

**AN EVALUATION OF ENGLISH TEXTBOOKS FOR THE EIGHTH
GRADERS OF JUNIOR HIGH SCHOOL**

A Thesis

Submitted as a Partial Fulfillment of the Requirements
for the Attainment of *Sarjana Pendidikan* degree
in English Language Education



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
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APPROVAL SHEET

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GRADERS OF JUNIOR HIGH SCHOOL**

A Thesis



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RATIFICATION SHEET

AN EVALUATION OF ENGLISH TEXTBOOKS FOR THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL

A Thesis

Accepted by the board of examiners of the English Language Education Study Program, Faculty of Languages and Arts, State University of Yogyakarta in October, 2015 and declared to have fulfilled the requirements to attain the *Sarjana Pendidikan* Degree in English Language Education.

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PERNYATAAN

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Yogyakarta, Oktober 2015

Penulis



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MOTTOS

“Indeed, Allah will not change the condition of a people until they change what is in themselves”

(Ar-Rad, 13:11)

“Verily, with hardship there is relief”

(Ash-Sharh, 94:6)

“You need to spend time crawling alone through shadows to truly appreciate what it is to stand in the sun”

(Shaun Hick)

DEDICATION

I dedicate this thesis to my parents, Sukamti and Suprih Wijiyono for their endless love, support and encouragement.

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Masyhudi Lathif

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AN EVALUATION OF ENGLISH TEXTBOOKS FOR THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL

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ABSTRACT

The objectives of this study were: (1) to examine the appropriateness of textbooks used by English teachers based on the criteria synthesized from ones proposed by *Pusat Perbukuan* and some ELT experts and in what way they are appropriate based on the preceding criteria, (2) to discover whether textbooks used by English have fulfilled the criteria of good textbooks, and (3) to give recommendations for English teachers regarding to the further actions which teachers should do with their textbooks.

This research was categorized as a content analysis study following four systematic steps proposed by Ary, *et.al.* (2010). Those were: (1) deciding on the subjects which were two English textbooks for the grade VIII of Junior High School entitled “*Let’s Talk: English for Students of Grade VIII (SMP/MTs)*” and “*English on Sky 2 for Junior High School Students Grade VIII*”, (2) referring to the criteria of English textbook evaluation published by *Pusat Perbukuan* (2011) and other ELT experts (3) applying the criteria for evaluating textbooks by using a simple tick and cross system as judgments, and (4) analyzing the textbooks. The data were gathered by evaluating textbooks using the checklist containing the criteria of textbook evaluation. In the data analysis technique, the percentage of criteria fulfillment was calculated by dividing the the total of criteria points which weremet in a textbook for each sub aspect with the total of criteriapoints in each sub aspect. It was then multiplied by 100%. To ensure the credibility of this research, consensus and triangulation were applied.

The results showed that “*Let’s Talk: English for Students of Grade VIII (SMP/MTs)*” have fulfilled the criteria of a good textbook by achieving the average fulfillment score of 80% with fulfillment score of 83% for relevance of the materials to the curriculum, 86% for material accuracy, 71% for supporting learning materials, 87% for language appropriateness, 100% for presentation technique, 87% for teaching and learning technique, and 60% for presentation coverage. On the other hand, “*English on Sky 2 for Junior High School Students Grade VIII*” have fulfilled the criteria of a fair textbook by achieving the average fulfillment score of 78% with fulfillment score of 67% for relevance of thematerials to the curriculum, 86% for material accuracy, 57% for supporting learning materials, 87% for language appropriateness, 100% for presentation technique, 87% for teaching and learning technique, and 60% for presentation coverage. It was then recommended that teachers need to modify the tasks and activities on both textbooks which did not fulfill the criteria of good textbooks especially in the area of content, language, and presentation aspects.

CHAPTER I

INTRODUCTION

A. Background of the Study

Textbooks are learning materials commonly used in teaching learning process. It is not surprising that they often become the only materials in the classroom. This fact happens for several reasons. First, textbooks are relatively easy to find and are commercially provided. Second, it provides a guide or a road map for the learners which offer expected behaviours that they have to perform (Crawford in Richards and Renandya, 2002). Third, textbooks help teachers to prepare the lesson (Brown, 2000). Fourth, they can also become a flexible syllabus for teaching learning process in which teacher can easily modify based on the students' needs.

In Indonesia, textbooks play an important role in the national education system since it reflects the change in Indonesian curriculum system. Once a new curriculum is implemented, a number of textbooks are published. In response to this, the government via the Ministry of Education and Culture has made some laws in the form of regulations for designing, using, and evaluating textbooks. The government then publishes a list of textbooks which is considered appropriate to be used in teaching learning process.

Although the government has released the list of appropriate textbooks, textbook evaluation is seen as an important thing to be conducted. This is because

teachers show a dependency towards textbook in the classroom. A study conducted by Ena (2013) showed that many Indonesian EFL teachers use textbooks as the only instructional materials in teaching learning process. This means that they rely a lot on the commercial textbooks available in the market. Consequently, teachers are required to evaluate textbooks to determine what actions that they need to take. In principle, they should decide whether to adapt, adopt, reject, or supplement them.

The process of evaluating textbooks can be done by examining the content of textbook in two ways namely external and internal evaluation (McDonough, Shaw, and Masuhara, 2013). External evaluation focuses on the physical appearance such as cover, introduction, table of content, and the like. On the other hand, internal evaluation deals with the materials including tasks and exercises. The combination of internal and external approach to textbook evaluation is seen as an important thing to be conducted as it provided comprehensive information to the teachers regarding the appropriateness of certain textbooks seen from the perspective of physical appearances as well as their contents.

Realizing the importance of textbooks in the classroom presented earlier, the combination of both external and internal approach to the textbook evaluation is a crucial thing to do in order to examine the quality of certain textbooks. Surprisingly, little has been done to evaluate textbooks holistically. Many researchers tend to evaluate textbooks on one side only. This kind of evaluation does not give significant contribution to the teacher professional development as

teachers will find it difficult to do further actions once a textbook evaluation is done. This is because the aspects being evaluated are limited to a certain degree.

In reference to the above explanation, the writer is motivated to conduct a textbook evaluation examining the appropriateness of several commercial textbooks for the eighth grade students of Junior High School. The textbooks analyzed on this study are suggested by BSNP to be used in teaching learning process. Therefore, this study was expected to measure the worthiness of certain textbooks which have been used for a period of time in Indonesia. The evaluation is done by using certain criteria synthesized from several related parties.

B. Identification of the Problems

As mentioned earlier, textbooks have become an important part in teaching learning process. In fact, Indonesian teachers rely a lot on textbooks which serve as instructional materials in their classrooms. Teachers' dependency on textbooks has stimulated the publishers to publish commercially English textbooks with various qualities. Consequently, there are textbooks having a good and poor quality commercially available in the market.

The fact that there are various qualities of commercial textbooks on the market is therefore undeniable. Good textbooks are usually widely adopted by teachers as they have a good content, language aspect, presentation technique, and visual appearance. In contrast, poor textbooks have some problems on the aforesaid aspects. In other words, they do not meet some or most of the criteria of a good textbook.

Although teachers need to select textbooks based on the comprehensive judgment to examine its effectiveness, they tend to choose textbook without careful considerations. It is evident from the initial mini-survey conducted by the researcher that teachers prefer to use certain textbooks by considering certain aspects only as the availability on the school library, the commission given by the distributors, and the appearance of the textbooks. In fact, the preceding criteria do not portray the overall quality of textbooks. Besides, it does not contribute to the teacher professional development with regard to the process of materials adaptation in the classroom.

It is also found that teachers do not do any modifications to the textbooks they employed in teaching learning process. It happens as they do not know what aspects needed to be improved or supplemented. Instead of doing some actions as simplifying texts, modifying tasks and developing supplementary materials, they choose to follow their textbooks systematically. In other words, they believe that the textbooks used in teaching learning process have been suitable for their contexts without carefully examine the worthiness.

Among so many English textbooks commercially available in the bookstores, there are four textbooks developed based on the School-based Curriculum. The first one is *Let's Talk* written by Bachtiar Bima Mustriana and Cicik Kurniawati published by *Pakar Raya*. This book has also been supervised by Helena I.R. Agustien, Ph.D. The second one is *English on Sky 2* written by Mukarto, *et.al* which was published by Erlangga. The third one is *Have Fun 2*

SMP Kelas VIII which was written by Tri Budi S. and was published by Yudhistira. The last one is entitled *English in Context 2 SMP/MTs* written by Kasihani, K.E., *et.al* and was published by CV. Bumi Aksara.

In terms of their popularity, there were two books which become the best seller ones based on the writer's observation by asking some book sellers in some bookstores around Yogyakarta municipality. The first textbook is *English on Sky 2* written by Mukarto, *et.al* and published by *Erlangga*. The next one is *Let's Talk* written by Bachtiar Bima Mustriana and Cicik Kurniawati which was published by *Pakar Raya*. This means that these books have been widely used in Junior High School around Yogyakarta. In addition, the two books have also been used in considerable amount of time as it was developed by using the School-based curriculum framework.

Based on the information provided on each textbook, both of them were published in 2007. This means that teachers have already had some practices using the books in teaching learning process. Also, they have been familiar with the tasks and exercises provided by them. It is therefore assumed that teachers have known the strength and the weakness of textbooks they use.

Considering the above facts, textbook evaluation is considered as an important thing to be conducted. Evaluation is needed to check whether the books fulfilled the criteria of good textbooks. In addition, it is also aimed at judging the effectiveness of those textbooks. It is also beneficial for finding out the aspects requiring some improvements. The results of this evaluation are expected to

provide some recommendations to teachers in relation to actions that they need to do with their textbooks i.e. adapting, adopting, rejecting, and supplementing.

Based on the formulation of problems above, the writer decided to evaluate textbooks used by teachers of Junior High School. The evaluation involves holistic approach of textbook evaluation. This means all major aspects of textbook as appearances, texts, language aspects, and other related aspects are examined.

C. Limitation of the Problems

This study focuses on the textbook evaluation based on the criteria of good textbooks. The textbooks were then analyzed in some areas related to the worthiness of the content, language correctness and appropriateness, and layout. Further, this study also focuses on the appropriateness of the analyzed textbooks and the fulfillment towards criteria of good textbooks.

The objects of this study are English textbooks for the eighth grade of Junior High School students. They are *Let's Talk : English for Students of Grade VIII SMP/MTS* and *English on Sky 2 for Junior High School Students Year VIII*.

The rationale of analyzing the above textbooks is because *Let's Talk* and *English on Sky 2* have three series for three different grades of Junior High School namely grade VII, grade VIII, and grade IX. Evaluating all six textbooks at the same time is too demanding for the researcher as it requires a very hard and long work. In fact, the textbooks developed by the same publisher share similar

formats, presentation, and styles. Therefore, the evaluation of English textbooks for grade VIII has contributed to the judgment of other series.

D. Formulation of the Problems

This study seeks to find the answers to the following questions:

1. Are the English textbooks used by the eighth grade teachers of Junior High School appropriate and in what way are they appropriate?
2. Do the English textbooks used by the eighth grade teachers of Junior High School fulfill the criteria of a good textbook?
3. What recommendations can be drawn from the English textbooks used by the eighth grade teachers of Junior High School?

E. Objectives of the Study

From the background of the study stated earlier, this study have three objectives:

1. To examine the appropriateness of textbooks used by English teachers based on the criteria of good textbooks and in what way they are appropriate based on the criteria of good textbooks.
2. To discover whether textbooks used by English have fulfilled the criteria of good textbooks.
3. To give recommendations for English teachers regarding the further actions which teachers should do with their textbooks.

F. Significance of the Study

This research is expected to give several advantages to some parties such as English teachers of Junior High School, English teachers' association, textbook writers, *Pusat Perbukuan*, and other researchers in the area of English Language Education.

1. English Teachers of Junior High School

The results of this study were expected to help teachers to choose the appropriate textbooks to be adapted and adopted in teaching learning process for the on-going and the next semester. They could also be used for providing a framework for the teachers to analyze textbooks by combining their external and internal aspects.

2. English Teachers' Associations

This research is expected to give some practical knowledge on how to evaluate textbooks by using criteria of good textbooks. This could generate teachers' associations to work collaboratively to do textbook evaluation in order to make some regulations and recommendations towards textbooks used by their members.

3. English Textbook Writers

This study gives some insights to the textbook writers to take into account some important things related to the language appropriateness, worthiness of

content, and layout as important aspects of textbook. It was also expected that this raised their carefulness in developing textbooks.

4. Other English Education Students

This study was expected to inspire other English Education students and researchers to conduct similar study in the area of textbook evaluation. In addition, the framework and criteria of textbook evaluation in this research could also be used in the future investigation. This study was therefore expected to be the reference for future researchers wishing to undertake research in the area of textbook evaluation or other related research in the area of materials development.

5. *Pusat Perbukuan*

This study was expected to give some additional information to the revision of criteria as determined by *Pusat Perbukuan*. Further, this research could be used to make some regulations in relation to textbook monitoring process during the development of textbooks to ensure the quality of which.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Instructional Materials

In teaching learning process, instructional materials become an important part used to support the language instruction. Richards (2001: 251) points out that much language program in the world could not happen without the existence of commercial materials. Further, Tomlinson (1998: 2) argues that materials are primarily aimed at helping learners to improve their knowledge and providing them opportunities to experience language use.

Generally speaking, materials involve anything utilized by teachers and learners in assisting the process of language learning (Tomlinson, 1998: 2). Taking this perspective into account, the form of materials therefore varies considerably. Richards (2001: 252) differentiates materials into two types namely created materials and authentic materials. Created materials are specifically designed for pedagogical purposes including textbooks, worksheets, CD-rooms, grammar books, dictionaries, and so on. Authentic materials, on the other hand, are not specifically designed for educational purposes. They include newspapers, magazines, photographs, manuals, and food packages.

In the principle, materials should have certain characteristics indicating that they are appropriate to be used in teaching learning process. Tomlinson

(1998: 7-21) highlights that good instructional materials should have these following criteria:

- a) Materials should achieve impact.
- b) Materials should help learners feel at ease.
- c) Materials should help learners to develop confidence.
- d) What is being taught should be perceived by learners as relevant and useful.
- e) Materials should require and facilitate learners' self-investment.
- f) Learners must be ready to acquire points to be taught.
- g) Materials should expose the learners to language in authentic use.
- h) The learners' attention should be drawn to linguistic features of the input.
- i) Materials should provide the learners with opportunities to use target language to achieve communicative purposes.
- j) Materials should take into account that learners have different learning style.
- k) Materials should take into account that positive effects of instruction are usually delayed.
- l) Materials should take into account that learners differ in affective attitudes.
- m) Materials should permit a silent period at the beginning of instruction.

- n) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities.
- o) Materials should not rely too much on controlled practiced.
- p) Materials should provide opportunity for outcome feedback.

Additionally, Crawford in Richards and Renandya (2002: 84-87) propose eight characteristics of effective language teaching materials. Those include:

- a) Language is functional and must be contextualized
- b) Language development require learner engagement in purposeful use of language
- c) The language used should authentic and realistic
- d) Classroom materials will usually seek to include an audiovisual component
- e) Learners need to develop the ability to deal with written as well as spoken genres
- f) Effective teaching materials foster learners' autonomy
- g) Materials need to be flexible enough to cater individual and contextual differences
- h) Learning needs to engage both affectively and cognitively.

From the above explanation, it can be concluded that materials are anything used in the teaching and learning process to facilitate the acquisition of new knowledge to take place. In order to be effective learning materials, they should

cover at least three principles namely taking into account the impact towards students, considering the teachers' factors, and supporting instructional and classroom practices in different educational settings.

2. The Definition of Textbooks

In the world of English language teaching, the term textbooks and coursebooks is interchangeably used. Nevertheless, some EFL experts define textbooks as a set of instructional material of English taught as subject matter at school. Further, they are also specifically designed for specific target audiences in specific context. For instance, textbooks are generally used in a specified educational context throughout the country. While textbooks refer to materials used in teaching English as subject matter in a specific educational context, coursebooks are specifically developed for generalized target groups utilized in both English as well as non-English speaking countries.

Textbooks are inseparable parts of education nowadays. They also become the integral part of teaching learning process comprising the output aspect of an instructional system (Banathy, 1986: 30). As they are a part of an instructional system, textbooks have played significant roles in the educational system. Further, some experts believe that textbooks have continued to take part in a wider education context both in the classroom and outside the classroom (Byrd in Celce-Murcia, 2001, Graves in Nunan, 2003, Littlejohn, 2012).

Textbooks have been defined in many ways by ELT practitioners. In general, they are said to be a learning tool (Graves in Nunan, 2003: 226), a

principle (Ur, 1996: 183), and a staple (Garinger, 2001: 1) which are used in many ESL/ EFL classes. As a learning tool, textbooks facilitate learning to take place. Besides, they also benefit for both teachers and students in teaching learning process. In terms of their use as a principle, textbooks serve as a guide to be used in a systematic way in the classroom as a basis of language course (Ur, 1996: 183).

Apart from their function as a guideline in teaching learning process, textbooks also serve as a basis and a determining factor of the teaching learning quality. Richards (2001: 251) argues that textbooks provide a basis of language input and language practice occurred in the language classroom. This argument is supported by Byrd in Celce-Murcia (2001: 415) stating that textbooks form the things happen in the classroom a lot. Further, Mukundan, *et.al.* (2011: 100) argue that the choice of textbooks will also determine the success or the failure of the students. In other words, the selection of textbooks is one of the criteria for determining the quality of teaching learning process.

Textbooks also provide some road maps for both teachers and students to be followed. Ur (1996: 184) says that textbooks contain a clear framework providing information on the structure and the progress of their course. In addition, she adds that textbooks provide a syllabus containing the selection of language aspects which are carefully planned and balanced. Acklam (1994: 12) suggests that textbooks become a visible outline offering a clear map of what to be learned and serve as a bank of resource materials and ideas.

In short, textbooks are learning materials specifically designed for specific educational settings in order to be used throughout the country. Textbooks are seen beneficial in the teaching and learning process for several reasons. First, they provide a guideline or a map to be followed during the lesson. Second, textbooks provide a statement of belief comprising theories, principles, or approaches as a framework for developing a course. Next, they also provide both input and output of language for the students which will facilitate language acquisition process.

3. The Organization of Textbooks

As textbooks become maps (O'Neil, 1993: 12) and visible outlines (Acklam, 1994: 12), they are organized in a systematic and flexible way to facilitate the language learning to occur. The teaching learning process is a journey which involves textbooks as a guideline to accomplish its goals. The guideline of the journey provides some aspects to be covered and promotes some aspects which should be accomplished during the journey.

Graves in Nunan (2003: 228) outlines some principles of textbook organization. First, textbooks are arranged around some key features of language. Those features cover topics and associated vocabulary e.g. sport or entertainment, grammar structures e.g. tenses or passive voices, and social as well as cultural interaction skills e.g. how to end conversation politely or how to request something politely. Second, textbooks also accentuate the coverage of two or more of the four skills including listening, speaking, reading, and writing. Third,

each unit or chapter portrays the whole of textbooks. Therefore, scrutinizing the unit is one of the ways to understand the nature of textbooks.

4. The Roles of Textbooks

Hutchinson and Torres (1994: 323) propose that textbooks serve as an agent of change. This condition happens for several reasons. First, textbooks become a basis for negotiation. In the principle, textbooks allow negotiation between all related parties which further create a framework for the management of the lesson. Second, textbooks offer a flexible framework in which informed choices can be made by teachers. Third, textbooks lead to the teacher development in the sense that they require teachers to be creative in using textbooks in the classroom practices. Fourth, textbooks are a workable compromise thing in which teachers can easily negotiate with.

Textbooks, on the other hand, are also seen to provide two kinds of roles in language teaching. Allwright as quoted in Richards and Renandya (2002: 81) lists two functions of textbooks in the classroom. The first view, called a deficiency view, sees textbooks as a means of compensating the teachers' deficiency in the classroom. Also, they are used to ensure that the syllabus has been covered by using appropriate tasks and activities. The second view, commonly known as a difference view, sees that materials are carriers of decisions best made by parties other than teachers because of different expertise.

In general, the roles of textbooks in the classroom can be summarized into two aspects namely negotiate and deficiency. Negotiate means that teachers could

easily compromise with several aspects with regard to their implementation in the classroom. Deficiency, on the other hand, supports the teachers' drawbacks in developing the teaching and learning process. The two aforesaid principles are then primarily aimed at fostering their professional development.

5. The Design Process of Textbooks

Textbook design is a long and complex process to accomplish. It is because there are at least two aspects that should be taken into account. First, the writer should understand the nature of curriculum which will be the underlying guidelines providing the designer with language skills, content, and values to be taught. This means that the designer of learning materials should ensure that the goals and objectives of the curriculum are covered. Second, the designer should be able to have a good understanding of the target learners' educational, linguistic, psychological, and socio-cultural aspects.

The design process of textbooks starts with understanding of the nature of curriculum to be followed. Curriculum, in this sense, means the overall plan for teaching and learning process and how it is breakdown into a smaller part functioning as a blueprint leading to the achievement of the proposed goals (Richards, 2013: 6). The understanding toward the curriculum has led the designer to realize the language view served as a basis for teaching learning process.

After understanding the nature of the curriculum, the designer of textbooks can develop a syllabus. The syllabus serves as a framework for textbook design, as it contains goals, objectives, language skills, learning experiences, time

allocation, and sources of materials. This is supported by Dubin and Olhstain (1994: 40) who state that materials are derived from syllabus which also breaks down several broad objectives into the narrow ones. Thus, the developed syllabus is a depiction of articulating theories which the designer previously did.

Once the syllabus is developed, the designer should decide and gather the texts which will be presented. Texts refer to the stretch of language tied up together to form meanings (Feez and Joyce, 2002: 4). It is therefore in the form of spoken and written discourse. This can be found in any modes of everyday communication including manuals, newspapers, magazines, television programs, and so on. The texts should be modified in order to match the learners' level of proficiency.

After collecting the texts, the designer needs to design tasks which are based on the texts. Tasks are defined as activities involving the use of communicative language which require learners to focus on meaning (Nunan, 2004: 4). In other words, tasks are the activities in which the learners are engaged in. Further, he mentions that tasks constitute six major aspects namely goals, input, procedures, teacher's roles, learner's roles, and settings. Those aspects are realized into different types of activities in the classroom such as matching, gap filling, retelling, role playing, and so on.

The next process after selecting texts and developing tasks is accompanying them with pictures and other graphic media. The use of pictures and other graphic media accompanying text facilitates learners' understanding

toward the text. Also, appealing presentation of textbooks will motivate them in teaching learning process.

Once the designer has accompanied the text with some illustrations, he needs to give the textbook he has developed to the experts. This process is called expert judgment. The experts must have an expertise in examining textbook and other teaching learning materials. In addition to the expert judgment process, the designer also needs to implement the developed textbook in certain area. Those two process lead the designer to revise his developed textbook as the result of both process will be a suggestion to do so.

Considering the complex process of textbooks design previously stated, a textbook designer needs to take into account every single step in its development to ensure the quality of textbooks he develops. This also means that a textbook designer should be aware that textbook design process follows a cyclical step which demands him to be a critical and reflective practitioner.

6. The Design and Layout Aspects of Textbooks

Litz (2003: 15) mentions that the layout and design of a textbook refers to its organization and presentation of language items and activities. They are obtained from the results of the teacher and/or student evaluation survey. The design and layout of textbooks comprise several factors namely learning objectives, the information on topics, functions, structures/grammar, and skills, vocabulary lists, glossaries, and references. Learning objectives are statements of goals that should be achieved by the students upon completion of the lesson. The

information on topics, functions, structures/grammar, and skills must also be given to provide a roadmap for the teaching and learning process. Vocabulary lists are set of words given to explain the meanings of those. This is quite similar to glossaries which are usually given in the closing part of textbooks. References are a list of sources e.g. books, journals, articles used to develop textbooks.

With regard to the layout and design of textbooks presented earlier, textbook designers need to take into account these principles. It is because a good textbook provides the students and teachers a comprehensive explanation on each part. In each unit of textbooks, the designer should provide information of the materials being presented. Also, a list of vocabularies can also be offered to strengthen the students' vocabulary mastery. At the end, glossaries will help to reinforce the understanding of words that students have learned previously. To stimulate autonomous learning, the designer can offer a list of supplementary books which will help both the students and teachers in gaining more information and knowledge aside from the materials presented on the book.

7. The Illustrations of Textbooks

Litz (2003: 13) outlines that illustrations on textbooks in the form of charts, models, pictures and photographs that help clarify and contextualize information. They also facilitate the students' comprehension to the text and enhance the their understanding of the text itself (Pan and Pan, 2009: 187). Another type of illustration, that is, hand-drawn pictures create a favourable

environment in teaching learning process. That is, they provide a friendly and humorous atmosphere to the students.

Realizing the importance of illustrations presented earlier, textbook writers should accompany the texts with some accompanying pictures. With the advancement of technology, pictures having the best quality can now be obtained from internet. It is then suggested that the form of illustrations must be varied in order to raise students' motivation in the teaching and learning process. Also, the textbook writers need to consider the relevance between the illustrations and the texts being presented.

8. Criteria of Good Textbooks

To evaluate textbooks, some criteria of good textbooks need to be understood. These criteria help the evaluator to make a textbook evaluation instrument which will be used to assess the aspects being evaluated. Riddell (2003: 100) proposes five criteria of good textbooks. First, textbooks should be written by experienced teachers. Second, they should be appropriate to the students' level. Third, textbooks should be visually appealing and well laid-out. Fourth, they should contain thought provoking issue to challenge the students. Finally, they should have varied and balanced language works, skill work, pronunciation, etc.

Byrd in Celce-Murcia (2001: 416) argues that textbooks should fit at least three components. These include the fit between curriculum and texts, the fit between students and texts, and the fit between teachers and texts. The first

aspect, the fit between curriculum and texts, means that textbooks have to consider the aspect of curriculum in the broader and smaller educational context. The fit between teachers and texts means that textbooks should contain four aspects i.e. meaningful content, usable examples, doable and varied tasks, and presentation of textbook. The last aspect, the fit between students and texts is related to four aspects namely interesting contents, appropriate examples, varied tasks, and presentation.

Masuhara (1998: 236-266) states similar aspects which are in line with Byrd's theory. She argues that a good textbook meets the needs of students, teachers, and administrators. The students' needs comprise three aspects namely personal, professional, and learning needs. While the students' needs comprise three aspects, the teachers' needs are characterized by two aspects namely personal and professional needs. The needs of administrators deal with the institutional needs.

In terms of the students' needs, Masuhara divides the needs as personal, learning, and professional needs. Personal needs appear as students have different age, sex, cultural background, educational background, and interest. While personal needs deal with students' personality background, learning needs are characterized by their learning style, their previous learning experiences, the gap between target level, and course goals. On the other hand, professional needs deal with skills and competencies needed in the future.

Similar to that of the students' needs, teachers' needs can also be categorized into two aspects. They consist of personal and professional needs. The personal needs of teachers deal with their age, educational background, cultural background, interests, and their language proficiency. Teachers' professional needs are related to their professional factors. These include their teaching experience, their training experience as well as their preferred teaching style.

The last factor, the administrator needs are related to the institutional aspects affecting the decision making. The aspects cover issues related to the sociopolitical needs, educational policy, market needs, and time and budget constraints. In terms of sociopolitical context, for instance, the Ministry of Education takes the control of the textbook regulation by publishing laws. This will affect the educational policy context in which the textbook should be based on certain curriculum used.

In short, good textbooks should at least consider four aspects namely the curriculum, the students, the teachers, and the institutional aspects. These aspects need to be taken into account since the implementation of textbooks will involve those parties. Also, taking into consideration those aspects will maximize the contribution of textbooks in an instructional system.

9. The Integrated Language Skills

Textbooks normally cover all aspects related to the language skills being taught. The skills are presented in a unified form, as it performs the authentic use

of language. Those mainly cover six areas namely listening, speaking, reading, writing, vocabulary, and grammar.

a. Listening

Cunningsworth (1995: 67) mentions that textbooks focus on listening in two ways namely as a general part of oral work and recorded passages for comprehension. The first type refers to the recording of everyday communication including dialogues and role play. This kind of recording might be difficult for students, as they should anticipate to the unpredictable responses. Further, as pointed out by Cunningsworth, this part will be a difficult part faced by foreign language learners in everyday conversation.

The second type of listening type on textbooks includes the recorded of passage containing complex information. This is usually given following some reading passages which have some kind of activities including discussing and drawing conclusion from a passage. To help learners coping the challenge of this activity, Cunningsworth suggests that some pre-listening tasks must be provided. Those help learners in making prediction of what they will listen and reduce the complexity of the text which will make it more comprehensible for them.

As listening activities provide authentic input to the students, the number and the form of listening activities should be taken into account. In terms of the number of activities, listening tasks must be provided in sufficient amount following the presentation of production tasks. The activities must be designed in interesting and meaningful ways following the nature of listening in real life

communication. That is, listening activities should promote the real life conversation involving different participants in different contexts using various pragmatic strategies.

b. Speaking

In textbooks, speaking is presented in oral presentation, language practice, oral work, and role play (Cunningsworth, 1995: 69). These activities should give a balance between the acquisition of new language skills and the amount of practice. Also, some principles of pronunciation practice should also be integrated in order to facilitate the learners to produce accurate spoken utterances. In terms of the variation of speaking preparation, Cunningsworth claims that textbooks have different types. Some only provide topics to be discussed, whereas other give more detailed and structured situations and dialogues.

Basically, speaking activities should promote the reality that the learners would face in real life situation. First, learners should be made aware that speaking can be uncertain in some ways. The conversation in daily life can be unpredictable. Second, learners must also understand the way to run the conversation in an appropriate way. In other words, they need to acquire the strategy of overcoming breakdown in communication. These aspects are said to be lacking in most EFL textbooks (Cunningsworth, 1995: 70).

c. Reading

Reading activities are usually presented by texts or passages. This makes reading is relatively easy to be done, as it does not need additional media to support (Cunningsworth, 1995: 73). Though reading is regarded as an easy activity to be presented on textbooks, there are many aspects that should be taken into account in selecting the texts. Those include the language is comprehensible, the content is accessible, the automatization process is promoted, the prediction strategy is employed, the text is interesting, and the various strategies are used (Ur, 1996: 188).

Cunningsworth (1995: 75) points out some dimensions of reading materials which should be taken into consideration in presenting reading materials. The first issue is related to the topic. Topic selection is considered difficult, as it takes many principles to be followed such as interests, levels of challenge, cultural acceptability, and so on. The second issue deals with different type of genre which is related to the range of students' ability. The third issue is related to the exercise and activities which students engaged in.

Realizing the importance of reading tasks as an input for the students, the activities should not only promote acquisition by containing language slightly beyond their proficiency level but also provide a favourable condition to the students. This is seen as beneficial thing to do it will foster their motivation in the teaching and learning process. To do so, the texts and activities presented in each unit should cater their interests.

d. Writing

In general, writing activities in textbooks require the students to produce something based on the model given. The emphasis of this will be on the teaching writing skills, strategies, and processes in a sequential way (Ferris and Hedgecock, 2005: 129). This is realized through many types of activities presenting on textbooks. These consist of controlled, guided, and free writing activities such as filling the gaps, dictation, filling in forms, and free writing.

Hyland (2002: 10) points out the importance of text as a discourse which characterizes its use as an attempt to communicate with other people. Therefore, textbooks should also adapt this principle by presenting how words are combined into a meaningful discourse structure. This also means looking beyond the mechanics of writing at the sentence level (Cunningsworth, 1995: 81). By so doing, students will develop their literacy skills allowing them use different texts appropriately.

With regard to the complex process of writing, textbooks should provide activities which stimulate the students to learn writing. The activities are then designed to give students not only the steps on how to combine words into sentences to create a text but also the ways of applying the knowledge they have acquired in reading. That is, the students are required to understand genre of the text to form a meaningful text. This therefore develops their systematic thinking skills as the students learn to develop something orderly.

e. Vocabulary

Vocabulary activities on textbooks mainly aim to introduce new words in approximately 1000 (Cunningsworth, 1995: 38) to 2000 (Schmitt, 2000: 142) new words. Those activities are expected to not only promote the acquisition of new words but also teach the strategies of vocabulary learning. This also includes encouraging students to be autonomous learners of vocabulary. Thus, textbooks should promote different strategies to handle new words.

As pointed out by Schmitt (2000: 146) good vocabulary tasks and activities should comprise of at least three principles. The first principle is adding new words into the old ones. Though vocabulary tasks introduce new words, the old ones should be maintained. The second principle deals with the teaching of underlying meaning of words. This will enable students to use words properly. The last principle is teaching word families rather than individual words. This strategy is aimed at raising students' awareness that words are interconnected and interrelated each others.

Taking the principle of good vocabulary tasks into account, textbooks should promote both the acquisition of new vocabularies and the reinforcement of words they have learned previously. This could be done, for instance, by providing tasks for introducing new words in the beginning of the lesson. It is then followed by reinforcement tasks in the middle or the end of the lesson. Also, some supplementary vocabulary tasks and activities could be given separately.

f. Grammar

The presentation of grammar skills on textbooks follows the current trends on teaching grammar. Nassaji and Fotos (2011: 1) characterize three phases of trends in grammar teaching. They include exclusive focus of grammar as a method, grammar as a meaningful communication, and the emergence of balance between form and meaning. Quite recently, the focus of grammar teaching has shifted its attention towards combining both form and meaning which is aimed at introducing grammar in more communicative ways. This concept is commonly known as Focus on Form (FonF).

Though focus on form has become trends in grammar teaching, it was found that many EFL textbooks are in still in favour to the structural approach (Nassaji and Fotos, 2011: 53). Further, some modifications have been made in order to integrate the FonF principle. The materials are now integrated to the functional principle providing the link for students to focus on form and function. Also, in some cases, more explicit instruction of grammar is presented in each section of textbooks.

Due to the fact that grammar plays an important role in English language teaching, the activities should have a balanced tension between form and meaning. Moreover, the principle of communicative activities should be also integrated in the activities. For instance, some grammatical principles could be integrated in accordance to the functions being taught. Further, some supplementary grammar lesson could be offer separately.

10. Cultural Content

In the principle, textbooks used on the classroom should promote culturally-relevant content. This means that the materials should include the students' culture. The incorporation of culture in the materials is aimed at maintaining local and national identity. Further, Ena (2013: 17) argues that students will be more engaged in the teaching learning process when their materials accommodate their culture. Therefore, the balance dissemination of students' culture and native speakers' culture is needed in order to promote teaching learning process.

Cortazzi and Jin (1999: 159-160) state that there are three kinds of culture which should be integrated in English language teaching. The first aspect is called source culture which is related to the learners' own culture. Target culture, on the other hand, is the culture of English speaking countries. The last aspect, international culture, deals with culture other than source and target culture. With regard to the teaching learning process, Matsuda in Alsagoff, *et.al.* (2002: 177) argues that learners need to be exposed with various cultures around the world to raise their awareness of geographical spread and linguistic diversity of English.

a. Source Culture

Source culture is the learners' own culture i.e. Indonesian culture. This is a very broad term covering what the learners face in their daily life including custom, tradition, behaviour, and so on. Exposing their own culture, according to Ena (2013: 17), will engage the learners in teaching learning process. This is because the learners are exposed aspects related to their daily life. In addition,

source culture is also promoted in order to strengthen their national and local identity.

With regard to the Indonesian government's mission of integrating character building in the teaching and learning process, source culture should be maintained. This will strengthen the awareness towards local and national aspect of Indonesia. Besides, local culture should also facilitate the students' multicultural background in the classroom. Due to the fact that textbooks are used throughout the country, the various aspects of local culture must be presented.

b. Target Culture

Target culture is the culture of English-speaking countries. Based on Kachru's (1985) three concentric model of English-speaking model presented in Harmer (2001: 8), target culture belongs to the countries on the inner circle. Those consist of United Kingdom, United States of America, Australia, New Zealand, and Canada where English becomes the first language. Target cultural exposes the learners with the authentic aspect of language use.

The importance of local culture in ELT is that it provides a pragmatic aspect of English use to the students. This is because they are expected to also understand not only how to express something correctly but also how to perform certain functions appropriately. This requires them to understand the culture of English speakers. The understanding of such concept will shape them as better English learners since the students have opportunity to understand the culture of

English speakers. This is also a means of promoting cross-cultural understanding towards other cultures.

c. International Culture

International culture covers a wide range of culture other than source culture and target culture. This can be presented by using various cultures across the world. The diversity of world culture integrated in textbooks serves two functions (Matsuda in Alsagoff, *et.al* 2002: 177). First, it portrays both geographical spread and functional diversity of English nowadays. Second, it also illustrates the specific functions of English as well as its co-existing statues with the local ones.

As the spread of English use throughout the world, international culture is an important thing to be incorporated in learning materials. This is aimed at introducing learners with realities that they will face in reality. Also, the incorporation of such culture will also strengthen their knowledge of cross cultural understanding towards other cultures. To do so, international culture should be presented in various ways.

d. The Integration of Cultural Content in Textbooks

In recent years, English has gained different position compared to that of the previous years. The emergence of several concepts such as English as an International Language, English as a Lingua Franca, and World Englishes has emphasized the importance of culture to be integrated in the teaching and learning process. In general, source culture, target culture, and international culture should

be given a balanced proportion in textbooks. This is because all of them play different roles in supporting the instructional process.

To incorporate culture in textbooks, there are several strategies that can be applied. First, the cultural contents are integrated through receptive skills i.e. reading and listening activities. It therefore can be in the form of both spoken and written texts. Second, they can be incorporated through cross cultural activities by comparing different cultures. Besides, the activities leading to the appreciation of source culture is beneficial as well. Next, cultural contents can also be presented in the form of production activities which stimulate their cultural awareness.

11. The School-based Curriculum

Curriculum is the statement of general goals which guides the teaching learning process. Print (1993: 9) characterizes curriculum as having two aspects namely planned learning opportunities offered by an educational institution and learning experiences undergone by the learners. Learning opportunity deals with the instructional system of teaching learning process i.e. teachers, students, materials, and equipments. While planned learning experiences are related to the instructional system, learning experiences are tasks and activities in which the learners engaged in. In addition to the above aspects, curriculum also contains evaluation procedures to be done during teaching learning activities.

In general, curriculum is used in a broad educational setting serving different context. Murcia and Ohlstein (2000: 190) state that it is issued by a leading educational institution aiming at providing the framework to be applied in

broader and varied contexts in order to teach general subject. As curriculum serves as a framework, it should consist of at least three aspects (Richards and Rogers, 2001). These include approach which is the foundation of basic theory for language learning, design which provides syllabus, objectives, learning activities and materials, and procedures which portray classroom techniques, practices, and behaviour once a method is being implemented.

On the year of 2006, based on the government regulation of *Permendiknas* No 22, the government launched *Kurikulum Tingkat Satuan Pendidikan* or commonly referred as School-based Curriculum. This curriculum is competence-based curriculum in nature. The curriculum consists of *Standar Kompetensi* (Standard of Competence) and *Kompetensi Dasar* (Basic Competence) developed for each subject. In addition, the curriculum covers the background, objectives, and list of each *SK* and *KD*.

The background, serves as a basis for language learning, provides the general principle taken by curriculum. The background of language learning taken by the School-based Curriculum is providing the learners with the ability to use English as a means of communication in both spoken and written modes. This is expected to guide the learners in achieving certain levels of literacy. In Junior High School (JHS) level, performative and functional level of literacy is the goal of teaching learning process. Performative and Functional level is the initial literacy stage requiring the students to master language skills needed in daily life communication such as responding to short conversation, reading manuals, and writing personal experience.

The objectives of English learning in Junior High School Level are stated in three general objectives. First, it develops communicative competence in both spoken and written genre to achieve performative and functional stage of literacy level. Second, the students are required to have awareness of the importance of English to compete in the global world. Third, the curriculum boosts the students' understanding of the relations between language and culture.

The SK and KD of Junior High School level is elaborated in four skills i.e. listening, speaking, reading and writing aimed at developing students' discourse competence. Discourse competence has become the main focus for developing their communicative competence to take part in every day communication. This competence can be achieved by combining other competencies namely linguistic competence, actional competence, sociocultural competence, and strategic competence.

12. Genre-based Approach

Genre-based approach is the underlying principle used as a basis for developing teaching learning activities in the framework of School-based Curriculum. This approach is originally developed in Australia receiving some influences by Systemic Functional Linguistics (SFL) theory. Language, seen from this approach, is seen as a whole text embedded in a social context (Feez and Joyce, 2002: 5). In addition, they argue that language learning is done through working with the texts. In other words, this approach focuses on the text as a social mode of communication.

Hyon (1996: 694) asserts that genre-based approach combines both register and genre. By so doing, students can understand different rhetorical aspects of texts. This, according to Hyland (2003: 25), will enable students to realize that texts are an artifact which can be questioned, compared, and deconstructed. In the end, students can develop their literacy skills, as they have understood how and why texts are constructed.

In teaching learning process, genre-based approach is realized through some stages. Feez and Joyce (2002: 28) divide the steps into five teaching learning cycles. They consist of *building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related texts*. While Feez and Joyce's model comprises five learning steps, Hammond, *et.al* (1992: 17) suggest four steps to be implemented in the classroom namely *Building Knowledge of the Field (BKOF)*, *Modeling of the Text (MOT)*, *Joint Construction of the Text (JCOT)*, and *Independent Construction of the Text (ICOT)*. The Hammond, *et.al*'s model is widely used in Indonesian classroom (Agustien, 2006: 12).

The first stage of genre-based approach is *Building Knowledge of the Field* (BKOF). In this step, teacher presents and builds context to the students. Then, classroom discussion is held to share their experiences, thought, and feelings. This activity is aimed at introducing the social context of the text being studied, exploring the social functions of the text, and investigating the immediate context of the text by analyzing its register (Feez and Joyce, 2002: 29).

After discussing the context through BKOF activity, the second step to be followed in genre-based class is *Modeling of the Text* (MOT). As the name suggest, the teacher presents the authentic model of the text. In other words, the text is being exposed to the students starting from the sentence level to the discourse level. Agustien (2006: 13) suggests that activities developed in this stage should be presented in one communicative purpose.

The next step to be done once the text is presented is called *Joint Construction of the Text* (JCOT). The students construct the text collaboratively with their peers. The role of teacher, in this learning phase, is giving assistance and monitoring the students' progress. Feez and Joyce (2002: 30) mentions that teacher should gradually decrease his contribution to the text construction because the students are expected to be able to control the text more independently.

Independent Construction of the Text, commonly referred as ICOT, is the last stage of genre-based approach implementation. As the students have already had the ability to control the text, they are required to construct the text independently. This stage requires the students to use their knowledge of rhetorical and lexicogrammatical aspects of the text acquired from the previous stage of learning. The text constructed by the students, as pointed out by Feez and Joyce (2002: 31), can be used for the purpose of achievement assessment.

13. Textbook Evaluation

In general, textbook evaluation refers to the process of making judgments of its appropriateness based on certain criteria. Cunningsworth (1995: 9) argues

that the judgment process will be based on the views and priorities of any parties conducting it. Further, Byrd in Celce-Murcia (2001: 415) believes that this is categorized as a complex process performed in different ways. They vary from a teacher-own decision process, a centralized process, and a more decentralized approach.

In a teacher-own decision process, the teachers will select textbooks based on their individual judgment. It is done by collecting as much as information from textbook writers, publishers as well as their colleagues. In contrast, the decentralized approach to textbook evaluation is done by the government via the Ministry of Education. The government regulates the textbooks used around the country by publishing regulation. Moreover, textbooks are also created by the government to control its quality. Another way of evaluating textbooks is decentralized way as shown in the United States (Byrd in Celce-Murcia, 2001: 416). Various states there have developed their own lists of recommended book. Thus, there will be no national requirements of good textbooks compared to that of the centralized approach.

With regard to the process of evaluating materials i.e. textbooks, Masuhara in Tomlinson (1998: 257) lists three kinds of textbook evaluation. These include pre-use, whilst-use, and post-use evaluation. Pre-use evaluation is the initial step of textbook evaluation. Once after a textbook is published, a future judgment examining its potential aspect can be made. It is therefore said to be a prediction. This process is somewhat unreliable, impressionistic, and subjective

since the book has not been used for a period of time. To overcome this problem, an objective criterion called criterion-referenced method should be used.

The second type of textbook evaluation called whilst-use evaluation deals with the judgment process of textbooks being used currently. This type of evaluation is not a prediction to the future use of textbook compared to that of the first evaluation. As a consequence, the result of this evaluation is more objective than the previous one. To do so, a criterion measuring observable aspects such as physical appearances, tasks, and coverage of four skills should be developed using the principle of criterion-referenced.

The post-use evaluation to textbooks is the last type of its kind. This generally refers to the process of making objective judgments after textbooks have been used for certain period of time. More importantly, this approach draws attention on its effects towards the students. It can be in the issue addressed in its use as motivation, engagement, and achievability. By so doing, the result of textbook evaluation can show the strength and weakness of textbook use in certain period of time (Cunningsworth, 1995: 14). Also, the results of evaluation can be used by wider parties related to its use including the government, teachers, publishers, and other educational policy makers.

Using Masuhara's framework of textbook evaluation, the first kind of evaluation i.e. pre-use evaluation can be categorized as a predictive evaluation. On the other hand, the last two can be said to be a retrospective evaluation. The pre-use evaluation is a prediction towards the appropriateness of textbooks that

will be used in the future. While predictive evaluation envisages the use of textbook, retrospective evaluation analyzes textbook currently used by using observable judgments to ensure its validity.

In this study, whilst use evaluation which belongs to the retrospective evaluation is applied. This is because the two evaluated textbooks i.e. *Let's Talk* and *English on Sky 2* have been used for a period of time. Also, a criterion-referenced judgment is used. This study also focuses on the internal and external aspects of textbook only without examining the effects of textbook evaluation towards students and teachers.

14. Textbook Evaluation Stages

In the principle, textbook evaluation follows some systematic stages in its process. These provide a framework to be applied by a textbook evaluator to scrutinize the content of textbooks. Harmer (2001: 301-302) lists three main steps to conduct a textbook evaluation including selecting areas for assessment, stating beliefs, and using statements. Ur (1996: 185-186) offers more simplified framework with two main stages i.e. deciding on criteria and applying these criteria.

Harmer (2001: 301-302) argues that textbook evaluator needs to follow three main stages in conducting textbook analysis. The first stage is selecting areas for assessment. In this stage, the evaluator decides the area he wants to assess. The area is then realized through establishing a checklist containing some aspects to be measured. In stating beliefs, the evaluator can compose belief

statements in accordance with the area that he has previously decided. This statement of belief is used to make statements for assessment. Further, this can be realized by using simple tick and cross systems to compare different books.

While Harmer proposes three main stages, Ur (1996: 185-186) offers more simplified stages by exemplifying two major stages namely deciding on criteria and applying criteria. In deciding on criteria, the evaluator makes use of material evaluation theories proposed by ELT experts. This means that he lists some criteria of evaluation as a basis of doing the evaluation process. Then, the evaluator can use some commercially available textbooks to examine its worthiness by using criteria he has established.

15. Some Textbook Evaluation Criteria

There were seven types of textbook evaluation to be considered in this study. The first textbook evaluation is proposed by Byrd in Celce-Murcia (2001: 416). The second one is formulated by Cunningsworth (1995: 15-17). The third one is formulated by Littlejohn in Tomlinson (2011: 179). The fourth one is proposed by Mukundan, *et.al* (2011: 104-105). The next one is formulated by Nation and Macalister (2010: 160). The sixth one is proposed by Ur (1996: 185-186) and the last one is formulated by *Pusat Perbukuan* (2011).

a. Textbook Evaluation Criteria by Byrd

Byrd in Celce-Murcia (2001: 416) proposes four main aspects to be considered in evaluating textbooks. The four aspects include content/explanations,

examples, tasks/exercises, and presentation/format. Those reflect the aspects made up a good textbook.

Content or explanations in ESL/EFL textbook is categorized into some aspects related to the linguistic content including grammar, vocabulary, and skill area and the thematic area including school, gender and other topical contents (Byrd in Celce-Murcia, 2001: 419-420). Therefore, they seek to answer some questions related to how appropriate the content is, how understandable it is, whether the goals are achieved, whether the explanation helps the learners to understand the materials, how the unit is organized, and what each unit is about.

Examples give support to the materials by providing the contextual use of language which will be beneficial teachers and students in teaching learning process. Thus, the examples should be appropriate for students in terms of their relations to the concept being explained and are close enough to the lives and interests of students. For the teachers, the examples provided should be usable and can be expanded on or recast to be useful in the lesson.

Exercises or tasks provide students with reinforcement of concept being taught. Hence, they should be interesting and provide enough varieties to the students. Tasks have to be doable in the classroom and take into account various learning styles that the students have. In terms of their connectivity, tasks should have connections to the whole units.

Presentation or format is related to the physical appearance of textbooks. This also includes the graphic aspect of textbook. Therefore, it considers some

aspects related to illustrations, graphical and design elements which should be appropriate for students' level. Presentation aspect is also related to the readability of printed materials as well as how graphical elements support the materials.

In sum, Byrd's model of textbook of evaluation has covered four major areas namely content/explanations, examples, tasks/exercises, and presentation/format. It also has a detailed explanation on each aspect being evaluated. However, Byrd does not propose any measurable checklist to be used in judging the evaluated textbooks. Also, the judgment technique of Byrd's framework is not given.

b. Textbook Evaluation Criteria by Cunningsworth

Cunningsworth (1995: 15-17) mentions four criteria of textbook evaluation. Those criteria serve as a guideline for developing checklist for textbook evaluation. They include 1) corresponding to the learners' needs, 2) reflecting the present and future of language, 3) facilitating learning in various ways, and 4) having a clear role as a support for learning.

The first criteria, corresponding to the learners' needs, deals with the aims and objectives of the textbooks. They can reflect the learners' content and communicative needs. Further, the aims and objectives of the books are realized through the content of materials. As a result, the materials should match with the learners' needs in three major areas namely language items, skills, and communicative strategies.

The second criteria is related to the principle that textbooks should reflect the present and future uses of language. This principle takes into account the notion of providing the language content and items which are closely related to what students need to learn. The effective use of language for the learners varies in at least three situations namely personal, professional, and academic. Thus, textbooks should also take into consideration the language beyond the classroom to equip the learners with language use in real life setting.

In the third criteria, textbooks should facilitate the learners' learning process. As textbook promotes certain learning styles both explicit and implicit, this criterion seeks to answers the question of what they are and how they are put forward. In addition, facilitating the learners' learning can be done through fostering their motivation. In this case, textbooks should have a variety of tasks and topics as powerful factors to boost the learners' motivation.

The last criteria, having a clear role as support for learning, is related to the support for teachers and learners. For teacher, textbooks provide ready-made materials, texts, ideas for teaching, exercises, and tasks. While they provide materials to be taught for teacher, textbooks support the learners in two ways. They include providing teachable language models and providing exercises and tasks supporting the learners' learning.

Cunningsworth's framework for textbook evaluation as presented earlier has a comprehensive explanation on the internal approach to textbook evaluation. It also offers a criterion for judging the effectiveness of textbooks seen from the

perspective of the reality that learners face in the future by presenting language beyond the classroom. Nevertheless, this framework does not contain any criterion on the external factor to textbook evaluation. That is, some criteria comprise presentation, lay out, visual appearance, and so on.

c. Textbook Evaluation Criteria by Littlejohn

Littlejohn in Tomlinson (2011: 179) offers two major criteria for examining the worthiness of a textbook. They include publication and design aspect. Additionally, Littlejohn's concept of textbook analysis sees textbooks as a pedagogic device.

Publication aspect is related to the tangible aspect and appearance of textbook as learning materials. It examines the physical aspect of textbook including the relationship between textbook and other components as well as their actual form. The relationship between textbooks and other components is related to the availability of answer keys, the availability of recordings and videos, and so on. The actual form of textbooks, on the other hand, concerns with its durability and their form.

Bearing in mind those aforementioned principles, teacher can scrutinize the worthiness of textbooks by looking at the content in a more detailed way. By so doing, teacher can examine the arrangement in units and sections, the coherence or continuity, the predetermined order of materials, and the support of access given to the materials.

Design, which becomes the second criterion, is related to the thinking underlying the design of textbooks. It covers some aspects related to the aims of materials, the selection and sequence of tasks and activities, the focus of content, and the nature of the teaching and learning process. Some aspects related to what the learners need to do and what their relations to the learners' are provided. This is related to the learners' capacity to draw on different realms of knowledge, their ability in expressing, interpreting, and deducing meaning, their affects, and their ability in using different four skills.

Basically, Littlejohn's framework to textbook evaluation has covered two major aspects i.e. internal and external factors. In terms of the external factor, it offers a comprehensive explanation on the appearance, visual, and lay out aspect. However, the internal factor of Littlejohn's theory only focuses on the underlying principles serve as a basis for developing textbooks. It does not really explore the texts and exercises to be evaluated as a part of internal factor.

d. Textbook Evaluation Criteria by Mukundan, *et.al*.

Mukundan, *et.al* (2011: 104-105) offer a comprehensive checklist of textbook evaluation obtained from a focus group study. They outline two main parts of textbook including general attributes and teaching-learning content.

General attributes, serve as the first basis of textbook evaluation, comprise of five aspects. They include the book in relation to the curriculum which means the relation between textbook and the syllabus, methodology, suitability to the learners, physical and utilitarian attributes, and efficient outlay of supplementary

materials. In other words, general attributes seek to answer questions in relation to the match between textbook and the syllabus, the methodologies employed, the compability of textbook to some factors related to the learners' needs, interests, and other background, the appropriateness of physical appearance, and the teacher's guide.

Learning-teaching content, on the other hand, deals with the content of textbook. This aspect covers nine major areas i.e. general, listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercises. The general aspect of the book contains important aspects of tasks and language used in the book. The four skills should include listening, speaking, reading, and writing. All aspects should be graded, meaningful, appropriate, interesting, and based on the learners' needs. The grammar, vocabulary and pronunciation aspect should also be contextualized, interesting, and easy to follow. In terms of exercises, they should have clear instructions, are adequate, and help all students who are under/over-achievers.

The framework of textbook evaluation proposed by Mukundan, *et.al* is derived from a focus group discussion with PhD and master's students of TESL and Language Education in a university in Malaysia. This framework offers a comprehensive criteria focusing on both internal and external approach to textbook evaluation. It also covers the trends in ELT recently by adopting some criteria on the relevance of the materials to the current methods. Nonetheless, the criteria offered by Mukundan, *et.al*. comprise only short statements without some

detailed explanation on them. Textbook evaluators employ their criteria would find it difficult to apply the criteria on the judgment process.

e. Textbook Evaluation Criteria by Nation and Macalister

Nation and Macalister (2010: 160) propose three main criteria of evaluating the existing coursebooks in their book entitled “*Language Curriculum Design*”. Those include 1) goals, content, and sequencing, 2) format and presentation, and 3) monitoring and assessment.

The first aspect to be considered as an important thing in textbook evaluation is goals, content, and sequencing criteria. This aspect has four criteria namely the ideas in the course, the content, the sequencing of the content, the language in the course, and the number of lessons in the course. The ideas in the course should suit to the learners’ age, interest them, increase the acceptability and usefulness of the course outside the classroom and help learning in the classroom. The content of textbooks should suit the proficiency level of the learners, suit their expectancy, and take into account the learners’ wants and needs. Further, textbooks should also have a sequence which allows students to be absent in some classes. The number of lessons must also suit with the academic year and the language should be comprehended easily.

The second criteria, format and presentation, deals with layout, activities, and physical appearances. Textbooks should have an attractive layout for the learners. In terms of activities, textbooks should contain activities which can be used for self-study, be suitable for various level of proficiency, suit the class size,

and take into consideration the learners' expectation in the language classroom. Additionally, textbooks should have activities which can be presented and managed by the teachers as well as can be successfully completed by the learners for their present and future use. Taking into account their appearance, textbooks must be easy to carry and the materials should be not too expensive.

The last criterion is monitoring and assessment aspect. This criterion involves only one aspect namely textbooks must show the learners that they are learning to do what they want to do. This becomes a part of continuous monitoring process that textbooks should do. Also, assessment covers the evaluation of the learners' progress in teaching learning process.

Nation and Macalister's criteria of textbook evaluation provide a comprehensive and detailed items on both internal and external approach to textbook evaluation. They also include assessment factor to be included in the evaluation process. However, they do not propose detailed explanation on their instrument of textbook evaluation.

f. Textbook Evaluation Criteria by Ur

Ur (1996: 185-186) mentions some criteria for conducting textbook evaluation. The proposed criteria are flexible in the sense that it can be added by using the evaluator's own criteria. In the principle, the criteria consist of six main parts namely curriculum, graphic, tasks and topics, content, language, and skills.

The criterion of curriculum covers both objectives and approaches used in the textbooks. The criterion of graphic is related to layout and visual materials.

Topics and tasks should be interesting and varied. The content criterion which becomes the main part of textbooks involves clear instructions, systematic syllabus coverage, content organization, and periodic review. Authenticity of language is the next criterion that should be taken into account. Also, the skills aspects on textbooks should include all four skills and pronunciation, grammar, as well as vocabulary. The complete criteria of Ur's framework is presented following.

- a) Objective explicitly laid out in an introduction and implemented in the material,
- b) Approach educationally and socially acceptable to target community,
- c) Clear effective layout, print easy to read,
- d) Appropriate visual materials available,
- e) Interesting topics and tasks,
- f) Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc.,
- g) Clear instructions
- h) Systematic coverage of syllabus,
- i) Content clearly organized and graded(sequenced by difficulty),
- j) Periodic review and test sections,
- k) Plenty of authentic language,
- l) Good pronunciation explanation and practice,
- m) Good vocabulary explanation and practice,
- n) Good grammar presentationand practice

- o) Fluency practice in all four skills
- p) Encourages learners to develop own learning strategies and to become independent in their learning,
- q) Adequate guidance for the teacher; not too heavy preparation load,
- r) Audio cassettes
- s) Readily available locally.

Ur's framework has also covered the internal and external approach to textbook evaluation. It also offers a complete criterion covering each aspect. Yet, the explanation offered by her framework is not in a detailed manner. Textbook evaluators need to modify Ur's framework by adding a detailed explanation on each aspect. The detailed explanation is needed since it leads to the objective judgment to each criterion.

g. Textbook Evaluation Criteria by *Pusat Perbukuan*

Pusat Perbukuan, served as an authorized institution for regulating textbook use in Indonesian educational system, also issued two instruments to conduct a textbook evaluation. The instruments are used to analyze the worthiness of textbooks published under the School-based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*). They consist of two major aspects namely content appropriateness which belongs to the first instrument as well as language appropriateness and presentation appropriateness which belong to the second one.

The first instrument is intended to evaluate the appropriateness of content. It comprises two sub aspects namely materials completeness and materials depth. Materials completeness is related to the coverage of transactional, interpersonal,

and functional texts. The materials depth, on the other hand, deals with three related aspects i.e. exposure, retention, and production.

As mentioned earlier, materials completeness requires a textbook to have three kinds of texts. The first of their kinds is called interpersonal text. Interpersonal text is aimed at equipping learners with ability to produce and comprehend expressions in order to fulfill the needs of interpersonal communicative functions and to interact with their closest environments. These include the use of expressions of introducing oneself and others, taking leave, showing sympathy, accepting and rejecting invitations, promising, complaining, and so on.

The second type of text, transactional text, deals with the use of communicative functions in taking and giving things, services, and information that the learners perform in their daily life. It then operates both in spoken and written modes. The form of transactional texts include ordering, warning, giving instructions, asking for and giving opinion and advice, making judgments, asking about plans, and so on.

Functional texts give learners opportunity to improve their language ability in four skills area in relation to listening, speaking, reading, and writing. Functional texts are presented in various genres including narrative, descriptive, recount, procedure, and so on. The texts are connected to the learners' daily life and other subject matters. Further, the modes of text are written as well as spoken.

With regard to the materials depth, textbooks should contain three main aspects namely exposure, retention, and production. Exposure requires them to present various texts to the learners. This is aimed at giving input as well as familiarizing the learners with various types of text with different social purposes. Retention means that textbook should promote the learners' understanding towards three major elements of text i.e social function, generic structure, and linguistic feature. This can be achieved when the learners have already understood the meaning and ideas of text. Production, on the other hand, guides the learners to produce text in both written and spoken modes after to achieve its social functions.

In terms of material accuracy, a textbook evaluator will analyze three major areas of the texts. Those include social functions, generic structure, and linguistic features.

Social functions are the goals of the text with regard to their communicative purposes in daily life. Social functions of text can be categorized into three parts comprising interpersonal communication, transactional communication, and functional communication. In transactional communication, an interpersonal text should help learners to perform functions of getting things done. This means that it can be in the form of asking for and giving something, facts, opinion, and service which is related to the learners' daily life. While transactional texts are aimed to get things done, interpersonal texts are used to maintain interpersonal relationship with others. In functional text, the functions vary based on its type e.g. narrative is used for amusing the readers, procedure

aims at giving instructions to perform something, and news items function to tell important events.

In terms of its generic structure, a text should develop the learners' chronological and systematic thinking ability. Those are covered by interactive activities in interpersonal and transactional texts leading to the initiation to communicate and to respond in the form of getting things done. In contrast, short functional texts must cover generic structure which will vary according to its type of text. For instance, narrative should have at least *orientation, complication, and resolution*. Descriptive should at least comprise of the *elements embedded in a person, thing, or animal* as well as its *description*. Recount must at least contain *orientation* and *a series of event* chronologically ordered to form a good text.

Linguistic features mainly deal with the development of learners' ability on using accurate and appropriate language. They therefore lead to the natural use of language in communicative context. This will be related to social function achieved by certain text types. Linguistic features vary from one text type to another. For instance, narrative contains past tense, material process, and individualized participants. Recount also uses past tense and material process, yet it employs circumstance of time and place as well as focuses on temporal sequence. Descriptive, on the other hand, uses simple present tense and tends to use attributive and identifying process.

In evaluating the supporting learning materials, a textbook evaluator must consider three major elements namely the up-to-date nature of materials, development of life skill, and development of insight on diversity.

The first criterion, namely the up-to-date nature of materials, means that the materials are taken from the most updated sources. This also implies that texts, tables and pictures accompanying learning materials must also be taken from such sources. This criterion also requires the learning materials together with their accompanying aspects are taken from the relevant sources.

The next criterion, live skills development, is related to the development in four major areas. Those include personal skills, academic skills, social skills, and vocational skills. Personal skills include the ability to recognize others' strength and weakness. Social skills involve the ability to be cooperative, tolerant, appreciating gender equity, peace, and non-violent in communicating and interacting with other people. Academic skills comprise of gaining and using information, solving the problems, and making decisions. Vocational skills include the ability, attitude, and skill necessary to do certain job/profession.

Considering the development of insight on diversity, the texts and communicative functions should stimulate the learners to do several things to appreciate diversity around them. Firstly, the texts and communicative events should lead to the appreciation to the cultural diversity and pluralistic society. Secondly, the texts and communicative events should initiate the appreciation toward democratic values which are culturally appropriate to the socio-cultural

context. Thirdly, the texts and communicative events should lead the internalization of some nationalism spirit.

The second instrument is aimed at measuring the language aspect and presentation technique. Language aspect covers three main areas including the match between language and students' development, communicativeness, and the coherence and unity of ideas. Presentation technique is related to the presentation technique, teaching and learning technique, and presentation coverage.

In relation to the language aspect, the worthiness of content is measured by its language appropriateness. The first aspect, the match between language and students' development, requires the instructions to be suitable with the students' cognitive development as well as to be suitable with the students' socio-emotional condition.

Communicativeness means that textbooks should have message readability and grammatical accuracy. The coherence and unity of ideas require textbooks to be presented in coherent way as well as to show its unity among chapters / sub-chapters.

With regard to the presentation aspect, there are two aspects which should be analyzed. They are presentation technique and presentation coverage.

Presentation technique covers six major criteria namely organization, the balance between chapters, student-centered principle, development of students' initiative and critical thinking, development of students' autonomous learning, and development of students' self-reflection ability. Organization aspect means

that the materials are presented in the form of texts, communicative acts, illustrations, and symbols which should consist of, at least, introduction, content, and conclusion. The balance, in this context, deals with the presentation of texts, communicative acts, illustrations, and symbols which should be made balance in each chapter/sub-chapter/unit. Student-centred principle covers the encouragement to communicate in English with their peers, teachers, and wider community members. Development of students' initiative, creativity, and critical thinking, on the other hand, deals with the encouragement to do communicative activities in oral and written form based on their initiation creatively and critically. Development of autonomous learning means that materials should contain autonomous learning activities. The last aspect, development of students' self-reflection, caters the needs of students awareness of their achievement and lacks in teaching learning process

Presentation coverage deals with three major parts namely introductory part, content part, and closing part. Introductory part should consist of preface which provides some basic information with regard to the reasons of writing the book as well as table of content which makes the readers easy to find chapter, sub chapter, and topic of the book. Content part should consist of at least introduction, learning load, summary, and reflection. Closing part should at least cover glossary, bibliography, and index.

The framework offered by *Pusat Perbukuan* presented earlier has covered three major areas namely content, language, and presentation aspects. In addition, some other factors related to the presentation coverage of textbooks are also

added. Nevertheless, some aspects related to the approach and trends in ELT are not covered. For instance, genre-based approach as an underlying theory to the implementation of the School-based Curriculum is not covered in the textbook evaluation instrument offered by *Pusbuk*.

B. Description of the Textbooks

1. *Let's Talk*

Let's Talk is a series of English textbook for Junior High School level published by *Pakar Raya*. It has three series for grade VII, VIII, and IX with the same title. For grade eighth students, this book was written by Bachtiar Bima Mustriana and Cicik Kurniawati and was published in 2007. This book was also supervised by Dr. Helena IR Agustien, a lecturer of Semarang State University. *Let's Talk* for the eighth graders of Junior High School has 183 pages and six units covering descriptive, recount, and narrative text. Each unit has a title i.e. “*Describing animals*”, “*Congratulations*”, “*I’m not feeling well*”, “*On my holiday, I went to..*”, “*Long, long time ago*”, and “*My teenage world*”.

2. *English on Sky 2*

English on Sky 2 is a series of English textbooks for Junior High School published by a well-known Indonesian publisher, Erlangga. Similar to that of previous textbook, *English on Sky* is also intended for grade VII, VIII, and IX. The *EOS 2* book was written by Mukarto, *et.al.* and was also published in 2007. This book has 207 pages and consists of eight units. Each unit also has a title namely “*The Amazing Muse*”, “*Busy People*”, “*My Experience*”, “*Science and*

Experience", *"Once upon a Time"*, *"The Magic Stories"*, *"Fame and Fortune"*, and *"A Funny Thing Happened"*. Those units cover three genres namely descriptive, narrative, and recount.

C. Conceptual Framework

Textbooks play an important role in educational system. As a part of instructional system, they continue to take part in any educational context both in and outside the classrooms. In the classroom contexts, textbooks help teachers to implement their instructional system effectively. Due to the fact that textbooks are inseparable in the implementation of an instructional system, English teachers relied heavily on them. Moreover, it is sometimes found that textbooks become the only instructional materials in the classroom.

Since textbooks are used widely in the educational contexts, there are a huge number of commercially published English textbooks. In fact, their quality ranges from good to poor ones depending on the criteria of good textbooks they have met. Also, the content of commercial textbooks can be irrelevant to teachers' own classroom as the classroom contexts are a unique condition making up different aspects.

The above facts necessitate teachers to conduct a textbook evaluation considering the importance of textbooks in teaching learning process. It is the process of making judgments of their appropriateness based on certain criteria. Byrd in Celce-Murcia (2001: 415) argues that this is categorized as a complex process performed in different ways including a teacher-own decision process,

centralized process and a more decentralized approach. Cunningsworth (1995: 15) adds that the judgment process will be based on the proposed views and priorities.

Pusat Perbukun, serving as an authorized institution for textbook regulation in Indonesian context, published an instrument to evaluate textbooks in 2011. This is a revised version of the previous one published in 2007. The instrument covers some criteria to evaluate textbooks. These include content, language, and presentation aspects. Nevertheless, there are some modifications applied to the instrument. This is because there are some aspects in the language and content aspects need to be added with other criteria. To do so, some other criteria proposed by Byrd in Celce-Murcia (2001: 416), Cunningsworth (1995: 15-17) Littlejohn in Tomlinson (2011: 179), Mukundan, *et.al* (2011: 104-105), and Nation and Macalister (2010: 160).

The instrument for textbook evaluation consists of criteria drawn from three major areas namely content, language, and presentation aspects. The proposed criteria are then divided into some sub-aspects. These sub-aspects are elaborated into some area. A more detailed and specific explanation of such areas is elaborated through some items reflecting the ideal condition which should be met by a textbook. The aforementioned features are then realized in the form of table used as a researcher-generated document to be employed by the researcher himself acting as the textbook evaluator for this study.

Table 2.1. Aspects, Sub Aspects, Areas, and Items for English Textbook**Evaluation Process**

Aspects to be evaluated	Sub Aspects	Areas	Items
Content	The relevance of material to the curriculum	Materials Completeness	Interpersonal texts
			Transactional texts
			Functional texts
		Materials Depth	Exposure
			Retention
			Production
		Social Functions	Interpersonal communication
			Transactional communication
			Functional communication
		Generic structures	Descriptive texts
			Narrative texts
			Recount texts
		Linguistic Features	Accurate appropriate language use in context
	The supporting learning materials	Up-to-date	Up-to-date sources
			Relevant sources of accompanying materials
		Life skills development	Personal skills
			Social skills
			Academic skills
			Vocational skills
		Development of insight on diversity	Appreciation on cultural diversity and plural society
			Awareness of local and national potential aspect
			Appreciation on democratic values relevant to the socio-cultural context

			Internalization of belonging to motherland, nation, and country
		Character building	Character building activities
		Cultural aspects	Local culture
			Target culture
Language	Appropriates of language	Language and students' development	International culture
			Suitability to the students' cognitive development
		Communicativeness	Suitability to the students' socio-emotional condition
			Message readability
			Grammatical accuracy
		The coherence and unity of ideas	Natural and real language use
			Coherence on each unit
			Unity on each unit
		Four skills	Sequencing techniques
			Listening
			Speaking
			Reading
			Writing
		Other language aspects	Vocabulary
			Grammar
			Pronunciation
Presentation	Presentation aspect	Organization	Presentation of texts, communicative acts, and illustrations
		The balance between chapters and units	Balanced presentation of texts, communicative acts, and illustrations
		Student-centred principle	Communication between students, peers, and teachers
		Development of students' initiative, creativity, and	Communicative activities based on their initiation

		critical thinking	
		Development of autonomous learning principle	Encouragement to be autonomous learners
		Development of self-reflection ability	Awareness of their success and lacks in teaching learning process
		Genre-based approach	Building Knowledge of the Field
			Modeling of the Text
			Joint Construction of the Text
			Independent Construction of the Text
	Presentation coverage	Introductory part	Preface
			Table of content
			Introduction
		Content part	Learning load
			Reference
			Summary
			Reflection
		Closing part	Glossary
			Bibliography
			Index

CHAPTER III

RESEARCH METHOD

A. Type of Study

This research used content analysis or document analysis technique. This was categorized into descriptive qualitative research (Ary, *et.al*, 2010: 29). The focus of this study was analyzing documents which were two English textbooks in a systematic and replicable manner. The aim of this descriptive qualitative study was therefore to understand and to gain the depiction of worthiness of English textbooks as shown by their strength and weakness.

This study attempted to find out the worthiness of English textbooks in two aspects. First, it attempted to discover whether the textbooks analyzed has met the criteria synthesized from the ones proposed by *Pusat Perbukuan* and other ELT experts. Second, it also attempted to understand how those criteria were fulfilled. To do so, all aspects of English textbooks were scrutinized in order to gain the clear picture of this phenomenon.

B. Research Subjects

The data of the present study were taken from two English textbooks widely used in junior high schools around Yogyakarta. Those were *Let's Talk* and *English on Sky 2* for grade VIII of junior high school. The first textbook, *Let's Talk*, was developed by using School-based curriculum and was written by Bachtiar Bima Mustriana and Cicik Kuriawati along with Helena Indyah Ratna

Agustien, Ph.D as a consultant. The second textbook, *English on Sky 2*, was also developed based on School-based Curriculum. This book was written by Mukarto, *et.al.* and was launched in 2007.

Those aforementioned textbooks were chosen for several reasons. Based on the observation and small mini survey conducted by the researcher by asking some book sellers, it was evident that those textbooks were the best seller ones in some bookstores. Also, it was found from interview conducted with seven teachers in Yogyakarta municipality that those were the most widely used textbooks among junior high school teachers. Therefore, there was a need to examine the worthiness of both textbooks after several years implementation.

C. Research Procedure

In this study, the researcher used some systematic steps to evaluate textbooks. These steps include preparing the study, analyzing textbook, and writing down the report (Ary, *et.al.* 2010: 458). These would be explained in following parts.

1. Specifying the Phenomenon to be Investigated

The main aim of this study was to find out whether the analyzed English textbooks met the criteria of a good textbook as synthesized from the criteria proposed by *Pusat Perbukuan* and other ELT researchers.

2. Formulating Exhaustive and Mutually Exclusive Coding Categories

In relation to the formulation of coding categories, the researcher firstly decided to adapt a framework provided by *Pusat Perbukuan*. This framework contained some criteria for evaluating the worthiness of textbook. Then, some modifications were done to overcome the lacks of *Pusbuk*'s criteria. To do so, the criteria proposed by some ELT experts such as Byrd in Celce-Murcia (2001: 416), Cunningsworth (1995: 15-17), Littlejohn in Tomlinson (2011: 179), Mukundan, *et.al* (2011: 104-105), Nation and Macalister (2010: 160), and Ur (1996: 185-186) were added. After modifying the instrument, a set of belief statements was drawn. A simple tick and cross system was therefore used to make the process of evaluating textbooks easier. To clarify the judgments, some qualitative descriptions were also added. The instrument consisted of three main aspects and seven aspects consisting of statements indicating criteria of good textbook. As the main aspects were broad, they were broken down into some sub aspects. The sub aspects covered some areas which reflected the belief of statements.

3. Deciding on the Evaluation Subject

The subjects chosen to be analyzed in this content analysis study were two English textbooks commercially available in the bookstores. These textbooks have been used in both local and national context for several years. They include English on Sky and Let's Talk. The first textbook, *English on Sky*, was developed based on School-based Curriculum. This book was written by Mukarto, *et.al.* and had been launched since 2006. The second textbook, *Let's Talk*, was also

developed by using School-based curriculum and was written by Bachtiar Bima Mustriana and Cicik Kuriawati along with Helena Indyah Ratna Agustien, Ph.D as a consultant.

4. Analyzing the Textbooks

The modified criteria were further used as an instrument in analyzing textbooks. The criterion of good textbook fulfilled by textbook was given a tick and was valued 1 point. In contrast, the criterion which was not fulfilled was given a cross and was given 0 point. From these analyses, the percentage was calculated from the criterion which fulfilled and criterion which was not fulfilled. Further, the total percentage was derived from total of criterion which was not fulfilled in each sub aspects divided by the total of criteria points in each sub aspects. The results of the calculation were then used to make interpretations and to draw conclusions.

D. Research Instruments

The primary instrument of this study was the researcher as this study was categorized as a content analysis research. Since this study used a human instrument, the researcher acted as a key instrument (Bodgan and Biklen, 1982: 145). Further, they state that the roles of the researcher involved planning, collecting, analyzing, and reporting the research findings.

The two textbooks analyzed in this study were the best seller ones among others in Yogyakarta. They were developed based on the School-based

Curriculum and written for the Eighth Graders of Junior High School. The textbooks, in this study, served as second instrument. The content, language and presentation aspects acted as documents which are used as a primary source for this study.

As this study was categorized as content analysis research, the researcher analyzed the textbooks by using checklist containing aspects being examined (Ary, *et.al.* 2010: 458). To do so, the researcher employed a checklist of textbook evaluation synthesized from *Pusat Perbukuan*. With some modifications, the criteria were added by using other criteria proposed by Byrd in Celce-Murcia (2001: 416), Cunningsworth (1995: 15-17), Littlejohn in Tomlinson (2011: 179), Mukundan, *et.al* (2011: 104-105), Nation and Macalister (2010: 160), and Ur (1996: 185-186).

The checklist using to analyze the textbooks had three main aspects. These included content, language, and presentation aspect. The detailed explanation for each aspect was presented as follows.

1. Content Aspect

There were three sub aspects contained in this aspect namely the relevance of the materials to the curriculum, the materials accuracy, and the supporting learning materials.

In the sub aspect of the relevance of the materials to the curriculum, there were three areas and six criteria. The areas comprised materials completeness and materials depth. The items for materials completeness were adapted from *Pusat*

Perbukuan (2011). Additionally, the items for materials completeness were taken from *Pusat Perbukuan* (2011) with some more criteria proposed by Littlejohn in Tomlinson (2011: 179).

The sub aspect of materials accuracy covered three areas and seven criteria. The areas to be evaluated in this sub aspect were social functions, generic structures, and linguistic features whose criteria were proposed by *Pusat Perbukuan* (2011) with an addition of a criterion stated by Mukundan, *et.al* (2011: 104-105).

In sub aspect of the supporting learning materials, there were five areas to be evaluated namely up-to-date learning materials, life skills development, development of insight, character building, and cultural aspects. The items for these areas were derived from *Pusat Perbukuan* (2011) and there were also some additions with the ones proposed by Byrd in Celce-Murcia (2001: 416) and Mukundan, *et.al*. (2011: 104-105).

2. Language Aspect

There was only one sub aspect contained in the language aspect i.e. language appropriateness. This sub aspect had five areas including the match between language and students' development, communicativeness, the coherence and unity of ideas, four skills, and other language aspects. The items broken down from the areas were adapted from *Pusat Perbukuan* (2011) with some modifications taken from Cunningsworth (1995: 15-17) and Mukundan, *et.al*. (2011: 104-105).

3. Presentation Aspect

The presentation aspect had three sub aspect namely presentation technique, teaching and learning technique, and presentation coverage.

The first sub aspect, presentation technique, comprised two areas namely organization and the balance between chapter and units. These two areas were broken down into two items whose criteria were taken from *Pusat Perbukuan* (2011).

In the teaching and learning technique, there were eight items including student-centeredness, development of initiation, development of autonomous learning, development of students' self-reflection, and genre-based approach derived from *Pusat Perbukuan* (2011) and Nation and Macalister (2010: 160). In the genre-based approach criteria, Feez and Joyce's (2002: 28) application were then employed.

The last sub aspect, presentation coverage, had three areas namely introductory part, content part, and closing part. Those areas were divided into ten items. The derived items were all taken from criteria proposed by *Pusat Perbukuan* (2011).

E. Data Collection Technique

The data were collected from two English textbooks for grade eighth of Junior High School. Those were *Let's Talk* and *English on Sky* for grade VIII of Junior High School. The first textbook, *Let's Talk*, was also developed by using School-based curriculum and was written by Bachtiar Bima Mustriana and Cicik

Kuriawati along with Helena Indyah Ratna Agustien, Ph.D as a consultant. This textbook was published in 2007. The second textbook, *English on Sky*, was developed based on School-based Curriculum. This book was written by Mukarto, et.al. and was also launched in the same year as the first textbook.

F. Data Analysis Technique

As this study intended to evaluate textbooks, the checklist was used to gather data (Ary, *et.al.* 2010: 458). To get comprehensive results of the data, the checklist was developed from seven major sources comprising criteria from Byrd in Celce-Murcia (2001: 416), Cunningsworth (1995: 15-17), Littlejohn in Tomlinson (2011: 179), Mukundan, *et.al* (2011: 104-105), Nation and Macalister (2010: 160), and Ur (1996: 185-186). The checklist comprised three major elements of evaluation namely content, language, and presentation. From these three elements, seven sub-aspects were derived. They included the relevance of materials to the curriculum, material accuracy, supporting learning materials, language appropriateness, presentation technique, teaching learning technique, and presentation coverage.

The calculation of the result of data analysis was given to each textbook. This was done by dividing the total criteria which has been met with the total number of criteria. Then, it was multiplied by 100 % to achieve the sum points. The formula of calculation used in the evaluation process was presented as follows.

$$\text{Percentage} = \frac{\sum X}{N} \times 100\%$$

$\sum X$: The total of criteria which were fulfilled by textbooks in each aspect.

N : The total number of criteria in each point.

The above formula was then used to decide the results of data analysis.

The results contained four criteria presented in the following table.

Range of fulfillment score	Category
80%-100%	Good
60% - 79%	Fair
50% - 59%	Sufficient
0-50%	Poor

Table 3.1. The conversion of fulfillment average into four proposed categories (*Pusat Perbukuan, 2011*)

G. Credibility and Dependability of Research

To ensure the credibility and dependability of this study, there were two methods applied. They were consensus and triangulation (Ary, *et.al*, 2010: 501).

1. Consensus

Ary, *et.al*. (2010: 499) mention that qualitative research should employ consensus to ensure its credibility. Consensus in this study was done through peer debriefing technique. It is applied by collaborative working between the

researcher and his thesis supervisor. The thesis supervisor served as a reviewer of this research. She checked the data gained from this study and recommended some parts needed to be improved. To do so, the thesis supervisor was provided information on the textbook evaluation, the process of evaluation, the data, the findings of the evaluation, and their interpretations beforehand.

2. Triangulation

Triangulation could be implemented by the use of multiple observers (Ary, *et.al*, 2010: 503). The implementation of such strategy involved the use of investigator triangulation who was other researchers or English teachers. This was done through having multiple researchers who were two novice researchers and one English teacher of Junior High School to examine the data. The two novice researchers were two English Department students conducting their RnD study to develop learning materials for JHS level. To do so, the investigators were given the instrument as well as the results of the findings. The data collected from them were then compared to avoid bias which could be found during the analysis. By so doing, the maximum results could be achieved as the data were scrutinized by more than one researcher.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings of the Textbook Evaluation

Aspects of Evaluation	No	Sub Aspects of Evaluation	Fulfillment	
			Textbook 1	Textbook 2
Content	1	Relevance of Materials to the Curriculum	83%	67%
	2	Materials Accuracy	86%	86%
	3	Supporting Learning Materials	71%	57%
Language	4	Language Appropriateness	87%	87%
Presentation	5	Presentation Technique	100%	100%
	6	Teaching and Learning Technique	87%	87%
	7	Presentation Coverage	60%	60%
Average (%)			82%	78%
Criteria			Good	Fair

Table 4.1. Table of Evaluation Summary

Based on the data presented on table 4.1, textbook 1 was categorized “good” by achieving average score of 82%, whereas textbook 2 was categorized “fair” by achieving average score of 78%. Of the seven proposed criteria, the four criteria could be classified “good” namely relevance of materials to the curriculum (83%), materials accuracy (86%), language appropriateness (87%), presentation technique (100%), and teaching learning techniques (87%). Another aspect i.e. supporting learning materials was “fair” by achieving 71%. Presentation coverage which was the remaining aspect achieved 60% which meant that it was “fair”.

On the other hand, textbook 2 was said to be “fair” in terms of the overall fulfillment average. This was because this textbook achieved average fulfillment score of 76%. Of the seven proposed criteria, textbook 2 could be categorized “good” in four aspects, “fair” in two aspects, and “sufficient” in one aspect. The “good” category involved materials accuracy (86%), language appropriateness (87%), presentation technique (100%), and teaching learning techniques (87%). The “fair” category was relevance to the curriculum achieving 67% fulfillment score and presentation coverage achieving 60%, whereas the “sufficient” category included supporting learning materials (57%).

The results of the textbook evaluation were summarized on table 4.2 until 4.7. The summary contained 62 sub-aspects covered the criteria reflecting the beliefs of ideal characteristics that a textbook should have. Following the summary of the results was the presentation of more detailed evaluation results.

1. The Relevance of Materials to the Curriculum

Table 4.2. The checklist of the relevance of materials to the curriculum aspect

Area	No	Criteria : The Relevance of Materials to the Curriculum	The Fulfillment of Criteria	
			T1	T2
Materials Completeness	1.	The textbook should comprise a short interpersonal text in the form of invitation, request, compliment, congratulation, and agreement allowing the students to explore and produce interpersonal communication function in their daily life.	0	0
	2.	The textbook should include a short transactional text which is aimed at	1	1

		asking for and giving something, offering and refusing, and agreeing related to the students' immediate context.		
	3.	The textbook should contain a short functional text giving the students opportunity to improve their ability in listening, speaking, reading, and writing in the form of invitation, advertisement, short message as well as descriptive, narrative, and recount.	1	1
Materials Depth	4.	Exposure : the textbook should provide as much as exposure to the students by presenting many kinds of text which are relevant to them.	1	1
	5.	Retention : the textbook should explain the retention of text, that is, the social function, meaning, and linguistic feature.	1	1
	6.	Production : the textbook should lead the students to produce both written and spoken text fulfilling its social function, meaning, and linguistic feature.	1	0
Total			5	4
Percentage			83%	67%

With regard to the relevance of the materials to the curriculum, textbook 1 fulfilled five of the six proposed criteria. Those included 1) transactional texts, 2) functional texts, 3) exposure, 4) retention, and 5) production. For this criterion, textbook 1 got 83 % of fulfillment ratio. This meant that textbook 1 was good in the category of the relevance of textbook to the curriculum.

Textbook 2, on the other hand, met four of the six proposed criteria. They were 1) transactional texts, 2) functional texts, 3) exposure, and 4) retention. Since textbook 2 has met four criteria, it got 67 % fulfillment score. This meant that this textbook was categorized “fair” in the aspect of relevance to the curriculum.

2. The Materials Accuracy

Table 4.3. The checklist of the materials accuracy aspect

Area	No	Criteria : The Materials Accuracy	The fulfillment of Criteria	
			T1	T2
Social Function <i>The texts should lead to accomplish their social function which is related to the interpersonal communication, transactional communication, and functional communication</i>	7.	Interpersonal communication is aimed at building an interpersonal communication with others.	0	0
	8.	Transactional communication is employed to ask for/give goods, services, and opinion related to the students' daily life in the form of spoken and written genre.	1	1
	9.	Functional communication functions in the short functional text as follows. Recount is used to tell personal experiences for example success story, biography, unforgettable experiences and the like. Narrative is aimed at amusing the readers and promoting moral values. Descriptive is used to give, identify, differentiate, offer, compliment, and criticize goods/people/animals.	1	1
Generic Structure <i>The texts should lead to the development of the students' logical and systematic thinking skills.</i>	10.	Descriptive must contain at least identification and description.	1	1
	11.	Narrative must contain at least orientation, complication, and resolution.	1	1
	12.	Recount must have at least orientation and events which are chronologically ordered.	1	1
Linguistic	13.	The texts should develop the	1	1

Features		students' communication skills by using accurate and appropriate language based on the communicative context.		
Total			6	6
Percentage			83%	83%

In terms of their materials accuracy, both textbooks have fulfilled six out of the seven proposed criteria. Those were 1) getting things done through transactional dialogues, 2) accomplishing social functions through functional texts, 3) the development of students' logical and systematic thinking skills in descriptive, 4) the development of students' logical and systematic thinking skills in recount, 5) the development of students' logical and systematic thinking skills in narrative, and 6) accurate and appropriate use of language based on the communicative context. Based on the fulfillment ratio criteria, textbook 1 and textbook 2 fulfilled 86% of the proposed criteria which meant they were good at their materials accuracy.

3. The Supporting Learning Materials

Table 4.4. The checklist of the supporting learning materials aspect

Area	No	Criteria : The Supporting Learning Materials	The Fulfillment of Criteria	
			T1	T2
Up-to-date	14.	The supporting materials accompanying texts (table, picture, appendix, etc) are taken from up-to-date sources.	0	0
	15.	The supporting materials accompanying texts (table, picture, appendix, etc) are taken from relevant sources.	1	1

Life skills development <i>The texts and communicative events motivate the students to do some life skills development including personal skills, social skills, academic skills, and vocational skills</i>	16.	Personal skills : include the ability to recognize personal and others' strengths and weaknesses as well as to develop himself as an autonomous and social person.	0	0
	17.	Social skills : involve the ability to be cooperative, tolerant, appreciating gender equity, peace, and non-violent in communicating and interacting with other people.	1	1
	18.	Academic skills : comprise gaining and using information, solving the problems, and making decisions.	1	1
	19.	Vocational skills : include the ability, attitude, and skill necessary to do certain job/profession.	1	1
Development of insight on diversity <i>The texts and communicative events lead the students to appreciate multiculturalism and pluralism, to be aware of local and national genius, to appreciate democracy in local context, and to understand nationalism</i>	20.	The texts and communicative events lead the students to appreciate cultural diversity and plural society including cultural values as well as local, national, and global contents.	1	1
	21.	The texts and communicative events lead the students to be aware of their local region's potential aspects in order to promote local and national potential aspect.	1	0
	22.	The texts and communicative events lead the students to appreciate democratic values relevant to their local socio-cultural contexts.	1	1
	23.	The texts and communicative events lead the students towards the internalization of insight on diversity values for promoting the sense of belonging to the motherland, nation, and country.	1	0
Character Building	24.	The character building activities are presented to be applied in the students' daily life.	0	0

Cultural Aspects	25.	The textbook presents local culture to maintain the students' identity.	1	0
	26.	The textbook presents target culture in order to introduce the students with the culture of English speaking country's people.	1	1
	27.	The textbook promotes international culture to raise the students' awareness of diversity of English speakers nowadays.	0	1
Total			10	8
Percentage			71%	57%

In reference to the supporting learning materials, textbook 1 has fulfilled ten out of the fourteen proposed criteria. These involved 1) relevant sources of the supporting materials, 2) social skills, 3) academic skills, 4) vocational skills, 5) appreciation of cultural diversity and plural society, 6) awareness of local and regional potential aspects, 7) appreciation on democratic values, 8) internalization on insight of national belonging, 9) local culture, and 10) target culture. Using the fulfillment criteria, textbook 1 got 71% which meant it had good supporting learning materials.

In this category, textbook 2 has met eight out of ten proposed criteria on supporting learning materials. They were 1) relevant sources of the supporting materials, 2) social skills, 3) academic skills, 4) vocational skills, 5) appreciation of cultural diversity and plural society, 6) appreciation on democratic values, 7) target culture, and 8) international culture. Having fulfilled eight criteria, textbook

got 57% of fulfillment score. This therefore meant that textbook 2 was sufficient in this category.

4. The Appropriateness of Language

Table 4.5. The checklist of appropriateness of language aspect

Area	No	Criteria : The Appropriateness of Language	The Fulfillment of Criteria	
			T1	T2
The match between language and the students' development	28.	The language of instruction and explanation should be suitable with the students' cognitive development.	1	1
	29.	The language of instruction and explanation should be suitable with the students' socio-emotional condition.	1	1
Communicativeness	30.	Message readability : the messages are clear and are understandable.	1	1
	31.	Grammatical accuracy :The messages are presented in correct English grammar.	1	1
	32.	The language of instruction should be natural and real to promote real-life and meaningful communication.	1	1
The coherence and unity of ideas	33.	The materials presented on one part/chapter/subchapter/paragraph should be coherent	1	1
	34.	The materials should show unity of meaning on each part/chapter/subchapter/paragraph	0	0
	35.	The materials must be sequenced from easy to complex	1	1
Four skills	36.	Listening : there is a good presentation and practice of listening.	1	1
	37.	Speaking : there is a good	1	1

		presentation and practice of speaking.		
	38.	Reading : there is a good presentation and practice of reading.	1	1
	39.	Writing : there is a good presentation and practice of writing .	1	1
Other language aspects (vocabulary, grammar, and pronunciation)	40.	Vocabulary : there is a good presentation and practice of vocabulary.	1	0
	41.	Grammar : there is a good presentation and practice of grammar materials.	1	1
	42.	Pronunciation : there is a good presentation and practice of pronunciation.	0	1
Total			13	13
Percentage			87%	87%

In reference to the appropriateness of language, textbook 1 and textbook 2 have met twelve out of the fifteen criteria. Those were 1) the language and students' cognitive development, 2) the language and students' socio-emotional condition, 3) message readability, 4) grammatical accuracy, 5) real-life and meaningful use of language, 6) coherence of materials, 7) sequencing method, 8) good presentation and practice of listening, 9) good presentation and practice of speaking, 10) good presentation and practice of reading, 11) good presentation and practice of writing, 12) good presentation and practice of vocabulary, and 13) good presentation and practice of grammar. Considering this result, both textbooks were categorized as good in this category by achieving 81% of fulfillment.

5. Presentation Technique

Table 4.6. The checklist of the presentation technique aspect

Area	No	Criteria : The Presentation Technique	The Fulfillment of Criteria	
			T1	T2
Organization	43.	The materials are presented in the form of texts, communicative acts, illustrations, and symbols which should consist of, at least, introduction, content, and conclusion.	1	1
The balance between chapters and units	44.	The materials are presented in the form of texts, communicative acts, illustrations, and symbols which should be made balance in each chapter/sub-chapter/unit.	1	1
Total			2	2
Percentage			100 %	100 %

In accordance to the presentation technique, both textbooks have met all proposed criteria. Those included 1) organized presentation materials in the form of texts, communicative acts, illustrations, and symbols which should consist of, at least, introduction, content, and conclusion, and 2) balanced materials in the form of texts, communicative acts, illustrations, and symbols.

6. The Teaching and Learning Technique

Table 4.7. The checklist of the teaching and learning technique aspect

Area	No	Criteria : The Teaching and Learning Technique	The Criteria of Fulfillment	
			T1	T2
Student-centered principle	45.	The materials encourage the students to communicate in English with their peer, teacher, and wider community member.	1	1
Development of students' initiative, creativity, and critical thinking	46.	The materials encourage the students to do communicative activities in oral and written form based on their initiation creatively and critically.	1	1
Development of autonomous learning	47.	The materials encourage the students to be autonomous learners.	1	1
Development of students' reflection/ self-evaluation ability	48.	The materials encourage the students to be aware of their achievement and lacks in teaching learning process	0	0
Genre-based approach	49.	The textbook covers activities for <i>Building Knowledge of the Field</i> (BKOF) stage.	1	1
	50.	The textbook covers activities for <i>Modeling of the Text</i> (MOT) stage.	1	1
	51.	The textbook covers activities for <i>Joint Construction of the Text</i> (JCOT) stage.	1	1
	52.	The textbook covers activities for <i>Independent Construction of the Text</i> (ICOT) stage.	1	1
Total			7	7
Percentage			87%	87%

Based on the criterion of teaching and learning technique, textbook 1 and textbook 2 have met seven of eight proposed criteria. They included 1) interaction in English among students with others, 2) initiation to communicate creatively, 3) autonomous learning principle, 4) tasks in *Building Knowledge of the Field*, 5) tasks in *Modeling of the Text*, 6) tasks in *Joint Construction of the Text*, and 7) tasks in *Independent Construction of the Text*. With this fulfillment, both textbooks got 87%. This indicated that they were good in this category.

7. Presentation Coverage

Table 4.8. The checklist of the presentation coverage aspect

Area	No	Criteria : Presentation Coverage	The Criteria of Fulfillment	
			T1	T2
Introductory part <i>This part consists of at least preface and table of content</i>	53.	Preface: provide some basic information with regard to the reasons of writing the book and acknowledgment.	1	1
	54.	Table of content : make the readers easy to find chapter, sub chapter, and topic of the book.	1	1
Content part <i>This part consists of at least introduction, learning load, reference, summary, and reflection</i>	55.	Introduction : contain some information in relation to the aim the book, the organization of the book, the preferred learning style, and so on.	0	1
	56.	Learning load : comprise Type equation here. three aspects which become the main part of the book namely face-to-face activity, exercise, and independent activity.	1	1

	57.	Reference : cover any texts, tables, illustrations which have some identities.	1	1
	58.	Summary : involve the main points of the materials on each chapter.	0	0
	59.	Reflection : guide the students to reflect what they have learned in each unit.	0	0
Closing part <i>This part consists of at least glossary, bibliography, and index</i>	60.	Glossary : contain some important terms and their explanation which are listed alphabetically	0	0
	61.	Bibliography : contain the list of books used as a reference.	1	1
	62.	Index : comprise of the list of important words followed by the number of pages.	1	0
Total			6	6
Percentage			60%	60%

With regard to the presentation coverage, textbook 1 has fulfilled 60% of the criteria proposed. In other words, it has met six out of ten categories. Those were 1) preface, 2) table of content, 3) learning load, 4) reference, 5) bibliography, and 6) index. Having fulfilled half of the criteria, it was considered fair in the aspect of presentation coverage.

Textbook 2 has also met six out of ten proposed criteria. They included 1) preface, 2) table of content, 3) introduction, 4) learning load, 5) reference, and 6) bibliography. Since this textbook fulfilled 60% of the proposed category, it was considered as fair in the presentation coverage.

B. Discussions on the Description of the Criteria Fulfillments

The explanation provided in this section explored a more detailed description on the criteria presented earlier. More specifically, the following explanation was attempted at clarifying how the fulfillment criteria have been met or not.

1. Description of the Sub Aspect of Relevance of Materials to the Curriculum

a. Comprehension and Production of Interpersonal Texts

There were six units in textbook 1. In each unit, interpersonal dialogues were exposed. They included *inviting someone* in Unit 1, *complimenting and congratulating* in Unit 2, *expressing opinion* in Unit 3, *expressing leave taking* in Unit 4, *expressing feelings* in Unit 5, and *expressing preference* in Unit 6.

The lessons of interpersonal texts in text 1 have not fulfilled the criteria for several reasons. First, the lists of expressions to explain the degree of formality were not provided in each unit. Second, some units had a very limited input text with only one text as an input. Third, some units lacked in providing various dialogues portraying different contexts. Lastly, there was some mismatch between input texts and production tasks which should be done by the students.

This could be seen, for instance, on Unit 3 where dialogues about expressing opinion were presented. In this unit, there were two inputs texts exposed to the learners. The two input texts were then followed by a task requiring the students to make a conversation based on different situations.

Unfortunately, there was no list of expressions given. Also, there were only two models of input texts portraying conversation between two close friends. This was seen insufficient since there were many expressions related to expressing opinion in different ways.

Another example was found in Unit 6 where expressing preference was taught. In this unit, there were two conversations related to the expressions of preference given. They were followed by two tasks of reading aloud a dialogue and filling gap an incomplete dialogue. In the production level, students were required to make two dialogues based on the situations given. Unfortunately, the tasks did not require them to make conversation involving expressing preference. The first task asked students to explain what characters be suitable for the play, and the second one required them to talk about the difficulties they would encounter in making and preparing the set.

In sum, textbook 1 has not fulfilled the criterion of comprehension and production of interpersonal texts. This was because of several reasons previously mentioned namely the lack of conversation models, the absence of the list of expressions, and the mismatch between the model texts and the tasks in production level.

There were eight units in textbook 2. Most the units in textbook 2 did not fulfill this criterion since the texts presented in this textbook were in the form of transactional texts such as *asking for and giving things*, *getting information*, *asking for and giving opinions*, *making questions*, *asking for and giving ideas*,

asking for information, and so on. The interpersonal texts and dialogues were presented in Unit 1, Unit 4, and Unit 5. This meant that the remaining units did not contain such texts and conversations. Also, this implied that the presentation of interpersonal texts in textbook 2 was quite limited.

The presentation of interpersonal texts on textbook 2 had also some weaknesses in several aspects. First, the list of expressions related to certain functions to perform interpersonal texts was absent. Second, some lessons did not lead to the production stage of interpersonal dialogues. Third, the models of conversation were limited. More specifically, they did not provide conversations involving different participants and contexts.

This could be seen, for instance, in Unit 1 of textbook 2. In this unit, the lesson was about *talking about on-going activities*. The lesson started with a listening activity which was followed by five comprehension questions to be answered. There was no explanation about the expressions used to talk about on-going activities. Also, this activity was not followed by production stage which provided learners with opportunity to create dialogues based on certain situations.

The activities in Unit 4 also had similar patterns to those in Unit 1. In this unit, interpersonal texts were presented through *expressing admiration and congratulation*. The lesson started with a listening activity followed by some comprehension questions in the form of true false statements. After completing the comprehension tasks, students were required to practice the model conversations provided. Unfortunately, the production tasks were not given after

they have practiced the conversations. In addition, there was no list of expressions of expressing admiration and congratulation given.

In general, textbook 2 has not facilitated students to comprehend and produce interpersonal texts since the presentation of such texts was limited. Of the eight units in textbook 2, there were only three units containing interpersonal texts and dialogues namely Unit 1, Unit 4, and Unit 5. Although this unit has had three units covering interpersonal texts, this has not facilitated students to produce texts related to the interpersonal functions.

b. Getting Things Done through Transactional Texts

Textbook 1 has facilitated learners to acquire knowledge of getting things done through transactional texts. This is aimed at asking for and giving something, offering, refusing, and agreeing related to their immediate context. Of the seven units in textbook 1, transactional texts were given in all units. They included *asking for, giving, and refusing things or services* in Unit 1; *congratulating and complimenting* in Unit 2; *admitting, denying, agreeing, disagreeing, asking for and giving an opinion, and inviting, accepting, and refusing an invitation* in Unit 3; *making a phone call* in Unit 4; *offering, accepting, and refusing a help* in Unit 5; and *asking for and giving information* in Unit 6.

The lesson on *asking for, giving, and refusing things or services* in Unit 1 has provided opportunity for learners to express the function orally. It was started by listening to two different dialogues with different participants. The first

dialogue was between two close friends, while the second dialogue was between a girl and an older person. Then, the learners were required to rearrange some jumbled sentences into a good dialogue. In the production level, they were asked to make and act out a dialogue based on the situations given. A list of expressions was given before in order to assist them in understanding the principles of how to get things done through transactional texts.

Besides its various speaking activities, Unit 1 had also strength in its comprehension level. Following an input text, there were some comprehension questions about the dialogues. There were two questions in each dialogue asking about the text, the aim, and the tenor. These questions provided have helped learners in understanding the dialogue, its functions, and the people involved in.

As being touched upon, textbook 2 had eight units. Transactional texts aiming to get things done were presented in all units. These included *asking for and giving things* as well as *getting information* in Unit 1, *asking and giving opinion* and *making questions* in Unit 2, *inviting* and *expressing agreeing and disagreeing* in Unit 3, *asking for and giving ideas* and *asking for information* in Unit 4, *asking for a favour* and *asking for and offering things* in Unit 5, *getting information* in Unit 6, *asking for and giving agreement* in Unit 7, and *making a phone call* as well as *leaving and taking messages* in Unit 8.

In terms of this criterion, textbook 2 has provided learners with opportunity to get things done through transactional texts. This was because all units presented transactional texts. The transactional texts have provided learners

with opportunity to practice using the expressions related. Besides, they also provided some activities allowing students to produce transactional texts in the form dialogues.

This could be seen, for instance, in Unit 4 (p.68) where the functions being taught were *asking for and giving ideas* and *asking for information*. In this unit, the lesson started with a listening task on each function following by comprehension questions. The listening task was completing a dialogue based on the recording. The comprehension tasks were in the form of comprehension questions in the lesson of *asking for and giving ideas*, whereas arranging a picture series based on the dialogue was given in the lesson of *asking for information*. Practice tasks in which students had to practice given dialogues was then provided. In the production level, students were required to arrange jumbled sentences into a good dialogue involving these expressions.

c. Functional Texts

In general, textbook 1 has provided learners with adequate functional texts in the form of *descriptive*, *narrative*, and *recount* text. These functional texts were covered in Unit 1 and 3 (*descriptive*), Unit 2 and 4 (*recount*), and Unit 5 and 6 (*narrative*). To strengthen learners' understanding on each type of the text, explanations on generic structure and linguistic features of the text were also given. Additionally, production tasks were provided in order to facilitate learners' actual production of certain texts.

Unit 4 had eight recount texts used as input texts. This unit has facilitated learners' reading and writing skills through several activities leading to the production of recount texts. In order to improve learners' reading skills, learners were required to read two postcards, a text telling the writer's personal experience, four texts entitled "*Diving in Bunaken Island*", "*Fishing in the Harbour*", "*Summer Time in America*", and "*Barbecue in the Park*". In each text, there were comprehension tasks which followed. The comprehension tasks were given in several forms including questions, multiple choices, as well as text comparisons. This meant that Unit 4 has facilitated learners to comprehend recount texts.

Following the presentation of recount texts to improve learners' reading skills, there were some writing tasks leading to the actual production of recount. Accompanied the passages, there were two tasks asking students to identify the generic structures of recount texts. These were followed by making a postcard and exchange an SMS with their classmates. After completing these aforesaid tasks, they were asked to continue writing a recount text based on two pictures provided in groups of three or four. The last activity was writing learners' own experience. This was the evidence that Unit 4 has facilitated learners' actual production of recount.

Textbook 2 had eight units in which functional texts were presented in all units. In terms of its fulfillment, this textbook has provided learners with *descriptive* texts in Unit 1 and 2, *recount* in Unit 3, 4, 5 and 8, and *narrative* in Unit 6 and 7. In order to reinforce learners' understanding towards the texts, the

explanation of the purposes, structures, and language features were presented. Some guided, semi-guided, and free production tasks in the production level were also provided to give students opportunity to apply the knowledge they have learned previously.

For instance, there was a lesson on *personal recount* in Unit 3. The sequences of the lesson started from reading a diary on *Butet*'s personal experiences after attending an arts camp. After reading the text, students were asked to answer some comprehension questions. The explanations on generic structures and language features as well as some examples were given afterward. To strengthen learners' understanding on this concept, a task requiring them to analyze the generic structures of recount was given. In production level, learners were asked jumbled sentences into a good recount. Then, there had to identify the generic structures and language features involving conjunctions along with past verbs. Also, students were required to do a semi-guided task in which they were asked to write their past experiences based on the outline provided.

The above explanation showed that textbook 2 has fulfilled the criterion of functional texts for several reasons. First, it has provided learners with sufficient input texts in each unit. Second, the explanation on generic structures and language features of the text was given. Third, some production tasks were given in order to facilitate students' communicative purposes through functional texts. In addition, they also had an opportunity to explore its register by looking at its language features.

d. Exposure of Text Types

Textbook 1 has exposed the learners with quite many types of texts containing various topics which were relevant to them. There were six lessons presented in textbook 1. They consisted of various genres in the form of functional texts and monologues. *Descriptive* was covered in unit 1 and 3. *Recount* was presented in unit 2 and 4. Additionally, *narrative* was covered in unit 5 and 6.

To explore descriptive text, for instance, the learners were given three texts entitled *The Giraffe* which could be found in unit 1. Other texts entitled *Dengue Fever*, *Smart Health Clinic*, and *Virus Subtype H5N1* were presented in unit 3. The aforementioned descriptive texts have been used topics which were related to the learners' daily life. Also, these two units have also required the learners to produce the similar type of text in spoken and written mode.

In exploring recount text, the learners were given three descriptive texts entitled *Fear of Flying* (p.49), a story about *Jedi and Jada* (p.48), and a story about George's yesterday activity (p.31). Those texts could be found in unit 2. While unit 2 had three recount texts, there were four recount texts found in unit 4. Those entitled *Diving in Bunaken Island* (p.103), *Fishing in the Harbour* (p.106), *Barbecue in the Park* (p.107), and a text about the writer's bad experience when shopping (p.104). In terms of their topics, those texts were related to the learners' daily life as it talked about activities related to shopping, hobby, and holiday. At

the end, the learners were also required to produce recount texts in spoken and written mode.

In learning narrative texts, there were six stories presented in unit 5 and 6. The learners were introduced to stories entitled *The Bear and Two Travelers* (p.116), *The Donkey*, *The Cook and The Lion* (p.140), *Five-footed Bear* (p.141), *Rapunzel* (pp.171-172), *You Are Beautiful as You Are* (pp.173-174), a story about a porcupine named *Landi* (pp.136-137), a story about *Mouse Deer* (p.139), and a story about *King Stephan and His Queen* (p.163). Those texts contained some moral values which were relevant to the learners' daily life. In addition, the learners were also required to produce texts by in spoken and written genre.

Textbook 2 has also exposed learners with various texts related to *descriptive*, *recount*, and *narrative* texts. These genres have been covered in eight units in which *descriptive* was taught in Unit 1 and Unit 2, *recount* was taught in Unit 3, Unit 4, Unit 7, and Unit 8, and *narrative* was taught in Unit 5 and Unit 6. This showed that textbook 2 has exposed sufficient inputs for each genre.

For instance, students were given different types of recount texts as reflected in Unit 3, 4, 7, and 8 of textbook 2. In unit 3, they learnt a personal recount in the form of diary and personal letter. There were four texts of their kinds provided in this unit. In the next unit, students would learn a procedural recount which presented four texts. These included a text about trying a recipe of yoghurt milkshake (p.80), a text on making science project (p.83), a text on making a spaghetti (p.94), and a text about *Ayu* and *Siska* making a science

project (p.92). In learning biographical recount in unit 7, students were exposed to five texts about *Kak Seto* (p.163), *Thomas Alva Edison* (p.173), *Bung Hatta* (p.176), *J.K. Rowling* (pp.178-179), and *Jonas Edward* (p.180). Unit 8 provided three personal recount texts entitled “*Cats*”!, “*None of your Business!*”, and “*Accidentally Guilty*” in order to facilitate students’ understanding about recount texts.

The above explanation illustrated that both textbook 1 and textbook 2 have exposed sufficient and appropriate functional texts as represented in each unit.

e. Retention

Textbook 1 has provided the learners with explicit guidance towards three kinds of main elements on functional texts i.e. social functions, generic structure, and language features. This was evident in seven lessons in textbook 1 in which *Descriptive* was covered in unit 1 and 3. *Recount* was presented in unit 2 and 4 and *narrative* was covered in unit 5 and 6.

A lesson containing *descriptive* text in unit 3, for instance, presented a model text entitled *Dengue Fever*. It was accompanied by its generic structure on the left side of the text. The generic structure covered three items namely *title*, *identification*, and *description*. A brief explanation of the characteristics of descriptive text was given in the following section of the text. It gave the learners information about the characteristics of descriptive and its generic structure. The explanation of grammar could be found on the preceding section. It gave the learners explanation in relation to *present tense*.

Another example showing that textbook 1 has provided explicit guidance towards retention of the text could be found in unit 5. This unit primarily focused on *narrative* text. In this lesson, there was an input text telling a story of a porcupine named *Landi*. The generic structure was provided on the left side of the text. Additionally, there was a box containing further explanation of narrative following the text. The box gave information with regard to the social function, the generic structure, and the linguistic features of narrative text. To enrich the learners' grammatical knowledge, an explanation of *irregular verb* in the form of past participle was given. Then, the learners were required to fill in the blank text with appropriate verbs. The provision of generic structure of the text and its explanation as well as grammar explanation and exercise was the evidence that unit 5 has provided the learners with retention of text i.e. social functions, generic structure, and linguistic features.

Textbook 2 has also provided learners with guidance towards the social functions, generic structures, and language features of the texts. All elements were presented in accordance with presentation of the texts. The explanations were covered in the form of *descriptive* texts in Unit 1 and 2, *recount* in Unit 3, 4, 5 and 8, and *narrative* in Unit 6 and 7.

For instance, there was a model text of descriptive about a radio presenter named "*Santi*" which was presented in Unit 2 (p.32). The text was accompanied by underlined action verbs on it. Also, students were shown to generic structures of the text presented in the right side of the model text. Explanations on generic structures consisting of *identification* and *description* as well as language features

consisting of simple present and specific participants were given beforehand. Since descriptive texts used simple present tense, the explanations on the differences between simple present and present continues followed some rehearsal activities were introduced earlier.

Another example was found in Unit 5 in which narrative texts were taught. Serving as a model text, there was a narrative text entitled “*Beauty and the Beast*” (p.123). The text was accompanied by its generic structures in the right side of it. Previously, the explanations on the social purposes of narrative i.e. to entertain the readers and the generic structures i.e. *orientation*, *complication*, and *resolution* were provided. Some grammatical points were then given providing some explanations on the use of past tense, the use of action verbs, the use of relational verbs, and so on. Since a narrative text was characterized by the use of past tense, the detailed explanations and some practice tasks were introduced earlier.

The above explanations showed that textbook 2 has given explicit guidance towards generic structures, social purposes, and language features of the text. In each model texts of textbook 2, there was a label of its generic structure provided. Additionally, there were also some explanations on social purposes and linguistic feature following the texts. Various explanations, examples, and rehearsal tasks of grammar were also offered to reinforce learners’ understanding on linguistic features of the text.

f. Production of Functional Texts

Textbook 1 has provided the learners with opportunity to create texts both spoken and written texts. The texts were in the form of functional texts aimed to achieve its social functions. This could be seen in seven lessons in textbook 1 in which *Descriptive* was covered in unit 1 and 3. *Recount* was presented in unit 2 and 4 and *narrative* was covered in unit 5 and 6.

In unit 1, for instance, the learners have been required to produce texts in spoken and written mode.

In spoken mode, the learners were asked to perform three tasks. The first task was about making announcement based on the situations provided (p.10). The announcements then were read in front of the class. In the second task, they were asked to make announcements of lost and found things (p.11). Some words were provided to help the learners in creating the texts. It was therefore a semi-guided task. In the third task, the learners were asked to describe a picture of a horse farm (p.12). They were also required to describe their favourite animals after completing the preceding task.

In written cycle, there were ten tasks provided to the learners. Those were in the form of in groups and individual activities. The first category, in groups/in pairs tasks, had six activities (pp. 20-22). In the first activity, they were required to describe certain pictures to be used to compose an e-mail. In the second task, the learners were also asked to write an e-mail based on the certain situations. After writing an e-mail, they were asked to complete a text using some

comparative forms of adjectives provided. Then, they were required to fill the report based on the descriptions provided. Once the report has been completed, the learners had to transfer the information into a descriptive text. The last activity in this part was making a description text based on a picture of animal. The second category, *writing independently*, provided four tasks to be completed individually (pp. 23-24). The first task was writing a reply for a letter from *Rian* (e-mail on p. 17). The learners then were asked to write an e-mail to his friend telling their favorite animal. The next activity was writing a descriptive text based on a picture provided. The generic structure was given in this activity to be followed by the learners. The last activity in this part was writing a descriptive text based on two pictures.

On the other hand, textbook 2 was not really good at providing an opportunity for learners to produce texts. This was because the practice and production tasks allowing them to practice and create spoken conversations or dialogues were not provided in some lessons. This meant that textbook 2 was good in providing the production tasks for written genre. The elaboration was as follows.

In unit 5, there was a lesson about narrative texts. This unit has provided both spoken and written activities.

To improve learners' speaking ability, there were three main lessons being taught i.e. *talking about asking for and giving agreement* and *responding to a statement*. In the lesson of *asking for and giving agreement*, the learners were

asked to read some conversation models and practice them with their partners. Then, they were asked to make a questions based on the situations provided. This activity was then followed by a listening task of completing a dialogue. After accomplishing this listening task, students were asked to practice some model conversations given. In the lesson of responding to a statement, there was only a listening task in the form of completing a dialogue followed by some comprehension questions. A practice task was then provided. Unfortunately, there were no production tasks provided.

With regard to writing skills, this unit has facilitated students with opportunity to create narrative texts. This was reflected from the sequences of the lessons which began with reading a model text entitled “*The Stingy and the Generous*” (p.122). After reading this model text, learners were asked to answer some comprehension questions and do three grammar tasks namely circling the action verbs, underlining the relational verbs, and drawing a square around the conjunctions. Then, another model text entitled “*Beauty and the Beast*” (p.123) along with some explanations on social purposes, generic structures, and language features were provided.

Having learned the characteristics of narrative texts, students were asked to label the generic structures of a new text entitled “*Takatuliang, the Woodcarver*” (p.124). Similar to that of previous text, they were also required to do a grammar task consisting of three instructions i.e. underlining the action verbs once, underlining the action verbs twice, and circling the conjunctions. For checking learners’ understanding towards the text, they were required to write the

characters' descriptions. Then, students were asked to rearrange some jumbled sentences into a good paragraph and rewrite as well as identify its structures. This task was done in pairs. In the production level, they had to re-write a famous fairy tale or folk tale to be published in a school wall magazine.

In sum, textbook 1 has fulfilled the criterion of guiding learners to produce functional texts both spoken and written genre. This was because this textbook has provided equal attentions to both genres. However, textbook 2 has not facilitated learners to do so since some practice and production tasks were not provided in some lessons. More specifically, it was regularly found in spoken part of the functional texts.

2. Description of the Sub Aspect of Materials Accuracy

a. Building Interpersonal Communication with Others through Interpersonal Texts

Textbook 1 has not really helped learners to build interpersonal communication with others through interpersonal texts. There were two main reasons why textbook 1 lacked in this category. First, it did not provide learners with various examples of conversation involving different people and situation. Second, the list of expressions was not equipped with the explanation of to whom and in what situation the expressions were used.

This was found, for instance, on the lesson of *agreeing and disagreeing* in Unit 3. Although the list of expressions was provided, it did not specify to whom and in what situation the expressions were used. Besides, it was also found that

the model of conversation did not give any opportunities to the learners to explore different use of expressions in different occasion. The models of conversation only involved interaction between two close friends. They therefore would limit learners' understanding of pragmatic aspects in interpersonal conversation.

Likewise, textbook 2 has not really helped learners to build interpersonal communication with others. This was because the model texts did not explore conversations involving different participants or tenors. This fact would limit students' understanding on politeness aspects since most conversations were between close friends. Rarely did the textbook provide the interactions between younger people with older ones or strangers.

For instance, there was a lesson on *talking about favorite tales (favorite things)* in Unit 5. The models of conversations provided were two dialogues. The conversations provided were only between two close friends. Although there are many ways of expressing this function, the list of expressions was not given. This would limit learners' understanding on pragmatic aspects of English.

In conclusion, these two textbooks did not fulfill the criterion of building communication with others through transactional texts. This was because both of them did not provide various dialogues portraying different interactions involving different participants.

b. Getting Things Done Through Transactional Texts

In this category, textbook 1 has helped learners to explore transactional texts which were primarily aimed to get things done. The lessons on transactional

texts were mostly oriented to fulfill the learners' communication needs in their immediate context. This could be seen, for example, on the lesson of *asking for, giving, and refusing services or things* on Unit 3. The lesson has provided learners with the knowledge on how to get things done through transactional conversation. More particularly, this lesson addressed the functions of *agreeing, disagreeing, admitting, denying, asking for and giving opinion, and inviting, accepting, as well as refusing an initiation*.

The lesson started with providing learners with a list of expressions used to express the aforementioned functions. As an input, three dialogues containing those expressions were presented. The dialogues portrayed an interaction between two close friends as well as a school staff and a stranger (p.60). This was seen beneficial as it offered learners with pragmatic knowledge since the lesson portrayed different language use to different interlocutors. Then, a task of arranging jumbled sentences into a good dialogue was given to learners. Following this activity, learners were required to complete the dialogue based on the expressions provided. The last activity was making a dialogue based on five situations provided in pairs (p.65).

Textbook 2 has also facilitated learners with knowledge and abilities on how to get things done through transactional texts. The lessons on transactional texts have been addressed to fulfill the needs of students' communication in daily life involving the use of such functions. This was realized, for instance, on the lesson in Unit 8 in which *making a telephone call, and leaving and taking messages* were taught.

The lesson began with a listening task provided for each functions. In the lesson of making a telephone call, there were two listening tasks namely a dictation task of phone numbers and a gap-filling task in the form of completing a dialogue (p.183). These two tasks were then followed by a comprehension task requiring students to decide whether the statements were correct or not based on the previous recording. Similar to that of the lesson on making a telephone call, a lesson on taking and leaving messages shared similar characteristics. The lesson began with a listening task in the form of completing two dialogues followed by a comprehension task in the form of answering 10 questions. After completing these preceding activities, there was a free practice task in which students were required to perform a telephone conversation based on the situation cards given (p.185).

To sum up, both textbooks have generally fulfilled the criterion of getting things done through transactional texts. This was because each has equipped students with the knowledge and the practical skills to do so.

c. Accomplishing Social Functions through Functional Texts

Textbook 1 has facilitated learners to accomplish social functions through functional texts. This was evident from most of the lessons on functional texts accentuating on the social functions of each text types. Moreover, the lessons required learners to produce functional texts by applying the knowledge they have acquired earlier.

Referring to the instrument of textbook evaluation, the social functions of *recount* were telling personal experiences e.g. success story, biography, unforgettable experience, and so on. In reference to this explanation, textbook 1 has required the learners to produce recount texts telling their past experiences, making a postcard telling about their unforgettable experience, and writing a recount text telling their holiday trip. Those facts showed that the lesson on recount text has provided learners in representing the social functions of recount text.

Narrative, on the other hand, was aimed at amusing the readers and promoting moral values. With regard to this explanation, textbook 1 has also facilitated learners to express the social functions of narrative. The lesson on narrative has required learners to re-write a narrative text using their own words and write a narrative text by using their own imagination or by using the model of existing stories. This was the evidence that the lesson on narrative has assisted learners to acquire the social functions of narrative text.

Descriptive text, based on the instrument of textbook evaluation, was used to give, identify, differentiate, offer, compliment and criticize things, people, and animals. Referring to the aforementioned explanation, textbook 1 has provided learners in such a way that gave them opportunity to represent social functions in descriptive text. This could be seen on the lesson of descriptive text which asked them to write an e-mail to a close friend telling their favourite animal, write a descriptive text based on the picture provided, and write a letter to a health consultant reporting problems with their health.

Textbook 2 has also facilitated students with the opportunity to accomplish social functions through functional texts. Similar to that of textbook 1, the second textbook has also exposed three genres mandated by the School-based Curriculum namely *descriptive*, *recount*, and *narrative texts*. In accordance to the fulfillment aspect, textbook 2 has presented the aforesaid genres in eight units. Also, it provided some production activities involving the use of concepts that students gained beforehand.

Recount texts were presented in the form of *personal recount*, *procedural recount*, and *biographical recount* in Unit 3, 4, 7, and 8. In these units, recount texts have achieved their social function, that is, telling personal experiences e.g. success story, biography, unforgettable experience, and so on. This was realized by providing some production activities requiring students to create a recount text telling students' own experiences (Unit 3), sharing their experiences in doing science experiment or trying a new recipe (Unit 4), telling a biography of their favourite idol (Unit 7), and sharing their funny experiences (Unit 8). Those tasks have lead learners to express their communication goals through recount texts.

Quite similar to recount texts, narrative also led students to accomplish its social functions. This was realized through the presentation of narrative texts in Unit 5 and 6 of textbook 2. Since narrative texts were employed to amuse or entertain readers, the tasks have facilitated students to perform such functions. They included rewriting a popular narrative text that students have known very well (p. 127) and continuing the adventure of *Dorothy* in the story of "*The Deadly Poppy Field*" (p. 149).

Descriptive texts have also promoted their social purposes, that is, to give, identify, differentiate, offer, compliment and criticize things, people, and animals. They were reflected in Unit 1 and Unit 2 of textbook 2 focusing on describing something, people, and someone's occupation. The activities in those units focused on the fulfillment of on-going communicative needs to describe something or someone briefly. To do so, several production tasks were then provided to facilitate students in describing what they saw in an on-going context (Unit 1, p.21), making a diary with a picture (Unit 1, p.21), making a postcard (Unit 1, p.21), and describing their classmates (Unit 2, p.39).

From the above explanation, it can be concluded that textbook 1 and textbook 2 have facilitated the accomplishment of social functions through functional texts. This could be seen from the presentation of three genres which were presented in both textbooks. The good presentation of those texts was accompanied by several production activities fulfilling the needs of functional communication.

d. Development of Students' Logical and Systematic Thinking Skills through Generic Structure of Texts

Textbook 1 and 2 have generally facilitated learners' logical and systematic thinking skills by providing explanation on how a text was constructed. This was realized by clarifying the generic structure of the texts.

In textbook 1, all functional texts presented as model and input texts have explored their generic structures. *Descriptive* text presented in Unit 1 has covered

two main parts of its generic structure namely *introduction* which introduced things or people to be described as well as *description* which elaborated the characteristics of the things or people being described. This could be seen from a model of descriptive text entitled “*The Giraffe*” (p.18) which contained identification part, description of its physical characteristics, eating habits and self protection strategies.

It was also evident in textbook 1 that *narrative* texts presented in Unit 5 and 6 has also fulfilled this criterion. All narrative texts presented in these two units covered three major elements namely *orientation* which introduced main characters, setting, and time, *complication* which contained the problems happened between characters, and *resolution* which resolved the problems in complication part. The coverage of generic structure of narrative texts could be seen in a model text entitled “*Rapunzel*” (p.171) in Unit 6. The text consisted of *orientation, complication, and resolution* promoting learners’ chronological and systematic thinking skills.

Similar to those kinds of texts presented earlier, *recount* texts presented in textbook 1 have also met this criterion. This was evident from the explanation of its generic structure consisting of orientation, events, and re-orientation. *Orientation* was aimed at introducing the characters and setting of the story. *Events* told the sequence of the story in a chronological way. These events were then summarized by *re-orientation*. With regard to this explanation, it was clear that all descriptive texts used as an input text in textbook 1 has fulfilled this criterion. This was evident, for instance, in the text entitled “*Diving in Bunaken*

Island” presented in Unit 4. The text had orientation, two events, and re-orientation making up a complete structure of a recount text.

Textbook 2 has also fulfilled the criterion of developing students’ systematic and logical thinking skills by learning the generic structure of the texts. It was evident from this textbook that each genre has presented and explained its generic structures. This meant that the generic structures of the texts have been explored entirely. The explanation was as follows.

Unit 1 and Unit 2 have explored the generic structure of descriptive texts namely *identification* and *description*. The explanations covered the identification used to introduce something being described and description which elaborated the characteristics. This could be seen in a descriptive text entitled “*The Muse Concert*” (p.19) and a descriptive text about *Santi*, a radio presenter. (p.37). the fulfillment of the generic structure of the texts promoted chronological and systematic thinking skills.

Similarly, narrative and recount texts also explored their generic structures explicitly. As being touched upon, narrative covered *orientation*, *complication*, and *resolution* which were presented in Unit 5 and 6. For instance, there was a narrative text entitled “*The Beauty and the Beast*” (p.123) accompanied by explanation on its generic structure. Also, such explanations were provided in the lesson recount texts presented in Unit 3, 4, 7, and 8. For example, there was a model text of recount texts presented in Unit 3 telling the writer’s experience of visiting *EOS Radio* (p.62). The text was previously accompanied by some

explanations on its generic structure namely *title (optional)*, *orientation*, *list of events*, and *reorientation*.

In conclusion, both textbooks i.e. textbook 1 and textbook 2 have fulfilled the criterion of promoting students' logical and chronological thinking skills through generic structure of the texts. The explanations were clear and explicit facilitating the acquisition of such concepts.

e. Accurate and Appropriate Language Used

In reference to the language used in each type of the input texts, there were no significant grammatical mistakes found in both textbooks. Additionally, significant vocabulary mistakes were not also found. This meant both textbooks have considered the use of accurate and appropriate language in communicative context. By so doing, learners were exposed to the natural use of language in real-life communication context.

f. Relevance of the Language Used towards the Communicative Context

All functional texts served as model texts in textbook 1 have presented language which was relevant to the communicative context. *Recount* texts, as presented in Unit 2 and 4, employed nouns and pronouns, action verbs, past tense, conjunctions and time connectives, adverbs and adverb phrases, and adjectives. *Narrative* texts, as shown in Unit 5 and 6, also used simple past tense, nouns, time connectives and conjunctions, action verbs in the form of past tense, and saying verbs. In addition, *Descriptive* texts used as model texts in Unit 1 and 3 have also

explored the use of simple present tense, nouns, detailed noun phrase, adjectives, and relating verbs.

The above facts therefore revealed that textbook 1 has fulfilled the criterion of the relevance of language used towards communicative context. It was also shown from the coverage of grammar and vocabulary items used in all functional texts supported their social functions. In other words, this meant that the language used was relevant to the purpose of the texts. This could be seen, for instance, on the use of detailed noun phrase in descriptive text. Since descriptive text aimed to describe a particular person, place, or thing, the use of detailed noun phrase would give a detailed explanation on how a person, place, or thing looks like.

Textbook 2 has also fulfilled the criterion of the relevance of language used towards communicative context. This was because all functional texts have employed language features which were relevant to the on-going communicative context. *Descriptive* texts, presented in Unit 1 and Unit 2, contained simple present tense, nouns, detailed noun phrase, adjectives, and relating verbs. *Recount* texts which were covered in four units in this textbook have employed nouns and pronouns, action verbs, past tense, conjunctions and time connectives, adverbs and adverb phrases, and adjectives. Narrative texts, presented in Unit 5 and Unit 6, also used simple present tense, nouns, detailed noun phrase, adjectives, and relating verbs.

In accordance to the grammar and vocabulary used in textbook 2, it was also evident that this textbook has met this criterion. This could be seen in the lesson of *recount* texts presented in Unit 7, for instance. More specifically, there was a lesson on *biographical recount* taught in this lesson. As this type of text was intended to tell other's life story, simple past and action verbs in the form of simple past were used. This indicated that the story has had happened in the past. Also, the use of time connectives (*In 1854,...* and *When he was 12,...*) was intended to link different events into a coherence biographical recount.

In sum, textbook 1 and textbook 2 have met the criterion of the relevance of the language used towards the communicative contexts. This was because all model texts in the form of functional texts have employed certain language features relevant to the on-going communicative contexts.

3. Description of the Sub Aspect of Supporting Learning Materials

a. Up-to-date Sources of Materials

As textbook 1 was published in 2007, some texts were no longer categorized as up-to-dated materials. This was because many of the texts presented were adopted from the references between 2004-2006. For instance, a recount text entitled "*Fear of Flying*" (p.49) was taken from *Kang Guru Radio English* on August 2004. It was also found a descriptive text entitled "*Dengue Fever*" (p.73) which was adapted from an official website on July 23rd, 2004. As they have been written many years ago, the texts should be replaced with the new ones.

Similar to the previous textbook, textbook 2 was also published in 2007. This meant that it has been widely implemented for almost eight years. Since this textbook was published many years ago, the texts must be updated. This was shown, for example, on a text entitled “*Jonas Edward*” (p.180). This text was taken from *Microsoft Encarta Library* and was published in 2005. Besides, there was also a song entitled “*Edelweiss*” which was recorded in 1995. As the song was released 20 years ago, students would not find it interesting anymore.

From the above explanation, it can be concluded that both textbooks did not meet the criterion of the up-to-date materials. As both of them were published in 2007, the teaching and learning materials should be updated.

b. Relevance of the Learning Materials toward Topic of the Units

It was evident in textbook 1 that all learning materials including texts, tables, and pictures were relevant to the topic discussed. All model texts were also in line with topic of the units. The pictures accompanying the texts were relevant and have facilitated learners’ comprehension, too. For instance, the lesson on recount text in Unit 4 has provided learners with some pictures supporting the model texts. A text containing the writer’s bad experience when shopping was accompanied by a picture of three girls and a security officer in a supermarket. Similarly, a text entitled “*Barbecue in the Park*” (p.107) was also accompanied by a picture of someone grilling meat in a barbecue setting.

Textbook 2 also contained learning materials which were relevant to the topic being discussed. This could be seen from the model texts which have fully

met the criterion of relevance towards the topic of the units. For instance, Unit 3 of textbook whose topic was *personal experience* presented texts on *personal recount*. Besides the fulfillment of the texts presented, some pictures accompanying the texts were also relevant to the topic being discussed. This could be seen in a descriptive text entitled “*Camping*” (p.40) which was accompanied by a picture of a man and a woman building a tent to have a camping together.

In conclusion, both textbooks have met the criterion of relevance of learning materials towards the topics. This could be seen from the presentation of texts, tables, and pictures which were in line with the topic being discussed.

c. Development of Learners’ Personal Skills

In terms of developing learners’ personal skills, textbook 1 and textbook 2 have not facilitated learners to do so. This could be seen from the absence of self-assessment as well as peer-assessment activities promoting learners’ ability in evaluating their own and others’ learning progress. The absence of such activities would not develop learners’ ability to recognize their personal and others’ strength and weakness in teaching learning process.

In fact, textbook 1 has only provided some entertainment in end of the unit. They were in the form of song (Unit 1), puzzle game (Unit 2), picture series activity (Unit 3), joke (Unit 4, 5, 6) and tongue twister game (Unit 5). While textbook 1 provided some entertainment in the end of each chapter, the second textbook offered some enrichment in it. They included *announcement of the week* in Unit 1, *hobby of the week* in Unit 2, *letter of the week* in Unit 3, *scientist of the*

week in Unit 4, *smileys of the week* in Unit 5, *SMS shorthand of the week* in Unit 6, *profile of the week* in Unit 7, and *personal recount of the week* in Unit 8.

In sum, both textbooks have not fulfilled the criterion of developing learners' personal skills since there were no tasks requiring students to evaluate themselves and their peers.

d. Development of Learners' Social Skills

In terms of developing learners' social skills, textbook 1 has promoted the values of cooperation, tolerance, anti-violence, and promotion of gender equality.

The integration of the values of being cooperative in textbook 1 was shown from the pair work and group work activities in each unit. These activities were realized in comprehension as well as production stage. For instance, learners were asked to solve some problems based on the situation provided. This could be found in Unit 1 in which *descriptive* text was taught. Likewise, other examples were also found in other units in textbook 1. Unit 2, containing a lesson on *recount* text, has also promoted such values through providing an in-pairs activity requiring learners to read and identify the structure of a recount text. Also, learners were asked to do in-groups activity to write a story based on a picture series provided in Unit 4.

With regard to the promotion of gender equality, textbook 1 has attempted to do so by portraying man and woman characters equally. This could be seen, for example, in Unit 3 in which the functions of admitting and denying, agreeing and disagreeing, inviting, and giving opinions were discussed. There were three

models of conversation presented with different interlocutors. Those involved a conversation between *Ratih* and *Listy* (close friends) in first conversation, a conversation between a woman school staff and *Mr. Edward* in the second conversation, and a conversation between *David* and *Leo* (close friends) in the third model. This showed that gender equality was attempted to be promoted equally.

The values of tolerance were also promoted in textbook 1 leading to learners' understanding on how to be tolerant to other people as well as other cultures. To promote tolerance towards other people, some explanations on what to expect during conversation was given. This could be seen, for instance, on the lesson of recount text in Unit 4. Learners were provided an explanation that they needed to give responses once someone told a story by using such expressions as “*Right..*”, “*I see..*”, “*Uhuh..*”, and so on. Another example was found in Unit 6 in which such explanation was also given. In this unit, learners were encouraged to actively take parts in discussion by exchanging opinions, ideas, and feelings. Those aforesaid strategies have promoted the values of being tolerant in performing everyday communication with others.

Textbook 1 has also attempted to promote the values of tolerance toward other cultures. This was shown from the explanation of *get-well cards* presented in Unit 3. The explanation was aimed at comparing between local and western culture with regard to the use of get-well card. While it was not uncommon to send the card to someone hospitalized in a western context, Indonesian people tended to visit them at hospital. This explanation would therefore raise learners'

tolerance toward different culture as well as improved their cross-cultural understanding knowledge.

The values of anti-violence and peace were also given some emphasis in textbook 1. It was evident that textbook 1 has incorporated these values on it by promoting the aforesaid principles in communication. That is, learners were presented different expressions used to communicate with different interlocutors. This strategy was applied in all lessons of transactional and interpersonal text where the list of expressions was presented in different formality levels. By so doing, learners would understand the principle of politeness used in English.

Textbook 2 has facilitated the acquisition of cooperation, tolerance, anti-violence values, and it has also promoted gender equality.

The values of being cooperative was promoted by providing pair work and group work activities in each unit. In this textbook, such activities were mostly given in practice and production level. This was shown in the lesson of descriptive texts in Unit 2, for example. There were two tasks requiring students to rearrange some jumbled sentences into a good paragraph about “*Mario Bellini*” (p.38). After completing five comprehension questions related to the text, students were required to complete a paragraph about a Filipino musician named “*Marco*”. In the subsequent page, there was a production task in which students had to ask their friends by using provided questions. These aforesaid activities have prompted students to be cooperative with others.

In terms of the promotion of gender equality, textbook 2 has attempted to do so. This was realized through the equal depiction of men and women characters in the texts, pictures, and other learning materials in each unit. For example, there was an imaginative character of “*Shanti*” serving as an EOS reporter. The interview session between “*Shanti*” and her guest appeared in the beginning of every unit in textbook 2. Additionally, she had some interview sessions with several carrier women. For instance, there was an interview session between “*Ms. Marinta*” who was a graphic designer and “*Bunga Melati*” who was a famous writer. This was shown an attempt to reduce men subordination toward women so that students would be aware of the importance of gender equality.

The integration of the values of tolerance was done by providing learners with various politeness principles used in different contexts. Some conversations used as practice task in Unit 5 (p.101). In this activity, there were six conversations with different level of politeness. The politeness aspect was indicated by the use of such expressions as “*Could you ...*” , “*Please, ...*”, and “*Could you please,...*” . This lesson has taught learners to be tolerant with other people especially when they talked to older people.

The preceding ways to integrate tolerance principle into textbook 2 could also be categorized as anti-violence principle. As language was used as a means of communication, the principle of anti-violence was realized through the use of politeness principles in interactions with others. This would avoid someone to speak in a rude manner with others.

From the above explanation, it can be concluded that textbook 1 and textbook has fully met the criterion of values of cooperation, tolerance, anti-violence, and promotion of gender equality. The fulfillment of those criteria would develop learners' social skills. More specifically, it would strengthen their good attitudes in building relationships with others through communication.

e. Development of Learners' Academic Skills

Textbook 1 has integrated some principles of academic skills leading to the ability to gain and use information, to solve problems, and to make decisions with regard to a certain scientific work.

Textbook 1 has promoted the ability of gaining and making use of information in creating texts. For instance, learners were required to reply an e-mail (p.23) based on the previous e-mail provided on page 17. In this task, they should understand the messages conveyed in the previous e-mail to successfully respond that. Similarly, another task found on page 49 asked learners to write a reply to *Lidya's* letter to express sorry and promise to her. This task also required learners to gain and make use of information provided before.

In terms of the ability to solve problems, textbook 1 has also facilitated learners to do so. This was achieved by providing several tasks in comprehension as well as production stage leading to the use of such principle. For instance, learners were asked to rearrange a jumbled paragraph into a good recount text (p.108). To accomplish this task, they need to understand the generic structure as well as linguistic features of the text. Problem-solving task was also found in Unit

4 in which learners were required to make a conversation in pairs. The challenging part was that they were supposed to not be able to talk as their mouth was full of ulcers.

In terms of decision-making ability, textbook 1 has also attempted to facilitate learners in acquiring such skills. This was shown from many activities provided in the independent construction stage of genre-based approach reflected in this book. Those activities included writing a text based on their topic of interest, continuing a story based on the picture provided, as well as finding and analyzing a narrative text from certain sources. Writing a text based on learners' topic of interest was found on many activities in textbook 1. One of which was found in Unit 4 in which learners had to write a recount text based on their own experience (p.109). Another type of decision-making task was found in Unit 6 in which learners had to continue a narrative story based on the picture provided (p.174). Following this task, they were asked to find a narrative story in a newspaper, magazine, and story book. Learners were then required to analyze the narrative text they have found in terms of its generic structure. Those aforementioned tasks have promoted decision-making ability towards learners.

Textbook 2 has also met this criterion by promoting the ability to gain and use information, to solve problems, and to make decisions with regard to a certain scientific work.

With regard to the skill of gaining and making use of given information, textbook 2 has also facilitated learners to do so. For example, there was a task

asking students to make a *procedural recount* text based on some picture series provided (p.83). To facilitate their understanding, there were some key words provided below the pictures. In accomplishing the task, students should interpret the picture series on “*how to make a cup of tea*”. Additionally, they had to make use the key words given below each pictures. Therefore, this meant that they would gain and make use of information provided in order to write a good *procedural recount* text.

With regard to the ability of solving problems, textbook 2 has facilitated learners to do so. This was realized by providing some tasks asking students to rearrange jumbled sentences into a good text. There was task of arranging some jumbled sentences into a good narrative text about “*a poor shoemaker*” (p.126), for instance. In this activity, they should understand the pictures in order to construct a text. Similarly, there was also a task following this activity, students were required to rearrange some jumbled sentences into a good story entitled “*Calon Arang*” (p.126-127).

In terms of making decision related to scientific works, textbook 2 has attempted to do so. This could be seen from an experiment task asking students to make a science experiment based on the given instruction (p.83). Having completed the experiment, they were asked to make a report based on what they have done previously. The task has therefore enabled students with opportunity to make decisions in doing some scientific works.

In conclusion, textbook 1 and 2 have facilitated the acquisition of the ability to gain and use information, to solve problems, and to make decisions with regard to a certain scientific work. This was because both textbooks some activities leading to accomplishment of those principles.

f. Development of Learners' Vocational Skills

Textbook 1 has facilitated learners to perform certain abilities, attitudes, and skills necessary to perform certain occupation. For instance, there was a task asking learners to do a role playing activity as if they were a TV newsreader in Unit 3 (p.65). To accomplish the task, learners were required to write five headlines in the morning news to be read in front of the class. Similarly, one of the activities in Unit 4 also required learners to perform as if they were a train station officer giving announcement to the passengers (p.94). In this activity, they were asked to make a pre-departure announcement similar to that of the previous announcement. These two activities have promoted the skills of certain occupation for learners.

Textbook 2 has also attempted to give opportunity for students to perform certain abilities, attitudes, and skills necessary to perform certain occupations. This could be seen from two tasks requiring students to make running commentator based on some pictures provided (p.12-13). After that, they had to read it aloud in front of the class. Other students were required to guess which one matched the explanation. In this activity, they were supposed to be a reporter or editor working in television industry.

In short, textbook 1 and textbook 2 have promoted vocational skills among learners. That is, students were taught the ability to perform abilities, attitudes, and skills which would be necessary to perform certain occupations.

g. Appreciation on Cultural Diversity and Plural Society

In terms of facilitating learners to appreciate cultural diversity as well as plural society, textbook 1 has attempted to do so. It was shown, for instance, by an explanation on *get-well cards* presented in unit 3 (p.72). This explanation was aimed at improving learners' cross-cultural understanding towards different culture, in this case, Western culture. The message contained in the explanation was that it was common to send get-well cards to someone ill or hospitalized. While this practice was not uncommon in Western countries, Indonesian people usually visited them. In addition, there were also several tasks introducing western culture. This could be seen, for example, on a text entitled "*Barbecue in the Park*" presented in Unit 4.

In terms of appreciating cultural diversity and pluralistic society, textbook 2 has also promoted such attitudes. This could be seen from the depiction of non-native English speakers. For example, there was a story about *Mario Bellini* who was an Italian musician working in England (p.38). Following this text, there was another text about *Marco* who was a Filipino musician working and living in Jakarta. These strategies have therefore promoted the cultural diversity of English speakers.

h. Appreciation on Local and National Potential Aspects

With regard to the promotion of local and national potential aspects, textbook 1 has attempted to do so. This could be seen, for example, on a postcard in unit 4 which told the writer's personal experience of visiting Borobudur temple. A picture of Borobudur temple was also accompanied beside the text. Another example was found on page 109 on the same unit in which floating market of South Kalimantan was promoted. Those aforesaid examples showed that textbook 1 has integrated the aspect of local and national potential aspect leading to learners' appreciation towards tourism and cultural heritage potential aspects.

On the other hand, textbook has not fulfilled this criterion since the promotion of local aspect was limited. The locality aspects which were exposed were only texts about *Kartini day*, *Kak Seto*, and *Bung Hatta*, a legend of *Calon Arang*, and a picture of "keris" named "*Kyai Brajadenta*". There were no economic, tourism, or other cultural aspects exposed to students. Considering these facts, textbook 2 has not really promoted the local and national potential aspects.

In short, textbook 1 has promoted the local and national potential aspects especially in its tourism and cultural aspects. In contrast, textbook 2 has not really attempted to do so.

i. Appreciation on Democratic Values Relevant to Learners' Socio-cultural Contexts

Concerning the incorporation of democratic values, textbook 1 has met this category by providing tasks which gave opportunity for learners to apply the principle in teaching learning process. It was then realized by group work activities enabling learners to take parts in group discussion and to contribute equally in task completion. In general, textbook 1 has promoted group work activities in all units by providing a section of “*Speaking in Groups*” and “*Writing in Groups*”. Those activities have promoted learners to actively express and exchange their ideas as well as to appreciate others’ ideas and opinions in groups.

Textbook 2 has also promoted the Indonesian democratic values i.e. cooperating with others through several tasks. Group and pair works were the realization of such principles. This could be seen in a problem-solving task requiring students to ask some questions with their friends, for example. In completing this task, there were two separate dialogues in page 32 and 39. Those two dialogues should be read and used by two different groups. To perform this activity, students were required to be cooperative, tolerant, and respect others’ turns. It therefore became the realization of democratic values relevant to the students’ socio-cultural background.

In sum, both textbooks have fulfilled the criterion of promoting democratic values through several activities which were relevant to the Indonesian context.

j. Promoting Learners' Nationality and Sense of Belonging to the Country

To promote learners' nationality and sense of belonging to the country, textbook 1 has attempted to incorporate local contents in its model texts. It was, however, quite limited as there were no Indonesian narrative stories in the form of myth or legend found. It was found that the existing texts incorporated cultural heritages. For instance, a postcard in Unit 4 told the writer's experience of visiting Borobudur Temple accompanied with the picture of Borobudur. Another example of this was a task in which learners were asked to make a recount text based on picture provided. One of the pictures provided was floating market in South Kalimantan.

In contrast, textbook 2 has not really attempted learners to do so. This was because the local content provided in this textbook was limited. As mentioned earlier, the local aspects promoted in textbook 2 included three texts about *Kartini day*, *Kak Seto*, and *Bung Hatta*, a legend of Calon Arang, and a picture of "keris" named "*Kyai Brajadenta*". This limitation would therefore provide insignificant impact towards learners' nationality and sense of belonging to the motherland.

Based on the above explanation, it can be concluded that textbook 1 has met this criterion by providing some aspects which would increase learners' nationality and sense of belonging to the motherland. On the other hand, textbook 2 has not attempted to do so.

k. Specific Activities for Character Building

In general, textbook 1 and textbook 2 did not provide learners with activities for character building.

l. Incorporation of Local Culture to Maintain Learners' Identity

In terms of the integration of local culture, textbook 1 has provided learners to appreciate their local identity. This was shown from the use of local characters reflected in each unit of the book. The characters mostly used Indonesian names such as *Lidya*, *Ratih*, *Anto*, *Doni*, *Santi*, and so forth. Indonesian cultures were also promoted through a postcard containing a picture of Borobudur temple and a picture of floating market in South Kalimantan requiring learners to make a paragraph based on it. These strategies have maintained learners' identity as well as appreciation towards their own culture.

Textbook 2, on the other hand, has not really promoted the local aspects. Although there were some Indonesian characters e.g. *Shanti*, *Butet*, *Nini*, and *Bunga*, the pictures presented in this textbook mostly showed native speakers or Western people. Also, the pictures of people doing everyday activities were not in Indonesian style. As mentioned earlier, the depiction of Western people dominated this textbook 2. This could be seen in the pictures of a businessman in front of his house and car (p.33), a man and a woman building a tent for camping (p.40), and a picture of a man whose name was Toni (p.185).

In conclusion, textbook 1 has promoted locality aspects which were aimed at maintaining learners' self identity. On the contrary, textbook 2 has not

attempted to do so since the depiction of Western people dominated the graphic presentation of textbook 2.

m. Incorporation of Target Culture to Introduce the Culture English Speaking Countries

Textbook 1 has attempted to promote target cultures to introduce the culture of English speaking countries. For example, textbook 1 had a recount text entitled “*Summer Time in America*” in Unit 4 (p.106). Similarly, a text entitled “*Barbecue in the Park*” was provided in the following page. Another text promoting target culture was narrative text entitled “*Five-footed Bear*” presented in Unit 5, “*Rapunzel*” presented in Unit 6, and “*Cinderella*” presented also in Unit 6.

In addition to those aforementioned texts, target cultures were also promoted to the explanation to some pragmatic aspects in English communication. This was shown, for instance, in explanation about compliments and its response in Unit 2. There was an explanation stating that we should compliment others when they succeeded in doing something or wore something nice as well as its responses. Also, there was an explanation that learners were required to be active during discussion in which most Indonesian people would be shy to actively take part in.

Textbook has promoted the target culture because there were many images of Western people especially those coming from English speaking countries as presented in several units. In addition, there were some explanations about their

cultures. For instance, there was an explanation that they liked to go camping on weekends and holidays (p.40). Besides, they were also keen on hiking around a campsite or swimming in a river or sea nearby. Another text explaining information could be found in page 63 in which there was a text telling the writer's experience on his/her summer holiday. This text portrayed their custom to spend their holidays in a countryside far from the city.

In conclusion, textbook 1 and textbook 2 have integrated target culture i.e. culture of English speaking countries in their learning materials in the form of texts, tables, pictures, etc.

n. Incorporation of International Culture to Raise Learners' Awareness towards Diversity of English Users

Textbook 1 did not specifically provide learners with knowledge and understanding of diversity of English learners by exposing international cultures. Besides, there were no specific tasks leading to the incorporation of such concept in this textbook.

On the contrary, textbook 2 has promoted international culture in order to raise learners' awareness of the diversity of English users nowadays. More specifically, this textbook has promoted the principle of multilingualism of English speakers. This could be seen, for example, on the text entitled "*Alimudin, a Local Footballer*" which was presented in Unit 2 (p.37). Based on the picture accompanying the text, *Alimudin* was an Arab or Middle-east citizen who became a football player in Paramatta, Sydney. Following this text there was also two

texts about “*Mario Bellini*” who was an Italian musician working in England and “*Marco*” who was a Filipino musician working in Jakarta (p.38). Besides those aforementioned texts, textbook 2 has also integrated the principle in some pictures provided e.g. *Spaghetti* (p.94), *Mona Lisa* painting (p.136), and *Taj Mahal* (p.137).

From the above explanation, it can be inferred that textbook 2 have fully met the criterion of promoting international cultures in order to improve learners’ awareness of diversity of English users. However, textbook 1 has not fulfilled this criterion since there were no tasks related to the incorporation of such concept.

4. Description of the Sub Aspect of Language Appropriateness

a. Relevance towards Learners’ Cognitive Development

In general, the language of instruction used in textbook 1 has been understandable and clear. This meant that it was relevant to learners’ cognitive development. The language of instruction used mostly simple sentences and complex sentences. Those instructions were broken down into two or three sentences. By so doing, learners would find it easier to comprehend the main points of what being instructed. Also, they would be much easier to accomplish the tasks as they have understood the way to do so in a systematic manner.

Those could be seen, for example, on an instruction for production stage provided on page 110 of Unit 4. The instructions were broken down into three parts. Firstly, learners were asked to write their personal experience on a piece of paper with an instruction “*Write your recreational experience on a piece of*

paper”. Secondly, they were required to provide some illustrations by providing an instruction “*Give it some illustrations.*” Thirdly, they should glue it on the wall with an instruction “*Display it on the wall*”. These strategies of instruction were effective as they were easily understood by learners.

Similar to that of textbook 1, the language of instruction used in textbook was also simple, clear, and understandable. The instructions were also broken down into two or sentences. This was intended to facilitate students’ understanding toward the instruction as they would find it easier to follow what was being instructed step by step. Students would therefore find it easy to accomplish the tasks since they have already understood the instructions easily.

For example, there was an instruction of arranging jumbled sentences into a good conversation (p.194). There were three instructions used in this task. The first instruction was “*Rearrange the sentences*”. The second one was “*Work with your friend*”. The third instruction was “*Read the sentences carefully and put them into a good conversation*”. By so doing, students would understand the demand of the task clearly since the language used was clear and understandable.

In conclusion, textbook 1 and textbook 2 have fully met the criterion of language which was relevant to the learners’ cognitive development since there were no complex sentences used as instructions. This meant that they were clear and understandable to be understood.

b. Relevance towards Learners' Emotional Stage

With regard to this criterion, textbook 1 has provided learners with language within their emotional stage. This was reflected on the topics being discussed in the book. The topics covered *Describing Animals*, *Congratulations*, *I'm not Feeling well*, *On My Holiday*, *I went to...*, *Long, Long Time Ago....*, and *My Teenage World*. The relevance towards learners' emotional phase was also reflected from the tasks in each unit where learners were asked to do task relevant to their daily life e.g. writing an e-mail, writing a postcard, composing a short message service (SMS), and replying a letter.

Textbook 2 has also employed language within the learners' emotional phase. The topics presented in this textbook have reflected the use of this principle. They included *The Amazing Muse*, *Busy People*, *My Experience*, *Science and Experience*, *Once Upon a Time*, *The Magic of Stories*, *Fame and Fortune*, and *A Funny Thing Happened*. The tasks presented in textbook 2 have also matched with their emotional phase. This was because the tasks were in the form of writing a diary, conducting and reporting a science experiment, and solving a mystery problem by continuing an unfinished story.

In sum, both textbooks have employed language within their emotional phase. This was reflected from the selection of the topics as well as the tasks provided in each textbook.

c. Message Readability

Textbook 1 and textbook 2 used language within students' proficiency and were easily understood by learners. Most of explanation on these textbooks were brief and clear making it easier for learners to comprehend the texts. This was also supported by the topic selection which was familiar and related to learners' daily life. These aforesaid strategies have facilitated the message to be easily understood by learners.

d. Grammatical Accuracy

The language and message presented in both textbook 1 and textbook 2 were correct in terms of English grammar. There were no significant errors found since both textbooks have been reviewed by some experts.

e. Real-Life Language Use

Textbook 1 has provided learners with authentic language use as reflected on its instructions. The instructions were simple, clear and understandable in both comprehension and production level. In comprehension level, for instance, there was an instruction to comprehend a descriptive text in Unit 1 (p.18) with three instructions namely 1) *Read the text*, 2) *Study the structure of the text*, and 3) *Understand the explanation*. In production level, the instructions given were not really different from that of comprehension. For example, to produce a descriptive text in page 23 learners were given three instructions namely 1) *Describe the picture*, 2) *What is going on there?*, and 3) *Follow the structure of a descriptive text*.

Textbook 2 has also employed a real-life language used. This could be seen on its instructions. This was realized in both comprehension and production stage. In comprehension level, there was a task requiring students to read a personal recount in the form of a diary (p.61). The instructions given were 1) *Read the following diary carefully* and 2) *Answer the following questions*. In production level, the instructions also employed real-life language. For instance, there was a task in Unit 3 in which students were asked to make a personal recount based on the frame provided (p.63). The instructions were 1) *Did you have a good time last Sunday?*, 2) *Did you remember everything you did at that time?*, 3) *Use the following frame to write your activities last Sunday*.

From the above explanation, it could be concluded that both textbooks employed real-life language use in their tasks which was relevant to their development stage.

f. Coherence and Unity of Materials Presented in Each Unit

It was evident that textbook 1 has fulfilled the criterion of coherence and unity of the materials presented in each unit. Materials in this sense referred to transactional, interpersonal, and functional texts in each unit. The coherence and unity could be seen, for example, in unit 1 whose topic is *Describing Animals* (descriptive text). In this unit, the transactional text used as a model was about animal. Also, the interpersonal dialogue was talking about zoo and the functional text was entitled "*The Giraffe*".

Similarly, the pattern of coherence and unity of materials was also found in Unit 4 whose presented recount text. In this unit, the main topic discussed was about holiday. The transactional texts provided there were about holiday and public transportation. Likewise, the interpersonal dialogues were about personal experience and plan of visiting certain tourist destination. The functional text was also presented a recount text about personal experience of visiting certain tourist destination.

With regard to this criterion, textbook 2 has also met the criterion of coherence and unity in each unit. This could be seen, for instance, in Unit 2 of this textbook. This unit has a topic of “*Busy People*” whose materials were about occupation, hobbies, and ownership. Likewise, the functional text being taught was description texts. More specifically, this unit focused on describing people and someone’s occupation which were relevant to the topic of this unit.

In short, textbook 1 and textbook 2 have fully met the criterion of coherence and unity of materials presented in each unit since the materials were relevant to the topic being discussed.

g. Coherence and Unity of Materials Presented among Units

Textbook 1 did not have coherence and unity among units since the topics varied considerably. The topics included, listed in chronological order from Unit 1 to 6, *Animals*, *Congratulations*, *Feeling Unwell*, *Personal Experience on Holiday*, *Narrative*, and *Teenagers’ Life*. Similarly, textbook 2 did not have coherence and unity among topics. The topics presented were *The Amazing Muse*, *Busy People*,

My Experience, Science and Experience, Once Upon a Time, The Magic of Stories, Fame and Fortune, and A Funny Thing Happened.

h. Sequence of Materials

In terms of the sequence of materials, textbook 1 has fulfilled the criterion of easy to complex sequencing. In other words, the materials were presented from the less demanding to the demanding ones. Descriptive was put in the first and third unit while recount was placed in the second and the fourth unit. Narrative text was then placed in the fifth and the sixth unit as it required knowledge of past form.

Correspondingly, textbook 2 had a good way of sequencing materials. The materials have been sequenced from the simple to complex ones. This could be seen from the arrangement of the genre of texts in this textbook. These included *descriptive* in Unit 1 and 2, *personal recount* in Unit 3, *procedural recount* in Unit 4, *biographical recount* in Unit 7, and *narrative* in Unit 5, 6, and 8. This showed that textbook 2 has considered the range of difficulties in sequencing the materials.

The above explanation indicated that textbook 1 and textbook 2 have fulfilled the criterion of materials sequencing. This was because the genre of the texts has been sequencing from less demanding to more demanding ones.

i. Coverage of Four Skills : Listening

Textbook 1 has generally provided appropriate listening tasks in each unit. There, listening was presented through “*Listening*” section. Listening tasks, serving as an input, offered different spoken texts for learners in the form of dialogues and monologues. Though providing input in each unit, listening tasks were mostly spoken by the teacher. It therefore did not provide listening tasks in the form of recording or video. This was not interesting and appealing for the learners as it did not portray the real characters in each dialogue. Also, the conversation would not be authentic since it was only spoken by the teacher.

Textbook 2, on the other hand, has provided learners with recordings in each unit as an input for listening activities. The recordings provided them with authentic use of language in everyday conversations spoken by different people. This could be seen in Unit 1, for instance. There were seven listening tasks having different purposes. In the first task (p.2), there was a gap-filling task followed by five comprehension questions. In the second task (p.7), the focus was in pronunciation of /i:/. The third, fourth, and fifth tasks were also gap-filling tasks of certain functions. The sixth task focused on pronunciation again, while the last listening task presented a monologue (p.10).

In short, textbook 1 and textbook 2 have met the criterion of the coverage of listening tasks since both of them have exposed students with sufficient listening activities in each unit.

j. Coverage of Four Skills : Speaking

Textbook 1 has provided learners with various speaking tasks to provide them with the opportunity to practice speaking. Speaking tasks were given in a section of “*Speaking in Groups*” and “*Speaking Independently*” allowing them to work in groups, in pairs as well as individually during teaching and learning process. In both section, speaking tasks were in the form of completing, acting out, and making a dialogue based on the situation provided. The explanation for each section was as follows.

Speaking in groups was provided to be accomplished both in groups of three or four and in pairs. The tasks included completing, acting out, making a dialogue, retelling a story and completing a story. For instance, there were eight tasks of speaking in groups in unit 4 involving acting a transactional dialogue in pairs, rearrange the sentence into a proper dialogue, acting out the dialogue that has been rearranged, acting out an interpersonal dialogue, making an interpersonal dialogue from situation provided, retelling pre-departure announcement, making a pre-departure announcement based on situation provided, telling a story based on the rearranged jumbled picture, continuing an incomplete story, and telling an event based on a picture in front of class.

Following this activity, six tasks in “*Speaking Independently*” (p.96) were given. They involved making phone calls based on situation given, acting out the phone calls that have been made, making a simple dialogue based on situation provided, acting out a simple dialogue, making an announcement based on two

given pictures, reading aloud the announcement, and telling experience based on the questions given.

Textbook 2 has also provided learners with opportunity to learn and to practice speaking. In each unit, there was a lesson about transactional and interpersonal conversations. Besides, functional communication in the form of monologue was also taught. Following the listening tasks in each unit, there were some model conversations provided. In production level, there were a special section named “*Let’s Construct Texts*” providing students opportunity to create spoken texts in the form of monologue and dialogue.

The speaking tasks could be seen in Unit 7 in which *asking for and giving agreement* and *responding to a statement* were taught. Following two model conversations on each function, there two practice tasks in relation to the functions. Those were practicing some model of conversations (p.154) and practicing some expressions related (p.155). Following these activities, there were some production activities namely rearranging jumbled conversation, rewriting a conversation, composing a monologue in groups, and presenting the monologue written previously. Those activities were presented in “*Let’s Construct Texts*”(pp.164-167).

The above explanation showed that textbook 1 and textbook 2 have fulfilled the criterion of providing appropriate speaking tasks which gave opportunity for students to improve their speaking ability.

k. Coverage of Four Skills : Reading

In general, textbook 1 has exposed learners with sufficient input in *descriptive*, *recount*, and *narrative* texts. Similar with two aforesaid skills above, reading was also given a specific section called “*Reading*”. In each section, there were three to five texts served as a model text. Following the text, there were some comprehension activities in the form of answering questions. Also, there were some tasks required learners to find similar type of texts in other resources. This could be seen, for example, in unit 3 where learners were exposed with four texts followed by some comprehension questions. In addition, they were also asked to find a get well card and a descriptive text explaining diseases.

In terms of reading, textbook 2 has also exposed learners with several texts whose genre were *descriptive*, *narrative*, and *recount*. Reading was provided in a special unit named “*Let’s Learn the Model*”. This section could also be found in another part of this textbook. Following the texts, there were some comprehension questions that followed. The comprehension tasks were in the form of answering questions, choosing correct and incorrect statements, as well as answering multiple choice questions.

For instance, there were four model texts in “*Let’s learn the model*” provided in Unit 2 (pp.36-37). In these activities, the first task was changing the form of verbs into a correct one following by some comprehension questions. The text presented was entitled “*Barly, an Ordinary Student*”. In the second task, students had to rearrange some jumbled sentences into a good paragraph entitled

“Mr. Smith, an Ordinary Lawyer”. Similar to the preceding text, this text was then followed by five comprehension questions. Following this activity, there was an explanation about descriptive text with an example of a text about Shanti, a radio presenter. The last activity was labeling the generic structure of descriptive texts in a text entitled *“Alimudin, a Local Footballer”* which was also followed by three comprehension questions.

In conclusion, textbook 1 and textbook 2 have provided learners with sufficient and appropriate reading texts providing them inputs to create a written text on certain genre.

1. Four Skills Coverage : Writing

Similar to that of speaking, textbook 1 also had two sections for writing namely *“Writing in Groups”* and *“Writing Independently”*. As mentioned earlier, learners did in groups or in pairs tasks in *“Writing in groups”* whereas individual tasks were done in *“Writing Independently”*. Guided tasks were given in *“Writing in Groups”* section and *“Writing Independently”* section was intended for less guided to free production ones.

This could be seen, for instance, in unit 5 where narrative text was taught. In *“Writing in Groups”* section, learners were asked to write an invitation letter based on certain situation, rearrange jumbled paragraphs into a good narrative story, completing an incomplete narrative text, write a story based on picture series provided. They were then required to write an invitation letter based their

own topic, write a reply of the previous invitation letter, rewrite a narrative story using their own words, and rewrite a narrative story from other sources.

Textbook 2 had also a specific part of writing tasks namely “*Let’s Construct Texts*”. This part could be found in each unit of textbook 2. In this section, some writing exercises were provided from guided to free production ones. By so doing, learners were given opportunity to apply what they have learned previously.

For example, there were two writing tasks in “*Let’s learn the model*” provided in Unit 2 of the textbook. In the production level, students were asked to write a personal diary based on the frame provided (p.65). After completing this activity, they should exchange their paragraphs to their classmates to be commented. Previously, they were given a task to rearrange jumbled sentence into a good paragraph. This task was followed by a task requiring students to identify the past verbs, conjunctions, and generic structures of the text.

The above explanation showed that both textbooks have fully met the criterion providing appropriate and sufficient reading tasks allowing students to get language input and exposure.

m. Coverage of other Language Aspects : Vocabulary, Grammar, and Pronunciation

Textbook 1 generally did not have a good coverage of vocabulary, grammar, and pronunciation. It has only met the criterion of the coverage of vocabulary and grammar since textbook 1 did not really pay attention to providing sufficient pronunciation tasks.

Textbook 1 had a good grammar explanation and exercises which supported learners' comprehension and production towards certain kinds of text. The explanation was also given in communicative context so that learners would find it easy to relate their knowledge to the on-going communicative context. Additionally, exercises were given to reinforce learners' understanding on certain grammatical concept. In terms of vocabulary, textbook 1 has also covered good vocabulary explanation and exercises. Some tasks were specifically designed in such way which stimulated learners to actively look for certain words in their dictionary independently. There were some exercises to reinforce and introduce new vocabularies.

Pronunciation, however, was received the least attention compared to those two aspects. Although phonetic transcriptions were given in some word or expressions, there was no further explanation with regard to the aspect of stress and intonation. In other words, pronunciation tasks were quite limited which only provided phonetic transcriptions only.

On the contrary, textbook 2 has only met the criterion of the coverage of pronunciation and grammar since textbook 1 did not really pay attention to providing sufficient vocabulary activities.

Textbook 2 had good pronunciation activities given in each unit. Also, this textbook has a focused pronunciation lesson given in each unit. This was supported by some recordings in each lesson. The pronunciation materials included the sound of /i:/ in Unit 1, the sound of /ɑ:/ in Unit 2, the sound of /ɔ/ in Unit 3, the sound of /ə/ in Unit 4, the sound of /æ/ in Unit 5, the sound of /ɜ:/ in Unit 6, the sound of /ɔ:/ in Unit 7, and the sound of /e/ in Unit 8. By so doing, learners were introduced to different vowels in English which they found it confusing when it came to pronouncing some words. Besides, this would give them knowledge on how to pronounce certain words correctly.

In terms of grammar, textbook 2 has also given a wide variety of grammatical tasks and activities. The grammar activities involved choosing the correct form of verbs, changing the correct form of verbs, filling the gap, and so on. The strength of grammar lesson in textbook 2 was that some grammatical explanations were put on the context which would be linked to the expressions of certain functions. This could be seen, for instance, on the lesson of distinguishing the simple past and the simple present (p.74). In this activity, students were taught both tenses and it was also linked to the expressions of asking for and giving information as well as giving suggestion since the conversation was between two close friends talking about the reasons of lateness.

The weakness of textbook 2 was on its vocabulary activities. In each unit, there were only one or two activities with regard to the vocabulary building. The activities on vocabulary involved only matching words and putting the words to the correct pictures. This would not facilitate students' understanding towards the meaning of unfamiliar words since there were no tasks exploring the meaning of words deeper.

In short, textbook 1 and textbook 2 has not fully met the criterion of language aspects in the area of grammar, pronunciation, and vocabulary.

5. Description of the Sub Aspect of Presentation Technique

a. Presentation of Materials in the Form of Texts, Communicative Acts, Symbols, and Illustrations

With regard to this criterion, textbook 1 and textbook 2 have presented the materials in the form of texts, communicative acts, symbols, and illustrations. Following genre-based and communicative approach, each unit has covered three kinds of text namely transactional, interpersonal, and functional texts accompanied by some comprehension questions. Following the texts, there were some explanations on generic structure and linguistic features of the text. To reinforce learners' understanding, activities on four skills, grammar, vocabulary, and pronunciation were given. Illustrations were then provided to support learners' understanding towards materials presented.

b. Balance among Units

The materials presented in textbook 1 and textbook 2 have been made balance in each unit. The model texts were presented in the form of transactional, interpersonal, and functional texts. As the book followed genre-based and communicative approach, communicative activities leading to the production of the text were also offered. These activities strengthened learners' understanding towards three kinds of text previously mentioned.

6. Description of the Sub Aspect of Teaching and Learning Technique

a. Interaction among Learners and their Peers as well as Learners and Teachers

Textbook 1 has facilitated interaction between learners and their classmates as well as their teachers in English. This was accentuated from the activities and their instructions in each unit.

For instance, there was a task in Unit 4 which required learners to tell a story in pairs based on the picture series they have arranged before. Following this activity, there was a task which asked learners to continue a recount text orally based on a paragraph given. Similar to the previous one, this task should be done in pairs.

In much bigger circumstances, there was a speaking required learners to draw five simple pictures showing chronological events. Since there were five pictures required, the task must be accomplished in groups of five. Then, each

student was asked to tell the event in one picture. This task has facilitated learners to communicate their peers, teachers, as well as whole class participants.

Textbook 2 has also facilitated the students to have interactions with their classmates as well as their teachers. This could be seen from the pair and group work tasks provided in each unit. The explanation was as follows.

In terms of interacting with other classmates, textbook 2 has facilitated learners in accomplishing pair-work activities. This was realized in Unit 3 in which learners had to rearrange some jumbled sentences into a good conversation. To do so, they were required to discuss and to work cooperatively with their peers in order to make a good conversation.

When it came to the whole class interaction which was much bigger than interaction among peers, textbook 2 has also facilitated learners to do so. For instance, there was task requiring them to produce a monologue based on a picture series given (p.55). Once completing this activity, learners were asked to present their monologue in front of the class. Another task in the production also required learners to share their paragraph with their classmates to be commented (p.65). This illustrated that textbook 2 has facilitated learners to have interaction in the whole class situation.

From the above explanation, it could be concluded that both textbooks have facilitated learners to have interactions with their peers, teachers, and whole class activities.

b. Communicative Activities in Oral and Written Form

Textbook 1 has generally provided learners with activities which developed their initiative, creativity and critical thinking in the form of oral and written modes. In written modes, there were three kinds of text presented in textbook 1 namely *descriptive*, *recount*, and *narrative*. In spoken modes, there were also three kinds of text exposed to students. These included *transactional*, *interpersonal*, and *functional* texts.

Each unit in textbook 1 has provided some activities to provide students with communicative activities which were relevant to the on-going communicative context. This was realized by speaking and writing tasks leading to the production stage. The tasks were designed in such a way that provided learners with opportunity to practice some language aspects they have learned. These features were given in the section of “*Speaking Independently*”, “*Speaking in Groups*”, “*Writing Independently*”, and “*Writing in Groups*”.

In relation to this criterion, textbook 2 has also promoted initiative, creativity and critical thinking of the learners through presenting spoken and written activities. Similar to that of textbook 1, there were three genres presented in textbook 2 namely *descriptive*, *recount*, and *narrative*. In relation to the spoken modes, there were also three kinds of texts presented namely *transactional*, *interpersonal*, and *functional* texts.

These aforementioned aspects were presented equally in textbook 2. Some aspects were given a specific place in each unit. For instance, “*Let’s Learn the*

Model” emphasized on giving some input for students in spoken and written texts. Another specific part, “*Let’s Build the Field*” was aimed at introducing students with the model texts which would automatically give them some input. In the production level, there was “*Let’s Construct Texts*” providing learners opportunity to apply what they have learned earlier.

The above facts illustrated that both textbooks have facilitated students with communicative tasks leading to the development of their initiative, creativity and critical thinking in the form of oral and written modes.

c. Autonomous Learning Activities

In general, textbook 1 and textbook 2 have provided learners with activities to be autonomous learners. It was evident from the provision of clear explanation on generic structure and linguistic features of the text, clear explanation on grammar, and clear explanation on vocabulary. These explanations were supported with appropriate tasks and materials.

d. Guidance to Know Learners’ Achievement and Lacks in Teaching Learning

Textbook 1 did not provide learners with some activities to know their success or lacks in learning certain unit. There were no self-reflection, self assessment, or peer evaluation tasks presented in this book. The absence of such activities would not give learners opportunity to reflect on their own progress in teaching learning process. That is, learners were required to know their difficulties

in learning certain materials, their strategies to overcome it, and their preparation before moving to the new materials.

Textbook 2 has not fully met the criterion of guiding learners to know their lacks or success in teaching learning process. This was because there were no self-reflection or self assessment activities presented in this textbook. Although such activities were absence, some peer assessment activities were given. This could be seen in Unit 1 in which learners had to swap their work to be corrected by others (p.21). Another task similar to this task could be seen in Unit 3 in which learners had to give comment in others' personal recount (p.65).

In conclusion, textbook 1 and textbook 2 did not meet the criterion of guiding learners to know their lacks and success in teaching learning process.

e. Genre-based Approach : Building Knowledge of the Field (BKOF)

Following genre-based approach, textbook 1 has generally covered the first stage of its implementation. This was realized through "*Resources*" section provided in both spoken and written cycle. In "*Resources*" section, there were some pictures, models of conversation, a list of expressions, vocabulary as well as grammar explanation provided. This could be seen, for instance, in unit 4 where recount text and asking for and refusing things or services were taught. The "*Resources*" provided learners with a picture of a boy offering a help to his friend. This was followed by some activities namely 1) repeating and reading some expressions used to express the aforesaid functions, 2) pronouncing some words related to place and tourist destination, 3) filling the blank a text with words

provided before, 3) completing and reading aloud an incomplete poem, 4) reading explanation on the expressions of asking about distance, duration, frequency, height of non-human, height of a person, and speed, 5) completing several dialogues based on the expressions they have learned before, 6) reading an explanation about simple past tense, 7) writing five sentences in the form of simple past, and 8) exchanging their work to their peers.

Textbook 2, based on this criterion, has also facilitated students in the stage of building knowledge of the field. This could be seen through *“let’s build the field”* provided in each unit. This part provided students with some activities aiming at introducing the lesson being taught. For instance, there were six conversations used a listening task in Unit 4 of this textbook. These activities were listening to the conversation expressing admiration and congratulation, asking for giving ideas, asking for information, past interrogative sentences, the simple past or simple present, past questions with question words, preposition of time, and the sound of /ɔ/. Each dialogue was followed by several comprehension questions. In addition, there was also an explanation about the expressions of *asking for and giving ideas* as well as *agreeing and disagreeing*.

To sum up, textbook 1 and textbook 2 have provided learners with tasks and activities in the stage of Building Knowledge of the Field in the implementation of Genre-based Approach.

f. Genre-based Approach : Modeling of the Text (MOT)

In textbook 1, the second stage of genre-based approach i.e. modeling of the text was realized through “*Listening*” and “*Reading*”. This meant that textbook 1 divided the stage into two phases namely spoken and written cycles. Both cycles provide learners with some model texts in several genres. Transactional dialogues, Interpersonal dialogues, and Short Functional texts were presented on the “*Listening*” section. On the other hand, “*Reading*” provided learners with descriptive, recount, and narrative texts.

As mentioned earlier, “*Listening*” provided students with three kinds of texts and dialogues. This could be seen, for instance, in Unit 1 where learners had to accomplish eight tasks in the MOT phase. The tasks included 1) listening to two transactional dialogues and answering questions that followed, 2) acting out the dialogues, 3) listening and repeating to an interpersonal dialogue, 4) acting out the previous dialogue, 5) listening to two functional texts, 6) answering some comprehension questions that followed, 7) listening and deciding to the texts that were spoken by the teacher, and 8) guessing the name of animals based on the text read by the teacher.

Following this section, there was “*Reading*” section which provided students with the opportunity to learn descriptive texts. The “*Reading*” section in Unit 1 of textbook 1 section had six activities. Those were 1) reading an email about *Rian’s* favorite pets, 2) answering some questions about the text, 3) reading an email from *John* to *Rian* asking for information about pets, 4) answering some

questions based on the text, 5) reading a descriptive text entitled “*The Giraffe*”, and 6) answering multiple choice questions.

Unlike textbook 1 which specified the inputs for listening and reading, textbook 2 provided “*Let’s learn the model*” in order to provide students with some model texts serving as input. In this part, the inputs could be in the form of spoken and written texts. For example, there was a “*Let’s learn the model*” section in Unit 1 providing learners with three conversations and one monologue presented as listening activities in the form of recording. These activities were then followed by some comprehension questions which followed. Besides, there was also a lesson about the sound /i:/ to reinforce students’ understanding on how to pronounce that sound.

The above explanation showed that textbook 1 and textbook 2 have facilitated the exposure of the texts in the stage of Modeling of the Text in Genre-based Approach.

g. Genre-based Approach : Joint Construction of the Text (JCOT)

In general, textbook 1 has covered the third stage of genre-based application i.e. Joint Construction of the Text. As this stage was done through working collaboratively with their peers, textbook 1 divided the activities into “*Speaking in Groups*” and “*Writing in Groups*”. These units have reflected the implementation of JCOT through their tasks and activities. The explanation was as follow.

“*Speaking in Groups*” was presented in all units in textbook 1. This could be seen, for example, in Unit 2 where learners had to accomplish five tasks. These included 1) making and acting out transactional dialogues based on the given situations in pairs, 2) saying certain expressions based on the situations provided, 3) completing and acting out a dialogue, 4) sharing a little joke to the class as if they were the chairman of the class, 5) creating and acting out a monologue in pairs to be performed in front of the class.

As being touched upon, “*Writing in Groups*” focused on writing skills done in pairs or in small groups. For instance, there were six activities to be done in “*Writing in Groups*” section in Unit 2 of textbook 1, namely 1) writing a reply letter to Lidya and reading it aloud, 2) reading a story entitled “Fear of Flying” and identifying its generic structure, 3) listing small events on the previous text, 4) asking and answering questions based on the previous recount text, 5) rereading the previous recount text, and 6) making a simple recount text telling learners’ previous experience in groups of four or five.

With regard to the criterion of JCOT stage, textbook 2 has also facilitated learners to do so. Similar to that of textbook 1, there were speaking and writing activities presented in textbook 2. For instance, there were some activities in this stage given in Unit 8. In speaking skills, there were five tasks in the Joint Construction phase which should be done in groups (p.194-195). These included arranging jumbled sentences into a good conversation, practicing the conversation, arranging jumbled sentences on the second conversation, rewriting

the second conversation, and composing a monologue based on the second conversation.

In terms of writing skills, textbook 2 has also helped learner in the JCOT stage by providing some activities leading to the development of students' writing. This could be seen in Unit 5 in which *narrative* texts were taught. In this unit, there were three tasks that should be accomplished in groups. They included arranging some jumbled sentences into a good story about *the elves and the shoemaker*, identifying the generic structures of the story, and arranging some jumbled sentences into a story of “*Calon Arang*”.

In brief, textbook 1 and textbook 2 have provided students with appropriate tasks in the stage of Joint Construction of Text in Genre-based Approach. This was realized in both speaking and writing activities.

h. Genre-based Approach : Independent Construction of the Text (ICOT)

Textbook 1 has generally covered the last stage of genre-based approach namely independent construction of the text. This was realized through “*Speaking Independently*” and “*Writing Independently*” requiring learners to work individually to apply knowledge they have learned before in Modeling of the Text phase.

In the section of “*Speaking Independently*”, learners were required to apply their existing knowledge to create texts independently. This was realized, for instance, in its section of Unit 3 where the tasks were 1) creating interpersonal

dialogues based on the situations provided, 2) acting the dialogues in front of the class, 3) making announcements based on the situations provided, 4) playing roles as if learners were a TV presenter or host of a party with the announcement texts they have written in the previous activity, and 5) describing what the learners see if they visit someone in a hospital.

Similar to that of “*Speaking Independently*”, “*Writing Independently*” was also aimed at providing learners with opportunity to create written texts in three genres namely descriptive, recount, and narrative. This could be seen, for example, in Unit 3 of textbook 1 where descriptive was taught. In this section, learners had to accomplish four tasks namely 1) writing a letter to a health consultant asking about health problems, 2) writing a letter to a friend telling learners’ current feelings, 3) writing a description about learners’ dream classrooms, and 4) writing a good descriptive text based on the picture series provided.

In accordance to this criterion, textbook has also facilitated learners in producing texts individually. This was realized both in speaking and writing activities as well. Similar to those presented in textbook 1, this textbook also provided a special section of the stage of ICOT named “*Let’s construct texts*”. the section covered both speaking and writing activities.

For instance, there was “*Let’s construct texts*” in Unit 8 of textbook 2. In this section, there were two tasks with regard to speaking. The first task was about making a monologue to be presented. Students had to make it according to a

picture series and some clue words provided. In the second activity, they were asked to tell their funny experiences in front of the class. To do so, a list of questions to be used as a clue was given. In writing activities, a task in the ICOT stage was provided in the same unit. The task required learners to write their funny experiences in a piece of paper. To help them in producing the text, some questions were given as a guideline.

The above explanation showed that both textbooks have provided learners with some activities in Independent Construction of the Text which was the last step of four cycles of Genre-based Approach.

7. Description of the Sub Aspect of Presentation Coverage

a. Preface

Textbook 1 had a preface which provided some basic information with regard to the curricula used as a guideline, the theory used as an underlying concept to develop the book, and competencies targeted by the writers to be achieved by learners. With regard to the curriculum, textbook 1 used School-based Curriculum to be adapted in its development. Since School-based Curriculum was employed, textbook 1 was aimed at developing learners' linguistic, sociolinguistic, socio-cultural, strategic, and discourse competence. By so doing, learners were expected to achieve functional literacy competence aiming at understanding and using language in the level of survival.

Textbook 2 had also a preface give some information for the readers. They could find information about the underlying concept used in textbook i.e. Genre-

based Approach. There was also some information about each section provided in textbook 2. The writers also provided an opportunity to give feedback with regard to this textbook through an email address provided. This could be a good way to do several revisions toward the improvement of the book as the writers got feedback from people using and adapting this textbook.

b. Table of Content

Textbook 1 had a table of content providing learners with the information of unit, sub unit, and topic of the textbook. This feature helped learners to find them easily. Table of content in textbook 1 contained the information of page number of *preface*, *table of contents*, *Unit 1 : Describing Animals*, *Unit 2 : Congratulations!*, *Unit 3 : I'm not Feeling Well*, *Unit 4 : On my Holiday, I went to...*, *Unit 5 : Long, long Time Ago*, *Unit 6 : My Teenage World*, *Glossary*, *Typescripts*, and *Bibliography*.

There was a table of content provided in textbook 2 as well. This gave information with regard to the unit, sub unit, and topic of textbook 2. In this textbook, table of content presented information on *preface*, *map of the book*, *list of contents*, *Unit 1 : The Amazing muse*, *Unit 2 : Busy People*, *Unit 3: My Experience*, *Unit 4 : Science and Experience*, *Unit 5 : Once upon a Time*, *Unit 6 : The Magic of Stories*, *Unit 7 : Fame and Fortune*, *Unit 8 : A Funny Thing Happened*, and *bibliography*. This feature has helped learners to find the page of things that they would like to find on the book.

c. Introduction

Textbook 1 had no introduction section to explain the organization and the map of the book.

In contrast, textbook 2 had an introductory part named “*Map of the Book*”. This section provided students with a detailed information on the contents of the book. More specifically, this offered information related to the topic, text, listening, speaking, reading, and writing. Each column contained a brief information on aspects being taught.

d. Learning Loads

In general, textbook 1 and textbook 2 have provided learners with sufficient learning loads providing learners with face-to-face activities, exercises, as well as independent activities.

e. References

Textbook 1 has included some identities on its texts and pictures meaning that it has acknowledged the sources which they were all taken. There were several sources used as references in this book namely newspaper (*The Jakarta Post*), book (*Intermediate Reading Practice*), magazine (*Kang Guru*), and the internet. The sources were mentioned below the text along with its publication date and retrieval date.

Textbook 2 has also incorporated some sources accompanying its texts. The sources were taken from a digital library (*Microsoft Encarta*), a music label

(*RCA Record*), and a book (*Cats! Window on the World*). These showed that the sources have been acknowledged by the writers.

f. Summary

Both textbook 1 and textbook 2 did not provide learners with summary in the end of each unit which presented main points of each lesson being taught.

g. Reflection

Textbook 1 and textbook 2 did not provide learners with some kinds of activities in the form of self-reflection to facilitate them in monitoring their own progress in learning, expressing their feelings, and stating their preparation for the next unit.

h. Glossary

Both textbooks did not have any glossary to explain some important words listed in alphabetical order.

i. Bibliography

Textbook 1 and textbook 2 had a bibliography which contained a list of sources used as a reference.

j. Index

Textbook 1 had an index in the form of glossary which contained useful vocabularies. Textbook 2, on the other hand, had no index containing such information.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECCOMENDATIONS

A. Conclusions

This study evaluates two English textbooks for the eighth graders of Junior High School by employing a content analysis method. Therefore, there are three objectives of this study. First, this study is aimed at examining the appropriateness of textbooks used by English teachers based on the criteria synthesized from the criteria determined by *Pusat Perbukuan* and some ELT experts and in what way they are appropriate based on the proposed criteria. Second, this study is aimed at discovering whether textbooks used by English have fulfilled the criteria of good textbooks. Third, this study is aimed at giving recommendations for English teachers regarding the further actions which teachers should do with their textbooks. Based on the results gained from the evaluation process, some conclusions are drawn. Those are summarized on the table below.

Aspects of Evaluation	No	Sub Aspects of Evaluation	Fulfillment	
			Textbook 1	Textbook 2
Content	1	Relevance of Materials to the Curriculum	83%	67%
	2	Materials Accuracy	86%	86%
	3	Supporting Learning Materials	71%	57%
Language	4	Language Appropriateness	87%	87%
Presentation	5	Presentation Technique	100%	100%
	6	Teaching and Learning Technique	87%	87%
	7	Presentation Coverage	60%	60%
Average (%)			82%	78%
Criteria			Good	Fair
Category			Appropriate	Appropriate

Table 5.1. Table of Evaluation and Appropriateness Summary

1. Appropriateness to be Used in Teaching Learning Process

The results of analysis show that *Let's Talk* and *English on Sky 2* are appropriate to be used in teaching learning process based on the criteria synthesized from the ones determined *Pusat Perbukuan* and other ELT experts. This is because both textbooks fulfill most of the criteria in all aspects namely the relevance of materials to the curriculum, the materials accuracy, the supporting learning materials, the language appropriateness, the presentation technique, the teaching and learning technique, and the presentation coverage. Nevertheless, it is found that some criteria are not fulfilled.

2. Fulfillment of Good Textbook Criteria

The results of analysis also reveal that *Let's Talk* for grade VIII of Junior High School generally fulfills the criteria of a good textbook. This is because this textbook achieved 80% of average score of fulfillment. Conversely, *English on Sky 2* is categorized as a fair textbook. This textbook is considered as a fair textbook since the average score of fulfillment is 78%.

B. Implications

This study brings some implications to the use of both textbooks in teaching learning process. The evaluation could help teachers in the process of adapting textbooks in their classroom. More specifically, it will help teachers in modifying the textbooks in three criteria namely content, language, and presentation aspect.

In terms of the content aspect, *Let's Talk* is lacking in providing learners with opportunity to perform interpersonal communication. Although interpersonal dialogues are presented in each unit of this textbook, the number of texts presented is quite limited. Also, it is lacking in providing various examples of different use of such texts involving different participants. The supporting materials accompanying texts are also found to be outdated, as this textbook is published in 2007. *Let's Talk* is also lacking in developing students' personal skills to evaluate their and other's progress in teaching learning process. It is also considered lacking in providing character building activities since there are specific tasks to do so. Exposing international cultures is another aspect which is lacking in *Let's Talk*. It is because there are neither explanations nor activities with regard to the aspect of international cultures.

In accordance to the language aspect, *Let's Talk* has a weakness in its coherence and unity of ideas among units. This means that this textbook does not have similarities between topics presented in each unit. With regard to the grammar, vocabulary, and pronunciation aspects, *Let's Talk* has a weakness in providing pronunciation activities and practice. This is because this textbook provides few activities enabling students to learn how to pronounce certain words, how to distinguish similar sounds in English, and how to put correct intonation and stress.

In presentation aspect, *Let's Talk* is lacking on providing materials which stimulated students to be aware of their success and lacks in teaching learning

process. This is because there are no specific tasks in order to provide students to do self-assessment or evaluation. In terms of its presentation coverage, this textbook is lacking in five aspects including introduction, summary, reflection, glossary, and index. Those aforementioned aspects are not provided in *Let's Talk*.

Based on the content aspect, *English on Sky 2* has some weaknesses in the aspect of providing interpersonal texts to provide opportunity for students to produce interpersonal communication, the production aspect of texts, the up-to-date accompanying materials, the development of students' personal skills, the awareness of local and national potential aspects, the character building activities, and the presentation of local culture in order to maintain students' identity. In terms of interpersonal texts, *English on Sky 2* has limited texts to be exposed and it also provides few production activities which would limit students' understanding toward the lesson. As this textbook is published in 2007, the accompanying materials are considered as outdated ones. The personal skills are not developed in this textbook since there are no specific tasks in order to facilitate self-assessment or evaluation. Another lack of *English on Sky 2* is the limited presentation of local content as well as the limited number of tasks leading to the awareness of local and national potential aspects. Besides, there are no specific tasks for character building activities given in this textbook.

With regard to the language aspect, *English on Sky 2* is lacking in two categories namely coherence and unity of ideas among unit and good presentation and practice of vocabulary activities. There is no coherence and unity of ideas

among units became the first weakness of this textbook. This means that the topics presented on *English on Sky 2* do not show any similarities among units. This textbook also does not provide sufficient vocabulary tasks and activities since the focus of *English on Sky 2* is merely on grammar and pronunciation tasks.

In accordance to the presentation aspect, *English on Sky 2* is lacking in the area of promoting the awareness of students' achievement and lacks in teaching learning process. This is because there are no such activities presented in this textbook. *English on Sky 2* has also a weakness in summary, reflection, glossary, and index. Those aspects are not provided in this textbook.

C. Recommendations

Based on the results of this study presented earlier, there are some recommendations which could be proposed. The recommendations are expected to be beneficial for any parties involving in the use of textbooks. Those are English teachers of Junior High School, textbook writers and publishers, English Language Education Study Program and *Pusat Perbukuan* as policy makers. The detailed recommendations are as follow.

1. For English teachers of Junior High School

English teachers who are employing *Let's Talk* at present must overcome its weakness by doing some adjustments. Firstly, they must provide some more model texts providing opportunity for learners to maintain interpersonal communication with other people. Also, some conversations involving different

participants can also be added in order to improve students' pragmatic ability. Teachers should also make the supporting materials updated since this will make students interested in doing the tasks. Besides, self-assessment activities can be promoted by teachers in the end of the class so that learners can improve their awareness toward their potential aspect as an individual. International culture is the next aspect which should be improved in this textbook since it will develop students' awareness toward reality of English users nowadays. This could be done by adding some texts and activities promoting international culture. Also, some cross-cultural understanding tasks can be added. In terms of pronunciation, some activities focusing on how to pronounce certain sounds, how to put stress and intonation on certain words, and how to differentiate sounds should be provided in order to assist students to improve their pronunciation skills.

Similarly, teachers who are currently using *English on Sky 2* have to overcome its weaknesses by doing some modifications as well. Models of interpersonal texts should be added in order to facilitate students' understanding of the use of interpersonal dialogues in the daily life. Some production activities in speaking should also be given to students in order to provide students opportunity to apply knowledge they have gained. In addition, some supporting materials are needed to be updated. Teachers can also provide activities in the form of self and peer evaluation. Locality aspects are the next aspect needed to be improved so that students will improve their awareness on local and national aspect as well as maintain their national identity. This could be done by adding some texts and tasks promoting local and national potential aspect. In terms of

vocabulary aspect, some activities exploring the meaning of words in much deeper ways should be added.

2. For textbook writers and publishers

Realizing the fact that there are many criteria of a good textbook, textbook writers and publisher should pay more attention to this aspect. Textbook writers and publishers should understand that not all teachers can evaluate textbooks they use in their classroom since this process is quite demanding to conduct. Also, it should be noted that not all teachers understand how to adapt and modify some aspects containing weaknesses on textbooks. Based on the results of the findings of this study, presentation aspect is the aspect needed more attention. This is because summary of the lessons, reflection part, glossary containing difficult vocabularies, and index of important words are missing in both textbooks being evaluated. Building collaboration with English teachers and their associations e.g. MGMP, TEFLIN, and JETA are then proposed as one of solutions to overcome these problems. This is seen beneficial since teachers are considered as parties who understand their students' needs in teaching learning process.

3. For *Pusat Perbukuan* as policy makers

The researcher would like to give some recommendations to *Pusat Perbukuan* as the one who regulates the policy of textbook use in Indonesian context. The findings of this study have showed some weaknesses found in two different textbooks. This requires *Pusbuk* to give clear understanding about

criteria of a good textbook to textbook writers and publishers. This will improve the quality of published textbooks since they have the same perspectives with *Pusbuk* in accordance to such criteria.

4. For further studies in English Language Education Study Program

This research is a content analysis study evaluating two different textbooks for Junior High School students. As this study evaluates the textbooks by using a checklist containing some related aspects, the forthcoming research employing similar methodology should involve more aspects and more comprehensive results. For instance, the future researchers might also look at how teachers use textbooks in their class and how teachers modify irrelevant materials on them. Also, other proposed criteria by ELT experts should be incorporated to explore wider scopes of textbook evaluation. The existing instrument can also be used and developed for further studies.

This study is also expected to be a preliminary research for another study employing different research types. More particularly, the findings of this study could be used as a basis to develop appropriate learning materials and their supplementary ones for the eight graders of Junior High School. This is because the criteria of good textbook and their examples have been provided as well as the findings of this study have explored the aspects of textbooks containing strengths and weaknesses. Also, some recommendations have been provided with regard to the improvements needed to be carried out.

5. For English Language Education Study Programs

This study necessitates the incorporation of textbook evaluation principle in pre-service teacher curriculum. This is realized through offering a specific course of such evaluation in the curriculum. The integration of textbook evaluation principle into a pre-service curriculum is considered as an essential thing to do since teachers are required to understand the process of evaluating textbooks through employing some systematic ways. This will benefit to shape them as a reflective teacher willing to improve their classroom practices by adapting materials they use in the classroom.

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APPENDICES

Appendix A : The Criteria of Textbook Evaluation

THE INSTRUMENT OF TEXTBOOK EVALUATION FOR GRADE VIII OF JUNIOR HIGH SCHOOL

1. Content Aspect

Sub aspect : The Relevance of Materials to the Curriculum

Area	No	Criteria	Textbook I		Textbook II	
			1	0	1	0
Materials Completeness	1.	The textbook should comprise a short interpersonal text in the form of invitation, request, compliment, congratulation, and agreement allowing the students to explore and produce interpersonal communication function in their daily life.				
	2.	The textbook should include a short transactional text which is aimed at asking for and giving something, offering and refusing, and agreeing related to the students' immediate context.				
	3.	The textbook should contain a short functional text giving the students opportunity to improve their ability in listening, speaking, reading, and writing in the form of invitation, advertisement, short message as well as descriptive, narrative, and recount.				
Materials Depth	4.	Exposure : the textbook should provide as much as exposure to the students by presenting many kinds of text which are relevant to them.				

	5.	Retention : the textbook should explain the retention of text, that is, the social function, meaning, and linguistic feature.				
	6.	Production : the textbook should lead the students to produce both written and spoken text fulfilling its social function, meaning, and linguistic feature.				

Sub aspect : The Materials Accuracy

Area	No	Criteria	Textbook I		Textbook II	
			1	0	1	0
Social Function <i>The texts should lead to accomplish their social function which is related to the interpersonal communication, transactional communication, and functional communication</i>	7.	Interpersonal communication is aimed at building an interpersonal communication with others.				
	8.	Transactional communication is employed to ask for/give goods, services, and opinion related to the students' daily life in the form of spoken and written genre.				
	9.	Functional communication functions in the short functional text as follows. Recount is used to tell personal experiences for example success story, biography, unforgettable experiences and the like. Narrative is aimed at amusing the readers and promoting moral values.				

		Descriptive is used to give, identify, differentiate, offer, compliment, and criticize goods/people/animals.				
Generic Structure <i>The texts should lead to the development of the students' logical and systematic thinking skills.</i>	10.	Descriptive must contain at least identification and description.				
	11.	Narrative must contain at least orientation, complication, and resolution.				
	12.	Recount must have at least orientation and events which are chronologically ordered.				
Linguistic Features	13.	The texts should develop the students' communication skills by using accurate and appropriate language based on the communicative context.				

Sub aspect : The Supporting Learning Materials

Area	No	Criteria	Textbook I		Textbook II	
			1	0	1	0
Up-to-date	14.	The supporting materials accompanying texts (table, picture, appendix, etc) are taken from up-to-date sources.				
	15.	The supporting materials accompanying texts (table, picture, appendix, etc) are taken from relevant sources.				
Life skills development <i>The texts and communicative</i>	16.	Personal skills : include the ability to recognize personal and others' strengths and weaknesses as well as to develop				

<i>events motivate the students to do some life skills development including personal skills, social skills, academic skills, and vocational skills</i>		himself as an autonomous and social person.				
	17.	Social skills : involve the ability to be cooperative, tolerant, appreciating gender equity, peace, and non-violent in communicating and interacting with other people.				
	18.	Academic skills : comprise gaining and using information, solving the problems, and making decisions.				
	19.	Vocational skills : include the ability, attitude, and skill necessary to do certain job/profession.				
<i>Development of insight on diversity</i> <i>The texts and communicative events lead the students to appreciate multiculturalism and pluralism, to be aware of local and national genius, to appreciate democracy in local context, and to understand nationalism</i>	20.	The texts and communicative events lead the students to appreciate cultural diversity and plural society including cultural values as well as local, national, and global contents.				
	21.	The texts and communicative events lead the students to be aware of their local region's potential aspects in order to promote local and national potential aspect.				
	22.	The texts and communicative events lead the students to appreciate democratic values relevant to their local socio-cultural contexts.				
	23.	The texts and				

		communicative events lead the students towards the internalization of insight on diversity values for promoting the sense of belonging to the motherland, nation, and country.				
Character Building	24.	The character building activities are presented to be applied in the students' daily life.				
Cultural Aspects	25.	The textbook presents local culture to maintain the students' identity.				
	26.	The textbook presents target culture in order to introduce the students with the culture of English speaking country's people.				
	27.	The textbook promotes international culture to raise the students' awareness of diversity of English speakers nowadays.				

2. Language Aspect

Sub aspect : The Appropriateness of Language

Area	No	Criteria	Textbook I		Textbook II	
			1	0	1	0
The match between language and the students' development	28.	The language of instruction and explanation should be suitable with the students' cognitive development.				
	29.	The language of instruction and explanation should be suitable with the students' socio-				

		emotional condition.				
Communicative ness	30.	Message readability : the messages are clear and are understandable.				
	31.	Grammatical accuracy : The messages are presented in correct English grammar.				
	32.	The language of instruction should be natural and real to promote real-life and meaningful communication.				
The coherence and unity of ideas	33.	The materials presented on one part/chapter/subchapter/ paragraph should be coherent				
	34.	The materials should show unity of meaning on each part/chapter/subchapter/ paragraph				
	35.	The materials must be sequenced from easy to complex				
Four skills	36.	Listening : there is a good presentation and practice of listening.				
	37.	Speaking : there is a good presentation and practice of speaking.				
	38.	Reading : there is a good presentation and practice of reading.				
	39.	Writing : there is a good presentation and practice of writing .				
Other language aspects (vocabulary, grammar, and pronunciation)	40.	Vocabulary : there is a good presentation and practice of vocabulary.				
	41.	Grammar : there is a good presentation and practice of grammar materials.				

	42.	Pronunciation : there is a good presentation and practice of pronunciation.				
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3. Presentation Aspect

Sub aspect : Presentation Technique

Area	No	Criteria	Textbook I		Textbook II	
			1	0	1	0
Organization	43.	The materials are presented in the form of texts, communicative acts, illustrations, and symbols which should consist of, at least, introduction, content, and conclusion.				
The balance between chapters and units	44.	The materials are presented in the form of texts, communicative acts, illustrations, and symbols which should be made balance in each chapter/sub-chapter/unit.				

Sub aspect : Teaching and Learning Technique

Area	No	Criteria	Textbook I		Textbook II	
			1	0	1	0
Student-centered principle	45.	The materials encourage the students to communicate in English with their peer, teacher, and wider community member.				
Development of students' initiative, creativity, and critical thinking	46.	The materials encourage the students to do communicative activities in oral and written form based on their initiation creatively and critically.				
Development of	47.	The materials encourage the students to be				

autonomous learning		autonomous learners.				
Development of students' reflection/ self-evaluation ability	48.	The materials encourage the students to be aware of their achievement and lacks in teaching learning process				
Genre-based approach	49.	The textbook covers activities for Building Knowledge of the Field (BKOF) stage.				
	50.	The textbook covers activities for Modeling of the Text (MOT) stage.				
	51.	The textbook covers activities for Joint Construction of the Text (JCOT) stage.				
	52.	The textbook covers activities for Independent Construction of the Text (ICOT) stage.				

Sub aspect : Presentation Coverage

Area	No	Criteria	Textbook I		Textbook II	
			1	0	1	0
Introductory part <i>This part consists of at least preface and table of content</i>	53.	Preface: provide some basic information with regard to the reasons of writing the book and acknowledgment.				
	54.	Table of content : make the readers easy to find chapter, sub chapter, and topic of the book.				
Content part <i>This part consists of at least introduction,</i>	55.	Introduction : contain some information in relation to the aim the book, the organization of the book, the preferred learning style, and so on.				

<i>learning load, reference, summary, and reflection</i>						
	56.	Learning load : comprise three aspects which become the main part of the book namely face-to-face activity, exercise, and independent activity.				
	57.	Reference : cover any texts, tables, illustrations which have some identities.				
	58.	Summary : involve the main points of the materials on each chapter.				
Closing part <i>This part consists of at least glossary, bibliography, and index</i>	59.	Reflection : guide the students to reflect what they have learned in each unit.				
	60.	Glossary : contain some important terms and their explanation which are listed alphabetically				
	61.	Bibliography : contain the list of books used as a reference.				
	62.	Index : comprise the list of important words followed by the number of pages.				

Appendix B : The Instrument of English Textbook Evaluation for Junior High School for *Content Aspect* Issued by *Pusat Perbukuan* BSNP.

**INSTRUMEN PENILAIAN I
BUKU TEKS PELAJARAN BAHASA INGGRIS SMP/MTS**

PENGANTAR

Agar penulis dan penilai buku teks secara sinergis dapat mengembangkan buku teks yang bermutu melalui kegiatan penulisan dan penilaian buku teks pelajaran bahasa Inggris khususnya untuk SMP/MTS, instrumen ini telah disusun atas dasar landasan-landasan berikut: karakteristik pembelajaran bahasa Inggris dan kriteria pengembangan buku teks bahasa Inggris SMP/MTS. Kemudian disusunlah instrumen yang dilengkapi dengan deskripsi butir-butir dalam instrumen tersebut. Untuk memaksimalkan objektivitas penilaian, sebagai alat bantu yang wajib digunakan telah juga dikembangkan lembar kerja (worksheet) penilaian. Dengan perangkat ini diharapkan penulis dan penilai buku teks pelajaran bahasa Inggris akan dapat membantu pemerintah menghasilkan buku teks pelajaran bahasa Inggris SMP/MTS yang baik. Untuk itu, cermati dokumen ini dengan seksama. Di atas segalanya, pahami standar isi, terutama SK dan KD mata pelajaran bahasa Inggris SMP/MTS sesuai dengan Permendiknas No. 22 tahun 2006. Selamat bekerja.

KARAKTERISTIK PEMBELAJARAN BAHASA INGGRIS

1. Bahasa memiliki peran sentral dalam perkembangan intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi. Karena itu, pembelajaran Bahasa Inggris selain ditujukan sebagai alat komunikasi juga sebagai alat pengembangan diri peserta didik menjadi manusia Indonesia yang memiliki daya saing global.
2. Komunikasi yang efektif menghendaki penggunaan bahasa yang baik dan benar, yaitu, bahasa yang sesuai dengan aturan-aturan kebahasaan dan tuntutan konteks komunikasi. Dengan demikian, pengetahuan kebahasaan meskipun tidak harus menjadi fokus tetap harus terajarkan.
3. Komunikasi nyata selalu terjadi dalam konteks alamiah. Karenanya, pembelajaran Bahasa Inggris hendaknya dilaksanakan dengan melibatkan peserta didik dan lingkungannya dalam konteks kehidupan sehari-hari (otentik dan alamiah).
4. Komunikasi sendiri bukanlah tujuan akhir, melainkan merupakan sarana untuk mencapai tujuan yang lebih hakiki, yakni memenuhi kebutuhan hidup. Karena itu pembelajaran Bahasa Inggris hendaknya ditujukan untuk mengembangkan kecakapan hidup; dan bukan sebaliknya, menggunakan kecakapan-kecakapan hidup untuk mengajarkan Bahasa Inggris.
5. Bahasa Inggris merupakan sarana komunikasi global. Penguasaan Bahasa Inggris diharapkan membantu peserta didik memahami dan

memperkokoh budaya lokal dan nasional, serta mengenal dan memahami

budaya internasional. Oleh karena itu, pembelajaran Bahasa Inggris seharusnya dilaksanakan dengan memperhatikan aspek-aspek ketiga budaya tersebut.

6. Penguasaan Bahasa Inggris yang baik dapat menjadi sarana yang efektif peningkatan penguasaan ilmu pengetahuan, dan teknologi, (IPTEK) sehingga dapat meningkatkan daya saing sumber daya manusia Indonesia. Sebab itu, pembelajaran Bahasa Inggris hendaknya juga berorientasi pada perkembangan IPTEK.

KRITERIA PENGEMBANGAN BUKU TEKS

Buku Teks Pelajaran Bahasa Inggris SMP/MTS yang dikembangkan diharapkan memiliki ciri-ciri berikut:

1. Mengembangkan kemampuan menggunakan Bahasa Inggris untuk berkomunikasi secara lisan (Menyimak dan Berbicara) maupun tertulis (Membaca dan Menulis) dalam rangka mengembangkan aspek intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi.
2. Menggunakan Bahasa Inggris yang baik dan benar, sesuai dengan kaidah-kaidah kebahasaan dan tuntutan konteks komunikasi. Pengetahuan kebahasaan disampaikan sebagai pendukung penguasaan kemampuan berkomunikasi
3. Mengembangkan kemampuan berkomunikasi dalam Bahasa Inggris melalui pembelajaran berbasis peserta didik dan lingkungannya dalam konteks kehidupan sehari-hari (otentik dan alamiah).
4. Mengarah pada pengembangan kecakapan hidup: personal, sosial, akademik, dan vokasional
5. Mengembangkan pemahaman lintas budaya dalam rangka menjalin persahabatan pada tingkat lokal, nasional, dan internasional dengan membuka wawasan tentang perbedaan budaya untuk meminimalkan kesalahpahaman, menumbuhkan rasa saling menghargai, dan meningkatkan kualitas hubungan antarmanusia.
6. Berorientasi pada perkembangan ilmu pengetahuan dan teknologi (IPTEK)

INSTRUMEN 1
PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS
SEKOLAH MENENGAH PERTAMA/MADRASAH TSANAWIYAH

KODE BUKU:

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I. KELAYAKAN ISI

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
A. KESESUAIAN URAIAN MATERI DENGAN SK DAN KD	1. Kelengkapan					
	2. Kedalaman					
Rangkuman Kualitatif:						
B. KEAKURATAN MATERI	3. Fungsi Sosial					

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
	4. Unsur dan Struktur Makna					
	5. Fitur Linguistik					
Rangkuman Kualitatif:						
C. MATERI PENDUKUNG PEMBELAJARAN	6. Kemutakhiran					
	7. Pengembangan Kecakapan Hidup					
	8. Pengembangan Wawasan Kebhinekaan					

Rangkuman kualitatif:

II. KELAYAKAN PENYAJIAN

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
A. TEKNIK PENYAJIAN	9. Sistematika					
	10. Keseimbangan antarbab					
Rangkuman kualitatif						
B. PENYAJIAN PEMBELAJARAN	11. Keterpusatan pada peserta didik					
	12. Pengembangan prakarsa, kreativitas, dan cara berpikir kritis peserta didik					

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
	13. Pengembangan kemandirian belajar peserta didik					
	14. Pengembangan kemampuan peserta didik untuk refleksi/evaluasi diri					
Rangkuman kualitatif						
C. KELENGKAPAN PENYAJIAN	15. Bagian Pendahuluan					
	16. Bagian Isi					
	17. Bagian Penyudah					

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
Rangkuman kualitatif						

Rangkuman kualitatif supervisor:

Supervisor I,

Supervisor II,

, Penilai,

.....

.....

.....

DESKRIPSI BUTIR INSTRUMEN 1

PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS

SEKOLAH MENENGAH PERTAMA/MADRASAH TSANAWIYAH

I. KOMPONEN KELAYAKAN ISI

Komponen kelayakan isi mencakup tiga sub-komponen, yaitu kesesuaian uraian materi dengan SK dan KD, keakuratan materi, dan materi pendukung pembelajaran.	
A.	KESESUAIAN URAIAN MATERI DENGAN SK DAN KD
1.	KELENGKAPAN
	MATERI a. Jenis Teks
	Interpersonal
	<p>Deskripsi:</p> <p>Buku teks pelajaran wajib berisi dan menuntut peserta didik mengeksplorasi sekurang-kurangnya teks-teks interpersonal pendek dan sederhana yang terkait dengan kehidupan peserta didik sehari-hari, untuk memberikan kesempatan kepada peserta didik untuk memahami dan menghasilkan ungkapan-ungkapan dalam menunaikan fungsi-fungsi komunikasi antarpribadi, secara lisan dan tertulis, untuk berinteraksi dengan lingkungan terdekatnya. Secara rinci, cakupan materi pada masing-masing kelas adalah sebagai berikut:</p>
	<p>Kelas VII</p> <p>Sapaan terhadap orang yang sudah/belum dikenal, pengenalan diri sendiri dan orang lain, ucapan terima kasih, permintaan maaf, ungkapan kesantunan, dsb.</p>
	<p>Kelas VIII</p> <p>Undangan, ajakan, pujian, ucapan selamat, ucapan persetujuan, dsb.</p>
	<p>Kelas IX</p> <p>Ungkapan menunjukkan dan meminta perhatian, kekaguman, dsb.</p>

	b. Jenis Teks Transaksional
	<p>Deskripsi:</p> <p>Buku teks pelajaran wajib berisi dan menuntut peserta didik mengeksplorasi sekurang-kurangnya teks-teks transaksional pendek dan sederhana untuk memberikan kesempatan kepada peserta didik untuk meminta/memberi barang/jasa/informasi/pendapat, yang terkait dengan kehidupan peserta didik sehari-hari serta mata pelajaran lain, secara lisan dan tertulis. Secara rinci, cakupan materi pada masing-masing kelas adalah sebagai berikut:</p>
	<p>Kelas VII</p> <p>Ungkapan memerintah dan melarang, meminta dan memberi informasi, menyatakan suka dan tidak suka, meminta klarifikasi, dsb.</p>
	<p>Kelas VIII</p> <p>Ungkapan permintaan dan pemberian, penawaran dan penolakan barang/ jasa/informasi/pendapat, ungkapan persetujuan, dsb.</p>
	<p>Kelas IX</p> <p>Ungkapan permintaan dan pemberian kepastian, keraguan dan tanggapan terhadap keraguan, permintaan pengulangan, penyampaian berita menarik, komentar atas berita, dsb.</p>
	c. Jenis Teks Fungsional
	<p>Deskripsi:</p> <p>Buku teks pelajaran wajib berisi dan menuntut peserta didik mengeksplorasi sekurang-kurangnya teks-teks fungsional serta monolog sangat pendek dan sederhana untuk mengembangkan keterampilan menyimak, berbicara, membaca, dan menulis, tentang topik-topik yang terkait dengan kehidupan peserta didik sehari-hari serta mata pelajaran lain. Secara rinci, cakupan materi pada masing-masing kelas adalah sebagai berikut:</p>
	<p>Kelas VII</p> <p>Teks-teks fungsional pendek seperti kartu undangan, iklan, pesan, dsb., serta teks <i>descriptive</i> dan <i>procedure</i>.</p>
	<p>Kelas VIII</p> <p>Teks-teks fungsional pendek seperti kartu undangan, iklan, pesan, dsb., serta teks <i>descriptive</i>, <i>narrative</i>, dan <i>recount</i>.</p>

	Kelas IX Teks-teks fungsional pendek seperti kartu undangan, iklan, pesan, dsb., serta -teks <i>procedure</i> , <i>narrative</i> , dan <i>report</i> .
2.	KEDALAMAN MATERI
	a. Paparan (<i>exposure</i>)
	<p>Deskripsi:</p> <p>Untuk pembelajaran setiap jenis teks, buku teks wajib berisi dan menuntut peserta didik mengeksplorasi cukup banyak teks yang relevan dengan kehidupan peserta didik sehari-hari dengan tujuan untuk pembiasaan terhadap jenis teks ybs., terutama pada segi isi pesannya.</p>
	b. Retensi aturan pembentukan teks
	<p>Deskripsi:</p> <p>Untuk pembelajaran setiap jenis teks, buku teks wajib berisi bimbingan agar peserta didik mendapatkan pemahaman eksplisit tentang ketiga unsur pembentukan jenis teks ybs. (yaitu, fungsi sosial, unsur dan struktur makna, dan fitur linguistik), pada saat peserta didik sudah terbiasa berinteraksi tentang isi pesan yang dikandung pada jenis teks ybs.</p>
	c. Produksi
	<p>Deskripsi:</p> <p>Untuk pembelajaran setiap jenis teks, buku teks wajib berisi bimbingan agar peserta didik menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan jenis teks ybs., dengan memperhatikan kedua unsur lainnya (yaitu, unsur dan struktur makna, dan fitur linguistik), pada saat peserta didik sudah memiliki pemahaman eksplisit tentang ketiga unsur pembentukan teks tsb..</p>

B.	KEAKURATAN MATERI	
3.	Fungsi sosial	
	<p>Deskripsi:</p> <p>Teks-teks yang diberikan di dalam buku maupun hasil eksplorasi peserta didik diarahkan pada pencapaian fungsi sosial yang terkait dengan kehidupan sehari-hari.</p> <ol style="list-style-type: none"> (1) Komunikasi interpersonal: untuk menjalin hubungan antarpribadi (melalui teks-teks interpersonal). Kedalaman materi masing-masing fungsi sosial minimal sesuai dengan cakupan di Kelas I, II, dan III. (2) Komunikasi transaksional: meminta/memberi jasa/barang/fakta/pendapat, yang terkait dengan kehidupan peserta didik sehari-hari serta mata pelajaran lain, secara lisan dan tertulis. (3) Komunikasi fungsional: memerankan fungsi khusus dalam teks fungsional pendek dan monolog yang terkait dengan masing-masing jenis teks berikut: <ol style="list-style-type: none"> (a) <i>Recount</i> berfungsi memaparkan pengalaman pribadi seperti cerita sukses, biografi, pengalaman tak terlupakan, proses kejadian, dsb. (b) <i>Narrative</i> berfungsi menghibur dan mengajarkan nilai-nilai luhur. (c) <i>Procedure</i> berfungsi memberikan petunjuk mengerjakan atau melakukan sesuatu, seperti instruksi melaksanakan tugas, manual, resep, peringatan, dsb. (d) <i>Descriptive</i> berfungsi memerikan, mengidentifikasi, membedakan, menawarkan, memuji, mengkritik, dsb., benda/orang/binatang. (e) <i>Report</i> berfungsi memaparkan kebenaran umum tentang orang/benda/binatang, termasuk jenis, definisi, dan ciri-ciri umum, seperti yang banyak dimuat dalam sumber-sumber pengetahuan umum, antara lain buku teks, ensiklopedi, dsb. 	
4.	Unsur dan Struktur Makna	
	<p>Deskripsi:</p> <p>Teks-teks yang diberikan di dalam buku teks maupun hasil eksplorasi peserta didik diarahkan pada pengembangan kemampuan berpikir runtut dan sistematis.</p> <ol style="list-style-type: none"> (1) Dalam teks-teks interpersonal dan transaksional, unsur-unsur ini minimal meliputi kegiatan interaktif yang terdiri atas inisiasi/prakarsa berkomunikasi dan respon berupa permintaan dan pemberian informasi/barang/jasa. 	

	<p>(2) Dalam teks-teks fungsional pendek dan monolog, minimal mencakup unsur-unsur makna yang terdapat dalam masing-masing teks fungsional pendek dan jenis teks monolog berikut ini.</p> <p>(a) <i>Recount</i> meliputi sekurang-kurangnya orientasi dan serangkaian kegiatan/kejadian yang disampaikan secara kronologis.</p> <p>(b) <i>Narrative</i> meliputi sekurang-kurangnya orientasi, komplikasi, dan solusi.</p> <p>(c) <i>Procedure</i> meliputi sekurang-kurangnya langkah-langkah melaksanakan suatu pekerjaan, dengan atau tanpa menyebutkan secara eksplisit benda-benda yang diperlukan.</p> <p>(d) <i>Descriptive</i> meliputi sekurang-kurangnya unsur-unsur yang terdapat pada orang/benda/binatang serta deskripsi masing-masing (al., sifat, perilaku, tindakan) yang dianggap perlu disampaikan untuk memerankan fungsi sosial yang dimaksud.</p> <p>(e) <i>Report</i> meliputi sekurang-kurangnya ciri-ciri umum dari orang/benda/binatang (sifat, perilaku, tindakan), dengan atau tanpa menyebutkan secara eksplisit pernyataan umum berupa definisi atau klasifikasi.</p>
5.	Fitur Linguistik
	<p>Deskripsi:</p> <p>Teks-teks yang diberikan di dalam buku teks maupun hasil eksplorasi peserta didik diarahkan pada pengembangan kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat dan berterima, sesuai dengan konteks komunikatif yang sedang berlangsung serta jenis teks yang digunakan dalam rangka mencapai setiap fungsi sosial yang dimaksud.</p>
C.	MATERI PENDUKUNG PEMBELAJARAN
6.	Kemutakhiran
	a. Relevansi materi dan sumber rujukan
	<p>Deskripsi:</p> <p>Bahan ajar (teks, tabel, gambar, lampiran, dll.) untuk setiap jenis teks diambil dari sumber-sumber yang relevan dengan topik yang dibahas.</p>

	b. Kemutakhiran materi dan sumber rujukan
	<p>Deskripsi: Bahan ajar (teks, tabel, gambar, lampiran, dll.) diambil dari sumber-sumber yang mutakhir tentang topik yang dibahas.</p>
7.	Pengembangan kecakapan hidup
	<p>Deskripsi: Teks dan tindak komunikatif memotivasi peserta didik untuk melakukan beberapa hal untuk pengembangan kecakapan hidup, sbb.:</p> <ul style="list-style-type: none"> (a) kecakapan personal: mengenal kelebihan dan kekurangan diri sendiri dan orang lain, serta mengembangkan diri sebagai pribadi mandiri, makhluk sosial, dan makhluk ciptaan Tuhan; (b) kecakapan sosial: bekerjasama, toleran, menghargai kesetaraan jender, perdamaian, dan anti kekerasan dalam berkomunikasi dan berinteraksi dengan orang lain; (c) kecakapan akademik: menggali dan memanfaatkan informasi, menyelesaikan masalah, dan membuat keputusan dalam kerja ilmiah; (d) kecakapan vokasional: memiliki kemampuan, sikap, dan keterampilan yang diperlukan untuk melakukan pekerjaan/profesi tertentu.
8.	Pengembangan wawasan kebhinekaan
	<p>Deskripsi: Teks dan tindak komunikatif memotivasi peserta didik untuk melakukan beberapa hal untuk pengembangan sikap kebhinekaan, sbb.:</p> <ul style="list-style-type: none"> (a) penghargaan terhadap keanekaragaman budaya dan kemajemukan masyarakat, yang meliputi berbagai nilai budaya dan kearifan lokal, nasional, dan global; (b) kesadaran akan potensi dan kekayaan daerah untuk mempromosikan potensi/kekayaan lokal dan nasional; (c) apresiasi terhadap nilai-nilai demokrasi yang sesuai dengan konteks sosial-budaya setempat; (d) Pemahaman terhadap wawasan kebangsaan untuk mengembangkan rasa cinta terhadap tanah air, bangsa, dan negara.

II. KOMPONEN KELAYAKAN PENYAJIAN

Komponen kelayakan penyajian mencakup tiga sub-komponen, yaitu teknik penyajian, penyajian pembelajaran, dan kelengkapan penyajian.	
A.	TEKNIK PENYAJIAN
9.	Sistematika
	<i>Deskripsi:</i> Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi, minimal terdiri atas Pendahuluan, Isi, dan Penutup.
10.	Keseimbangan antarbab
	<i>Deskripsi:</i> Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang dalam setiap bab.
B.	PENYAJIAN PEMBELAJARAN
11.	Keterpusatan pada peserta didik
	<i>Deskripsi:</i> Penyajian materi dan tugas mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.
12.	Mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik
	<i>Deskripsi:</i> Penyajian materi dan tugas mendorong peserta didik untuk melakukan berbagai kegiatan komunikatif lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.

13.	Mengembangkan kemandirian belajar
	<p>Deskripsi: Penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri</p>
14.	Mengembangkan kemampuan untuk refleksi/evaluasi diri
	<p>Deskripsi: Penyajian materi dan tugas mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.</p>
C.	PENDUKUNG TEKNIK PENYAJIAN
15.	Bagian Pendahuluan
	<p>Deskripsi:</p> <ul style="list-style-type: none"> (a) Prakata: informasi yang mengantarkan pembaca untuk mengetahui tujuan penulis buku, ucapan terima kasih, dan harapan (b) Daftar isi: daftar yang memuat informasi yang memudahkan peserta didik untuk mencari dan menemukan bab, subbab, serta topik yang ada di dalamnya
16.	Bagian Isi
	<p>Deskripsi:</p> <ul style="list-style-type: none"> (a) Pendahuluan: pengantar pada awal buku berisi tujuan penulisan buku teks pelajaran, sistematika buku, cara belajar yang harus diikuti, serta hal-hal lain yang dianggap penting bagi peserta didik. (b) Beban belajar: beban belajar yang merupakan inti dari isi buku teks terdiri atas tiga unsur yaitu tatap muka, latihan terstruktur, dan kegiatan mandiri. (c) Rujukan: teks, tabel, gambar mempunyai identitas berupa judul, nomer urut gambar/tabel, dan rujukan. (d) Rangkuman dan refleksi: rangkuman merupakan konsep kunci bab yang bersangkutan yang dinyatakan dengan kalimat ringkas, jelas, dan memudahkan peserta didik memahami keseluruhan isi bab. Refleksi memuat simpulan sikap dan perilaku yang harus diteladani.

17.	Bagian Penyudah
	<p>Deskripsi:</p> <ul style="list-style-type: none"> (a) Glosarium: glosarium berisi istilah-istilah penting dalam teks dengan penjelasan arti istilah tersebut dan ditulis secara alfabetis. (b) Daftar pustaka: daftar buku yang digunakan sebagai bahan rujukan dalam penulisan buku tersebut diawali dengan nama pengarang (yang disusun secara alfabetis), tahun terbitan, judul buku, tempat, dan nama penerbit. (c) Indeks (subjek dan pengarang): indeks subjek merupakan daftar kata-kata penting yang diikuti dengan nomor halaman kemunculan, indeks pengarang merupakan daftar pengarang yang karyanya digunakan dalam materi diikuti oleh nomor halaman kemunculan

LEMBAR KERJA (*WORKSHEET*)
MATA PELAJARAN BAHASA INGGRIS
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DAN MADRASAH TSANAWIYAH (MTS)

Kelas VII

Butir	Standar Kompetensi	Kompetensi Dasar	Halaman	Kesesuaian uraian materi dengan SK dan KD			
				Kelengkapan		Kedalaman	
				Lengkap	Tidak	Dalam	Tidak
1-8	Memahami dan mengungkapkan makna, secara lisan dan tertulis, dalam teks transaksional dan interpersonal dan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.	Jenis Teks Interpersonal: Teks interpersonal di kelas ini meliputi:					
		- sapaan terhadap orang yang sudah/belum dikenal					
		- perkenalan diri sendiri dan orang lain,					
		- ucapan terima kasih,					
		- permintaan maaf,					
		- ungkapan kesantunan, - dsb.					
		Jenis Teks Transaksional: Teks transaksional di kelas ini meliputi ungkapan:					
		- memerintah dan melarang					
		- meminta dan memberi informasi,					
		- menyatakan suka dan tidak suka,					
		- meminta klarifikasi					
		- dsb.					

Butir	Standar Kompetensi	Kompetensi Dasar	Halaman	Kesesuaian uraian materi dengan SK dan KD			
				Kelengkapan		Kedalaman	
				Lengkap	Tidak	Dalam	Tidak
		Jenis Teks Fungsional: Teks fungsional di kelas ini meliputi: - Teks-teks fungsional dan esei pendek sangat sederhana, berbentuk <i>descriptive</i> .					
		- Teks-teks fungsional dan esei pendek sangat sederhana, berbentuk <i>procedure</i> .					
TOTAL							
SKOR							

LEMBAR KERJA (WORKSHEET)
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Kelas VIII

Butir	Standar Kompetensi	Kompetensi Dasar	Halaman	Kesesuaian uraian materi dengan SK dan KD			
				Kelengkapan		Kedalaman	
				Lengkap	Tidak	Dalam	Tidak
1-8	Memahami dan mengungkapkan makna, secara lisan dan tertulis, dalam teks transaksional dan interpersonal dan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.	Jenis Teks Interpersonal: Teks interpersonal di kelas ini meliputi ungkapan untuk: <ul style="list-style-type: none"> - Mengundang 					
		<ul style="list-style-type: none"> - mengajak 					
		<ul style="list-style-type: none"> - memuji 					
		<ul style="list-style-type: none"> - mengucapkan selamat 					
		Jenis Teks Transaksional: Teks transaksional di kelas ini meliputi ungkapan untuk: <ul style="list-style-type: none"> - meminta dan memberi barang/ jasa/informasi/ pendapat 					
		<ul style="list-style-type: none"> - menawarkan dan menolak barang/ jasa/informasi/pendapat - memberikan persetujuan, dsb. 					

Butir	Standar Kompetensi	Kompetensi Dasar	Halaman	Kesesuaian uraian materi dengan SK dan KD			
				Kelengkapan		Kedalaman	
				Lengkap	Tidak	Dalam	Tidak
		Jenis Teks Fungsional: Teks fungsional di kelas ini meliputi: <ul style="list-style-type: none"> - Teks-teks fungsional dan esei pendek sangat sederhana, berbentuk <i>descriptive</i>. 					
		<ul style="list-style-type: none"> - Teks-teks fungsional dan esei pendek sangat sederhana, berbentuk <i>narrative</i>. 					
		<ul style="list-style-type: none"> - Teks-teks fungsional dan esei pendek sangat sederhana, berbentuk <i>recount</i>. 					
TOTAL							
SKOR							

LEMBAR KERJA (*WORKSHEET*)
MATA PELAJARAN BAHASA INGGRIS
SEKOLAH MENENGAH PERTAMA (SMP)
DAN MADRASAH TSANAWIYAH (MTS)

Kelas IX

Butir	Standar Kompetensi	Kompetensi Dasar	Halaman	Kesesuaian uraian materi dengan SK dan KD			
				Kelengkapan		Kedalaman	
				Lengkap	Tidak	Dalam	Tidak
1-8	Memahami dan mengungkapkan makna, secara lisan dan tertulis, dalam teks transaksional dan interpersonal dan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.	Jenis Teks Interpersonal: Teks interpersonal di kelas ini meliputi ungkapan untuk: - menunjukkan dan meminta perhatian					
		- menyatakan kekaguman, dsb.					
		Jenis Teks Transaksional: Teks transaksional di kelas ini meliputi ungkapan untuk: - meminta dan memberi kepastian					
		- menyatakan dan memberikan tanggapan terhadap keraguan					
		- meminta pengulangan					
		- menyampaikan berita menarik dan memberikan komentar atas berita, dsb.					

Butir	Standar Kompetensi	Kompetensi Dasar	Halaman	Kesesuaian uraian materi dengan SK dan KD			
				Kelengkapan		Kedalaman	
				Lengkap	Tidak	Dalam	Tidak
		Jenis Teks Fungsional: Teks fungsional di kelas ini meliputi: <ul style="list-style-type: none"> - teks-teks fungsional berbentuk <i>procedure</i> 					
		<ul style="list-style-type: none"> - teks-teks fungsional berbentuk <i>narrative</i> 					
		<ul style="list-style-type: none"> - teks-teks fungsional berbentuk <i>report</i> 					
TOTAL							
SKOR							

PEDOMAN PENYEKORAN:

≥95% =	4
< 95% =	1

INSTRUMEN II

PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS SMP/MTS

PENGANTAR

Agar penulis dan penilai buku teks secara sinergis dapat mengembangkan buku teks yang bermutu melalui kegiatan penulisan dan penilaian buku teks pelajaran bahasa Inggris khususnya untuk SMP/MTS, instrumen ini telah disusun atas dasar landasan-landasan berikut: karakteristik pembelajaran bahasa Inggris dan kriteria pengembangan buku teks bahasa Inggris SMP/MTS. Kemudian disusunlah instrumen yang dilengkapi dengan deskripsi butir-butir dalam instrumen tersebut. Untuk memaksimalkan objektivitas penilaian, sebagai alat bantu yang wajib digunakan telah juga dikembangkan lembar kerja (worksheet) penilaian. Dengan perangkat ini diharapkan penulis dan penilai buku teks pelajaran bahasa Inggris akan dapat membantu pemerintah menghasilkan buku teks pelajaran bahasa Inggris SMP/MTS yang baik. Untuk itu, cermati dokumen ini dengan seksama. Di atas segalanya, pahami standar isi, terutama SK dan KD mata pelajaran bahasa Inggris SMP/MTS sesuai dengan Permendiknas No. 22 tahun 2006. Selamat bekerja.

KARAKTERISTIK PEMBELAJARAN BAHASA INGGRIS

1. Bahasa memiliki peran sentral dalam perkembangan intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi. Karena itu, pembelajaran Bahasa Inggris selain ditujukan sebagai alat komunikasi juga sebagai alat pengembangan diri peserta didik menjadi manusia Indonesia yang memiliki daya saing global.
2. Komunikasi yang efektif menghendaki penggunaan bahasa yang baik dan benar, yaitu, bahasa yang sesuai dengan aturan-aturan kebahasaan dan tuntutan konteks komunikasi. Dengan demikian, pengetahuan kebahasaan meskipun tidak harus menjadi fokus tetap harus terajarkan.
3. Komunikasi nyata selalu terjadi dalam konteks alamiah. Karenanya, pembelajaran Bahasa Inggris hendaknya dilaksanakan dengan melibatkan peserta didik dan lingkungannya dalam konteks kehidupan sehari-hari (otentik dan alamiah).
4. Komunikasi sendiri bukanlah tujuan akhir, melainkan merupakan sarana untuk mencapai tujuan yang lebih hakiki, yakni memenuhi kebutuhan hidup. Karena itu pembelajaran Bahasa Inggris hendaknya ditujukan untuk mengembangkan kecakapan hidup; dan bukan sebaliknya, menggunakan kecakapan-kecakapan hidup untuk mengajarkan Bahasa Inggris.
5. Bahasa Inggris merupakan sarana komunikasi global. Penguasaan Bahasa Inggris diharapkan membantu peserta didik memahami dan memperkuat budaya lokal dan nasional, serta mengenal dan memahami

budaya internasional. Oleh karena itu, pembelajaran Bahasa Inggris seharusnya dilaksanakan dengan memperhatikan aspek-aspek ketiga budaya tersebut.

6. Penguasaan Bahasa Inggris yang baik dapat menjadi sarana yang efektif peningkatan penguasaan ilmu pengetahuan, dan teknologi, (IPTEK) sehingga dapat meningkatkan daya saing sumber daya manusia Indonesia. Sebab itu, pembelajaran Bahasa Inggris hendaknya juga berorientasi pada perkembangan IPTEK.

KRITERIA PENGEMBANGAN BUKU TEKS

Buku Teks Pelajaran Bahasa Inggris SMP/MTS yang dikembangkan diharapkan memiliki ciri-ciri berikut:

1. Mengembangkan kemampuan menggunakan Bahasa Inggris untuk berkomunikasi secara lisan (Menyimak dan Berbicara) maupun tertulis (Membaca dan Menulis) dalam rangka mengembangkan aspek intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi.
2. Menggunakan Bahasa Inggris yang baik dan benar, sesuai dengan kaidah-kaidah kebahasaan dan tuntutan konteks komunikasi. Pengetahuan kebahasaan disampaikan sebagai pendukung penguasaan kemampuan berkomunikasi
3. Mengembangkan kemampuan berkomunikasi dalam Bahasa Inggris melalui pembelajaran berbasis peserta didik dan lingkungannya dalam konteks kehidupan sehari-hari (otentik dan alamiah).
4. Mengarah pada pengembangan kecakapan hidup: personal, sosial, akademik, dan vokasional
5. Mengembangkan pemahaman lintas budaya dalam rangka menjalin persahabatan pada tingkat lokal, nasional, dan internasional dengan membuka wawasan tentang perbedaan budaya untuk meminimalkan kesalahpahaman, menumbuhkan rasa saling menghargai, dan meningkatkan kualitas hubungan antarmanusia.
6. Berorientasi pada perkembangan ilmu pengetahuan dan teknologi (IPTEK)

INSTRUMEN 2
PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS
SEKOLAH MENENGAH PERTAMA/MADRASAH TSANAWIYAH

KODE BUKU:

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I. KELAYAKAN BAHASA

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
A. KESESUAIAN DENGAN TINGKAT PERKEMBANGAN PESERTA DIDIK	1. Kesesuaian dengan tingkat perkembangan kognitif peserta didik					
	2. Kesesuaian dengan tingkat perkembangan sosial-emosional peserta didik					
Rangkuman kualitatif						
B. KOMUNIKATIF	3. Keterbacaan pesan					
	4. Ketepatan kaidah bahasa					

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
Rangkuman kualitatif						
C. KERUNTUTAN DAN KESATUAN GAGASAN	5. Keruntutan makna dalam bagian/bab/sub-bab/paragraf/ kalimat					
	6. Ketertautan makna antar bagian/bab/ subbab/paragraf/ kalimat					
Rangkuman kualitatif						

II. KELAYAKAN PENYAJIAN

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
A. TEKNIK PENYAJIAN	7. Sistematika					

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
	8. Keseimbangan antarbab					
Rangkuman kualitatif						
B. PENYAJIAN PEMBELAJARAN	9. Keterpusatan pada peserta didik					
	10. Pengembangan prakarsa, kreativitas, dan cara berpikir kritis peserta didik					
	11. Pengembangan kemandirian belajar peserta didik					
	12. Pengembangan kemampuan peserta didik untuk refleksi/evaluasi diri					

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
Rangkuman kualitatif						
C. KELENGKAPAN PENYAJIAN	13. Bagian Pendahuluan					
	14. Bagian Isi					
	15. Bagian Penyudah					
Rangkuman kualitatif						

Rangkuman Kualitatif supervisor:

Supervisor I,

.....

Supervisor II,

.....

,,

Penilai,

.....

DESKRIPSI BUTIR INSTRUMEN II

PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS SEKOLAH MENENGAH PERTAMA/MADRASAH TSANAWIYAH

I. KELAYAKAN BAHASA

Komponen kelayakan bahasa mencakup tiga sub-komponen, yaitu kesesuaian dengan perkembangan peserta didik, komunikatif, serta keruntutan dan kesatuan gagasan.	
A.	KESESUAIAN DENGAN TINGKAT PERKEMBANGAN PESERTA DIDIK
1.	Kesesuaian dengan tingkat perkembangan kognitif peserta didik
	<p>Deskripsi: Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik. Tingkat kesulitan dan keakraban bahasa difasilitasi secara eksplisit.</p>
2.	Kesesuaian dengan tingkat perkembangan sosial-emosional peserta didik
	<p>Deskripsi: Bahasa yang digunakan sesuai dengan situasi sosial-emosional remaja.</p>
B.	KOMUNIKATIF
3.	Keterbacaan pesan oleh peserta didik
	<p>Deskripsi: Pesan yang disajikan jelas dan mudah dipahami oleh peserta didik.</p>

4.	Ketepatan kaidah bahasa
	<p>Deskripsi:</p> <p>Pesan disajikan sesuai kaidah Bahasa Inggris yang tepat.</p>
C.	KERUNTUTAN DAN KESATUAN GAGASAN
5.	Keruntutan makna dalam bagian/bab/subbab/paragraf/kalimat
	<p>Deskripsi:</p> <p>Pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat harus mencerminkan keruntutan penyampaian makna.</p>
6.	Ketertautan makna antar bagian/bab/subbab/paragraf/kalimat
	<p>Deskripsi:</p> <p>Pesan atau materi yang disajikan harus mencerminkan ketertautan makna antar bagian/bab/subbab/paragraf/kalimat.</p>

II. KELAYAKAN PENYAJIAN

Komponen kelayakan penyajian mencakup tiga sub-komponen, yaitu teknik penyajian, penyajian pembelajaran, dan kelengkapan penyajian.	
A.	TEKNIK PENYAJIAN
7.	Sistematika
	<p>Deskripsi:</p> <p>Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi, minimal terdiri atas Pendahuluan, Isi, dan Penutup.</p>

8.	Keseimbangan antarbab
	<p>Deskripsi:</p> <p>Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang dalam setiap bab.</p>
B.	PENYAJIAN PEMBELAJARAN
9.	Keterpusatan pada peserta didik
	<p>Deskripsi:</p> <p>Penyajian materi dan tugas mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.</p>
10.	Mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik
	<p>Deskripsi:</p> <p>Penyajian materi dan tugas mendorong peserta didik untuk melakukan berbagai kegiatan komunikatif lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.</p>
11.	Mengembangkan kemandirian belajar
	<p>Deskripsi:</p> <p>Penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri</p>
12.	Mengembangkan kemampuan untuk refleksi/evaluasi diri
	<p>Deskripsi:</p> <p>Penyajian materi dan tugas mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.</p>

C.	KELENGKAPAN PENYAJIAN
13.	Bagian Pendahuluan
	<p>Deskripsi:</p> <ul style="list-style-type: none"> (a) Prakata: informasi yang mengantarkan pembaca untuk mengetahui tujuan penulis buku, ucapan terima kasih, dan harapan (b) Daftar isi: daftar yang memuat informasi yang memudahkan peserta didik untuk mencari dan menemukan bab, subbab, serta topik yang ada di dalamnya
14.	Bagian Isi
	<p>Deskripsi:</p> <ul style="list-style-type: none"> (a) Pendahuluan: pengantar pada awal buku berisi tujuan penulisan buku teks pelajaran, sistematika buku, cara belajar yang harus diikuti, serta hal-hal lain yang dianggap penting bagi peserta didik. (b) Beban belajar: beban belajar yang merupakan inti dari isi buku teks terdiri atas tiga unsur yaitu tatap muka, latihan terstruktur, dan kegiatan mandiri. (c) Rujukan: teks, tabel, gambar mempunyai identitas berupa judul, nomer urut gambar/tabel, dan rujukan. (d) Rangkuman dan refleksi: rangkuman merupakan konsep kunci bab yang bersangkutan yang dinyatakan dengan kalimat ringkas, jelas, dan memudahkan peserta didik memahami keseluruhan isi bab. Refleksi memuat simpulan sikap dan perilaku yang harus diteladani.
15.	Bagian Penyudah
	<p>Deskripsi:</p> <ul style="list-style-type: none"> (a) Glosarium: glosarium berisi istilah-istilah penting dalam teks dengan penjelasan arti istilah tersebut dan ditulis secara alfabetis. (b) Daftar pustaka: daftar buku yang digunakan sebagai bahan rujukan dalam penulisan buku tersebut diawali dengan nama pengarang (yang disusun secara alfabetis), tahun terbitan, judul buku, tempat, dan nama penerbit. (c) Indeks (subjek dan pengarang): indeks subjek merupakan daftar kata-kata penting yang diikuti dengan nomor halaman kemunculan, indeks pengarang merupakan daftar pengarang yang karyanya digunakan dalam materi diikuti oleh nomor halaman kemunculan

**Appendix D : Competency Standards and Basic Competencies of English in Junior High School
Grade VII, VIII, and IX**

**PERANGKAT PEMBELAJARAN
STANDAR KOMPETENSI DAN KOMPETENSI
DASAR**

Mata Pelajaran : Bahasa Inggris.
Satuan Pendidikan : SMP/MTs.
Kelas/Semester : VII s/d IX /1-2

Nama Guru :
NIP/NIK :
Sekolah :

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)

STANDAR KOMPETENSI DAN KOMPETENSI DASAR TINGKAT SMP DAN MTs

Mata Pelajaran Bahasa Inggris untuk Sekolah Menengah Pertama (SMP)/ Madrasah Tsanawiyah (MTs)

A. Latar Belakang

Bahasa memiliki peran sentral dalam perkembangan intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi. Pembelajaran bahasa diharapkan membantu peserta didik mengenal dirinya, budayanya, dan budaya orang lain. Selain itu, pembelajaran bahasa juga membantu peserta didik mampu mengemukakan gagasan dan perasaan, berpartisipasi dalam masyarakat, dan bahkan menemukan serta menggunakan kemampuan analitis dan imajinatif yang ada dalam dirinya.

Bahasa Inggris merupakan alat untuk berkomunikasi secara lisan dan tulis. Berkomunikasi adalah memahami dan mengungkapkan informasi, pikiran, perasaan, dan mengembangkan ilmu pengetahuan, teknologi, dan budaya. Kemampuan berkomunikasi dalam pengertian yang utuh adalah kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yaitu mendengarkan, berbicara, membaca dan menulis. Keempat keterampilan inilah yang digunakan untuk menanggapi atau menciptakan wacana dalam kehidupan bermasyarakat. Oleh karena itu, mata pelajaran Bahasa Inggris diarahkan untuk mengembangkan keterampilan-keterampilan tersebut agar lulusan mampu berkomunikasi dan berwacana dalam bahasa Inggris pada tingkat literasi tertentu.

Tingkat literasi mencakup *performative*, *functional*, *informational*, dan *epistemic*. Pada tingkat *performative*, orang mampu membaca, menulis, mendengarkan, dan berbicara dengan simbol-simbol yang digunakan. Pada tingkat *functional*, orang mampu menggunakan bahasa untuk memenuhi kebutuhan hidup sehari-hari seperti membaca surat kabar, manual atau petunjuk. Pada tingkat *informational*, orang mampu mengakses pengetahuan dengan kemampuan berbahasa, sedangkan pada tingkat *epistemic* orang mampu mengungkapkan pengetahuan ke dalam bahasa sasaran (Wells, 1987).

Pembelajaran bahasa Inggris di SMP/MTs ditargetkan agar peserta didik dapat mencapai tingkat *functional* yakni berkomunikasi secara lisan dan tulis untuk menyelesaikan masalah sehari-hari, sedangkan untuk SMA/MA diharapkan dapat mencapai tingkat *informational* karena mereka disiapkan untuk melanjutkan pendidikannya ke perguruan tinggi. Tingkat literasi *epistemic* dianggap terlalu tinggi untuk dapat dicapai oleh peserta didik SMA/MA karena bahasa Inggris di Indonesia berfungsi sebagai bahasa asing.

B. Tujuan

Mata Pelajaran Bahasa Inggris di SMP/MTs bertujuan agar peserta didik memiliki kemampuan sebagai berikut.

1. Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai tingkat literasi *functional*
2. Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global
3. Mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dengan budaya.

C. Ruang Lingkup

Ruang lingkup mata pelajaran Bahasa Inggris di SMP/MTs meliputi:

1. kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yakni mendengarkan, berbicara, membaca dan menulis secara terpadu untuk mencapai tingkat literasi *functional*;
2. kemampuan memahami dan menciptakan berbagai teks fungsional pendek dan monolog serta esei berbentuk *procedure*, *descriptive*, *recount*, *narrative*, dan *report*. Gradasi bahan ajar tampak dalam penggunaan kosa kata, tata bahasa, dan langkah-langkah retorika;
3. kompetensi pendukung, yakni kompetensi linguistik (menggunakan tata bahasa dan kosa kata, tata bunyi, tata tulis), kompetensi sosiokultural (menggunakan ungkapan dan tindak bahasa secara berterima dalam berbagai konteks komunikasi), kompetensi strategi (mengatasi masalah yang timbul dalam proses komunikasi dengan berbagai cara agar komunikasi tetap berlangsung), dan kompetensi pembentuk wacana (menggunakan piranti pembentuk wacana).

D. Standar Kompetensi dan Kompetensi Dasar

Kelas VII, Semester 1

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat	1.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang 1.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan
2. Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat	2.1 Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat 2.2 Merespon makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat
Berbicara 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat	3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima 3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri

Standar Kompetensi	Kompetensi Dasar
	<p>sendiri/orang lain, dan memerintah atau melarang</p> <p>3.3 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan</p>
<p>4. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>4.1 Mengungkapkan makna tindak tutur dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p>
<p>Membaca</p> <p>5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat</p>	<p>5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat</p> <p>5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat</p>
<p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>6.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>6.2 Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</p>

Kelas VII, Semester 2

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat	7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta 7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal
8. Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat	8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat 8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i>
Berbicara 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat	9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, dan meminta dan memberi fakta 9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal
10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk <i>descriptive</i> dan	10.1 Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat

<i>procedure</i> untuk berinteraksi dengan lingkungan terdekat	10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i>
Membaca 11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitan dengan lingkungan terdekat	11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i> 11.3 Membaca nyaring bermakna teks fungsional dan esei pendek dan sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima
Menulis 12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat	12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i>

Kelas VIII, Semester 1

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar	1.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat 1.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang,

	menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat
2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar	<p>2.1. Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>2.2. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>
<p>Berbicara</p> <p>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>3.1. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat</p> <p>3.2. Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</p>
4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar	<p>4.1. Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>
<p>Membaca</p> <p>5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar</p>	<p>5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang</p>

	<p>berkaitan dengan lingkungan sekitar</p> <p>5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>
<p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i>, dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>

Kelas VIII, Semester 2

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>7.1. Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p> <p>7.2. Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, dan mengawali, memperpanjang, dan menutup percakapan telepon</p>
<p>8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>narrative</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>8.1. Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>8.2. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i></p>

Standar Kompetensi	Kompetensi Dasar
Berbicara 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar	9.1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu 9.2. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon
	10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar 10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>
Membaca 11. Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar	11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>
Menulis 12. Mengungkapkan makna	12.1 Mengungkapkan makna dalam bentuk teks tulis

Standar Kompetensi	Kompetensi Dasar
dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar	<p>fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i></p>

Kelas IX, Semester 1

Standar Kompetensi	Kompetensi Dasar
Mendengarkan	
1. Memahami makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari	<p>1.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur: meminta dan memberi kepastian, serta mengungkapkan dan menanggapi keraguan</p> <p>1.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur berikut meminta pengulangan, menunjukkan perhatian, dan menyatakan kekaguman</p>
2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>procedure</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari	<p>2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari</p> <p>2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>procedure</i> dan <i>report</i></p>
Berbicara	
3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari	<p>3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur: meminta dan memberi kepastian dan mengungkapkan dan menanggapi keraguan</p> <p>3.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal</p>

Standar Kompetensi	Kompetensi Dasar
	(bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur: meminta pengulangan, menunjukkan perhatian, dan menyatakan kekaguman
4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>procedure</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari	4.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari 4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>procedure</i> dan <i>report</i>
Membaca 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>procedure</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari	5.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>procedure</i> dan <i>report</i> dengan ucapan, tekanan dan intonasi yang berterima 5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>procedure</i> dan <i>report</i>
Menulis 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>procedure</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari	6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari 6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>procedure</i> dan <i>report</i>

Kelas IX, Semester 2

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dalam	7.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak

Standar Kompetensi	Kompetensi Dasar
konteks kehidupan sehari-hari	tutur mengungkapkan kesantunan 7.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur memberi berita yang menarik perhatian, dan memberi komentar terhadap berita
8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>narrative</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari	8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari 8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> dan <i>report</i>
Berbicara 9 Mengungkapkan makna dalam percakapan transaksional dan interpersonal dan monolog pendek sederhana berbentuk <i>narrative</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari	9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur mengungkapkan kesantunan 9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur: memberi berita yang menarik perhatian dan memberi komentar terhadap berita
10 Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>narrative</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari	10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari 10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari berbentuk <i>narrative</i> dan <i>report</i>

Standar Kompetensi	Kompetensi Dasar
Membaca 11 Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>narrative</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari	11.1 Membaca nyaring bermakna teks tulis fungsional dan esei pendek sederhana berbentuk <i>narrative</i> dan <i>report</i> dengan ucapan, tekanan dan intonasi yang berterima untuk berinteraksi dalam konteks kehidupan sehari-hari 11.2 Merespon makna dalam teks tulis fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> dan <i>report</i>
Menulis 12 Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>narrative</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari	12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> dan <i>report</i>

E. Arah Pengembangan

Standar kompetensi dan kompetensi dasar menjadi arah dan landasan untuk mengembangkan materi pokok, kegiatan pembelajaran, dan indikator pencapaian kompetensi untuk penilaian. Dalam merancang kegiatan pembelajaran dan penilaian perlu memperhatikan Standar Proses dan Standar Penilaian.

Appendix E. Surat Pernyataan Triangulasi Data

SURAT PERNYATAAN TRIANGULASI

Yang bertanda tangan di bawah ini saya,

Nama : Ratna Yunita, S.Pd.

Pekerjaan : Guru Bahasa Inggris

Institusi : SMP Muhammadiyah 10 Yogyakarta

menyatakan bahwa saya telah melakukan triangulasi data pada karya tulis ilmiah (skripsi) dari mahasiswa:

Nama : Masyhudi Lathif

NIM : 11202241044

Prodi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul : AN EVALUATION OF ENGLISH TEXTBOOKS FOR THE
EIGHTH GRADERS OF JUNIOR HIGH SCHOOL

Demikian surat pernyataan ini saya buat. Semoga dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 14 September 2015

Triangulator



Ratna Yunita, S.Pd.

SURAT PERNYATAAN TRIANGULASI

Yang bertanda tangan di bawah ini saya,

Nama : Umi Sholihah
NIM : 11202244001
Prodi : Pendidikan Bahasa Inggris

menyatakan bahwa saya telah melakukan triangulasi data pada karya tulis ilmiah (skripsi) dari mahasiswa

Nama : Masyhudi Lathif
NIM : 11202241044
Prodi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul : AN EVALUATION OF ENGLISH TEXTBOOKS FOR THE
EIGHTH GRADERS OF JUNIOR HIGH SCHOOL

Demikian surat pernyataan ini saya buat. Semoga dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 14 September 2015
Triangulator



Umi Sholihah

SURAT PERNYATAAN TRIANGULASI

Yang bertanda tangan di bawah ini saya,

Nama : Khairunisa Aulia L.

NIM : 11202241041

Prodi : Pendidikan Bahasa Inggris

menyatakan bahwa saya telah melakukan triangulasi data pada karya tulis ilmiah (skripsi) dari mahasiswa:

Nama : Masyhudi Lathif

NIM : 11202241044

Prodi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul : AN EVALUATION OF ENGLISH TEXTBOOKS FOR THE
EIGHTH GRADERS OF JUNIOR HIGH SCHOOL

Demikian surat pernyataan ini saya buat. Semoga dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 14 September 2015

Triangulator



Khairunisa Aulia L.