

**AN ANALYSIS OF ENGLISH COURSE BOOK
(Content Analysis of “Bahan Ajar Bahasa Inggris” Used
by the Ninth Grade Students of Junior High School in
Madiun)**

THESIS



By:

RISKI WAHYU ASTUTI
210915057

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TARBIYAH AND TEACHERS
TRAINING
STATE INTITUTE OF ISLAMIC STUDIES
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ABSTRACT

ASTUTI, RISKI WAHYU. 2019. *An Analysis of English Course Book (Content Analysis of "Bahan Ajar Bahasa Inggris" Used by Ninth Grade Students of Junior High School in Madiun)*. Thesis English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies of Ponorogo. Advisor Dr. Ahmadi, M.Ag.

Key word: Course Book, Content Analysis

Course book is the important thing in teaching learning process. English Course book seems to be the only one source by which student receive input and the main material for both teacher and students. It can be one of the means to obtain the success of the English teaching-learning process. Course book evaluation is needed to help teacher or program developer making decision on selecting the appropriate course book.

The purpose of this research is to investigate to what extent the "Bahan Ajar Bahasa Inggris" used by the ninth grade students of junior high school in Madiun an English course book meets the criteria of a good course book suggested by Alan Cunningsworth. There are four criteria of good course book such as design and organization, language content, skills, and topic.

This research applied qualitative method, which referred to content analysis. It was conducted from January

to April 2019. The researcher analyzed all chapters of the course book for the ninth grade of Senior Junior High School that was "Bahan Ajar Bahasa Inggris" published by MGMP Bahasa Inggris in Madiun Regency. In collecting the data the researcher used a documentary analysis as the technique and took all of 11 units in the course book analyzed as the sample of the research. The researcher used analyzing by Alan Cunningsworth's theories.

The result of the study showed that "Bahan Ajar Bahasa Inggris" was good. The percentage was 74.25, the course book fulfilled some criteria of design and organization, language content, skill and topic as a good course book suggested by Alan Cunningsworth as it had 71 out of 90 score. The result of this study implied that the teacher could use the course book although it had not fulfilled all the demands of criteria of good textbook suggested by Alan Cunningsworth.

So, from this research the author of the course book "Bahan Ajar Bahasa Inggris" should revise and add content to make the quality of the whole course book better. Some exercise of vocabularies, pronunciations and listening sections should be given. The design of the cover should be more interested and use paper with a good quality. The teacher should be able to develop the instruction when use the course book in teaching learning process.



MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

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This is to certify that Sarjana's thesis of:

Name : Riski Wahyu Astuti
Student Number : 210915057
Faculty : Tarbiyah and Teacher Training
Department : English Departement
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2. Examiners I : Dr. Harjali, M.Pd.
3. Examiner II : Dr. Ahmadi, M.Ag.

APPROVAL SHEET

This is certifying that undergraduate degree of:

Name : RISKI WAHYU ASTUTI
Student Number : 210915057
Faculty : Tarbiyah and Teacher Training
Department : English Education
Thesis Title : AN ANALYSIS OF ENGLISH COURSE BOOK (Content Analysis of "Bahan Ajar Bahasa Inggris" Used by the Ninth Grade Student of Junior High School in Madiun)

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Advisor



Dr. Ahmadi, M.Ag.

NIP. 1965121719970310003

Ponorogo, May 8th 2019

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Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo



Wahwati, M.Pd.

NIP. 198103162011012003

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Nama : Riski Wahyu Astuti
NIM : 210915057
Fakultas : Tarbiah dan Ilmu Keguruan
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Nama : Riski Wahyu Astuti

NIM : 210915057

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan IAIN
Ponorogo

Judul Skripsi : An Analysis of Course Book
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Riski Wahyu Astuti

NIM. 210915057

CHAPTER 1

INTRODUCTION

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

A. Background of the Study

Course book plays a prominent role in the teaching/learning process and they are the primary agents of conveying the knowledge to the learners. Besides, one of the basic functions of Course books is to make the existence knowledge available and apparent to the learner in a selected, easy and organized way. Course book needs preparation time by providing ready-made teaching texts and learning tasks. Course book can serve both as a syllabus and as a framework of classroom progress, a measure by

which teaching can be evaluated by external stakeholder.

In the ESL classroom, materials are an important aspect of the curriculum. They are the most observable feature of a teacher's methodology, and can contribute greatly to a course's syllabus. The selection of a coursebook is one of the most important decisions a teacher will make in shaping the content and nature of teaching and learning. It involves matching the material against the context in which it is going to be used, following the aims of the teaching program, as well as fitting the personal methodology of the teacher.

Based on explanation National Education Department (Depdiknas), Course book is material for learning that complied systematically which is used by teacher and student in the teaching learning

process. Course book must full field some criteria become a good course book such as make the student interest to read, provide the objective studies, give task for student, there is resume and communicative stylistic.¹

Hutchinson and Torres argues that the course book has a very important and a positive part to play in teaching and learning of English. They state that course books provide the necessary input into classroom lessons through different activities, readings and explanations. Thus, they will always survive on the grounds that they meet certain needs.²

Course book usually serve multiple roles in ELT, According to Cunningsworth there are some criteria of good course book that explain in some checklist.

¹M. Djauhar Siddiq, “*Pengembangan Bahan Ajar*”, Direktorat Jendral Pendidikan Tinggi DEPDIKNAS, 2008

²Hidayet Tok, “*TEFL textbook evaluation: from teachers’ perspective*”, Academic Journals Vol.5 (9) (September 2010),508

The criteria are design and organization of the course book, language content include vocabulary and pronunciation, skill of English such as listening, speaking, reading and writing, and also the topic of the course book.³

Learning program may have no impact if it does not have course book as they provide structure and syllabus, it based on Richards explanation. The use of course book can guarantee that students in different classes will receive a similar content. Course book provide the standards instruction include a variety of learning resources such as workbooks, CDs, cassettes, and videos, which make the learning environment interesting and enjoyable for learners. Course book not only provide a

³ Iakovos Tsiplakides, "Selecting an English Course Book: Theory and Practice", Academy publisher theory and practice in Language studies Vol.1 No.7, (July 2011),758

framework for teachers in achieving the aims and objectives of the course, but also serve as a guide to the teacher when conducting lessons. The content of English language course book influence what teacher teach and student learn.⁴

The abundant of published textbook in market makes selecting and evaluating course book in EFL classroom become a challenging task. Some course book may be suitable for language teaching, but not specifically design for teaching purpose. They do not cover the materials meet the requirement of good EFL course book criteria. The most important is how teachers can do with the

⁴Montasser Mohamed Abdel Wahab, “*Developing an English Language Textbook Evaluative Checklist*”, IOSR Journal of Research & Method in Education Vol.1, (Maret-April 2013), page 55

course book to reach to goal of the teaching learning process.⁵

Course book evaluation is needed to help the teacher or program developer in making decision on selecting the appropriate textbook. Furthermore, evaluation of the merit and demerits of a course book will familiarize the teacher with its probable weakness and strengths. This will enable teacher to make appropriate adaptations to the material in their future instruction.⁶

The use of EFL (English Foreign Language) published materials is more widespread than ever before since Course books provide EFL teachers with guidelines concerning syllabus, teaching methodologies and the materials to be taught. They

⁵ Ansary, Hasan and Babaii,Esmat. Universal Characteristics of EFL/ESL textbook. *"A step Towards Systematic Textbook Evaluation"*. TESLJournal, Vol.VIII, No.2, (February 2002),page:7

⁶ Garinger. D. *"Textbook Selection for the ESL Classroom"*, Eric Digest, EDO-FL-02-10,p.2(2002),page:34

are considered an essential component of any EFL course and thus the selection of the best suitable book for a particular context demands careful investigation.⁷

The junior high school English teachers have to be able to select course books. It can be one of the means to obtain the success of the English teaching-learning process. It is then necessary to select a high-quality English course book to keep or even promote the quality of the English teaching-learning process. Therefore, the researcher conducted a research study in relation to the evaluation of the English course books used in the junior high schools in Madiun. Furthermore, this study can also help the teachers as the guidance to determine a good English course

⁷ Thotapally Anjaneyulu, "A Critical Analysis of the English Language Textbooks in Andhra Pradesh ", *ELT Research Journal* , (Maret 2014), page: 182

book. Realizing this fact, the researcher thinks school try to develop the materials. It is necessary to use the curriculum in order to know some indicators.

Student faced most difficulties in learning English. To answer the student difficulties teacher in Madiun published a course book which help student more easy and simple in English learning.⁸ The course book has many activities and theories same in curriculum guidance. Teacher chooses the course book in English teaching learning. The course book used for two semesters include trial test for preparation of the National examination for student in ninth grade.

Student prefers the course book because there are many tasks and addition material to help students understand the topic of study. The teachers always

⁸ Based on Interview Nurhidayati, on January 25th 2019

use the course book but sometime use the textbook from Kemendikbud to more activity and support the theories. Because of that the writer wants to analyze on materials in the course book.⁹

The writer choose to analyze the course book “Bahan Ajar Bahasa Inggris” used by the ninth grade students of junior high school mostly in South Madiun who the teacher join in “MGMP Bahasa Inggris”. “MGMP Bahasa Inggris” in Madiun write and published the course book as the printed material for teaching learning process. The course book provides the students with various activity which integrate the English language skills of speaking, reading, writing and listening. The English teachers also consider that the course book is suitable with the learner’s need. The course book support the

⁹ Based on Observation in SMPN 1 Dolopo, on January 25th

textbook published by Kemendikbud for students doing the task in a simple explanation. The writer is going to analyze the course book with the content analysis approach based on Alan Cunningsworth theory, it is taken because his theory very complete including design and organization, language content, skills and topic where each topic is followed some items that must be fulfilled by the course book. Based on the reason, the writer decided to conduct a research entitled **THE ANALYSIS OF ENGLISH COURSE BOOK (CONTENT ANALYSIS OF “BAHAN AJAR BAHASA INGGRIS”) USED BY THE NINTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL IN MADIUN**

B. Research Focus

Many problems may be identified in the course book, but the writer only wants to analyze the content of English course book "*Bahan Ajar Bahasa Inggris*" used by the ninth grade students of junior high school published by "*MGMP Bahasa Inggris*" in Madiun. The writer focused on the quality of good course book suggested by Alan Cunningsworth. the writer analyzed four criteria developed in the book to find out how is the course book quality based on Alan Cunningsworth's theory. There are design and organization, language content, skills, and topic.

C. Statement of the Problem

Based on the background of the study, identification of the problem, and limitation of the problem, the problem is formulated as follows:

1. How is the design and organization of course book "*Bahan Ajar Bahasa Inggris*"?
2. How is the language content of course book "*Bahan Ajar Bahasa Inggris*"?
3. What kinds of skills at the course book "*Bahan Ajar Bahasa Inggris*"?
4. How is the topic of the course book "*Bahan Ajar Bahasa Inggris*"?

D. The Objective of the Study

1. To know the design and organization of the course book.
2. To know the language content of the course book (e.g., vocabulary, grammar, punctuation work).
3. To know what kind of skill at the course book (e.g., task for speaking, listening, reading, and writing).

4. To know is there enough variety and range topic.

E. Significance of the Study

This study is hopefully beneficial for the following parties.

1. The junior high school English teachers, particularly in Madiun, who are responsible for the selection of appropriate English course books to be used in the teaching learning process based on the SK and KD. It is expected that they will be able to take the results of this study into consideration or used the instrument to evaluate the English course book used in their classes.
2. The writers and the editors of English course books for junior high schools, who are expected to consider the result of this study for their further revision of the English course books produced.

3. Other researchers, the result of this study can be used as the information as a basis for conducting further studies under the same topic.

F. Organization of Thesis

This thesis is divided into five chapter contains different topic. Chapter 1 is the introduction. It explains the background of the study, research focus, statement of the problem, objective of the study, significance of the study and organization of the thesis.

Chapter II is the review of related literature and previous research finding. This chapter explains definition of course book, the characteristic of good course book, the advantages of use course book, criteria of good course book, selecting and evaluating a good course book. This chapter

discusses the theories also which are used as the bases of the research.

Chapter III is a methods that used by the writer to analyzed the data. This is chapter includes the technique of collecting the data and technique of analyzing the data.

Chapter IV is finding of the research. This chapter explains the finding from the course book in every chapter.

Chapter V is Discussion. This chapter explains the analysis materials in terms of criteria of good course book.

Chapter V is closing. The closing consists of conclusion, implication, and suggestions.

CHAPTER II

LITERATURE REVIEW OF COURSE BOOK

This chapter presents the previous study and review of some theories related with course book, they are: course book definition, characteristics of good course book and the advantages of use course book.

A. Previous Study

There is previous study related in this research. There are some previous research findings in this research. First, previous research finding that is conducted by Dewi Indrawati with the title “An Analysis of the English Course Book Entitled Grow with English by Dr. Mukarto, M.Sc.”. That is a thesis of English Language Education. The research design was qualitative method. The qualitative dimension of the present research was design accordance with questionnaire and interview. The

qualitative dimension of the present research was designed in accordance with descriptive- evaluative in a content analysis. The result of this research showed that Grow with English's book is relevant to the learning objectives in KTSP Curriculum and SK and KD in listening, speaking, and reading.¹⁰

Second, previous research finding that is conducted by Atik Rahayu with the title "Character Educational Analysis of English Text book "When English Rings a Bell" for the Seventh Grade of Junior High School. That is a thesis. Research methodology in this research is qualitative method. The result of the research showed that "When English Ring a Bell" each chapter has one or two character education values that emphasize and it is

¹⁰ Dewi Indrawati, "An Analysis of the English Course Book Entitled *Grow With English* by Dr. Mukarto, M.Sc." 2012

related to the theme of each chapter. So it can be concluded that 2013 curriculum English Textbook entitled “When English Rings a Bell” for seventh grades of junior high school contains 16 character education values.¹¹

The different between this research and the previous study above are the research approach, technique to analyze the data and course book used to analysis. For this research, the researcher use content analysis approach, to analyze the data used procedure from Hutchison and Waters the stage are: defining criteria, subjective analysis, objective analysis and matching. This research also explains how this course book value in the design and

¹¹ Atik Rahayu, “*Character Educational Analysis of English Text book “When English Rings a Bell” for the Seventh Grade of Junior High School*”, 2017.

organization, language content, skill, and topic based on the checklist.

B. THEORETICAL FRAMEWORK

1. Course Book Definition

According to Badan Standar Nasional Pendidikan (BSNP) 2006, a course book is the written products that provide the knowledge of the author. Based on the author, the content of the book can be developed from the research, analysis, actualization of the experience, autobiography, or fiction based on the imagination. In BSNP (2006), also states that the book contents of the materials come from the curriculum analysis in the written form. The course books are the most important resources of instruction

and learning. Well-constructed and up-to-date books are vital for improving the quality of achievement.¹²

Based on *Puskur Departemen Pendidikan Nasional* (2003) course books are teaching learning media. It plays important roles in a class. Course books also consist of material based on curriculum and education system.¹³ A course book is designed in order to develop students' knowledge and the English language skills; and to build positive attitude towards English language.

According to Brown the presence of a text book is necessary to support teaching – learning process.¹⁴ Millions of copies are sold every year, and

¹² Badan Standar Nasional Pendidikan, “*Standar Isi Untuk Aduan Pendidikan Dasar dan Menengah*”, (Jakarta :BNSP,2006)

¹³ Puskur Departemen Pendidikan Nasional “*Kurikulum Berbasis Kompetensi*”,(Jakarta: Pusat Kurikulum, Balitbang,2003)

¹⁴ Monjurul Islam. “*An Evaluation of English Language Textbook from Teachers’ Perspective.*” 119.

numerous aid projects have been set up to produce those in (various) countries. Alan Cuningsworth state that course book are best seen a research achieving aims and objectives that have already been set in terms of learners' need.¹⁵ Cruishshank, Bainer and Metcalf “course book is the most used and something over used source for determining the want students should learn. Textbook is important resource for teachers in assisting students to learn.”¹⁶

From the explanation above it can be conclude that course book is instrument of school instruction and the primary source of information for teacher and student.

2. Characteristics of Good Course Book

¹⁵ Alan Cunningsworth, “*Choosing Your Course Book*” (Oxford: Heinemann[u.a], 1995)7

¹⁶ Tiara Mayasari, Joko Nurkamto, and Hefy Sulistyawati, “*A content Analysis of ‘Real Time’ English Textbook For Junior High School Students Year VIII,*” Digilid UNS, 2015,4.

Hutchinson and Waters state that good materials should cover three criteria,¹⁷

a) They are not teach: they encourage learners to learn, therefore, contain:

1. Interesting texts;
2. Enjoyable activities which engage the learners' thinking capacities;
3. Opportunities for learners to use their existing knowledge and skill;
4. Content which both learner and teacher can cope with.

b) Provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximize the chances of learning.

¹⁷ Hutchinson, and Waters. “*English for Specific Purposes: A Learning-Centered Approach*”, (Cambridge: Cambridge University Press, 1987).102

- c) Involve both opportunities for analysis and synthesis.

Besides three criteria above; the quality of a good book is also influenced by the physical appearance criteria. The criteria represent norms for course book evaluation specific to five areas of interest:

1. General information about the textbook and supporting materials
2. Content
3. Lesson Design and Instructional Strategies
4. Assessment
5. Universal Design

Cunningsworth proposed four criteria in evaluating Course Book suggested include: 1) Design and organization, 2) language Content, 3) Skill, 4)

Topic. There are details of the criteria in the quick reference checklist of the course book evaluation¹⁸:

- a) The criteria of design and organization
 - 1) What components make up the total course package? (e.g., students' book, teachers' book, and workbooks)
 - 2) How is the content organized? (e.g., according to structures, functions, topic, skills, etc.)
 - 3) How is the content sequenced? (e.g., based on the basis of complexity, learn ability, usefulness, etc.)
 - 4) Is the grading and progression are suitable for learners? Does it allow them to complete the work needed to meet any external syllabus requirements?

¹⁸ Alan Cunningsworth, *“Choosing Your Course Book”*
(Oxford: Heinemann[u.a], 1995)page:7

- 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?
- b) 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 quality and range vocabulary, emphasis placed on vocabulary development and strategies for individual learning?
 - 3) Does the course book deal with the structuring and conventions of language use above sentence level, for example, how take part in conversations, how to structure a piece of

extended writing, how to identify the main points in reading passage, and whether style and appropriate are deal with?

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

c) The criteria of Skill

- 1) Are four skill adequately covered, bearing in mind the lesson objectives and syllabus requirements?
- 2) Is there material for integrated skills work?
- 3) Are reading passages and associated activities are suitable for the students' levels, interest, 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 design 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?
- d) The criteria of topic
- 1) Is there sufficient material of genuine interest to learners?
 - 2) Is there enough variety and range topic?
 - 3) Will the topic help expand students' awareness and enrich their experiences?
 - 4) Are the topics so phisticated 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 course book?
- 6) Are woman portrayed and represented with reference to ethnic origin, occupation, disability, etc.?

Cunningsworth explained of those four criteria:

a) Design and Organization

Workbooks or activity books are also commonly included in course packages and are intended to give students extra practice items already introduced in class. They often give additional practice and are produced fairly cheaply so that they can be written in and thrown away when completed.

A major consideration is the extent to which the different parts of the course book package truly work together to form integrated packages (a term used

very frequently frequently by those responsible for promotional copywriting in ELT Ideas on how to bring the different parts together and suggestions on how and when the various components are best used should appear in the teacher's book. Ideally we would look for a chart or other schematic representation showing the progression of each component in relation to the other components. Clearly some parts of a package are more central than others, and material that in some packages is contained in the student's book will be found in other packages in a separate book. Tests are a good example of this. Most budgets for purchasing teaching materials are limited, so it is important to know which parts of a package are essential, and which are optional. The students' and teachers' books would be difficult to dispense with, and it would be a

pity not to have access to a set of authentic-sounding cassettes for listening work and pronunciation practice. On the other hand, some parts of the package can very definitely be seen as optional extras, without which the course can still be used effectively.

The organization of course books our next concern is with the amount of continuity within the routes through the materials which are available to learners. It is rarely sufficient for students to meet new items only once. In grammar and vocabulary, items not only need to be met in content actively practiced, they need to be recycled three, four or more times before they become stored in the long-term memory. One principle before 2 of recycling is that items are encountered in a struck different contexts. In this way students learn the form and the language item

(grammatical form or lexical item) through pro exposure, and by meeting it in a number of different contexts increasing understanding of its use and meaning. We would expect a general course to have a clear policy on recycling progressive for instance, used on subsequent occasions. As a basic principle of learning is to the familiar to the new, and to relate new items to those already known recycling of previously taught items can be linked to the first new item. For example, the present continuous form of the verb, already presented and practiced in context, can be recycled at the same time as it is contrasted with the present simple. Used way on several occasions in sound of a progressive they develop an, with reinforcement of newly taught items. It is useful to have a record. of where a vocabulary item is first introduced and then when it is move from in class

Grammar the Skills presentation of a for self-Many teachers and students are happier when they have a straightforward route through a course, and they sometimes feel more secure when the conventional beginning-to-end direction is used. There are, however alternatives which, when carefully used, give more flexibility.¹⁹

b) Language content

This language content can then be compared what the students need to learn and expect to learn, in order to evaluate e suitability of the material so fun as its language content is concerned. 1 Language form and language use Course books are concerned with the teaching and learning of the language itself, in some or all of its aspects. Themes, topics,

¹⁹ Alan Cunningsworth, *“Choosing Your Course Book”* (Oxford: Heinemann[u.a], 1995)page:25

communicative strategies, cultural issues and other factors are also important and will be discussed later in this book. But the actual items of language taught - grammar, vocabulary and phonology form the foundation of everything else that contributes to the complex process of language teaching. It is generally necessary to analyse language and divide it into small units for effective teaching and learning to take place.

a. Grammar

The first considerations are what grammar items are included and they correspond to learner needs. Grammar is a major component of a general language course, whether it is acknowledged as such, or something else. It is the effective teaching of grammar that distinguishes a language course from a phrasebook an ability to use grammar that

equips learners with the ability to create their utterances and use language for their own purposes.

a. Vocabulary

Until recent years, vocabulary was a neglected near of foreign language but it has gained its due recognition in the last few years, us realization sustained communication is virtually impossible without access to a tears and fairly wide range of vocabulary. It is often asserted with some true particularly at lower levels, students can communicate more effectively with knowledge of vocabulary than with knowledge of grammar. Selecting vocabulary is a tricky subject and not as simple as might be an expected. One criterion alone (ouch as frequency) is inadequate for sealing workable vocabulary range for a teaching programed

or course book. Few course books explain how the vocabulary they include has been selected, beyond general statements referring to frequency and usefulness. Very often additional vocabulary-learning activities are provided in the students' workbook, as much vocabulary learning can take place outside the classroom. Because the vocabulary of English is so large; we can only expect fraction of it to be included in any course book equip students with strategies for handling the unfamiliar vocabulary that they on sensitization to the systems of vocabulary, encouragement as well as teaching as many new words as possible, course books can help will inevitably meet.²⁰

²⁰ Alan Cunningsworth, *“Choosing Your Course Book”* (Oxford: Heinemann[u.a], 1995)page:30

c) Skill

The four skills in general course books how do course books deal with the four skills (listening, speaking, reading and writing) which are seen as central to language learning. The skills dimension complements the dimension of grammatical/lexical/phonological knowledge and focuses on the ability of learners serially to operate in the Language. The emphasis is on linguistic behavior and on learners ability to use the language in different situations requiring different skills, sometimes in isolation but more usually together. Course books can do more here to help learn about problems, where students say they are well controlled and graded, but where the response is more difficult and harder to understand. Students could then be encouraged to develop strategies for

coping, which would range from making informed guesses based on partial comprehension asking for a repetition, which may or may not come in a simpler form, but would at least give extra thinking time.²¹

a. Speaking

Speaking few courses treat speaking as a separate skill in the same way as listening, reading and writing. Speaking practice takes place through the oral and practice of new language items, in dialogue work and in role-play, as mentioned above. The more mechanical aspects of speaking are else covered in pronunciation practice, where this forms part of the course package, good spoken models from their teachers and ample opportunity to practice themselves and these elements combined normally

²¹ Alan Cunningsworth, *“Choosing Your Course Book”* (Oxford: Heinemann[u.a], 1995)page:42

ensure that students receive course books vary in the amount of preparation they give at more ad levels. Realistic interactions through the use of communication activities, such as those to be found in Cambridge Advanced English Jones 1991). The following is an example of the technique, which involves two students, each one looking at only one set of instructions (or cue card), which are on different pages in Some simply provide topics for discussion, whilst others set up more the back of the book.

b. Reading

Reading the one activity that can be done easily and without any equipment reading is side the classroom. All they need is access to suitable texts and material, such us a dictionary or wordlist. This can be provided refer to the course book and most

include reading passages from early on at by elementary level. Reading texts can be used for several different purposes, and this is reflected in course books. Developing reading skills and strategies presenting recycling grammar items extending vocabulary providing models for writing giving information of interest to students .stimulating oral work texts also allow students to reflect on the structure and use of Reading language at their own pace without the sometimes stressful real-time constraints that go with listening and speaking. This is an essential characteristic of reading as an activity: the reader is in control of the pace and this is an important consideration for foreign-Language learners Corresponding disadvantages are that learners are unable to set their own pace, at least at the first reading, and that they

may be encouraged to vocalize or sub-vocalize when reading, a habit which, if continued at more advanced levels, would reduce reading speed. When the reading text, or part of it, is used as a model for written work, learners are usually asked to write something based on the model but using different information or giving information in a different form.²²

c. Writing

Writing activities in course books are normally of the controlled or guided kind, where a model is given and the student's task is to produce something similar, usually based on additional information given. The types of write task given can be quite varied and include writing factual accounts

²² Alan Cunningsworth, *“Choosing Your Course Book”* (Oxford: Heinemann[u.a], 1995)page:44

such as a report for a newspaper, filling in grids, writing notes to others, making lists, filling in forms, writing a diary, writing formal and informal letters, summarizing texts, and many others. As well as teaching the mechanics of writing at sentence level, we would expect writing material to familiarize learners with the way written text is organized in terms of its discourse structure. Different kinds of writing have different conventions for their organization and expression, and a course book should cover as many of these as is appropriate for the level and aims of the learners. At the very least, it should deal with paragraphing, which is the basic unit of organization for most kinds of written English.

d) Topic

Topic and subject content although language course books are primarily s means for facilitate learning, they cannot simply do that and no more, because language is used in real situations for real purpose. A study of a language solely as system would not equip learners to use it in the real world. As a course books must sod do represent language as it is actually used and therefore they contain subject matter and deal with topics of various kinds Not only is this necessary, it is highly desirable from a number of viewpoints. Learners come to class with, among other attributes, knowledge, attitudes, skills, cognitive abilities, curiosity and experience. Language learning as a process will relate to and engage these attributes so that the learning process is enriched and made more meaningful. course books can contribute to this process by including subject

matter which, whilst being primarily designed for language teaching, is also informative, challenging, amusing, exciting and occasionally provocative. They can provide opportunities for expanding students' experience in general, as well as in language learning. There is no conflict of interest here, as using English to convey information about an aspect of the real world is providing a better model of language use than describing some imaginary non-existent construct, and at the same time is more likely to motivate the learner. So this additional role of the course book to include topics which will interest and inform learners, is one that we explore. Students may learn better when they are not only concentrating so learning the target

language, but are also using the language to do other thing or to learn about other subjects.²³

3. The Advantages of Using Course Book

Brewster, Ellis, and Girard state some advantages of using course books in the teaching and learning process. They are as follows:

1. It is a useful learning aid for the pupil
2. It can identify what should be taught/learnt, and the order in which it should be taught/learnt
3. It can indicate what methodology should be used
4. It can provide, attractively and economically, all or most of the materials needed.²⁴

According to Betsy Parrish describes benefits of using a textbook:

²³ Alan Cunningsworth, *“Choosing Your Course Book”* (Oxford: Heinemann[u.a], 1995)page:86

²⁴ Brewster, Elliis and Girard, *“The Primary English Teacher’s Guide”* (Essex: Penguin English, 2002)

1. It assures a measure of structure, consistency and logical progression in a class.
2. It minimizes preparation time for teachers
3. It allows learners to review material and preview other lesson.
4. It meets a learner's need or expectations of having something concrete to work from and take home for further study
5. It provides novice teachers with guidance in course and activity design.
6. It may provide multiple resources: tapes, CDs, videos, self-study workbook etc.

Similarly, Halliwell (1992: 113) states that a course book helps the teachers by providing:

1. A clearly thought out plan programme which is appropriately sequenced and structured to include progressive revision;

2. A wider range of material that an individual teacher may be able to collect;
3. Security;
4. Economy of preparation time;
5. A source of practical teaching ideas;
6. Work that the learners can do on their own so that the teacher does not have to be center stage all the time;
7. A basis for homework if that is required; and
8. A basis for discussion and comparison with other teachers.

Based on Halliwell a course book is not only useful for the teacher, but also for the learner. It also offers the learners:

1. A sense of purpose and progression;
2. A sense of security;
3. Opportunity for independent learning; and

4. A reference for checking and revising²⁵

Based on the advantages, a teaching learning process basically consists of a sequence of instructional events. It implies that the presence of a course book then will help:

1. To activate student motivation
2. To ensure that the learners have the cognitive prerequisites for the course
3. To understand about the objective or objectives of the learning
4. To focus on the learning
5. To acquire and retention knowledge
6. To retain and retrieve learning, ample application, rehearsal, review of knowledge, and practice skills.

²⁵ Halliwell, *“Teaching English in the Primary Classroom”*, (London: Longman, 1992)

Coursebooks are an important aspect of the curriculum. The most observable feature of a teacher's methodology, and can contribute greatly to a course's syllabus. O'Neill provides 4 justifications for the use of coursebooks. There are:

1. Firstly, a large portion of a coursebook's material can be suitable for students needs, even if not specifically designed for them.
2. Secondly, coursebooks allow for students to look ahead, or refresh themselves with past lessons. They remove the element of surprise in student's expectations.
3. Thirdly, coursebooks have the practical aspect of providing material which is well-presented in inexpensive form.
4. Finally, and I believe most importantly, well designed coursebooks allow for

improvisation and adaptation by the teacher, as well as empowering students to create spontaneous interaction in the class.²⁶

The four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message. Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just

²⁶ O'Neill, R. 1982. "Why use textbooks?" *ELT Journal* Vol. 36/2, Oxford University Press.

pronouncing words. Speaking is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional learning. Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly. Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. The whole-language

theoreticians strongly imply that all aspects of language interrelate and intertwine. They further claim that students should be given the opportunity to simultaneously use all language arts (listening, speaking, reading, and writing) in meaningful, functional, and cooperative activities.²⁷

For the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually. This encompasses : Listening and speaking: these two skills are highly interrelated and work simultaneously in real life situations. So, the

²⁷ Hakan Aydoğan, “*The Four Basic Language Skills, Whole Language & Intergrated Skill Approach in Mainstream University Classrooms in Turkey*”, *Mediterranean Journal of Social Sciences* MCSER Publishing, Rome-Italy Vol 5 No 9 May 2014

integration of the two aims at fostering effective oral communication. This integration will assure real-life and purposeful communication. Reading and writing: they form a strong relationship with each other as skills. They are tools for achieving an effective written communication. Students need opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing requires exposing students to gradually challenging reading materials and writing tasks. The aim is making students read and write effectively.²⁸

Grant mentions that coursebooks try to solve the problem by creating opportunities for learners to use the target language in the classroom, as a sort of “halfway

²⁸ Lorena Manaj Sadiku,” The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour”, European Journal of Language and Literature Studies April 2015 Vol.1,

house” before using it in real life.²⁹ Because of this possible vitality, Ur (1996) states the advantages of coursebooks as follows³⁰:

1. They provide a clear framework which the teacher and the students know where they are going and what is coming next,
2. Mostly, they serve as a syllabus which includes a carefully planned and balanced selection of language content if it is followed systematically,
3. They provide readymade texts and tasks with possible appropriate level for most of the class, which save time for the teacher,
4. They are the cheapest way of providing learning material for each student,

²⁹Ulas Kayapinar, "Coursebook Evaluation by English Teachers", Inonu University Journal Of The Faculty Of Education April 2009/ Volume. 10, Issue. 1, pp. 69-78 Mersin University, Faculty of Education

³⁰ P Ur, "A course in language teaching: practice and theory", (Great Britain Cambridge University Press, 1996) page 107

5. They are convenient packages whose components are bound in order,
6. They are useful guides especially for inexperienced teachers who are occasionally unsure of their language knowledge,
7. They provide autonomy that the students can use them to learn new material, review and monitor progress in order to be less teacher-dependent.

Besides, coursebooks as preplanned teaching materials have some possible disadvantages Richards and Renandya mentions³¹:

1. They fail to present appropriate and realistic language models,
2. They propose subordinate learner roles,
3. They fail to contextualise language activities,

³¹ Richards, J. C. and Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. USA: Cambridge University Press.

4. They foster inadequate cultural understanding,
5. They fail to address discourse competence,
6. They fail to teach idioms,
7. They have lack of equity in gender representation.



CHAPTER III

RESEARCH METHODS OF CONTEN ANALYSIS

This chapter discusses the research methods are used in this study. It cover of methods of the research, place and time of the research, source of data, technique of collecting data and technique of data analysis.

A. Methods of the Research

In conducting the research, the researcher chooses qualitative research. Qualitative researcher uses a language of cases and contexts examine social process and cases in their social context, and look at interpretations or the creation of meaning in specific settings. In analyzing data the researcher uses content analysis method. Content analysis as a research method is a systematic and objective means of describing and quantifying phenomena. Content analysis allows the researcher to test theoretical issues to enhance

understanding of the data. Through content analysis, it is possible to distil words into fewer content-related categories. It is assumed that when classified into the same categories, words, phrases and the like share the same meaning. Methodology defined as the way of doing something and methods itself relates to a procedure in research which consist of techniques of collecting data and analyzing the data. The selection of certain research method is determined by the research objective. The goal of data analysis maybe relatively simple to describe characteristics of a sample or population. In descriptive research, generally is non-hypothesis research. This thesis, just collects data, analyzes them and explain the conclusion.

B. Place and Time of the Research

This research is a kind of documentary research. So it does not need specific place. It means that it can be done at any time the researcher wants. The research was conducted from time when researcher proposed the title, did the research and up to the time when collected the result of the study. This research was began on February 2019

C. Source of Data

The data of this research are the content of English Course book "*Bahan Ajar Bahasa Inggris*" for ninth grade. The course book is written and published by MGMP Bahasa Inggris Madiun Regency. "*Bahan Ajar Bahasa Inggris*" course book is divided into two parts following the academic terms: Semester 1 and Semester 2. Parts 1 consist of 6 units, and parts 2 consist of 5

units. The theme unit set in curriculum is divided into 11 chapters.

The paper in “*Bahan Ajar Bahasa Inggris*” is thin scratch with grey color. Therefore, the written print can be seen through. The thickness of the course book is normal about 104 pages.

In addition, the data includes the material and exercise of course book consisted of listening, speaking, reading and writing skill, such as the activities in every skills.

D. Technique of Collecting data

In this research the writer uses documentary analysis technique in collecting data. The researcher analysis t the whole unit of the course book as source data, namely units 1, units 2, unit 3, units 4, units 5, units 6, units 7, units 8, units 9, units 10 and units 11 . The use of those ninth is able represent the whole

content of the course book. The writer analyzes each unit of the course book, which covers the content of the “Bahan Ajar Bahasa Inggris” course book.

E. Technique of Analyzing Data

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

a. Defining Criteria

According to Alan Cunningsworth, there are four criterias of good course book. There are design and organization, language content, skills, and topic.

b. Subjective Analysis

It focuses on the differences between the criteria and the existing material on the course book.

Hutchinson and Waters stated that it is important to set out the criteria and own 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.

d. Matching

After the researcher analyzed the data, she calculated the score and the percentage of analyzing of the course book in general. The researcher used criterion referenced evaluation as proposed by Alan Cunningsworth. The

analysis is as in the following the grading system includes five levels, there are:

1 = Poor

4 = Good

2 = Weak

5 = Excellent

3 = Adequate



BAB IV

RESEARCH FINDING OF COURSE BOOK “*BAHAN AJAR BAHASA INGGRIS*”

In research findings explain the character of good course book followed the analysis, including design and organization, language content, skills, and topic.

1. Design and organization

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

The good book components in these aspects are students’ book with extra activity and short explanation. 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 student. 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. There are activities for students in the course book package and are intended to give students extra practice in items already introduced in the class. There is no a cassette or audio included in the course book but they often give additional writing practice and are produced cheaply so that they can be written in and thrown away when completed. The course book can be categorized to relevant course package, although it is not complete, because there is no a cassette or audio for listening. In other hand, the teacher's 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 skill reading, writing, speaking but there is no listening section task. The organization is right for them because the content relevant with the topic stated in the syllabus, exactly for first and second semester, because the course book is for ninth grade so included the materials for second semester. There is no table of content in the course book but in every unit in the first page there is information about the basic competence and goals of the unit.

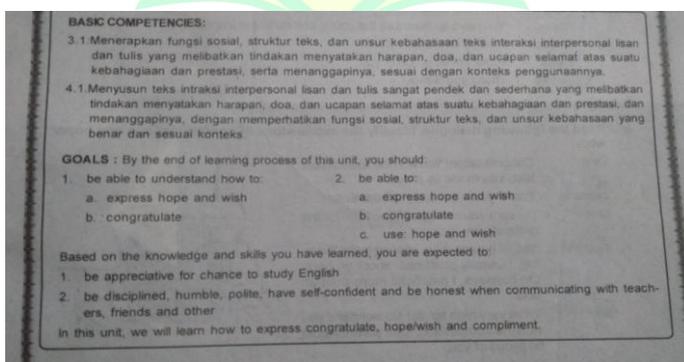


Figure 4.1 the basic competence of the course book

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, learn ability, usefulness, etc.) such as the skills work is particular 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 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.

Units 1 (Congratulation) consist of: a) warmer, dialogue about congratulation, give opportunity to the student to work in pair group to listen and repeat the dialogue. b) Reading section talking about congratulation and hope, in this section the student must answer the question based on the dialogue. c) Writing section, the students get opportunity to make a dialogue use expression congratulation and hope. In the last unit there is exercise to evaluate the student comprehension.

Unit 3 (Label) consist of: a) Reading section as a warmer for the student to focus in the topic. b) Text for student to identify the information an full field in the table. c) The organization of the food label d) Vocabulary task, there are some word in the table the student assignment is find the meaning of the word. e) Summary of the unit why it is

important to know well the label of every product which we consume.

Unit 5 (what were they doing) consist of: a) practice section for pair of the student listen and repeat the dialogue and identify the progressive verb that show in the dialogue. b) Reading section shows the pattern and short explanation about present and past progressive include the exercise to fill in the blank. c) Writing section the exercise about the material.

Unit 8 (Passive Voice), consist of: a) reading section “Brem Cake (Solid) is Eaten as Snack” the student opportunity to answer the question based on the text b) writing section student get assignment for fill in the blank the paragraph of passive voice. C) Vocabulary task, the student must find the verb Verb base , Verb 1, verb 2, verb 3 (for passive voice)

include the meaning. d) reflection is the part that the students can do self-assessment what they have learn and their understanding.

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

“*Bahan Ajar Bahasa Inggris*” 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 requirement.

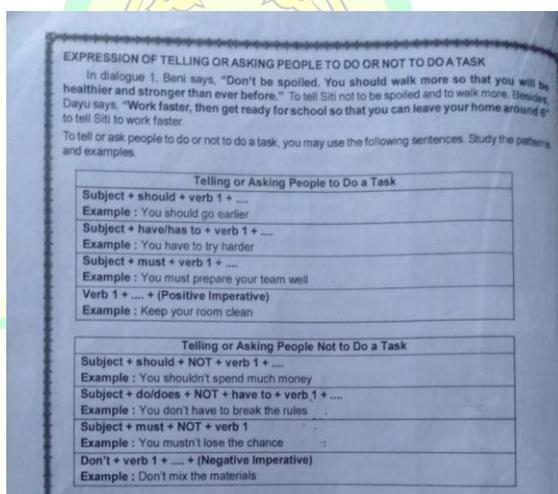


Figure 4.2 Grammar Review

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. Cunningsworth (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 course book allow students in individual learning or not. This criterion is fulfilled for example, in understanding the last exercise in every unit to measure the understanding of the students. 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

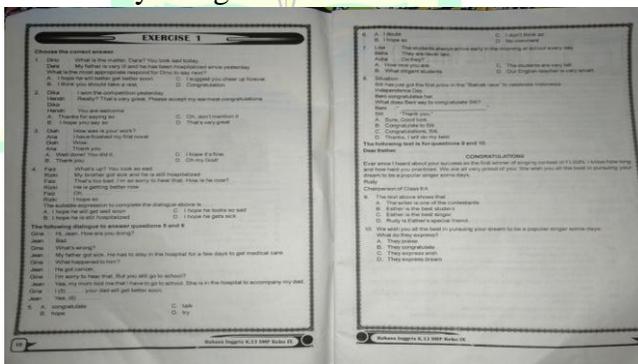


Figure 4.3 individual study

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

The last aspect is to identify whether the course book is easy to be found and readable and whether the layout is clear or not. This criterion is fulfilled because the content of course book is written in font style Bookman Old Style and font size 12. Moreover, the criterion of clear lay out is also fulfilled. The cover of the course book shows some student learning in the classroom and some English dictionaries. The layout is dominated by purple color.

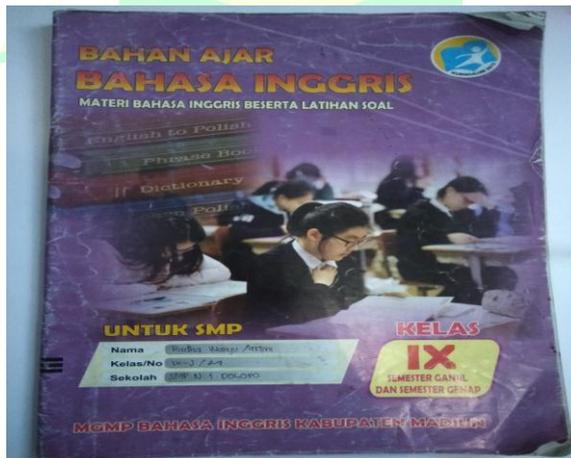


Figure 4.4 design of the course book

2. 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 is not the rule of grammar itself. In **unit 2** grammar items is about used “have to” and “must”. The grammar items here guide the students in understanding and comprehending the tenses that mostly used in this Unit 2 in express of obligation. This material also explained in the basic material in syllabus includes explanation of the rule and the difference in the use of “have to” and “must”.

EXPRESSION OBLIGATION

The sentences "we must wear a uniform every day" and "we must not be late for school" are the utterances that show obligation. We use them to ask people to do or not to do certain jobs.

We can also use "have to" to express obligations. However, 'must' and 'have to' are used differently, depending on who imposes the obligation. Study the examples.

Must	Have to
<p>The speaker thinks it is necessary.</p> <ul style="list-style-type: none"> • I must wear a cap. (The sun is very bright, and I must protect my head from it) • "I must replace the old water tap," says Mr. Rahardian. (Mr. Rahardian thinks it is necessary that he does it to stop the leak) • I must collect the cakes from Murni Bakery. (It is important for me not to forget to collect the cakes from Murni) 	<p>Someone else thinks it is necessary.</p> <ul style="list-style-type: none"> • I have to wear a cap. (It is not my decision – my mother told me to do it) • I have to replace the old water tap. (Father says it is necessary to do it to save water and money) • I have to collect the cakes from Murni Bakery. (Mother asked me to collect the cakes from Murni Bakery)
<p>In a negative form, the meaning of the sentences changes</p>	
<ul style="list-style-type: none"> • You mustn't tell Emily = it is important not to tell Emily = don't tell Emily. 	<ul style="list-style-type: none"> • You don't have to tell Emily = you can tell Emily if you like, but it isn't necessary. It's your decision.

Figure 4.5 The Example of Grammar item in Unit 2

In **unit 5** explain about expression activities or events in progress at present tense and past tense. The aims are hope to know the differences between the use of present progressive tense and past progressive tense and students can use it in the right situation. The grammar focuses in to be (is, am, are) and (was, were) also base verb + ing. It provides in the summary and explanation with the example

sentences in positive, negative and interrogative sentences with the rule.

EXERCISES ON ACTIVITIES OR EVENTS IN PROGRESS AT PRESENT TIME
 Read the following sentences from dialog 1

a. The boys are riding the horses.
 b. Yes, many people are enjoying the beautiful scenery of the lake.

The above sentences are present continuous tense. It is used to express an **action in progress** or **ongoing activity at present time**. It expresses an action which is in progress at the time of writing or speaking. For example, "I am writing a letter". It means that he is in the process of writing a letter right now. Such actions which are happening at time of speaking are described by present continuous tense. Present Continuous tense is also called **Present progressive tense**.

Rules: Auxiliary verb "am or is or are" is used in sentence. 1st form of verb or base verb + ing (Present participle) is used as main verb in sentence.

Structure of Sentences

Affirmative Sentences
 = Subject + auxiliary verb + main verb-ing (Present participle) + object
 = Subject + auxiliary verb + (1st form of verb or base verb) + ing + object

If the subject is "I" then auxiliary verb "am" is used after subject in sentence.
 If the subject is "He, She, It, singular or proper name" then auxiliary verb "is" is used after subject in sentence.
 If subject is "You, They or plural" then auxiliary verb "are" is used after subject in sentence.
 The participle "ing" is added to the 1st form of verb i.e. going (go) writing (write)

Examples
 We are playing hide and seek.
 He is riding a horse.
 They are playing football.

Negative Sentences
 = Subject + auxiliary verb + not + main verb-ing (Present participle) + object
 = Subject + auxiliary verb + not + 1st form of verb + ing + object

Rules for using auxiliary verbs (am or is or are) after subject in negative sentences are same as mentioned above.

Examples
 We are not playing hide and seek.
 He is not riding a horse.
 They are not playing football.

Interrogative Sentences
 = Auxiliary verb + Subject + main verb-ing (Present participle) + object
 = Auxiliary verb + Subject + (1st form of verb or base verb) + ing + object

For making interrogative sentences, the sentence is started with auxiliary verb rather than putting auxiliary verb inside the sentence. If the subject is "I" the sentence starts with auxiliary verb "am". If the subject is "He, She, It, singular or proper name" the sentence starts with auxiliary verb "is". If subject is "You, They or plural" the sentence starts with auxiliary verb "are".

Examples
 Are we playing hide and seek?
 Is he riding a horse?
 Are they playing football?

Figure 4.6 Example of Grammar Item in Unit 5

The focus of grammar in Unit 6 is about Present Perfect Tense, exactly structure of using Verb 3 and adverbs. This grammar rule guides the student to be able used the tense in the sentence correctly. It also related to the passage that shown in reading section.

PRESENT PERFECT TENSE
 Present Perfect Tense is used to talk about experiences. It discusses an action that happened in the past, but it has relevance now. The forms of the tense are as follows:

Subject	Have / Has	Verb 3	Adverbs
I	have	lived	here since 2000.
You	have	studied	English since 7 th grade.
She	has	cooked	some cookies.
He	has	driven	along way this day.
It	has	taken	times to know the fact.
We	have	been	at home for an hour.
They	have	been	in the room since tonight.

Subject	Have / Has	not	Verb 3	Adverbs
I	have	not	lived	here since 2000.
You	have	not	studied	English since 7 th grade.
She	has	not	cooked	some cookies.
He	has	not	driven	along way this day.
It	has	not	taken	times to know the fact.
We	have	not	been	at home for an hour.
They	have	not	been	in the room since tonight.

Figure 4.7 Example of Grammar Item in Unit 6

Unit 8, grammar here focuses on the sentences; students need to know the use of passive and active voice. The course book provides grammar with the pattern and clear explanation in subject, verb, and object. Then the course book gives the example clearly. See figure 4.9

emphasis placed on vocabulary development strategies for individual learning?

The vocabulary was placed in 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 unit. 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.

Unit 3 Vocabulary Exercise to find the meaning of the word that have they learned before. In this chapter leads the students to know new knowledge to know well the composition every product they would consume.

VOCABULARY

Find the meaning of these words in your dictionary.

No	Word	Meaning	No	Word	Meaning
1	Sugar		11	Symptom	
2	Wheat flour		12	Lumbago	
3	Vegetable shortening		13	Muscular	
4	Oil		14	Pain	
5	Whole milk powder		15	Skin	
6	Egg		16	Soap	
7	Leavening		17	Covering	
8	Sulphite preservative		18	Spirit	
9	Glucose syrup		19	Extrime cases	
10	tea		20	Adhesive side	

Figure 4.9 The Example of Vocabulary exercise

In **unit 5** student are going to enrich their vocabulary by change the word from verb base, verb past and verb past participle include the meaning of the word. Student should be found the difference clearly.

d. What are the meanings of the following words?

1. appeared	
2. excited	
3. existence	
4. pirate	
5. capture	
6. chase	
7. thankful	
8. intention	
9. care	
10. heading back	

Figure 4.10 The Example of Vocabulary Exercise

In the **Unit 6**, there was a text with the title “Pater Pan in Neverland”. There was some difficult word. The student must find the meaning every word that shown in the table. The student need dictionary to found the meaning of the word and write down in their course book. See figure 4.12

EXERCISE 6.1

Task 1: Complete the following table of Verbs 3

No	Verb 1	Verb 2	Verb 3	Meaning
1	be: am, is, are	be: was, were	(have) been (has) been	-
2	play	played	(have) played (has) played	bermain
3	study	.....	.....	.....
4	.....	wanted	.....	.....
5	.....	.....	(have) printed (has) printed	.....
6	love	.....	.....	.....
7	.....	influence	.....	.....
8	.....	.....	(have) supported (has) supported	.....
9	teach	.....	.....	.....
10	.....	drove	.....	.....
11	.....	.....	(have) taken (has) taken	.....
12	write	.....	.....	.....

Figure 4.11 The Example of Vocabulary Exercise

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

There was not pronunciation practice in the course book. Yet, it is not fully full field by the course book as the syllabus requirement because there is no example of the pronunciation. Therefore, the teacher should give the example of pronunciation practice orally or by the media relevant with the topic.

- 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 course book 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 course book 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 course book as the stated learning objective and the learning activity in the syllabus.

Test 2
 a. Read the text carefully and fill the columns on the right side of the text with correct Generic Structures and Social Function of Text 2



GENERIC STRUCTURE

a. General Classification	Family	Leporidae and the order of Lagomorpha
	Definition	<ul style="list-style-type: none"> • a common animal • is kept as pet around the world
b. Descriptions	Description of the habitats	<ul style="list-style-type: none"> • meadow, woods, forests, deserts and wetlands. • in the rabbit holes or underground burrows
	Physical appearance description of a. ears	<ul style="list-style-type: none"> • long • can be more than 10 cm • function as the detector of the predators' attack.
	b. body	<ul style="list-style-type: none"> • is around 20 cm to 50 cm in length and 0.5 kg of weight up to more than 2 kg.
	c. nails	<ul style="list-style-type: none"> • strong • to dig the holes
	c. food	<ul style="list-style-type: none"> • in the wild, eat grass, tuber and leafy weeds. • as a pet, rabbit can eat any kind of human food even normally human give them pellet, grass, leaves, fruits, and vegetables.

Figure 4.12 The Example of Reading Activity

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

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

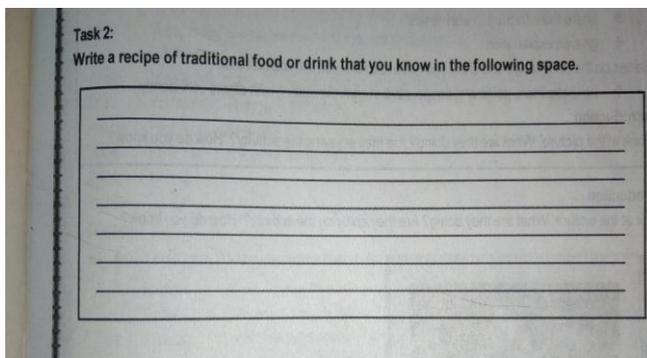
3. Skills

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

In all unit relevance of skills aspect toward course book are covered. Bearing in mind the lesson objectives and syllabus requirements. There are some relevancies between the lesson objective in the course book and the syllabus. It covers all skills except listening.

b. Is there material for integrated skills work?

In term of writing section, the aspect that there is material for integrated skills work in writing section and criterion is write the traditional food or drink recipe based on the student knowledge. The activity is suitable for the students' levels and an interest is also fulfilled, the activity in Unit 4 on pages 47 can make the students will be very creative and attractive to do it. Students are going to comprehend their grammar rules that used in procedure text by arrange the sentence with the word they have learnt before. See figure 4.14



Task 2:
Write a recipe of traditional food or drink that you know in the following space.

A rectangular box with a black border contains seven horizontal lines for writing.

Figure 4.13 The Example of The Writing Activity

- c. Are reading passages and associated activities suitable for your students' levels, interests, etc.? Is there sufficient reading material?**

It is fulfilled the as the aspect because the reading passage show the descriptive and narrative text. It is as well as the basic competence in the syllabus in term of students is able to analyze the social function of the social function and language features. See Figure 4.15

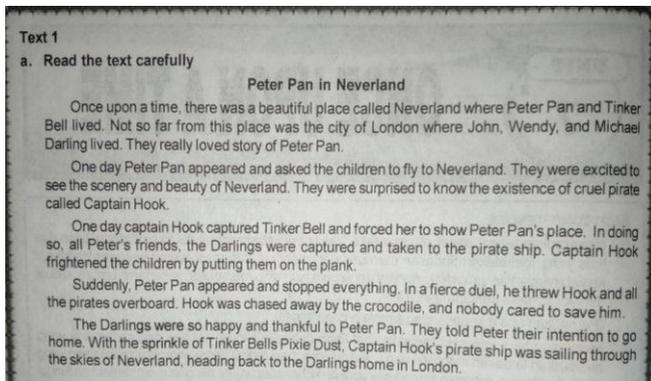


Figure 4.14 Reading Task for Student

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 in analyzing the topic talking about self contextually. The listening is about practice dialogue or conversation in the course book in a pair and group work.

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. In speaking: Introduction practice some dialogues, there is the certain situation that prepared. There are the directions for students to imagine that they expressed agreement. 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.

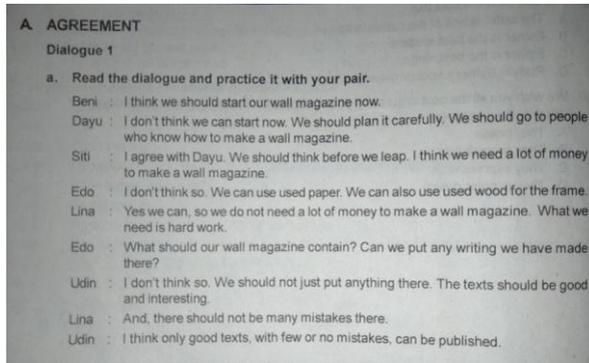


Figure 4.15 The Example of Speaking Skill

- 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. There are the materials and the steps to make some food/drink. In term of guidance control degree of accuracy organization of longer pieces of writing does not explained In Unit 4 the criterion relevance of skills aspect toward course book are covered bearing in mind the lesson objectives and syllabus requirements. 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. See the figure 4.14.

4. Topic

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

There are some sufficient materials of genuine interest to learners as stated in Unit 11 “let’s

sing the song”. In this unit students felt interest to study and sing a song together. The song was popular and meaningful. 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.

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 leaning. There are eleven units in the course book with the various topic, some of them are talking about describing animals and giving announcement. The students are expected to be more active and attracted with the topic.

c. Will the topic help expand students' awareness and enrich their experience?

The next aspect is to observe whether the topics will help expand students' awareness and enrich their experience. This course book covers the information about student in learning process. Recent issues which to assist the students to enrich their knowledge. 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 Unit 3, which give the example of

label some products. It is useful in student real life to know the well every product they would consume.

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

The criterion is the students are able to relate the social and cultural contexts presented in the course book. This course book 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. It shows one of the traditional foods in Indonesia. In exercises show some of Indonesian traditional food kunyit asam and Indonesia Loempia.

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:

Name of Men	Name of Women
Andy, Irvan, Beno, Dino, faiz, Rizki, Jean, Dika, Hendri, Beni, Rudy, Edo, Udin, Dayu, Reno, Raya, Nico, Reva, Edwin, Bima, Afiq, Agus, Danika, Fauzi, Irfan, Hilmi, Ilham, David, Richard,	Lisa, Jasmine, Annisa, Dinayu, Rahmi, Sinta, Aulia, Bella, Siti, Lina, Anna, Thea, Cindy, Ayu, Irma, Sita, Dini, Amira, Hasna, Ajeng, Namira, Cantika, Amalia, Sarah, Dilla, Ann, Erlin, Aisyah, Ms. Rubiana
29	29

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 dialogue of exercise 2.1 pages 20 See Figure 4.16. It has shown the rule for girls in a certain culture in South America. In procedure text in the course book student should be write done traditional

food or drink in Indonesia. In the course book there are some occupations some one that explains in text and dialogue such as a receptionist, guide, and musician.

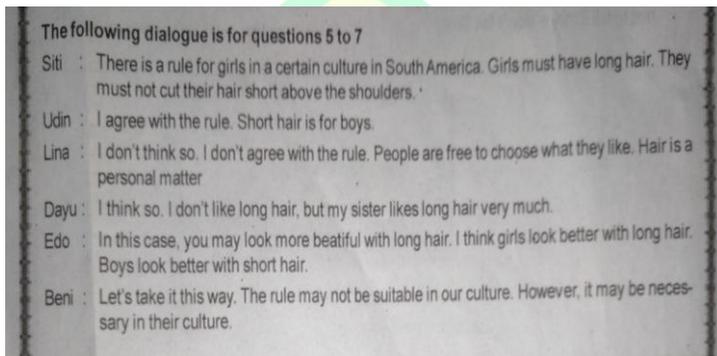


Figure 4.16 The Example of Origin

CHAPTER V

DISCUSSION OF COURSE BOOK “*BAHAN AJAR BAHSA INGGRIS*”

A. The Criteria of Course Book Evaluation

After analyzing the content of the course book based on the EFL criteria proposed by Cunningsworth, the next step is deciding how many criteria that have been fulfilled. See table 4. The researcher compares the findings and criteria by rating point: 1 = poor, 2 = weak, 3=adequate, 4= good and 5= excellent. Table 5.1 Consists of the design and organization criteria that need improvement

**Table 5.1 Relevancy of the Course Book with the
Criteria of Design and Organization**

Criteria	Description	Rating point					Percent (%)
		1	2	3	4	5	
Design and Organization	The total course package of the coursebook consist of students' book, teachers' book, workbook, and cassettes		√				66,5%
	The content of the coursebook is organized based on the topic			√			
	The content is sequence based on the basis complexity			√			
	The grading and progression is sufficient for the students				√		
	The course book allow the students to take a part in individual study				√		
	The course book is easy to be found and readable				√		

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

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

The next criterion is partly fulfilled the criteria in term of course book 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 unit.

**Table 5.2 Relevancy of the Course Book with the
Criteria of Language Content**

Criteria	Description	Rating point					Percent (%)
		1	2	3	4	5	
Language Content	The course book covers the main grammar items appropriate to each level			√			60%
	The material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on the vocabulary development, strategies for individual learning.		√				
	The course book include the material for pronunciation work; include individual sound, word stress, sentence, stress, intonation.	√					
	The course book deals with the learners' discourse competence.			√			

	Stlye and appropriacy are dealt with				√		
--	--------------------------------------	--	--	--	---	--	--

The course book covers the appropriate grammar items to the students' level exactly for ninth 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 Unit 3 is suitable with the basic competence. 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 criterion of good style and appropriacy was not closely related with the criteria in written and spoken expression in the course book does not 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.

**Table 5.1 Relevancy of the Course Book with the
Criteria of Skill**

Criteria	Description	Rating point					Percent (%)
		1	2	3	4	5	
Skill	All four skills are adequately covered, bearing in mind your course aims, syllabus requirement.				√		75%
	There is material for integrated skill work				√		
	The reading passages and associated activities are suitable for students' level and interest.				√		
	Listening material is well recorded and accompanied by background information which help comprehension	√					
	The material for spoken english is well-designed to equip the learners for real-life interaction.				√		

	The writing activities are suitable in term of amount of guidance/control, degree of accuracy, organization of longer pieces of writing				√		
--	---	--	--	--	---	--	--

To equip the learners for real-life interaction the writing activities are suitable in term of amount of guidance/control, degree of accuracy, organization of longer pieces of writing 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. 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 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. 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 5.4 Relevancy of the Course Book with the
Criteria of Topic**

Criteria	Description	Rating point					Percent (%)
		1	2	3	4	5	
Topic	There is sufficient material of genuine interest to learn					√	100%
	There is enough variety and range of topic					√	
	The topic will help expand the students' awareness and enrich their experience					√	
	The topics are sophisticated enough in content, yet within the learners'					√	

language level						
The students will be able to relate to the social and cultural contexts presented in the course book						√
Women are portrayed and represented equally with the man						√
The other groups are represented with reference to ethnic origin, occupation, disability, etc.						√

The topic is sufficient and interesting 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.

Based on the research findings above, the researcher explains the result of textbook analysis from four Cunningsworth's course book evaluation criteria.³² Bahan Ajar Bahasa Inggris course book fulfilled the criteria 74,25% , its totally labeled very good textbook although

³² Cunningsworth, Choosinh Your Course book(Oxford:Heinemann,1995),3

there are some weakness need to fix it. The fulfillment for design and organization criteria is 60,6%. The cover of the textbook contained interesting pictures, there are some pictures student in the classroom and some dictionaries. An eye catching and colorful cover with interesting pictures is notable for the first impression. It will be better if it is designed more 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.³³ 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

³³Jahangard, Ali. 2007. Evaluation of EFL Materials Taught at Iranian Public High School. The Asian EFL Journal, Volume 9, Number 2.

Course book may include the coverage supporting material.³⁴

Moreover, language content criteria had the fulfillment of 60 % . In general the course book 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 course book shows the

³⁴Huang, 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 9 April 2019

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 70%. The textbook include four language skills but they were not in balance 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.³⁵

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

³⁵Ibid

presentation. It is also 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. Moreover, Griffiths said that gender socialization is the key in any relative success that women of any age have in language learning. The Ministry of Education in Madiun distributed the course book and the student must buy the course book outside of school. This very reasonable price of this book allowed the students from any different level of social economy to be able to access it. The strength and long lasting of a course book was criterion that was proposed by Cunningsworth. It is also stated by Huang that the practical concern was linked by the flexibility of the course book, 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.

The total relevancy of course book "*Bahan Ajar Bahasa Inggris*" from the criteria of Design and Organization, Language Content, Skill, and Topic get 74,25% scores. It indicated that the course book is good. The course book "*Bahan Ajar Bahasa Inggris*" fulfilled some criteria of good course book suggested by Alan Cunningsworth as it had 71 out of 90 score. The result implied that the teacher could use the course book although it had not fulfilled all the demands of criteria of good course book suggested by Alan Cunningsworth.

CHAPTER VI

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 course book.

A. Conclusion

After observing the course book "Bahan Ajar Bahasa Inggris". The researcher gave some conclusions from the analysis of the course book's content. The conclusions are as follows: The course book "Bahan Ajar Bahasa Inggris" an English textbook met the criteria of a good course book suggested by Alan Cunningsworth. From the analysis of 4 criterias which divided into 45 quick-references cheeklist with Help 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 74.25. Criteria of good textbook suggested by Cunningsworth can be found in "Bahan Ajar Bahasa Inggris" are: Design and Organization, Language Content, Skills, and Topic. However the Language Content is less appropriate with the criteria of a good course book suggested by Cunningsworth. There is no teacher's book workbook and video material in the package of the course book which actually suggested by Cunningsworth.

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 "Bahan Ajar Bahasa Inggris" is very good in developing criteria of a good course book suggested by Cunningsworth. Based on the result and the conclusion above, the study presents some implications as follows:

1. The course book can be used to teach English in Junior 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 "Bahan Ajar Bahasa Inggris" may revise the book, if it is possible to complete the criteria of good textbook suggested by Cunningsworth. After being revised, 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 course book analysis, and in accordance with the implications above, the writer would like to give some suggestions as follows:

1. The authors of the course book.

The writer hopes that the English course book 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 material of “Bahan Ajar Bahasa Inggris” is less in language content. The author should give balance among all criteria of good course book in every aspect in the course book. 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 Junior 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 course book but there may other reference books in teaching learning process. English teachers should choose the best English course books that are based on the current curriculum. They are also expected to use not only one kind of course book as the teaching materials in the teaching learning process, but also other materials or other course books 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 relationship toward parents, teachers, students and Local Education Department. They should have to discuss and select course book 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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