



Analyzing The Content of Senior High School Textbooks Towards SLA-Based Principles

Vonny Juliana Ruhulessin*

SMA Negeri 4 Maluku Tengah, Indonesia

*Corresponding e-mail: vonnyjulianaruhulessin@gmail.com

Abstract

This research outlined framework for English textbooks analysis from the perspective of Second Language Acquisition (SLA). The aims are to find out the parts of the material which are in line with SLA principles and the part of the material which are not in line with SLA principles. These parts of the textbooks were analyzed using modified version of Littlejohn's (materials development in language teaching, 2011) analysis task. The English textbooks were analyzed entitled Pathway to English for Senior high School, published by Erlangga, for Grade X; XI and XII. The data were assessed by sign, plus point when the features in modified Littlejohn analyzing task are in line with SLA and minus point when they are not. In the data analysis technique, the percentage of *initiate* shows 99% activity/task initiating learner to respond the instruction which is in line with SLA principles, whilst only 1% is not required respond which are not in line with SLA principles. The part of *focus* shows plenty activity promoting meaningful task with 51% whilst focus on form with 12%. The part shows that they are in line with SLA principle for giving more focus on *meaning*. In part of *mental operation*, the percentage shows most activities covered the features of SLA principles, only 1 % pointed to task which is not line with SLA principles (repeat/reproduce with substitution). In part of *who with*, individual work dominated the tasks with 60%, individual/pair/group/whole class with 24%, whilst presentation both in group/pair with 2%. In the part of *content*, the percentage shows most input materials to learners are written content with 90%, output written materials to learners with 57%, whilst input aural material shows only 28% and output aural material shows 24%. The data also shows that 99% the source of the material come from the textbook itself and there is only 1% materials comes from learners. The data of nature content covered non-fiction with 94%, fiction with 6%, and grammar explanation with 20%, song with 4% and learner's personal information/opinion with 11%. In sum, the content material in the three textbooks are recommended to use both by teacher and learner because they are in with SLA principles.

Keywords: *Textbook analyzing, Littlejohn framework, Second Language, Acquisition*

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BACKGROUND

It is quite natural that textbooks published by well-known publishers absolutely must have had various stages of planning, writing and production. However, it does not mean the textbook is perfect and worthy in use. Grant (1987 : 118) cited in Rynata and Ruslan (2013) state that "The perfect textbook does not exist". It means that the textbook might have weaknesses even though it was published by a trustworthy publisher. Therefore the textbooks which are used in the teaching and learning process should be analyzed deeply, whether it meets students' needs,

goals, learning styles, proficiency levels and other significant aspects.

Dealing with many published textbooks in education field, the government established the regulation from the Minister of National Education Republic of Indonesia (Permendiknas Nomor 11 Tahun 2005) by establishing BSNP (Badan Standar Pendidikan Nasional) to assess outstanding textbook in terms of feasibility. Thus, publishing textbooks should be able to present quality teaching materials. A good textbook should be eligible to serve as a learning resource and be able to facilitate students in the process of teaching and learning in the classroom. According to BSNP an English textbook should present feasibility of material which is consist of four elements, they are material content, language, presentation and graphics. Considering the importance of these components, it is necessary to study the theories of teaching and learning language in field of applied linguistics in which link to the language (how the language works) with education (learning and teaching). Nurhadi (1995:24) cited in Qodriani (2014) stated that theoretically the study which have material objects in language textbooks are classified as part of applied linguistic that is aimed to the importance of language teaching.

According to Ellis (1994) Second Language acquisition is a sub- disipline of applied Linguistic. Hence, many researchers interested in how the language are acquired and their researches have been directed in contributing to language learning. Research in the SLA field also investigated the effect of principles of learning L2 instruction where the design and material evaluation can get input from these researches (Cook's Relating SLA research to language teaching material: 1998, Richard's Material development and research: 2006, Tomlinson's Language acquisition and language learning material:1998, Principles of effective material development, 2010, Introduction: Principles and procedure of material development, 2011). Since the textbook is one of the important media in facilitating language learning, it is necessary to observe the principles of language learning in its material teaching (Suyarman, 2006 cited in Qodriani, 2014:17). He also claimed that the language principles in learning and teaching process should reflect students, teacher, material teaching, how to present teaching material and tasks. Tomlinson (2003) stated that "Language learning materials should be ideally driven by learning and teaching principles rather than developed imitation of bestselling course book". It means that regarding to teaching and learning language in the classroom, teachers do not have to use previous successful materials to have successfully learning language. Instead the materials should be coherent principled of theory of SLA and development, principles of teaching, target of language and the result of evaluation materials in use. (Tomlinson:2010, p.1) Dealing with the new Curriculum 2013 implemented in most schools including most high schools in Indonesia. Many English textbooks are sold in bookstores and on the market having developmental changes, especially in publications and designs including, materials of choice (task/activity). The question is whether those English textbooks are in line with the principles of learning a language. Regarding to the question, an English teacher as facilitator, needs to be able to make judgment about the textbook and its material used. In other words, the teacher is demanded and expected to be able to analyze, to select and to evaluate appropriate teaching material for his/her students.

In responding the problems above, the researcher then analyzed the content of language textbooks from the perspective of second language acquisition (SLA) principles. The analysis is aimed to identify which materials support language learning. The research is expected to help teacher having particular knowledge of SLA in evaluating potential textbooks to support language learning. According to Ellis (1997) and Water (2009) cited in Guilloteaux, (2012 :

232) “ it has been suggested that SLA-based principles can be employed as predictions to inform pedagogical decisions made in or for the classroom.” It means that the finding in SLA field has provided enlightenment to assess which materials are harmony with how learners learn. The research also considered powerful in supporting foreign language classroom which is appropriate with the condition of high school level in most schools in Maluku/Indonesia. Therefore, Ellis: (1997) cited by Guilloteaux (2012) stated that “the term of SLA usually refers to either or both the second and or foreign language because the process involved in both are fundamentally similar although they occur in different situation.”

Based on the background of the study above, the formulation of research questions are first, which part of the three English textbooks being analyzed are supported by SLA based principles. Second question is which part of the three English books being analyzed are not supported by SLA based principles?

LITERATURE REVIEW

A. The Essence of English as a Second Language Acquisition Versus English as a Foreign Language

Regarding to English as a Second Language Acquisition vs a Foreign Language in language learning process, it needs to divers what are they and how they work. English as a second language is the use of the English language by non-native speaker in an English speaking environment. The environment may be a state in which English is a mother tongue such as Australia, America and England. For example the learning of English by Japan immigrants in USA or the learning of English by Indonesian students in Australia. Therefore English can be regarded as a second language because it is learnt after one has learnt his/her native language. Richard and Schmidt (2002: 42). In second language learning, English plays an institutional and social role in the community. The people who lived in foreign state such as Nigeria, India, Singapore regards English as a second language because its function is recognized and required by the states where they settled. Even, the people in the states may however acquire English as the first language if it becomes the main language at home. In brief, the purpose of English as a second language learning is for getting full participation in Education, Political and Economic life of the states, because it frequently uses as an official language. Therefore second language learners are usually more successful in developing their non-native language skill. It could occur because they spend plenty of the time to getting along in the community, so their motivation is stronger.

English as a foreign language is rarely used as a medium of instruction in most schools and is not widely used as a medium of communication in government, media, business. Richard and Schmidt (2002: 216) noted that a foreign language is usually taught as a subject in school for the purpose of communicating with foreigner or reading material printed in a foreign language itself. In some cases, some children learn more than one language from birth or from a very young age. They are bilingual or multilingual. These children can be said to have two, three or more native languages. The languages are not a stranger to them. Even if one of their language is a foreign language for most people in the state. For example, a child learned English from British father and Irish in schools in Ireland. Ireland is a country which English is not spoken mostly. It can be said that Irish is not foreign language to him. It is commonly occurred in countries such as India, South Africa or Canada because these countries have multiple official languages. Thus, the difference between second language and foreign languages are geographical differences and the environment. We might call ‘second language situation’ and ‘foreign language situation’. As

the two situations, it does not mean that we learn two languages. Therefore, a foreign language is not always a foreign language and a second language is not always a second language. Since the difference is geographically, the two situations (learning a second language and foreign language learning) can be regarded as a continuum and interchangeably. Mamelina (2013) concluded that “both foreign and second language learning are referred to as second language acquisition since our interest is to consider underlying psycholinguistic mechanism, which are believed to be the same in process”.

B. The Nature of Second Language Acquisition

Second Language acquisition has continuity with the first language. The term of second language acquisition is ‘the acquisition’ of which began at age 3 or 4 years (Markman :1994). Second language acquisition is important for each individual to be able to interact properly in its environment. For most learners in Indonesia, the Indonesia language is not their first language but a second language or third. However, English is regarded as Foreign language because it is not commonly spoken in Indonesia. It can be concluded that Indonesia learner who study English would be hardly to speak English in the classroom or outside the classroom. The environment limit them to interact using the target language. Therefore, the certain situation distinct English as a Second and a Foreign language. Ellis (1997, p.3) defines the second language acquisition as “the way in which people learn a language other than their mother tongue, inside or outside of a classroom”. In this context he uses the term 'second' not to distinct with the term ‘foreign’ but to express that whether learners learn languages through the direct experience or as the result of the classroom instruction. Therefore, to have English as a second and a foreign language depend on how the teachers and learners set new habitual environment in learning the language.

To develop a new habit, the teacher should have basic working knowledge regarding the process that learners go through to learn second language acquisition. A new habit can be a natural order of strategies for developing a second language (Chesterfield :1985 cited in Garza). The order of development starts with the very simple imitation of a word or language structure, memorization (items/song/rhyme) formulaic expression (word or phrases that function as unit i.e greetings verbal attention getter (language that initiate interaction), answering in union (responding with others), talking to self (engaging in internal monolog), elaboration (information beyond what is necessary), anticipatory answer (completing another phrases or statement), monitoring (self-correction errors), appeal for assistance (asking someone help), request for clarification (asking the speaker to explain or repeat), role playing (interacting with another by taking roles). An awareness of this natural order can help second/foreign language learners plan lessons to facilitate language learning and increase the learners’ self-esteem and self-confidence.

C. The Role of textbook in teaching and Learning Process

Learning in schools is synonymous with textbooks. It is a kind of manual guiding teacher which provided chronological presentation of information. It also has a detailed sequence of teaching procedures that telling the teacher what to do and when to do it. In the words of McArthur (1996: 951) a textbook is “a book prescribed as part of a course of study”. Thus, textbooks are an integral part of teaching and learning in schools and contain instructions on particular subjects. Marland (1986: vi) observed that “in most people’s minds, books and schools go together and it is presumed that books are valuable for learning”. A learner who enters the classroom to learn without textbook should be likened to a farmer who goes to his farmland without a cutlass. When

the learner owns a book, he will develop emotional attachment to it and it makes him/her wants to study it often. Relizing the significance of textbook, it is neccesary for teachers not only know the contents and how to use textbooks, but more substantial is to consider how useful it can be. The series of learning-process, structured designing activity and consistent material are expected to meet the needs of students and produce results. Therefore a quality textbook should be a model of good teaching and should facilitate student's language learning (Tomlinson 2008 cited by Gaulloteaux 2012). Hammer (2007) cited in Rynata and Ruslan (2011) also approved that the most important aspect of textbook use is for teachers to try to engage students with the content they are goingto be dealing with. Textbook also can be a source of learning. That is, the information contained in the textbook could be used both the teachers and students to achieve learning objectives. Graves (2000: 175) acknowledged that "the textbook used a standard source of information for formal study of a subject and instrument for teaching and learning". It should be regarded as one of the many sources that teachers can draw upon in creating an effective lesson and may offer aframework of guidance and orientation.

It is not only the teachers who have a significant impact on the use of textbook; for the learners the textbook is one of the mostimportant sources because they can get own direction improving themselves through the process of adapting the textbook. It is a framework or guide that helps them to organize their learning. Consequently, theywould feel that their need are respected and they would feel much more motivated to successfully finish the course (Graves 2000:176)

D. Material Analysis on English Language Textbook

A quality textbook should be a model of good teaching and should facilitate students' language learning, however the selectedmaterials in the textbook may still not provide optimal condition for language learning. (Tomnlinson 2012 cited in Guilloteaux 2012). Mostly, the previous researcher preferred to do evaluation by making judgment on textbook. According to Littlejohn and Tomlinson cited by Gulloteaux to do evaluation by making judgement elicited by such criteria tend to be subjective and difficult to quantify. One way to select material in the textbook more objective is do an in depth contentanalysis by examining material as they are.Tomlinson viewed that material analysis can be considered as preliminary step to material evaluation (Littlejohn: 2011).

E. Material Analysis and SLA

Research in the field of SLA has reached maturity in contributing to language learning where the studies have provided input in designing and evaluating the subject matter (Cook: 1998, Tomlinson: 2010, Richard: 2006, Ellis: 2008,2010). The previous researcher then summarizes the personal selection of these authors with particular theories and findings taking into account the contextual and relevant pedagogical principles which is called SLA principles. Each of them representing a personal selection of the author and they are relevant to any learners and any context. These principles are also suggested as predictions for making pedagogical decisions in the classroom (Tomlinson, 2003 in Guilloteaux 2012 :232).

METHODOLOGY

A. The Research Design

In this research, the researcher employs a descriptive-quantitative content analysis with qualitative approach. Qualitative approach means that the research is based on qualitative data to

follow the inductive mode of scientific method (Johnson et al, 2004:45) and descriptive design means reporting or determining the way thing are (Gay, 1992 :13 in Fitriah 2011). Elaborated to quantitative content analysis, descriptive quantitative content analysis is applied using principle of objectivity. The quantitative principle here is that messages appear must be quantified to obtain frequency count message intended. (Ida, in Bungin, 2003:144)

B. Subject of research

The subject of the research is three English textbooks entitled “English Pathway” written by Th. M. Sudarwati and Eudia Grace and they are published in 2014. Book A is addressed to grade X that has 310 tasks identified. Book B is addressed to grade XI that has 298 task identified and book C is addressed to grade XII that has 246 task identified. However, the total tasks are analyzed 854 tasks.

C. Research procedure

In the research, the researcher conducts an in depth analysis using modified Littlejohn (2011) analysis task to analyze each task/activity in the textbook. Firstly, identifying the physical aspect of those three books by identifying type (are they general, course book), intended audience, total number of chapter/ unit in each textbook grade and the total number of activities/ tasks. Secondly, this is the process of analysis. Each task/activity is analyzed by using modified Littlejohn (2011) analyzing task which the features are informed by SLA principles. Littlejohn: (2011) proposed analyzed task refers to any proposal contained within the material for action to be undertaken by the learners, which has the direct aim of bringing the L2/FL Learning. These are three aspects of tasks/ teaching materials underlined in the process of analyzing. Thirdly, this is the final analysis drawn about what appear to be the role of material by identifying which parts of the material are in line with SLA and which parts are not.

D. The research Instrument

The instrument of the research used modified Littlejohn (2011) analyzing task. The analyzing task is divided into three subsection. “What is learner expected to do” deals with the process through which learners and teachers are to go. “Who with” deals with classroom participation concerning. “What content” deals with content learners are focus on. The data was assessed by signs, plus point (+) when the features are in line with SLA principles and point minus (-) when they are not. It was obtained from each task/activity. The aim of this level is to identify which material are in harmony with SLA principles and material are against with SLA principles.

E. Data collection

The data collected from the three English textbooks. The textbook consist of grade X, XI, and XII, written by Sudarwati and Eudia Grace, published by Erlangga in 2014. The data collected used modified analyzing task of Littlejohn (2011). Checklist, plus, and minus point used in the instrument of collecting data by identifying the tasks/activities of textbook based on principles of SLA.

F. Data Analysis

After collecting the data, they are then analyzed quantitatively. The data analyzed quantitatively means the frequency messages (features) that appear are counted then the next step is are intrepreted and analyzed qualitatively (Ida, in Bungin, 2003;144). In analyzing the data

quantitatively, the researcher used modified Littlejohn (2011) analyzing task as instrument of analysis (It can be seen in tabel 2). Firstly, the researcher divided the materials into tasks. Secondly, each the material (the activity/task) was analyzed indepedently based on the features of instrument of analysis by putting signs, plus point if the features are support SLA principles and minus point when they are not. Finally, the total frequency were divided by number of tasks found in each textbook and multiflied by 100 to obtain the percentage of each feature in the textbook. The data then were interpreted qualitatively. Therefore the research used a descriptive-quantitative contentanalysis with qualitative approach.

FINDINGS

In displaying the data, it is based on three aspects analysis, they are, what the learner expected to do, with whom and content. The first question was What is the learner expected to do. From the analysis of 'turn take' during the tasks, initiate in Book A has 98%, Book B has 99 %, Book C has 99 % . Whilst not required activity in Book A has 2 %, Book B has 1 % and book C has 1 %. From the analysis of the data, the three books have the highest percentage in 'initiating/ responding the tasks. Whilst, no action requiredhas the lowest percentage.

From the analysis of the main 'focus' of attention during the tasks, Book A has focus on meaning with 48 %, focus on form with 18% and focus on meaning and form relationship with 34%. Book B has focus on meaning with 56%, focus on form with 14% and focus on meaning and form relationship with 32 % and Book C has focus on meaning 49%, focus on form with 13% and focus on meaning and form relationship with 38%. From the data analysis above, the highest percentage in Book A,B and C are meaning, and the lowest percentage in book Book A, B and C are form. However focusing on both meaning and form get higher percentage than form.

DISCUSSION

A. Parts of the material are supported by SLA principles

The researcher found that tasks /activities in three textbooks demonstrate opportunity to initiate language because the instruction use only English (monolingual context). Therefore it is possible that English will be initiated effectively. (Ellis:1997) stated that the consistent use of English in task instructions would make conducive for communication in the classroom. It means that English task instruction set habitual environment of students inclassroom to the use English Language only. Therefore English is not extraneous to them.

In the part of focus, the material in the three textbook promoting meaningfull activities/ task. it can be proved from the data with 99% the material focused on meaning. The meaningful practice almost found in the textbook where students are requiredto make meaningful choice when carrying out the practice. For example in order to practice surprise the student are given a situation listed on the textbook, complete the sentence of phrases into sentences. Answer the question such as What do you think about the two rivers in the pictures?, where do you usually find the situation? What about cancelling your appointment? etc. SLA principles assign that language learning benefits from focusing primarily on meaning while not negleting form-focused work in general (Ellis:2005). Therefore, learners are given opportunity to built their comprehension since they can communicate more in target language without being caution with the accuracy as long as the meaning conveyed. Predominant focus on meaning is suggested to give opportunity for student train to identify the relation of words to the object denoted by them.

So instruction should lead them to comprehend and be able to create them in their own work. (principle 1). The researcher also found the data of focus on 'form' with 12%. It can almost be found in activity of 'associating' (one of the steps in scientific approach). For example, complete the statement with negative form of past tense, change verb into past verb, put correct comparison degrees in the blanks, etc. Even though Ellis:2005 suggest to have more focus on pragmatic meaning but it is important to not ignore the use of form. Long (1991) advised the teacher (cited in Ellis 2005) to teach pre-selected linguistic item in activities to have their attention on form. Teacher also has important role to give them feedback, therefore learners will attend to form incidentally without feeling aware. (principle 2). In part of 'mental operation', it can be described that most of the features in the three textbooks asked learner to build the text with recalled items such as creating dialog based on certain situation, apply general knowledge by answering the question after listening interesting place in Indonesia. The student are also asked to describes what differs the Borobudur temple and Prambanan temple, talk about some heroes of Indonesia and their contribution to the nation. In the feature of Categorized selected information, students are asked to read the text about Indonesian archipelago and find the some certain of group information such as, its population, location, season, number of district, ethnic, language etc by filling the blank provided in the textbook. The researcher found that the features in this part addressed to comprehension which elicit learners to develop their schematic knowledge to new information by expanding their exist knowledge. It can be seen that the three highest percentage are build the text with recalled items, apply general knowledge, extract gist/information details. The dominant mental operation features above related to how students try to understand a text by bringing their exist knowledge and describing it in communication. The parts of the task/activity engage learners to think whilst experiencing the language. Tomlinson and Mashura (2010) stated that students should have opportunity in expressing their own personal knowledge beyond their current level of proficiency. They also suggest learners should have opportunity to express their own personal meaning and chose their own topic. Therefore designing teaching material should consider students' participate in expressing their own ideas.

The parts of the task/ activity that the students use their exist knowledge into meaningful communication can be found in all specific steps in scientific approach in curriculum 2013; observing, questioning, exploring, associating and communicating. The less features was found to the operation are repeat/ reproduce identically, repeat/reproduce with transformation, apply language rule. Indeed, the features are in line with SLA principles but the writer of the textbook only provided few tasks about them. The researcher also found one of interesting part of the mental operation 'review own/peers output'. They are put in the rightly place which means the student can review what they have learnt and what they need to know/ to improve at the end of certain time (the end of each chapter). The part of the activity is harmony with the principle of SLA (principle 1 and 9)) to measure learners' proficiency in communicating proposed by Norris and Ortega (2010) to do free reconstructed response by controlling production. Therefore the student will be free to asses what they should be improve without feeling pressure. Teachers also can use it as an input to design their own teaching.

In part of 'who with' the researcher found 60% student work individually. Indeed, learners work individually train them to be indepedently, but having group or pairs are also considered effective to help the learners developing communicative in English. Ellis (2005) stated that "to achieve language goals the lessons are aimed for more than 70% interaction in English." It means that if there is a communicative interaction in the class requiring participation not only

individual, but also groups, teachers, and even the whole class (principle 3, 5 and 6). In term of the content in the textbook, it can be concluded that the whole materials in the textbook are concerned on written text and some of aural text. The materials are also equipped with comprehensive instruction that can be used for students to do self study. They are also provided grammar explanation to give students' awareness of grammatical rule. This part also give opportunity for teacher's feedback in teaching spesific grammar rules inductively and deductively (Principle 4). Most of the task of Grammar rule can be found in step of 'exploring and association' (scientific approach steps in curriculum 2013). Additionally the student also are given opprtunity to expand their capability by doing presentation using their own experiences /research. This part of content refers to form both input to learner and the learner's expected output, whether is it written or spoken. From the result of analyzing form input to learner, mostly the three textbooks use written words/phrases/short text < 50 words. The rest are written coherent text, audio script and nonverbal content (pictures). Non-verbal content are mosly designed to hook student background knowledge before coming to the new topic. It can be a creative process that motivates students to learn more fun because it is complemented by interesting pictures. The form of learner's expected output are shown mostly in written phrases, connected sentences and coherent text, especially when the students do writing simple essay or creating dialog base on outline listed in the textbooks. However From the data in the findings, it can be analyzed that answer to the fronted questions from teacher and do the presentation are still in limited output in the textbooks.

The other element of nature content is source. The data shows that most of the material coming from the textbooks themselves. There is only few of them are from students' recount or experiences. The data also showed that mostly materials in the three textbooks are nonfiction. It is only few of them are fiction which is related to narative text. Metalinguistic information (grammar explanation) are provided as particular items such as grammar in action, Remember, study form/tabel. They are provided exclusively in the three textbook. They also considered as useful part in facilitating student in language learning. The last item is learners' personal information. The data showed that the instruction in the textbook is still limited to give students opportunities, to create, to search and built up their own ideas/opinion based on the outline provided in the textbooks. It can be proved that only 11% from the three textbooks concern on students' interesting in creating their opinion/ideas. Therefore, it is important to enggage learners by providing meaningful and variety learning activity to give them opportunity to express their own findings and choose own topic (Richard 2006; Tomlinson and Mashura 2010).

B. Parts of the material are not supported by SLA principles

Referring to part of the material which is not line with SLA principle, the researcher found an exiguous data of 'no action' required which is contain hardly initiate in textbook grade 1, task;p.g 48, task 31;p.g 205 and In textbook grade 2, task 15; p.g

13. Tomlinson (2010) suggests that students should encounter with a lot of experience by giving them opportunity their own words into interactive learning activity. (Ellis :2005) stated that If the learners do not receive exposure to target language they can not acquire it, that means if the students are not given opportunity to respond the language they fail in acquring the language. Therefore by this findings, it needs to evaluate the instruction of the materials in use as well before use (Ellis:1997 cited in Guilloteaux 2012) (principle 5 and 7). Referring to part of mental operation the material which is not line with SLA principle "Repeat/ reproduce with substitution" The writer found a task in textbook grade 2, chapter IV ;task 9;p.g 62. In this task

the students are asked to rewrite the letter provided by substituting some items with the words provided in the box. According to Richard (1986) the substitution drill has limited value in developing communicative language use and it makes students not very creative. De Keyser (2010) suggest to limit this activity because it has limited value in meaning.

In part of “who with” the researcher found limited data findings in teacher to students with 12%, presentation pair/group with 2% and pair/group work simultaneously with 3%. It means that a communicative interaction may be limited in the classroom activity. However Ellis (2005) cited in Mai et al. (2012) stated to have more than 70% interaction in English. It means that a communication interaction need participation not only individual but also groups, teachers, and even the whole class. The data of these feature only can be found in step ‘communicating’ in scientific approach.

In part of ‘with what content’ the researcher found that non-verbal content (i.e. graphics) and Listening/ aural content are mostly designed to hook student background knowledge before coming to the new topic. It can be a creative process that motivates students to learn more fun because it is complemented by interesting pictures. Unfortunately the researcher found that the materials of listening do not provide cassette/audio even listening script. So certainly parts of the listening activity are predicted ignored in learning process or they are not fully applied in the teaching and learning process. It means that teacher may avoid the important element of process requiring the language. Nunan (1998) cited by Gilakjani and Ahmadi (2011) stated that listening is regarded as much more important in both EFL classroom and SLA research. It involves an active process of deciphering and constructing meaning from both verbal and non verbal message. It can be proved that most of listening section in the textbooks are dominated by verbal and non-verbal messages.

CONCLUSION

Based on the result of analyzing the content material in the three textbooks, the writer comes to the conclusion that most parts of the material in the textbooks are supported by SLA principles. They demonstrate opportunity to initiate the language effectively by turn-taking the role in the classroom and focus on promoting meaningful activities/tasks. The instruction of the activities/tasks give learners opportunity to build their comprehension through meaningful activities by applying general knowledge, expanding students’ exist knowledge and describing it in communication. Most parts of activities/ tasks also involve learners into communication interaction that group work, teacher and even the whole class are involved. The materials also design non-verbal content (i.e. graphics) in motivating students background of the new topic and learn more fun from them. Indeed, there are few parts of the tasks/activities are not in line with SLA principles. Two activities have ‘no action required’ to respond the instruction, one task of repeat/reproduce with substitution. However, they do not affect the quality of the textbooks themselves. Therefore materials in the three textbooks are recommended to use by both teachers and learners, as long as the SLA principles of language learning are conducted in EFL classroom activity.

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