

## CHAPTER IV

### FINDINGS AND DISCUSSION

Having underground the steps and procedures mentioned in chapter III, this chapter points out the findings and discussions of the research based on the data collected from “Think Globally Act Locally” textbook. The findings and discussions are as follows.

#### **A. Findings**

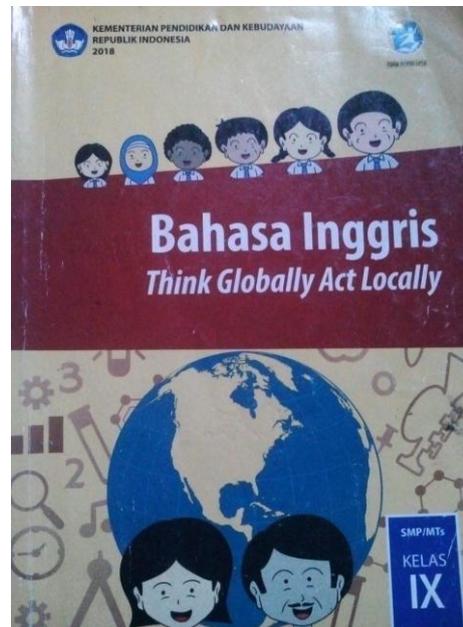
To analyze the quality of textbook entitled “Think Globally Act Locally” the researcher uses the theory from Cunningsworth. According to Cunningsworth’s theory, there are two kinds for analyzing a textbook. There are Impressionistic analysis and In-depth analysis. The textbook published by *Kementrian Pendidikan dan Kebudayaan Republik Indonesia* which contains 218 pages and 11 chapters.

##### **1. Impressionistic Analysis**

Impressionistic analysis give the impression for the textbook. Generally, the function of impressionistic analysis is to analyze the textbook package. This analysis have five aspects to be analyzed, there are from cover, content material, developable learning activities, organization of the book and layout. The researcher analyzed each aspects of the textbook as follows:

a. Cover

**Figure 4.1 Cover of The Textbook**



Cover realizes in an attractive appearance, color, image, and other thing that are used to attract the reader's interest. Based on the analysis, the researcher could find the designation of book in the cover of English textbook "Think Globally Act Locally". In the cover, "Think Globally Act Locally" was published for the ninth grade students of Junior high school. The researcher could find the identity of publisher. Ministry Education and Culture of Indonesia are the publisher of "Think Globally Act Locally". There was Ministry Education and Culture of Indonesia logo in the cover. "Think Globally Act Locally"

used a clear title. The title refers to the name of subjects in the curriculum structure. Components of the title is a unified whole.

The cover of "Think Globally Act Locally" English textbook is interesting. The paper that used is thick. The attractive appearance can be seen from writing or column coloring, giving pictures animated people as well as colorful objects. The color of blue, red, red, white, and cream, and brown. The pictures also support the cover illustration. The pictures are unique because the writer of the book sets up the pictures to become meaningful pictures the picture above is interesting.

The cover of "Think Globally Act Locally" is interesting to read books that are good for students to read, as well as pictures and illustrations that attract students to read because this book have color combination of cover colors and and the eye is interested to see it, because the ninth graders are included medium class where children at this time still like the pictures depicted. Those who are interested will be interested in reading books that are read automatically will see the display received. Based on this reason, score 2 was given from the researcher.

b. Content Material

**Figure 4.2 Content Material of Textbook**

DAFTAR ISI	
Kata Pengantar .....	iii
Daftar Isi .....	v
<b>First Semester</b>	
Chapter I. Congratulations! .....	1
Chapter II. Let's live a healthy life! .....	17
Chapter III. Be healthy, be happy .....	33
Chapter IV. This is how you do it! .....	53
Chapter V. Everybody is always in the middle of something....	79
Chapter VI. We have been to an orphan home. We went there last Sunday. ....	107
<b>Second Semester</b>	
Chapter VII. Sangkuriang .....	131
Chapter VIII. They are made in Indonesia .....	145
Chapter IX. What is it? .....	165
Chapter X. Come and visit us! .....	191
Chapter XI. You can always come back home .....	203
References .....	209
Profil Penulis .....	213
Profil Penelaah .....	216
Profil Editor .....	217
Profil Ilustrator .....	218
Bahasa Inggris / Think Globally Act Locally	

The form of content presentation are questions, types text, dialogue, notes, songs and others. The content material in this textbook is arranged well. There are eleven chapters or units in this textbook. “Think Globally Act Locally” is printed in 218 pages. These pages are added with the preface, table of contents, feature of the textbook, mini dictionary, appendix, bibliography, and spaces for students’ notes. In total, there are 218 pages printed on this textbook. There are eleven chapters presented in this textbook.

Chapter 1 is “Congratulations!” page 1. Chapter 2 is “Let’s live a healthy life” page 17. Chapter 3 is “Be healthy, be happy” page 33. Chapter 4 is “This is how you do it! ” page 53. Chapter 5 is “Everybody is always in the middle of something !” page 79. Chapter 6 is “We have been to an orphan home. We went there last Sunday“ page 107. Chapter 7 is “Sangkuriang” page 131. Chapter 8 is “They are made in Indonesia page 145. Chapter 9 is “What is it! ” page 165. Chapter 10 is “Come and visit us! ” page 191. Chapter 11 is “You can always come back home” page 165. There are also themes or topics in each chapter that the students will learn. There are also exercises and tables that appeared make the students to understand clearly. The content material in this textbook is following the standard from the current syllabus in Curriculum 2013 but, there are some topics that only discuss sub-topics. This can be seen that the content material in this textbook is categorized as fair. In the each chapter found the topic and sub chapter.

The content material on each chapter about the criteria exercise, exercises and tables criteria that appear to make the students understand, but in this textbook the emphasis is on exercises that are done in groups and in pairs rather than individuals. So the teacher took the initiative to make existing exercises and make new ones to be done individually. The

exercises in textbooks are monotonous with the same format. This is reflected in the instructions used in the exercise that seem to occur repetition with almost the same language. The exercises in textbooks can be seen in the following figure as an example.

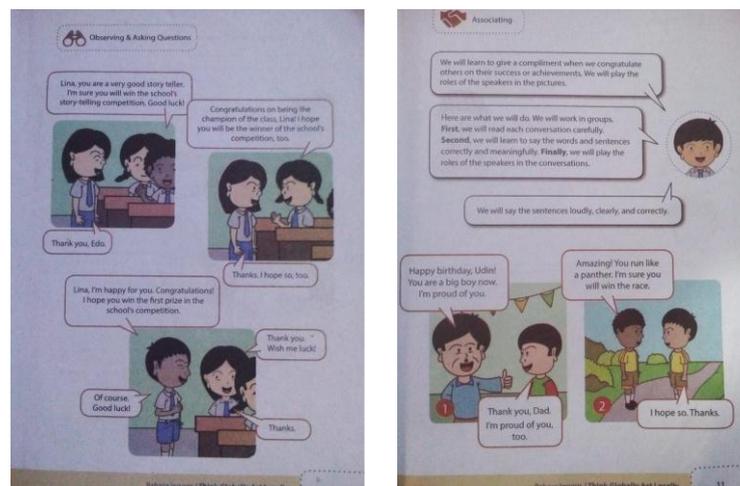
Based on analysis stated that in the textbook there are some types text such as chapter 3 learn about advertisement , Chapter 4 learn about procedure text in page hal 55, 64,71 and 74 . Chapter 6 learn Descriptive text. Chapter 7 learn about narative text pada pada bab ke 135 and 140. Chapter 8 hal 145 learn about narative text. chapter 9 learnt about descriptive text about animals , natural phenomena , and social phenomena.

On each chapter, the textbook provides fun corner and reflection table. In the fun corner, the authors give riddle question. For the reflection table, the students could use it after learning each unit as the reflection what they are good at, what they are ok at, and what they are bad at. Furthermore, for each chapter in this book is divided into five parts: observing and questioning, collecting information, reflecting, associating and communicationg. Expressions, grammar, explanations, and specific vocabularies that the students need for each activity and the students need to know are introduced and presented at the beginning of the activities, so that the students could understand the materials better. Each chapter of the book clearly states

activities that students must carry out in accordance with the 2013 Curriculum lesson plan. This can be seen that the content material in this textbook is categorized as fair.

### c. Developable Learning Activities

**Figure 4.3 Developable Learning Activities of Textbook**



Developable learning activities in this textbook are drafted pretty, varied, gradually so that learners are motivated to learn more. The selection of names such as Udin, Jufri, Siti, and Lina and the animation characters of people used in textbooks are contextual adjusted to Indonesian characters. In the learning activities above are well developed with the dialogues or conversations, pictures that refer to speaking and writing skills and the learning activities above is suitable with the Indonesian people. There are not songs in some chapters, exercises in the table form and journal in every chapter but there is no audio listening in learning activities.

Basically in general, material covering four language skills (*listening, speaking, reading and writing*) is included in the textbook. However, the delivery of the material is implicit and no explicit and specific discussions were found. The four language *skills* are always delivered publicly and together. An example is the *writing skill*. In the exercise column, students are asked to write *statement* sentences and in the same column, students are also asked to say the sentence which is a manifestation of the practice of speaking skills. In that column there are instructions in the form of the sentence "*while you are writing, say the words loudly, clearly, and correctly*".

Unlike other abilities, the textbook places more emphasis on writing and speaking skills. For writing skills, this is reflected in the textbook, that in addition to having a special column for the discussion of writing, writing practice can also be found in almost every exercise. In almost all exercise formats, there are instructions with the sentence "hand-write your work/first copy the example/ rewrite the explanation given", which emphasizes the practice of writing skills.

Similar to writing skills, the textbook also emphasizes speaking skills. This is reflected in almost every exercise in the book. In the exercise there are instructions with the words "say the words loudly, clearly, and correctly/read their sentences

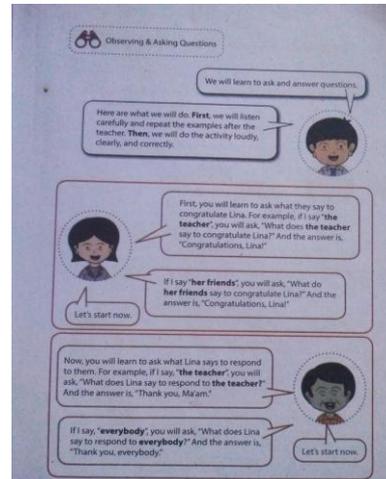
together, loudly, clearly, and correctly/say every sentence loudly, clearly, and correctly", which emphasizes the practice of speaking skills.

Unlike the writing and speaking skills, in textbooks there is not much discussion about reading and listening skills. For reading skills, there is no specific discussion or listed in the exercise found in the textbook unless there are only sentence examples or statements. There are no readings such as text in books that practice student reading skills. More than that, the textbook is not accompanied by supporting material. Supporting material referred to in this case is audio and video equipment related to listening skills. In chapter XI of the textbook, no discussion regarding listening ability was found except for instructions with the words "you will listen to the students telling us good things" and "listen to what they say carefully". The sentence shows that the learning media material only originated from students themselves and teachers. The sentence can be seen in the following image.

The learning activities in this textbook:

## 1) Observing and Asking Question

Figure 4.4 Observing and Asking Questions Activities



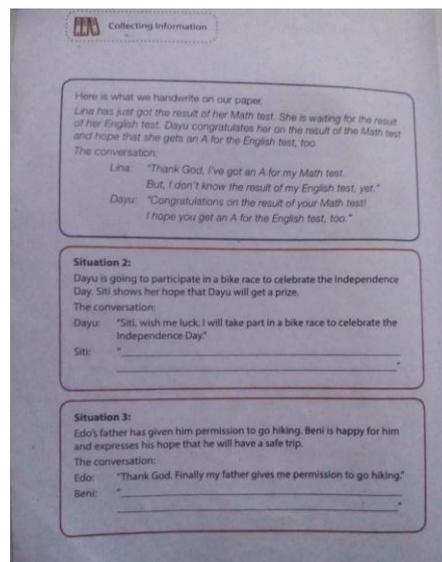
Stages of observing are the efforts of students to recognize the text to be studied (interpersonal, transactional, special functional text, or functional text) by involving the use of more than one senses. To get to know the text well, students need to observe a lot of sample texts, actively, in a variety of activities, namely seeing, hearing, and reading, or watching some examples of texts in the form of reading, video, or sound recordings. What was observed was "material" consisting of social functions, text structures, and linguistic elements.

To conduct good observational activities the teacher needs to prepare an observation guide in the form of an assignment format, which asks students to mention the social function of the text, the structure of the text, the prominent linguistic elements, and the attitude in using the text.

The questioning stage is the students' effort to construct knowledge about social functions, linguistic elements, and text structure through guided discussion. Questioning habits will increase curiosity and critical thinking, which are needed to get good observations. At the same time students also have the opportunity to get used to asking questions in English naturally and meaningfully.

## 2) Collecting Information

**Figure 4.5 Collecting Information Activities**

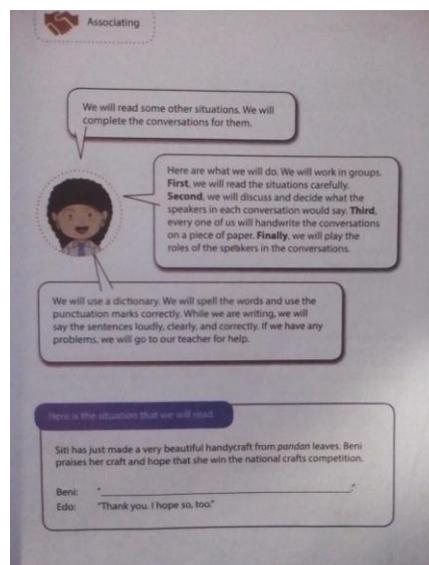


The stage of gathering information is an attempt of students to try or explore to internalize the knowledge and skills that have just been observed, in the form of activities to understand and express every meaning in the text being studied in sequence and coherently, using the correct language elements and in context. This activity is an independent learning activity that is done

collaboratively in groups under the guidance of the teacher. This activity absolutely requires the activeness of students trying to interact in English with the teacher and his friends, inside and outside the classroom.

### 3) Associating

**Figure 4.6 Associating Activities**



The stage of associating or reasoning is an effort of students to develop the ability to group and compare various ideas and events to be able to draw the common thread and store it in memory. The experience is then related and interacts with previous experiences that are already available in long-term memory. At this stage students are guided to group and compare texts based on social functions, text structure, and linguistic elements. Students are given the opportunity to associate information about the text

being studied with similar texts with different forms found in other sources, for the purpose of enrichment and deepening.

#### 4) Communicating

**Figure 4.7 Communicating Activities**

Communicating

In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.

**My Journal**

I have just learnt to \_\_\_\_\_

\_\_\_\_\_

The activities I like most were \_\_\_\_\_

\_\_\_\_\_

The activities I found most difficult were \_\_\_\_\_

\_\_\_\_\_

What I need to do better is/are \_\_\_\_\_

\_\_\_\_\_

The stage of communicating is an effort of students to develop the ability to present or present all knowledge and skills that have been mastered and those that have not, both verbally and in writing. In this activity students not only apply knowledge and skills to communicate ideas, ideas, opinions in English properly, but also talk about problems and successes that have been experienced during the learning process. This activity will fully describe the ability of students in mastering attitudes, knowledge, and skills.

**d. Organization of the Book**

The structuring or organizing is a systematic textbook content, drafting order of chapter, sub-chapters, subject, choose a description of concepts, preparing the exercise, determining the level of difficulty and the order of presentation of each chapter.

In this aspect, the organization of content of chapter, sub-chapter and exercise are good. It can be seen as in every chapter, the students are informed what they will learn with in the chapter. The dialogue and monologue are placed in different space or sections. The exercise comes after every the end of the explanation or dialogue in order to make easy the students in understanding the material and there is a journal for the students in every the end of the exercises. There are no insructions in every part of exercise in this book.

In the criteria for the organization of the contents of the book, this textbook has not a good organization of content seen from the arrangement of the topic of discussion in each chapter. The organization of the topic discussion topics such as warmer, vocabulary builder, language skills, exercise. In this textbook, the textbook was not foundits , but the textbook only provided a organization of five main learning experiences which included observing and asking questions, gathering information, processing information and communicating, which were the main

characteristics of the 2013 curriculum. Inclusion of five main learning experiences can be seen as picture

The textbook fulfills the criteria for an attractive and colorful physical appearance and the suitability of the textbook with the syllabus used in the 2013 curriculum. There are only five main learning experiences listed in the book. For the criteria of language ability, the textbook does not give special emphasis on each language ability (language skills), but rather is general and integrative. Moreover, textbooks describe the four language skills even though the material is less balanced than one language ability with another. The focus of pronunciation is also not found in the book. So the instructor figure in this case is as a model.

The instructor has an opinion on the grammar criteria. The first teacher stated that grammar is taught clearly in textbooks. Whereas the second instructor stated that the grammar taught in textbooks was still less than optimal and provided examples that were not appropriate. Even though in terms of presentation, for example, the textbook provides an interesting example of grammar and is presented in various ways. The textbook also does not include a vocabulary list that is the focus of each chapter or discussion. So there is no target for students in vocabulary mastery.

Regarding the exercise criteria, in this textbook the emphasis is on exercises that are done in groups and in pairs rather than individuals. So the teacher took the initiative to make existing exercises and make new ones to be done individually. Exercise used is also monotonous with the same format.

In the criteria arrangement of the contents of the book, this textbook does not have a good arrangement of the contents. Good composition of content can be seen from the arrangement of the topic of discussion in each chapter (chapter). The composition of the intended discussion topics such as warmer, vocabulary builder, language skills, exercise. In this textbook, the textbook was not found, but the textbook only provided a composition of five main learning experiences which included observing and asking questions, gathering information, processing information and communicating, which were the main characteristics of the 2013 curriculum. Inclusion of five main learning experiences can be seen as the following picture. So, the content material of this textbook is fair

**Table 4.1 Systematic textbook content, drafting order of chapter, sub-chapters**

<b>Chapter</b>	<b>Title</b>	<b>Sub Materials</b>	<b>Page</b>
<b>1</b>	Congratulations!	• Express hopes and wishes to	<b>1-16</b>

		<p>Others</p> <ul style="list-style-type: none"> <li>• Congratulate others for their fortune and achievements</li> </ul>	
2	Let's live a healthy life!	<ul style="list-style-type: none"> <li>• To state the purpose or intention to do something</li> <li>• To agree or disagree with a suggestion or an idea</li> </ul>	17-32
3	Be healthy, be happy	<ul style="list-style-type: none"> <li>• To choose healthy and safe products</li> <li>• To avoid harmful effects, and</li> <li>• To get the best result.</li> </ul>	33-35
4	This is how you do it!	<p>Use and make recipes and manuals</p> <ul style="list-style-type: none"> <li>• How to get the best results</li> <li>• How to avoid an accident, damage, or unnecessary waste</li> </ul>	53-78
5	Everybody is always in the middle of something	<ul style="list-style-type: none"> <li>• To communicate activities in progress at the time of speaking, and at one point of time in the future, in</li> </ul>	79-106

		<p>Order</p> <ul style="list-style-type: none"> <li>• To share the information with other, and</li> <li>• To give an explanation</li> </ul>	
<b>6</b>	<p>We have been to an orphan home. We went there last Sunday</p>	<p>To Communicate past happening which is related to the present moment , in order:</p> <ul style="list-style-type: none"> <li>• to share the information with others</li> <li>• to report the past happening to others, and</li> <li>• to give an explanation</li> </ul>	108-130
<b>7</b>	<p>Sangkuriang</p>	<ul style="list-style-type: none"> <li>• To listen to a folktale</li> <li>• To read a folktale to other people, and</li> </ul> <p>To get a moral lesson from a folktale</p>	131-144
<b>8</b>	<p>They are made in Indonesia</p>	<p>To use sentences in the passive voice to describe Objects</p>	145-164
<b>9</b>	<p>What is it!</p>	<ul style="list-style-type: none"> <li>• To obtain and share</li> </ul>	165-

		information about things, animals, natural phenomena, and social phenomena, in order to get the general knowledge about them.	190
<b>10</b>	Come and Visit us!	<ul style="list-style-type: none"> <li>To understand the promotion of goods and services in short and simple advertisements.</li> </ul>	191-202
<b>11</b>	You can always come back home.	<ul style="list-style-type: none"> <li>To get the message from a song</li> </ul>	203-209

**e. Layout**

Layout is drafting the order of presentation of material each chapter and also see pictures, animations and other support. The arrangement of textbook have to well organizes from general to specific.

The layout in this textbook is interesting and colorful. The type and size of the fonts used is undoubtedly guarantee the smooth readability of the texts. The theme or topic of each chapter is written in bold type. There are not error points in the font size for topic and exercises, the top, bottom, left and right margins, the space between words, phrases, line and so on. It ensures thorough editing and proof reading of the textbook. So, the layout of this textbook is good.

There are five aspects and each aspects has maximum score 2. So the total for each aspect with maximum score is 10. For getting the percentage score , the researcher used this formula by Sudjono (2020) as follow:

$$\text{Percentage} = \frac{N}{\sum N} \times 100\%$$

Note:

N : the total score which is gained by the texbook

$\sum N$  : the maximum score of the aspects

**Table 4.2 Finding of Checklist from Impressionistic Analysis based on Cunningsworth**

No.	Rated aspect	Criteria	Score	Categories
1.	Cover	<ul style="list-style-type: none"> <li>Cover realizes in an attractive appearance, color, image, and other thing that are used to attract the reader's interest.</li> </ul>	2	Good

2.	Content material	<ul style="list-style-type: none"> <li>The form of content presentation are questions, types text, dialogue, notes, songs and others.</li> </ul>	1	Satisfactory
3.	Developable Learning Activities	<ul style="list-style-type: none"> <li>Learning activities should be drafted pretty, varied, gradually so that learners are motivated and cover the four main language skills of listening, speaking , reading, and writing.</li> </ul>	1	Satisfactory
4.	Organization of the book	<ul style="list-style-type: none"> <li>The structuring or organizing is a systematic textbook content, drafting order of chapter, sub-chapters, subject, choose a description of concepts, preparing the exercise, determining the level of difficulty and the order of presentation of each chapter.</li> </ul>	1	Satisfactory
5.	Layout	<ul style="list-style-type: none"> <li>Layout is drafting the order of presentation of material each chapter and also see pictures, animations and other support. The arrangement of textbook have to well organizes from general to specific.</li> </ul>	2	Good
Percentage = $\frac{7}{10} \times 100\%$			70%	

There are five aspects and each aspect has maximum score 2. So the total for each aspect with maximum score is 10. For getting the percentage score, the researcher used this formula by Sudjono (2020) as follow:

$$\text{Percentage} = \frac{N}{\sum N} \times 100\%$$

$$\text{Percentage} = \frac{7}{10} \times 100\% = 70\%$$

Based on the table and the descriptions above, this textbook entitled “*Think Globally Act Locally*” were 70 % fulfilled all of the aspect of the standard requirements hence this textbook was categorized as fair on the standard requirements in impressionistic analysis on analysing the quality of the textbook proposed by Cunningsworth.

## 2. In-depth Analysis

In-depth analysis is the analysis contains detailed information on the various items in the textbook. This analysis have five aspects to be analyzed, there are aims and approaches, design and organization, language and content, language skills, and practical considerations.

### a. Chapter 1

#### 1) Aims and Approach

Chapter 1 of this textbook is entitled “*Congratulations.*” This chapter is found on page 1 until page 16. This chapter has 2 materials to be learnt by the students. The first material is the expression hopes and wishes to other, the second material is to congratulate others on their fortunes and achievements. The materials written in this chapter are suitable with the basic competence 3.1 and 4.1. according to the 2013 curriculum

English lesson syllabus for the ninth graders of Junior High School, basic competence 3.1 is about applying social function, texts structure, and language feature interpersonal interaction verbally and in writing that involves the act of expressing hopes, wishes, and congratulate others for fortunes and achievements, and responding to them, according to the context of its use. While basic competence 4.1 is about arranging short and simple verbal and written texts to say and respond to expressions of hope or wishes and congratulations on happiness and achievement, by paying attention to social functions, text structure, and linguistic elements that are correct and in context.

## 2) Design and organization

English textbook "*Think Globally Act Locally*" have components make up the total course package such as students' books and teachers' books, but this book has not workbooks and cassettes.

## 3) Language and Content

Content material consist of chapter, sub-chapter and exercise are arranged enough. It canbe seen as in every sub chapter, the students are informed what they will learn. The content material of spoken English (dialogues, roleplays, etc.) and well-designed to equip learners for real-life interactions. The first material is the expression hopes and wishes to other and the

instruction is observing and asking questions. The expression opens and wishes to others is suitable for the ninth graders because the expression's material uses the word such as: *"I hope you will win the first prize, too. Good luck !, I wish you all the best with your study", I hope you will be the winner of the school's competition too (see appendix 1)*. The second material is the congratulation others on their fortunes and achievement and the instruction is observing and asking questions. The expression's material uses the word such as: *"Congratulations Lina, "Congratulations for being the champion of the class, Lina.", Congratulations. I'm happy for you."*The last material says sorry and observes instructions and asks questions. Grammatical items are not included and there is no vocabulary list in chapter 1.

#### 4) Language skills

Language skills in this textbook can be seen in the dialogues, pictures, exercise in the table form and journal that refer to speaking, writing and reading skills. In the speaking skill, the students can play a role based on the dialogues and pictures. In the writing skill, the students can make a list or do on the table form in the exercises. In the reading skill, the students can read first the dialogues before they play a role. In chapter 1, there is no listening skill because there is no audio or compact disk in this textbook.

### 5) Practical Considerations

The affordability of the reader or the students are easy in obtaining a textbook entitled “Think Globally Act Locally”. The textbook represents good value for money, strong and longlasting, attractive in appearance, furthersupplies can be obtained at short notice, and the parts of the package require particular equipment, such as a language laboratory, listening centre,or video player and it is reliable.

### **b. Chapter 2**

#### 1) Aims and approach

Chapter 2 of this textbook is entitled “*Let’s live a healthy life!*”. This chapter is found on page 17 until page 32. This chapter has 2 materials to be learnt by the students. The first material is sharing about to state the purpose or intention to do something, the second material is sharing about to agree or disagree with a suggestion or an idea. The materials written in this chapter are suitable with the basic competence 3.2 and 4.2. According to the 2013 curriculum English lesson syllabus for the ninth graders of Junior High School, basic competence 3.2 is about applying the structure of the text and linguistic elements to carry out the social function of the expression of agreement, and the response, in accordance with the context of its use.

While basic competence 4.2 is about arrange simple oral text and written texts to say and respond to expressions of agreement, with due regard to the social function, structure of the text, and correct linguistic elements and context.

## 2) Design and organization

In this textbook provided a composition of five main learning experiences which included observing and asking questions, gathering information, processing information and communicating, which were the main characteristics of the 2013 curriculum. English textbook “*Think Globally Act Locally*” have components make up the total course package such as students’ books and teachers’ books, but this book has not workbooks and cassettes.

## 3) Language and Content

Content material consist of chapter, sub-chapter and exercise are arranged enough. It can be seen as in every sub chapter, the students are informed what they will learn with in the chapter. The first material is to state the porpose or intention to do something and the instruction is observing and asking questions. The second material is expression agree or disagree with a suggestion or an idea and the instruction is observing and asking questions.

The content material of spoken English (dialogues, roleplays, etc.) and well-designed to equip learners for real-life interactions. In this chapter learners learn two communicative skills, the first is expressing

necessity and appeal, using capital “*must, should*” and the phrase “*Let's*”, and “*Why don't*”, and the second expressing agreement with several expressions such as “*That's a good idea*”, “*I agree with you*”, “*Yes, I agree*”, “*I don't think so*”. Appropriate use of singular and plural nominal, with or without *a, the, this, those, my, their*, and so on in nominal terms.

The instructions are not clear in every word such as: “*We will say the words loudly, clearly, and correctly*”(see appendix 2). That is better to use word; “*repeat after the teacher says*”. There is a little explanation for the language form and grammar in this chapter.

#### 4) Language Skills

The language skills that are existing in material are speaking skill, writing skill and reading skill. Language skills in this textbook can be seen in the dialogues, pictures, exercise in the table form and journal that refer to speaking, writing and reading skills. In speaking skill, the students repeat the example after the teacher, sentence by sentence. In writing skill, the students handwrite it, like the examples. In reading skill, the students read their writing. In chapter 2, there is no listening skill because there is no audio or compact disk in this textbook.

The textbook gives an explanation of grammar. But grammar is not discussed in focus and detail. Grammar is delivered along with other discussions such as exercise and language skills. As

contained in chapter 2. The focus of grammar in that chapter is about “The using auxiliary (must, should)”. The focus of *pronunciation* is not found in textbooks, either specifically or in general. in the textbook.

#### 5) Practical Considerations

. The affordability of the reader or the students are easy in obtaining a textbook entitled “Think Globally Act Locally”. The textbook represents good value for money, strong and longlasting, attractive in appearance, furthersupplies can be obtained at short notice, and the parts of the package require particular equipment, such as a language laboratory, listening centre,or video player and it is reliable.

### c. Chapter 3

#### 1) Aims and approach

Chapter 3 of this textbook is entitled “*Be healthy, be happy*”. This chapter is found on page 33 until page 52. This chapter has 3 materials to be learnt by the students. The first material is to choose healthy and safe products, the second material is telling to avoid harmful effects, the third material is telling the days and the last material is telling to get the best result. The materials written in this chapter are suitable with the basic competence 3.3 and 4.3. According to the 2013 curriculum English lesson syllabus for the

ninth graders of Junior High School, basic competence 3.3 is about applying the structure of the text and linguistic elements to carry out the social function of the label drug/food/beverage text, according to the context of its use. While basic competence 4.3 is about understand the meaning of drug/food/drink labels, it is very short and simple.

## 2) Design and organization

In this textbook provided a composition of five main learning experiences which included observing and asking questions, gathering information, processing information and communicating, which were the main characteristics of the 2013 curriculum.

English textbook “*Think Globally Act Locally*” have components make up the total course package such as students’ books and teachers’ books, but this book has not workbooks and cassettes. .

## 3) Language and Content

Content material consists of chapter, sub-chapter and exercise are arranged enough. It can be seen as in every sub chapter, the students are informed what they will learn with in the chapter. The first material is choose healthy and safe products and the instruction is observing asking questions. The second material is harmful effects, and is observing and asking questions. The last material is to get the results and the instruction is observing and asking questions.

The content material of spoken English (dialogues, roleplays, etc.) and well-designed to equip learners for real-life interactions. In this chapter learners learn two communicative skills, the first is discover information from food and beverage labels, the second is distinguish drug/food/beverage labels, the third is provide written opinions on drug/food/beverage labels, and the last is state the contents of the drug/food/beverage label individually. The instructions are not clear in every word; “*We will say the words loudly, clearly, and correctly.*” In the italic word above is not clear. That is better to use word; “*repeat after the teacher says*”.

#### 4) Language skills

There are three skills in the chapter 3 such as reading, speaking and writing. Listening skill is not existing in this chapter because the materials in this chapter are not completed by audio listening or compact disk. In reading skill, the students read each conversation carefully. In writing skill, the students draw hands clock based on the situation on the sentences. In speaking skill, the students play the roles of the speakers in conversation.

Language skills in this textbook can be seen in the dialogues, pictures, exercise in the table form and journal that refer to speaking, writing and reading skills. In the speaking skill, the students can play a role based on the dialogues and pictures. In the writing skill, the

students can make a list or do on the table form in the exercises. In the reading skill, the students can read first the dialogues before they play a role.

The textbook gives an explanation of grammar. But grammar is not discussed in focus and detail. Grammar is delivered along with other discussions such as exercise and language skills. There is no vocabulary list related to the learning material provided in this chapter.

#### 5) Practice Considerations

The affordability of the reader or the students are easy in obtaining a textbook entitled “Think Globally Act Locally”. The textbook represents good value for money, strong and longlasting, attractive in appearance, furthersupplies can be obtained at short notice, and the parts of the package require particular equipment, such as a language laboratory, listening centre,or video player and it is reliable.

### **d. Chapter 4**

#### 1) Aims and approach

Chapter 4 of this textbook is entitled “*This is how you do it* ”. This chapter is found on page 53 until page 78. This chapter has 2 materials to be learnt by the students. The first material is how to get the best resultsand the second material is how to avoid an accident how to avoid an accident, damage, or unnecessary waste.The materials written in this

chapter are suitable with the basic competence 3.4 and 4.4. According to the 2013 curriculum English lesson syllabus for the ninth graders of Junior High School, basic competence 3.4 is about Apply text structure and linguistic elements to carry out the social function of procedural texts by stating and asking about recipes and manuals, short and simple, in accordance with the context of their use. While basic competence 4.4 is about understand the meaning of the procedure text, oral and written, in the form of recipes and manuals, short and simple. Through these activities students will improve intelligence in understanding and producing recipes and manual.

## 2) Design and organization

In this textbook provided a composition of five main learning experiences which included observing and asking questions, gathering information, processing information and communicating, which were the main characteristics of the 2013 curriculum. English textbook “*Think Globally Act Locally*” have components make up the total course package such as students’ books and teachers’ books, but this book has not workbooks and cassettes.

## 3) Language and content`

Content material chapter 4 consist of chapter, sub-chapter and exercise are arranged enough. It can be seen as in every sub chapter, the students are informed what they will learn with in the chapter. The first material is how to get the best result and the instruction is observing and

asking questions. The second material is how to avoid an accident, damage, or unnecessary waste.

This chapter contains basic procedural text in the form of recipes and manuals, short and simple. Communicative skills to be achieved not only understand but also compile the text. The instructions are not clear in every word; *“We will say the words loudly, clearly, and correctly”*. In the italic word above is not clear. That is better to use word; *“repeat after the teacher says”*.

#### 4) Language Skills

Language skills in this textbook can be seen in the dialogues, pictures, exercise in the table form and journal that refer to speaking, writing and reading skills. For speaking skill, the students repeat after the teacher. The students pay attention about the example in reading skill and for writing skill, the students handwrite the number of things in example. In chapter 4, there is no listening skill because there is no audio or compact disk in this textbook.

The content material of spoken English (dialogues, roleplays, etc.) and well-designed to equip learners for real-life interactions. The textbook is not accompanied by supporting material. Supporting material referred to in this case is audio and video equipment related to listening skills. In chapter 4 of the textbook, no discussion regarding listening ability was found except for instructions with the words "you

*will listen carefully telling teacher reading each of the recipes" and "listen to what they say carefully".*

The textbook does not have a specific discussion on vocabulary. There is no vocabulary list related to the learning material provided in each chapter.

#### 5) Practical Consideration

The affordability of the reader or the students are easy in obtaining a textbook entitled "Think Globally Act Locally". The textbook represents good value for money, strong and longlasting, attractive in appearance, furthersupplies can be obtained at short notice, and the parts of the package require particular equipment, such as a language laboratory, listening centre,or video player and it is reliable.

### e. Chapter 5

#### 1) Aims and approach

Chapter 5 of this textbook is entitled "*Everybody is always in the middle of something!*". This chapter is found on page 79 until page 106. This chapter has 2 materials to be learnt by the students. The first material is to communicate activities in progress at the time of speaking, at one point of time in the past, and, and at one point of time in the future, in order:to share

information with other and to give an explanation. The materials written in this chapter are suitable with the basic competence 3.5 and 4.5. According to the 2013 curriculum English lesson syllabus for the ninth graders of Junior High School, basic competence 3.5 is about applying text and non-linguistic structure to carry out agreed social functions and ask for actions/activities/events carried out/occurring at this time, in the past, and in the future, according to the context of their use. While basic competence 4.5 is about arranging oral and written texts to state and inquire about actions/activities/events that are being carried out/happening at this time, past, and future time, by paying attention to the correct social function, text structure, and linguistic elements and in context.

## 2) Design and organization

In this textbook provided a composition of six main learning experiences which included observing and asking questions, collecting information, reflecting, associating, and communicating, which were the main characteristics of the 2013 curriculum. English textbook *“Think Globally Act Locally”* have components make up the total course package such as students’ books and teachers’ books, but this book has not workbooks and cassettes.

### 3) Language and content

Content material consist of chapter, sub-chapter and exercise are arranged enough. It can be seen as in every sub chapter, the students are informed what they will learn with in the chapter. The content material of spoken English (dialogues, roleplays, etc.) and well-designed to equip learners for real-life interactions.

### 4) Language skills

The materials in chapter 5 have presented the three language skills, such as reading skill, speaking skill, and writing skill. Language skills in this textbook can be seen in the dialouges, pictures, and excercise in the table form. In reading skill, the students read the conversation carefully. In speaking skill, the students play the roles of the speakers in the conversation and the students will be drilled by the teacher to say the verbs they have used in the conversation. In writing skill, the students try to decide the facts from the conversation to be stated to complete the situation and handwrite it on a pice of paper. In this chapter , there is no listening skill because there is no instruction that ask students to listen the teacher to read the dialogues. In almost all exercise formats, there are instructions with the sentence *"hand-write your work / frist copy the example / rewrite the explanation given"*.

### 5) Practical Considerations

The affordability of the reader or the students are easy in obtaining a textbook entitled “Think Globally Act Locally”. The textbook represents good value for money, strong and longlasting, attractive in appearance, furthersupplies can be obtained at short notice, and the parts of the package require particular equipment, such as a language laboratory, listening centre,or video player and it is reliable.

There are five aspects and each aspects has maximum score 2. So the total for each aspect with maximum score is 10. For getting the percentage score , the researcher used this formula:

$$\text{Percentage} = \frac{N}{\sum N} \times 100\%$$

Note:

N : the total score which is gained by the texbook

$\sum N$  : the maximum score of the aspects

**Table 4.3 Finding of Checklist from In-depth Analysis based on  
Cunningsworth**

No.	Rated Aspect	Criteria	Score	Categories
1.	Aims and Approaches	<ul style="list-style-type: none"> <li>• The aims of the textbook correspond closely with the aims of the teaching program and with the needs of the learners,</li> <li>• The textbook is suited to the learning/teaching situation.</li> <li>• How comprehensive is the textbook? Is it a good source for students and teachers?</li> <li>• It covers most or all of what is needed,</li> <li>• It is a good resource for students and teachers, and</li> </ul> <p>Is the textbook flexible? Does it allow different teaching and learning style? .</p>	2	Good
2.	Design and organization	<ul style="list-style-type: none"> <li>• components make up the total course package (e.g., students' books, teachers' books, workbooks, cassettes).</li> <li>• The content is organized (e.g., according to structures, functions, topics, skills, etc.),</li> <li>• Are there reference sections for grammar, etc?</li> </ul> <p>Is some of the material</p>	1	Satisfactory

		<p>suitable for individual study?</p> <ul style="list-style-type: none"> <li>• Is the layout clear?</li> </ul>		
3.	Language content	<ul style="list-style-type: none"> <li>• The textbook cover the main grammar items appropriate to Joniur High School level</li> <li>• Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary?</li> <li>• the textbook includes material for pronunciation work and if so, what is covered: (individual sounds, word stress, sentence, stress, intonation, and so on).</li> <li>• language style is matched to social situation.</li> </ul>	1	Satisfactory
4.	Language Skills	<ul style="list-style-type: none"> <li>• whether all four skills are adequately covered, bearing in mind the lesson objectives and syllabus requirements,</li> <li>• whether there is material for integrated skills work,</li> <li>• whether reading passages and associated activities are suitable for the students' levels, interests, etc.,</li> <li>• whether there is there sufficient reading material,</li> <li>• whether the listening material is well-recorded,</li> </ul>	1	Satisfactory

		<p>as authentic as possible, accompanied by background information, questions, and activities which help comprehension,</p> <ul style="list-style-type: none"> <li>• whether the material is for spoken English (dialogues, roleplays, etc.) and well-designed to equip learners for real-life interactions, and</li> <li>• whether writing activities are suitable in terms of amount of guidance/control, and degree of accuracy.</li> <li>• The presentation of language skill such presentation of listening skills, speaking skills, reading skills, writing skills, and grammar.</li> </ul>		
5.	Practical considerations	<ul style="list-style-type: none"> <li>• what the whole package costs</li> <li>• Whether this represents good value for money</li> <li>• whether the books are strong and longlasting,</li> <li>• whether they are attractive in appearance,</li> <li>• whether they are easy to obtain and</li> <li>• Are the books strong and long-lasting? Are they attractive in appearance</li> <li>• Are type-face, quality of paper, size and weight acceptable?</li> </ul>	2	Good

	<ul style="list-style-type: none"> <li>• Is the appendix useful?</li> <li>• whether further supplies can be obtained at short notice, whether any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player and</li> <li>• whether it is reliable. If so, schools must have the equipment available for use.</li> </ul>		
$\text{Percentage} = \frac{7}{10} \times 100\%$		<b>70%</b>	

There are five aspects and each aspect has maximum score 2. So the total for each aspect with maximum score is 10. For getting the percentage score, the researcher used this formula by Sudjono (2020) as follows:

$$\text{Percentage} = \frac{N}{\sum N} \times 100\%$$

$$\text{Percentage} = \frac{7}{10} \times 100\% = 70\%$$

Based on the table above, the summative score on finding of In-depth textbook analysis showed that unit 1 until unit 5 fulfilled 70% the criteria from Cunningsworth standard requirement. As for the summative score of In-depth textbook analysis showed 70% and categorized as fair and the textbook was suitable enough to be used for media in teaching learning process for the ninth grade student of Junior High School.

## **B. Discussions**

This textbook consist of eleven chapters which are in line with curriculum 2013 and match to the specification of the syllabus. It covers twenty two materials such as, to express hopes and wishes to others, to congcratulate others, to state the purpose or intention to do something, to agree and disagree with a suggestion or an idea, to choose healthy and safe products, to avoid harmful effects, to get the best results, to read recipes and manuals, how to avoid an accident, damage, or unnecessary waste, to share the information with others, to give an explanation, to share the information to others, to report the past happening to others, to give an explanation, to listen folktale, to read a folktale for myself, to read a folktale to other people, to get a moral lesson from a folktale, to use sentences in the passive voice to describe objects, to obtain and share information about things, animals, natural phenomena, social phenomena, to understand the promotion of goods and services in short and simple advertisements, and to get the message from a song. From the description on analysing the quality of textbook which is proposed by Cunningsworth, there are two aspects in Cunningsworth's textbook analysis such as impressionistic analysis and in-depth analysis. The explanation of impressionistic and in-depth analysis are:

### **1. Impressionistic Analysis**

According to Cunningsworth (1995) impressionistic analysis consist of five criteria for evaluating the textbook. There are cover, content material, developable learning activities, organization of the book, and layout. For the cover "Think Globally Act Locally" English textbook have attractive appearance based on color of the book, and funny images in

every single page to attract the students' attention and interest. In content material the textbook used various form of content, such as questions, types of the text, kind of dialogues, notes, songs that related to study and others.

The textbook "Think Globally Act Locally" will motivate the learners to study because in developable learning activities, the drafting of textbook arranged prettily. Developable learning activities in this textbook have four main activities such as observing and asking question, collecting information, associating, and communicating. According to Fitriani (2013) the textbook was proportional enough because it contains almost the whole communicative function that most of the students are needed to cover the communicative competence through it. The textbook also cover four main language skills of receptive skills such as listening skill and reading skill and productive skills such as speaking skill and writing skill.

Organization of the textbook is systematic. It can be seen that the drafting order the chapters, sub-chapters, subject of the study and description of concepts. The textbook prepare kind of exercise and determine the level of difficulty for each chapter. While, from the layout of the textbook drafting the order of presentation of material each chapter, animations and pictures well organizes from general to specific in every chapter of the textbook. The textbook "Think Globally Act Locally" fulfilled 70 % from the criteria of the Cunningsworth standart and the textbook was categorized fair.

## 2. In-depth Analysis

In-depth analysis is the analysis that obtains detailed information on the various items in textbooks, such as syllabus outlines with the needs of learners. The aspects to be analysed are; aims and approaches, design and organization, language and content, language skills and practical considerations. The textbook “Think Globally Act Locally” consist of eleven chapters and the researcher takes all chapters to be analyzed. These chapter are namely chapter 1, chapter 2, chapter 3, chapter 4, and chapter 5,

. Aims and approaches of the “Think Globally Act Locally” English textbook correspond closely with the aims of teaching and learning program and also with the needs of the students. The textbook have good resources for students and teachers for teaching and learning process.

For the design and organization, the content is well-organized such as structure, functions, topic and skills. Language content of the textbook have language style that matched to social function. In language skills all four main skills of English are adequate covered. According to Sulistyani (2017) the English textbook should relevant with core and basic competence of 2013 curriculum for the ninth grade of junior high school.

For example in chapter 1 of the textbook entitled “Congratulation” found on page 1 until 16, the materials written in this chapter suitable with the basic competence 3.1 and 4.1 (see appendix 3) according to the 2013 curriculum English lesson syllabus for the ninth grade of junior high school

Cunningsworth (1995) state that textbook focus on listening in two ways namely as a general part of oral work and recorded passages for

comprehension. The first type refers to the recording of everyday communication including dialogues and roleplay. The second type is activities including discussing and drawing conclusion from the passage. In his textbook, all of the chapter used the first type listening such as dialogues and roleplay. The textbook provide sufficient reading material for students and the level of reading passages are suitable for the students.

In speaking skill, the material for spoken English such as dialogues and roleplays is well-designed to equip learners for real-life interactions in their daily life. For writing activities this textbook concern with amount of guide and degree of accuracy. The result showed that the textbook “Think Globally Act Locally” fulfilled 70 % from the criteria of the Cunningsworth standard and the textbook was categorized fair