

**A CONTENT ANALYSIS
OF ENGLISH TEXTBOOK ENTITLED “BAHASA INGGRIS”
BY THE MINISTRY OF EDUCATION AND CULTURE
OF THE TENTH GRADE STUDENT
OF SENIOR HIGH SCHOOL
UNDERGRADUATE THESIS**

Presented to
State Institute of Islamic Studies of Jember
In Partial Fulfillment of the Requirements
for Degree of Strata-1
Faculty of Tarbiyah and Teacher Training
English Education Department



By :
M. HILMI ABDUL AZIZ
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**FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
OCTOBER 2019**

APPROVAL

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**Day : Thursday
Date : 3rd October 2019**

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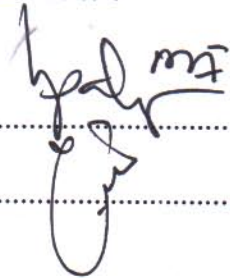
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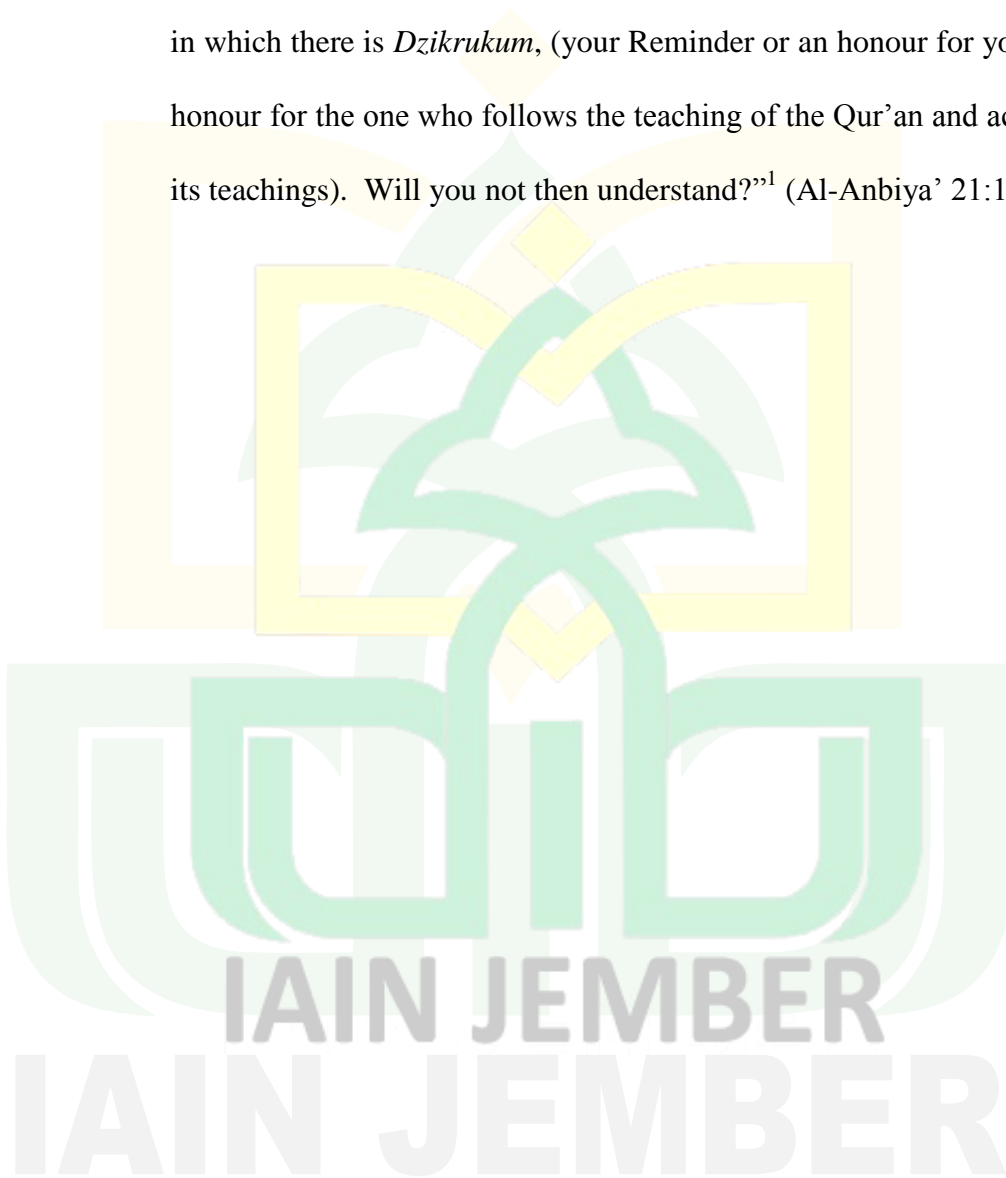


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MOTTO

لَقَدْ أَنْزَلْنَا إِلَيْكُمْ كِتَابًا فِيهِ ذِكْرُكُمْ ۖ أَفَلَا تَعْقِلُونَ ﴿١٠﴾

Meaning : “Indeed, We have sent down for you (O mankind) a Book (the Qur’an) in which there is *Dzikrukum*, (your Reminder or an honour for you i.e. honour for the one who follows the teaching of the Qur’an and acts on its teachings). Will you not then understand?”¹ (Al-Anbiya’ 21:10)



¹ Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur’an*. (Medina: Dar-us Salam Publications, 1996), 430.

DEDICATION

In the name of Allah, the most Beneficent the Merciful.

All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this undergraduate thesis. Peace and blessing from Allah be upon to Allah's Messenger, Prophet Muammad, his family, his companions, and all of his followers.

In finishing this undergraduate thesis, I got many guidance and motivation from people around me. It is the great honor for me to make dedication to convey my sincere gratitude for people who support me from the beginning until finishing this undergraduate thesis. In this occasion, I presents great honor to:

1. The most special person, my beloved parents (Alm. Ahmad Syakir and Muttaqiyati), have given their support during my study and my process in writing this research. I thank for their kindness, support and patience.
2. My sisters, Lilik Nur Chalimah and Siti Machmulah. Beloved friend of life, Nailul Mazidah Ahmad who always stands by me in good times and bad times.
3. Beloved friends, the member of PMII RFTIK IAIN Jember, IKAPPMAM Jember, IKMAMEBA, HMPS TBI, RM FTIK IAIN Jember, SALMADA, and also all member of Affection Class and Sunshine Class who support and help me during writing this undergraduate thesis.

ABSTRACT

M. Hilmi Abdul Aziz, 2019: *A Content Analysis of English Textbook Entitled "Bahasa Inggris" by The Ministry of Education and Culture of The Tenth Grade Student of Senior High School.*

Textbook is one of the materials in teaching and learning process which is regularly used by both teachers and students at school. Textbook should improve the quality of teaching and learning process. The teacher needs to be careful in choosing the appropriate textbook. The content has to be in conformity with the current curriculum as well as the aim and goal for students to achieve.

There are some objectives of this research. Those are 1. To know whether or not the English textbook entitled "*Bahasa Inggris*" published by the Ministry of Education and Culture of Indonesia of the tenth grade student of senior high school meets the criteria of a good content suggested by BSNP. 2. To know whether or not the English textbook entitled "*Bahasa Inggris*" published by the Ministry of Education and Culture of Indonesia of the tenth grade student of senior high school meets the criteria of a good language suggested by BSNP. 3. To know whether or not the English textbook entitled "*Bahasa Inggris*" published by the Ministry of Education and Culture of Indonesia of the tenth grade student of senior high school meets the criteria of a good presentation suggested by BSNP.

This research used descriptive qualitative approach. The data collected for this research will gathered from the English textbook entitled "*Bahasa Inggris*" published by The Ministry of Education and Culture of Indonesia. This research was categorized as a content analysis research following three systematic steps. Namely : 1) referring criteria for English textbook evaluation issued by BSNP and making some modification to suit the 2013 Curriculum, 2) deciding on the subjects, that was English textbook entitled "*Bahasa Inggris*" for the tenth grade student of senior high school, 3) analyzing the textbook and interpreting the findings and stating conclusions. The data were gathered by evaluating the textbook using the checklist containing the criteria of textbook evaluation. In the data analysis technique, the percentage of criteria fulfillment was calculated by dividing the total of criteria points which were met in a textbook for each aspect with the total of criteria points in each sub aspect. It was then multiplied by 100%.

The result showed that English textbook entitle "*Bahasa Inggris*" for grade X Senior High School has fulfilled the criteria of content appropriateness, language appropriateness, presentation appropriateness, suggested by BSNP by achieving average score of 94.26% with coverage 88.19% for the appropriateness of content, 100% for the appropriateness of language, 96.9 % for the appropriateness of presentation. It is recommended that teachers should be selective in choosing English textbook in their classroom. For the students, they should use an additional reference in learning English. For the publisher, they should be very alert on the changing of the curriculum and the needs of students. For further researcher, they should explore more aspects to achieve more comprehensive result of textbooks evaluation.

Keyword: *content analysis, english textbook.*

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In the name of Allah, the most Beneficent the Merciful.

All praise be to Allah, the Lord of the worlds, who has bestowed upon me in completing this undergraduate thesis. Peace and blessing from Allah be upon to Allah's Messenger, Prophet Muhammad, his family, his companions, and all of his followers.

It is the great honor for me to make acknowledgement of indebtedness to convey my sincere gratitude to the help in finishing this undergraduate thesis.

Alhamdulillah, I have finished this undergraduate thesis. Absolutely it is not an effort by myself only, there are many "hands" which help me. In this occasion, I present great honor to:

1. Mr. Prof. Dr. H. Babun Soeharto, SE., MM., as Rector of IAIN Jember, thank you for guidance and advices during the years of my study.
2. Mrs. Dr. Hj. Mukni'ah, M.Pd.I., as Dean of Faculty of Tarbiyah and Teacher Training of IAIN Jember, thank you for guidance and advices during the years of my study.
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Finally, I realize that this research still has some weakness and mistakes.

Thus, I would be grateful to accept any suggestions and corrections from anyone for a better writing.

Jember, October 2019

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CHAPTER I

INTRODUCTION

This chapter gives an overview of the background of the research, the focus of the research, the objectives of the research, the significances of research, definition of key terms, research methods, and structure of discussion.

A. Background of the Research

In the area of education, textbook is one of the material that has been existed and has been known by people in education life. It is one of the learning resources which is the easiest to implement and becomes one of many aids to assist the students in acquiring clear concepts of subject matter. A textbook also plays an important role in teaching; it facilitates students in learning activities because a textbook offers advantages which constitute useful resources. Eventhough era technology is becoming the best media in teaching and learning process in this modern, the existance of textbook cannot be ignored cause it is still needed. It happens because textbook is the minimal learning resource in teaching and learning process. Textbook does not need internet connection or other technological term. It makes textbook very easy to use in teaching and learning process especially in the schools that are located in the area where cannot be reached by the internet connection. Therefore, it can be said that textbook is still needed in education life whatever the situations and conditions are.

Textbook has so many functions. One of the important functions is as the guided book for the students. Students will learn easily by using textbook.

They will also expect textbooks to make learning easier and more enjoyable and cannot be quick to lose interest in dull and uninspiring material, no matter how sound it, may be methodologically.¹ With the aid of textbook, teacher could plan teaching material systematically and efficiently as textbook provides aim and goal for each lesson. The teacher could prepare and develop learning materials and class activities effectively. While for student, textbook can help them as reference in learning so that they are able to do self-study outside the school session. Therefore, textbooks can function as a framework for the learning and they can find a lot of information teaching process for the students and teachers and the requirements for every classroom setting. At its worst the teachers may become totally rely on the textbook even they do not spend time preparing their lesson. In short, the teacher looks like lose out because of their self. Teacher is like “teaches the books” rather than teaching the language itself.

A textbook contains both explanation and example about the material. It makes students easy to learn and understand English. It is also implied the material that is needed by the students in order to enlarge their knowledge. Many teachers agree that textbook should contain the material that is really comfortable to their students. As Brian Tomlinson and Hitomi Masuhara said in their book that material should help learners to connect the learning experience in the classroom to their own lives outside and engage the emotions

¹ Alan Cunningsworth, *Choosing Your Coursebook*, (Cambridge: Cambridge University Press, 1995), 1.

of the learner such as laughter, joy, excitement, sorrow and anger.² Therefore, textbook as the material in teaching and learning process, should be able to cover what students' need to be learned.

Basically, there are many factors that should be considered by the teacher in order to choose or develop a good textbook to their students. Both teacher or the writer publisher should consider about some important things in material developments such as text collection and text selection.³ Besides, textbooks are also made based on the criteria determined by curriculum. Along with the continuous changing in the curriculum, consequently English textbook must be adapted based on the prevailing curriculum.

In English Language Teaching field, education system has implemented different curriculum for the sake of students needed. Curriculum is a very important tool for the success of an education. Without an appropriate curriculum it will be difficult to achieve the educational goals. In an effort to standardize our current national education, the government through the Ministry of Education and Culture of Indonesia has published a number of regulations, including Permendikbud No. 70 of 2005 concerning the basic framework and structure of the curriculum for vocational high school / Islamic vocational high school.⁴ The ministerial regulation above is basically inseparable from efforts to the curriculum 2013 which is currently being

² Brian Tomlinson and Hitomi Masuhara, *Developing Language Course Materials* (Singapore: SEAMEO Regional Language Centre, 2004), 2.

³ Brian Tomlinson and Hitomi Masuhara, *Developing Language Course Materials* (Singapore: SEAMEO Regional Language Centre, 2004), 21.

⁴ Menteri Pendidikan dan Kebudayaan RI, Undang-Undang No. 70 Tahun 2013 Tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Kejuruan / Madrasah Menengah Kejuruan.

implemented in several target schools. In other words, the ministry regulation above is the juridical basis for implementing the curriculum 2013.

Developing the previous curriculum, the curriculum 2013 is a further step of competency based curriculum development that was initiated in 2004 and the school level-based curriculum in 2006, which included competency of attitude, knowledge, and skills integrated. The aim of curriculum 2013 is to create 2045 generations become intellectual generations who possess noble characters, independent, democratic, responsible.⁵ Based on the statement above, it can be concluded that by the implementation of curriculum 2013, it is expected to create Indonesian people who will not only have the academic ability but also have a good moral to face globalization. Therefore, more efforts are needed in the world of education, one of which is the inclusion of efforts to think critically for students in curriculum 2013 which follows these following stages: analyzing, evaluating and creating.

Analyzing is defined as breaking material into its constituent parts and determining how parts relate to one another and to an overall structure through differentiation, organizing, and attributing.⁶ The next stage, evaluating, is defined as making judgments based on criteria and standards through checking and critiquing.⁷ Such value judgements will inevitably be subjective to some extent and will reflect the views and priorities of those making them.⁸ The last

⁵ Indah Surya Wardhani, "Jarak Idealisme Kurikulum dan Realitas", *Kompas*, (Semarang: 4 Mei 2013), 12.

⁶ Lorin W. Anderson, et. al., *A Taxonomy For Learning, Teaching, And Assessing*, (United State: Addison Wesley Longman, Inc, 2001), 79.

⁷ *Ibid.*, 83.

⁸ Alan Cunninsworth, *Choosing Your Coursebook* (United State: Macmillan Heinemann, 1995), 9.

stage, creating, now considered as the highest level of thinking, is defined as putting elements together to form a coherent or functional whole, recognizing elements in a new pattern through generating, planning, or producing.⁹ Accordingly, in its application, curriculum 2013 uses a critical thinking to stimulate students' thinking process in teaching and learning process.

Those 3 stages in curriculum 2013 above can be categorized as the higher stages in bloom's taxonomy that called Higher Order Thinking Skill (HOTS). HOTS is a thinking skills that does not only require the ability to remember, but also other higher capabilities include the ability to analyze, evaluate, and create.¹⁰ By HOTS, students will learn better and they will also get more knowledge. Hence, HOTS is included in curriculum 2013 in order to make students have a critical thinking.

Curriculum 2013 has been applied on the textbook. Many textbooks provide the material based on curriculum 2013. Many schools, whether it was junior high school, and senior high school have use curriculum 2013 book as their textbook for both formal and informal. The existence of curriculum 2013 book has been known in educational life in Indonesia. Therefore, there are so many publishers that issue a book applying curriculum 2013 including the Ministry of Education and Culture of Indonesia. The textbooks are easy to find in market as easy as the other books published by other publishers.

⁹ Lorin W. Anderson et. al, *A Taxonomy For Learning, Teaching, And Assessing*, (United State: Addison Wesley Longman, Inc, 2001), 84.

¹⁰ Merta Dhewa Kusuma et. al, "The Development of Higher Order Thinking Skill (Hots) Instrument Assessment In Physics Study", *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 1 (2017), 27.

Based on the researcher's experiences, the textbook existed in schools does not fulfill all criteria of a good book that may provide all of students need. Some of them still have some lack and error. Some of publishers are still less to consider the quality of the content of textbook. Moreover, they do not consider about the details explanation in curriculum 2013. Another mistake is the publisher cannot develop a textbook that is really matched with the material taught in the school. Alan said in his book that:

Selecting coursebook involves matching the material against the context in which it is going to be used. No coursebook designed for a general market will be absolutely ideal for your particular group of learners, but the aim is to find the best possible fit, together with potential for adapting or supplementing parts of the material where it is inadequate or unsuitable.¹¹

Textbook cannot be chosen randomly, but it must be chosen by some criterion of a good book and also should consider about what the learners' need in the class. Materials should match learner needs and wants and principles of language learning, and that they should be developed in ways which provide flexibility of use as well as coherence of connection.¹² English teachers must be able to select good English textbooks based on the criteria determined by *Pusat Perbukuan "Pusbuk"* and the ones recommended by EFL teaching theories.

Indeed, not all teachers really mean in choosing the textbook for their students. Some of the teachers still do not understand or do not care about the need of their students. Some of them choose the textbook because of it is free

¹¹ Alan Cunninworth, *Choosing Your Coursebook* (United State: Macmillan Heinemann, 1995), 5.

¹² Brian Tomlinson and Hitomi Masuhara, *Developing Language Course Materials* (Singapore: SEAMEO Regional Language Centre, 2004), 26.

to take. Moreover, students get more difficulties in learning and they do not get what they need and what is appropriate for them.

Recently, there has been a lot of textbooks published by the publisher and make teachers confused to choose what the best textbook is appropriate for their students. Additionally, teachers do not really understand about whether or not the textbook really fulfill what students' need and is appropriate for them. Therefore, most of them choose the textbook randomly.

One of the books chosen and applied in teaching and learning process by the teachers is the English book published by the Ministry of Education and Culture of Indonesia. This book was made by the organization applying curriculum 2013 in Indonesia. Some teachers argue that this book can be an appropriate book for their students in order to make them learn easily.

Based on the explanation of the background above, the researcher was interested in conducting a research entitled "*A Content Analysis of English Textbook Entitled "Bahasa Inggris" by the Ministry of Education and Culture of The Tenth Grade Student of Senior High School*".

B. Focus of the Research

Based on the background described above, the focus of the research are as follows:

1. Does the English textbook entitled "*Bahasa Inggris*" published by the Ministry of Education and Culture of Indonesia of the tenth grade student of senior high school meet the criteria of a good content suggested by BSNP?

2. Does the English textbook entitled “*Bahasa Inggris*” published by the Ministry of Education and Culture of Indonesia of the tenth grade student of senior high school meet the criteria of a good language suggested by BSNP?
3. Does the English textbook entitled “*Bahasa Inggris*” published by the Ministry of Education and Culture of Indonesia of the tenth grade student of senior high school meet the criteria of a good presentation suggested by BSNP?

C. Objectives of the Research

The goals of the current research are namely:

1. To describe whether or not the English textbook entitled “*Bahasa Inggris*” published by the Ministry of Education and Culture of Indonesia of the tenth grade student of senior high school meets the criteria of a good content suggested by BSNP.
2. To describe whether or not the English textbook entitled “*Bahasa Inggris*” published by the Ministry of Education and Culture of Indonesia of the tenth grade student of senior high school meets the criteria of a good language suggested by BSNP.
3. To describe whether or not the English textbook entitled “*Bahasa Inggris*” published by the Ministry of Education and Culture of Indonesia of the tenth grade student of senior high school meets the criteria of a good presentation suggested by BSNP.

D. Significances of the Research

The results of this research are fully expected to give some theoretical and practical advantages for the following parties:

1. Theoretically

This research provides beneficial and referential contributions in giving general knowledge of the way to evaluate English Textbooks.

2. Practically

The results of this research are beneficial:

- a. For the researcher, this research can give a practice in developing his knowledge and skill in evaluating English textbooks.
- b. For English teachers, the result of this research can provide helpful information in selecting and evaluating good textbooks before making a decision to use it in classroom practices.
- c. For English textbook writers, the result of this research may help them be careful in developing English textbooks for students and more aware of the worthiness of content, the language correctness and appropriateness, and layout of the books.
- d. For other researchers, this research can give general knowledge of how to evaluate textbooks or other forms of English instructional materials. The research can also be used as the foundation for the next research.

E. Definitions of Key Term

The following definitions are given to make readers possess the same understanding or perception for some terms used in this research. They are also intended to avoid ambiguity or misinterpretation. They are as follows:

1. Content Analysis

In this research, content analysis was a method and data analysis technique used to analyze the textbook in terms of content appropriateness, language appropriateness, and presentation appropriateness. The researcher would also providing table checklist of criteria of good book based on instrument of evaluating textbook by BSNP.

2. Textbook

The textbook used in this research was the English textbook entitled “*Bahasa Inggris*” for the tenth grade student of senior high school. This english textbook is published by the Ministry of Education and Culture of Indonesia of 2017 revised edition. The script contributors are Prof. Dr. Zuliati Rohmah, M.Pd, Dr. Furaidah, M.A, and Prof. Utami Widiati, M.A, Ph.D. It has been edited by Prof. Emi Emilia, M.Ed, Ph.D and Helena I.R. Agustien, M.A, Ph.D. The publishing supervisor is The Center for Curriculum and Books (*Puskurbuk, Balitbang, Kemendikbud*). This textbook has been used in many senior high school around Indonesia.

F. Research Methods

1. Research Design

Research design used in this current research was qualitative descriptive, specifically as document analysis. Creswell states in his book that:

Qualitative is a type of educational research in which the researcher relies on the views of the participant, ask broad, general question, collects data consisting largely of word (or text) from participants, describe and analyzes these words from themes, and conducts the inquiry in a subjective, biased manner.¹³

The literature might yield little information about the phenomenon of study and it needs to be learned more from participants through exploration. Therefore, the researcher would use qualitative descriptive because the researcher analyzed and elaborated the content of the book entitled “*Bahasa Inggris*” published by the Ministry of Education and Culture of Indonesia.

Research design applied was library research. The researcher used library research because the researcher analyzed the textbook from some literatures which related to the research.

This textbook evaluation attempted to discover whether or not the English textbook analyzed meets the criteria of good textbook based on content appropriateness, language appropriateness, and presentation appropriateness suggested by BSNP. Thus, the researcher analyzed and figured out the appropriateness of the textbook for their grade.

¹³ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (United State of America: Pearson Prentice Hall, 2005), 39.

2. Source of Data

The object of this research was the textbook entitled “*Bahasa Inggris*” published by the Ministry of Education and Culture of Indonesia.

3. Technique of Data Collection

The data were gathered from the textbook entitled “*Bahasa Inggris*” for tenth grade students. The book was published by the Ministry of Education and Culture of Indonesia. The book was analyzed based on the criteria of good book suggested by BSNP.

The researcher has to choose whether the analysis was to be a manifest analysis or a latent analysis.¹⁴ Berg, Catanzo, and Downe-Wambolt said in their books that latent analysis was extended to an interpretive level in which the researcher seek to find the underlying meaning of the text; what the text was talking about.¹⁵ In this case, the researcher was the primary instrument that directly analyzed the textbook based on the criteria that had been mentioned.

4. Technique of Data Analysis

This research implemented document analysis or content analysis method. Content analysis is focused on analyzing and interpreting recorded material to learn about human behavior. The material may be public record, textbook, letters, films, diaries, themes, reports, or other documents.¹⁶ It sought for the strengths and weakness of English textbook by focusing on

¹⁴ Mariette Bengtsson. “How to Plan and Perform A Qualitative Study Using Content Annalysis” in *Nursing Pus Open Journal*. 2 (2016), 10.

¹⁵ Ibid., 10.

¹⁶ Donald Ari, et.al., *Introduction to Research in Education* (USA: Wadsworth Cengage Learning, 2010), 29.

the total textbook design. Content or document analysis was research method applied to written or visual materials for the purpose of identifying specified characteristics of the material.¹⁷ Thus in this research, the researcher analyzed the textbook in terms of content appropriateness, language appropriateness, and presentation appropriateness. The researcher provided a table checklist of criteria of a good book based on textbook evaluating instrument by BSNP.

5. Research Stages

Using the complete data collected from textbook entitled “*Bahasa Inggris*”, and the rubric assessment from BSNP, the analysis was done using these following steps:

1. Comparing the material presented in the textbook with the category of required characteristic of an English textbook by rubric assessment from BSNP.
2. Evaluating material in the textbook entitled “*Bahasa Inggris*” by giving score in respected category listed in the rubric assessment.
3. Interpreted the data gained from the process of evaluation.
4. Summing up the compatibility percentage of the textbook content. The researcher use the following formula to present the data forms in numbers.

$$X = \frac{\sum x}{N} \times 100\%$$

X = Percentage of aspect

x = Score of aspect

N = Maximum score

¹⁷Donald Ari, et.al., *Introduction to Research in Education* (USA: Wadsworth Cengage Learning, 2010), 457.

6. Validity of Data

Validity is the extent to which a measuring procedure represents the intended, and only the intended, concept.¹⁸ The validity of data obtained in the research process. In building trustworthiness in this research, the researcher used face validity and criterion validity. Face validity is the extent to which a measure, “on the face or things”, seems to tap the desire concept.¹⁹ While criterion validity is the extent to which a measure taps an establishes standard or important behavior that is external to measure that may either be concurrent or predictive.²⁰ Besides, the instrument of this research was validated by two assessors that checked and rechecked the instrument and technical aspect of this research. The first assessor (English lecturer) did the face validity and the second assessor (English teacher) did the criterion validity. The instrument of the research is outlined in the *Appendix V*.

7. Establishing a Criteria of Evaluating Textbook

The researcher used a 4-scale measuring grid to reflect the quality of the textbook. The criteria for evaluating the indicators of variables in a textbook were set up using the guideline outlined in Table 1.1 as follows.

¹⁸ Kimberly A Neuendorf. *The Content Analysis Guide* (USA: Sage Publications, 2002). 112.

¹⁹ Ibid., 115

²⁰ Ibid., 115

Table 1.1
Guideline for Evaluating Indicators of the Textbook²¹

| SCORE | SCORE RANGE | QUALITATIVE DESCRIPTION | FOLLOW UP |
|--------------|--------------------|--------------------------------|--------------------------|
| 4 | 3.1 - 4.0 | Very Good | No revision needed |
| 3 | 2.1 - 3.0 | Good | No revision needed |
| 2 | 1.1 - 2.0 | Sufficient | Possible revision needed |
| 1 | 0.1 - 1.0 | Bad | Revision badly needed |
| 0 | 0 | Very Bad | Replacement needed |

The brief example of this case was as follow: if the average mean score gained by the researcher was 3.09 ($3.09 > 3.0$), means that the average score of indicators reflecting the quality of the textbook under assessment can be categorized as “Very Good”. Therefore, no revision was required of the textbook under assessment based on the quantitative measure.

This textbook evaluation criteria was used to evaluate three kinds of component in the textbook, those are the appropriateness of content, the appropriateness of language, and the appropriateness of presentation. The appropriateness of content included the compatibility of material with core competence and basic competence, the accuracy of the materials, and learning support material. While the appropriateness of language included the appropriateness with the development of the students, communicative, systematic and unity of ideas. The appropriateness of presentation included the presentation technique, learning presentation, completeness of the presentation of the material, completeness of the presentation of the whole book.

²¹ Kun Aniroh, “Evaluation of a Hotel Management Textbook Based on World Language Standards”, *Bahasa dan Sastra*, 2 (October, 2014), 135.

G. Structure of Discussion

Structure of discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. The format of systematic writing was a descriptive narrative, not a table of contents. Structure of discussion in this research as follows:

Chapter I contains the introduction of the thesis, such as background of the research, focus of the research, objectives of the research, significances of the research, definitions of key term, research methods, and structure of discussion.

Chapter II contains reviews of related literature, such as previous research and theories of research related to the current research conducted by the researcher.

Chapter III contains research findings and discussion, such as the analysis of the data.

Chapter IV contains the conclusions and suggestions of this research.

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CHAPTER II

REVIEWS OF RELATED LITERATURE

The literature in this chapter gives a brief explanation about some previous research related to this research and some theories that support this research. The theories are related to textbook explanation, definition of textbook, the function of the textbook, the criteria of good book, character building, and method of curriculum construction.

A. Previous research

To make sure the originality of the idea in this research, the researcher presents several previous studies that have relevance with the current research conducted, such as:

1. A thesis written by Najmiatul Fauza (2018)¹ entitled “Cultural Content Analysis of English Textbooks for Senior High School Entitled “*Bahasa Inggris*” 2017 Revised Edition”.

The analysis of the textbooks revealed some points. First, “*Bahasa Inggris*” for grade X dominantly presented source culture compared to the target culture and the international culture. Next, the cultures are mostly represented by Pragmatic Sense in both textbooks.

2. A thesis written by Arif Kurnianto (2018)² entitled “An Analysis of Reading Materials on a Textbook For the Eighth Grader: Real Time an Interactive English Course for Junior High School Students Year VIII”.

¹ Najmiatul Fauza, “Cultural Content Analysis of English Textbooks for Senior High School Entitled “*Bahasa Inggris* 2017 revised edition” (Thesis, Ar-Raniri State Islamic University Banda Aceh Institut, 2018).

This study aims at discovering whether the reading materials in Real Time textbook could meet the aspects of a qualified English textbook. The result of this research showed the reading materials presented in Real Time textbook met the criteria of aspects of presentation and aspects of language and readability.

3. A journal written by Ibtihal Assaly and Abdul Kareem Igbaria (2014)³ entitled “A Content Analysis of the Reading and Listening Activities in the EFL Textbook of master Class”.

The result of this research showed that Master Class included many activities that calling for higher level thinking and challenging students to work above and beyond their cognitive level.

Table 2.1
The Similarities and Differences of the Research

| No. | Title of the Research | Similarities | Differences |
|-----|--|---|--|
| 1 | 2 | 3 | 4 |
| 1. | A thesis written by Najmiatul Fauza (2018) entitled “Cultural Content Analysis of English Textbooks for Senior High School Entitled “Bahasa Inggris 2017 revised edition”. | <ul style="list-style-type: none"> • Both researcher analyzed an English textbook. • Both researcher used content analysis as the method. | <ul style="list-style-type: none"> • Fauza’s thesis focused on cultural content analysis while this current research focused on the materials based on the criteria of good textbook. |

² Arif Kurnianto, “An Analysis of Reading Materials on a Textbook For the Eighth Grader: Real Time an Interactive English Course for Junior High School Students Year VIII” (Thesis, Yogyakarta State University, 2018).

³ Ibtihal Assaly & Abdul Kareem Igbaria, “A Content Analysis of the Reading and Listening Activities in the EFL Textbook of master Class” *Education Journal*, 3 (January, 2014).

| 1 | 2 | 3 | 4 |
|----|--|---|--|
| | | | <ul style="list-style-type: none"> • The research analyzed 2 English textbooks while this current research only analyzed one book. |
| 2. | <p>A thesis written by Arif Kurnianto (2018) entitled “An Analysis of Reading Materials on a Textbook For the Eighth Grader: Real Time an Interactive English Course for Junior High School Students Year VIII”.</p> | <ul style="list-style-type: none"> • Both researcher analyzed an English textbook. • Both researcher used content analysis as the method. | <ul style="list-style-type: none"> • Arif’s research focused on analyzing reading materials while this current research focused on the materials based on the criteria of good textbooks. • Arif’s research used textbook for eighth grade as the source of the data while this research used tenth grade as the source of the data. |
| 3. | <p>Ibtihal Assaly and Abdul Kareem Igbaria (2014) A Content Analysis of the Reading and Listening Activities in the EFL Textbook of master Class.</p> | <ul style="list-style-type: none"> • Both researcher analyzed an English textbook. • Both researcher used content analysis as the method. | <ul style="list-style-type: none"> • Their research focused on analyzing reading and listening activities while this current research focused on the materials based on the criteria of good textbooks. |

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | | <ul style="list-style-type: none"> • Their source of the data of this research was EFL Textbook of master Class while the source of data of this current research was English textbook by the ministry of education and culture of the X grade student of senior high school |

This current research focused on the analysis of textbook entitled “*Bahasa Inggris*”. This textbook was published by the Ministry of Education and Culture of Indonesia of the tenth grade student of senior high school. In this research, the researcher took data from materials in the textbook and conducted an analysis about the materials of the textbook, whether or not the textbook fulfilled good criteria of English a good textbook. This research also facilitated teachers who had difficulties in analyzing the English textbook by providing a simple format for English textbook analysis.

B. Theoretical Framework

1. Textbook

a. The Definition of Textbook

The textbook can be defined as a students’ tool to understand and learn from many things read and to understand the world. Textbook has a

big influence to change student's brain and give knowledge and also certain values for students.

b. Content

The important thing that included in textbook is content. Content of textbook may determine the quality of the textbook itself. It may include the material that will be discussed in the textbook. The content of the textbook may not be chosen randomly, it must be chosen by some criteria of good materials. Teacher should provide students by the material that will cover all of the students' need. As Brian Tomlinson and Hitomi Masuhara said in their book that "materials should take into account that learners differ in learning styles."⁴ The material that will be given to the students must be appropriate to the students. Not all students have same need in knowledge, so the teachers should understand what the needs of their students.

1). Higher Order Thinking Skill

Higher Order Thinking Skill (HOTS) is a thinking skills that not only requires the ability to re-member, but also other higher capabilities include the ability to analyze, evaluate, and create.⁵

According to Heong, et al, higher order thinking is using the thinking

⁴ Brian Tomlinson and Hitomi Masuhara, *Developing Language Course Material* (Singapore: SEAMEO Regional Language Centre, 2004), 3.

⁵ Merta Dhewa Kusuma, et. al., "The Development of Higher Order Thinking Skill (Hots) Instrument Assessment In Physics Study", *IOSR Journal of Research & Method in Education*, 1 (2017), 27.

widely to find new challenge.⁶ Critical thinking involves logical thinking and reasoning, including such skills as comparison, classification, sequencing, patterning, identifying cause and effect, making analogies, deductive and inductive reasoning, critiquing, and creating.

a). Analysing

Analysing is defined as Britishaking material into its constituent parts and determining how parts relate to one another and to an overall structure through differentiation, organizing, and attributing.⁷ For this reason, a good book should categorize the material and concepts into parts, so that the structure is easy to understand.

b). Evaluating

Evaluating defined as making judgments based on criteria and standards through checking and critiquing.⁸ Such value judgements will inevitably be subjective to some extent and will reflect the views and priorities of those making them.⁹ It is means that the textbook should have the ability to make judgements about a situation , value and idea.

⁶ Ye Mei Heong, et. al., “The Level of Marzano Higher Order Thinking Skills Among Technical Education Studets”, *International Journal of Social Science and Humanity*, 2 (July, 2011), 121.

⁷ Lorin W. Anderson, et. al., *A Taxonomy For Learning, Teaching, And Assessing*, (United State: Addison Wesley Longman, Inc, 2001), 79.

⁸ *Ibid.*, 83.

⁹ Alan Cunninsworth, *Choosing Your Coursebook* (United State: Macmillan Heinemann, 1995), 9.

c). Creating

Creating is considered as the highest level of thinking is defined as putting elements together to form a coherent or functional whole, recognizing elements in a new pattern through generating, planning, or producing.¹⁰ Therefore, the textbook itself, should have the ability to intergrate parts into an integrated whole.

Teaching higher order thinking skills (HOTS) is currently at the center of educational attention. In particular, the revised secondary mathematics curriculum has shifted its emphasis to the fostering of HOTS. In general, we measures of high order thinking include all intellectual tasks that call for more than the retrieval of information. Therefore, in broad terms, HOTS can be considered as the skills required for performing these tasks.

There is a sense in which teaching for transfer is a general goal of education. Many teachers use the phrase “What are you going to do when I’m not here?” Most of the time, this reflects teachers’ appreciation of the fact that their job is to prepare students to go into the world ready to do their own thinking, in various contexts, without depending on the teacher to give them a task to do. Life outside of school is better characterized as a series of transfer opportunities than as a series of recall assignments to be done.

¹⁰ Alan Cunninworth, *Choosing Your Coursebook* (United State: Macmillan Heinemann, 1995), 84.

2). The Function of Textbook

In learning teaching process availability of textbook is very needed by student and teacher. It is used to support learning teaching process. As John Mecalister said on his book the ideas in the course should help learning in the classroom.¹¹ thus, the aims of using textbook are as follows:¹²

- 1). A resource for presentation material (spoken and written).
- 2). A source of activities for learner practice and communicative interaction.
- 3). A reference source for learners on grammar, vocabulary, pronunciation, etc.
- 4). A source of stimulation and ideas for classroom language activities.
- 5). A syllabus (where they reflect learning objectives which have already been determined).
- 6). A source for self-directed learning or self-access work.
- 7). A support for less experienced teachers who have yet to gain in confidence.

Therefore, the function of textbook is to support the fluency of learning teaching process at school, so that the target of curriculum in that school can be reached.

2. Language Used

Language is the tool for communication. Language use includes not just the processing of language, but all the social and interactional uses to

¹¹ I. S. P. Nation and John Macalister, *Language Curriculum Design* (New York: Taylor & Francis, 2010), 70.

¹² Alan Cunninworth, *Choosing Your Coursebook* (United State: Macmillan Heinemann, 1995), 7.

which language is put.¹³ Therefore students need to learn language including English language in order to interact with social. Here, language used means language that used in the textbook. Alan Cunningsworth said in his book that “language content can then be compared with what the students need to learn and expect to learn, in order to evaluate the suitability of the material so far as its language content is concern.”¹⁴ Textbook should contain language that needed by students to improve the effectiveness of teaching and learning process.

Course books are concerned with the teaching and learning of the language itself, in some or all of its aspects.¹⁵ In course book, there are some aspect that must be include inside such as social function and skills.

a. Social Function

As the communication tool, language has social function that must be included in textbook. By social function of language is meant the ways in which the language spoken by a group of people is related to that group’s social position and organization. Students should understand about the social function of the language that used by them. In social function students wil learn how to express their feeling using language. they also will learn many utterance in English in order to order something.

¹³ Joan Bybee, *Phonology and Language Use* (Cambridge: Cambridge University Press, 2004), 2.

¹⁴ Alan Cunninsworth, *Choosing Your Coursebook* (United State: Macmillan Heinemann, 1995), 31.

¹⁵ *Ibid.*,31

b. Language Skills

Naturally, every class starts with the procedure such as Speaking, Listening, Reading and then Writing. These skills are known as communication skills. It is more important to teach these communication skills combined than to teach separately.

1). Listening

Listening is the process by which oral language is received, critically and purposefully attended to, recognized and interpreted in terms of past experiences and future expectancies.¹⁶ It involves an active involvement of an individual. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or nonverbal messages.

2). Speaking

Speaking is one of the four language skills. It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.¹⁷ For this reason, a good book, should contain an appropriate material that can improve students' speaking ability.

¹⁶ Michael Rost, *Teaching and Researching Listening* (London:Pearson Education, 2011), 3.

¹⁷ Shiamaa Abd. El Fattah Torky, "*The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students*" , (Thesis, Ain Shams University, Cairo, 2006), 13.

3). Reading

Reading is the main source of vocabulary input for most foreign language learners who do not live in an English speaking environment. In this case, the textbook can be categorized as a good book when providing reading texts that are appropriate to the level of the student, contain the value of character education, and also based on students' real life so that the material is easy to learn.

4). Writing

Writing is a method of discovery and analysis. By writing in different ways, we discover new aspects of our topic and our relationship to it.¹⁸ So, must be able to stimulate students to think critically, so, perhaps that it can stimulate their creativity to write.

c. English Element

1). Grammar

Grammar is partly the study of what forms (or structures) are possible in language. Thus a grammar is a description of the rules that govern how a language's sentences are formed.¹⁹ Thereby, grammar in the textbook, approached as a voyage of a discovery into the pattern of language rather than the learning of perspective rules, is no longer a bogey word.

¹⁸ Rebecca Luce-Kapler, *Writing With, Through, and Beyond The Text: An Ecology of Language* (New Jersey: Lawrence Erlbaum Associates Publisher, 2004), 4.

¹⁹ Scott Thornbury, *how to Teach Grammar*, (London: Pearson Education, 2002), 1.

2). Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand other or express their own ideas. Vygotsky in Thornbury defined vocabulary as micro coms of human consciousness.²⁰ In other word, vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do.

In general, the accuracy in choosing words to express an idea, thing or item to be mandated, and suitability or compatibility in using a word. The accuracy in choosing words emphasizes the ability of a word to generate suitable ideas in the reader's imagination as what the author thinks.

d. The Differences in Pronunciation between British and American English²¹

There are many differences in pronunciation between British and American English. Here we are only going to write about the most important differences for an English student, to help understand the other accent better. (We will use the British phonetic symbols).

²⁰ Scott Thornbury, *how to Teach Vocabulary*, (London: Pearson Education, 2002), 1.

²¹ Angel Castano, "British English Vs American", <https://multimedia-english.com/phonetics/british-english-vs-american> (retrieved on 8 October 2019).

1). The Letter R

This is probably the most important difference. British people only pronounce the letter R when it is followed by a vowel. American people pronounce this letter always.

| WORD | BRITISH | AMERICAN |
|---------|----------|-----------|
| Sorry | /sɒrɪ/ | /sɒrɪ/ |
| Teacher | /ti:tʃə/ | /ti:tʃər/ |

2). Final Schwa / ə /

A final Schwa is pronounced very very weak in both British and American, but if it happens at the end of speech (if after the schwa we pause or stop), then in British it often opens and becomes a sound very similar to /ʌ/, but in American it doesn't change.

| WORD | BRITISH | AMERICAN |
|---------|---------------------|-----------|
| Teacher | (similar) /ti:tʃʌ / | /ti:tʃər/ |

3). The Vowel / ɒ / (as in SOCK)

In American English this vowel is more open than in British, so it sounds like the British vowel /ɑ:/ (as in "father" or "car") but short. (similar to Spanish or Italian A).

In British English this vowel sounds a little bit similar to the vowel /ɔ:/ (as in fork) [a bit similar to Spanish or Italian O].

4). The Vowel / ʌ / (as in HUT)

In American English this vowel is more closed than in British, so it sounds a bit like the British vowel /ɒ/ (similar to Spanish or Italian O).

In British English this vowel sounds a bit similar to the American vowel /ɒ/ (similar to Spanish or Italian A).

5). The Consonant -T-

In British this consonant sounds /t/ in front of a vowel or between vowels. In American English it sounds /t/ in front of a vowel, but it is flapped when it goes between vowels, like a quick /t/ (we'll use the special symbol: /D/) [it sounds like the Spanish or Italian flapped R, as in "cara"]

| WORD | BRITISH | AMERICAN |
|---------|-----------|-----------|
| Tourist | /tɔːrɪst/ | /tɔːrɪst/ |
| Peter | /pi:tə/ | /pi:Dər/ |

But in colloquial British that may also happens. The difference is that the sound /D/ occurs only in colloquial British, but in American that is the only possibility when the T goes between vowels.

6). Pronunciation of the Letter -U-

In British English, the letter U sometimes sounds /ʌ/ (but, fun, must) and sometimes sounds /ju:/ (tube, music, stupid). American people also pronounce this letter with /ʌ/ (but, fun, must), but for many of the words with /ju:/ , they use the vowel /u:/.

| WORD | BRITISH | AMERICAN |
|--------|------------|-----------|
| Stupid | /stju:pɪd/ | /stu:pɪd/ |
| Peter | /pi:tə/ | /pi:Dər/ |

But this only happens with some words and not everywhere in American. Other words are pronounced with / ju: / like in British

(music, cute, you, etc), and others may be pronounced with / ju: / or with /u:/ depending on the area or the speaker (new, Cuba, etc.).

7). The Vowel / æ / (as in CAT)

In British, this sound is something between /e/ and /ʌ/, in American this sound is usually longer and much more similar to /e/. In fact, in some parts of the USA, the main difference between /e/ and /æ/ is that the first one is short and the second one long, but the sound is almost the same. Also, in many parts this vowel is simply /e/, not a different sound.

8). Short / Long Vowels

In British all the vowels can be classified as short (/æ/, /e/, /ɒ/, etc) or long (/u:/, /ɑ:/, /ɔ:/, etc.). In American they are all the same in length, or the difference is much smaller than in Britain. The difference is usually made with a contrast between tense and non-tense pronunciation rather than long and short.

9). Intonation

Another important difference is intonation. When we speak, our voice goes up and down. When English people speak, their voice can go very high and quite low. When American people speak their voice is quite flat, they do go up and down but not so much. So the effect is that British people sing a lot, and American people sound much more monotonous by comparison.

3. Instructional Technology

a. Design & Lay Out

A textbook is a familiar learning device. Students have a strong expectation of what a textbook should be. Just like with other instructional materials, the student experience should be carefully considered. Brian Tomlinson and Hitomi Masuhara stated in their book that design, on the other hand, is an overall plan which governs the appearance and function of materials.²² Therefore, cover design of the textbook must be interesting, simple, and illustrative. Both from choosing fonts, colors, and illustrations. The content in the textbook must be easy to read and support the material. This was seen from the font type, font size, font color, paragraph shapes, illustration, and illustration images. This is also a determinant of the quality of a good textbook.

Therefore, presentation techniques are determinants of the quality of the textbook. Thus, good design can help teacher and materials writer to achieve:²³

- Objectives
- Credibility
- Consistency
- Impact

²² Brian Tomlinson and Hitomi Masuhara, *Developing Language Course Materials* (Singapore: SEAMEO Regional Language Centre, 2004), 36.

²³ Brian Tomlinson and Hitomi Masuhara, *Developing Language Course Materials* (Singapore: SEAMEO Regional Language Centre, 2004), 36.

b. Communicative

Communicative can be assessed from some aspects, those are understanding of the message or information and politeness of the language. It means that messages or information delivered in language that is interesting and prevalent in written communication. In addition, the language used has a value of subtlety, good, polite, according to customs or habits that apply in society.

c. Attractiveness

Attractiveness is a result of the visceral level activity in the brain, users' response to the appearance of the design, which result in taste-based emotion such as attractiveness or unattractiveness.²⁴ Therefore, the language in the textbook should be able to make students feel happy when students read it and encourage them to study thoroughly. The use of languages, must be able to motivate and encourage students to think critically about the material presented.

d. Clarity of Instruction

Make sure the instructions for each item are clear. They should usually include a sample item and solution. The language in the textbook should be easy to be understood, involves: the flow of the vocabulary, clear sentences, clear relationship between each sentences and the sentences that used should be not too long.

²⁴ Chaoyan Dong, "Interface Design, Positive Emotion and Multimedia Learning", in *Human Performance and Instructional Technology*, ed. Holim Song & Terry Kid (New York: IGI Global, 2010), 184.

e. Motivating Power of the Material

A good textbook is a textbook that make students want, and like to do what is instructed in the textbook. According to Zhuomin Sun, many factors affect student's motivation toward teaching material: interest in the subject matter, level of difficulty, relevance to existing knowledge, perception of usefulness.²⁵ Therefore, the language used must be able to stimulate students to ask question further, and find the answers independently from the textbooks or other source of information.

6). Achievability of Task

In a good textbook, there must provide practice exercises that help the students to achieve the tasks. The achievement of the task must be appropriate and suitable with the characteristic of the students based on the indicators of the competence. It should be such that lower-level students can feel that they are able to do a substantial part of the test, while the higher-level ones have a chance to show what they know. So, include both easy and difficult items, and make one or more of the difficult ones optional. Therefore, the test should be quite do-able: not too difficult, with no trick questions.

4. The Criteria of Good Book

A text book can be called ideal if it has some criteria that needs to be understood. These criteria help the evaluator to make textbook evaluation

²⁵ Zhuomin sun, " Language Teaching Materials and Learner Motivation", *Journal of Language Teaching and Research*, 6 (November, 2010), 1.

instrument which will be used to assess the aspects being evaluated.

According to Ur , Some criteria of good textbook are:²⁶

- a. Objectives explicitly laid out in an introduction, and implemented in the material
- b. Approach educationally and socially acceptable to target community
- c. Clear attractive layout; print easy to read
- d. Appropriate visual materials available
- e. Interesting topics and tasks
- f. Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc.
- g. Clear instructions
- h. Systematic coverage of syllabus
- i. Content clearly organized and graded (sequenced by difficulty)
- j. Periodic review and test sections
- k. Plenty of authentic language
- l. Good pronunciation explanation and practice
- m. Good vocabulary explanation and practice
- n. Good grammar presentation and practice
- o. Fluency practice in all four skills
- p. Encourages learners to develop own learning strategies and to become independent in their learning
- q. Adequate guidance for the teacher; not too heavy preparation load
- r. Audio cassettes
- s. Readily available locally

²⁶ Penny Ur, *A Course in Language Teaching*. (United Kingdom : Cambridge University Press, 1999), 82.

5. Character Building

2013 curriculum is a curriculum of values that occupied by character building. Anugrahwati suggested that 2013 curriculum is a curriculum that prioritizes on the understanding, skills, and character education.²⁷

a. Core Competence

Core competence is the level of ability to achieve graduate competency standards which must be owned by students at each level, class, or program. The regulation of the Ministry of Culture and Education states that core competencies in 2013 curriculum are levels ability to achieve graduate competency standards that a student must be owned at each level.²⁸

1). Responsibility

Responsibility is duty to deal with or take care of somebody or something, so that you may be blamed if something goes wrong.²⁹

Besides that, it was also a manifestation of awareness of obligation. Responsibility is also can be defined as an obligation that must be borne, as a result of the actions that have been carried out.

²⁷ Yulia Anugrahwati & Helena I. R. Agustien, “ The Integration of Second Core Competence (KI 2) of Curriculum 2013 in English Classes”, *Journal Unnes*, 4 (August, 2015), 3.

²⁸ Menteri Pendidikan dan Budaya RI, UU no. 24 Tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar dan Pendidikan Menengah.

²⁹ J.A Simpson and E.S.C Weiner, *The Oxford English Dictionary*. (Oxford: Claredon Press, 2008), 376.

2). Respect

Respect is a feeling of admiration for somebody or something because of their qualities or achievements.³⁰

3). Diligent

Diligent is hard working showing care and effort.³¹

Therefore, it can conclude that diligent is an alertness, dedication, and industry shown in continual effort to accomplish a task, or in performance of a duty or obligation.

4). Trustworthiness

Trustworthiness is believe that somebody or something is good, sincere, etc, and will not try to harm or deceive you.³² A trustworthy person is someone in whom we can place our trust and be sure that the trust will not be destroyed.

5). Courage

Courage is the ability to do something dangerous, or to face pain or opposition without showing fear.³³ Therefore, it can conclude that courage is the quality of mind or spirit that enables a person to face difficulty, danger, pain, etc., without fear or bravery.

b. Basic Competence

The regulation of the Ministry of Culture and Education states that basic competencies are abilities and material minimal learning that

³⁰ J.A Simpson and E.S.C Weiner, *The Oxford English Dictionary*. (Oxford: Clarendon Press, 2008), 376.

³¹ *Ibid.*, 124.

³² *Ibid.*, 477.

³³ *Ibid.*, 100.

must be achieved by students for a subject in each unit education which refers to core competence.³⁴ In other word, it is the ability to achieve core competence that must be obtained by students through learning. Basic competence consist of attitudes, knowledge, and skills that are based on core competence which must be mastered by the students. These competencies are developed by consider the characteristic of the students, their first ability, and the characteristic of a subject. The core competence and basic competence English subject tenth grade of senior high school outlined in the *Appendix IV*.

c. Methods of Curriculum Construction

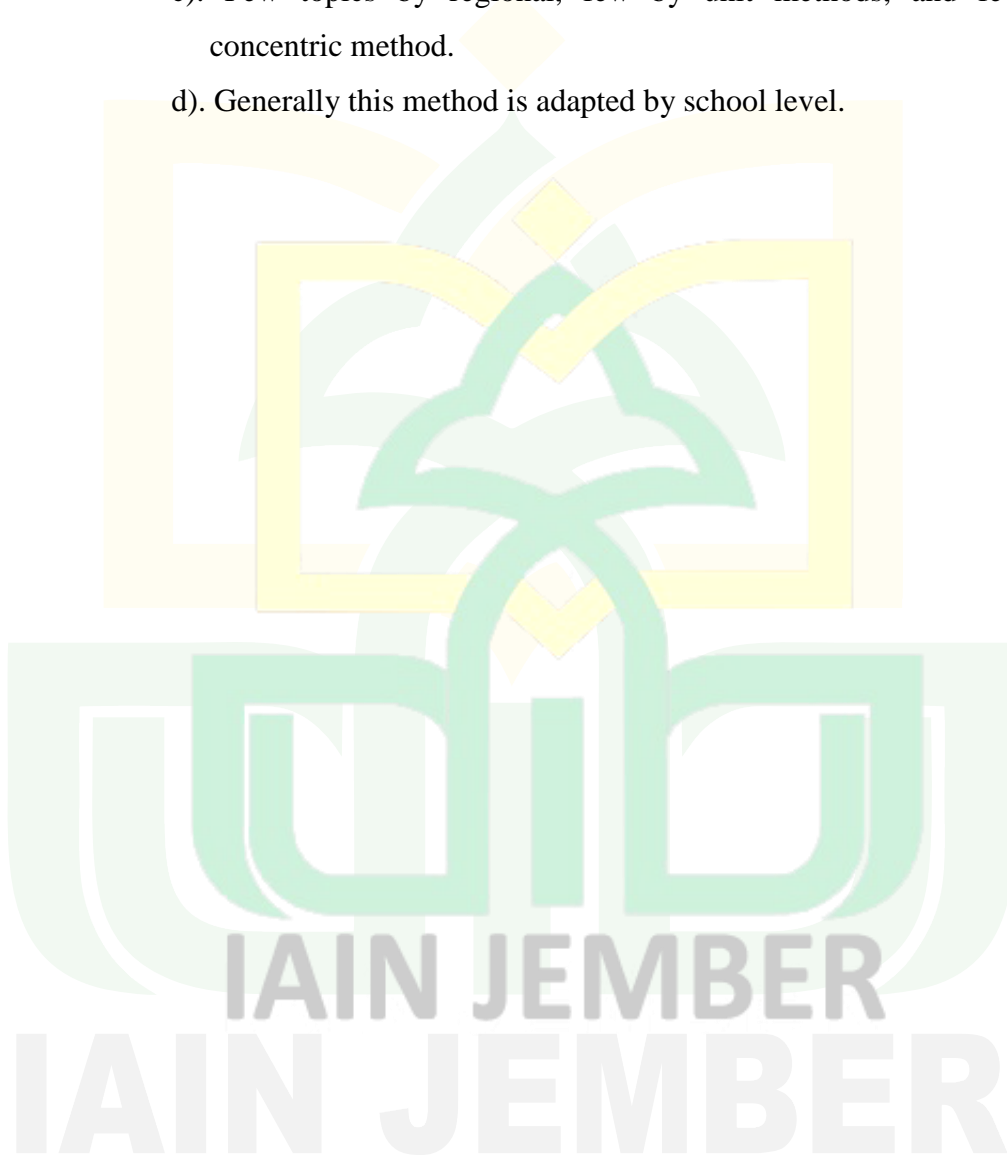
There are some methods to construct the curriculum, those are:

- 1). Concentric
 - a). Same unit is included on different standard
 - b). With increasing difficult level and detail
- 2). Regional Method
 - a). The study start from local to global
 - b). Geographical distance increase as with standard
- 3). Linear Method
 - a). A main concept is divided into subunits
 - b). First few sub unit covered on lower level, remaining covered on next level
- 4). Unit Method
 - a). The topic is not related with other topic in syllabus
 - b). The topic is from different branch of the subject

³⁴ The Ministry of Culture and Education of Indonesia, The Law 24 year 2016 about Core Competence and Basic Competence of Lessons in Basic and Medium Education.

5). Mixed Method

- a). In mixed method curriculum two or more methods are used to construct a curriculum
- b). It's a combination of variety of methods
- c). Few topics by regional, few by unit methods, and few by concentric method.
- d). Generally this method is adapted by school level.



CHAPTER III

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the research findings and discussions about the materials evaluation in textbook entitled “*Bahasa Inggris*”. The research findings is presented using a score table of feasibility of content for each chapter of the book followed with the description for each category on how they were obtained.

There were 20 categories for each chapter of the book and 3 categories for the whole book, with total 183 categories which was analyzed. The total score finding for all 9 chapters was then accumulated in a frequency table and the final result was presented in percentage that represents the conformity of the English textbook entitled “*Bahasa Inggris*” with the requirement from BSNP.

A. Research Finding

Observation Sheet of Evaluating Textbook
Adapted from BSNP (*Badan Standar Nasional Pendidikan*)

Table 3.1
The Appropriateness of the Content

| SUB COMPONENT | ASPECT OF EVALUATION | CHAPTER | SCORE | | | | |
|--|--------------------------|----------|-------|----|---|---|---|
| | | | 0 | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| A. The Compatibility of Material with Core Competence and Basic Competence | 1. Material Completeness | 1 | | | | | x |
| | | 2 | | | | | x |
| | | 3 | | | | | x |
| | | 4 | | | | | x |
| | | 6 | | | | | x |
| | | 7 | | | | | x |
| | | 9 | | | | | x |
| | | 11 | | | | | x |
| | | 15 | | | | | x |
| | | Σ | | 36 | | | |
| | 2. Material deepness | 1 | | | | x | |

| 1 | 2 | 3 | 4 | | | | |
|----------------------------------|--|----------|----|--|---|---|---|
| | | 2 | | | | x | |
| | | 3 | | | | x | |
| | | 4 | | | | x | |
| | | 6 | | | | x | |
| | | 7 | | | x | | |
| | | 9 | | | | x | |
| | | 12 | | | | x | |
| | | 15 | | | x | | |
| | | Σ | 33 | | | | |
| B. The Accuracy of the Materials | 3. Social function | 1 | | | | x | |
| | | 2 | | | | x | |
| | | 3 | | | | x | |
| | | 4 | | | | x | |
| | | 6 | | | x | | |
| | | 7 | | | | x | |
| | | 9 | | | | x | |
| | | 12 | | | | x | |
| | | 15 | | | | x | |
| | | Σ | 35 | | | | |
| | 4. Elements and structures of the meaning. | 1 | | | | | x |
| | | 2 | | | | | x |
| | | 3 | | | | | x |
| | | 4 | | | | | x |
| | | 6 | | | | | x |
| | | 7 | | | | | x |
| | | 9 | | | | | x |
| | | 12 | | | | | x |
| | | 15 | | | | | x |
| | Σ | 36 | | | | | |
| 5. Linguistic features. | 1 | | | | x | | |
| | 2 | | | | x | | |
| | 3 | | | | | x | |
| | 4 | | | | x | | |
| | 6 | | | | x | | |
| | 7 | | | | x | | |

| 1 | 2 | 3 | 4 | | | | |
|-------------------------------------|---|----------|-----|---|---|---|---|
| | | 9 | | | x | | |
| | | 12 | | | | x | |
| | | 15 | | | x | | |
| | | Σ | 29 | | | | |
| C. Learning Support Material | 6. The up-to-date nature of the material. | 1 | | | x | | |
| | | 2 | | | | x | |
| | | 3 | | | | x | |
| | | 4 | | | | x | |
| | | 6 | | | | x | |
| | | 7 | | | | x | |
| | | 9 | | | | x | |
| | | 12 | | | | x | |
| | | 15 | x | | | | |
| | | Σ | 31 | | | | |
| | 7. Life skills development. | 1 | | | | | x |
| | | 2 | | | | | x |
| | | 3 | | | | | x |
| | | 4 | | | | | x |
| | | 6 | | | | | x |
| | | 7 | | | | | x |
| | | 9 | | | | | x |
| | | 12 | | | | | x |
| | | 15 | | | | | x |
| | | Σ | 36 | | | | |
| 8. Development of Diversity Insight | 1 | | x | | | | |
| | 2 | | | x | | | |
| | 3 | | | | x | | |
| | 4 | | | | | x | |
| | 6 | | | | x | | |
| | 7 | x | | | | | |
| | 9 | | | | | x | |
| | 12 | | x | | | | |
| | 15 | x | | | | | |
| | | Σ | 18 | | | | |
| Total Score | | | 254 | | | | |

(Table 3.1 The Appropriateness of the Content Checklist)

Table 3.2
The Appropriateness of Language

| SUB COMPONENT | ASPECT OF EVALUATION | CHAPTER | SCORE | | | | |
|--|---|----------|-------|---|---|---|----|
| | | | 0 | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| A. The Appropriateness with the Development of the Students. | 9. Appropriate with the level of cognitive development of students. | 1 | | | | | x |
| | | 2 | | | | | x |
| | | 3 | | | | | x |
| | | 4 | | | | | x |
| | | 6 | | | | | x |
| | | 7 | | | | | x |
| | | 9 | | | | | x |
| | | 12 | | | | | x |
| | | 15 | | | | | x |
| | | Σ | | | | | 36 |
| | 10. Appropriate with students' social-emotional. | 1 | | | | | x |
| | | 2 | | | | | x |
| | | 3 | | | | | x |
| | | 4 | | | | | x |
| | | 6 | | | | | x |
| | | 7 | | | | | x |
| | | 9 | | | | | x |
| | | 12 | | | | | x |
| | | 15 | | | | | x |
| | | Σ | | | | | 36 |
| B. Communicative. | 11. Readable by the students. | 1 | | | | | x |
| | | 2 | | | | | x |
| | | 3 | | | | | x |
| | | 4 | | | | | x |
| | | 6 | | | | | x |
| | | 7 | | | | | x |
| | | 9 | | | | | x |
| | | 12 | | | | | x |
| | | 15 | | | | | x |
| | | Σ | | | | | 36 |
| | 12. The accuracy of language rules. | 1 | | | | | x |
| | | 2 | | | | | x |

| 1 | 2 | 3 | 4 | | | | |
|-----------------------------------|---|----------|----------|----|--|--|---|
| | | 3 | | | | | x |
| | | 4 | | | | | x |
| | | 6 | | | | | x |
| | | 7 | | | | | x |
| | | 9 | | | | | x |
| | | 12 | | | | | x |
| | | 15 | | | | | x |
| | | Σ | 36 | | | | |
| C. Systematic and Unity of Ideas. | 13. The systematic of the meaning in parts/chapter/sub-section/paragraph/sentence. | 1 | | | | | x |
| | | 2 | | | | | x |
| | | 3 | | | | | x |
| | | 4 | | | | | x |
| | | 6 | | | | | x |
| | | 7 | | | | | x |
| | | 9 | | | | | x |
| | | 12 | | | | | x |
| | | 15 | | | | | x |
| | | | Σ | 36 | | | |
| | 14. The relevance of meaning between parts / chapters / sub-sections/ paragraphs / sentences. | - | | | | | x |
| | | Σ | 4 | | | | |
| Total Score | | | 184 | | | | |

(Table 3.2 The Appropriateness of Language Checklist)

Table 3.3
The Appropriateness of Presentation

| SUB COMPONENT | ASPECT OF EVALUATION | CHAPTER | SCORE | | | | |
|---------------------------|----------------------|---------|-------|---|---|---|---|
| | | | 0 | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | | | | |
| A. Presentation Technique | 15. Systematic. | 1 | | | | | x |
| | | 2 | | | | | x |
| | | 3 | | | | | x |
| | | 4 | | | | | x |
| | | 6 | | | | | x |
| | | 7 | | | | | x |
| | | 9 | | | | | x |

| 1 | 2 | 3 | 4 | | | | |
|--|-----------------------------------|--------------------------|----------------------------|---|---|---|---|
| | | 12 | | | | x | |
| | | 15 | | | | x | |
| | | Σ | 36 | | | | |
| | 16. The Balance in Each Chapters. | 1 | | | | x | |
| | | 2 | | | | x | |
| | | 3 | | | | x | |
| | | 4 | | | | x | |
| | | 6 | | | | x | |
| | | 7 | | | | x | |
| | | 9 | | | | x | |
| | | 12 | | | | x | |
| | | 15 | | | | x | |
| | | Σ | 36 | | | | |
| | | B. Learning Presentation | 17. Centering on Students. | 1 | | | |
| 2 | | | | | | x | |
| 3 | | | | | | x | |
| 4 | | | | | | x | |
| 6 | | | | | | x | |
| 7 | | | | | | x | |
| 9 | | | | | | x | |
| 12 | | | | | | x | |
| 15 | | | | | | x | |
| Σ | 36 | | | | | | |
| 18. Development of initiatives, creativity, and critical thinking of students. | 1 | | | | | | x |
| | 2 | | | | | | x |
| | 3 | | | | | x | |
| | 4 | | | | | x | |
| | 6 | | | | | x | |
| | 7 | | | | | x | |
| | 9 | | | | | x | |
| 19. Develop the students' autonomous. | 1 | | | | x | | |

| 1 | 2 | 3 | 4 | | | |
|---|---|----------|-----|---|--|---|
| | | 2 | | | | x |
| | | 3 | | | | x |
| | | 4 | | | | x |
| | | 6 | | x | | |
| | | 7 | | x | | |
| | | 9 | | | | x |
| | | 12 | | | | x |
| | | 15 | | x | | |
| | | Σ | 28 | | | |
| | 20. Develop the students' ability to evaluate themselves. | 1 | | | | x |
| | | 2 | | | | x |
| | | 3 | | | | x |
| | | 4 | | | | x |
| | | 6 | | | | x |
| | | 7 | | | | x |
| | | 9 | | | | x |
| | | 12 | | | | x |
| | | 15 | | | | x |
| | | Σ | 36 | | | |
| C. Completeness of the Presentation of the material. | 21. Content section. | 1 | | | | x |
| | | 2 | | | | x |
| | | 3 | | | | x |
| | | 4 | | | | x |
| | | 6 | | | | x |
| | | 7 | | | | x |
| | | 9 | | | | x |
| | | 12 | | | | x |
| | | 15 | | | | x |
| | | Σ | 36 | | | |
| D. Completeness of the Presentation of the Whole Book | 22. Introduction section. | - | | | | x |
| | | Σ | 4 | | | |
| | 23. Closing Section | - | | | | x |
| | | Σ | 4 | | | |
| Total Score | | | 252 | | | |

(Table 3.3 The Appropriateness of Presentation Checklist)

a. Chapter 1 “Talking About Self”

A). The Appropriateness of Content

1). The Compatibility of Material with Core Competence and Basic Competence

a). Material Completeness

The materials were complete in this chapter as listed on basic competences. The students were expected to compose simple short oral and written transactional interaction text which involved the act of asking for information related to identity by paying attention social function, text structures, and precise language element within context. The texts covered on how to tell students personal identity as shown on page 4-5. Students were also exposed on ways to describe their friends on page 12.

b). Material Deepness

This chapter provided text about self introduction that were relevant to the students' life on page 4-5. In this chapter, there was no explanation how the way to determine the generic structure of the text. It only provided some tasks about generic structure with no detail explanation on page 10. It also provided some exercises that could stimulate the student to produce the texts orally and writtenly on page 17-18.

2). The Accuracy of Materials

a). Social Function

In chapter 1, interpersonal communication was built in warmer section. The students were asked to do Chinese whisper game on page 2. The functional communication was found in text email from Hannah on page 4. The students

were asked to make transactional communication in speaking section by doing guessing game on page 12.

b). Elements and Structures of Meaning

The text given in chapter 1 contained all of structures and elements of meaning that were appropriate with the text type on page 4-5. This chapter also contained interactive activity that related to interpersonal and transactional communication on page 2.

c). Linguistic Features

The texts used in this chapter were brief and simple, and commonly used in students daily life and served the purpose of communication. The texts were short and served its purpose for self-introduction as shown on page 4-5 and introducing others on page 11. The example of asking personal details conversation also used simple and comprehensible text as shown in dialogues on page 17. However, there were some inconsistency in writing phonetic symbols on page 3.

Table 3.4
Phonetic Symbols

| WORDS | PHONETIC SYMBOLS | BRITISH | AMERICAN |
|---------------------|-------------------------|---------|----------|
| pen pal | / pen pæl / | x | |
| sound | / saʊnd / | x | |
| run | / rʌn / | x | |
| (be) into | / intu / | x | |
| attend | / ətend / | | x |
| distant | / dɪstənt / | x | |
| commuter train | / kəmjuətə treɪn / | x | |
| magnificent | / məɡnɪfɪs ə nt / | | x |
| mother tongue | / mʌðər tʌŋ / | x | |
| half sister/brother | / hʌf sistər / brʌðər / | | x |

3). Learning Support Materials

a). The Up-to-date Nature of the Material

Some teaching materials (text, table, pictures, attachments, etc) in this chapter were taken from the up to date resources and relevant to the topic. In this chapter, the text “An email from Hannah” and “A letter from Saidah” were not provided with the information of where they had been taken from.

b). Life Skills Development

The material in chapter 1 motivated the students to do several things to develop personal proficiency on page 2 and 3, social proficiency (task 2 and 3 on page 6-8), academic proficiency (vocabulary exercises, grammar review and writing activity) and vocational proficiency (speaking activity on page 16).

c). Development of Diversity Insight

The material in chapter 1 were less motivated the student to develop diversity attitude. The name of warmer game was Chinese whisper on page 2 and the subjects of email text were from USA and Malaysia on page 4, and 5. The only national value found in this chapter was through the conversation on page 17, the subjects came from Jepara and Raja Ampat.

B). Appropriateness of Language

1). Appropriateness with Development of the Students

a). Appropriate with the Level of Cognitive Development of Students

The language of instructions used in chapter 1 had been understandable and clear. It means that it was relevant towards learners' cognitive development. The language of interaction used mostly simple sentences and complex sentences. Those instructions were broken down into two or three sentences, by so doing, learners would find it easier to comprehend the main points of what being

instructed. They would also be much easier to accomplish the tasks as they had to understand the way to do so in a systematic manner.

b). Appropriate with Students' Social-Emotional

The language used in chapter 1 was relevant to teenagers' socio-emotional stage. It was because this chapter used the topic which was familiar for learners' daily life such as pen pal, party time, etc. The relevance towards teenagers' socio-emotional stage was also reflected on the tasks in this chapter where learners were asked to do tasks relevant to their daily life e.g. writing letter, etc.

2). Communicative

a). Readable by the Students

The message presented in chapter 1 was clear and easily understood by learners. It was because the grammar and vocabulary explanation were brief and used familiar language. In addition, the topic chosen for this chapter was of learners' daily life and was appealing for them (pen pal). In turn, learners would find it easy to understand the message within the texts.

b). The Accuracy of Language Rules

The message delivered in chapter 1 was relevant to correct English grammar and therefore this chapter had met the criterion of grammar accuracy.

3). Coherence and Unity of Ideas

a). The Coherence of Meaning in Parts / Chapter / Sub-Section / Paragraph / Sentence

In chapter 1, there were coherence and unity of ideas in each part. This could be seen from the interpersonal texts used for modeling and tasks which shared the same or similar topics in this chapter whose topics were to asking and giving information about self and relationship with surrounding environment. This

chapter started with Warmer, Vocabulary Builder, Pronunciation Practice, Reading Section, Tasks about reading comprehension, Text Structure, Grammar Review, Speaking Section, Writing section, and the last was Reflection.

C). The Appropriateness of Presentation

1). Presentation Technique

a). Systematic

Chapter 1 has presented the materials in the form of texts, communicative activities, and illustration. This chapter contained of models of functional text; models of interpersonal and transactional texts; some tasks asked learners to produce transactional, interpersonal, and functional texts both of orally and writtenly. Illustrations were then provided to support learners' understanding towards material presented on page 17.

b). The Balance in Each Chapters

The materials and tasks were presented in the form of texts, communicative activities, and illustration in a balanced manner in this chapter. The model texts were presented in the form of interpersonal, transactional and functional texts. As the chapter followed by communicative approach, communicative activities leading to the production of the text were also offered.

2). Learning Presentation

a). Centering on Students

Chapter 1 has facilitated interaction between learners and their classmates as well as their teacher in English. It was accentuated from the activities and their instructions. Such as in “Warmer section” on page 2, Task 2 “Work in pairs” on page 10, and “Speaking section” on page 16.

b). Development of Initiatives, Creativity, and Critical Thinking of Students

This chapter has provided some activities to provide learners with communicative activities which were relevant to the on-going communicative context. It was realized by speaking and writing tasks leading to the production stage. The tasks were designed in such a way that provided learners with the opportunity of some language aspects they had learned. These features were given in the section of “Speaking Section” on page 16-17, “Writing Section” on page 6-7, 10.

c). Develop the Students’ Autonomous

Chapter 1 almost prompted learners to be autonomous and responsible towards their own learning process. There was a reason why this chapter lacked in this category. It did not provide learners with the clear explanation about generic structure. There only provided some tasks about generic structure with no detail explanation on page 10. Because of the reason, this chapter did not fulfilled the criterion of autonomous learning activity.

d). Develop the Students’ Ability to Evaluate Themselves

Chapter 1 had prompted learners to know their success and lacks in doing learning activities and in communication through the Reflection section given in the end of chapter on page 19. In the reflection section, learners were asked to describe what they did not understand before studying the chapter, the difficulties they faced when studying the chapter and how they overcame them, and the progress they made after studying the chapter.

3). Completeness of the Presentation of the Material

a). Content Section

Chapter 1 had an introductory part on page 1. This part provided students with an information on aspects being thought. This chapter also provided texts and pictures with identities, which means they had clear reference where they had been taken from. Most of the sources were from Ministry of education and Culture's document. The other sources were taken from relevant internet sources (www.solopos.com/siswa-sma-perpustakaan.jpg). This chapter did not provided learners with summary in the end of the chapter which just presented main points of lessons being thought but there was a *Reflection section* in the end of the chapter on page 19.

b. Chapter 2 “Congratulating and Complimenting Others”

A). The Appropriateness of Content

1). The Compatibility of Material with Core Competence and Basic Competence

a). Material Completeness

The materials were complete in this chapter as listed on basic competences. The students were expected to compose simple oral and written interpersonal interaction which involved the act of giving congratulation and compliment, and responding to them by paying attention social function, text structures, and precise language element within context. Several examples of interpersonal and transactional texts of congratulating as shown on page 23-24, expressing complimenting others on page 32-34. It also provided some tasks that could stimulate students to know about the response of congratulating's expression on page 25-27 and complimenting's expression on page 36.

b). Material Deepness

Chapter 2 provided some conversations about congratulating and complimenting others that were relevant to the students' life on page 23-24 and 32. There was a task that stimulated student to know about the generic structure on page 25. This chapter also provided detail information about the generic structure of the text on page 26 and 33. It also provided some exercises that could stimulate the students to produce the texts orally and writtenly on page 29 and 35.

2). The Accuracy of the Materials

a). Social Function

The interpersonal communication was built in warmer section. The students were asked to guess what words that the teacher has described on page 21. The transactional communication was found in dialog of expressions used to congratulate people on page 23. The students were asked to make functional communication in speaking section by playing scissors, rock, and paper game on page 29.

b). Elements and Structures of the Meaning

This chapter fulfilled this criterion. The interpersonal and transactional texts covered the interactive element that encouraged students to initiate communication and response it in the form of giving congratulation, compliment and how to respond them. Students were given various examples of how to produce expression of giving congratulation, compliment and their respons by using simple structure of grammar on page 23, 24 and 32.

c). Linguistic Features

The texts used in this chapter were brief and simple, and commonly used in students daily life and served the purpose of communication. The texts given were aimed at developing view of accurate and acceptable communications ability. But there were some inconsistency in writing phonetic symbols on page 22.

Table 3.5
Phonetic Symbols

| WORDS | PHONETIC SYMBOLS | BRITISH | AMERICAN |
|---------------|----------------------|---------|----------|
| skirt | /skɜ:rt / | | x |
| celebrate | / 'seləbreɪt / | | x |
| achievement | / ə' tʃi:vmənt/ | x | |
| blouse | / blaʊs / | x | |
| terrific | / tə' rɪfɪk / | x | |
| content | / 'kɑ:ntent / | | x |
| encouragement | / ɪn' kʌrɪdʒmənt / | x | |
| appearance | / ə' piərəns / | x | |
| appreciation | / ə' pri:ʃi:ɪʃ ə n / | x | |
| gorgeous | / 'gɔ:dʒəs / | x | |

3). Learning Support Material

a). The Up-to-date Nature of the Material

The illustration in this chapter was very accurate with the students' daily context. Teaching material (text, table, pictures, attachments, etc.) in this chapter were taken from the up to date resources and relevant to the topic.

b). Life Skills Development

The text and communicative action in chapter 2 motivated the students to do several things to develop personal proficiency (warmer activity on page 21), social proficiency (pair work on task 4 page 34), academic proficiency (task 3 on page 34), and vocational proficiency (speaking activity on page 35-36).

c). Development of Diversity Insight

The material in chapter 2 fairly motivated the student to develop diversity attitude. For instance, the picture on page 34 that invited the students to care about local potential (fishery) and on congratulation text that has culture value to help each other on page 34.

B). The Appropriateness of Language

1). The Appropriateness with the Development of the Students

a). Appropriate with the Level of Cognitive Development of Students

The language of instructions used in chapter 2 had been understandable and clear. It means that it was relevant towards learners' cognitive development. The language of interaction used mostly simple sentences and complex sentences. Those instructions were broken down into two or three sentences, by so doing, learners would find it easier to comprehend the main points of what being instructed. They would also be much easier to accomplish the tasks as they had to understand the way to do so in a systematic manner.

b). Appropriate with Students' Social-Emotional

The language used in chapter 2 was relevant to teenagers' socio-emotional stage. It was because this chapter used the topic which was familiar for learners' daily life such as congratulating and complementing others, etc. The relevance towards teenagers' socio-emotional stage was also reflected on the tasks in this chapter where learners were asked to do tasks relevant to their daily life e.g. writing congratulation cards, etc.

2). Communicative

a). Readable by the Students

The message presented in this chapter was clear and easily understood by learners. It was because the grammar and vocabulary explanation were brief and used familiar language. In addition, the topics chosen for each unit were of learners' daily life and were appealing for them. In turn, learners would find it easy to understand the message within the texts.

b). The Accuracy of Language Rules

The message delivered in chapter 2 was relevant to correct English grammar and therefore this chapter had met the criterion of grammar accuracy.

3). Coherence and Unity of Ideas

a). The Systematic of the Meaning in Parts / Chapter / Sub-Section / Paragraph / Sentence

In chapter 2, there were coherence and unity of ideas for each unit. This could be seen from the interpersonal texts used for modeling and tasks which shared the same or similar topics in this chapter whose topics were to give and respond congratulating and complimenting. This chapter is started with Warmer, Vocabulary Builder, Pronunciation Practice, Reading Section, Tasks about reading comprehension, Vocabulary exercise, Dialog: Complimenting, Speaking Section, Writing section, and the last was Reflection.

C). The Appropriateness of Presentation

1). Presentation Technique

a). Systematic

Chapter 2 had presented the materials in the form of texts, communicative activities, and illustration. This chapter contained of models of interpersonal and

transactional texts; some tasks asked learners to produce transactional and interpersonal communication both of orally and writtenly. Illustrations were then provided to support learners' understanding towards material presented on page 26-27, 30-32, 34.

b). The Balance in each Chapters

The materials and tasks were presented in the form of texts, communicative activities, and illustration in a balanced manner in this chapter. The model texts were presented in the form of interpersonal, transactional and functional texts. As the chapter followed by communicative approach, communicative activities leading to the production of the text were also offered.

2). Learning Presentation

a). Centering on Students

Chapter 2 had facilitated interaction between learners and their classmates as well as their teacher in English. It was accentuated from the activities and their instructions. Such as in “Warmer section” on page 21, Task 2 “Work in pairs” on page 35, and “Speaking section” on page 36.

b). Development of Initiatives, Creativity, and Critical Thinking of Students

This chapter had provided some activities to provide learners with communicative activities which were relevant to the on-going communicative context. It was realized by speaking and writing tasks leading to the production stage. The tasks were designed in such a way that provided learners with the opportunity of some language aspects they had learned. These features were given in the section of “Speaking Section” on page 29 and 35, “Writing Section” on page 29.

c). Develop the Students' Autonomous

Chapter 2 has prompted learners to be autonomous and responsible towards their own learning process. There was a reason why this chapter was good at this category. It provided learners with the clear explanation about generic structure on page 25-26 and 33. This chapter also provided the task that stimulate student to know about the generic structure on page 25. Because of the reason, this chapter fulfilled the criterion of autonomous learning activity.

d). Develop the Students' Ability to Evaluate Themselves

Chapter 2 has prompted learners to know their success and lacks in doing learning activities and in communication through the Reflection section given in the end of chapter on page 37. In the reflection section, learners were asked to describe what they did not understand before studying the chapter, the difficulties they faced when studying the chapter and how they overcame them, and the progress they made after studying the chapter.

3). Completeness of the Presentation of the Material.

a). Content Section

Chapter 2 had an introductory part on page 20. This part provided students with an information on aspects being thought. This chapter also provided texts and pictures with identities, which it showed a clear reference where they had been taken from. All of the sources were from Ministry of education and Culture's document. This chapter did not provide learners with summary in the end of the chapter which just presented main points of lessons being thought but there was a Reflection section in the end of the chapter on page 37.

c. Chapter 3 “Expressing Intention”

A). The Appropriateness of Content

1). The Compatibility of Material with Core Competence and Basic Competence

a). Material Completeness

The materials were complete in this chapter as listed on basic competences. The students were expected to compose simple short oral and written transactional interaction text which involved the act of asking and giving related to intention to carry out an action/activity by paying attention social function, text structures, and precise language element within context. The texts covered on how to tell students to ask and give intention as shown on page 40 and 43. Students were also exposed on ways to make up short dialogues on page 45.

b). Material Deepness

This chapter provided some texts about expressing intention that were relevant to the students’ life on page 40-41). This chapter also provided the tasks that could stimulate student to know about the generic structure of the texts on page 44 with detail information about the generic structure. It also provided some exercises that could stimulate the student to produce the texts orally and writtenly on page 44-47.

2). The Accuracy of Materials

a). Social Function

In chapter 3, the students were asked to make discussion about pictures on page 39. It was aspect of interpersonal communication. The functional communication was given in the dialogue of expression on page 40. In this

chapter, there was task 1 in speaking section which aimed to make up short dialogue as transactional communication on page 44.

b). Elements and Structures of the Meaning.

The element and structure of meaning was implemented in a systematic way. The interpersonal and transactional texts covered the interactive element that encouraged students to initiate communication and responded to it in the form of asking and giving related to intention. Students were given various examples of how to produce expression of showing intention using simple structure of grammar on page 44-46.

c). Linguistic Features

The linguistic features were appropriate with the intended communicative context. The texts given on chapter 3 were aimed at developing accurate and acceptable communications ability according to its context.

3). Learning Support Material

a). The Up-to-date Nature of the Material

The chapter provided relevant illustration for each text type. Teaching material (text, table, pictures, attachments, etc.) in this chapter were taken from the up to date resources and relevant to the topic.

b). Life Skills Development

The text and communicative action in chapter 3 motivated the students to do several things to develop personal proficiency on page 39, social proficiency (expressing intention dialog on page 40, and task 2 on page 42), academic proficiency (vocabulary exercise on page 43, task 1,2,3 on speaking section on page 44-47), and vocational proficiency (writing section on page 47).

c). Development of Diversity Insight

The texts and communicative actions in chapter 3 motivated the student to develop diversity attitude. Several pictures, were given to show favorite places in Indonesia on page 39. The dialogue in Holiday plans teaches about democracy value on page 40-41.

B). The Appropriateness of Language

1). The Appropriateness with the Development of the Students

a). Appropriate with the Level of Cognitive Development of Students

The language of instructions used in chapter 3 had been understandable and clear. It means that it was relevant towards learners' cognitive development. The language of interaction used mostly simple sentences and complex sentences. Those instructions were broken down into two or three sentences, by so doing, learners would find it easier to comprehend the main points of what being instructed. They would also be much easier to accomplish the tasks as they have to understand the way to do so in a systematic manner.

b). Appropriate with Students' Social-Emotional

The language used in chapter 3 was relevant to teenagers' socio-emotional stage. It was because this chapter used the topic which was familiar for learners' daily life such as visiting favorite place, Holiday, etc. The relevance towards teenagers' socio-emotional stage was also reflected on the tasks in this chapter where learners were asked to do tasks relevant to their daily life e.g. writing holiday plan, etc.

2). Communicative

a). Readable by the Students

The message presented in this chapter was clear and easily understood by learners. It was because the grammar and vocabulary explanation were brief and used familiar language. In addition, the topics chosen for each unit were of learners' daily life and were appealing for them. In turn, learners would find it easy to understand the message within the texts.

b). The Accuracy of Language Rules

The message delivered in chapter 3 was relevant to correct English grammar and therefore this chapter had met the criterion of grammar accuracy.

3). Coherence and Unity of Ideas

a). The Coherence of Meaning in Parts / Chapter/ Sub-Section / Paragraph/ Sentence

In chapter 3, there were coherence and unity of ideas for each unit. This could be seen from the interpersonal texts used for modeling and tasks which shared the same or similar topics in this chapter whose topics were to ask and declare for doing something orally and writtenly. This chapter started with Warmer, Vocabulary Builder, Pronunciation Practice, Reading Section, Task about reading comprehension, Text Structure, Grammar Review, Speaking Section, Writing section, and the last was Reflection.

C). The Appropriateness of Presentation

1). Presentation Technique

a). Systematic

Chapter 3 had presented the materials in the form of texts, communicative activities, and illustration. This chapter contained of models of functional text;

models of interpersonal and transactional texts; some tasks asked learners to produce transactional, interpersonal, and functional texts both of orally and writtenly. Illustrations were then provided to support learners' understanding towards material presented on page 38.

b). The Balance in each Chapters.

The materials and tasks were presented in the form of texts, communicative activities, and illustration in a balanced manner in this chapter. The model texts were presented in the form of interpersonal, transactional and functional communication. As the chapter followed by communicative approach, communicative activities leading to the production of the text were also offered.

2). Learning Presentation

a). Centering on Students

Chapter 3 has facilitated interaction between learners and their classmates as well as their teacher in English. It was accentuated from the activities and their instructions. Such as in “Warmer section” on page 39, “Task 3” on page 42, and Task 3 in” speaking section” on page 47.

b). Development of Initiatives, Creativity, and Critical Thinking of Students

This chapter has provided some activities to provide learners with communicative activities which were relevant to the on-going communicative context. It was realized by speaking and writing tasks leading to the production stage. The tasks were designed in such a way that provided learners with the opportunity of some language aspects they have learned. These features were given in the section of “Speaking Section” on page 44-46, “Writing Section” on page 47.

c). Develop the Students' Autonomous

Chapter 3 has prompted learners to be autonomous and responsible towards their own learning process. There was a reason why this chapter was good at this category. This chapter provided the tasks that could stimulate students to know about the generic structure of the texts on page 44 with the clear explanation about generic structure. Because of the reason, this chapter fulfilled the criterion of autonomous learning activity.

d). Develop the Students' Ability to Evaluate Themselves

Chapter 3 has prompted learners to know their success and lacks in doing learning activities and in communication through the Reflection section given in the end of chapter on page 48. In the reflection section, learners were asked to describe what they did not understand before studying the chapter, the difficulties they faced when studying the chapter and how they overcame them, and the progress they made after studying the chapter.

3). Completeness of the Presentation of the Material

a). Content Section

Chapter 3 had an introductory part on page 38. This part provided students with an information on aspects being thought. This chapter also provided texts and pictures with identities, which it showed a clear reference where they had been taken from. Most of the sources were taken from relevant internet sources ([http://wildan220688.fileswordpress.com/2012/10/01-gunung-semeru.jpg](http://wildan220688.files.wordpress.com/2012/10/01-gunung-semeru.jpg)), etc. And some of them were from Ministry of education and Culture's document. This chapter did not provide learners with summary in the end of the chapter which just

presented main points of lessons being thought but there was a Reflection section in the end of the chapter on page 48.

d. Chapter 4 “Which One Is Your Best Getaway”

A). The Appropriateness of Content

1). The Compatibility of Material with Core Competence and Basic Competence

a). Material Completeness

The materials were complete in this chapter as listed on basic competences. The students were expected to catching the meaning and compose short and simple descriptive text orally and writtenly related to famous tourist destination and historic building by paying attention social function, text structures, and precise language element within context. Several examples of functional text about famous tourist destination as shown (Tanjung Puting National Park on page 53-54 and Cuban Rondo Waterfall on page 63, historic building (Taj Mahal on page 58-59). It also provided a task that could stimulated students to produce the descriptive text as shown on page 67.

b). Material Deepness

Chapter 4 provided some functional texts about visiting ecotourism destination and historic building that were relevant to the students' life on page 53, 58, 65. In this chapter, there is an explanation how the way to determine the generic structure on page 55. It also provided some exercises that could stimulate the student to produce the texts orally and writtenly on page 65-67. Meanwhile, it provided another context as supporting (noun phrase).

2). The Accuracy of the Materials

a). Social Function

The interpersonal communication was built in warmer section. The students were playing odd men out game on page 51. The transactional communication was found in speaking section by describing an interesting place to their friend on page 67. The text Tanjung Puting National Park in reading section was aimed to attain social function as functional communication on page 65.

b). Elements and Structures of the Meaning

The element and structure of meaning was appropriately developed. The text given contained all of structures and elements of meaning that were appropriate with the text type on page 53, 58 and 65.

c). Linguistic Features

The linguistic features were appropriate with the intended social function in giving description of famous tourist destination. Examples of text were using simple forms and vocabulary and appropriate with the student daily context in describing items. However, there were some inconsistency in writing phonetic symbols on page 52.

Table 3.6
Phonetic Symbols

| WORDS | PHONETIC SYMBOLS | BRITISH | AMERICAN |
|-------------|---------------------|---------|----------|
| 1 | 2 | 3 | 4 |
| destination | / ,desti'neɪʃ ə n / | | x |
| peninsula | / pi'nɪnsjələ / | | x |
| unlike | / ʌn'laɪk / | x | |
| snout | / snaʊt / | x | |
| enormous | / i'nɔ:məs / | x | |
| establish | / i'stæblɪʃ / | x | |

| 1 | 2 | 3 | 4 |
|--------------|---------------------|---|---|
| heart | / hɑ:rt / | x | |
| impressive | / im'presɪv / | x | |
| ex-captive | / eks 'kæptɪv / | x | |
| preservation | / ,prezə'veɪʃ ə n / | x | |
| amazing | / ə'meɪzɪŋ / | x | |

3). Learning Support Material

a). The Up-to-date Nature of the Material

The illustration in this chapter was very accurate with the students' daily context. Teaching material (text, table, pictures, attachments, etc.) in this chapter were taken from the up to date resources and relevant to the topic.

b). Life Skills Development

The material in chapter 4 motivated the students to do several things to develop personal proficiency on page 51, social proficiency (writing section on page 65, and speaking section on page 67), academic proficiency (vocabulary exercises on page 60, task 1,2,3 and 4 in grammar review on page 61-64, and task in writing section on page 65), and vocational proficiency (writing exercise on page 65)

c). Development of Diversity Insight

The material in the chapter 4, motivated the student to develop diversity attitude deeply and in detailed. On the reading and writing activity the text explains about local tourism place in Indonesia.

B). The Appropriateness of Language

1). The Appropriateness with the Development of the Students

a). Appropriate with the Level of Cognitive Development of Students

The language of instructions used in chapter 4 had been understandable and clear. It means that it was relevant towards learners' cognitive development.

The language of interactions used mostly simple sentences and complex sentences. Those instructions were broken down into two or three sentences, by so doing, learners would find it easier to comprehend the main points of what being instructed. They would also be much easier to accomplish the tasks as they have to understand the way to do so in a systematic manner.

b). Appropriate with Students' Social-Emotional

The language used in chapter 4 was relevant to teenagers' socio-emotional stage. It was because this chapter used the topic which was familiar for learners' daily life such as National tourist destination, etc. The relevance towards teenagers' socio-emotional stage was also reflected on the tasks in this chapter where learners were asked to do tasks relevant to their daily life e.g. writing descriptive essay about favorite place, describe an interesting place in speaking section on page 67, etc.

2). Communicative

a). Readable by the Students

The message presented in this chapter was clear and easily understood by learners. It was because the grammar and vocabulary explanation were brief and used familiar language. In addition, the topics chosen for each unit were of learners' daily life and were appealing for them. In turn, learners would find it easy to understand the message within the texts.

b). The Accuracy of Language Rules

The message delivered in chapter 4 was relevant to correct English grammar and therefore this chapter had met the criterion of grammar accuracy.

3). Coherence and Unity of Ideas

a). The Systematic of the Meaning in Parts / Chapter / Sub-Section / Paragraph / Sentence

In chapter 4, there were coherence and unity of ideas for each unit. This could be seen from the interpersonal texts used for modeling and tasks which shared the same or similar topics in this chapter whose topics were to asking and giving information about ecotourism destination and historic building. This chapter started with Warmer, Vocabulary Builder, Pronunciation Practice, Reading Section, Tasks about reading comprehension, Grammar review, Writing section, Speaking Section, and the last was Reflection.

C). The Appropriateness of Presentation

1). Presentation Technique

a). Systematic

Chapter 4 has presented the materials in the form of texts, communicative activities, and illustration. This chapter contained of models of functional text; learners to produce functional texts both of orally and writtenly on page 65 and 67. Illustrations were then provided to support learners' understanding towards material presented on page 50.

b). The Balance in each Chapters

The materials and tasks were presented in the form of texts, communicative activities, and illustration in a balanced manner in this chapter. The model texts were presented in the form of functional texts. As the chapter followed by communicative approach, communicative activities leading to the production of the text were also offered.

2). Learning Presentation

a). Centering on Students

Chapter 4 has facilitated interaction between learners and their classmates as well as their teacher in English. It was accentuated from the activities and their instructions. Such as in “Warmer section” on page 51, “Pair work” on page 65, and “Speaking section” on page 67.

b). Development of Initiatives, Creativity, and Critical Thinking of Students

The presentation of materials and tasks in chapter 4 has prompted to do some communicative activities both orally and writtenly based on their own initiative, creatively and critically. This chapter has provided some activities to provide learners with communicative activities which were relevant to the on-going communicative context. It was realized by speaking and writing tasks leading to the production stage. The tasks were designed in such a way that provided learners with the opportunity of some language aspects they had learned. These features were given in the section of “Writing Section” on page 65, “Speaking Section” on page 67.

c). Develop the Students’ Autonomous

Chapter 4 has prompted learners to be autonomous and responsible towards their own learning process. There was a reason why this chapter was good at this category. It provided learners with the clear explanation about generic structure on page 55. There chapter also provided some exercises that stimulated the student to produce the texts orally and writtenly on page 65-67. Because of the reason, this chapter, fulfilled the criterion of autonomous learning activity.

d). Develop the Students' Ability to Evaluate Themselves

Chapter 4 has prompted learners to know their success and lacks in doing learning activities and in communication through the Reflection section given in the end of chapter on page 67. In the reflection section, learners were asked to describe what they did not understand before studying the chapter, the difficulties they faced when studying the chapter and how they overcame them, and the progress they made after studying the chapter.

3). Completeness of the Presentation of the Material

a). Content Section

Chapter 4 had an introductory part on page 50. This part provided students with an information on aspects being thought. This chapter also provided texts and pictures with identities, which it showed a clear reference where they had been taken from. Most of the sources were from Ministry of education and Culture's document. The other sources were taken from relevant internet sources (<http://orangutanexplore.com>), etc. This chapter did not provide learners with summary in the end of the chapter which just presented main points of lessons being thought but there was a Reflection section in the end of the chapter on page 67.

e. Chapter 6 "Giving Announcement"

A). The Appropriateness of Content

1). The Compatibility of Material with Core Competence and Basic Competence

a). Material Completeness

The materials were complete in this chapter as listed on basic competences. The students were expected to explain and make special teks in

form of announcement, oral and written, short and simple, by paying attention social function, text structures, and precise language element within context. Several examples of functional text about announcement were shown on page 83 and 84. It also provided some tasks that could stimulate students to produce the announcement orally and writtenly as shown on page 92 and 93.

b). Material Deepness

Chapter 6 provided some functional texts about announcement that were relevant to the students' life on page 83 and 84). In this chapter, there was no explanation how the way to determine the generic structure of the text. It only provided some tasks about generic structure with no detail explanation on page 89). It also provided some exercises that could stimulated the student to produce the texts orally and writtenly on page 92-93).

2). The Accuracy of the Materials

a). Social Function

The interpersonal communication was built in reading section. The students were doing jigsaw activity on page 83. The task 2 on page 85 was aimed to attain social function as functional communication.

b). Elements and Structures of the Meaning

The element and structure of meaning was appropriately developed. The text given contained all of structures and elements of meaning that were appropriate with the text type on page 83, 84 and 92.

c). Linguistic Features

The linguistic features were appropriate with the intended social function in giving description of famous tourist destination. Examples of text were using

simple forms and vocabulary and appropriate with the student daily context in describing items. However, there was an inconsistency in writing phonetic symbols on page 82-83).

Table 3.7
Phonetic Symbols

| WORDS | PHONETIC SYMBOLS | BRITISH | AMERICAN |
|--------------------|----------------------------|---------|----------|
| cancel | / 'kæns ə l / | x | |
| stadium | / 'steɪdiəm / | x | |
| approval | / ə 'pru:v ə l / | x | |
| proceed | / prə 'si:d / | x | |
| in accordance with | / ɪn ə 'kɔ:d ə ns wɪθ / | x | |
| unforeseen | / ,ʌnfɔ: 'si:n / | x | |
| a first-come basis | /ə fɜ:rst kʌm 'beɪsɪs/ | x | |
| tremendous | / trɪ 'mendəs / | x | |
| registration fee | / ,redʒə 'streɪf ə n fi: / | | x |
| reservedd | / rɪ 'zɜ:vɔd / | x | |

3). Learning Support Material

a). The Up-to-date Nature of the Material

The illustration in this chapter was very accurate with the students' daily context. Teaching material (text, table, pictures, attachments, etc) in this chapter were taken from the up to date resources and relevant to the topic.

b). Life Skills Development

The text and communicative action in chapter 6 motivated the students to do several things to develop personal proficiency on page 82, social proficiency on page 83, and task 3 on page 86, academic proficiency (task 2 and 3 on page 85-87, and vocabulary exercises on page 88), and vocational proficiency (speaking activity and writing activity on page 92).

c). Development of Diversity Insight

The text and communicative action in chapter 6 almost motivated the student to develop diversity attitude (questions on page 88 and speaking and writing section on page 92).

B). The Appropriateness of Language

1). The Appropriateness with the Development of the Students

a). Appropriate with the Level of Cognitive Development of Students

The language of instruction used in chapter 6 had been understandable and clear. It means that it was relevant towards learners' cognitive development. The language of interactions used mostly simple sentences and complex sentences. Those instructions were broken down into two or three sentences, by so doing, learners would find it easier to comprehend the main points of what being instructed. They would also be much easier to accomplish the tasks as they have to understand the way to do so in a systematic manner.

b). Appropriate with Students' Social-Emotional

The language used in chapter 6 was relevant to teenagers' socio-emotional stage. It was because this chapter used the topic which was familiar for learners' daily life such as announcement, etc. The relevance towards teenagers' socio-emotional stage was also reflected on the tasks in this chapter where learners were asked to do tasks relevant to their daily life e.g. writing proper announcement on page 92, etc.

2). Communicative

a). Readable by the Students

The message presented in this chapter was clear and easily understood by learners. It was because the grammar and vocabulary explanation were brief and

used familiar language. In addition, the topics chosen for each unit were of learners' daily life and were appealing for them. In turn, learners would find it easy to understand the message within the texts.

b). The Accuracy of Language Rules

The message delivered in chapter 6 was relevant to correct English grammar and therefore this chapter had met the criterion of grammar accuracy.

3). Coherence and Unity of Ideas

a). The Systematic of the Meaning in Parts / Chapter / Sub-Section / Paragraph / Sentence

In chapter 6, there were coherence and unity of ideas of each unit. This could be seen from the interpersonal texts used for modeling and tasks which shared the same or similar topics in the chapter whose topics were to catching the meaning and composing short and simple announcement. This chapter is started with Warmer, Vocabulary Builder, Pronunciation Practice, Reading Section, Tasks about reading comprehension, Vocabulary exercise, Text structure, Grammar review, Listening section, Speaking Section, Writing section, and the last was Reflection.

C). The Appropriateness of Presentation

1). Presentation Technique

a). Systematic

Chapter 6 had presented the materials in the form of texts, communicative activities, and illustration. This chapter contained of models of functional text; learners to produce functional texts both of orally and writtenly on page 92-93. Illustrations were then provided to support learners' understanding towards material presented on page 81.

b). The Balance in each Chapters

The materials and tasks were presented in the form of texts, communicative activities, and illustration in a balanced manner in this chapter. The model texts were presented in the form of functional texts. As the chapter followed by communicative approach, communicative activities leading to the production of the text were also offered.

2). Learning Presentation

a). Centering on Students

Chapter 6 had facilitated interaction between learners and their classmates as well as their teacher in English. It was accentuated from the activities and their instructions. Such as in *Warmer section* on page 82, *Pair work* on page 89, and *Speaking section* on page 92.

b). Development of Initiatives, Creativity, and Critical Thinking of Students

The presentation of materials and tasks in chapter 6 has prompted to do some communicative activities both orally and writtenly based on their own initiative, creatively and critically. This chapter has provided some activities to provide learners with communicative activities which were relevant to the on-going communicative context. It was realized by speaking and writing tasks leading to the production stage. The tasks were designed in such a way that provided learners with the opportunity of some language aspects they had learned. These features were given in the section of “Speaking Section and Writing Section” on page 92.

c). Develop the Students' Autonomous

Chapter 6 almost prompted learners to be autonomous and responsible towards their own learning process. There was a reason why this chapter lacked in this category. In this chapter, there was no explanation how the way to determine the generic structure of the text. There only provided some tasks about generic structure with no detail explanation on page 89. Because of the reason, this chapter did not fulfilled the criterion of autonomous learning activity.

d). Develop the Students' Ability to Evaluate Themselves

Chapter 6 had prompted learners to know their success and lacks in doing learning activities and in communication through the Reflection section given in the end of chapter on page 93. In the reflection section, learners were asked to describe what they did not understand before studying the chapter, the difficulties they faced when studying the chapter and how they overcame them, and the progress they made after studying the chapter.

3). Completeness of the Presentation of the Material

a). Content Section

Chapter 6 had an introductory part on page 81. This part provided students with an information on aspects being thought. This chapter also provided texts and pictures with identities, which it showed a clear reference where they had been taken from. Most of the sources were from Ministry of education and Culture's document. The other sources were taken from relevant internet sources (<http://www.dbsknights.net/2011/03/info-faith-d-entertainment-announces.html>), etc. This chapter did not provide learners with summary in the end of the chapter

which just presented main points of lessons being thought but there was a Reflection section in the end of the chapter on page 93.

f. Chapter 7 “The Wright Brothers”

A). The Appropriateness of Content

1). The Compatibility of Material with Core Competence and Basic Competence

a). Material Completeness

The materials were complete in this chapter as listed on basic competences. The students were expected to compose simple oral and written interpersonal interaction which involved the act of asking and giving for information about events that occurred in the past that refer to their occurrence and ending by paying attention social function, text structures, and precise language element within context. Several examples of interpersonal and transactional texts about past event as shown on page 97-98 and 102.

b). Material Deepness

Chapter 7 provided some conversations about past event that were relevant to the students’ life on page 97-98 and 102. In this chapter, there was no explanation how the way to determine the generic structure. There only provided some tasks about generic structure with no detail explanation on page 102-103. It also provided some exercises that could stimulate the student to produce the texts orally and writtenly on page 105 and 106.

2). The Accuracy of the Materials

a). Social Function

The interpersonal communication was built in warmer section. The students were asked to compare the 2 airplanes then identify the similarities and

differences with their classmate on page 95. The transactional communication was found in dialogue of interview on page 97. There was functional communication in writing section on page 106. The students were asked to write the interview report in the form of paragraph.

b). Elements and Structures of the Meaning

The text given in chapter 7 contained all of structures and elements of meaning that were appropriate with the text type. This chapter also contained interactive activity that related to interpersonal and transactional communication on page 95.

c). Linguistic Features

The texts used in this chapter were brief and simple, and commonly used in students daily life and served the purpose of communication. The texts given were aimed at developing view of accurate and acceptable communications ability. However, there were some inconsistency in writing phonetic symbols on page 96.

Table 3.8
Phonetic Symbols

| WORDS | PHONETIC SYMBOLS | BRITISH | AMERICAN |
|-------------|---------------------|---------|----------|
| 1 | 2 | 3 | 4 |
| inventor | / in'ventər / | x | |
| invention | / in'venʃ ə n / | x | |
| airplane | / 'eəpleɪn / | x | |
| tool | / tu:l / | x | |
| inspiration | / ,ɪnspə'reɪʃ ə n / | | x |
| helicopter | / 'heləkɑ:ptər / | | x |
| rubber band | / 'rʌbər bænd / | x | |
| interested | / 'ɪntrestəd / | | x |
| kite | / kaɪt / | x | |
| experiment | / ɪk'sperɪmənt / | x | |

| 1 | 2 | 3 | 4 |
|--------|--------------|---|---|
| breeze | / bri:z / | x | |
| soften | / 'sɒf ə n / | x | |
| crash | / kræʃ / | x | |
| flight | / flait / | x | |
| glider | / 'glaidər / | x | |
| design | / di'zain / | x | |

3). Learning Support Material

a). The Up-to-date nature of the Material

Teaching material (text, table, pictures, attachments, etc) in this chapter were taken from the up to date resources and relevant to the topic.

b). Life Skills Development

The text and communicative action in chapter 7 motivated the students to do several things to develop personal proficiency (warmer activity on page 95), social proficiency (pair work on task 3 page 105), academic proficiency (vocabulary exercises on page 101, task 1 and 2 in grammar review on page 106-107, and task in writing section on page 78), and vocational proficiency (speaking activity).

c). Development of Diversity Insight

The texts and exercises in this chapter do not include any cultural elements.

B). The Appropriateness of Language

1). The Appropriateness with the Development of the Students

a). Appropriate with the Level of Cognitive Development of Students

The language of instructions used in chapter 7 had been understandable and clear. It means that it was relevant towards learners' cognitive development. The language of interactions used mostly simple sentences and complex

sentences. Those instructions were broken down into two or three sentences, by so doing, learners would find it easier to comprehend the main points of what being instructed. They would also be much easier to accomplish the tasks as they have to understand the way to do so in a systematic manner.

b). Appropriate with Students' Social-Emotional

The language used in chapter 7 was relevant to teenagers' socio-emotional stage. It was because this chapter used the topic which was familiar for learners' daily life such as famous scientist, etc. The relevance towards teenagers' socio-emotional stage was also reflected on the tasks in this chapter where learners were asked to do tasks relevant to their daily life e.g. discuss a popular person, etc.

2). Communicative

a). Readable by the Students

The message presented in this chapter was clear and easily understood by learners. It was because the grammar and vocabulary explanation were brief and used familiar language. In addition, the topics chosen for each unit were of learners' daily life and were appealing for them. In turn, learners would find it easy to understand the message within the texts.

b). The Accuracy of Language Rules

The message delivered in chapter 7 was relevant to correct English grammar and therefore this chapter have met the criterion of grammar accuracy.

3). Coherence and Unity of Ideas

a). The Systematic of the Meaning in Parts / Chapter / Sub-Section / Paragraph / Sentence

In chapter 7, there were coherence and unity of ideas for each unit. This could be seen from the interpersonal texts used for modeling and tasks which

shared the same or similar topics in this chapter whose topics were to asking and giving information about events that occurred in the past that refer to their occurrence and ending. This chapter started with Warmer, Vocabulary Builder, Pronunciation Practice, Dialogue Section, Tasks about dialogue comprehension, Vocabulary exercise, Grammar Review, Speaking Section, Writing section, and the last was Reflection.

C). The Appropriateness of Presentation

1). Presentation Technique

a). Systematic

Chapter 7 had presented the materials in the form of texts, communicative activities, and illustration. This chapter contained of models of functional text; models of interpersonal and transactional texts; some tasks asked learners to produce transactional, interpersonal, and functional texts both of orally and writtenly. Illustrations were then provided to support learners' understanding towards material presented on page 95.

b). The Balance in each Chapters

The materials and tasks were presented in the form of texts, communicative activities, and illustration in a balanced manner in this chapter. The model texts were presented in the form of interpersonal, transactional and functional texts. As the chapter followed by communicative approach, communicative activities leading to the production of the text were also offered.

2). Learning Presentation

a). Centering on Students

Chapter 7 had facilitated interaction between learners and their classmates as well as their teacher in English. It was accentuated from the activities and their instructions. Such as in “Warmer section” on page 95, Task 1,2,3 in “speaking section” on page 105.

b). Development of Initiatives, Creativity, and Critical Thinking of Students

This chapter had provided some activities to provide learners with communicative activities which were relevant to the on-going communicative context. It was realized by speaking and writing tasks leading to the production stage. The tasks were designed in such a way that provided learners with the opportunity of some language aspects they have learned. These features were given in the section of “Speaking Section” on page 105, “Writing Section” on page 106).

c). Develop the Students’ Autonomous

Chapter 7 almost prompted learners to be autonomous and responsible towards their own learning process. There was a reason why this chapter lacked in this category. It did not provide learners with the clear explanation about grammar review. There only provided some tasks about generic structure with no detail explanation on page 102-103. Because of the reason, this chapter did not fulfilled the criterion of autonomous learning activity.

d). Develop the Students’ Ability to Evaluate Themselves.

Chapter 7 had prompted learners to know their success and lacks in doing learning activities and in communication through the Reflection section given in the end of chapter on page 107. In the reflection section, learners were asked to describe what they did not understand before studying the chapter, the difficulties they faced when studying the chapter and how they overcame them, and the progress they made after studying the chapter.

3). Completeness of the Presentation of the Material

a). Content Section

Chapter 7 had an introductory part on page 94. This part provided students with an information on aspects being thought. This chapter also provided texts and pictures with identities, which it showed a clear reference where they had been taken from. Some of the sources were from Ministry of education and Culture's document. The other sources were taken from relevant internet sources (http://en.wikipedia.org/wiki/wright_brothers). This chapter did not provide learners with summary in the end of the chapter which just presented main points of lessons being thought but there was a *Reflection section* in the end of the chapter on page 107).

g. Chapter 9 “The Battle of Surabaya”

A). The Appropriateness of Content

1). The Compatibility of Material with Core Competence and Basic Competence

a). Material Completeness

The materials were complete in this chapter as listed on basic competences. The students were expected to catching the meaning and compose short and simple recount text orally and writtenly related to historical event by

paying attention social function, text structures, and precise language element within context. There was an example of functional text about recount text as shown on page 123-124. It also provided a task that could stimulate student to produce the recount text as shown on page 125 and 130.

b). Material Deepness

Chapter 9 provide text historical event that were relevant to the students' life in page 123-124. This chapter also provided the task that stimulate student to know about the generic structure on page 125. This chapter also provided detail information about the generic structure of the text on page 124-125. It also provided some exercises that could stimulate the students to produce the texts orally and writtenly on page 130.

2). The Accuracy of the Materials

a). Social Function

The interpersonal communication was built in speaking section. The students were asked to retell the story in a group. The transactional communication is found in dialogue about heroic monument on page 129. The functional communication was found in task 1 reading comprehension on page 123.

b). Elements and Structures of the Meaning

The text given in chapter 9 contained all of structures and elements of meaning that were appropriate with the text type. This chapter also contained interactive activity that related to interpersonal and transactional communication on page 121.

c). Linguistic Features

The texts given were aimed at developing view of accurate and acceptable communications ability. However, there was an inconsistency phonetic symbols on page 110.

Table 3.9
Phonetic Symbols

| WORDS | PHONETIC SYMBOLS | BRITISH | AMERICAN |
|---------------|--------------------|---------|----------|
| remembrance | / rəmem.brəns / | | x |
| bloody | / blʌd.i / | | x |
| surrender | / s ə ren.dər / | | x |
| weaponry | / wep.ən.ri / | | x |
| defiant | / difaɪ.ənt / | | x |
| drop | / drɒp / | x | |
| leaflet | / li.flət / | | x |
| anger | / æŋ.gə r / | | x |
| militia | / milɪʃ.ə / | | x |
| Feel Betrayed | / fil // bɪtreɪd / | | x |
| Reinforcement | / ri.ɪnfɔ.smənt / | | x |
| Casualty | / kæz.ju.əl.ti / | | x |
| Hamper | / hæm.pə r / | | x |
| Advance | / advəns / | | x |

3). Learning Support Material

a). The Up-to-date Nature of the Material

The illustration in this chapter was very accurate with the students' daily context. Teaching material (text, table, pictures, attachments, etc.) in this chapter were taken from the up to date resources and relevant to the topic.

b). Life Skills Development

The text and communicative action in chapter 9 motivated the students to do several things to develop personal proficiency (warmer activity on page 121), social proficiency (speaking game task 3 page 130), academic proficiency (vocabulary exercises on page 126 and task 1 in grammar review on page 127),

and vocational proficiency (task 2 in speaking section on page 129 and writing section on page 130).

c). Development of Diversity Insight

The material in the chapter 9 motivated the student to develop diversity attitude deeply and in detailed. On the reading and writing activity the text explains about historical event in Indonesia (The Battle of Surabaya).

B). The Appropriateness of Language

1). The Appropriateness with the Development of the Students

a). Appropriate with the Level of Cognitive Development of Students

The language of instructions used in chapter 9 had been understandable and clear. It means that it was relevant towards learners' cognitive development. The language of interactions used mostly simple sentences and complex sentences. Those instructions were broken down into two or three sentences, by so doing, learners would find it easier to comprehend the main points of what being instructed. They would also be much easier to accomplish the tasks as they have to understand the way to do so in a systematic manner.

b). Appropriate with Students' Social-Emotional

The language used in chapter 9 was relevant to teenagers' socio-emotional stage. It was because this chapter used the topic which was familiar for learners' daily life such as historical event in Indonesia. The relevance towards teenagers' socio-emotional stage was also reflected on the tasks in this chapter where learners were asked to do tasks relevant to their daily life e.g. telling story, etc.

2). Communicative

a). Readable by the Students

The message presented in this chapter was clear and easily understood by learners. It was because the grammar and vocabulary explanation were brief and used familiar language. In addition, the topics chosen for each unit were of learners' daily life and were appealing for them. In turn, learners would find it easy to understand the message within the texts.

b). The Accuracy of Language Rules

The message delivered in chapter 9 was relevant to correct English grammar and therefore this chapter has met the criterion of grammar accuracy.

3). Coherence and Unity of Ideas

a). The Systematic of the Meaning in Parts / Chapter / Sub-Section / Paragraph / Sentence

In chapter 9, there were coherence and unity of ideas for each unit. This could be seen from the interpersonal texts used for modeling and tasks which shared the same or similar topics in this chapter whose topic is to asking and giving information about historical event. This chapter is started with Warmer, Vocabulary Builder, Pronunciation Practice, Reading Section, Tasks about reading comprehension, Text Structure, Vocabulary exercise, Grammar Review, Listening Section, Speaking Section, Writing section, and the last was Reflection.

C). The Appropriateness of Presentation

1). Presentation Technique

a). Systematic

Chapter 9 had presented the materials in the form of texts, communicative activities, and illustration. This chapter contained of models of functional text;

models of interpersonal and transactional texts; some tasks asked learners to produce transactional, interpersonal, and functional texts both of orally and writtenly. Illustrations were then provided to support learners' understanding towards material presented on page 120.

b). The Balance in each Chapters

The materials and tasks were presented in the form of texts, communicative activities, and illustration in a balanced manner in this chapter. The model texts were presented in the form of interpersonal, transactional and functional texts. As the chapter followed by communicative approach, communicative activities leading to the production of the text were also offered.

2). Learning Presentation

a). Centering on Students

Chapter 9 had facilitated interaction between learners and their classmates as well as their teacher in English. It was accentuated from the activities and their instructions. Such as in “warmer section” on page 121, Text “structure section” on page 124, and “speaking section” on page 129.

b). Development of Initiatives, Creativity, and Critical Thinking of Students

This chapter had provided some activities to provide learners with communicative activities which were relevant to the on-going communicative context. It was realized by speaking and writing tasks leading to the production stage. The tasks were designed in such a way that provided learners with the opportunity of some language aspects they have learned. These features were given in the section of “Speaking Section” on page 129-130, “Writing Section” on page 130.

c). Develop the Students' Autonomous

Chapter 9 had prompted learners to be autonomous and responsible towards their own learning process. There was a reason why this chapter was good at this category. It provide learners with the clear explanation about generic structure on page 124). This chapter also provided the task that stimulate student to know about the generic structure on page 125. Because of the reason, this chapter fulfilled the criterion of autonomous learning activity.

d). Develop the Students' Ability to Evaluate Themselves

Chapter 9 had prompted learners to know their success and lacks in doing learning activities and in communication through the Reflection section given in the end of chapter on page 131. In the reflection section, learners were asked to describe what they did not understand before studying the chapter, the difficulties they faced when studying the chapter and how they overcame them, and the progress they made after studying the chapter.

3). Completeness of the Presentation of the Material

a). Content Section

Chapter 9 had an introductory part on page 120. This part provided students with an information on aspects being thought. This chapter also provided texts and pictures with identities, which it showed a clear reference where they had been taken from. Some of the sources were from Ministry of education and Culture's document. The other sources were taken from relevant internet sources such as (<http://www.glonbalindonesiavoices.com/17298/hari-pahlawan-battle-of-surabaya-the-story-behind-indonesias-heroes-day/>). This chapter did not provide learners with summary in the end of the chapter which just presented main points

of lessons being thought but there is a Reflection section in the end of the chapter on page 131.

h. Chapter 12 “Issumboshi”

A). The Appropriateness of Content

1). The Compatibility of Material with Core Competence and Basic Competence

a). Material Completeness

The materials were complete in this chapter as listed on basic competences. The students were expected to catching contextual meaning related to social function, text structure, and linguistic feature of narrative text oral and written related to folktales. The texts covered on how to tell students personal idea about narrative text as shown on page 157-159.

b). Material Deepness

This chapter provided some texts about folktales that were relevant to the students' life on page 157-159. In this chapter, there was an explanation how the way to determine the generic structure on page 163. There also provided tasks about generic structure with detail explanation on page 163. There also provided some exercises that could stimulate the students to produce the texts orally and writtenly on page 163 and 166-167.

2). The Accuracy of the Materials

a). Social Function

The interpersonal communication was built in warmer section. The students were asked to telling a familiar story on page 156. The transactional communication was found in discussion activity on page 163. The text Issumboshi

in reading section was aimed to attain social function as functional communication on page 157-159.

b). Elements and Structures of the Meaning

The text given in chapter 12 contained all of structures and elements of meaning that were appropriate with the text type. This chapter also contained interactive activity that related to interpersonal and transactional communication on page 156.

c). Linguistic Features

The texts used in this chapter were brief and simple; the students were guided to explore ways of making narrative text. The texts given on chapter 12 were aimed at developing accurate and acceptable communications ability according to its context on page 157-159.

3). Learning Support Materials

a). The Up-to-date Nature of the Material

Some teaching materials (text, table, pictures, attachments, etc) in this chapter were taken from the up to date resources and relevant to the topic. The illustrations used were appropriate and depict a simple narrative text on page 157 and 158.

b). Life Skills Development

The material in chapter 12 motivated the students to do several things to develop personal proficiency on page 156, social proficiency (pair work on task 2 page 163), academic proficiency (vocabulary exercises, grammar review and writing activity) and vocational proficiency (speaking activity on page 166).

c). Development of Diversity Insight

The material in chapter 12 was less motivated the student to develop diversity attitude. The main narrative text was taken from Japanese folktales. For instance, task 3 on page 167 talked about Indonesian folktales (Kanchil).

B). Appropriateness of Language

1). Appropriateness with Development of the Students

a). Appropriate with the Level of Cognitive Development of Students

The language of instructions used in chapter 12 had been understandable and clear. It means that it was relevant towards learners' cognitive development. The language of interactions used mostly simple sentences and complex sentences. Those instructions were broken down into two or three sentences, by so doing, learners would find it easier to comprehend the main points of what being instructed. They would also be much easier to accomplish the tasks as they have to understand the way to do so in a systematic manner.

b). Appropriate with Students' Social-Emotional

The language used in chapter 12 was relevant to teenagers' socio-emotional stage. It was because this chapter used the topic which was familiar for learners' daily life such as familiar folktales, etc. The relevance towards teenagers' socio-emotional stage was also reflected on the tasks in this chapter where learners were asked to do tasks relevant to their daily life e.g. writing story, telling story, etc.

2). Communicative

a). Readable by the Students

The message presented in chapter 12 was clear and easily understood by learners. It was because the grammar and vocabulary explanation were brief and

used familiar language. In addition, the topic chosen for this chapter was of learners' daily life and is appealing for them (familiar folktales). In turn, learners would find it easy to understand the message within the texts.

b). The Accuracy of Language Rules

The message delivered in chapter 12 was relevant to correct English grammar and therefore this chapter had met the criterion of grammar accuracy.

3). Coherence and Unity of Ideas

a). The Coherence of Meaning in Parts / Chapter / Sub-Section / Paragraph / Sentence

In chapter 12, there were coherence and unity of ideas for each unit. This could be seen from the interpersonal texts used for modeling and tasks which shared the same or similar topics in this chapter whose topics were to explain the content of the story of folktales. This chapter started with Warmer, Vocabulary Builder, Pronunciation Practice, Reading Section, Tasks about reading comprehension, Text Structure, Grammar Review, Speaking Section, Writing section, and the last was Reflection.

C). The Appropriateness of Presentation

1). Presentation Technique

a). Systematic

Chapter 12 had presented the materials in the form of texts, communicative activities, and illustration. This chapter were contained of models of functional text; models of interpersonal and transactional texts; some tasks asked learners to produce transactional, interpersonal, and functional texts both of orally and writtenly. Illustrations were then provided to support learners' understanding towards material presented on page 157.

b). The Balance in each Chapters

The materials and tasks were presented in the form of texts, communicative activities, and illustration in a balanced manner in this chapter. The model texts were presented in the form of interpersonal, transactional and functional texts. As the chapter followed by communicative approach, communicative activities leading to the production of the text were also offered.

2). Learning Presentation

a). Centering on Students

Chapter 12 had facilitated interaction between learners and their classmates as well as their teacher in English. It was accentuated from the activities and their instructions. Such as in Warmer section on page 156, Task 2 Work in pairs on page 163, Task 4 on page 167 and Speaking section on page 166.

b). Development of Initiative, Creativity, and Critical Thinking of Students

This chapter had provided some activities to provide learners with communicative activities which were relevant to the on-going communicative context. It was realized by speaking and writing tasks leading to the production stage. The tasks were designed in such a way that provided learners with the opportunity of some language aspects they have learned. These features were given in the section of “Speaking Section” on page 166, “Writing Section” on page 163 and 167.

c). Develop the Students’ Autonomous

Chapter 12 had prompted learners to be autonomous and responsible towards their own learning process. There was a reason why this chapter was

good at this category. It provide learners with the clear explanation about generic structure on page 163. It also provided task about generic structure with detail explanation on page 163. Because of the reason, this chapter fulfilled the criterion of autonomous learning activity.

d). Develop the Students' Ability to Evaluate Themselves

Chapter 12 had prompted learners to know their success and lacks in doing learning activities and in communication through the Reflection section given in the end of chapter on page 168. In the reflection section, learners were asked to describe what they did not understand before studying the chapter, the difficulties they faced when studying the chapter and how they overcame them, and the progress they made after studying the chapter.

3). Completeness of the Presentation of the Material

a). Content Section

Chapter 12 had an introductory part on page 155. This part provided students with an information on aspects being thought. This chapter also provided texts and pictures with identities, which it showed a clear reference where they had been taken from. Some of the sources were from Ministry of education and Culture's document. The other sources were taken from relevant internet sources (<https://gouganatokoro.files.wordpress.com/2012/04/snap027.jpg?w=523>) etc. This chapter did not provide learners with summary in the end of the chapter which just presented main points of lessons being thought but there was a *Reflection section* in the end of the chapter on page 168.

i. Chapter 15 “You’ve Got A Friend”

A). The Appropriateness of Content

1). The Compatibility of Material with Core Competence and Basic Competence

a). Material Completeness

The materials were complete in this chapter as listed on basic competences. The students were expected to catching meaning related to social function and linguistic elements contextually song lyrics related to teenage life . The texts covered on how to tell students about song as shown on page 196-197. Students were also exposed on ways to paraphrasing the song on page 199.

b). Material Deepness

This chapter provided lyric of song that relevant to the students’ life on page 196-197. In this chapter, there was no explanation how the way to determine the generic structure of the text. There only provided task about creating poems with no detail information on page 201. It also provided some exercises that could stimulate the students to produce the texts orally and writtenly on page 202.

2). The Accuracy of the Materials

a). Social Function

The interpersonal communication was built in warmer section. The students were asked to list any word and make a description of the picture. The students were asked to make transactional communication in speaking section by doing guessing game on page 203. The functional communication was found in the lyric of song You’ve Got a Friend on page 196-197.

b). Elements and Structures of the Meaning

The text given in chapter 15 contained all of structures and elements of meaning that were appropriate with the text type on page 196-197. This chapter also contained interactive activity that related to interpersonal and transactional communication on page 203.

c). Linguistic Features

The texts given were aimed at developing view of accurate and acceptable communications ability. However, there were some inconsistency phonetic symbols on page 195.

Table 3.10
Phonetic Symbols

| WORDS | PHONETIC SYMBOLS | BRITISH | AMERICAN |
|-------------------------|-----------------------------|---------|----------|
| troubled | / 'trəbəld / | | x |
| a helping hand | / eɪ 'helpɪŋ hænd / | x | |
| be going right | / bi 'gɔʊɪŋ raɪt / | x | |
| brighten up | / 'braɪtn əp / | | x |
| call out | / 'kɔl ,aʊt / | x | |
| come running | / kəm 'rʌnɪŋ / | | x |
| winter | / 'wɪn(t)ər / | x | |
| spring | / sprɪŋ / | x | |
| summer | / 'sʌməər / | | x |
| fall | / fɔl / | x | |
| keep your head together | / kɪp jʊ(ə)r hɛd tə'geðər / | x | |
| out loud | / aʊt laʊd / | x | |
| ain't | / eɪnt / | x | |

3). Learning Support Material

a). The Up-to-date Nature of the Material

The song as the teaching material in this chapter were taken from the old resource that was the song that released on 70s.

b). Life Skills Development

The text and communicative action in chapter 15 motivated the students to develop personal proficiency on page 194, social proficiency in speaking section on page 203, academic proficiency (vocabulary exercises, and writing activity), vocational proficiency in making poems section on page 201.

c). Development of Diversity Insight

The texts and exercises in this chapter do not included any cultural elements.

B). The Appropriateness of Language

1). The Appropriateness with the Development of the Students

a). Appropriate with the Level of Cognitive Development of Students

The language of instructions used in chapter 15 had been understandable and clear. It means that it was relevant towards learners' cognitive development.

The language of interactions used mostly simple sentences and complex sentences. Those instructions were broken down into two or three sentences, by so doing, learners would find it easier to comprehend the main points of what being instructed. They would also be much easier to accomplish the tasks as they have to understand the way to do so in a systematic manner.

b). Appropriate with Students' Social-Emotional

The language used in chapter 15 was relevant to teenagers' socio-emotional stage. It was because this chapter used the topic which was familiar for learners' daily life such as singing a song, making poem, etc. The relevance towards teenagers' socio-emotional stage was also reflected on the tasks in this

chapter where learners were asked to do tasks relevant to their daily life e.g. writing poems, etc.

2). Communicative

a). Readable by the Students

The message presented in this chapter was clear and easily understood by learners. It was because the grammar and vocabulary explanation were brief and used familiar language. In addition, the topics chosen for each unit were of learners' daily life and were appealing for them (song, poems). In turn, learners would find it easy to understand the message within the texts.

b). The Accuracy of Language Rules

The message delivered in chapter 15 was relevant to correct English grammar and therefore this chapter had met the criterion of grammar accuracy.

3). Coherence and Unity of Ideas

a). The Systematic of the Meaning in Parts / Chapter / Sub-Section / Paragraph / Sentence

In chapter 15, there were coherence and unity of ideas for each unit. This could be seen from the interpersonal texts used for modeling and tasks which shared the same or similar topics in this chapter whose topics were to catching the meaning of song. This chapter started with Warmer, Vocabulary Builder, Pronunciation Practice, Listening Section, Tasks about listening comprehension, Vocabulary exercise, Paraphrasing, Making poems, Writing section, Speaking Section, and the last was Reflection.

C). The Appropriateness of Presentation

1). Presentation Technique

a). Systematic

Chapter 15 has presented the materials in the form of texts, communicative activities, and illustration. This chapter contained of models of functional text; models of interpersonal and transactional texts; some tasks asked learners to produce transactional, interpersonal, and functional texts both of orally and writtenly. Illustrations were then provided to support learners' understanding towards material presented on page 194.

b). The Balance in each Chapters

The materials and tasks were presented in the form of texts, communicative activities, and illustration in a balanced manner in this chapter. The model texts were presented in the form of interpersonal, transactional and functional texts. As the chapter followed by communicative approach, communicative activities leading to the production of the text were also offered.

2). Learning Presentation

a). Centering on Students

Chapter 15 has facilitated interaction between learners and their classmates as well as their teacher in English. It was accentuated from the activities and their instructions. Such as in Warmer section on page 194, Making Poems on page 201, and Speaking section on page 203.

b). Development of Initiatives, Creativity, and Critical Thinking of Students

This chapter has provided some activities to provide learners with communicative activities which were relevant to the on-going communicative context. It was realized by speaking and writing tasks leading to the production

stage. The tasks were designed in such a way that provided learners with the opportunity of some language aspects they have learned. These features were given in the section of “Writing Section” on page 202, “Speaking Section” on page 203.

c). Develop the Students’ Autonomous

Chapter 15 almost prompted learners to be autonomous and responsible towards their own learning process. There was a reason why this chapter lacked in this category. It did not provide learners with the clear explanation about generic structure. It only provided task about creating poems with no detail information on page 201. Because of the reason, this chapter did not fulfilled the criterion of autonomous learning activity.

d). Develop the Students’ Ability to Evaluate Themselves

Chapter 15 has prompted learners to know their success and lacks in doing learning activities and in communication through the Reflection section given in the end of chapter on page 203. In the reflection section, learners were asked to describe what they did not understand before studying the chapter, the difficulties they faced when studying the chapter and how they overcame them, and the progress they made after studying the chapter.

3). Completeness of the Presentation of the Material

a). Content Section

Chapter 15 had an introductory part on page 193. This part provided students with an information on aspects being thought. This chapter also provided texts and pictures with identities, which it showed a clear reference where they had been taken from. Most of the sources were from Ministry of education and

Culture's document. The other sources were taken from relevant internet sources (<http://www.youtube.com/watch?v=trEwDejTKRY>). This chapter did not provide learners with summary in the end of the chapter which just presented main points of lessons being thought but there was a Reflection section in the end of the chapter on page 203.

4). Completeness of the Presentation of the Whole Book

a). Introduction Section

This book has presented the preface which contained information about the objective of the textbook's writing, the writer's thanking, and the writer's expectation in writing the textbook on page iii. This book also had table of content which was a list of information which facilitates learners to find the chapter on page iv.

b). Closing Section

This book provide a glossary which contained important terminologies written alphabetically accompanied by the meaning on page 205. It also presented the references as the resources where they had been taken from the material in this book on page 211. There was also provided an index of the subject which was a list of important words followed by the page number in which they appeared in the book on page 209-210. The index of the author which was a list of authors whose work, were used in the materials followed by the page number in which their name appeared in the book on page 212-220.

c). The Relevance of Meaning between Parts / Chapters / Sub-Sections / Paragraphs / Sentences

The message or material presented in this book reflected the relevance of meaning between section/ chapter/ sub-section/ paragraph/ sentence. Each section/ chapter/ sub-section/ paragraph/ sentence was appropriate with the core competence (point 3.1-3.9) and basic competence (point 4.1-4.9).

B. Research Discussion

The result findings of this research revealed many interesting facts. From the analysis, it can be concluded that the author of the textbook had tried to arrange this book as perfect as possible, but as human being short of lack still appeared in this textbook. Based on the result and analysis of research that have been done, the researcher find the data as follows:

$$X = \frac{\sum x}{N} \times 100\%$$

X = Percentage of aspect

x = Score of aspect

N = Maximum score

The Whole Score of the Book

$$X(\text{appropriateness of presentation}) = \frac{\sum x}{N} \times 100\%$$

$$X(\text{appropriateness of language}) = \frac{\sum(254 + 184 + 252)}{732} \times 100\%$$

$$X(\text{appropriateness of presentation}) = \frac{690}{732} \times 100\%$$

$$X(\text{appropriateness of language}) = 94.26\%$$

Appropriateness of Content :

$$X(\text{appropriateness of content}) = \frac{\sum x}{N} \times 100\%$$

$$X(\text{appropriateness of content}) = \frac{\sum(36 + 33 + 35 + 36 + 29 + 31 + 36 + 18)}{288} \times 100\%$$

$$X(\text{appropriateness of content}) = \frac{254}{288} \times 100\%$$

$$X(\text{appropriateness of content}) = 88.19\%$$

Appropriateness of Language :

$$X(\text{appropriateness of language}) = \frac{\sum x}{N} \times 100\%$$

$$X(\text{appropriateness of language}) = \frac{\sum(36 + 36 + 36 + 36 + 36 + 4)}{184} \times 100\%$$

$$X(\text{appropriateness of language}) = \frac{184}{184} \times 100\%$$

$$X(\text{appropriateness of language}) = 100\%$$

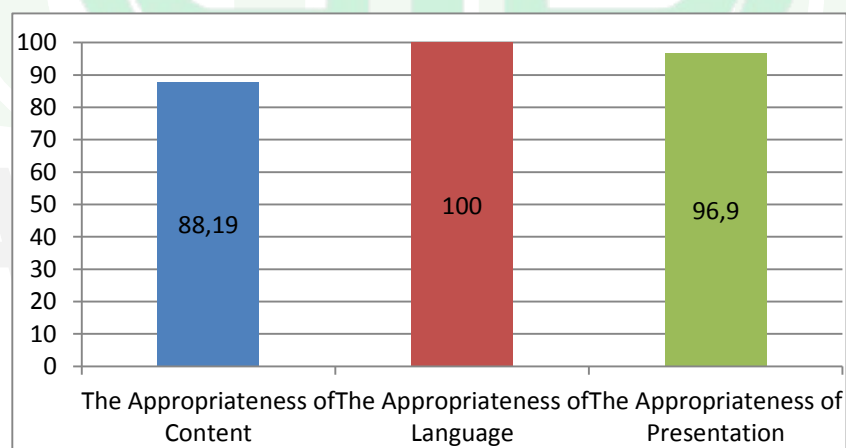
Appropriateness of Presentation :

$$X(\text{appropriateness of presentation}) = \frac{\sum x}{N} \times 100\%$$

$$X(\text{appropriateness of presentation}) = \frac{\sum(36 + 36 + 36 + 36 + 28 + 36 + 36 + 4 + 4)}{260} \times 100\%$$

$$X(\text{appropriateness of presentation}) = \frac{252}{260} \times 100\%$$

$$X(\text{appropriateness of presentation}) = 96.9\%$$



(Diagram 4.1 Percentage of the Analysis)

From the diagram 4.1 explained that the content appropriateness of the book was 88.19%. It means that 88.19% was categorized as “Very Good”. It was proved by the completeness of kind of texts (interpersonal, transactional, functional). Those materials were important in teaching and learning process. Students can learn about the text deeply. This fact is in line with the theory from John Mecalister "the ideas in the course should help learning in the classroom"¹. The material of this book, was useful in learning process. If the textbook contain of unsuitable material that will not help in learning process, it will affect the result of the learning process.

In this textbook, the language used was appropriate with the level of cognitive development of students. Not only appropriate with the level of cognitive development of students, but also the language of this book was readable by the students. It can be said that the language of this textbook was suitable for the student. So, they would not feel too advanced or too simple. This fact is in line with the statement of Zhuomin Sun that “many factors that affect students motivation toward teaching material: interest in the subject matter, level of difficulty, relevance to existing knowledge, perception of usefulness.”² Therefore, the book contain of readable sentences that would make students comfortable to learn and make them interested in the book and the material inside.

¹ I. S. P. Nation and John Macalister, *Language Curriculum Design* (New York: Taylor & Francis, 2010), 70.

² Zhuomin sun, “ Language Teaching Materials and Learner Motivation”, *Journal of Language Teaching and Research*, 6 (November, 2010), 1.

The materials of this book might call clear enough. As Ur said on his book that the good book should be “Clear attractive layout; print easy to read”³, this book already fulfilled those kinds of criteria. Based on Ur⁴ this book contained the material that should be had by a good book. Thus, it was the reason why this book was categorized as a good book.

On the other hand, The appropriateness of the language in this book were also can be proven by the grammatical and vocabulary used in this book. The grammatical and vocabulary in this book was suitable for the senior high schoolers. Thus, it can be said that this book was categorized as a good book as explained by Ur on his book that some of the criteria of a good book were: good vocabulary explanation & practice and good grammar presentation and practice.⁵ That was the reasons why the textbook was categorized as a good book.

Regarding the appropriateness of presentation, this book was got 96.9%, so it can be categorized as high or very good. The book had a good design and layout. The textbook contained a nice color that was suitable with the students of senior high school. The textbook also provided pictures and illustrations that were suitable with the topic used. Tomlinson and Masuhara argue that good design can help teacher and materials writer to achieve:⁶

- Objectives
- Credibility
- Consistency
- Impact

³ Penny Ur, *A Course in Language Teaching* (United Kingdom : Cambridge University Press, 1999), 82.

⁴ Ibid., 82.

⁵ Ibid., 82.

⁶ Brian Tomlinson and Hitomi Masuhara, *Developing Language Course Materials* (Singapore: SEAMEO Regional Language Centre, 2004), 36.

In this book, there were a lot of exercises that could help the student to comprehend and increase their English skill, such as listening, speaking, reading, writing, grammar, pronunciation, and vocabulary. This is in line with the statement from Cunningsworth, he states that a good book should contain “a source of activities for learner practice and communication interaction, a reference source for learners on grammar, vocabulary, pronunciation, etc.”⁷ Thus, students would also be much easier to accomplish the tasks as they have to understand the way to do so in a systematic manner.

The regulation of the Ministry of Culture and Education states that “*Kompetensi inti pada kurikulum 2013 merupakan tingkat kemampuan untuk mencapai standar kompetensi lulusan yang harus dimiliki seorang peserta didik pada setiap tingkat kelas*”⁸. As that statement, this textbook also used curriculum 2013. It was proven by the basic competences that include in the textbook. Therefore, it can be said that this textbook has been already fixed with curriculum 2013 as the regulation of the ministry of culture and education.

Based on that statement, this book was included as a good design book. The ministry of education and culture had already made a book that was suitable with the students using curriculum 2013. To sum up, it is claimed that by using this book, the teaching and learning process would be easier.

⁷ Alan Cunningsworth, *Choosing Your Coursebook* (United State: Macmillan Heinemann, 1995), 31.

⁸ Menteri Pendidikan dan Budaya RI, UU no. 24 Tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar dan Pendidikan Menengah.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusions of this research regarding the analysis of materials evaluation in textbook entitled “*Bahasa Inggris*”. Furthermore, this chapter also contains the suggestions regarding the research for students, teachers, publisher, and also the next researchers.

A. Conclusions

Based on the result and analysis of research that have been done, the researcher can conclude that English textbook entitled “*Bahasa Inggris*” for the tenth grade student of senior high school was categorized “Very Good” by achieving average score of 94.26% of the 23 proposed criteria. Most of the content fulfilled the requirement of the criteria of a good textbook suggested by BSNP.

The appropriateness of content (88.19%) was classified as “Very Good”. It classified as very good because the content of the book almost fulfilled all of the criterion of good content suggest by BSNP. The book has been compatible with core competence and basic competence. The materials presented in the textbook are accurate, but there are some lacks in social function and linguistic features. There are some lacks in the learning support material, those are in the up to date nature of the material and diversity insight. Therefore, the researcher classified as very good content.

The appropriateness of language (100%) was clasified as “Very Good”. The language used in the textbook were appropriate with the development of the

student, communicative, and systematic. Therefore, the researcher classified as very good language.

While the appropriateness of presentation (96.9%) was classified as “Very Good”. The book also had a very good presentation. It was proven by the appearance of the book. The book had good design and layout, including nice pictures and colourful. Yet, there are some lacks in the development of students autonomous. Therefore, the researcher conclude that the appropriateness of the presentation was very good.

B. Suggestions

Based on the result of this research, some suggestions which are helpful for those who are directly related to the textbooks such as teachers, textbook writers and publishers are included in this chapter. The recommendations are as follow:

1. For Teacher

Teachers should be selective in choosing English textbooks. The book can be used in the classroom but teachers should use an additional books as a proponent.

2. For Publisher.

In publishing a textbook specifically to be used in school, publisher should be very alert on the changing of curriculum and the needs of student.

All elements included in the BSNP rubric assessment should be considered before publishing textbook for school as they provide the guideline on the suitable material based on students needs.

3. For Future Researchers in English Education Department

This research is about a content analysis of English textbooks for tenth grade students of Senior High School. The upcoming content analysis studies for the same textbooks evaluated or for similar subjects should explore more aspects and give more valuable result. Students of English Education Department who are interested in doing textbooks evaluation may also use the checklists used by the researcher to evaluate other English textbooks which are developed based on curriculum 2013 or modify the checklist to achieve more comprehensive results of textbooks evaluation.



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Appendix I

STATEMENT OF WORK'S ORIGINALITY

I am the student with following identity:

Name : M. Hilmi Abdul Aziz
Students' Number : T20156018
Study Program : English Education Department
Faculty : Tarbiyah and Teacher Training
Institution : State Institute of Islamic Studies of Jember

certify that the thesis entitle:

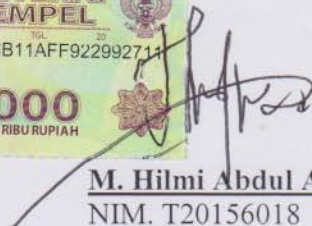
A Content Analysis of English Textbook by The Ministry of Education and Culture of the Tenth Grade Student of Senior High School

is definitely my own work. I am completely responsible for the content of this thesis. Other researcher's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Jember, October 2019

Sincerely,



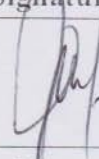

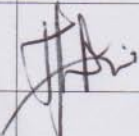
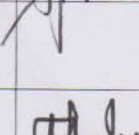
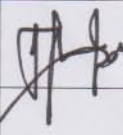
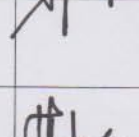
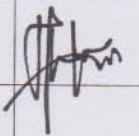
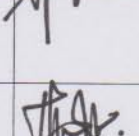
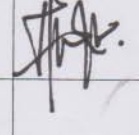
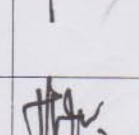


M. Hilmi Abdul Aziz
NIM. T20156018

MATRIX OF THE RESEARCH

| TITLE | VARIABLE | SUB VARIABLE | INDICATORS | SOURCE OF DATA | RESEARCH METHOD | RESEARCH QUESTION |
|--|----------------------------|--|---|---|--|---|
| A Content Analysis of English Textbook Entitled “Bahasa Inggris” by the Ministry of Education and Culture of Indonesia of the Tenth Grade Student of Senior High School | A. English Textbook | A. English Text Book 1. Content 2. Language | A. Content 1. HOTS a. Analyzing b. Evaluating c. Creating B. Language Used 1. Social Function 2. Skills <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 3. English Element a. Grammar b. Vocabulary | A. English Textbook by The Ministry of Education and Culture of Indonesia of the first grade student of senior high school B. Library Research | A. Approach and Kind of Research 1. Quantitative 2. Descriptive B. Data Collection 1. Reading 2. Observing 3. Identifying | Do the English textbook “Bahasa Inggris” published by The Ministry of Education and Culture of Indonesia of the tenth grade student of senior high school meet the criteria of a good text book based on content, language, presentation suggested by BSNP? |
| | B. Curriculum | B. Character Building | C. Instructional Technology 1. Design & Lay Out 2. Communicative 3. Attractiveness 4. Clarity of Instruction 5. Motivating Power of the Material 6. Achievability of Task D. Character Building 1. Core Competence a. Responsibility b. Respect c. Diligence d. Trustworthines e. Courage 2. Basic Competence | | | |

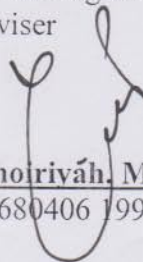
Lampiran III

RESEARCH JOURNAL

| No. | Day/Date | Activities | Signature |
|-----|------------------------|---|---|
| 1. | Tuesday, 25 June 2019 | Validation of the instrument to the lecturer (Mrs. Sari Dewi Noviyanti, M.Pd.) |  |
| 2. | Friday, 28 June 2019 | Validation of the instrument to the English teacher (Mr. Drs. Bambang Sunardi, M.Pd.) |  |
| 3. | Monday, 1 July 2019 | Re-check instrument |  |
| 4. | Wednesday, 3 July 2019 | Analyzing the textbook Chapter 1, 2. |  |
| 5. | Thursday, 11 July 2019 | Analyzing the textbook Chapter 4,6 |  |
| 6. | Monday, 15 July 2019 | Analyzing the textbook Chapter 3,4 |  |
| 7. | Monday, 22 July 2019 | Analyzing the textbook Chapter 6,7 |  |
| 8. | Saturday, 27 July 2019 | Analyzing the textbook Chapter 9 |  |
| 9. | Sunday, 4 August 2019 | Analyzing the textbook Chapter 12, 15 |  |
| 10. | Monday, 12 August 2019 | Presenting the data |  |
| 11. | Monday, 26 August 2019 | Drawing conclusion and suggestions |  |

Jember, 30 August 2019

The Adviser



Dra. Khoiriyah, M.Pd.

NIP. 19680406 199403 2 001

Appendix IV

**KOMPETENSI INTI DAN KOMPETENSI DASAR BAHASA
INGGRIS UMUM SMA/MA/SMK/MAK KELAS X**

| KOMPETENSI INTI 3 (PENGETAHUAN) | KOMPETENSI INTI 4 (KETERAMPILAN) |
|---|---|
| <p>3. memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</p> | <p>4. mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan</p> |
| KOMPETENSI DASAR | KOMPETENSI DASAR |
| <p>3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective,</p> | <p>4.1 menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> |

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|---|---|
| objective, possessive) | |
| 3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya | 4.2 menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks |
| 3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be going to, would like to) | 4.3 menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks |
| 3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya | 4.4 teks deskriptif 4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 menyusun teks deskriptif lisan |

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| | <p>dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> |
| <p>3.5 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> | <p>4.5 teks pemberitahuan (announcement)</p> <p>4.5.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)</p> <p>4.5.2 menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> |
| <p>3.6 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks</p> | <p>4.6 menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi</p> |

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| <p>penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</p> | <p>sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> |
| <p>3.7 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p> | <p>4.7 teks recount – peristiwa bersejarah 4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.2 menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> |
| <p>3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> | <p>4.8 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p> |
| <p>3.9 menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA / MA / SMK / MAK</p> | <p>4.9 menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA / MA / SMK / MAK</p> |

THE ASSESMENT CRITERIA FOR EVALUATING TEXTBOOK

Adapted from BSNP (*Badan Standar Nasional Pendidikan*)

1. The Appropriateness of the Content

| SUB COMPONENT | ASPECT OF EVALUATION | DESCRIPTION | SCORE CRITERIA |
|--|----------------------|---|---|
| A. The Consistency of the Discussion of Material With the Core Competence and Basic Competence | 1. Completeness | a. Contains one of 3 kinds of texts : interpersonal text, transactional text, functional text. b. The detail of each text should include complete supporting details, be relevant to the topic, and easy to understand. | 4: Provides appropriate texts with complete details 3: Almost provide appropriate text with incomplete detail 2: Fairly provide appropriate text 1: Less provide appropriate text and incomplete detail 0: Doesn't provide appropriate text |
| | 2. Material dept | a. Contains of 3 kinds of texts: exposure, retension of formations' rules, and production. b. The detail: <ul style="list-style-type: none"> • Exposure : The chapter should contain many text that relevan with students' life in order to train students to read. • Retension: The chapter should contain the generic structure of the text in order to make students easy to catch the message of the text. | 4: Contains 3 kinds of texts with details content. 3: Incomplete details 2: Contains 2 kinds of texts 1: Only contain 1 text 0: Less than 3 kinds of texts |

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|----------------------------------|--|---|--|
| | | <ul style="list-style-type: none"> • Production: The chapter should contain the way to produce the text in order to guide students to write. | |
| B. The Accuracy of the Materials | 3. Social function | <p>a. Each chapter, must contains one of 3 points with the detail social function:</p> <ul style="list-style-type: none"> • Interpersonal communication: The text should contain interpersonal communication function in order to facilitate students to have interpersonal communication. • Transactional communication: The text should contain transactional function such as giving and asking advice/things/information that related to daily life in order to train students to speak and write. • Functional communication. The text should contain speacial function for eacg text based on kind of text (recount, narrative, procedure, descriptive, news item, report, analytical exposition, spooof, expalanation, discussion, review). | <p>4: Provides appropriate social function 3: Almost provides appropriate social function 2: Fairly provides appropriate social function 1: Less provides appropriate social function 0: Doesn't provide appropriate social function</p> |
| | 4. Elements and structures of the meaning. | <p>Each chapter, must contains one of 3 points with the detail elements and structure of the meaning:</p> <p>a. Interpersonal and transactional texts: In the meaning structure of the text should be interactive in order to guide students to communicate each other such as asking and giving information or thing).</p> <p>b. Functional text both short and monologue: The meaning structure of the text should contain the meaning that should be had by each text such as recount (chronological action), narrative (orientation, complication, and solution), procedure (the steps),</p> | <p>4: Provides detail elements and structures of the meaning 3: Almost provides detail elements and structures of the meaning 2: Fairly provides elements and structures of the meaning 1: Less provides elements and structures of the</p> |

| | | | |
|------------------------------|---|--|---|
| | | descriptive (the description of the object), news item (core action, elaboration and the source of the information), report (the characteristic of the things), analytical (assumptions), spoof (orientation, action, and twist), hortatory exposition (assumption and recommendation), explanation (explanation of the process and closing) , discussion (the issue of different point of view), and review (orientation, evaluation, and the writer argument). | meaning 0: Doesn't provide elements and structures of the meaning |
| | 5. Linguistic features. | The texts given in the textbook are : 1. Directed to develop communication skills. 2. Using accurate language quality. 3. Appropriate with the on going communicative context. 4. The type of text used in order to achieve each of the intended social functions. | 4: Contains 4 points of 4 3: Contains 3 points of 4 2: Contains 2 points of 4 1: Contain 1 point of 4 0: No linguistic features |
| C. Learning Support Material | 6. The up-to-date nature of the material. | The chapter should contain of the up to date Teaching materials (text, table, pictures, attachments, etc) taken from relevant and up-to-date sources which is appropriate with the topic discussed. | 4: The materials are taken from current and relevant sources with the topic and discussed in detailed 3: The materials are taken from current and relevant sources with the topic 2: Some materials are taken from current and relevant sources with the topic 1: The material are taken |

| | | | |
|-------------------------------------|---|--|---|
| | | | from old sources 0: The materials are aken from very old sources |
| 7. Life skills development. | The chapter should contain the text and communicative action that might motivate students to do : | <ul style="list-style-type: none"> a. Personal skill (to know about surplus and lack of their selves and others, develop their self to be a great society). b. Social skill (working together, be tolerance, and have a good interaction with others). c. Academic skill (ability to find and use information, solving problem, and make a good decision). d. Vocational skill (having a good attitude, creativity that needed in working life). | 4: Contains of 4 points of skills development 3: Contains of 3 points of 4 skills development 2: Contains of 2 points of 4 skills development 1: Contain of 1 point of 4 skills development 0: Less than 4 points skills development |
| 8. Development of Diversity Insight | The material of the chapter should contain nationality values such as: | <ul style="list-style-type: none"> • Appreciation of cultural diversity and pluralism of society • Awareness of the potential of the region • Appreciation of democratic value • Understanding of national insight | 4: Contains of 4 points of nationality values. 3: Contains of 3 points of 4 of nationality values. 2: Contains of 2 points of 4 of nationality values. 1: Contain of 1 point of 4 of nationality values. 0: Less than 4 points of nationality values. |

2. The Appropriateness of Language

| SUB COMPONENT | ASPECT OF EVALUATION | DESCRIPTION | SCORE CRITERIA |
|--|---|---|--|
| A. The Appropriateness with the Development of the Students. | 9. Appropriate with the level of cognitive development of students. | The language used in the explanation of the chapter should be appropriate with the cognitive development of the students. The difficulties and the familiarities must be facilitate explicitly. | 4: Provides appropriate language 3: Almost provides appropriate language 2: Fairly provides appropriate language 1: Less provides appropriate language 0: Doesn't provide appropriate language |
| | 10. Appropriate with students' social-emotional. | The language used in the chapter should appropriate with the students' social-emotional. | 4: Provides appropriate language 3: Almost provides appropriate language 2: Fairly provides appropriate language 1: Less provides appropriate language 0: Doesn't provide appropriate language |
| B. Communicative | 11. Readable by the students. | The message that contain in the chapter should readable and understandable by the students. | 4: Provides readable message 3: Almost provides readable message 2: Fairly provides readable message |

| | | | |
|-----------------------------------|--|---|--|
| | | | 1: Less provides readable message 0: Doesn't provide readable message |
| | 12. The accuracy of language rules. | All of the texts in each chapter should be accurate with language rules. | 4: Provides accurate language rules 3: Almost provides accurate language rules 2: Fairly provides accurate language rules 1: Less provides accurate language rules 0: Doesn't provides accurate language rules |
| C. Systematic and Unity of Ideas. | 13. The systematic of the meaning in parts/chapter/sub-section/ paragraph/sentence. | The message or material presented in one section/ chapter/ sub-section/ paragraph of the sentence must reflect the systematic of conveying the meaning. | 4: Systematic meaning 3: Almost systematic 2: Fairly systematic 1: Less systematic 0: The meaning is not systematic |
| | 14. The relevance of meaning between parts/chapters/sub-sections/paragraphs/sentences. | The message or material presented must reflect the relevance of meaning between section/ chapter/ sub-section/ paragraph/ sentence. | 4: Relevant meaning 3: Almost relevant 2: Fairly relevant 1: Less relevant 0: The meaning is not relevant |

3. The Appropriateness of Presentation

| SUB COMPONENT | ASPECT OF EVALUATION | DESCRIPTION | SCORE CRITERIA |
|-----------------|----------------------|--|-----------------------------|
| A. Presentation | 15. Systematic. | The material and exercise in each chapter should | 4: Organized systematically |

| | | | |
|--------------------------|--|---|--|
| Technique | | be organized based on: <ul style="list-style-type: none"> • Kind of text. • Communicative action. • Sistematic Illustration . | 3: Almost organized systematically 2: Fairly organized systematically 1: Less organized systematically 0: Not organized systematically |
| | 16. The Balance in Each Chapters. | The material and exercise should have balance quantity and quality for each chapter and it is provided as: <ul style="list-style-type: none"> • Text. • Communicative. • Illustration. • The code of the chapters are clear | 4: The material and exercise are balanced 3: Almost balanced 2: Fairly balanced 1: Less balanced 0: Not balanced |
| B. Learning Presentation | 17. Centering on Students. | The chapter should contain the exercises that might push students to interact with their friends, teacher, and also people around them using English. | 4: Provides many interactive exercises 3: Almost provides 2: Fairly provides 1: Less interactive exercises 0: Doesn't provide interactive exercise |
| | 18. Development of initiatives, creativity, and critical thinking of students. | The chapter should contain the materials that might push students to do a lot of communicative activity both spoken and written based on their own self creatively and critically. | 4: Provides written and spoken communicative materials 3: Almost provides 2: Fairly provides 1: Less written and spoken communicative materials 0: Doesn't provide written and spoken communicative material |
| | 19. Develop the students' | The chapter should contain material that prompted students in order to make students | 4: Provides clear explanation 3: Almost provides |

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| | independence. | responsible with their own learning process. | 2: Fairly provides 1: Less explanation 0: Doesn't provide any explanation |
| | 20. Develop the students' ability to evaluate themselves. | The chapter should contain evaluation self sheet. The Material presentation, learning experience, and assignments should encourage students to recognize their successes and shortcomings in carrying out learning and communication activities. | 4: Provides evaluation self sheet 3: Almost provides 2: Fairly provides 1: Less evaluation self sheet 0: Doesn't provide evaluation self sheet |
| | 21. Content section. | Contains of 4 points: a. <i>First</i> , opening. The opening include the goal of the material, sistematic of the book, learning steps that should be followed by the learners, and others. b. <i>Second</i> , main material of learning that is main point of the materials which are being discussed in each chapter include meeting, group and individual exercise. c. <i>Third</i> , references. The text, table, picture and others must have clear references as the resources. d. <i>Fourth</i> , conclusion and reflection. Clear conclusion make students easy to understand the whole chapter and while the reflection is contain the attitude that must be follows as the character building. | 4: Contains 4 points 3: Contans 3 points of 4 2: Contains 2 points of 4 1: Contains 1 point of 4 0: Less 4 points |
| D. Completeness of the Presentation of | 22. Introduction section. | Contains of: a. Preface (the goal of the book's authore, a | 4: Provide enough information of the book |

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|---------------------|--|---|---|
| the Whole Book | | <p>thank –you and the hope of the writers).</p> <p>b. The list of content (detailed and divided into some section, topic to make readers easy to find and read the information of the book)</p> | <p>3: Almost 2: Fairly 1: Less 0: Doesn't provide any information of the book</p> |
| 23. Closing Section | | <p>Contains of 3 points:</p> <p>a. Glosarium (a group of important technical term with their meanings).</p> <p>b. References as the resources in writing a book.</p> <p>c. Index (index subject and index of the author).</p> | <p>4: Include the 3 points with heavy information. 3: Contains of 2 points of 3 with less information. 2: Contains of 2 points of 3 with no information 1: Contains of 1 points of 3 0: Less 3 points</p> |



Appendix VI

DOCUMENTATION PICTURE



(Validation to the Lecturer Mrs. Sari Dewi Noviyanti, M.Pd)



(Validation to the English Teacher Mr. Drs. Bambang Sunardi, M.Pd)

BIODATA

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