

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Research Findings

This chapter presents the findings and discussion of the research. In this subchapter, the researcher will discuss the description of the English textbook “*General English*” based on Cunningsworth’s (1995) criteria that are language content and skills.

##### 1. Language Content

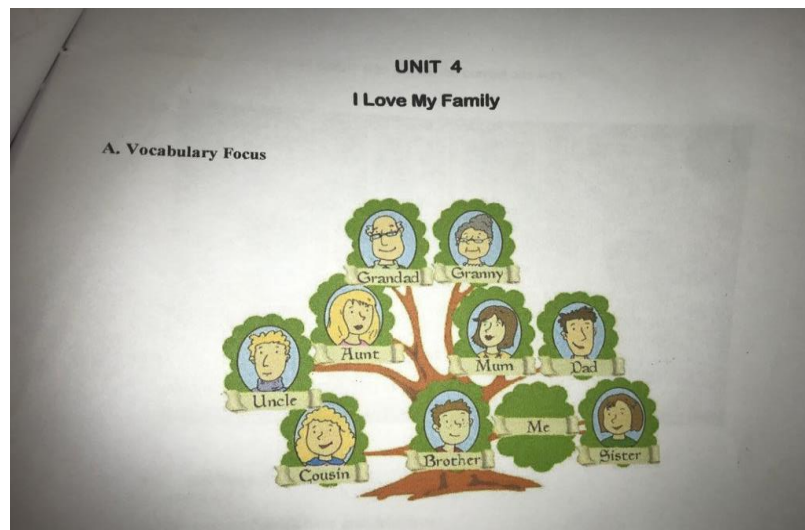
The checklist of language content covers two elements, namely grammar, and vocabulary.

**Table 4.1**  
**Checklist of language content by cunningsworth criteria (1995)**

Criteria	Items
Language Content	The textbook covers the main grammar items appropriate to each level.
	The material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on the vocabulary development, strategies for individual learning.
	The textbook includes the material for pronunciation work; include individual sound, word stress, sentence, stress, intonation.
	The textbook deals with the learners’ discourse competence.
	Style and appropriacy are dealt with.

a. Vocabulary

There is just 1 unit in the entire book containing the list of vocabulary in unit 4, "I Love My Family," written by Mr. Ahmad Kailani. It is about a vocabulary on the family such as *brother*, *sister*, *cousin*, *granny*, *grandad*, *uncle*, *aunt*, *mum*, and *dad*. It can be seen in the picture below



Picture 4.1 vocabulary focus in unit 4

b. Grammar

The grammar focus is mentioned in every unit with an excellent explanation. Every unit of grammar focus has been written by different writers, which means they have a different style of the description on it. The writer is also doing very well attending to the grammar material, and it fits perfectly on the learner's needs as a foreign learner. The material also has a good sequence from very basic to intermediate.

For example, unit 1 focuses on *affirmative*, *interrogative*, and *negative* sentences. Unit 2 focuses on *wh-questions*. Similar to unit 2, unit 3 focuses on *how to make questions*. Unit 4 focuses on *possessive adjectives* and *nouns*. Unit 5 focuses on *prepositions* and *directions*. Unit 6 focuses on *describing people*.

2 GRAMMAR FOCUS  
Study The form of To be Present

**Affirmative Sentence**

Subject	To be	Adverb
She / He /	is	a lecturer
They / We / You	are	Students
I	am	a hard worker
It	is	a cute cat

He's ; She's
They're ; We're ; You're
I'm
It's

**Interrogative Sentence :**

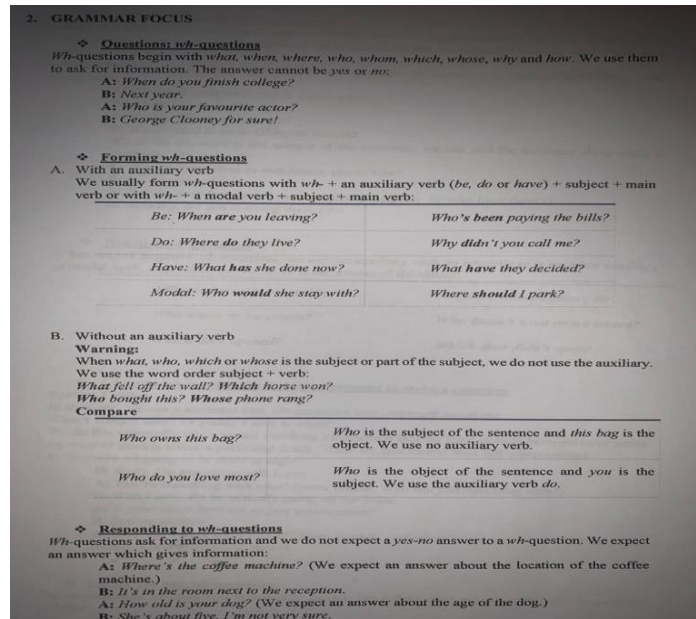
To be	Subject	Adverb	Answer	
			Yes	No
Is	She / He /	a lecturer ?	Yes, He is	No, He is not
Are	They / We / You	students ?	Yes, She is	No, She is not
			Yes, They are	No, They are not
Am	I	a hard worker ?	Yes, We are	No, We are not
			Yes, I am	No, I am not
Is	It	a cute cat ?	Yes, You are	No, You are not
			Yes, It is	No, It is not

**Negative Sentence :**

Subject	To be + not	Adverb
She / He	is not	a lecturer
They / We / You	are not	students
I	is not	a hard worker
It	is not	a cute cat

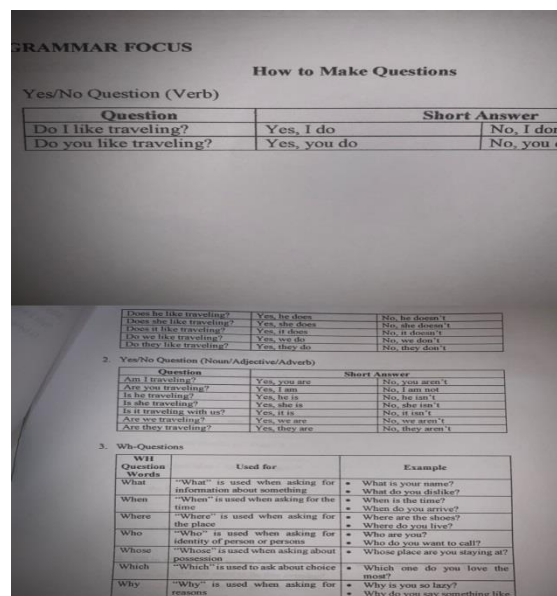
Picture 4.2 grammar focus in unit 1

As seen in picture 4.2, the grammar focus in unit 1 start with a very basic material likes *affirmative*, *interrogative*, and *negative* sentences which is good for the students to learned it from basic. This material is really easy to understand and it fits to EFL learners.



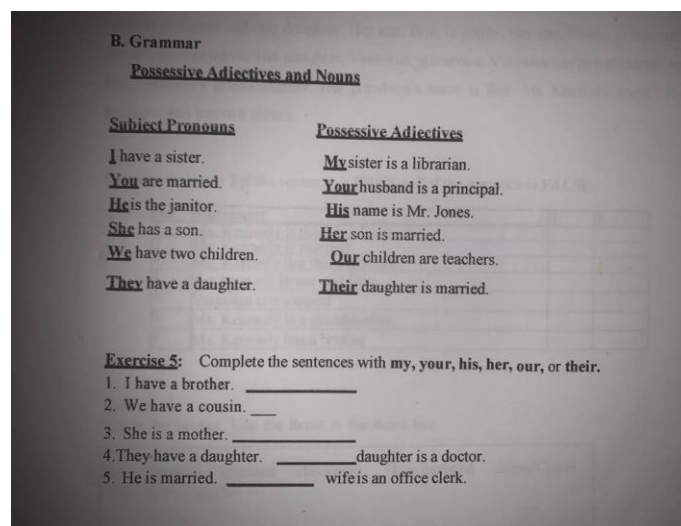
Picture 4.3 grammar focus in unit 2

As seen in picture 4.3, the grammar focus in unit 2 talked about *wh*-questions. This material can enhanced their knowledge about how to make a questions. This grammar focus is really detailed and easy to understand.



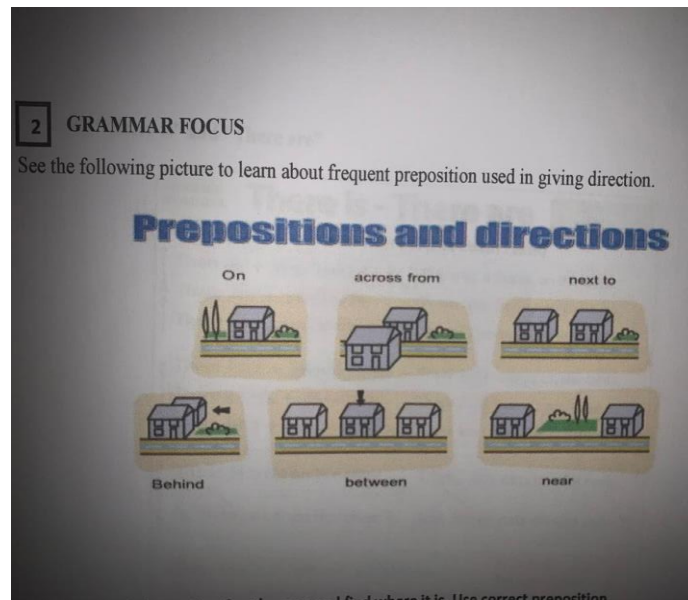
Picture 4.4 grammar focus in unit 3

As seen in picture 4.4, similar with material in unit 2 the grammar focus in unit 3 still talked about *how to make* questions. It means the material about *wh-questions* in this textbook is important to students understand and pay attention to it. This material also detailed and easy to understand.



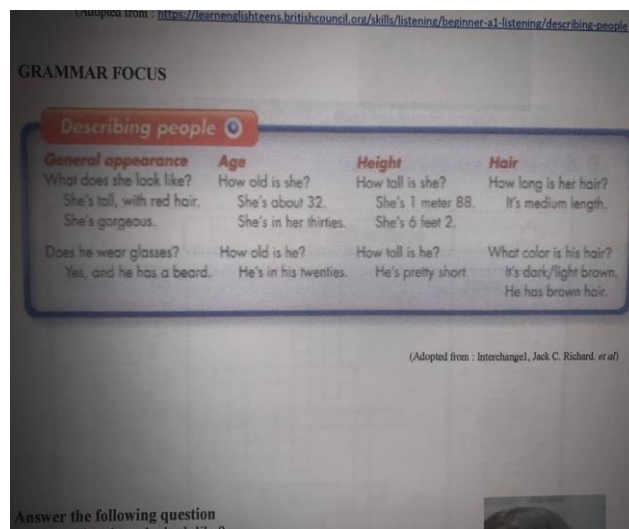
Picture 4.5 grammar focus in unit 4

As seen in picture 4.5, the grammar focus in unit 4 talked about *possessive adjectives* and *nouns*. The material is also a basic grammar for EFL which is very good material for them and the material is really easy to understand.



Picture 4.6 grammar focus in unit 5

As seen in picture 4.6, the grammar focus in unit 5 talked about focuses on *prepositions* and *directions*. This material really helped students to fulfilled they basic knowledge of English about *prepositions* and *directions*. The material learned is a frequent prepositions used in giving direction such as; *on*, *accross from*, *next to*, *behind*, *between*, *near*. This material is really simple and easy to understand.



Picture 4.7 grammar focus in unit 6

As seen in picture 4.7, the grammar focus in unit 6 talked about *describing people*. This material teaches students about describing people *general appearance, age, height, hair*. The material is really simple and easy to understand.

## 2. Skills

The checklist of skills criteria covers four English skills, namely listening, speaking, reading, writing as presented below:

**Table 4.2**  
**Checklist of Skills by Cunningsworth criteria (1995)**

Criteria	Items
Skills	All four skills are adequately covered, bearing in mind your course aims, syllabus requirement.
	There is material for integrated skill work.
	The reading passages and associated activities are suitable for the students' level and interest.
	Listening material is well recorded and accompanied by background information which help comprehension
	The material for spoken English is well-designed to equip the learners for reallife interaction.
	The writing activities are suitable in term of amount of guidance/ control, degree of accuracy, organization of longer pieces of writing

The following are the result of the analysis presented based on the balanced language skills stated in the textbook: listening, reading, speaking, and writing.

**Table 4.3**  
**The balanced of the four language skills**

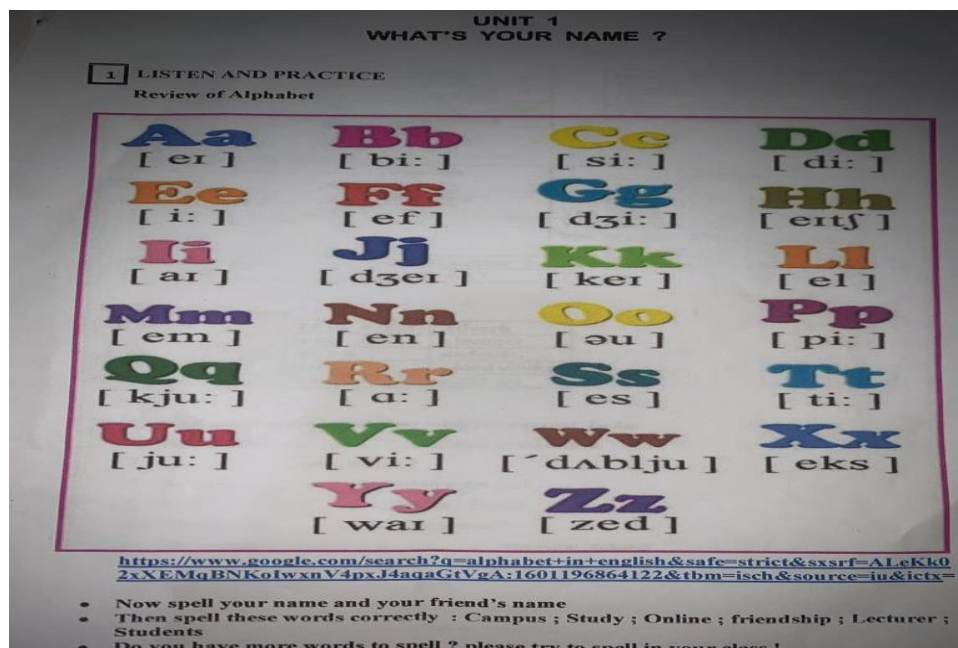
Unit	Skills	Page	Total
Unit 1			
What's Your Name	Listening	4	1
	Reading	8	1
Written by :	Speaking	6	1
Ms. Tenny Murtiningsih	Writing	-	-
Unit 2			
We are Nurse	Listening	10	1
	Reading	15	1
Written by :	Speaking	-	-
Mr. Rezqan Noor Farid	Writing	-	-
Unit 3			
I Love Travelling	Listening	17	1
	Reading	21	1
Written by :	Speaking	-	-
Ms. Dina Rafidiyah	Writing	-	-
Unit 4			
I Love My Family	Listening	-	-
	Reading	26	1
Written by :	Speaking	-	-
Mr. Ahmad Kailani	Writing	-	-
Unit 5			
Where is My Campus?	Listening	29	1
	Reading	35	1
Written by :	Speaking	33	1
Mr. Yansyah	Writing	34	1
Unit 6			
How do I Look Like?	Listening	38	1
	Reading	42	1
Written by :	Speaking	-	-
Ms. Hafizhatu Nadia	Writing	-	-



Based on the table above, those are four skills that the researcher found in analyzing the textbook.

a. Listening

Five subunits of listening are found in unit 1, unit 2, unit 3, unit 5, and unit 6. The following is an example of the subunit listening found in unit 1, unit 2, unit 3, unit 5, and unit 6:



Picture 4.8 sub unit listening in unit 1

As seen in picture 4.8, the listen and practice in unit 1 talks about *reviewing an alphabet*. That is an introductory material in learning English, and it is a good start for students who want to be able to understand a new language or foreign language.

**1. LISTEN AND PRACTICE**  
**Listen to the audio, and fill the table below according to the audio**

Workplace: 1) Uniform: Y/N	Workplace: 2) Uniform: Y/N	Workplace: 3) Uniform: Y/N	Workplace: 4) Uniform: Y/N	Workplace: 5) Uniform: Y/N
Workplace: 6) Uniform: Y/N	Workplace: 7) Uniform: Y/N	Workplace: 8) Uniform: Y/N	Workplace: 9) Uniform: Y/N	Workplace: 10) Uniform: Y/N
Workplace: 11) Uniform: Y/N	Workplace: 12) Uniform: Y/N	Workplace: 13) Uniform: Y/N	Workplace: 14) Uniform: Y/N	Workplace: 15) Uniform: Y/N
Workplace: 16) Uniform: Y/N	Workplace: 17) Uniform: Y/N	Workplace: 18) Uniform: Y/N	Workplace: 19) Uniform: Y/N	Workplace: 20) Uniform: Y/N
Workplace: 21) Uniform: Y/N	Workplace: 22) Uniform: Y/N	Workplace: 23) Uniform: Y/N	Workplace: 24) Uniform: Y/N	Workplace: 25) Uniform: Y/N
Workplace: 26) Uniform: Y/N	Workplace: 27) Uniform: Y/N	Workplace: 28) Uniform: Y/N	Workplace: 29) Uniform: Y/N	Workplace: 30) Uniform: Y/N
Workplace: 31) Uniform: Y/N	Workplace: 32) Uniform: Y/N	Workplace: 33) Uniform: Y/N	Workplace: 34) Uniform: Y/N	Workplace: 35) Uniform: Y/N
Workplace: 36) Uniform: Y/N	Workplace: 37) Uniform: Y/N	Workplace: 38) Uniform: Y/N	Workplace: 39) Uniform: Y/N	Workplace: 40) Uniform: Y/N
Workplace: 41) Uniform: Y/N	Workplace: 42) Uniform: Y/N	Workplace: 43) Uniform: Y/N	Workplace: 44) Uniform: Y/N	Workplace: 45) Uniform: Y/N
Workplace: 46) Uniform: Y/N	Workplace: 47) Uniform: Y/N	Workplace: 48) Uniform: Y/N	Workplace: 49) Uniform: Y/N	Workplace: 50) Uniform: Y/N
Workplace: 51) Uniform: Y/N	Workplace: 52) Uniform: Y/N	Workplace: 53) Uniform: Y/N	Workplace: 54) Uniform: Y/N	Workplace: 55) Uniform: Y/N

Audio: [https://www.youtube.com/watch?v=x2qf8V\\_nC1Q](https://www.youtube.com/watch?v=x2qf8V_nC1Q)

Picture 4.9 sub unit listening in unit 2

As seen in picture 4.9, the listen and practice in unit 2 talks about *occupations*. In this unit students have to pay attention to what speaker says about where is their workplace and the job have to put an uniform or not.

**1 LISTEN AND PRACTICE**

► Listen to the song and fill in the blank.  
<https://www.youtube.com/watch?v=GpkgAIEUBU>

"Yes, I Do" by Shakin' Stevens

1. .... it yes or is it no?  
 What's a man supposed to do

2. .... me no I don't or yes, I do

Do I cry much (yes, I do)?  
 Long for your 3. .... (yes, I do)  
 Do I 4. .... you or feel blue?  
 No, I don't and Yes, I do

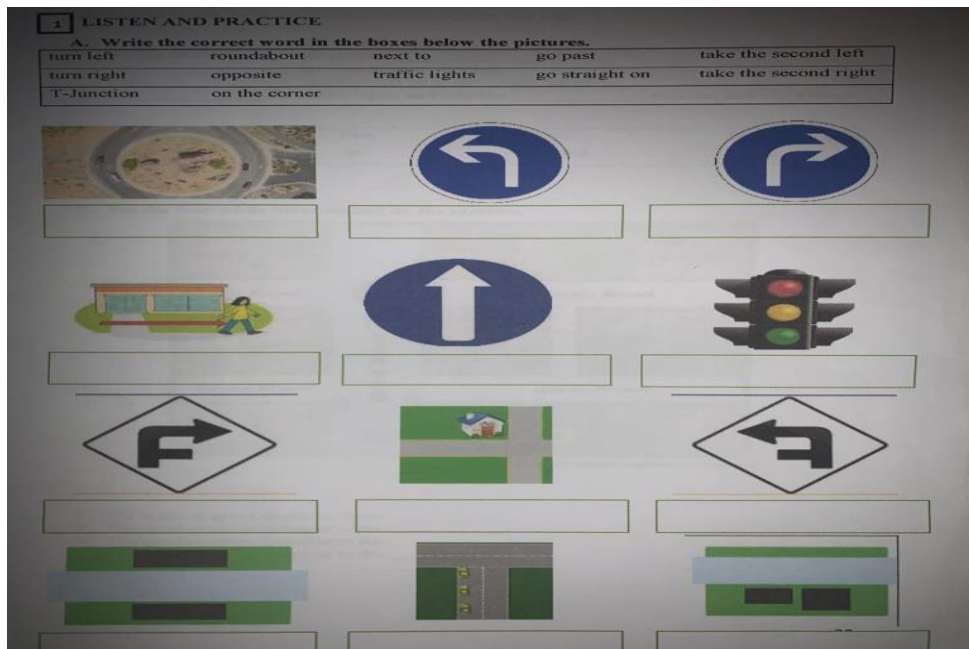
Should I 5. .... you (yes, I should)  
 Or 6. .... you (yes, I could)  
 Do I cheat or see it through?  
 No, I don't and yes, I do

Oh, I don't know what I say  
 Guess I do 7. .... more each day  
 Still I 8. .... that feeling blue  
 Is better than being without you

Do I 9. .... it (no I don't)?  
 Will I walk out (no I won't)?  
 Do I leave or still 10. .... you?  
 No, I don't and yes, I do

Picture 4.10 sub unit listening in unit 3

As seen in picture 4.10, the listen and practice in unit 3 talks about *song*. In this unit student have to pay attention to the blank space and listen carefully what speakers says.



Picture 4.11 sub unit listening in unit 5

As seen in picture 4.11, the listen and practice in unit 5 talks about *direction*. In this unit student have to pay attention to the direction such as turn left, turn right, roundabout, opposite, and etc.

**LISTEN AND PRACTICE**

**Listen to the audio and complete the text**

Aurelia : Who's that boy over there, Hannah?

Hannah : That? Er, that's my (1) \_\_\_\_\_, Jem

Aurelia : Your brother?

Hannah : Yes, and that's his girlfriend, Lucy. The (2) \_\_\_\_\_ girl with the (3) \_\_\_\_\_, (4) \_\_\_\_\_ hair

Aurelia : Oh, right. So, you've got a brother?

Hannah : No, I've got two brothers. Jem and Alex

Aurelia : Really? ... And ... how old is Alex?

Hannah : Alex and Jem are (5) \_\_\_\_\_, they're both (6) \_\_\_\_\_

Aurelia : 15, mmm ... and does Alex look like Jem?

Hannah : They're exactly the same! They're both (7) \_\_\_\_\_ and (8) \_\_\_\_\_. They've both got (9) \_\_\_\_\_, (10) \_\_\_\_\_ hair, (11) \_\_\_\_\_ eyes and (12) \_\_\_\_\_ ears!

Aurelia : They're not (13) \_\_\_\_\_. I think they're (14) \_\_\_\_\_. And ... has Alex got a girlfriend?

(Adopted from : <https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/describing-people>)

Picture 4.12 sub unit listening in unit 6

As seen in picture 4.12, the listen and practice in unit 6 talks about *conversation*. In this unit students have to pay attention to the blank space that the speaker says.

b. Reading

Six subunits of reading are found in unit 1, unit 2, unit 3, unit 4, unit 5, and unit 6 which is in the entire book containing the material of reading. The following is an example of the subunit listening found in unit 1, unit 2, unit 3, unit 4, unit 5, and unit 6:

**5 READING**

**Introducing Yourself**

**Meet Joe and Ana, look how they introduce themselves:**

<p><b>Joe</b></p> <p>Hi, I am Joe, I'm 12 years old, I'm a student. I'm in 8<sup>th</sup> grade. I study in Roosevelt Primary School.</p> <p>I'm from Sao Paolo, Brazil but right now I live in Los Angeles, California USA.</p> <p>I have 2 brothers and a sister. My brothers are Carlos and Mattias and my sister is Giovanna. My parents are Luisa and Johan. We live in a big house and we have a dog.</p> <p>In my spare time, I like going to the movies. I love action movies. My favorite movie is Transformers, I love the first and the second movie, but I don't like the third one.</p> <p>I like music too. I like electronic music. My favorite artist is Linkin Park.</p> <p>My favorite room in the house is the garden and my bedroom, but I don't like cleaning it. It is always dirty.</p> <p>My favorite sport is football; my favorite football player is Ronaldiño Gaucho. He is awesome!</p> <p>I like reading but I don't read very much. So, I don't have a favorite book.</p> <p>I like traveling a lot. I want to travel to Cancun, I love going to the beach!</p> <p>My favorite food is Feijoada, it is delicious.</p> <p>I love English because I like the pronunciation of words... the sound is really good.</p>	<p><b>Ana</b></p> <p>Hello! I'm Ana. I'm 30 years old. I'm a fashion designer. I'm from Spain. I live in Asturias with my husband and two sons. I live in an apartment. I have my own Fashion Studio. My husband is Mario and my two sons are Rodrigo and Yanelia. In my spare time, I love going shopping. I like shoes and dresses. My favorite book is Pride and Prejudice, my favorite movie is The Devil wears Prada. I love romantic music. My favorite group is La Oreja de Vangogh.</p> <p>I like cleaning my house but I hate cooking. So, I like going to restaurants for dinner. My favorite food is Roasted Chicken.</p> <p>I don't like playing sports.</p> <p>I love traveling. I want to travel to Venice, Italy; it's very romantic.</p> <p>I like English because it is very important for my career. If I can't speak more languages, English helps me to communicate with people from different countries.</p>
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Picture 4.13 sub unit reading in unit 1

As seen in picture 4.13, the reading passage talks about *introducing yourself* and then answering the question about it. Students have to pay attention to the reading passage to answer the question.

4. READING

## Teachers

Teachers teach children to read, write, do math, and much more. They show students skills. Teachers try to make their lessons easy to understand. They also explain information. That's why they teach things in different ways so that different students can learn in the way that is easier for them. They make posters or worksheets, use games, videos, computers, a chalkboard, a projector and other tools to teach children different subjects.

Teachers also give homework, correct it, and make class projects. They often have students work together to do projects. When students are not doing well, teachers help them.

Teachers must be able to talk to children and be good leaders. The students must trust them. Teachers should make students want to learn. They also should be organized, dependable, patient, and creative.

Teachers like to see children learn. But sometimes teaching lots of students can be stressful. Teachers also have to deal with children who misbehave. Teachers work with students of many different cultures. Teachers learn about different cultures so that they can be more helpful to students.

**1. Answer the questions**

1. What do teachers teach?
2. What do teachers make?
3. What do teachers use?
4. What do teachers also do?
5. How should teachers be?
6. Whom do teachers meet?
7. What classes must you take to become a teacher?
8. What do teachers do after school?

**2. Underline in the text: all the activities (verbs) teachers do**

**3. Unscramble these nouns**

rcilrhndc .....  
 otrshweeks .....  
 aegsm .....  
 whimoor .....  
 gnisEhl .....  
 sssolne .....  
 nreotps .....  
 lkaiz .....  
 oifmnanio .....

**4. Find eight adjectives in the text. Write them down.**

Teachers plan their lessons before they teach, which takes a lot of time. After class, teachers grade papers and projects. They also create tests. They write students' report cards. And they meet with parents to try to help their children do better in school. Teachers sometimes go to workshops to learn how to teach better. Many teachers work more than 40 hours a week.

Most kindergarten and elementary school teachers teach several subjects to one class. In some schools, two or more teachers work as a team. Most middle school and high school teachers teach one subject, for example, English, Math, Science, or History.

All teachers in public schools must have a teaching certificate to teach. Some are licensed to teach at a preschool or elementary school, middle or high school. You must have a college degree to be a teacher. You must take classes in education and practice teaching with the help of an experienced teacher. You must pass tests in reading, writing, and other subjects. And you have to keep learning.

Picture 4.14 sub unit reading in unit 2

As seen in picture 4.14, the reading passage talks about *Teachers* and then answering the question about it. Students have to pay attention to the reading passage to answer the question.

4. READING

### AT THE AIRPORT

**IN THE QUEUE**

Penny: Oh, I am so excited. I've never flown before!  
 Woman: Where are you travelling to?  
 Penny: I'm going to Australia to see my cousin.  
 Woman: That is nice. How long is the flight?  
 Penny: I think it's about 20 hours.

**AT THE CHECK-IN DESK**

Check-in girl: Good morning - can I see your ticket please?  
 Penny: Yes here you are.  
 Check-in girl: And can I take your passport?  
 Penny: Here it is.  
 Check-in girl: That's fine. Please put your luggage on here to be weighed. How many suitcases do you have?  
 Penny: Only two.  
 Check-in girl: Sorry but your luggage is 3 kilos over the allowed weight.  
 Penny: Oh no! What happens now?  
 Check-in girl: You have to pay \$ 20 for each kilo.  
 Penny: \$ 60! Oh, I'll have to pay, as I don't want to miss the plane.

**AT SECURITY**

Security man: Is this your hand luggage Madam?  
 Penny: Yes, why is there a problem?  
 Security man: Can you open the bag please?  
 Penny: Just a minute. I have to find the key.  
 Security man: You do know that you are not allowed to take any sharp objects on the aircraft.  
 Penny: But I haven't got anything sharp!  
 Security man: You have some nail scissors and these are not permitted. I will have to confiscate them.  
 Penny: It seems that everything I do is wrong!  
 Security man: Well, you should have read the regulations beforehand. There are notices displayed everywhere in the airport on what you can take on-board. Please proceed to your gate number now Madam.  
 Penny: Gate number? I don't know it.

Picture 4.15 sub unit reading in unit 3

As seen in picture 4.15, the reading passage talks about *converstation at the airport* and then answering the question about it. Students have to pay attention to the reading passage to answer the question. Teacher could asked students to play role action in the front of class.

**C. Reading**

**“Ms. Kennedy’s Family”**

Ms. Kennedy is the school principal. She has a good job. She isn’t married. She is widowed. She has two sons and one daughter. Her son, Eric, is single. Her son, Bruce, is married. Bruce doesn’t have children. Her daughter, Veronica, is married. Veronica has two children. Jessica is Ms. Kennedy’s granddaughter. Her grandson’s name is Ben. Ms. Kennedy doesn’t have any brothers. She has two sisters.

**Exercise 7: Write T if the sentence is TRUE or F if the sentence is FALSE.**

No.	Statement	T	F
1.	Ms. Kennedy is the school principal.		
2.	Ms. Kennedy is married.		
3.	Ms. Kennedy has three children.		
4.	Her sons are Bruce and Eric.		
5.	Veronica is widowed		
6.	Ms. Kennedy is a grandmother.		
7.	Ms. Kennedy has a brother		

Picture 4.16 sub unit reading in unit 4

As seen in picture 4.16, the reading passage talks about *Ms.Kennedy’s Family* and then answering the question about it. Students have to pay attention to the reading passage to answer the question.

**5 READING**

A group of amusement park operators in Japan has released guidelines about visitors screaming in their parks. This is after Japan's government asked companies to prepare for the "new normal" and for life with COVID-19. The guidelines instruct park owners on how to operate safely in our coronavirus world. One of the guidelines is no screaming on rollercoasters or in haunted houses. Scientists have said that using the voice to sing, scream or shout increases the amount of virus that an infected person can put into the air. Staying quiet or talking quietly reduces the risk of spreading the virus. The park guidelines say visitors should, "refrain from vocalizing loudly" on all rides.


Japan's amusement parks are slowly reopening as the coronavirus emergency was lifted earlier this week. The country's biggest theme parks, Tokyo Disneyland and Universal Studios Japan (in Osaka), remain closed. They have been closed since the beginning of March. They have not set a date for reopening. When they do open, they will likely follow the guidelines. Other recommendations include mask wearing and social distancing. One piece of advice stated: "Ghosts lurking in haunted houses should maintain a healthy distance from their 'victims'". In addition, all park staff, including those dressed as mascots and superheroes, should not shake hands or high-five anyone.

Picture 4.17 sub unit reading in unit 5


As seen in picture 4.17, the reading passage talks about *Japan's amusement parks* and then answering the question about it. Students have to pay attention to the reading passage to answer the question.

READING

Read about Maria and Sam. Then, answer the questions below.



My sister's name is Maria and she is 23 years old and she works in an office. She's tall and has long, brown, wavy hair and she has green eyes. Maria sometimes wears red glasses and she often reads books in the library. When she doesn't read, you can sometimes find her in the gym. She likes to exercise two or three times a week. Because she likes to exercise, she is thin, strong and healthy. She is also a very funny person and she loves to talk with people and make them laugh, so she has lots of friends. Maria has a big, friendly smile and I think she is a beautiful person. Everyone loves her and, of course, I am very happy that she is my older sister!



My brother's name is Sam and he is only ten years old. He's an elementary school student in grade four. He is younger and shorter than I am, but he says that he is the tallest person in his class. Sam has short, red hair, freckles, big ears, and a small mouth. He doesn't wear glasses. Unfortunately, he doesn't like to study very much. He thinks it's much better to watch TV and play video games. His favorite game is called 'Monster Shark Attack!' He says that he wants to be an airline pilot when he grows up. Sometimes, on weekends, his friends come over to our home to play. Sam is my brother, and I like him, but sometimes he's a little lazy and a little noisy!

(<https://www.allthingstoppers.com/uploads/2/3/2/9/23290220/worksheet-mariasam-describepeople.pdf>)

Picture 4.18 sub unit reading in unit 6

As seen in picture 4.18, the reading passage talks about *Maria and Sam* and then answering the question about it. Students have to pay attention to the reading passage to answer the question.

### c. Speaking

Two sub units of speaking are found in unit 1 and unit 5. This sub unit is less more than sub units listening and reading. The following is an example of the sub unit speaking that found in unit 1:

**3 SPEAKING**

- Greeting
- Listen and practice

Michael : Hi. My name is Michael Ota  
 Jennifer : I'm Jennifer Miller  
 Michael : It's nice to meet you, Jennifer  
 Jennifer : Nice to meet you, too  
 Michael : I'm sorry. What's your last name again ?  
 Jennifer : It's Miller

(Adopted from : Richard, Jack. C., et al. Interchange. Cambridge)

**Now let practice. Use the name given in the box**

First name	Last name
Donny	Stuart
Leo	Parklin
Theresia	Donoson
Melanie	Lawren

- Say Good Bye

1) George : Okay, I want to go home now. Good bye  
 Frank : Good bye  
 George : Nice meeting you  
 Frank : Nice meeting you too

2) Liza : Bye...bye .....Marcella  
 Marcella : Bye.....

3) John : It's nice meeting you Clara  
 Clara : It's nice meeting you too

Picture 4.19 sub unit speaking in unit 1

As seen in picture 4.19, the speaking material talks about *greeting someone*. In this activity, the teacher could asked students to practice in pairs and then choose a team to practice it in front of the class.

**3 SPEAKING**

Look at the picture to study some common phrases used for asking and giving direction.

### ASKING FOR AND GIVING DIRECTIONS

**Asking for directions**

- How do I get to library?
- Is there a pet shop near here?
- Where is the nearest post office?
- Do you know where the shopping center?
- What's the best way to get to the amusement park from here?
- Could you help me, please? I'm looking for the bank.
- Can you tell me the way to the Nature Hotel?

**Giving directions**

- Go straight / ahead at the traffic lights.
- Continue straight ahead for about a mile.
- Keep going straight ahead you will see it on the right.
- Turn left past the phone shop.
- Turn left / right at the second turning.
- Take a right / left at the junction.
- Cross the taxi rank and you are there.

English Study Page

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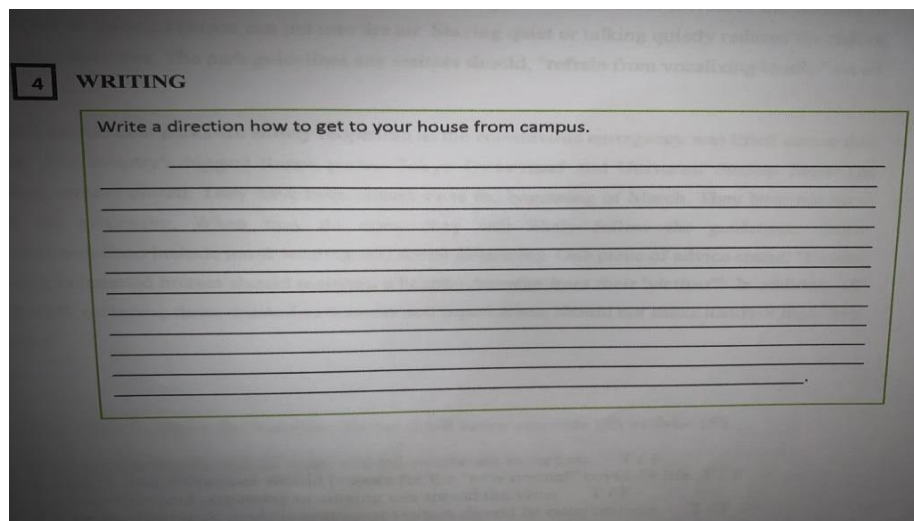
Picture 4.20 sub unit speaking in unit 5



As seen in picture 4.20, the speaking material talks about *Asking for and Giving Directions*. In this activity, teachers could asked students to repeat after the teachers and then give them a questions.

d. Writing

This sub unit is the least compared to other sub units. One sub unit of writing is found in unit 5. The following is an example of the sub unit writing found in unit 5:



Picture 4.21 sub unit writing in unit 5

As shown in picture 4.21, the writing material talks about *writing a direction* on how to get to students' houses from campus. This material will enhance the students' other skills, such as their vocabulary, their grammar of prepositions, and direction.

3. Criteria of Textbook Evaluation Fulfilled by “*General English*”.

After analyzing the content of the book based on criteria proposed by Cunningsworth, next step is deciding how many criteria that have been fulfilled. The researcher compared the findings and the criteria by rating

point; 0 = does not match with the criteria, 1 = partly match to the criteria, 2 = closely match with the criteria. Table 4.4 consists of the criteria that have been fulfilled and some description of criteria that need improvement.

**Table 4.4 Relevancy the Textbook with the Criteria of Language Content**

Criteria	Description	Relevancy			%
		0	1	2	
Language Content	The textbook covers the main grammar items appropriate to each level.			✓	60%
	The material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on the vocabulary development, strategies for individual learning.	✓			
	The textbook includes the material for pronunciation work; include individual sound, word stress, sentence, stress, intonation.		✓		
	The textbook deals with the learners' discourse competence.			✓	
	Style and appropriacy are dealt with.		✓		

The textbook covers the appropriate grammar contents for students to understand a new language and it is in line with the goal of the textbook to understand a new language or foreign language. But, for the vocabulary content is still lack of content. Overall language content of the textbook is appropriate enough.

**Table 4.5 Relevancy the textbook with the Criteria of Skill**

Criteria	Description	Relevancy			%
		0	1	2	
<b>Skills</b>	All four skills are adequately covered, bearing in mind your course aims, syllabus requirement.			✓	83,3%
	There is material for integrated skill work.			✓	
	The reading passages and associated activities are suitable for the students' level and interest.			✓	
	Listening material is well recorded and accompanied by background information which help comprehension			✓	
	The material for spoken English is well-designed to equip the learners for reallife interaction.			✓	
	The writing activities are suitable in term of amount of guidance/control, degree of accuracy, organization of longer pieces of writing			✓	

The textbook is not provided with the cassette/CD material, but provided with the specific listening passages, and link of website or youtube video material for listening activity. Every unit has a listening section in the textbook, except unit 4 does not. On the bottom page of the listening section, there is a source of the audio of the listening, most of the sources are from youtube references and websites, but the researcher does not find the source in unit 5.

There are less sufficient materials for spoken English. Materials for spoken English only mentioned in unit 1 and unit 5. Unfortunately, in units 2, 3, 4, and 6, there is no material spoken English instead. Unit 1 material spoken English is about *greeting someone*, and unit 5 material spoken English is about *asking for and giving directions*.

The instructions in the textbook mostly tell students to read comprehensively, but the level reading for comprehension itself is an introductory level that is suitable for their level. For example, in unit 1, the reading passage talks about *introducing yourself*, which is an introductory level with short reading passages, then increases in sequences every unit until an intermediate level of reading passages.

There are a variety of tasks for writing. This textbook's writing tasks cover *filling in the blank*, *completing the sentences*, *making questions*, *writing a direction*, and *describing people*. That is, if the variety of tasks for writing covers the whole textbook, but if only pure of writing sub unit, it is less variety. What the researcher means by writing sub unit is, for example, unit 1, sub unit one *listen and practice*, sub unit two *grammar focus*, sub unit three *speaking*, sub unit four *writing*, sub unit five *reading*, that is researcher means by sub unit. There is only one sub unit of writing in the textbook by the writers of the textbook, that is in unit 5.

## B. Discussion

This section part presents a discussion of the research findings. The researcher will discuss the description of the English textbook “*General English*” based on Cunningsworth's (1995) two of eight criteria: language content and skills.

There are some criteria for a good material of textbook analysis. It includes the concern about the language skills such as listening, speaking, reading, writing, and other aspects like vocabulary and grammar (Cunningsworth, 1995).

Based on the analysis that the researcher had done before. The researcher can assume that the material in the English textbook "General English" is appropriate enough for the students who want to learn a new language or foreign language because it fulfills most of the criteria of good material. However, there are still some aspects that need to be improved. The details are as below:

### 1. Language Content

The checklist of language content covers two elements, namely grammar, and vocabulary. The finding shows that the language content criteria had the fulfillment of 60%. The discussion of those elements will be presented as below:

#### a. Vocabulary

Cunningsworth (1995, p. 38) stated that a good textbook could help equip students to handle the unfamiliar vocabulary

they will inevitably meet. It is also in line with what Murcia (2001) thinks that a good textbook must have a systematic gradation from simple to complex vocabulary, and William (1983, pp. 251-255) wants the textbook writer to pay attention to presents the vocabulary in appropriate contexts and situations. But the fact, there is a lack of vocabulary focus in this textbook. There is only one unit that has a vocabulary focus on it. In conclusion, the textbook is not fulfilled in terms of vocabulary aspect.

b. Grammar

The goal and aims of the English textbook "*General English*" are being able to understand a new language or second language, which means receptive skills (Listening and Reading). A second/foreign language learner cannot use grammar effectively without being taught appropriately in vocabulary. This is because good choice of words leads to good use of grammar, which also explains the production of grammatically correct but still awkward utterances (Sheldon, 1988, p. 244). The writers absolutely well arrange the grammar focus in this textbook. Every unit has a grammar focus on it, and the explanation is very detailed and easy to understand. The researcher can conclude that the textbook is appropriate in terms of grammar aspect.

## 2. Skills

The checklist of skills criteria covers four English skills, namely listening, speaking, reading, writing. The finding shows that the language skills criteria had the fulfillment of 83,3%. The discussion of those skills will be presented as below:

### a. Listening

Learning English as a foreign language is not complete without learning all four skills. In the listening section, there is a section that requires people to repeat what the learner hear, and there is also a section that requires people to listen carefully and write down what the learner hear (Cunningsworth, 1995, p. 67). The listening section in this textbook is almost complete in every unit except in unit 4. The material is also very suitable for foreign languages, starting with listening to an introductory material, which is an *alphabet*, and the level of difficulty of the material increases slowly.

### b. Reading

Vocabulary knowledge is perhaps the most crucial factor when it comes to reading comprehension, both for native and non-native speakers. A good textbook provides comprehension questions for reading activities or exercises it helps to check the understanding of the learners about what they have read (Cunningsworth, 1995, p. 75), and the textbook has met these

criteria by providing reading activities that have comprehension questions but still lack in telling the vocabulary learning. It should be accompanied by some vocabulary that learners can learn from the reading passage.

c. Speaking

Speaking skills are defined as the skills which allow the learner to communicate effectively. They give the learner the ability to convey information verbally so that the listener can understand. A textbook should have several topics of conversation and reading material to discuss. For example, students will take turns having conversations in front of the class (Cunningsworth, 1995, p. 69). In this textbook, there are only two sub units of speaking that make this textbook lack speaking skills, but that is where the role of a teacher is to maximize it. Teachers can use reading texts to add to the lack of speaking sub units.

d. Writing

Writing activities in textbooks usually invite students to think and use the grammars that have been studied previously, and of all that, vocabulary also plays an important role. Good textbooks provide various writing tasks such as describing something, writing a direction, making a short story, summarizing texts, making a list, and others (Cunningsworth,



1995, p. 80). According to those criteria, the "General English" textbook does not fully meet these criteria. However, according to the goal of this textbook for students who want to be able to understand a new language or foreign language, that is fine if the writing task is less than other skills. Because if students want to understand a new language, they must learn more about receptive skills (listening and reading) rather than productive skills (speaking and writing).

In this research, the researcher found that the balanced of the textbook is not quite balanced and the textbook should deal with the four language skills (listening, reading, speaking, and writing) that are central to language learning. The teacher should integrate those skills along with the textbook, and a textbook should develop students' knowledge and skills in using English (Cunningsworth, 1995, p. 64). In order to master all of those skills, students have to learn more about receptive skills (listening and reading) than productive skills (speaking and writing).

The balance of language skills in the textbook "General English" seems very fair, considering the goal of this textbook is to understand a new language or foreign language. There are five sub units of listening found in unit 1, unit 2, unit 3, unit 5, and unit 6. The listening material in this textbook is also great

for new learners to start reviewing *an alphabet*, *filling a workplace*, *listening to a song*, *listening to a traffic sign*, and *listening to the conversation*.

For reading skills, every unit in the textbook has the sub unit of reading starts from reading about *introducing yourself*, reading about *the teacher*, reading about *a conversation in different places*, reading about *short stories*, reading about *amusement parks*, and reading about *someone description*. That makes reading is the most complete sub unit in the textbook.

The textbook has two speaking sub units of speaking found in unit 1 and unit 5. The speaking material in the textbook talks about *how to greet someone* and *how to ask for and give directions*.

For writing skills, the textbook only provides one subunit of writing in unit 5. The material for the writing subunit in unit 5 is to *write a direction* on how to get to your house from campus.

In this research, researcher also found that the goal of this textbook is truly designed for the students. Cunningsworth (1995, p. 65) stated that the integration of four skills is an essential aspect of overall language ability. This research question is created to question the researcher's thoughts about whether the book is made for students to understand a new language. It means the content that serves in the textbook must

be at the level of beginners so that the students can understand it, as the researcher knows that receptive skills (listening and reading) are the skills that allow the students to receive and understand the language. They can be contrasted with productive skills (speaking and writing). After the students understand it, the next step is producing the understanding they have received before is called productive skills. The result of this question is that receptive skills are more dominant than productive skills. That is true that the goal in this textbook is truly designed for students who want to understand a new language or foreign language.