

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of the research, and it divided into two sections. The first section describe the data gained by checklist to answer the question about the appropriateness material of English textbook “Your English Partner” with the students’ need and learning level.

The second section contain deeper explanation about the result and it relation with the theoretical review that researcher uses in this research.

A. Findings

1. Syllabus and curriculum

Table 4.1 Good Book Material			
Components	Description	Checklist	
Syllabus and curriculum	The book has good material and matches with the syllabus		X

The researcher found this book did not have specific syllabus for teaching English using English “your partner”, but in teacher guided book there are lesson objectives that teacher should follow and students should achieve.

2. Methodology

Table 4.2 Good Book Material			
Methodology	The activities can be exploited fully and can embrace the various methodologies in ELT.	✓	

In this book the the researcher found that material can exploited various methodology of ELT because the book has good material that will make students to active in learning such as in speaking the students can practice it. In grammar the teacher can use GTM.

3. Efficient Outlay Of Supplementary Materials

Table 4.3 Good Book Material			
Efficient outlay of supplementary materials	The book is supported efficiently by essentials like audio-materials.	✓	
	The book has a teachers' guide to aid the teacher.	✓	

This book had listening sections in every units that the teacher had to provide audio material to support the listening activities, for example in unit 2 on page 12 and13 teacher should play an audio of conversation also an audio about how people spend their free time in different ways.

The textbook had a teacher guide that aid the teacher in learning activity. In teacher guide we saw goal, key words, in every chapter.

4. GENERAL

Table 4.4 Good Book Material			
General	Most of the tasks in the book are interesting.	✓	
	Tasks move from simple to complex.	✓	
	Task objectives are achievable.	✓	
	Cultural sensitivities have been considered.	✓	
	The language in the textbook is natural and real.	✓	
	The situations created in the dialogues sound natural and real.	✓	
	The book has material up-to-date.	✓	
	It covers a variety of topics from different fields.	✓	

a. Most of the tasks are interesting

In this textbook there are 8 unit with different topics or themes, contain with certain different task that attract the students' attention in learning English, for example in unit 2 in page 12 there is a task that ask students to practice their speaking skill, it talks about hobby and the tasks require the students to move actively and speak to their friends about hobby. Then in unit 3, the writer provided pictures to attract students' attention to learn new vocabularies and to help them to pronoun it correctly, as can be seen on page 20-21. For the task in page 25 even though the task make students read a long passage but it still catch student interest to learn with a fun task such as they have to complete the grid based on the reading text, decided the true and

false statement and make their own paragraph about their favorite shopping place.

b. Tasks move from simple to complex

This textbook has already considered to the students' level, thus in displaying the tasks it starts from the simplest to the complicated tasks students have to do. To begin the lesson, the writer give a simple task such as asking the student to match pictures and greeting gesture based on the audio students hear, also they have to put a checklist make on statements, as can bee seen on page 2. The tasks on this textbook is getting tough and have many variety for each units. Mostly the tasks is asked students to fill a blank space in sentences, complete sentences and answer questions, as it can be seen in page 7, 15, 16. Then students have to

c. Cultural sensitivities have been considered

In this textbook the cultural sensitivities also already have been considered as well, even though not in all in the units have discussion that related to culture. Some units that have the cultural sensitivities are in unit 1, 3, 6 and 8. In unit one the theme is about greeting, thus the writer provided some different ways in greeting from different country, it can be seen on page 2, there are a task that asked students to match the gesture of greeting and the country where it is coming from. Different with unit one, in unit three to

introduce the different culture the writer provide a reading text about famous markets around the world. In unit six, the cultural sensitivities also show through the reading text, which discuss about the home remedies or traditional medication that are very popular among Indonesia or even in Asia.

d. The language in the textbook is natural and real

The language that are appear in this textbook can be said natural and real. It show in the conversations and the expression in each units. For example in chapter one, where the writer give list of greeting expression that usually many native speaker use in daily conversation and formal situation, the language did not seem stiff or awkward and certainly very useful for students to use in their daily conversation.

e. The situations created in the dialogues sound natural and real

Certainly, the situation that created in the conversations and dialogues that appear in this textbook sound natural and real, because the writer use the situation that close to student or may happen to students. Example in chapter one, there is a conversation about how students meet for the first time in campus. The conversation also use name that use by Indonesians. In chapter two the discussion is about hobby, thus the conversation is related to students' activities that they loved to do.

f. The material is up-to-date

The materials in this book not really up to date to recent situation, but the material in this book already considered to be useful for students and it can be add up with the things that happen right now as the addition material if the teacher want to give others information beside the material in the textbook.

g. It covers a variety of topics from different fields

This textbook covers different topic in each units, yet still very useful for student to use for them. It started with a topic about greeting and introduction in unit 1, then it talks about hobby, shopping, daily routine, healthy, direction and building and vacation.

h. The book contains fun element.

The fun element in this textbook can be found in the task activities, for example in page 12 the task require student to move around the class and talk to each other to find their hobbies. This activity may fun for student because it help them to practice their speaking ability, thus the lesson not be boring for them.

5. Vocabulary

Table 4.5 Good Book Material Checklist			
Vocabulary	Every lesson has appropriate vocabulary	✓	

	There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book.	✓	
	Vocabulary are efficiently repeated and recycled across the book	✓	
	Vocabulary are contextualized.	✓	

a. Every lesson has appropriate vocabulary

Every lesson had appropriate vocabulary with the topic such as in chapter 1 had topic about greeting and in page 1 we can see the vocabulary about greeting: greet, shake hand, ect, in chapter 2 is about shopping and the writer provided vocabulary about Hobbies: like, enjoy, be crazy about, love.

b. The vocabulary in this book move from simple to the complex

In the beginning of this book the writer provided vocabulary that suitable with the new students such in chapter 1 2 3 about greeting, hobby, shopping and the end of this book chapter 6 7 8 the writer provide the vocabulary about daily life like direction, family, healthy, travelling.

c. Vocabulary Contextualized

The writer also give vocabulary that contextualized and appropriated with the topic in every chapter such as in **chapter 1** about greeting: greet, shake hand, ect, there are some vocabularies about greeting or expression used for introducing self. In **chapter 2** about hobbies: like, enjoy, be crazy about, love. That used to tell

what students like about their hobby. In **chapter 3** about shopping: clothes shop, pharmacy, butcher grocery. bakery, stationery and some expression in conditional when they buy or sell something. Example of selling: can I help you? May I help you? Are you looking for anything in particular? That contextualized with chapter 3 topic. **In chapter 4** about daily routine: wake up, get up, take a bath, brush teeth, wash clothes, contextualied with the topic. In chapter 5 contextualized with the topic about family: husband, wife, father, mother, sister, son, daughter, ect. **In chapter 6** about healthy the writer give the vocabulary about health problem: headache, fever, cold, upset stomatch, allergy, chicken pox, dengue fever, ect. **In chapter 7** is about direction so the writer provide the vocabularies about public facilities such as: bank, bookstore, bus station, food stall, ect. And behind the vocabularies there are description about that place. **In chapter 8** about vacation: vacation, travelling, tourism site, resort, trekking, airport, sunset, postcard. That is example of vocabularies from chapter 1 until chapter 8 that contextualized with the topic

6. Grammar

Table 4.6 Good Book Material Checklist			
Grammar	The spread of grammar in this book achievable.	✓	
	The grammar is contextualized.	✓	

	Examples about grammar in this book are interesting.	✓	
	Grammar is reworked implicitly through out the book.	✓	

a. The spread of grammar in this book achievable.

The grammars in this book were achievable because the writer begin with the easy grammar and sequentially, in chapter 1 the writer started explaining about to be and pronoun chart. In chapter 2 about present tense and using like, dislike. In chapter 3 about demonstration adjective and pronoun using that, this, and it. In chapter 4 about time. In chapter 5 about present continuous tense and the differences between simple present tense and present continuous tense. In chapter 6 about adverb frequency like using always if 100%, usually if 90%. In chapter 7 preposition of place using at or on. In chapter 8 about simple past. The grammar are achievable for students because that basic of grammar and the students usually learn that in senior high school.

b. The grammar is contextualized

The grammar is contextualized. In chapter 1 is about greeting or introduce self and the writer provide the grammar about pronoun chart and to be, so the students will easy to greet someone or introduce his self used that grammar. Example: my name is Jordy. In chapter 2 the grammar about present tense that will help students to tell other about they hobbies using present tense: I like play football. In chapter 3 about shopping contextualized with grammar

focus adjective and pronoun using this, that, it for singular and these, those, and they for plural example if the someone ask how much are those the answer is they are \$75, and if someone ask how much is this, the answer is it is only Rp 25.000. In chapter 4 about expression of time that related to the topic about daily routine: i get up at 5 in the morning of weekdays.in chapter 5 about simple present continuous tense contextualized with the topic about family : my sister is taking English subject this semester. In chapter 6 has topic about healthy and the grammar about adverb frequency that can help students to tell they good habits to keep health example I always have breakfast.

- c. Examples about grammar in this book are interesting.

Example about grammar in this book interesting, provided with picture such as using chard, picture, familiar words, etc. It's be able to attract the attention of students to learn it.

7. Speaking

Speaking	Activities in the book are developed to initiate meaningful communication.	✓	
	Activities in the book are balanced between individual response, pair-work and group work.	✓	
	Activities in the book can motivate students to talk.	✓	

- a. Activities in the book are developed to initiate meaningful communication.

The speaking material in this book are develop to meaningful communication because in every chapter have conversation that related to the topic and familiar with students daily life, the conversation also have meaning that will help students to know how to communicate wick other. Example in chapter 1 it can be seen in page 3 that initiate for students to use greeting expression and chapter 2 is about hobbies there is also conversation that related to the hobbies. Students will know how to great someone or tell they hobbies to other people correctly. In chapter 3 about shopping in in page 22 there is a conversation and expression as a buyer or seller that will help students to speak about shopping. In chapter 4 the writer provide conversation of icha and firda about tina's daily routine with that conversation the students will know how to tell about daily routine. In chapter 5 in page 38 there is a conversation max with udin, they tell about them family with each other in that conversation they family, family jobs, and habits. In chapter 6 in page 49 there is conversation in clinic that dr. tuti and winda. In this conversation winda has problem in healthy so Dr. tuti give pill and advice. In chapter 7 page 56 there is conversation between sarah and woman, they communicate about asking and giving direction. In

chapter 8 has a topic simple past so the students to make conversation using simple past.

- b. Activities in the book are balanced between individual response, pair-work and group work.

Every conversation in speaking material are balance between pair work or group work because it involve for 2 or 3 people in every chapter. So the teacher can ask students to practice that conversation for speaking.

- c. Activities in the book can motivate students to talk.

The conversations for speaking material in this book have good topic and related to the new students. it can motivate students to speak because they will not feel hard to develop speaking. Example in chapter 1 about greeting and chapter 2 about hobbies. As new students in collage they will very interest to learn how to greet someone in English and they can tell other people about hobbies after they learn material from this book. In chapter 3 in page 22 the writer provide conversation for speaking material about shopping and there are expressions selling and buying so that will make students easy to understand and topic about shopping is useful material will motivate them to speak because everyone will do shopping. In chapter 3 about daily routine and in chapter 4 about family of course this material very useful and make students interest to speak.

8. Writing

Table 4.8 Good Book Material Checklist			
Vocabulary	Every lesson has appropriate vocabulary	✓	
	There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book.	✓	
	Vocabulary are efficiently repeated and recycled across the book	✓	

- a. Tasks have achievable goals and take into consideration learner capabilities.

The task in this book achievable goal in chapter 1 the writer has 5 goals and in writing section the students have to answer the examination that represent with goal. The questions are what is your name? what is your full name? how parents name you? What language is taken from? the answer is my name is Muhammad ihsan, my full name is Muhammad ihsan, my parents name me by asking advice to my grandfather, is taken from Arabic language. So with that question the students can write short text about their own name. in chapter 2 talking about like and dislike. In page 18 the students are asking to write a paragraph using like and dislike, this is suitable with the goal to make students can write about like and dislike. In chapter 3 the goal is the students write a short text about a shopping place and in page 26 the students are asked by the writer to write a paragraph about your favorite shopping place. In chapter 4 has goal

write partner daily activities in page 34 the writer give an example and the students will easy to do that, so with some example above the students can do that and easy to understand.

b. Models are provided for different genres.

Mostly the models for writing task in form of reading text which are in descriptive genres. For example in chapter 3 there is a text about famous market around the word then there also a writing task follow that required students to write their favorite shopping place. In chapter 5 the topic is about family, the writing task asked students to write a description about their family it can be seen at the page 46.

c. Tasks are interesting.

Task are interesting cause the writer always provide familiar topic for students example in chapter one about greeting in chapter 2 the writer ask students to tell what they like and dislike I writing in chapter 3 about shopping in chapter 4 about daily life chapter 5 description family. The students will interest with that task because it good topic for a new students.

9. Reading

Table 4.9 Good Book Material Checklist			
Reading	Texts reading in this book are graded.	✓	
	Tasks reading in this book are interesting.	✓	

a. Reading text in this book are graded

Reading text in this book are graded. The writer start with easy topic and familiar vocabulary for students example in chapter 1 about name, chapter 2 about friendship and chapter 3 market place and for the end of chapter in this book there are more hard than before in vocabulary or topic for reading text such as in chapter 6 about home remedies and chapter 7 about London.

b. Task reading in this book are interesting

The reading task in this book are interesting because in every chapter writer provided the material that related with the students and close with students daily life also the topic is very familiar to students such as a text about Loksado that can attract students attention to know about that place.

10. LISTENING

Table 4.10 Good Book Material Checklist			
Listening	The book has appropriate listening tasks with well-defined goals.	✓	
	Instructions are clear.	✓	
	asks are efficiently graded according to complexity.	✓	
	Tasks are authentic or close to real language situations.	✓	

- a. The book has appropriate listening tasks with well define goal

In this textbook the listening part appear in every units. Start from just ask student to match the vocabulary, a dialogue, notice important words in sentences, completing the chart, match picture and description, listening about direction, and a conversation about vacation. For example in unit 6 where the audio contain with description about different family and the student should match the picture and what the speaker say. Another example is in unit 7 on page 58 the listening task is about conversation where people ask about direction to certain places. Unfortunately the goal or objective for listening are only written for unit 5 and unit 8.

- b. Instructions are clear

In listening section for this textbook the instructions very clear, not only it say by the speaker but it also written in the textbook. For instance in unit 6 for listening task the instruction written above the table that students should fill with answer of correct medication. In page 58 the instruction very clear state *listen to some hotel guests ask for some places to visit in the neighborhood. Complete the chart.*

- c. Task are efficiently graded according to complexity

The listening task graded according to complexity, it started with an easy task such as match the audio with the vocabulary, with

the picture, places the vocabulary in a chart then it became harder with simple dialogues or a longer conversation.

d. Tasks are authentic or close to the real language situation

The listening tasks are close to the real language situation, the writer chose the listening audio that related to the theme and can be used by students for their daily life, for example in chapter 3 there it talked about the shopping, the conversation took places in market and some other place that probably for shopping. The expression they use in the conversation also familiar with the real life conversation. Also in unit 8 where they talk about a vacation the dialogue are usually use how it like in the conversation.

11. Pronunciation

Table 4.11 Good Book Material Checklist			
Pronunciation	It is contextualized.	✓	
	The material of pronunciation is easy to learn.		

a. contextualized.

The material of pronunciation in this book contextualized but in this book material pronoun just found in in chapter `1 about greeting and the writer provide the material of pronunciation about spelling name so that is suitable with learner activity.

12. Exercise

Exercises	Exercises in this book have clear instructions.	✓	
	Exercise in this book will help students who are under/overachievers.	✓	

a. Exercises in this book have clear instructions.

The researcher found the exercises in this book have clear instructions. In every task the writer provided the instruction before students do the task example in chapter 1 in page 4 the exercise are about introduce self. The writer gave the instruction “Turn around, pair up and introduce yourself with your full name. Use the expressions above. Make a list of your classmates’ names. In chapter 2 in page 16 the writer gave the instruction “complete the conversation by changing the word in brackets into gerund or to infinitive. In page 17 “ continue the sentences using too, either, or neither.

b. Exercise in this book will help students who are under/overachievers.

The researcher found in this book that clearly instruction in every task and in this book the writer provided familiar vocabulary that would help students to understand and the material contain are easy to understand. Example in chapter 1 before the students do the

task about pronoun. There are a pronoun chart and example, the students can do the task base on that pronoun chart.

B. Discussion

This section presents a discussion of the research findings. As mentioned in the first chapter, the aim of this research is to answer how is the appropriateness material of English textbook “Your English Partner” with the students’ needs and level learning. The details are as below:

There are some criteria for a good material of text book analysis. In general it includes the relation between the material and syllabus, teaching method & activities and the suitability the material for the students. It also concern about the language skills such as, listening, speaking, reading & writing, and other aspects like, vocabulary, grammar, pronunciation and certainly the exercise (Makundan, Nimechisalem, & Hajimohammadi, 2011).

Based on the analysis it found that the material in the English textbook “Your English Partner” is appropriate enough for the new students of UIN Antasari because the material contain with activities that can apply ELT teaching methods such as Audio Visual method or Grammar Translation Method.

The material of the text book also interesting and can motivate students to interact and useful for students because it is related to their daily life

activities, like it is discuss about how greet people around them and it also gives example how to greet and take the campus as the background of the place. It also discuss about attractive for student for example in chapter II it discusses about hobby, in chapter III also provide a passage about famous market. It explain how to make a self-schedule. And many more interesting topic that appear in the book. It is related to Rajan (2003) that a good material textbook is like MAGIC (motivating and meaningful, authentic and appropriate, graphic and graded, interesting, interactive and integrated, the last contextual and creative). In line with that statement, the material in this textbook are interesting and motivating for students. He also explain that a textbook that is categorize as good one have to contain with meaningful material and appropriate with students level and needs. The materials in the textbook are very graded as it can been in every chapter it arranged systematically from the starter it contain with expressions, vocabulary, conversation, grammar focus, listening, reading and the last writing and exercise however, in some chapter there are not found the writing part but there are always have exercise that can be used for the writing skill exercise. It can be conclude that the material of the textbook included all English language skills (Rajan & Sundara, 2003).

The materials in the textbook also found interactive because contain so many conversation and examples that can be used for teaching to build a communicative learning. The material also contextual as explained before that the content of this textbook very related to students daily life because

all the materials took from the area that surrounding students. The researcher found that materials in this textbook are creative enough because it talk not only western culture but Asia even places around students such as Loksado and many activities and gestures from local or Indonesians.

From the explanation above it can be concludes that English textbook “Your English Partner” is appropriate enough for students need and level because it fulfill most part of the criteria of a good material textbook. This book certainly motivate student and have authentic and meaningful material that cover all English language skills because it arrange well. It have interactive and interesting materials. It is also contain with creative and contextual contents.

1. Curriculum And Syllabus

A good textbook include the book in relation to the curriculum which means the relation between textbook and the syllabus, methodology, suitability to the learners (Makundan, Nimechisalem, & Hajimohammadi, 2011). But in finding the researcher did not find syllabus in this book English as your partner. The writer have teacher guide only to aid the teacher in teaching activity. It indicate this book is still not perfect because did not have syllabus references.

2. Methodology

The researcher found material in this book were very corresponding with ELT methodology such as the teacher can use CLT in speaking and ask students to actively practice the conversation. And the teacher can use GTM when explaining about grammar. The activities of a good textbook can be exploited fully and can embrace the various methodologies in ELT (Makundan, Nimechisalem, & Hajimohammadi, 2011).

3. Efficient Outlay Of Supplementary Materials

A good textbook had supported efficiently by essentials like audio-materials (Makundan, Nimechisalem, & Hajimohammadi, 2011). This book "English as your partner" is supported by essential material. It can be seen in finding that the book in listening section the teacher used audio material in learning activity. And this book had a teacher guide to aid the teacher in learning activity that indicates this book

4. General

Based on the analysis the general part of this book covered tasks, language, cultural sensitive, material and topic. The tasks in this textbook interesting because had a lot variety of task through chapter 1 to chapter 8 that certainly attract student to learn. A good material book should be interesting as one of the categories (Rajan & Sundara, 2003).

The book should be graded which means it should arrange systematically, thus, this text book had many task that had been arranging from simple to complex (Rajan & Sundara, 2003). The textbook contained with authentic material. The language, mostly in listening part used real recorded from many sources that from native speaker. Thus the dialogues created very close to the real life situation. It is related to statement that authentic material means the book contained the original language by native speaker (Rajan & Sundara, 2003). It means that the learners can improve the language skills from the native speaker.

5. Vocabulary

The vocabulary material in this book had appropriate vocabulary with the topic in every chapter. It can seen in finding that the vocabulary material is appropriate with the lesson in every chapter, the meaning of appropriate is a good material should be suitable for the learner's level and learner's need (Rajan & Sundara, 2003). Example from finding in chapter 1 the topic is about greeting chapter 2 about hobbies, chapter 3 about shopping that appropriate for new students in UIN Antasari because as a beginning that easy to learn and useful for a new students in college.. The materials should contain the materials which learner's need in the teaching and compatible with the learners level.

That suitable with theory if a good book has vocabulary that appropriate with the lesson in every chapter (Makundan, Nimechisalem, & Hajimohammadi, 2011).

The vocabulary moves from simple to the complex. It can be seen in finding that the writer has provided easy vocabulary for news students in beginning of the book such as topic about greeting, hobbies, shopping and graded to end of the book, that is suitable with one criteria of good textbook. Which is the vocabulary move from simple to the complex (Makundan, Nimechisalem, & Hajimohammadi, 2011).

Other criteria for good English textbook is the vocabulary contextualized (Makundan, Nimechisalem, & Hajimohammadi, 2011). Contextualized is a good materials should be suitable with the place and the time (Rajan & Sundara, 2003). In this book the researcher found that vocabulary in every chapter contextualized. As an example in finding the researcher found that in beginning of the book the topic about greeting so the writer provided vocabulary that useful for a new students, they learn how to greet someone. So the researcher can say the vocabulary is very contextualized because we can see in chapter one as an example the new students learn about greeting and it is very suitable with the place and time.

6. Grammar

About grammar in a good book have achievable grammars for new students (Makundan, Nimechisalem, & Hajimohammadi, 2011). and in finding the researcher found that grammar in this book are arranged from easy topic such as about pronoun and to be and hard topic such as past tense. These topics are achievable because this lesson students were know about this grammar in senior high school about pronoun, simple present, present continuous.

The grammar in this book are contextualized. In finding the researcher found that grammar contextualized with the topic or learner activity in every chapter such as in chapter 1 the topic is about greeting and the grammar focus talking about using pronoun and to be. That will help students to use that grammar in greeting such as introduce their own name my name is yadi. It is suitable with theory that a good book has contextualized grammar (Makundan, Nimechisalem, & Hajimohammadi, 2011), and contextualized is suitable with learner activity. (Rajan & Sundara, 2003)

7. Reading

Reading materials in this book are graded (Makundan, Nimechisalem, & Hajimohammadi, 2011). The meaning of graded is a good material should be arranged systematically. It means that the materials in the textbook should be compatible of the materials organize

(Rajan & Sundara, 2003). In finding the researcher found that reading text in this book begin with easy topic and vocabulary example in chapter 1 the reading text talking about name and chapter 2 about hobbies. This suitable with one of criteria for a good book have to have graded reading text (Makundan, Nimechisalem, & Hajimohammadi, 2011). The last this book provided with interesting topic for student, this is related to (Rajan & Sundara, 2003) statement that materials should be able to attract the attention of students to learn it (Rajan & Sundara, 2003).

8. Speaking

For speaking material the writer provided that conversation initiate to meaningful communication. The meaning of meaningful is a good material should be useful to the learner. It means that the materials should help the learners to increase their ability in language (Rajan & Sundara, 2003). Example we can see in finding that every conversation has meaningful communication that will help students to show the right way when we talking with someone about hobbies, how to great other people, ect. And it is suitable with theory's that good English has meaningful communication in speaking material (Makundan, Nimechisalem, & Hajimohammadi, 2011).

One of criteria for good speaking material in English textbook have to balance with individuals respond (Makundan, Nimechisalem, &

Hajimohammadi, 2011). In finding the researcher found that conversation in this book always practice by 2 or 3 people that can practice by pair-work or group work.

Other criteria speaking material in English textbook is the material in the book can motivate students (Makundan, Nimechisalem, & Hajimohammadi, 2011). The meaning of motivating is a good material should motivate learners to learn by themselves. It can achieve when the materials contain the words or sentences that can motivate the students to learn the materials more (Rajan & Sundara, 2003). In finding the researcher found that material in speaking use familiar vocabulary that students use in daily life, so the students will enjoy practice it in daily life such us in chapter 2 the writer provided topic about hobby using like and dislike that can motivate students cause the students can tell what they like.

9. Listening

In listening part of this textbook the writer provided recorders of the audio, in some unit also included passages to reduce the complexness of the listening. the book to help teacher in practicing students listening skill. A textbook should including the recoded of passage containing complex information. The language use in the recording use authentic material that taken from multiple sources (Cunningsworth, 1995). Other theory that a good material textbook

should contain with original language by the native speaker, thus with this the students can get used to the real language that use in the real live situation (Rajan & Sundara, 2003).

10. Writing

The writing material in this textbook mostly form of task in every unit, student given a text, usually a simple reading text. Text material and writing activities can be separated because student need a model as an example to create a writing to write, thus without text writing activities would not be happen, The important of the text that has characterized it use as an attempt to communicate with other people. Mostly after being explained the text by the teacher, students should do activities such as fill a gap in sentences, filling in a form or imitated the text with some change in the text, there kinds of activities categorize as an interesting activities that can attract students to learn how to write in English (Hyland & Ken, 2002). Other theory a good material of a textbook, it should be interesting for student that can influent students attention to learn (Rajan & Sundara, 2003).

11. Pronunciation

A criteria for a good material for textbook had to contained contextualized pronunciation (Makundan, Nimechisalem, & Hajimohammadi, 2011). In finding the researcher only found the pronunciation material in chapter 1. Which talked about how to spelling

names correctly. It indicates that this book is contextualized in pronunciation.

12. Exercise

A good material of exercise in textbook had clear instruction (Makundan, Nimechisalem, & Hajimohammadi, 2011). In finding the researcher found that every exercise in this textbook had clear instruction. That can be seen in finding. The students will know what they should do with that instruction.

Other criteria of good exercise material for English textbook Exercise in this book will help students who are under/overachievers (Makundan, Nimechisalem, & Hajimohammadi, 2011). In finding the researcher found that every exercise would students do after they get explanation from the teacher and the exercise presented after the material and examples that related between it. With that context students will easy to do the exercise easily.

Two of this criteria are terms of exercises are: they should have clear instructions, are adequate, and help all students who are under/over-achievers (Makundan, Nimechisalem, & Hajimohammadi, 2011).