AN ANALYSIS ON THE TEXTBOOK “BAHASA INGGRIS” USED BY TENTH GRADE SENIOR HIGH SCHOOL

THESIS

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2017
ABSTRACT


**Key word**: Textbook and Content Analysis

The aim of this research is to investigate to what extent the “Bahasa Inggris” an English textbook meets the criteria of a good textbook suggested by Alan Cunningsworth.

This research applied qualitative method, which referred to content analysis. It was conducted from March to June 2017. The writer analyzed all chapters of the textbook for tenth grade of Senior High School, that was “Bahasa Inggris”, published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. In collecting the data, the writer used a documentary analysis as the technique and took all units in the textbook analyzed as the sample of the research. The writer used analyzing by Alan Cunningsworth’s theories where he explains eight criteria of good textbook. The eight criteria cover aims and approaches, design and organization, language content, skills, topic, methodology, teachers’ books and practical consideration.

The result of the study showed that “Bahasa Inggris” was very good. The percentage was 78.9%. The textbook fulfilled some criteria of a good textbook suggested by Alan Cunningsworth as it had 71 out of 90 score.

The result of this study implied that the teacher could use the textbook although it had not fulfilled all the demands of criteria of good textbook suggested by Alan Cunningsworth. The writer of the textbook should revise and add more language content, methodology, and teacher’s book proportionally to make the quality of the whole textbook better.
CHAPTER I
INTRODUCTION

The first chapter presents the background of the study, research focus, statement of the problem, objectives of the study, significance of the research and organization of study.

A. Background of the Study

Textbooks are key component in the most language programs. They play a truly significant role in English language classroom activities. In the process, a textbook is like a foundation of a house. It becomes one of five important components in language instruction along with students, a teacher, teaching methods, and evaluation. It is chosen as a written major teaching aid with a lot of pedagogical value for the language practices in the classroom.

Textbook is seen as agent of change. It is a universal element of ELT teaching. No teaching-learning situation, it seems complete until it has its relevant textbook. Other theorists, textbooks are a key component in most language programs. They serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.¹ For teachers, textbooks required to provide content and teaching-learning activities, which shape much of what happens in the classroom.

Furthermore, a textbook can serve different purposes for teachers: as a core resource, as a source of supplemental material, as an inspiration for classroom activities, even as the curriculum itself. It means that textbook is widely needed by the teachers in preparing their lesson plan, as a source of teaching material, and to give valuable information to the teachers about what they should do in the classroom.²

Textbooks should make students learn. They should also be suitable with students' needs. Therefore, the extent to which textbooks may function as a potential agent for change may depend largely on the appropriateness of the textbook in relation to meeting curriculum goals and objectives, and learner needs. In EFL situation, students rarely have chances to use English outside the classroom consequently English textbook seems to be the only source by which students receive input and the main material for both teachers and students to rely on aswell.

The abundant of published textbook in market makes selecting and evaluating textbooks in EFL classroom becomes a challenging task. Some textbooks may be suitable for language teaching, but not specifically designed for teaching purposes. They do not cover the materials meet the requirements of good EFL textbook criteria. There is a limit to what teaching materials can be expected to do for us. The whole business of the management of language

²Widodo, P. Handoyo. Textbook Analysison College Academic Writing. TEFLIN Journal, Volume 18, Number 2, (August 2007), hal: 110
learning is far too complex to be catered for by a pre-packaged set of decisions embodied in teaching materials. This means however perfect a textbook is, it is just a simple tool in the hands of teachers. Therefore, we should not expect to work miracles with it. What is more important than a textbook is how we as teachers can do with it.  

Textbook needs improvement to be always up to date, especially the standard material that becomes one of the central pillars of a textbook. There are some considerations why teachers choose a particular textbook. It may be because of their low prices. In other condition, textbook is chosen because it provides learning activities that suit to objectives set in the syllabus.

We need to evaluate textbooks for two reasons. First, the evaluation will help the teacher or program developer in making decisions on selecting the appropriate textbook. Furthermore, evaluation of the merits and demerits of a textbook will familiarize the teacher with its probable weaknesses and strengths. This will enable teachers to make appropriate adaptations to the material in their future instruction.

The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning.

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4 Garinger, D. “Textbook Selection for the ESL Classroom”, Eric Digest, EDO-FL-02-10, p. 2 (2002), hal: 34
responsible citizens and positive contributors to the civilization. Government Regulations Number 32 Year 2013 has supported this framework. This regulation is elaborated by the Education and Culture Ministerial Regulations Number 67, 68, 69, and 70 on Fundamental Framework and Curriculum Structure from Elementary to senior secondary and vocational Secondary School.

Because of the Difficulties faced by most of the students in learning English, the writer will analyze on materials found in the textbooks. The textbooks are available of Senior High School under the title: "Bahasa Inggris" published by the Ministry of Education and culture of Indonesia, 2015. The researcher has made the choice to analyze textbooks for tenth grade students.

The writer wanted to analyze the quality of English textbook because textbook is considered as an important media in teaching learning process. English teachers also dominantly have dependence towards textbook. Among textbooks available out there, teacher is responsible for selecting good materials and needed to be able to make a judgment about a textbook also its implementation of the curriculum.

5Education and culture Ministry of Indonesia, Bahasa Inggris: "When English Ring a Bell". Revised edition (Jakarta: Education and Culture Ministry, 2014)
The writer chose to analyze the textbook “BahasaInggris” used by the Tenth Grade of Senior High School, because the book provides the students with various activities which integrate the English language skill of speaking, reading, and writing. The handbook also provides wide opportunities for student to practice and improvise topics as they learn, also initiates the student’s motivation in learning English. The other reason is that the writer once used “BahasaInggris” as the handbook when the writer is teaching as apprentice. The English teachers also consider that the textbook is suitable with the learner’s needs. At last, the writer tries to find whether “BahasaInggris” published by PusatKurikulumdanPerbukuan, Balitbang, Kemendikbud. The writer is going to analyze textbook with content analysis approach based on Alan Cunningsworth theory, it is taken because his theory very complete including aims and approaches, design and organization, language content, skills, methodology, teacher’s book and practical consideration where each topic is followed some items that must be fulfilled by the textbook. Based on those reason, the writer decided to conduct a research entitled "An Analysis on the Textbook “BahasaInggris” Used By Tenth Grade Senior High School".
B. Research Focus

Many problems may be identified in the textbook, but the writer only wants to analyze the content of English textbook “Bahasainggris” for Senior High School Students Grade X published by PusatKurikulumdanPerbukuan, Balitbang, Kemendikbud. The writer focused on the quality of good textbook suggested by Alan Cunningsworth. The writer analyzed the eight criteria developed in the book to find out how is the book’s quality developed in the book based on the theories by Alan Cunningsworth.

C. Statement of the Problem

1. Do the aims of the course book correspond closely with the aims of the teaching program and the needs of the learners?
2. Is the course book suited to the learning/teaching situation?
3. How comprehensive is the course book? Does it cover most or all of what is needed?
4. Is it a good resource for students and teachers?
5. Is the course book flexible? Does it allow different teaching and learning styles?
6. What components make up the total course package (e.g., students’ books, teachers’ books, workbooks)?
7. How is the content organized (e.g., according to structures, functions, topics, skills, etc.)?
8. How is the content sequenced (e.g., based on the basis of complexity, learn
ability, usefulness, etc.)?

9. Is the grading and progression are suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?

10. Are there reference sections for grammar etc.? Is some of the material suitable for individual study?

11. Is it easy to find your way around the course book? Is the layout clear?

12. Does the course book cover the grammar items appropriate to the each level and taking learners’ need into account?

13. Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development and strategies for individual learning?

14. Does the course book include material for pronunciation work? If so, what is covered: (individual sounds, word, sentence stress, intonation?)

15. Does the course book deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage, and whether style and appropriate are dealt with?

16. Are style and appropriacy dealt with? If so, is language style matched to social situation?

17. Are four skills adequately covered, bearing in mind the lesson objectives
and syllabus requirements?

18. Is there material for integrated skillswork?

19. Are reading passages and associated activities suitable for the students’ levels, interests, etc? Is there sufficient reading material?

20. Is the listening material well recorded, as authentic as possible, and accompanied by background information, questions activities, which help comprehension?

21. Is material for spoken English (e.g.: dialogues, role-plays, etc.) well designed to equip learners for real-life interactions?

22. Are writing activities suitable in terms of amount of guidance, degree of accuracy, organization of longer pieces of writing and use of appropriate styles?

23. Is there sufficient material of genuine interest to learners?

24. Is there enough variety and range of topic?

25. Will the topics expand students’ awareness and enrich their experiences?

26. Are the topics sophisticated enough in content, yet within the learners’ language level?

27. Will the students be able to relate to the social and cultural contexts presented in the coursebook?

28. Are women portrayed and represent equally with men?

29. Are the other groups represented, with reference to ethnic origin, occupation, disability, etc?
30. What approaches to language learning does the course book take? Is it appropriate to the learning/teachingsituation?

31. What level of active learner involvement can be expected and whether this matches the students’ learning styles and expectations?

32. What techniques are used for presenting new language items and whether they are suitable for the learners?

33. How the different skills are taught?

34. How are communicative abilities developed?

35. Does the material include any advice/help to students on study skills and leaning strategies?

36. Are the students expected to take degree of responsibility for their own learning (e.g., by setting their own individual learning target)?

37. Is there adequate guidance for the teachers who will be using the course book and its supporting materials?

38. Are the teachers’ books comprehensive and supportive?

39. Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?

40. Do the writers set out and justify the basic premises and principles underlying the material?

41. Are keys to exercises given?

42. What the whole package costs and whether this represents good value?

43. Are the books strong and long lasting? Are they attractive?
44. Are they easy to obtain? Can further supplies be obtained at short notice?

45. Do any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player? Do you have the available equipment to use?

D. The objective of the Study

1. To know the aims of the course book correspond closely with the aims of the teaching program and the needs of the learners.

2. To know the course book suited to the learning/teaching situation.

3. To know how comprehensive is the course book? Does it cover most or all of what is needed.

4. To know is it a good resource for students and teachers.

5. To know the different teaching and learning styles.

6. To know the components make up the total course package (e.g. students’ books, teachers’ books, workbooks).

7. To know the content organized (e.g., according to structures, functions, topics, skills, etc.)

8. To know the content sequenced (e.g., based on the basis of complexity, learn ability, usefulness, etc.)

9. To know the grading and progression are suitable for the learners. Does it allow them to complete the work needed to meet any external syllabus requirements.

10. To know the reference sections for grammar etc.
11. To find your way around the course book.

12. To know the course book cover the grammar items appropriate to the each level and taking learners’ need into account.

13. To know material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development and strategies for individual learning.

14. To know the course book include material for pronunciation work.

15. To know the course book deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage, and whether style and appropriate are dealt with.

16. To know style and appropriacy dealt with.

17. To know four skills adequately covered, bearing in mind the lesson objectives and syllabus requirements.

18. To know the material for integrated skillwork.

19. To know reading passages and associated activities are suitable for the students’ levels, interests, etc.

20. To know the listening material well recorded, as authentic as possible, and accompanied by background information, questions activities, which help comprehension.

21. To know the material for spoken English (e.g.: dialogues, role-plays, etc.)
well designed to equip learners for real-life interactions.

22. To know writing activities are suitable in terms of amount of guidance, degree of accuracy, organization of longer pieces of writing and use of appropriate styles.

23. To know sufficient material of genuine interest to learners.

24. To know is there enough variety and range of topic.

25. To know the topic help expand students’ awareness and enrich their experiences.

26. To know the topics sophisticated enough in content, yet within the learners’ language level.

27. To know the students be able to relate to the social and cultural contexts presented in the coursebook.

28. To know women portrayed and represent equally with men.

29. To know the other groups represented, with reference to ethnic origin, occupation, disability, etc.

30. To know the approaches to language learning does the course book take.

31. To know the level of active learner involvement can be expected and whether this matches the students’ learning styles and expectations.

32. To know the techniques are used for presenting new language items and whether they are suitable for the learners.

33. To know the different skills are taught.

34. To know communicative abilities developed.
35. Does the material include any advice/help to students on study skills and learning strategies.

36. To know the students expected to take degree of responsibility for their own learning (e.g., by setting their own individual learning target).

37. To know adequate guidance for the teachers who will be using the course book and its supporting materials.

38. To know the teachers’ books comprehensive and supportive.

39. To know the adequately cover teaching techniques, language items such as grammar rules and culture-specific information.

40. To know the writers set out and justify the basic premises and principles underlying the material.

41. To know keys to exercises given.

42. To know the whole package costs and whether this represents good value for money.

43. To know the books strong and long lasting.

44. To know how far supplies be obtained at short notice.

45. To know parts of the package require particular equipment, such as a language laboratory, listening centre, or video player.

E. Significance of the Study
By conducting this study, it is expected to give useful information and contribution for educational environment, theoretically and practically.

1. Theoretically
   a. The result of this study will be useful and Contribute to scientific treasure in the field of education.
   b. People who want to conduct a research in English textbook materials can use the results of the research as the reference.

2. Practically
   a. The writer gets a lot of knowledge about textbook analyzing process.
   b. Teachers could use the finding as a consideration in selecting Appropriate textbooks for the teaching instrument.
   c. The students are expected to have high motivation in learning English, especially with supporting textbooks.

F. Organization of Thesis

This thesis is divided into five chapters. Each chapter contains different topic. Chapter I is the introduction. It explains the background of the study, research focus, statement of the problem, objectives of the study, significance of the study and organization of the study.

Chapter II is the review of related literature and previous research findings. This chapter explains content analysis, Definition of Textbook, The Importance of Textbook, Criteria of Good Textbook, Selecting and Evaluating a Good Textbook. This chapter discusses the theories also which are used as the
bases of the research.

Chapter III is a data description. This chapter includes the general Data and specific data.

Chapter IV is discussion. This chapter explains the analysis materials in terms of criteria of good textbook.

Chapter V is closing. The closing consists of conclusion, implication and suggestion.
CHAPTER II

LITERATURE REVIEW

This chapter presents the review of some theories related with textbook, they are: content analysis and textbook; definition of textbook, the importance of textbook, criteria of good textbook, selecting and evaluating a good textbook

A. Content Analysis

Content analysis is a research technique that is based on measuring the amount of something (violence, negative portrayals of women, or whatever) in a representative sampling of some mass-mediated popular art form Berger. Representing or describing message characteristic or identify relationships among message characteristic, it is essential to a full understanding of a human behavior and then essential to social and behavioral science. It also correlated within the communication among human and how the audience responses.

According to Weber, content analysis is a research method that uses a set of procedure to make valid inferences from text. In line with Weber’s theory of content analysis, Krippendorff stated that content analysis is a research technique for making replicable and valid inferences from text to the contexts of their use.

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Neuendorf assumed that content analysis might be briefly defined as the systematic, objective, quantitative analysis of message characteristics. It includes the careful examination of human interaction; the analysis of character portrayals in TV commercials, films, and novels; the computer-driven investigation of word usage in news releases and political speeches; and so much more. Neuendorf then concludes content analysis as a summarizing, quantitative analysis of messages that relies on the scientific method (including attention to objectivity-intersubjectivity, a priori design, reliability, validity, generalizability, replicability, and hypothesis testing) and is not limited as to the types of variables that may be measured or the context in which the messages are created or presented.

Define content analysis will extent into wide range of technique of analysis. To infer the result, content analysis could be defined as a technique to describe the content of the data to get an estimated result in form of summary or quantitative description. The object to be possible to analyze are any contextual material such; novel, paintings, movie, music, the technique also applicable for those which are alike, not only for literary material.
B. Textbook

In this point presents definition of textbook, the importance of textbook, criteria of good textbook, selecting and evaluating a good textbook

1. Definition of Textbook

The term “textbook” is used to primarily to refer to the books and teachers’ manuals used to teach reading and language arts, social studies, science, and mathematics (Roberts-Schweitzer et al., 2006: 108).

In teaching and learning process, textbook as instrument is undeniably important element. Instruments are quite important to initiate the classroom activity.

According to Cunningsworth textbook is a created material designed as a material for teaching-learning process in order to increase the learners’ knowledge and experience.

Moore also state that textbook historically has been the most commonly used material in the classroom, and in some classrooms it is only source of information used by the teacher. In our country, a textbook generally cover the four-language skill: listening, speaking, reading and writing. Depending on the skill and material to be taught,

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textbook shall provide related tasks. For example in listening section, a textbook usually provides audio CD or cassette to become the main source in listening course. In speaking section, textbook provides various passages to discuss and read aloud. In reading section, textbook provides a text to read also exercises for skill practice. In writing section, textbook provides list of topics for student to write.

From the extracts, it can be concluded that textbook is an instrument that can be read, interpreted and understood, which contain material that possible to be learnt by the students and proper enough to be used by teachers in the classroom as a source of information.

2. The Important of Textbook

According to Ornstein and Lasley, the teachers are proper to immensely rely on to textbook although there are any instructional materials because textbook has many advantages. They are as follows: (1) provides an outline that teacher can use in planning course, units, and lesson; (2) summarizes a great deal of a pertinent information; (3) enables the students to take home in convenient from most of the materials they need to learn for the course; (4) provides a common resource for all students to follow; (5) provides the teacher with ideas regarding the organization of information and activities; (6) includes other teaching aids, such as summaries and review questions; (7) relieves the teacher of
having to prepare material for the course, thus allowing more time to prepare the lesson.\footnote{Ornstein, A. C. and Lasley, T. J. 2000. Strategies for Effective Teaching. New York: McGraw-Hill Companies. 229}

Accordingly, textbook not only aimed to be used by learners, but also to guide the teacher and shows how the teaching material and media might presented better so the teacher and learner communicate well each other.

Richards states that the textbook has effects in teaching in many aspects.\footnote{Richards, J. C. 2001. Curriculum Development in Language Teaching. Cambridge: Cambridge University Press. 254} The following are the advantages of using textbook:

i. Textbook provide structure and a syllabus for a program because without textbooks, a program may have no central care and learners may not receive a syllabus that has been systematically planned and developed.

ii. By using textbooks, the students in different classes receive similar content and therefore they can be tested in the sameway.

iii. Textbooks maintain quality. If a well-developed textbook is used, students are exposed to materials that have been tried and tested. Those are based on sound
learning principles, and are faced appropriately.

iv. Textbooks provide a variety of learning resources because they are often accompanied by workbooks, CDs and cassettes, videos, CD-ROMs and comprehensive teaching guides.

v. Textbooks are efficient because they save teachers’ time and enable teachers to devote time to teaching.

vi. Textbooks can provide effective language models and input for teachers whose first language is not English and who may not be able to generate accurate input on their own.

vii. Textbooks can train teachers if teachers have limited teaching experience.

viii. Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

However, textbook’s advantage may be ineffective towards some student, because they are unusual with certain kind course book. A student that is unable to understand things suddenly, surely need guidance in using something, textbook as well.

It obviously an important thing, that the learners should understand their
own textbook. Teachers may handle this problem by taking the first meeting of the course to explain the textbook, starting from overview, cover, functions, instructions, or perhaps the objective of their study. In addition, it will be better to indicate which one on the textbook that help their further study.

3. The Criteria of Textbook Evaluation

Garinger (as cited in AbdelWahab: 2013) stated that there are three content areas should be addressed when evaluating a textbook are: teaching objectives, depth and breadth of material, and whether the textbook needs to be supplemented or not. He explained that this was consistent with the evaluation criteria suggested by Cunningsworth which were considered one of the most important works in EFL/ESL textbook evaluation.

Cunningsworth proposed eight criteria in evaluating textbooks. The criteria suggested include: 1) Aims and approaches, 2) Design and organization, 3) Language content, 4) Skills, 5) Topic, 6) Methodology, 7) Teachers’ books, and 8) Practical considerations. There are forty-four detail criteria in the quick reference checklist of textbook evaluation.

a. The criteria of the aims and approaches:

1) Do the aims of the course book correspond closely with the aims of the teaching program and the needs of the learners?
2) Is the course book suited to the learning/teachingsituation?

3) How comprehensive is the course book? Does it cover most or all of what is needed? Is it a good resource for students and teachers?

4) Is the course book flexible? Does it allow different teaching and learningstyles?

b. The criteria of design and organization

1) What components make up the total course package (e.g. students’ books, teachers’ books, workbooks)?

2) How is the content organized (e.g., according to structures, functions, topics, skills, etc.)?

3) How is the content sequenced (e.g., based on the basis of complexity, learnability, usefulness, etc.)?

4) Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?

5) Are there reference sections for grammar etc.? Is some of the material suitable for individual study?

6) Is it easy to find your way around the course book? Is the layout clear?

c. The criteria of language content
1) Does the course book cover the grammar items appropriate to the each level and taking learners’ need into account?

2) Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development and strategies for individual learning?

3) Does the course book include material for pronunciation work? If so, what is covered: (individual sounds, word, sentence stress, intonation?)

4) Does the course book deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage, and whether style and appropriate are dealt with?

5) Are style and appropriacy dealt with? If so, is language style matched to social situation?

d. The criteria of skill

1) Are four skills adequately covered, bearing in mind the lesson objectives and syllabus requirements?

2) Is there material for integrated skillswork?

3) Are reading passages and associated activities are suitable for the students’ levels, interests, etc? Is there sufficient reading material?
4) Is the listening material well recorded, as authentic as possible, and accompanied by background information, questions activities, which help comprehension?

5) Is material for spoken English (e.g.: dialogues, role-plays, etc.) well designed to equip learners for real-life interactions?

6) Are writing activities are suitable in terms of amount of guidance, degree of accuracy, organization of longer pieces of writing and use of appropriate styles?

e. The criteria of topic

1) Is there sufficient material of genuine interest to learners?

2) Is there enough variety and range of topic?

3) Will the topic help expand students’ awareness and enrich their experiences?

4) Are the topics sophisticated enough in content, yet within the learners’ language level?

5) Will the students be able to relate to the social and cultural contexts presented in the coursebook?

6) Are women portrayed and represent equally with men?

7) Are the other groups represented, with reference to ethnic origin, occupation, disability, etc?

f. The criteria of methodology

1) What approaches to language learning does the course book
take? Is it appropriate to the learning/teachingsituation?

2) What level of active learner involvement can be expected and whether this matches the students’ learning styles and expectations?

3) What techniques are used for presenting new language items and whether they are suitable for the learners?

4) How the different skills are taught?

5) How are communicative abilities developed?

6) Does the material include any advice/help to students on study skills and learning strategies?

7) Are the students expected to take degree of responsibility for their own learning (e.g., by setting their own individual learning target)?

g. The criteria of teacher’s book

1) Is there adequate guidance for the teachers who will be using the course book and its supporting materials?

2) Are the teachers’ books comprehensive and supportive?

3) Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?

4) Do the writers set out and justify the basic premises and principles underlying the material?
5) Are keys to exercises given?

h. The criteria of practical consideration

1) What the whole package costs and whether this represents good value for money?

2) Are the books strong and long lasting? Are they attractive?

3) Are they easy to obtain? Can further supplies be obtained at short notice?

4) Do any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player? Do you have the available equipment to use?

Moreover, Semitha has investigated the evaluation criteria from five experts. Brown’s checklist proposes for textbook evaluation, but it cannot be used because it is adapted from Robinet’s checklist which is too old. The next the checklist is proposed by Skierso. This checklist has many criteria to evaluate textbooks, which makes it detail but it is complicated. Byrd and Murcia and Harmer propose the other checklists. Byrd and Murcia’s checklist could not be used because it is too general and it is made for teachers to evaluate textbooks are being used in the classroom. For Harmer’s checklist, it could not be used because it is too simple compared to the other, and there are no criteria of four basic skills of learning English. Furthermore, the checklist
proposed by Cunningsworth is the most appropriate among the others and has complete criteria to evaluate the textbook in detail.

Based on the explanation above, this research involved the criteria of EFL evaluation of the textbook that is proposed by Cunningsworth for the detail description of each criterion and the appropriateness towards another checklist. In addition, the checklist stated by Jahangard is too old because he elaborated the experts’ checklist for textbook evaluation from 1970s-1990s.

4. Selecting and Evaluating a Good Textbook

Any textbook are not always possible to fit for every particular group of learners. The ideal textbook for each group of learners will be evaluated, which involves the learner’s background, learner’s objective, the available resource, etc. The most important is to find the possibility that textbook will fulfill the learner’s requirement by matching the material against the context, which is will be used in teaching.

Richards stated before one can evaluate textbook, therefore, information is needed on the following issues: the role of the textbook in the program, the teachers in the program, and the learners in the program. A good textbook as an instructional material is important in
the teaching learning process.\textsuperscript{16} It is like a process of matching between the teacher and the learners’ needs. Another consideration also the available situation, a textbook maybe matches in one situation because it matches the needs.

Evaluation can take place before a course book is used, there are three types of textbook evaluation. First is pre-used evaluation that is an evaluation before a course book is used. Second is in-used evaluation that is an evaluation whilst the material is in use. Third is post-used evaluation that provides retrospective assessments of a course book’s performance and can be useful for identifying strengths and weaknesses, which emerge over a period of continuous use.

According to Cunningsworth there are four guidelines or criteria in evaluating textbooks.\textsuperscript{17}

a. A textbook should correspond to learner’s needs. They should match the aims and objectives of the language-learning program. Aims and objectives can reflect learners’ needs in terms of both language content and communicate abilities. Textbook should be selected which will help in attaining these objectives. Consequently, the content of the material should correspond to what students need to learn, in terms of language items, skills and


\textsuperscript{17}Cunningsworth, A. 1995. Choosing Your Course book. Oxford: Heinemann.15
communicative strategies (Cunningsworth).

b. A textbook should reflect the uses (present of future) that learners will make of language. Select course books, which will help to equip students to use language effectively for their own purposes. The learning/teaching program should have at its base a clear view of what students need to learn. In order, to make effective use of the language in personal, professional, and academic or whatever other situations are relevant. The most suitable textbooks for your learners will reflect as closely as possible the language content, language skills and pattern of language use that are needed (Cunningsworth).

c. A textbook should take account of students’ needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid ‘method’. Textbooks help the learner to learn in a number of ways. They select the items to be learned (grammar, functions, skills, etc.), break them down into manageable units and sequence them in a way which is designed to lead from the familiar to the unfamiliar and from easier to more difficult items in terms of “learn ability”. Textbooks also embody certain learning styles and strategies, which can influence how individual students, go about their own learning. Textbooks can promote learning by contributing to student motivation (Cunningsworth). An interesting textbook, well presented, with variety of topic and activity
can be a powerful factor in strengthening the motivation of the learners, and often teachers too (Cunningsworth).

d. A textbook should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner. Textbooks facilitate learning processes. They bring the learner and the target language together, but in a controlled way. They also provide exercise and activities designed to promote fluency in the use of English and they often give explanations or contextualized examples, which help learners to understand how the language works (Cunningsworth). Textbooks support teachers by providing ready-made presentation material, ideas for teaching different topics, reading text, listening passages, dialogues, etc. (Cunningsworth). Good textbooks have many desirable characteristics. In general, they are well organized, coherent, unified, and relatively up to date, accurate, and relatively unbiased.

In making decision to determine a textbook, teachers are often felt under pressured. However, to choose which one is a good textbook and which one is not will becoming teacher’s responsibility. To decide whether a textbook is good for learners will be more accurate if the teacher doing a simple observation to a textbook. Considering the student’s ability, teacher may seek for material that suited the student’s need, which will be taught in the class. At some time, a textbook may
become an ideal one because it matches with the condition perfectly.
CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the research methodology used in this study. It covers method of the research, place and time of the research, source of data, technique of collecting data and technique of data analysis.

A. Method of the Research

In conducting the research, the researcher chooses descriptive qualitative research that employs the data for the research are words, sentences or pictures that are meaningful rather than numbers or frequency. In analyzing the data, the writer uses content analysis method. Like most other research methods, content analysis is comparable to detective work. Content analysts examine evidence to solve problems and answer questions. Of course, they try to limit their examinations only to relevant evidence. °

Methodology defined as the way of doing something and method itself relates to a procedure in research which consists of techniques of collecting data and analyzing the data. The selection of a certain research method is determined by the research objective. Regarding this fact, Riffe also said that the goal of data analysis may be relatively simple: to describe characteristics of a sample or population.

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18 Riffe, Analyzing Media Messages Using Quantitative Content Analysis in Research (New Jersey: Lawrence Erlbaum Associates, Inc. 2008), 177
Moreover, Suharsimi Arikunto states that a descriptive research, generally, is non-hypothesis research. This thesis, therefore, just collects data, analyzes the data and draws a conclusion.\(^{19}\)

B. Place and Time of the Research

This research is a kind of documentary research. So it does not need a specific place. It means that it can be done at any time the researcher wants. The research was conducted from the time when the researcher proposed the title, \(\ldots\) did the research and up to the time when collected the result of the study. This research was began on March and finished on June 2017.

C. Source of Data

The data of this research are the content of English textbook “Bahasa Inggris”, namely the aims and approaches, design and organization, language content, skills, topic, and methodology of textbook. In addition, the data includes the material and exercises of textbook consisted of listening, speaking, reading, and writing skill such as the activities for listening and speaking, and text for writing and reading.

The source of data of this research is a document that is English

\(^{19}\) Suharsimi Arikunto, Prosedur Penelitian: Suatu Pendekatan Praktek (Jakarta: PT. Rineka Cipta, 1998), 139.
D. Technique of Collecting the Data

In this research, the writer used a documentary analysis as the technique in collecting data. The data are taken from “Bahasa Inggris.” The writer analyzes the whole units in the textbook as the source of the data, namely Chapter 1, chapter 2, chapter 3, chapter 4, chapter 5, chapter 6, chapter 7, chapter 8, chapter 9. The use of those fifteen are able to represent the whole content of the textbook. The writer analyzes each unit of the books, which covers the content of the “Bahasa Inggris” textbook.

E. Technique of Analyzing Data

The process of analysis was done in line with the process of research. To analyze the tasks of the book, the study uses the theories of Hutchinson and Waters, they stated that the data analysis in material evaluation was divided into four major steps, namely defining criteria, subjective analysis, objective analysis, and matching. The evaluation is basically a matching process. There are some major steps in collecting the data:

a. Defining Criteria

There are eight criteria of a good textbook suggested by Alan Cunningsworth, they are aim and approaches, design and organization, language content, skills, topic, methodology, teachers’ books, and practical consideration.

b. Subjective Analysis

It focuses on the differences between the criteria and the existing materials on the textbook. Hutchinson and Waters state that it is important to set out the criteria and down preferred realizations of the criteria, which will make it easy to compare different sets of material.

c. Objective Analysis

It focuses on evaluating the material to fulfill the criteria. In this step, the researcher used quick-reference checklist for evaluation and selection.\(^{21}\)

d. Matching

After the researcher analyzed the data, he calculated the score and the percentage of analyzing the textbook in general. The researcher used Criterion Referenced Evaluation as proposed by Burhan Nurgiantoro (1987).\(^{22}\) The analysis is as in the following:

\(^{22}\)Burhan Nurgiantoro, Penilaian dalam Pengajaran Bahasa dan Sastra, (Yogyakarta: BPFE, 1987),
The formula of scoring:
Textbook’s score x 100%
Total Score

<table>
<thead>
<tr>
<th>IntervalPercentage</th>
<th>Level of Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.6% -100%</td>
<td>Perfect</td>
</tr>
<tr>
<td>75.1% -87.5%</td>
<td>VeryGood</td>
</tr>
<tr>
<td>62.6% -75%</td>
<td>Good</td>
</tr>
<tr>
<td>50.1% -62.5%</td>
<td>FairlyGood</td>
</tr>
<tr>
<td>37.6% -50%</td>
<td>Average</td>
</tr>
<tr>
<td>25.1% -37.5%</td>
<td>LessAverage</td>
</tr>
<tr>
<td>12.6% -25%</td>
<td>Bad</td>
</tr>
<tr>
<td>0% -12.5%</td>
<td>Worst</td>
</tr>
</tbody>
</table>

Notes:
0 = Does not match the desired feature,
1= Partly matches the desired feature,
2 = Closely matches the desired feature.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings of the study refers to the proposed of research problems. The writer analysis the data gained from all the chapters of the book and finally judges whether or not the materials of English textbook are implemented eight criteria of good textbook by Alan Cunningsworth. Those criteria are aim and approaches, design and organization, language content, skills, topic, methodology, teacher’s book, practical consideration.

A. Research Findings

In research findings explains the character of good textbook followed the analysis, including aims and approaches, design and organization, language content, skills, methodology, teachers’ book and practical consideration.

1. Aims and Approaches

a. Do the aims of the course book correspond closely with the aims of the teaching program and with the needs of the learners?

BahasaInggris displays many of the positive features in mainstream courses coming from major ELT. BahasaInggris is aimed at young learners of senior high school tenth grade and consists of nine chapters. First guideline concerns aims and objectives. The researcher is going to suite between learning objective stated in the textbook and learning objective based on syllabus. It shows in the table 4.1
Table 4.1. The Comparison between the Learning Objective Stated in Chapter 1 of the Textbook and Learning Objective based on the Syllabus

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Learning Objective Stated in the Textbook</th>
<th>Official Learning Objective (Syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Talking About Self)</td>
<td>1. Menggunakan bahasa Inggris dalam berkomunikasi tentang penjatidiri dengan guru dan teman.</td>
<td>1.1 Mensyukurikeseempatan dan memperluas pemahaman tentang penjatidiri dalam semangat belajar.</td>
</tr>
<tr>
<td></td>
<td>2. Menunjukkan perilaku santun, peduli, dan percaya diri dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</td>
<td>2.1 Menunjukkan perilaku yang disiplin, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi interpersonal.</td>
</tr>
<tr>
<td></td>
<td>3. Mengidentifikasi fungsi sosial, struktur, dan unsur dari teks penjatidiri.</td>
<td>3.1 Menganalisis fungsi sosial, struktur, dan unsur dari teks penjatidiri, sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td></td>
<td>4. Merespons makna teks penjatidiri yang disampaikan.</td>
<td>4.1 Menangkap makna teks penjatidiri yang disampaikan.</td>
</tr>
<tr>
<td></td>
<td>5. Menyusun teks saran dan ulasan yang menjelaskan tentang teks penjatidiri.</td>
<td>4.2 Menyusun teks saran dan ulasan yang menjelaskan tentang teks penjatidiri, dengan memperhatikan fungsi sosial.</td>
</tr>
</tbody>
</table>
The comparison between the learning objective stated in the textbook and the learning objective in the syllabus are closely related. For example: learning objective stated on the textbook 5 corresponds to learning objective in syllabus 4.2. The students are expected to be able to write the text talking about self. See Figure 4.1.

- **WRITING**

  **Responding to an email / a letter**

  Imagine that you’re Ali. Write an email or a letter responding to the email or letter you’ve read and discussed. Use the following questions to guide you.

  **Guiding questions for the email/letter:**

  1. What do you write to start your response to an email/a letter?
  2. What details do you write in your email/letter? (How old are you? Where do you attend senior high school? What are your hobbies? How many siblings do you have? Etc.)
  3. What do you write to end your letter/email?

  **Figure 4.1 The Example of Writing Activity in Chapter 1**

  In this section, the students can write the responding email or letter that has been shown in reading section. It can facilitate the students to write contextually. In addition, the students can accomplish the basic competence in official syllabus 2.2 to be confidence in talking about themselves.

  The aspect of the textbook corresponds closely with the aims of the teaching program and the learners’ need is fulfilled in **Chapter 3**. It is shown in the Table 4.2.
Table 4.2 The Comparison between the Learning Objective Stated in Chapter 3 of the Textbook and Learning Objective based on the Syllabus

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Learning Objective Stated in the Textbook</th>
<th>Official Learning Objective (Syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 (Expression Intention)</td>
<td>1. Menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi dengan guru dan menentukan menyangkut niat melakukan tindakan</td>
<td>1.1 Mensyukurikesempatandapati mempelajari bahasa Inggrissebagai bahasapengantar komunikasi internasional yang diwujudkandalamsemangatbelajar.</td>
</tr>
<tr>
<td></td>
<td>2. Menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melakukan komunikasi dan menentukan menyangkut niat melakukan tindakan</td>
<td>2.1 Menunjukkan perilakusantundanpedulidalammelaksanakan komunikasi interpersonal denganguru dan teman.</td>
</tr>
<tr>
<td></td>
<td>3. Mengidentifikasi fungsisisional, struktur teks, dan unsur kebahasaan untuk menentukan niat melakukan sesuatu</td>
<td>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
</tr>
<tr>
<td></td>
<td>4. Menyusun teks lisan dan tulis untuk menentukan niat melakukan sesuatu dengan memperhatikan fungsisisi</td>
<td>2.3 Menunjukkan perilaku jangkung jawab, peduli, kerjasama, dancintadamai, dalam melaksanakan komunikasisifungsi onal.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.4 Menganalisis fungsisisi, struktur teks, dan unsur kebahasaan untuk menentukan niat melakukan sesuatu sesuai dengan konteks penggunaannya</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.4 Menyusun teks lisan dan tulis untuk menentukan niat melakukan sesuatu dengan memperhatikan fungsisisi, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</td>
</tr>
</tbody>
</table>
For example learning objective 4 as represented in Reading activity “Comprehension 1” as stated that the students have to arrange the text to do some activities. It is closely related to learning objective in syllabus 4.4 in which the students are able to write the text to do something. In this activity, the students could show their understanding toward the text individually. See Figure 4.2:

Figure 4.2 The Example of Writing Activity in Chapter 3
**Table 4.3 The Comparison between the Learning Objective Stated in Chapter 5 of the Textbook and Learning Objective based on the Syllabus**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Learning Objective Stated in the Textbook</th>
<th>Official Learning Objective (Syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (Describing People)</td>
<td>1. MenunjukkankesungguhanbelajarbahasaInggristerkaitkeksdeskriptifsederhanatentang orang.</td>
<td>1.1 Mensyukurikesempatandapatmempe\n\nlajarbahasaInggris\n\nngantar\n\nkomunikasiinternasional yang diwujudkandidalamsemangatbelajar.</td>
</tr>
<tr>
<td></td>
<td>2. Menunjukkanperilakuediri, dantangunggungjawabdalammelaksanakankomunikasiskiterkaitkeksdeskriptifsederhanatentang orang.</td>
<td>2.1 Menunjukkanperilakusantundanpedulidalammelaksanakankomunikasiprofesional dangangurudanteman.</td>
</tr>
<tr>
<td></td>
<td>3. Mengidentifikasifungsisosial, strukturteks, danunsurkebahasaanpadateksexeksdeskriptifsederhanatentang orang.</td>
<td>3.7 Menganalisisfarmasi, strukturteks, danunsurkebahasaanpadateksexeksdeskriptifsederhanatentang orang, tempatwisata, danbangunanbersejarahkenal, sesuaidpenggunaannya.</td>
</tr>
<tr>
<td></td>
<td>4. Meresponmaknadalamtekseksdeskriptif, lisandantulis, sederhana,tentang orang.</td>
<td>4.8 Menangkapmaknadalamtekseksdeskriptif, lisandantulis, sederhana, tentang orang, tempatwisata, danbangunanbersejarahkenal.</td>
</tr>
<tr>
<td></td>
<td>5 Menysulteksdeskriptifisandantulissederhanatenta\ng orang.</td>
<td>4.10 Menysulteksdeskriptiflisandan\ntulissederhanatentang orang, tempatwisata, danbangunanbersejarahkenal, dengan memperhatikan\ntujuan, struktur teks, dan unsurkebahasaan, secara benar dan sesuai dengan konteks.</td>
</tr>
</tbody>
</table>
In Chapter 5, one of the activity that describe the relevance between learning objectives stated in the textbook with the learning objectives in the syllabus is Task 2 see Figure 4.3. It shows that the learning objective 3.7 in official syllabus corresponds with the learning objective 3 in the textbook. In Text Structure section, the students can observe and identify the generic structure, social function, and rhetorical pattern of descriptive text. The text is about describing people. Moreover, the activity can facilitate the students to work in pair and automatically they can show the responsibility and teamwork as well as the learning objective 2 as stated in the textbook. See Figure 4.3

Figure 4.3 The Example of Reading Activity in Chapter 5

In Chapter 7, the aims of the textbook can be categorized to correspond closely with the aims of the teaching program and the learners’ need is fulfilled as well as stated in the syllabus. The Chapter 7 is talk about the describing place. See the Table 4.4
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Learning Objective Stated in the Textbook</th>
<th>Official Learning Objective (Syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 (Visiting Niagara Falls)</td>
<td>1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang tempat wisata.</td>
<td>1.1 Menyukurikesempatan mempelajari bahasa Inggris sebagai bagian dari komunikasi internasional yang diwujudkan dalam kegiatan belajar.</td>
</tr>
<tr>
<td></td>
<td>2. Menunjukkan perilaku peduli, percaya diri, tanggung jawab dalam melaksanakan keterampilan komunikasi interpersonal.</td>
<td>2.1 Menunjukkan perilaku antusias dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</td>
</tr>
<tr>
<td></td>
<td>3. Menyusun teks deskriptif sederhana tentang tempat wisata.</td>
<td>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah yang dikenal, sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td></td>
<td>4. Menangkap makna dalam teks deskriptif, lisan dan tulis, tentang orang, tempat wisata, dan bangunan bersejarah.</td>
<td>4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, tentang orang, tempat wisata, dan bangunan bersejarah.</td>
</tr>
<tr>
<td></td>
<td>5. Menyusun teks deskriptif lisan dan tulis berdasarkan suatu topik.</td>
<td>4.10 Menyusun teks deskriptif lisan dan tulis berdasarkan topik.</td>
</tr>
</tbody>
</table>

Table 4.4 The Comparison between the Learning Objective Stated in Chapter 7 of the Textbook and Learning Objective based on the Syllabus
In Chapter 7, one of the activity that describe the relevance between learning objectives stated in the textbook with the learning objectives in the syllabus is in speaking exercise see Figure 4.3. It shows that the learning objective 3.7 in official syllabus corresponds with the learning objective 3 in the textbook. In speaking exercise section, the students can explore descriptive text orally. The task is about describing place. Moreover, the activity can facilitate the students to work in pair and automatically they can show the responsibility and teamwork as well as the learning objective 2 as stated in the textbook. See Figure 4.3

Figure 4.4 The Example of Speaking Activity in Chapter 7
Table 4.5 The Comparison between the Learning Objective Stated in Chapter the Textbook and Learning Objective based on the Syllabus

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Learning Objective Stated in the Textbook</th>
<th>Official Learning objective (Syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Menunjukkan kesungguhan belajar bahasa Inggris tentang teks pemberitahuan (announcement).</td>
<td>Mensyukurikesempatandapat mempelajaribahasa Inggris sebagai bahasa apengantar komunikasi internasional yang diwujudkandalam semangat belajar.</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi tentang teks pemberitahuan (announcement). | 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru danteman.  
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru danteman.  
2.3 Menunjukkan perilaku santun, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi interpersonal. |
| 3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks pemberitahuan (announcement). | 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks pemberitahuan (announcement), sesuai dengan konteks penggunaannya. |
| 5. Menyusun teks yang sesuai dengan makna teks pemberitahuan (announcement). | 4.12 Menyusun teks yang sesuai dengan makna teks pemberitahuan (announcement), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. |
For example learning objective 4 as represented in Reading activity “Comprehension 1” as stated that the students have to respond meaning of announcement text. It is closely related to learning objective in syllabus 4.11 in which the students are able to respond the meaning in announcement text. In this activity, the students could show their understanding toward the text individually. See Figure 4.5:

![Figure 4.5 the Example of Reading Activity in Chapter 9](image)

b. Is the coursebook suited to the learning/teachingsituation?

In term of teaching learning situation, it is suitable with the status and role of the English as the Foreign Language in Indonesia. In teachers’ perspective, the textbook include the role of teacher in this educational system. Moreover, related to the learners’ perspective is match to the students’ age, level and expectation. It includes their language–learning experience, their preferred learning also their interest. It can be seen from
the comparison on the learning objective in the textbook and the syllabus. Inside of textbook are existed some kinds of activities like warmer, vocabulary builder, dialogue, vocabulary exercises, text structure, grammar review and speaking that support learning/teaching situation. It shows as followed:

Figure 4.6 The Example of Warmer Activity

Figure 4.7 The Example of Vocabulary Section
Figure 4.8 The Example of Dialogue Activity

Task 1:
Read the following conversation. Take turns with your friends doing the roles.

HOLIDAY PLANS

A long weekend is coming. Riri, Santi, and Bayu are talking about their plans.

Riri : It will be a long weekend soon. Do you have any plans?
Santi : Uhm, I’m not sure. I don’t have any idea yet. I think I might stay at home.

Figure 4.9 The Example of Vocabulary Exercises

Use the words you have listed in section B to make sentences. You may use more than one word in a sentence.

1. 

2. 

3. 

4. 

Figure 4.8 The Example of Dialogue Activity

Figure 4.9 The Example of Vocabulary Exercises
Yet, the teacher should so be creative in inviting the students to do activity so that the teacher can act as the facilitator in the implementation of 2013 Curriculum.
c. How comprehensive is the course book? Does it cover most or all of what is needed? Is it a good resource for students and teachers?

From the activity and the comparison between the learning objective in the syllabus the textbook is categorized as comprehensible and covers what the students should be achieved. The textbook provides the vocabulary section, pronunciation practice, skill works as the requirement in the basic competence and basic material as the requirement in the syllabus.

![Figure 4.12 The Example of Vocabulary Builder](image1)

![Figure 4.13 The Example of Pronunciation Practice](image2)
It is good resources because there are existed specific book for students and teachers. Then they could learn and prepare the material very well.

d. Is the coursebook flexible? Does it allow different teaching and learning styles?

Based on the syllabus of 2013 curriculum the learning activities are observing, questioning, exploring, associating, and communicating. It is also supported with kinds of materials and comprehensive skills. This might give the chance for teacher to direct the students in doing some interesting activity and students can gather the information from many sources. There are some activities in the textbook can lead to different teaching and learning style for example Reading activity see Figure 4.30 and 4.31.

2. Design and Organization

a. What components make up the total course package? (e.g. students’ book, teachers’ book, workbooks, cassettes, etc)?

The good books components in thus aspects are students’ book, teacher’s book with extra activity, and audio CDs or cassette with the voices of native speakers. The students’ book is probably thought of as the main rank of a package, and rightly so as it is the main point of
contact with the students. However, teacher’s book is also very important and responsible for providing teacher with the detailed information that they need in order to make the best use of the whole course. Cassettes or activity books are also commonly included in course packages and are intended to give students extra practice in items already introduced in class. They often give additional writing practice and are produced cheaply so that they can be written in and thrown away when completed.

Figure 4.14 The Example of Student’s and Teacher’s Book
The textbook can be categorized to relevant course package, although it is not complete, because there are no workbook and cassettes. In other hand, the teachers’ books follow the students’ book.

b. How is the content organized (e.g. according to function, topic, skills, etc)?

Is the organization right for learners and teachers?

The course book’s content organized of the objective of the learning, some topics (Talking about self, complimenting and showing care, expression intention etc) and skills (Reading, writing and speaking but there is no listening section). The organization is right for them because the content relevant with the topic stated in the syllabus, exactly for firstsemester.

Figure 4.15 The Example of Table of Contents
c. **How is the content sequenced (e.g. on the basis of complexity, ‘learnability’, usefulness, etc)?**

The course book’s content sequenced (e.g. on the basis of complexity, ‘learnability’, usefulness, etc) such as the skills work is particularly comprehensive, with useful activities, based on conversation practice and pair work, for developing oral skills and a lot of well designed guided writing exercises. Reading and listening also catered for. The language items covered are what would be expected of a course at this level and include general tense work including simple past, present perfect, simple, modals, determiners, etc. Vocabulary gets special attention with some interesting exercises based on word groups, match the names with their pictures. There is also material to pronunciation consisting of the sound of English.

**Chapter 1** consists of: a) Warmer, “Chinese Whisper”, gives opportunity to the students to work in-group based on the teacher’s explanation. b) Vocabulary builder is an activity to fill the vocabulary that has been provided the Indonesian words and the part of speech. c) Pronunciation practice provides listening and practicing to pronounce the vocabulary in this chapter. It is on page 3. d) Reading section provides two texts “Talking about Self”. There are three tasks. Task 1 is Jigsaw. This activity is in page 3. The teacher will divide the students who read the text 1 and who read text 2. Moreover, this allowing the chance to share what they have got from
the texts. In task 2 the students are demanded to identify the main idea of each paragraph. In task 3 the students work in pair to answer the comprehension questions. e) Vocabulary exercises, provides the activity to complete the cloze test. f) Text structure provides the activity to complete the chart of the text structure. g) Grammar review about using be and have in Simple Present Tense. h) Speaking activity in this chapter is the game “Guessing Games: Who am I?” i) Writing section give the occasion to write the responding email/ letter about the introduction. j) Reflection is the part that the students can do self-assessment what they have learn and their understanding.

**Chapter 3 (Expression Intention) consists of nine subtopics:**

a) Warmer, a quiz that asks the student to choose favorite place  
b) Vocabulary builder, a section to rich students’ vocabulary  
c) Dialogue, short dialogue about weekend among 3 people.  
d) Vocabulary Exercises, to exercise the students’ understanding of the use of vocabulary.  
e) Grammar Review, it explains about would like to, will, be going to and would rather.  
f) Speaking, students are asked to make a short dialogue.  
g) Writing, students need to write about their holiday plan I would like to, I will, I am going to and would rather.  
h) Reflection, it is additional activity.  
i) Further Activities, a simple activities to know more students’ understanding about topic.
Chapter 5 (Describing People) consists of eleven subtopics: a) Warmer, describing people in the Figure. b) Vocabulary Builder is in page 56-57. c) Pronunciation Practice provides the vocabulary with the transcription. d) Reading section provides text “My Best Friend” and comprehension questions to check the students understanding. e) Vocabulary Exercises provides the activity to find vocabulary. f) Text Structure consists of three tasks. Task 1 provides the activity to work individually in answering the question about the text “My Best Friend”. The questions are about the detail of the text. Task 2 provides activity to work in pair to fill the table about generic structure of the text. Task 3 gives the opportunity to compare their work to the other pair. g) Grammar Review focuses on the using adjective in the pattern subject, be, and adjective. Then, the students make sentences based on adjective in the reading text and vocabulary exercises of the unit. h) Speaking activity “Who are in the Figure?” i) Writing section gives opportunity to prepare a photograph. Then, they can write a letter or email to describe the Figure. j) Further Activities, in this activity the students describe the Figure “Gatotkaca”. Then the students describe the imaginary friend that they have met from outer. k) Reflection is the part that the students can do self-assessment what they have learn and their understanding.
Chapter 7 it contains a) Warmer, It is a little game about **DRAW** and **GUESS**, b) Vocabulary builder, it is an activity to obtain a deep standing of vocabularies. c) Pronunciation Practice, it is to fluent students’ pronunciation. d) Reading, students are needed to read a descriptive text about Visiting Niagara Falls. e) Vocabulary Exercises, it contains of an activity to train student’s vocabulary. f) Grammar Review, in this subtopic fulfills about Active and Passive Voice explanations. g) Speaking, students are asked to remember one interesting place they have visited, than they need to tell to their friends. h) Writing, here students have to complete the chart to understand the structure of descriptive text in the reading comprehension. i) Reflection, it is an activity to obtain a deep of topic.

Chapter 9 (Giving Announcement) consists of eleven subtopics that consists of: a) Warmer, the students are asked to listen to the teacher’s reading and answer the questions. b) Vocabulary Builder, the activity was matching the vocabulary to Indonesian equivalent. c) Pronunciation Practice provided the transcription. d) Reading section provided two texts about announcement to do jigsaw in finding the main idea and detail of text also to answer the comprehension questions. f) Text Structure consists of three tasks. Task 1 provided the activity to work individually in completing the Table about part of announcement the purpose and the details. Task 2 provided activity to discuss Task 1 in pair then share to the class. g)
Grammar Review focuses on forming noun by verb. h) Speaking activity, the students should give announcement based on certain situation. i) Writing section provides the announcement that is not proper yet. Then it should be edit based on the guided question. j) Reflection is the part that the students can do self-assessment what they have learn and their understanding.

The aspects of content sequence is fulfilled for the arrangement from the Warmer to build up and invite the students’ interest and prior knowledge about the topic and end in Writing Section as the complex activity. It is also in line with the learning activity in the syllabus.

d. Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?

Cunningsworth (1995: 61-63) defines the selection and grading structural, mainly grammatical in nature, following a conventional sequence of language items. So we find, for example, all standard conditionals deal with, as might be expected at this level. The approach to learning is essentially inductive in that the book provides sample contextualized examples of structures and form the examples the learners are expected to hypothesize about the underlying rules.

Grammar section of Bahasa Inggrisis included at the back of students’ book, giving clear and straight-forward explanation of rules, with plenty of examples. This is suitable for the learners, and it allows them to
complete the work needed to meet any external syllabus requirements.

**Figure 4.16 The Example of Grammar Review**

**Task 1:** Study the following pairs of sentences to identify the use of be (am, is, are) and have (have, has). Do you notice the differences?

**Examples:**
1. a. I am sixteen years old.
   b. I have an older sister and a younger brother.
2. a. Caroline is in the United States.
   b. She has many friends from Indonesia.
3. a. Nina and Ami are active students.
   b. They have many interesting hobbies.
4. a. I am a computer programmer.
   b. I have many certificates that show my knowledge and skills in computer programming.
5. a. John is a barista in a luxurious cafe.
   b. He has a lot of friends, who love the coffee he prepares.
6. a. We are amazed by the beautiful scenery.
   b. We have many interesting places to visit in this country.

After observing the above examples, do you know how to decide whether to use am/is/are or have/has? Is it because the subjects are singular or plural? Do you also know when to use have/has instead of am/is/are? Is it because the sentences have complements? Is it because the sentences have objects?

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e. **Is there adequate recycling and revision?**

There is adequate recycling each chapter it proofs with suitable between topics and sub topics. However, there is no revision. Cunningworth (1995: 28) states that in the case of grammar and vocabulary, items not only need to be met in context and actively practiced, they need to be recycled three, four or more times before they become stored in the long-term memory. One principle of recycling is that items are encountered in a structured way on several occasions in different contexts. In this way, students learn the form and the sound of a language item (grammatical form or lexical item) through progressive exposure, and by meeting it in a number of different contexts; they develop an increasing understanding of its use and meaning.

f. **Is some of the material suitable for individual study?**
The next criteria is to know whether the textbook allow students in individual learning or not. This criterion is fulfilled for example, in understanding the vocabulary and pronunciation. It is in line with the core competence 4 in which the students can explore, associate, and communicate the abstract and concrete domain that they have learned individually in a good manner.

Figure 4.17 The Example of Warmer: Individual Study

g. Is it easy to find your way around the course book? Is the layout clear?
The last aspect is to identify whether the textbook is easy to be found and readable and whether the layout is clear or not. This criterion is fulfilled because the content of textbook is written in font style Bookman Old Style and font size 12. Moreover, the criterion of clear layout is also fulfilled. The cover of the textbook shows the wide world and national knowledge by the picture of landmark in Indonesia and some countries in the world. Some of them are (National Monument) Monas, Liberty, Pyramid, Sphinx, Big Ben, TajMahal, moreover it shows the modern and traditional transportation like, plane, zeppelin, and boat. The layout is dominated by colors, pink, blue, and grey. See Figure 4.14

3. Language Content

a. Does the course book cover the main grammar items appropriate to each level, taking learners’ needs into account?

the representation of grammar that points to the example not the rule of grammar itself. In Chapter 1 the grammar items is about the simple present tense as shown in the Figure 4.18 it relates to the basic competence 3.1 toward the language features in talking about self.

The grammar items here guide the students in understanding and comprehending the Tenses that mostly used in this Chapter 1 in talking about self. It is Simple Present Tense but it focuses on the use of have or has and to be (is, am, are) or relating verb. This material also explained in the basic material in syllabus. Yet, the rule does not explain in the
textbook.

**Figure 4.18 The Example of Grammar Items in Chapter 1**

In chapter 3 explains about the use of would like to, will, be going to and would rather. The aims are students are hoped to know the differences among the use of would like to, will, be going to and would rather and students can use it in the right way. The grammar item here relates to the basic competence 3.1 toward the language features. The grammar focuses in the modal especially the use of would like to, will, be going to and would rather. It provides in the direct conversation or dialogue where students have to practice it directly to make students
understand contextually. It See figure 19

Figure 4.19 The Example of Grammar Items in Chapter 3

The focus of grammar in Chapter 5 is about the Simple Present Tense, exactly structure of using adjective in the sentence as the basic competence 3.7. This structure conforms to the descriptive text that has been shown in the Reading section. See Figure 4.20

Figure 4.20 The Example of Grammar Items in Chapter 5

Grammar in Chapter 5 is focus on the nominal sentences exactly in
the use of adjective to describe people. This grammar rule guides the students to be able to describe people correctly. It also related to the passage that shown in reading section. It is in line with the syllabus as the language features of descriptive.

**Chapter 7**, grammar here focuses on the sentences; students need to know the use of passive and active voice and the different. The course book provides grammar beginning with the pattern and clear explanation in subject, verb and object. Then the textbook gives the clear example. See figure 4.21

![Figure 4.21 The Example of Grammar Items in Chapter 7](image)

In **Chapter 9**, the grammar item is about the forming of Noun from
Verb. It was related to the language features of announcement and basic competence 3.8. Yet, it does not state the rule clearly, the students can identify the change from Verb to Noun from the example stated on page 111. For example:

4. We need to register now

5. The registration is on a first-come basis

See Figure 4.22

Figure 4.22 The Example of Grammar Items in Chapter 9

It shows the change from Verb becomes Noun by giving suffix –ion.
In other hand, it cannot be applied in all of Verb. In identifying the grammar, it is needed to give the more examples so the students can understand it.

Moreover, the good grammar used in the textbook will help students comprehend the language. Yet, there is some trouble with some of vocabulary for example announcement must be announcement. See Figure4.42.

b. Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development strategies for individual learning?

The vocabulary was placed in Vocabulary Builder and Vocabulary Exercise that giving direction to the student to know the new vocabulary as the guidance to do the next section or activity in each chapter. The Vocabulary Exercise here gives occasion for students to study again the vocabulary. Hence, the existence of the vocabulary is very essential as the language features as well as noted in the syllabus.

Chapter 1 the criterion of adequate quantity and range of vocabulary is fulfilled. The existence of vocabulary in this chapter leads the students to know new knowledge to express “Talking about Self” with correct diction. See the Figure4.23:
Figure 4.23 The Example of Vocabulary Section in Chapter 1

The vocabulary in this section can enrich the students’ knowledge. It is helpful for them to do the next step. The meaning in Indonesia language follows the vocabulary and Part of Speech.
In **chapter 3** students are going to enrich their vocabulary by arranging the sentence with the word they have learnt before. Students will be very creative and attractive to do it. In vocabulary exercises, students will obtain a deep understanding of learning vocabulary to make them easy to communicate fluently.

![Image of Vocabulary Items in Chapter 3](image.png)

**Figure 4.24** The Example of Vocabulary Items in Chapter 3
In the Chapter 5, the vocabulary in this section focuses on the adjective that use to describe people. It relates to facial features, physical appearance, and personality. This vocabulary reflects to the basic competence 3.7 though analyzing the language features of descriptive text. The students also can enjoy this part by having crossword in Vocabulary Exercise. See Figure 4.20:

![Vocabulary Section in Chapter 5](image)

In chapter 7 Vocabulary Builder students have a little activity to practice vocabulary where they are asked to read the text about Visiting Niagara Falls. Students should scan the text quickly to find the English equivalents for the Indonesian words.
In Vocabulary Exercises students need to complete the sentences using the words in the box. It will be important to understanding more about suitable vocabulary with the topic.

Figure 4.26 The Example of Vocabulary Section in Chapter 7
In the Chapter 9, the vocabulary is related to the announcement, for example cancel, stadium, etc. These vocabularies are frequently use in giving announcement as stated in the basic competence 3.8. Therefore, it can be define as relevant with the criteria that the material for teaching vocabulary is adequate in term of quantity and range. The vocabulary and the meaning are stated as well as the sense of the context in reading activity and the other activity in the textbook. It is shown in the Figure4.27:

![Figure 4.27 The Example of Vocabulary Section in Chapter 9](image)

The material for teaching vocabulary can be categorized to the criteria although it does not state the key answer. The students can identify it by their self the answer because there are the options.
c. Does the coursebook include material for pronunciation work? If so, what is covered: individual sounds, word stress, sentence stress, intonation?

There exists Pronunciation Practice with the transcription. Yet, it is not fully fulfilled by the textbook as the syllabus requirement because there is no example of the sentence stress and intonation. Therefore, the teacher should give the example of it orally or by the media.

Figure 4.28 the Example of Pronunciation Practice
d. Does the course book deal with the structuring and conventions of language use above sentence level, e.g. how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (more relevant at intermediate and advanced levels.)

The aspect of good textbook dealt with the learner’s discourse competence is fulfilled so that the students can associate and explore the material as noted in the learning activity through syllabus. The textbook can take a part as the students both in conversation, extended reading and identify the reading passage in intermediate level. The students are demanded to practice more in the activity based on the textbook as the stated learning objective and the learning activity in the syllabus.
e. Are style and appropriacy dealt with? If so, is language style matched to socialsituation?

The textbook does not explain more about formal and informal expression, whereas the students need to know the different expression for each situation.

4. Skills

a. Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?

In all chapter relevance of skills aspect toward textbook are covered, bearing in mind the lesson objectives and syllabus requirements as well as noted in Table 4.1. There are some relevancies between the lesson objective in the textbook and the syllabus. It covers all skills except listening.
h. **Is there material for integrated skillwork?**

In term of reading section, the aspect that there is material for integrated skills work in reading section and criterion is reading passages and associated activities are suitable for the students’ levels and interests is also fulfilled, the Jigsaw of Two Texts activity in Chapter 1 on page 3 can make the students have a fun learning and learner center. As Figure out in the Figure 4.24:

![Figure 4.30 The Example of The Reading Activity](image)

*Source: Unknown, [Image description]*

*Figure 4.30 The Example of The Reading Activity*
c. Are reading passages and associated activities suitable for your students’ levels, interests, etc? Is there sufficient reading material?

It is fulfilled the aspect whether reading material is sufficient or not, because the reading passage show the real example in the daily life like in form of the letter and emails that talking about self. It is as well as the basic competence, 3.1 in the syllabus in term of students are able to analyze the social function of the social function, and language features of Talking about Self toward the context. See Figure 4.31

![Image of reading material](image-url)
d. Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?

In term of listening skill, the criterion was to investigate whether listening material is not fulfilled. The listening is based on teacher’s reading. It is not in line with the basic competence 3.1 in analyzing the topic of Talking about Self contextually. The listening is about the pronunciation of new vocabulary in this chapter as stated on Figure 4.32:

Listen to your teacher reading these words. Repeat after him/her.

pen pal : / pen pæl /
sound : / saʊnd /
run : / rʌn /
(be) into : / ɪntu /
attend : / ətənd /
distant : / dɪstænt /
commuter train : / kəmjuːtə trین /
magnificent : / ˈmæɡnɪfɪkənt /
mother tongue : / mʌðər tʌŋ /
half sister/brother : / hæf brəðər/sɪstrə /

Figure 4.32 The Example of the Pronunciation Practice
e. *Is material for spoken English (dialogues, role plays, etc) well designed to equip learners for real-life interactions?*

In speaking skill, the aspect was to investigate whether the material is accompanied by background information, questions, also activities that help comprehension is fulfilled. Hence, the students can do the instruction well. The instruction is very clear and understandable. See Figure 4.33.

*Figure 4.33 The Example of Speaking Activity*
In speaking: Introduction Game/Party Game, there is the certain situation that prepared. There are the direction for students to imagine that they were invited to the party, meet many people and talk to the other guests; introduce their selves then tell about family, profession; and hobbies. The illustration and instruction are suitable with the main material as stated in the syllabus that the social function of the topic is to make relationship with the teachers, friends, and the others and shows the language features. Moreover, it is good designed to equip learners for real-life interactions, based on the guiding question. See Figure 4.34

Imagine that you're invited to that party. Think about a new identity that you have. Then, talk to the other guests and introduce yourself; tell about your family, your profession, and your hobbies. You may ask another guest with questions like:

- May I know your name please?
- Can you tell me what your profession is? Or,
- What do you do?
- What're your hobbies?
- Do you like painting?
- Do you like music?

Think of other questions. You may also introduce your friends to other guests. Introduce yourself or your friends to at least two people.

Figure 4.34 The Instruction of Speaking Activity
f. Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g. paragraphing) and use of appropriate styles?

The writing activities are suitable in terms of amount of guidance use of appropriate styles and organization of longer pieces of writing is fulfilled. The writing activity is set up as real life it is in line with basic competence 4.1. See Figure 4.1. There are the opening, the detail, and the end on the letter/ email. In term of guidance control degree of accuracy, organization of longer pieces of writing does not explained.

In Chapter 5 the criterion relevance of skills aspect toward textbook are covered, bearing in mind the lesson objectives and syllabus requirements as well as noted in Table 4.2. There are also relevancies between the lesson objective in the textbook and the syllabus.

In term of reading section, in investigating the criterion there is material for integrated skills work in reading section and criterion is reading passages and associated activities are suitable for the students’ levels and interests is also fulfilled. this is relevant with basic competence 4.8 and 4.9 This activity related to the students daily. See Figure 4.35
Read the following text, and then answer the following questions.

**MY BEST FRIEND**

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we've been friends ever since.

Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.
In term of listening skill, the criterion was to investigate whether listening material is well recorded as authentic as possible and accompanied by background information, questions and activities which help comprehension is not fulfilled. The listening is based on teacher’s reading. The listening is about the pronunciation of new vocabulary in this chapter as stated on Figure 4.36.

![Pronunciation Practice](image)

**Figure 4.36 the Example of Pronunciation Practice in Chapter 5**

In speaking skill, the criterion was to investigate whether the material is accompanied by background information, questions, also activities that help comprehension is fulfilled. It corresponds to syllabus, which stated that the activity is observing, questioning, exploring, associating, and communicating as well as the basic competence 3.7 as stated in the Table 4.2. The speaking activity in Chapter 5 can be seen in the Figure 4.37.
This activity is about describing people in the Figure 4.37 and comparing the description with the other. Moreover, the students also can choose some photograph to be described as the exploring activity.

The writing activities are suitable in terms of amount of guidance use of appropriate styles and organization of longer pieces of writing. The writing activity is set up as real life. It is shown in the Figure 4.38
Figure 4.38 The Example of the Writing Activity in Chapter 5

In term of guidance control degree of accuracy, organization of longer pieces of writing does not explained. It may make students confuse in doing the exercise consequently the existent of the teacher’s book play in prominent role in guiding the task.

In Chapter 9, the criterion relevance of skills aspect toward textbook are covered, bearing in mind the lesson objectives and syllabus requirements as well as noted in Table 4.3. There are relevancies between the lesson objective in the textbook and the syllabus.

In term of reading section, in investigating the criterion there is material for integrated skills work in reading section and criterion is reading passages and associated activities are suitable for the students’
levels and interests is also fulfilled. It is relevant with the basic competence basic competence 3.8 and 4.13. Moreover, in term of the material, reading material is sufficient, because the reading passage show the real example in the daily life like in form of announcement of concert cancellation and McMaster Mini-Med School as drawn in Figure 4.39:

Figure 4.39 The Example of Reading Passage in Chapter 9
In term of listening skill, the criterion was to investigate whether listening material is well recorded as authentic as possible and accompanied by background information, questions and activities which help comprehension is not fulfilled is not fulfilled as the basic competence 3.8. The listening is based on teacher’s reading. The listening is about the pronunciation of new vocabulary in this chapter as stated on Figure 4.40:

![Figure 4.40 the Example of Pronunciation Practice in Chapter 9](image-url)
In speaking skill, the criterion was to investigate whether the material is accompanied by background information, questions, also activities, which help comprehension is fulfilled. See Figure 4.41

![Figure 4.41 The Example of Speaking Activity in Chapter 9](image)

This activity is about giving announcement as the captain of the class about the trip to Borobudur Temple with the detail instruction as in Figure 4.42. It is in line with the basic competence 4.11 and 4.12. In this activity, the students can explore their selves to have self’s confidence to express their idea orally. This is one of interesting topic that familiar with the students also showing the culture of Indonesia.

The writing activities are suitable in terms of amount of guidance use of appropriate styles and organization of longer pieces of writing. The writing activity is set up as real life. Yet, in term of guidance control degree of accuracy, organization of longer pieces of writing does not explained. It
may make students confuse in doing the exercise so the existent of the teacher in explaining the activity is very important. In this activity, the students are demanded to analyze the announcement text so that the announcement can make the sense. It is in line with basic competence 4.12 and the “associating” as learning activity in the syllabus. See Figure 4.42

![Figure 4.42 The Example of Writing Activity in Chapter 9](image)

5. Topic

a. Is there sufficient material of genuine interest to learners?

There are some sufficient materials of genuine interest to learners as stated in Chapter 1 “Guessing Game”, Introduction Game “Party Time” see Figure 4.34. Moreover, the passage in reading is related to the real life, for example in text 1 Hannah introduced herself to Alia by via email. She told about her, her study, family, hobby, interest, and a little bit about commuter train.
In text 2, Saidah told Alia about herself, her family, hobby, favorite subject, singers, her ambition to be writer and to come to Indonesia. It can challenge the student to be more enthusiastic while they are learning the interesting topic. It also shows the main material in the syllabus that it can give the model of respecting the differences and conciliation. See Figure 4.30. In the other hand, the textbook is completed with full-color picture that could make students are interested to study.

b. Is there enough variety and range of topic?

There is enough variety and range of topic. The various topics can influence the students’ interest in learning. There are nine chapters in the textbook with the various topic, some of them are talking about self, describing people, and giving announcement. The students are expected to be more active and attracted with the topic. See table of content in figure 4.19.

c. Will the topics help expand students’ awareness and enrich their experience?

The next aspect is to observe whether the topics will help expand awareness and enrich their experience. This textbook covers the information about Indonesian culture and custom, worldwide culture, recent issues etc which to assist the students to enrich their knowledge. See Figure 4.41. It shows the recent issues that can attract the students.
d. *Will the topics sophisticated enough in content, yet within the learners’ language level?*

The next is to examine whether the topic sophisticated enough content, yet within the learners’ language level. This criterion is fulfilled as well as in reading passage of Chapter 1, which give the example of talking about self by media email and letter. See Figure 4.31. Nowadays, it is commonly to use technology in daily.

e. *Will your students be able to relate to the social and cultural context presented in the course book?*

The fifth criterion is the students are able to relate the social and cultural contexts presented in the course book. This textbook is design based for the Indonesian students, so the social and cultural context should explore about social life and culture in Indonesia that close to the student. See Figure 4.41. It shows one of the historical places Indonesia. In Vocabulary Exercise of Chapter 1, see Figure 4.22. We can find that the exercises show some of Indonesian traditional food like rendang, andrawon. Then, one of the famous tourism destinations in Indonesia is Bunaken National Marine Park. The wide world culture and social as stated in Figure 4.22 shows the uses of commuter train as the vehicle. Yet, it needs the teachers’ effort to help the students to understand it.
f. Are women portrayed and represented equally with men?

In the course book, women are portrayed equal with men. The names of men and women are balanced. The writer will provide the data of figures from man and women in the table:

<table>
<thead>
<tr>
<th>Names of Men</th>
<th>Names of Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jk. Rowling, Maher Zein, Tom Cruise, Andrea Hirata, Ahmad Fuadi, Samuel, Sholeh, Rudi, John, Bob, Edo, Rama, Imran, Rido, John, Ferris, Bayu, Johny, Abdel, Fuad, Ian, Ihsan, Mr. Sulton, Ben</td>
<td>Alia, Hannah, Caroline, Saidah, SitiNurhaliza, Nina, Ami, Firda, Sita, Rahmi, Sinta, Rina, Ria, Indah, Riri, Santi, Nura, Juna, Dina, Yuni, Tuti, Rani, Anisa</td>
</tr>
<tr>
<td>24</td>
<td>23</td>
</tr>
</tbody>
</table>

Cunningsworth (1995: 91) states that the one of the main aims of such an analysis is to identify unrepresentative negative stereotypes, such as women regularly being shown as housewives or being seen as only able to attain fulfillment in life through their man or being portrayed as illogical and excessively emotional. This sort of stereotyping can occur occasionally in a course book or it can be pervasive. The occasional occurrence can be confronted and discussed, and may in fact provide useful teaching material, although unintended by the writers.

g. Are other groups represented, with reference to ethnic origin, occupation, disability, etc?

The last aspect is to know whether the other groups presented, with reference to ethnic origin, occupation, disability is fulfilled or not. It is
shown on the reading section of both the text 1 and text 2 pages 5 and 6. See Figure 4.31. It has shown the different ethnic origin of pen pal from America and Malaysia the interest toward Indonesia. In speaking section “Guessing Game”, the example gives the woman and man image are equal also gives opportunity to guess the occupation. This activity then continues with “Introduction Game: Party Game”. The example is the meeting between Edo and Slamet. Both of them are from different region and different occupation. It shows that Indonesia has many cultures. It also shows the image to respect the other.

6. Methodology

a. What approach/approaches to language learning are taken by the course book? Is this appropriate to the learning/teachingsituation?

   The most common complaint from students besides its difficulty is that learning English is boring. Students are children, they still love to play and have fun. The approach to language learning is the fun and excitement of learning. BahasaInggrisis designed for students to learning English and have fun doing it. Students can learn how to listen, write, and speak English through games, quizzes, and so forth. The topics of the lessons are also relevant to daily conversation and are suitable for teenagers. This is appropriate to the learning/teaching situation because students are children who still love to play.
There is no right or wrong approach. Students learn differently, and in any case the two processes can be used to support each other. Many course books introduce new item inductively and then consolidate learners’ understanding by giving the rules explicitly, often in a ‘language study section’ at the end of each unit. The textbook ensures the most effective language learning for teenagers. It is a three-year course for junior high school students. The course is carefully designed for learning English to be fun. Teachers and especially students should enjoy the learning process. See figure 4.33

Figure 4.33 The Example of puzzle vocabulary
b. What level of active learners’ involvement can be expected? Does this match your students’ learning styles and expectations?

Active learners involvement can be expected in every exercises, this is match student’s learning style and expectation.

Bahasa Inggris textbook has something very explicit to say about the learner’s role in the language-learning process. However, it is clear from the nature of the material that students are expected to hypothesize about rules, participate actively in learning activities, relate material to their own experiences and personal lives and undertake a variety of tasks which involve problem solving of one sort or another. Changing students’ learning style is notoriously difficult, and conscious attempts to do so often fail, individual students’ learning styles and trying to persuade them that, in some cases, it might be more effective to adopt different styles.

An increased degree of learner autonomy, the ability to learn independently, and even to set one’s own learning objectives and monitor them, should be encouraged by course books through the provision of material suitable for individual study. This will usually take the form of a workbook, or it may be additional reading material student would expect to see guidance on how to use it, cross-referencing from the main course to the workbook, etc, and a key to exercises, so that students can monitor their own progress. The level of active learners
can be expected in every exercise on the textbook. The textbook is suitable to students’ learning style and expectations.

c. **What techniques are used for representing/practicing new language items? Are they suitable for your learners?**

![Figure 4.44 The example of Matching Paragraph](image)

The techniques, which are used for representing/practicing new language items, are students asked to match the words with their pictures, matching phrases in left column with their descriptions in right column, and practice conversations, matching words with pictures, filling grids, filling the puzzle. The exercises are suitable for learners.
d. How are the different skills taught?

Figure 4.45 the Example of Reading Activity

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don’t study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we’ve been friends ever since.

Dinda is good-looking. She’s not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that’s why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn’t get what she wants, she acts like a child and stamps her feet.
Pair Work

Read the following description about a tourist destination carefully. The writer forgot to edit her draft. Can you find the errors in the text and help her edit the text? Use the guiding questions that follow to help you.

If you go to Batu city in East Java, do not forget to visit Cuban Rondo. Cuban Rondo is a must-see waterfall because of its spectacular scenery. The first amazing natural charm to enjoy is the huge greenish rock. The gigantic rock and its vegetation that surrounds the waterfall soar high into the sky. The top of the rock bends inward so that when we stand close to the waterfall, we will feel as if we were inside of a gigantic cave or a bowl giant. The greatness of the nature will make you feel very small and price God. The second scenery to enjoy is the waterfall itself. From the top of the soaring rock, huge amount of water continuously falls down, splash on the large black stones at the bottom of the waterfall, and forms a shallow small lake and stream. The water in the lake and stream crystal clear and icy cold. The wind that blow the falling water and the splash produce millions of tiny droplets of water. The wind can blow your boat. The droplets covers the small lake and visitors in mist. Yes, you will get wet. But you can go to the mall. When the sunlight shine through the cold tiny droplets, you will see rainbows on the earth, not in the sky, that seems close enough to you the scenery is breathtaking. End the trip with something that can warm you up. In the rest area, you can buy roasted sweet corns. If that is not enough, you can also buy drinks hot delicious and meatball soup hot. When you go home, leave nothing in the area but your footsteps and bring home only your memory unforgettable about the beautiful Cuban Rondo Waterfall.

Source: http://ws2.yellowcdn.com/wg/2013/08/02/kupatlo-tanging/ Picture 6-4

Figure 4.46 The Example of Writing Activity
For reading activities, students read the text than answer the following question. In written activities students arrange conversation into the correct order then practice it with partner, create or write based on instruction in each units. In speaking then they work in pairs and practice to describe with their partner, for more practice they do some kinds of dialogs. But no listening section here.

e. How are communicative abilities developed?

It can be seen the most of practices or exercises are students practice dialogs which is provided in course book. Students just read the dialogs, they do not have a chance to express things in their mind such as
question, suggestion or opinion. Student’s communicative ability can be developed using different method of teaching, for example; role-play and dialogue. There are games which can develop student’s communicative abilities. The communicative abilities are developed in this textbook through communicative exercises.

f. Does the material include any advice/help to students on study skills and learning?

There is a motivation to behave in Chapter 1 “Accept responsibility for your life. Know that it is you who will get you where you want to go no one else by Les Brown” to motivate the students. So do with the Chapter 5 “Life is either a daring adventure or nothing by Helen Keller” but in Chapter 9 there is no any motivation.
g. Are students expected to take a degree of responsibility for their own learning (e.g. by setting their own individual learning targets)?

This book provided the activities that can help the students to be responsible with their own learning both individually or in-group. Moreover, they can reflect their learning in Reflection Section as the closing of each paragraph.
7. **Teacher’s Book**

a. **Is there adequate guidance for the teachers who will be using the course book and its supporting materials?**

The writer stated the basic competence that will be achieved, the learning goal, and learning procedure. The learning procedure is consisting of the procedure, instruction and time allotment.
b. *Are the teachers’ books comprehensive and supportive?*

The teacher’s book is very comprehensive and supportive in learning-teaching, it is very complete where inside there are instructions, procedure, and key answer to teach well. See Figure 4.44

c. *Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?*

Language items such as culture specific information was not completely fulfilled. The activity about identifying the use of be (has /have) and have (have/ has) is stated in the teacher’s book that teacher should explain the relating verb (seem, consist, and look) that has same function as be and have. It is as the part of language features as stated in the syllabus. The specific information about the specific culture does not state on the teacher’s book. Yet, it provides the detail information about the way to use the textbook in teaching.

d. *Do the writers set out and justify the basic premises and principles underlying thematerial?*

The teacher’s book actually shows the learning objective, but it does not explain basic premises in each activity.
e. **Are keys to exercises given?**

The key answer and answer key given based on the sequences of the tasks. It attaches in the Teacher’s Book.
8. Practical Consideration

a. What does the whole package cost? Does this represent good value for money?

Textbook is free because government supplies it. Moreover, everyone can access the electronic book.

b. Are the books strong and long-lasting? Are they attractive in appearance?

The textbook is not strong and long-lasting because the binding needs to be strengthened. However, it has the good illustration of each activity. The illustration of the activity is clear and colorful. Yet, it needs some improvements to encourage the students. It does not fully meet the proposed criterion.

c. Are they easy to obtain? Can further supplies be obtained at short notice?


d. Do any parts of the package require particular equipment, such as a language laboratory, listening centre or video player? If so, do you have the equipment available for use and is it reliable?

It does not provide parts of the package requiring particular equipment, such as language laboratory, listening center or video player.
B. The Criteria of EFL Textbook Evaluation in Percentages

After analyzing the content of the book based on the EFL criteria proposed by Cunningsworth, the next step is deciding how many criteria that have been fulfilled. See Table 4.6. The researcher compares the findings and the criteria by rating point: 0 = does not match with the criteria, 1 = partly matches to the criteria, and 2 = closely matches with the criteria. Table 4.6 consists of the criteria that have been fulfilled and some description of criteria that need improvement.

**Table 4.6 Relevancy EFL Textbook with the Criteria Aims and Approaches**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Relevancy</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims and approaches</td>
<td>The aims of the textbook are closely with the aims of teaching programs and students’ need.</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The textbook is suitable with the teaching/learning situation.</td>
<td>✅</td>
<td>87.5 %</td>
</tr>
<tr>
<td></td>
<td>It covers what is needed.</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It is flexible to allow different teaching/learning style.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

The relevancy of the aims and approaches criteria with the aims stated in the textbook is 87.5 %. The aims of the textbook are closely with the aims of teaching programs and students need as well as stated in the official syllabus. It fulfills the basic competence of 2013 Curriculum. See Table 4.1. For the second criterion does not meet the suggested criterion fully.
Moreover, it covers what is needed because it is relevant with the syllabus in which the government has designed the syllabus that helps the students to comprehend the English as foreign language in both language skills and components. Thus the students can practice and use English contextually. Then, it is also flexible to allow different teaching learning style. It is appropriate to the learning activity in the syllabus; observing, questioning, exploring, associating, and communicating.

Table 4.7 Relevancy EFL Textbook with the Criteria Design and Organization

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Relevancy</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and organization</td>
<td>The total course package of the textbook consists of students’ book, teachers’ book, workbook, and cassettes.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The content of the textbook is organized based on the topic.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The content is sequenced based on the basis complexity.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The grading and progression is sufficient for the students.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The textbook allows the students to take a part in individual study.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The textbook is easy to be found and readable</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

The total course package component can be classified as relevant for the existence of students’ book and teacher’s book. Nevertheless, there is no existence of workbook and cassette.

The grading and progression is sufficient for the students, because the organization started from warming up, then end in reflection section. Yet,
the grading and progression of the skill does not arrange as the language sequence skill. The textbook allows the students to take a part in individual study in vocabulary list that completed by the transcription as the core competence 3 and 4. Therefore, they can practice it either individually or with the teacher’s instruction.

The next criterion is partly fulfilled the criteria in term of textbook is easy to be found, the layout is clear but still needs some improvement, and readable for the font size 12 with font style Bookman Old style. The criterion of reference section is not fulfilled enough because it does not provide the reference section in each chapter.

**Table 4.8 Relevancy EFL Textbook with the Criteria Language Content**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Relevancy</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Content</td>
<td>The textbook covers the main grammar items appropriate to each level.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The material for vocabulary teaching adequate in terms of quantity and range</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The textbook include the material for pronunciation work; include individual</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The textbook deals with the learners’ discourse competence.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Style and appropiacy are dealt with</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Style and appriacy are dealt with</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
The textbook covers the appropriate grammar items to the students’ level exactly for tenth graders as a teenagers and considering learners’ need. It is in line with the main material in the syllabus. For example, the Grammar Item in Chapter 5 is suitable with the basic competence 3.8. See Table 4.8. Material for vocabulary teaching is precisely in terms of quantity and range of vocabulary along with the transcription. It is in line with the main material stated in the syllabus. Moreover, it allows strategies for individual learning in certain activity.

The textbook includes material for pronunciation work in Pronunciation Practice. It is suitable with the core competence 3. In addition, it proposes the material that helps the student in developing the discourse competence. There are many example that relevant with the context and commonly used in daily.

The criterion of good style and appropriacy was not closely related with the criteria. In written and spoken expression in the textbook does not state formal and informal expressions. For example speaking activity in Chapter 5 is related to basic competence 4.10. See Table 4.2. The activity is describing people in the picture, but there is no information to use formal and informal expression.
Table 4.9 Relevancy EFL Textbook with the Criteria Skill

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Relevancy %</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill</strong></td>
<td>All four skills are adequately covered, bearing in mind your course aims, syllabus requirement.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is material for integrated skill work</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The reading passages and associated activities are suitable for the students’ level and interest.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening material is well recorded and accompanied by background information which help comprehension</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The material for spoken English is well-designed to equip the learners for real-life interaction.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The writing activities are suitable in term of amount of guidance/ control, degree of accuracy, organization of longer pieces of writing</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The criteria of four skills are covered is fulfilled by each chapter. It has complete skills as the syllabus requirement. There is also material for integrated skills work. Thus the students can explore and associate the skill. For example reading skill is integrated with the writing skill. In addition, the reading passages also associated with the other activities and suitable for the students’ levels, interests. For example, reading section in Chapter 1 that is in line with basic competence 3.1 and 4.1. See Figure 4.13. It is about having pen pal and sending email. Reading material is sufficient. The material for spoken English is well designed to equip learners for real-life interactions. It is in line with the main material and learning activity as stated in the syllabus that the students can communicate what they have learned both in-group or individually.
The writing activities are suitable in amount of guidance/control, and use of appropriate styles. It is in line with core competence 4 and the learning activity in the syllabus in communicating that the students can write the text based on the social function, text structure, and the language features. The criterion of writing skill exactly on the organization of longer piece of the writing does not fulfilled.

The criterion of listening skill is not fulfilled because there is no recorded material as stated in the core competence 3. It is not accompanied by background information, questions, and activities, which help comprehension. The listening is about the vocabulary list based on the teacher’s reading.

Table 4.10 Relevancy EFL Textbook with the Criteria Topic

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Relevancy</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Topic</td>
<td>There is sufficient material of genuine interest to learn.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is enough variety and range of topic.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The topic will help expand the students’ awareness and enrich their experience.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The topics are sophisticated enough in content, yet within the learners’ language level.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students will be able to relate to the social and cultural contexts presented in the textbook.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Woman are portrayed and represented equally with theman.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The other groups are represented with reference to ethnic origin, occupation, disability, etc.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
The topic is sufficient and interest to learners because it gives the real example. See Figure 4.23. The textbook provides enough variety and range of topic. The topic could help expand students’ awareness and enrich their experience. The topics are sophisticated enough for the learners’ language level based on 2013 Curriculum. The textbook can help the students to relate it with the social and cultural contexts presented as in the core competence 2.

Women and men are portrayed and represented equally. The textbook also gives the example of other groups with reference to ethnic origin, occupation, disability, etc. The man and woman are described equally. Yet, it is not represented equally in all skills.

Table 4.11 Relevancy EFL Textbook with the Criteria Methodology

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Relevancy</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodology</td>
<td>The approach that taken by the textbook is appropriate to the learning/teaching.</td>
<td>✓</td>
<td>78.5%</td>
</tr>
<tr>
<td></td>
<td>The level of active learner involvement can be expected and match with the students’ learning styles and expectation.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There are techniques used for presenting/practicing new language items. It is suitable for the learners.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The different skills are taught.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The communicative abilities are developed</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The material includes any advice/help to students on study skills and learning strategies.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students are expected to take a degree of responsibility for their own learning.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
The instruction for practicing the next step of learning language used the suitable techniques. The textbook is suitable enough with teaching and learning situation with the majority heterogeneous learners, so it is needed for teacher to match with the class condition. The textbook allows the active learner involvement as well as the core competence 3 and 4. It provides the activities that lead the students to be active in the class as like doing role-play. Besides the techniques are used for presenting/ practicing new language items are suitable for the learner and different skills are taught integrated with the other. For example, writing activity connects to reading activity.

The communicative abilities are developed based on the context in each topic. The textbook gives opportunities to the students to be responsible in their own learning in doing both individual and group task. It is related to the learning activity in the syllabus to explore the material. Moreover, the textbook provides the reflection section. Yet, material does not include any advice/ help to students on study skills and learning strategies.
Table 4.12 Relevancy EFL Textbook with the Criteria Teacher’s book

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Relevancy</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Book</td>
<td>There is adequate guidance for the teachers who will be using the textbook and its supporting materials.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teachers’ books are comprehensive and Supportive</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers’ books adequately cover teaching techniques, language items such as grammar rules, and culture-specific information</td>
<td>✓</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>The writer sets out and justifies the basic premises and principles underlying the material.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The keys to exercises are given</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

In teachers’ book there is adequate guidance for the teachers who will use the textbook. It is comprehensive and supportive. It provides the detail instruction of using the textbook. Writers set out and justify the basic premises and principles underlying the material as well as showing the learning objective that will be achieved.

The teachers’ book does not adequately cover teaching techniques, language items such as grammar rules and culture-specific information. The key for each task and activity is given. The scoring rubric analytic nor holistic does not given. The writing and speaking activity need the scoring rubric to help the teacher in assessing the students’ performance. Actually, it is also stated in the syllabus about the scoring, but the scoring technique for each activity in the textbook is needed.
Table 4. 13 Relevancy EFL Textbook with the Criteria Practical Consideration

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Relevancy</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Consideration</td>
<td>The whole package cost represents good value for money.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The textbook are strong, long-lasting and attractive inappearance</td>
<td>✓</td>
<td>62.5%</td>
</tr>
<tr>
<td></td>
<td>The textbook are easy to obtain</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any parts of package require particular equipment, such as a language laboratory, listening centre, or videoplayer.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

The government supplied the textbook. The textbooks are strong enough, but need to have the good binding. It is attractive in the activity. Yet it needs more improvement to attract the students’ interest.

The textbook is easy to be obtained for we can access on website kemendikbud.org. One of the weaknesses is the textbook does not require any parts of particular equipment, such as a language laboratory, listening centre, or video player.

Based on the explanation above, the “Bahasa Inggris Kelas X” textbook is fulfilled all of the criteria taken from EFL textbook criteria by Cunningsworth. However, even there are some irrelevant aspect, the book is considered as relevant to the criteria and can be use as teaching material. From the irrelevant aspects, the teacher can choose the appropriate supportive teaching material.
The researcher score and percentage of analyzing textbook in general, Criterion Referenced Evaluation as proposed by BurhanNurgianto is used in this study. The researcher analyzed it as in the following:

Table. 4.14 The analysis score

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims and approaches</td>
<td>7</td>
</tr>
<tr>
<td>Design and organization</td>
<td>10</td>
</tr>
<tr>
<td>Language content</td>
<td>8</td>
</tr>
<tr>
<td>Skills</td>
<td>9</td>
</tr>
<tr>
<td>Topic</td>
<td>14</td>
</tr>
<tr>
<td>Methodology</td>
<td>11</td>
</tr>
<tr>
<td>Teachers’ books</td>
<td>7</td>
</tr>
<tr>
<td>Practical consideration</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total score</strong></td>
<td><strong>71</strong></td>
</tr>
</tbody>
</table>

Table. 4.15 The percentage of analysis textbook in general

<table>
<thead>
<tr>
<th>Interval Percentage</th>
<th>Level of Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.6%–100%</td>
<td>Perfect</td>
</tr>
<tr>
<td>75.1%–87.5%</td>
<td>Very good</td>
</tr>
<tr>
<td>62.6%–75%</td>
<td>Good</td>
</tr>
<tr>
<td>50.1%–62.5%</td>
<td>Fairly good</td>
</tr>
<tr>
<td>37.6%–50%</td>
<td>Average</td>
</tr>
<tr>
<td>25.1%–37.5%</td>
<td>Less average</td>
</tr>
<tr>
<td>12.6%–25%</td>
<td>Bad</td>
</tr>
<tr>
<td>0%–12.5%</td>
<td>Worst</td>
</tr>
</tbody>
</table>

---

C. Discussion

Based on the research findings above, the researcher explains the result of textbook analysis from eight Cunningsworth’s textbook evaluation criteria.\textsuperscript{24} Bahasa Inggris textbook fulfilled the criteria 78.9%, it is totally labeled very good textbook although there are some weakness need to fix it.

The finding shows that the fulfillment of aims and approaches criteria is 87.5%. The aim of the textbook indicates the aims of the teaching program and students’ need as well as noted in the syllabus based on 2013 Curriculum. Moreover, the objective was displayed in the early part of each chapter from the textbook. The presence of the objectives in the textbook is good since it makes teacher and students know what they are going to learn. As Cunningsworth says that, a systematic textbook will help the students to know what they are going to learn. It is also stated by Jahangard that explicit objectives in the beginning attempts to clarify the intended teaching objectives.

Next, the fulfillment for design and organization criteria is 83.3%. The cover of the textbook contained interesting pictures, there are some pictures of landmark of the country in the world. An eye catching and colorful cover with interesting pictures is notable for the first impression. The layout of the textbook was designed with three dominant colors, pink, blue and grey. It is good for showing the landmark of many countries thus can build up the students’ knowledge toward wide world. It will be better if it is designed more

\textsuperscript{24} Cunningsworth, Choosing Your Course book (Oxford: Heinemann, 1995), 3
colorful and clearly. As stated by Jahangard that the textbook should have clear, attractive lay out and it would be more appealing if colorful pictures of real people and real environment were used in it.\(^{25}\) The font size of the textbook is standard and readable. In line with it, the textbook should provide the total course package. This textbook provided only students’ book and teachers’ manual, without recording for the listening material. Huang stated, textbook may include the coverage supporting material.\(^{26}\)

Moreover, language content criteria had the fulfillment of 80%. In general, the textbook was good enough in presenting the language use and they were appropriate with the level of the students’ recent ability. The good point of this textbook was on the vocabulary development. The vocabulary development is build up contextually and related to the activity in each chapter. Jahangard explained that two types of vocabulary problem are observed in the explanation and use of the new vocabulary in the series. Sometimes, it is not closely related between the introduced word and the senses that are used in the reading comprehensions. The textbook shows the dependency of the new word with the sense of the reading comprehension and the other activities.

In addition, the fulfillment of language skills criteria is 75%. The textbook included four language skills but they were not in the balance


\(^{26}\)Huang, Shu-er. 2011. Ideal and Reality of Textbook Selection: An Interview- and Questionnaire-based Investigation in the Taiwanese Tertiary Context: University of Warwick, UK retrieved from [http://go.warwick.ac.uk/wrap on 12th March 2016](http://go.warwick.ac.uk/wrap)
proportion. The listening section is given fewer portions than the other skills and it is not followed by authentic recorded material also background information toward it. Jahangard stated that the fluency practice should be contained in all four skills. The listening skill should be developed with the authentic and contextual material so it will be understand fully for the students.27

Next, the fulfillment for topics criteria is 100%. The topics presented in the textbook were relevant with the students’ interest. The topics were about real life and up to date that automatically the students can relate it with the daily life. Furthermore, there was unequally gender presentation. It is also stated by Gailea and Rasyid that Bahasa Inggris SMA Kelas X by Pusat Kurikulum dan Perbukuan still presented gender inequality in the material of listening, speaking, writing and reading.

Whereas, the gender equal portrait will give experience for students during the learning.28 Moreover, Griffiths said that gender socialization is the key in any relative success that women of any age have in language learning.29

The fulfillment for methodology criteria is 78.5%. One of good point

27Ibid


is the textbook allows the students to take a part in responsibility for their own learning. The students are enable to be responsible in their learning activity both individual or in group. As well as stated by Jahangard that it is needed to encourage learners to develop own learning strategies and to become independent in their learning. Besides, to take a part in developing responsibility the textbook also gives the reflection section to give the advice for the students. Yet, the advice for helping the students on study skill and learning strategies is not included in the book.

The fulfillment for teacher’s book criteria is 70 %. The textbook is completed by teacher’s manual. It is very helpful for teacher to use the textbook by its instruction. It should be underlined that the teacher’s book gives clearly teaching technique and time allocation for each activity. It is stated by Huanga teacher’s manual provides valuable teaching tips addressing common problems and concerns. It can be a useful guidance and stimulation for both beginning and experienced teachers. Because of that reason, it will be better for the teacher’s book to provide more guideline in scoring task and skills.

The last fulfillment for practical considerations criteria is 62.5%. The Ministry of Education distributed the textbook and gave them freely. This very reasonable price of this book allowed the students from any different level of social economy to be able to access it. Moreover, the students also can access
in website of The Ministry of Education. The strength and long lasting of a textbook was criterion that was proposed by Cunningsworth. It is also stated by Huang that the practical concern was linked by the flexibility of the textbook, the notion of availability, and the financial consideration. The textbook was not strong and long lasting. The cover was hard but the binding quality was standard. It needed to be tighter to make it better and more durable.

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30Huang, Shu-er. 2011. Ideal and Reality of Textbook Selection: An Interview-and Questionnaire-based Investigation in the Taiwanese Tertiary Context: University of Warwick, UK
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

In the last chapter covers conclusion to conclude the whole of the findings, Implication explains about the advantages if findings and suggestion to suggest some note, which should be fixed for better textbook.

A. Conclusion

After observing the textbook “BahasaInggris”, the writer gave some conclusions from the analysis of the textbook’s content. The conclusions are as follows:

The textbook “BahasaInggris” an English textbook met the criteria of a good textbook suggested by Alan Cunningsworth. From the analysis of 8 criteria which divided into 45 quick-references checklist with total score of 90, can be found that the textbook gained score of 71. Based on the criteria suggested by Alan Cunningsworth, the score categorized as very good, with the quality percentage of 78.9%.

Criteria of good textbook suggested by Cunningsworth can be found in “BahasaInggris” are: Aim and Approaches, Design and Organization, Language Content, Skills, Topic, Methodology, and Practical Consideration. However, the Language Content and Methodology are less appropriate with the criteria of a good textbook suggested by Cunningsworth. There is no teacher’s book, workbook, and video material in the package of the textbook, which actually suggested by
B. Implication

In teaching and learning process, to be able to reach the students’ motivation and learning excitement is necessary. To present those necessities, being able to make the classroom communicative is one thing on the top of others. By the result of the study, it shows that the “BahasaInggris” is very good in developing criteria of a good textbook suggested by Cunningsworth. Based on the result and the conclusion above, the study presents some implications as follows:

1. The textbook can be used to teach English in Senior High School. However if it is not the only source of material, it will be better to provide it with other textbook.

2. The authors of “BahasaInggris” may revise the book, if it is possible to complete the criteria of good textbook suggested by Cunningsworth. After being revised, it is expected that the teachers and the students using the textbook get more ability when they are involved in teaching-learning process.

C. Suggestion

Based on the result of the English textbook analysis, and in accordance with the implications above, the writer would like to give some suggestions as follows:
1. The authors of the textbook

The writer hopes that the English textbook provides more exercise, activities, or skills that are appropriate with the demand of School Based Curriculum of English. In this study, the researcher finds the materials of “BahasaInggris” are less in language content and methodology. The author should give balance among all criteria of good textbook in every aspect in the textbook. So, it can make the textbook more complete and learners more active in using language skills in the teaching learning process.

2. The teachers of Senior High School

Teachers are expected to be creative in presenting the materials. Teachers should present the materials in such interesting and challenging ways, so the students get enthusiastic in their study. Whatever the book is, teachers are expected to keep the classroom active and conducive. Teachers also have to follow current issues and information about education in Indonesia like the development of curriculum, the government’s policy in education, and information from researches or experts, especially of English language teaching. However, the teachers are expected not to focus their teaching on a certain textbook, but there may other reference books. In teaching learning process, English teachers should choose the best English textbooks that are based on the current curriculum. They are also
expected to use not only one kind of textbook as the teaching materials in the teaching learning process, but also other materials or other textbooks before they use them in their teaching. Besides, English teachers are suggested to be more creative to invite their students. Therefore, they can be more motivated to learn English not only as a receiver, but also as the producer. It will be better if there is a good cooperation by both students and teacher to add and to practice the other kinds of communicative exercises in the teaching learning process in the classroom.

3. The schools

To support the effectiveness of teaching and learning process, the schools are expected to build a good communication and relationship toward parents, teachers, students and Local Education Department. They should have to discuss and select textbook carefully before recommending the textbook to the students. The schools also have to support the teachers to enhance their ability and understanding of current education issues by sending them to seminar or training held by education institutions.
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