

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. FINDINGS

This chapter presented the findings of the English textbook “BRIGHT” for seventh grade of Junior high school as textbook analysis. It was published by Erlangga based on Ministry of Education and Culture. This textbook has 12<sup>th</sup> chapters, there are: Chapter I is “*Greeting and Leave-Taking*”, Chapter II is “*Thanking and Apologising*”, Chapter III is “*Introducing Each Other*”, Chapter IV is “*Days in my life*”, Chapter V is “*People around me*”, Chapter VI is “*Things at school*”, Chapter VII is “*Things in my house*”, Chapter VIII is “*Labels and lists of things*”, Chapter IX is “*My favourite animals*”, Chapter X is “*Describing things*”, Chapter XI is “*Be quite, please!*”, Chapter XII is “*My idol*”.

In each chapter of this *textbook*, they have four English skills interconnected to each other, there are : listening, speaking, reading, and writing. Start from listening followed by speaking and reading and the last one is writing. In addition to English skills in this textbook, there is also vocabulary to support students’ abilities. Because this textbook has been adapted to the ability level of the students.

*Table 1, “Bright An English Course for Junior High School Students” English textbook for seventh grade of Junior High School*

<b>Chapter</b>	<b>Title</b>	<b>Page</b>
<b>I</b>	Greeting and Leave-Taking	1-10
<b>II</b>	Thanking and Apologising	11-22
<b>III</b>	Introducing Each Other	23-40
<b>IV</b>	Days in my life	41-58
<b>V</b>	People around me	59-72
<b>VI</b>	Things at school	73-92
<b>VII</b>	Things in my house	93-108
<b>VII</b>	Labels and lists of things	109-122
<b>IX</b>	My favourite animals	123-134
<b>X</b>	Describing things	135-150
<b>XI</b>	Be quite, please!	151-158
<b>XII</b>	My idol	159-181

In order to find out the types and the content of skills in English textbook “BRIGHT” based on Alan Cunningsworth criteria the observation checklist and documentation is used research instrument. The observation checklist was used to know the content of skills in English textbook “BRIGHT” and was adopted from “Choosing Your Coursebook” and had been written by Alan Cunningsworth.

1. The language skills features from Alan Cunningsworth

a. Listening skills

In “BRIGHT” the English textbook for Listening skill Chapter 1-12<sup>th</sup> for (chapter 1 pages: 2,3,4,5), (chapter 2: 12,13,17, 22), (chapter 3: 24,25,26,27,34,36,37,39), (chapter 4: 42,43,44,48,53,55,56,57), (chapter 5: 60, 62), (chapter 6:76,77,80,81,82,91), (chapter 7:95,96,97,98,99,100,101,102,104,105,106), (chapter 8: 117, 122), (chapter 9: 125,130,133), (chapter 10: 136,140,143,144,148), (chapter 11: 153,156), (chapter 12: 160,162,165,177,178) there are no recordings or video examples for listening, but the teacher can practice it directly with students or use youtube, in each chapter there is material about listening in the form of conversation and songs, for example p. 5 activity6 “Enjoy the song. Then sing aloud!”



**Activity 6** | Enjoy the song. Then, sing aloud.


**How Are You Today?**

Hey!  
 Hello, hello, how are you today?  
 I'm happy, happy, happy.  
 Hello, hello, how are you today?  
 I'm sad, sad, sad.  
 Hello, hello, how are you today?  
 I am hungry.  
 I'm hungry today.

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*Figure 2 “Bright An English Course for Junior High School Students” English textbook for seventh grade of Junior High School*

There are just briefly but it’s clear enough,  
 example p. 13 activity 3”**Listen to the dialogue and act it out”**



**Activity 3** | Listen to the dialogue and act it out.

Ivan : Re, you broke my toy car.  
 Rehan : I'm sorry for breaking it.  
 Ivan : It's my favourite.  
 Rehan : I know. That's my fault. Will you forgive me?  
 Ivan : OK. I forgive you, but don't do it again.  
 Rehan : Thank you. I won't do it again. I promise.

*Figure 3 “Bright An English Course for Junior High School Students” English textbook for seventh grade of Junior High School*

This textbook has a set in a meaningful context of listening

material. Because, every instruction show clearly explanation. The students are asked to listen and then repeat or practice after the teacher speaks or students write after what they heard from teacher, example activity 1 p. 2”look at the following pictures.



*Figure 4 “Bright An English Course for Junior High School Students” English textbook for seventh grade of Junior High School*

Activity 7 p. 6 “what do you think the boy and the woman are saying? Work in pairs. Fills in bubbles with sentences from the box. Listen to the recording to check your answer”

**Bright 1**

**QUESTIONING**

**Activity 7** What do you think the boy and the woman are saying? Work in pairs. Fill in the bubbles with sentences from the box. Listen to the recording to check your answer.

I'm fine. Thank you. Goodbye, Ms Hidayah.	How are you?
Fine, thanks. And you?	Good afternoon, Ms Hidayah.
Good afternoon, Firman.	Goodbye, Firman.

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*Figure 5 “Bright An English Course for Junior High School Students” English textbook for seventh grade of Junior High School*


But in the textbook there is no recording on cassette and listening material in video also not available. In conclusion, listening skill in the BRIGHT textbook are only available in text form, so for audio the teachers, it is necessary to looking for other sources, either via VCD or Youtube.

#### a. Speaking Skill

In “BRIGHT” the English textbook for Speaking skill Chapter 1- 12<sup>th</sup> for (chapter 1 pages: 3, 6,7,8,9), (chapter 2:

14, 16,21), (chapter 3: 24,25,26,34,35,37,39), (chapter 4: 42, 57), (chapter 5: 65,69,70), (chapter 6: 74,77,80,85,88,91), (chapter 7: 95,96,97,98,99,100,101,107,108), (chapter 8: 117, 122), (chapter 9: 131,132), (chapter 10: 143,145,147,148), (chapter 11: 153,155), (chapter 12: 160,162,179,180).

All chapters in the textbook included discuss speaking material. The speaking material includes presentation, dialogue and roleplay, but the most common is dialogue. Example P. 21 activity 11



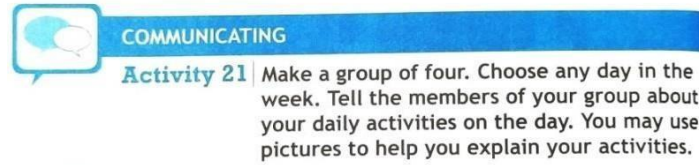
**COMMUNICATING**

**Activity 11** | Work in pairs. Practise expressing gratitude and apologising, and responding to it. Use the following situations.

Example: You forgot to return your friend's book on time.  
 A : *I'm sorry for forgetting to return your book on time. I'm really sorry.*  
 B : *That's all right.*  
 A : *Thanks.*

*Figure 6 “Bright An English Course for Junior High School Students” English textbook for seventh grade of Junior High School*

In the textbook, use directions to explain the material, it is better understood by students, example p. 56 activity 21



*Figure 7 “Bright An English Course for Junior High SchoolStudents” English textbook for seventh grade of Junior High School*

Practice speaking material include to help learners to cope with unpredictability in spoken discourse, for example p.21 activity 11 “work in pairs”. Practice expressing gratitude, apologizing, and responding to it. Use the following situation”.

1. You friend has given you a birthday present.
2. Your father has given you some money.
3. The head teacher has given you a reward for your achievement.
4. You didn't attend you friend's birthday party last night.
5. You cannot answer your teacher's question.
6. You broke your friend's racket.

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*Figure 8 “Bright An English Course for Junior High SchoolStudents” English textbook for seventh grade of Junior High School*

BRIGHT textbook uses a lot of basic vocabulary such as




daily, so it is suitable for Junior High School Students, speaking material includes dialogue, roleplay and presentation so the teacher can know the students' speaking ability like pronounce and fluently.

b. Reading skill

In each chapter reading material included grammar and new vocabulary, activity 3 example p. 127: **“Read the following text and answer the question ”**

**Activity 3** Read the following text and answer the questions.

**Hero, My Pet**



This is Hero, my pet. It is a green iguana, but its name doesn't represent its colours. It is brown with a faint black band around its tail. Hero is 40cm long and about 2.5kg. It likes vegetables very much. Hero eats water spinach, carrots, cucumbers and other vegetables. I sometimes give Hero some small insects. They are good for Hero's bones, so it won't suffer from osteoporosis. Hero looks like a little dragon. It has scales on some parts of its body. It also has strong legs. The strong legs are useful for swimming and climbing trees.

Masera Photopress

*Figure 9 “Bright An English Course for Junior High School Students” English textbook for seventh grade of Junior High School*

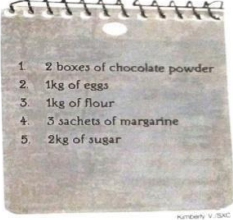
In reading material included observing, matching and discuss, but there is no long text for students, it only provide some conversation and short text to make students understand. Example p. 121 activity 10 **“Lia is going to buy some groceries.**

**Read her shopping list and answer the questions”.**

**EXPLORING**

**Activity 10** | Lia is going to buy some groceries. Read her shopping list and answer the questions.

1. How much chocolate powder is Lia going to buy?
2. How much flour is Lia going to buy?
3. Guess what Lia is going to make!
4. Why did Lia make the shopping list?
5. What information does the shopping list give?



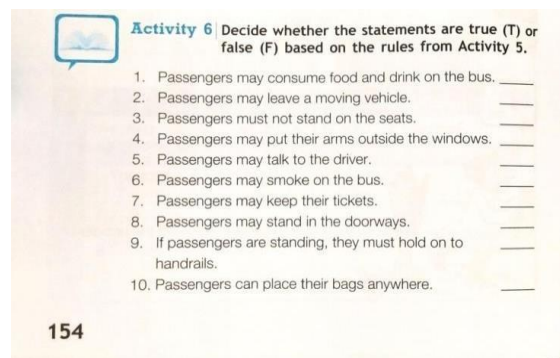
1 2 boxes of chocolate powder  
2 1kg of eggs  
3 1kg of flour  
4 3 sachets of margarine  
5 2kg of sugar

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*Figure 9 “Bright An English Course for Junior High School Students” English textbook for seventh grade of Junior High School*

In each chapter included reading material, this textbook use vocabulary adjust for junior high school to make it easier to understand the text or dialogue, but there is no authentic material in this textbook, they only apply the contextual material. The subject matter make students curious of reading some conversation, example p. 154-155 activity 6 and 7.

Activity 6 “Decide whether the statement are true (t) or false (f) based on the rules from activity 5”



**Activity 6** Decide whether the statements are true (T) or false (F) based on the rules from Activity 5.

1. Passengers may consume food and drink on the bus. \_\_\_\_\_
2. Passengers may leave a moving vehicle. \_\_\_\_\_
3. Passengers must not stand on the seats. \_\_\_\_\_
4. Passengers may put their arms outside the windows. \_\_\_\_\_
5. Passengers may talk to the driver. \_\_\_\_\_
6. Passengers may smoke on the bus. \_\_\_\_\_
7. Passengers may keep their tickets. \_\_\_\_\_
8. Passengers may stand in the doorways. \_\_\_\_\_
9. If passengers are standing, they must hold on to handrails. \_\_\_\_\_
10. Passengers can place their bags anywhere. \_\_\_\_\_

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*Figure 10 “Bright An English Course for Junior High School Students” English textbook for seventh grade of Junior High School*

**Activity 7 “Discuss the following question based on the rules for bus passengers”**



**Activity 7** Discuss the following questions based on the rules for bus passengers.

1. How many rules are related to safety?
2. Which two rules do you think the most important? Give reasons for your choice.


*Figure 11 “Bright An English Course for Junior High School Students” English textbook for seventh grade of Junior High School*

In the **textbook** used several types of text combinations and texts in this textbook are appropriate for the students, such as descriptive text, report text and narrative text. Example of descriptive text p. 137

**My New Backpack**

I have a new backpack. Its colour is soft green. I always bring it when I go to school. It is made of strong fabric.

There are some parts of my backpack. The first part is the pocket. I put my money and my library card in the pocket. The second part is the main part. I put my books and pencil case in this part. The third part is a small pocket at the left side of the backpack. I keep a bottle of water in this pocket.




*Figure 12 “Bright An English Course for Junior High School Students” English textbook for seventh grade of Junior High School*

But in this textbook no intensive reading. Because this textbook is made for seventh grade of Junior High School and it is complete text. Especially reading material included setting the scene, providing background and giving pre-reading question, example p.54 activity 17. **(Complete the incomplete text with information from the text)**

**Activity 17** Complete the incomplete text with information from the text.

This is Dani Surya Permana. He is a student of junior high school and an athlete. He practises tennis every day. He is a busy boy. Read his timetable on Tuesday.

Times	Activities
04.30-06.30	get up, pray, go to school
07.00-13.00	at school
13.00-14.30	have lunch and a nap
15.00-17.30	practice tennis
18.00-20.00	pray and study
20.00-21.00	TV time
21.00	go to bed



Dani is a junior high school (1) \_\_\_\_\_ in Surabaya. He is a tennis (2) \_\_\_\_\_. On (3) \_\_\_\_\_, he practises tennis for 2.5 hours. He has lunch and a (4) \_\_\_\_\_ before practising tennis. He usually goes to bed at (5) \_\_\_\_\_.

*Figure 13 “Bright An English Course for Junior High School Students” English textbook for seventh grade of Junior High School*

The researcher did not find any reading kind of comprehension question material in this textbook. It only uses basic knowledge material so that it is easier for students to understand the lesson.

The reading material in BRIGHT textbook used several types of text combinations there are descriptive text, report text and narrative text. In dialogue conversation included observing, matching and discuss but still easy to understand for the students.

c. Writing skill

This textbook does not explain specially what the material handle is, writing task are mostly fill in the blank. Example p.64 activity 6-7

- Activity 6** | Fill in the blanks with *do* or *does*.
1. \_\_\_\_\_ you have any brothers?
  2. \_\_\_\_\_ Erica have new books?
  3. \_\_\_\_\_ your mother have interesting hobbies?
  4. \_\_\_\_\_ the girls have long hair?
  5. \_\_\_\_\_ the cat have a long tail?

- Activity 7** | Fill in the blanks with *don't* or *doesn't*.
1. I \_\_\_\_\_ have any sisters.
  2. Mrs Heru \_\_\_\_\_ have any daughters.
  3. They \_\_\_\_\_ have a big house.
  4. Rudy \_\_\_\_\_ have any brothers.
  5. The house \_\_\_\_\_ have a swimming pool.

*Figure 14 "Bright An English Course for Junior High*

*SchoolStudents” English textbook for seventh grade of  
Junior High School*

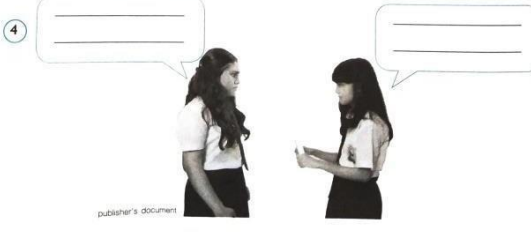
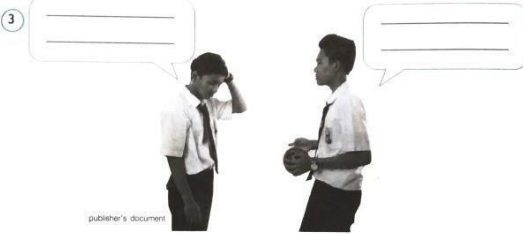
The writing skill in each material according to the various task obtained, there are some different sort of writing as found on activity 18

p.71 **”write down the result of your interview into a short description”**. It is enough to know the students” basic writing ability. This textbook has been prepared especially for 7<sup>th</sup> grade students” and their can easily understand the lesson. In writing skill given to the language resources specific to the written form, such as punctuation, spelling and layout found in each material in the textbook.

Some instruction in each chapter are hand writing and writethe blank word in table or text. The students are encouraged to review and edit their written as found p.19 activity 10

**Activity 10** Pay attention to the following pictures. Fill in the bubbles with appropriate expressions from the box.

- Don't step on the grass!
- You are stepping on my toes!
- Please, come on time!
- Oops, sorry!
- Ouch! My head!
- I'm sorry. I didn't mean it.
- I'm really sorry. Are you all right?
- I'm sorry for returning the book late.
- It's all right, but you must pay the fine.
- I'm sorry for breaking your ruler.
- I'm sorry ma'am. I won't do it again.
- Oh dear! It's my favourite.





*Figure 14 “Bright An English Course for Junior High School Students” English textbook for seventh grade of Junior High School*

In each chapter writing skill material uses selection of appropriate words for 7<sup>th</sup> grade of Junior High School. For the writing skills, more fill in the blank, but there are also students who go through the result of interviews and then the result are made in the form of a short description.

From the result of observation checklist used for English textbook (BRIGHT) the researcher found that textbook four English skills (listening, speaking, reading writing) for seventh grade of Junior High School by using checklist for evaluation and selection adopted from “Choosing Your Coursebook” by Alan Cunningsworth (1995). It showed the balance the skills in each and interconnected each other.

## **B. DISCUSSION**

This part of this study aims to discuss the result of the study that had been collected from an English textbook “BRIGHT” for seventh



grade of Junior High School. The discussion focused on four skills in the English textbook “BRIGHT” for seventh grade of Junior High School based on “Choosing your Coursebook” by Alan Cunningsworth (1995).

The discussion focused on four skills in the English textbook “When English Rings a Bell” for seventh grade of Junior High School based on “Choosing your Coursebook” by Alan Cunningsworth (1995). This discussion was divided into one major points is types language skills in the English textbook “BRIGHT”. This was conducted to know the type and contain of skills found in English textbook “BRIGHT” to describe based on Alan Cunningsworth’s criteria.

#### 1. Listening skill

Listening is the active and dynamic process of attending, perceiving, interpreting, remembering and responding to the expresse (verbal and non verbal) needs concerns and information offered by other human being. Dialogue/conversation is a conversation that is carried out by someone to another person to discuss something that is considered important or not important though, a conversation can be carried out by 2 or more people in a group or meeting. Dialogue/conversation in listening skill material

isa conversation by 2 or more people but in the form of an audio recording. The "BRIGHT" book contains dialogue/conversation material (p. 13 activity 3) and songs (p.5 activity 6), but there is no audio recording, only text is available, but the teacher can practice it directly with students or use youtube.

Listening activities comprehension questions are activities that measure the level of students' skills to understand the context of communication and provide appropriate responses in English. Extracting specific information is the process of extracting (pre-specific) information from textual sources for example students read or listen something because to extract specific bits of information-to find out a fact or two likes listen to the news only concentrating when the particular item that interests us comes up. The listening material is set in a meaningful context someaspect of the students" everyday experience in which develop or apply their English in tasks or challenges that make sense to them and in which they can be actively involved. In BRIGHT textbook each material has instruction and explanations .

The pre-listening are things students" do before a listening activity in order to prepare for listening. In the classroom pre-listening task include discussion questions, true or false statements, vocabulary work, prediction task and brainstorming the topic. In the

“BRIGHT” textbook at activity 1 p.2 “Look at the following pictures. Listen and repeat. Pronounce the words correctly”

Make of the visual medium to provide a meaningful context and show facial expression, gesture are an important part of good communication and determine the meaning behind what is conveyed.

## 2. Speaking skill

Speaking is the process of building and sharing meaning through the used of verbal and non-verbal symbols, in a variety of context. There is emphasis is there on spoken English in the textbook is important and can really alter the meaning of sentence, emphasizing different words can completely change the flow of conversation, in each chapter included discuss speaking material.

Kind of material for speaking is contained in the course, included:

- a. Oral presentation is an activity to explain something to the audience, it can take place in class or in the workspace. In BRIGHT roleplay there are oral presentation.
- b. Practice of language items are pieces of language which can teach or practice in a lesson. In BRIGHT textbook there are practice of language items.
- c. Dialogue is literature consisting of spoken or written

conversations between two or more people. In BRIGHT textbook there are dialogue.

- d. Roleplay is a learning method in which there is acting from students in accordance with predetermined roles, where students“ imitate the situation of the characters in such a way with the aim of dramatizing and expressing a person“s behavior,expressions, movements in social relations between humans. In BRIGHT textbook there are roleplay.
- e. Communication activities (information gap) is activity learning where students work together in pairs, one student has the information and the other students does not have information. They should exchange information with each other. In BRIGHT textbook there are Communication activities (information gap).

Learning strategy is a method that can be applied during the teaching and learning process in the classroom. This strategy is generally used to streamline time, help students“ to be active, increase enthusiasm for learning and can help overcome some of the problems faced by studets“ during learning. There are any specific strategies for conversation or the spoken activities in BRIGHT textbook.

Practice speaking material in BRIGHT textbook included to help learners to cope with unpredictability in spoken discourse.

### 3. Reading skill

Reading skill is an individual's standing on some reading assessment. The reading text is used for including new language items (grammar and vocabulary), consolidating language work, in BRIGHT textbook there are grammar and new vocabulary .

There is a BRIGHT textbook focus on the development of reading skills and strategies. The reading material in BRIGHT textbook are linked to other skills work. The BRIGHT textbook emphasis on reading for pleasure and for intellectual satisfaction

The BRIGHT textbook makes students curious of reading some conversation. Combination types/genres of text in BRIGHT textbook for appropriate students".

There are several types of complete text, included: Descriptive text is explain to reader about a person, place, or thing in detail. Recount text is explain to the reader about a person, place or thing in detail, Narrative text is to entertain readers and to tell stories. Report

text is convey information to the reader about something as a result of research. News item text is provide information to the reader about an event, Explanation text is explain to the reader about the process of occurrence of natural phenomena, Ananalytical procedure text is to notify readers of important event/cases, Hortatory Exposition text is to persuade the reader how something can be done, Procedure text is helping readers to make something, Discussion text is submitting information and opinions on issues that occur, Review text is provide criticism or evaluation of something to be conveyed to the reader, Anecdote text is telling the reader a pleasant incident or unusual event, Spoof text is entertain readers with funny stories with unexpected endings.

Gap text is problem solving or information gathering activities, each partner has a very important role because the task cannot be completed if the partner cannot provided information to the other.

The material help comprehension for example: setting the scene is activities carried out by teachers and students to build the initial concept of learning before heading to the core learning material. Providing background is as the main basis for the author to provide understanding to the reader.

Pre-reading activities can activate the background of

experience/knowledge, make interest, raises the reason for the need to read text is very important to do in learning to read to students.

The knowledge system (knowledge of the world) is an integrated whole system of various kinds of knowledge that are interrelated with each other.

#### 4. Writing skill

The material handle does the controlling writing is a learning model used by teacher where learners are given structured prompts to help them put their writing on the page. It is first used to teach early years students, and comes in handy all throughout schooling. Guided writing is a method or instructions used by teachers in guiding students to put all ideas or ideas in writing, the idea can be described clearly, free or semi-writing is a writing technique in which a person writes continuously for a period of time without regard to spelling, grammar or topic.

Each chapter of English skills material contains variety of task. There are conversations of different sorts of writing including: Expository writing is to explain subject-oriented where the author focuses on telling readers about a given topic or subject without giving the author's personal opinion, example: How-to article,

textbook writing, news stories, business, technical, scientific writing, recipes. Descriptive writing is to describe a character, an event or a place in clear detail, example: description part in fiction, poetry, journal, diary writing and nature writing. Persuasive writing is to convince reader to agree with the author's opinion, example: letter of complaint, letter of recommendation, opinion, editorial newspaper pieces, reviews (movie, songs, restaurants, books, etc), advertisements and cover letters. Narrative writing is main purpose of telling a story, the writer would create and write different characters and tell the readers about what happened to those characters, example: anecdotes/funny stories, novel, oral histories, short stories, poetry, autobiographies and biographies.

Paragraph are distinct blocks of text which section out a larger piece of writing stories, novels, articles, creative writing or professional writing pieces making it easier to read and understand. A good paragraph is composed of a topic sentence (or key sentence), relevant supporting sentences and a closing (or transition) sentence.

For writing form used punctuation, spelling and layout. Punctuation is the used of spaces, conventional signs and certain typographical devices as aids for understanding and reading correctly, either silently or aloud in handwriting and in print. Spelling is the



description of language sounds in writing and the use of punctuation marks. Layout is an attempt to arrange, organize or combine elements of graphic communication (text, images, tables, etc.) into a effective visual communication. The students“ can to review and edit written work, material writing skills in BRIGHT textbook used some instruction in eachchapter are handwriting or write blank word.

Writing activities aims to make students“ able to: apply the steps in the writing process, adapting writing styles for various purposes, develop writing skills to express it clearly, recognize that accuracy in handwriting, punctuation, capitalization, spelling and other elements is an important part of writing.

Receptive and productive skills in English skills. Receptive skills are listening and reading and productive skills are writing and speaking. The English textbook “BRIGHT” for seventh grade of Junior High School has four English skills, they are : listening, speaking, reading, and writing. Furthermore, most of this English textbook has included the criteria of Alan Cunningsworth. So, English textbook “BRIGHT” was published by Erlangga based The Ministry of Education and Culture is suitable to use for seventh grade of Junior High School or some beginners who start to learn English. Furthermore, “When English Rings a Bell” English textbook was not found material used tape recorder, CD, and video.