

**AN ANALYSIS OF SKILL-RELATED MATERIAL
IN “BAHASA INGGRIS KELAS XI” TEXTBOOK**

THESIS



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ABSTRACT

Lestari, Sri. 2019. *An Analysis of Skill-Related Material in “Bahasa Inggris Kelas XI” Textbook*. Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Ahmad Nadhif, M.Pd.

Keywords: Content Analysis, English Textbook Grade XI, Integrated Language Skills.

The aim of this research is to identify the skill-related material within “Bahasa Inggris Kelas XI” textbook meet the criteria suggested by Alan Cunningsworth.

This research applied descriptive qualitative content analysis. The textbook consists of 8 chapters. The writer analyzed all chapters of the textbook focus on the skill-related material. The writer used a documentary analysis technique to collect the data and take all chapters in the textbook. The criteria of skill-related material analysis were adapted by Alan Cunningsworth.

The analysis result shows that most skill-related material of “Bahasa Inggris Kelas XI” Textbook meets the criteria suggested by Alan Cunningsworth. The “Bahasa Inggris Kelas XI” textbook fulfills 5 out of 6 criteria. The criteria fulfillments as follows: 1. All four skills adequately are covered, bearing in mind the course aims and syllabus requirements 2. There is material for integrated skills work 3. Reading passages and associated activities are suitable for the students’ level, and interests. There is sufficient reading material 4. Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life

interactions 5. Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing). Meanwhile the only criterion that is not fulfilled is related to listening skill: listening material is not well recorded as authentic as possible, accompanied by background information, questions and activities which help comprehension.



APPROVAL SHEET

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SRI LESTARI

CHAPTER I

INTRODUCTION

First chapter presents information about introduction parts. These introduction parts are the background of the study, the statement of research problems, objective of the study, significance of the research, research method, and organization of the thesis.

A. Background of the Study

English language lesson is obligatory lesson group in SMA's 2013 curriculum structure. As obligatory lesson, it must be followed by all learners which are did two lesson time in one week.

There are many factors influencing the successfulness of English learning process. One of them is learning aids. Learning aids be classified in many forms. According to Richards, instructional materials are as key component in most language programs. Whether the teacher uses a textbook, institutionally prepared material, or his or her own materials, instructional materials generally serve as the basis for much of the language input that learners receive and the language practice that occurs in the classroom.¹ It means that the textbook is the important source of teaching and learning process.

Textbook is important component to reach national education purposes. Teacher and learners uses textbooks as obligate reference in teaching and learning

¹ Jack C Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001), 251.

process. Usage prime textbook must be suitable with current curriculum. It is appropriate with book's system law number third on 2017 sixty fifth section; first subsection states that "*Buku teks utama wajib digunakan satuan dan/atau program pendidikan anak usia dini, pendidikan dasar, dan pendidikan menengah sesuai dengan kurikulum yang berlaku dalam pembelajaran*)."² It means that the main textbook is obligate used by program of kindergarten, elementary, junior and senior high school education.

Coursebooks are considered as the main components of the curriculum in National Education System. They determine the content, the methods, and the procedures for teaching and learning in the classroom. They also provide a systematic syllabus for

² Undang-Undang Sistem Perbukuan UU RI No. 3 Tahun 2017 (Jakarta: Sinar Grafika, 2017), 24.

teachers to follow in teaching a certain subject. In Indonesia, the textbooks are designed by the authorized publishers based on the latest curriculum. A newly invented curriculum is launched by Ministry of Education and Culture.

The curriculum needs to be more relevant to industry because this will help enhance human capital development in the country. We also seek recommendations from the private sector on what to include in the curriculum, so that we can equip students with the knowledge and skills that are needed. Therefore, in today's most competitive world, we need English textbook materials that integrated by skills work.

In Indonesian's educational system, along with the changing of curriculum, consequently English textbooks must be developed, adapted, or revised based

on the prevailing curriculum. The Ministry of Education and Culture published the English textbook for senior high school students' through the implementation of 2013 Curriculum. One of the textbooks is "Bahasa Inggris Kelas XI". This "Bahasa Inggris Kelas XI" textbook is revised Edition on 2017, that is written by Makhruh Bashir. Nowadays, most of Schools in Indonesia are using to implement the 2013 curriculum; therefore, most of state senior high schools grader XI in Indonesia uses them as main book.

Cunningsworth explains that since there are great varieties of published materials for English language teaching available on the market, materials selection become crucial. He adds, the selection of textbooks can be done by identifying the aims and objectives of teaching program and analyzing the

learning and teaching situation in which the material will be used³.

Cunningsworth develops reference checklists that can be used to evaluate textbooks in order to select an effective and appropriate textbooks. He provides a quick reference for evaluation and selections of ELT textbooks. He mentions eight points to considering in evaluating a textbook includes: Aims and approaches, Design and organization, Language content, Skills, Topic, Methodology, Teachers' books, and Practical considerations. Therefore, good quality and interest textbook will motivate reader to use optimally, so it gives positive effect to student achievement.

The reason above motivates the researcher to evaluate the skill-related material in "*Bahasa Inggris*

³ Alan Cunningsworth, *Choosing Your Coursebook*, (Heineman, 1995), 1.

Kelas XI” textbook adapted from criteria suggested by Alan Cunningsworth.

B. Statement of the Problem

Based on background of the study above, formulation of the problem is:

How does the skill-related material within “*Bahasa Inggris Kelas XI*” textbook meet the criteria suggested by Alan Cunningsworth?

C. Objective of the Research

Based on the statement of the problem above, this research objective is to identify how the skill-related material within “*Bahasa Inggris Kelas XI*” textbook meets the criteria suggested by Alan Cunningsworth.

D. Significance of Research

The researcher expects that this research to contribute theoretically and practically.

1. Theoretical Significance

This research gives referential contributions in giving general knowledge of the way to evaluate the skill-related material in English textbook.

2. Practical Significance

a. For the researcher

This research gives a valuable experience in developing knowledge and skill to evaluate the skill-related material in English textbook.

b. For other researcher

The research result provides reference how to evaluate the skill-related material in English textbook.

c. For English teachers

The research result provides some information in selecting and evaluating the skill-related material in English textbook to make decision and use it in classroom practices.

d. For English textbook writers

The research result provides reference and consideration in writing a textbook.

E. Research Method

This part discusses the research method are used in this study. They are research design, data source, data collection and analysis technique.

1. Research Design

This research is Library research. It focuses to analyze the skill-related material in “*Bahasa Inggris Kelas XI*” textbook adapted from criteria by Alan Cunningsworth.

This research uses qualitative descriptive approach. The writer uses descriptive qualitative to analyze, interpret and report the data are provided by the textbook.

One of types of descriptive method is content analysis. The Content Analysis deals with the nature utility and procedure of content analysis⁴.

According to Ary et al, content or document analysis is a research method applied to written or visual materials for the purpose identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical

⁴ Prabhat Pandey, Meenu Mishra Pandey, Research Methodology: Tools and Techniques, (Romania: Bridge Center, 2015), 86.

compositions, or any of a host of other types of documents.⁵

While according to Hsieh and Shannon, qualitative content analysis is defined a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns.⁶

2. Data and Data Source

a. Data

The data is the skill-related material in “*Bahasa Inggris Kelas XI*” textbook.

The textbook consists of eight chapters :

- a) Offers and Suggestions
- b) Opinions and Thoughts

⁵ Donald Ary et al, *Introduction to Research in Education Eight Edition* (Belmont: Wadsworth, 2010), 457.

⁶ Hsiu-Fang Hsieh and Sarah E. Shannon, : Three Approaches to Qualitative Content Analysis,” *Qualitative Health Research*, 9 (November, 2005), 1277.

- c) Party Time
 - d) National Disaster-An Exposition
 - e) Letter Writing
 - f) Cause and Effect
 - g) Meaning Through Music
 - h) Explain This
- b. Data Source

The writer takes the data from English textbook entitled "*Bahasa Inggris kelas XI*" used by eleventh grader of senior high school published by Ministry of Education and Culture on 2017.

3. Data Collecting Technique

According to Cresswell we can see the varied nature of qualitative forms of data when they are placed into the following categories:

Observations, interviews and questionnaires, documents, audiovisual materials⁷.

The writer uses documentation analysis technique in this research. There are eight chapters in textbook entitled "*Bahasa Inggris Kelas XI*". The researcher analyzes the material each chapter that focuses on the skill-related material adapted from criteria by Alan Cunningsworth.

4. Data Analysis Technique

In this research, the writer analyzes data qualitatively and reports descriptively. The writer uses an analysis procedure according Ary et al to analyze the data. There are three stages following:⁸

1. Familiarizing and organizing

⁷ John W, Cresswel, Educational research : planning, conducting, and evaluating quantitative and qualitative research 4th edition (Boston: Pearson Education, 2012), 212.

⁸ Donald Ary et al, Introduction to Research in Education (Belmont: Wadsworth, 2010), 481-480.

The first stage in analyzing qualitative data involves familiarization and organization so that the data can be easily retrieved. The researcher can become familiar with the data through reading and rereading materials.

2. Coding and reducing

After familiarizing with the data and organizing them for easy retrieval, the researcher can begin the coding and reducing process. The writer codes and reduces data adapted from criteria by Alan Cunningsworth. The writer takes only the skill-related material to analyze each chapter. See table 1.1

Table 1.1 Criteria for Skills

No	Criteria for Skills	Criteria Fulfillment
1	All four skills adequately are covered, bearing in mind your course aims and syllabus requirements.	
2	There is material for integrated skills work.	
3	Reading passages and associated activities are suitable for your students' level, interests, etc. There is sufficient reading material.	
4	Listening material is well recorded as authentic as possible, accompanied by background information, questions and activities which help comprehension.	
5	Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions.	
6	Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing).	

3. Interpreting and representing

Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations.

F. Organization of the Thesis

This thesis consists of four chapters.

Chapter I is the introduction. It explains the background of the study, formulation of the problem, objective of the research, significance of research, research method (research design, data and data source, data collecting and analysis technique), and discussion systematic.

Chapter II is the review of related literature. This chapter explains as follows: English textbook material that are related to definition of materials, the four skills in English textbook material, the advantages and disadvantages of textbooks, criteria of textbook evaluation by Alan Cunningsworth, and previous research findings.

Chapter III is data description. This chapter explains data research.

Chapter IV is discussion. This chapter explains finding and discussion the analysis in skill-related material "*Bahasa Inggris Kelas XI*" Textbook.

Chapter V is closing. The closing explains conclusion and recommendation.



CHAPTER II

REVIEW OF RELATED LITERATURE

The literature in this chapter gives a brief explanation about some theories that relate this research. The theories relate to English textbook material that explains definition of material, the four skills in English textbook material, the advantages and disadvantages of textbook, the criteria of English textbook evaluation by Cunningsworth, and previous research findings.

A. English Textbook Material

This part discusses the English textbook material.

They are definition of material, the four skills in English textbook, the advantages and disadvantages of textbook.

1. Definition of Material

According to Tomlinson materials include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet'. They can be instructional, experiential, elicitive or exploratory, in that, they can inform learners about the language, they can provide experience of the language in use, they can stimulate language use or they can help learners to make discoveries about the language for themselves.⁹

⁹ Brian Tomlinson, *Developing Materials for Language Teaching* (London: Bloomsbury Publishing, 2013), 2.

Meanwhile, Richards adds that instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.¹⁰

Furthermore, Cunningsworth defines material particularly textbook as a created material designed as a material for teaching-learning process in order to increase the learner's knowledge and experience.¹¹

The materials become an important part used to support the language learning instruction in teaching and learning process particularly. As Richards states that much language program in the

¹⁰ Jack C Richards, *Curriculum*....., 251.

¹¹ Alan Cunningsworth, *Choosing*....., 5.

world not happen without the existence of commercial materials.¹²

In conclusion, the materials are source learning that is used to increase language ability in context language teaching and learning. That is can help both teachers and students to do teaching-learning activities in the classroom.

2. The Four Skills in English Textbook Material

In language teaching, skills are often discussed in terms of four different modes-that is, reading, listening, speaking and writing.¹³ Besides, Cunningsworth explains the four skills (listening, speaking, reading and writing) seen as central to

¹² Jack C Richards, *Curriculum*, 251.

¹³ Jo McDonough, et al, *Materials and Methods in ELT: A Teacher's Guide Third Edition* (London: Blackwell Publishing, 2013), 109.

language learning. He adds the skills dimension complements the dimension of grammatical / lexical / phonological knowledge and focuses on the ability of learners actually to operate in the language.¹⁴

Cunningsworth advises that the coursebooks deals adequately with all four skills, taking the level and overall and aims into account, and suitable balance between the skills.¹⁵ He adds the integration of skills is an important aspect of overall language ability.¹⁶

Two types of integrated-skill instruction are content-based instruction and Task-based instruction. The first of these emphasizes learning content through

¹⁴ Alan Cunningsworth, *Choosing.....*, 64.

¹⁵ *Ibid.*

¹⁶ *Ibid*, 65.

language, while the second stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, textbooks, and technologies for the ESL or EFL classroom.¹⁷

In content-based instruction, students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies. Content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex.

¹⁷ Rebecca, *Integrated Skills in the ESL/EFL Classroom*, 2001, 6-7.

In task-based instruction, students participate in communicative tasks in English. Basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together or in group discussion to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks. More structured cooperative learning formats can also be used in task-based instruction. Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. According to Nunan tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic

language while attention is principally paid to meaning rather than form.¹⁸

The integrated skills approach stresses that English is not just an object of academic interest not or merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. The integrated-skill approach, whether found in content-based or task-based language instruction, can be highly motivating to students of all ages and backgrounds.

¹⁸ Ibid, 7.

Cunningsworth provides checklist for skills as follows:¹⁹

- Is practice in all four skills included?
- If so, is it balanced?
- If not, which skills are omitted, and why?
- Does the skills work progress in terms of complexity and difficulty, in line with the grammatical and lexical progression of the course?
How well is this achieved?
- Do the presentation and practice activities include the integration of skills in realistic contexts? all four skills do not necessarily have to figure in every sequence of activities for it to be valid.

¹⁹ Alan Cunningsworth, *Choosing.....*, 67.

- Does the coursebook use authentic material at an appropriate level (eg pre-intermediate, intermediate, advanced)?
- If semi-authentic is used, is it representative of authentic discourse?
- If non-authentic material is used, is it nevertheless a good model for learners to follow?

a. Listening

Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.²⁰

²⁰ I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), 37.

Good listening skills make workers more productive. The ability to listen carefully will allow a person to:²¹ 1) Understand assignments in better way and find and what is expected from him, 2) Build rapport with co-workers, bosses, and clients, 3) Show support, 4) Work better in a team-based environment, 5) Resolve problems with customers, co-workers, and bosses, 6) Answer questions find underlying meanings in what others say.

Nation and Newton distinguish two broad types of listening²²: 1) One-way listening-typically associated with the transfer of information (transactional listening). 2) Two-way listening-

²¹ Babita Tyagi, "Listening : An Important Skill and Its Various Aspects," *An International Journal In English*, 12, (Februari, 2013), 5.

²² I. S. P. Nation and J. Newton, *Teaching*, 40.

typically associated with maintaining social relations (interactional listening).

Again, Nation and Newton adds that we can distinguish traditional, conventional views of listening from more views that are contemporary. Traditionally, listening is associated with transmission of information that is with one-way listening. This can be seen in the extensive use of monologues in older listening materials. While this is fine if we are relating primarily to listening in academic contexts for example, it fails to capture the richness and dynamics of listening as it occurs in our everyday interactions (two-way listening). Most contemporary materials are reflect this re-emphasis with a move towards natural sounding dialogues.

On the other hand, Cunningsworth states that coursebooks focus on listening in two different ways. Firstly as part of general oral work, including dialogues and role-play, where listening plays a secondary role compared with speaking. The second way in which coursebooks handle listening is in its own right, with recorded listening passages for comprehension, for extraction of information, as a lead in to discussion, conjunction with a reading text, etc.²³

Furthermore, we need to checking quality of listening material. Cunningsworth provides checklist for listening as follows²⁴:

²³ Alan Cunningsworth, *Choosing*, 67.

²⁴ *Ibid*, 68.

- What kind of listening material is contained in the course?
 - Does listening part of dialogue/conversation work?
- Are there specific listening passages, what kind of activities are based on them comprehension questions, extracting specific information, etc.?
- Is the listening material set in a meaningful context?
- Are there pre listening tasks, questions, etc?
- What is the recorded material on audio-cassette like in terms of:
 - Sound quality
 - Speed of delivery
 - Accent
 - Authenticity?

- Is there any video material for listening?
- If so, is good use made of the visual medium to provide a meaningful context and show facial expression, gesture, etc?

Furthermore, Good listening materials will improve the student's listening ability. The book writers need consider something to reach the good listening materials.

b. Speaking

Speaking is the second skill and has an important role in communication. Furthermore, speaking is a part of daily life that everyone should develop in subtle and detailed language.

According to Cunningsworth, speaking practice takes place through the oral presentation and practice of new language item, in dialogue

work and in role-play.²⁵ Derakhshan et al adds effective methods include using role-play, figures, flash cards, graphs, chants, and interview that can improve learners' pronunciation, grammar, every day speech, and real word activities. Further, it can eclipse both adults and children to improve their speaking along with accuracy and fluency, so that they can reach their goal that is speaking English fluently and appropriately.²⁶

Besides, according to Derwing and Munro having a good pronunciation of the language can help in normal communication, particularly

²⁵ Ibid, 69.

²⁶ Derakhshan, Ali et al, "Developing EFL Learner's Speaking Ability, Accuracy and Fluency," *English Language and Literature Studies*, 2 (2016), 184.

intelligibility.²⁷ On the other hand, Tomlinson suggests effective materials for oral communication should enable learners to actively²⁸ : share and process information, control meanings, choose how to participate, utilize affectivity, utilize individual knowledge, become aware of ellipsis in spoken language, and move beyond the Initiation-Respond-Feedback model.

To know the quality of speaking material, Cunningsworth provides checklist for speaking material as follow:²⁹

- a. How much emphasis is there on spoken English in the coursebook?

²⁷ I. S. P. Nation and J. Newton, *Teaching*, 75.

²⁸ Brian Tomlinson, *Developing Materials for Language Teaching* (London: Bloomsbury Publishing, 2013), 416.

²⁹ Alan Cunningsworth, *Choosing*....., 70.

- b. What kind of material for speaking is contained in the course? This may include :
- Oral presentation and practice of language items
 - Dialogues
 - Roleplay
 - Communication activities (information gap)
- c. Are there any specific strategies for conversation or other spoken activities, e.g. debating, giving talks?
- d. Is any practice material included to help learners to cope unpredictability in spoken discourse?

The speaking activities should give a balance between the practice amount and the new language skills acquisition. The pronunciation

practice principles should be integrated in order to help the learner to result accurate utterances.

Furthermore, Good speaking materials will improve the student's speaking ability. The book writers need consider something to reach the good speaking materials.

c. Reading

Reading activities are usually presented by texts. Therefore, students outside the classroom can do reading activities easily and without any equipment.³⁰

Anderson notes, "One concern with reading instruction materials is that ESL/EFL reading instructional books consists of short reading

³⁰ Ibid, 73.

passages followed by vocabulary and comprehension tests”.³¹

Reading texts can be used several different purposes and this is reflected in coursebooks:³² 1) developing reading skills and strategies, 2) presenting/recycling grammar items, 3) extending vocabulary, 4) providing model for writing, 5) giving information of interest to students, 6) Stimulating oral work.

Cunningsworth explains the types of reading material used could vary considerably to the coursebook writer’s perception of the interests,

³¹ Brian Tomlinson, *Developing*....., 366.

³² Alan Cunningsworth, *Choosing*....., 73.

expectations and previous experience or the learners.³³

As Arias emphasizes the most significant factors in the reading selection process are related to the students : the students ' level, interests, needs, and background knowledge. Other factors are related to the text itself: content, relevance, and authenticity.³⁴ Gebhard asserts that the material that is selected for the ESL/EFL class should not go beyond the students ' level.³⁵ Similarly, Melvin & Stout states, "the level

³³ Ibid, 75.

³⁴ Ivannia Jimenez Arias, "Selecting Reading Materials Wisely," (Costa Rica, 2007), 132.

³⁵ Ibid, 133.

of the students will influence the material selection".³⁶

Fox suggests the first step for material selection is "to find material that the students are likely to be interested in."³⁷ As Gebhard and Papalia affirm the material for the ESL/EFL class should be selected on the basis of students' interests.³⁸

Therefore, when analyzing the reading content of a general coursebook, we need to consider³⁹:

- 1) The quantity of reading material
- 2) The type of reading passages included

³⁶ Ibid.

³⁷ Ibid, 134.

³⁸ Ibid.

³⁹ Alan Cunningsworth, *Choosing.....*, 74.

- 3) How early on reading passages are introduction in a beginners' course
- 4) Whether any help is given to learners in developing good reading strategies
- 5) The nature and range of exercise and activities linked to the reading passages.

Concerning the text themselves, we need to know⁴⁰: how long they are, how authentic they are, how complex the grammatical and discourse structure is, what the range of vocabulary is, and whether any specialized background knowledge is needed in order to understand them.

⁴⁰ Ibid, 75.

To know the quality of reading materials, Cunningsworth suggests to checking it. He provides the checklist for reading as follows⁴¹:

- Is the reading text for introducing new language items (grammar and vocabulary), consolidating language work, etc?
- Is there a focus on the development of reading skills and strategies?
- Is the reading material linked to other skills work?
- Is there emphasis on reading for pleasure and for intellectual satisfaction?
- How many reading texts are there, and how frequently d they occur?

⁴¹ Ibid, 80.

- How early on in the course (at elementary level), do reading texts start to appear?
- How long are the texts? Do they encourage intensive/extensive reading?
- How authentic are the texts?
- Is the subject matter appropriate (interesting, challenging, topical, varied, culturally acceptable, unlikely to date)?
- What text types (genres) are used? Are they appropriate?
- Are the texts complete or gapped?
- Does the material help comprehension by, for example:
 - Setting the scene
 - Providing background information
 - Giving pre-reading questions?

- What kind of comprehension questions are asked:
 - literal (surface) questions
 - discourse-processing questions
 - inference questions?
- To what extent does the material involve the learner's knowledge system (knowledge of the world?)

Furthermore, Good reading materials will improve the student's reading ability. The book writers need consider something to reach the good reading materials.

d. Writing

Writing activities in coursebooks are normally or 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.⁴² Tomlinson explains models are used to present good examples of a genre and illustrate its particular features.⁴³ Materials are used as models would help teachers to increase students' awareness of how texts are organized and how purposes are realized as they work towards their independent creation of the genre.

Therefore, Good writing materials will improve the student's writing ability. The book writers need consider something to reach the good writing material.

⁴² Ibid.

⁴³ Brian Tomlinson, *Developing*, 392.

To know the quality of writing material, Cunningsworth provides checklist for writing as follows:⁴⁴

- How does the material handle
 - controlled writing
 - guided writing
 - free or semi-free writing?
- Is there appropriate progression and variety of task?
- Are the conventions of different sorts of writing taught? if so, which ones, and how are they presented?
- Is paragraphing taught adequately?

⁴⁴ Alan Cunningsworth, *Choosing.....*, 84.

- Is there emphasis on the style of written English? At advanced level, is there attention different styles according to text type?
- Is attention give into the language resources specific to the written form, such as punctuation, spelling, layout, etc?
- How much emphasis is there on accuracy?
- Are learners encouraged to review and edit their written work?
- Is readership identified for writing activities?

3. The Advantages and Disadvantages of Textbook

The use of textbook in teaching has both advantages and disadvantages. Therefore, the researcher will discuss about the advantages of the textbook and the disadvantages of the textbook.

a. The Advantages of the Textbook

The use of textbooks in teaching learning process has both advantages and disadvantages, depending on how they are used and the contexts for their use.

Richard explains the principal advantages of using textbook:⁴⁵

a. They provide structure and syllabus for a program

Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.

b. They help standardize instruction.

The use of textbooks in a program can ensure that the students in different classes

⁴⁵ Ibid, 254.

receive similar content and therefore can be tested in the same way.

c. They maintain quality.

If a well developed textbook is used students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.

d. They provide a variety of learning resources.

Textbook are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing in rich and varied resource for teachers and learners.

e. They are efficient.

They save teachers' time, enabling teachers to devote time to teaching rather than material's product.

- f. They can provide effective language models and input.

Textbook can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.

- g. They can train teachers.

If teachers have limited teaching experience, a textbook together with the teachers' manual can serve as a medium of initial teacher training.

- h. They are visually appealing.

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

b. The Disadvantages of the Textbook

Richards gives some examples of the disadvantages of using textbook:⁴⁶

1) They may contain inauthentic language.

Textbooks sometimes present inauthentic language since texts, dialogs, and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.

2) They may distort content.

Textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts controversial topics are avoided and instead an idealized white middle-class view of the world is portrayed as the norm.

⁴⁶ Ibid, 255.

- 3) They may not reflect students' needs.

Since textbooks are often written for global markets they oftendo not reflect the interests and needs of students and hence may require adaptation.

- 4) They can deskill teachers.

If teachers use textbooks as the primary source of their teaching and leaving the textbook and teachers' manual to make the major instructional decisions for them, the teachers' role can become reduced to that of the technician whose primarily function is to present materials prepared by others.

- 5) They are expensive.

Commercial textbook may represent a financial burden for students in many part of the world.

B. Criteria of Textbook Evaluation by Cunningsworth

Cunningsworth proposes eight criteria in evaluating textbooks as follows⁴⁷: 1. aims and approaches, 2. design and organization, 3. language content, 4. skills, 5. topic, 6. methodology, 7. teachers' books, and 8. practical considerations.

There are forty-four detail criteria in the quick reference checklist of textbook evaluation.⁴⁸

1. Criteria for the aims and approaches

- a. The aims of the course book correspond closely with the aims of the teaching program and the needs of the learners
- b. The course book is suited to the learning/teaching situation

⁴⁷ Alan Cunningsworth, *Choosing*, 3-4.

⁴⁸ Ibid.

c. the course book is comprehensive. it covers most oral of what is needed. It is a good resource for students and teachers.

d. The course book is flexible. It allows different teaching and learning styles

2. Criteria for Design and organization

a. Components make up the total course package (e.g. students' books, teachers' books, workbooks, cassettes).

b. The content is organized (e.g., according to structures, functions, topics, skills, etc.)

c. The content is sequenced (e.g., based on the basis of complexity, learn ability, usefulness, etc.).

d. The grading and progression are suitable for the learners. It allows them to complete the work

needed to meet any external syllabus requirements.

e. There are reference sections for grammar etc.

Some of the material is suitable for individual study.

f. It is easy to find your way around the course book. the layout is clear.

3. Criteria for Language content

a. The course book covers the grammar items appropriate to the each level and taking learners' need into account.

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

c. The course book includes material for pronunciation work. It is covered individual sounds, word, sentences stress, intonation.

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

e. Style and appropriacy are dealt with. Language style is matched to social situation.

4. Criteria for Skills

a. Four skills adequately are covered, bearing in mind the lesson objectives and syllabus requirements.

- b. There is material for integrated skills work.
- c. Reading passages and associated activities are suitable for the students' levels, interests, etc.

There is sufficient reading material.

- d. The listening material is well recorded, as authentic as possible, and accompanied by background information, questions, also activities which help comprehension.
- e. Material for spoken English (e.g.: dialogues, role-plays, etc.) is well designed to equip learners for real-life interactions.
- f. Writing activities are suitable in terms of amount of guidance, degree of accuracy, organization of longer pieces of writing and use of appropriate styles.

5. Criteria for Topic

- a. There is sufficient material of genuine interest to learners.
- b. There is enough variety and range of topic.
- c. The topic will help expand students' awareness and enrich their experiences.
- d. The topics sophisticated are enough in content, yet within the learners' language level.
- e. The students will be able to relate to the social and cultural contexts presented in the course book.
- f. Women portrayed and represent are equally with men?
- g. The other groups are represented, with reference to ethnic origin, occupation, disability, etc.

6. Criteria for Methodology

- a. Approaches to language learning are taken by the coursebook. It is appropriate to the learning/teaching situation.
- b. Level of active learner involvement can be expected and whether this matches the students' learning styles and expectations.
- c. Techniques are used for presenting new language items and whether they are suitable for the learners.
- d. The different skills are taught.
- e. Communicative abilities are developed.
- f. The material include any advice/ helps to students on study skills and leaning strategies.

- g. The students are expected to take degree of responsibility for their own learning (e.g., by setting their own individual learning target).

7. Criteria for Teachers' books

- a. There is adequate guidance for the teachers who will be using the course book and its supporting materials.
- b. The teachers' books are comprehensive and supportive?
- c. They adequately cover teaching techniques, language items such as grammar rules and culture-specific information.
- d. The writers set out and justify the basic premises and principles underlying the material.
- e. Keys are to exercises given.

8. Criteria for Practical considerations

- a. Whether the whole package costs and this represents good value for money.
- b. The books are strong and long lasting? Are they attractive in appearance.
- c. They are easy to obtain. Further supplies can be obtained at short notice.
- d. Any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player. The equipment available for use and it is reliable.

In this research, the writer focuses on skill-related material in “*Bahasa Inggris Kelas XI*” textbook to analyze each chapter.

C. Previous Research Findings

The researcher presents several previous studies that have relevance with this kind of study the researcher conducted :

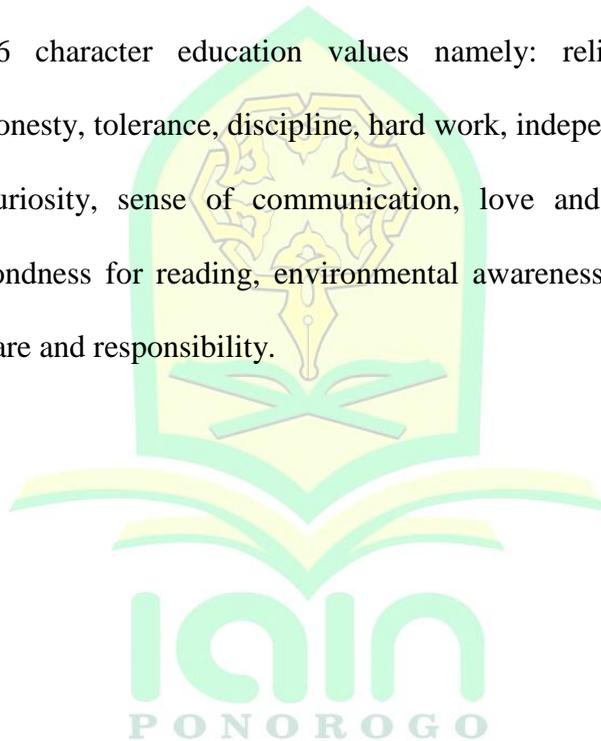
Lutfi Habibi on 2017 from State Islamic Institute of Ponorogo entitled An Analysis on the Textbook “*Bahasa Inggris*” Used by Tenth Grade Senior High School. The writer analyzed whether extent the “*Bahasa Inggris*” an English textbook meets the criteria of a good textbook suggested by Alan Cunningsworth. The result of the study shows that “*Bahasa Inggris*” Very Good. The textbook fulfills some criteria of a good suggested by Alan Cunningsworth as it had 71 out of 90 score.

Rusda Ayu Syafniar on 2014 from Syarif Hidayatullah State Islamic University Jakarta entitled The Analysis of the Reading Materials in “*English*

Alive” Textbook Based on School Based Curriculum For Second Grade Students of Senior High School. The writer analyzed whether the conformity of reading materials in English Alive textbook for second grade students of Senior High School with the requirements in the school-based curriculum (KTSP). The results shows that English Alive textbook are already developed in accordance with the requirements specified in the School-Based Curriculum (KTSP).

Atik Rahayu on 2017 from State Islamic Institute of Ponorogo entitled Character Education Analysis of English Textbook “*When English Rings A Bell*” for the Seventh Grade of Junior High School. The writer analyzes number of character education values are presented in the sentences of 2013 curriculum English textbook entitled “When English Rings a Bell” for the seventh grader of Junior High School and how

“When English Rings a Bell” textbook integrate character education value into its material. The result of the study shows that textbook entitled *“When English Rings a Bell”* for grader of Junior High School contains 16 character education values namely: religiosity, honesty, tolerance, discipline, hard work, independence, curiosity, sense of communication, love and peace, fondness for reading, environmental awareness, social care and responsibility.



CHAPTER III

DATA DESCRIPTION

The chapter III describes research data. This research refers to “*Bahasa Inggris Kelas XI*” textbook. This textbook is written by Mahrukh Bashir. Furthermore, this book is published by Ministry of Education and Culture on 2017 that is second publication and revised edition.

The data consist of eight parts based on chapter in the textbook as follows: 1. Offers and Suggestions, 2. Opinions and Thoughts, 3. Party Time, 4. National Disaster-An Exposition, 5. Letter Writing, 6. Cause and Effect, 7. Meaning Through Music, and 8. Explain This. Each part concerns on skill-related material that presented in the textbook.

The Data Description of Skill-Related Material Analysis in “Bahasa Inggris Kelas XI” Textbook

1. Chapter 1

Chapter 1 fulfills 5 out of 6 criteria. See table

3.1.

**Table 3.1 Observation Checklist of Criteria for Skills
in Chapter 1**

No	Criteria for Skills	Criteria Fulfillment
1	All four skills adequately are covered, bearing in mind your course aims and syllabus requirements.	yes
2	There is material for integrated skills work.	yes
3	Reading passages and associated activities are suitable for your students' level, interests, etc. There is sufficient reading material.	yes
4	Listening material is well recorded as authentic as possible, accompanied by background information, questions and activities which help comprehension.	no
5	Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions.	yes
6	Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing).	yes

The table 3.1 shows that the skill-related material in chapter 1 fulfills 5 out of 6 criteria. The criteria fulfillments as follows: 1. All four skills adequately are covered, bearing in mind the course aims and syllabus requirements 2. There is material for integrated skills work 3. Reading passages and associated activities are suitable for the students' level, and interests. There is sufficient reading material 4. Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions 5. Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing). Meanwhile the only criterion that is not fulfilled is related to listening skill: listening material is

not well recorded as authentic as possible, accompanied by background information, questions and activities which help comprehension.

In criterion, term related to all four skills adequately are covered, bearing in mind course aims and syllabus requirements is appropriate. Chapter 1 provides written text to give suggestion, offering and responding on page 2 and 3. In Building blocks section on page 4 until 7 mention social function, expression examples, and sentence structure of suggestion, offering, responding as well as noted in syllabus.

The material in chapter 1 enables for integrated skills work. It is seen on page 16. On page 16, the students are asked to choose one of the following activities for them project:

- a. With a partner, the students are asked to come up with ideas and suggestions to improve the English environment in school, then make a poster which content ideas and suggestions and share them with their teacher and classmates.
- b. With a partner, the students are asked to come up with offers to improve the English environment school by pair. Then, make a poster and present of the class.
- c. With a partner, the students are asked to create a dialogue use suggestions and offers any topic. Then, act this dialogue in front of the class.
- d. The students are asked to assume he/she and her/his partner win an all-expense-paid trip to the fisherman's village. Design a postcard about the

location to send to his/her friends in other classes.

They are required to consider the following aspects: the fact that there is an enchanted fish in the waters; suggesting them visit the place; offer them incentives if they visit the place.

These activities purpose developing language skills cover listening, speaking, reading, and writing. The activities to improve listening and speaking skills are through conversations. In point a, the students are asked to come up with ideas and suggestions to improve the English environment in school suggestions and share them with their teacher and classmates. In point b, the students are asked to come up with offers to improve the English environment school by pair and present of the class. In point c, the students are asked to

practice a dialogue use suggestions and offers any topic in front of the class. The activities to improve reading and writing skill are through creation written texts. In point 1, the students are asked to make a poster which content ideas and suggestions to improve the English environment in school. In point b, the students are asked to make a poster which content offers to improve the English environment school. In point c, the students are asked to create a dialogue use suggestions and offers any topic. In point d, the students are asked to assume he/she and her/his partner win an all-expense-paid trip to the fisherman's village and design a postcard about the location. See figure 3.1.1

The reading passages and associated activities are suitable for the students' level and interests; there is

sufficient reading material. There are on page 2 until 13.

F

Let's Create/Contribute

Choose one of the following activities for your project.

1. With a partner, come up with ideas and suggestions to improve the English environment in your school. Make a poster and put these ideas and suggestions on the poster and share them with your teacher and classmates.
2. With your partner, come up with offers to improve the English environment school. Make a poster and present it in class.
3. With a partner, create a dialogue using suggestions and offers on any topic. Act this dialogue in front of the class.
4. Assume you and your friend win an all-expense-paid trip to the fisherman's village. Design a postcard about the location to send to your friends in other classes.

For creating the postcard, consider the following aspects:

- you can consider the fact that there is an enchanted fish in the waters;
- you can consider suggesting them visit the place;
- you can offer them incentives if they visit the place.

Example of poster



Figure 3.1 Poster

Example of postcard

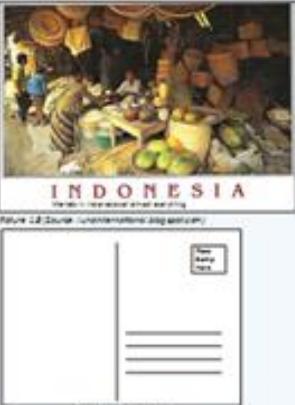


Figure 3.2 Postcard

Figure 3.1.1 Material for Integrated Skills Work in Chapter 1

Page 2 shows conversational text between two teenagers. They talk about watch movie. See figure 3.1.2. The other reading activities are multiple-choice questions, error analysis, answering WH questions and filling the blanks.

A

Pre-Activity

Conversation 1
With a partner, read the conversation given below.



© Freemove.com

Hi, John.

Hi, Jane. What are you doing?

Nothing much. Would you like to go to movies?

I would love to, but not right now.

How about in the afternoon?

Great! What movie do you want to watch?

Let's watch "Ring".

I would rather not. I am not much into horror movies. How about Peanuts?

Ok. Let's go. When do you want to go?

4 o'clock show.

It sounds good. Okay, see you then!

Okay, see you!



© Freemove.com

What kind of interpersonal transaction is going on in the conversation given above?
Write down your answer here.

2

Kelas XI SMA/MA/SMK/MAK

Figure 3.1.2 Reading Passage in Chapter 1

The spoken material in chapter one in term well designed to equip learners for real life interactions is appropriate. The speaking activity is the students are asked to use the thinking technique, “THINKPAIRSHARE” to offer and suggest a solution to the problem given. The problem situation is “the student come to know that her/his friends had a fight. They are not on talking terms for some time now. Since he/she are a common friend, it difficult for them because he/she want to hang out with both of them but they cannot stand each other. He/she have found away to offer and suggest a solution so that the fight is over. The material is found on page 14 as figure 3.1.3.

The writing activities in chapter 1 are appropriate in terms of amount of guidance, degree of accuracy, organization of longer pieces of writing. The student and partner are asked to write a dialogue using

suggestions and offers. The writing section provides one blank page as answer sheet. See figure 3.1.4.

D Active Conversation

Use the thinking technique, “**THINKPAIRSHARE**” to offer and suggest a solution to the problem given below.

You came to know that your friends had a fight. They are not on talking terms for some time now. Since you are a common friend, it is difficult for you because you want to hang out with both of them but they can't stand each other. You have to find a way to offer and suggest a solution so that the fight is over.

THINK
About the suggestions and offers you can make to solve the problem.

PAIR
In pairs, discuss the best suggestions and offers. Give at least four.

SHARE
Then share the outcome of your discussion by acting it out in front of your teacher and classmates.

Figure 3.1.3 Spoken Material in Chapter 1



E Writing Connection

With a partner, choose a topic of your choice. Write a dialogue using suggestions and offers.

Below the instructions is a large yellow rectangular area with rounded corners, containing 20 horizontal blue lines for writing.

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Figure 3.1.4 Writing Activity in Chapter 1

2. Chapter 2

Chapter 2 fulfills 5 out of 6 criteria. See table

3.2.

**Table 3.2 Observation Checklist of Criteria for Skills
in Chapter 2**

No	Criteria for Skills	Criteria Fulfillment
1	All four skills adequately are covered, bearing in mind your course aims and syllabus requirements.	yes
2	There is material for integrated skills work.	yes
3	Reading passages and associated activities are suitable for your students' level, interests, etc. There is sufficient reading material.	yes
4	Listening material is well recorded as authentic as possible, accompanied by background information, questions and activities which help comprehension.	no
5	Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions.	yes
6	Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing).	yes

The table 3.2 shows that the skill-related material in chapter 2 fulfills 5 out of 6 criteria. The criteria fulfillments as follows: 1. All four skills adequately are covered, bearing in mind the course aims and syllabus requirements 2. There is material for integrated skills work 3. Reading passages and associated activities are suitable for the students' level, and interests. There is sufficient reading material 4. Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions 5. Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing). Meanwhile the only criterion that is not fulfilled is related to listening skill: listening material is not well recorded as authentic as possible, accompanied

by background information, questions and activities which help comprehension.

In criterion all four skills adequately are covered, bearing in mind course aims and syllabus requirements is appropriate. Chapter 2 provides written text of expression examples and sentence structure to state opinion, mind, and responding as well as noted in syllabus. The written text of expressions to state opinion, mind, and responding are on page 19 until 20 and 22 until 24.

The material in chapter 2 enables for integrated skills work. See figure 3.2.1.

On page 30, students are asked to choose one of the activities given below:

- a. With a partner, gather opinions of people by conducting and interview, choose a topic, and then write a series of interview questions of not more

than 6. After interview, create the dialogue using the opinions you have collected. The result are presented in the form of a role play, a poster, a movie or a power point presentation, then share in class.

- b. With a classmate, write an opinion conversation using the expression the students have learnt in the building blocks. Using the role play approach, reenact it in front of the class.
- c. Find an editorial in any English newspaper or magazine. Use the visible thinking technique or “Reporter’s Notebook” to identify and separate facts and opinions from this article. Work in groups of five. The students focused on following points: to identify an issue or dilemma from the article, identify facts and opinions, see if they understand them or they need more information. After the

discussion with their group members and teacher, express opinion based on the information they have at hand.

F

Let's Create/Contribute

Choose one of the activities given below.

1. The objective of this activity is to gather opinions of people by conducting an interview. With a partner, choose a topic, preferably a social issue, for example social media, smoking, corruption, global warming, pollution, poverty, drug abuse, etc. Write a series of interview questions of not more than 6 that will help you collect opinions of people on the issue you have chosen. After the interview, create a dialogue using the opinions you have collected. You can present your work in the form of a role play, a poster, a movie or a PowerPoint presentation. Make sure you share it in your class.

Sample questions on the issue of corruption for the interview:

 - What is corruption (in your opinion)?
 - Do you think that corruption is prevalent in our society?
 - How would you define corruption?
 - Do you think corruption should be a punishable crime?
 - Do you think the government is making enough efforts to eradicate corruption from our society?
 - What are you doing to help eradicate corruption?
2. With a classmate, write an opinion conversation using the expressions you have learnt in the building blocks. Using the role-play approach, reenact it in front of the class.
3. Find an editorial in any English newspaper or magazine. Use the Visible Thinking technique or "Reporter's Notebook" to identify and separate facts and opinions from this article. Work in groups of five.

Focus on the following points:

 - Identify an issue or dilemma from the article.
 - Identify facts and opinions.
 - See if you understand them or you need more information.
 - After the discussion with your group members and teacher, express your opinion based on the information you have at hand.
4. Smoking should be banned in public places. What is your opinion? What is the opinion of other people in your class on this issue? Do you agree or disagree with this opinion? Debate with your classmates on this issue. Work in groups of five or ten.

Figure 3.2.1 Material for Integrated Skills Work in Chapter 2

- d. The students are asked to debate about smoking banned in public places. Work in groups of five or ten.

The four activities purpose developing language skills. It covers listening, speaking, reading, and writing skill.

The activities to improve listening and speaking skills are through conversation activities. In point a, the activity is interview and share the result in class. In point b, the students practice to use the role play approach using the opinion expression with each other, then reenact it in front of the class. In point c, the students are asked to discuss with students' group members and teacher, expressed opinion based on the information they have at hand. In point d, the students debate about smoking banned in public places.

The activities to improve reading and writing skills are in point a until c. In point a, the students write a series of interview questions and create the dialogue using the opinions have collected then presented in the form of a poster a power point presentation. In point b, the students write an opinion conversation using the expression the students have learnt in the building blocks. In point c, the students found an editorial in any English newspaper or magazine. Use the visible thinking technique or “Reporter’s Notebook” to identify and separate facts and opinions from article.

The reading passages and associated activities are suitable for the students’ level and interests; there is sufficient reading material. There are on page 19 until 26. Page 19 shows conversational text between Siti and Jane. They talks an opinion article on bullying. The other activities on reading passage are filling the blanks

and error analysis. Figure 3.2.2 shows the reading passage.

A Pre-Activity

With a partner, read the conversational text given.



Siti

Why are you looking so sad?

I was reading an opinion article on bullying. It made me extremely sad.

Ah! People like to exaggerate things, bullying as such is no big deal.

No, I don't think so. Bullying is prevalent in our society. It is important that everyone should be made aware of this social evil.

I don't agree with you. Little bit teasing here and there is acceptable.

I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.

Hey! Stop! You are getting too serious!

Yes! You should be serious about it as well. I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent.



Jane

Discuss these questions with your partner.

1. What is happening between Siti and Jane?
2. What kind of conversation are they having?
3. Whom do you agree with, Jane or Siti? Why?
4. Have you witnessed bullying? Describe how you felt.

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Figure 3.2.2 Reading Passage in Chapter 2

The spoken material in chapter 2 is well designed to equip learners for real life interactions.

D

Active Conversation

Complete the following transactional conversations. Using the role-play approach, reenact the conversation with your classmates.

Buying a New Car



I think we should buy a new car.

Why? Our old car is fine and functional.



Banning of Cigarettes



I believe that smoking should be banned.

I don't think I agree with you.



Songs



What kind of music do you like?

I like rock and roll.

How can you like rock and roll? It is so loud.

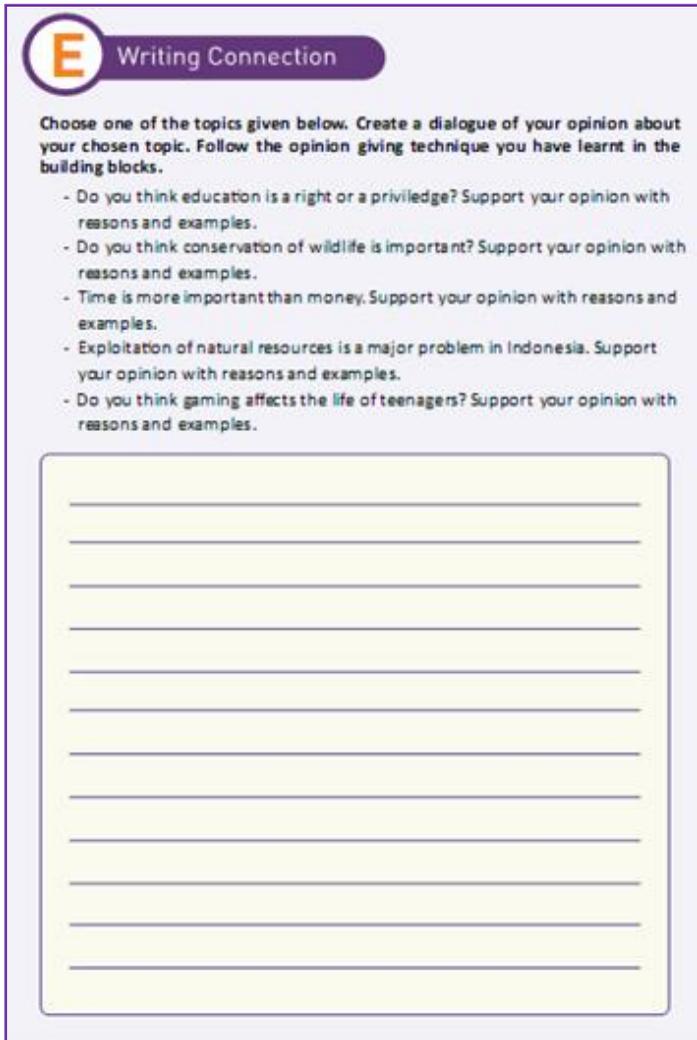


Figure 3.2.3 Spoken Material in Chapter 2

The students are asked to complete the three topics different transactional conversations on page 27. They are Buying a New Car, Banning of Cigarettes, and Songs. See figure 3.2.3.

The writing activities in chapter 2 are suitable in terms of amount of guidance, degree of accuracy, organization of longer pieces of writing. The writing activity is provided amount of guidance are on page 28. The students are asked to choose one of the topics given, then create a dialogue of their opinion about them chosen topic by follow the opinion giving technique they have learnt in the building blocks. The topics choice are: Do you think education is a right or privilege? Do you think conservation of wildlife is important? Time is more important than money. Exploitation of natural resources is a major problem in Indonesia, Do you think gaming affects the life of

teenagers? The student's opinion is supported by reasons and examples. See figure 3.2.4 below.



E Writing Connection

Choose one of the topics given below. Create a dialogue of your opinion about your chosen topic. Follow the opinion giving technique you have learnt in the building blocks.

- Do you think education is a right or a privilege? Support your opinion with reasons and examples.
- Do you think conservation of wildlife is important? Support your opinion with reasons and examples.
- Time is more important than money. Support your opinion with reasons and examples.
- Exploitation of natural resources is a major problem in Indonesia. Support your opinion with reasons and examples.
- Do you think gaming affects the life of teenagers? Support your opinion with reasons and examples.

Below the list of topics is a large rectangular area with horizontal lines for writing.

Figure 3.2.4 Writing Activity in Chapter 2

3. Chapter 3

Chapter 3 fulfills 5 out of 6 criteria. See table

3.3.

**Table 3.3 Observation Checklist of Criteria for Skills in
Chapter 3**

No	Criteria for Skills	Criteria Fulfillment
1	All four skills adequately are covered, bearing in mind your course aims and syllabus requirements.	yes
2	There is material for integrated skills work.	yes
3	Reading passages and associated activities are suitable for your students' level, interests, etc. There is sufficient reading material.	yes
4	Listening material is well recorded as authentic as possible, accompanied by background information, questions and activities which help comprehension.	no
5	Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions.	yes
6	Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing).	yes

The table 3.3 shows that the skill-related material in chapter 3 fulfills 5 out of 6 criteria. The criteria fulfillments as follows: 1. All four skills adequately are covered, bearing in mind the course aims and syllabus requirements 2. There is material for integrated skills work 3. Reading passages and associated activities are suitable for the students' level, and interests. There is sufficient reading material 4. Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions 5. Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing). Meanwhile the only criterion that is not fulfilled is related to listening skill: listening material is not well recorded as authentic as possible, accompanied

by background information, questions and activities which help comprehension.

In chapter 3, all four skills adequately are covered, bearing in mind course aims and syllabus requirements. Chapter 3 provides special written text in form simple formal invitation. There are found on page 33, 36, and 37. Page 34 and 35 and 38 mentions the social function, text structure, and linguistic elements responding of formal invitations on page 36 as well as noted in syllabus.

The material in chapter 3 enables for integrated skills work. It is seen on page 43. The students are asked to choose one of the activities given. The activities choices are following:

- a. With a partner, create a formal invitation for the head of their school, inviting him/her to the

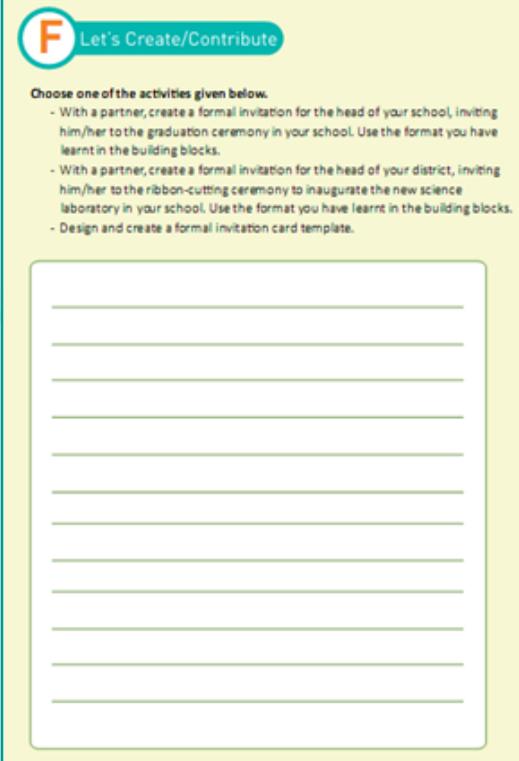
graduation ceremony in their school. Use the format they have learnt in the building blocks.

- b. With a partner, create a formal invitation for the head of their district, inviting him/her to the ribbon-cutting ceremony to inaugurate the new science laboratory in their school. Use the format they have learnt in the building blocks.
- c. Design and create a formal invitations card template.

The activities to improve listening and speaking skills are through discussion about invitation content and format in activity a and b. In point a, the activity discusses invitation content and format for the head of their school to the graduation ceremony in their school. In point b, the activity discusses about invitation content and format for the head of their district to the

ribbon-cutting ceremony to inaugurate the new science laboratory in their school.

The activity to improve reading and writing skills is in point c. The students are asked to design and create a formal invitations card template. Figure 3.3.1 is the material for integrated skills work.



F Let's Create/Contribute

Choose one of the activities given below.

- With a partner, create a formal invitation for the head of your school, inviting him/her to the graduation ceremony in your school. Use the format you have learnt in the building blocks.
- With a partner, create a formal invitation for the head of your district, inviting him/her to the ribbon-cutting ceremony to inaugurate the new science laboratory in your school. Use the format you have learnt in the building blocks.
- Design and create a formal invitation card template.

Figure 3.3.1 Material for Integrated Skills Work in Chapter 3

The reading passages and associated activities in chapter 3 are suitable for the students' level and interests; there is sufficient reading material. There are on page 33 until 39. Page 33 shows conversation between Monsieur Loisel and Madame Loisel. They talk about surprise invitation. See figure 3.3.2. The other activities on reading passage are find out what is missing, rewrite invitation properly and respond to the invitation.

The spoken material in chapter 3 is well designed to equip learners for real life interactions. These materials are on page 40 and 41. The students are asked to create dialogue to accept and decline invitations. Using role play approach, re-enact the conversation with their classmates.

A Pre-Activity

Read an excerpt of the play given below.

MONSIEUR LOISEL: *Sweetheart, I have a surprise for you.*
MADAME LOISEL : *Really, what is the surprise?*
MONSIEUR LOISEL: *See for yourself.*

(He places the invitation on the table.)

Swiftly, she tears open the envelope and draws out a printed card and reads out

"The Minister and Madame Ramponneau request the pleasure of the company of Monsieur and Madame Loisel at the Ministry on the evening of Monday, January the eighteenth."

MONSIEUR LOISEL: *Isn't it wonderful?*
MADAME LOISEL: *What do you mean? What can I do with it?*
(She tosses the invitation on the table.)

Discussion

1. Why do people write and send invitations?
2. Why do you think invitations have become important in our society?
3. What kind of invitation do you think is in the excerpt given above?
How can you say that?
Write down your thoughts here.

Figure 3.3.2 Reading Passage in Chapter 3

They can model their conversation based on the examples of invitations given. These examples of invitation topics are dinner, the grand opening of ABC Software Company, and anniversary dinner. See figure

3.3.3



D

Active Conversation

With a partner create dialogues to accept and decline invitations. Using the role-play approach, re-enact the conversation with your classmates. You can model your conversation based on the examples of invitations given below.

Invitation to dinner

Joko: Would you like to come over for dinner tonight?
 Yeni: Thank you! I'd love to. Would you like me to bring something?
 Joko: No, nothing, just come.
 Yeni: OK. What time?
 Joko: At 7 p.m.
 Yeni: OK, see you then.

Invitation to the grand opening of ABC software company

Ariyanto : Mr. Budi, I would like to invite you to the opening of my software company.
 Mr. Budi: When and where?
 Ariyanto : This Saturday at 10 a.m.
 Mr. Budi: I am afraid I won't be able to come. I have a prior engagement.

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Figure 3.3.3 Spoken Material in Chapter 3

4. Chapter 4

Chapter 4 fulfills 5 out of 6 criteria. See table 3.4

**Table 3.4 Observation Checklist of Criteria for Skills
in Chapter 4**

No	Criteria for Skills	Criteria Fulfillment
1	All four skills adequately are covered, bearing in mind your course aims and syllabus requirements.	yes
2	There is material for integrated skills work.	yes
3	Reading passages and associated activities are suitable for your students' level, interests, etc. There is sufficient reading material.	yes
4	Listening material is well recorded as authentic as possible, accompanied by background information, questions and activities which help comprehension.	no
5	Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions.	yes
6	Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing).	yes

The table 3.4 shows that the skill-related material in chapter 4 fulfills 5 out of 6 criteria. The criteria fulfillments as follows: 1. All four skills

adequately are covered, bearing in mind the course aims and syllabus requirements 2. There is material for integrated skills work 3. Reading passages and associated activities are suitable for the students' level, and interests. There is sufficient reading material 4. Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions 5. Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing). Meanwhile the only criterion that is not fulfilled is related to listening skill: listening material is not well recorded as authentic as possible, accompanied by background information, questions and activities which help comprehension.

In chapter 4, all four skills adequately are covered, bearing in mind course aims and syllabus

requirements. Chapter 4 provides an analytical exposition text by mention social function, text structure and language features as well as noted in syllabus. The social function is on page 47. While the text structure and language features are on page 48 and 49.

The materials in chapter 4 enables for integrated skills work. It is seem on page 59. The activity is the students are asked to choose one of the activities given. The activities choices are following:

- a. The students have been chosen as the project officer for showcasing an exciting wildlife art exhibition on the fauna and flora of Indonesia. The purpose of this wildlife showcase is to raise money to support conservation of nearly extinct animals in Indonesia. They have to write an exposition text as student's speech for the opening of the event. They

will also make posters to depict the plight of innocent creatures that are killed or captured by poachers.

- b. Create a pamphlet or a movie to educate people in their school on “Dangers of drug abuse and cigarette smoking.”

These two activities develop four language skills. The activity to improve listening and speaking skills is speech as the project officer for showcasing an exciting wildlife art exhibition. The activities to improve reading and writing skills are write an exposition text as students’ speech, make posters to depict plight of innocent creatures that are killed or captured by poachers, and create a pamphlet to educate people in their school on “Dangers of drug abuse and cigarette smoking. See figure 3.4.1.

F Let's Create/Contribute

Choose one of the activities given below.

1. You have been chosen as the project officer for showcasing an exciting wildlife art exhibition on the fauna and flora of Indonesia. The purpose of this wildlife showcase is to raise money to support conservation of nearly extinct animals in Indonesia. You have to write an exposition text on conservation of animals and use this exposition text as your speech for the opening of the event. You will also make posters to depict the plight of innocent creatures that are killed or captured by poachers.
2. Create a pamphlet or a movie to educate people in your school on "Dangers of drug abuse and cigarette smoking."

Make sure to put lots of pictures in your pamphlet.



Figure 3.4.1 Material for Integrated Skills Work in Chapter 4

P O N O R O G O

The reading passages and associated activities in chapter 4 are suitable for the students' level and interests; there is sufficient reading material. There are on page 46 until 52. Page 46 shows an analytical

exposition text entitled global warming. This article is accompanied colorful figures. See figure 3.4.2.

A

Pre-Activity

Read the text below.

Global Warming

Is it an end to our world?

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee—the lifeline of Western society (Green-peace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.



A. Figure 4.1.2000 © Global Warming Journal. <http://www.greenpeace.org>

Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been lot of failed crops (Reuters, 2007).

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.

Discussion

1. What is global warming?
2. Is it a severe problem? Why?
3. What kind of text is given above?

Figure 3.4.2 Reading passage in Chapter 4

The other activity on reading passage is completing paragraph using the format an exposition text and gives it suitable title.

The spoken material in chapter 4 is well designed to equip learners for real life interactions. It is seen on page 53. The spoken material in chapter 4 is about passive smoking is a silent killer and learning English is important. See figure 3.4.3.

D

Active Conversation

Choose one of the topics given below.

A. Passive smoking is a silent killer.

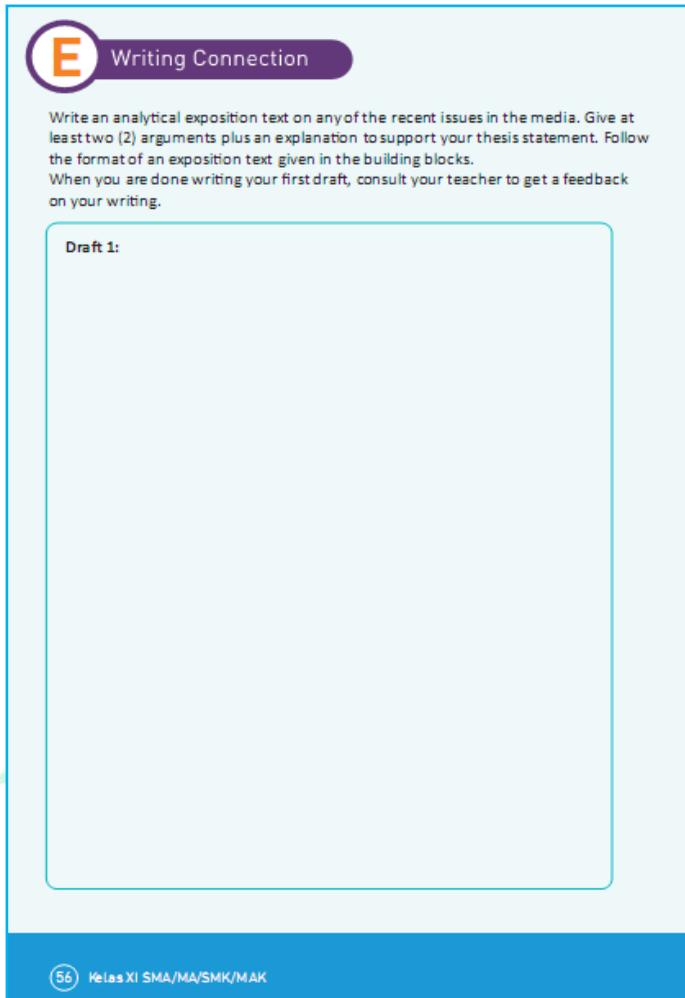
B. Why is learning English important?

State your arguments or position on one of the above given issues and then discuss with your partner. For the arguments, you can use some expressions like these:

- I would like to remind you
- It is important for us to
- I believe that
- I am convinced that
- Let me tell you
- Try to remember

Figure 3.4.3 Spoken Material in Chapter 4

The writing activities in chapter 4 are suitable in terms of amount of guidance, degree of accuracy, organization of longer pieces of writing. The writing activity is set up as real life. It is about write an analytical exposition text on any of the recent issues in the media. The students are asked to give least two (2) arguments plus an explanation to support they thesis statement. The exposition text format follows in the building blocks. In answer sheets is provided by three (3) drafts. When the students are done writing they first draft, consult they teacher to get a feedback on their writing. See figure 3.4.4

A rectangular box with a light blue background and a dark blue border. At the top left, there is a purple circle containing a white letter 'E', followed by a dark purple rounded rectangle containing the text 'Writing Connection' in white. Below this, there is a paragraph of text. Underneath the text is a large, empty rectangular box with a light blue border, intended for writing. At the bottom left of the box, there is a small blue circle containing the number '56', followed by the text 'Kelas XI SMA/MA/SMK/MAK' in a small, dark font.

E Writing Connection

Write an analytical exposition text on any of the recent issues in the media. Give at least two (2) arguments plus an explanation to support your thesis statement. Follow the format of an exposition text given in the building blocks.

When you are done writing your first draft, consult your teacher to get a feedback on your writing.

Draft 1:

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Figure 3.4.4 Writing Activity in Chapter 4

5. Chapter 5

Chapter 5 fulfills 5 out of 6 criteria. See table 3.5.

**Table 3.5 Observation Checklist of Criteria for Skills in
Chapter 5**

No	Criteria for Skills	Criteria Fulfillment
1	All four skills adequately are covered, bearing in mind your course aims and syllabus requirements.	yes
2	There is material for integrated skills work.	yes
3	Reading passages and associated activities are suitable for your students' level, interests, etc.?Is there sufficient reading material.	yes
4	Listening material is well recorded as authentic as possible, accompanied by background information, questions and activities which help comprehension.	no
5	Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions.	yes
6	Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing).	yes

The table 3.5 shows that the skill-related material in chapter 5 fulfills 5 out of 6 criteria. The criteria fulfillments as follows: 1. All four skills adequately are covered, bearing in mind the course aims and syllabus requirements 2. There is material for integrated skills work 3. Reading passages and associated activities are suitable for the students' level, and interests. There is sufficient reading material 4. Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions 5. Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing). Meanwhile the only criterion that is not fulfilled is related to listening skill: listening material is not well recorded as authentic as possible, accompanied

by background information, questions and activities which help comprehension.

In chapter 5, all four skills adequately are covered, bearing in mind course aims and syllabus requirements. Chapter 5 provides personal letters text by mention social function, text structure and linguistic features, and text structure as well as noted in syllabus. The social function and linguistics features are on page 63. The structure of personal letter is on page 64.

The material in chapter 5 enables for integrated skills work. It is seen on page 72. The students are asked to choose one of the activities given. The activities choices are following:

- a. Write a letter to her/his parents, thanking them for everything they have done for he/she.

With a partner, create a postage stamp and a letter-writing pad. The students can frame their postage

stamp and display it in their class or, if they want to, they can take it to the local post office and show it to the staff of the post office.

F

Let's Create/Contribute

Choose one of the activities given below.

- Write a letter to your parents, thanking them for everything they have done for you.
- With a partner, create a postage stamp and a letter-writing pad. You can frame your postage stamp and display it in your class or, if you want to, you can take it to the local post office and show it to the staff of the post office.

Example of postage stamp and letter pad



Source: www.pustaka.kemendiknas.go.id



Source: www.pustaka.kemendiknas.go.id

Table 3.1 Postage stamp & letter pad

DID YOU
KNOW

?

The first postage stamp was invented by a British teacher in 1840. The first two stamps were called Penny Black and Twopence Blue.

!

72

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Figure 3.5.1 Material for integrated Skills Work in Chapter 5

These two activities develop listening, speaking, reading, and writing skills. The activities to improve listening and speaking skills are discussion about how to make and content postage stamp and a letter-writing pad, show the postage stamp and a letter-writing pad to staff of the post office. The activities to improve reading and writing skills are to write a letter to her/his parents, create a postage stamp and a letter-writing pad. See figure 3.5.1.

The reading passages and associated activities in chapter 5 are suitable for the students' level and interests; there is sufficient reading material. The reading passages are on page 62, 68, and 69. These activities are discussion about a personal letter, matching expressing and purposes, look for mistakes in letter then rewrite them. See figure 3.5.2.

Read the letter given below.

35 Senggigi Raya
Lombok
75009 Nusa Tenggara Timur

12th January 2014
My Dear Lovely Siti,
Hello!

How are you, sweetie? I know you are angry with me because I am writing to you after a long time. I am so sorry, please forgive me. You know we are in Lombok right now. It is so beautiful beyond imagination. I am writing to you from this really cute little café on the Senggigi beach. As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee.

You know, yesterday we went to Gili Nanggu Island; it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I couldn't believe my eyes. There are beautiful coral reefs everywhere. We went for snorkeling and we saw the most amazing fish ever. I wish you were here; it would have been much more fun.

Mum was making sure that we didn't miss any sight of the whole city, so we had practically been everywhere.

I have to go, mum is here. I will see you soon.

Lots of love
XOXO
Lana

P.S. I'm bringing you lots of souvenirs and pictures!!

Figure 3.5.2 Reading passage in Chapter 5

The spoken material in chapter 5 is well designed to equip learners for real life interactions. It is seen on page 70. The spoken activity in chapter 5 is students create a dialogue for one of two situations.

Then, the students reenacted the conversation with their classmates using the role-play. First situation, two students have decided to write a letter to one of student and describe her/his recent field trip. The students are asked to discuss what he/she wants to write about.

D

Active Conversation

Create a dialogue for one of the situations given below. Using the role-play approach, reenact the conversation with your classmates.

Situation No. 1
You and your friend have decided to write a letter to your parents to describe your recent field trip. Discuss what you want to write about.

You :

Friend :

You :

Friend :

You :

Situation No.2
Your friend is mad at Lucy's cousin, you want to convince her to write to her cousin.

You :

Lucy :

You :

Lucy :

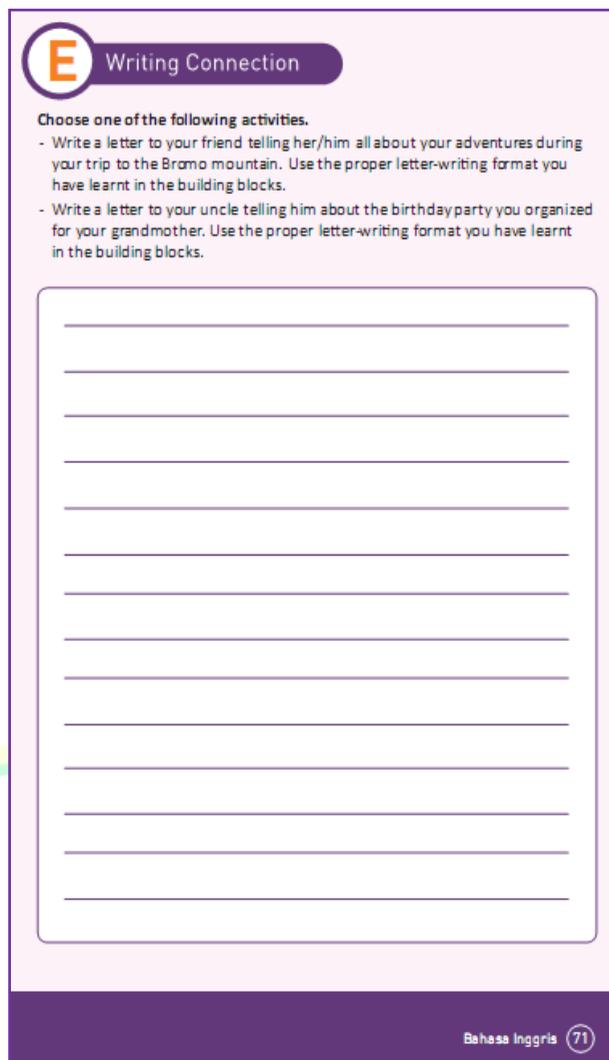
You :

Lucy :

You :

Figure 3.5.3 Spoken Material in Chapter 5

The writing activities in chapter five are suitable in terms of amount of guidance, degree of accuracy, organization of longer pieces of writing. The students are asked to choose one of two the following activities, and used the proper letter-writing format have learnt in the building blocks. They are: 1. write a letter to student's friend telling her/him all about adventures during trip to the Bromo Mountain. 2. Write a letter to our uncle telling him about the birthday party you organized for your grandmother. Figure 3.5.4 is example of writing activity.

A rectangular box with a purple border and a light pink background. At the top left, there is a purple circle containing a white letter 'E', followed by a purple oval containing the text 'Writing Connection'. Below this, there is a bold instruction: 'Choose one of the following activities.' This is followed by two bullet points: '- Write a letter to your friend telling her/him all about your adventures during your trip to the Bromo mountain. Use the proper letter-writing format you have learnt in the building blocks.' and '- Write a letter to your uncle telling him about the birthday party you organized for your grandmother. Use the proper letter-writing format you have learnt in the building blocks.' Below the text is a large white rectangular area with horizontal purple lines for writing. At the bottom right of the box, there is a purple footer containing the text 'Bahasa Inggris' and a white circle with the number '71'.

E Writing Connection

Choose one of the following activities.

- Write a letter to your friend telling her/him all about your adventures during your trip to the Bromo mountain. Use the proper letter-writing format you have learnt in the building blocks.
- Write a letter to your uncle telling him about the birthday party you organized for your grandmother. Use the proper letter-writing format you have learnt in the building blocks.

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Figure 3.5.4 Writing Activity in Chapter 5

6. Chapter 6

Chapter 6 fulfills 4 out of 6 criteria. See table 3.6.

Table 3.6 Observation Checklist of Criteria for Skills in Chapter 6

No	Criteria for Skills	Criteria Fulfillment
1	All four skills adequately are covered, bearing in mind your course aims and syllabus requirements.	no
2	There is material for integrated skills work.	yes
3	Reading passages and associated activities are suitable for your students' level, interests, etc. There is sufficient reading material.	yes
4	Listening material is well recorded as authentic as possible, accompanied by background information, questions and activities which help comprehension.	no
5	Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions.	yes
6	Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing).	yes

The table 3.6 shows that the skill-related material in chapter 6 fulfills 4 out of 6 criteria. The criteria fulfillments as follows: 1. There is material for integrated skills work 2. Reading passages and associated activities are suitable for the students' level, and interests. There is sufficient reading material 3. Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions 4. Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing). Meanwhile the criteria that are not fulfilled are related to appropriateness all four skills to syllabus requirements and listening skill: 1. All four skills adequately are not covered, bearing in mind your

course aims and syllabus requirements. 2. Listening material is not well recorded as authentic as possible, accompanied by background information, questions and activities which help comprehension.

The material in chapter 6 enables for integrated skills work. It is seen on page 84. The students are asked to choose one of the topics given for their project. The topics are effects of smoking, extreme weather due to global warming and effects of global warming. The student and partner explore the consequences of choice topic by writing the cause on the roots of the tree and the effects on the branches. Once they are done, they can present their work in class using of the following forms: Video, Comic strip, power point presentation, or a blog. See figure 3.6.1.

Cause and Effect Tree

Choose one of the following topics for your project.

1. Effects of smoking
2. Extreme weather due to global warming
3. Effects of global warming

With your partner, explore the consequences of your topic by writing the cause on the roots of the tree and the effects on the branches.

Once you are done, you can present your work in class using one of the following forms: video, comic strip, PowerPoint presentation, or a blog.

The diagram shows a tree with a central trunk and two main branches. The trunk is labeled 'Cause' at the bottom. The branches are labeled 'Effect' at the top. There are small tree icons at the base of each branch.

Figure 3.6.1 Material for integrated skills work in chapter 6

PONOROGO

The reading passages and associated activities in chapter 6 are suitable for the students' level and interests; there is sufficient reading material. The reading passages are on page 75 until 81. The activity

on page 75 discuss an article about smoking, deciding, making sentences, complete conversation using cause, and effect expression. See figure 3.6.2.

With a partner, read the conversation given below.



Hi Ray! What are you doing?

Hey Jane! I am reading an article on smoking.

Smoking! Why?

For presentation in Science class.

Jane So tell me what you learnt about smoking.

Did you know that smoking is one of the main causes of sickness in smokers? For example:

1. Smoking weakens the lungs due to which there is a build up of poisonous substances.
2. Smoking causes heart attacks, strokes, ulcers.

Really? It sounds scary.

It is! If we do not educate people about the effects of smoking, there will be a lot of people suffering from these diseases.

You are right. We have to do it.

Discuss with your partner

What do you think is happening in the above conversation?

Do you think smoking is dangerous?

Do you think it should be banned?

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Figure 3.6.2 Reading Passage in Chapter 6

The other activities are decide cause and effect, completing sentences using signal words, and completing the cause and effect transactional.

The spoken material in chapter 6 is well designed to equip learners for real life interactions. It is found on page 82. The spoken activity in chapter 6 is the student and partner asked to think of 2 endangered animals in Indonesia. Why are the animals becoming endangered and how can it be prevented? Write a conversation about it and after that, do a role-play the conversation students have created. Remember to use cause and effects signal words. See figure 3.6.3.

The writing activities in chapter 6 are suitable in terms of amount of guidance, degree of accuracy, organization of longer pieces of writing. The writing activity is set up as real life interactions.

The image shows a page from a textbook. At the top left, there is a red circular icon with a white letter 'D' inside. To its right, the text 'Active Conversation' is written in white on a red rounded rectangular background. Below this, there is a paragraph of text: 'With a partner, think of 2 endangered animals in Indonesia. Why are the animals becoming endangered and how can it be prevented? Write a conversation about it and after that, do a role-play of the conversation you have created. Remember to use cause and effect signal words.' The bottom two-thirds of the page is covered by a large, solid teal-colored area with a rough, torn-paper-like edge, which serves as a workspace for students to write their conversation.

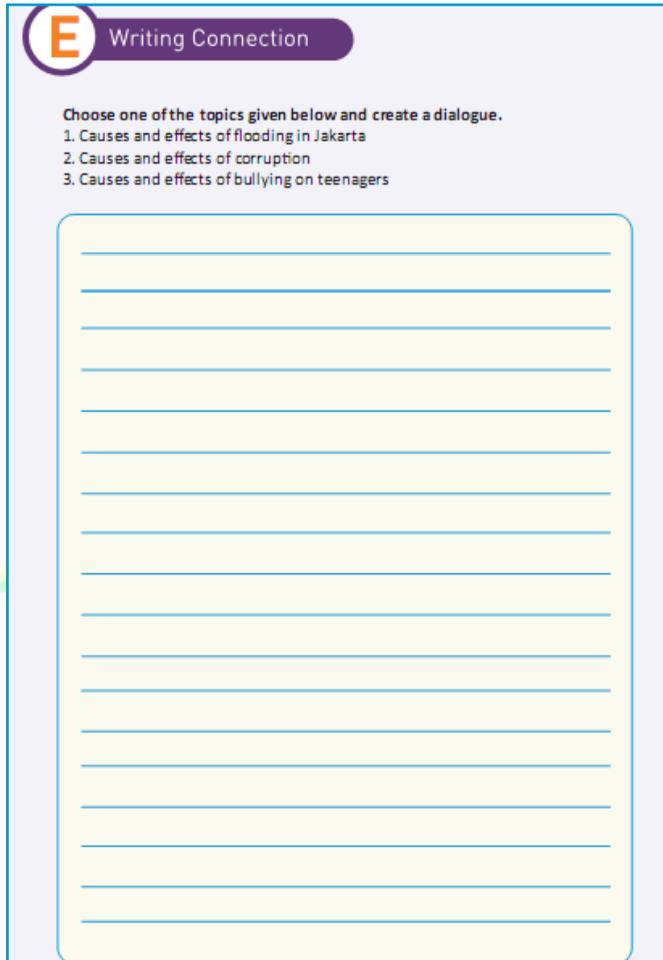
D Active Conversation

With a partner, think of 2 endangered animals in Indonesia. Why are the animals becoming endangered and how can it be prevented? Write a conversation about it and after that, do a role-play of the conversation you have created. Remember to use cause and effect signal words.

Figure 3.6.3 Spoken Material in Chapter 6

The students are asked to choose of three topics given and create a dialogue. The topics are: 1. Cause and effects of flooding in Jakarta, 2. Cause and effects

corruption, 3 Cause and effects of bullying on teenagers. Figure 3.6.4 shows the writing activity.



E Writing Connection

Choose one of the topics given below and create a dialogue.

1. Causes and effects of flooding in Jakarta
2. Causes and effects of corruption
3. Causes and effects of bullying on teenagers

The activity box contains a large yellow rectangular area with horizontal blue lines for writing.

Figure 3.6.4 Writing Activity in Chapter 6

7. Chapter 7

Chapter 7 fulfills 4 out of 6 criteria. See table 3.7.

Table 3.7 Observation Checklist of Criteria for Skills in Chapter 7

No	Criteria for Skills	Criteria Fulfillment
1	All four skills adequately are covered, bearing in mind your course aims and syllabus requirements.	yes
2	There is material for integrated skills work.	yes
3	Reading passages and associated activities are suitable for your students' level, interests, etc. There is sufficient reading material.	yes
4	Listening material is well recorded as authentic as possible, accompanied by background information, questions and activities which help comprehension.	no
5	Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions.	yes
6	Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing).	no

The table 3.7 shows that the skill-related material in chapter 7 fulfills 4 out of 6 criteria. The

criteria fulfillments as follows: 1. There is material for integrated skills work 2. Reading passages and associated activities are suitable for the students' level, and interests. There is sufficient reading material 3. Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions 4. Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing). Meanwhile the criteria that are not fulfilled are related to listening and writing skill: 1. Listening material is not well recorded as authentic as possible accompanied by background information, questions and activities which help comprehension. 2. Writing activities are not suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing).

In chapter 7, all four skills adequately are covered, bearing in mind course aims and syllabus requirements. Chapter 7 provides songs text and material to figure out a song's meaning as well as noted in syllabus. There are three kinds of songs. These songs lyrics are on page 87, 89, and 91. The material to figure out a song's meaning is on page 96.

There is material for integrated skills work in reading section and criterion is reading passages and associated activities suitable for the students' level and interests is appropriate. Most of chapter 7 is reading passage. The reading passages are on page 87 until 95. Page 87 until 92 is song lyrics and discussion questions related those songs. Page 93 until 95 is poems and discussion questions related those poems. See figure 3.7.1

With a partner, study the lyrics of the following songs. Then, discuss the questions.

“Stand By Me” by Ben E King

When the night has come
And the land is dark
And the moon is the only light we'll see
No I won't be afraid
Oh, I won't be afraid
Just as long as you stand, stand by me

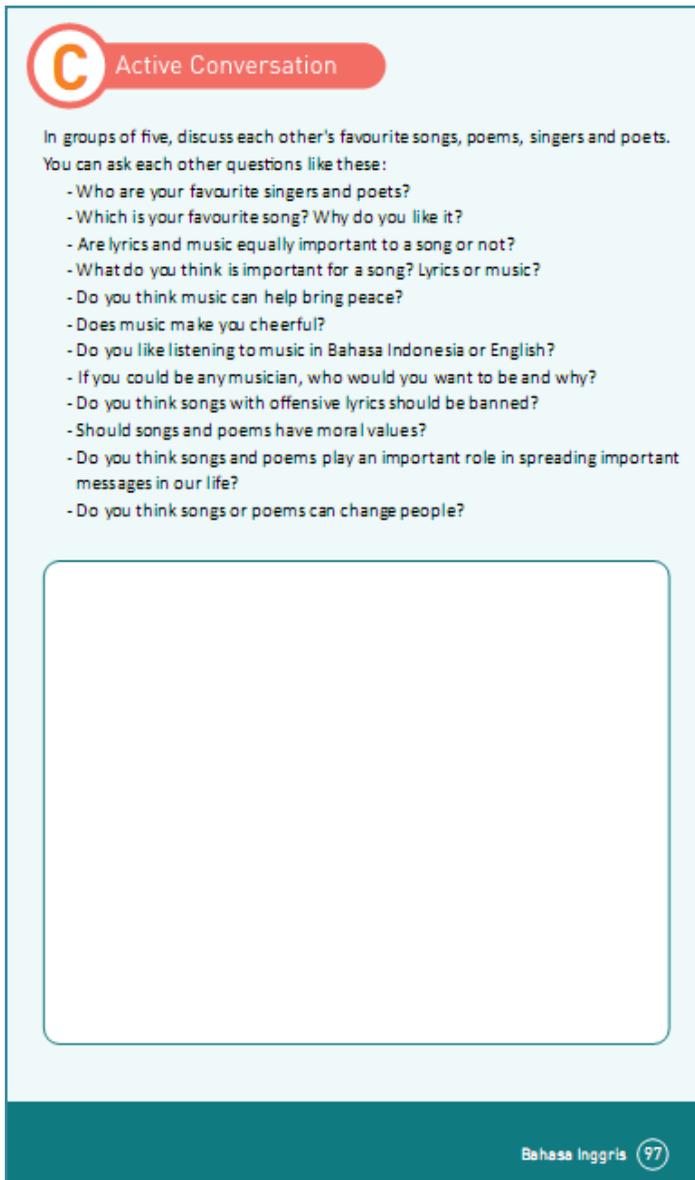
So darling, darling
Stand by me, oh stand by me
Oh stand, stand by me
Stand by me

If the sky that we look upon
Should tumble and fall
All the mountains should crumble to the sea
I won't cry, I won't cry
No, I won't shed a tear
Just as long as you stand, stand by me

So darling, darling
Stand by me, oh stand by me
Oh stand, stand by me
Stand by me

So darling, darling
Stand by me, oh stand by me
Oh stand now, stand by me, stand by me
Whenever you're in trouble won't you stand by me
Oh stand by me, oh won't you stand now, stand
Stand by me
Stand by me

Figure 3.7.1 Reading Passage in Chapter 7

The image shows a page from a textbook with a light blue background. At the top left, there is a red circular icon with a white letter 'C' inside. To its right, the text 'Active Conversation' is written in white on a red rounded rectangular background. Below this, there is a paragraph of text and a list of questions. At the bottom of the page, there is a dark teal footer with the text 'Bahasa Inggris' and a small circle containing the number '97'.

C Active Conversation

In groups of five, discuss each other's favourite songs, poems, singers and poets. You can ask each other questions like these:

- Who are your favourite singers and poets?
- Which is your favourite song? Why do you like it?
- Are lyrics and music equally important to a song or not?
- What do you think is important for a song? Lyrics or music?
- Do you think music can help bring peace?
- Does music make you cheerful?
- Do you like listening to music in Bahasa Indonesia or English?
- If you could be any musician, who would you want to be and why?
- Do you think songs with offensive lyrics should be banned?
- Should songs and poems have moral values?
- Do you think songs and poems play an important role in spreading important messages in our life?
- Do you think songs or poems can change people?

Bahasa Inggris 97

Figure 3.7.2 Spoken Material in Chapter 7

The spoken material in chapter seven is well designed to equip learners for real life interactions. It is found on page 97. The spoken activity in chapter 7 is the students asked make a group consists of five members, discuss each other's favourite songs, poems, singers, and poets (see figure 3.7.2). They can ask each other questions like these:

- Who are your favourite singers and poets?
- Which is your favourite song? Why do you like it?
- Are lyrics and music equally important to a song or not?
- What do you think is important for a song?
Lyrics or music?
- Do you think music can help bring peace?

- Does music make you cheerful?
- Do you like listening to music in Bahasa Indonesia or English?
- If you could be any musician, who would you want to be and why?
- Do you think songs with offensive lyrics should be banned?
- Should songs and poems have moral values?
- Do you think songs and poems play an important role in spreading important messages in our life?
- Do you think songs or poems can change people?

8. Chapter 8

Chapter 8 fulfills 5 out of 6 criteria. See table 3.8.

Table 3.8 Observation Checklist of Criteria for Skills in Chapter 8

No	Criteria for Skills	Criteria Fulfillment
1	All four skills adequately are covered, bearing in mind your course aims and syllabus requirements.	yes
2	There is material for integrated skills work.	yes
3	Reading passages and associated activities are suitable for your students' level, interests, etc. There is sufficient reading material.	yes
4	Listening material is well recorded as authentic as possible, accompanied by background information, questions and activities which help comprehension.	no
5	Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions.	yes
6	Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing).	yes

The table 3.8 shows that the skill-related material in chapter 8 fulfills 5 out of 6 criteria. The criteria fulfillments as follows: 1. All four skills adequately are covered, bearing in mind the course aims and syllabus requirements 2. There is material for integrated skills work 3. Reading passages and associated activities are suitable for the students' level, and interests. There is sufficient reading material 4. Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions 5. Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing). Meanwhile the only criterion that is not fulfilled is related to listening skill: listening material is not well recorded as authentic as possible, accompanied

by background information, questions and activities which help comprehension.

In chapter 8, all four skills adequately are covered, bearing in mind course aims and syllabus requirements. Chapter 8 provides examples and forming of passive voice material as well as noted in syllabus. This material is on page 105.

The material in chapter 8 enables for integrated skills work. It is seen on page 112. The students are asked to create a video power point presentation, poster, or a pamphlet to educate people in their neighborhood about the formation of tsunamis or earthquakes.

The reading passages and associated activities in chapter 8 are suitable for the students' level and interests; there is sufficient reading material. The reading activities are on page 100 and 107. The reading

activity on page 100 discusses about an explanation text entitled earthquakes (see figure 3.8.1).

Read the text given below.

Earthquakes

Earthquakes – being among the most deadly natural hazards – strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (*Earth Science*, 2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Richter, 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.

Earthquakes are dreaded by everyone.



Figure 8.1 Earthquake disaster

Discussion

1. Have you ever witnessed an earthquake? What effect did it have on you?
2. Why are earthquakes considered as the most deadly natural hazards?
3. Did you notice anything specific about the way this text is written?
4. What kind of text is this?

Figure 3.8.1 Reading Passage in Chapter 8

There is colorful figure that interest students' attention. While the reading activity on page 107 is the students are asked to complete an explanation text. The opening statement of phenomenon is "Have you wondered how rain is formed? Rain is nothing but droplets of water from the air."

The spoken material in chapter 8 is well designed to equip learners for real life interactions. It is found on page 108. The spoken activity in chapter eight is the students asked choose one of the topics given. The topics are as follows: a. Formation of rainbows, b. Life cycle of any animal, c. How tsunamis are formed. Then, the students do research on any one of the above given topics and explain to a friend or present it in class. Use the explanation text format. See figure 3.8.2.



D Active Conversation

Choose one of the topics given below.
Formation of rainbows
Life cycle of any animal
How tsunamis are formed

Do research on any one of the above given topics and explain to a friend or present it in class.
Use the explanation text format.

TCB Kक्षा 3D SMC/ML/SMP/MSK

Figure 3.8.2 Spoken Material in Chapter 8

The writing activity in chapter 8 is appropriate in terms of amount of guidance, degree of accuracy, organization of longer pieces of writing. The students are asked to write an explanation text from any topic given in the active conversation or any topic of their choice. Make sure the students follow the structure of explanation text they have learnt in the building blocks. They should also follow the writing process (draft, edit, revise and publish). Answer sheets consist of three pages. Second and First page is draft one and two. The last page is final draft. Figure 3.8.3 shows the writing activity.

Draft 2 (Make changes according to the feedback given by your teacher.)

E Writing Connection

Write an explanation text from any topic given in the active conversation or any topic of your choice. Make sure you follow the structure of explanation text you have learnt in the building blocks. You should also follow the writing process (drafts, edit, revise and publish).

Draft 1 (Show this draft to your teacher for the feedback.)

Final Draft (Revise and publish – share with your teacher, friends, and on your blog.)

Bahasa Inggris 111

Figure 3.8.3 Writing Activity in Chapter 8

CHAPTER IV

FINDING AND DISCUSSION

This chapter covers the discussion of the research problem. The discussion of the research problem is about analysis the skills-related material in “*Bahasa Inggris Kelas XI*” textbook meet the criteria suggested by Alan Cunningsworth.

A. Finding

The aim of this research is to identify how skill-related material within “*Bahasa Inggris Kelas XI*” textbook meets the criteria suggested by Alan Cunningsworth. The writer analyzes the skill-related material of textbook adapted from criteria by Alan

Cuningsworth. The criteria consist of: 1. All four skills adequately are covered, bearing in mind your course aims and syllabus requirements. 2. There is material for integrated skills work. 3. Reading passages and associated are activities suitable for your students' level, interests, etc. there is sufficient reading material. 4. Listening material is well recorded as authentic as possible, accompanied by background information, questions, and activities, which help comprehension. 5. Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions. 6. Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing). The writer summarizes the finding results of the each item as well as the overall the skill-related material analysis of the textbook in Table 4.1.

Table 4.1 Observation Checklist Summary of Criteria for Skills

No	Criteria for Skills	Criteria Fulfillment
1	All four skills adequately are covered, bearing in mind your course aims and syllabus requirements.	yes
2	There is material for integrated skills work.	yes
3	Reading passages and associated activities are suitable for your students' level, interests, etc. There is sufficient reading material.	yes
4	Listening material is well recorded as authentic as possible, accompanied by background information, questions and activities which help comprehension.	no
5	Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions.	yes
6	Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing).	yes

The table 4.1 shows that the skill-related material in “*Bahasa Inggris Kelas XI*” textbook fulfills 5 out of 6 criteria. The criteria fulfillments as follows: 1. All four skills adequately are covered, bearing in mind the course aims and syllabus

requirements 2. There is material for integrated skills work 3. Reading passages and associated activities are suitable for the students' level, and interests. There is sufficient reading material 4. Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions, 5. Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing). Meanwhile the only criterion that is not fulfilled is related to listening skill: listening material is not well recorded as authentic as possible, accompanied by background information, questions and activities which help comprehension.

B. Discussion

2. All four skills adequately are covered, bearing in mind the course aims and syllabus requirements

Cunningsworth mentions it is necessary to check in what way the textbook deals adequately with listening, speaking, reading, and writing skills.⁴⁹

The first criterion is the four skills adequately are covered, bearing in mind the course aims and syllabus requirements. This textbook covers materials for listening, speaking, reading, and listening adequately. Although there are no recording for the listening section, this textbook is accompanied by dialogues text and role play, where listening plays a secondary role compared with speaking.⁵⁰ The listening activities still can be done by role-play on active conversation section. Moreover, this textbook is also completed by many

⁴⁹ Ibid, 64.

⁵⁰ Ibid, 67.

reading passages that are followed by questions to improve students' comprehension. Writing tasks can be found in the textbook.

F

Let's Create/Contribute

Choose one of the following activities for your project.

1. With a partner, come up with ideas and suggestions to improve the English environment in your school. Make a poster and put these ideas and suggestions on the poster and share them with your teacher and classmates.
2. With your partner, come up with offers to improve the English environment school. Make a poster and present it in class.
3. With a partner, create a dialogue using suggestions and offers on any topic. Act this dialogue in front of the class.
4. Assume you and your friend win an all-expense-paid trip to the fisherman's village. Design a postcard about the location to send to your friends in other classes.

For creating the postcard, consider the following aspects:

- you can consider the fact that there is an enchanted fish in the waters;
- you can consider suggesting them visit the place;
- you can offer them incentives if they visit the place.

Example of poster



Figure 1.1 Poster

Example of postcard

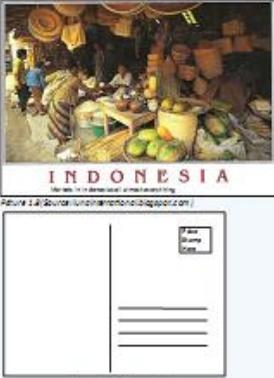


Figure 1.2 Postcard

Figure 4.1 Example of integrated activities

3. There is material for integrated skills work

Cunningsworth explains “the integration of skills is an important aspect of overall language ability and he often think in terms of fifth skill: being able to integrate some or all of the other four skills in ways which are appropriate to the situation.”⁵¹

The textbook is also appropriate the criterion in term there is material for integrated skills work. The material in this textbook enables the integrated skills work. See figure 4.1.

In let’s create/contribute section in chapter 4 on page 59, the students are asked to choose one of the activities given.

- a. The students have been chosen as the project officer for showcasing an exciting wildlife art exhibition on the fauna and flora of Indonesia.

⁵¹ Ibid, 65.

The purpose of this wildlife showcase is to raise money to support conservation of nearly extinct animals in Indonesia. They have to write an exposition text on conservation of animals and use this exposition text as your speech for the opening of the event. They will also make posters to depict the plight of innocent creatures that are killed or captured by poachers.

- b. Create a pamphlet or a movie to educate people in their school on “Dangers of drug abuse and cigarette smoking.

The first and second activities aim is mainly to develop student’s speaking skill. In the other, these activities can also enable students to practice listening skill as well as their writing skill.

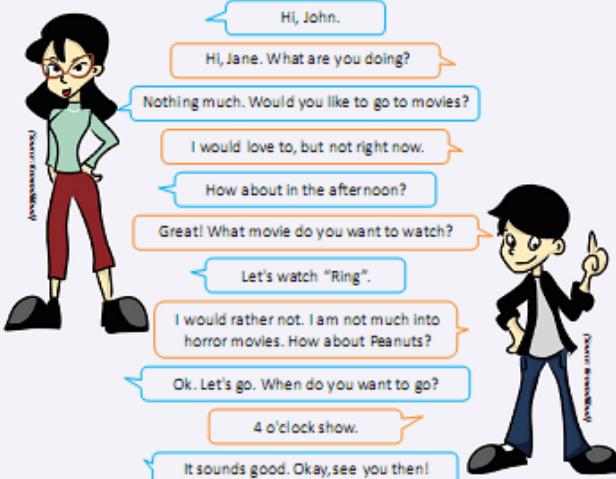
4. Reading passages and associated activities are suitable for the students' level, and interests, there is sufficient reading material

Cunningsworth mentions reading passages should be interesting, authentic, well presented and completed with activities that can help reading process. He adds “the presentation of topic is also important and the use of different type-faces, simulated or real newspaper formats, colour blocks, etc can make the reading passage stand out of something special with its own identity.”⁵²

⁵² Ibid, 75.

A Pre-Activity

Conversation 1
With a partner, read the conversation given below.



Hi, John.

Hi, Jane. What are you doing?

Nothing much. Would you like to go to movies?

I would love to, but not right now.

How about in the afternoon?

Great! What movie do you want to watch?

Let's watch "Ring".

I would rather not. I am not much into horror movies. How about Peanuts?

Ok. Let's go. When do you want to go?

4 o'clock show.

It sounds good. Okay, see you then!

Okay, see you!

What kind of interpersonal transaction is going on in the conversation given above?
Write down your answer here.

2 Kelas XI SMA/MA/SMK/MAK

Figure 4.2 Example of Reading Passage

Reading passages are found in this textbook suitable for students' level and interest. The reading passages are found in this textbook interesting in the way of their variety and presentation.

In the textbook, there are various reading passages that are related to certain topics. For example in chapter 3, the topic is about party. Therefore, all the reading passages in that chapter are related to party. The passages are pre activity, building blocks, and let's practice.

The reading passages presentation is also interesting. Colorful figures accompany the some passages in order to make the reading passages more interesting. For example, conversational text involves interactions of two people is also make the reading passages more interesting. See figure 4.2.

Next, in term the suitable of the associated activities for students' level and interests, the activities following reading activities that can be found in this textbook are multiple-choice questions, error analysis, answering WH questions, filling the blanks, matching statements, and making paragraphs. This textbook provides various reading activities that interesting for the learners.

This textbook also provides sufficient reading material. There are various reading passages in every chapter. There are at least two reading passages in each chapter. Chapter 3, 4 and 8 provide 2 reading passages. Chapter 2 and 5 provide 3 reading passages. Chapter 1 and 6 provide 5 reading passages. Chapter 7 provides 6 reading passages. Moreover, each passage presents the type of text that has been learned.

5. Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions

D

Active Conversation

Complete the following transactional conversations. Using the role-play approach, reenact the conversation with your classmates.

Buying a New Car



(progressive series)

I think we should buy a new car.

Why? Our old car is fine and functional.



(progressive series)

Banning of Cigarettes



(progressive series)

I believe that smoking should be banned.

I don't think I agree with you.



(progressive series)

Songs



(progressive series)

What kind of music do you like?

I like rock and roll.

How can you like rock and roll? It is so loud.



(progressive series)

Figure 4.3 Example of Spoken Material

Cunningsworth states that “Speaking practice takes place through the oral presentation and practice of new language items, in dialogue work and in role-play.”⁵³

In this book, the spoken material is found through oral presentation, dialogue and role-plays the most common forms of speaking practices. The transactional and interactional conversations material covers expressions to show suggestion, offering, opinion, agreement, disagreement, etc. always are followed by examples of dialogues. The students learn from the examples are given and try to make their own dialogues. Besides, the other spoken activities such as reporting, retelling, and interviewing can improves the ability of students’ English speaking.

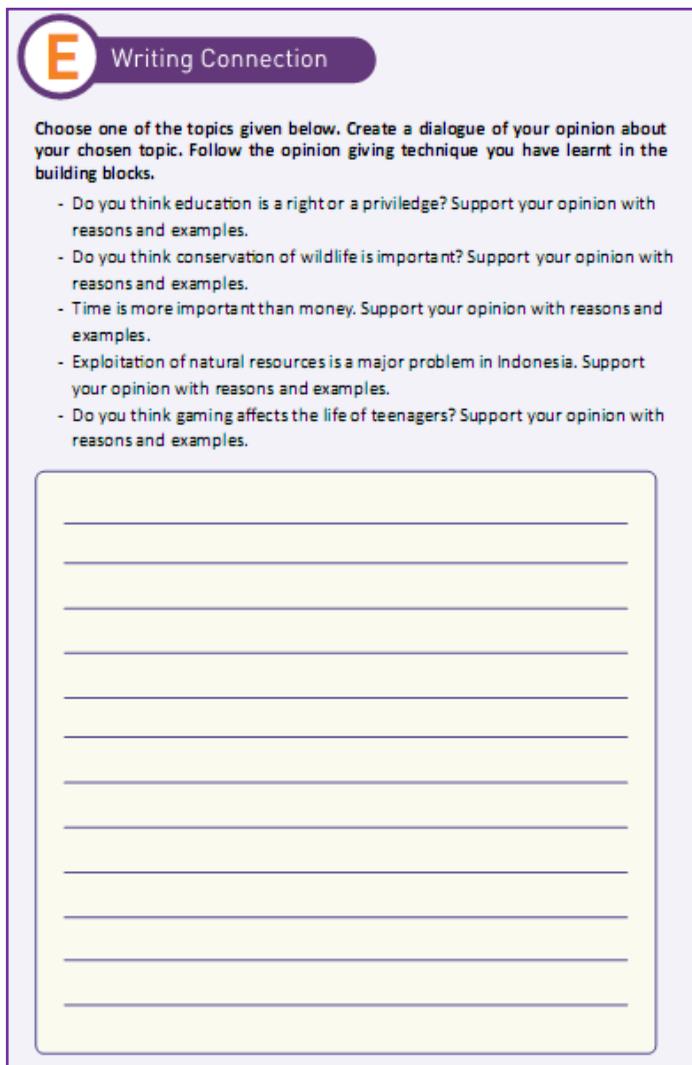
⁵³ Ibid, 69.

The material for spoken English is well designed to equip learners for real life interactions. For example, in chapter 2 on page 27, the students are asked to complete the 3 topics different transactional conversations. They are Buying a New car, Banning of Cigarettes and Songs. See figure 4.3.

6. Writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing).

Cunningsworth states writing activities in coursebooks 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.⁵⁴

⁵⁴ Ibid, 80.

A rectangular box with a purple border. At the top left, there is a purple circle containing a white letter 'E'. To its right, the text 'Writing Connection' is written in white on a dark purple rounded rectangle. Below this, there is a paragraph of text and a list of five bullet points. At the bottom of the box is a large yellow rounded rectangle containing ten horizontal lines for writing.

E Writing Connection

Choose one of the topics given below. Create a dialogue of your opinion about your chosen topic. Follow the opinion giving technique you have learnt in the building blocks.

- Do you think education is a right or a privilege? Support your opinion with reasons and examples.
- Do you think conservation of wildlife is important? Support your opinion with reasons and examples.
- Time is more important than money. Support your opinion with reasons and examples.
- Exploitation of natural resources is a major problem in Indonesia. Support your opinion with reasons and examples.
- Do you think gaming affects the life of teenagers? Support your opinion with reasons and examples.

Figure 4.4 Example of Writing Activity

There are writing activities controlled are found in the textbook. For example, in Chapter 2 on page 28, the students are asked to choose one of the topics given. Then, create the dialogue of her/his opinion about her/his chosen topic. Follow the opinion giving technique students have learnt in the building blocks. The information given is the guidance or control of the students' writing. See figure 4.4.

The writing activities are suitable in terms of degree of accuracy. The textbook provides controlled writing activities to make organized writing and focus on certain theme through instruction are given. The textbook shows the examples how to write a certain text accurately to the students in building blocks passage. Teachers can check students' writing accuracy in content, since the information that the students shall write has been already presented in the textbook by

providing writing activities that are controlled. Therefore, the teacher can focus more on checking students' accuracy in grammar.

Appropriate styles are related to the true style that shall be used. In this textbook, there are passages that can help to control the appropriateness of students' writing. Furthermore, the students' appropriateness control in writing is done by giving modeling on the appropriate language used in writing various types of text. For example, in chapter 8 on page 109 until 111, the students are given information in explanation text from any topic given in the active conversation or any topic students' choice. Make sure the students follow the structure explanation text they have learnt in the building blocks. They shall also follow the writing process. The writing process covers drafts, edit, revise, and publish the text. The explanation of text structures are in building blocks section on each chapter.

CHAPTER V

CLOSING

The last chapter presents conclusions and suggestions of this research. The conclusion is to conclude the whole of discussion. The suggestions are to suggest some note that shall be fixed for better skill-related material in textbook. The suggestions are given to English teachers, the writers of English textbooks, and the future researchers.

C. Conclusion

After analyzing the skill-related material in “*Bahasa Inggris Kelas XI*” textbook, the writer finds some points to explain the analysis textbook’s skill-related material.

The data show that each chapter fulfills different number of criteria. Chapter 1 until 5, and 8 fulfill 5 criteria. Then, chapter 6 and 7 fulfill 4 criteria.

Furthermore, most of skill-related material in “*Bahasa Inggris Kelas XI*” textbook meets the criteria suggested by Alan Cunningsworth. The skill-related material in “*Bahasa Inggris Kelas XI*” Textbook fulfills 5 of out 6 criteria. The criteria fulfillments as follows:

1. All four skills adequately are covered, bearing in mind the course aims and syllabus requirements
2. There is material for integrated skills work
3. Reading passages and associated activities are suitable for the students’ level, and interests, there is sufficient reading material
4. Material for spoken English (dialogues, role plays, etc.) is well designed to equip learners for real life interactions
5. Writing activities suitable in terms of amount of guidance/control, degree of accuracy,

organization of longer pieces of writing (e.g., paragraphing). Meanwhile the only criterion that is not fulfilled is related to listening skill: listening material is not well recorded as authentic as possible, accompanied by background information, questions and activities, which help comprehension.

B. Recommendation

The writer gives some suggestion based on the analysis result. These suggestions are given for English teachers, textbook writers, and future researchers.

1. For the English Teachers

The writer recommends this textbook on teaching and learning process because the analysis results shows that this textbook fulfills 5 out of 6 criteria. Indeed, this textbook is not a perfect textbook. However, this textbook is worth to use.

2. For Textbook Writers

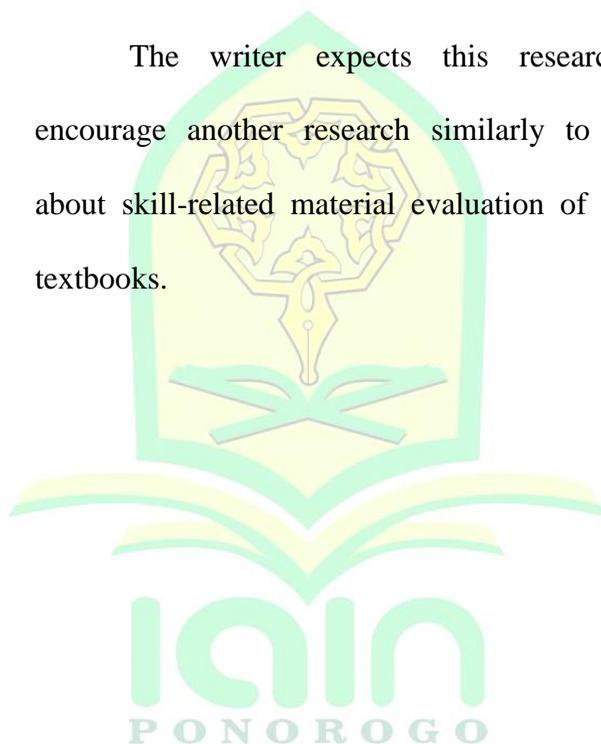
In order to improve the quality of textbook material, it is important to consider certain criteria in writing and arranging the skill-related material in English textbook. It is suggested that the textbook writer can understand and consider the principles that underlie English teaching learning in Indonesia and then apply those principles in the process of writing the textbook so that the textbook can be really suitable to be used in the English classroom.

3. For Future Researchers

Skill-related material evaluation helps provide feedback that can improve the quality of the skill-related material in textbook. Next evaluation towards the other English textbooks especially which are potentially and widely used

by the English teachers is still needed. The evaluation on various English textbooks can help reveal the quality of the skill-related material in English textbooks.

The writer expects this research can encourage another research similarly to perfect about skill-related material evaluation of English textbooks.



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