

**THE USE OF ENGLISH BOOK AS MEDIA IN TEACHING
AT SMA NEGERI 1 SINJAI TIMUR
(A Descriptive study)**



A Thesis

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment
of the Requirement for the Degree of
Sarjana Pendidikan*

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2015**



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title : The Use of English Book as Media in Teaching A Descriptive
Study at SMA Negeri 1 Sinjai Timur
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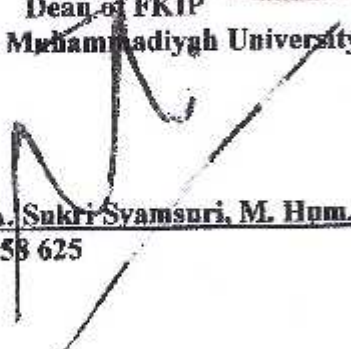
Consultant II

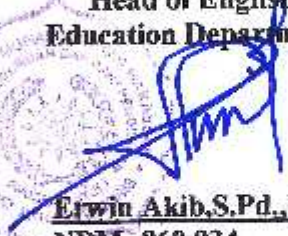

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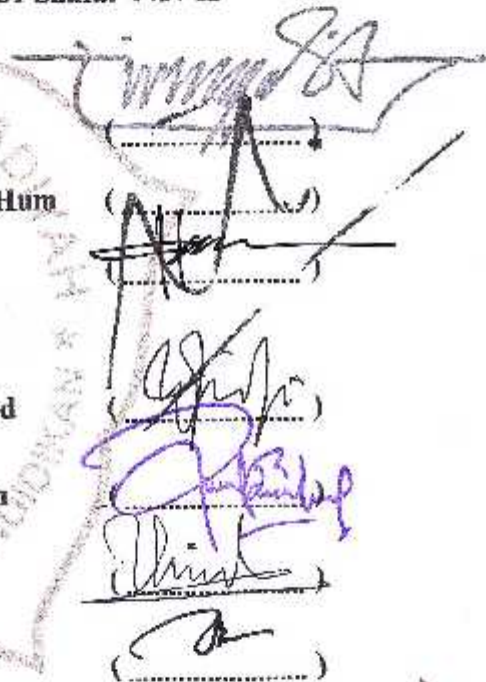
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Dan bagi tiap-tiap umat ada kiblatnya (sendiri) yang ia menghadap kepadanya. Maka berlomba-lombalah kamu (dalam berbuat) kebaikan. Di mana saja kamu berada pasti Allah akan mengumpulkan kamu sekalian (pada hari kiamat). Sesungguhnya Allah Maha Kuasa atas segala sesuatu. (QS Al-Baqarah 2: 148) ”

Kupersembahkan karya sederhana ini sebagai baktiku kepada Ibunda dan Ayahanda tercinta yang senantiasa memanjatkan do'a kehadiran Allah swt, dan mengorbankan segalanya untuk kesuksesan ananda.

:

ABSTRACT

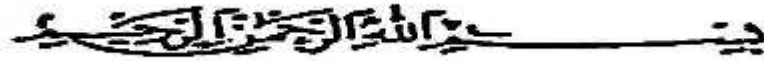
SULFIATI. 2015. *The Use Of English Book As Media In Teaching A Descriptive Study At SMAN 1 Sinjai Timur (A Desscriptive Study)*. English Education Department. The Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Supervised by Erwin Akib and Amar Ma'ruf.

This research aimed at finding out the description how the use of English book as media in teaching English at SMAN 1 Sinjai Timur.

This research was conducted through descriptive quantitative method. The population is all teachers at SMAN 1 Sinjai Timur. The researcher took all the English teachers at SMAN 1 Sinjai Timur. The researcher used one instruments it's for Teachers at SMAN 1 Sinjai Timur.

The findings out about this research the use English textbooks as media in teaching were the use English textbook as media in teaching at SMAN 1 Sinjai Timur is very good. It is proved by the percentage of teacher who said that textbooks as media in teaching at SMAN 1 Sinjai Timur. The problem indicated in this research is there are only four English teachers at school. It's not enough so it must to add many English teachers. The school should increase the number of printed books english. There are many English textbooks need to upgrade and the use English language laboratorium must be effective cause the student have fun in study English at SMAN 1 Sinjai Timur.

ACKNOWLEDGEMENT



Alhamdulillah Robbil Alamin. The writer expresses her highest gratitude to the Almighty, Allah SWT who has given guidance and mercy to the writer in completing this thesis.

In preparing complicating this thesis, the writer found many problems that could not be solved by the writer herself. However, the great help and support from the people around him made everything was running well. The writer deeply expresses many thanks to those who had given their help, guidance, support, advice, and open constructive criticism. The writer really knows without them, he would be unable to finish this thesis, so the writer would like to express his deepest gratitude to them. They are as follows:

1. Dr. H. Irwan Akib, M.Pd, the Rector of Makassar Muhammadiyah University and Dr. Andi Sukri Syamsuri, M.Hum as the Dean of FKIP Makassar Muhammadiyah University for their support and motivation during study at UNISMUH.
2. Erwin Akib, S.Pd, M.Pd as the Head of English Department of FKIP and Ummi Khaerati Syam, S.Pd,.M.Pd as the Vice of Head Department of FKIP also for their signature, support and motivation.
3. The writer indebted to the first consultant Erwin Akib, S.Pd, M.Pd and

the second consultant, Amar Ma'ruf, S.Pd, M.Hum who have given me guidance, correction, and support since the preliminary state of manuscript until the completion of the thesis.

4. My special heartfelt to my beloved parents Syamsuddin and Normalia. My brothers and sisters, who always sacrifice, love, care, support for financial and pray for his safety and every success of mine.
5. My profound appreciation and thanks are due to my big brother and all of my friends in class B that I can not mention one by one specially EDSA "10" lovers who always help and support the writer in every condition.

Eventually, the writer realized that this thesis is still far from perfection and still needs suggestion and critics. Thus, enhancement from this thesis as strongly needed. Hopefully, this thesis will be useful for many people who Allah the almighty needed may bless us. Amen.

Makassar, November 2015

The writer

Sulfiati

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CHAPTER I

INTRODUCTION

A. Background

In essence, the English language is a tool for communication among citizens. Communicating implies disclose information, thoughts, and feelings. Communication activities manifested in acts of understanding and expressing nuances of meaning through both oral and written medium which were influenced by the situation, people involved in the communication, topic, and the psychological condition of people involved in communication. Through language as a primary communication tool, mainly through English as a global language, we can develop science, technology, and culture using the language. In the context of education, language serves as a tool to communicate to access, of saving and sharing information. In everyday life, it serves as a tool to establish interpersonal relationships, exchange information and enjoy the beauty of the language aspects.

Based on the concept of continuous learning and developmental changes in accordance with the development of science and technology. Learning is synonymous with teaching. Teaching activities carried out by the teacher to pass on knowledge to students. Learning is a system, which consists of various components that are interconnected to one another. The components include: curriculum, teachers, students, materials, methods, media and evaluation. Implementation of learning is the operationalization of the lesson plan, so it is not

separated from the planning of the teaching/learning that has been made. Therefore in practice will depend on how the planning of teaching as operationalization of a curriculum (Anggara, 2012).

As a system all the components in language teaching should work properly in order to achieve the teaching goals. In spite of this, learning materials prescribe in textbook often control the teaching since teachers and learners tend to rely heavily on them. More interestingly, some of the teachers develop their lesson plan based on learning materials in textbooks that they believe will be exploited to a greater extent.

Language textbooks are designed primarily as sources of language input for learners. Allwright (1981) argues that materials should teach students to learn, that they should be resource books for ideas and activities for teaching and learning, and that they should give teachers rationales for what they do. From Allwright's point of view, textbooks are too inflexible to be used directly as instructional material. Students learn what is present in the textbook, and the way the textbook presents material is the way students learn it. The educational philosophy of the textbook will influence the class and the learning process. Therefore, in many cases, materials are the center of instruction and one of the most important influences on what goes on in the classroom.

Theoretically, experienced teachers can teach English without a textbook. However, it is not easy to do it all the time, though they may do it sometimes, so they just follow the textbook. Textbooks therefore take on a very important role in language classes, and therefore, it is important to select a good textbook. For such

reasons describe , the researcheris interest to carry out the survey on the use of English book as a media in teaching English in SMAN 1 Sinjai Timur.

B. Problem Statement

Investigating the appropriateness level of the English textbooks use by the teachers and students in teaching and learning English in SMAN 1 Sinjai Timur is the focus of this study. To be able to investigate the problem, the researcher needs ask the following operational research question: *How is the use of English book as media to teach English at SMAN 1 Sinjai Timur?*

C. Objectives of the Research

According to the title above, the research objectives of this study is the English Textooks. The objectives of the research are to find out the use of English Textbook as media in teaching at SMAN I Sinjai Timur.

D. Significance of The Study

The significant of the study is based on theoretically practically is :

1. Theoretically

The research would understand about the characteristic of the books used in learning process at SMAN 1 Sinjai Timur.

2. Practically

a. For The Research

It can add knowledge and insight and can apply and disseminate the theory was the obtained during the lecture.

b. For The Next Research

With this study is expected to be the knowledge as well a reference source on the characteristics of the subject better of school for researchers then who are interested in the researching with the same theme.

E. Scope of The Study

The study under apply linguistics area with special reference to the use of textbooks as the main resource in language teaching and learning program. Although numbers of method are plausible to be use to evaluate learning materials, the study limits the evaluation or the analysis using Grant's (1989) questionnaires of what make a good textbook base on students and teachers' perception. The textbooks analyz were the ones use by the teachers as the main handbooks or the official textbooks in SMAN 1 Sinjai Timur in the academic year of 2014-2015.

CHAPTER II

REVIEWS OF RELATED LITERATURES

A. Previous of Related Research

Tomlinson (1998: 1), “language learning materials are anything which is use by teachers or learners to facilitate the learning of a language. In other words, they can be anything which is deliberately use to increase the learners’ knowledge and/or experience of the language”.

Ansary (2003: 12), Learning materials play important roles in EFL teaching and contribute to EFL learning results. The EFL learning process will be more effective if learning materials are match with teaching objectives, students’ level, and students’ practical needs for the language in their target society.

Graves (1996: 20) who edit a book call “Teachers as Course Developers” claim that many teachers struggle to develop materials in their own situation. Therefore, in EFL teaching contexts, many teachers rely too much on prescrib EFL textbooks for their teaching materials. For this reason, Graves (1996) suggest a framework for teachers to design their own materials that will suit best to their learners and to their teaching situations. The framework components are : (1) assessing needs, (2) determining goals and objectives, (3)conceptualizing content, (4) selecting and developing materials and activities, (5) organizing contents and activities, and (6) evaluating and considering resources and constraints.

Besides developing course materials, the EFL teachers are subject to regularly evaluate the materials they use in teaching EFL. For materials to be

evaluate the learning points should be potentially useful to the learners and that the learning procedures should maximize the likelihood of the learners actually learning what they want and need to learn. It is not necessarily enough that the learners enjoy and value the materials.

Since the end of 1970s, there has been a movement to make learners rather than teachers the center of language learning. According to this approach to teaching, learners are more important than teachers, materials, curriculum, methods, or evaluation. As a matter of fact, curriculum, materials, teaching methods, and evaluation should all be design for learners and their needs. It is the teacher's responsibility to check to see whether all of the elements of the learning process are working well for learners and to adapt them if they are not.

In other words, learners should be the center of instruction and learning. The curriculum is a statement of the goals of learning, the methods of learning, etc. The role of teachers is to help learners to learn. Teachers have to follow the curriculum and provide, make, or choose materials. They may adapt, supplement, and elaborate on those materials and also monitor the progress and needs of the students and finally evaluate students.

Materials include textbooks, video and audio tapes, computer software, and visual aids. They influence the content and the procedures of learning. The choice of the deductive vs. inductive learning, the role of memorization, the use of creativity and problem solving, production vs. reception, and the order in which materials are presented are all influenced by the materials. Technology, such as

OHP, slides, video and audio tape recorders, video cameras, and computers, supports instruction/learning.

Though students should be the center of instruction, in many cases, teachers and students rely on materials, and the materials become the center of instruction. Since many teachers are busy and do not have the time or inclination to prepare extra materials, textbooks and other commercially produced materials are very important in language instruction. Therefore, it is important for teachers to know how to choose the best material for instruction, how to make supplementary materials for the class, and how to adapt materials.

Littlejohn and Windeatt (1989: 34) argue that materials have a hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes relate to gender, society, etc. Materials have an underlying instructional philosophy, approach, method, and content, including both linguistic and cultural information. That is, choices in writing textbooks are based on beliefs that the writers have about what language is and how it should be taught. Writers may use a certain approach, for example, the aural-oral approach, and they choose certain activities and select the linguistics and cultural information to be included.

Clarke (1989:27) argues that communicative methodology is important and that communicative methodology is based on authenticity, realism, content, and a focus on the learner. However, he argues that what constitutes these characteristics is not clearly defined, and that there are many aspects to each. He questions the extent to which these are reflected in textbooks that are intended

to be communicative. In a study of English textbooks published in Japan in 1985, the textbooks were reviewed and problems were found with both the language and content of many of the textbooks (Kitao, 1995:52).

B. Characteristics of A Good Language Textbook

A good language textbook has certain characteristics and, as such, the characteristics will vary from content. Ansary and Babaay (2003:36) claim that the characteristics of a good language textbook are not actually operative in all EFL/ESL textbooks, nor is it claimed that all the characteristics would be ostensibly present and simultaneously adhered to in each and every textbook. However, the elements of a good language textbook can be present that in turn may lead to the development of universal textbook-evaluation schemes.

For this reason, there is some level of argument among the language teaching practitioners and language writers of what makes a good language textbook. Krashen (1985:21), for example, claims that a good language textbook should be able to promote learning and should serve as the source of comprehensible input for language learners. Krashen's claim was based on his input hypothesis in which he maintains that a language course book should serve as a rich input provider that language learners can take the most benefits.

Tomlinson (1998:14) points out that language learning materials are designed based on what is known from reflective teaching and research. Hidalgo, Hall Jacob cited from Tomlinson (1998) argue that language learning materials are designed based on people's intuition combined with recent and relevant classroom

experience, by knowledge of the findings and of research second and foreign language acquisition research. Tomlinson (1998:28) argues that the compilation of learning principles and procedures which most teachers agree contribute to successful learning plus a compilation of principles and procedures recommend by most SLA researchers. A combination of the two compilations according to Tomlinson (1998:10) produces a summary list of basic principles of second language acquisition relevant the development of materials for the teaching of language and in turn will serve as the characteristics of a good language teaching materials provide by teachers and publishers as follow:

1. Materials should achieve impact
2. Materials should help learners to feel at ease
3. Materials should help learners to develop confidence
4. What is being teach should be perceive by learners as relevant and useful
5. Materials should require and facilitate learner self-investment
6. Learners must be ready to acquire the points being taught
7. Materials should expose the learners to language in authentic use
8. The learners' attention should be drawn to linguistic features of the input
9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes
10. Materials should take into account that the positive effects of instruction are usually delaye
11. Materials should take into account that the learners differ in learning style
12. Materials should take into account that learners differ in effective attitudes

13. Materials should permit a silent period at the beginning of instruction
14. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities
15. Materials should not rely too much on control practice
16. Materials should provide opportunities for outcome feedback

Grant (1989:11) briefly explains that a good English textbook should suit students' needs and interests, suit teachers' plans and goals in teaching, and suit current syllabus use in the school. For this reason, grant develop a set of questionnaire that can be use to evaluate whether the textbook is good or not.

In short, an ideal or a good language textbook should be defined in more coordinative ways. Considering experts' views, reflective teaching and learning research, or perhaps directly referring to the users' preferences will result in a definition of what makes a good language textbook. Cosequently, evaluation should be done to have a description of a good language textbook

C. The Use Textbook As A Medium Of Learning

No textbook is perfect. Materials include textbooks, video and audio tapes, computer software, and visual aids. They influence the content and the procedures of learning. The choice of deducative vs inducative learning, the role of memorization, the use of creativity and problem solving, production vs reception, and the order in which materials are present are all influenced by the materials. Though students should be the center of instruction, in many cases, teachers,

teachers and students rely on materials, and the materials, and the materials become the center of instruction. Since many teachers are busy and do not have the time or inclination to prepare extra material, textbooks and other commercially produced materials are very important in language instruction. Therefore, it is important for teachers to know how to choose the best material for instruction.

There are two ways of getting information or evaluating a textbook, namely from the book itself and from the users' judgment. According to Williams (1983:30) no textbook is perfect. Therefore, teachers should have the option of assigning supplementary materials based on their own specific teaching situation. Furthermore, he argues that some teachers prefer to use textbooks while others prefer not to use textbooks. These two contra arguments illustrated by Williams in the following list:

1. The arguments for using a textbook are:
 - a. a textbook is a framework which regulates and times the programs,
 - b. in the eyes of learners, no textbook means no purposes,
 - c. without a textbook, learners think their learning is not taken seriously,
 - d. in many situations, a textbook can serve as a syllabus,
 - e. a textbook provides ready-made teaching texts and learning tasks,
 - f. a textbook is a cheap way of providing learning materials,
 - g. a learner without a textbook is out of focus and teacher-dependent, and perhaps most important of all,
 - h. for novice teachers a textbook means security, guidance, and support.
2. The counter-arguments are:

- a. If every group of students has different needs, no one textbook can be a response to all differing needs,
- b. Topics in a textbook may not be relevant for and interesting to all,
- c. A textbook is confining, i.e., it inhibits teachers' creativity,
- d. A textbook of necessity sets prearrange sequence and structure that may not be realistic and situation-friendly,
- e. Textbook have their own rationale, and as such they cannot by their nature cater for variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class, and most important of all, perhaps,
- f. Teachers may find themselves as mediators with no free hand slave, in fact, to others' judgements' about what is good and what is not (Ur, 1996: 183-195).

In general, EFL/ESL textbook have brought with them a range of reactions. Responses often fluctuate between these two extremes. One position is that they are valid, useful, and labor-saving tools. The other position holds that they are "masses of rubbish skillfully marketed" (Brumfit, 1980:30). During the last three decades, these reactions have essentially been based on ad hoc textbook evaluation checklists. And the shaky theoretical basis of such checklists and subjectivity of judgments have often been a source of disappointment.

Any textbook should be used judiciously, since it cannot cater equally to the requirements of every classroom setting (Williams, 1983: 251). As teachers, many of us have had the responsibility of evaluating textbooks. Often, we have not been

confident about what to base our judgments on, how to qualify our decisions, and how to report the results of our assessment. It seems to us that to date textbook selection has been made in haste and with a lack of systematically applied criteria. Furthermore, he states that teachers, students, and administrators are all consumers of textbooks. All these groups, of course, may have conflicting views about what a good/standard textbook is. However, the question is where they can turn to for reliable advice on how to make an informed decision and select a suitable textbook. The literature on textbook selection and/or textbook evaluation procedure is vast. Various scholars have suggested different ways to help teachers become more systematic and objective in their approach. They have often offered checklists based on supposedly generalizable criteria. These sometimes detailed check-sheets use a variety of methods to assess how well a particular textbook under scrutiny measures up.

To evaluate the merits or demerits of such as checklist approaches to the textbook evaluation process and for comparison purposes, two samples are offered here: Allen Tucker's 1975 system for evaluating beginning EFL/ESL course book assessment.

Tucker (1975: 355-360) introduces a system which has three components:

1. Set of criteria claim to be "consistent with the basic linguistic, psychological, and pedagogical principles",
2. Rating scheme which provides a method for judging the comparative weightings of a textbook's merits, and

3. Chart/graph which provides a visual comparison between the evaluator's opinion of the book and a hypothetical ideal model, hence facilitating a quick and easy display of the evaluator's judgment.

Under grammar criterion, (1) adequacy of pattern inventory deals with how much of the structure should be present and how well it is present, (2) appropriate sequencing refers to the organization of presentation, that is to say, simple sentence patterns should come first, introduction of new structures must rest on already-master simpler patterns, etc., and (3) adequacy of drills and of practice refers to judgments about how readily students can discern a form and about how much practice is required to guarantee this adequacy.

The fundamental problem with such checklists, it seems to us, is that they depend on the swings of the theoretical pendulum (Sheldon, 1988: 240). For example, Tucker (1975: 357) proposes "adequacy of pattern practice" as a criterion. Today, most probably, one would not rate them the same as a decade or so ago. Moreover, in such checklists, some of the criteria like "competence of the author" (Tucker, 1978:358) or "whether or not a textbook is based on the findings of a contrastive analysis of English and first language sound system" (William, 1983: 255) present serious flaws. Such decisions, it is believed here, depend mostly on one's own priorities. And so long as one's specific requirements in a specific teaching situation have not been identified, one probably cannot exploit any already-available check list criteria to judge teaching materials. Perhaps, that is why the relative merits of such checklists and their criteria, over the years, would diminish and new checklists would be offered.

Grant (1989) offers a simple way to evaluate a language textbook. He develops a three-part questionnaire design to help deciding how far a textbook meets the three conditions as follow:

1. Does the textbook suit the students?
2. Does is suit the teacher?
3. Does it suit the syllabus?

D. Description Of The Book Being Used

There are four English book in SMAN I Sinjai Timur. Class one use “Be Smart in English” and “Look A Head and English Course”. The second book is very interesting students to learn because in it there is a science and games. Teacher really liked the book in teaching English because the words are simple and easy to understand so that students quickly grasp what is described by the teacher. Two classes using English language module in which only contained a list of questions and explanations of answers. While, the book used by teachers to teach students in grade three is the book “Ganesha”. The book contains material that is solid and important as a preparation for national exams.

The English teacher found the book very important fight in the effectiveness of achieving the target of student learning. Teachers should be careful in choosing the books that will be handle to be used in the classroom. Books that are used must meet the existing criteria. bukuyang used should be consistent with the applicable curriculum and not contain abuse of ethnicity and religion. The use of the textbook as a medium of learning should be the

maximum. Many teachers rely solely on speech than be guided by the existing books in a given learning material.

E. Theoretical Framework and Assumptions

The basic premise of this study is that language learning materials should be match with teaching objectives, students' level, and students' practical needs for the language in their target society. Harmer (1991) claims that a language textbook should include pronunciation, grammar, vocabulary, discourse, skills, the syllabus, and language varieties. Tomlinson (1998) argues that a language textbook should meet wioyh the 16 basic principles of second language acquisition related to materials development. Ansary and Babaii (2003) point out that a good EFL textbook should agree with theories of language teaching approach, content presentation should be well-organized, physical make-up or physical composition should match students' needs and interests, and administrative concern related to macro-state policies, appropriateness fpr local situation (culture, leligion and gender) and price. Grant (1989) proposes that a good language textbook should suit the students, the teachers and the syllabus. However, are all the textbooks use by the teachers in Superior Senior High Schools in Sinjai suitable wiyh all the characterictics of a good language textbook? To be able to answer this question this question, the current study decided to use Grant's three-part questionnaire in deciding whether the textbooks use by the three superior senior high schools can be classified as a good English textbooks or not. Therefore, the theoretical framework of the study can be diagram as follow :

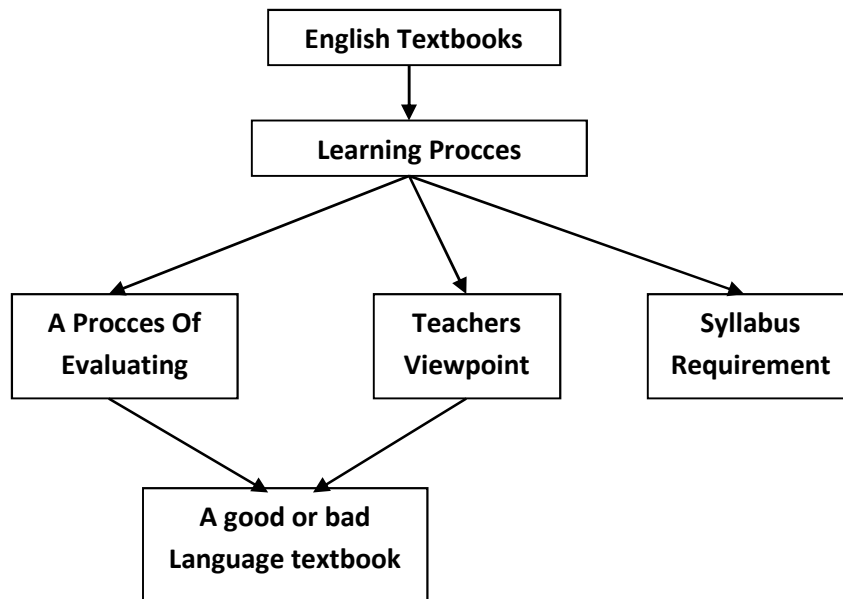


Figure 1.1 : Conceptual Framework

The diagram shows that a good use language textbook should meet the needs of students, teachers and syllabus. Therefore, an identification process of what makes a good textbook should be done to determine whether the textbook meets the characteristics or not.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study was survey and descriptive in nature. The study carefully analyz and describe the use of English textbooks as a media in teaching English in SMAN 1 Sinjai Timur in the academic year of 2014-2015.

B. Population and Sample

1. Population

The population of the study is SMAN 1 Sinjai Timur. The subject were all English teachers. The object of the study was the English textbook use by the teachers in teaching English in that school. There are 4 English teachers in that schools and four official textbooks.

2. Sample

The sample is some of the entire all population. There are 36 teachers of all teachers at SMAN 1 Sinjai Timur and 4 English Teachers. So, the sample for this research is there 4 teachers. The sample is all of English Teachers in SMAN 1 Sinjai Timur.

C. Variables and Instrument

1. Variables

The variables this research are the characteristics of a good textbook as they were perceived by the teachers' questionnaire, the variables were: (a) Attractiveness, (b) Facilities, (c) Materials, (d) Teaching Needs, (e) Sccessibility for Correction, and (f) Authorization.

2. Instrument

The study used the questionnaire developed by Grant (1989) that comprise Questionnaire for Teachers. The original questionnaire is in English, but for the purposes of the research in which it involved some students, the questionnaire was translated into Indonesian language with some adaptations.

The questionnaire is an adaptation from the indicators of this research. The indicator of this research is a process of evaluating, teachers' viewpoint and syllabus requirement. The third indicator adapted to the questions in the questionnaire according to research issues so the data produced is accurate.

D. Data Collection Procedures

The data collection procedure is inquiring the main textbooks used by the teachers in teaching English in the target population and distributing the questionnaire to the sample participants.

E. Data Analysis

Data analysis techniques in this study used quantitative data analysis techniques. Quantitative data analysis techniques were analyzed based on figures obtained from the questions in the questionnaire were distributed then the results processed by using the formula. Results of the data processing aimed to describe and explain a situation in percentage in the form of frequency tables, the design of data analysis used is raised by using the formula:

$$a. P = \frac{F}{N} \times 100 \% \quad (\text{Tiro, 2002})$$

F = The percentage tuned frequency

N = Number of frequency / number of people

P = Numeral Percentage

b. $\% = \frac{n}{N} \times 100$ (Ali, 2002)

Where:

% = Percentage

n = Values obtained

N = The sum of all values

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter present and discussion. The findings present the description of the data collected throught test. The further explanations and interpretation are given in the discussion section.

A. Findings

The findings of the research deals with the answer of the problem statement which is aims to find out is the Use of English book as media learning in teaching. The result of data analysis find that The Use of English Textbook Book as Media in Teaching at SMAN 1 Sinjai Timur. The findings from the sample are organized into two parts, namely (1) the description of the textbooks class one and class two , and (2) the findings from the questionnaire for teachers.

1. The General Description of SMAN 1 Sinjai Timur

This research was conducted in SMA Negeri 1 Sinjai Timur. SMA Negeri I Sinjai East was originally a far classes (filial of SMAN 277 Sinjai), which consists of three classes with building facilities that are still very emergency, built in 1985 independently and on the initiative of Mr. Karaeng Badong. On 11 December 1986 officially established itself under the name of SMA Tondong. As time goes by, SMA I Sinjai Timur continue to improve itself in order to complement the educational facilities and infrastructure and increase resources. With facilities are adequate, so the 2007-2008 school year SMAN I Sinjai East Pilot Project schools designated as school implementing Self Contained / Schools National Standard

(SKM / SSN) is built directly by the Directorate of High School Ministry of Education. Now, the headmaster of SMAN 1 Sinjai Timur is Drs. Juanda, M.M.

2. The Analisis of The Textbook Used in SMAN 1 Sinjai Timur

a. The Description of The Main Textbook Used in Class one

The Class One of SMAN 1 Sinjai Timur was curenly using “*Look A Head An English Course*” for the English lesson. “*Look A Head An English Course*” was written by Sudarwati,M. The book was published by Erlangga in Jakarta on 2007. The ISBN number of the book was 978-979-015-166-6. The book have 198 pages and the thickness is 25 centimeters. The cover of the book was illustrated with colourfull pictures with green domination. The content of the book consisted of two colours green and brown. The cover of book is illustrated the man jump with hand of guitar.

The book was not accompanied by audio-cassettes and teachers guide book. The map of the book as the user’s guide was not available but the information about the components of the book was available instead. The information about the book was also available. The map of the current curriculum (KTSP 2006) attachment was not presented. At the back cover of the book, there was stamp of the government authorization that the book meet the requirements to be used as such.

The content of the book was organized into five chapter and subdivided into five sections. The sections were the four skills in the language, listening, speaking, reading and writing, plus enrichment. At the end of chapter III and V,

the review were presented and intended to evaluate student' competence on the learning material they had learnt in previous chapter.

b. The Description of The Main Textbook Used in Class Two

The class two using one book, namely "*LKS/Lembar Kerja Siswa*". This book was published by CV. Haka MJ. This book . The book have three chapter. The contains of book is questions aspects of reading skills, speaking, listening, and writing. The book has sixty-four pages in which the questions is more dominant than the material and theory. This book is good and the students like because simple and easy to study. In the book there is a mid term tests, formative test, task and competence test. Formative test consists of multiple choice questions. in the book there is a dialogue that is contained in the sub discussion read and heard.

The textbook distributed to each student to take their home. The book became a handbook in the school as well so that teachers will only give directives which part will be done by students. The book is very helpful to train students in the English language matters.

c. The Use of English Textbook as Media Learning in Teaching

Based on questionnaire, the good or not use textbook in SMAN 1 Sinjai Timur can be known through the results of a questionnaire that has been distributed to four teachers at the school. These books are expected to achieve maximum results as a medium of learning by the teacher in the classroom to achieve competency standards that have been set.

Based on data obtained through the questionnaire research is instrumental in collecting data on research variables were investigated, namely data on the use textbook as media learning in teaching English at SMAN 1 Sinjai Timur. From a number of questions in the questionnaire items were distributed research and has been returned by four respondents, 15 of item that question is a closed question (answer alternatives are available) are directly calculated frequency then were presented. The presentation of the results of data analysis are as follows:

Table 1 The Use Textbook As Media Learning in Teaching English at SMAN 1 Sinjai Timur

How the english textbooks categories as media learning in teaching to improve the effectiveness of learning?

Answer alternative	Respondent	
	F	%
- Very good	-	-
- Good	4	100
- Undecide	-	-
- Not good	-	-
Quantity	4	100 %

Source questionnaire No. 1

The data in the table above shows that each of the respondents said good or as many as 4 people or as much (100%).

This proves that the teachers say the category of textbooks used in teaching the good more than the said category of books is not good. therefore, we can conclude that the questionnaire question number one on the category of printed books that are used as a medium of learning is good category (100%).

Table 2 The Use Textbook As Media Learning in Teaching English at SMAN 1 Sinjai Timur

How method used the textbooks?

Answer alternative	Respondent	
	F	%
- Very good	-	-
- Good	3	75
- Undecided	1	25
- Not good	-	-
Quantity	4	100 %

Source questionnaire No.2

The data in Table 2 above shows that respondents who expressed good is as much as 3 person or as much (75%), which states not good is the 1 person or by (25%).

It proves that the teachers who said the method used print book is pretty good more than a teacher who said good method. So, from the questionnaire

question number two can be concluded that the method used in the English language textbooks are good (75%).

Table 3 The Use Textbook As Media Learning in Teaching English at SMAN 1 Sinjai Timur.

The effectiveness of English textbooks in improving student learning discipline?

Answer alternative	Respondent	
	F	%
- Very good	-	-
- Good	3	75
- Undecided	1	25
- Not good	0	-
Quantity	4	100 %

Source questionnaire No. 3

The data in table about the effectiveness textbooks above show that 3 respondent expressed good (75%) and 1 respondent expressed not good (25%).

It proves that the English teachers SMAN 1 Sinjai Timur which states good more than the stated are not good. Therefore, from the questionnaire question number 3 can be seen that the effectiveness of English language textbooks categorized good (75%)

Table The Use Textbook As Media Learning in Teaching English at SMAN 1 Sinjai Timur.

English textbooks in schools adequate?

Answer alternative	Respondent	
	F	%
- Very good	-	-
- Good	2	50
- Undecided	-	-
- Not good	2	50
Quantity	4	100 %

Source questionnaire No. 4

Based on the table above 2 teachers stated good (50%) and there are 2 teachers stated stated not good (50%).

Therefore, it can be seen that adequate stating the same as that declared inadequate. So, the availability of textbooks in schools English is adequate (50%).

Table 5 The Use Textbook As Media Learning in Teaching English at SMAN 1 Sinjai Timur

The ability of students to understand English textbooks are used?

Answer alternative	Respondent	
	F	%
- Very good	-	-
- Good	3	75

- Undecided	1	25
- Not good	-	-
Quantity	4	100 %

Source questionnaire No.5

Based on the table above 3 teachers stated good (75%) there are 1 teachers states not good (25%).

Therefore, teachers who stated that the English textbooks are good more than the teachers who stated that English textbooks are not good. So, it can be concluded that the ability of students to understand English textbooks used in the schools are enough good (75%).

Table 6 The Use Textbook As Media Learning in Teaching English at SMAN 1 Sinjai Timur.

How the application of English textbooks in the school?

Answer alternative	Respondent	
	F	%
- Very good	3	75
- Good	1	25
- Undecided	-	-
- Not good	-	-
Quantity	4	100 %

Source questionnaire No. 6

Based on the table above stated the textbooks application good there are 3 teachers (75%).

Therefore, the teachers who stated the textbooks application good is much than the teachers who stated the textbooks application not good. So, it can be concluded that the textbooks application at the school is really good (100%).

Table 7 The Use Textbook As Media Learning in Teaching English at SMAN 1 Sinjai Timur.

Is English textbooks used to attract students to learn?

Answer alternative	Respondent	
	F	%
- Very good	-	63,3
- Good	4	16,7
- Undecided	-	16,7
- Not good	-	3,3
Quantity	4	100 %

Source questionnaire No. 7

Based on the table above, all of the teachers (100%) stated the English textbooks is good in attract learned by the Teachers for student.

Therefore, the all of English Teacher stated that the English textbooks is really attractive to student in learn English. So, it can be said that the category of English textbooks used at the school is really good and effective (100%).

Table 8 The Use Textbook As Media Learning in Teaching English at SMAN 1 Sinjai Timur.

Learning English using English language books are already meet the targets according to the standard curriculum?

Answer alternative	Respondent	
	F	%
- Very good	-	-
- Good	4	100
- Undecided	-	-
- Not good	-	-
Quantity	4	100 %

Source questionnaire No. 8

Based on the table above, the all of English teachers (100%) stated that the English textbook is meet targets according to standards applicable curriculum.

Therefore, English textbooks used by teachers at the school meets the standards seen from the questionnaire. All of teachers choose fulfilled enough so it can be considered effective (100%).

Table 9 The Use Textbook As Media Learning in Teaching English at SMAN 1 Sinjai Timur.

Concern in choosing English textbooks?

Answer alternative	Respondent	
	F	%
- Very good	1	25
- Good	3	75
- Undecided	-	-
- Not good	-	-
Quantity	4	100 %

Source questionnaire No. 9

Based on the table above, there are 3 (75%) teachers state good and there are 1 teachers (25%) state really good.

Therefore, all of the English teachers state that at SMAN 1 Sinjai Timur is good in the selection of English textbooks. So, at SMAN 1 Sinjai Timur in the selection English textbooks is good (75%).

Table 10 The Use Textbook As Media Learning in Teaching English at SMAN 1 Sinjai Timur.

Mastery of the material contained in the textbooks by teachers at SMAN 1 Sinjai Timur?

Answer alternative	Respondent	
	F	%
- Very good	1	25
- Good	3	75
- Undecided	-	-
- Not good	-	-
Jumlah	4	100 %

Source questionnaire No. 10

Based on the table above, there are 3 (75%) teachers state good and there are 1 teachers (25%) state really good.

Therefore, all of the English teachers state that at SMAN 1 Sinjai Timur is good in the mastery of subject matter. So, at SMAN 1 Sinjai Timur in the mastery of subject matter English textbooks is good (75%).

Table 11 The Use Textbook As Media Learning in Teaching English at SMAN 1 Sinjai Timur.

Teachers require students to have English textbook?

Answer alternative	Respondent	
	F	%
- Very good	4	100
- Good	-	-
- Undecided	-	-
- Not good	-	-
Quantity	4	100 %

Source questionnaire No. 11

Based on the table above, the all of English teachers (100%) require to have English textbook.

Therefore, the all of English teachers (100%) require to have English textbook. So, all teachers at SMAN 1 Sinjai Timur require students to have the printed book of English textbook and it is considered good and effective (100%).

Table 12 The Use Textbook As Media Learning in Teaching English at SMAN 1 Sinjai Timur.

Influence Students who have the English textbook that does not have a book with the effectiveness of learning?

Answer alternative	Respondent	
	F	%
- Very good	4	100
- Good	-	-
- Undecided	-	-
- Not good	-	-
Quantity	4	100 %

Source questionnaire No. 12

Based on the table above, the all of English teachers (100%) state influence the effectiveness of student learning with the student who have the textbooks with the student who not have in learning English.

Therefore, the all of English teachers (100%) state influence the effectiveness of student learning with the student who have the textbooks with the student who not have in learning English. So, if each student have English textbooks then the process of learning English to be effective (100%).

B. Discussion

Based on the item in question of questionnaire research about the use english textbook as media learning in teaching at SMAN I Sinjai Timur has been presented in percentage below:

Answer a questionnaire no.1 stated that of four respondents surveyed about category of used book shows 100% of respondents agreed it is proved that the category of used English books are good or effective.

Answer a questionnaire no. 2 stated that of four respondents surveyed about learn metode of book show 75% of respondents agreed it is proved that the learn metode of book is good. The learn metode of book is good because simple and make the students fun in study in class.

Answer a questionnaire no. 3 stated that of four respondents surveyed about the effectiveness of textbooks in improving student learning discipline show 75% of respondednts agreed it is proved that the efectiveness is good.

Answer a questionnaire no. 4 stated that of four respondents surveyed about the availability of the number of textbooks show 50% of respondents agreed it is proved that the availability of number of the textbooks is not good or little book.

Answer a questionnaire no. 5 stated that of four respondents surveyed about the ability of students to understand English textbooks used show 75% of respondents agreed it is proved the ability of students to understand English textbooks used is good. It happens because the books used are in accordance with the interests and needs of students in high school.

Answer a questionnaire no. 6 stated that of four respondents surveyed about the use of textbooks show 75% of respondents agreed it is proved the use of textbooks is good.

Answer a questionnaire no. 7 stated that of four respondents surveyed about the motivate students to learn the english books show 75% of respondents agreed it is proved the motivate students to learn the books is good.

Answer a questionnaire no. 8 stated that of four respondents surveyed about the fulfillment of learning targets show 100% of respondents agreed it is proved the fulfillment of learning target is very good.

Answer a questionnaire no. 9 stated that of four respondents surveyed about the concern in choosing english textbooks show 75% of respondents agreed it is proved the concern in choosing english textbooks is good.

Answer a questionnaire no. 10 stated that of four respondents surveyed about the mastery of the material contained in textbooks show 75% of respondents agreed it is proved the mastery of material contained in textbook is good.

Answer a questionnaire no. 11 stated that of four respondents surveyed about recommendation have english textbooks show 100% of respondents agreed it is proved the recommendation have english textbooks is very good.

Answer a questionnaire no. 12 stated that of four respondents surveyed about the influence students have english book and the students not have english book show 100% of respondents agreed it is proved the influence is very good.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section deals with the conclusion and the second one deals with the suggestion.

A. Conclusion

Based on the finding on the discussion, the researcher concluded that the application of the use English textbook as media in teaching at SMAN 1 Sinjai Timur is effective. It is proved by the percentage of teacher who said that textbooks as media in teaching at SMAN 1 Sinjai Timur. So, conclusion of this research about the used English book as media in teaching at SMAN I Sinjai Timur is very good.

B. Suggestion

Based on the conclusion above the researcher made the following suggestion:

1. Use the book as a medium of learning should be improved the skill of student in reading, writing and listening.
2. Teachers should require students to have a handbook of English to be able to learn on their own in their homes.
3. The school should increase the number of printed books english. There are many English textbooks need to upgrade.
4. Teachers should pay attention to the selection of books that will be used.

5. There are only four English teachers at school. It's not enough so it must to add many English teachers.
6. The use English language laboratorium must be effective cause the student have fun in study English in School.

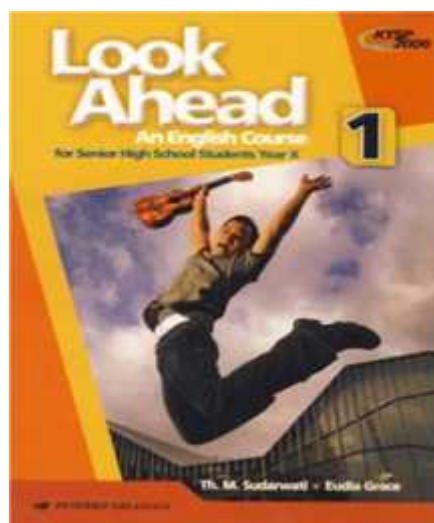
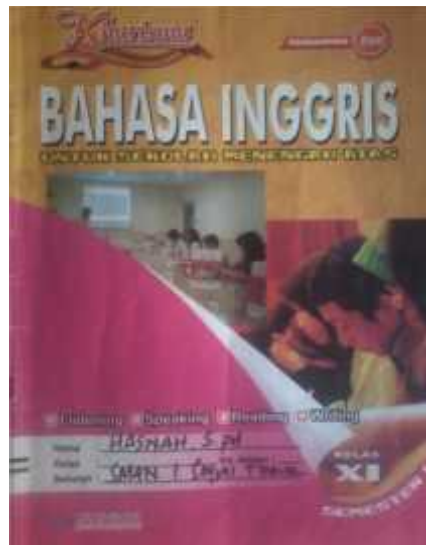
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APPENDICES





CURRICULUM VITAE



The researcher, Sulfiati was born on August 2nd, 1991 in Sinjai, South Sulawesi. She is the first daughter of the marriage Syamsuddin, and Normalia. She has one sister and three brother, Rudi, Fajar Syamsuddin, Irfan Syamsuddin, and Nur Azizah.

In 1998 graduated from Kindergarten namely TK Idhata II Tondong. In 2004 studied at Elementary School namely SDN 28 Pakkita. In 2007 she studied at Junior High School namely SMPN 1 Sinjai Timur. In 2010 she studied at Senior High School namely SMAN 1 Sinjai Timur. Afterwards, she registered in Muhammadiyah University of Makassar by choosing English Education Department of Teacher Training and Education Faculty.

At the end of her study, she could finish her thesis with the title *The Use of English Book as Media in Teaching a Descriptive Study at SMA Negeri 1 Sinjai Timur*.

**ANGKET PENELITIAN UNTUK GURU
IDENTITAS GURU**

Name :

Interview :

Date :

Place :

DAFTAR PERTANYAAN

1. Bagaimana menurut anda kategori tentang buku mata pelajaran bahasa inggris yang digunakan sebagai media pembelajaran dalam meningkatkan efektivitas belajar di SMAN 1 Sinjai Timur?

- | | |
|----------------|----------------|
| a. Sangat baik | c. Kurang baik |
| b. Baik | d. Tidak baik |

2. Bagaimana menurut anda tentang metode dalam buku mata pelajaran bahasa inggris tersebut sebagai media belajar siswa?

- | | |
|----------------|----------------|
| a. Sangat baik | c. Baik |
| b. Cukup baik | d. Kurang baik |

3. Sejauh mana menurut anda keefektivan buku mata pelajaran bahasa inggris tersebut dalam peningkatan kedisiplinan di SMA 1 Sinjai Timur ?

- | | |
|----------------|----------------|
| a. Sangat baik | c. Baik |
| b. Cukup baik | d. Kurang baik |

4. Apakah buku mata pelajaran bahasa inggris di sekolah ini jumlahnya cukup memadai?

- | | |
|-------------------|-------------------|
| a. Sangat memadai | c. Memadai |
| b. Cukup memadai | d. Kurang memadai |

5. Bagaimana menurut anda tentang kemampuan siswa dalam memahami buku mata pelajaran bahasa inggris di sekolah?

a.Sangat baik

c. Baik

b. Cukup baik

d. Kurang baik

6. Apakah menurut anda buku mata pelajaran bahasa inggris tersebut sudah diterapkan dengan baik di Sekolah SMA 1 Sinjai Timur ?

a. Sudah diterapkan

c. Kurang diterapkan

b. Cukup diterapkan

d. Tidak diterapkan

7. Apakah buku mata pelajaran bahasa inggris tersebut menarik minat siswa untuk aktif belajar dalam kelas?

a.Sudah sesuai

c. Kurang sesuai

b.Cukup sesuai

d. Tidak sesuai

8. Menurut anda dalam mengajar menggunakan buku mata pelajaran sudah memenuhi target sesuai dengan standar kurikulum yang berlaku?

a. Sangat memenuhi

c. Kurang memenuhi

b. Cukup memenuhi

d. Tidak memenuhi

9. Apakah menurut anda guru di sekolah ini memperhatikan dalam memilih buku mata pelajaran di SMAN 1 Sinjai Timur ?

a. Sangat perhatian

c. Kurang perhatian

b. Cukup perhatian

d. Tidak perhatian

10. Bagaimana menurut anda tentang penguasaan materi pembelajaran bagi guru di Sekolah SMA 1 Sinjai Timur ?

- a. Sangat menguasai
- b. Cukup menguasai
- c. Kurang menguasai
- d. Tidak menguasai

11. Apakah guru mewajibkan setiap siswa untuk memiliki buku pegangan bahasa inggris di sekolah ini?

- a. sangat wajib
- b. cukup wajib
- c. kurang diwajibkan
- d. tidak diwajibkan

12. sejauh mana pengaruh siswa yang memiliki buku pegangan bahasa inggris dengan siswa yang tidak memiliki buku pegangan bahasa inggris?

- a. sangat berpengaruh
- b. berpengaruh
- c. cukup berpengaruh
- d. tidak berpengaruh

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