

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The researcher implements documentation to the book that used by the school and pick the most suitable material in it. The data present here cover all the material which are contained in textbook entitled “Practise your English competence untuk SMP/MTs Kelas VII” Penerbit Erlangga. The content of the entire book include:

A. Content eligibility

Standard matters relating to the eligibility of the contents are the existence main material such as goals, definition, and examples. This book provides all the materials from unit one through unit seven. All contains explanations, examples, and exercises. Each chapter covers different material. Students can use it for independent study at home or study in the class.

1. Conformance to the document explanation of Competence Standards (SK) and the Basic Competencies (KD)
 - a. The completeness of material

From the chapter 1 to chapter 7, There are 7 materials in total. For each chapter serves 1 material. Material in chapter 1 is about greetings, leave- taking, thanking, and apologizing. Material in chapter 2 is about introduction. Material in chapter

3 is about telling time, days and months. Material in chapter 4 is entitled things around me. Material in chapter 5 entitled lovely things. Material in chapter 6 is about describing habits. Material in chapter 7 discuss about descriptive text.

Chapter 1

Greetings, Leave-taking, Thanking, Apologising

● Learning Objectives

1. Students are able to greet teachers and friends in English.
2. Students are able to say farewells in English.
3. Students are able to thank someone in English.
4. Students are able to ask for apologies in English.

Summary

Expressions

1. To greet and take leave

Greeting and leave-taking	Responses
• Good morning.	• Good morning./Morning.
• Good afternoon.	• Good afternoon./Afternoon.
• Good evening.	• Good evening./Evening.
• Good night.	• Good night./Night.
• How are you?	• Fine./I'm Fine./Great./Not bad.
• How do you do?	• How do you do?
• Hi!	• Hello./Hi.
• Hello!	• Hello./Hi.
• How's life?	• Not bad./Great./Never better.
• How are you doing?	• Not bad./Great./Never better.
• See you around!	• See you!
• Goodbye!	• Bye!
• See you tomorrow!	• See you!

Figure 4.1 Material in chapter 1

The material above is example from chapter 1 with 4 learning objectives. This material related to the basic competence from the syllabus. From 17 basic competences, the material related to 2 basic competences. The material describes

about how to express greeting and others and it is connected to point number 3.1 and 4.1 to basic competence from syllabus.

The material below is for chapter 2 that discuss about introduction for self or for another people. According to the syllabus for point number 3.2 and 4.2, the material connected to its points.

Chapter 2 Introduction

Learning Objectives

1. Students are able to introduce themselves in English.
2. Students are able to introduce others in English.
3. Students are able to tell about family relationship.

Summary

I. Expressions

1. To introduce oneself and someone to another

Introducing Oneself and Someone	Responses
<ul style="list-style-type: none"> Let me introduce myself. My name is Nina. Hi! I'm Nina. Hello! My name is Nina. Rehan, this is Zahra. Zahra, this is Rehan. Nice to meet you. Pleased to meet you. Glad to meet you. 	<ul style="list-style-type: none"> (listening) Hi, Nina. I'm Yoga. Hi, I'm Yoga. Nice to meet you. Nice to meet you, too. Pleased to meet you, too. Glad to meet you, too.


2. To ask for and give information

Asking for Information	Giving Information
<ul style="list-style-type: none"> What's your name? Where do you live? Where is it? Where are you from? 	<ul style="list-style-type: none"> I'm Paul Grant. I live at Marina Housing. It's near Pandanaran Street. I'm from Bangka.

Figure 4.2 Material in chapter 2

b. The width of material

One of many form of material width is the existence of example and exercise of a material provided in the book. If linked to the chapter 1 and chapter 2 before, these chapters also have exercises. Practice is series of questions that is used to measure students' ability to understand a material.

 **Practice 3**

Choose and cross (x) the correct answers.

1. Jack : Hi, Lisa, how are you?
Lisa : . . . And you?
Jack : I'm OK.
A. How do you do?
B. Fine, thanks.
C. Goodbye.
D. Yes, I am.

2. Diba : It's 9 o'clock. It's time to go to bed.
Mum : Good night, darling.
Diba : . . . Mum.
A. I love you, too,
B. Good evening,
C. I'm very well,
D. Good night,


3. Arya : Thanks for coming.
Nona : . . .
A. Coming soon.
B. My pleasure.
C. Let's do it.
D. Thanks.

4. Father : Can you get me the newspaper?
Dana : . . .
Father : Thanks.
A. It's not here.
B. No thanks.
C. Here it is.
D. I'm busy.

5. Rudy : I'm sorry for losing your pencil, Anita.
Anita : ... Just, don't do it again.
Rudy : I promise I will not.
A. You are right.
B. It's alright.
C. I'm sad.
D. Never.

6. Laura : Hello, Ina. Are you coming to the English Club this afternoon?
Ina : Yes, I'm coming to the club this afternoon.
Laura : OK, then. See you there. Bye.
Ina : . . .
A. OK.
B. Bye.
C. Hello.
D. Good morning.

7. Look at the picture.



The correct greeting based on the picture is
A. good afternoon
B. good morning
C. good evening
D. good night

8. When we meet somebody at 5pm, we greet him by saying
A. good afternoon
B. good morning
C. good evening
D. good night

9. Koko : Excuse me. Do you know where Mr Ali's house is?
Cici : . . . It is next to the market.
A. Oh, I see.
B. Of course.
C. Thank you.
D. You are right.

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Figure 4.3 Practice related to chapter 1.

If this observed to the objective that is achieving SK and KD, this can fulfill point number 3.1 and 4.1. because the choice of the answer are only about expressing greetings. Basically, the point number from the syllabus 3.1 and 4.1 describe about social function of expressing greetings, goodbye, thanks, and apologies.

c. Material depth

Chapter 6 What Do You Usually Do?

Learning Objectives

1. Students are able to ask about someone's habit.
2. Students are able to tell habits.
3. Students are able to ask about behaviours.
4. Students are able to tell behaviours.
5. Students are able to ask about functions of something.
6. Students are able to tell functions of something.

Summary

I. Expressions
To ask for and give information related to behaviours/functions of people, animals and things in order to identify, to criticise or to praise them

Asking for Information	Responses
<ul style="list-style-type: none"> • What does your father do? • Do you always go to school on time? • How does a butterfly move? • Do you study every day? • When do you usually have breakfast? • When does the sun set at your place? 	<ul style="list-style-type: none"> • He is a farmer. • Yes, I do. I always wake up early in the morning. • It flies in the sky. • Yes, but I don't study on weekends. • At about six. • It's about seven in the evening.

II. Grammar: The Simple Present Tense
When telling about behaviours, actions, and functions of people, animals or things, you use the simple present tense. Study the following explanation.

1. The purposes of the simple present tense are:
 - to describe a person/place/thing at the present time.
 Examples:
 She works in a hospital.
 He has spiky hair.

Figure 4.4 Material in chapter 6

Based on its original meaning, one of the main characteristics of material depth is the idea to compile a formula and construct new ideas. New material is explained in this chapter which was not available in the previous chapter, simple present tense. The formula and the exercise of simple present tense are also presented after the explanation of it.

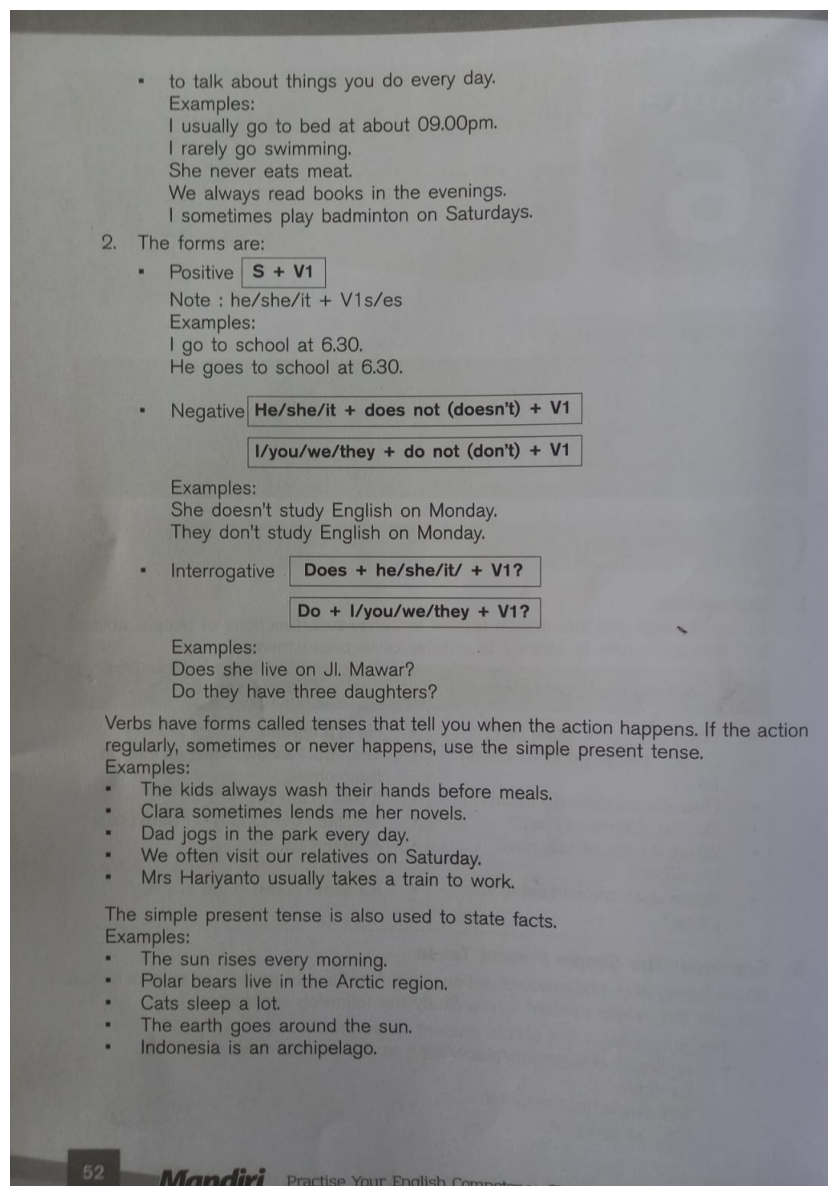


Figure 4.5 The formula of simple present tense and the example

If in the previous chapter there was only discussion about giving expression using only pronoun and basic expression, so in this chapter there is new more complex discussion. This proves there is a depth of material that departs from basic material to more complex material. On another hand, the linkage between the materials and the basic competence from syllabus is proven by point 3.6 in it.

2. Material accuracy

a. Example, facts, and illustration accuracy

Chapter 3
Telling Time, Days and Months

Learning Objectives

1. Students are able to ask time in English.
2. Students are able to tell time in English.
3. Students are able to ask days in English.
4. Students are able to tell days in English.
5. Students are able to ask dates in English.
6. Students are able to tell dates in English.

Summary

I. Grammar: Telling Time, Days, Months and Date

1. Days of the week
The table below shows the days of the week in English together with their common abbreviations.

Category	Days of the Week	Abbreviation
Weekdays (5 days)	Monday	Mon.
	Tuesday	Tue./Tues.
	Wednesday	Wed./Weds.
	Thursday	Thur./Thurs.
	Friday	Fri.
Weekend (2 days)	Saturday	Sat.
	Sunday	Sun.

2. Months of the year

1) January	4) April	7) July	10) October
2) February	5) May	8) August	11) November
3) March	6) June	9) September	12) December
3. Asking for date
Examples:
 - What's the date today?
 - What's today's date?

Figure 4.6 Material in Chapter 3

Example, fact, and illustration which presented accurately are one of many characteristic of material accuracy. The material presented in chapter 3 contains example and illustration explained with pictures and explanation accurately. Here are the examples of telling time and the illustration of a clock which clarifies the depiction of time.

4. Telling date
 Examples:
 • 19 January (the nineteenth of January)
 • Wednesday, 19 January (Wednesday, the nineteenth of January)
 • on 2 May (on the second of May)

5. Telling the year
 a. From 2000 onwards, years are pronounced like ordinary cardinal numbers.
 Examples:
 • 2000 : two thousand
 • 2003 : two thousand and three
 b. Earlier years are pronounced differently. The first two digits are a number and the last two digits are a number. However, they can be joined by hundred if the last two figures are 00 through 09.
 Examples:
 • 1999 : nineteen ninety-nine
 • 1806 : eighteen hundred and six

6. Telling time
 There are two common ways of telling the time.
 a. Informal but easier
 Say the hours first and then the minutes.
 Examples:
 • 6.45 : six forty-five
 • 10.06 : ten oh six
 b. Say the minutes first and then the hours. Use "past" and the preceding hour for minutes 01 through 30. Use "to" and the forthcoming hour for minutes 31 through 59.
 Examples:
 • 7.15 : fifteen minutes past seven
 • 7.45 : fifteen minutes to eight
 Another possibility of saying '15 minutes past' is a quarter past
 Another possibility of saying '15 minutes to' is a quarter to
 Another possibility of saying '30 minutes past' is half past
 Example: 5.30: half past five
 Look at the diagram!

Figure 4.7 Example and illustration of clock

b. Exercise accuracy

The exercises presented in this book are all in accordance with the material. With the explanation of the material, students can master the question and determine the answer from available choice in there. The material and exercise presented can be seen below.

Chapter 4 Things Around Me

● Learning Objectives

1. Students are able to ask information about names of things, animals and public places.
2. Students are able to name things, animals and public places.
3. Students are able to ask the number of things, animals and public places.
4. Students are able to tell the number of things, animals and public places.

Summary

I. Expressions: Asking for Information

Asking for Information	Responses
<ul style="list-style-type: none">• How many pens do you have?• How many dictionaries are there in the library?• Where is the hospital?	<ul style="list-style-type: none">• I have three pens.• There are fifteen dictionaries in the library.• It's next to the post office.

II. Grammar: Article *a*, *an*, and *the*

Examples:
There are *a* pencil and *an* eraser on the table.
The pencil is sharp and *the* eraser is clean.

Remember!
We use *a* before a word that starts with a consonant.
We use *an* before a word that starts with a vowel.

Example:
There are *a* pencil and *an* eraser.

Be Carefull!
First we use *a* or *an*. Next, we use *the* in front of nouns mentioned before.

Examples:

1. She usually has *a* cheese sandwich and French fries for lunch. She doesn't like *the* sandwich actually.




Figure 4.8 Material in chapter 4



Practice 3

A. Complete the sentences. Use *a* or *an*.

1. This is _____ apple.
2. That is _____ fan.
3. This is _____ museum.
4. That is _____ university.
5. Tom is holding _____ egg.
6. There is _____ ant in my soup.
7. Is there _____ library in your school?
8. There is _____ elephant in the zoo.
9. What _____ beautiful dress!
10. _____ cockroach is _____ insect.

B. Insert *the*, *an*, *a*, or \emptyset where necessary.

1. I am reading _____ book. _____ book is about magic tricks.
2. Mr Brown is _____ driver. He drives _____ ambulance. _____ ambulance is white and red.
3. The children are using _____ umbrella. _____ umbrella is big.
4. _____ water in your glass is hot.
5. I learn to speak _____ Chinese.
6. There are two people in the room, _____ man and _____ boy.

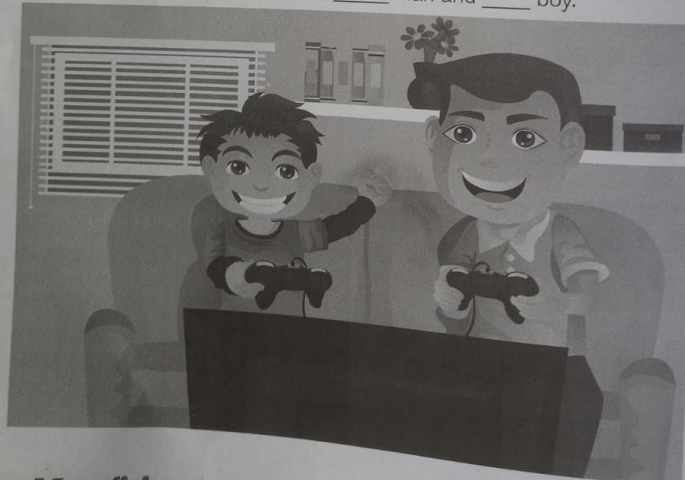


Figure 4.9 Exercise in chapter 4

The questions above are not presented in the absence of the material. But there is a related explanation to it before. The linkage between the question and the material above will help students to determine the answer to the question according to the existing material.

3. Learning support material

a. Updated examples, features, and references

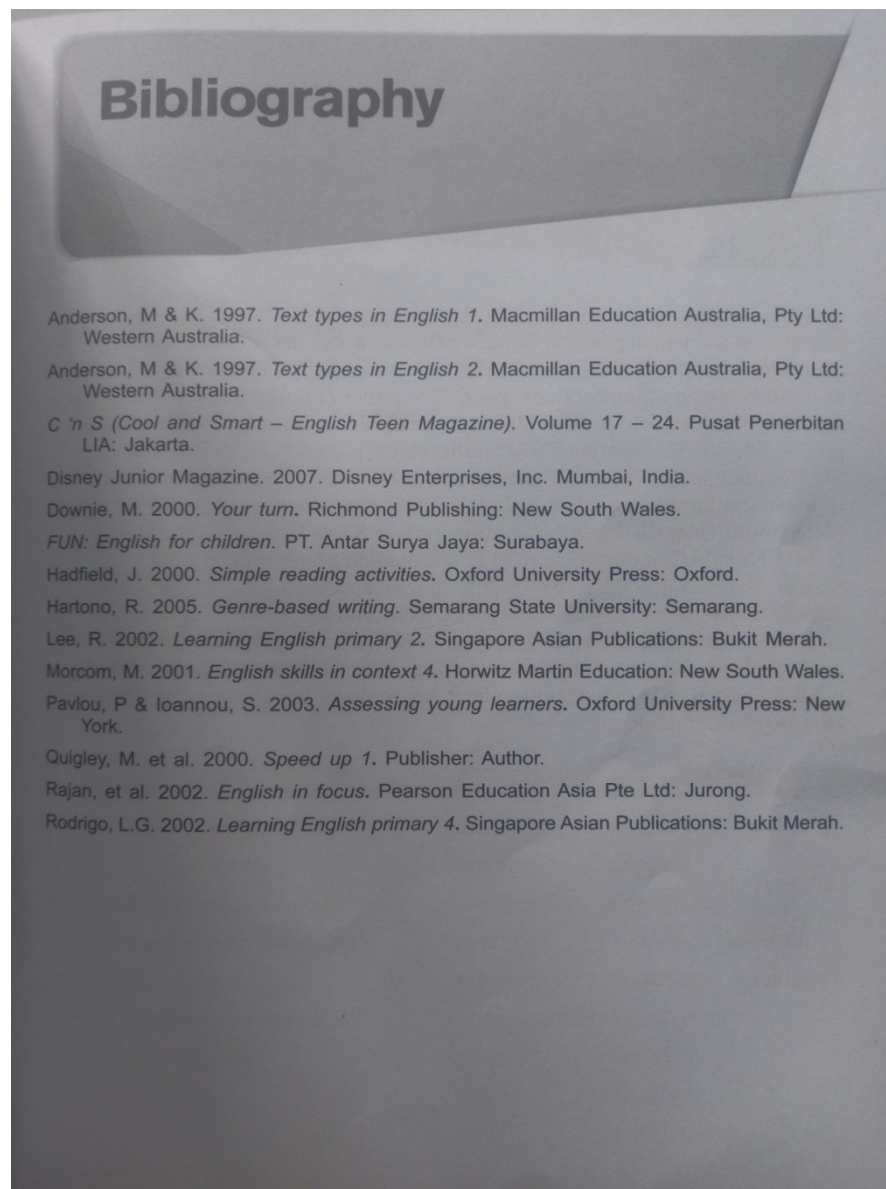


Figure 4.10 Bibliography of the book

Based on the explanation by the expert, a suitable reference for textbook is maximums of last 5 years. Meanwhile, this book is published in 2016. And based on its bibliography, the latest

references is by 2007, which means it has exceeded the regulation.

b. Reasoning

The purpose of reasoning is the ability to draw conclusions. These conclusions are obtained from material, questions, or assignments that encourage students to think and draw valid conclusions. a book should contain some material that can meet these criteria.

Practice 2

Complete the sentences using possessive pronouns.

1. I choose this seat. It's *mine*.
2. Can we borrow your colouring pens? We don't bring _____.
3. We live in the city and they live in the countryside. Our house is small, _____ is big.
4. Salma, is this pencil _____?
5. Zakiya is looking for her gloves. Are these gloves _____?
6. Can Cindy use your bike? _____ is broken.

Practice 3

Complete the blanks with possessive adjectives.

Santi is my friend. We play together every day. I usually go to (1) _____ house to play. (2) _____ parents are very nice, and (3) _____ two brothers are, too. I sometimes sleep over at Sally's house. We discuss (4) _____ homework or plan a project. (5) _____ brothers often help us. They give us some advice.

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Figure 4.11 Exercise from chapter 2

Reasoning can be triggered by the number of similar answer choices available for one or several questions. For instance, the choice to answer the question above is using possessive pronoun and possessive adjective. There are total of 14 possessive pronoun and possessive adjective, but the functions of the two are different. Even though there are instructions to answer the question, the answers can be exchanged if students don't understand the question and cannot draw conclusions which one is used between the two of it.

c. Application

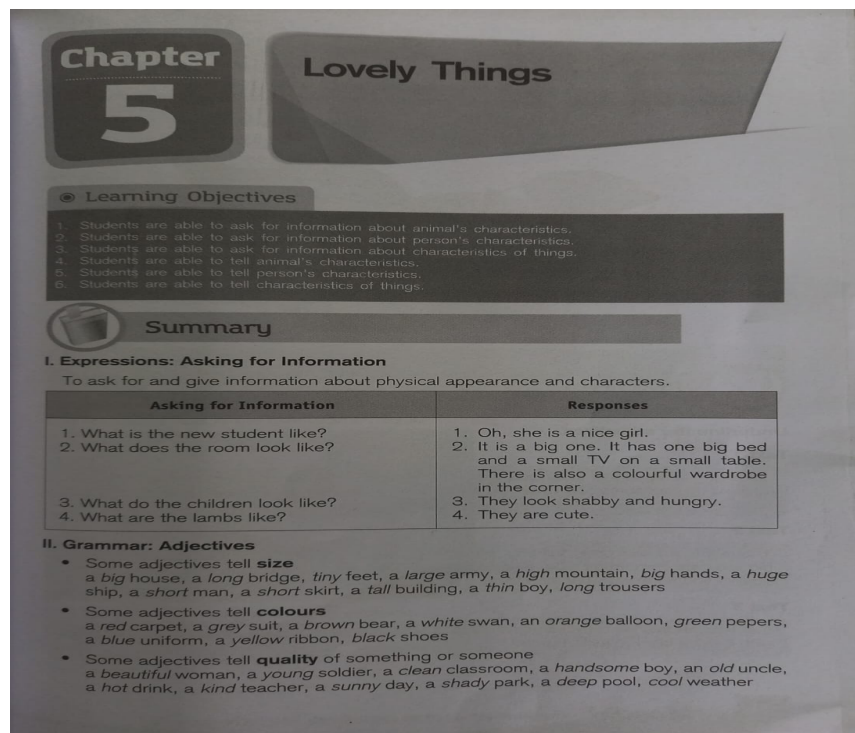


Figure 4.12 Material from chapter 5

The application means there are existence of several criteria related to the description of the description or examples. One of the criteria is the relationship between material and everyday life. With this application in daily life, it is hoped that it will make it easier for students to understand the material.

Because the term application here means the use in daily life, this book has several chapter related to it. In this chapter 5, the students can use the material presented about describing characteristic of someone, animal or things in their daily life.

d. Material attractiveness

19. What do you call it in English?
 A. A mop.
 B. A plant.
 C. A towel.
 D. A washbasin.

20. What do you call it in English?
 A. A sink.
 B. A toilet.
 C. A mirror.
 D. A bathtub.

21. What do you call it in English?
 A. A bathtub.
 B. A toilet.
 C. A sink.
 D. A tub.

The following text is for questions 22 to 26.

22. What do you call it in English?
 A. An ant.
 B. A bird.
 C. A bug.
 D. A fly.

23. What do you call it in English?
 A. A flower.
 B. A tower.
 C. A tree.
 D. A pot.

24. What do you call it in English?
 A. A bird.
 B. A cricket.
 C. A butterfly.
 D. A grasshopper.

25. What do you call it in English?
 A. A ladder.
 B. A flower.
 C. A cloud.
 D. A cap.

26. What do you call it in English?
 A. A watering can.
 B. A bucket.
 C. A basket.
 D. A dipper.

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Figure 4.13 Exercise in chapter 4

The image of someone watering the flowers contained in the exercise is a proof that this book has attractiveness. One of the functions of material attractiveness is to stimulate student interest to learn more about it. These pictures also show that this book is not boring which only filled with writing.

B. Discussion

A. Content eligibility

1. Conformance to the document explanation of Competence Standards (SK) and the Basic Competencies (KD)
 - a. The completeness of material

The material in the textbook is consists of 7 chapters, and in each chapter discuss different material. Every material has several learning objectives which expected to be achieved as the material and subject progress. Exercises are also not spared from each chapter. These exercises are in the form of multiple choices and fill in the blanks.

While on the other hand, the syllabus has 4 core competences and 17 basic competences. Each item of basic competence represents every material in the book. Everything that is needed in the learning process has been arranged through the syllabus.

Based on what was stated by Muslich's (2010, p. 292), the book covers all the primary material to achieve the basic

competence according to the syllabus. The syllabus has been well designed according to all the material contained in the book.

b. The width of material

The width material is related to the existence of exercise. It means that this book does not contain only material, or only exercise in it. As we know that students worksheet (LKS) only contain exercise. This book contain total of 21 exercises from chapter 1 to chapter 7. The existence of this exercise proves that this book fulfill the criteria of material width.

c. Material depth

In the material dept aspect, this book provides new material, namely simple present tense. Not only provide its general understanding, but also give the formula of positive, negative, and interrogative form of simple present tense. This is the most different material in terms of grammar in this book because in the previous material, this book did not explain about formulas, but about adverbs, prepositions, and articles.

2. Material accuracy

a. Example, fact and example accuracy

This book not only filled with writing, but also decorated with some picture to make it easy for students to understand the material and exercise. For example in the discussion of telling time, the example and the illustration are presented with pictures

and representation of the exact time. Therefore, comprehension of this material will be deeper than just using oral delivery.

b. Exercise accuracy

The exercises presented in this book still have a connection with the material presented in them. There is no gap between the material provided and the practice questions. For instance, the material from chapter 1 discuss about greeting. The chapter explains about how to greet, say farewell, thank to someone and ask for apologies. As well as the exercise provided in the chapter 1, the material provided is what will be the answer choices.

3. Learning support material

a. Updated example, features and references

Can be seen on the bibliography page, the latest reference this book use was on 2007. This is contradictory to Muslich (2010, p. 295) who said that references that are suitable for use in textbooks use maximum references from the last 5 years. Using references that are too old is the most obvious weakness of this book because it directly contradicts expert opinion. On other hand, this book is still used and implementing a curriculum that is still relatively new.

b. Reasoning

Reasoning means that students can correctly draw conclusions on a material or answer from an exercise. One real

example that can inspire students to be able to draw conclusions is the existence of exercises that has various answer choice through filling the blank. In *fill in the blank* exercise, students have to think critically to determine the most suitable and correct answer to an exercise. The question also must have similar but various answer.

For instance, in practice 3 from chapter 2 in this book, there are 5 blank answers. To answer (1), student must use *her* so the meaning of the sentence will not be confusing. However, even though the students know the answer is *her*, without knowing the role of *her*, the meaning of the sentence will be confusing. This is where the student has to draw conclusion to answer the question.

c. Application

This book contains various materials that related to daily activity. From total of 7 chapters, all of them are related to daily activity, although mostly just about interactions with one another. Even from chapter 1 it has been discussed. Students can apply the subject matter in their daily lives. These interactions can be used to interact with friends, family, teachers and anyone they meet in everyday life.