

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section presented findings of the quality of the English textbook based on instrument of textbook evaluation criteria by BSNP in term three aspects of evaluation namely content aspect (sub aspects: the relevance of material with KI and KD, the accuracy of materials, and the learning support materials), language aspect (sub aspect: the appropriateness of language) and presentation aspect (sub aspects: the presentation technique, the teaching and learning technique, and the presentation coverage).

I. Content Aspect

A. The Relevance of Materials with KI and KD

1. Completeness

The textbook contains nine chapters which included interpersonal communication, transactional communication and short functional texts. Interpersonal communication is presented on chapter 2 (*Complimenting and Showing Care*) and chapter 4 (*Congratulating others*). Transactional Communication is presented on chapter 1 (*Talking about Self*) and chapter 3 (*Expressing intention*). Short Functional Text in the form of descriptive and announcement texts is presented on chapter 5 (*Describing people*), chapter 6 (*Visiting Ecotourism Destination*), chapter 7 (*Visiting Niagara Falls*), chapter 8 (*Describing Historical Places*), and chapter 9 (*Giving Announcement*).

2. In Depth

a. Exposure

This textbook expose students with quite many kinds of text in the form of dialogue and monologue which containing various topic which relevant to the students. The exposure can be found on interpersonal communication, transactional communication, and functional text such as descriptive text and announcement text.

In exploring interpersonal communication, this textbook provided it in chapter 2 and chapter 4. There were the texts related to interpersonal communication in the textbook.

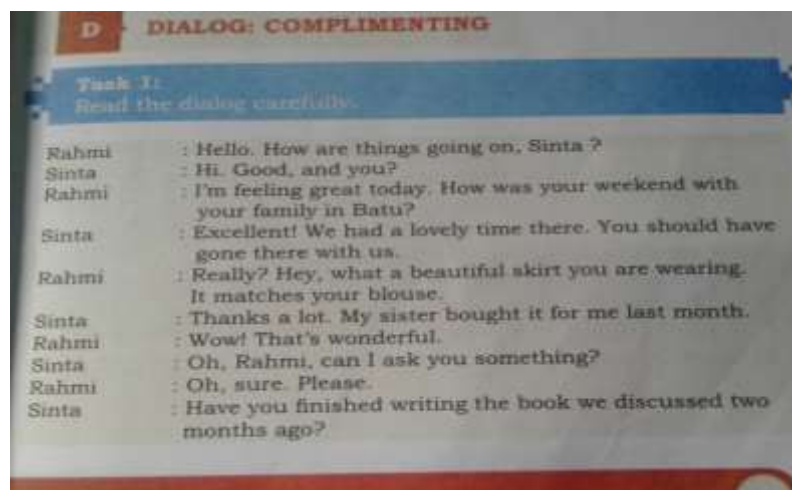


Figure 4.1 Dialogue of complimenting



Figure 4.2 Dialogue of complimenting (cont.)



Figure 4.3 Dialogue of complimenting

E DIALOG: SHOWING CARE

Read the dialog carefully.

Today Imran is not feeling well. He is staying at home. He has just received a sympathy card through an email from his sister who lives far away in Singapore. The card says, "Sending you sunny smiles, warm wishes, and healing thoughts . . . Hope today finds you feeling much better!"

Many of his friends also come to his house.

Rama : You look so pale. I bring you some soup, fix you some tea and bake you some treats. Hope you recover soon.

Imran : Thanks a lot. What a lovely friend you are! I really appreciate that.

Rido : I'd also water your plants and tidy your room.

Imran : Thank you very much. I'm glad you do it for me.

Ramon : To help you feel better, I'd fluff up your pillow and straighten your sheets.

Imran : I am so grateful to you. You're the best friends I have ever had.

Figure 4.4 Dialogue of showing care

Look at the following three situations that we need to consider when expressing care.

Formal situation

Source: Dokumen Kemdikbud
Picture 2.9

Source: Dokumen Kemdikbud
Picture 2.10

Source: Dokumen Kemdikbud
Picture 2.11

Figure 4.5 Dialogue of showing care

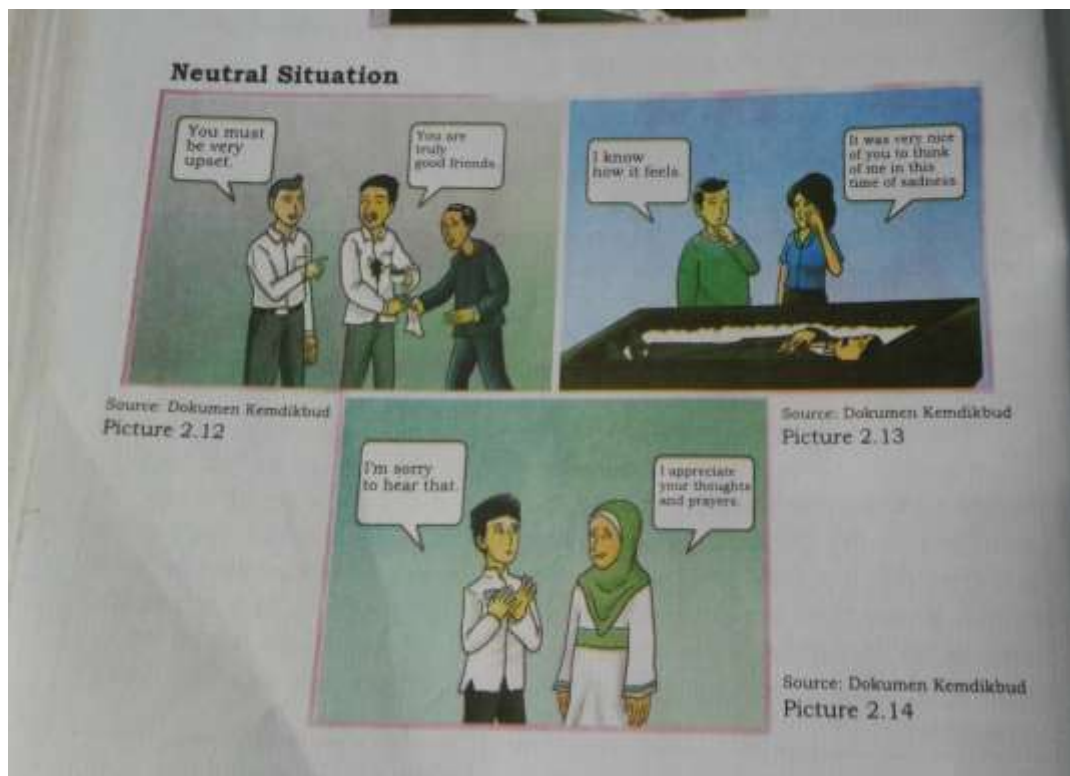


Figure 4.6 Dialogue of showing care

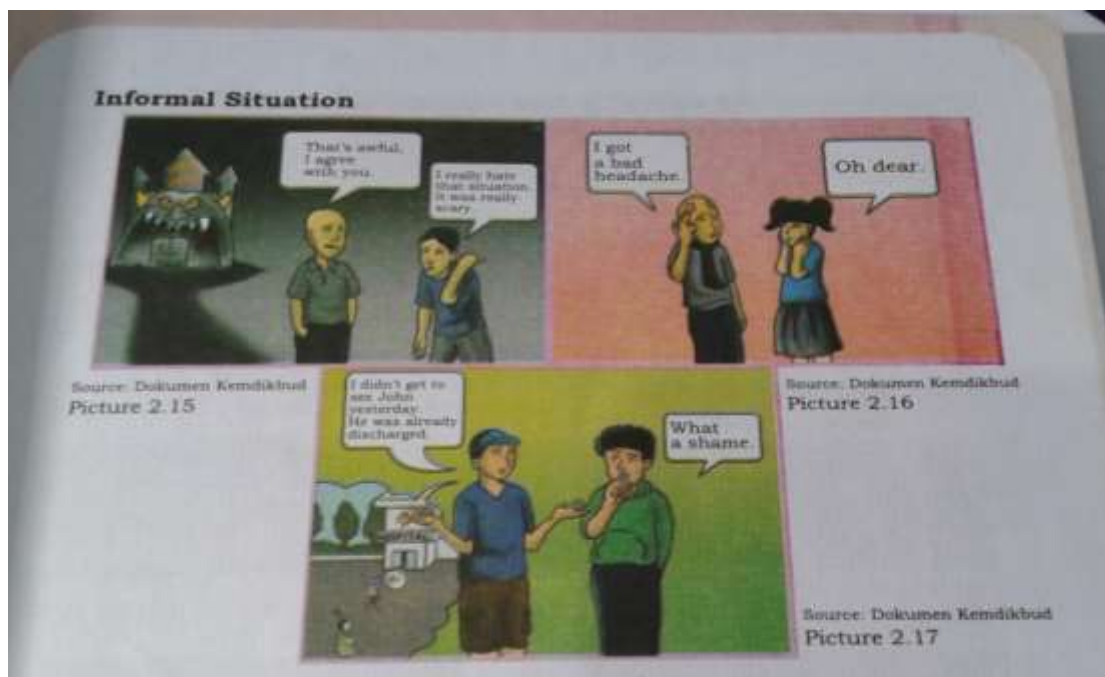


Figure 4.7 Dialogue of showing care

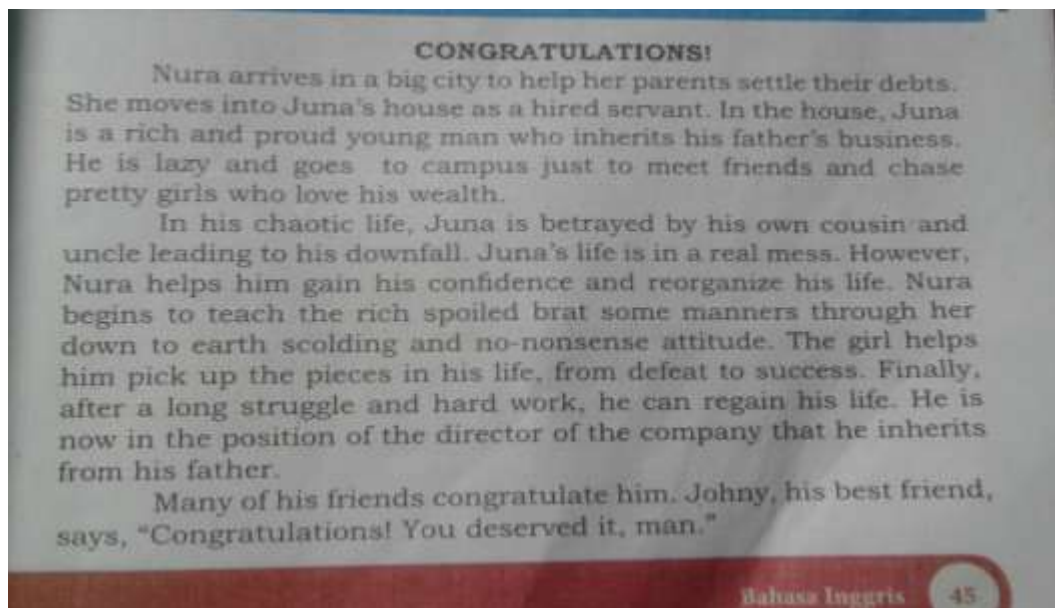


Figure 4.8 Text about congratulation

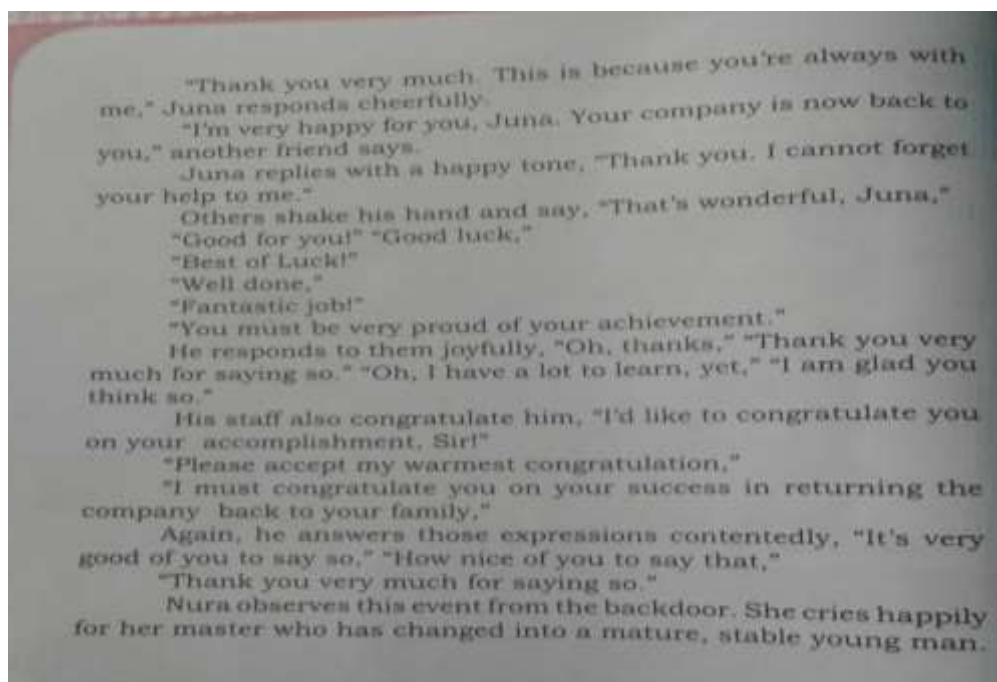


Figure 4.9 Text about congratulation (cont.)

In exploring transactional communication, this textbook provided it in chapter 1 and chapter 3. There were the texts related to transactional communication in the textbook.

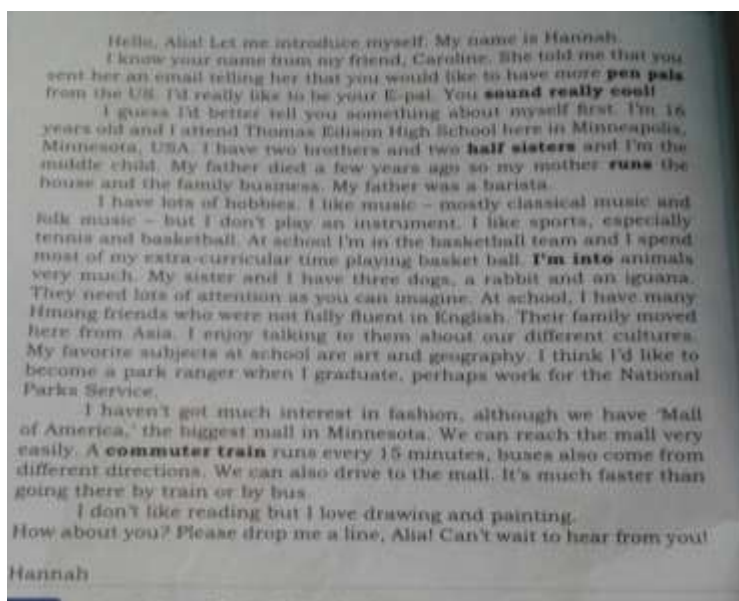


Figure 4.10 Text of self-introduction

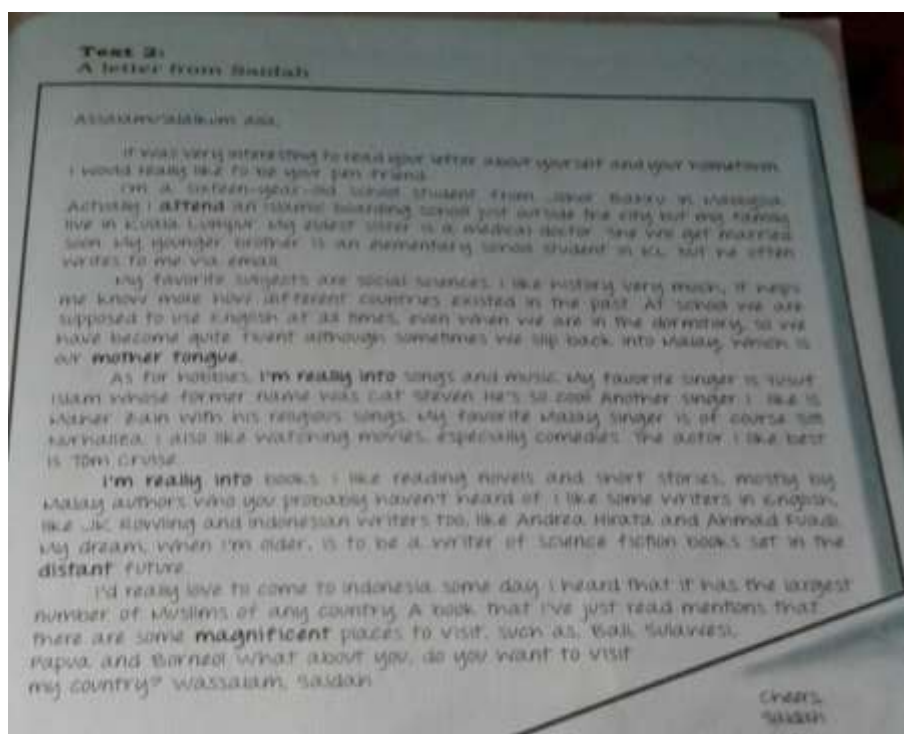


Figure 4.11 Text of self-introduction



Figure 4.12 dialogue of self-introduction

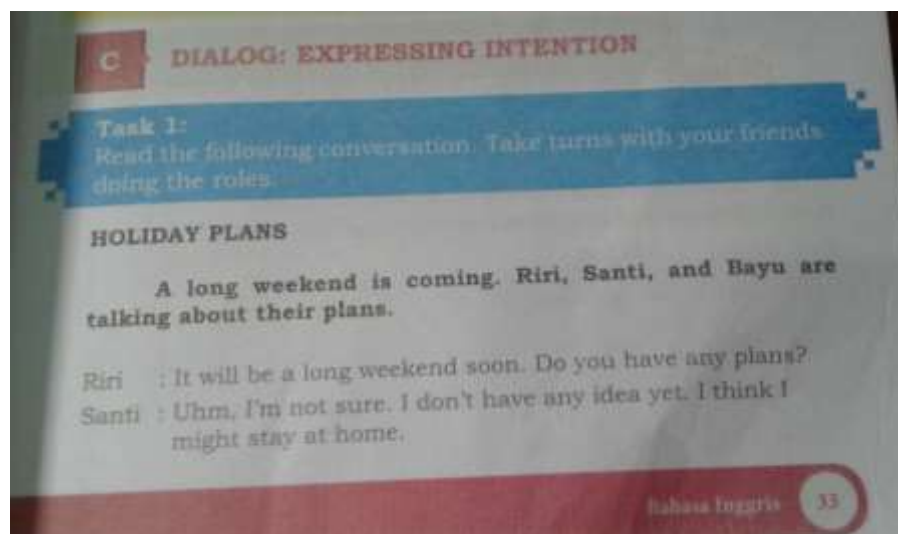


Figure 4.13 dialogue of holiday plans

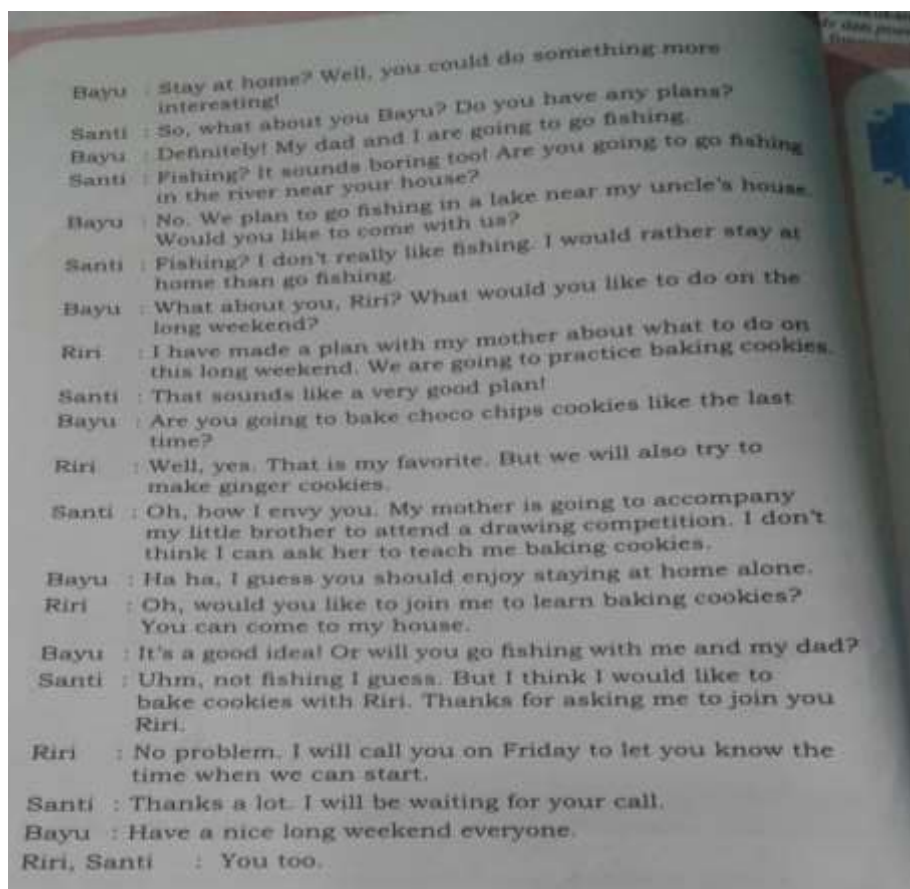


Figure 4.14 dialogue of holiday plans (cont.)

In exploring descriptive text, the students were given six texts which can be found in chapter 5-8. Text entitled *My Best Friend* in chapter 5, *Tanjung Puting National Park* in chapter 6, *Visiting Niagara Falls* in chapter 7, *The Secrets of Stonehenge* in chapter 8, and text without entitled about *Cuban Rondo* in chapter 6.

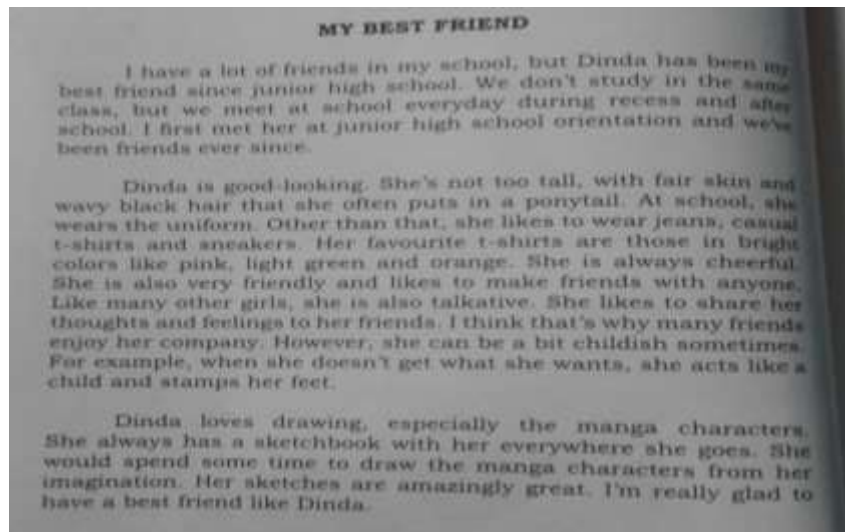


Figure 4.15 Descriptive text about person (My Best Friend)



Figure 4.16 Descriptive text about tourist destination (Tanjung Puting National Park)



Figure 4.17 Descriptive text about tourist destination (Cuban Rondo)



Figure 4.18 Descriptive text about tourist destination (Visiting Niagara Falls)

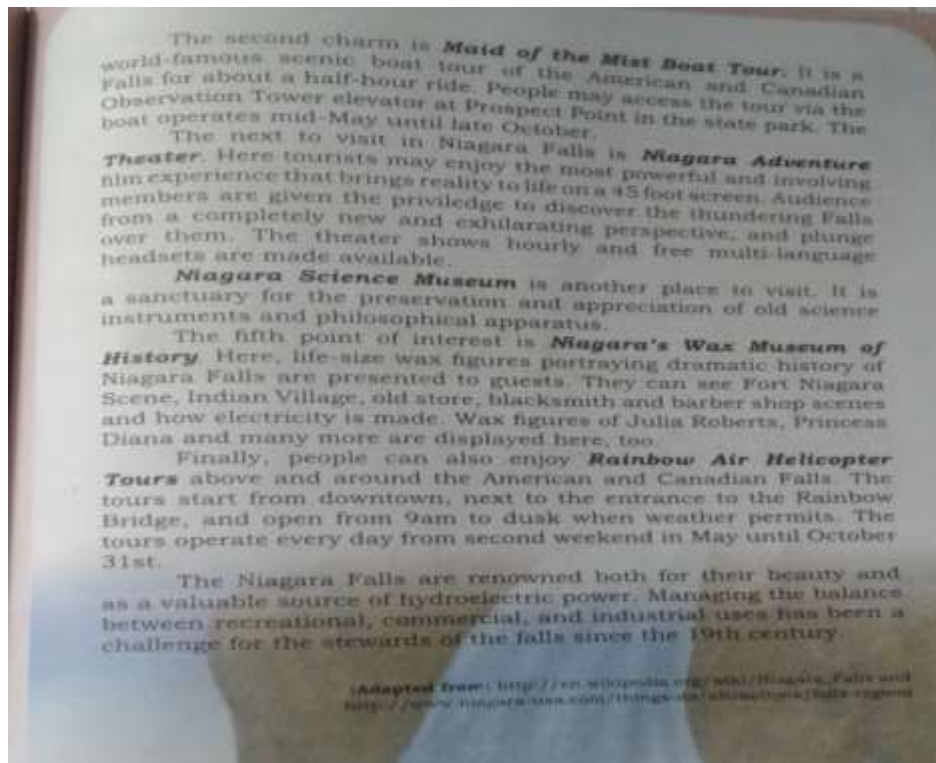


Figure 4.19 Descriptive text about tourist destination
(Visiting Niagara Falls, cont.)



Figure 4.20 Descriptive text about tourist destination
(The Secrets of Stonehenge)

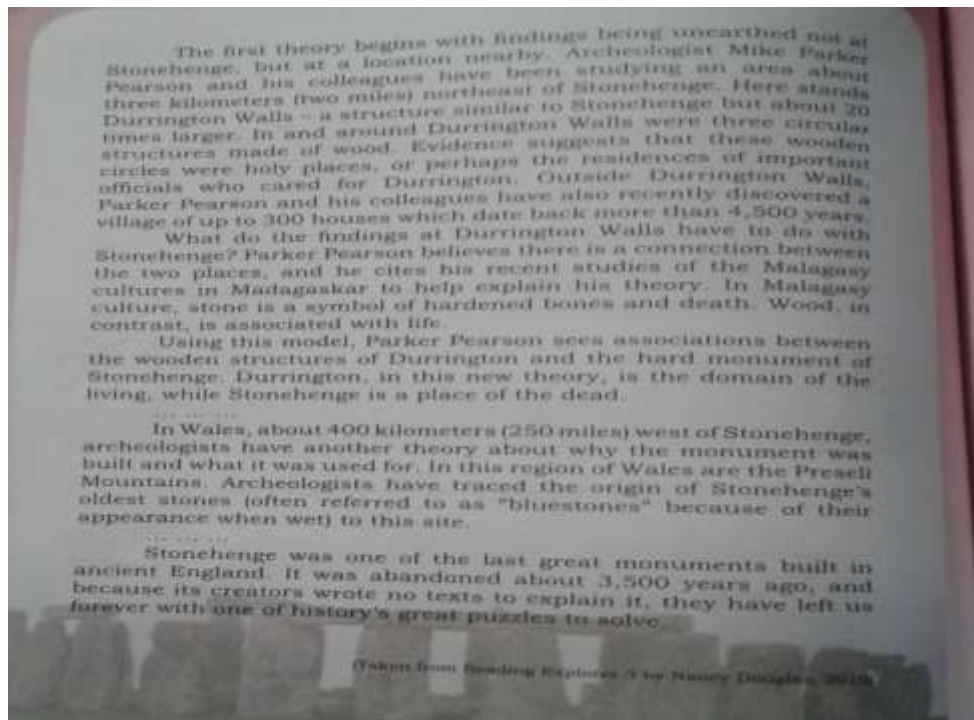


Figure 4.21 Descriptive text about tourist destination
(The Secrets of Stonehenge, cont.)

In exploring announcement text, this textbook presented two texts in chapter 9 about *Concert Cancellation* and *McMaster Mini-Med School*.

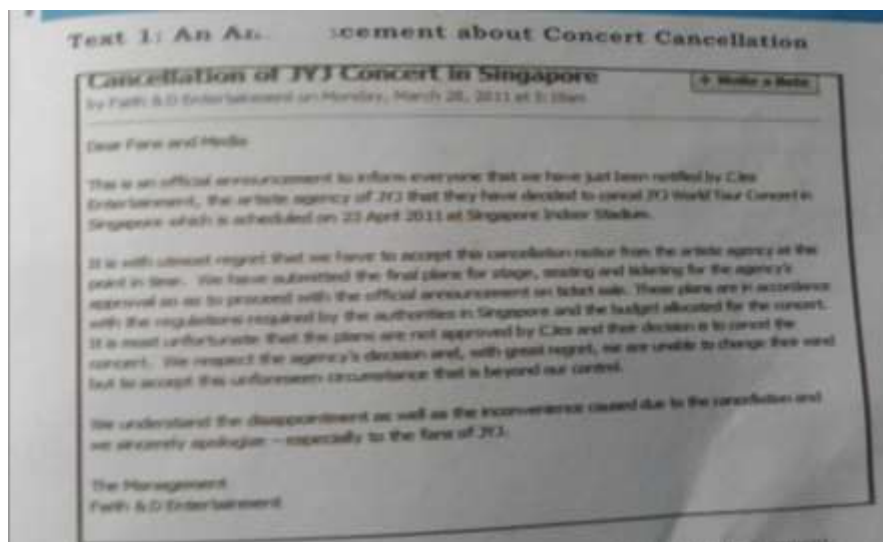


Figure 4.22 Announcement text about concert cancellation

Text 2: An Announcement about McMaster Mini-Med School.



ANNOUNCEMENT

McMaster Mini-Med School

We hope that you enjoyed becoming a McMaster Mini-med student in 2008 and welcome you to become a student in 2009. The new seven week term will begin Tuesday, March 3, 2009 with classes following on March 10, March 17, March 24, March 31, April 7, and April 14, 2009.

Registration will occur on a first-come basis. As the response for the previous years was tremendous, it is advised to register as soon as possible. After all the student spots are full, all others will be placed on a waiting list and will be contacted as spots become available.

With registration fees participants receive:

- A reserved spot in the McMaster Mini-Med School Class 2009
- An "official" Mini-Med School tote bag
- An "official" Mini-Med School Clipboard and Pen
- An "official" Mini-Med School Stadium blanket
- An "official" Mini-Med School travel book light
- A McMaster Mini-Med School Certificate of Attendance that will be presented on the last day of classes

For a list of speakers and further information including registration and fees, please go to the following website:

<http://www.medportal.ca/minimed/index.html>

Or register online by visiting

www.fhs.mcmaster.ca/conted

Figure 4.23 Announcement text about McMaster Mini-Med School

b. Retention

This textbook guide students in understanding the material about social function, generic structure and linguistic features by providing guidance such as notes, text structure and grammar review.

Notes were presented in accompanying material about complimenting and showing care.

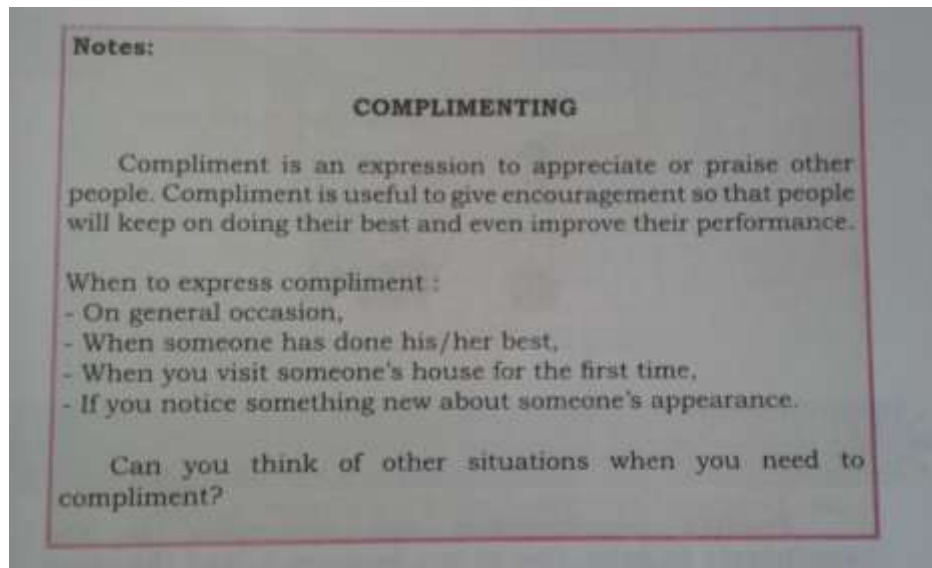


Figure 4.24 Note about complimenting

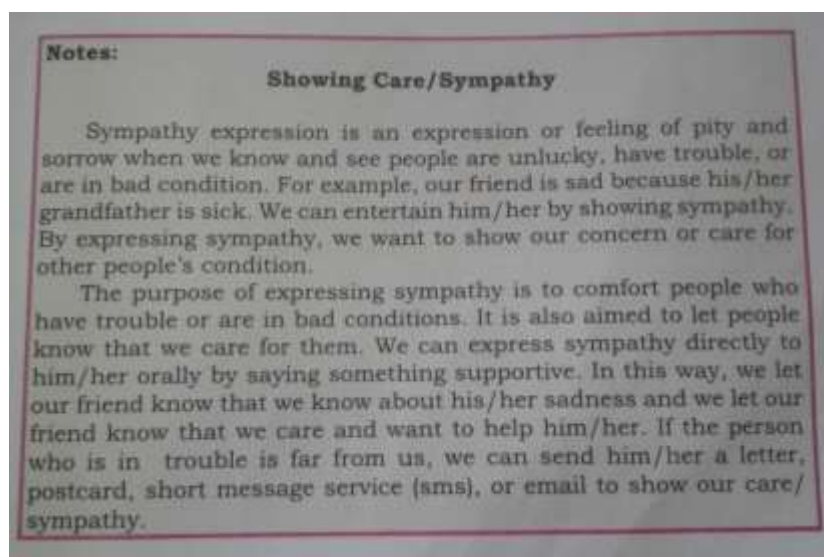


Figure 4.25 Note about showing care/sympathy

Text structure was presented in understanding generic structure of the text.

It can be found in chapter 1, chapter 5, chapter 8 and chapter 9.

F TEXT STRUCTURE

THINK-PAIR-SHARE

Task 1:
Individually, complete the following chart to find out the structure of the email or the letter above, depending on which text you have read.

Parts of the Letter/Email	Purposes	Details
Opening	To start the communication	
Contents		
Closing		

Figure 4.26 Text structure of email/letter

F TEXT STRUCTURE

Task 1:
Answer the questions below about the text.

- Who is being described in the text?

- What points are used by the writer to describe the person?
a. _____
b. _____
c. _____
- What is the writer's opinion about the person being described?

Figure 4.27 Text structure of descriptive text about person

Task 2:
Discuss with a partner and fill in the table with suitable information from the text.

Part of text	Purpose	Details from the text
Identification part		
Description part		

Figure 4.28 Text structure of descriptive text about person (cont.)

TEXT STRUCTURE
THINK-PAIR-SHARE

Task 1:
Individually, complete the following chart to find out the structure of the text about Stonehenge.

Parts of the Text	Details
Introductory sentences to identify the place	
Descriptive sentences about Stonehenge as well as Durrington Walls	
Closing comment	

Task 2:
Work in pairs (Students A and B) discussing and compare the text structure you have identified, and then share with the class.

Figure 4.29 Text structure of descriptive text about place

F **TEXT STRUCTURE**

THINK-PAIR-SHARE

Task 1:
Individually, complete the following chart to find out the structure of the announcement above, depending on which announcement you have read.

Parts of the Announcement	Purposes	Details
Opening		
Contents		
Closing		

Task 2:

Figure 4.30 Text structure of announcement text

Grammar review was also presented to enrich students' grammatical knowledge related to the context. For instance, in chapter 1, there was grammar review about *Using be and have* (p.11) which related to introduction own self. Grammar review also can be found in chapter 3 about *Using I would like, I will, I am going to, and would rather* (p.36) which related to expression of intention, in chapter 5-8 related to descriptive text about *Using adjectives* (p.61), *Noun and Adjectives* (p.73), *Passive Voice* (p.88), *Participles* (p.100), in chapter 9 related to announcement text about *Forming Nouns from Verbs* (p.111).

G GRAMMAR REVIEW

Using *be* and *have*

Task 1:
Study the following pairs of sentences to identify the use of *be* (*am, is, are*) and *have* (*have, has*). Do you notice the differences?

Examples:

- a. I *am* sixteen years old.
b. I *have* an older sister and a younger brother.
- a. Caroline *is* in the United States.
b. She *has* many friends from Indonesia.
- a. Nina and Ami *are* active students.
b. They *have* many interesting hobbies.
- a. I *am* a computer programmer.
b. I *have* many certificates that show my knowledge and skills in computer programming.
- a. John *is* a barista in a luxurious cafe.
b. He *has* a lot of friends, who love the coffee he prepares.
- a. We *are* amazed by the beautiful scenery.
b. We *have* many interesting places to visit in this country.

After observing the above examples, do you know how to decide whether to use *am/is/are* or *have/has*? Is it because the subjects are singular or plural? Do you also know when to use *have/has* instead of *am/is/are*? Is it because the sentences have *complements*? Is it because the sentences have *objects*?

Task 2:

Figure 4.31 Grammar review related to self-introduction

E GRAMMAR REVIEW

Using *I WOULD LIKE TO, I WILL, I AM GOING TO* and *WOULD RATHER*

Task 1:
Look at the excerpt from the text below. Study the sentences by paying attention to the words in the bold-typed expressions.

Santi : So, what about you, Bayu? Do you have any plans?
Bayu : Definitely! **My dad and I are going to go fishing.** We plan to go fishing in a lake near my uncle's house. Would you like to come with us?
Santi : I don't really like fishing. **I would rather** stay at home than go fishing. What about you, Riri? **What would you like to do** on the long weekend?
Riri : I have made a plan with my mother about what to do on this long weekend. **We are going to practice baking cookies.**
Bayu : **Are you going to bake choco chips cookies** like the last time?
Riri : Well, yes. That is my favourite. **But we will also try to make ginger cookies.**
Riri : Oh, **would you like to join me to learn baking cookies?** You can come to my house.
Bayu : It's a good idea! Or **will you go fishing** with me and my dad?
Santi : Uhm, not fishing I guess. But I think **I would like to bake cookies** with Riri. Thanks for asking me to join you Riri.

Figure 4.32 Grammar review related to expressing intention

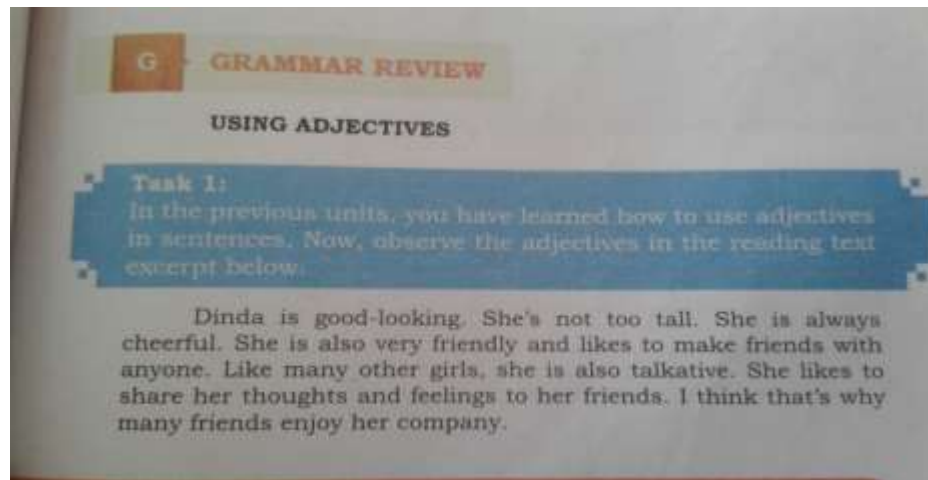


Figure 4.33 Grammar review related to descriptive text

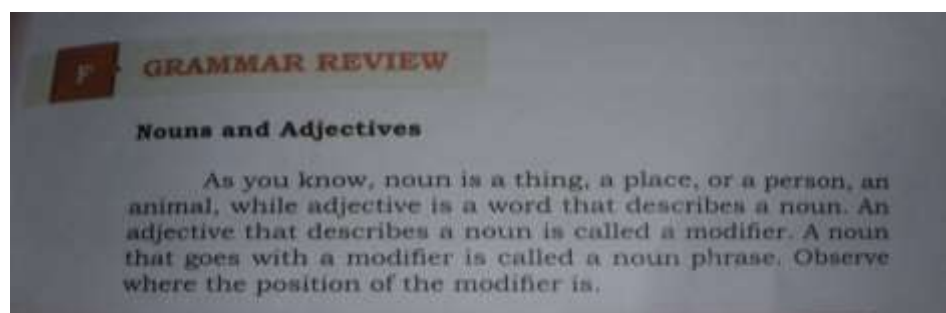


Figure 4.34 Grammar review related to descriptive text

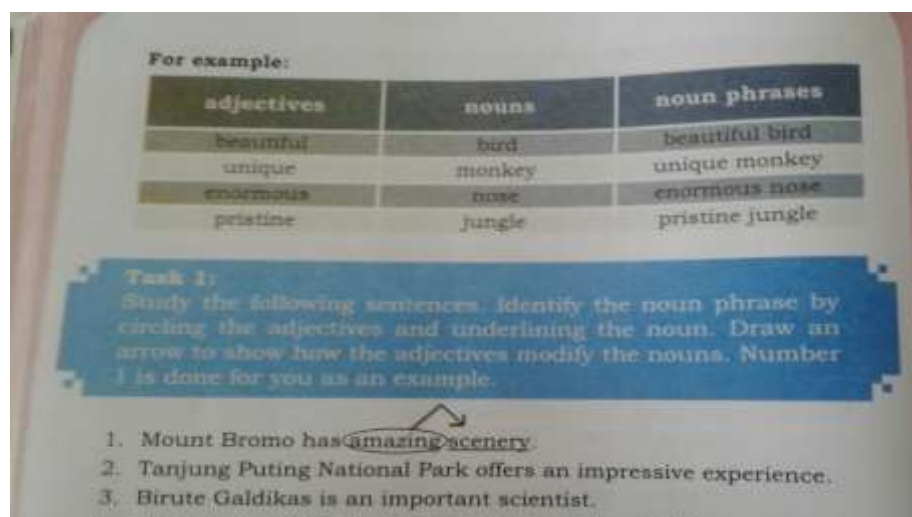


Figure 4.35 Grammar review related to descriptive text (cont.)

G GRAMMAR REVIEW

PASSIVE VOICE

	Subject	Verb	Object
Active	Mary	helps	her son
Passive	The son	is helped (to be + V3)	by Mary

Active	People see peace in family as essential for spiritual growth.
Passive	Peace in family is seen as essential for spiritual growth.

Active	Muslims perform prayers at least five times a day.
Passive	Prayers are performed by Muslims at least five times a day.

Figure 4.36 Grammar review related to descriptive text

G GRAMMAR REVIEW

PARTICIPLES

All over the globe are historical mysteries left to us by the ancient world – **lost civilizations, abandoned cities, and puzzling monuments.**

Study the following examples.

lost civilizations	= civilizations which are lost
abandoned cities	= cities which are abandoned
puzzling monuments	= monuments which are puzzling
boring classes	= classes which are boring
bored students	= students who are bored
annoyed people	= people who are annoyed
exhausted workers	= workers who are exhausted

Do as the examples.

1. annoying noise	11. a disappointing book
2. annoyed people	12. disappointed readers
3. exhausting work	13. an amazing place
4. exhausted workers	14. amazed visitors
5. embarrassing experience	15. interesting places
6. embarrassed people	16. interested people
7. a frustrating situation	17. confusing subjects
8. frustrated learners	18. confused students
9. a depressing story	19. irritating behaviors
10. depressed children	20. irritated parents

Classify the words from the above exercise into the categories below.

Participles	Present (V-ing)	annoying
	Past (V-3)	annoyed

Figure 4.37 Grammar review related to descriptive text

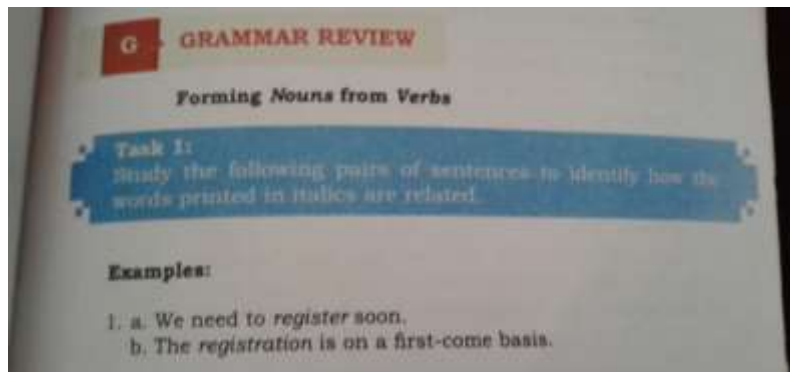


Figure 4.38 Grammar review related to announcement text

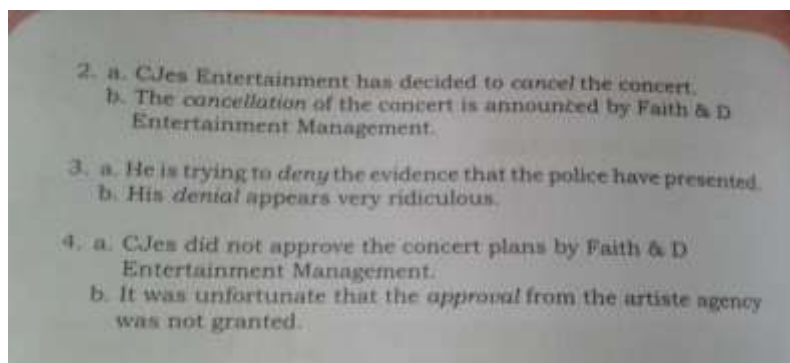


Figure 4.39 Grammar review related to announcement text (cont.)

c. Production

All chapters in this textbook provided speaking and writing section which allowed students to create text or product it orally which they had been learned.

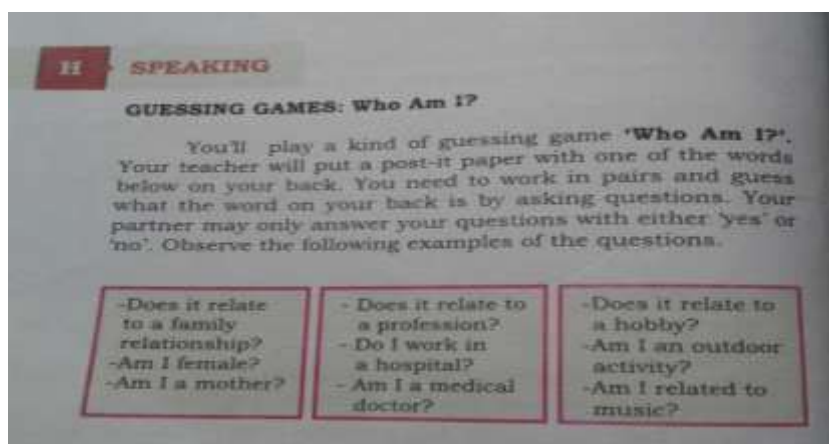


Figure 4.40 Speaking task on chapter 1

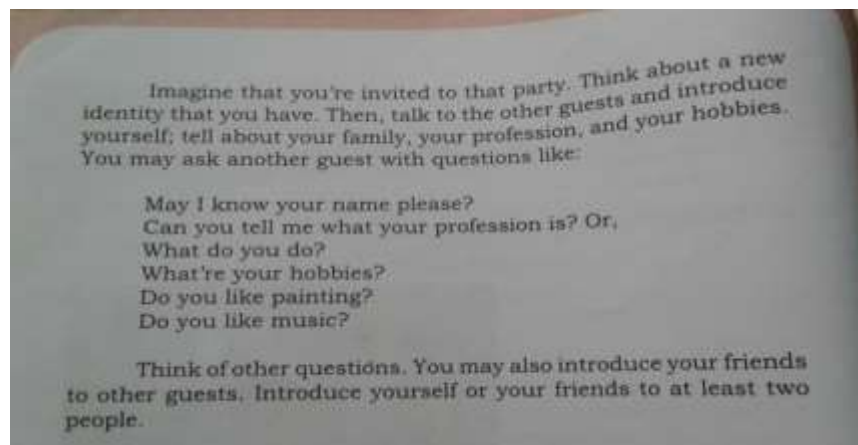


Figure 4.41 Speaking task on chapter 1 (cont.)

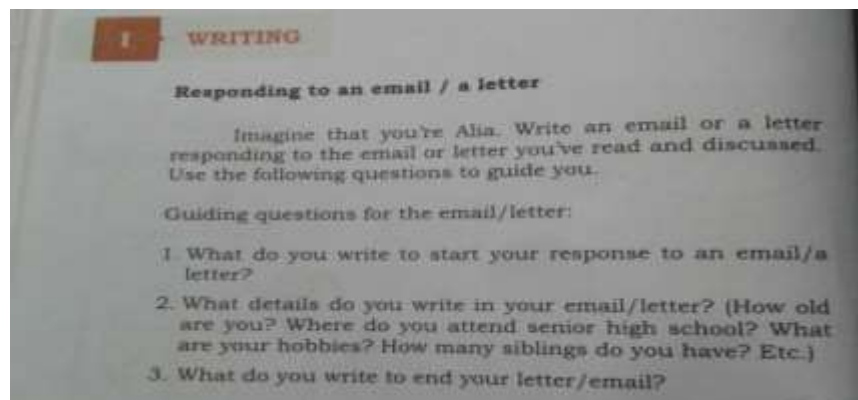


Figure 4.42 writing task on chapter 1

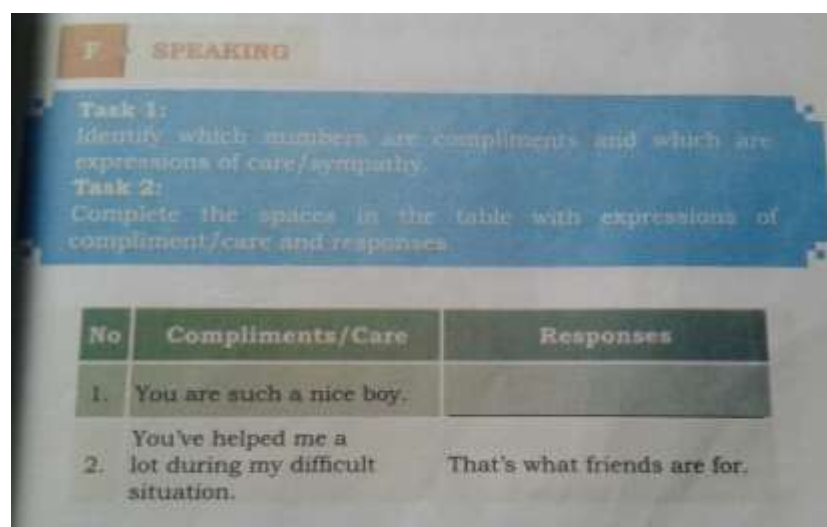


Figure 4.43 Speaking task on chapter 2

Task 3:
Let's play scissors, rock, and paper.


Work in pairs. Play scissors, rock, and paper. The winner chooses a situation from which he/she makes an expression of compliment or care. The partner responds to the expression. After that, do the scissors, rock, and paper again. Continue doing that with all the situations provided below.

Compliments	Care/sympathy
Situation 1 You see your friend with her new haircut.	Situation 2 Your friend has just lost his jacket.
Situation 3 Your sister can drive very well.	Situation 4 Your brother is sick.

Figure 4.44 Speaking task on chapter 2

Task 4:
Ball Throwing

- Your teacher will tell you how to do the activity.
- In turns, make a compliment or show sympathy and give a response to the expressions.




Source: Unknown Artist/Artist
Picture 2.18

Figure 4.45 Speaking task on chapter 2


6 WRITING

Task 1:
Write expressions in the following sympathy cards. You can use the words in the box.



They
They are so sorry that can only see the
pain of a sudden loss like this.
But if every thought can help, they are
sure you they right here.

With heartfelt sympathy,
Dina



Just wanted you to know, Dina,
I'm thinking of you
during this difficult time.

Dina

Task 2:
Write a short letter for the following situations below. Use any of the ideas in the box.

1. Your friend's father has just a
2. Your friend from England has
3. Your sister failed to be selected
4. Your uncle just got an accident

Figure 4.46 Writing task on chapter 2

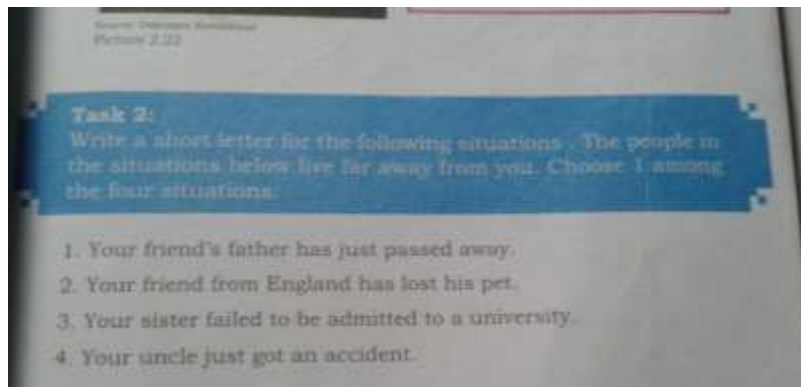


Figure 4.47 Writing task on chapter 2

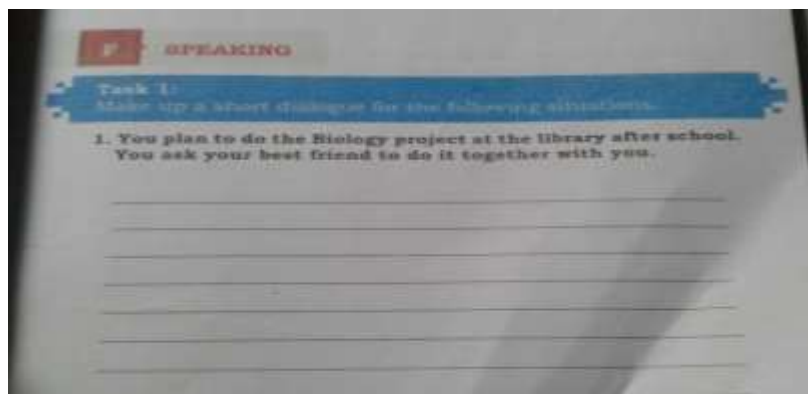


Figure 4.48 Speaking task on chapter 3

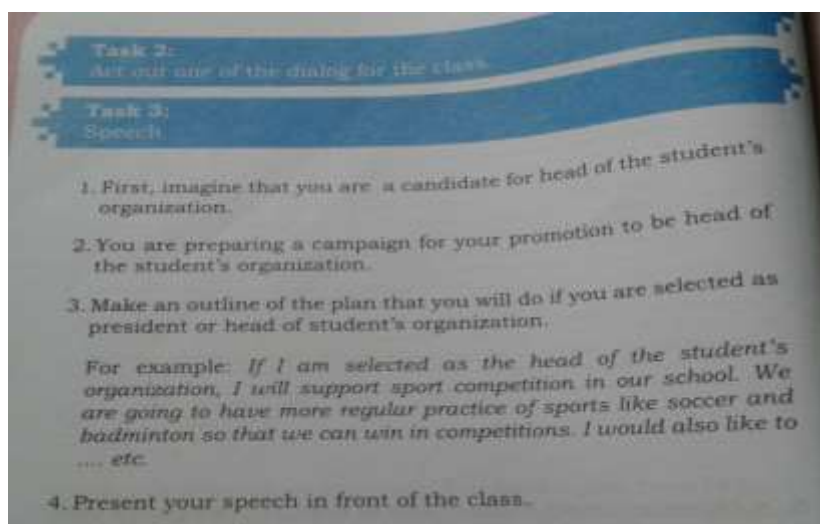


Figure 4.49 Speaking task on chapter 3

G WRITING

Write a paragraph about your holiday plan. Use *I would like to ...*, *I will ...*, *I am going to....* and *would rather ...* in your paragraph. You can use the questions to guide you:

Holiday plan

- Where would you like to go on holiday? Would you like to go somewhere interesting or stay at home?
- What are you going to do during holiday? Do you have any special interest?

Figure 4.50 Writing task on chapter 3

F SPEAKING

Let's play scissors, rock, and paper.

Work in pairs. Play scissors, rock, and paper. The winner chooses for himself/herself a situation. The partner makes an expression of congratulations. For example, the winner chooses situation 5. He/She says, "I just bought a

Figure 4.51 Speaking task on chapter 4

new bag." The partner says, "Congratulations. Your new bag is gorgeous." Then develop a conversation based on that. After that, start all over again by doing the scissors, rock, and paper again, and so forth. Continue doing that with all the situations provided in the table below.

1. haircut	2. jacket	3. speech contest
4. got driver's licence	5. new bag	6. math Olympiad
7. best student	8. writing competition	9. new baby
10. new house	11. graduation	12. getting married
13. new job	14. successful business	15. new book
16. talented singer	17. best model	18. drawing competition
19. create new robots	20. best writer	21. best teacher

Figure 4.52 Speaking task on chapter 4 (cont.)

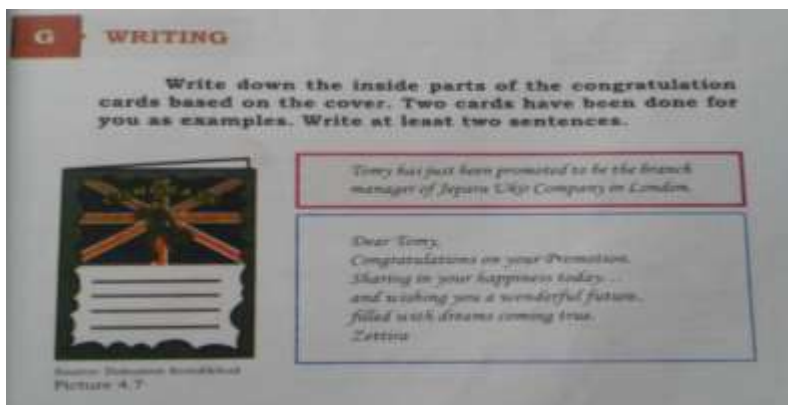


Figure 4.53 Writing task on chapter 4



Figure 4.54 Writing task on chapter 4 (cont.)



Figure 4.55 Speaking task on chapter 5

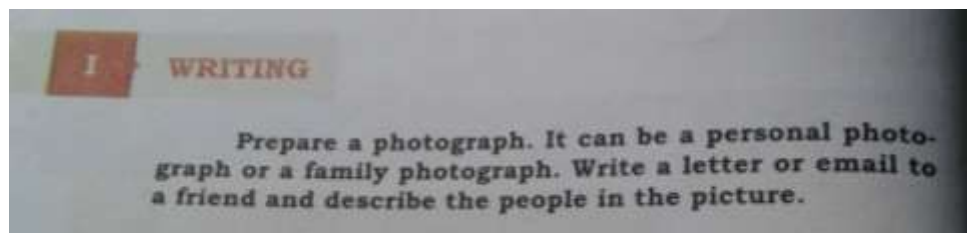


Figure 4.56 Writing task on chapter 5

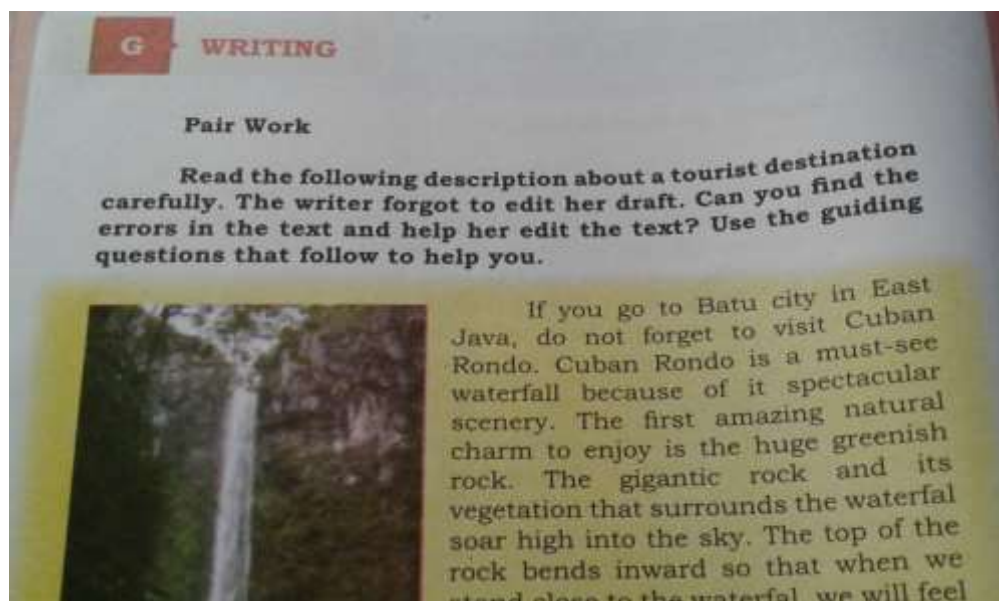


Figure 4.57 Writing task on chapter 6

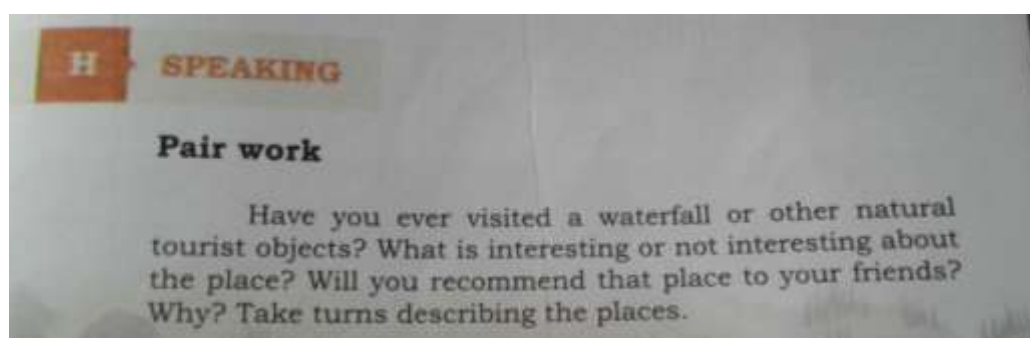


Figure 4.58 Speaking task on chapter 6



Figure 4.59 Speaking task on chapter 7

WRITING

Task 3: Work in Pairs

Complete the following chart to understand the structure of the descriptive text in the Reading Comprehension.

Parts of Text	Purposes	Details
Introductory paragraph	To describe Maid of the Mist Boat Tour	
Supporting paragraph 1		
Supporting paragraph 2		
Supporting paragraph 3		
Supporting paragraph 4		
Supporting paragraph 5		
Supporting paragraph 6		
Concluding paragraph		

Figure 4.60 Writing task on chapter 7


Task 2:
Collaborative Description

Your teacher will assign you to sit in groups of 12-15 students. Sit in a circle and do the following steps.

1. Write a sentence about an interesting place. Start with a topic sentence. When your teacher gives a signal to stop, stop writing and give your paper to your friend on your right, and you'll receive your friend's paper. Continue writing a sentence on your friend's paper, one sentence at a time. Continue doing this, until your paper is back to you.

When writing, pay attention to the following guiding questions:

1. What is the name of the place and why is it interesting?
2. What attractions are available in this place? Describe one by one.
3. What is your overall impression about the place?



Source: Unknown, Adapted
Picture 7.6

2. Read your and your friends' description. What do you think? Is it a funny description? Is your paragraph logical? If not, then go to the next activity.

Figure 4.61 Writing task on chapter 7

R SPEAKING

Ask your parents or relatives about historical places that they know. Use these questions to guide you. Report the information you have obtained to the class.

- What is the name of the place?
- How old is the place?
- Is the place spooky?
- Why is it mysterious?
- How does the place look like?

1 WRITING

Task 1:
The following text is **not written properly**. Edit the text to find out the 15 misspelled words so that it makes sense.

Parker Pearson goes on to explain that the houses near Durrington Walls were probably occupied at certain times of the year when people gathered for the summer and winter solstices (the longest and shortest days of the year) to celebrate certain religious ceremonies. And in fact, large amounts of pottery and animal bones have been found near Durrington, suggesting that this site was used as a place for eating and drinking. In contrast, very little pottery has been found in Stonehenge. In addition, almost no human remains have been found at Durrington, but a number of graves have been uncovered at Stonehenge.

Paths from Stonehenge and Durrington Walls to the nearby River Avon also suggest that the two sites were linked. At certain times of the year, most of the dead would have been carried down the road from Durrington and put in the river. Later, remains of the society's rulers would have been brought down the river, carried up the long avenu, and deposited at Stonehenge.

Figure 4.62 Writing task on chapter 8

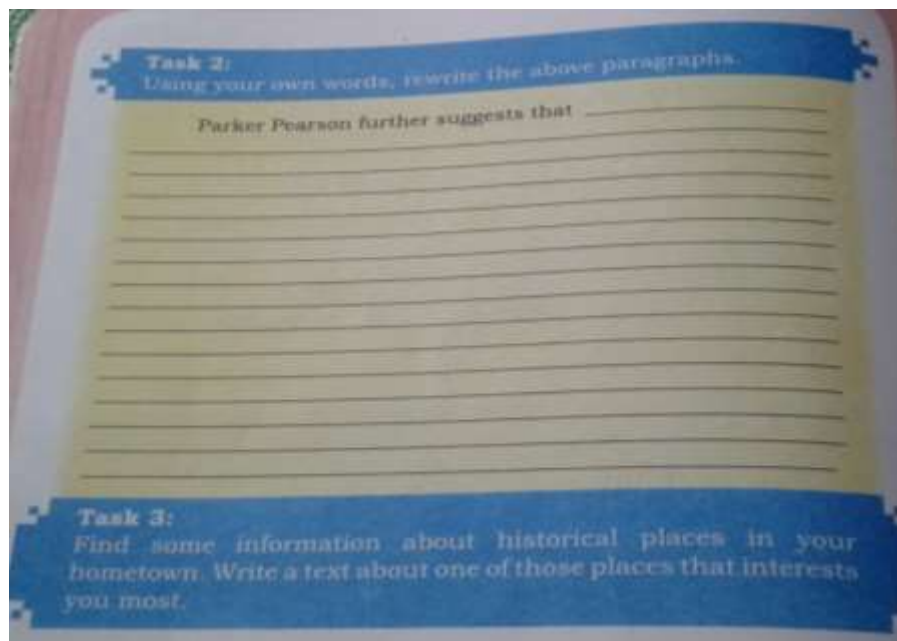


Figure 4.63 Writing task on chapter 8

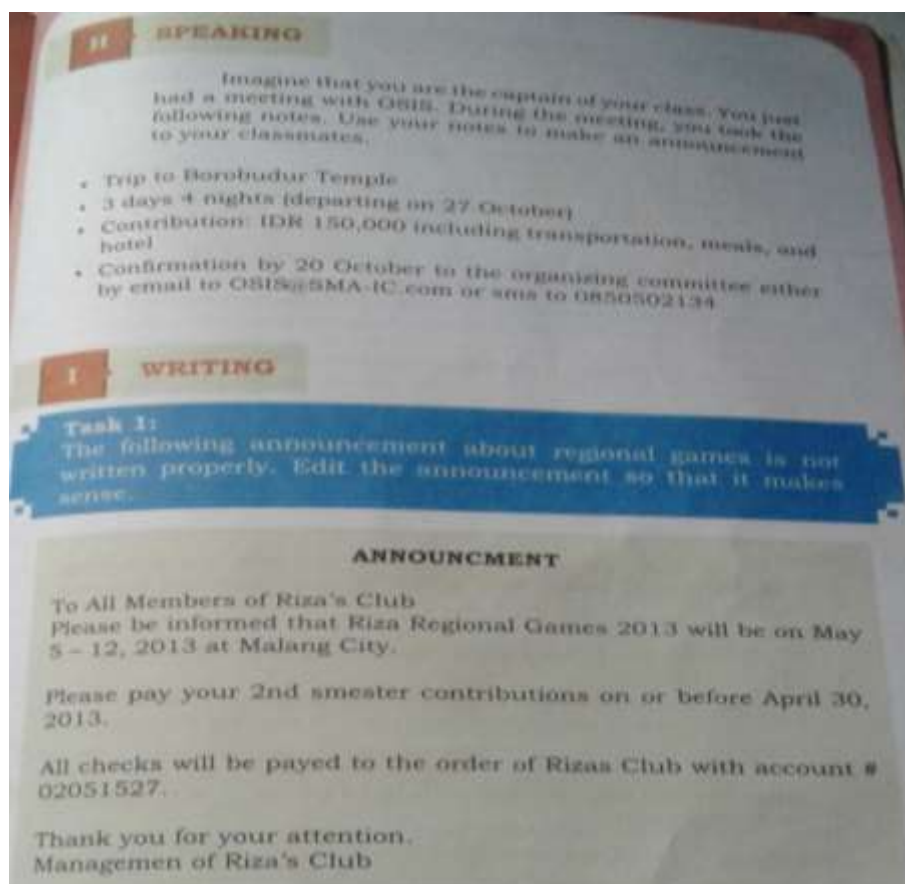


Figure 4.64 Speaking and Writing task on chapter 9

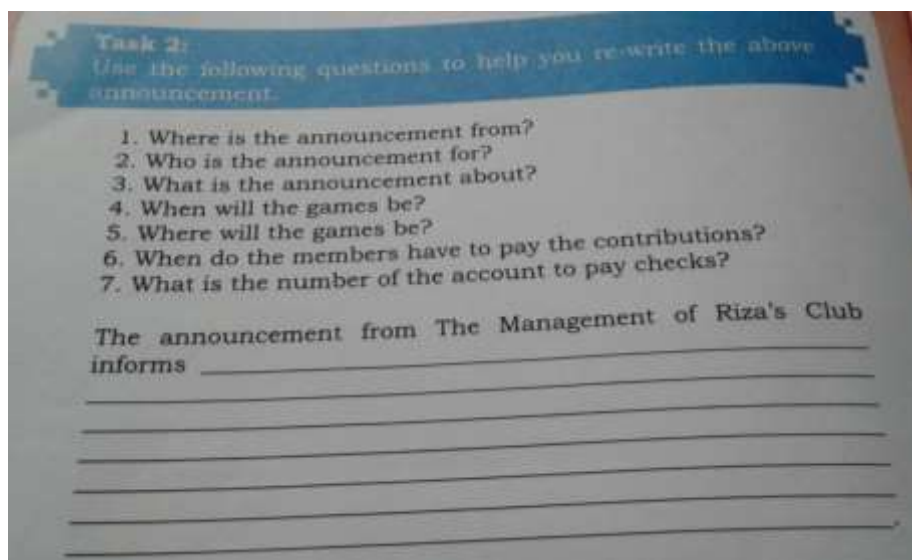


Figure 4.65 Writing task on chapter 9

d. Extension

This textbook provided further activities in three chapters which allowed students to improve their skills after they were able to produce spoken or written text. However, since this textbook had nine chapters, it was lacked in providing extension for the students. The further activities were only found in chapter 3 (p.42), chapter 5 (p.64) and chapter 6 (p.80). It showed that this textbook did not fulfill extension criteria.

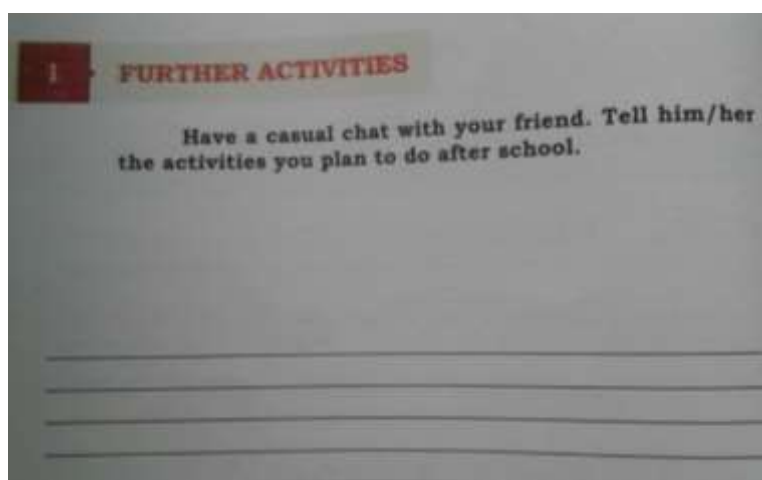


Figure 4.66 Further activities on chapter 3

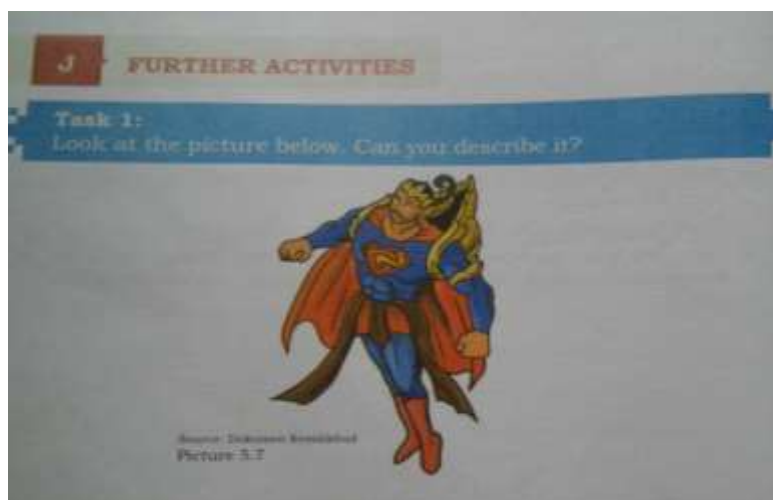


Figure 4.67 Further activities on chapter 5

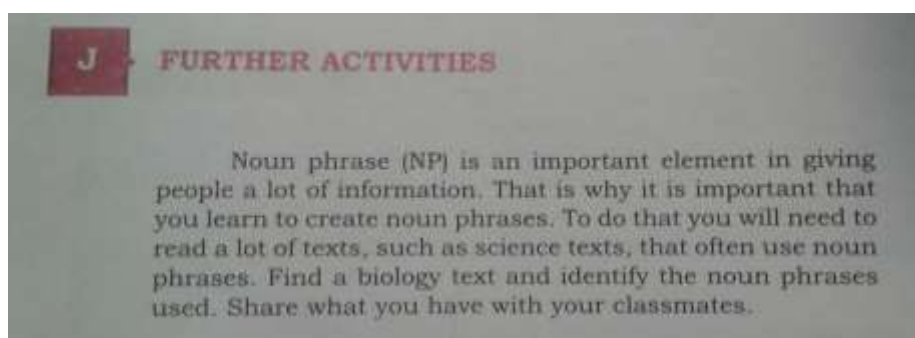


Figure 4.68 Further activities on chapter 6

B. The Accuracy of Materials

1. Social Function

Texts provided in this textbook included interpersonal, transactional, and functional communication aspect. Interpersonal and transactional communications were served in form of various examples of expressions and conversations with different people and situations. For instance, expressions of showing care provided in formal, neutral, and informal situation (pp.24-25). Functional communication provided in the form of descriptive and announcement text. Descriptive text in the textbook proposed to describe about someone or

something, for instance, a text entitled *My Best Friend* (p.58) described writer's best friend. Announcement text proposed to announce something important. For instance, there is an announcement about *Concert Cancellation* (p.105) which made to announce that the concert was cancelled.

2. Generic Structure

Interpersonal and transactional communication provided in this textbook contained expressions and responses. For instance, there were dialogues such as introduction (p.13), complimenting (pp.19-22), showing care (pp.24-25), intention (p.33-34), and congratulations (p.47). All of the dialogues include the expressions and responses.

Related to short functional text, structure of descriptive text in the textbook contains identification, description, and closing (optional). For instance, there was a text entitled *My Best Friend* (p.58). In the first paragraph, the writer introduced Dinda who was her best friend since at junior high school that was identification part. In the second paragraph, the writer described about Dinda's appearance and personality, which was description part. Closing part was in the last sentence of the last paragraph, there was statement that the writer was really glad to have a best friend like Dinda.

Structure of announcement text presented in the textbook contains introduction (title/purpose/what event will be held), content (include day, date, time, place, and other important explanation), closing (optional, usually includes informing sender). For instance, there was an announcement about *Concert Cancellation* (p.105). In the first part, there was a title "*Cancellation of JYJ*

Concert in Singapore". The next part explained about the cancellation as well as the previous schedule and followed by the reasons of the cancellation. In the last part, there was an apology statement by the management of Faith & D Entertainment.

3. Linguistic Feature

Related to linguistic feature in the textbook, descriptive texts use simple present tense, using adjectives, passive voice, and participles. Present future tense is used in expression of intention and announcement text.

C. The Learning Support Materials

1. Up to date

All learning material such as texts and pictures in this textbook were taken from source which relevant with the topic. For instance, in chapter 2 about complimenting, there were pictures (p.21) related to complimenting. Picture 2.3 described a woman complimented a musician because his wonderful performance. Picture 2.4 described a boy complimented a man who was good in fishing. Picture 2.5 described a woman complimented a dress of another woman. Picture 2.6 described a woman complimented another woman on her wedding. Another example, for supporting material about descriptive text, this textbook provide text entitled *My Best Friend* (p.58) which described about Dinda. Similarly, in chapter 8 with topic entitled *Describing Historical Places*, there was a text entitled *The Secrets of Stonehenge* (p.21) which was one of historical places in the world.

As this textbook was published in 2014, texts presented in this textbook were adopted from the references in 2008-2013. For instance, a picture about

people was taken from source in 2008, text about *The Secrets of Stonehenge* (p.95) taken from *Reading Explorer 3* by Nancy Douglas in 2010, and text about *Cuban Rondo* (p.78) was taken from 2012.



Figure 4.69 one of pictures on the textbook

2. Life Skills Development

In terms of developing students' personal skill, the textbook facilitated students by the available of self-assessment and peer assessment activities which can promote students' ability in evaluating their own and others' learning progress. Self-assessment could be found in every chapter which provided as reflection. Peer assessment can be found in vocabulary builder activity which allowed students compare their work to classmates. Personal skill also includes development of self as religious person. For instance, there were two *Points to Ponder* which encouraged students to realize themselves as religious person. The first point (p.64) was "*Suppose we all looked alike. Would it be better? Why do*

you think we are created differently? Discuss the answers to the questions with your classmates.” The second point (p.87) was *“Discuss with your classmates what benefits people can get from the magnificent waterfalls that God has created.”*

In terms of developing students’ social skill, the values of cooperation were shown by the available of pair work as well as group work activities in each unit. These activities were applied both in comprehension and production stage. For instance, students were asked to work in pairs. It could be found in chapter 1 (p.8), there were two texts about introduction, student 1 was asked to read text A and student 2 was asked to read text B, there were questions related to the two texts, Students 1 asked to student 2 by read questions 2, conversely. Also, students were engaged in work group activity. For instance, in chapter 8 (p.98), students were asked to do in group to take one of historical places and discuss what people can do to preserve those ancient remains.

The promoting of values of gender equally also was attempted in this textbook by portraying man and woman characters equally. This could be seen, for instance, in chapter 2 about complimenting and showing care. There were models of conversation with different interlocutors. In the first conversation (p.19), there were conversation between Rahmi and Sinta (close friend), picture 2.3 (p.21) was conversation between a woman and a man (musician), picture 2.8 (p.22) was conversation between a boy and a girl (students). Another example, in chapter 3 about holiday plans (pp.33-34), there was conversation between Santi,

Bayu, and Riri. This showed that gender equality was attempted to be promoted equally.

The values of tolerance were also included in this textbook by guiding students on how to be tolerant to other people as well as other cultures. For instance, in chapter 2 about complimenting and showing care, there was explanation that compliment is needed to appreciate or praise other people. Also, showing care is needed to comfort people who have trouble or are in bad conditions. Responses of such expressions were also provided to show that they need to respond once someone talked with them.

In terms of developing students' academic skill, this textbook guided students to gain and use information, solve problems, and make decisions of a certain scientific work. For instance, students were required to respond a letter or an email (p.14) based on the previous email/letter provided on page 4-5. In this task, they should understand the messages in the previous email to respond it successfully. Similarly, another task (pp.51-55) asked students to write congratulation cards based on provided situations. In chapter 4 about congratulations, there was task asked students to complete the table of expression of congratulations and the responses (p.47) which found in the preceding text. Students needed to understand the text to complete the table.

In terms of decision-making ability, this textbook has also attempted to facilitate students in acquiring such skills. For instance, writing a text/ speaking about topic based on students' interest could be found in many activities in this textbook. In chapter 2 about complimenting and showing care, there were two

writing tasks, students were asked to choose one of the situations and write a short letter and responses of one of sympathy cards. Another example, In chapter 5 about describing people, there was a writing task (p.64) asked students to prepare a photograph or a personal photograph or a family photograph, then students were asked to write a letter which described the people in the picture.

In terms of developing students' vocational skill, the textbook did not present any material related to vocational skill.

3. Development of Insight on Diversity

a. Appreciation of cultural diversity and plural society

In terms of facilitating students to appreciate cultural diversity and plural society, this textbook has attempted to do so. For instance, there were texts in the form of letter by Hannah from US (p.4) and Saidah from Malaysia (p.5). In the letter from Hannah, there was mentioned that Hannah had Hmong friends from Asia and had different cultures. In the letter from Saidah, there was mentioned that *she lives in dormitory, she and her friend were supposed to use English at all times although sometimes they slip back into Malay, which is their mother tongue.*

b. Awareness of local's potential

In terms of awareness of local's potential, this textbook met on this criterion. This could be seen, for instance, in chapter 3 about expressing intention, there were pictures of *Pantai Kuta, Ancol, Gunung Semeru* (p.32). Other example, there was a text entitled *Tanjung Puting National Park* (p.70) about Tanjung Puting National park which is one of ecotourism destination in the southwest of

Central Kalimantan peninsula. Next text is about *Batu City* (p.78), which is a tourist destination in East Java, Malang.

c. Appreciation of democratic values

On democratic values item, this textbook provided tasks which allowed students to apply the values in teaching and learning process. It was showed by activities such as pair work, group work and discussion which give opportunity for every student to take parts and to contribute in the tasks. For instance, Think-Pair-Share activities with topic about structure of descriptive text (p.99), students were promoted to express their ideas and exchange with others, students were required to be cooperative and tolerant others' turns and opinions.

d. Internalization of insight of nation

In terms of internalization of insight of nation, this textbook has attempted to include national contents in its texts. There were Indonesian places mentioned in the textbook. For instance, there were pictures of *Kuta Beach, Bali, Ancol Park, Semeru Mountain* followed by tasks in which students were asked to discuss. Another example, there was a picture of *Gatokaca*. Moreover, there was text about tourism places in Indonesia such as *Tanjung Puting National Park, Cuban Rondo Waterfall/Batu City*.

I. Language Aspect

A. The Appropriateness of Language

1. The match between language and students' development

The language used in this textbook has been understandable and clear which showed that this textbook was relevant to students' development both in

cognitive and emotional stage. In cognitive stage, the language used mostly simple and complex sentences. For instance, mostly, instructions in this textbook used one up to three sentences. By so doing, students would be easier to understand the instructions, comprehend and accomplish the tasks in a systematic manner. Those could be seen, for example, on page 22 of chapter 2. The instruction written: “*Practice complimenting and responding to the compliments in pairs. One of you becomes A, and the other becomes B.*” These instructions will be understood by students easily.

In terms of emotional stage, this textbook provided students with language within their emotional stage. This was reflected on the topics being covered in this textbook. The topics were *Talking about Self, Complimenting and Showing Care, Expressing Intention, Congratulating Others, Describing People, Visiting Ecotourism Destination, Visiting Niagara Falls, Describing Historical Places, and Giving Announcement*. The relevance towards students’ emotional stage was also showed from the tasks in each chapter where students were asked to do tasks relevant to their daily life e.g. responding to an email/letter, dialog practice, writing short letter, giving announcement and so on.

2. Communicativeness

This textbook used language which appropriate with students’ proficiency and was easily understood by students. Most of explanation on this textbook was brief and clear making it easier for students to comprehend the texts and the tasks. This was also supported by the topics on this textbook which were familiar and related to students’ daily life. Moreover, the language and message presented in

this textbook were correct in terms of English grammar. There were no significant errors found since both textbook has been review by experts.

3. The coherence and unity of ideas

a. The coherence and unity of ideas in each chapter

In the textbook one material and other material on each chapter had coherence. For instance, in chapter 1 is about *Talking about Self*. In this unit, the explanation such as notes, examples, text structure, grammar review and the activity such as reading, speaking, and writing was about talking about self. Also, there were texts in letter form which was about self, and there was a game in speaking mode about the topic. Another example can be found on chapter 9 about *Giving Announcement*. In this unit, all the activities and texts are about announcement.

b. The coherence and unity of paragraph

The sentences and paragraphs in the textbook showed coherence and unity as there was presented systematically, one and previous or next paragraph was relevance each other.

II. Presentation Aspect

A. Presentation Technique

1. Organization

Material and tasks in this textbook were arranged systematically. Generally, one chapter in this text consist of introduction which covered warmer, vocabulary builder, pronunciation practice, content which covered dialog

(interpersonal and transactional communication), text structure (functional text), notes, grammar review, speaking, writing, and conclusion which covered further activities, reflection.

2. The Balance of Chapters

Materials and activities were served in a balance way in each chapter in organization, materials, activities and exercises. Generally, each chapter has same presentation systematically according to the topic.

B. Teaching and Learning Technique

1. Students-Centered Principle

Activities, tasks, and materials served in this textbook motivated student to be able to have communication between students, students and teacher, and between students and wider surrounding. It can be seen that this textbook provided variety activities, tasks and materials which must be solved by their own self involvement, such as writing, speaking, reflection, vocabulary builder, and other activities.

2. Scientific Approach, Discovery Learning and Project-Based Learning

Activities, tasks, and materials in the textbook guided students to solve problems (discovery learning) by the following steps: a) Doing observation on a phenomenon to identify the problem, b) formulating questions, c) gathering data and information, d) analyzing data, e) making conclusion. The textbook applied those steps in teaching and learning technique. It could be seen, for instance in chapter 1, first, students were led to observe material related to the topic about

talking about self in form of warmer, vocabulary builder, and pronoun practice. After that, the textbook served texts as well as comprehension questions, vocabulary exercises, text structure, grammar review in form of tasks so that students led to gathering and analyzing the data. Then, the students asked to produce their skill in spoken and written mode.

3. Development of Students' Initiative, Creative, and Critical Thinking

This textbook generally provided students with activities which developed their initiative, creative, and critical thinking in the form of oral and written modes, those were provided in each chapters. For instance, there were oral tasks which asked students to make expressions and responses based on provided situations. Those made students to think creatively and critically. Other examples, in written modes, there were tasks which asked students to make descriptive essays based on the topic. The tasks were designed in such ways that provided students with opportunity to practice the language that they have learned.

4. Development of Autonomous Learning

This textbook encouraged student to be autonomous students by providing activities which demanded them responsible on their own learning. Before understanding the text structure, grammar, expressions, and linguistic features related to the topic, the textbook guided student to understand the provided text and supported with appropriate tasks and materials. For instance, they asked to fill table related to the topic based on the text so they were be able to understand by their own self.

5. Development of Students' reflection/Self Evaluation Ability

This textbook encouraged students to be aware of their achievement and lack in teaching and learning process by providing reflection section. It was provided in the last part of each chapter which can develop students' self-evaluation ability.

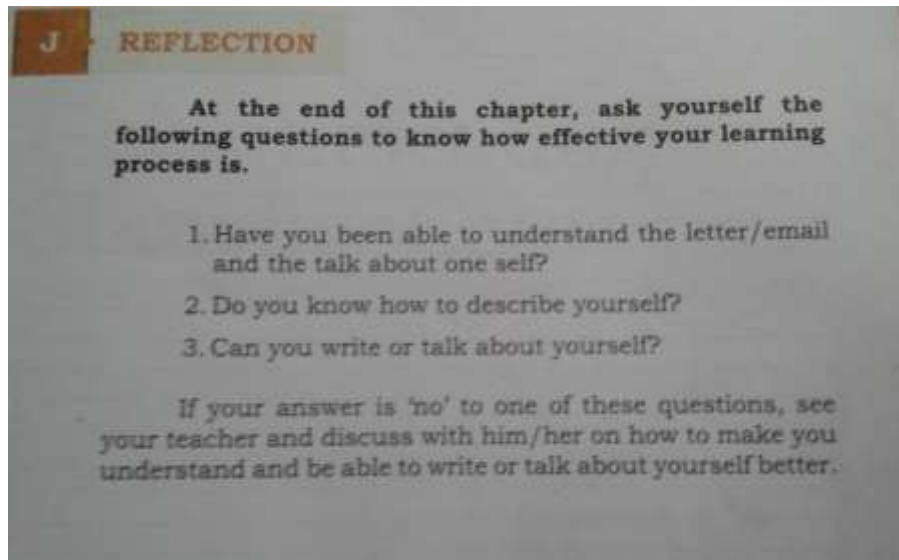


Figure 4.70 Reflection on chapter 1

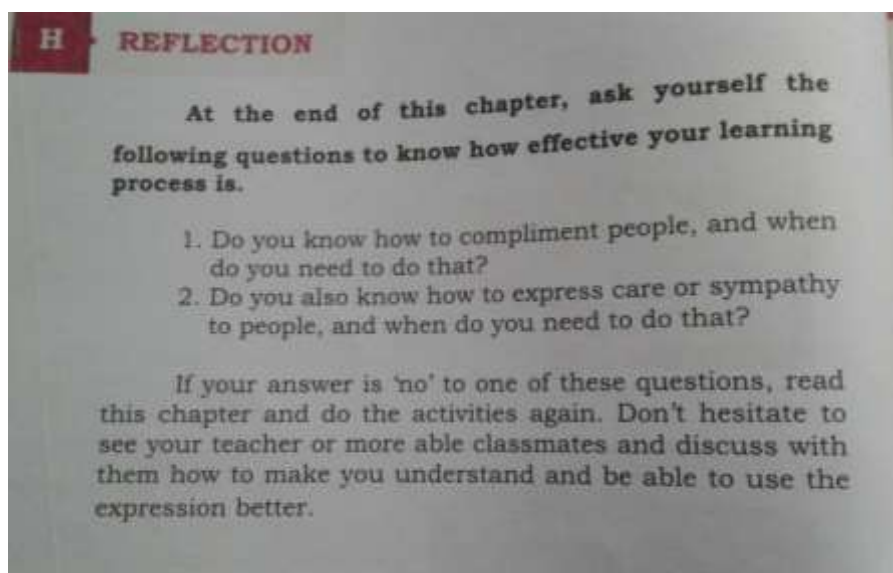


Figure 4.71 Reflection on chapter 2

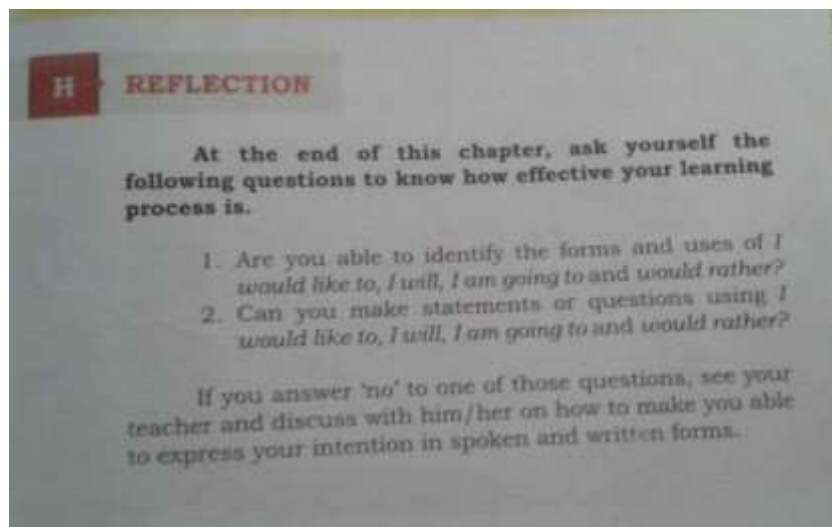


Figure 4.72 Reflection on chapter 3

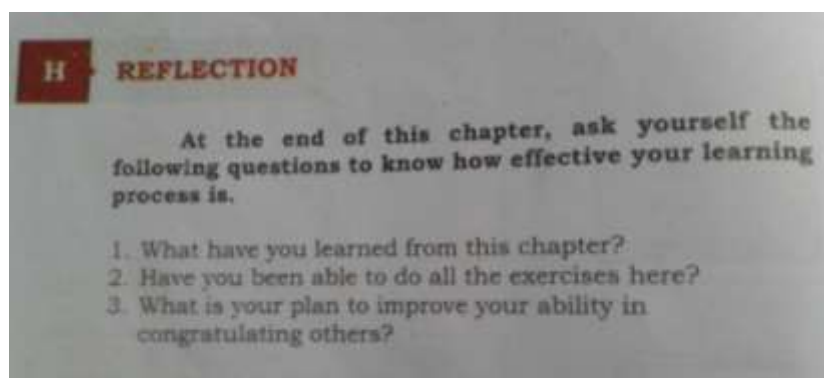


Figure 4.73 Reflection on chapter 4

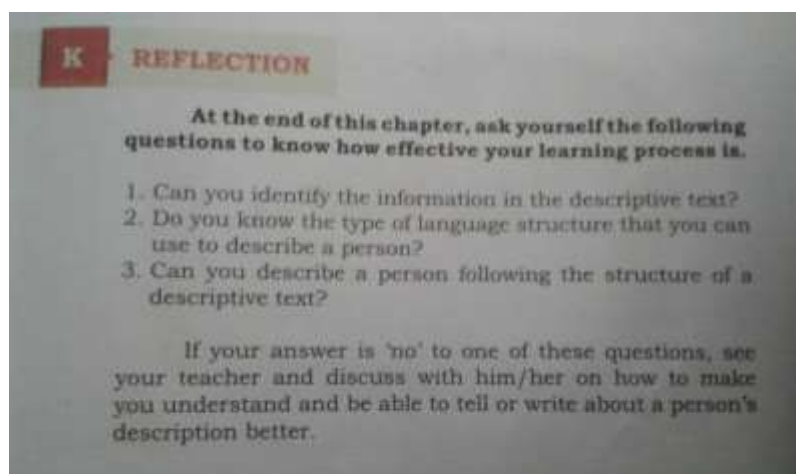


Figure 4.74 Reflection on chapter 5

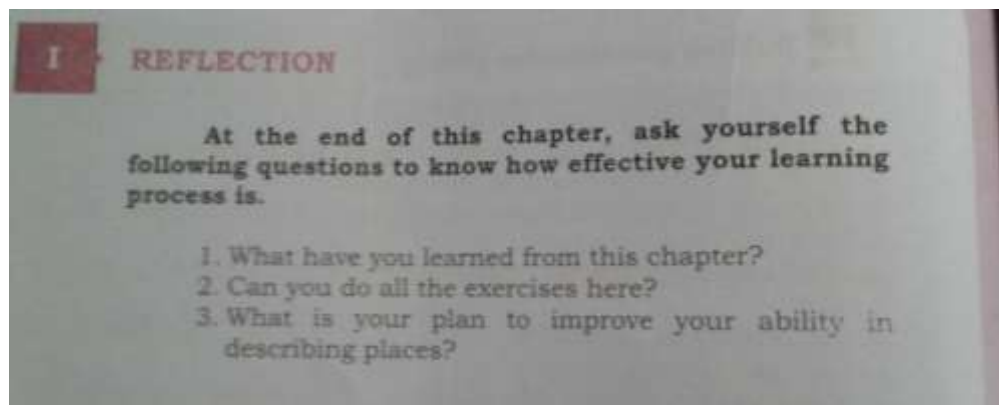


Figure 4.75 Reflection on chapter 6

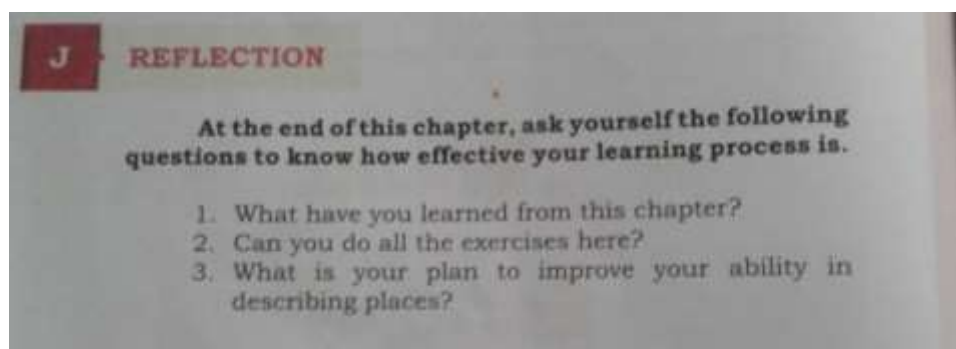


Figure 4.76 Reflection on chapter 7

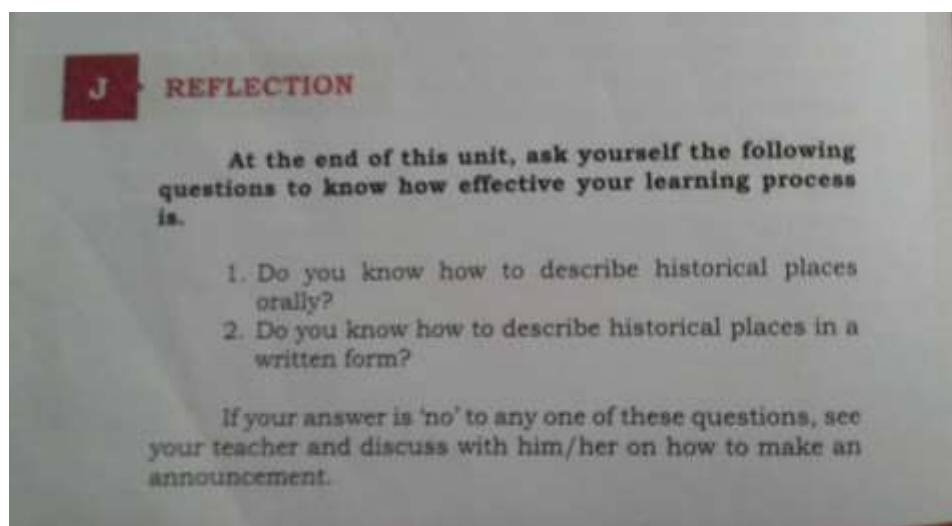


Figure 4.77 Reflection on chapter 8

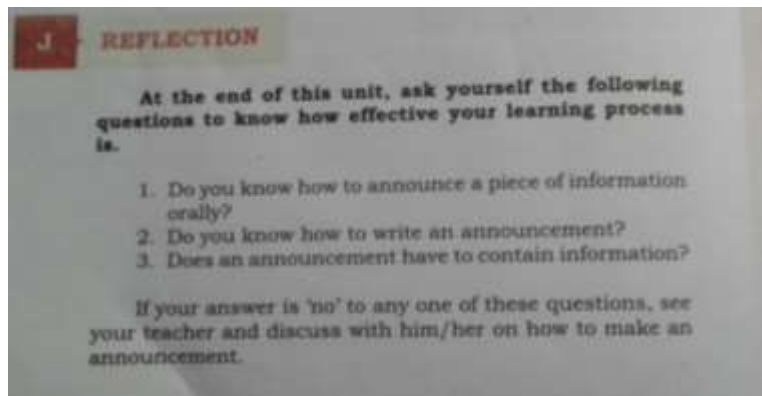


Figure 4.78 Reflection on chapter 9

C. Presentation Coverage

1. Introductory Part

a. Preface

This textbook had preface (p.iii) in the first part of the textbook which provide basic information regard with the curriculum, reason of writing, concept of this textbook, and acknowledgments.

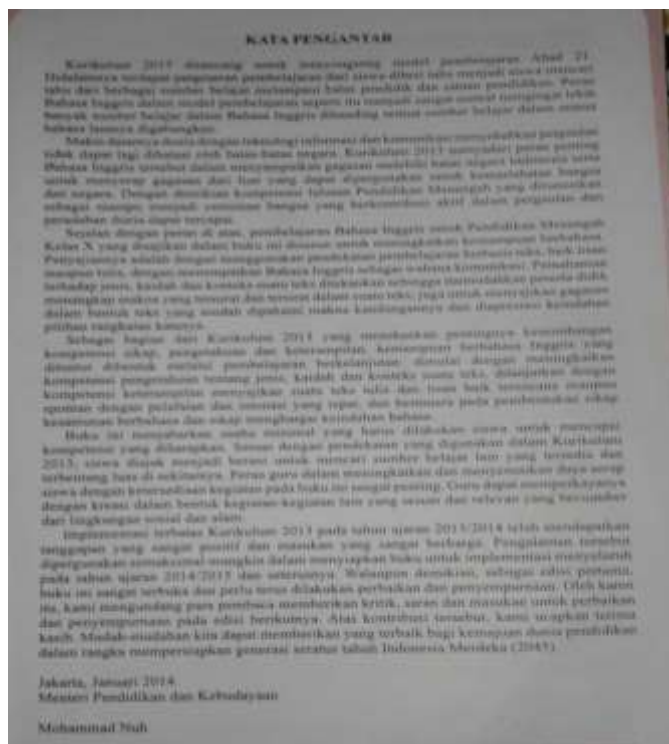


Figure 4.79 Preface

b. Table of Content

DAFTAR ISI	
DAFTAR ISI	
KATA PENGANTAR	
CHAPTER 1:	Talking about Self
CHAPTER 2:	Complimenting and Showing Care
CHAPTER 3:	Expressing Intention
CHAPTER 4:	Congratulating Others
CHAPTER 5:	Describing People
CHAPTER 6:	Visiting Ecotourism Destination
CHAPTER 7:	Visiting Niagara Falls
CHAPTER 8:	Describing Historical Places
CHAPTER 9:	Giving Announcement
References	

Figure 4.80 Table of Content

2. Content Part

a. Introduction

Introduction part in the textbook contains preface which explain the objective of writing the textbook, concept, and acknowledgment.

b. Learning Load

The systematic of learning load in each chapter was mostly same. The textbook provided learning load in the form of warmer, material, exercises, as well as independent activity in each chapter in written and spoken mode.

c. Reference

The texts and pictures which were taken in this textbook accompanied with sources and numbers of pictures which were written below them. Mostly there were sources from *Dokumen Kemdikbud* itself, internet, and books.

d. Summary

This textbook did not provide students with summary at the end of each chapter which presented main points of each lesson which they have been learned.

e. Reflection

This textbook provided reflection for students in the form of questions to facilitate them in checking their own progress in learning, expressing their feelings, and planning the way to improve their ability. The reflection was provided in the last part of each chapter.

3. Closing Part

a. Glossary

This textbook did not have any glossary to explain some important words listed in alphabetical order.

b. Bibliography

This textbook had a bibliography (p.116) or reference which presented on the last part of this textbook.



Figure 4.81 References

c. Index

This textbook did not present any index which contained list of either useful words or author followed page numbers.

B. Discussion

This section presented the description of how is the textbook fulfilled the criteria of textbook evaluation in terms of content aspect, language aspect, and presentation aspect.

1. Content Aspect

a. The Relevance of Materials with KI and KD

In completeness item, the materials which intended by curriculum 2013 for tenth grade of first semester are *Self-Introduction, Compliment, Care, Intention, Congratulation, Past Simple and Perfect Tense, Descriptive text about people, tourist destination, and historical places, and Announcement*. The textbook covered all the materials, it means that the textbook fulfill the material which attended by KI and KD of curriculum 2013.

Related to depth item, exposure, retention, and production criteria fulfilled by the textbook on each aspect. Exposure means textbook should provide students enough text which relevant to their daily activity in order to make them common to find the text as well as important information of the text. The textbook exposed enough materials in form of texts and activities which relevant to the topics along with the retention to guide student to understand the material in form of note, text structure, and grammar review. Note is explanation about important information related to the material, text structure is explanation about parts of the text.

Grammar review is explanation about grammar which used in the text. The textbook also fulfilled the production criteria, it allowed students to produce their skills in spoken and written form on each chapter after they understand the material.

However, extension criteria in depth item were missed on some chapters in the textbook. Extension was needed on each chapter to allowed students to get more understanding about the material to improve their skills in spoken and written form. In fact, the textbook still lacked of extension as it was just found in three of nine chapters in form of *further activities*.

Based on the explanation, in terms of the relevance of materials with KI and KD, this textbook got score 86% as it fulfilled six of seven proposed criteria. Those included: interpersonal texts, transactional texts, functional texts, exposure, retention, and production. In the other side, extension criteria did not fulfilled by this textbook. It means that this textbook was good in the aspect of relevance of materials with KI and KD.

b. The Accuracy of Materials (social function, generic structure, and linguistic features)

Interpersonal communication in the textbook covered complimenting, showing care, and congratulation. Social function of compliment is an expression to appreciate and praise other people so that people will keep doing their best and even improve their performance. Care is an expression or feeling pity and sorrow when we know and see people are unlucky, have trouble, or are in bad condition. Social function of care is to show our concern or care for other people's condition

so that the people feel comfort. Social function of congratulation is to show our happiness about someone's achievement. These interpersonal communication served in the textbook contains appropriate expressions and completed with the responses and it is completed with note of when to use those expressions.

In the textbook, transactional communication covered material about self-introduction and intention. Social function of self-introduction is to get people to know and understand someone better and talk with regarding common interest. In the textbook, there are two texts about self-introduction. The first text is an email from *Hannah*, it is about Hanna and any information related to her. The second text is a letter from *Saidah*, it is about Saidah who introduced herself after got letter from Alia who also told about herself and her hometown. As it served in in a letter form, the structure of the text contains identification in the first part to introduce himself, and description in the next part to tell more about herself, the text used present tense. Next material is intention, social function of intention is to state plans or something intended to do in the future. The textbook served the accurate material with provide text in form of dialogue about holiday plans, many expressions of intention and its responses are included in the dialogue, and use present perfect tense as the linguistic feature such as *I would like to*, *I will*, *I am going to*, and *would rather*.

In the textbook, functional communication covered descriptive text and announcement text. Descriptive text is used to describe, identify, criticize, and differentiate someone, thing, places, and so on, in other word, it is used to describe and reveal a particular person, place, or thing. The structure of

descriptive text contains identification (identifies phenomenon) and description (describe parts, qualities, characteristics, etc.). Announcement is a statement (official notification) in oral or written form that used to give information for everyone to know of what has happened or what will happen. The structure of announcement text contains four parts; stating purpose, stating day and date, stating place, and informing sender.

Related to descriptive in the textbook, there are three types of descriptive text served namely descriptive text about people in chapter 5, descriptive text about tourist destination in chapter 6 and 7, and descriptive text about historical places in chapter 8. In chapter 5, there is a text entitled *My Best Friend* which described about writer's best friend, the tasks in the chapter are also ask students to describe people. Related to descriptive text of tourist destination, there is text entitled *Tanjung Puting National Park* in chapter 6 and *Visiting Niagara Falls* in chapter 7 which described as famous tourist destinations. As well as task in descriptive text about people, the tasks in these chapters ask students to describe places as tourist destination. Related to descriptive text about historical places, there is a text entitled *The Secrets of Stonehenge* in chapter 8 which described as one of best-known artifacts in the world. Based on the explanation, it showed that all descriptive texts in the textbook have accurate social function which is used to describe a particular person, place, ort thing. Moreover, all descriptive text served have same structure each other which contains of identification and description, those text used present tense and use adjectives as linguistic features.

Related to announcement text in the textbook, texts and tasks served in the textbook, there are three announcement texts found in chapter 9. The first text is an announcement about concert cancellation which informs that JYJ concert in Singapore was cancelled, the second text is about McMaster Mini-med School which informs about the registration, the last text is about information of Riza Regional games. As well as text, tasks in the chapter also ask student to be able to make announcement in oral and written form. All of these announcement texts have appropriate function that is to inform people about something important, and use present perfect tense which means the linguistic feature of the texts is accurate. Also, these texts have appropriate structure as stated the purpose, day and date, place, and informing sender.

Based on explanation above, in terms of the relevance of the accuracy of materials, this textbook got score 100% as it fulfilled all of three proposed criteria. Those included: social function, generic structure, and linguistic feature of texts. It means that this textbook was excellent in the aspect of the accuracy of materials.

c. The Learning and Support Materials

1) Up to date

As this textbook was published in 2014, texts presented in this textbook were adopted from the references in 2008-2013. Therefore, the sources in this textbook were no longer categorized as up-to-dated materials, as they were written about 7-12 years ago, the materials should be updated or replaced with the new one. It means that the textbook did not meet on the criteria of up to date of material.

2) Life skills development

Life skills development means that text and communicative actions motivate students to do some life skills. There are three skills which attended students to have namely personal, social, academic, and vocational skills.

The first is personal skills, personal skills include the ability to recognize personal and other's strength and weakness as well as to develop own self as an autonomous, social and religious person. To fulfill these criteria, the textbook facilitated students with the available of self-assessment and peer assessment activities which can promote students' ability in evaluating their own and others' learning progress. Self-assessment could be found in every chapter which provided as reflection. Peer assessment can be found in vocabulary builder activity which allowed students compare their work to classmates. In develop students to be religious person, there were *Points to Ponder* which encouraged students to realize themselves as religious person.

Next is social skills, social skill involves the ability to be cooperative, tolerant, appreciating gender equity, peace, and non-violent and communicating and interacting with other people. In the textbook, the values of cooperation were shown by the available of pair work as well as group work activities in each unit, these activities were applied both in comprehension and production stage. The promoting of values of gender equally also was attempted in this textbook by portraying man and woman characters equally, there were no material to difference between man and woman. The values of tolerance were also included in this textbook by guiding students on how to be tolerant to other people as well

as other cultures. For instance, in chapter 2 about complimenting, there was explanation that compliment is needed to appreciate or praise other people, responses of such expressions were also provided to show that they need to respond once someone talked with them. Different culture in religion served in this textbook as described on page 24 also showed the tolerance to others.

Next is academic skills, academic skills comprise gaining and using information, solving the problem, and making decision. In term of this, the textbook guided students to do the steps. The textbook applied those step as explain in findings in previous chapter.

The last is vocational skills; vocational skills include the ability, attitude, and skill necessary to do certain jobs/ profession. The textbook has not facilitated students to perform certain abilities, attitudes, skills necessary to perform certain occupation. In fact, this textbook only provided entertainment activity related to occupation. That was *Describing and Guessing* on chapter 9, one student described “A person who serves passengers in a flight,” other students should guess “He/She is a flight attendant.” Such activity did not help students to perform certain occupation.

Based on all of the explanation, all life skills development were fulfilled by the textbook such development of personal skill, development of social skill and development of academic skill except the vocational skill.

3) Development of Insight on Diversity

This criteria means that the text and communicative actions 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. As finding about this item on previous chapter, it explained that the textbook covered the textbook as it covered all criteria of it such as appreciation of democratic, cultural diversity and society, awareness of local's potential, and internalization of insight of nation.

Based on the explanation, it means that in terms of the learning support material, this textbook got score 80% as it fulfilled eight of ten proposed criteria. Those included: the relevance of source and topic, personal, social, and academic skill, development of insight on diversity. Besides, up to datedness of source and vocational skill criteria did not fulfilled by this textbook. It means that this textbook was good in the aspect of the learning support materials.

2. Language Aspect

Language aspect means that text and communicative action in the textbook should lead students develop their communicative skill accurately and relevance to the context in order to reach the social function. It covered the match between language and students' cognitive and socio-emotional development, communicativeness, the coherence and unity of ideas.

As explain on findings, the textbook has been understandable, clear and relevant to students' development both in cognitive and social emotional stage. In communicative term, the textbook used language which appropriate with students' proficiency and was easily understood by students. In term of coherence and unity of ideas, these criteria were applied in every chapter.

It showed that the textbook in terms of the appropriateness of language got score 100% as it fulfilled all of six proposed criteria. Those included: the match between cognitive and social development of students, communicativeness, and the coherence of unity and ideas. It means that this textbook was excellent in the aspect of the appropriateness of language.

3. Presentation Aspect

There are 3 items in the presentation aspect namely presentation technique, teaching and learning technique, and presentation coverage.

a. Presentation Technique

Presentation technique covered two criteria; organization and the balance of chapters. Organization criteria means that the materials are presented in the form of texts, communicative actions, illustrations, and symbols systematically which appropriate with the context, the organization should consist of introduction, content, and closing. The balance of chapters means that the presentation of material and tasks is served equally and systematically in each chapter.

In organization criteria, as explain on find, each chapter in the textbook consist of warmer, vocabulary builder and pronunciation practice, as the introduction part. The content part covered dialog (interpersonal and transactional communication) or text structure (functional text), notes, and grammar review which combined with task/activity, speaking task, and writing task. The last part is closing which covered further activities in some chapters and reflection. It means that the textbook served the material in balance way and systematically.

Based on explanation above, In terms of presentation technique, this textbook got score 100% as it fulfilled all of two proposed criteria. Those included: the organization and the balance between chapters. It means that this textbook was excellent in the aspect of presentation technique.

b. Teaching and Learning Technique

Teaching and learning technique covered 5 criteria namely students-centered principle, scientific approach; discovery learning and project based learning, development of students' initiative, creativity, and critical thinking, development of autonomous learning, and development of students' reflection/self-evaluation ability.

The first criteria are students-centered principle. It means that the materials should encourage the students to communicate in English with their peer, teacher, and wider community member. Scientific approach means the material encourage students to discover problem solving by observation and identification the problem, formulating the question, gathering and analyzing the data, and discussion. Development of students' initiative, creativity, and critical thinking means that the material encourages students to have communication based on their initiation creatively and critically. Development of autonomous learning means the material encourages students to be autonomous learners. Development of students' reflection/self-evaluation ability means the material encourages students to be aware of their achievement and lacks in teaching and learning process.

Based on the explanation, in terms of teaching and learning technique, this textbook got score 100% as it fulfilled all of five proposed criteria. Those included: students-centered principled, scientific approach, development of students' initiative-creative-and critical thinking, development of autonomous learning, development of students' reflection/self-evaluation ability. It means that this textbook was excellent in the aspect of teaching and learning technique.

c. Presentation Coverage

There are three parts in presentation coverage namely introduction, content, and closing part. In introduction part, there contains at least preface which provide some basic information with regard to be the reasons of writing the book and acknowledgement, and table of content which makes the reader easy to find chapter and topic in the book. In content part, it consists of at least introduction, learning load, reference, summary, and reflection. In closing part, it consists of at least glossary, bibliography, and index

1) Introduction part

In introduction part, the textbook had preface in the first part of the textbook which provide basic information regard with the curriculum, reason of writing, concept of this textbook, and acknowledgments. In this section explained that this textbook used curriculum 2013 which emphasized in the balance of cognitive, affective, and psycho motoric competencies. This book was written to improve students language skills by using text based learning approach and put English in communication of daily life. Acknowledgments completed this preface which put at the last paragraph. The textbook also provides table of content which

helped readers to find chapter and topic in the book easily and completed with the page number.

Based on explanation above, criteria of the introduction part were fulfilled by the textbook as it provided preface related to the objective of writing the textbook as well as the acknowledgment and provide the table of content.

2) Content Part

Content part consists of introduction, learning load, reference, summary, and reflection. Introduction contains some information in relation to the aim of the book, the organization of the book, the preferred learning style, and so on. Learning load contains face-to-face activity, exercise, and independent activity. Reference covers any texts, tables, illustrations, which have some identities. Summary involves the main points of the materials on each chapter. Reflection guides students to reflect what they have learned in each chapter.

In the textbook, based on findings, the content part also covered introduction in form of preface, learning load in form of material as well as exercises and activity, reference, and reflection, however, there is no summary provided in the textbook.

Based on all explanation above, all criteria of content part were fulfilled by the textbook except summary. The criteria that fulfilled by the textbook were criteria of introduction, learning load, reference, and reflection.

3) Closing Part

Closing part consists of at least glossary, bibliography, and index. Glossary contains some important terms and their explanation which are listed

alphabetically. Bibliography contains the list of books used as references. Index comprises the list of important words followed by the number of pages.

Based on findings, the textbook did not have any glossary and index, there was no list of important term as well as its explanation, also, and there was no list of important word as well as the page number. Related to bibliography, the textbook had a bibliography which presented on the last part of this textbook. However, even the bibliography was provided, 19 of 28 of the references were not found in material in the textbook. For instance, in the references, there was a source of *Anderson, M. and Kathy Anderson.1998. Text Type in English 3, MacMillan, South Yara*. In fact, there was no text taken from that source. Other example, there were references about *B.J. Habibie, Cut Nyak Dhien, Malin Kundang, and Folk Tales*, while this textbook did not provided any text related to such topics.

Based on explanation above, in terms of presentation coverage, this textbook got score 60% as it fulfilled six of ten proposed criteria. Those included: preface, table of content, introduction, learning load, reference, and reflection. However, summary, glossary, bibliography, and index aspects did not fulfilled by this textbook. It means that this textbook was poor in the aspect of presentation coverage.

In conclusion, the findings of the quality of the textbook on each aspect were summarized as following:

Table 4.1 Table of Fulfillment of Content Aspect

Aspects of Evaluation	No.	Sub Aspects of Evaluation	Fulfillment
Content	1.	The relevance of Material with KI and KD	86%
	2.	The Accuracy of Materials	100%
	3.	The Learning Support Materials	80%
		Total	266%
		Average = 266/3	88.6%
Criteria			Good

Table 4.2 Table of Fulfillment of Language Aspect

Aspects of Evaluation	No.	Sub Aspects of Evaluation	Fulfillment
Language	1.	The Appropriateness of Language	100%
Total			100%
Criteria			Excellent

Table 4.3 Table of Fulfillment of Presentation Aspect

Aspects of Evaluation	No.	Sub Aspects of Evaluation	Fulfillment
Presentation	1.	Presentation Technique	100%
	2.	Teaching and Learning Technique	100%
	3.	Presentation Coverage	60%
Total			260%
Average = 260/3			86.7%
Criteria			Good