

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings of the Textbook Evaluation

Table 1. 1

Aspect of Evaluation	No	Sub aspect of evaluation	Fulfilment	
			TB 1	TB 2
Content	1.	Relevance of materials to the curriculum	67%	83%
	2.	Materials accuracy	57%	86%
	3.	Supporting learning materials	57%	64%
Language	4.	Language appropriateness	80%	100%
Presentation	5.	Presentation technique	100%	100%
	6.	Teaching and learning technique	100%	100%
	7.	Presentation coverage	70%	80%
		Average (%)	75%	88%
		Criteria	Good	Good

Based on the data presented on table 1.1, TB1 categorized **'Good'** by achieving average score of 75%. The two criteria classified **'Poor'** namely materials accuracy and supporting learning materials, three criteria were **'Good'** namely relevance of materials to the curriculum (67%), language appropriateness (80%), presentation coverage (70%), two criteria were excellent namely presentation technique (100%) teaching and learning technique (100%).

On the other hand, TB2 was categorized **'Good'** by achieving average score of 88% of the seven proposed criteria five criteria could be classified **'Good'** and

three criteria got excellent were language appropriateness, presentation technique and teaching and learning technique got 100% average score.

The result of the textbook evaluation summarized on table 2.1 until 2.7. The summary contain 62 sub-aspect covered the criteria reflecting the beliefs of ideal characteristic that a textbook should have. Following the summary of the results was the presentation of more detailed evaluation results.

1) The Relevance of Materials To The Curriculum

Table 2. 1

Area	No	Criteria : The Relevance of Materials To The Curriculum	The Fulfillment of Criteria	
			TB1	TB2
Material completeness	1.	The textbook should comprise an interpersonal text in the form of attention, ability, suggestion, instruction, greeting and position, simple present tense, present continuous tense, comparison, simple past tense.	1	0
	2.	The textbook should include a transactional text that has aimed at asking for and giving something, offering, and refusing, and agreeing related to the students' immediate context.	1	1
	3.	The textbook should contain a short functional text giving the student opportunity to improve their ability in reading and writing.	1	1
	4.	Exposure: the textbook should provide as much as exposure to the students by presenting many kinds of text which are relevant to them.	1	1

Materials Depth	5.	Retention: the textbook should explain the retention of text that is the social function, meaning and linguistic feature.	0	1
	6.	Production: the textbook should lead the students to produce both written and spoken text fulfilling its social function, meaning, and linguistic feature.	0	1
Total			4	5
Percentage			67%	83%

With regard to the relevance of the materials to the curriculum, Textbook1 (TB1) fulfilled four of the six proposed criteria. Those included 1) interpersonal text, 2) transactional text, 3) functional text, 4) exposure. For this criterion, TB1 got 67% of fulfilment ratio. This meant that TB1 was **‘Good’** in the category of the relevance of textbook to the curriculum.

Textbook2 (TB2), on the other hand, met five of the six proposed criteria. They were 1) transactional text, 2) functional text, 3) retention, 4) exposure of text, 5) production. Since TB2 has met five out of criteria, it got 83% fulfilment score. This meant that this textbook categorized **‘Good’** in the aspect of the relevance of textbook to the curriculum.

2) The Materials Accuracy

Table 2. 2

Area	No	Criteria : The Materials Accuracy	The Fulfillment of Criteria	
			TB1	TB2
Social Function	1.	Interpersonal communication has aimed at building an interpersonal communication with others.	1	0
	2.	Transactional communication is employee to ask for/give goods services, and opinion related to the	1	1

<i>The texts should lead to accomplish their social function that is relate to the interpersonal communication, transactional communication, and functional communication.</i>		students' daily life in the form of spoken and written genre.		
	3.	Functional communication functions in the short functional text as follows. Recount is use to tell personal experiences for example biography, unforgettable experiences, and the like. Narrative is aim at amusing the readers and promoting moral values. Descriptive used to give, identify differentiate, offer, compliment and criticize goods/people/animals.	1	1
Generic Structure <i>The texts should lead to the developments of the students' logical and systematic thinking skills.</i>	4.	Descriptive must contain at least identification and description.	0	1
	5.	Narrative must contain at least orientation, complication, and resolution.	0	1
	6.	Recount must have at least orientation and events that are chronologically ordered.	0	1
Linguistic Features	7.	The texts should develop the students' communication skills by using accurate and appropriate language based on the communicative context.	1	1
Total			4	6
Percentage			57%	86%

In terms of their materials accuracy, TB1 has fulfilled six out of the seven proposed criteria. Those were 1) interpersonal communication, 2) transactional dialogues, 3) accomplishing social functions through functional text, 4) accurate and appropriate use of language based on the communicative context.

Meanwhile, TB1 has met all of those proposed criteria. Those were 1) interpersonal communication, 2) transactional dialogues, 3) accomplishing social

functions through functional text, 4) descriptive, 5) narrative, 6) recount, 7) accurate and appropriate use of language based on the communicative context.

Based on the fulfillment ratio criteria, TB1 has fulfilled six out of criteria and get 58% it means TB1 was **‘Poor’** and TB2 fulfilled 100% of the proposed criteria which meant TB2 was **‘Excellent’** at their materials accuracy.

3) The Supporting Learning Materials (Table 2.3)

Table 2. 3

Area	No	Criteria : The Supporting Learning Materials	The Fulfillment of Criteria	
			TB1	TB2
Up-to-date	1.	The supporting learning materials accompanying texts (table, picture, appendix, etc.) taken from up to-date sources.	0	0
	2.	The supporting learning materials accompanying texts (table, picture, appendix, etc.) taken from relevant sources.	1	1
Life Skills Development <i>The texts and communicative events motivate the students' to do some life skills development including personal skills, social skills, academic skills, and vocational skills.</i>	3.	Personal skills: include the ability to recognize personal and other strengths and weaknesses as well as to develop himself as an autonomous and social person	1	1
	4.	Social skills: involve the ability to be cooperative, tolerant, appreciating gender equity, peace and non-violent in communicating and interacting with other people.	1	1
	5.	Academic skills: comprise gaining and using information, solving the problems, and making decisions.	1	1
	6.	Vocational skills: include the ability, attitude and skills necessary to do certain job/profession.	0	0
	7.	The texts and communicative events lead the students to appreciate cultural	0	1

Development of Insight on diversity		diversity and plural society including cultural values as well as local, national and global contents.		
<i>The texts and communicative events lead the students' to appreciate multiculturalism and pluralism, to be aware of local and national genius, to appreciate democracy in local context, and to understand nationalism.</i>	8.	The texts and communicative events lead the students to be aware of their local region's potential aspects in order to promote local and national potential aspects.	1	1
	9.	The texts and communicative events lead the students to appreciate democratic values relevant to their local socio-cultural contexts.	1	1
	10.	The texts and communicative events lead the students towards the internalization of insight on diversity values for promoting the sense of belonging to the motherland, nation and country.	1	1
Character Building	11.	The character building activities are present to be apply in the students' daily life.	0	0
Cultural Aspects	12.	The textbook present local culture to maintain the students' identify.	1	0
	13.	The textbook present target culture in order to introduce the students with the culture of English-speaking country's people.	0	1
	14.	The textbook promotes international culture to raise the students' awareness of diversity of English speakers nowadays.	0	0
Total			8	9
Percentage			57%	64%

In reference to the supporting learning materials, TB1 has fulfilled eight out of the fourteen proposed criteria. These involved 1) relevant sources of the supporting materials, 2) personal skills, 3) social skills, 4) academic skills, 5) appreciate of cultural diversity and plural society, 6) local region's potential aspects, appreciate democratic values, 7) internalization of insight on diversity

values, 8) local culture. Using the fulfilment criteria, TB1 got 57%, which meant it had **‘Poor’** supporting learning materials.

In this category, TB2 has met nine out of fourteen proposed criteria on supporting learning materials. They were 1) relevant sources of the supporting materials, 2) personal skills, 3) social skills, 4) academic skills, 5) appreciate of cultural diversity and plural society, 6) appreciate on democratic values, 7) local region’s potential aspects, 8) appreciate democratic values, 9) internalization of insight on diversity values, 10) target culture. Having fulfilled nine criteria, TB2 got 79% of fulfillment score. This therefore meant that TB2 was **‘Good’** in supporting learning materials.

4) The Appropriateness of Language

Table 2. 4

Area	No	Criteria : The Appropriateness of Language	The Fulfillment of Criteria	
			TB1	TB2
The match between language and students’ development	1.	The language of instruction and explanation should be suitable with the students’ cognitive development.	1	1
	2.	The language of instruction and explanation should be suitable with the students’ socio-emotional condition.	1	1
Communicativeness	3.	Message readability: the messages are clear and are understandable.	1	1
	4.	Grammatical accuracy: the messages are present in correct English grammar.	1	1
	5.	The language of instruction should be natural and real to promote real-life and meaningful communication.	1	1

The coherence and unity of ideas	6.	The materials presented on one part/chapter/subchapter/paragraph/should be coherent.	1	1
	7.	The materials should show unity of meaning on each part/chapter/subchapter/paragraph	1	1
	8.	The materials must sequenced from easy to complex.	1	1
Four skills	9.	Listening: there is a good presentation and practice of listening.	1	1
	10.	Speaking: there is a good presentation and practice of speaking	1	1
	11.	Reading: there is a good presentation and practice of reading.	0	1
	12.	Writing: there is a good presentation and practice of writing.	1	1
Other language aspects (vocabulary, grammar, and pronunciation)	13.	Vocabulary: there is a good presentation and practice of vocabulary.	1	1
	14.	Grammar: there is a good presentation and practice of grammar.	0	1
	15.	Pronunciation: there is a good presentation and practice of pronunciation	0	1
Total			12	15
Percentage			80%	100%

In reference to the appropriateness of language, TB1 has met twelve out of the fifteen proposed criteria. Those were 1) cognitive development, 2) socio-emotional condition, 3) messages readability, 4) grammatical accuracy, 5) real-life and meaningful use of language, 6) coherence of materials, 7) unity of materials, 8) sequencing materials, 9) good presentation and practice in listening, 10) good presentation and practice speaking, 11) good presentation and practice writing, 12) good presentation and practice vocabulary. Considering this result, TB1 was **‘Good’** in this category by achieving 80% of fulfilment criteria.

On the other hand, Textbook2 (TB2) has met all of the proposed criteria. TB2 got 100% this meant TB2 was **‘Excellent’** in the appropriateness language.

5) Presentation Technique

Table 2. 5

Area	No	Criteria : The Presentation Technique	The Fulfillment of Criteria	
			TB1	TB2
Organization	1.	The materials presented in the form of texts, communicative acts, illustrations, and symbols that should consist of, at least introduction, content and conclusion.	1	1
The balance between chapter and unit	2.	The materials are presented in the form of texts, communicative acts, illustrations, and symbols which should be made balance in each chapter/ sub-chapter/unit	1	1
Total			2	2
Percentage			100%	100%

In accordance to the presentation technique, both textbooks have met all proposed criteria. Those include 1) organized materials in the form of texts, communicative acts, illustrations, and symbols that should consist of, at least introduction, content and conclusion, 2) balanced materials in the form of texts, communicative acts, illustrations, and symbols.

Textbook1 and Textbook2 got 100% in presentation technique this meant both of textbooks was '**Excellent**'.

6) The Teaching and Learning Technique

Table 2. 6

Area	No	Criteria : The Teaching and Learning Technique	The Fulfillment of Criteria	
			TB1	TB2

Student Centered Principle	1.	The materials encourage the students to communicate in English with their peer, teacher and wider community member.	1	1
Development of Students' Initiative, Creativity, and Critical Thinking	2.	The materials encourage the students to communicative activities in oral and written form based on their initiation creatively and critically.	1	1
Development of Autonomous Learning	3.	The materials encourage the students to be autonomous learners	1	1
Development of Students' Reflection/Self Evaluation Ability	4.	The materials encourage the students to be aware of their achievement and lacks in teaching learning process.	1	1
Total			4	4
Percentage			100%	100%

Based on the criterion of teaching and learning technique, TB1 and TB2 have met all of the proposed criteria. They include 1) interaction in English among students with others, 2) initiation to communicate creatively, 3) autonomous learning principle, 4) aware of their achievements and lacks, both of textbooks got 100% this indicated TB1 and TB2 were '**Excellent**' in this category.

7) Presentation Coverage

Table 2. 7

Area	No	Criteria : Presentation Coverage	The Fulfillment of Criteria	
			TB1	TB2
Introductory Part	1.	Preface: provide some basic information with regard to the reason of writing the book and acknowledgement.	1	1

<i>This part consist of at least preface and table of content</i>	2.	Table of content: make the readers easy to find chapter, sub chapter, and topic of the book.	1	1
Content Part <i>This part consist of at least introduction, learning load, reference, summary, and reflection.</i>	3.	Introduction: contain some information in relation to the aim the book, the organization of the book, the preferred learning style, and so on.	1	1
	4.	Learning load: comprise type equation here, three aspect that become the main part of the book namely face-to-face activity, exercise, and independent activity.	1	1
	5.	Reference: cover any texts, tables, illustrations that have some identities.	1	0
	6.	Summary: involve the main points of the materials on each chapter.	0	0
	7.	Reflection: guide the students to reflect what they have learned in each unit	1	1
Closing Part <i>This part consist of at least glossary, bibliography, and index</i>	8.	Glossary: contain some important terms and their explanation which are listed alphabetically	0	1
	9.	Bibliography: contain the list of books used as a reference	0	1
	10.	Index: comprise of the list of important words followed by the number of pages.	0	1
Total			7	8
Percentage			70%	80%

With regard to the presentation coverage, Textbook1 (TB1) has fulfilled 70% of the proposed criteria. In other words, it has met seven out of ten categories. Those were 1) preface, 2) table of content, 3) introduction, 4) learning load, 5) reference, 6) reflection, 7) glossary. Having fulfilled six out of criteria, it considered **‘Good’** in the aspect of presentation coverage.

On the other hand, Textbook2 (TB2) has met eight proposed criteria. Those include 1) preface, 2) table of content, 3) introduction, 4) learning load, 5)

reflection, 6) glossary, 7) bibliography, and 8) index. Since this textbook has met those criteria, TB2 got 80% it considered ‘**Good**’ in the presentation coverage.

B. Discussion on The Description of the Criteria Fulfillments

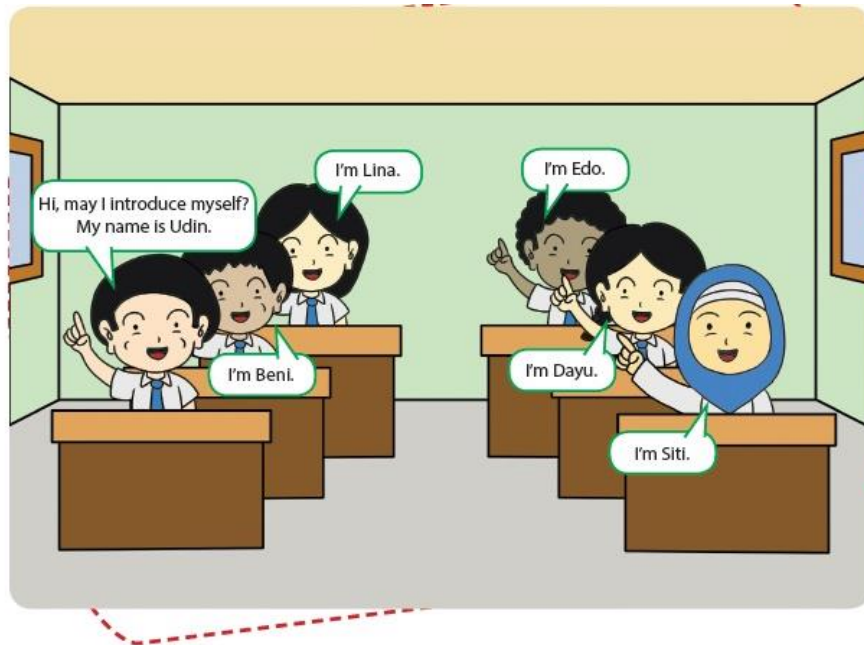
The explanation provided in this section explored a more detailed description on the criteria presented earlier. More specifically, the following explanation was attempted at clarifying how the fulfilment have been met the criteria or not.

1. Description of the Sub-aspect of relevance of materials to the Curriculum

a. Interpersonal Texts

There were thirteen chapters in TB1. Interpersonal dialogues exposed in every chapter of their textbook. They include *It's English Time!* In chapter I, *We can do it* in chapter II, *We Know What to Do* in chapter III, *Come to my birthday* in chapter IV, and so on. The researcher take sample from chapter I on page 3, in this picture Udin introduce herself and other students tell their name.

Picture 1. 1



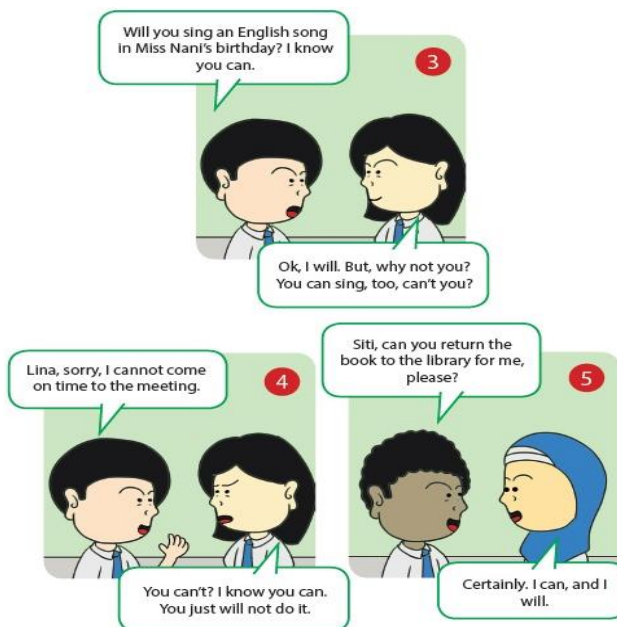
There were eight chapters in TB2, most the chapters I TB2 has not fulfilled the criteria since the texts presented in this textbook were in the form of interpersonal dialogues were not exposed in every chapter of their textbook, although TB2 has provided learners through interpersonal text in chapter I on page 14 *giving and responding compliment*.

Textbook2 has not fulfilled the criterion yet; also, there were only models of input texts portraying conversation between two close friends without picture expression. This seen insufficient since there were many expressions related to expressing opinion in different ways.

b. Transactional Texts

Textbook1 (TB1) has facilitated learners to acquire knowledge of getting things done through transactional text. This is aimed at asking for and giving something, offering, and refusing, and agreeing related to their immediate context, of the thirteen chapters in TB1 transactional text were given in all chapters. They include asking for, giving, and refusing things or services. TB1 takes sample from chapter II on page 21. In the picture there were some situation between different two students, overall have same pattern those include asking for ability and responding or refusing using *will* and *can*.

Picture 1. 2

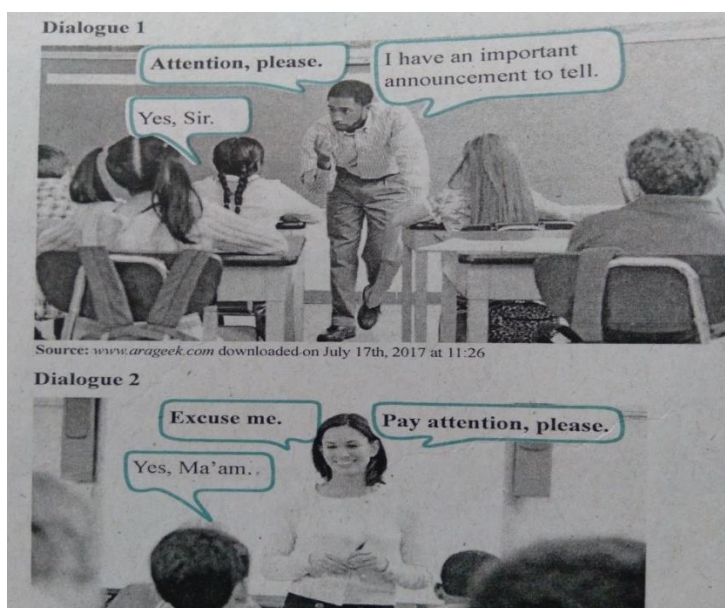


As being touched upon, TB2 had eight chapters. Transactional text aiming to get things done presented in all chapters. These include asking

for and giving things as well as getting information in chapter **I** *Asking for and Showing Attention*, in chapter **II** *Asking for and Giving Opinion*, in chapter **IV** *Asking for, Giving and Refusing Permission*.

In terms of this criterion, TB2 has provide learners with opportunity to get things done through transactional texts. This was because TB2 presented transactional texts. The transactional text have provided the learners with opportunity to practice using the expressions related. Besides, they also provided some activities allowing students to produce transactional texts in the form dialogues. TB2 takes a sample chapter I on page 2. In this picture Mr. Teacher and Mrs. Teacher asking for attention to the students.

Picture 2. 1



c. Functional Texts

In general, TB1 has provided learners opportunity to improve their ability in reading and writing with adequate functional texts. These functional texts were covered in chapter **IV** *Come to my birthday, please* (Announcement), chapter **V** *I am so happy for you!* (Greeting cards), chapter **XI** *Yes, We Made It* (Procedure text), chapter **XII** *Don't Forget It Please* (Warning, notice or caution). Additionally, production tasks provided in order to facilitate learners' actual production of certain texts.

Chapter **IV**, **V**, **XI**, and **XII** had functional texts used as input texts. These chapters have facilitated learners' to improve their ability using and recognizing functional text in reading and writing. TB1 has taken a sample from chapter **V** on page 67, in this picture there are birthday greeting cards from Lina's friends.

Picture 1. 3



On the other hand, TB2 also had functional text in their textbook. These include in chapter **III** *warning and caution*, in chapter **IV** *invitation*, and chapter **V** *greeting card*. The above explanation showed that TB2 has fulfilled the criteria of functional texts; Textbook2 has taken a sample from chapter 3 on page 115 there is a table extending, accepting and refusing invitation.

Picture 2. 2

Important Notes

Extending, Accepting, and Refusing Invitation
If you want to extend, accept, and refuse invitation, you may say the following expressions.

Extending Invitation	Response	
	Accepting Invitation	Refusing Invitation
<ul style="list-style-type: none"> ◆ Can you come to ...? ◆ Shall we ...? ◆ Do you want to join us? ◆ Will you join us for lunch? ◆ I'd very much like you to come. ◆ Would you like to come to my birthday party? 	<ul style="list-style-type: none"> ◆ Yes, certainly I will come. ◆ Absolutely, count me in. ◆ Yes, I will. ◆ Thank you very much. I'd love to. ◆ Yes, I'd like nothing better. 	<ul style="list-style-type: none"> ◆ I am terribly sorry. I don't think I can. ◆ I really want to, but ◆ Sorry, but ◆ I'm very sorry. I can't. ◆ Thank you very much, but

C. Asking for, Giving, and Refusing Permission

Let's Start

Activity 1 Answer the following questions orally.

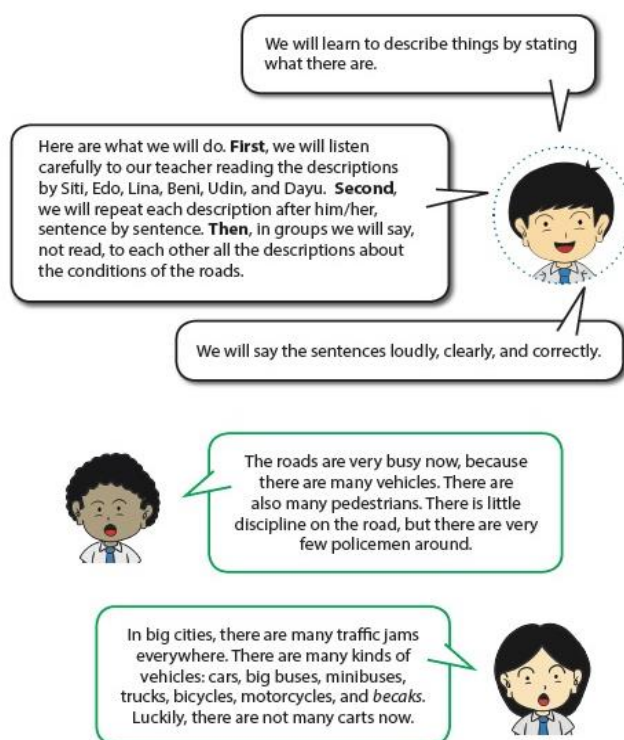
1. Have you ever asked for permission to others?
2. Do you usually ask for your parents' permission if you want to go to your friend's house?
3. What do your parents say if they give you permission?
4. What do your parents say if they don't give you permission?

d. Exposure of text types

Textbook1 has exposed the learners with quite many types of texts containing various topics that were relevant to them. There were many lessons presented in TB1. They consisted of various genres in the form

of functional texts and monologues. As mention before, functional text in chapter **IV** (invitation) and **V** (greeting card), chapter **VI** (narrative), chapter **VII** (descriptive), chapter **X** (recount text), in chapter **XI** (procedure) and so on. Textbook1 has taken sample from chapter **VI** *Our Busy Roads* (narrative text) on page 77.

Picture 1. 4



Textbook2 has also exposed learners with various text related to descriptive, recount and narrative texts. These genres have covered in eight chapters in which chapter **IV** (invitation) and **V** (greeting card), chapter **VII** (recount text) and chapter **VIII** (functional text types) *short messages, announcement, and notices*. The researcher have mention chapter **VII**, *My*

holiday in Bali (recount text) on page 211. In this picture, there is a personal recount text about Marisa's in her Junior high school.

Picture 2. 3

13 Work in groups. Read the passage. Underline the verbs in past tense in this passage.

Marisa was a student in the eighth grade at SMP 1 Jakarta. She was a hardworking student. She was always the first in her class. All of her classmates liked her a lot. She was also an excellent student in sports. She played tennis, basketball, and volleyball. On her birthday party, she invited all her friends to come. She wore a beautiful dress and her mother made her a big cake decorated with chocolate chips. All of her friends were happy. They had a great time at the party.

14 Classify the verbs from Activity 13 into regular verbs and irregular verbs.

Regular	Irregular

15 Look at the table and write the correct answer.

Verb Phrase	Sinta	Zahra	Tono
Go shopping	✓	×	✓
Stay at home	×	✓	×
Watch TV	✓	×	✓

1. Tono and Sinta _____ at home together. They wanted to see the music program.
 2. Zahra _____ because she didn't want to buy anything.

e. Retention

Textbook1 has provided the learner with guidance towards social function, this was evident in thirteen lessons has explained above. Those are interpersonal dialogues, transactional dialogues, and functional text. Unfortunately, TB1 has not described clearly generic structures and language features, because of that Textbook1 has not fulfilled this criteria.

On the other hand, TB2 has provided the learner with explicit guidance towards social function presented in accordance with presentation of the texts. The textbook has provided learners with some

dialogues, transactional text, and functional text. Besides that TB2 has served the learner with clearly generic structures and language features, this was evident in every chapters in TB2. For the reason the researcher has taken a sample from chapter **VII** on page 214. In this picture, TB2 has explained clearly generic structures and language features about past tense.

Picture 2. 4

Affirmative Sentence

1. Nominal Sentence

Table 7.1 Nominal (Affirmative) Sentence of Simple Past Tense

Subject	Was/Were	
He	was	very happy yesterday.
She	was	in my house last afternoon.
It	was	on the table.
I	was	so sad.
You	were	there two days ago.
We	were	in the library after school.
They	were	diligent students.

2. Verbal Sentence

Table 7.2 Verbal (Affirmative) Sentence of Simple Past Tense

Subject	Past	
He	studied	English last night.
She	went to	Jakarta last Sunday.
It	happened	two days ago.
I	saw	a music concert yesterday.
We	played	football last afternoon.
You	helped	your mother yesterday.
They	watched	television last night.

Negative Sentence

1. Nominal Sentence

Table 7.3 Nominal (Negative) Sentence of Simple Past Tense

Subject	Was/Were Not	
My father	was not	at home yesterday.
They	were not	successful last semester.

2. Verbal Sentence

Table 7.4 Verbal (Negative) Sentence of Simple Past Tense

Subject	Did Not	Verb	
She	did not	go	shopping yesterday.
They	did not	study	hard last night.

Interrogative Sentence

1. Nominal Sentence

Table 7.5 Nominal (Interrogative) Sentence of Simple Past Tense

Was / Were	Subject	
Was	she	at home last night?
Were	they	happy yesterday?

f. Production of Text

Textbook1 has provided the learners with opportunity to create spoken texts but was limited to produce written text because TB1 have

had not every chapter assignment or practices to produce written texts comprehend with the materials as marked in chapter I on page 18, in this TB1 asked the learners to write reflections through learning process has done. Meanwhile, in chapter I has had assignment or practices facilitated learners produce written texts.

To improve learners' writing ability to create spoken and written text, Textbook2 has facilitated the learners. TB2 given many kinds of activities to produce both spoken and written texts. This seen, in chapter I spoken texts were produce by practicing on page 10. In the picture, TB2 given assignment through read the dialogues and answer the questions in *Activity 6*, and complete the dialogues *Activity 7*.

Picture 2. 5

Practise the dialogue in pairs. Then, answer the questions.

Mr. Budi : Class, please pay attention to my explanation.
 Students : Yes, Sir.
 Mr. Budi : Put up your hand if you don't understand. Do you understand?
 Students : Yes, we got it, Sir.
 Mr. Budi : Tom, will you do number 4 on the board?
 Tom : Sure, I will try.
 Mr. Budi : Everybody, look at the board and pay attention. Bob, is that right?
 Bob : That's right, Sir.
 Mr. Budi : Great, you have got it. Class, is everything clear? Are there any more questions?
 Students : No. That's enough, Sir.

Questions:

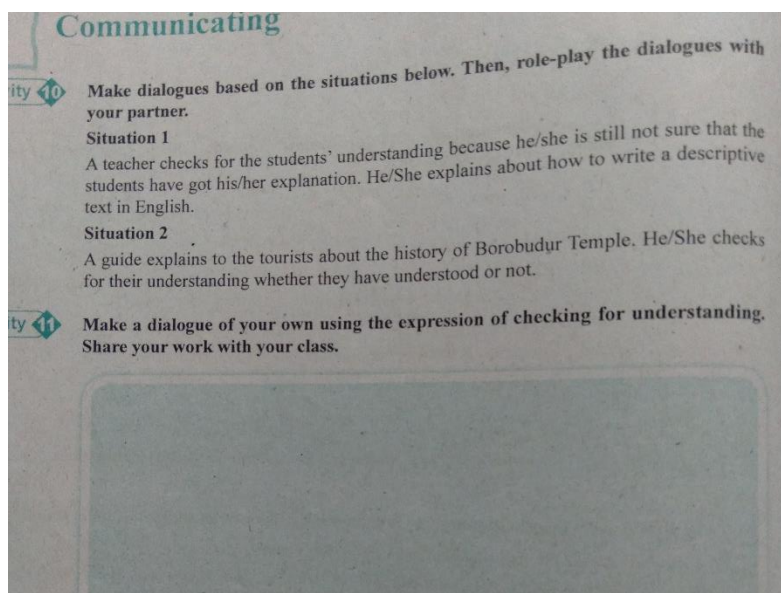
1. What is the teacher's name?
2. Who will do number 4 on the board?
3. Where does the dialogue probably take place?
4. Is there a student asking a question?
5. Do all the students understand the teacher's explanation?

Complete the dialogues using expressions of showing understanding or expressing lack of understanding.

1. Teacher : OK class. You must do this exercise like the example. Do you know what I mean?
 Students : _____
 Teacher : Don't forget to submit the task next meeting.
 Students : Yes, Sir.
2. Teacher : Students, do you understand what I have explained?
 Tina : _____
 Teacher : Which part do you mean?
 Tina : It's about how to ask for attention in English.

TB2 also had many kinds of practices and assignment to produce written texts, in this criterion the researcher taken a sample from chapter I in the textbook2 on page 12. In the picture below, TB2 has provided the learners to make a dialogue based on the situation.

Picture 2. 6



2. Description of the Sub-aspect materials accuracy

a. *Building Interpersonal Communication With Others Through Interpersonal Text*

Textbook1 has facilitated learners to build interpersonal communication with others through interpersonal texts, this textbook was exposed many interpersonal text in every chapters. There were two main reason why TB1 fulfilled this category. First, the textbook has provided learners with various examples of conversation involving

different people and situation. Second, the list of expressions was equipped with the explanation of to whom and in what situation the expressions used.

On the other hand, textbook2 has not really helped learners to build interpersonal communication with others. This was because the model of texts did not explore conversation involving different participants or tenors. This fact would limit students' understanding on politeness aspects since most conversation were between close friends. Rarely did TB2 provide and mark with explicit interactions that is interpersonal communication.

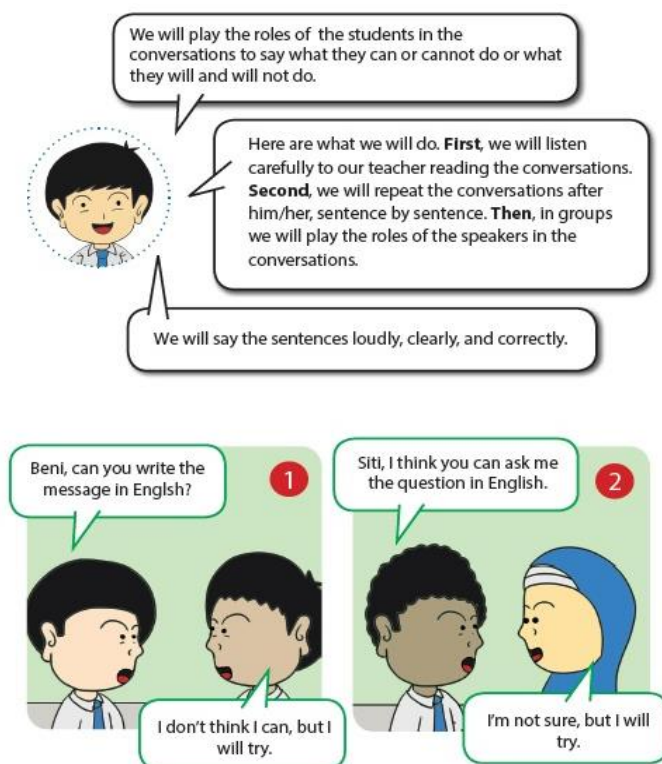
In conclusion, TB1 has fulfilled the criteria while TB2 has not fulfilled the criteria of building communication with others through transactional texts. This was because TB2 did not provide various dialogues portraying different interactions involving different participants.

b. Getting things done through transactional

In this category, TB1 has helped learners to explore transactional text that primarily aimed to get things done. The lessons on transactional text were mostly oriented to fulfill the learners' communication needs in their immediate context. This could be seen for example, on the lessons of *asking for, giving, and refusing services or things* in chapter **II** on page 20. In the picture these are

conversation between close friends, this lessons exposed about asking for ability, responding or refusing.

Picture 1. 5



Textbook2 has also facilitated learners with knowledge and abilities on how to get things done through transactional texts. The lessons on transactional text have addressed to fulfill the needs of students' communication in daily life involving the use of such functions. This realized, for instance, on the lesson in chapter **II** *expressing and asking about willingness*.

Picture 2. 7

Let's Start


Activity 1 Answer the questions orally.

1. Have you ever had a will to do something?
2. How do you express your will to do something?
3. What will you say if you will not do something?

Observing

Activity 2 Look at the following pictures and the sentences.


1



Source: www.pricechopperblog.com
downloaded on July 18th, 2017 at 17:39

My mother will cook for lunch.


2



Source: www.thestir.cafemom.com
downloaded on July 18th, 2017 at 17:44

My sister will get married next year.


3



Source: www.popsugar.com
downloaded on July 19th, 2017 at 08:09

My mother will take some pictures.

4



Source: www.dailymail.co.uk
downloaded on July 19th, 2017 at 08:12

I will go to school.

Activity 3 Listen to the dialogue and complete it using the words in the box.

travel	advice	flight	trip
book	airplane	expensive	find

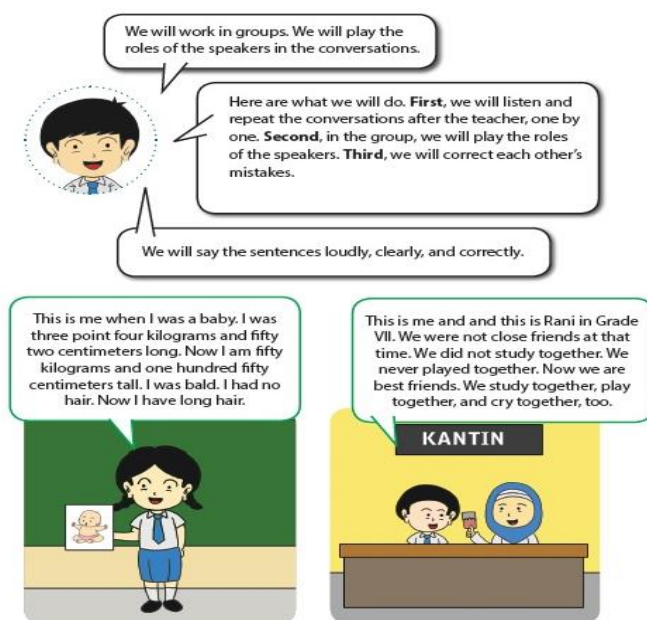
c. *Accomplish social functions through functional texts*

Textbook1 has facilitated learners to accomplish social functions through functional texts. This was evident from most of the lessons on functional texts accentuating on the social function of each text types. Moreover, the lessons required learners to produce functional text by applying the knowledge they have acquired earlier.

TB1 has required the learners to produce recount texts telling their experiences, making a postcard, telling about their unforgettable

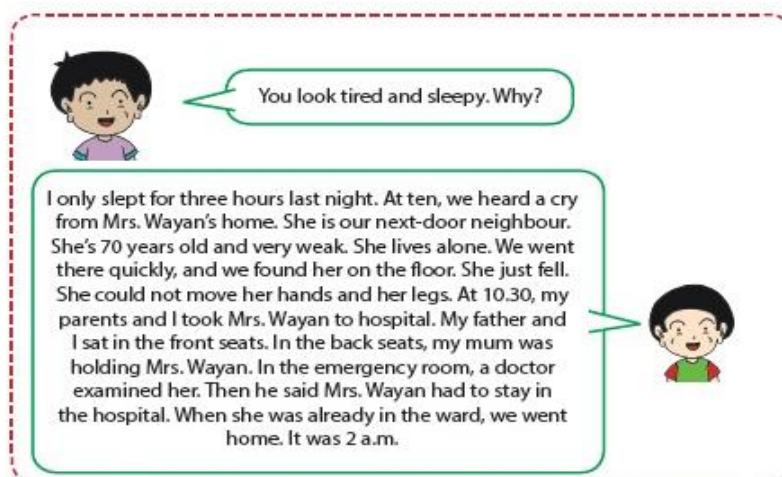
experience, and writing a recount text telling their holiday trip. TB1 has provided in chapter X (*When I was child*) on page 142, in this picture students telling their experiences.

Picture 1. 6



Narrative, on the other hand, Textbook1 has also facilitated learners to express the social functions of narrative. The lessons on narrative required learners to re-write a narrative text using their own words and write a narrative text by using their own imagination or by using the model of existing stories. This was the evidence that the lesson on narrative has assisted learners to acquire the social functions of narrative text, it has provided in chapter XI (*Yes we made it*) on page 183. In this picture Udin tell accident last night.

Picture 1. 7



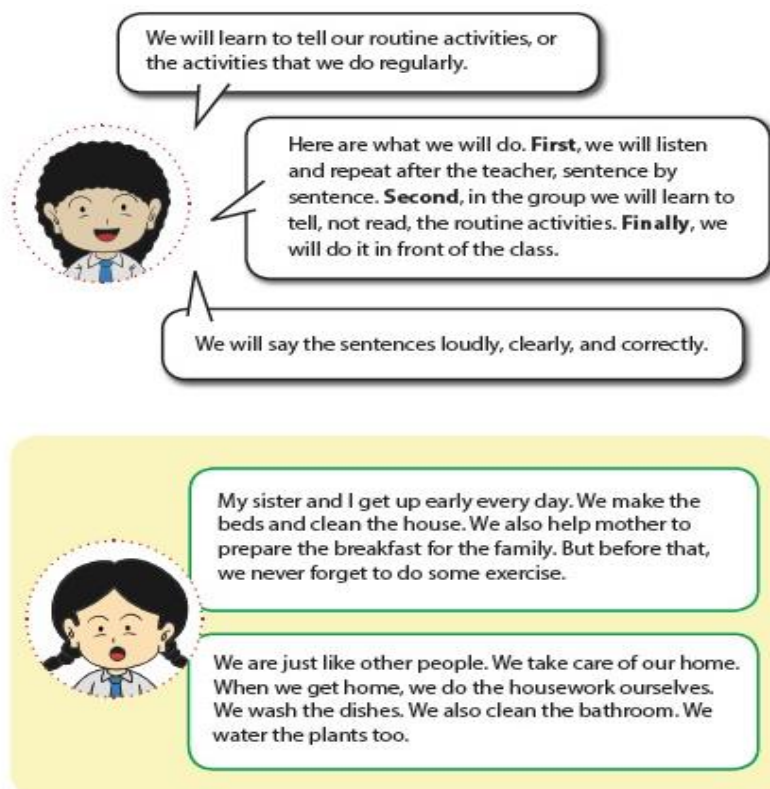
A careful analysis into the text will show you that the experience consists of five events.



1. Mrs. Wayan got an accident.
2. Udin's family came to Mrs. Wayan's home.
3. Udin's family took her to hospital.
4. Mrs. Wayan had to stay in the hospital.
5. Udin's family went home.

Descriptive text, based on the instrument of textbook evaluation, using to give, identify, differentiate, offer, compliment, and criticize things, people, and animals. Referring to the aforementioned explanation, TB1 has provided learners in such a way that gave them opportunity to represent social functions in descriptive text. This seen on the lessons of descriptive text that asked them to tell their own routine activities. This lesson part of chapter **VII** on page 94.

Picture 1. 8



Textbook2 has also facilitated students with the opportunity to accomplish social functions through functional texts. Similar to that TB1, the second textbook has also exposed three genres based on the curriculum namely descriptive, recount, and narrative texts, in accordance to the fulfilment aspect; TB2 has presented the previously mentioned genres in eight chapters. In addition, it provided some production activities involving the use of concepts that students gained beforehand.

Recount texts presented in the form of personal recount text in chapter VII as a sample on page 210. In this chapter, recount text have achieved their social function that is telling personal experiences e.g. success story

biography, unforgettable experience, and so on. This realized by providing some production activities requiring students to create a recount text telling students' own experiences, those tasks have lead learners to express their communication goals through recount texts.

Picture 2. 8

Activity 40 Make sentences based on the pictures and the words provided. Follow the example.

Example:
The students/visit/last year
You say:
The students visited the Borobudur Temple last year.

Source: www.wartakota.tribunnews.com

1

Source: www.wartakota.tribunnews.com

My sister/buy/yesterday
You say: _____

2

Source: www.hipusee.com

I and my friend/swim/yesterday afternoon
You say: _____

Quite similar to recount texts, narrative also lead students' to accomplish its social functions. This realized through presentation of narrative texts almost in every chapter for example chapter **II** on page 58. Since narrative texts employed to amuse or entertain readers, the tasks have facilitated students to perform such functions. In this picture

Picture 2. 9

Remedial Test

Test 1 Read the text and answer the questions.

I am Dara. I can do push-up and rollerblade, but I can't climb a tree. Here are my family members. Herman is my father. He is a teacher. He can use a computer, but he can't repair it. And my mother's name is Tasia. She is a nanny. She can look after the children, but she can't drive a car. Darith is my brother. He is a singer. He can sing, but he can't play the guitar. Nancy is my sister. She is a cook. She can cook and juggle, but she can't jump a rope. We have different abilities.

Questions:

1. Can Dara climb a tree?
2. What can Dara do?
3. Can his father use a computer?
4. Can Dara's father repair a computer?
5. What can Nancy do?

Test 2 Rewrite the sentences using "will". See the example.







Example:

- She plays hockey every day
- She will play hockey tomorrow.

Descriptive texts have also promoted their social purposes, that is to give, identify, differentiate, offer, compliment, and criticized things, people, and animals. They reflected almost in every chapter, as a sample in chapter VI this chapter provided students describe something happening at present.

Picture 2. 10

Activity 10 Write sentences in present continuous tense using the hints given.

1. The doctor / scratch / his head

 Source: www.nutrasilver.com
2. Sally and her sister / skip / rope

 Source: www.chocoyardplay.com
3. Mr Andre / work / on the computer

 Source: www.daryeelmagazine.com
4. Alice / eat / a hamburger

 Source: www.khoobsurati.com
5. Shella / ride / a horse

 Source: www.bakingandbaking.blogspot.co.id
6. William / play / with his airplane

 Source: www.belstuybambinos.com

From the above explanation, it can be concluded that the Textbook1 and textbook2 have facilitated the accomplishment of social functions through functional texts. This could be seen from the presentation of those texts was accompanied by several production activities fulfilling the needs of functional communication.

d. Development of Student' Logical and Systematic Thinking Skills

Textbook1 has not facilitated learners' clearly logical and systematic thinking skills by providing explanation on how a text was constructed. This realized by clarifying the generic structure of the texts, TB1 provide students simple dialogues without any sample texts show about those generic structures or how the texts constructed in the form of descriptive, narrative, and recount texts.

On the other hand, Textbook2 has fulfilled the criterion of developing students' systematic and logical thinking skills by learning the generic structure of the texts, it was evident from this textbook that each genre has presented and explained its generic structures. This meant that the generic structures of the texts have explored entirely. The explanation was follows.

Chapter **VI** and chapter **VII** have explored the generic structure of descriptive texts namely identification and description. The explanations covered the identification used to introduce something being describe and description that elaborated the characteristics. This

seen in a descriptive text entitled *London* (p.191) the fulfilment of the generic structure of the texts promoted chronological and systematic thinking skills.

Picture 2. 11

Activity 15 Underline the comparative and superlative form of the adjectives in the text.

London is one of the largest cities in the world. Its population is lower than Tokyo or Shanghai, but is one of the most popular tourist destinations of all. London is probably most famous for its museums, galleries, palaces, and other sights, but it also includes a wider range of peoples, cultures, and religions than many other places. People used to say that it was the dirtiest city too, but it is now cleaner than it was. To the surprise of many people, it now has some of the best restaurants in Europe too. For some people, this makes London the most exciting city in Europe. Unfortunately, London is definitely not the least expensive city in Europe although a holiday in London is good value for money, considering what there is to see and do there.

Similarly, narrative and recount text also explored their generic structures explicitly. As being touched upon, narrative covered orientation, complication, and resolution that presented in every chapter. For instance, there was a narrative text entitled *Diving in Bunaken Island* (p.216) in chapter VII accompanied by explanation on its generic structure.

Picture 2. 12

Exploring

Activity 6 Read the text below. Use your dictionary if necessary. Pay attention to the structure of the text.

Title	Diving in Bunaken Island
Orientation	Last year, I left Semarang for Bunaken Island. I went there with a group of Semarang divers. Getting there was not quite easy.
Event 1	Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.
Event 2	Then, we began our diving. In our diving we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.
Reorientation	In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

Adapted from: <http://marchianoefin.blogspot.com/2012/10/recount-text.html>

In addition, such explanations provided in the lessons recount text presented almost in every chapter. For example, there was a model text of recount texts presented in chapter **VII** telling the writer's experience met her/his idol *Zaskia Adya Mecca* (p.215). The text was previously accompanied by some explanations on its generic structure namely title (optional), orientation, list of events, and reorientation.

Picture 2. 13

Observing

Activity 2 Listen to the monologue carefully. Then, fill in the blanks.

Zaskia Adya Mecca

I saw her when I was shopping in Solo Grand Mall. It was a ¹ _____ because I did not know she was there.

As soon as I saw her I stopped ² _____ and ran to see her more clearly. She was doing a Muslim ³ _____ show. She looked charming with a ⁴ _____ blouse and a matching veil. I ⁵ _____ her show and hoped to meet her after the show. When the show was over, I went backstage to ⁶ _____ her but I was disappointed. A lot of strong men guarded her closely so I couldn't ⁷ _____ her. But it was OK, at least I got her pictures and I still like her. I admire her because she is really nice and her acting is ⁸ _____. She always wears Muslim clothes. And she acts in ⁹ _____ movies and dramas. I like all of them. She is my idol and I want to be like her in the future.

Activity 3 Answer the following questions based on the text in Activity 2.

1. Where did the writer see Zaskia Adya Mecca?
2. What did the writer do after seeing the actress?
3. Did the writer could approach her after the show was over?
4. Why did the writer feel happy although she couldn't approach her?
5. What did the writer think of Zaskia Adya Mecca?

In conclusion, TB1 has not facilitated students in this criterion while TB2 has fulfilled the criterion of promoting students' logical and chronological thinking skills through generic structure of the texts. The explanations were clear and explicit facilitating the acquisition of such concepts.

e. Accurate and Appropriate Language used

In reference to the language used in each type of the input texts, there were no significant grammatical mistakes found in both

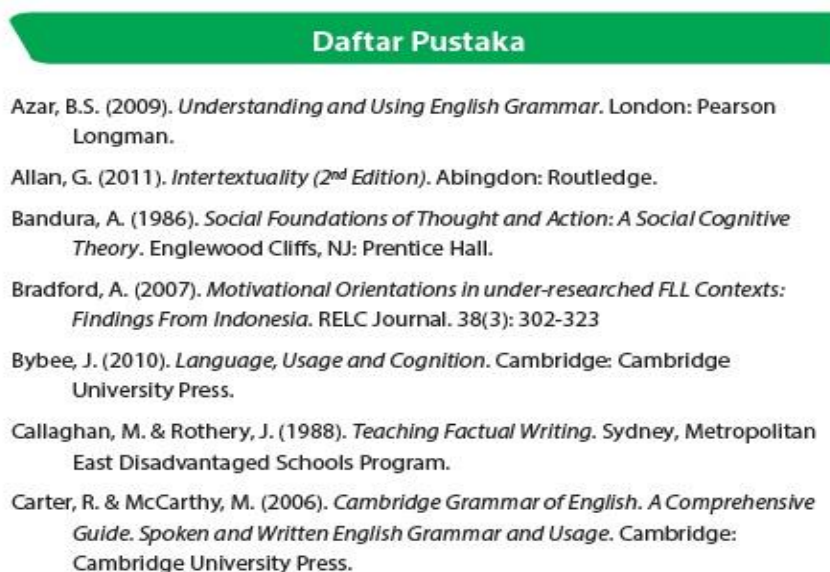
textbooks. Additionally, significant vocabulary mistakes not also found. This meant both textbook have considered the use of accurate and appropriate language in communicative context. By so doing, learners exposed to the natural use of language in real-life communication context.

3. Description of the Sub-aspect supporting learning materials

a. Up-to-date sources of materials

As Textbook1 published in 2016, some text were no longer categorize as up-to-dated materials. This was because many of the texts presented adopted from the references between 1985 until 2013. Although TB1 has created their own pictures, the references taken from many textbooks in 1980^s until the newest one in 2013 this source from a textbook Gusrayani has written entitled *Teaching English for young learners: Sebuah Telaah Konsep Mengajar Bahasa Inggris Kepada Anak-Anak*. Sumedang UPI Kampus Sumedang. As they have written many years ago, replace the text sould with the new ones.

Picture 1. 9

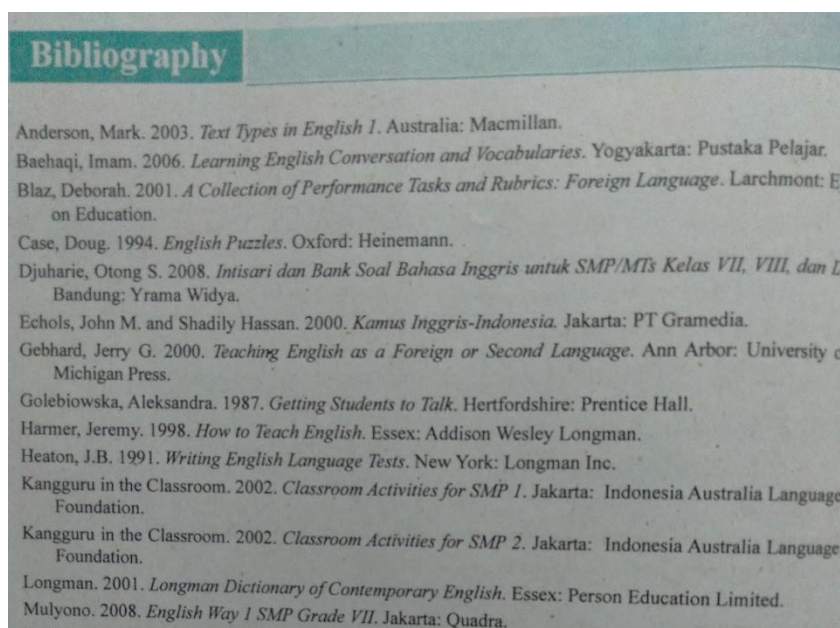


Similar to the previous textbook, Textbook2 published in 2017.

This meant that it has been widely implemented for almost three years. Since this textbook published a year after curriculum 2013 has revised in 2017, the text must updated.

This was shown, in TB2 has downloaded all pictures in the same year 2017 from many sources and websites, but TB2 has not mentioned the pictures has released for many years ago before this textbook, bibliography also were taken from many textbooks was published in 1990^s until 2010. As those pictures downloaded on July 2017 but those not categorized as up to-date sources, students would not find it interesting anymore.

Picture 2. 14

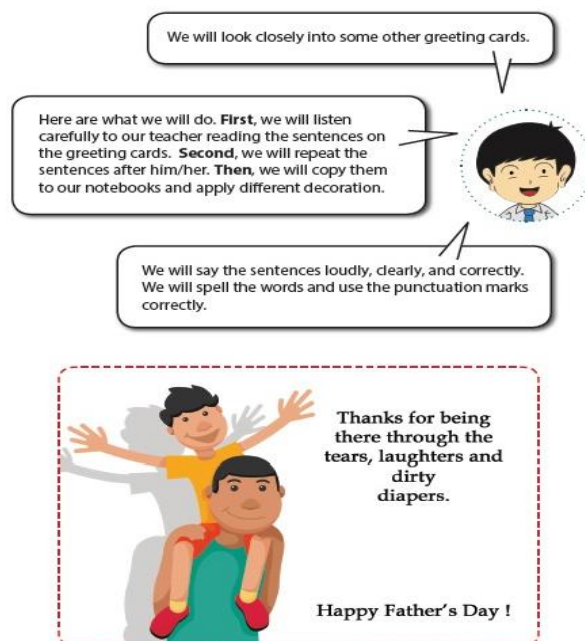


From the above explanation, it can be concluded that both textbooks did not meet the criterion of the up-to-date materials. As both of them published in 2017, the teaching and learning materials should be updated.

b. Relevance of the Learning Materials Toward Topic of the Chapters

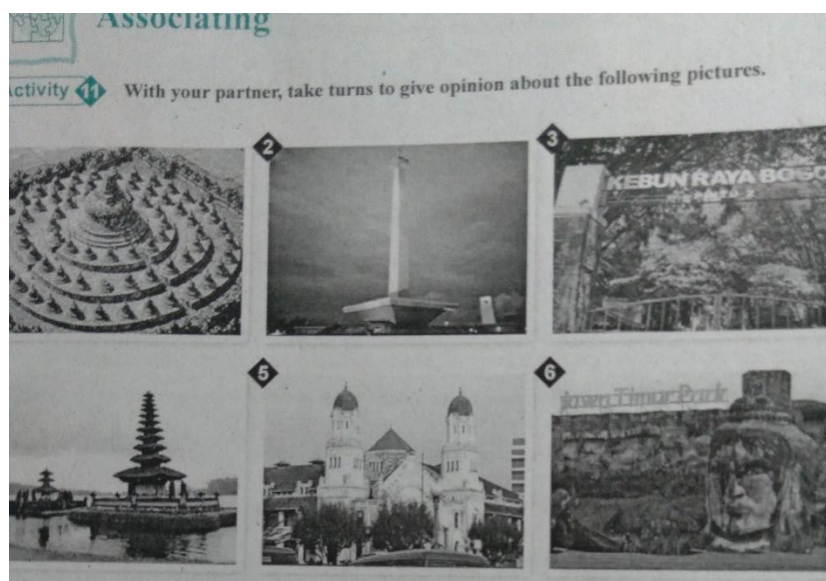
It was evident in TB1 that all learning materials including texts, tables, and pictures were relevant to the topic discussed. All model texts were also in line with the topic of the units. The pictures accompanying the texts were relevant and have facilitated learners' comprehension, too. For instance, the lesson greeting card in chapter V has provided learners with some pictures supporting the model texts.

Picture 1. 10



Textbook2 also contained learning materials that were relevant to the topic being discuss. This could be seen from the model texts that have fully met the criterion of relevance towards the topic of the units. For instances, chapter **II** of textbook whose topic was discuss *asking and giving opinion* presented texts on descriptive texts. Besides the fulfillment of the text presented some pictures accompanying the texts were also relevant to the topic being discuss. This could be seen in every chapter for example chapter **II** *Asking and giving opinion* (p.35) which was accompanied by some pictures 1 until 6, this lesson may students discuss with their partner about those pictures.

Picture 2. 15



In conclusion, both textbooks have met the criterion of relevance of learning materials towards the topics. This seen from the presentation of texts, tables, and pictures that were in line with the topic being discussed.

c. Development of learners' personal skills

In term of developing learners' personal skills, TB1 has facilitated learners to do so; this seen from the lesson self-assessment as well as peer-assessment activities promoting learners' ability in evaluating their own and others' strength and weakness in teaching learning process. This could be seen from every chapter in the last page has provide students to write journal what they have learned.

Picture 1. 11



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


Textbook2 also provide students to evaluate their personal skills
by doing assignment to review their knowledge about lesson.

Picture 2. 16

 **Reflection**

How much do you learn from this chapter? Put a tick (✓) in the right box according to how much you have learned.

No.	Aspects/Values	Very Much	Much	Little
1.	Asking for and showing attention			
2.	Checking for understanding and responding to it.			
3.	Giving and responding to compliment			

 **Vocabulary List**

Read and memorize the words. Use them whenever you speak and write in English.

⊗ attention (noun)	= perhatian
⊗ to show (verb)	= menunjukkan
⊗ compliment (noun)	= pujian
⊗ charity concert (noun phrase)	= konser amal
⊗ to bleed (verb)	= berdarah
⊗ painful (adjective)	= sakit
⊗ bandage (noun)	= balutan, perban
⊗ to lend (verb)	= meminjamkan
⊗ to happen (verb)	= terjadi
⊗ upset (adjective)	= bersedih
⊗ to check (verb)	= mengecek, memeriksa
⊗ exercise (noun)	= latihan
⊗ to submit (verb)	= mengumpulkan, mengirimkan
⊗ to expect (verb)	= mengharapkan
⊗ impatience (noun)	= ketidaksabaran
⊗ disgust (adjective)	= menjijikkan

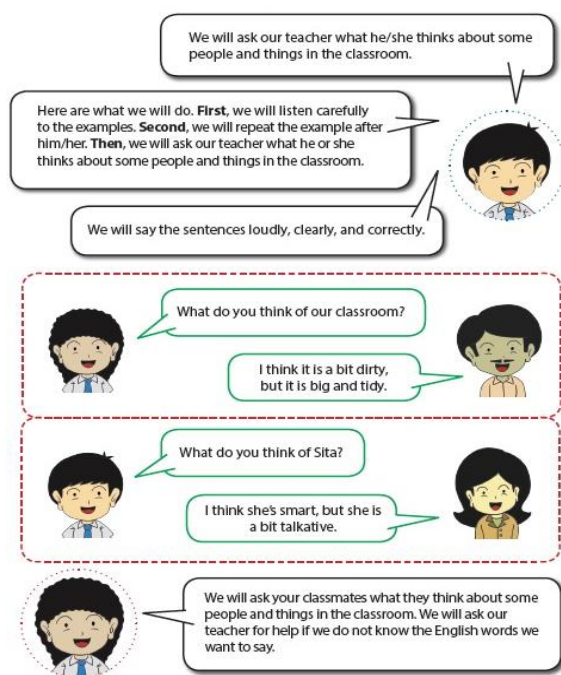
In sum, both textbooks have fulfilled the criterion of developing learners' personal skills since there were tasks requiring students to evaluate themselves and their peers.

d. Development of learners' social skills

In terms of developing learners' social skills, Textbook1 has promoted the values of cooperation, tolerance, anti-violence, and promotion of gender equality.

The integration of the values of being cooperative in TB1 was shown from the pair work and group work activities in each chapter. These activities realized in comprehension as well as production stage. For instance, learners asked to solve some problems based on the situation provided. This could found almost in every chapter, as a sample from **chapter I** on page 12.

Picture 1. 12



Textbook2 has facilitated the acquisition of cooperation, tolerance, anti-violence values, and it has promoted gender equality. The values of being cooperative promoted by providing pair work and group work activities in each chapter. In this textbook, such activities mostly given in practice and production level. This shown in the lesson; every chapter has some dialogues and the lesson do dialogues too. The researcher taken sample from **chapter I** on page 5.

Picture 2. 17

Dialogue 2

Silvi : Will you hear my story, Riyan?
 Riyan : Yes, I will. What is it about?
 Silvi : It is about our friend Dina. Listen to me!
 Riyan : Okay!
 Silvi : Dina asked me to join her to Bali next Sunday.
 Riyan : And then?
 Silvi : I'm confused because next week I will have my first test in my course.
 Riyan : I see. Then?
 Silvi : How to tell Dina that I can't join her?
 Riyan : Just tell her the truth.
 Silvi : Okay, I will try.

Activity 8 Write a response to each expression.


1.	May I have your attention, please?	<input type="text"/>
2.	Stop talking, please.	<input type="text"/>
3.	Attention, please.	<input type="text"/>
4.	Excuse me.	<input type="text"/>
5.	Sorry to bother you.	<input type="text"/>
6.	Look at me.	<input type="text"/>

e. *Development of leaners' academic skills*

Textbook1 has integrated some principles of academic skills leading to the ability to gain and use information, to solve problems, and to make decisions with regard to a certain scientific work.

Textbook1 has promoted the ability of gaining and making use of information in creating texts. For instance, leaners were required to ask their friends about what they can and cannot do in English. This activity may students to gain and use information, this shown in **chapter I** on page 25.

Picture 1. 13

 Observing & Asking Questions

We will work in groups. We will write about three people in our class. We will tell what they can and cannot do in English, music, sports, housework, and others.

Here are what we will do. **First**, we will study the example carefully. **Second**, we will use the form below to write down what the three people can do and cannot do in the areas. **Third**, we will use the data to write about each of them. We will handwrite it or type it on a computer. **Then**, we will put our works on the wall of the classroom. We will answer questions from people who visit our works.

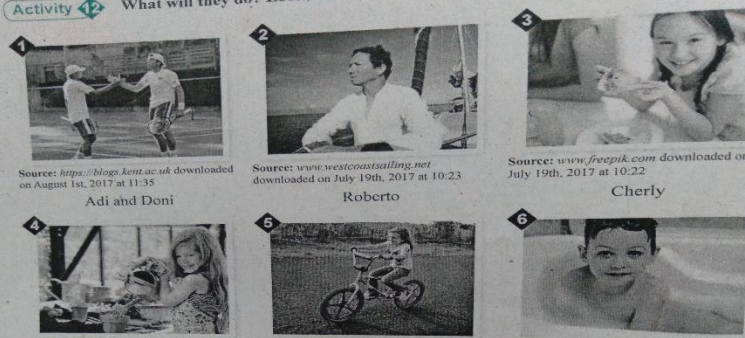
We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No.	Name	Areas / Fields				
		English	Music	Sports	Housework	Others
1.	Wina	- read story - answer questions - not ask question	- play flute - sing English songs - sing folk songs	- swim - run - not basket-ball	- fry eggs - cook rice - fry banana	- knit - draw
2.						
3.						
4.						

Textbook2 also met this criterion by promoting the ability to gain and use information, to solve problems, and to make decisions with regard to a certain scientific work. With regard to the skill of gaining and making use of given information, Textbook2 has also facilitated learners to do so. For example, there was a task asking students to write sentences based on the information and pictures. The researcher has taken a sample activity in **chapter II** on page 50.

Picture 1. 14

Activity What will they do? Look, match, and write on your notebook.



Source: <https://blogs.kent.ac.uk> downloaded on August 1st, 2017 at 11:35
Adi and Doni

Source: www.westcoastsailing.net downloaded on July 19th, 2017 at 10:23
Roberto

Source: www.freepik.com downloaded on July 19th, 2017 at 10:22
Cherly

Source: www.rentsofwater.ch2o.com downloaded on July 19th, 2017 at 10:23
Farida


Source: 537.photobucket.com downloaded on August 1st, 2017 at 11:53
Alia

Source: www.videoshaye.net downloaded on July 19th, 2017 at 10:31
Bram

1. Cherly will
2. Adi and Doni will
3. Farida will
4. Bram will
5. Roberto will
6. Alia will

- a. have lunch.
- b. take a bath.
- c. water the flower.
- d. play tennis.
- e. cycle in the park.
- f. go sailing.

Activity Write sentences based on the information in the following table. Use the future *will*.

No.	Name	Activity/Adverb of Time	Sentence
1.	Agus	do homework  Source: www.shutterstock.com downloaded on July 19th, 2017 at 10:41 tomorrow	Agus will do homework tomorrow.

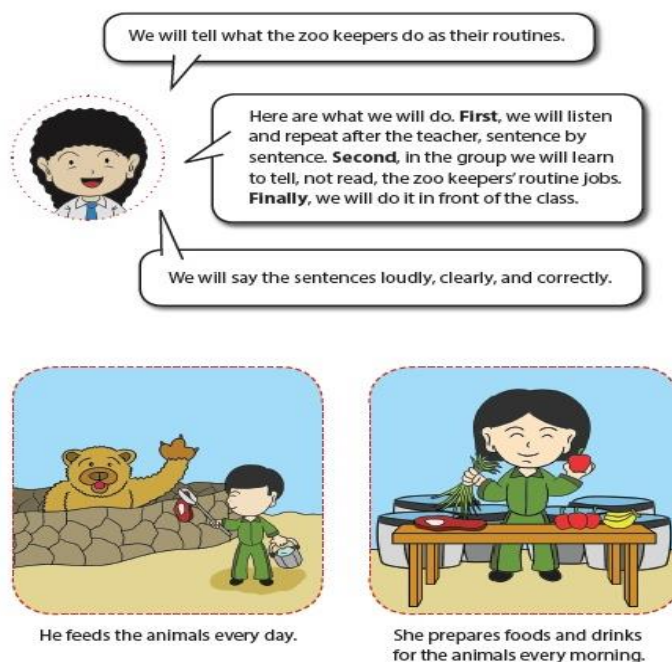
f. Development of learners' vocational skills

Textbook1 has not provide learners well to develop their vocational skills. This was because the model of text did not explore their vocational skills, both textbooks there were no explicitly tasks or assignment helped students.

Although, textbook1 has given lesson about zookeeper in **chapter VII** on page 91, it does not matter to develop their vocational skills as zookeeper. This was because zookeeper profession in this picture not use English in their work, TB1 just mention zookeepers' routine jobs.

Sample *did not met the criteria* learners' vocational skills from TB1.

Picture 1. 15



On the other hand, Textbook2 has provided learners to build their vocational skills on page 240 listening section as a flight attendant, but there was no lesson acted this profession. It can be conclude that both textbooks did not met the criterion of the development learners' vocational skills.

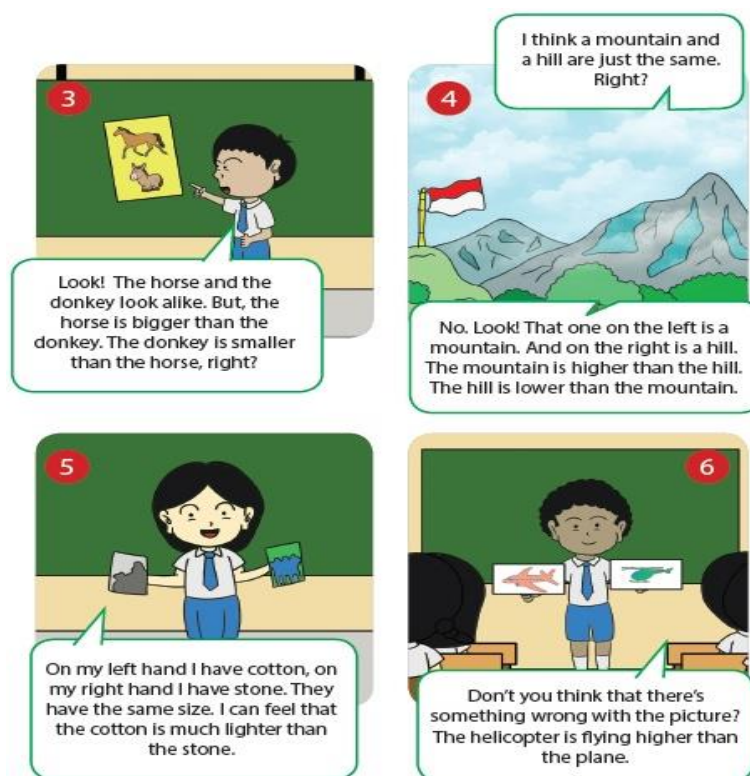
g. Appreciation on Cultural Diversity and Plural Society

In terms of facilitating leaners to appreciate cultural diversity as well as plural society, Textbook1 has not really appreciate in this category. It was shown, for instance, characters on this textbook are using uniform of Junior high school in Indonesia such pages also put

the Indonesian flag. The researcher taken a sample from **chapter IX** on page 121.

Sample *did not met the criteria* culture and plural society from TB1.

Picture 1. 16



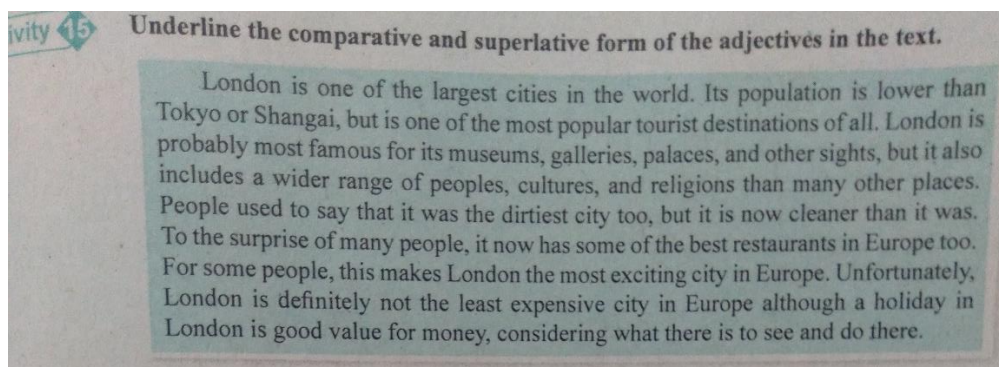
Although this textbook given learners on national plural society, TB1 does not fulfilled criteria of appreciate on cultural diversity. For the reason, TB1 has not met the criterion by given any cross-cultural understanding yet.

In terms of appreciating cultural diversity and pluralistic society, Textbook2 has promoted such attitudes. This seen from the lessons and activities, it was shown by the texts and communicative events

lead the students to appreciate cultural diversity and plural society including cultural values as well as local, national and global contents.

Textbook2 has given students some activities about the culture diversity. It shown, for instance, by a description about London city on page 191.

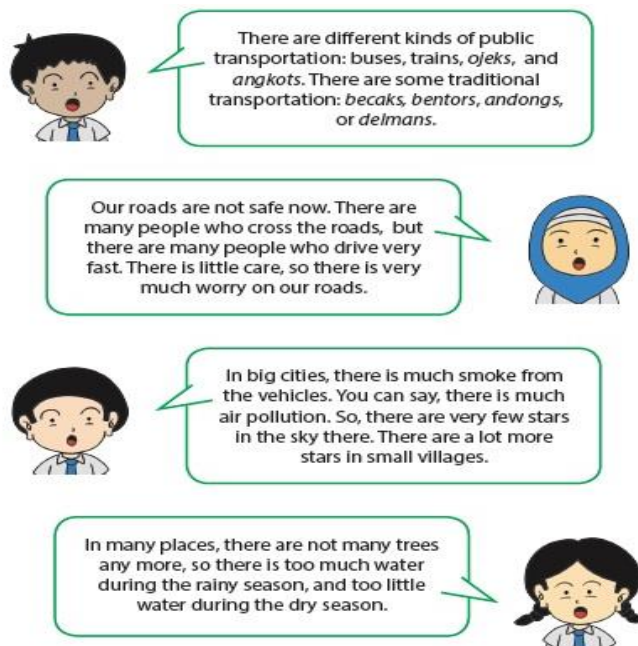
Picture 2. 18



h. Appreciate on Local and National potential Aspects

With regard to the promotion of local and national potential aspects, Textbook1 has attempted to do so. This could be seen, for example on page 78 in **chapter VI** there was mentioned kinds of public transportation including Indonesia traditional public transportation, and one of traditional transportation is Andong from Yogyakarta which is local potential aspect in Jawa.

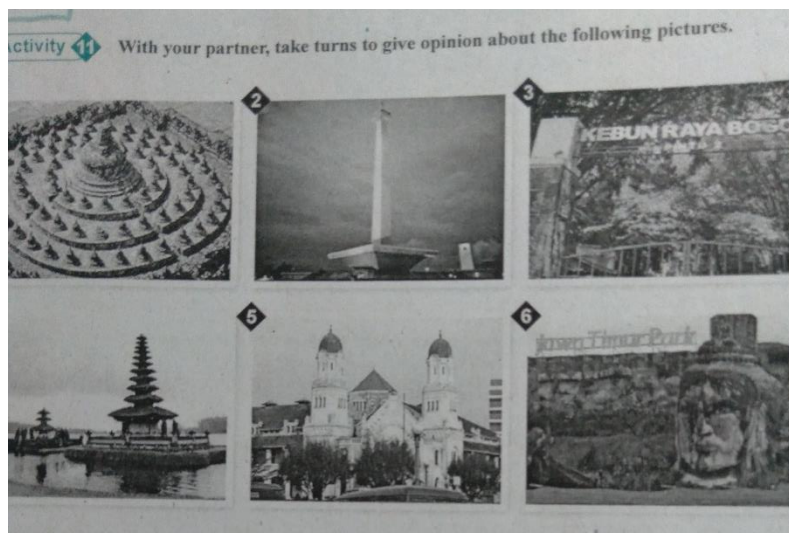
Picture 1. 17



Additionally, Textbook1 has also another page promoting national potential aspects on page 108 in **chapter VIII** there is a dialogue mention about traditional game Congklak.

Textbook2 has also fulfilled the criteria. For instance, TB2 were exposed many contents appreciate local and national potential aspects. They mentioned some cities of Indonesia in their assignment, as a sample *Time for review* on page 230; TB2 has given narrative text about writers' holiday experiences. Another example, in **chapter II** on page 34 there was a dialogue about visited Kuta Beach, and page 35 there were some pictures tourist place in Indonesia such as Borobudur temple, Monas and Kebun Raya Bogor.

Picture 2. 19



In addition, Textbook2 has also had another pages which aware local and national potential aspects. In **chapter VII almost** whole of the chapter discuss about holiday in Bali and on page 216 activity 6 exploring table discuss about Diving in Bunaken Island, and the other narrative text on page 226 tell writers' experience visited Borobudur temple with her/his family.

- i. *Appreciate on Democratic values relevant to learners' socio-cultural contexts*

Concerning the incorporation of democratic values, both Textbook1 and Textbook2 have met this category by providing tasks that gave opportunity for learners to apply the principle in teaching learning process. It was then realize by group work activities enabling

learners to take parts in-group discussion and to contribute equally in task completion.

In general, those textbooks have promoted group work activities in all chapters by providing a section of “*Speaking in Groups*” and “*Writing in Groups*”. Those activities promote learners actively express and exchange their ideas as well as to appreciate others’ ideas and opinions in groups.

In sum, both textbooks have fulfilled the criterion of promoting democratic values through several activities that were relevant to the Indonesian context.

j. Promoting Learners’ Nationality and Sense of Belonging to The Country

Since, character in Textbook1 using uniform school of Indonesia. This textbook also put Indonesian flag in such pages. To promote learners’ nationality and sense of belonging to the country, textbook1 has attempted to incorporate local contents in its model texts. It was, however, quite limited, as there were no Indonesian narrative stories in the form of myth or legend found. It found that the existing texts incorporated traditional things. For instance, the dialogues about traditional transportation on page 78 and traditional game on page 108. The researcher taken a sample from **chapter VIII.**

Picture 1. 18

Textbook2 has also promoted the Indonesian democratic values, cooperating with others through several tasks. Group and pair works were the realization of such principles. This seen in an associating activity 11 on page 6 until 7, there were some assignment doing in groups work.

Picture 2. 20

Associating

Activity 10 Read the situations. Then, fill in the blanks with the most appropriate expressions of asking for attention.

1. Before starting the lesson or during the lesson, teachers ask students to pay attention by saying ____
2. When a teacher wants to get a specific student's attention, the teacher can say ____
3. When a student wants to get his/her teacher's attention in the class, he/she can say ____
4. A students can also call his/her teacher with " ____ " to get the teacher's attention.

Activity 11 In groups, put the sentences in order to make two dialogues. Mark the first dialogue with 1-5 and the second dialogue with A-E.

<input type="checkbox"/>	Paul	: Yes, of course you may. Here you are.
<input type="checkbox"/>	Mr. Grey	: No, I'm afraid I can't. I'm using it.
1	Sinta	: Excuse me, Paul. May I borrow your magazine?
<input type="checkbox"/>	Mr. Grey	: Yes, certainly.
<input type="checkbox"/>	Paul	: No, I'm afraid you can't. I'm reading it.
<input type="checkbox"/>	Alice	: OK, thank you anyway.
<input type="checkbox"/>	Sinta	: Alright, then. Thanks anyway.
A	Alice	: Excuse me, Mr. Grey. Could you lend me your dictionary?
<input type="checkbox"/>	Sinta	: Thanks. And can I borrow your comic?
<input type="checkbox"/>	Alice	: And could you lend me your pen too?

k. Specific Activities for Character Building

In general, Textbook1 and Textbook2 did not provide learners with activities for character building.

l. Incorporation of Local Culture to Maintain Learners Identity

In terms of the integration of local culture, Textbook1 has provided learners to appreciate their local identity. This shown from the use of local characters reflected in each chapters; the characters mostly used Indonesian names such as Udin, Beni, Edo, Lina, Siti and Dayu. Indonesian cultures also promoted through content that

mention traditional transportation and traditional game. These strategies have maintained learners' identity as well as appreciation towards their own culture.

Textbook2, on the other hand, has not really promoted the local aspects. Although there were also Indonesian characters, e.g. Dewi, Sinta, Cecep, Rudi, and so on, the pictures presented in this textbook mostly showed native speakers or Western people. The cover of textbook using Western people, also the pictures of people doing everyday activities were not in Indonesian style.

In conclusion, Textbook1 has promoted locality aspects that aimed at maintaining learners' self-identity. On the contrary, Textbook2 has not attempted to do so since the depiction of Western people dominated the graphic presentation of Textbook2.

m. Incorporation of Target Culture to introduce the culture English speaking country


Textbook1 has not really helped to promote target cultures to introduce the culture of English speaking countries. It was because TB1 did not have any contents met the criteria to introduce the culture English speaking

On the other hand, Textbook2 has promoted the target culture because there were many pictures of Western people especially for covers book those coming from English speaking countries as


presented in several chapters. In addition, there were some activities introduce English as a target culture. For instance, a narrative text about *London* (p.191), *Activity 13* (p.219) in this page there were some pictures and sentences about kinds of weather one of that is snow that that is Western weather, and the last *Activity 2* (p.256) in this part TB2 may learners to classify size, shape, city/origin, and so on. The researcher taken a sample from **chapter VII** on page 219.

Picture 2. 21


Activity 13 Read the texts and match them with the pictures.




Source: www.dreamstime.com



Source: www.niftyman.com



Source: www.motherhoodsupport.com



Source: www.gettyimages.com

Last Saturday, Ferry and his family went to a lake. The weather was very cold. There was snow on the top of the mountains, the children went rafting and their father climbed the mountains. Their mother went hiking. **A**

Last Saturday, Fira and her family didn't go anywhere. They just stayed at home. In the morning, they went jogging together. There were trees along the jogging track. They really enjoyed the fresh air there. **B**

Last Sunday, Budi and his family went to the country. The day was warm. Budi was riding his bike while his brother was riding a horse. His sister preferred to feed the horse. **C**

Last Sunday, Dani and his family went camping. The weather was sunny and hot. They put up the tent next to the river. While Dani was picking some oranges his brother was eating marshmallows. Their father enjoyed fishing. **D**

n. Incorporation of international culture to raise learners' awareness toward diversity of English users

Textbook1 did not specifically provide learners with knowledge and understanding of diversity of English learners by exposing international cultures. Besides, there were no specific tasks leading to the incorporation of such concept in this textbook.

Although Textbook2 has promoted such things about English culture. Unfortunately, this textbook has not really helped students in this criterion. There were no tasks leading to the incorporation of international culture to raise learners' awareness towards diversity of English users

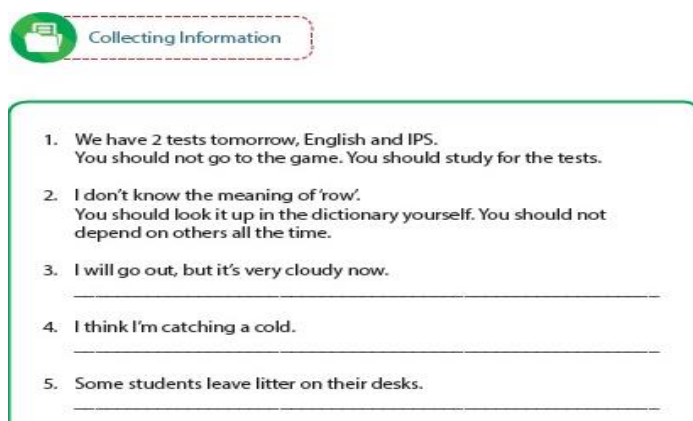
4. Description of the Sub-aspect of Language Appropriateness

a. Relevance towards Learners' Cognitive Development

In general, the language of instruction used in Textbook1 has been understandable and clear. The language of instruction used mostly simple sentences and complex sentences. Those instructions were broken down into two or three sentences. By so doing, learners would find it easier to comprehend the main points of what being instructed. In addition, they would much be easier to accomplish the tasks, as they have understood the way to do so in a systematic manner.

Those could be seen, for example, on an instruction for *collecting information* stage provided in chapter III on page 37.

Picture 1. 19



Similar to that of Textbook1, the language of instruction used in Textbook2 was also simple, clear, and understandable. The instructions were also broken down into two or sentences. This intended to facilitate students' understanding toward the instruction, as they would find it easier to follow what instructed systematically. Students would therefore find it easy to accomplish the task since they have already understood the instruction easily.

For example, there was an instruction to *find the verbs* in chapter VI on page 199.

Picture 2. 22

Time for Fun

Fun Find the verbs in the word search and write them in the space below. Number 1 has been done for you.

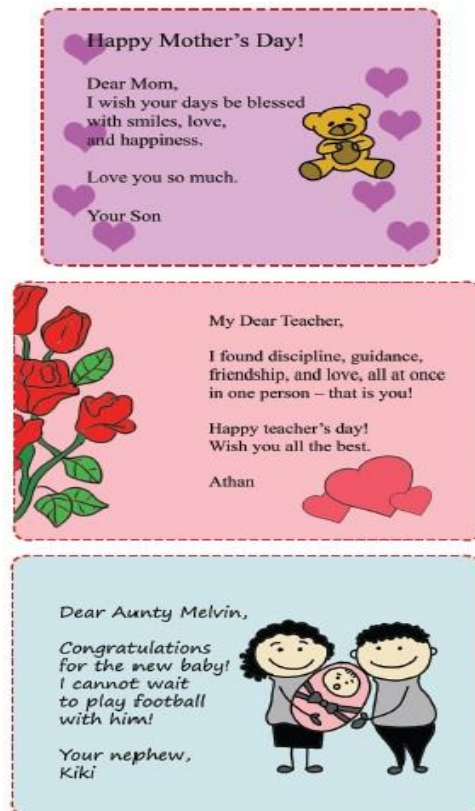
L	P	F	U	N	D	E	R	S	T	A	N	D	A	W	R	Z
E	P	L	P	T	L	B	N	E	P	X	D	C	W	O	L	Z
N	E	A	M	H	K	E	M	U	A	Y	R	J	O	G	I	G
J	E	U	U	I	N	A	A	I	R	S	I	A	V	X	S	T
O	L	G	J	N	V	L	E	R	L	B	V	M	N	J	T	A
Y	S	H	X	K	O	P	J	P	N	C	E	G	C	U	E	R
K	C	R	R	O	W	A	L	K	S	V	K	N	R	L	N	J
G	B	F	K	C	Q	U	M	T	D	Z	G	I	Y	Y	L	O
D	Z	J	M	T	U	D	Z	D	L	Y	D	S	J	F	Z	Q
L	U	E	H	G	Q	Z	D	Z	U	P	L	I	S	U	I	F
S	U	P	Y	I	X	W	G	J	I	H	S	F	D	C	J	Z
U	Z	R	G	S	A	M	O	L	L	A	U	T	T	A	L	K
W	U	X	F	W	Y	Q	W	R	R	N	W	L	E	E	A	T
T	P	D	F	Z	I	C	B	P	H	I	T	R	K	A	D	V
B	B	M	I	H	U	G	K	D	C	T	B	D	S	H	L	A

1. LISTEN	8.	15.
2.	9.	16.
3.	10.	17.
4.	11.	18.
5.	12.	19.
6.	13.	20.
7.	14.	21.

b. Relevance towards Learners' emotional stage

With regard to this criterion, Textbook1 has provided learners with language within their emotional stage. This reflected on the topics being discussed in the book. The topics covered in every chapter, for example on page 69 in chapter V there were some greeting cards.

Picture 1. 20




Textbook2 has also employed language within the learners' emotional phase. The topics presented in this textbook have reflected the use of this principle. They included in chapter V on page 141 which have same topic with TB1 *Greeting Card*, there was in activity 13.

Picture 2. 23


Activity 13 Match the following thank-you cards with the appropriate picture.

<p>Dear Gebby, I am thankful for you. Thank you for being a good friend. I'm happy seeing you at school. You always help me learn. Thanks again. Your friend, Cherry</p> <p style="text-align: right;">a</p>	<p>Dear Rahma, I am thankful for you. Thank you for being a good friend. I always have fun when we hang out. I love seeing you. Sincerely, Lisa</p> <p style="text-align: right;">b</p>
<p>Dear Mum, I am thankful for you. You always take care of me. I love you when you give me advice. Thank you for always being there for me. Love, Harun</p> <p style="text-align: right;">c</p>	<p>Dear Dad, I am thankful for you. Thank you for taking me to school with your car. You always pick me up when I'm going home. I really appreciate it. Sincerely, Vina</p> <p style="text-align: right;">d</p>


1




2



3








4



Communicating

Activity 14 With your groups, discuss the date we usually write the following greeting cards.

<p>1</p>  <p>Source: Publisher's doc.</p>	<p>2</p>  <p>Source: www.bocatic.org</p>	<p>3</p>  <p>Source: www.biogfarmaka.ipb.ac.id</p>
<p>4</p>  <p>Source: Publisher's doc.</p>	<p>5</p>  <p>Source: www.thefunction-alex.blogspot.com</p>	

In sum, both textbooks have employed language within their emotional phase. This reflected from the selection of the topics as well as the tasks provided in each textbook.

c. Messages Readability

Textbook1 and Textbook2 used language within students' proficiency and easily understood by learners. Most of explanation

on these textbooks brief and clear making it easier for learners to comprehend the texts. This also supported by the topic selection that was familiar and related to learners' daily life. These previously mentioned strategies have facilitated the message be easily understood by learners.

d. Grammatical Accuracy

The language and message presented in both Textbook1 and Textbook2 were correct in terms of English grammar. There were no significant error found since some experts have reviewed both textbooks.

e. Real-life language use

Textbook1 has provided learners with authentic language use as reflected on its instructions. The instructions were simple, clear and understandable in both comprehension and production level. This seen in every chapter Textbook1 used dialogue style almost all of the pages and the tasks.


Textbook2 has also employed a real-life language used. This could be seen on its instructions, this was realized in both comprehension and production stage.


From the above explanation, it could be conclude that both textbooks employed real-life language use in their tasks, which was relevant to their development stage.

f. *Coherence and unity of materials presented in each chapter*


It was evident that Textbook1 has fulfilled the criterion of coherence and unity of the materials in each chapter. Materials in this sense refer to transactional, interpersonal, and functional text in each chapter. The coherence and unity could be seen, for example, in chapter VII whose section is *observing and asking questions* about zoo, there was a picture zoo and their animals.

Picture 1. 21


 Observing & Asking Questions




Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.
(Adopted from *The Little Animal Encyclopedia*)



Tigers are the biggest of all cats. They live in the grasslands and forests. Their striped coat gives them good camouflage when they hunt. They love meat to eat.
(Adopted from *The Little Animal Encyclopedia*)



Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.
(Adopted from *The Little Animal Encyclopedia*)




Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkey eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.
(Adopted from *The Little Animal Encyclopedia*)

With regard to this criterion, Textbook2 has also met the criterion of coherence and unity in each chapter. This could be seen, for instance, in chapter **VII** on page 206 of this textbook. This chapter has a topic of *“my holiday in Bali”* whose materials were about holiday, this stage using expressing something happened in the past.

Picture 2. 24


Observing

2 Observe the following pictures and sentences.

1 


Source: www.creekmoreworld.com

Alice visited the Borobudur Temple last year.

2 


Source: www.baliprofessionalphotographer.com

Mr Tonny spent his holiday with family last week.

3 

Source: www.masterfile.com

My mum gave me a present for my birthday.

4 

Source: www.showbiz.liputan6.com

I watched a music concert last night.

In short, Textbook1 and textbook2 have fully met the criterion of coherence and unity of materials presented in each chapter since the materials were relevant to the topic being discuss.

g. *Coherence and unity of materials presented among chapters*

Textbook1 did not have coherence and unity among chapters since the topics varied considerably. The topics included, listen in chronological order from chapter I to XIII. Similarly, Textbook2 did not have coherence and unity among topics.

h. *Sequence of materials*

In terms of the sequence of materials, Textbook1 has fulfilled the criterion of easy to complex sequencing. In other words, the materials presented from the less demanding to the demanding ones. The materials in the first chapter TB1 was put simple text, about *paying attention* to others using simple sentences. The second chapter was took materials to state that students *can or will to do something* using modals can and will as interrogative sentences, in third chapter may learners *to give suggestion and to state rules and obligations* using should and must.

Correspondingly, textbook2 had a good way of sequencing materials. The materials have sequenced from the simple to complex ones. This could be seen from the arrangement of the genre of text in this textbook. This textbook has also put *paying attention* in the first chapter using simple sentences to get attention, the second chapter was discussed *asking and giving opinion* in this chapter provide

learners to make and use interrogative sentence, and third chapter express and respond to (obligation, prohibition, suggestion).

The above explanation indicated that textbook1 and Textbook2 have fulfilled the criterion of materials sequencing. This was because the genre of the text has been sequencing from less demanding to more demanding ones.

i. Coverage of four skills: Listening

Textbook1 has generally provided appropriate listening tasks in each unit. There, listening was presented through ‘‘*Listening*’’ section. Listening tasks, serving as an input, offered different spoken text for learners in the form of dialogues and monologues. Though providing input in each chapter, listening tasks mostly spoken by the teacher. It therefore did not provide listening tasks in the form of recording or video. This was not interesting and appealing for the learners as it did not portray the real characters in each dialogue. In addition, the conversation would not be authentic since the teacher only spoke it.

On the other hand, Textbook2 has provided with recordings in each chapter as an input for listening activities. The recordings provided them with authentic use of language in everyday conversation spoken by different people. This could be seen in chapter I, for instance. There were four listening tasks having

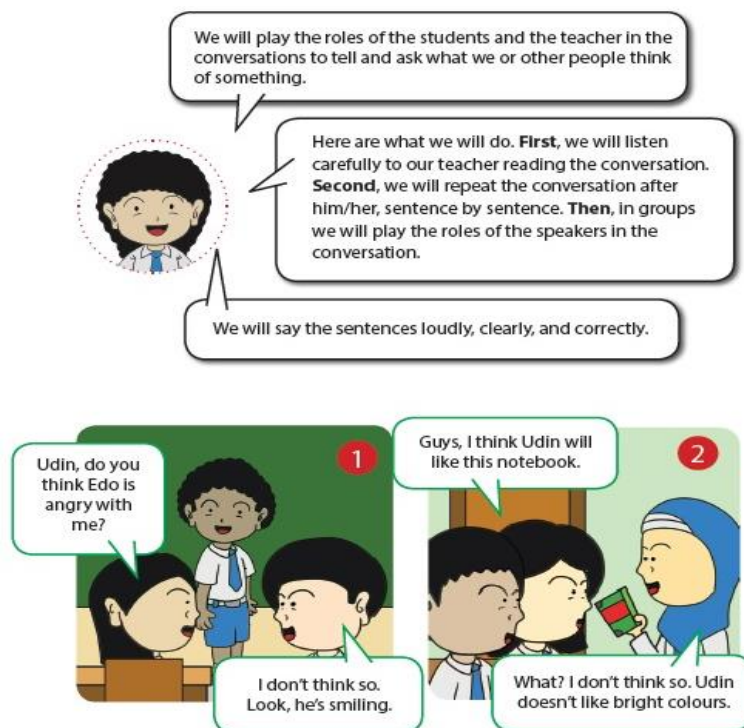
different purposes. In the first task (p.3), there was a gap-filling task followed by eight comprehension questions. In the second task (p.8), the task was ordered the dialogue. The third (p.9), the task was multiple choices by listening dialogue recording. The fourth (p.14) the task was also gap-filling task of certain functions.

In short, Textbook1 and Textbook2 have met the criterion of the coverage of listening tasks since both of them have exposed students with sufficient listening activities in each chapter.

j. Coverage of four skills: Speaking

Textbook1 has provided learners with various speaking task to provide them with the opportunity to practice speaking. Speaking tasks were given in a section of ‘*Speaking in Groups*’ and ‘*Speaking in independently*’ allowing them to work in groups, in pairs as well as individually during teaching and learning process. In both section, speaking tasks were in the form of completing, acting out, and makin a dialogue based on the situation provided. The explanation for each section was as follows, there was a sample from TB1 on page 9.

Picture 1. 22



Textbook2 has also provided learners with opportunity to learn and to practice speaking. In each chapter, there was a lesson about transactional and interpersonal communication. Besides, functional communication in the form of monologue was taught. Following the listening tasks in each chapter, there were some model conversations provided. There was a sample on the first chapter on page 4.

Picture 2. 25

Activity 6 In pairs, study the dialogue below. Then, answer the following questions.

Sinta : Hi, Jim! You know what, there will be a charity concert in our town. And my favourite band will play. Oh, I'm so happy!

Jim : Oh really? What is your favourite band?

Sinta : My favourite band is Bon Jovi. And my favourite song is "Always". What kind of music do you like?


Jim : I like classical music and I play classical piano. I have a small group of pianists who get together to play.

Sinta : Oh, that's nice. It's good that you can play instrument. I can't play any instruments. I love music so much.

Jim : Hey, don't be sad. You can start it now. I can teach you. Well, I can also play guitar if you want.

Questions:

1. Who are involved in the dialogue above?
2. What does Sinta do to ask for Jim's attention?
3. What is Sinta's favourite band?
4. Does she like dangdut music?
5. Why does Sinta look so sad?

 **Exploring**

Activity 7 Study the dialogues below. Listen to your teacher carefully. Then choose one of the dialogues to practise with your partner in a good pronunciation.

Dialogue 1

Rudy : Hi, Rudy!

Salman : Hi!

Rudy : How are you?

Salman : Excellent, and you?

Rudy : Fine, thanks.

Salman : What are you doing here?

Rudy : Oh, I'm reading a book.

Salman : What book is it?

Rudy : It's Science book... about plants and animals.

Salman : Really? Where did you buy it?

Rudy : I bought it at the bookshop.

Salman : Oh, I see.

The above explanation showed that Textbook1 and Textbook2 have fulfilled the criterion of providing appropriate speaking tasks that gave opportunity for students to improve their speaking ability.

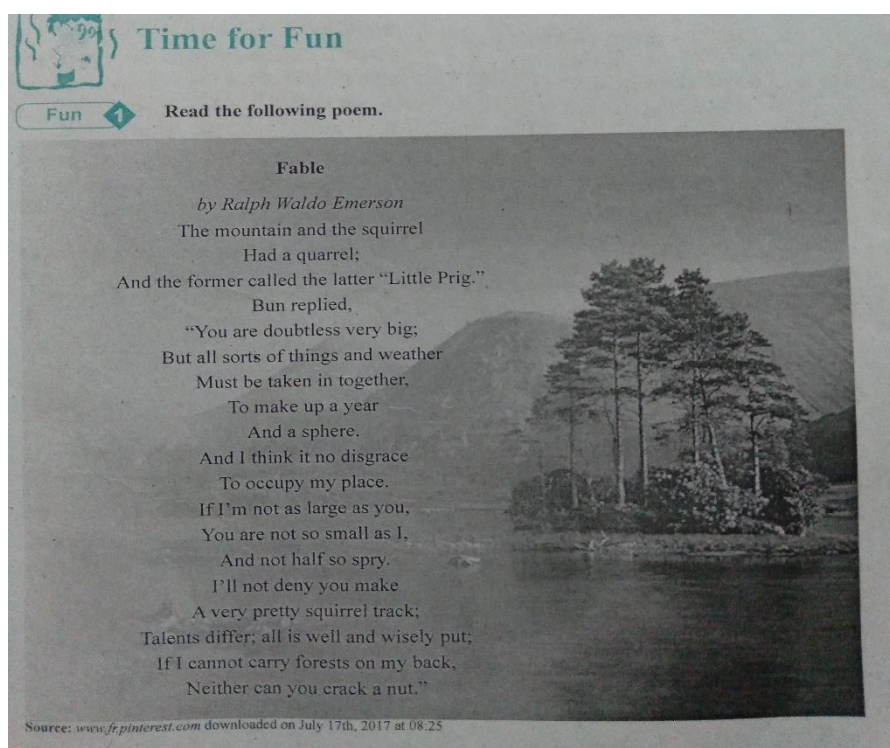
k. Coverage of four skills: Reading

In general, Textbook1 has exposed learners with sufficient input in descriptive, recount, and narrative texts. Different with two previously mentioned skills above, Textbook2 has not had specific

reading sections served as a model text. This statement supported, almost in every chapter not put reading sections or activities that provided learners reading skill.

On the other hand, Textbook2 has exposed learners with several texts for reading skill. This could be seen from first chapter until the last chapter there were put some model reading texts. For instance, the first chapter on page 25, in this page there was a poem entitled *Fable* (p.25) by Ralph Waldo Emerson.

Picture 2. 26



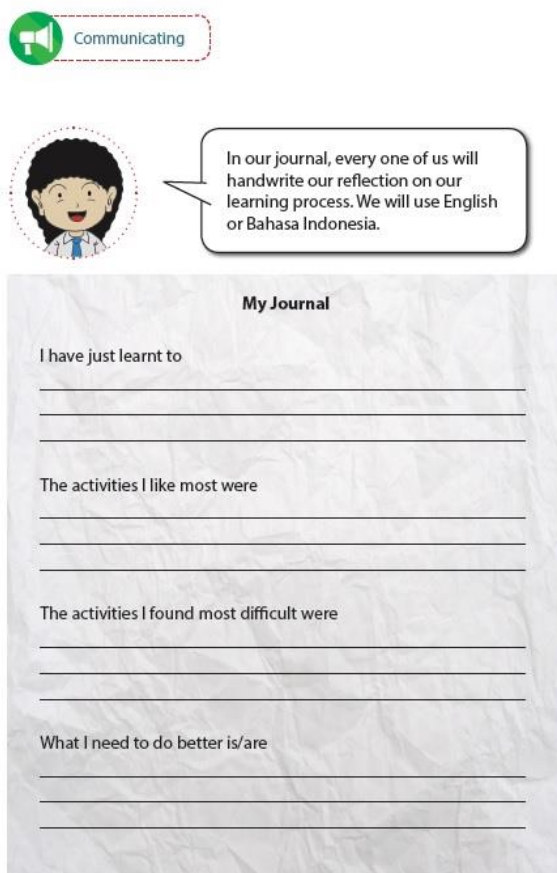
In conclusion, textbook1 has not fulfilled the criterion yet and Textbook2 has provided learners with sufficient and appropriate

reading texts providing them inputs to create a written text on certain genre.

1. Coverage of four skills: Writing

Similar to that of listening and speaking, Textbook1 has also had special section for writing namely my journal. This activity was did in last page in each chapter.

Picture 1. 23



Textbook2 had also part of writing tasks that helped learners to improve their writing skill. This part could be found in each chapter of

Textbook2. In this part, some writing exercise provided from guided to free production ones. By so doing, learners given opportunity to apply what they have learned previously. This could be seen on page 10 in the first chapter.

Picture 2. 27

Exploring

Activity 6 Practise the dialogue in pairs. Then, answer the questions.

Mr. Budi : Class, please pay attention to my explanation.
 Students : Yes, Sir.
 Mr. Budi : Put up your hand if you don't understand. Do you understand?
 Students : Yes, we got it, Sir.
 Mr. Budi : Tom, will you do number 4 on the board?
 Tom : Sure, I will try.
 Mr. Budi : Everybody, look at the board and pay attention. Bob, is that right?
 Bob : That's right, Sir.
 Mr. Budi : Great, you have got it. Class, is everything clear? Are there any more questions?
 Students : No. That's enough, Sir.

Questions:

1. What is the teacher's name?
2. Who will do number 4 on the board?
3. Where does the dialogue probably take place?
4. Is there a student asking a question?
5. Do all the students understand the teacher's explanation?

Activity 7 Complete the dialogues using expressions of showing understanding or expressing lack of understanding.

1. Teacher : OK class. You must do this exercise like the example. Do you know what I mean?
 Students : _____
 Teacher : Don't forget to submit the task next meeting.
 Students : Yes, Sir.
2. Teacher : Students, do you understand what I have explained?
 Tina : _____
 Teacher : Which part do you mean?
 Tina : It's about how to ask for attention in English.

The above explanation showed that both textbooks have fully met the criterion providing appropriate and sufficient reading tasks allowing students to get language input and exposure.

m. Coverage of other language aspects: Vocabulary, grammar, and pronunciation

Textbook1 generally did not have a good coverage of vocabulary, grammar, and pronunciation. It has only met the criterion of the coverage of vocabulary and grammar since Textbook1 did not really pay attention to providing sufficient pronunciation tasks.

Textbook1 has not explained grammar explicitly in every chapter, main of this textbook exercise through dialogues and monologues. There was a grammar explanation on certain page. Writing and reading activities were limited, although the textbook has provided students to learn vocabulary.

On the contrary, Textbook1 has met the criterion of the coverage of vocabulary, grammar and pronunciation. Textbook2 had a good vocabulary activity namely *Vocabulary List*, textbook give the instruction to read and memorize some words which related with the topic of chapter.

In terms of grammar and pronunciation, Textbook2 has also given a wide variety of grammatical tasks and activities. The grammar activities involved choosing the correct form of verbs, changing the correct form of verbs, filling the gap and so on. In addition, this textbook has a focused on pronunciation lesson given in each chapter. Some recording supported this in each lesson. This

could be seen on page 14, 19, 30 the samples pictures down below on page 14.

Picture 2. 28

2. Giving and Responding to Compliment

Let's Start

Activity 1 Answer the questions below.

1. Have you ever been praised by someone?
2. Why were you praised by her/him?
3. What will you say if you want to praise someone?
4. Do your teachers usually give you compliment if you do some tasks well?

Observing

Activity 2 Listen to the following dialogue and fill in the blank spaces.

Samuel : Hello, my name is Samuel Smith. I have an ¹ _____ with Miss Jane Johnson at 1 p.m.

Jane : Hello Samuel, you are right ² _____. Please come into my office and have a seat.

Samuel : Thank you. I bring along copy of my ³ _____ so that you can review my job history.

Jane : Your résumé looks good. Can I ask you why you left your last job?

Samuel : At my last job I ⁴ _____ because I had reached the point where I could no longer ⁵ _____. I want my job to be a challenge and if I do a great job I would like the ⁶ _____ for a promotion.

Activity 3 Check the words or phrases that you fill in Activity 2 by looking through the box below.

a. on time	e. appointment	e. résumé
b. opportunity	d. resigned	f. advance

Activity 4 Look at the dialogue in Activity 2. You will listen to the dialogue once. Check your answers.

Activity 5 Circle T if the statement is true and F if the statement is false based on the dialogue in Activity 2.

1. Samuel has an appointment with Miss Jane Johnson at 1 a.m. (T / F)
2. He comes to the office late. (T / F)
3. Jane thinks that Samuel's résumé is good. (T / F)

In short, Textbook1 has not fully met the criterion of language aspects in the area of vocabulary grammar, and pronunciation. Besides, Textbook2 has fully met the criterion by providing students to improve their vocabulary, grammar and pronunciation abilities.

5. Description of the Sub-aspect of Language Appropriateness

a. Presentation of materials in the form of texts, communicative acts, symbols, and illustrations

With regard to this criterion, textbook1 and Textbook2 have presented the materials in the form of texts, communicative acts, symbols, and illustrations. Following genre-based and communicative approach, each chapter has covered three kinds of text namely transactional, interpersonal, and functional texts accompanied by some comprehension questions. Following the texts, there were some explanations on generic structures and linguistic features of the text. To reinforce learners' understanding, activities on four skills, grammar, vocabulary, and pronunciation were given. Illustrations were then provided to support learners' understanding towards materials presented.

b. Balance among chapter

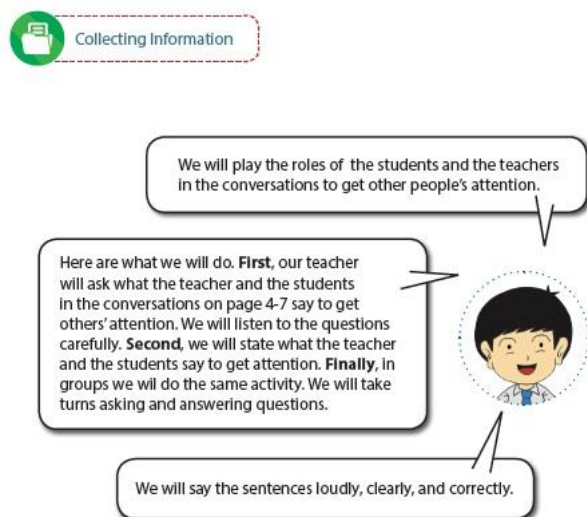
The materials presented in Textbook1 and Textbook2 have been made balance in each chapter. The model texts were presented in the form of transactional, interpersonal, and functional texts. as the book followed genre-based and communicative approach, communicative activities leading to the production of the text were also offered. These activities strengthened learners' understanding towards three kinds of text previously mentioned.

6. Description of the Sub-aspect of Teaching and Learning technique

a. *Interaction among Learners and their peers as well as Learners and teacher*

Textbook1 has facilitated interaction between learners and their classmates as well as their teachers in English. This was accentuated from the activities and their instructions in each chapter. For instance, there was a task of this textbook in first chapter *collecting information* (p.8), in this section learner doing role-play as students and teacher this activity in a group with their peers.

Picture 1. 24



Textbook2 has also facilitated the students to have interactions with their classmates as well as their teachers. This could be seen, from the pair and group work tasks provided in each chapter. The explanation was as follows. For example, in the first chapter

communicating (p.18), Textbook2 has had same activity with Textbook1.

Picture 2. 29

Activity 13 Make dialogues based on the situations below.

1. You meet a woman in a bookshop. She has a very beautiful handbag. Compliment her for it.
2. You are sitting next to a young man on a bus. He compliments your T-shirt.
3. You have just eaten dinner at your friend's house. You really liked the meal. Compliment him/her for it.
4. Your friend is taking you around his/her house. You see an interesting painting in the family room. Your friend made the painting himself/herself. Compliment him/her for it.

Communicating

Activity 14 Walk around the classroom and give compliments to your friends. Fill out the grid.

Name	Compliment	Response

Activity 15 Make compliments based on these situations.

1. Situation : Your mother looks so beautiful wearing her new gown.
You : (expressing compliment) _____
2. Situation : Your sister makes some cakes. The taste of the cakes are delicious.
You : (expressing compliment) _____
3. Situation : Your friend has new hairstyle.
You : (expressing compliment) _____

From the above explanation, it can be conclude that oth textbooks have facilitated learners to have interactions wih their peers, teachers, and whole class activities.

b. Communicative activities in oral and written form

Textbook1 has generally provided leaners with activities that developed their initiative, creativity and critical thinking in the form

of oral and written modes. In written modes, there were three kinds of text presented in Textbook1 namely descriptive, recount and narrative. In spoken modes, there were also three kinds of text exposed to students. These included transactional, interpersonal, and functional texts.

Each chapter in Textbook1 has provided some activities to provide students with communicative activities that were relevant to the on-going communicative context. This was realized by speaking and writing tasks leading to the production stage. The tasks were designed in such a way that provided learners with opportunity to practice some language aspects they have learned.

In relation to this criterion, Textbook2 has promoted initiative, creativity, and critical thinking of the learners through presenting spoken and written activities. Similar to that of Textbook1, there were three genres presented in Textbook2 namely descriptive, recount and narrative. In relation to the spoken modes, there were also three kinds of texts presented namely transactional, interpersonal and functional texts.

The above facts illustrated that both textbooks have facilitated students with communicative tasks leading to the development of their initiative, creativity, and critical thinking in the form of oral and written modes.

c. Autonomous Learning Activities

In general, Textbook1 and Textbook2 have provided learners with activities to be autonomous learners. It was evident from the provision of clear instructions of the tasks, clear explanation on the topics. These explanations were supported with appropriate tasks and materials.

d. Guidance to know Learners' achievement and lacks in teaching learning

Textbook1 and Textbook2 have fully met the criterion of guiding learners to know their lacks or success in teaching learning process. This was because both of textbooks were had self-reflection or self-assessment activities presented in this textbook. The researcher was took a sample for TB1 on page 32 and TB2 on page 64 as follows:

Picture 1. 25

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

Picture 2. 30

 **Reflection**

How much do you learn from this chapter? Put a tick (✓) in the right box according to how much you have learned.

No.	Aspects/Values	Very Much	Much	Little
1.	Asking for and giving opinions and declining to give opinions			
2.	Expressing and asking about ability			
3.	Expressing and asking about willingness			

 **Vocabulary List**

Read and memorize the words. Use them whenever you speak and write in English.

⊗ to ask for (verb)	= meminta
⊗ to decline (verb)	= mengingkari, menolak
⊗ opinion (noun)	= pendapat
⊗ ability (noun)	= kemampuan
⊗ willingness (noun)	= keinginan, kemauan
⊗ fantastic (adjective)	= luar biasa
⊗ to find (verb)	= menemukan
⊗ to appreciate (verb)	= mengapresiasi
⊗ rubbish (noun)	= sampah
⊗ irresponsible (adjective)	= tidak bertanggung jawab
⊗ comfortable (adjective)	= nyaman
⊗ authorities (noun)	= otoritas
⊗ inspiring (adjective)	= menginspirasi
⊗ to lift (verb)	= mengangkat
⊗ to spill (verb)	= menumpahkan
⊗ flight (noun)	= penerbangan
⊗ to feed (verb)	= memberi makan
⊗ global warming (noun phrase)	= pemanasan global

In conclusion, Textbook1 and Textbook2 have fully met the criterion of guiding learners to know their lacks and success in teaching learning process.

7. Description of the Sub-aspect of Presentation coverage

a. Preface

Textbook1 had a preface, which provided some basic information with regard to the curricula used as a guideline, the theory used as an underlying concept to develop the book, and competencies targeted

by the writers achieved by learners. With regard to the curriculum, Textbook1 used 2013 curriculum revised edition in 2017 was employed, Textbook1 was aimed at developing learners' linguistic, socio-linguistic, socio-cultural, strategic, and discourse competence. By so doing, learners were expected to achieve functional literacy competence aiming at understanding and using language in the level of survival.

Textbook2 had also preface give some information for the readers. They could find information about the underlying concept used in textbook. There was also some information about each section provided in Textbook2. The writers also provided an opportunity to give feedback with regard to this textbook through an email address provided. This could be a good way to do several revisions toward the improvement of the book as the writer got feedback from people using and adapting this textbook.

b. Table of content

Textbook1 had a table of content providing learners with the information of chapter and topic of the textbook. This feature helped learners to find them easily. Table of content in Textbook1 contained the information of page number of preface, table of contents, chapter **I**: *it's English time!*, chapter **II**: *We can do it, and we will do it*, chapter **III**: *We know what to do*, etc.

There was a table of content provided in Textbook2 as well. This gave information with regard to the chapter, sub chapter, and topic of textbook2. In this textbook, table of content presented information on preface, map of the book, list of contents, chapter **I**: *Pay Attention, Please*, chapter **II**: *What is your opinion?* , chapter **III**: *You must go to school*, etc.

c. Introduction

Textbook1 had no introduction section to explain the organization and the map of the book. In contrast, Textbook2 had an introductory part named ‘*Book Features*’. This section provided students with a detailed information on the contents of the book. More specifically, this offered information related to the activities and topics, text, listening, speaking, reading, and writing. Each column contained brief information on aspect being taught.

d. Learning loads

In general, Textbook1 and Textbook2 have provided learners with sufficient learning loads providing learners with face-to-face activities, exercises, as well as independent activities

e. References

Textbook1 has include some identities on its texts and pictures meaning that it has acknowledged the sources with they were all

taken. There were several sources used as references in this book namely, book (*Understanding and Using English Grammar*), website (*The future of English. The British Council*), and the laws of republic Indonesia (*Undang-undang Republik Indonesia Nomor 20 tahun 2003*). The sources mentioned below the text along with its publication date and retrieval date.

Textbook2 has also incorporated some sources accompanying its texts in the form of bibliography. The sources in this book, dictionary (*Longman dictionary of contemporary English*), book (*Cepat Mahir English Conversation*), laws of the republic Indonesia (*Permendiknas Nomor 68 Tahun 2013*), and the websites.

f. Summary

Both Textbook1 and Textbook2 did not provide learners with summary in the end of each chapter, which presented main points of each lesson being taught.

g. Reflection

Textbook1 and Textbook2 have provided learners with some kinds of activities in the form of self-reflection using checklist on Textbook1 and write journal to reflect their learning process on the last page in each chapter and other assessment to review their knowledge.

h. Glossary

Textbook1 has not had any glossary to explain some important words listed in alphabetical order on the other hand, Textbook2 has a glossary explain some words and the form of tenses.

i. Bibliography

Textbook1 had the *Daftar Pustaka* as reference of this textbook, different with bibliography form. It means Textbook1 has not had bibliography. Besides, Textbook2 has fully met this criterion had a bibliography which contained a list of sources used as reference.

j. Index

Textbook1 has not had an index or any glossary, which contained useful vocabularies. Textbook2 on the other hand, had an index in the form of glossary containing such information.