can help the students to build their critical thinking.

For “The textbook instructions encourage followed by examples”, it is found that 14 instructions or 8,7% are followed by examples. They helped the student to know what would be done for those activities. However, all the instructions had no example because there were some instructions do not need the example to do the activity based on the instructions, but there are some instructions had no example following them, it means the students would be confused. It means 8,7% instructions of this textbook can help the students to explain how they need to do when doing the exercises or tasks. It can't be categorized into a good quality of textbook.

For “the textbook instructions permit a silent period at the beginning of the lesson” it is found that 14 instructions of 15 instructions. According to Tomlinson (1998, p.p 7-21), Materials should permit a silent period at the beginning of instruction because the students aren't doing much talking yet. The silent period is used to facilitate the development of an effective internalized grammar and other language elements. It can help students to achieve proficiency. Almost all of chapters have the silent period instructions in the beginning of the lesson. From 11 instructions, the researcher found 11 instructions that permit a silent period at the beginning of the lesson. It means 100% (almost all) instructions of this textbook can help the student to observe their thinking before they do the exercises or tasks. It can be categorized into a good quality of textbook.