

**AN ANALYSIS OF READING MATERIALS ON A TEXTBOOK FOR
THE EIGHTH GRADER: *REAL TIME AN INTERACTIVE ENGLISH
COURSE FOR JUNIOR HIGH SCHOOL STUDENTS YEAR VIII***

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of a
Sarjana Pendidikan Degree in English Education**



by

Arif Kurnianto

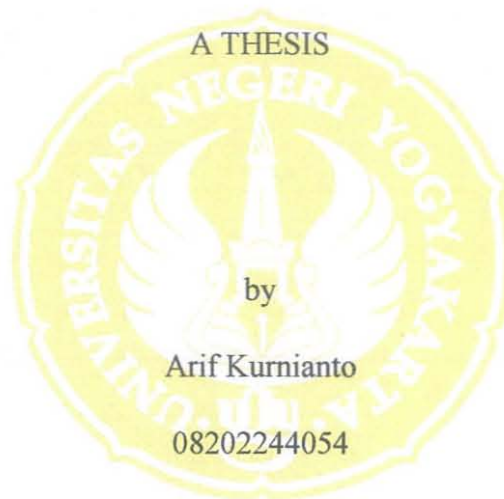
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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2016

APPROVAL SHEET

**AN ANALYSIS OF READING MATERIALS ON A TEXTBOOK FOR
THE EIGHTH GRADER: *REAL TIME AN INTERACTIVE ENGLISH*
*COURSE FOR JUNIOR HIGH SCHOOL STUDENTS YEAR VIII***



Approved on April 28, 2016 by:

Thesis Supervisor

Dr. Agus Widyanoro, M.Pd.
NIP 19600308 198502 1 001

RATIFICATION





AN ANALYSIS OF READING MATERIALS ON A TEXTBOOK FOR THE EIGHTH GRADER: *REAL TIME AN INTERACTIVE ENGLISH* COURSE FOR JUNIOR HIGH SCHOOL STUDENTS YEAR VIII

A THESIS

Arif Kurnianto
08202244054

Accepted by the board of examiners of Faculty of Languages and Arts of State University of Yogyakarta on April 28, 2016 and declared to have fulfilled the requirement for the attainment of the Degree of Sarjana Pendidikan in English Language Education

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Yogyakarta, April 29, 2016
Faculty of Languages and Arts of State University of Yogyakarta
Dean,




Dr. Widyastuti Purbani, M.A.
NIP. 19610524 199001 2 001

STATEMENT OF ORIGINALITY

Yang bertandatangan di bawah ini:

NAMA : Arif Kurnianto

NIM : 08202244054

JURUSAN : Pendidikan Bahasa Inggris

FAKULTAS : Fakultas Bahasa dan Seni

JUDUL SKRIPSI : *An Analysis of Reading Materials on a Textbook for the Eighth Grader: Real Time An Interactive English Course for Junior High School Students Year VIII*

menyatakan dengan sesungguhnya bahwa skripsi ini adalah hasil karya saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang ditulis atau dipublikasikan oleh orang lain atau telah digunakan sebagai persyaratan pada penyelesaian studi di perguruan tinggi kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan ini tidak benar, hal tersebut sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 28 April 2016

Penulis



Arif Kurnianto

08202244054

DEDICATION

This work is dedicated to my family (Dad, Mom, and my brother)

MOTTOS

Sufficient for us is Allah, and He is the best Disposer of affairs (Ali Imran: 173).

Every cloud has a silver lining (English proverb).

It is good to be an important person but it is much more important to be a good person (Agus Widyantoro).

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Nevertheless, this thesis is far from being perfect, therefore, any constructive criticisms, ideas, and suggestions for its improvement will be greatly appreciated.

Yogyakarta, April 28 2016



Arif Kurnianto

08202244054

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08202244054

ABSTRACT

The aim of the study is to describe whether the reading materials in *Real Time: An Interactive English Course for Junior High School Students Year VIII* meet the aspects of content, the aspects of language use and readability, and the aspects of presentation proposed by *Pusat Perbukuan*, Ministry of National Education. The textbook was written by Nina Bates and published by Erlangga. The research is expected to give insights of understanding the quality of reading materials.

This study was designed as a documentary analysis in the form of descriptive qualitative research in which the result would be described in the form of words rather than statistical calculation. The data were collected from the reading section in the textbook. As supplementary tools of the instrument, forms of checklist were used during the research analysis.

The result indicated that the reading materials in *Real Time* textbook were appropriate with the criteria of a qualified English textbook proposed by *Pusat Perbukuan*, Ministry of National Education. There was nonconformity found in the textbook, i.e. there were some reading materials which are not presented in the textbook.

keywords: *textbooks, textbook analysis, reading materials*

CHAPTER I

INTRODUCTION

This chapter discussed the background of the research. It has six parts namely background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study, and significance of the research.

A. Background of the Study

English has become a universal language and plays an important role in many aspects such economy, education, health, technology, etc. Being able to communicate in English can be the main factor of a success in this challenging era. Knowing how crucial English is, the government of Indonesia puts English as a compulsory subject in schools and it becomes a subject which determines students in passing the graduation. English basically has four language skills, i.e. listening, speaking, reading, and writing.

Reading in English language is one of the skills that have to be mastered by students when they are learning English although each skill is, in fact, interrelated. According to Nunan (2003: 68) reading is a fluent process where in building the meaning, readers should combine information from the text with their own background knowledge. In reading classroom, materials have a significant position in defining the course itself. Richards (2001: 254-255) states the advantages of textbooks are (1) providing structure and a syllabus for a program; (2) helping to standardize instruction; (3) maintaining quality; (4) providing a

variety of learning resources; (5) being efficient; (6) providing effective language models and input; (7) training teachers; and (8) being visually appealing.

One of the main components in a curriculum is textbooks. They determine many aspects such as the content, the procedures, the methods for teaching and learning. They also have a systematic syllabus for teachers to follow in teaching. Textbooks usually published by authorized publishers. In addition, the government of Indonesia try to make curriculums periodically which suit the demands in the global era.

Educational system in Indonesia had implemented different curriculums since the independence of the nation. BSNP (National Standardization Board of Education) who is responsible in designing curriculums had tried hard to deliver good curriculums. Some of the products of BSNP are KBK (Competency-Based Curriculum), KTSP (School-Based Curriculum), and the recent one, Curriculum of 2013. In this case, textbooks should follow the curriculum that is used by the the government. Since its inception in 2012, Curriculum of 2013 has many pros and cons especially from teachers. They think that the curriculum ignore the role of teachers because students will be busy with themselves. In the other hand, School-Based Curriculum was implemented based on the belief that every school deserves to manage its own competency based on its teachers and learners competency and local potential sources. Moreover, schools have a right to manage its own curriculum based on the content standard given by BSNP. The main aspect of the curriculum are content standard and competencies which have to be achieved by learners, while its implementation of the curriculum and the syllabus

was in the hand of the school management. It encourages students to be well-mannered, appreciative, confident, tolerant, creative, and critical. It is accomplished by proper communication activities both written and spoken. In addition, it covers interpersonal and transactional communication. The curriculum also required learners to study text types which have different function and purposes. It is carried out through a series of activities such as 1) building the context, 2) modeling and deconstructing the text, 3) joint construction of the text, and 4) independent construction of the text (Fezz and Joyce, 1998).

From above explanation, textbooks have an important role in the classroom. Most of teachers use textbooks as their aid in teaching. Therefore, teachers should know how to choose good textbooks for their students. From that point, the researcher need to share his idea about the matter. So the aim of the study was to find out how far the English textbooks had met the criteria of good textbooks.

B. Identification of the Problem

It is arguably true that teachers relied a lot on the use of textbooks. It has an implication that teachers have low ability and motivation to create their own instructional materials. Hence, teachers have no option but to bring textbooks into the classroom. However, teachers may not choose textbook carelessly. They must be evaluated and revised to suit the recent curriculum. They also should be upgraded in terms of design, content, language, illustration, and so on. Nunan (1991: 208) classifies materials into two types; they are commercially produced

materials and teacher-developed materials. Examples of commercially produced materials are global course books, general English course books, and textbooks.

One of textbooks which is used by English teachers is *Real Time: An Interactive English Course for Junior High School Students Year VIII* written by Nina Bates. It is published by Erlangga in 2007. The textbook used KTSP (School-Based Curriculum). This study evaluated the mentioned textbook to find out how far the English textbook met the criteria of good textbooks according to *Pusat Perbukuan*.

C. Limitation of the Problem

In accordance with the background of the study and identification of the problem, the researcher wants to discover whether the reading materials in *Real Time* textbook for the eighth grader meet the aspects of contents, the aspect of presentation, and the aspect of language use and readability based on the good criteria of learning materials proposed by *Pusat Perbukuan*.

D. Formulation of the Problem

Based on the limitation of the problem, the research problem can be formulated as follows: Do the reading materials in *Real Time* textbook for the eighth grader meet the aspect of contents, the aspect of presentation, and the aspect of language use and readability based on the good criteria of learning materials proposed by *Pusat Perbukuan*?

E. Objective of the Study

In relation to the research questions, the study attempted to answer whether the reading materials in *Real Time* textbook for the eighth grader meet

the aspect of contents, the aspect of presentation, and the aspect of language use and readability based on the good criteria of learning materials proposed by *Pusat Perbukuan*, Ministry of National Education.

F. Significance of the Research

The result of the research was expected to give some theoretical and practical advantages for the following parties.

1. Theoretically, the research gave beneficial and referential contributions in delivering general knowledge of the way to evaluate English instructional materials.
2. Practically, the result of the research was beneficial for:
 - a. The researcher, he could give a practice in developing his knowledge and skill in evaluating English textbooks.
 - b. English teachers, the result of the research could provide helpful information in selecting and evaluating good textbooks before making decision to use it in the classroom.
 - c. English textbook writers, the result of the study might help them to be more careful in developing English textbooks for students and more aware of the worthiness of content, language correctness and appropriateness, and layout of the book.
 - d. Other researchers, the study could give general knowledge of how to evaluate textbooks or other forms of English instructional materials. The research also could be used as the foundation for further research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents the literature review and conceptual framework. The literature review provides the readers with the underlying theories related to the problems of the research. The conceptual framework is presented to highlight the researcher's own position on the problems.

A. LITERATURE REVIEW

1. Reading

Reading is an activity in which readers respond to and make sense of a text being read which is connected to their prior knowledge (Spratt et al., 2005: 21). The activity is done by the readers as they want to get information and knowledge from the text. In this process, the readers try to connect what they read in the form of written language to what they have already known about the text. Making sense of a text is done by understanding meaning of words, sentences, and even a text.

Reading may also be defined as a process in which readers learn something from what they read and involve it in academic context as a part of education (Grabe, 2009: 5). Learning happens when there is a change in mind from an unknown thing to the known one. As reading is included in learning, the readers try to grasp the texts being read by interpreting, synthesizing, evaluating, and selecting the important information. Moreover, Grabe (2009: 15) states that,

“Reading is the strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals.”

2. Reading Materials

Material in reading classroom is arguably the most important component that will shape and seize the teaching and learning process. A good reading material has to promote lively interaction between students and teachers as well as among students themselves to accomplish a communicative language learning process. As a result, teachers need to put effort on creating materials that will live up to that expectation. In reality, however, most teachers do not have enough time to create their own materials that using textbook becomes the only remaining option. Furthermore, no textbook is designed for their students with their particular needs and characters that make teachers still need to wisely select and even modify textbook materials.

3. Textbook

Textbook is the most frequently used of all printed educational materials. In the hands of knowledgeable practitioners, the textbook becomes one of many aids to assist students in acquiring clear concepts of subject matter. According to Richards (2001) textbooks are used in different ways in language program. For example, a reading textbook might be the basis for a course on reading skill, providing both set of reading texts and exercises for skills practice. A writing textbook might provide model compositions and a list of topics for students to write about. A grammar textbook might serve as a reference book and provide

examples as well as exercises to develop grammatical knowledge. A speaking text might provide passages for students to read and discuss. A listening text together with audio cassettes or CDs might serve as the primary listening input in a listening course. A textbook is usually seen as an aid to teaching. It is simply one of many possible materials of learning because it helps the teachers and students to achieve the goal of learning. It is used if it can do a better job than any of the other available materials of instruction. Teachers find significant advantages in the textbook which are important to be learned. It usually summarizes a great quantity of valuable information traditionally associated with a particular course. The text can provide a common resource since a copy is commonly in the possession of each student.

a. The Role of Textbooks

Instructional materials in the form of the textbooks are very important for both teachers and students. In making teaching preparation and conducting the teaching, teachers need textbooks. In addition, without textbooks, teachers will have difficulties in constructing written evaluation. For students, textbooks also play an important role. The students who do not have textbooks with them during the teaching and learning activities will not be able to follow the lesson properly. In other words, lack of textbooks in teaching and learning activities can create the less success of teaching. The teacher chooses material for study because it will do a better job of assisting learning than any other available material. The textbook is most commonly required, and teachers naturally look at it

first. They check the textbooks to see whether it is appropriate to the desired learning activity. Otherwise, teachers then look for other resources. These other resources are called supplementary materials. Teachers know that textbooks which are created by experts have better qualification to design the materials for specific course. Textbooks have a great impact especially to novice teachers. They are considered quite helpful in teaching-planning since they give a structure or organization for the course. Furthermore, they give choices about subject matter that can be utilized as a basis for determining course content and emphases. Moreover, textbooks can also provide a number of activities and suggestions for teaching strategies and tactics.

b. The Criteria of a Good Textbook

Textbooks are only one of many kinds of instructional materials useful in learning. The material should meet the same general criteria used in choosing a textbook. The material selected should (a) contribute to the learning objectives of the lesson (b) involve significant content planned for study (c) be compatible with the teaching procedures to be used, and (d) be appropriate to the particular group of pupils who will use the material. Every teacher of foreign language is faced with the necessity of selecting a textbook that it is suited to his or her teaching condition. In many schools, the selection of specific textbook may already have been made before the teacher come into the classroom. The textbook should be adapted to the particular techniques and methods once the teacher selected it with

whatever other teaching materials. The teacher generally uses the textbook for a relatively long period after the selection is made. Thus, it should be carefully analyzed and thoughtfully selected.

Celce-Murcia (2001) states that a textbook is categorized good if it is viewed from the whole aspects of the textbook. They are subject matter, vocabulary and structure, exercises, illustration, and physical appearance. A textbook is good if: the subject matter covers variety of topics which are suitable with the curriculum, in this case is the School-Based Curriculum; the ordering of materials are arranged in logical form; the content grade are appropriate with the students' need; and the materials are accurate and up to date.

The second aspect is vocabulary and structure. A textbook is good if: the vocabulary and structure which is used is appropriate with the students' grade; the vocabulary items are controlled from the simple to complex one; the new vocabularies are repeated in the next chapter to make the students' memory stronger; the sentences length is suitable with the students' level; the structures gradually increase in difficulty level to suit the growing ability of the students; the words that are used are the daily words, and the sentence structures follow normal word order; the sentence and paragraph follow one another in logical sequence; and linguistic items are introduced in meaningful situation.

The third aspect is exercises. A textbook can be considered good if the exercises: develop comprehension and test knowledge of main ideas;

involve vocabulary, structures, and language skills which build up the students' ability; provide practice in different types of written work (such as sentence completion, spelling and dictation, guided composition, and others); cumulatively test new materials; and develop meaningful communication by referring to realistic activities.

The fourth aspect is illustration. The illustration of a good textbook should: create a favorable atmosphere by depicting realism and reaction; be clear, simple, free, and interesting; and directly related to the content to help the learners in understanding the text.

The last aspect is physical appearance. A textbook is good if: the cover is durable enough; the text is attractive; the picture on the cover makes the students get interested; and the size is suitable with the students' handle.

In a broad sense, a textbook or coursebook is a manual of instruction in any branch of study. Textbooks are produced based on the demands of educational institutions. Although most of them are only published in printed format, many are now available as online electronic books. A textbook is one of the teaching tools which present the subject matter defined by the curriculum. A textbook is required to contain the complete overview of the subject, including the theories, as well as to have more permanent character. Brown (2001: 141) states, textbooks are one type of texts, a book for use in an educational curriculum. At the very

least, a textbook can be used as a guidance to achieve the success of the teaching and learning process.

One of the textbooks published for junior high school students in Indonesia is *Real Time*. It is published by Erlangga in 2007 which is based on 2006 School-Based Curriculum. *Real Time* covers the skills of listening, writing, reading, grammar, vocabulary, and speaking. It provides students with all those skills integrated into every activity and enables the students to practice the language. The textbook is designed for students to learn English and have enjoyable learning. Students can learn how to listen, write, and speak English through games, quizzes, and so forth. The topics of the lessons are also relevant to daily conversation and are suitable for teenagers. Additionally, *Real Time* provides vast opportunities for students to practice, improvise, and personalize topics as they learn them, boosting the students' confidence as they speak the language. The book is accompanied by an instructor's manual, and an audio with native speakers' voices so that students may hear correct pronunciation.

The sections in every unit in the textbook are (1) listening and speaking activities; (2) written activities; (3) grammar focus; (4) vocabulary; (5) project; and (6) cultural notes.

4. Curriculum

Richards and Schmidt (2010: 151) define curriculum as,

“An overall plan for a course or programme, as in the freshman composition curriculum. Such a programme usually states:

- a. The educational purpose of the programme, in terms of aims or goals

- b. The content of the programme and the sequence in which it will be taught (also known as the syllabus)
- c. The teaching procedures and learning activities that will be employed (i.e. methodology)
- d. The means used to assess student learning (i.e. assessment and testing)
- e. The means used to assess whether the programme has achieved its goals (i.e. evaluation)

5. *Pusat Perbukuan*, Ministry of National Education

Pusat Perbukuan defines several criteria for quality textbooks. Some aspects of them are:

a. Aspect of content

- 1) The conformity between reading materials and curriculum
- 2) Kind of genres found in the reading materials
- 3) The arrangement of reading materials based on the level of difficulty
- 4) Reading tasks which are given to develop students' ability
- 5) The reading materials which are supporting life skills.
- 6) The reading materials which are consider about the aspects of gender, religion, and race

b. Aspect of presentation

- 1) Learning purpose which stated explicitly and lead to mastery of communication competence
- 2) The presentation of each chapter reflects the logical path and coherence
- 3) The presentation of each chapter arranged from easy to difficult materials
- 4) The conformity between tasks and materials
- 5) The presentation of each chapter engaging students to communicate using English actively

- 6) The presentation of each chapter supporting students to be interested in English subject
- 7) The presentation of each chapter supporting students to reflect and evaluate themselves.
- c. Aspect of language use and readability
 - 1) The standard of English language use according to the language rules
 - 2) The use of English which is appropriate with needs of communication learning
 - 3) The presentation of paragraphs which are presented effectively by considering coherences and cohesiveness
 - 4) The use of illustrations which are functional and relevant with the materials

6. BSNP (National Education Standardization Agency)

Based on the basic criteria governing the juridical quality of textbooks namely *PP No. 19/2005* article 43 verse (5): “*The eligibility of the contents, language, representation, and the graphic’s textbook lesson rated by BSNP and defined by regulation of the Minister.*” BSNP is an independent agency, professional, independent and carries out a mission to develop, monitor and evaluate the implementation, the implementation of national education standards. BSNP defines several criteria for quality textbooks are eligibility, which includes some components as follows:

- a. Eligibility of the contents

The eligibility criteria in assessing the quality of the content writing textbook include several components consist of:

- 1) Suitability of the material with a Standard Competency (SK) and Basic Competence (KD)
 - 2) Suitability of the material to the curriculum
 - 3) Accuracy of content
 - 4) Date material
 - 5) Encourage curiosity
 - 6) Scientific substance and life skill
 - 7) Enrichment
 - 8) Diversity value
- b. The appropriateness of language

The language used in a textbook should overcome some principal such as:

- 1) Straightforward
- 2) Communicative
- 3) Dialogic and interactive
- 4) Conformity with the development of the learners
- 5) Compliance with the rules of English
- 6) The use of terms, symbols, and icons
- 7) The use of the term and depiction of the symbol or icon that represents a concept in a textbook should be consistent between sections.

7. Criteria of Good Learning Materials

Nunan (1988: 104) explains the criteria for selecting teaching materials for classroom use, they are (1) the materials make clear the link between the classroom and the widerworld; (2) the materials foster independent learning; (3) the materials focus the learner on the opening process; (4) the materials are readily available; (5) the materials accord with the learners' expressed needs; (6) the materials can be used at more than one level of difficulty; (7) the pedagogical objectives of the materials are clear. Chaudron (1988: 6) states that a learning task will usually involve (1) the acquisition of certain fundamental units or elements (e.g., words, facts, rules, concepts); (2) their integration in functional relationships and applications by means of; (3) a certain amount of production, practice, or other mental operations with those elements. Furthermore, Crawford (2002: 84-87) gives effective teaching materials that reflect as follows: (1) language is functional and must be contextualised; (2) language development requires learner engagement in purposeful use of language; (3) the language used should be realistic and authentic; (4) classroom materials will usually seek to include an audio visual component; (5) second language learners need to develop the ability to deal with written as well as spoken genres; (6) effective teaching materials foster learner autonomy; (7) materials need to be flexible enough to cater to individual and contextual differences; (8) learning needs to engage learners both affectively and cognitively.

(Gunter et al.: 51-59) also proposed the criteria for selection of instructional materials:

a. Emphasis

Are the main ideas of the material clearly stated for the learner and are ideas given appropriate emphasis relative to their importance to the intended meaning and purpose of the material? Instructional material should cue the reader to think about the specifically intended learning outcome. When a writer inadvertently diverts the reader's attention, the emphasis is clouded and the reader's thinking becomes confused in regard to the writer's intent. Thus, the material should guide the learner to realize what is being emphasized.

b. Unity

Are all the ideas in the material clearly related to specific main ideas and major points of the material? Instructional material is frequently subjected to a number of rewrites and editings by different people, thereby losing the single vision of its major points and purposes. As a result, you will often find irrelevancies in the material. Interesting as the occasional sidelight may be, unless the learner is already quite familiar with the topics treated in the material, every idea needs to be clearly and explicitly related to some overarching main idea. Every sentence and every paragraph in a text should contribute to an understanding of a clearly stated topic.

c. Coherence

Are the ideas in the text clearly linked together in an easy-to-follow, logical way? Coherence refers to whether ideas are tied together; unity refers to whether all the ideas in a text relate to the same topic.

d. Repetition and elaboration

Does the material present new concepts in relation to other concepts previously introduced? Repetition helps remind readers of what they know and helps them relate new concepts to known ones. Text should hang together in such a way that things said are interrelated, concepts are interconnected, and ideas build on one another. Helpful instructional materials refer the reader to previous sections that explain a concept the author is now assuming the reader understands.

e. Appropriate vocabulary

Is the vocabulary in which ideas are expressed appropriate to the academic level of the students who will be asked to read the book? The question is whether new ideas are put in familiar as well as technical terms. If key ideas are expressed in a very technical vocabulary, then those ideas will escape the unfamiliar reader.

f. Audience appropriateness

Has the author made reasonable assumptions about the prior experiences of the students for whom the material is intended? Instructional materials are usually written for a very specific audience, identifiable by subject area and grade level. Authors, then, should rarely produce materials that miss their target.

g. Format

Does the format of the text facilitate readers' comprehension? Comprehension is often aided by italicized type, bold-faced headings,

spacing (e.g., partitioning of key ideas and examples), and inclusion of clearly related, supportive illustrations, definitions, and references to other instructional materials and books. Learners should respond favorably to the format, not feel overwhelmed by print size or pages of continuous, unbroken print.

h. Caliber of questions

Do questions accompany the instructional material and, if so, are they written to elicit varied levels of thinking? A quick way to judge a text is to look at the kinds of questions that follow the chapters. A substantial proportion of the questions should require students to interpret, apply, analyze, synthesize, or evaluate the content. The explanations are as follows:

1) Knowledge (recall)

- a) What do Eskimos call their homes?
- b) Where does the play *Macbeth* take place?

2) Comprehension (requires students to state new understanding in their own words)

- a) Explain how the word *interloper* is used in the short story “The Interlopers” by Saki.
- b) State in one or two sentences the main point of the previous page.

3) Application (requires students to apply previously learned principles to new material)

- a) Compare the character of Montresor in “The Cask of Amontillado” with the character of General Zaroff in “The Most Dangerous Games.”
- 4) Analysis (requires students to break subject matter into parts and study those parts or their relationships)
 - a) Analyze the story *Cinderella* by identifying the introduction, rising action, climax, denouement, and conclusion.
- 5) Synthesis (requires students to break subject matter into parts and study those parts or their relationships)
 - a) Find three reasons to attack or support the theory that the institution of slavery was not the central issue of the Civil War.
- 6) Evaluation (requires students to evaluate material in reference to a particular value system)
 - a) What are some of the disadvantages of abstract art as a form of communication?

B. CONCEPTUAL FRAMEWORK

Finding proper materials for students is one of the problems in teaching reading comprehension. The materials might not be suitable for students, curriculum, local culture, etc. Since those difficulties happened, the students could not comprehend the text well. In reading, one kind of learning material in a textbook is genres or text types since the main purpose of learning reading is to comprehend texts. Consequently, both teachers and students should be more

selective in choosing the textbooks. They should be able to analyze textbooks which will be used in the classroom. *Real Time* textbook can be used in the classroom but teacher should use additional textbooks as a complement to overcome the non-conformities of the book. Based on the problem above, the researcher tries to discover whether the reading materials in *Real Time* textbook for eighth grader of junior high school meet the aspect of contents, aspect of presentation, and aspect of language use and readability proposed by *Pusat Perbukuan*, Ministry of National Education.

CHAPTER III

RESEARCH METHOD

This chapter discusses the method applied in the research. It consists of six sections: type of study, research subject, research instruments, data collection and analysis technique, and trustworthiness.

A. Type of Study

This study was categorized as a content analysis or document analysis research. It concerns in analyzing the content of an English textbook. Furthermore, based on the objectives of the study, the design used in this study was descriptive qualitative. The results of this study would be described qualitatively in the form of words.

B. Research Subject

The subject of this research was an English Textbook entitled *Real Time: an Interactive English Course for Junior High School Students Year VIII*. This book was written by Bates and was published by *Penerbit Erlangga*. As we know, this textbook was developed based on Curriculum 2006 or so-called School-Based Curriculum (KTSP).

This a-hundred-and-thirteen-pages book consisted of six units which each of them contained both spoken activities (listening and speaking) and written activities (reading and writing). On the other hand, there was not any clear marking to separate the materials for first semester and those for second semester.

There were some aspects to analyze from this book. Those aspects were suggested by *Pusat Perbukuan*, Department of National Education, namely aspect of content, aspect of presentation, and aspect of language use.

There were two main reasons why the researcher chose this book. Firstly, there were still many schools applied curriculum KTSP. It was because they were not ready to use Curriculum 2013. Secondly, this book was widely used in some schools which still applied Curriculum KTSP.

C. Research Instruments

The instruments used to gather the data in this study were checklists. Based on the evaluated aspect, there were three checklists which were applied to answer the research questions. They are: (1) checklists to evaluate the content aspect, (2) checklist to evaluate language aspect, and (3) checklist to evaluate presentation aspect. All these three checklists were taken from the textbook evaluation criteria formulated by *Pusat Perbukuan* (2007).

D. Data Collection and Analysis Technique

The technique which was used in collecting the data in this research was document analysis. First, the researcher overviewed the contents of the book entitled *Real Time: an Interactive English Course for Junior High School Students Year VIII* published by *Erlangga*. After that, the researcher selected checklists suggested by *Pusat Perbukuan*, Ministry of National Education. Lastly, the data were collected by analyzing the reading materials based on the evaluation criteria formulated by *Pusat Perbukuan* (2007). Those reading materials were

analyzed which relied on the aspects of content, the aspects of language use and readability, and the aspects of presentation.

Table 1. Aspects of Content

No.	Aspects to be Evaluated
1	The conformity between reading materials and curriculum
2	Kind of genres found in the reading materials
3	The arrangement of reading materials based on the level of difficulty
4	Reading tasks which are given to develop students' ability
5	The reading materials which support life skills
6	The reading materials which consider the aspects of gender, religion, and race

Table 2. Aspects of Language Use and Readability

No.	Aspects to be Evaluated
1	The standard of English language use according to the language rules.
2	The use of English which is appropriate with needs of communication learning
3	The presentation of paragraphs which are presented effectively by considering coherence and cohesiveness
4	The use of illustrations which are functional and relevant with the materials.

Table 3. Aspects of Presentation

No.	Aspects to be Evaluated
1	Learning purposes which are stated explicitly and lead to mastery of communication competence.
2	The presentation of each chapter reflects the logical path and coherence.

3	The presentation of each chapter was arranged from easy to difficult materials
4	The conformity between tasks and materials.
5	The presentation of each chapter engages students to communicate using English actively.
6	The presentation of each chapter supports students to be interested in English subject
7	The presentation of each chapter supports students to reflect and evaluate themselves.

After collecting the data, the researcher analyzed the data through some steps. The first was analyzing the reading materials based on the aspects of the quality English textbook. The second, the researcher described the results of the findings to find out whether the textbooks meet the criteria of quality English textbook or not. Finally, the researcher concluded the result of the analysis qualitatively.

E. Trustworthiness

In attempt to gain the validity of the data, the researcher applied the triangulation technique. Burns (1999: 169) states that triangulation is one of the most commonly techniques used and known ways of checking for validity. The goal of this activity was to gather multiple perspectives on the situation being studied.

There are four types of triangulation in this area; they are by source, by method, by observers, and by theories. In this study, the researcher used the last two types. In triangulation by theory, the researcher reviewed and compared some theories concerning with the research. On the other hand, in triangulation by data

observers, the researcher re-typed the data from the textbook. After that, the data were confirmed and consulted to the thesis supervisor.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the findings of the research and also serves the discussion about the findings.

A. Research Findings

The researcher reviewed the textbook *Real Time: an Interactive English Course for Junior High School Students Year VIII*. The parts of the books were the reading section activities. However, in general the book was consisted of six units which each unit itself was divided into some parts. They were:

- 1) Chapter Title: displaying the theme title of every chapter,
- 2) Objectives: showing the goal or the competencies which should be mastered by the students,
- 3) Warm-Up Activities: leading the students to the theme,
- 4) Listening and Speaking Activities: giving students activities to listen to the recording and they should answer questions relating to it and asked them to practice speaking,
 - a) Useful Expressions: enriching the students with expressions relating to the materials,
 - b) Did You Know?: enriching the students with cross-cultural knowledge relating to the materials,
- 5) Vocabulary and Pronunciation: providing students activities focused on vocabulary and their pronunciation

6) Written Activities

- a) Working with grammar: explaining grammar relating to the theme
- b) Reading: training students to find information in a reading passage
- c) Writing: giving students opportunity to compose their writing about the materials
- d) School Project: challenging students to make a project (mostly in written form) relating to the materials they have learnt

7) References: showing the book resources for the textbook

8) Photo acknowledgements: showing the resources of the photographs used in the textbook

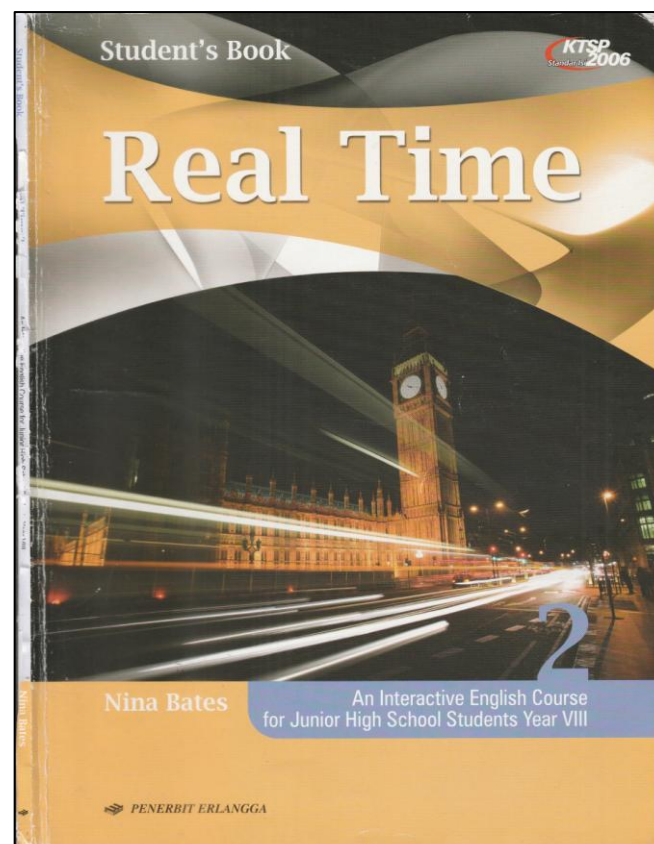


Figure 1. Real Time Cover

Here are the details of each unit.

a) Unit 1 *Let's Get the Party Started!*

UNIT 1
Let's Get the Party Started!

Objectives

- Students will be able to:
 - invite others
 - accept and refuse invitations
 - congratulate others
- Grammar:
 - would like
 - to be going to

WARM-UP ACTIVITIES

A Below are things you commonly find at a party. Match the words with their pictures.

balloons	ribbon	cake	candle
invitation card	present	birthday hat	trumpet

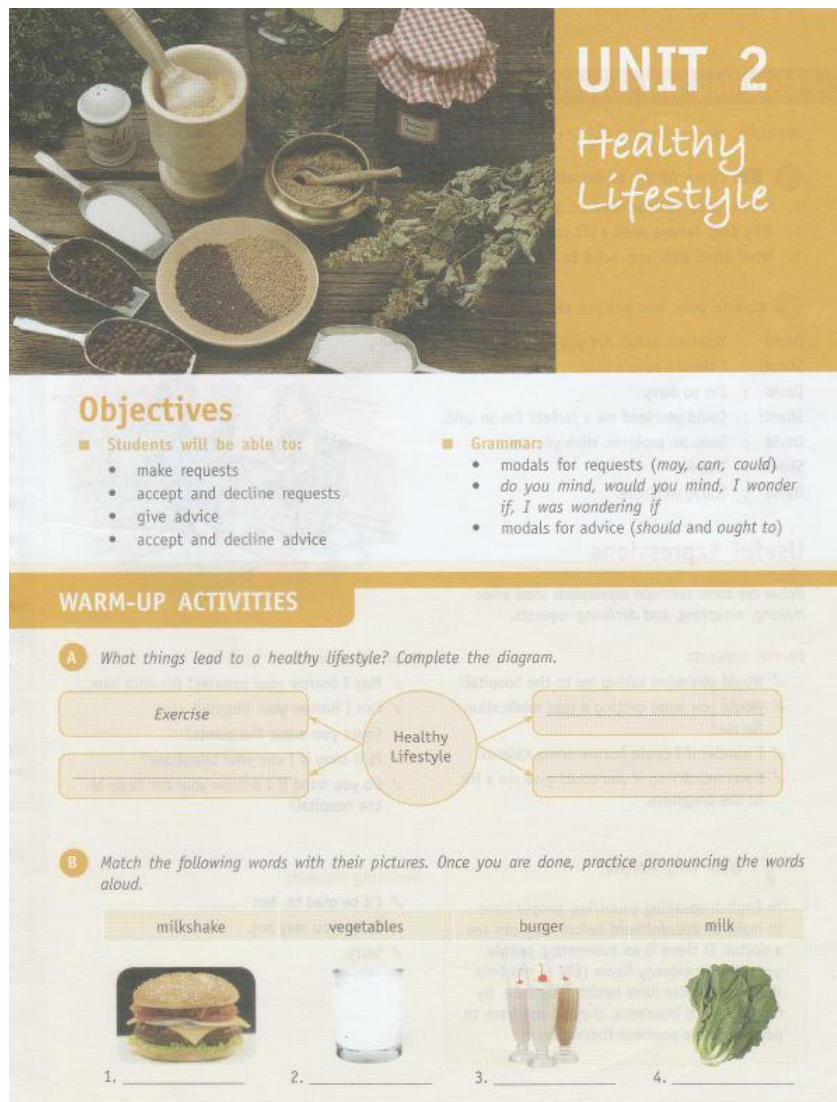
1. 2. 3. 4.

5. 6. 7. 8.

B Practice pronouncing the words above.

Figure 2. Unit 1

The activities in Unit 1 are those about party and invitation card: inviting others, accepting and refusing invitation, congratulating others and making an invitation card. For grammar, it focuses on phrase “would like” and “going to”

b) Unit 2 *Healthy Life Styles*


UNIT 2
Healthy Lifestyle

Objectives

- Students will be able to:
 - make requests
 - accept and decline requests
 - give advice
 - accept and decline advice
- Grammar:
 - modals for requests (*may, can, could*)
 - do you mind, would you mind, I wonder if, I was wondering if*
 - modals for advice (*should and ought to*)

WARM-UP ACTIVITIES

A What things lead to a healthy lifestyle? Complete the diagram.

```

graph LR
    A[Exercise] --> C((Healthy Lifestyle))
    B[ ] --> C
    C --> D[ ]
    C --> E[ ]
  
```

B Match the following words with their pictures. Once you are done, practice pronouncing the words aloud.





milkshake	vegetables	burger	milk
			
1. _____	2. _____	3. _____	4. _____

Figure 3. Unit 2

In Unit 2, the activities are making request and how to accept and decline request, giving advice and how to accept and decline advice, and writing a sympathy letter. For grammar, it focuses on modals and phrases used in request and advice.

c) Unit 3 *Around the World*


UNIT 3

Around the World

Objectives

■ Students will be able to:

- make travel arrangements
- ask and give opinions
- express agreement and disagreement


■ Grammar:

- simple past tense
- so and too
- neither and either


WARM-UP ACTIVITIES

A Match the following words with their pictures.


passport	ticket	backpack
suitcase	map	camera




1. _____




2. _____




3. _____



4. _____



5. _____



6. _____

B Practice pronouncing the words above aloud.

Figure 4. Unit 3

The activities in Unit 3 are making travel arrangements, asking and giving opinions, expressing agreement and disagreement, and writing a simple description of a tourist site. For grammar, it focuses on simple past tense and the use of “either-neither” and “so and too.”

d) Unit 4 *Once Upon a Time*


UNIT 4

Once upon a Time

Objectives

- Students will be able to:
 - retell stories
 - talk about past information
- Grammar:
 - simple past tense
 - direct and indirect speech

WARM-UP ACTIVITIES

A Match the following words with their pictures.

Alice in Wonderland	Peter Pan
Cinderella	Snow White
Little Mermaid	Pinocchio



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Do you like reading/listening to stories? Why/why not?

Figure 5. Unit 4

In Unit 4, the activities are retelling stories, writing favorite story, and talking about past information. For grammar, it focuses on simple past tense and direct-indirect speech.

e) Unit 5 *Blast from the Past*



UNIT 5

Blast from the Past

Objectives

■ Students will be able to:

- share past experiences
- exchange information about past experiences

■ Grammar:

- present perfect tense
- for and since
- already and yet

WARM-UP ACTIVITIES

A Look at the pictures below. Then, answer the questions.



hang-gliding



bungee jumping



surfing



rodeo

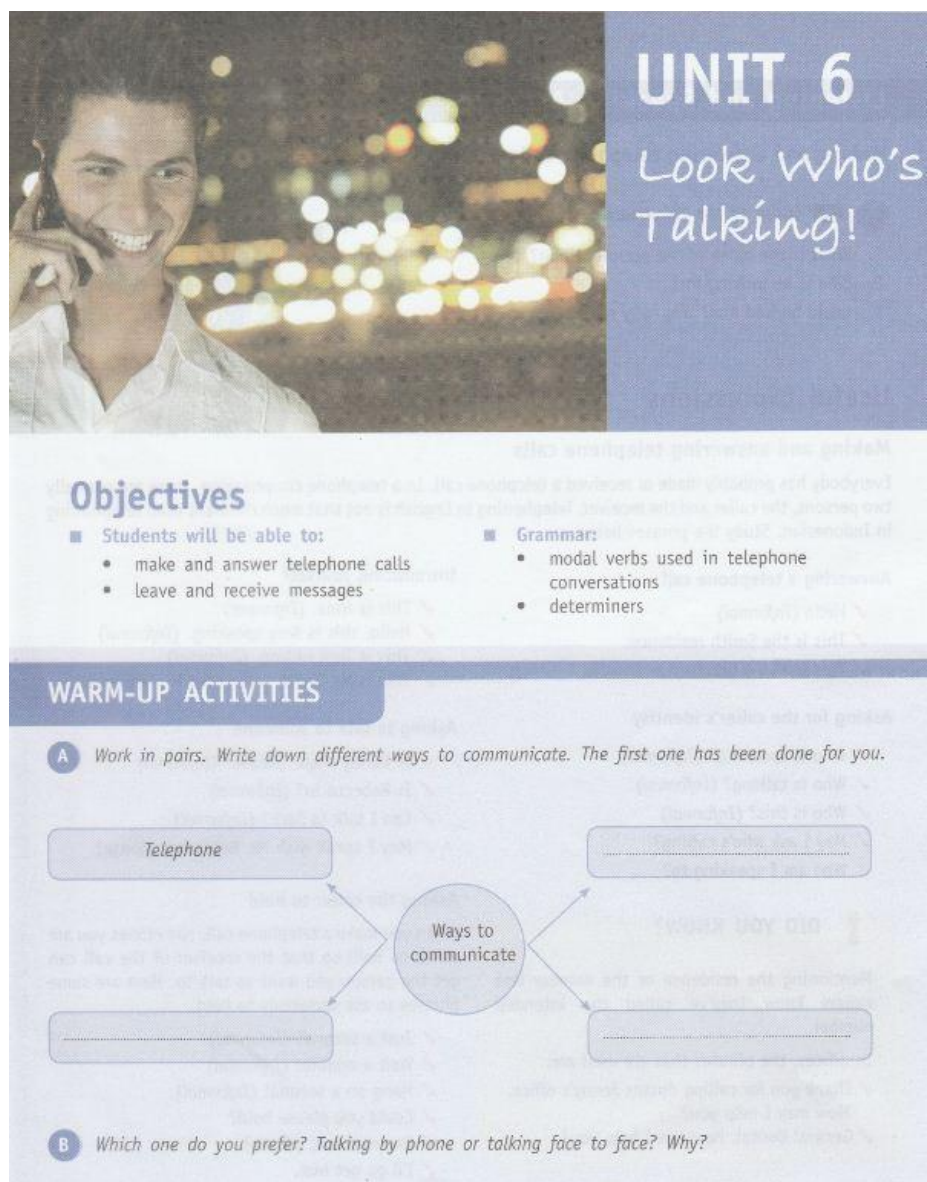
1. Have you ever tried (one of) those activities?
2. Which activity do you consider the most extreme? Why?
3. Which activity do you consider the least extreme? Why?
4. Are you interested in trying (one of) those activities? Why/why not?

B Practice pronouncing the words below.

hand - gliding	surfing
bungee jumping	rodeo

Figure 6. Unit 5

The activities in Unit 5 are sharing past experience, exchanging information about past experience, and writing about wonderful achievement. For grammar, it focuses on present perfect tense, the use of “for and since” and “already and yet.”

f) Unit 6 *Look Who's Talking!*


UNIT 6
Look Who's Talking!

Objectives

- Students will be able to:
 - make and answer telephone calls
 - leave and receive messages
- Grammar:
 - modal verbs used in telephone conversations
 - determiners

WARM-UP ACTIVITIES

A Work in pairs. Write down different ways to communicate. The first one has been done for you.

```

    graph LR
      A[Telephone] --> B((Ways to communicate))
      B --> C[ ]
      B --> D[ ]
      B --> E[ ]
      B --> F[ ]
      
```

B Which one do you prefer? Talking by phone or talking face to face? Why?

Figure 7. Unit 6

In this last Unit, the activities are making and answering telephone calls, leaving and receiving messages, and writing a simple description. For grammar, it focuses on determiners and modal verbs used in telephone conversation.

B. Discussions

This part presents the discussions of the relevancy between reading materials with aspect of contents, aspect of language use and readability, and aspect of presentation adapted from Ministry of National Education.

1. The Relevancy between Reading Materials in *Real Time: an Interactive English Course for Junior High School Students Year VIII* with the Aspects of Content

This part presents the discussions of the relevancy between reading materials in *Real Time* textbook with the aspect of contents which was adapted from Ministry of National Education. Based on the check-list in chapter 3, there are six points to be evaluated. They are: 1) The conformity between reading materials and curriculum, 2) Kind of genres found in the reading materials, 3) The arrangement of reading materials based on the level of difficulty, 4) Reading tasks which are given to develop students' ability, 5) The reading materials which support life skills, and 6) The reading materials which consider the aspects of gender, religion, and race.

For the first point, to find out the conformity between the reading materials and curriculum, the researcher checked the whole pages of the textbook. Alternatively, this examination could be simply done by reviewing the textbook from its table of content. Below are the data taken from the textbook's table of contents:

Contents

Title	Listening and Speaking Activities	Written Activities	Grammar Focus
Unit 1 Let's Get the Party Started! Page 1	<ul style="list-style-type: none"> ■ Inviting others ■ Accepting and refusing invitation ■ Congratulating others 	<ul style="list-style-type: none"> ■ Reading about <i>celebration in America</i> ■ Writing an invitation letter 	<ul style="list-style-type: none"> ■ <i>Would like</i> ■ <i>Going to</i>
Unit 2 Healthy Life styles Page 17	<ul style="list-style-type: none"> ■ Making requests ■ Accepting and declining requests ■ Giving advice ■ Accepting and declining advice 	<ul style="list-style-type: none"> ■ Reading about <i>Influenza</i> ■ Writing a letter to show sympathy 	<ul style="list-style-type: none"> ■ Modals for request (<i>may, can, could</i>) ■ <i>Do you mind, I wonder if, I was wondering if</i> ■ Modals for advice (<i>should and ought to</i>)
Unit 3 Around the World Page 35	<ul style="list-style-type: none"> ■ Making travel arrangements ■ Asking and giving opinions ■ Expressing agreement and disagreement 	<ul style="list-style-type: none"> ■ Reading about <i>Traveling Tips</i> ■ Writing a postcard 	<ul style="list-style-type: none"> ■ Simple past tense ■ <i>So and too</i> ■ <i>Neither and either</i>
Unit 4 Once upon a Time Page 59	<ul style="list-style-type: none"> ■ Retelling stories ■ Talking about past information 	<ul style="list-style-type: none"> ■ Reading about <i>Rohan and the Dragon</i> ■ Reading about <i>The Story of Lorjonggrang</i> ■ Reading about <i>Penelope and Anastasia</i> ■ Continuing the story 	<ul style="list-style-type: none"> ■ Simple past tense ■ Direct and Indirect Speech
Unit 5 Blast from the Past Page 79	<ul style="list-style-type: none"> ■ Sharing past experience ■ Exchanging information about past experiences 	<ul style="list-style-type: none"> ■ Reading about wonderful achievement ■ Writing about wonderful achievement 	<ul style="list-style-type: none"> ■ Present perfect tense ■ <i>For and since</i> ■ <i>Already and yet</i>
Unit 6 Look Who's Talking! Page 95	<ul style="list-style-type: none"> ■ Making and answering telephone calls ■ Leaving and receiving messages 	<ul style="list-style-type: none"> ■ Reading about <i>long distance friend</i> ■ Writing a simple description 	<ul style="list-style-type: none"> ■ Modal verbs used in telephone conversations ■ Determiners

Figure 8. Table of Content

Vocabulary	Project	Cultural Notes
<ul style="list-style-type: none"> ■ Kinds of parties ■ Kinds of holidays and American events 	<ul style="list-style-type: none"> ■ Making an invitation card 	<ul style="list-style-type: none"> ■ Kind of parties
<ul style="list-style-type: none"> ■ Medical terms ■ Medical tools 	<ul style="list-style-type: none"> ■ Writing about a 'home remedy' 	<ul style="list-style-type: none"> ■ Overweight Americans
<ul style="list-style-type: none"> ■ Traveling terms ■ Kinds of transportation 	<ul style="list-style-type: none"> ■ Writing a simple description of a tourist site 	<ul style="list-style-type: none"> ■ Hotel and ticket reservations
<ul style="list-style-type: none"> ■ Adjectives to describe characters ■ Types of stories 	<ul style="list-style-type: none"> ■ Writing a favorite story 	<ul style="list-style-type: none"> ■ The Brothers Grimm
<ul style="list-style-type: none"> ■ Adjectives to describe feelings ■ Kinds of sports ■ Past verb 	<ul style="list-style-type: none"> ■ Writing about one's memorable moment 	<ul style="list-style-type: none"> ■ Americans love to watch sports
<ul style="list-style-type: none"> ■ Telephoning terms 	<ul style="list-style-type: none"> ■ Practicing taking a telephone message 	<ul style="list-style-type: none"> ■ Telephoning phrases ■ Ways to communicate

Figure 9. Table of Content

From those data, the researcher drew a conclusion that the textbook lacked some materials. There were some materials missing, compared to the SKL for SMP/MTS. They were ones about appraisal, confirming and denying factual information, and about leave taking (in part *mengawali, memperpanjang dan menutup percakapan*).

The next is for the second point which talks about kind of genres found in the reading materials. The reading materials found in the textbook were well-matched with the expected genres in National Syllabus. They were descriptive, narrative, and recount. Below are the data of the genre analysis:

Reading


Read the following text. Then, complete the exercises.

Let's Celebrate!

Americans celebrate many different events. Some of them are uniquely American and some others are celebrated worldwide. The ones that are uniquely American are Halloween, Thanksgiving, and Independence Day.

You may not find Halloween celebrations anywhere but America. Americans celebrate Halloween on October 31st. People, especially children, celebrate Halloween by dressing up in costumes and trick-or-treating. Children in costumes go from one house to another. They say "trick or treat" and the house owner gives them a treat, such as candies or cookies. Sometimes people give money. People also celebrate Halloween by putting crafted pumpkins in front of their houses. These pumpkins are lighted with candles or lamps.

Thanksgiving is another American celebration. It is celebrated every year on the fourth Thursday of November. Americans celebrate Thanksgiving by gathering with their families and feasting. The dishes that are associated with Thanksgiving are



roast turkey, stuffing, cranberry sauce, mashed sweet potatoes, and pumpkin pie.

Every country celebrates their Independence Day, but Americans have their own way to celebrate it. The American Independence Day is celebrated on the fourth of July. It is common to celebrate it by having barbecues with family and friends. Menus often include steaks, hotdogs, hamburgers, potato salad, and desserts. People also decorate their houses with red, white, and blue ribbons and balloons. The celebration usually ends with fireworks at night.

Figure 10. Descriptive Text in Unit 1

Reading

Read the following text and complete the exercises.

Influenza

Have you ever suffered from influenza or the flu? The flu is a contagious illness that is caused by viruses, and it may sometimes even lead to death. The flu usually starts suddenly and may include these symptoms: fever (usually high), headache, cough, sore throat, runny or stuffy nose, and muscle aches; diarrhea and vomiting can also occur.

There are things you can do to prevent the flu. First, cover your mouth and nose with a tissue every time you sneeze. Do not forget to throw the tissue away after you use it. Second, frequently wash your hands with soap, especially after you cough or sneeze. Third, try not to touch your nose, eyes, or mouth. Germs are usually spread this way. Fourth, stay away from people if possible. When you get the flu, stay at home. Do not go to school because other people can get sick, too.

What should you do if you have the flu? Eat chicken soup! Chicken soup has been proven to relieve some of the symptoms related with the flu. For a sore throat, drink either hot fluids or try cool stuff, like popsicles or ice cream. Finally, get some rest. Wait a day after your temperature is normal before going back to school.

In English speaking countries, people often get a flu shot before the flu season begins. The flu shot helps them be immune to the viruses that cause the flu.



Figure 11. Descriptive Text in Unit 2

A Read the following story and answer the following questions.

The Story of Lorojonggrang

Once upon a time, there was a prince named Bondowoso. He was famous for his powerful weapon, called *Bandung*. Therefore, Bondowoso was called Bandung Bondowoso. Bandung Bondowoso fell in love with a beautiful princess, Lorojonggrang. He wanted to marry her but she was not interested in him. Lorojonggrang was afraid to refuse his proposal because Bandung Bondowoso would destroy her kingdom if she refused.

To make things difficult for Bandung Bondowoso to marry her, Lorojonggrang gave some requirements. She asked him to build her one thousand temples within one night. Bandung Bondowoso had to finish them before sunrise. Without doubt of his success, he accepted the requirements.

With the help of genies and spirits, Bandung Bondowoso almost built one thousand temples. It was amazing how fast Bandung Bondowoso and his allies built the temples. At four o'clock in the morning, Bandung Bondowoso had only five more temples to build. Loro Jonggrang got panic because she knew he would complete the task



them to pound rice. She also asked the men to burn a lot of wood at the east side of the kingdom. Hearing the sound of the pounding and seeing a bright sky, the genies and spirits were afraid. They ran away with only one more temple to complete. They thought the morning had come.

Bandung Bondowoso was extremely angry when he found out what Lorojonggrang had done to him. He cursed Lorojonggrang and turned her into a statue.

Figure 12. Narrative Text in Unit 4

Reading

Read the following story. Then, complete the exercise.

Penelope and Anastasia

There was a gentleman who had beautiful twins. Their names were Penelope and Anastasia. Even though they were identical twins, their behavior was far different. Penelope was the lazy one. She spent most of the day sleeping. Anastasia was the diligent one. She helped her father do the household chores since their mother had passed away a few years ago. Anastasia would wake up early in the morning, make her bed, and start to cook for the family.

Everybody in town knew how different Penelope and Anastasia were. Neighbors tried to remind Penelope that she did not have her mother anymore so she'd better start helping in the house. Penelope never listened. She said, "Why don't you mind your own business. I don't need people telling me what to do."

A few years went by and the father got very old and could not work as hard as before. He said to his daughters, "I can't work as hard as I used to any longer. You two should try to get a job somewhere to make some money." "Of course, father," said Anastasia. "Where are we going to find a job?" asked Penelope. "I don't know," said the father. "Maybe you should ask around."

The next day, Penelope and Anastasia asked around in the neighborhood to see if they could find a job. They met Mrs. Robinson, an old lady who was willing to give them a job. "My house needs some serious cleaning. I can hire you two to clean it. Penelope, you can come to my house tomorrow and Anastasia, you can come next week" said the lady.

The next morning Penelope went to Mrs. Robinson's house. "Oh, good you are here already," said Mrs. Robinson. "I'm going out of town this week. Lock the door when you are done. I left your payment in the house." Then she left.

Penelope started cleaning. "I hate cleaning!" said Penelope. "I also hate working." Penelope was so lazy that she did a horrendous job. She did not clean underneath the table lamp or the floor mat or the vase. She was so sloppy that instead of cleaning the house she made the house a lot dirtier than before. After an hour of cleaning Penelope was finished. "Oh my goodness, that was a lot of work! I'd better find the payment that Mrs. Robinson talked about." Penelope searched for the money around the house but she could not find any. She got so angry. She waited for Mrs. Robinson to come home and asked for her payment. "Where is my payment? I couldn't find it anywhere" said Penelope to Mrs. Robinson. "Did you clean the house?" asked Mrs. Robinson. "Yes, I did. I worked so hard" said Penelope. "Well, if you did clean my house, you would find your payment" said Mrs. Robinson. Penelope was so upset that she went home at once. She told Anastasia, "You'd better not go to that lady's house next week. She didn't pay me a single penny!"

Anastasia went to Mrs. Robinson's house anyway. "Anastasia! Good to see you! I'm going out of town today. Lock the door when you are




Figure 13. Narrative Text in Unit 4

Sandra : I'm thinking of going to the Bromo mountain next month.

Toby : I don't think that's a good idea.
Next month is the monsoon season.
It rains a lot over there. You won't be able to enjoy it.

Nina : I agree with Toby.
I went there last year during the monsoons and it was horrible.
It rained all the time and it was so cold.

Sandra : When do you think I should go?

Toby : You'd better go there during the fall or spring time.
The weather is cooler and you will be able to enjoy it more.

Nina : I couldn't agree more.

Figure 14. Recount Text in Unit 3 (in the form of conversation)

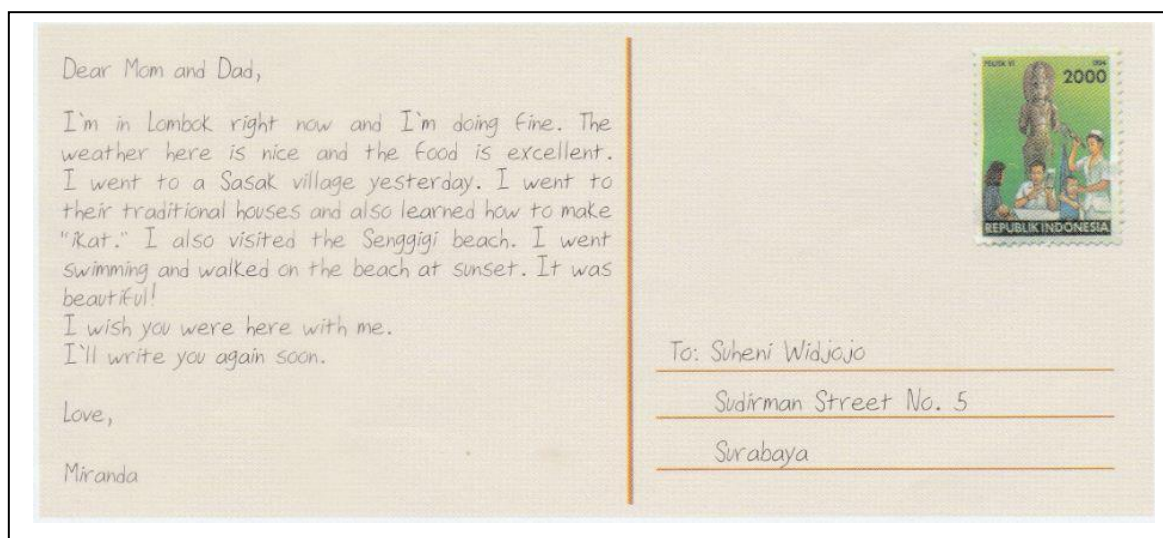


Figure 15. *Recount Text in Unit 3*

From those data, it can be also seen that the reading materials in the early units started with simple texts with simple context and circumstances. After that, their level became more complex. For instance, the narrative text in Unit 4 started with shorter story which comes from local culture that is the one entitled *The Story of Loro Jonggrang*. Later, the second narrative text was entitled Penelope and Anastasia which was longer and comes from western culture. In conclusion, these data showed that the reading materials were arranged based on the level of difficulty. Therefore, the third point was fulfilled.

In the meantime, for the fourth point, the researcher investigated reading task which were given to develop students' ability. After examining all the reading materials, a conclusion could be drawn that the reading tasks in each unit were sufficient for students to develop their ability.

Furthermore, in the fifth point, the researcher examined the reading materials which could or could not support life skill. In general, each chapter of *Real Time* textbook had already showed reading materials which were supporting students' life skill and applicable for their daily life. However, each unit differed with one another since they had different theme.

At last, the sixth point talked about the reading materials which consider the aspects of gender, religion, and race made. After having reviewed all the reading materials, the researcher came into a conclusion that the materials presented in each unit of *Real Time* textbook had already compatible with the sixth point of aspect of contents. The textbook presented many materials with various perspective of gender, ethnic, religion, and race equally.

2. The Relevancy between Reading Materials in *Real Time: an Interactive English Course for Junior High School Students Year VIII* with the Aspects of Language Use and Readability

The next part which is also included in research question is finding out the relevancy between reading materials in *Real Time* textbook with the aspect of language use adapted from Ministry of National Education. In attempt to answer this inquiry, the researcher analyzed four points which had been stated before in Chapter 3. They are: 1) The standard of English language use according to the language rules, 2) The use of English which is appropriate with needs of communication learning, 3) The presentation of paragraphs which are

presented effectively by considering coherence and cohesiveness, and 4) The use of illustrations which are functional and relevant with the materials.

The first point is about the language rules applied in the textbook. Based on the result of the researcher's analysis, the use of punctuations in the reading materials in *Real Time* textbook were good. So it was with the use of capitalization, and other aspects of language rules. Below are some evidences portraying the data for the statement above.

Reading


Read the following text. Then, complete the exercises.

Let's Celebrate!

Americans celebrate many different events. Some of them are uniquely American and some others are celebrated worldwide. The ones that are uniquely American are Halloween, Thanksgiving, and Independence Day.

You may not find Halloween celebrations anywhere but America. Americans celebrate Halloween on October 31st. People, especially children, celebrate Halloween by dressing up in costumes and trick-or-treating. Children in costumes go from one house to another. They say "trick or treat" and the house owner gives them a treat, such as candies or cookies. Sometimes people give money. People also celebrate Halloween by putting crafted pumpkins in front of their houses. These pumpkins are lighted with candles or lamps.

Thanksgiving is another American celebration. It is celebrated every year on the fourth Thursday of November. Americans celebrate Thanksgiving by gathering with their families and feasting. The dishes that are associated with Thanksgiving are



roast turkey, stuffing, cranberry sauce, mashed sweet potatoes, and pumpkin pie.

Every country celebrates their Independence Day, but Americans have their own way to celebrate it. The American Independence Day is celebrated on the fourth of July. It is common to celebrate it by having barbecues with family and friends. Menus often include steaks, hotdogs, hamburgers, potato salad, and desserts. People also decorate their houses with red, white, and blue ribbons and balloons. The celebration usually ends with fireworks at night.

Figure 10. Descriptive Text in Unit 1

Reading

Read the following story. Then, complete the exercise.

Penelope and Anastasia

There was a gentleman who had beautiful twins. Their names were Penelope and Anastasia. Even though they were identical twins, their behavior was far different. Penelope was the lazy one. She spent most of the day sleeping. Anastasia was the diligent one. She helped her father do the household chores since their mother had passed away a few years ago. Anastasia would wake up early in the morning, make her bed, and start to cook for the family.

Everybody in town knew how different Penelope and Anastasia were. Neighbors tried to remind Penelope that she did not have her mother anymore so she'd better start helping in the house. Penelope never listened. She said, "Why don't you mind your own business. I don't need people telling me what to do."

A few years went by and the father got very old and could not work as hard as before. He said to his daughters, "I can't work as hard as I used to any longer. You two should try to get a job somewhere to make some money." "Of course, father," said Anastasia. "Where are we going to find a job?" asked Penelope. "I don't know," said the father. "Maybe you should ask around."

The next day, Penelope and Anastasia asked around in the neighborhood to see if they could find a job. They met Mrs. Robinson, an old lady who was willing to give them a job. "My house needs some serious cleaning. I can hire you two to clean it. Penelope, you can come to my house tomorrow and Anastasia, you can come next week" said the lady.

The next morning Penelope went to Mrs. Robinson's house. "Oh, good you are here already," said Mrs. Robinson. "I'm going out of town this week. Lock the door when you are done. I left your payment in the house." Then she left.



Penelope started cleaning. "I hate cleaning!" said Penelope. "I also hate working." Penelope was so lazy that she did a horrendous job. She did not clean underneath the table lamp or the floor mat or the vase. She was so sloppy that instead of cleaning the house she made the house a lot dirtier than before. After an hour of cleaning Penelope was finished. "Oh my goodness, that was a lot of work! I'd better find the payment that Mrs. Robinson talked about." Penelope searched for the money around the house but she could not find any. She got so angry. She waited for Mrs. Robinson to come home and asked for her payment. "Where is my payment? I couldn't find it anywhere" said Penelope to Mrs. Robinson. "Did you clean the house?" asked Mrs. Robinson. "Yes, I did. I worked so hard" said Penelope. "Well, if you did clean my house, you would find your payment" said Mrs. Robinson. Penelope was so upset that she went home at once. She told Anastasia, "You'd better not go to that lady's house next week. She didn't pay me a single penny!"

Anastasia went to Mrs. Robinson's house anyway. "Anastasia! Good to see you! I'm going out of town today. Lock the door when you are

Figure 13. Narrative Text in Unit 4

Those figures above proved us that the reading materials in the textbook were compatible with the English language rules. Therefore, the first point has been fulfilled. Next is the second point which discusses about the use of English which is appropriate with needs of communication learning. This criteria means that the language style used in the reading materials should be efficient and

communicative in order to make the students understand the learning goal more easily. This kind of language style can be identified in the instructions and questions which proceed or follow the reading materials. Below are the examples of the instructions and questions.

Exercise 1

Match the words with the pictures. Once you are done, practice pronouncing the words aloud.

ointment ['ɔɪntmənt]	bandage ['bændɪdʒ]	eye drop ['aɪ drɒp]
lotion ['ləʊʃn]	tissue ['tɪʃu:]	ice pack ['aɪs pæk]

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Figure 16. Example of Question Sentence

Vocabulary and Pronunciation

Exercise 1

Below are several kinds of parties. Match the phrases in left column with their descriptions in right column.

1. birthday party	a. a party to celebrate a past event such as a wedding
2. Halloween party	b. a party where the guests bring food
3. graduation party	c. a party to let someone go or a going away party
4. farewell party	d. a party to celebrate the birth of someone
5. anniversary	e. a party for someone who has finished school
6. potluck party	f. a party where guests wear costumes

Figure 17. Example of Instruction Sentence

From those figures above, we can see that the writing of the instructions and questions sentences is efficient and communicative. The uses of simple and brief sentences make students easy to get the idea and know what they should do next in each task. For that reason, the reading materials presented in *Real Time* textbook were compatible with the second aspect of language use and readability.

The third point is the presentation of paragraphs which are presented effectively by considering coherence and cohesiveness. Based on the analysis results, every unit contains at least one reading material which takes form in paragraphs. All those reading passages followed the rules of paragraph writing. We can find coherence and cohesiveness in one paragraph and the following ones. Therefore, the reading materials in *Real Time* textbook were compatible with the third criteria of aspect of language use and readability.

The last point is the use of illustrations which are functional and relevant with the materials. In the textbook, it was found that almost every page was illustrated with pictures, images or other illustrations. Below are the examples of the images and illustrations in some units.

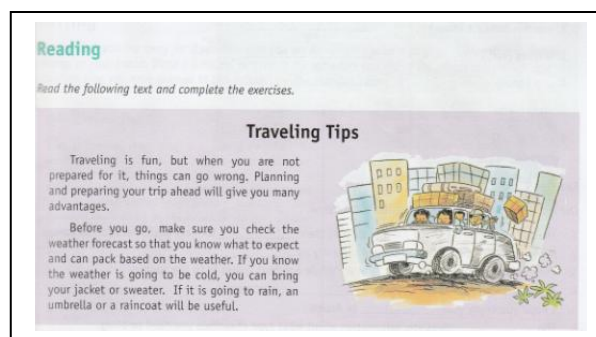


Figure 18. Example of Illustration 1

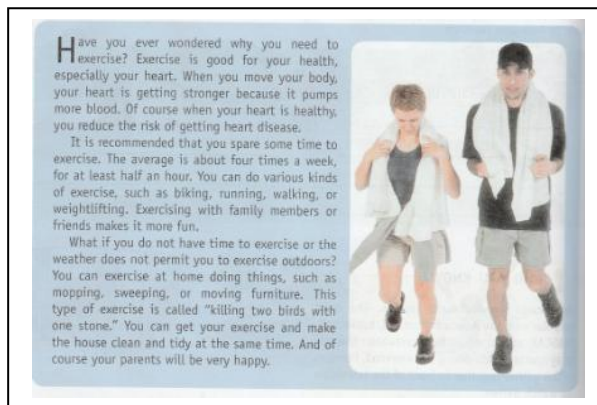


Figure 19. Example of Illustration 2

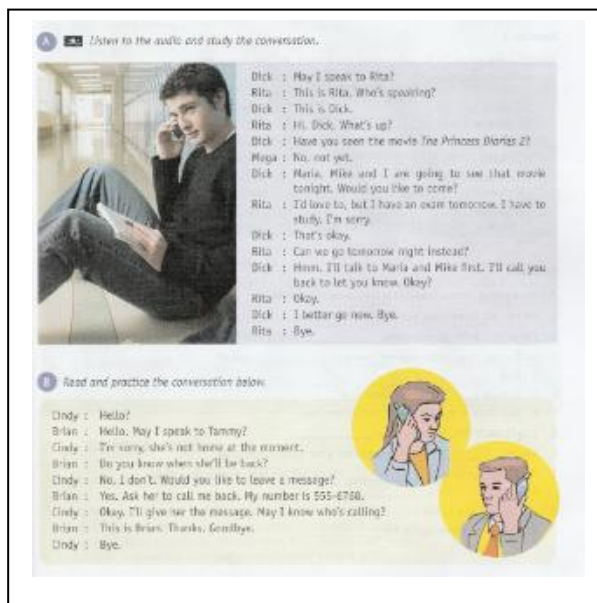


Figure 20. Example of Illustration 3

According to the figures above, it can be concluded that the images and illustrations were matched with the theme. They successfully help students to understand the materials. Therefore, the reading materials presented in the textbook were compatible with the fourth point of aspect of language use and readability.

3. The Relevancy between Reading Materials in *Real Time: an Interactive English Course for Junior High School Students Year VIII* with the Aspects of Presentation

This last part presents the discussion in finding out the relevancy between reading materials in *Real Time* textbook with aspect of presentation which was adapted from Ministry of National Education. This analysis examined five points according to the check-list in Chapter 3. They are (1) learning purposes which are stated explicitly and lead to mastery of communication competence; (2) the presentation of each chapter reflects the logical path and coherence; (3) the presentation of each chapter was arranged from easy to difficult materials; (4) the conformity between tasks and materials; and (5) the presentation of each chapter engages students to communicate using English actively.

The first point is the existence of learning goals which are stated explicitly and lead to mastery of communication competence. To respond to this question, below are the images of the beginning of each unit in *Real Time*.




UNIT 1

Let's Get the Party Started!

Objectives

- Students will be able to:
 - invite others
 - accept and refuse invitations
 - congratulate others
- Grammar:
 - would like
 - to be going to

Figure 21. Learning Goals Unit 1




UNIT 2

Healthy Lifestyle

Objectives

- Students will be able to:
 - make requests
 - accept and decline requests
 - give advice
 - accept and decline advice
- Grammar:
 - modals for requests (*may, can, could*)
 - *do you mind, would you mind, I wonder if, I was wondering if*
 - modals for advice (*should and ought to*)

Figure 22. Learning Goals Unit 2




UNIT 3

Around the World

Objectives

- Students will be able to:
 - make travel arrangements
 - ask and give opinions
 - express agreement and disagreement
- Grammar:
 - simple past tense
 - *so* and *too*
 - *neither* and *either*

Figure 23. Learning Goals Unit 3




UNIT 4

Once upon a Time

Objectives

- Students will be able to:
 - retell stories
 - talk about past information
- Grammar:
 - simple past tense
 - direct and indirect speech

Figure 24. Learning Goals Unit 4



UNIT 5

Blast from the Past

Objectives

- Students will be able to:
 - share past experiences
 - exchange information about past experiences
- Grammar:
 - present perfect tense
 - for and since
 - already and yet

Figure 25. Learning Goals Unit 5



UNIT 6

Look Who's Talking!

Objectives

- Students will be able to:
 - make and answer telephone calls
 - leave and receive messages
- Grammar:
 - modal verbs used in telephone conversations
 - determiners

Figure 26. Learning Goals Unit 6

By looking at those figures above, it can be seen that each unit presents the learning purposes in their first page. It makes the teacher and the students understand the direction and the objectives of the lesson and finally lead them to master the English communication competence. In brief, it can be concluded that the first point was fulfilled.

The second point is whether the presentation of each chapter reflects the logical path and coherence or not. The researcher found that Unit 1 until Unit 6 was presented in logical path. For instance, Unit 1 which discussed about *Party*.

In the first page, it presented the learning objectives and then gave warm-up activities to lead students to the materials. After that, the students had to listen to some conversations then answer some questions based on the conversations.

UNIT 1
Let's Get the Party Started!

Objectives

Students will be able to:

- invite others
- accept and refuse invitations
- congratulate others

Grammar:

- would like
- to be going to

WARM-UP ACTIVITIES

A Below are things you commonly find at a party. Match the words with their pictures.

balloons	ribbon	cake	candle
invitation card	present	birthday hat	trumpet

1. 2. 3. 4.

5. 6. 7. 8.

B Practice pronouncing the words above.

Figure 2. Unit 1


From those explanations, it can be concluded that each chapter in the textbook reflect the logical path. Moreover, from the theme of each unit, the researcher concluded that each chapter had coherence.


The third point discusses the presentation of each chapter which was arranged from easy to difficult materials. The researcher took examples from Unit 1 as the beginning of the textbook.


WARM-UP ACTIVITIES


A Below are things you commonly find at a party. Match the words with their pictures.


balloons	ribbon	cake	candle
invitation card	present	birthday hat	trumpet


1.  _____


2.  _____

3.  _____

4.  _____

5.  _____

6.  _____

7.  _____


8.  _____

Figure 27. Activity A in Unit 1

C Work in pairs. Look at the following flyer. Using the information mentioned in the flyer, create a conversation that includes an invitation and acceptance or refusal to the invitation.

Entertainment Tonight presents:

Mamma Mia Musical

Wednesday, November 8
7:30 p.m.
At UA Centennial Hall

Adult price:
VVIP : Rp250.000,00
VIP : Rp150.000,00
Festival : Rp100.000,00

Figure 28. Activity C in Unit 1

Unit 1 which talked about *Party* started with simple activity, which was warming-up activities. The warming-up activity was aimed at leading students to the theme. Next, in activity C, the task was getting more difficult. Students had to create simple conversation about inviting someone to a party. Moreover, this task was pair-work one. Students in pairs had to work together in making the conversations. Therefore, it was expected that the students would not meet many difficulties. In conclusion, the reading materials presented in *Real Time* textbook were compatible with the third point of aspect of presentation

The next point, the researcher analyzed the conformity between task and materials in the textbook. Based on the examination, the task and exercises served

in all unit suited with the materials learn. Therefore, the reading materials presented in *Real Time* textbook were appropriate with the fourth point of aspect of presentation.

Point five discussed the presentation of each unit which engages students to communicate using English actively. To meet these criteria, the researcher reviewed some tasks in the textbook. Below are the visualizations of some units.

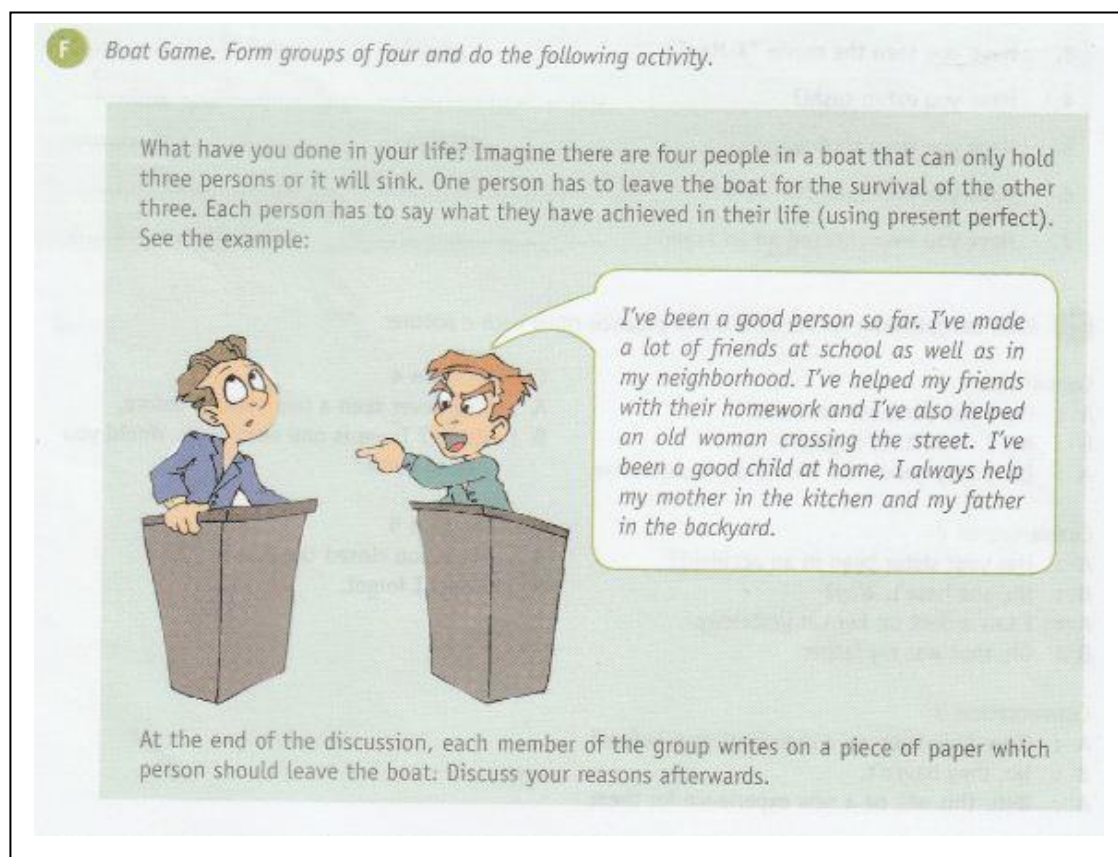


Figure 29. Activity F in Unit 5

This activity was taken from Unit 5. In this task, students were invited to practice speaking actively through an interesting game, namely *Boat Game*. This attractive activity would make students speaking with their friends through a fun way.

C Work in pairs and do the following activity.

Student A : You are a reporter interviewing a famous person (he or she can be an actor, an athlete, a president, etc). Ask him or her about what they have done during their life. Take notes and share them with your classmates.

Student B : You are a famous person. You can choose to be an actor, an athlete, or a president. You may choose whoever you want to be. Answer the reporter's questions pertaining to what you have done or achieved in your life.

D Work in pairs and do the following activity.

Take turns asking and answering questions about the most embarrassing moment in your life. Ask as many details as possible. Take notes and write down your partner's experience in the space provided. Use the following questions list to guide you.

1. What is the most embarrassing moment in your life?
2. When did it happen?
3. What have you done?
4. Have you told anybody about it?
5. Have you ever done it again since?

Figure 30. Activity C and D in Unit 5

This activity was taken from Unit 6. In activity C, students were expected to practice speaking actively through a role play. Students would work in pairs and they were free to choose their role in this game. Next in activities D, still working in pairs, the students were to ask and answer questions about embarrassing moment in their life. They should do this in turn.

After reviewing the activities and tasks in the textbook, the researcher came to the conclusion that the presentation of each unit in *Real Time* textbook engages students to communicate using English actively. At this stage, the reading materials presented in *Real Time* textbook were compatible with the fifth point of the aspects of presentation.

Overall, based on the analysis result of the three aspects, the researcher stated that the reading materials of *Real Time* textbook were met the criteria of quality English textbook suggested by *Pusat Perbukuan*, Ministry of National Education.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study aims at discovering whether the reading materials in Real Time textbook could meet the aspects of a qualified English textbook. The reading materials have been analyzed based on the aspect of contents, the aspect of presentation, and the aspect of language use and readability.

The first conclusion is regarding to the contents of *Real Time* textbook. Dealing with the aspect of contents from the textbook, there are some points to deal with. Those points are conformity between reading materials and curriculum, kind of genres found in the reading materials, the arrangement of reading materials based on the level of difficulty, reading tasks which are given to develop students' ability, the reading materials which are supporting life skills and the reading materials which consider the aspect of gender, religion, and race. Almost all the points of aspect of contents had already fulfilled by *Real Time* textbook except the conformity between reading materials and curriculum since there are some reading indicators that cannot be found in the reading materials.

The second conclusion is regarding to the presentation of *Real Time* textbook. Dealing with the aspect of presentation of the textbook, there are some points to analyze. Those points are learning purpose which

stated explicitly and lead to the mastery of communicative competence, the presentation of each chapter which reflected the logical path and coherence, the presentation of each chapter which arranged from easy to difficult materials, conformity between tasks and materials, the presentation of each chapter engaging students to communicate using English actively, the presentation of each chapter supporting students to be interested in English subject and the presentation of each chapter supporting students to be interested in English subject and it supporting them to reflect and evaluate themselves. Thirdly, the language use and readability aspect has some points, they are; the standard of English language use according to the language rules, the use of English which is appropriate with the needs of communication learning, the presentation of paragraphs which are presented effectively by considering coherences and cohesiveness and the use of interesting yet colorful illustrations.

In conclusion, it can be asserted that the reading materials presented in Real Time textbook met the criteria of aspects of presentation and aspects of language and readability.

B. Suggestions

There are three parties that may take the suggestions:

1. The author, because of some non-conformities found in the Real Time textbook, she should consider Curriculum of 2013 and the criteria of a qualified English textbook proposed by *Pusat Perbukuan*.

2. Teachers, they should be selective in choosing English textbooks. the book can be used in the classroom but teachers should use an additional books as a supplement.
3. Other researchers, they should be encouraged to analyze textbooks and they need to develop further study about textbooks analysis which is still has low attention on the field.

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APPENDICES

APPENDIX 1

READING MATERIALS IN *REAL TIME* TEXTBOOK

APPENDIX 2

CHECKLIST

Textbook Evaluation Checklist

No.	Aspects of Content	Yes	No
1	The conformity between reading materials and curriculum	✓	
2	Kind of genres found in the reading materials	✓	
3	The arrangement of reading materials based on the level of difficulty	✓	
4	Reading tasks which are given to develop students' ability	✓	
5	The reading materials which support life skills	✓	
6	The reading materials which consider the aspects of gender, religion, and race	✓	

No.	Aspects of Language Use and Readability	Yes	No
1	The standard of English language use according to the language rules.	√	
2	The use of English which is appropriate with needs of communication learning	√	
3	The presentation of paragraphs which are presented effectively by considering coherence and cohesiveness	√	
4	The use of illustrations which are functional and relevant with the materials.	√	

No.	Aspects of Presentation	Yes	No
1	Learning purposes which are stated explicitly and lead to mastery of communication competence.	√	
2	The presentation of each chapter reflects the logical path and coherence.	√	
3	The presentation of each chapter was arranged from easy to difficult materials	√	
4	The conformity between tasks and materials.	√	
5	The presentation of each chapter engages students to communicate using English actively.	√	

Textbook Evaluation Checklist

No.	Aspects of Content	Yes	No
1	The conformity between reading materials and curriculum	√	
2	Kind of genres found in the reading materials	√	
3	The arrangement of reading materials based on the level of difficulty	√	
4	Reading tasks which are given to develop students' ability	√	
5	The reading materials which support life skills	√	
6	The reading materials which consider the aspects of gender, religion, and race	√	

No.	Aspects of Language Use and Readability	Yes	No
1	The standard of English language use according to the language rules.	√	
2	The use of English which is appropriate with needs of communication learning	√	
3	The presentation of paragraphs which are presented effectively by considering coherence and cohesiveness	√	
4	The use of illustrations which are functional and relevant with the materials.	√	

No.	Aspects of Presentation	Yes	No
1	Learning purposes which are stated explicitly and lead to mastery of communication competence.	√	
2	The presentation of each chapter reflects the logical path and coherence.	√	
3	The presentation of each chapter was arranged from easy to difficult materials	√	
4	The conformity between tasks and materials.	√	
5	The presentation of each chapter engages students to communicate using English actively.	√	

APPENDIX 3

DESCRIPTIONS OF ANALYSIS

No.	Aspects of Content	Descriptions of Analysis
1.	The conformity between reading materials and curriculum	Most of the reading materials were in line with the 2006 English Standard Competence. Some of the materials are: invitation card, requesting, descriptive text, travel arrangements, telephone message, etc.
2.	Kind of genres found in the reading materials	The reading materials found in the textbook were in line with the second point of the aspects of content. It is because the reading materials in the textbook consists of some genres.
3.	The arrangement of reading materials based on the level of difficulty	All the materials which were presented from Unit 1 to 6 were varied and there were no repeated explanation. Thus, the reading materials found in the textbook were in the same vein with the third point of the aspects of content.
4.	Reading tasks which are given to develop students' ability	All the reading tasks which were presented in each chapter were good. Students can use them for exercise or as a homework. Hence the reading materials found in the textbook were compatible with the fourth point of the aspects of content.
5.	The reading materials which support life skills	Basically, each chapter in the textbook had already presented reading materials which support students' life skills. The differences between each chapter were the themes of the materials. All of those themes along with the exercises given had already presented life skills for students.
6.	The reading materials which consider the aspects of gender, religion, and race	The materials presented in each chapter in the textbook had already compatible with the sixth point of the aspects of content. There was no emphasis on the aspects of gender, ethnic, religion, and race.

No.	Aspects of Language Use and Readability	Descriptions of Analysis
1.	The standard of English language use according to the language rules	The researcher reviewed the use of English language according to language rules. It discussed the punctuation. Based on the result, the use of punctuation in the textbook were in good order. It obeys the English language rules. Therefore, the reading materials presented in the textbook were compatible with the first point of the aspects of language use and readability.
2.	The use of English which is appropriate with needs of communication learning	All the instructions given in the reading materials of the textbook were considered communicative and efficient. It was because the language which used was simple and brief so it was easy to grasp by students. Thefore, the reading materials presented in the textbook were compatible with the second point of the aspects of language use and readability.
3.	The presentation of paragraphs which are presented effectively by considering coherence and cohesiveness	Generally, the texts wich were presented in each unit had already fulfilled the rules of paragraph writing, which consist of topic sentence, contents, and closing sentence. The relations between concepts inside the paragraph were already appropriate as well. Thus, the reading materials presented in the textbook were compatible with the third point of the aspects of language use and readability.
4.	The use of illustrations which are functional and relevant with the materials	The researcher found that every unit in the textbook presents some illustrations. Every illustrations had already relevant with the topic of the material. Therefore, the reading materials presented in the textbook were compatible with the fourth point of the aspects of language use and

		readability.
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No.	Aspects of Presentation	Descriptions of Analysis
1.	Learning purposes which are stated explicitly and lead to mastery of communication competence	The learning objectives which were stated in the textbook were compatible with the first point of the aspects of presentation. There were explanation of learning objectives in each chapter which helped students to understand the materials. Moreover, the materials lead students to master English communication competence.
2.	The presentation of each chapter reflects the logical path and coherence	Every unit had already fulfilled the aspects of presentation which reflected the logical and coherence path. It was because each unit presented the materials properly arranged and understandable.
3.	The presentation of each chapter was arranged from easy to difficult materials	All the reading materials were started from easy level, then the level of difficulty were increased in the next materials. Thus, the reading materials presented in the textbook were compatible with the third point of the aspects of presentation.
4.	The conformity between tasks and materials	The tasks and exercises given in all units of the textbook were compatible with the reading materials given. Therefore, the reading materials presented in the textbook were appropriate with the fourth point of the aspects of presentation.

5.	The presentation of each chapter engages students to communicate using English actively	All the reading materials of every unit in the textbook were presented both in texts and pictures. The materials varied from local culture to American culture. There were no repetition materials which might made students get bored. For this reason, the presentations of the reading materials in each unit were considered attractive. Therefore, the reading materials presented in the textbook were compatible with the fifth point of the aspect of presentation.
6.	The presentation of each chapter supports students to be interested in English subject	All the materials presented in the textbook were innovative since there were some exercises with different variations and completed with some pictures in each unit. Thus, the reading materials presented in the textbook were in accordance with the sixth point of the aspects of presentation.
7.	The presentation of each chapter supports students to reflect and evaluate themselves	All the materials of the textbook help students to reflect and evaluate themselves by providing some tasks, exercises, and feedback. They encourage students by delivering interesting layout. It motivates students to do the tasks with enjoyment. Therefore, the reading materials presented in the textbook were compatible with the seventh point of the aspects of presentation.