

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter, the writer tries to give clear description of the findings and discussion. Findings explains how to way get the data and answer the research question. Discussion explain about comparing the result and theory.

#### A. Findings

The writer used evaluation checklist by Cunningsworth (1995). That consist of eight aspects. They are aim and approaches, design and organization, language content, skills, topic, methodology, teachers' book, and practical consideration. The total items of the eight aspects are 24.

##### 1. Aims and Approaches

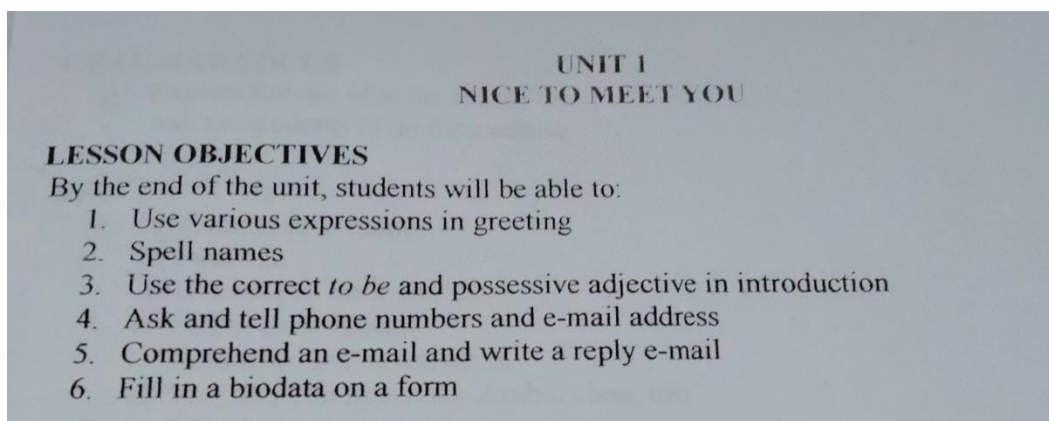
Aims and approaches need for teaching, to know the textbook suited to the learning/teaching situation, and the textbook is flexible or not for the learning/teaching. The question related to aims and approaches as follow:

Table 4.1 Evaluation Checklist by Cunnigsworth (1995)

| NO | Evaluation Checklist   | Yes/No |
|----|--|--------|
| 1  | Is the coursebook suited to the learning/teaching situation? | Yes    |
| 2  | Is the coursebook flexible?                                  | No     |

a. The coursebook suited to the learning/teaching situation

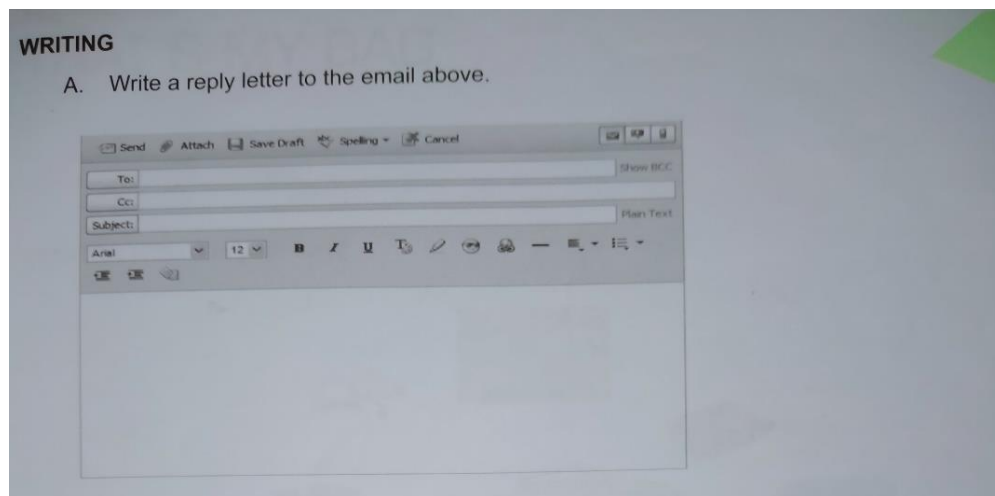
The writer found this book did not have specific syllabus for teaching “Your English Partner” book A+, but in teacher guided book there are the learning objectives. It also suits to the teaching learning situation which enables students to perform well in their practices and communicative competence. For example of the learning objectives on teacher’s guide your English partner for beginner unit 1.



Picture 4.1 provided in Unit 1 of teacher’s guide

b. The coursebook flexible

This textbook does not cover all what is needed by teacher and students, because learning material is not covered yet thoroughly. It needs supporting material from other references or textbooks. For example in unit 1 page 7 that is not example how to write letter to the email.



Picture 4.2 Material provided in Unit 1

## 2. Design and Organization

Design and organization focus on the content sequenced and the layout clear or not. Because, many teachers and students are happier when they have the content sequenced and the layout is clear. The question related to design and organization as follow:

Table 4.2 Evaluation Checklist by Cunningsworth (1995)

| No | Evaluation Checklist   | Yes/No |
|----|--|--------|
| 1  | How is the content sequenced (eg on the basis of complexity, 'learnability', usefulness, etc)? | Yes    |
| 2  | Is the layout clear?   | Yes    |

### a. The Content

The content is organized according to topics, this book can also integrate four skills well. Each unit contains four skills in various activities. References for

grammar in unit page 3, vocabulary in unit 6 page 45, and listenig sections in unit 4 page 27 are provided.

Your English Partner

**GRAMMAR FOCUS**

| To be: am, is are         | Contraction            |
|---------------------------|------------------------|
| I <u>am</u> Rara          | I am = I'm             |
| My name <u>is</u> Rara    | You are = You're       |
| <u>Are</u> you Lena?      | He is = He's           |
| <u>Is</u> your name Lena? | My name is = my name's |
| What <u>is</u> your name? | What is = what's       |

Picture 4.3 Material provided in unit 1

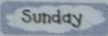
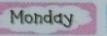
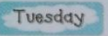
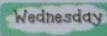
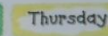
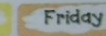
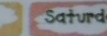
Your English Partner

**VOCABULARY**

Days of the week

A. Listen to your teacher then practice saying the name of the days of the week.

B.

|   |   |   |   |  |   |   |
|---|---|---|---|--|---|---|
|  |  |  |  |  |  |  |
| Sun   | Mon   | Tue   | Wed   | Thurs  | Fri   | Sat   |

Picture 4 Material provided in Unit 6


Your English Partner

**LISTENING**

**Listening 1:**

Listen to your teacher reading the sentences, then number the sentence 1 -8 according to the order you hear.

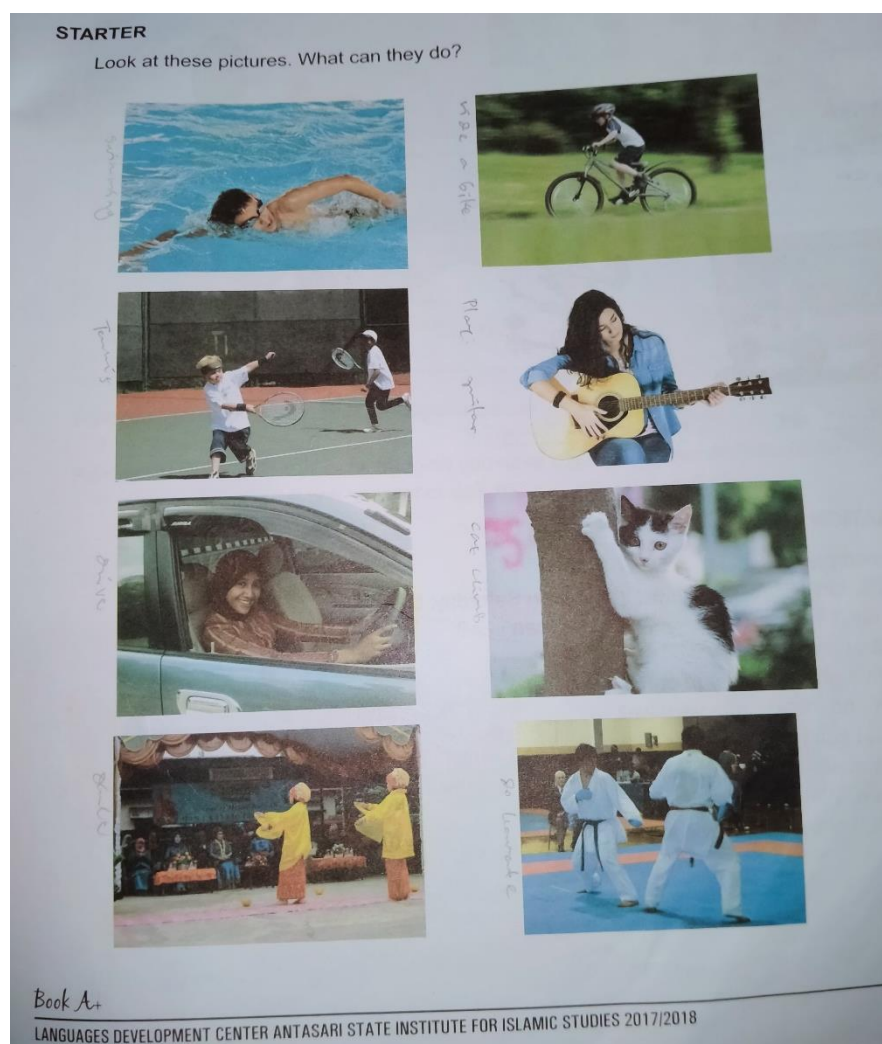
- (.....) She likes vanilla ice cream
- (.....) They don't like avocados
- (.....) Paula likes pudding, but she doesn't like to cook
- (.....) I don't like hamburger
- (.....) We like chocolate milk
- (.....) Syahrini likes to sing
- (.....) He doesn't like to play the guitar
- (.....) You like to read, but you don't like to write



Picture 5 Material provided in Unit 4

b. The Layout

The layout is clear which consist of pictures disply and clear instructions. So, it facilities teacher and students to find the learning material. For example in unit 8 page 59.



Picture 4.6 Material provided in Unit 8

### 3. Language Content

This language content can be compared to the students need to learn and expect to learn, to evaluate the suitability of the material so far as its language content is concerned. The question related to language content as follow:

Table 4.3 Evaluation Checklist by Cunningsworth (1995)

| No | Evaluation Checklist  | Yes/No |
|----|---|--------|
| 1  | Does the coursebook cover the main grammar items appropriate to each level, taking learner's need into account?                       | Yes    |
| 2  | Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development? | Yes    |
| 3  | Does the coursebook include material for pronunciation work?  | Yes    |

#### a. The main grammar items appropriate

The writer found the main grammar items which are appropriate with each level. Unit 1 on page 3 there are grammar focus about to be and possessive objective. Unit 2 on page 10 there is articles (a, an, the). Unit 3 on page 19-20 there is grammar focus about subject pronoun w hit be (statement), Yes-No questions whit be, and Wh- questions with be. Unit 4 on page 28 there is grammar focus about Simple Present Tense to express likes and dislikes. Unit 5 on page 35&39 there are present continuous tense, present continuous with conjunction and & but, and present continuous Yes/No questions. Unit 6 on page 46&48 there are simple present tense with Wh questions and simple present tense with adjectives. Unit 7 on page 53&56 grammar focus about there is, there are and simple present with short answer. And

last unit 8 on page 63 grammar focus about *can* to show ability (positive, negative, questions).

Your English Partner

**GRAMMAR FOCUS** : *can* to show ability ✓

**Positive**

|   |     |      |
|---|-----|------|
| I<br>You<br>We<br>They<br>He<br>She<br>It | Can | swim |
|---|-----|------|

**Negative**

|   |       |      |
|---|-------|------|
| I<br>You<br>We<br>They<br>He<br>She<br>It | Can't | swim |
|---|-------|------|

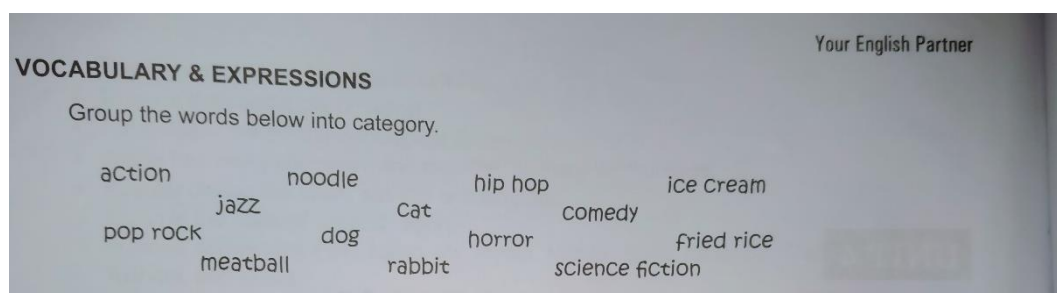
**Questions**

|     |   |       |
|-----|---|-------|
| Can | I<br>You<br>We<br>They<br>He<br>She<br>It | swim? |
|-----|---|-------|

Picture 4.7 Material provided in Unit 8

b. Material for vocabulary

The writer found material for vocabulary in unit 1 on page 1 is about greetings. Unit 6 on page 45 is about days of the week. Last in unit 7 on page 52 is about vocabulary furniture. Task for vocabulary the writer found in unit 3 on page 17 is about nationality and language. Unit 4 on page 26 is about food, music, movies, pets. The last in unit 8 on page 60 is about can/can't.



Picture 4.8 Material provided in Unit 4

c. Material for pronunciation work

The writer found in unit 2 on page 11 is the pronunciation of the plural –s endings. Unit 5 on page 37 is the pronunciation of ‘s’ and ‘sh’. The last in unit 6 on page 46 is pronunciation reduction of do and does.

**PRONUNCIATION**

a. Listen and practice. Notice the pronunciation of the plural –s endings.

| s = /z/   |            | s = /s/     |              | (e) s = /ɪz/ |           |
|-----------|------------|-------------|--------------|--------------|-----------|
| Telephone | Telephones | Desk        | Desks        | Sentence     | Sentences |
| Camera    | Cameras    | Map         | Maps         | Exercise     | Exercises |
| Book bag  | Book bags  | Wastebasket | Wastebaskets | Watch        | Watches   |

(Source: *Interchange Intro*)

Picture 4.9 Material provided in Unit 5



#### 4. Skills

The coursebook deals with four skills (listening, speaking, reading and writing). The skills dimension complements the dimension of grammatical /lexical /phonological knowledge and focuses on the ability of learners actually to operate in the language. The question related to skills as follow:

Table 4.4 Evaluation Checklist by Cunningsworth (1995)

| No | Evaluation Checklist  | Yes/No |
|----|---|--------|
| 1  | Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?   | Yes    |
| 2  | Is there material for integrated skills work?   | Yes    |
| 3  | Are reading passages and associated activities suitable for your students' levels, interests, etc?  | Yes    |
| 4  | Is listening material well recorded, as authentic as possible, accompanied by background information, questions, and activities which help comprehension?                             | Yes    |
| 5  | Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?  | Yes    |
| 6  | Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles? | Yes    |

##### a. Four skills adequately covered

In this textbook there are 8 units with different topics or themes, and each units learn about four skills. There are speaking, listening, reading, and writing. For example in unit 1 in page 2 ask the students to conversation their speaking skill, it

talks about greeting. Then in unit 3 in page 21 ask the students to listen and practice their listening skills, it talks about numbers. Then in units 5 in page 40-41 ask the students to read about different seasons their reading skill. For the unit 8 in page 65 ask the students to write about famous figures and write a short paragraph for their writing skill.

b. Material for integrated skills work

In this textbook material for integrated skills work, there are 8 units with different topics or themes contain with certain different task that attract the students' attention in learning English, for example in unit 1 page 5 there is a task that ask the students to practice their speaking skill, it talks about names, first names, first name, middle name, last name and nickname and the task require the students to speak about introducing yourself. Then, in unit 5, the task make students read a long passage but it still catch students' interest to learn a fun task such as they have to complete the grid based on the reading text, decided the true or false statement and make their own paragraph about different seasons, as can see on page 40-41. For writing skill, the writer give a simple task such as asking the student to find the difference between Bill's apartment and Bella's apartment, also they have to write into a short paragraph, as can see on page 58. The last, listening skill, the writer give an audio and the students listen to Linda, Kyle, and Wendy talk about jobs, then correct (X) the correct answers, as can see on page 44.

c. Reading passages and associated activities suitable for your students' levels

Reading on this textbook, the writer found reading passages and associated activities suitable for the students' levels and interest. The writer found the textbook

suitable for beginner students and intermediate level. The writer start with easy topic and familiar vocabulary for students, example in unit 1 on page 6 is about read the e-mail from silvi to gina, unit 2 on page 15 is about my favorite thing, unit 3 on page 23 is about country facts, unit 4 on page 30 is about Pedro, Agus and Leo they're self, and for the end of unit in this book there are more hard than before in vocabulary or topic for reading text such as in unit 5 on page 40 is about different season, unit 6 on page 50 is about job profile, unit 7 on page 57 is about unique house in Indonesia, and last unit 8 on page 65 about a talented young artist.

Your English Partner

**READING**  
Look at these photos.  
Which job looks the best? Why?

### JOB PROFILE

|   |   |
|---|---|
| <p><b>ACTRESS</b></p>  <p>Julie Aday has two jobs. She works as a waitress at night, but she's really an actress. During the day, she auditions for plays and television shows. Her schedule is difficult, and she's tired a lot. But she's following her dream.</p> | <p><b>VIDEO GAME TESTER</b></p>  <p>Lots of teenagers want Bruce Hank's job. He plays video games for eight hours a day. And gets paid for it! Bruce is a video game tester for a big video game company. Is it ever boring? Never. Bruce almost always wins!</p> |
| <p><b>DOG WALKER</b></p>  <p>Andrea Heinrich walks in the park every day for many hours – rain or shine. Andrea is a professional dog walker. She walks dogs for other people. Sometimes she takes 20 dogs to the park at one time!</p>                              | <p><b>TEACHER</b></p>  <p>Don Martin is a busy man. He plans lessons, grade homework, helps with after-school activities – and of course, he teaches. His salary isn't great, but that's OK. His students like his class, so he's happy.</p>                      |

Picture 4.10 Material provided in Unit 6

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

d. Well recorded

In this textbook the listening part appear in every units. Listening material well recorded start from just ask student listen and practice the vocabulary, example in unit 1 on page 4 about alphabets state *the alphabets, listen and practice*. The listening tasks or close to the real language situation, the authors chose the listening audio that related to the theme and can be used by students for their daily life, for example in unit 7 on page 57 there it talked about furniture is expensive, the conversation took place in furniture store. The expression they use in the conversation also familiar with the real life conversation.

**LISTENING *Furniture is Expensive***

Listen to Chris and Linda talk in a furniture store.  
What does Linda like? Check (✓) the things.

|   |                                    |   |                                   |
|---|------------------------------------|---|-----------------------------------|
| <input type="checkbox"/> chairs         | <input type="checkbox"/> a sofa    | <input type="checkbox"/> a rug          | <input type="checkbox"/> a table  |
| <input type="checkbox"/> a refrigerator | <input type="checkbox"/> a dresser | <input type="checkbox"/> a coffee table | <input type="checkbox"/> curtains |

*(Source: Interchange Intro)*

Picture 4.11 Material provided in Unit 7

e. Material for spoken English and well designed


The spoken material is well designed. Each unit has activities involving speaking skill, such as dialogue and role plays. Example in unit 1 it can be seen in

page 1 that initiate for students to use greeting expression. Unit 2 in page 14 conversation about Maureen Birthday's. In unit 3 page 18-19 there are conversation 1 and 2, about Lee Min Ho from Korea and Esma from Turkey. In unit 4 there are dialog 1 and 2 about Chinese food, vegetables and fruits, that dialog the students will know how to tell about favorite food. In unit 5 in page 35 there is a conversation Arum and Kiran, they tell about wearing jacket. In unit 6 in page 46 there is conversation about Diane ask Ben job and Ben answer he's a journalist in a local newspaper. In unit 7 in page 55 there is conversation Jenna and Jim, they communicate about it doesn't have a backyard. In unit 8 there is conversation during an interview what can they do. These activities also relate to real-life interactions with the common expressions.

**CONVERSATION**

Conversation 1 ✓


A : Look, who's that?  
 B : Oh, he's a new student.  
 A : What's his name?  
 B : I think his name is Lee Min Ho.  
 A : Lee Min Ho? Where's he from?  
 B : He's from Korea.  
 A : He's so handsome!



**Your English Partner**

Conversation 2: ✓

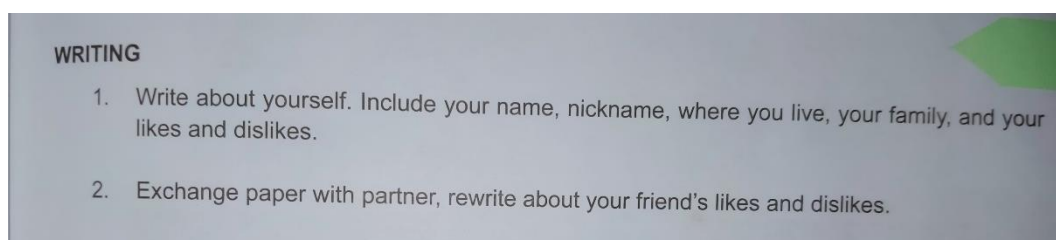
A : Esma, where are you from?  
 B : I'm from Turkey - from Istanbul.  
 A : What's your last name?  
 B : My last name is Kezban.  
 A : Hey, who's that?  
 B : She's Neslihan, my roommate.  
 A : Is she from Istanbul too?  
 B : No, she's from Antalya.



Picture 4.12 Material provided in Unit 3

## f. Writing activities

Writing activities have guidance which can assist students to write, such by providing topic and model. This activity allows student to write where a model is given and the students produce something similar. The style of written, there are writing controlled practice in unit 3 on page 24 about Maria's self and her family. Guided writing in unit 1 on page 7 part C about exchange form with a partner. Pre-writing in unit 4 on page 31 about self, likes and dislikes. Lastly, writing in unit 6 on page 50 part B about discription of a job.



Picture 4.13 Material provided in Unit 1

## 5. Topic

Coursebook must and do represent language as it is actually used and therefore they contain subject matter and deal with topics of various kinds. And also look at the cultural setting used by the textbook. The question related to topic as follow:

Table 4.5 Evaluation Checklist by Cunningsworth (1995)

| No | Evaluations Checklist                       | Yes/No |
|----|---|--------|
| 1  | Is there enough variety and range of topic? | Yes    |

| No | Evaluation Checklist  | Yes/No |
|----|---|--------|
| 2  | Will the topics help expand students' awareness and enrich their experience?                          | Yes    |
| 3  | Will your students be able to relate to the social and cultural contexts presented in the coursebook? | Yes    |
| 4  | Are women portrayed and represented equally with men?   | Yes    |

a. Variety and range of topic

The writer found “Your English Partner” book A+ has a range of topic, showing a different and unrepeated topic each unit. Two example of this topic are of unit 1, which is Nice to Meet You, and unit 2, which is about That’s My Bag.

| Your English Partner                                     |     |
|--|-----|
| <b>TABLE OF CONTENT</b>                                  |     |
| PREFACE .....  | iii |
| THE HEAD OF LANGUAGES DEVELOPMENT CENTER'S PREFACE ..... | v   |
| UNIT 1 NICE TO MEET YOU .....                            | 1   |
| UNIT 2 THAT'S MY BAG .....                               | 9   |
| UNIT 3 WHERE IS HE FROM? .....                           | 17  |
| UNIT 4 DO YOU LIKE ICE CREAM? .....                      | 25  |
| UNIT 5 IT'S RAINING HERE! .....                          | 33  |
| UNIT 6 WHAT DO YOU DO? .....                             | 43  |
| UNIT 7 THERE AREN'T ANY CHAIRS .....                     | 51  |
| UNIT 8 I CAN SWIM .....                                  | 59  |
| REFERENCES .....   | 67  |

Picture 4.14 table of content

- b. The topics help expand students' awareness and enrich their experience

The writer found this textbook can help develop students' awareness and enrich their experiences by giving materials related to their daily lives. Example of this topic in unit 1, which is Nice to Meet You about greetings and introducing yourself.

| <b>Practice the conversations above with a partner</b> |                      |
|--|----------------------|
| <b>GREETINGS</b>                                       | <b>RESPONSES</b>     |
| Hi   | Good, thanks         |
| Hello  | Just fine            |
| How are you?   | Very well, thank you |
| Good morning   | Great                |
| Good afternoon   | Not bad              |
| Good evening   | I'm OK               |
| Good night   | So-so                |
| Good bye   | Not so good          |
| See you  |                      |
| Bye  |                      |

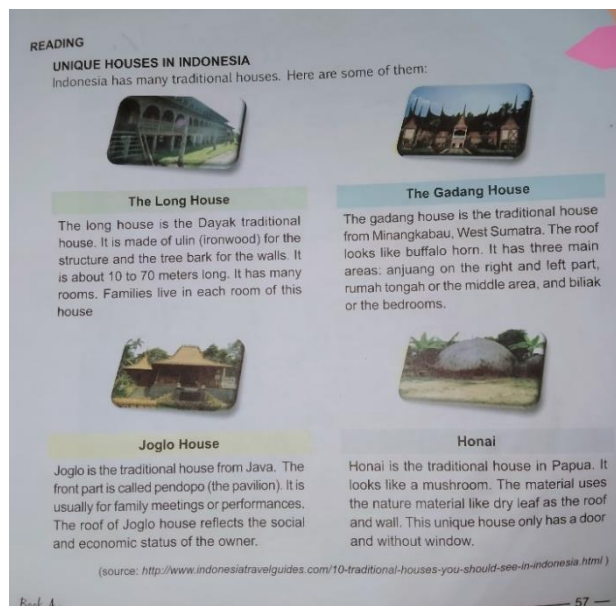
**Practice:** Go around the class, and say greetings to your friends.

Picture 4.15 Material provided in Unit 1

- c. Students be able to relate to the social and cultural contexts presented in the coursebook

The writer found this textbook serves a social and cultural context well, even though not in all the units have discussion that related to culture. Some units that have the cultural are in unit 5 and 7. In unit 7 the theme is about unique houses in Indonesia, it can be seen on page 57.





Picture 4.16 Material provided in Unit 7


d. Women portrayed and represented equally with men

The writer found this textbook women and men are portrayed and represented equally without distinction among them. They can be observed in the pictures which mix figures of woman and man. Example in unit 3 page 23 conversation introduction others (Anna, Tony and Diego).

Your English Partner

**CONVERSATION**

Introducing others



Good to see you too.

Anna : Hi Tony, how are you?  
 Tony : Good. How are you?  
 Anna : Not bad. Tony, this is Diego, our new classmate.  
 Tony : Hi Diego. Nice to meet you.  
 Diego : Hi Tony. Nice to meet you, too.  
 Tony : Where are you from Diego?  
 Diego : I'm from the United States.  
 Tony : So, you're American.  
           Is English your first language?  
 Diego : No, my first language is Spanish.

**Practice:** Make a group of 3. Create a conversation about introducing others.

Picture 4.17 Material provided in Unit 3

## 6. Methodology


One of the functions of coursebooks is to present the language in such a way that it is learned as effectively and quickly as possible. This implies that the coursebook authors have a view on how language is learned and how it is best taught. While coursebooks may not impose rigid methodologies on students and teachers. The question evaluation checklist by Cunningsworth related to methodology as follow:

1. What approach/approaches to language learning are taken by the coursebook?

In this textbook the writer found do not have specific approach/approaches to learning. But, the writer found that can use various methodology of ELT. In spoken the teacher can use CLT in unit 5 page 35.

Your English Partner

**CONVERSATION** *I'm not wearing jacket!*



Arum : Hey, are you free? Let's go cycling.  
 Kiran : Good idea. But is it cold outside?  
           I'm not wearing scarf nor jacket. They're at home.  
 Arum : I'm wearing scarf, but I'm not wearing jacket.  
 Kiran : It looks warm and sunny outside. I think we're fine like this.  
 Arum : Are you wearing your socks?  
 Kiran : Yes. I'm wearing socks. I feel warm enough.  
 Arum : Alright. Let's go. I like going cycling here in Japan.

## Picture 4.18 Material provided in Unit 5

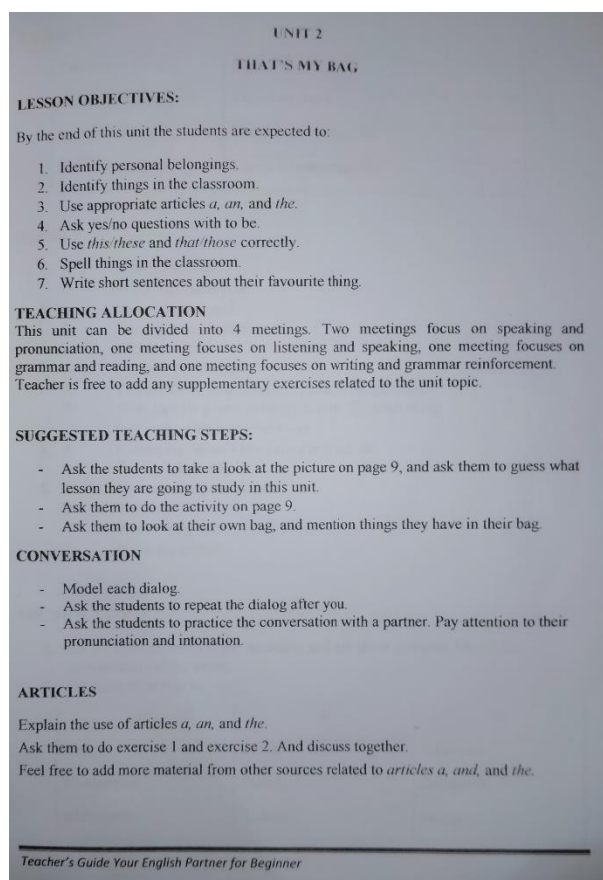
## 7. Teachers

A good teacher's book is invaluable in offering, among other things, guidelines on how to make the best use of the course, detailed plans for teaching each unit and keys to the exercises. The question related to teachers as follow:

Table 4.6 Evaluation Checklist by Cunningswroth (1995)

| No | Evaluation Checklist  | Yes/No |
|----|---|--------|
| 1  | Does the teacher's book provide enough detailed information on the language items to be taught? | Yes    |
| 2  | Are the clear objectives for each unit/lesson?  | Yes    |
| 3  | Are keys to exercises given?  | Yes    |

The writer found the teacher's book is available in "Your English Partner" book A+. It gives better guidance for the teacher. The teacher's book presents how to deliver the material based on the provided activities in the textbook, what teacher should say at the beginning and during the lesson, such as greeting students. The learning objectives for each unit/lesson are clear. Lastly, this book also presents answer keys to question each task provides.



Picture 19 provided in Unit 2 of teacher's guide

## 8. Practical considerations

Practical considerations means are the book worth it to buy, the books strong and long-lasting, and last, the book easy to obtain. The question related to practical considerations as follow:

Table 4.7 Evaluation Checklist by Cunningsworth (1995)

| No | Evaluations Checklist   | Yes/No |
|----|---|--------|
| 1  | What does the whole package cost? Does this represent good value for money? | Yes    |
| 2  | Are the books strong and long-lasting? Are they attractive in appearance?   | Yes    |

| No | Evaluation Checklist   | Yes/No |
|----|--|--------|
| 3  | Are they easy to obtain? Can further supplies be obtained at short notice? | No     |

The price of this textbook is not really expensive and it represents good value for money. The cover and paper are thick, so it will be strong and long-lasting. This textbook has an attractive appearance with the colorful picture on the book cover. This textbook can not be obtained easily, because this textbook not sale in bookstores, but for sale in language development center.

## **B. Discussion**

This section presents a discussion of the research findings. As mentioned in the first chapter, the aim of this research is to answer how is the quality of “Your English Partner for Beginner” book A+ used in Language Development Center. The details are as below:

Aims and approaches, the writer found this textbook did not have specific syllabus, but in teacher guided book there are the learning objectives. It is related statement by Richard (2001) he said they provide structure and a syllabus for a program. Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed. It indicate this book is still not perfect because did not have syllabus references.

This textbook does not cover all what is needed by teacher and students. It is related statement by Richard (2001) he said flexibility: materials produced within the institution can be revised or adapted as needed, giving them greater than a

commercial course book. It needs supporting material from other references or textbooks. Then it is related statement by Cunningsworth (1995) he said There are, however, alternatives which, when carefully used, give more flexibility.

Design and organization, the finding the writer found the content is organized according to topics and the layout is clear. The content does not necessarily have to be heavy and intellectual in order to be worthwhile: there is plenty of scope for humour and human interest stories too (Cunningsworth, 1995).

Language content telling about grammar, vocabulary and pronunciation. First, the goal grammar has been to develop a list structure, graded into logical progression (Richard, 2001). The meaning of graded is good material. To use grammar that equips learners with the ability to create their own (Cunningsworth, 1995). Second, new words as possible, coursebooks can help equip students with strategies for handling the unfamiliar vocabulary that they will inevitably meet. Good vocabulary development activities tend to exploit situational relationship and collocations (Cunningsworth, 1995). Each set out to teach basic communicative skills, though the methodology of each book varied (Richard, 2001). The last, some guidance though the maze by identifying common sound-spelling relationships can be of great help to students in their writing and reading (Cunningsworth, 1995). The actual items of language taught grammar, vocabulary and phonology form the foundation of everything else that contributes to the complex process of language teaching.

Telling about skills mainly reading, based on this finding reading activities in this textbook suitable for the student's level. Reading is the one activity that can be

done easily and without any equipment by students outside the classroom (Cunningsworth, 1995). Reading appears to have regained support in claiming that in order to read fluently the learners need general language ability and, especially, automatic word recognition (Tomlinson, 2013).

While in listening, based on this finding the speed speaking should be appropriate to the learners' ability and level, and where different accents are used, they should not normally deviate to drastically from whichever (standard) variety the students have become used to from their teacher and previous listening (Cunningsworth, 1995). Recorded texts used for listening specific information monologues or dialogues, nearly all the students focus on product of the listening rather than on the process (Tomlinson, 2013).

Moreover, there is speaking, based on this finding mechanical aspects of speaking are also covered in pronunciation practice, where this forms part of the course package, and these elements combined normally ensure that students receive good spoken models from their teacher and ample opportunity to practise themselves (Cunningsworth, 1995). Materials are constructed for speaking skills, the interactive process by the designer and the users should take place through speaking, since it would be unrealistic for participants to simply sit there and silently imagine how talk might work from a written script (Tomlinson, 2013).

As well as in writing, based on this finding. The writing material in this textbook mostly from of task in every units. Writing activities can be separated because student need a model as an example to create a writing to write. It is related to statement by Cunningsworth (1995) writing activities in coursebooks are

normally of the controlled or guided kind, where a model is given and the student's task is to produce something similar, usually based on additional information given. In addition Tomlinson (2013) stated becoming familiar with good models can encourage and guide learners to explore the key lexical, grammatical and rhetorical features of a text.

Telling about topic, based on this finding, contain subject matter and deal with topics of various kinds and the range of topics varies considerably. Authentic material is material that creates an authentic response, that informs, challenges, stimulates, enriches experience, encourages curiosity, develops judgement, and does the other things that real language does. Sexism and gender are not the only concerns in this domain, but they have become among the most actively pursued and in some quarters politicized. It is of considerable interest to explore how coursebooks portray women in relation to men, and whether they project a positive image with which female students can identify (Cunningsworth, 1995).

Telling about methodology, based on this finding in this book the writer found do not have specific approach/approaches to learning. But, the writer found that can use various methodology of ELT. In spoken the teacher can use CLT. Whatever the approach, virtually all modern language-teaching materials take a cognitive view of the learning process (whether inductive or deductive learning is favoured), in that learners are seen as conscious thinking people with individuality and intelligence (Cunningsworth, 1995).

Next about teachers, based on this finding. A good teacher's book is invaluable in offering, among other things, guidelines on how to make the best use



of the course, detailed plans for teaching each unit and keys to the exercises (Cunningsworth, 1995). Similarly, in advantage the textbook provides a clear framework for teacher (Ur, 1996). Teachers will expect a teacher's book to provide suggestions for the planning and teaching of lessons.

Last, about practical considerations. Based on this finding the writer found the price of this textbook is not really expensive and it represents good value for money (Ur, 1996). The cover and paper are thick, so it will be strong and long-lasting. This textbook has an attractive appearance with the colorful picture on the book cover. This textbook can not be obtained easily, because this textbook not sale in bookstores, but for sale in language development center.