

The Evaluation of English Textbook for Ninth Grade Students of Junior High School Entitled: Bahasa Inggris: “Think Globally Act Locally”

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KEYWORDS	ABSTRACT
ELT Textbook; Scientific Approach; Textbook Evaluation	This research intended to determine the components of the scientific approach included in learning activities of the English textbook entitled Bahasa Inggris "Think Globally Act Locally". This study also described the kind of learning activities of the book that apply the scientific approach. This study belongs to qualitative descriptive research; therefore, the writer used an observation checklist as a technique of data collection and content analysis as the tool of data analysis. The findings showed that the English textbook Bahasa Inggris: "Think Globally Act Locally" has 95 learning activities throughout all book chapters that included components of the scientific approach, including observing, questioning, experimenting, associating, and communicating activities. The findings also showed the repetition and similarity of instruction in learning activities, including Reflecting and Communicating activities, through eleven book chapters. However, the writer argues that this book could be considered a good ELT textbook. However, it still needs improvement to make the learning activities more varied, especially reflection and communication.

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Introduction

Educational reformation is an effort to enhance the quality of education and is related to the improvement and innovation of educational institutions' curricula and learning programs (Muis & Minhaji, 2018). Furthermore, this exertion will also encourage the development of learning designs in the classroom (Pajarwati et al., 2021). The current issue of educational reformation in Indonesia is the implementation of Kurikulum 2013 as the development of the previous regulation, namely Kurikulum KTSP. Kurikulum 2013 requires applying the scientific teaching approach (Suyanto, 2018). Therefore, the scientific approach has been introduced as the primary teaching approach for all courses (including English subjects) since the implementation of Kurikulum 2013 (Abidin, 2014).

The scientific approach in English teaching is an approach that integrates the attitude, ability, and knowledge of students through procedures of observing, questioning, experimenting,

associating, and communicating (Sofyan et al., 2016). The procedures of the scientific approach required students to conduct observation to identify problems by reading books, interviewing people, and browsing the internet. After that, students develop hypotheses by doing experiments. Then, students analyze data and construct the meaning of the study. Finally, students communicate the results orally or in written form (Suyanto, 2018).

According to the previous study, the implementation of the scientific approach still has problems, including the teachers still having limitations in designing tasks, guiding students to ask and observe, making students active in discussion sessions, and giving feedback after students' presentations (Arienda et al., 2018), while the students still having problems to get involved actively during the observation, questioning and presentation sessions due to limitations of media to be observed (Atmarizon & Zaim, 2016).

In 2014, the Indonesian government issued a textbook, namely Buku Sekolah Elektronik (BSE), in addition to supporting the implementation of a scientific approach. One of the textbooks published by the Indonesian government is an ELT textbook entitled Bahasa Inggris: "Think Globally Act Locally," which is intended for ninth-grade students. Kementerian Pendidikan dan Kebudayaan published this book through Departemen Pusat Perbukuan dan Kurikulum in 2 versions, including a students' book and a teachers' book. In this research, the writer examined the students' book version. This textbook has eleven chapters and is allocated for two semesters. Hereafter, as required by Kurikulum 2013, the English textbook entitled Bahasa Inggris: "Think Globally Act Locally" also applied a scientific approach as a teaching approach.

An ELT textbook can be defined as a book that supplies the essential material for language learning (Tomlinson, 2011). ELT textbook is the teaching substance that comprises the consequential elements of language and culture related to the needs of students, the background of the cultures, and the range of students' linguistics acquisition (Radić-Bojanić & Topalov, 2016). Therefore, ELT textbooks are often used as a foundation for learning English because they provide instructions and are a source of English learning (Karim, 2020). ELT textbooks can also support inexperienced English teachers and can be a base for self-directed courses and self-access assignments (Kodriyah et al., 2018). ELT textbooks are an effective source of learning. Unfortunately, textbooks also might not be able to fulfill all learning needs, even though using textbooks as a learning source is still paramount (Gunantar, 2017). Therefore, textbook evaluation is required as a valid and reliable consideration of whether the textbook is used in a language learning activity (Budiarsih, 2022). Textbook evaluation is used to evaluate and improve the quality of textbooks (Arba'ati et al., 2015). Hereafter, the textbook evaluation also contributed to helping the teachers determine the learning resource with excellent material in addition to obtaining good learning (Jusuf, 2018).

According to Ayu and Indrawati (2019), the criteria of textbook evaluation belongs to consideration of the physical features of the textbook (such as the layout, design, size, and visuals aspect of the book) also, the methodology, the availability of materials, language skills, topics, language appropriateness and cultural aspect of the book. Furthermore, this consideration can be categorized into internal and external criteria of ELT textbook analysis. Internal criteria belong to

pronunciation, grammar, and content of the textbook. In contrast, external criteria of ELT textbook analysis are related to the quality of editing and publishing, the author's competence, guidance for non-native teachers, availability of supplementary material, and authenticity of language (Roberts et al., 2020).

Previous research conducted by Mukhlisin (2021) stated that the English textbook entitled Bahasa Inggris: “Think Globally Act Locally” has presented learning materials with facts, concepts, principles, and theories using explanations in the form of simple conversation that students at junior high school level can easily understand. Furthermore, Aristiawan and Herman (2021) stated that learning materials in an English textbook entitled: Bahasa Inggris: “Think Globally Act Locally” using appropriate language percentage of 75% and met the standard of content eligibility with a percentage of 78.12% according to BSNP standard. Moreover, Lisna (2019) also stated that learning materials in the English textbook Bahasa Inggris: “Think Globally Act Locally” fulfilled the requirements of rubric assessment from BSNP with a percentage of 68 14 %.

Another research conducted by Fitriana et al. (2016) stated that English textbooks entitled Bahasa Inggris: “Think Globally Act Locally” presented learning materials dominated by writing and speaking materials. Furthermore, Salsabila and Susanto (2022) stated that the English textbook entitled Bahasa Inggris: “Think Globally Act Locally” contained grammar learning (including conjunction, simple present tense, continuous tense, simple past tense, present perfect tense), passive voice, punctuation, agreement and disagreement, writing and reading activities in addition to promoted student’s own culture in learning English.

Looking over the background above, the writer conducted this study and analyzed the learning activities of an English textbook called Bahasa Inggris: “Think Globally Act Locally,” which included the components of the scientific approach. Furthermore, this study also aimed to determine the kind of learning activities of the textbook that applied the scientific approach.

English textbook: Bahasa Inggris: “Think Globally Act Locally” is an ELT textbook for ninth-grade students of Junior High School institutions. It was published by Kementrian Pendidikan dan Kebudayaan and Departemen Pusat Perbukuan dan Kurikulum in two versions, including teachers’ and students’ book versions. In this study, the writer observes the students’ book versions. This textbook has eleven chapters and is allocated for two semesters.

This study belongs to a qualitative descriptive study. Qualitative descriptive research is a qualitative study method commonly used to examine data (in the form of a description of ‘who, what, and where’ from phenomena or experiences) from a subjective perspective (Kim et al., 2017). Qualitative descriptive research applied in this study is document analysis. Document analysis is a systematic review process, including printed and electronic (computer-based and web-based) materials (Bowen, 2009). On this occasion, the writer used the observation method as the data collection technique of this study. The observation method is a procedure of investigating subject behavior to generate intuition (Kumar, 2023). Furthermore, in this study, the writer also used an observation checklist as a tool for data collection. The observation checklist used in this study is developed from the checklist of ELT textbook analysis formulated by Cunningsworth (1995). The

observation checklist is one of the observation mechanisms that could be used in developing ELT textbook analysis to help the observers analyze the textbook effectively and practically (Jusuf, 2018). Moreover, the writer used content analysis to analyze the data of this study and presented the findings of this study in the form of descriptive analysis.

Research Methods

Research Design

Since this study presents results of textbook analysis, the writer conducted qualitative descriptive research. Descriptive research is a non-hypotheses study that collects and analyzes data to construct a conclusion (Wulandari et al., 2016). The descriptive research applied in this study is document analysis. Document analysis is a systematic review process, including printed and electronic (computer-based and web-based) materials (Bowen, 2009). Document analysis requires the interpretation of data to gain meaning, understand, and develop empirical knowledge (Corbin & Strauss, 2014). Document analysis is useful for qualitative studies that comprehensively describe a single phenomenon, event, or item and deal with descriptive data in words or pictures (Ary et al., 2010).

In this study, the writer used content analysis as the tool for data analysis. Content analysis is often used to analyze qualitative data as a research tool to determine the presence of specific words, topics, or concepts in given qualitative data through data analysis (Fraenkel et al., 2011). Furthermore, qualitative content analysis allows the researcher to get engaged with the data collection process with or without directly interacting with the study participants who used to observe indirect communication materials, including narrative-response, survey questions, interviews, focus groups, observation, article and book (Elo et al., 2014). This study aimed to observe the learning activities of an English textbook entitled Bahasa Inggris, "Think Globally Act Locally," which included an applied component of the scientific approach. Therefore, the writer used the observation method in this study as a data collection technique. The writer also used an observation checklist as a data collection tool for this study. The observation checklist used in this study is developed from the checklist of ELT textbook analysis formulated by Cunningsworth (1995). Hereafter, the results of this study are presented in the form of descriptive analysis.

Data Collection Methods and Analysis

The data in this study were collected from an English textbook entitled Bahasa Inggris, "Think Globally Act Locally". This textbook was published by Kementrian Pendidikan dan Kebudayaan Indonesia through Departemen Pusat Perbukuan dan Kurikulum in 2015. An English textbook entitled Bahasa Inggris, "Think Globally Act Locally," is an ELT textbook for ninth-grade students in junior high school. Furthermore, this textbook is published in two versions: the teachers' and the students' books. In this study, the writer examined students' book versions. This textbook has eleven chapters and is intended for two semesters.

The writer use observation for the technique of data collection of this study. Observation in qualitative research is fundamental to collecting data by observing and listening systematically and meaningfully (McKechnie, 2008). This study's object of observation is the English textbook Bahasa Inggris, "Think Globally Act Locally". In the conducted observation of the English textbook entitled Bahasa Inggris, "Think Globally Act Locally," the writer read the book. Then, the writer identified and classified the learning activities according to the observation checklist.

The writer used an observation checklist as a data collection tool. An observation checklist is a tool that helps the observer investigate the textbook effectively and practically (Jusuf, 2018). The observer can develop an observation checklist for textbook analysis according to the study's needs. It can also be adopted and/or modified from the list formulated by the expert (Budiarsih, 2022).

In this study, the writer examined only two considerations of Cunningsworth's (1995) checklist of ELT textbook analysis, including: (1) what approach to language learning is taken by the textbook? From the methodology section, and (2) are all four skills adequately covered? From the skills section. Based on these considerations, the writer has developed her model of observation checklist in this study. The writer added criteria to observe components of the scientific approach. Furthermore, the writer added other criteria, including the mode of learning activities. Moreover, the writer added other details, including the book's title, the number of chapters and pages, the code of learning activities, and notes. Details of the observation checklist used in this study are presented below.

Table 1: Textbook analysis tool (observation checklist)

TABLE OF ANALYSIS							
Title of the book							
Number of the chapter							
No	Chapter	Pages	Code of learning activities	Mode of learning activities	Language skills developed	Scientific approach activities	Notes
				<input type="checkbox"/> Individual <input type="checkbox"/> Pairing <input type="checkbox"/> Grouping	<input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading	<input type="checkbox"/> Observing <input type="checkbox"/> Questioning <input type="checkbox"/> Experimenting <input type="checkbox"/> Associating <input type="checkbox"/> Communicating	
				<input type="checkbox"/> Individual <input type="checkbox"/> Pairing <input type="checkbox"/> Grouping	<input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening I am running a few minutes late; my previous meeting is running over. Reading	<input type="checkbox"/> Observing <input type="checkbox"/> Questioning <input type="checkbox"/> Experimenting <input type="checkbox"/> Associating <input type="checkbox"/> Communicating	
				<input type="checkbox"/> Individual <input type="checkbox"/> Pairing <input type="checkbox"/> Grouping	<input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading	<input type="checkbox"/> Observing <input type="checkbox"/> Questioning <input type="checkbox"/> Experimenting <input type="checkbox"/> Associating <input type="checkbox"/> Communicating	
				<input type="checkbox"/> Individual <input type="checkbox"/> Pairing <input type="checkbox"/> Grouping	<input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading	<input type="checkbox"/> Observing <input type="checkbox"/> Questioning <input type="checkbox"/> Experimenting <input type="checkbox"/> Associating <input type="checkbox"/> Communicating	
				<input type="checkbox"/> Individual <input type="checkbox"/> Pairing <input type="checkbox"/> Grouping	<input type="checkbox"/> Writing <input type="checkbox"/> Reading	<input type="checkbox"/> Observing <input type="checkbox"/> Questioning	

-
- | | | |
|-----------------------------------|------------------------------------|--|
| <input type="checkbox"/> Pairing | <input type="checkbox"/> Speaking | <input type="checkbox"/> Experimenting |
| <input type="checkbox"/> Grouping | <input type="checkbox"/> Listening | <input type="checkbox"/> Associating |
| | <input type="checkbox"/> Reading | <input type="checkbox"/> Communicating |
-

1. Title of the book

This section is used to record the title of the book.

2. Number of the chapter

This section is used to record the number of chapters in the book.

3. No

This section is used to record the sequence of the chapters of the book.

4. Chapter

This section records every book chapter in a code, such as C-1 for Chapter 1, C-2 for Chapter 2, and so on.

5. Pages

This section is used to record the pages of the book that contain learning activities.

6. Code of learning activities

This section records the book's learning activities in a code, such as LA- 1.1 for the first learning activities in Chapter 1, LA- 1.2 for the second learning activities in Chapter 1, LA- 2.1 for the first learning activities in Chapter 2, and so on.

7. Mode of learning activities

This section was used to identify the book's learning mode. The learning mode examined in this study has been classified into three modes: individual activities, pairing activities (consisting of 2 students), and grouping activities (consisting of 3 or more students).

8. Language skills developed

This section identifies the type of language skills proposed by the learning activities. The language skills examined in this study include writing, speaking, listening, and reading ability.

9. Scientific approach activities

This section identifies the learning activities in the book that characterize applying the scientific approach, including observing, questioning, experimenting, associating, and communicating.

10. Notes

This section records additional data (for example, details of learning activity requirements) collected during the data collection process.

The writer used content analysis as the data analysis tool for this study. Content analysis is often used to analyze qualitative data as a research tool to determine the presence of specific words, topics, or concepts in given qualitative data through data analysis (Fraenkel et al., 2011). Content analysis analyzes written communication content, including textbooks, essays, newspapers, novels, magazines, articles, and songs (Suryani, 2018). Furthermore, content analysis study has several stages, namely: (1) identify and collect the data, (2) determine the categories of coding, (3) code the content, (4) check the validity and reliability of the data, (5) analyze and present the findings (Fraenkel et al., 2011).

To analyze the content of the English textbook entitled Bahasa Inggris: "Think Globally Act Locally," first, the writer read the textbook. Second, the writer identified the learning activities of the book

that contained and applied the components of the scientific approach (including observing, questioning, experimenting, associating, and communicating activities). Third, the writer classified the learning activities of the book in the observation checklist, including (1) learning activities that belong to the individual, pairing and grouping assignments, (2) learning activities that developed four skills (writing, speaking, listening, and reading), (3) learning activities of the textbook that contained components of scientific approach (including: observing, questioning, experimenting, associating, and communicating activities), and (4) the instructions of learning activities. Fourth, the writer checked the validity of the data in the observation checklist. Last, after all of the analysis processes have been well-completed, the writer writes the findings of the analysis process in the form of a description, as this study was a descriptive qualitative research.

Results and Discussion

Result

According to the observation checklist findings, the writer found that the English textbook Bahasa Inggris "Think Globally Act Locally" included complete components of the scientific approach (observing, questioning, experimenting, associating, and communicating activities) in the learning activities through the eleventh chapter of the book.

The findings of this study indicated that the English textbook entitled Bahasa Inggris "Think Globally Act Locally" applied steps of scientific approach through learning activities, namely observing and asking questions, collecting information, reflecting, associating, and communicating that could be done by students as individually, grouping *-or both-*, project in addition to developing the language skills (writing, speaking, listening, and reading ability). Moreover, during the data collection process, the writer also found that learning activities of the English textbook entitled Bahasa Inggris "Think Globally Act Locally," including the instruction that was presented repeatedly for different tasks and the monotonous activities such as listening to the teacher reading texts, also the role-playing projects. Even though the writer can conclude that the English textbook Bahasa Inggris, "Think Globally Act Locally," has a well-applied scientific approach as required by the regulation of Kurikulum 2013. Hereafter, the details of the findings of this study are presented in the following explanation.

According to the findings of this study, the writer found that the English textbook entitled Bahasa Inggris "Think Globally Act Locally" has included the components of the scientific approach in the learning activities through the eleventh chapter of the book including (1) observing, (2) questioning, (3) experimenting, (4) associating and (5) communicating. Based on these findings, the writer concluded that the English textbook Bahasa Inggris, "Think Globally Act Locally," has applied complete components of the scientific approach in learning activities through the eleventh chapter of the book.

According to the observation result, components of the scientific approach, including in learning activities of this book, are intended to (1) determine and formulate problem to be examined (observing and asking questions), (2) collect the data (-and information) related to the problem proposed before (collecting information), (3) reflected on the learning process (reflecting), (4) analyzing and make conclusion of the data and results of the reflection before (associating), and (5) communicate the findings, the answers of the problem examined during the learning process also the results of learning reflection in the form of oral or written materials (communicating).

Furthermore, the writer also found that this book's learning activities are intended to develop language skills (writing, speaking, listening, and reading). Hereafter, the assignments in learning activities presented by the English textbook, Bahasa Inggris "Think Globally Act Locally," could be done by the students individually, in a grouping *-or both-* project.

According to the observation checklist used in this study, the writer found that the English textbook Bahasa Inggris "Think Globally Act Locally" identified applied the steps of the scientific approach. English textbook entitled Bahasa Inggris "Think Globally Act Locally" applied the steps of the scientific approach through the learning activities in the eleventh chapter of the book, namely: (1) Observing and asking questions (steps of observing and questioning), (2) Collecting information (steps of experimenting), (3) Reflecting, (4) Associating (steps of associating), and (5) Communicating (steps communicating) with total amount of learning activities reached 95 activities through all chapters of book. Furthermore, the details of the distribution of steps of the scientific approach applied by learning activities of the English textbook entitled Bahasa Inggris "Think Globally Act Locally" were presented in the following table.

Table 2. Distribution of learning activities applied the steps of the scientific approach in the English textbook Bahasa Inggris "Think Globally Act Locally."

Chapter	Observing	Questioning	Experimenting	Reflecting	Associating	Communicating	Total
C-1	2	1	1	1	1	1	6
C-2	2	1	1	1	1	1	6
C-3	2	-	1	1	3	2	9
C-4	5	-	3	1	2	2	13
C-5	5	-	1	1	2	1	10
C-6	5	1	1	1	1	3	11
C-7	-	2	2	1	3	1	9
C-8	3	-	2	1	2	2	10
C-9	3	-	2	-	1	6	12
C-10	2	-	1	-	2	1	6
C-11	1	-	1	-	-	1	3
Total	27	5	16	8	18	21	95

(1) Observing

According to the findings of this study, the writer found that the English textbook entitled: Bahasa Inggris, "Think Globally Act Locally," has 29 observing activities through the eleventh chapter of the book. The writer found that observing activities in the English textbook entitled Bahasa Inggris "Think Globally Act Locally" has applied the activities of reading and or listening to the text, analyzing the structure of the text, observing dialogues and text, and observing pictures (advertisements) as it is suggested by Priyanka (2014) also Nugraha and Suherdi (2017). Here are the distribution, the details, and examples of observing activities in this book.

Table 3. Distribution of observing activities in the English textbook Bahasa Inggris "Think Globally Act Locally."

Chapter	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9	C.10	C.11
Code of learning activities	LA 1.1	LA 2.1	LA 3.1	LA 4.1	LA 5.1	LA 6.1		LA 8.1	LA 9.1	LA 10.1	LA 11.1
			LA 3.2	LA 4.2	LA 5.2	LA 6.2		LA 8.2	LA 9.2	LA 10.2	
				LA 4.3	LA 5.3	LA 6.3		LA 8.3	LA 9.3		
				LA 4.4	LA 5.4	LA 6.4					
				LA 4.5	LA 5.5						

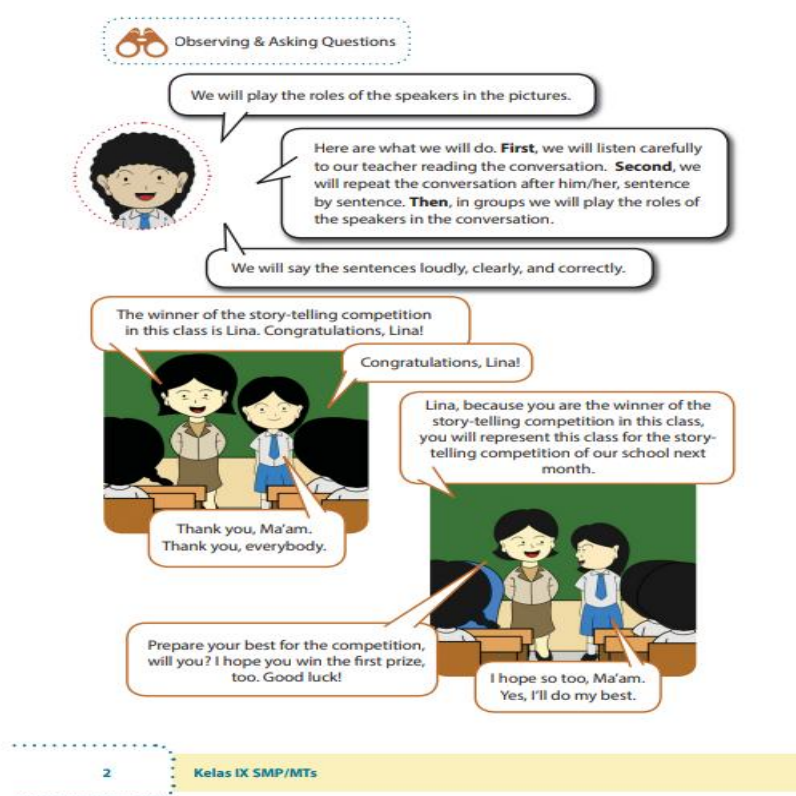


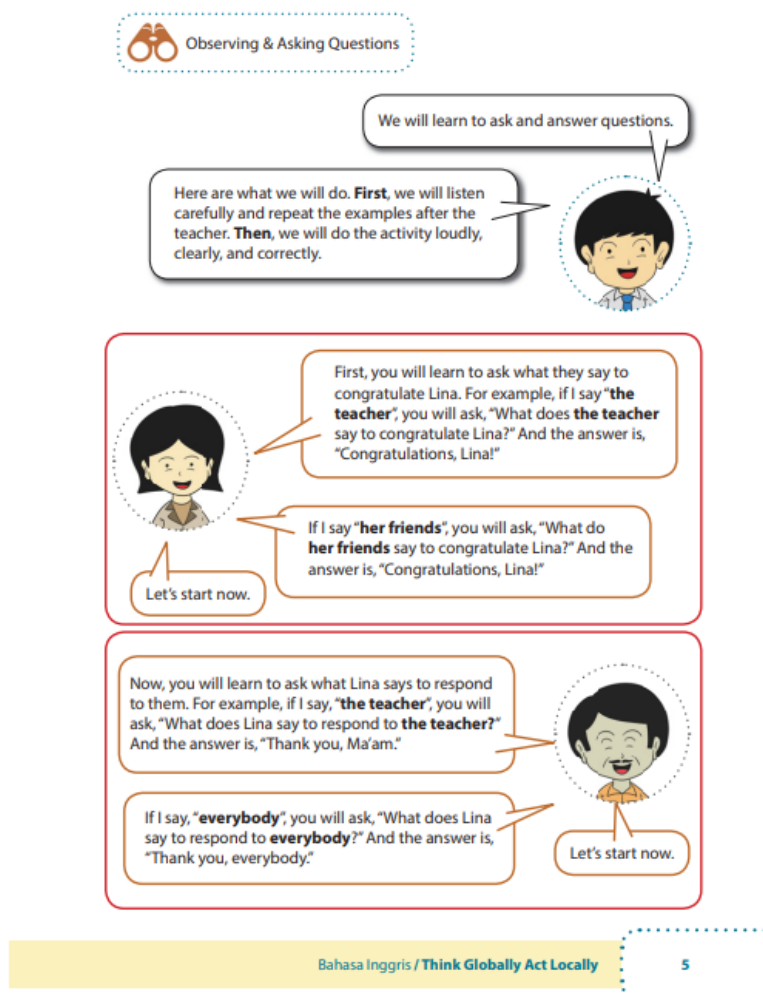
Figure 1. Example of observing activity (C-1. | LA 1.1)

(2) Questioning (asking questions)

According to the findings, questioning activities in the English textbook entitled Bahasa Inggris "Think Globally Act Locally" presented together with observing activities and were quite challenging to identify using a type of ELT questioning activities suggested by Priyanka (2014) also Nugraha and Suherdi (2017). Based on the writer's observation, there are only five learning that refer to the type of ELT questioning activities suggested by Priyanka (2014) also Nugraha and Suherdi (2017), which are students formulate questions related to their observation, discussing the structure of the tense of the text or recalling students experience related to the material they learn. Here are the distribution, the details, and examples of questioning (asking questions) activities in this book.

Table 4. Distribution of questioning (asking questions) activities in the English textbook entitled Bahasa Inggris "Think Globally Act Locally"

Chapter	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9	C.10	C.11
Code of learning activities	LA 1.2	LA 2.2				LA 6.5	LA 7.1				
							LA 7.2				


**Figure 2. Example of asking question activity (C-1. | LA 1.2)****(3) Experimenting (collecting information)**


According to the findings, the English textbook Bahasa Inggris, "Think Globally Act Locally," has 16 experimenting activities (collecting information) throughout all book chapters. Based on the writer's observation, experimenting (collecting information) activities in this book mostly require students to analyze, design, and present the text. The writer argues that this activity is related to experimenting (collecting information) with ELT learning activities suggested by Nugraha and Suherdi (2017), observing and analyzing the text. However, the writer also found one instruction for learning activity subtitled Experimenting activities in this book that refers to the instruction for Communicating activities, composed

of a text. This learning activity required students to design a recipe for spicy coconut salad or wrap (steps of Associating by Nugraha and Suherdi, 2017) coded as LA- 4.8 in chapter 4 on pages 66-67. Furthermore, this book presents the distribution, details, and examples of experimenting (collecting information) activities.

Table 5. Distribution of experimenting (collecting information) activities in the English textbook entitled Bahasa Inggris "Think Globally Act Locally"

Chapter	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9	C.10	C.11
Code of learning activities	LA 1.3	LA 2.4	LA 3.3	LA 4.6	LA 5.6	LA 6.7	LA 7.3	LA 8.4	LA 9.4	LA 10.3	LA 11.2
				LA 4.7			LA 7.4	LA 8.5	LA 9.5		
				LA 4.8							

 Collecting Information



We will read some other situations. Dayu, Siti, Lina, Edo, Beni, and Udin congratulate and express their hopes for others' success. We will complete the conversations for them.

Here are what we will do. We will work in groups. **First**, we will read the situations carefully. **Second**, we will discuss and decide what the speaker in each conversation would say. **Third**, every one of us will handwrite the conversations on a piece of paper. **Finally**, we will play the roles of the speakers in the conversation.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Here is the situation that we will read.

Lina has just got the result of her Math test. She is waiting for the result of her English test. Dayu congratulates her on the result of her Math test and hopes that she gets an A for the English test, too.

The conversation:

Lina: "Thank God, I've got an A for my Math test. But, I don't know the result of my English test, yet."

Dayu: "_____."

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Figure 3. Example of collecting information activity (C-1. | LA 1.3)

(4) Associating activities

Based on the findings, the writer found that the English textbook Bahasa Inggris, "Think Globally Act Locally," has 18 associating activities through the book's tenth chapter. According to the writer's observation, associating activities in the English textbook entitled Bahasa Inggris "Think Globally Act Locally" to analyze and identify the text. The writer argues that associating activities in this book are related to ELT associating activities suggested by Priyanka (2014), which is that students analyze the data and draw conclusions.

However, the writer also found four instructions for learning activities subtitled Associating activities in this book that refer to the instructions for Observing, Questioning, and Communicating activities. These learning activities require students to: (1) read the conversation and play the role of the speakers in the conversation (steps of Observing by Priyana, 2014) coded as LA- 1.5 in chapter 1 on pages 11-15, (2) use the presentation guide and table of label information to learn to present all of the facts in the label (steps of Communicating by Nugraha and Suherdi, 2017) that coded as LA- 3.6 in chapter 3 on pages 43, (3) listen to their teacher reading sentences and repeat it, then play the role of the speakers in the conversation (steps of Observing by Priyana, 2014) that coded as LA- 5.8 in chapter 5 on pages 100-102, and (4) listen to their teacher reading folktale, and they may answer the questions or ask the teacher the questions relate to the folktale (steps of Questioning by Priyana, 2014) that coded as LA- 7.6 in chapter 7 on pages 140-141. Here are the distribution, the details, and examples of associating activities in this book.

Table 6. Distribution of associating activities in the English textbook entitled Bahasa Inggris "Think Globally Act Locally"

Chapter	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9	C.10	C.11
Code of learning activities	LA 1.5	LA 2.5	LA 3.5	LA 4.10	LA 5.8	LA 6.8	LA 7.6	LA 8.7	LA 9.6	LA 10.4	
			LA 3.6	LA 4.11	LA 5.9		LA 7.7	LA 8.8		LA 10.5	
			LA 3.7				LA 7.8				

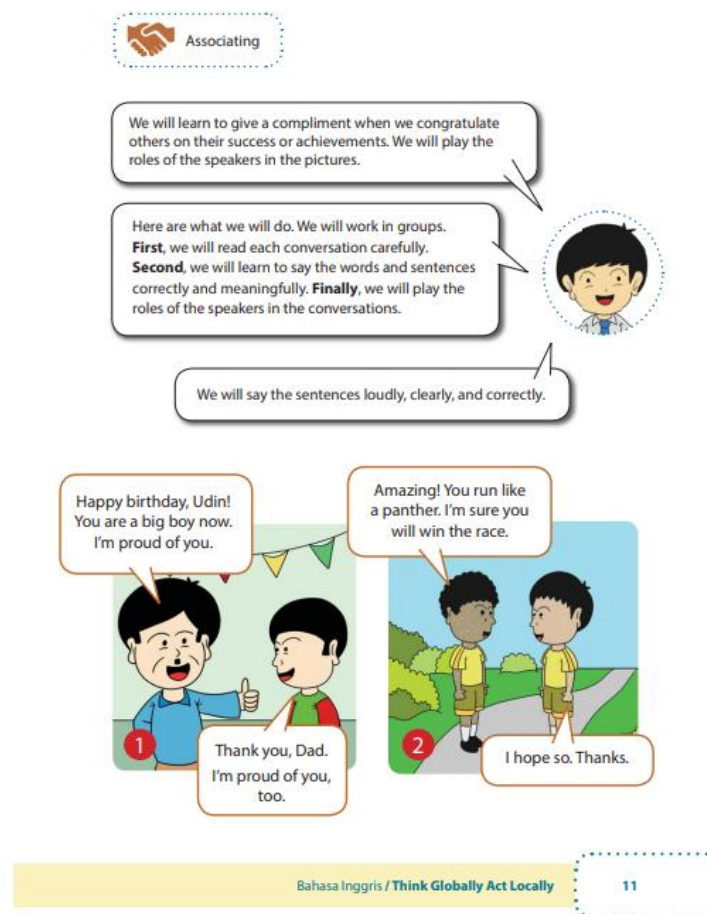



Figure 4. Example of associating activity (C-1. | LA 1.5)

(5) Communicating


According to the findings, the English textbook Bahasa Inggris, "Think Globally Act Locally," has 21 communicating activities through the eleventh chapter of the book. The writer found that there are only 10 learning activities that refer to communicating activities suggested by Priyanka (2014) and Nugraha and Suherdi (2017), which are students communicating their answers and conclusions, creating text based on findings of observation, or students presenting the report of observation and give comments to other groups work, while the rest of communicating activities are repeating the instruction to students handwrite reflection of their learning process. The writer argues that this instruction is related to other learning activities in this book, namely Reflecting activities. These two learning activities have similar instructions to require students to write reflections on their learning process. Hereafter, these two activities are presented repeatedly in the eleventh chapter of this book with the same instructions. The difference is that the Reflecting activity is presented before the Associating activity, and the Communicating activity is presented as the closing activity for teaching and learning in each book chapter. Here are the distribution, the details, and examples of communicating activities in this book.

Table 7. Distribution of communicating activities in the English textbook entitled Bahasa Inggris "Think Globally Act Locally"

Chapter	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9	C.10	C.11
Code of learning activities	LA 1.6	LA 2.6	LA 3.8	LA 4.12	LA 5.10	LA 6.9	LA 7.9	LA 8.9	LA 9.7	LA 10.6	LA 11.3
			LA 3.9	LA 4.13		LA 6.10		LA 8.10	LA 9.8		
						LA 6.11			LA 9.9		
									LA 9.10		
									LA 9.11		
									LA 9.12		

 Communicating

In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.



My Journal

I have just learnt to

The activities I like most were

The activities I found most difficult were

What I need to do better is/are

16 Kelas IX SMP/MTs

Figure 5. Example of communicating activity (C-1. | LA 1.6)

Discussion

According to the findings above, the writer concluded that learning activities of the English textbook entitled Bahasa Inggris "Think Globally Act Locally" fully included components of the scientific approach, including observing, questioning, experimenting, associating, and communicating activities as required by the regulation of Kurikulum 2013. Hereafter, the finding

of this study also stated that the book applied the steps of scientific approach through the learning activities namely: observing and asking questions (steps of observing and questioning), collecting information (steps of experimenting), reflecting, associating (steps of associating), and communicating (steps communicating) that could be done by students as individually, grouping - or both,- project in addition to developing the students' fourth language skills (writing, speaking, listening, and reading ability).

Moreover, the writer found that the learning activities in the English textbook entitled Bahasa Inggris "Think Globally Act Locally" have repetition in the instruction of the learning activities, especially in instruction for reflecting and communicating activities where instructions for these learning activities are the same and do not have any change for eleventh chapters of the book. Furthermore, the writer also found similarities between instructions for other learning activities, such as the instruction of role-playing projects. This instruction was presented repeatedly for different tasks of the book with only a few changes, such as the role played by students. Hereafter, the English textbook Bahasa Inggris, "Think Globally Act Locally," also has 95 learning activities throughout all book chapters, which apply the scientific approach. With these findings, the writer concludes that the English textbook Bahasa Inggris, "Think Globally Act Locally," Has well-applied the scientific approach as required by the regulations of Kurikulum 2013 and could be considered a good ELT textbook. However, the writer argues that this book still needs improvement to make the learning activities more varied.

This study's findings are concluded as follows: first, the English textbook entitled Bahasa Inggris: "Think Globally Act Locally" has fully included the components of the scientific approach, namely observing, questioning, experimenting, associating, and communicating activities. Second, the book applied each step of the scientific approach through learning activities, namely observing and asking questions, collecting information, reflecting, associating, and communicating, which could be done by students individually, grouping -or both- projects in addition to developing language skills. Third, the book has repetition in the instruction of the learning activities, namely reflecting and communicating. The writer also noticed the similarity of instruction of role-playing projects. This instruction was presented repeatedly for different tasks in the book, with only a few changes, such as the role played by students. Fourth, the book has 95 learning activities throughout all chapters of the book, which apply the scientific approach. According to these findings, the writer concludes that the English textbook Bahasa Inggris: "Think Globally Act Locally" has well-applied the scientific approach as required by the regulations of Kurikulum 2013 and could be considered a good ELT textbook. However, the writer argues that this book still needs improvement to make the learning activities more varied.

The writer argues that the findings of this study will complete the findings of the previous studies as follows: (1) Mukhlisin (2021) who investigated English textbook entitled Bahasa Inggris: "Think Globally Act Locally" to determine quality of the book according to aspect of the feasibility of content of the textbook, (2) Aristiawan and Herman (2021) who observe the book to analyzed content and language of the book refer to the assessment standards, (3) Lisna (2019) who examine the book to analyze suitable of contents of material in the book with the conformity to contents of components of feasibility at BSNP standard using rubric assessment, (4) Fitriana et al. (2016) who inspected the book to find out the suitability of the book with Kurikulum 2013, also (5) Salsabila and Susanto (2022) who analyzed the book to investigate the cultural content of the book.

Conclusion

The writer conducted this study to analyze the application of the scientific approach and specified the kind of learning activities that characterize the application of the scientific approach from the English textbook named Bahasa Inggris, "Think Globally Act Locally," as demanded by the regulation of Kurikulum 2013.

The writer concluded that the English textbook entitled Bahasa Inggris "Think Globally Act Locally" could be determined as a good ELT textbook for ninth-grade junior high school considering the findings of this study as follows: first, the English textbook entitled Bahasa Inggris "Think Globally Act Locally" has applied complete steps of scientific approach (observing, questioning, experimenting, associating, and communicating) through learning activities namely: observing and asking questions (steps of observing and questioning, collecting information (steps of experimenting), reflecting, associating (steps of associating), and communicating (steps communicating) as the regulation of Kurikulum 2013 requires it. Second, the English textbook Bahasa Inggris, "Think Globally Act Locally," has 95 learning activities throughout all chapters of the book that indicate the application of the scientific approach. Third, learning activities from the English textbook entitled Bahasa Inggris: "Think Globally Act Locally" supported the development of language skills (writing, speaking, listening, and reading ability) through learning activities that could be done by students as individually, grouping -or both,- project. Fourth, this study's findings also showed that the book has a repetition of instruction for Reflecting, Communicating activities, and role-playing projects.

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