

**A CONTENT ANALYSIS ON ENGLISH TEXTBOOKS FOR THE
TENTH GRADERS: *LOOK AHEAD AN ENGLISH COURSE FOR
SENIOR HIGH SCHOOL STUDENTS YEAR X AND PATHWAY TO
ENGLISH FOR SENIOR HIGH SCHOOL STUDENT GRADE X***

A THESIS

**Presented as Partial Fulfilment of the Requirements of
the Attainment of the Degree of *Sarjana Pendidikan* in
English Language Education**

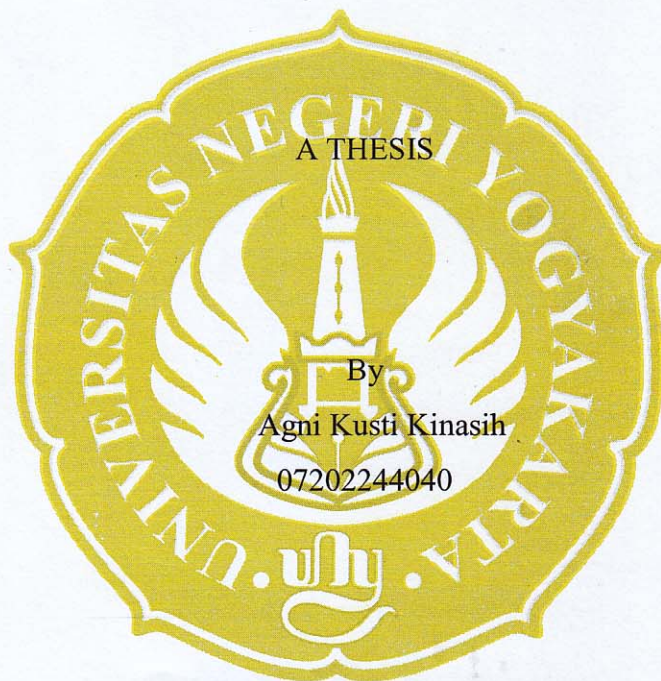


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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGES AND ARTS YOGYAKARTA
STATE UNIVERSITY YOGYAKARTA
2014**

APPROVAL SHEET

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RATIFICATION

**A CONTENT ANALYSIS ON ENGLISH TEXTBOOKS FOR THE
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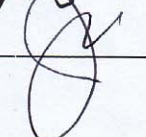
A THESIS

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Yogyakarta, 18 Juni 2014

Penulis



Agni Kusti Kinasih

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DEDICATIONS

I lovingly dedicate this thesis to:

1. My parents to whom I express my appreciation for their prayers, patience, love, and attention
2. my beloved alma mater; SD Negeri 3 Kalinegoro, SD Negeri 6 Magelang, Mts Pondok Pabelan Magelang, Madrasah Aliyah Pondok Pabelan Magelang, and English Language Education Department of UNY
3. Lecturers and teachers who have given me a lot of knowledge and inspiration to be a useful person
4. my husband and my son who always stand by me in good times and bad times

MOTTOS

☞ *So, when you have decided, then
place your trust in Allah; surely
Allah loves those who trust
(Qur'an 3: 159)*

☞ *"O Allah, I ask Thee for
beneficial knowledge, acceptable
action, and good provision."
(Al-Tirmidhi Hadith 2487)*

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Finally, I would like to express my highest gratitude to my husband, Muhammad Hawas, billions of thanks for devoting all your time and energy to take care of our little Hafidz when I was busy working on this thesis. Thanks to my son, Muhammad Luqman Hafidz, for your consoling and amusing cries and laughs. Mommy loves you more than anything in this world, darling. Billions

Finally, I would like to express my highest gratitude to my husband, Muhammad Hawas, billions of thanks for devoting all your time and energy to take care of our little Hafidz when I was busy working on this thesis. Thanks to my son, Muhammad Luqman Hafidz, for your consoling and amusing cries and laughs. Mommy loves you more than anything in this world, darling. Billions of thanks to my parents, Titik Lestari and Dwi Kustanto, to my sister Anisa Tanti Kinasih, and to my brother Sukoco Aji Pamungkas. I thank them very much for their support and prayer during my study in Yogyakarta and for having always been my shoulder to cry on. Finally, needless to say this thesis is still far from being perfect. I expect that this thesis will be useful especially for the improvement of the English textbooks for Senior High School.

Yogyakarta, June 18 2014



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ABSTRACT

This research attempted to discover whether or not the English textbooks analyzed met the criteria of a good textbook suggested by *Pusat Perbukuan* (Pusbuk) and whether they were relevant to the *2013 Curriculum* and to find out how those criteria were fulfilled or not by those textbooks and in what way the textbooks were relevant to *2013 curriculum*.

This research which was a *content analysis* contained the stages: referring to criteria for English textbook evaluation issued by *Pusbuk* in 2007 and making some modification to suit the *2013 Curriculum*; deciding on the subjects, that were English textbooks entitled *Look Ahead: An English Course for Senior High School Student* for Grade X *Pathway to English for Senior high School* for Grade X; applying the criteria for evaluating the textbooks using a simple tick and cross system as judgments; analysing the textbook; and interpreting the findings and stating conclusions. The data were gathered by evaluating the two English textbooks using checklists for textbooks evaluation criteria. In the data analysis technique, the total of criteria points which were met in a workbook for each sub aspect was divided by the total of criteria points in each sub aspect times 100%. For ensuring the credibility of the reserach, consensus was applied in which the research supervisor was the reviewer in evaluating the textbooks.

The result confirmed that *Look Ahead* had met the criteria of good textbook with the fulfillment 86% with coverage 75% for relevance of the materials to the curriculum, 100% for material accuracy, 80% for supporting learning materials, 75% for language appropriateness, 100% for presentation technique, 100% for teaching and learning technique, and 70% for presentation coverage. Meanwhile, *Pathway to English* had met the criteria of fair textbook with the fulfillment 67% with coverage 83% for relevance of materials to the curriculum, 86% for material accuracy, 60% for supporting learning materials, 38% for language appropriateness, 67% for presentation technique, 87% for teaching and learning technique, and 50% for presentation coverage. *Look Ahead* was not relevant to the *2013 Curriculum* in terms of content due to the absence of presentational texts and activities and character building. *Pathway to English* was relevant to the *2013 Curriculum* due to the presentational activities and activities for character building. It was recommended that teachers modify the textbooks to suit *2013 curriculum* and adapt the difficulties to suit learners' cognitive development.

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CHAPTER I

INTRODUCTION

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

A. Background to the Study

In Indonesian's educational system, textbooks were considered as the main components of the curriculum. They determined the content, the methods, and the procedures for teaching and learning in the classroom. They also provided a systematic syllabus for teachers to follow in teaching a certain subject. In Indonesia, the textbooks were designed by the authorized publishers based on the latest curriculum. Once a newly invented curriculum was launched by National Education Department of Indonesia, a number of competitive publishers would involve professional instructional material writers to design or develop new textbooks which are in line with the curriculum. In addition, teachers must also apply new approaches, methods, and techniques to suit the new curriculum.

In English Language Teaching field, our educational system had implemented different curricula for the sake of improving learners' proficiency level and coping with the challenges of the global world. Some recent curricula which had been launched by Education National Standardization Board (Badan Standar Nasional Pendidikan/BSNP) and implemented in Indonesian's ELT were *Competency-based Curriculum* (Kurikulum Berbasis Kompetensi/KBK), *School-based Curriculum* (Kurikulum Tingkat Satuan Pendidikan/KTSP), and the most current one, *2013 Curriculum* (Kurikulum 2013). Along with the continuous changing in the curriculum, consequently English textbooks must be developed, adapted, or revised based on the prevailing curriculum.

Until this study was done, our ELT curriculum was in the transition process from *School-Based Curriculum* to *2013 Curriculum*. 2013 Curriculum remained very new for both teachers and students and remained in the development process. Therefore, most of English teachers still used English textbooks which were developed based on School-based Curriculum in classroom practices, because the books were available on the market with many choices of publishers and teachers had already been very familiar to them in terms of the content, techniques of presentation, and teaching procedures suggested by the textbooks. However, there had been few English textbooks available on the markets which were developed based on 2013 Curriculum and some schools were starting to use them as a way to

familiarize themselves towards the principles of English Language Teaching represented by the current curriculum.

The 2013 Curriculum was actually a revised version of School-based curriculum. Based on the Design Guidelines of KTSP issued by BSNP in 2006, School-based Curriculum was implemented based on the philosophy that every school in Indonesia deserves to manage its own competency based on its teachers' and learners' competency and local potential sources and deserves to manage its own curriculum based on the content standard provided by BSNP. The responsibility of the curriculum was only outlining the content standard and competencies that must be achieved by learners, while its implementation of the curriculum and the syllabus was in the hand of the school management. The communication practices and interaction patterns in the English classrooms were expected to stimulate learners to be well-mannered, tolerant, appreciative, confident, creative, and critical individuals through proper communication activities both spoken and written. These were actualized in the purposes of communication covering interpersonal and transactional. Using the same philosophy, applying the same responsibility and implementing the same communication practices, 2013 Curriculum added one more purpose of communication, that is presentational purpose in which learners use language not only to socialize and to get things done, but also to inform a piece of knowledge. Both curricula also required learners to master some text types carrying different functions and purposes through a series of

activities either in spoken or written cycles 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 (Feez and Joyce: 2002).

As what had been touched upon above, since textbooks were considered as the main component of the curriculum in Indonesia, English teachers' dependence in Indonesia towards textbooks was very dominant. They relied a lot on the textbooks available in bookstores. Somehow, they were lack of creativity or had some difficulties in creating their own learning materials. The best they could accomplish regarding to learning materials was adapting the textbook once they found some activities unsuitable to students' needs or supplementing the textbook with other learning sources. With the availability of various commercial textbooks to choose from, teachers were responsible for selecting good materials and needed to be able to make judgment about the textbooks. In other words, English teachers must be able to evaluate textbooks in order to find out if they were still worth using or need replacing.

The reason above motivated the researcher to evaluate the worthiness of some English textbooks used in some Senior High schools in Indonesia, particularly in Yogyakarta. The aim of this study was to discover how far the English textbooks had met the criteria of good textbooks.

B. Identification of the Problem

As what had been stated above, teachers relied a lot on the use of textbooks. According to a survey study conducted by Leo (2010) in Indonesia to 51 teachers who joined a book writing training, it was found that 46.3 % of them did not know how to write books, 35.7% of them had no time to write, 7.3% of them were not confident in writing, 7.1% of them said that they had no ability on it, and 3.6% of them had no motivation to write books. The findings of this survey showed that one of the teachers' weaknesses in pedagogic aspect was their low ability and low motivation in creating their own instructional materials. In addition, when conducting classroom instructions, most of the teachers depended a lot on textbooks. This survey and other similar findings became one of the reasons for publishers to write comprehensive and standardized textbooks to be used for teaching. However, those textbooks must be evaluated and revised from time to time to suit the latest curriculum and to upgrade its quality in terms of design, content, language, illustration, and so forth.

It was an undeniable fact that some English textbooks published in Indonesia met the standards and criteria of good textbooks and some others did not. Good English textbooks were usually not only visually appealing and attractively presented, but also met the criteria of good English textbooks determined by the curriculum. According to *Pusat Perbukuan* (Pusbuk), good English textbooks for Senior High School must: 1) facilitate learners to use all

their abilities to communicate both oral (listening and speaking) and written (reading and writing) for the sake of improving their intellectual, social, and emotional aspects to achieve progress and success in mastering all subject matters; 2) facilitate learners to use English correctly and appropriately using correct grammar, vocabulary, and pronunciation and fulfilling the demand of communication contexts and knowledge about language is taught as a support to master communication skills; 3) facilitate learners to improve their communication skills in English through learner-centered approach considering their daily life contexts in which the interaction in using language must be authentic, realistic, and natural; 4) support learners in developing their soft and hard skills covering personal, social, academic, and vocational skills; 5) promote cross-cultural understanding to learners to maintain friendship in local, national, and international levels by fostering the insights on cultural differences for the sake of minimizing misunderstandings, promoting mutual respect, and improving the quality of human interaction; and 6) be oriented to science and technology development.

Some of the widely-used English textbooks in Indonesia met the criteria determined by *Pusbuk* and some others did not. Good English textbooks certainly fulfilled most of/the whole criteria mentioned above and usually became the most recommended and best selling ones among the teachers and students. On the other hand, English textbooks which did not

fulfill the criteria normally had some problems on the worthiness of the content, language appropriateness and accuracy, illustration clarity or layout.

Considering the existence of so many high quality and low quality English textbooks and considering that English teachers' dependence on textbooks in Indonesia was very high and rarely did they create their own instructional materials, consequently, English teachers must be able to select good English textbooks based on the criteria determined by *Pusbuk* and the ones recommended by EFL teaching theories. In addition, when they decided to use a particular textbook in classroom practices, they must have been able to evaluate its effectiveness with the expectation that after they judged the degree of its effectiveness, they would know whether to adopt it, to adapt it to suit the learners' need, or simply to supplement it with other learning resources.

Among so many English textbooks for Senior High School students available on bookstores, the ones which were developed based on School-based Curriculum were *English Alive for Senior High School* written by Tri Indaryati and H.J. Ari Widayanti published by *Yudhistira*, *Real English for Senior High School* written by Petter James Published by *Esis*, *English Zone for Senior High School Students* written by Eka Mulya Astuti published by *Erlangga*, and *Look Ahead An English Course for Senior High School Students* written by Sudarwati published by *Erlangga*. In addition, along with the transition from School-based Curriculum to 2013 Curriculum, there had

been two English textbooks based on *2013 Curriculum* which were available on bookstores. They were *Pathway to English for Senior High School* written by Sudarwati and Eudia Grace published by *Erlangga* and *Talk Active* written by Mulyono and Lanny Kurniawan published by *Yudhistira*.

Of all the English textbooks for Senior High School mentioned above, the best selling one in Yogyakarta based on the researcher's observation in some bookstores and schools was *Look Ahead: An English Course for Senior High School Students* which was written by Sudarwati and published by *Erlangga*. The implication was the English textbook mostly used by teachers and learners in Yogyakarta is *Look Ahead: An English Course for Senior High School Students*. This book was developed based on School-based Curriculum which had been launched since 2006. It meant that most of the Senior High School English teachers in Yogyakarta had gained so much experience in using this textbook in classroom practices for years. It was then assumed that the teachers had comprehended the strength and weaknesses of the book. Therefore, after years of implementation, there should be a consideration to evaluate this textbook's effectiveness. In addition, taking the transition process from School-based Curriculum to 2013 Curriculum into account, there was a need to see whether the book was still relevant to use according to 2013 Curriculum and to find out what aspects of the book that needed improvement or replacement to suit 2013 curriculum.

Another English textbook that required attention was *Pathway to English for Senior High School* which was written by the same authors and published by the same publisher and was still in the trialing process. It was a so-called revision of *Look Ahead*. Thus, it was also necessary to evaluate *Pathway to English for Senior High School* to see whether it was different from *Look Ahead* in terms of textbook design, grading, order or materials and units, and so forth. *Pathway to English* was a pioneering English textbook which was developed based on 2013 Curriculum. As a result, English teachers had not gained enough experience in using the books. In other words, they had not possessed sufficient knowledge on the usefulness, strength, and weaknesses of the books. In attempts to implement 2013 Curriculum, English teachers who had been using *Look Ahead* when implementing School-based Curriculum tend to refer to this book. Therefore, when an evaluation was conducted on this book, the result of the evaluation could provide the teachers information about the aspects of the book which needed improvement and could help them to select which parts of the book to adopt, to adapt, to exclude, or to supplement. An evaluation also needed to be conducted to find out whether the whole aspects of the book met the standards and criteria determined by *Pusbuk* in particular and 2013 Curriculum in general and what aspects of the book which needed improvement and replacement to suit 2013 Curriculum.

This study evaluated the English textbooks *Look Ahead an English Course for Senior High School Students* and *Pathway to English for Senior High School* to discover how far those English textbooks meet the criteria of good textbooks according to Pusbuk in particular and 2013 Curriculum in general.

C. Limitation of the Problem

This study would focus on the criteria of book evaluation in English textbooks which were analyzed based on the criteria of good textbooks determined by *Pusat Perbukuan (Pusbuk)* covering the worthiness of content, language correctness and appropriateness, and layout. Besides, the researcher also saw their relevance towards 2013 Curriculum. After that, this study also focused on how those criteria were fulfilled or not on the English textbooks which were analyzed.

The objects of this study were English textbooks for the tenth grade students of Senior High School. They were *Look Ahead An English Course for Senior High School Students Year X* and *Pathway to English for Senior High School Grade X*.

The rationale in using the aforementioned books for evaluation was that *Look Ahead* and *Pathway to English* textbooks had three series comprising the textbook for grade X, grade XI, and grade XII for Senior High School Students. Thus, it was very demanding for the researcher to evaluate

the six books at the same time. Therefore, only the *Look Ahead* and *Pathway to English* books for grade X were evaluated. Besides, the researcher saw no significance to evaluate the whole books since they shared the similar approach, format, and organization. The implication was the evaluation result of *Look Ahead* and *Pathway to English* books for grade X also contributed to make impressionistic judgment about the other series of the books for grades XI and XII.

D. Formulation of the Problem

Based on the limitation of the problem, the study attempted to answer the following questions:

1. Do the English textbooks meet the criteria of a good textbook suggested by *Pusat Perbukuan* (Pusbuk) and some ELT experts and were they relevant to 2013 Curriculum?
2. How are those criteria fulfilled by those textbooks and in what way were they relevant to 2013 Curriculum?

E. Objectives of the Research

In relation to the research questions, this research had two objectives:

1. To discover whether or not the English textbooks analyzed met the criteria of a good textbook suggested by *Pusat Perbukuan* (Pusbuk)

and some ELT experts and whether they were relevant to 2013 Curriculum

2. To find out how those criteria were fulfilled or not by those textbooks and in what way the textbooks were relevant to 2013 curriculum.

F. Significance of the Research

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

1. Theoretically, this research provided beneficial and referential contributions in giving general knowledge of the way to evaluate English instructional materials.
2. Practically, the result of this research was beneficial:
 - a. For the researcher, the research could give a practice in developing her knowledge and skill in evaluating English textbooks.
 - b. For English teachers in Yogyakarta, the result of the study could provide helpful information in selecting and evaluating good textbooks before making decision to use it in classroom practices.
 - c. For 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, the language correctness and appropriateness, and layout of the books.

- d. For other researchers, the research 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 the next research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter discussed theories upon which the research was laid down. There were two major sections to be discussed here as the groundwork of this research, namely literature review and conceptual framework.

I. Theoretical Review

There were three or four theories underlying this research. They included theories related to English Language Teaching in Indonesia, textbook, textbook evaluation, and content analysis. The theories were stated by some experts in language teaching.

A. English Language Teaching in Indonesia

Indonesian's ELT practitioners have done some innovation from time to time to improve the quality of English Language Teaching in Indonesia (TEFLIN: 2011) both in terms of policies and in terms of implementation. When English was introduced for the first time in Indonesian's classrooms, grammatical based approach was criticized for its discrete characteristics and its strong emphasis on memorization. Besides, the approach is not contextual. When communicative approach was introduced, many English teachers did

not really take students' grammar into account. Nowadays, when genre-based approach is introduced through two different curricula namely KTSP (School-based curriculum) and 2013 curriculum, a lot of pros and cons emerge. Some ELT experts and practitioners affirm that genre-based approach will enable learners to face the global challenges. However, some others argue that the approach is only relevant to be implemented by teachers and learners whose mother tongue is English. Responding to the controversies, various attempts and efforts are constantly made by the government through trainings and conferences to enrich the teachers' comprehension and skills towards the approach.

To understand further about the current English Language Teaching situation in Indonesia, teachers must have sufficient comprehension about KTSP (School-based curriculum), 2013 Curriculum, and Genre-based Approach,

1. School-based Curriculum (KTSP)

Finney in Richards and Renandya (2002: 70) defines curriculum as a specification of the content and the ordering of what is to be taught. It refers to all aspects of the planning, implementation and evaluation of an educational program, particularly the *why*, *how* and *how well* together with the *what* of the teaching-learning process. A.V. Kelly (1989) in Richards and Renandya (2002: 70) states that curriculum is the overall rationale for the educational programme of an institution which includes the intentions of the planners, the

procedures adopted for the implementation of those intentions, the actual experiences of the pupils resulting from the teachers' direct attempt to carry out their or the planner's intentions, and the learning that occurs as a product within the organization in which the curriculum is applied. Richards and Rogers (2000) adds that a curriculum must consist of approach, design, and procedures. Approach provides the basic theory of language and language learning; design gives us the objective, syllabus, learning activities, role of teacher, learner, and materials; while procedures reflects classroom techniques, practices, and behaviour when the method is used.

Since 2006 to 2013, *Kurikulum Tingkat Satuan Pendidikan* (KTSP) or School-based curriculum has been issued by Indonesia National Education Department. Based on *Permen No 22/ 2006*, BSNP develops the content standard which covers the scope of each subject matter and competency levels to achieve the standard of graduate competence in certain educational levels. The content standard includes the basic framework, the curriculum structure, competency standard (SK) and basic competency (KD) of each subject matter in each semester of each educational level.

Based on the guidelines of KTSP issued by BSNP on 2006, KTSP is developed based on the following principles: 1) focusing on the learners' and learners' circumstances' potentials, development, needs, and interest in which learners have central position to develop their competence in order to be faithful, intelligent, intellectual, creative, independent, and responsible

individuals. It implies that the learning activities must be learner-centered; 2) diverse and integrated in which the curriculum takes the diversity of learners' characters, local condition, and educational levels into account. Learners are encouraged to appreciate religion, cultural, economic and social status, and gender differences. The curriculum covers required subject matters, local contents, and interpersonal skills which are conducted in integrated way in meaningful interconnection and sustainability among the three elements; 3) Awareness towards science, technology, and art development in which the content of the curriculum gives learners learning experience to keep up with and make use of the science, technology, and art development; 4) Relevant to learners' life needs in which the development of curriculum involves the stakeholders to guarantee the education's relevance towards the life of society, business world, and world of work. Thus, it should accommodate interpersonal, intellectual, social, academic, and vocational skills; 5) Lifelong learning in which the curriculum must be oriented to the learners' development, acculturation, empowerment process that last for the whole life. Therefore, the curriculum must reflect the interconnection among the elements of formal, non-formal, and informal education by considering the always-progressing life demand.

KTSP sees English as a means of communication both oral and written. To communicate means to comprehend and to transform information, to understand and express mind and feeling, and to improve one's repertoire

of knowledge, technology, and culture. Such communication competence means discourse competence, that is, the ability to comprehend or to produce written and oral texts through the four language skills namely listening, speaking, reading, and writing. These four skills are used to perceive and create discourse in social life. Thus, English subject is directed to improve those skills in order to produce the graduates who are capable of communicating and making discourse in English at certain literacy levels.

The literacy levels according to Wells (1987) in the standard of content of English issued by KTSP in 2006 cover performative, functional, informational, and epistemic levels. In performative level, learners are expected to be able to read, write, listen, and speak in the target language. In functional level, learners are expected to be able to use the target language to fulfill their daily needs such as to read newspaper, manuals, or direction. In informational level, learners are expected to be able to access information using the target language. In epistemic level, learners are expected to be able to convey knowledge in the target language.

The target of English learning in Junior High School (SMP/MTs) is that learners are able to achieve functional level, in which they communicate both oral and written to solve daily life problems. Meanwhile, Senior High School (SMA/MA) students are expected to achieve informational level, because they are prepared for taking higher education. Epistemic level is

considered too demanding for Senior High School students because in Indonesia, English functions as a foreign language.

The objective of English subject in Senior High Schools is to provide learners with the following abilities: 1) to develop their communicative competence both oral and written to achieve informational literacy level, 2) to possess awareness towards the nature and importance of English in enhancing the nation's competitiveness within a global community, and 3) to improve learners' understanding towards the interconnection between language and culture.

The scope of English subject in Senior High School covers: 1) discourse competence, that is, the ability to comprehend and produce oral and written texts through the four skills of language comprising listening, speaking, reading, and writing in integrated way to achieve informational literacy level; 2) the competence to comprehend and produce various short functional texts, monologues, and essays representing the text types of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. The grading and order of the learning materials are represented in the use of vocabulary, grammar, and rhetorical steps; and 3) the supporting competence covering linguistic competence (using grammar, vocabulary, pronunciation, and punctuation), sociocultural competence (using expressions and functions appropriately in various communication contexts),

strategic competence (overcoming problems which occur during the communication process using various ways to sustain communication, and discourse forming competence (using instruments to form a discourse).

2. The 2013 Curriculum

The formulation of 2013 is based on the objectives of national education outlined in UU No. 20/2003 about education national system, particularly in article 3 Chapter II about the basis, function, and the objective of national education which states that “Education functions as developing individuals’ dignified skills, characters, and civilization in order to make intellectual generations and to develop learners’ potentials to be healthy, intellectual, skillful, creative, independent, democratic, and responsible individuals who believe in God and who possess noble characters.” It implies that education, its process, and its outcome is meant to develop learners to be fully functional persons who have skills and good characters and who are knowledgeable, aware of their potentials, and are able to implement their potentials and skills for the society’s and their own benefit.

Based on the Framework and Recommendation about English Subject Curriculum on 2013 issued by TEFLIN Association, regarding to the nature of language, 2013 curriculum uses functionalist’s perspective which sees language as a means of communication among teachers, learners, and diverse society by considering who communicates, in what situation a communication

occurs, and what is communicated. According to this view, the objective of communication is to build social relation (*interpersonal*) and developing discourse through information exchange among the individuals involved within the communication (*transactional*) delivered via oral or written media. The ability to communicate feeling, knowledge and views among those involved in the communication (*interlocutors*) must be based on their socio-cultural values for the sake of making appropriate communication.

The communication activities based on this functionalist's view are the combination of three purposes of communication: *interpersonal*, *transactional*, and *presentational*. In the systemic functionalist view, the communication activities are organized around the integration of linguistic rules (cohesive and coherent choice of words, phrases, sentences, or utterances) and the socio-cultural rules of the language use applied in various types of oral and written discourse needed by the language users in certain communicative situations and scopes such as daily situation, working situation, education, and academic scope. The socio-cultural rules regarding to the language use covers attitudes in communication which are influenced by cross-cultural understanding values.

The nature of learning language in 2013 Curriculum is based on the cognitivist's view, in which language learning will be meaningful for learners if the content of the lesson is related to their prior knowledge and experience. Learning language must involve learners' gradual thinking skills, starting

from knowing, comprehending, using, analyzing, synthesizing, and evaluating what they have learnt (cognitive aspect). In this view, language learning must facilitate learners to receive and perceive what they are learning, to organize, to comprehend them fully, and to implement them in their attitudes (affective aspect). In addition, learning language must involve learners' physical skills starting from receiving, concentrating, imitating, practicing, adapting the acquired skills to the real life situation that they are facing, and building the relatively new skill (psychomotor aspect).

3. Genre-based Approach

KTSP and 2013 Curricula basically use genre-based approach in English learning. They follow all the assumptions, philosophy, linguistics concepts, and learning stages brought by the genre-based approach. It was first developed in Australia and based on three assumptions about language learning outlined by Feez and Joyce (2002), which are, learning language is a social activity, learning occurs more effectively if teachers are explicit about what is expected of students, and the process of learning language is a series of scaffolded developmental steps which address different aspects of language.

The first assumption is learning language is a social activity. It is the outcome of collaboration between the teacher and the student and between the student and other students in the group. Regarding to this assumption, Halliday (1992) in Feez and Joyce (2002: 25) proposes a language learning

model with three outcomes. First, students learn language. By interacting with others in purposeful social activities, students begin to understand that the target language is a resource they can use to make meaning. Second, students learn through language. As they learn the target language, students begin to interpret and organise reality in terms of that language. Third, language students learn about language. Learning about language means building a knowledge of the target language and how it works. It also means developing a language to talk about language.

The second assumption is learning occurs more effectively if teachers are explicit about what is expected of students. This approach is based on visible pedagogy stated by Bernstein (1990) in Feez and Joyce (2002) which clearly identifies what is to be learned and what is to be assessed. The role of the teacher is to use methodologies which collaborate with the student in the learning process. The teacher intervenes where necessary in the learning process to support students as they build knowledge and skill which have been explicitly negotiated.

The third assumption is that the process of learning language is a series of scaffolded development steps which address different aspects of language. Based on this assumption, Vygotsky (1978) in Feez and Joyce (2002: 26) proposes that learning is a collaboration between teacher and student with the teacher taking an authoritative role similar to that of an expert supporting an apprentice. This collaboration always involves language in the

form of dialogue between teacher and student. This collaboration model includes two elements. The first element is joint construction. Through joint construction, the teacher and the student develop texts together and share the responsibility for performance until the student has the knowledge and skills to perform independently with sole responsibility. The second element is scaffolding. Through scaffolding, the teacher provides explicit knowledge and guided practice. He explicitly contributes what students are not yet able to do or do not know and adjusts the contribution as students move through the zone of proximal development towards their potential of independent performance. Zone of proximal development itself, according to Vygotsky (1978) in Feez and Joyce (2002: 26) is the gap between a level of independent performance and a level of potential performance which can be made possible through social interaction and joint construction with teachers and more capable peers.

Genre-based approach is actually influenced by Systemic Functional Linguistics which later draws the systemic functional model of language. The main concepts of this model of language according to Feez and Joyce (2002: 5) are (1) Language is a resource for making meaning, (2) The resource of language consists of a set of interrelated systems, (3) Language users create texts to make meaning, (4) Texts are shaped by the social context in which they are used, and (5) The social context is shaped by people using language.

According to Feez and Joyce (2002: 6), this functional model of language is concerned with two contexts, which are, the context of situation and the context of culture.

Context of situation is an immediate social context in which language occurs. Each context of situation is characterised by a particular register of language which is a combination of three variables: field, tenor and mode. Field, as the social activity in which people are involved and what the text is about, will influence the certain vocabulary they use, the topic and focus of the text. Tenor will show the relationships between the speaker and listener, whether it will be formal or informal text. Mode will reveal the spoken or written text used by the speaker. The language or text used are influenced by these three dimensions. When someone makes a text, he chooses the register among the three dimensions (Lin, 2006). In addition, register variables basically explain the intuition that we do not use language in the same ways to write and speak, to talk to our friend and our boss, or to talk about politics and fishing. Genre will appear when people want to express their language for special purposes.

Context of culture is a broader cultural context in which language occurs simultaneously. In this functional model, language is represented as having three layers which occurs simultaneously whenever language is used. They are meaning or discourse semantics, words and structures or the lexicogrammar, and expression or phonology and graphology.

In regards to discourse semantics, the layer of meaning interacts with the register variables to achieve the three functions of language. They are ideational, interpersonal, and textual function. Related to ideational function, language represents the world logically through experiential and logical meanings, which are a reflection of field. Related to interpersonal function, language builds relationships through interpersonal meanings, which are a reflection of tenor. Related to textual function, language organises meanings into spoken or written text through textual meanings, which are a reflection of mode.

Lexicogrammar is the layer which gives human language its creative power and its complexity. Lexis or words are made from morphemes. Grammatical patterns structure words into phrases or groups and finally into clause.

Expression is the layer of the language model which we perceive in the physical world. The technical term for a sound we hear in spoken language is phoneme. The technical term for a symbol we see in written language is grapheme. The graphemes of English are the letters of the alphabet.

Feez and Joyce (2002: 27) also states that genre-based approach consists of a cycle with a number of stages which the teacher and students go through so that students gradually gain independent control of a particular text-type.

The first stage is building the context. In this stage, students are introduced to the social context of an authentic model of the text-type being studied, explore features of the general cultural context in which the text-type is used and the social purposes the text-type achieves, and explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need.

The second stage is modelling and deconstructing the text. In this stage, students investigate the structural pattern and language features of the model and compare the model with other examples of the text-type.

The third stage is joint construction of the text. In this stage, students begin to contribute to the construction of whole examples of the text-type. Afterwards, the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently.

The fourth stage is independent construction of the text. In this stage, students work independently with the text. Learner performances are used for achievement assessment.

The last stage is linking to related texts. In this stage, students investigate how what they have learnt in this teaching cycle can be related to other texts in the same or similar contexts and future or past cycles of teaching and learning.

B. About Textbooks

There were five theories to point out related to textbook, namely instructional material, definitions of textbook, the development of the design and use of textbooks, the role of textbooks, and textbook design.

1. Instructional Material

According to Richards (2001: 251), instructional materials are a key component in most language programs. Whether the teacher uses a textbook, institutionally prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the language input that learners receive and the language practice that occurs in the classroom.

Richards (2001) classifies types of material into:

- a. Printed materials such as textbooks, workbooks, or worksheets
- b. Nonprint materials such as cassette or audio materials, videos, or computer-based materials
- c. Materials that comprise both print and nonprint sources such as self-access materials and materials on the internet. In addition, these also cover materials not designed for instructional use such as magazines, newspaper, and TV materials.

Donovan in Tomlinson (1998) affirms that materials should have a high degree of regularity in unit design, content, task type, etc. Tomlinson

(1998) in Richards (2001: 263) suggests that good language teaching materials have the following characteristics:

- a. Materials should achieve impact.
- b. Materials should help learners feel at ease.
- c. Materials should help learners to develop confidence.
- d. What is being taught should be perceived by learners as relevant and useful.
- e. Materials should require and facilitate learner self-investment.
- f. Learners must be ready to acquire the points being taught.
- g. Materials should expose the learners to language in authentic use.
- h. The learners' attention should be drawn to linguistic features of the input.
- i. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
- j. Materials should take into account that learners have different learning styles.
- k. Materials should take into account that positive effects of instruction are usually delayed.
- l. Materials should take into account that learners differ in affective attitudes.
- m. Materials should permit a silent period at the beginning of instruction.
- n. Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities.
- o. Materials should not rely too much on controlled practice.
- p. Materials should provide opportunities for outcome feedback.

Rowntree (1997) in Richards (2001: 263) emphasizes that materials should:

- a. Arouse the learners' interest
- b. Remind them of realier learning
- c. Tell them what they will be learning next
- d. Explain new learning content to them
- e. Relate these ideas to learners' previous learning
- f. Get learners to think about new content
- g. Help them get feedback on their learning
- h. Encourage them to practice
- i. Make sure they know what they are supposed to be doing
- j. Enable them to check their progress
- k. Help them to do better

Richards and Renandya (2002) also outline a number of roles and characteristics of effective language teaching materials as follows: (1) Language is functional and must be contextualized, (2) Language development requires learner engagement ini purposeful use of language, (3) The language used should be realistic and authentic, (4) Classroom materials will usually seek to include an audiovisual component, (5) 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 carter to individual and contextual differences, and (8) Learning needs to engage learners both affectively and cognitively.

Most of English instructional materials published in Indonesia are in the form of textbooks which are exclusively used at schools only, starting from elementary school level to senior high school level. Those textbooks are developed for Indonesian schools' use and written by Indonesian authors. English teachers normally rely on them for classroom activities. Some are accompanied with audios and some are not. The audios however are usually accessible only by teachers and rarely do students have them. Some global coursebooks from USA and UK are also available in bookstores. Teachers use and adapt them every now and then for supplementary materials.

2. Definitions of Textbooks

The term coursebook and textbook are often used interchangeably in EFL context. However, EFL practitioners specifically use the term textbook to refer to an instructional material of English as a subject matter taught at schools and which is designed for specific groups of learners in a defined context, such as in a specified educational context within a certain country. Meanwhile, according to Nunan (2003: 230) coursebooks are not written for a specific group of people, but written for a generalized target group for use in English or non-English speaking countries.

Nunan (2003: 226) defines textbooks as prepackaged, published books used by the students and teacher as the primary basis for a language course, ranging from those that are broadly focused on developing all language skills to those that focus on a specific skill such as writing or specific area such as

hotel management. They may also include audio-cassettes or CDs, videos, workbooks, CD-ROMs, test packages, internet materials, and occasionally a teacher's guide. Richards (2001: 254) states that commercial textbooks together with ancillaries such as workbooks, cassettes, and teachers' guides are perhaps the commonest form of teaching materials in language teaching. Acklam (1994) in Nunan (2003) defines textbooks as learning tools shared by teachers and learners which can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource material and ideas. In order to use a textbook systematically and flexibly, it is critical to understand how they are put together and how they can be adapted to meet the needs of particular learners.

According to Richards (2001), textbooks are used in different ways in language programs. For example, a reading textbook might be the basis for a course on reading skills, providing both a 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 textbook might provide passages for students to read and discuss. A listening textbook together with audiocassettes or CDs might serve as the primary listening input in a listening course.

There are actually some factors involved in the development of commercial textbooks:

The first factor according to Byrd and Werner (1995) in Richards (2001: 257) is the one representing the interests of the author. The author is generally concerned to produce a text that teachers find innovative, creative, relevant to their learners' need, and that they will enjoy teaching from. The author is generally hopeful that the book will be successful and make a financial profit because a large investment of the author's personal time and effort is involved.

The second factor according to Byrd and Werner (1995) in Richards (2001: 257) is the one representing the interests of the publisher. The publisher is primarily motivated by financial success. However, in order to achieve a profit, publishers generally recognize that a book must have qualities of excellence that will distinguish it from its competitors.

3. The Development of the Design and Use of Textbooks

The presentation of textbooks and the elements which they contain are in line with the prevailing ideas at the time they were published regarding to the best way on teaching and learning languages. Graves in Nunan (2003) outlines the background to the design and use of textbooks as follows:

Graves in Nunan (2003: 226) clarifies that language books were used mainly in academic settings up to the mid-twentieth century in order to

understand the written text of the target language. In this approach called grammar translation approach, textbooks contain long reading passages with vocabulary glossaries and grammar explanation in the students' native language. In addition, students are tested on their ability to translate textx with lexical and grammatical accuracy.

In 1960s and 1997s the focus shifted to audiolingualism which was developed from behaviorist theories emphasizing that learning is habit formation and the result of response to stimuli. Language textbooks representing audiolingualism used dialogues, pattern practice, and substitution drills in which the teacher provided a stimulus such as a sentence beginning with a certain personal pronoun and the learners provided a response sentence changing the subject with another personal pronoun. Language texts at those eras were also strongly influenced by structural linguistics which views language as a system reducible to a finite set of gramatical structures.

In the 1970s and 1980s, there was a shift towards the notional-functional approach in which communication took precedence over grammar and language was used for purposes or functions such as expressing opinions, to talk or write about both abstract and concrete topics, or notions such as time and weather. Textbooks began to stress functional languageas as well as pair and group work activities in which learners used the language to communicate with each other. English for Academic Purposes (EAP) and English for Specific Purposes (ESP) also influence the types of instructional materials

being published. EAP textbooks focus on the development of one or two skills, such as writing or reading for academic purposes, while ESP coursebooks focus on the development of specific workplace skills such as public health administration. EAP and ESP textbooks use authentic materials such as newspaper articles or quasi-authentic materials in order to stimulate the use of language in real contexts.

In the 1980s, task-based language teaching approach, in which language is learned through negotiation with other learners in problem-solving or task-management situation that focus on meaning rather than form and not through learning prespecified grammar, functions, or notions, questioned the effectiveness of coursebooks. Since textbooks specify language to be learned, they are seen as incompatible with this approach, become an operating manual that the teacher and students follow unquestioningly, and give little room for decision-making and adapting to the needs of the particular group. However, the proponents of textbooks argue that textbooks provide a needed structure for interaction in the classroom and that learners see textbook as a guide that helps them organize their learning and provides security. Many current textbooks has included tasks or projects to stimulate interaction and negotiation among learners.

4. The role of textbooks

Allwright (1981) in Richards and Renandya (2002: 81) suggests that there are two positions on the role of textbooks in the language classroom. The first role is the deficiency view which sees the role of textbooks or published materials as being to compensate for teachers' deficiencies and ensure that all the syllabus is covered using well thought out exercises. On the other hand, the different view sees materials as carriers of decisions best made by someone other than the teacher because of differences in expertise.

Hutchinson and Torres (1994) in Richards and Renandya (2002: 83) see the role of the textbook as a possible agent of change. This can be achieved when a number of conditions are met. First, the textbook need to become a vehicle for teacher and learner training. In other words, beside an explicit and detailed teacher's guide, the student book should also include appropriate learning-how-to-learn suggestions. Second, the textbook must provide support and help with classroom management, thus freeing the teacher to cope with new content and procedures. Third, the textbook will become an agent of change if it provides teacher with a clear picture of what the change will look like and clear practical guidance on how to implement it in the classroom. Fourth, if adopted by a school, a textbook can result in collegial support and shared responsibility for and commitment to the change.

Cunningsworth (1995) in Richards (2001) summarizes the role of materials, particularly course books in language teaching as:

- a. A resource for presentation materials (spoken and written)
- b. A source of activities for learner practice and communicative interaction
- c. A reference source for learners on grammar, vocabulary, pronunciation, and so forth
- d. A source of stimulation and ideas for classroom activities
- e. A syllabus where it reflects learning objectives that have already been determined
- f. A support for less experienced teachers who have yet to gain in confidence

Richards (2001) outlines the role of materials as follows:

- g. The materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice which students take part in.
- h. Materials serve primarily to supplement the teacher's instruction.
- i. For learners, materials may provide the major source of contact they have with the language apart from the teacher.

According to Penny Ur (2009: 184), there are some reasons of why both teachers and learners are in favour of using textbooks which are outlined as follows:

- a. Framework: Textbooks provide a clear framework: teacher and learners know where they are going and what is coming next, so there is a sense of structure and progress.
- b. Syllabus: In many places, the textbook serves as a syllabus if it is followed systematically, a carefully planned and balanced selection of language content will be covered.

- c. Ready-made texts and tasks: The textbook provides texts and learning tasks which are likely to be of an appropriate level for most of the class. This saves time for the teacher who would otherwise have to prepare his or her own.
- d. Economy: A book is the cheapest way of providing learning material for each learner; alternatives, such as kits, sets of photocopied papers or computer software, are likely to be more expensive relative to the amount of material provided.
- e. Convenience: A book is a convenient package. It is bound, so that its components stick together and stay in order; it is light and small enough to carry around easily; it is of a shape that is easily packed and stacked; it does not depend for its use on hardware or a supply of electricity.
- f. Guidance: For teachers who are inexperienced or occasionally unsure of their knowledge of the language, the textbook can provide useful guidance and support.
- g. Autonomy: The learner can use the textbook to learn new material, review and monitor progress with some degree of autonomy. A learner without a textbook is more teacher-dependent.

5. Textbook Design

Learning material is a key component in most language programs. In selecting the learning material, teachers must consider the approach and the curriculum used. The learning material is the basic input for students in classrooms (Richards and Renandya, 2002). Learning materials for learners can be found in many forms, such as printed or non-printed materials, and authentic materials, which are materials that are not designed for instructional use, such as magazines, newspaper, and TV materials. In this case, textbook is one of the most currently used by EFL teachers in Indonesia.

Before developing a textbook, an author must have comprehensive knowledge on the process of schooling, the nature of the curriculum, the psychology of learners, the subject matter, and the grading and sequencing of the books in the field. Besides, he must be able to write and express ideas clearly for students at the suitable grade level. Finally, schools' and learners' financial ability must also be considered in deciding whether or not the textbook will be a sophisticated one (Albatch and Kelly, 1998). Hall in Tomlinson and Masuhara (2004) states that in developing textbooks or materials, authors should ask themselves "How do we think people learn language". This question will help them in articulating the main theories of language learning, profile of target learners, and list of objective and aims of learning.

In Indonesian's EFL context, after following the above steps, material developers will collect and select the texts that are suitable with the competency standard and the basic competence in the curriculum. They can be taken from literature, songs, newspapers, magazines, non-fiction books, radio, and television programmes which are selected based on the cognitive and affective aspects of learners. In addition, those texts must closely engage with the audiences. Therefore, learners' social and emotional environment must be taken into account. By studying the complexity and difficulty of the texts, the authors must adapt the texts in such a way that they suit the learners' cognitive level and general proficiency.

After that, the authors can start to design the learning activities that reflect the five stages in the genre-based approach. To make learners feel engaged towards the activities, those activities must ask learners to visualize, think, and share their knowledge and anything which help to activate the connection in their mind to the experience within the text. Experiential activities are also helpful in giving appropriate and rich exposure for audiences.

Learning activities can also be referred to as tasks. Richards, Platt, and Weber (1985) in Tomlinson (1998: 226) define a task as an activity or action which is carried out as a result of processing or understanding language, that is as a response to verbal or non-verbal input. Ellis in Tomlinson (1998: 226) states that tasks function as devices for creating the conditions required for

language acquisition. Ellis in Tomlinson (1998: 226) draws the criterial features of a task which are: (1) It involves an activity of some kind (e.g. drawing or performing an action), (2) It has a specified outcome that determines when it has been completed, (3) It may require language comprehension or language production or both, and (4) It requires that learners focus their attention principally on meaning rather than form. Ellis in Tomlinson (1998) describes tasks as comprising the following contents: (1) Input, that is, the information that the learners are supplied with. Input can be in verbal form (e.g. a series of directions) or non-verbal (e.g. a diagram or a picture), (2) Procedures, that are, the activities that the learners are to perform in order to accomplish the task, (3) Language activity, that is, whether the learners engage in receptive language activity, listening or reading, or productive language activity, speaking or writing, or both, and (4) Outcome(s), that is, what it is that the learners will have done on completion of the task. The outcome may be verbal such as performing a role-play or non-verbal such as drawing a diagram.

According to Nunan (1989) in Tomlinson (1998), based on its objective, a task can be divided into real-world tasks and pedagogic tasks. A real-world task is one which requires learners to approximate in class the kinds of tasks required of them in the real world. In such tasks, the teaching objective and the student's target are one and the same. Meanwhile, a pedagogic task is one that requires learners to perform some language activity

which is not found in the real-world but which is believed to facilitate language acquisition. In such tasks, the teaching objective and the student's target are not the same. It is much more difficult to specify the objectives of pedagogic tasks as these are essentially vague, such as to enable the students to acquire new linguistic knowledge or to enable the students to improve their fluency.

The next aspect is illustration. Hill in Tomlinson and Masuhara (2004) affirms that the texts selected and the activities provided should be accompanied with illustration to provide visual explanation for something that may be unfamiliar to the learners. In addition, it gives aesthetic experience and increases the impression and motivation of learners. This positive attitude will assist a lot in gaining the language acquisition.

The other aspects to consider are design and lay out of textbook. Design is an overall plan which governs the appearance and functions of material. It involves general decisions about the use of colour, icons, fonts, boxes, italics, etc to make the material appealing and easy to use. According to Cunningsworth (1995) in Richards (2001), design includes (1) What components make up the total course package (e.g., students' books, teachers' books, workbooks, cassettes), (2) How the content is organized (e.g., according to structures, functions, topics, skills, etc.), (3) How the content is sequenced (e.g., on the basis of complexity, learnability, usefulness, etc.), (4) Whether the grading and progression are suitable for the learners and whether

it allows them to complete the work needed to meet any external syllabus requirements, and (5) Whether it is easy for learners to find their way around the textbook and whether the layout is clear. In addition, the factors that contribute to good layout include positioning, size, sequence, use of space, and balance of visual and text.

Finally, the textbook should match learners' needs and wants and principles of language learning. During its development, it must provide flexibility of use and coherence of connection. The best way to gain this is to consider the target context of language use and the target context of culture as outlined by Feez and Joyce (2002). Based on this consideration, the material writer can then develop a framework to be made into the development of units.

C. Textbook Evaluation

There were some theories to take into account related to textbook evaluation. They were evaluation in general, textbook evaluation, textbook evaluation stages, and some textbook evaluation criteria.

1. Textbook Evaluation

Tomlinson (2003: 15) defines material evaluation as a procedure that involves measuring the value of a set of learning materials. An evaluation

emphasizes the needs of the users of the materials and makes subjective judgements about their effects. In addition to Tomlinson's, Sheldon (1998) in Tomlinson (2005) adds that material evaluation is fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid, or system will ever provide a definite yardstick.

Candlin (1987) in Nunan (2004) suggests that textbook evaluation should cover broad areas that includes problematicity, implementability, and combinability. Problematicity refers to the extent to which a given task within a textbook reveals variations in learners' abilities and knowledge, the extent to which it is diagnostic or explanatory, whether it provides monitoring and feedback, and whether it can be used as a basis for future action. Implementability involves a consideration of the resources required, the organizational and management complexity, and the adaptability of the task. Combinability requires evaluators to consider the extent to which the task in a textbook can be sequenced and integrated with other tasks.

Tomlison and Masuhara (2004) outlines three types of textbook evaluation which cover pre-use evaluation, whilst-use evaluation, and post-use evaluation. Pre-use evaluation examines the future potential or performance of a textbook. It is normally impressionistic, subjective, and unreliable, but can be reduced by using criterion-referenced items. Whilst-use evaluation examines the textbook that is being used. It is objective and reliable, since it makes use of measurement rather than prediction. However, it

is more limited to observable aspects such as the clarity of instruction, layout, the comprehensibility of text, the flexibility of text, the achievability of the tasks, and the appeal of the material. Post-use evaluation examines the textbook that has been used. It measures the actual effects of the materials on the users regarding to short-term effects such as motivation, impact, achievability, and instant learning, and long-term effects such as durable learning and application.

This research basically took whilst-use evaluation, because it examined two English textbooks that were being used in Indonesia, particularly in Yogyakarta. The evaluation was limited to several observable aspects such as content, language, and presentation. The result of the research can be expected to be objective and reliable, because it uses clear measurement. The measurement for this research was a set of criteria for textbook evaluation based on KTSP curriculum the areas of content and presentation of which were modified to suit 2013 Curriculum.

McDonough and Shaw (1993) in Tomlinson (1998) argue that textbook evaluation must be in the form of continuum of external and internal evaluation. External evaluation consists of an examination of the claims made on the cover of the student's and teacher's books, the introduction and the table of contents. This will help teachers to determine the intended audience, the proficiency level, the context in which the writers and of the materials intend them to be used, the way the language has been organised into

teachable units and the writer's views on language and methodology. On the other hand, internal evaluation requires an in-depth look at two or more units in order to investigate such aspects as the presentation of skills in the materials, the grading and sequencing of the materials, the kinds of texts used and the relationship between exercises and tests. Since it is a continuum, both external and internal evaluation must go with the following procedure: (1) Identification of relevant contextual information relating to the students, the teacher, the course syllabus and the institution, (2) Analysis of the features of the textbook followed by an overall rating of the text, and (3) The actual judging of the acceptability of the textbook, involving both the rating and weighting of specific evaluative criteria.

This research took internal evaluation, since it evaluated only the inside part of the books in terms of content, language, and presentation.

2. Textbook Evaluation Stages

Harmer (2001: 301) suggests three stages for textbook evaluation, which are selecting areas for assessment, stating beliefs, and using statements for assessment. When selecting areas for assessment, teachers first need to list the features they wish to look at the coursebooks under a certain list of consideration. The list can be reduced or expanded such as separating language study activities into vocabulary, grammar, and pronunciation or concentrating solely on topics and cultural acceptability. Teachers can choose what they want to focus in the light of their own teaching situation. When

stating beliefs, teachers can make belief statements about any or all of the areas they have decided to concentrate on. This can be done by a group of teachers writing their individual beliefs and then combining them into an agreed set. When using statements for assessment, Teachers can use their statements of belief as assessment items. This means that for each of their areas they list their statements, and can then use a simple tick and cross system to compare different books.

Supporting Harmer, Ur (2009: 185) outlines two stages on how to evaluate a textbook, which are deciding on criteria and applying criteria. When deciding on criteria, an evaluator lists criteria for assessing language learning textbooks based on the mostly-recommended ones by theories on material evaluation. Then, he can add any further criteria they feel are significant. When applying criteria, an evaluator can take a locally-used textbook, examine it, and and apply the criteria he has in his list while noting his ratings.

Similar to the stages suggested by Harmer (2001) and Ur (2009), this research first decided the framework of textbook evaluation by referring to criteria for English textbook evaluation issued by *Pusbuk* in 2007. After that, the researcher made some modification to those criteria to suit 2013 Curriculum. Those modified criteria were elaborated into a series of belief statements to make it easier for evaluation. Next, the criteria and belief statements were applied for evaluating the two textbooks accompanied by a

simple tick and cross system as judgements. Finally, some qualitative descriptions were added to clarify the judgements.

3. Some Textbook Evaluation Criteria

There were five groups of textbook evaluation criteria to be considered in this research. The first group of textbook evaluation criteria was formulated by Littlejohn (2005). The second one was formulated by Cunningsworth (1995). The third one was formulated by Nation and Macalister (2010). The fourth one was formulated by Penny Ur (2009). The last one was formulated by Pusat Perbukuan (2007).

a. Textbook Evaluation Criteria by Littlejohn

Littlejohn in Tomlinson (2005) suggests a framework to examine textbooks as pedagogic device. The framework consists of two main sections: publication and design.

Publication relates to the tangible or physical aspects of the materials and how they appear as a complete set or book. It is concerned with the relationship between the student's materials and any other components (e.g. whether answer keys are only available in the teacher's book, how the student's material relates to any tapes and videos, and so on) and the actual form of the material (e.g. durable vs. consumable, worksheets vs. bound

book), all of which may have direct implications for classroom methodology. Teachers may also look inside the materials to determine how they are divided into sections and sub-sections, how a sense of continuity or coherence is maintained, whether the order in which the material can be used is predetermined, and how access into materials is supported (e.g. whether there are contents lists, wordlists and indexes).

The second section of the framework, which is design, relates to the thinking underlying the materials which involves consideration of areas such as the apparent aims of the materials, how the tasks, language, and content in the materials are selected and sequenced, focus of content in the materials, and the nature of the teaching/learning activities which are suggested by the materials. In addition it should also cover what precisely learners are asked to do and how what they do relates to learners' process competence, that is, the learners' capacity to draw on different realms of knowledge (concepts, social behaviour, and how language is structured), their affects (attitudes and values), their abilities to express, interpret, and deduce meaning, and to use the different skills of reading, writing, speaking, and listening. Teaching/learning activities also suggest modes of classroom participation (e.g. whether the learners are to work alone or in groups and the roles that teachers and learners are to adopt). Teachers also need to examine the role of materials, that is, whether they attempt to manage the classroom event by

providing detailed guidance on how teachers and learners are to work together.

b. Textbook Evaluation Criteria by Cunningsworth

Furthermore, some experts have certain criteria on evaluating textbooks. Cunningsworth (1995) in Richards (2001) lists eight criteria in evaluating textbooks. The criteria suggested include: 1) Aims and approaches, 2) Design and organization, 3) Language content, 4) Skills, 5) Topic, 6) Methodology, 7) Teachers' books, and 8) Political considerations.

The criteria of aims and approaches seek to answer the questions on whether the aims of the textbook correspond closely with the aims of the teaching programme and with the needs of the learners, whether the textbook is suited to the learning/teaching situation, how comprehensive the textbook is, whether it covers most or all of what is needed, whether it is a good resource for students and teachers, and whether the textbook is flexible and allows different teaching and learning styles.

The criteria of design and organization seek to answer the questions on what components make up the total course package (e.g., students' books, teachers' books, workbooks, cassettes), how the content is organized (e.g., according to structures, functions, topics, skills, etc.), how the content is sequenced (e.g., on the basis of complexity, learnability, usefulness, etc.), whether the grading and progression are suitable for the learners, and whether

it allows them to complete the work needed to meet any external syllabus requirements.

The criterion of language content seeks to answer the questions on whether the textbook covers the main grammar items appropriate to each level and takes learners' need into account, whether the material for vocabulary teaching is adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development and strategies for individual learning, whether the textbook includes material for pronunciation work and if so, what is covered: (individual sounds, word stress, sentence, stress, intonation, and so on), whether the textbook deals with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage, and whether style and appropriacy are dealt with. If so, it should be questioned whether language style is matched to social situation.

The criterion of skills seek to answer the questions on whether all four skills are adequately covered, bearing in mind the lesson objectives and syllabus requirements, whether there is material for integrated skills work, whether reading passages and associated activities are suitable for the students' levels, interests, etc., whether there is there sufficient reading material, whether the listening material is well-recorded, as authentic as possible, accompanied by background information, questions, and activities

which help comprehension, whether the material is for spoken English (dialogues, roleplays, etc.) and well-designed to equip learners for real-life interactions, and whether writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing) and use of appropriate styles.

The criterion of topic seeks to answer the questions of whether there is sufficient material of genuine interest to learners, whether there is enough variety and range of topic, whether the topic will help expand students' awareness and enrich their experience, whether the topics are sophisticated enough in content, yet within the learners' language level, whether the students will be able to relate to the social and cultural contexts presented in the textbook, whether women portrayed and represented equally with men, and whether other groups are represented, with reference to ethnic origin, occupation, disability, etc.

The criterion of methodology seeks to answer the questions of what approach/approaches to language learning are taken by the textbook and whether it is appropriate to the learning/teaching situation, what level of active learner involvement can be expected and whether this matches the students' learning styles and expectations, what techniques are used for presenting/practising new language items and whether they are suitable for the learners, how the different skills are taught, how communicative abilities are developed, whether the material includes any advice/help to students on study

skills and learning strategies, whether students are expected to take a degree of responsibility for their own learning (e.g., by setting their own individual learning targets).

The criterion of teachers' book seeks to answer the questions of whether there is adequate guidance for the teachers who will be using the course book and its supporting materials, whether the teachers' books are comprehensive and supportive, whether they adequately cover teaching techniques, language items such as grammar rules and culture-specific information, whether the writers set out and justify the basic premises and principles underlying the material, and whether keys to exercises are given.

The criterion of political considerations seeks to answer the questions of what the whole package costs and whether this represents good value for money, whether the books are strong and long-lasting, whether they are attractive in appearance, whether they are easy to obtain and whether further supplies can be obtained at short notice, and whether any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player and whether it is reliable. If so, schools must have the equipment available for use.

c. Textbook Evaluation Criteria by Nation and MacAlister

Supporting Cunningsworth, Nation and MacAlister (2010) also suggest a list of features to choose from when evaluating a textbook. It covers: 1) Goals, content, and sequencing, 2) Format and presentation, and 3) Monitoring and assessment.

The criteria of goals, content, and sequencing comprise the following statements: 1) The ideas in the course should help learning in the classroom, 2) The ideas in the course should suit the age of the learners and should interest them, 3) The content should take account of what learners expect to see in an English course, 4) The sequencing of the content should allow for some learners being absent from some classes, 5) The language in the course should be able to be modelled and comprehended by the teacher, 6) The number of lessons in the course should suit the school term or year, 7) The ideas in the course should increase the acceptability and usefulness of the course outside the classroom, 8) The content should suit the proficiency level of the learners, 9) The content should take account of what learners want, and 10) The content should be what learners need.

The criteria of format and presentation comprise the following statements: 1) The layout of the content should attract the learners, 2) The learners should have the skills to do the activities, 3) The activities could be used for self-study, 4) The activities should take account of whether the

learners share the same first language, 5) The activities should be suitable for a range of levels of proficiency in a class, 6) The activities should suit the size of class, 7) The activities should fit the learning styles of the learners, 8) The activities should be able to be presented and managed by the teacher (e.g. the teacher should be able to organise group work), 9) The course book should be easy to carry, 10) The material in the course or the course book should not be too expensive, 11) The amount of material in a lesson should suit the length of a class, 12) The activities should suit the physical features of the classroom (e.g., move desks for group work; sound proof for oral work), 13) The learners should be able to successfully complete the activities, 14) The activities should take account of what the learners expect to do in a language-learning course, and 15) The kinds of activities should be useful to the learners in their future use or future learning of the language (e.g. knowing how to rank; knowing how to negotiate).

The criteria of monitoring and assessment comprise this statement: The course should show the learners that they are learning to do what they want to do.

d. Textbook Evaluation Criteria by Ur

Cambridge University Press (1996) in Ur (2009: 186) also suggests several criteria in evaluating a textbook. Those criteria are: 1) Objective explicitly laid out in an introduction and implemented in the material, 2)

Approach educationally and socially acceptable to target community, 3) Clear effective layout, print easy to read, 4) Appropriate visual materials available, 5) Interesting topics and tasks, 6) Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc., 7) Clear instructions, 8) Systematic coverage of syllabus, 9) Content clearly organized and graded (sequenced by difficulty), 9) Periodic review and test sections, 10) Plenty of authentic language, 11) Good pronunciation explanation and practice, 12) Good vocabulary explanation and practice, 13) Good grammar presentation and practice, 14) Fluency practice in all four skills, 15) Encourages learners to develop own learning strategies and to become independent in their learning, 16) Adequate guidance for the teacher; not too heavy preparation load, 17) Audio cassettes, 18) Readily available locally.

e. Textbook Evaluation Criteria by Pusat Perbukuan (*Pusbuk*)

In 2007, *Pusbuk* (*Pusat Perbukuan*) also launched two instruments to evaluate English textbooks published in Indonesia. These two instruments are actually based on KTSP (School-based Curriculum). However, with some modifications, it can also be applied to evaluate 2013 Curriculum-based English textbooks, since both curricula apply genre-based approach. The complete instruments with modification were put later in chapter III. The first instrument consisted of one point: 1) content appropriateness. The second instrument consists of two points: 1) language appropriateness and 2) presentation appropriateness.

The first instrument is meant to evaluate content appropriateness. It evaluates 1) the appropriateness of material explanation with competency standard and basic competence, 2) material accuracy, and 3) supplementary materials.

When evaluating the appropriateness of material explanation with competency standard and basic competence, an evaluator will evaluate the material completeness, the material depth.

The material completeness means a unit of a book must have three kinds of texts, that is short and simple interpersonal texts, transactional texts, and functional texts. Short interpersonal texts are related to learners' daily life which are meant to give learners opportunities to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written, to interact with their closest environment, such as expressions for introduction, greeting and leave-taking, accepting or rejecting invitations, cancelling appointments, showing sympathy, thanking, complimenting, congratulating, complaining, showing regrets, promising, accusing, and so forth. Transactional texts give learners opportunities to take and give things, service, information, and opinions related to learners' daily life and other subject matters, both oral and written, such as giving instructions, asking for and giving opinions and advice, warning, discussing possibilities to do something, ordering, predicting, making judgements, asking about plans and purposes, and so forth. Functional texts and short and simple monologues

from various genres must be explored to improve learners' listening, speaking, reading and writing skills in regards to learners' daily life topics and other subject matters, such as formal and informal written and spoken texts (eg. *announcement, invitation, advertisement, recount, narrative, procedure, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review.*

The material depth focuses on 1) Exposure, 2) Retention on the rules of text production, and 3) Actual production. Exposure means in learning every type of text, a textbook must require learners to explore quite many types of text which are relevant to learners' daily life with the objective to get learners accustomed to a particular type of text, particularly to its messages. Retention on the rules of text production means in learning every type of text, a textbook must give learners guidance to acquire explicit comprehension about three elements of text production, that are social functions, generic structure, and linguistic features. This should be conducted after learners have comprehended the message contained in a particular type of text. Actual production means in learning every type of text, a textbook must give learners guidance to produce written and oral texts to achieve the social function which is relevant to a particular type of text, by also considering the other two elements (generic structure and linguistic features). This is conducted when learners already have explicit comprehension about those three elements of text production.

When evaluating material accuracy, an evaluator will evaluate the texts' social functions, generic structure, and linguistic features.

Related to social functions, all the texts given in a textbook or the ones explored and produced by learners must achieve the social functions which are relevant to learners' daily life. In interpersonal communication, the interpersonal texts must help learners to maintain their interpersonal relation with people. In transactional communication, the transactional texts must help learners to fulfill their life needs (to get things done), such as asking for and giving service, things, opinions, and facts which are related to learners' daily life and other subject matters both oral and written. In functional communication, learners must be able to represent the social functions of short functional texts and monologues. For example, *recount* functions to describe personal experience such as success stories, biography, unforgettable experience, and so on; *narrative* functions to amuse audience and transform noble values; *procedure* functions to give instructions to do something such as manuals and recipe; *descriptive* functions to identify, distinguish, offer, compliment, or criticize things, people, or animals; *news item* functions to tell readers, listeners, or audience about important events; and so forth.

Related to generic structure, the texts given in a textbook or the ones explored by learners are directed to the development of learners' chronological and systematic thinking skill. In interpersonal and transactional texts, these element should at least cover interactive activities consisting of the

initiative to communicate and the responses in the form of request and giving information, goods, or service. Short functional texts and monologues should at least cover the elements of meaning which lies in each of the following short functional texts and monologue types: 1) *Recount* must at least cover orientation and a series of event which are delivered chronologically; 2) *Narrative* must at least cover orientation, complication, and solution; 3) *Procedure* must at least cover the steps to do a certain job with or without mentioning the things needed explicitly; 4) *Descriptive* must at least cover the elements contained in a person, thing, or animal along with its description, such as characteristics, attitudes, and actions which are considered important to tell to show its social functions; 5) *News items* must at least cover the core event, elaboration, and source of information; 6) *Report* must at least cover the general characteristics of people, things, or animal (their character, attitude, and actions) with or without mentioning the general statement in the form of definition or clarification explicitly; 7) *Analytical exposition* must at least cover opinions or assumption of the speaker/writer and the supporting analytical argumentation; 8) *Spoof* must at least cover orientation, events, and twist; and so forth.

Related to linguistic features, the texts given in a textbook or the ones explored and produced by learners are directed to the development of learners' communication ability with the quality of accurate and appropriate language

which is relevant to the on-going communicative context and the text type used to achieve its social function.

When evaluating the supporting learning materials, an evaluator will evaluate: 1) the up-to-date nature of the material, 2) life skill development, and 3) development of insight on diversity.

The up-to-date nature of the material means the relevance of material to its reference and the up-to-date nature of the material and its reference. The learning materials (texts, tables, pictures, attachment, and so on) for every text type are taken from the references which are relevant to the topics discussed. Besides, the learning materials (texts, tables, pictures, attachment, and so on) are taken from the up-to-date references about the topics discussed.

Regarding to life skill development, texts and communicative actions must motivate learners to do several things to develop their life skills, such as: 1) personal skill: knowing the strengths and weaknesses of his own and others and improving himself as an autonomous person, social creature, and God's creation; 2) social skills: being cooperative, being tolerant, appreciating gender equality and reconciliation, and anti-violence in communicating and interacting with others; 3) academic skill: exploring and making use of information, solving problems, and making decisions in scientific work; 4) vocational skill: having ability, attitude, and skills needed to do a certain job or occupation.

Regarding to development of insight on diversity, texts and communicative actions should motivate learners to do several things to internalize their appreciation towards diversity, such as: 1) appreciation towards cultural diversity and complex society which cover various cultural values, local, national, and global contents; 2) awareness towards the local potential and equity in order to promote local and national potential and equity. 3) appreciation towards democratic values which are relevant to the local socio-cultural context; and 4) comprehension towards nationality insight to promote self belonging to the motherland, nation, and country.

The second instrument is meant to evaluate language appropriateness and delivery appropriateness.

Language appropriateness covers three sub-components which are: 1) the relevance of the language towards learners' development, 2) communicativeness, and 3) the coherence and unity of ideas.

The relevance of material towards learners' development covers the relevance of the material towards learners' cognitive development level and towards learners' socio-emotional development level. The language used in explanation and instruction is relevant to learners' cognitive development. Difficulty level and language familiarity must be facilitated explicitly. The language used must also be relevant to teenagers' socio-emotional state.

Communicativeness covers the readability of message by learners and grammar accuracy. The readability of message means the message delivered must be clear and easily-understood by learners. In addition, grammar accuracy means the message delivered must be relevant to correct English grammar.

The coherence and unity of ideas cover the coherence of meaning among chapters, sub-chapters, paragraphs, or sentences and the unity of meaning among chapters, sub-chapters, paragraphs, or sentences. The messages and materials delivered in a chapter, sub-chapter, paragraph, or sentence must reflect the coherence of meaning delivery. The messages or materials delivered must reflect the coherence of meaning among chapters, sub-chapters, paragraphs, or sentences.

Presentation appropriateness must cover three components: 1) presentation technique, 2) teaching and learning technique, and 3) presentation coverage.

Presentation technique discusses systematization and inter-units balance. Regarding to systematization, the materials and tasks are delivered in the form of texts, communicative acts, illustration, and symbols using organized pattern and order according to the material characteristics. Besides, it must at least consists of introduction, content, and closing. Inter-units balance means the materials and tasks are delivered in the form of texts,

communicative acts, illustration, and symbols in a balanced manner in every unit.

Teaching and learning technique of each unit must reflect 1) learner-centeredness, 2) development of learners' initiative, creativity, and critical thinking, 3) development of autonomous learning, and 4) development reflection and self evaluation ability.

Learner-centeredness means the delivery of materials and tasks prompts interaction in English among learners, between learners and teacher, and among learners in bigger circumstances.

Development of learners' initiative, creativity, and critical thinking means the delivery of materials and tasks prompts learners to do some communicative acts both oral and written based on their own initiative creatively and critically.

Development of autonomous learning means the delivery of materials and tasks prompts learners to be responsible towards their own learning process.

Development reflection and self evaluation ability means the delivery of materials and tasks prompts learners to know their success and weaknesses in doing learning activities and in communication.

Presentation coverage covers 1) opening, 2) content and 3) closing.

Opening must consist of preface and table of contents. Preface is information that leads the readers to know the objective of the textbook writing, thanking, and expectation. Table of contents is a list containing information which facilitates learners to find units, sub-units, and topics in them.

Content must cover 1) introduction, 2) learning load, 3) reference, and 4) summary and reflection. Introduction is an introductory in the first page of the textbook which contains the objective of the textbook writing, texts, book systematization, learning procedure to follow, and the other elements which are considered important for learners. Learning load is the core of the textbook content. It consists of face-to-face meetings, structured exercises, and independent activities. Reference means texts, tables, and pictures must have identities in the form of headings, the order number of pictures and tables, and references.

Closing must cover 1) glossary, 2) bibliography, and 3) index of subjects and authors. Glossary contains important terminologies within a text accompanied by the meaning description of those terminologies which are written alphabetically. Bibliography is a list of books used for reference in the book writing. It begins with the author's name (written alphabetically), year of publication, book title, place of publication, and publisher's name. Index of subjects is a list of important words followed by page number of its

appearance. Index of authors is a list of authors whose works are used in the materials followed by page number of its appearance.

Of all the textbook evaluation criteria mentioned above, the researcher found the one issued by *Pusbuk* in 2007 most comprehensive, relevant and applicable for this research. Because the criteria were especially set and applied for evaluating English textbooks in Indonesian context. Besides, the criteria makers had surely considered the curriculum. They also have met the main criteria of textbook design, such as content, language, and presentation.

Despite the fact that the textbook evaluation criteria issued by *Pusbuk* were the most comprehensive and applicable ones compared to the other criteria, they were still not relevant to 2013 Curriculum in terms of content aspect, language aspect, and presentation aspect. In the content aspect, it did not say anything about presentational texts and activities, character buildings, and material organization. Presentational texts and character building were actually part of 2013 Curriculum. Therefore, they should be added to the evaluation criteria. In the language aspect, it did not cover the language content covering comprehensive explanation and practice of grammar, vocabulary, and pronunciation. These would be added to the criteria too. In the presentation aspect, particularly in the teaching and learning technique, the scientific approach as the core of 2013 Curriculum was absent. Thus, this approach would be added in the presentation aspect.

II. Conceptual Framework

In Indonesia, the changing from the previous curriculum to the new one has influenced some aspects in learning and teaching, such as the approach, method, and techniques implemented during the teaching and learning process. In response to the new curriculum, the publishers normally designed a series of organized, graded, and systematic instructional materials which represent the new approach. These standardized instructional materials were called textbooks. Textbooks were considered to be the major component in the curriculum.

The newly-implemented curriculum in Indonesia is called 2013 Curriculum. In English Language Teaching area, this curriculum implemented three approaches, namely genre-based approach and scientific approach. Consequently, the textbooks developed by the publishers must meet the assumptions and principles underlying those approaches. To know whether or not currently-published English textbooks meet the approaches, an evaluation based on some criteria was necessary to be done.

Pusat Perbukuan (Pusbuk) has already issued textbook evaluation criteria since 2007. The criteria covered some aspects namely content, language, and presentation. However, some modification to the aspects of content, language, and presentation needed to be made to suit 2013 Curriculum. The modification was done by adding some criteria which

represent scientific approach as the core of 2013 Curriculum. The lacks in language and content aspect would be overcome by adding some criteria from the EFL experts such as Penny Ur (2009), Cunningsworth in Richards (2001) and Nation and Macalister (2010).

There was actually one more aspect that should be included into the evaluation namely graphics aspect. This aspect covered layout, typography, and illustration. However, this aspect would not be covered in the research, because graphics was not in the researcher's area to evaluate. Graphics was usually evaluated by the graphics experts, not EFL evaluators.

The criteria were drawn from the four aspects of textbook evaluation. Those aspects then were broken down into some sub aspects. The sub aspects were divided into some areas. Finally, the areas were elaborated into some items which became the criteria for evaluating the English textbooks. The items were elaborated further into some belief statements to make it easier for evaluation.

This study attempted to evaluate two currently-published English textbooks and specifically to discover whether or not the English textbooks meet the criteria suggested by Pusbuk and some ELT experts. Besides, it also attempted to find out whether or not they were relevant to 2013 Curriculum. This table containing aspects of textbook evaluation, sub aspects, areas, and items was constructed as a guide to describe the research context and limit the

data gathering. This table was developed further into English textbook evaluation checklist as researcher-generated documents with the researcher herself as an evaluator.

Table 2.1 Aspects, Sub Aspects, Areas, and Items for English Textbooks Evaluation

| Aspects to Evaluate | Sub Aspects | Areas | Items |
|----------------------------|--|-----------------------|---|
| Content | The relevance of the material towards the curriculum | Material completeness | Interpersonal texts |
| | | | Transactional texts |
| | | | Functional texts |
| | | | Presentational texts |
| | | | Character building |
| | | Material depth | Exposure |
| | | | Retention |
| | | | Actual production |
| | | Material organization | Systematic coverage of syllabus |
| | | | Sequencing and grading |
| | | | Number of lessons |
| | | | Tolerance towards learners' absence |
| | Material accuracy | Social functions | Interpersonal communication |
| Content | Material accuracy | Social functions | Transactional communication |
| | | | Functional communication |
| | | Generic structure | Elements of chronological and systematic thinking skills in interpersonal and transactional texts |
| | | | Elements of meaning in short functional texts and monologues |
| | | Linguistic features | Accuracy and appropriateness of the language |

(continued)

(continued)

| Aspects to Evaluate | Sub Aspects | Areas | Items |
|----------------------------|-------------------------------|---|---|
| Content | Material accuracy | Linguistic features | Relevance of the language towards the communicative context |
| | Supporting learning materials | up-to-date materials | Relevance of the materials towards the topic discussed |
| | | | The up-to-date references for the materials |
| | | Life skill development | Personal skill |
| | | | Social skill |
| | | | Academic skill |
| | | | Vocational skill |
| | | Development of insight on diversity | Appreciation towards cultural diversity and complex society |
| | | | Awareness towards the local potential and equity |
| | | | Appreciation towards democratic values |
| | | | Comprehension towards nationality insight |
| Language | Language appropriateness | The relevance of the language towards learners' development | Relevance towards learners' cognitive development |
| | | | Facilitating language difficulty and unfamiliarity |
| | | | Relevance towards learners' socio-emotional |

| | | | |
|--|--|----------------------------------|--|
| | | | state |
| | | Communicativeness | Message readability |
| | | | Grammar accuracy |
| | | The coherence and unity of ideas | Coherence and unity of ideas among units |
| | | Language content | Good presentation and practice of grammar, vocabulary, and pronunciation |

(continued)

(Continued)

| Aspects to Evaluate | Sub Aspects | Areas | Items |
|---------------------|---------------------------------|--|--|
| Presentation | Presentation Technique | Systematization | Presentation of materials in the form of texts, communicative activities, and illustrations |
| | | | Introduction, content, closing |
| | | Balance among units | Balance in material presentation which covers texts communicative activities, and illustration |
| | Teaching and learning technique | Learner-centeredness | Interaction in English among learners and between learners and teachers |
| | | | Activities for self-study |
| | | | Taking account of learners' expectation |
| | | | Usefulness of activities for future use |
| | | Development of learners' initiative, creativity, and critical thinking | Communicative activities both oral and written based on students' own initiative creatively and critically |
| | | Development of autonomous learning | Learners' responsibility towards their own learning process |
| | | Development of self evaluation and reflection ability | Guidance to know learners' success and lacks |

| | | | |
|--|--|----------------------|---------------------------------------|
| | | Genre-based approach | Building the context of the field |
| | | | Modelling and deconstructing the text |
| | | | Joint construction of the text |
| | | | Independent construction of the text |
| | | Scientific approach | Knowledge and comprehension |
| | | | Application |
| | | | Analysis |
| | | | Evaluation |
| | | | Creation |

(continued)

(continued)

| Aspects to Evaluate | Sub Aspects | Areas | Items |
|---------------------|-----------------------|---------|------------------------|
| | Presentation Coverage | Opening | Preface |
| | | | Table of content |
| | | Content | Introduction |
| | | | Learning load |
| | | | Reference |
| | | | Summary and reflection |
| | | Closing | Glossary |
| | | | Bibliography |
| | | | Index of authors |
| | | | Index of subjects |

The English textbooks were evaluated by using checklist of English textbook evaluation criteria elaborated from the table above. After that, some descriptions explaining about the criteria which were fulfilled and not fulfilled by the textbooks were drawn. The explanation on the fulfillment of those criteria was also given.

CHAPTER III

RESEARCH METHOD

This chapter discussed the method used in the research. This consisted of six main sections namely research method, research subjects, research instruments, research setting, data gathering technique, and data analysis technique.

A. Type of Study

This study was classified as content analysis or document analysis. It was one of the types of descriptive qualitative research (Ary, Jacobs, and Sorensen, 2010: 29) It focused on analyzing documents, which were English textbooks. It sought to understand the strengths and weaknesses of English textbooks by focusing on the total textbook design. The aim of this descriptive qualitative research was to gain a holistic picture and depth of understanding of the strengths and weaknesses of two English textbooks (Ary, et. al., 2010: 29).

This textbook evaluation attempted to discover whether or not the English textbooks analyzed met the criteria of a good textbook suggested by *Pusat Perbukuan* (Pusbuk) and some ELT experts and whether they were

relevant to 2013 Curriculum. Besides, it also attempted to find out how those criteria were fulfilled or not by those textbooks and in what way the textbooks were relevant to 2013 curriculum. In other words, it attempted to evaluate and to figure out the appropriateness of the textbooks for their grade.

B. Research Subjects

Textbooks were widely published. There were so many textbooks available in bookstores in Yogyakarta. Therefore, only the two textbooks were chosen as the document being analyzed. The first one was the textbook entitled *Look Ahead: an English Course for Senior High School Student* for Grade X. This book was developed based on School-based Curriculum (KTSP) which had been launched since 2006. It was written by Sudarwati and was published by Erlangga. The second one was the textbook entitled *Pathway to English for Senior high School* for Grade X. This book was developed based on 2013 Curriculum which was launched in 2013. It was written by Sudarwati and Eudia Grace and was published by Erlangga.

Based on the researcher's observation in some bookstores in Yogyakarta, these two books were the best-selling ones and were used by most of Senior High Schools in Yogyakarta. However, considering the changing curriculum from KTSP to 2013 Curriculum, there was a need to see whether they meet the criteria of good textbooks according to the criteria determined by Pusat Perbukuan (*Pusbuk*) and whether they were applicable

and relevant according to 2013 Curriculum. Thus, the researcher decided to conduct an evaluation on them.

Those textbooks had some similarities. The first similarity was the textbooks were written for the tenth grader of Senior High School and the second one was the textbooks were written by the same authors. Although they were developed based on different curricula, it was assumed that they were not so much different in terms of content and presentation. Because the two curricula still apply the same approach namely genre-based approach.

C. Research Procedure

In conducting this study, the researcher arranged some procedural steps were arranged in an orderly way which consisted of preparing the study, analyzing the textbooks, and writing down the report (Ary, Jacobs, and Razavieh, 2002: 443).

1. Specifying the phenomenon to be investigated

In this textbook evaluation, the phenomenon investigated was whether particular English textbooks met the criteria of good textbooks and 2013 Curriculum. The criteria of good textbooks were formulated by *Pusat Perbukuan*, ELT experts, and the researcher's modification.

2. Formulating exhaustive and mutually exclusive coding categories

In formulating the coding categories, the researcher first decided the framework of textbook evaluation by referring to criteria for English textbook evaluation issued by *Pusbuk* in 2007. After that, some modification were

made by referring to the textbook evaluation criteria formulated by Littlejohn (2005), Cunningsworth (1995) in Richards (2001), Nation and Macalister (2010). And Ur (2009) to cover the lacks in the criteria formulated by *Pusbuk* and to suit 2013 Curriculum. Those modified criteria were elaborated into a series of belief statements to make it easier for evaluation. Next, the criteria and belief statements were applied for evaluating the two textbooks accompanied by a simple tick and cross system as judgments. Finally, some qualitative descriptions were added to clarify the judgments.

3. Deciding on the evaluation subject

The subjects chosen for textbook evaluation were two English textbooks which were currently published and used locally or nationally. Two textbooks used by most of Senior High Schools in Yogyakarta were chosen. The first textbook was entitled *Look Ahead: An English Course for Senior High School Student* for Grade X. It was written by Sudarwati and was published by Erlangga. The second one was the textbook entitled *Pathway to English for Senior high School* for Grade X. This book was written by Sudarwati and Eudia Grace and was published by Erlangga.

4. Applying the coding categories that had been developed

In this stage, the coding categories in the form of criteria and belief statements were applied for evaluating the textbooks. They were accompanied by a simple tick and cross system as judgments.

5. Analyzing the textbook

The checklist was used in analyzing the textbooks. The checklist consisted of three aspects with seven sub aspects for textbook evaluation. Those aspects then were broken down into some sub aspects. The sub aspects were divided into some areas. Finally, the areas were elaborated into some items which became the criteria for evaluating the English textbooks. The items were elaborated further into some belief statements to make it easier for evaluation.

6. Interpreting the findings and stating conclusions

The interpretations and explanations were in narrative form (Ary. et. al, 2010: 32). The criterion which was met by the textbook was given a tick and was valued 1 point, while a criterion which was not met was given a cross and was valued 0 point. In the checklist, only the column was ticked or crossed. The criteria which were met and the ones which were not were calculated in the form of percentage. The percentage was gained from the total of criteria points which were not met in a textbook for each sub aspect divided by the total of criteria points in each sub aspect. Further descriptions were done afterwards.

7. Writing down the report

After doing some procedural steps above in an orderly way, the last step namely writing down the report was conducted. This report explained each part and procedure of the study and the findings in detail.

D. Research Instrument

The instrument used in this research is human instrument. Therefore, the researcher was the primary instrument (Janesick , 1994 in Ary et. al., 2002: 426). Since understanding was the goal of this research, the human instrument, which was able to be immediately responsive and adaptive, was the ideal means of collecting and analyzing data (Merriam, 2002: 5).

The two textbooks used in most of Senior High Schools in Yogyakarta were analyzed. They were written for the tenth graders and based on two different curricula, namely KTSP and 2013 curriculum, which were based on genre-based approach. Concerning that content analysis focuses on analyzing and interpreting recorded material which might be in the form of public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents (Ary. Et. al., 2010: 29), this research analyzed the textbooks in terms of content, language, and presentation.

Apart from the researcher as the primary instrument, the textbooks as the documents to analyze were the second instrument. The documents used in this research were a primary source, for the researcher analyzed the textbooks directly.

In this research, the researcher-generated documents for the subject by providing tables of checklist to observe and evaluate the book in some areas were prepared (Aly et. al, 2010: 442). The areas and belief statements in the checklist were based on the textbook evaluation criteria issued by *Pusbuk* in 2007. It was actually still based on KTSP Curriculum. Therefore some modification to the aspects of content, language, and presentation was made to

suit 2013 Curriculum. The modification in presentation aspect was done by adding some criteria which represent scientific approach as the core of 2013 Curriculum. The lacks in language and content aspect were overcome by adding some criteria from the EFL experts such as Ur (2009), Cunningsworth in Richards (2001) and Nation and Macalister (2010).

There were three aspects of the textbooks to be evaluated in this research namely content aspect, language aspect, and presentation aspect. The complete checklists for evaluating the textbooks were attached in the appendices.

1. Content Aspect

The content aspect had three sub aspects namely the relevance of materials to the curriculum, material accuracy, and supporting learning materials.

The sub aspect of relevance of materials to the curriculum had three areas with twelve items. The areas to be evaluated in these sub aspects were material completeness, material depth, and material organization. The items for material completeness and material depth were taken from the textbook evaluation criteria formulated by *Pusbuk* (2007); the items for material organization were adapted from the ones formulated by Nation and Macalister (2010) and Penny Ur (2009). The material completeness was also modified by adding criteria on presentational texts and character building as the core of 2013 Curriculum.

The sub aspect of material accuracy had three areas with seven items. The areas to be evaluated in these sub aspects were social functions, generic structure, and linguistic features. The items for all of the areas were taken from the textbook evaluation criteria formulated by *Pusbuk* (2007).

The sub aspect of supporting learning materials had three areas with ten items. The areas to be evaluated in these sub aspects were the up-to-date nature of the material, life skill development, and development of insight on diversity. The items for all of the areas were taken from the textbook evaluation criteria formulated by *Pusbuk* (2007).

2. Language Aspect

The language aspect had one sub aspect namely language appropriateness.

The sub aspect of language appropriateness had three areas with eight items. The areas to be evaluated in this sub aspect were the relevance of the language towards learners' development, communicativeness and the coherence and unity of ideas of which were taken from the textbook evaluation criteria formulated by *Pusbuk* (2007) and language content the items of which were adapted from the textbook evaluation criteria formulated by Cunningsworth (1995).

3. Presentation Aspect

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

The sub aspect of presentation technique had two areas with three items. The areas to be evaluated in these sub aspects were systematization and balance among units. The items for all of the areas were taken from the textbook evaluation criteria formulated by *Pusbuk* (2007).

The sub aspect of teaching and learning technique had six areas with sixteen items. The areas to be evaluated in this sub aspect were learner-centeredness, development of learners' initiative, creativity, and critical thinking, development of autonomous learning, development of reflection and self-evaluation ability, genre-based approach, and scientific approach. The items for the area of learner-centeredness were adapted from the textbook evaluation criteria formulated by *Pusbuk* (2007) and the ones formulated by Nation and Macalister (2010). The items for the areas of development of learners' initiative, creativity, and critical thinking, development of autonomous learning, and development of reflection and self-evaluation ability were taken from the textbook evaluation criteria formulated by *Pusbuk* (2007). The items for genre-based approach were adapted from the stages of genre-based approach outlined by Feez and Joyce (2002). In addition, the items for scientific approach were adapted from Recommendation for 2013 Curriculum outlined by TEFLIN Association (2013).

The sub aspect of presentation coverage had three areas with ten items. The areas to be evaluated in this sub aspect were opening, content, and

closing. The items for all of the areas were taken from the textbook evaluation criteria formulated by *Pusbuk* (2007).

E. Data Gathering Technique

The data were gathered from two textbooks. The first textbook was entitled *Look Ahead: An English Course for Senior High School Student* for Grade X. It was written by Sudarwati and was published by Erlangga. The second one was the textbook entitled *Pathway to English for Senior high School* for Grade X. This book was written by Sudarwati and Eudia Grace and was published by Erlangga. Those textbooks were analyzed based on the criteria for textbook evaluation to get the data.

F. Data Analysis Technique

This research used document analysis or content analysis method to describe the evaluation of the textbooks (Janesick, 1994 in Ary et. al, 2002). The checklists were used to gather the data and to gain information (Aly et. al, 2010: 442).. The checklists were adapted from five sources: Cunningsworth (1995), Nation and Macalister (2010), Penny Ur (2009), Feez and Joyce (2002), TEFLIN Recommendation (2013) and *Pusbuk* (2009).

From these six resources, the checklists of aspects were combined for evaluating textbooks. This checklist contained three aspects of evaluation. Those aspects were content, language, and presentation. These three aspects were divided into several sub aspects. This checklist contained five columns.

The first column was for the areas of evaluation. There were 7 sub aspects in evaluating the textbooks with some areas of evaluation in each of them. They were:

1. The Relevance of Materials to the Curriculum

The relevance of materials to the curriculum was related to three areas, namely material completeness, material depth, and material organization.

2. Material Accuracy

Material accuracy included three areas, namely social functions, generic structure, and linguistic features.

3. Supporting Learning Materials

Supporting Learning Materials criterion evaluated three areas. They were the up-to-date nature of the material, life skill development, and development of insight on diversity.

4. Language Appropriateness

This sub aspect attempted to evaluate three areas namely the relevance of language towards learners' development, communicativeness, the coherence of unity and ideas, and language content.

5. Presentation Technique

This sub aspect attempted to evaluate two areas namely the systematization of the textbooks and the balance among units.

6. Teaching and Learning Technique

Teaching and learning technique dealt with six areas. They were learner-centeredness, development of learners' initiative, creativity, and critical thinking, development of autonomous learning, development of reflection and self evaluation ability, genre-based approach, and scientific approach.

7. Presentation Coverage

Presentation coverage included three areas which were opening, content, and closing.

The second column was for numbers. The third column was for belief statements as items for book evaluation criteria. The fourth and fifth were towards criteria of whether or not the belief statements were met in the textbooks. Criterion which was met was valued 1 point, while a criterion which was not met was valued 0 point. In the checklist, only the column was ticked. Further calculation and further description were done afterwards. The specific calculation of the data in reckoning the presence and the absence of the criteria used this formulation:

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

$\sum X$ = the total of criteria points which were met in a workbook for each sub aspect.

N = the total of criteria points in each sub aspect.

The sum of the points was considered as 100% and this condition was used to decide the result of data analysis:

| | |
|------------|------------|
| 80% - 100% | Good |
| 60% - 79% | Fair |
| 50% - 59% | Sufficient |
| Below 50% | Poor |

The calculation was not only given for each sub aspect, but the overall calculation was also given based on each textbook. The condition was the same and the formulation was just similar. The total criteria points which were met in a textbook for all sub aspects were symbolized as $\sum X$. N was the total of criteria points in all sub aspects.

G. Credibility and Dependability of the Research

Consensus was used for ensuring the credibility in qualitative research. Consensus was an agreement among competent others that the description, interpretation, and evaluation were right (Ary et. al , 2002: 451). This was demonstrated through peer review or peer debriefing. The thesis supervisor was appointed as the reviewer for the research. The raw data and the researcher's interpretation and description were provided for the reviewer. She identified problems in the interpretation and stressed the need for additional data. Besides, she also recommended some revision on some parts of the research method and some parts of the whole research report to the researcher. In other words, the researcher and the supervisor as the reviewer collaborated to achieve the maximum result of the textbook evaluation. They also discussed the result of the research together. The input given by the supervisor

was also used as an expert judgment. Thus, the result of the research can be valued as credible.

To ensure the dependability of the research, *audit trails* were used (Ary. et. al, 2002: 455). The auditor chosen by the researcher in this study was the thesis supervisor. The data were kept well organized in retrievable form. Information on the textbooks evaluation, the evaluation process, descriptions and interpretations, methods of data gathering, and other descriptive material that can be retrieved by other people were provided. The auditor examined the data and considered the findings, conclusions, and interpretations. After that, she proved whether they were supported by the data.

The checklist of English textbook evaluation criteria was also used as the researcher-generated documents to evaluate the English textbooks. Despite the fact that the checklist had not been put into trial before, the credibility and dependability of the research should not be questioned. This was because the majority of the criteria in the checklist were taken from the textbook evaluation criteria formulated by *Pusat Perbukuan* (Pusbuk) of which decision and policy is acknowledged nationally. Therefore, it was assumed that its English textbook evaluation criteria were trustworthy and worth using.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter attempted to answer the formulation of the problem mentioned in Chapter I. In order to answer the questions, the data gathered were analysed in this chapter. The data gathered from the checklists during the research were presented and analysed here.

A. Findings of the Textbooks Evaluation

Table 4.1 Evaluation Summary Table

| Aspects of Evaluation | | Sub Aspects of Evaluation | Fulfillment | |
|------------------------------|---|--|--------------------|-----------|
| | | | T1 | T2 |
| Content | 1 | Relevance of Materials to the curriculum | 75% | 83% |
| | 2 | Material Accuracy | 100% | 86% |
| | 3 | Supporting Learning Materials | 80% | 60% |
| Language | 4 | Language Appropriateness | 75% | 38% |
| Presentation | 5 | Presentation Technique | 100% | 67% |
| | 6 | Teaching and Learning Technique | 100% | 87% |
| | 7 | Presentation Coverage | 70% | 50% |
| Average % | | | 86% | 67% |
| Criteria | | | Good | Fair |

There were two different English textbooks which were evaluated. Textbook 1 was *Look Ahead: an English Course for Senior High School Student* for Grade X. This book was developed based on School-based Curriculum (KTSP) which had been launched since 2006. It was written by

Sudarwati and was published by Erlangga. Textbook 2 was *Pathway to English for Senior high School* for Grade X. This book was developed based on 2013 Curriculum which was launched in 2013. It was written by Sudarwati and Eudia Grace and was published by Erlangga.

Seven checklists were used to evaluate the two textbooks. The checklists consisted of 1) the relevance of materials towards the curriculum, 2) material accuracy, 3) supporting learning materials, 4) language appropriateness, 5) presentation technique, 6) teaching and learning technique, and 7) presentation coverage . These seven sub aspects cover 66 criteria. All those sub aspects were drawn from three aspects of textbook evaluation, namely content, language, and presentation. Table 4.1 showed the summary of evaluation result on those two textbooks. More detailed evaluation results were presented as follows.

1. The Relevance of Materials to the Curriculum

Table 4.2 the Relevance of Materials to the Curriculum Checklist

| Area | No | The Relevance of Materials to the Curriculum Criteria | Criteria Fulfillment | |
|-----------------------|----|--|----------------------|-----|
| | | | T1 | 1T2 |
| Material completeness | 1 | Each unit of a book must contain interpersonal texts related to learners' daily life which give learners opportunities to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written and to interact with their closest environment. | 0 | 0 |
| | 2 | Each unit of a book must contain transactional texts which give learners opportunities to take and give things, services, information, and opinions related to learners' daily life and other subject matters, both oral and written. | 1 | 1 |

(continued)

(continued)

| Area | No | The Relevance of Materials to the Curriculum Criteria | Criteria Fulfillment | |
|-----------------------|----|--|----------------------|-----|
| | | | T1 | T2 |
| Material completeness | 3 | Each unit of a book must contain functional texts and monologues from various genres which are explored to improve learners' listening, speaking, reading, and writing skills in regards to learners' daily life and other subject matters. | 1 | 1 |
| | 4 | The textbook must contain presentational texts and presentational activities which give learners opportunity to create a spoken genre on a scientific topic. | 0 | 1 |
| | 5 | The textbook must contain materials or activities which are specifically designed for character building in which learners can implement what they learnt in their attitudes. | 0 | 1 |
| Material depth | 6 | Exposure: In learning every type of text, a textbook must require learners to explore quite many types of text which are relevant to learners' daily life. | 1 | 1 |
| | 7 | Retention: In learning every type of text, a textbook must give learners guidance to acquire explicit comprehension about three elements of text production, namely social functions, generic structure, and linguistic features after comprehension on a particular text. | 1 | 1 |
| | 8 | Actual production: In learning every type of text, a textbook must give learners guidance to produce written and oral texts to achieve the social function which is relevant to a particular text type. | 1 | 1 |
| Material organization | 9 | There is systematic coverage of syllabus. | 1 | 1 |
| | 10 | The content is clearly organized and graded (sequenced by difficulty). | 1 | 1 |
| | 11 | The number of lessons in the course should suit the school term or year. | 1 | 0 |
| | 12 | The sequencing of content should allow for some learners being absent from some classes. | 1 | 1 |
| Total | | | 9 | 10 |
| Percentage | | | 75% | 83% |

In the relevance of materials to the curriculum criteria, Textbook 1 had met nine of the twelve criteria. They were 1) taking and giving things, services,

information, and opinions in transactional texts; 2) functional communication in monologues and texts of various genres; 3) exposure of text type; 4) retention: explicit guidance towards texts' social function, generic structure, and linguistic features; 5) actual production of functional texts; 6) systematic coverage of syllabus; 7) organized and graded content based on its level of difficulty; 8) the suitability of the number of the lessons towards the school year; and 9) tolerance towards learners' absence. For these criteria, Textbook 1 had got 75%. This fulfillment indicated that Textbook 1 was fair in the sub aspect: the relevance of materials to the curriculum.

Textbook 2 had met ten of the twelve criteria. They 1) were taking and giving things, services, information, and opinions in transactional texts; 2) functional communication in monologues and texts of various genres; 3) presentational texts and presentational activities; 4) materials and activities for character building; 5) exposure of text type; 6) retention: explicit guidance towards texts' social function, generic structure, and linguistic features; 7) actual production of functional texts, 8) systematic coverage of syllabus; 9) organized and graded content based on its level of difficulty; and 10) tolerance towards learners' absence. For these criteria, Textbook 2 had got 83%. This fulfillment indicated that Textbook 2 was good in the sub aspect: the relevance of materials to the curriculum.

2. The Material Accuracy

Table 4.3 Material Accuracy Checklist

| Area | No | The Material Accuracy Criteria | Criteria Fulfillment | |
|---|----|--|----------------------|----|
| | | | T1 | T2 |
| Social functions: The texts must achieve the social functions relevant to learners' daily life | 1 | In interpersonal communication, each interpersonal text must help learners to maintain their interpersonal relation with people. | 1 | 0 |
| | 2 | In transactional communication, each transactional text must help learners to fulfill their life needs (to get things done). | 1 | 1 |
| | 3 | In functional communication, each activity of exploring functional texts must enable learners to represent the social functions of short functional texts and monologues. | 1 | 1 |
| Generic structure: The texts must be directed to the development of learners' chronological and systematic thinking skills | 4 | In each interpersonal and transactional text, the elements of chronological and systematic thinking skills must at least cover interactive activities consisting of the initiative to communicate and to respond in the form of requesting and giving information, goods, or services. | 1 | 1 |
| | 5 | Each short functional text and monologue must at least cover the elements of meaning which lies in each type of short functional text and monologues. | 1 | 1 |
| Linguistic features: The texts must be directed to the development of learners' communicative ability | 6 | The language used within each text is accurate and appropriate. | 1 | 1 |
| | 7 | The language used within each text must be relevant to the on-going communicative context and to the text type. | 1 | 1 |

| | | | |
|--|------------|------|-----|
| | Total | 7 | 6 |
| | Percentage | 100% | 86% |

In material accuracy criteria, Textbook 1 had met all the criteria. They were 1) maintaining interpersonal relation with people through interpersonal texts; 2) getting things done through transactional texts; 3) enabling learners to represent the social functions of functional texts and monologues; 4) elements of chronological and systematic thinking skills in interpersonal and transactional texts; 5) elements of meaning in short functional texts and monologues; 6) accuracy and appropriateness of the language; and 7) relevance of the language towards the communicative context. For these criteria, Textbook 1 had got 100%. This fulfillment indicated that Textbook 1 was good in the sub aspect: the material accuracy.

Textbook 2 had met six of the seven criteria. They were 1) getting things done through transactional texts; 2) enabling learners to represent the social functions of functional texts and monologues; 3) elements of chronological and systematic thinking skills in interpersonal and transactional texts; 4) elements of meaning in short functional texts and monologues; 5) accuracy and appropriateness of the language; and 6) relevance of the language towards the communicative context. For these criteria, Textbook 2 had got 86%. This fulfillment indicated that Textbook 2 was good in the sub aspect: the material accuracy.

3. Supporting Learning Materials

Table 4.4 Supporting Learning Materials Checklist

| Area | No | Supporting Learning Materials Criteria | Criteria Fulfillment | |
|---|----|---|----------------------|----|
| | | | T 1 | T2 |
| | | | | |
| The up-to-date material | 1 | The learning materials (texts, tables, pictures, attachment, and so on) for every text type are taken from the references which are relevant to the topics discussed. | 1 | 0 |
| | 2 | The learning materials (texts, tables, pictures, attachment, and so on) are taken from the up-to-date references. | 0 | 1 |
| Life skill development | 3 | Personal skill: knowing the strengths and weaknesses of his own and others and improving himself as an autonomous learner and a social creature. | 1 | 0 |
| Each text and communicative action must motivate learners to do several things to develop their life skills as follows: | | | | |
| | 4 | Social skill: Being cooperative, tolerant, appreciating gender equality, promoting peace, and being anti-violence in communicating and interacting with others. | 0 | 1 |
| | 5 | Acedemic skill: Exploring and making use of information, solving problems, and making decisions regarding to scientific work. | 1 | 1 |
| | 6 | Vocational skill: Having ability, attitude, and skills needed to do a certain job or occupation. | 1 | 1 |

| | | | | |
|--|----|--|-----|-----|
| Development of insight on diversity Texts and communicative actions should motivate learners to do several things to internalize their appreciation towards diversity as follows: | 7 | A textbook must promote appreciation towards cultural diversity and complex society which cover various cultural values, local, national, and global contents. | 1 | 1 |
| | 8 | A textbook must promote awareness towards the local potential and equity in order to promote local and national potential and equity. | 1 | 0 |
| | 9 | A textbook must promote appreciation towards democratic values which are relevant to the local socio-cultural context. | 1 | 1 |
| | 10 | A textbook must promote appreciation towards nationality insight to promote self belonging to the motherland, nation, and country. | 1 | 0 |
| Total | | | 8 | 6 |
| Percentage | | | 80% | 60% |

In supporting learning materials criteria, Textbook 1 had met eight of the ten criteria. They were 1) relevance of the materials towards the topic discussed; 2) personal skills development; 3) academic skills development; 4) vocational skills development; 5) appreciation towards cultural diversity; 6) Awareness towards local potential and equity; 7) appreciation towards democratic values; and 8) appreciation towards nationality insight and self belongings. For these criteria, Textbook 1 had got 80%. This fulfillment indicated that Textbook 1 was good in the sub aspect: supporting learning materials.

Textbook 2 had met six of the ten criteria. They were 1) up to date references; 2) social skills development; 3) academic skills development; 4) vocational skills development; 5) appreciation towards cultural diversity; and 6) appreciation towards democratic values. For these criteria, Textbook 2 had got 60%. This fulfillment indicated that Textbook 2 was fair in the sub aspect: supporting learning materials.

4. Language Appropriateness

Table 4.5 Language Appropriateness Checklist

| Area | No | Language Appropriateness Criteria | Criteria Fulfillment | |
|---|----|--|----------------------|----|
| | | | T1 | T2 |
| The relevance of the language towards learners' development | 1 | The language used in each explanation and instruction must be relevant to learners' cognitive development. | 1 | 0 |
| | 2 | Difficulty level and language unfamiliarity in each unit must be facilitated explicitly. | 1 | 0 |
| The relevance of the language towards learners' development | 3 | The language used in each unit must be relevant to teenagers' socio-emotional state. | 1 | 0 |
| | | Message readability: The message | 1 | 0 |

| | | | | |
|----------------------------------|---|---|-----|-----|
| | 4 | delivered in each unit must be clear and easily-understood by learners. | | |
| | 5 | Grammar accuracy: The message delivered in each unit must be relevant to correct English grammar. | 1 | 1 |
| The coherence and unity of ideas | 6 | There is coherence and unity of ideas in the messages and materials presented in each unit. | 1 | 1 |
| | 7 | There is coherence and unity of ideas in the messages and materials presented among units | 0 | 1 |
| Language Content | 8 | There is good coverage of language content consisting of good grammar presentation and practice, good vocabulary presentation and practice, and good pronunciation presentation and practice. | 0 | 0 |
| Total | | | 6 | 3 |
| Percentage | | | 75% | 38% |

In language appropriateness criteria, Textbook 1 had met six of the eight criteria. They were 1) relevance of language towards learners' cognitive development, 2) facilitating language difficulty and unfamiliarity, 3) relevance of language towards learners' socio-emotional state, 4) message readability, 5) grammar accuracy, and 6) coherence and unity of ideas in each unit. For these criteria, Textbook 1 had got 75%. This fulfillment indicated that Textbook 1 was good in the sub aspect: language appropriateness.

Textbook 2 had met three of the eight criteria. They were 1) grammar accuracy, 2) coherence and unity of ideas in each unit, and 3) coherence and unity of ideas among units. For these criteria, Textbook 2 had got 38%. This fulfillment indicated that Textbook 2 was poor in the sub aspect: language appropriateness.

5. Presentation Technique

Table 4.6 Presentation Technique Checklist

| Area | No | Presentation Technique Criteria | Criteria Fulfillment | |
|---------------------|----|---|----------------------|-----|
| | | | T1 | T2 |
| Systematization | 1 | The materials and tasks are presented in the form of texts, communicative activities, and illustration using organized pattern and order according to the material characteristics. | 1 | 1 |
| | 2 | A textbook presentation must consist of at least introduction, content, and closing. | 1 | 1 |
| Balance among units | 3 | The materials and tasks are presented in the form of texts, communicative activities, and illustration in a balanced manner in every unit. | 1 | 0 |
| Total | | | 3 | 2 |
| Percentage | | | 100% | 67% |

In presentation technique criteria, Textbook 1 had met all the three criteria. They were 1) organized presentation of materials in the form of texts, communicative activities, and illustrations according to the material characteristics; 2) introduction, content, and closing; and 3) balance in material presentation covering texts, communicative activities, and illustration. For these criteria, Textbook 1 had got 100%. This fulfillment indicated that Textbook 1 was good in the sub aspect: presentation technique.

Textbook 2 had met two of the three criteria. They were 1) organized presentation of materials in the form of texts, communicative activities, and illustrations according to the material characteristics and 2) introduction, content, and closing. For these criteria, Textbook 2 had got 67%. This

fulfillment indicated that Textbook 2 was fair in the sub aspect: presentation technique.

6. Teaching and Learning Technique

Table 4.7 Teaching and Learning Technique Checklist

| Area | No | Teaching and Learning Technique Criteria | Criteria Fulfillment | |
|----------------------|----|--|----------------------|----|
| | | | T1 | T2 |
| Learner-centeredness | 1 | The presentation of materials and tasks prompts interaction in English among learners, between learners and teacher, and among learners in bigger circumstances. | 1 | 1 |
| | 2 | The activities can be used for self-study. | 1 | 1 |
| | 3 | The activities should take account of what learners expect to do in a language-learning course. | 1 | 1 |
| | 4 | The kinds of activities should be useful for learners in their future use or future learning of the language. | 1 | 1 |

(continued)

(continued)

| Area | No | Teaching and Learning Technique Criteria | Criteria Fulfillment | |
|--|----|---|----------------------|----|
| | | | T1 | T2 |
| Development of learners' initiative, creativity, and critical thinking | 5 | The presentation of materials and tasks prompts learners to do some communicative activities both oral and written based on their own initiative creatively and critically. | 1 | 1 |
| Development of autonomous learning | 6 | The presentation of materials and tasks prompts learners to be responsible towards their own learning process. | 1 | 0 |
| Development of reflection and self evaluation ability | 7 | The presentation of materials and tasks prompts learners to know their success and lacks in doing learning activities and | 1 | 1 |

| | | | | |
|----------------------|----|--|------|-----|
| | | in communication. | | |
| Genre-based Approach | 8 | There are activities for building knowledge of the field. | 1 | 1 |
| | 9 | There are activities for modelling of the text. | 1 | 1 |
| | 10 | There are activities for joint construction of the text. | 1 | 1 |
| | 11 | There are activities for independent construction of the text. | 1 | 1 |
| Scientific Approach | 12 | There are activities for knowledge and comprehension. | 1 | 1 |
| | 13 | There are activities for application. | 1 | 1 |
| | 14 | There are activities for analysis. | 1 | 1 |
| | 15 | There are activities for evaluation. | 1 | 0 |
| | 16 | There are activities for creation. | 1 | 1 |
| Total | | | 16 | 14 |
| Percentage | | | 100% | 87% |

In teaching and learning technique criteria, Textbook 1 had met all the three criteria. They were 1) interaction in English among learners and between learners and teachers, 2) activities for self study, 3) taking account for learners' expectation, 4) usefulness of activities for future use, 5) communicative activities both oral and written based on learners' own initiative creatively and critically, 6) learners' responsibility towards their own learning process, 7) guidance to know learners' success and lacks, 8) activities for building knowledge of the field, 9) activities for modelling of the text, 10) activities for joint constructions of the text, 11) activities for independent construction of the text, 12) activities for knowledge and comprehension, 13) activities for application, 14) activities for analysis, 15) activities for evaluation, and 16) activities for creation. For these criteria, Textbook 1 had

got 100%. This fulfillment indicated that Textbook 1 was good in the sub aspect: teaching and learning technique.

Textbook 2 had met fourteen of the sixteen criteria. They were 1) interaction in English among learners and between learners and teachers, 2) activities for self study, 3) taking account for learners' expectation, 4) usefulness of activities for future use, 5) communicative activities both oral and written based on learners' own initiative creatively and critically, 6) guidance to know learners' success and lacks, 7) activities for building knowledge of the field, 8) activities for modelling of the text, 9) activities for joint constructions of the text, 10) activities for independent construction of the text, 11) activities for knowledge and comprehension, 12) activities for application, 13) activities for analysis, and 14) activities for creation. For these criteria, Textbook 1 had got 87%. This fulfillment indicated that Textbook 2 was good in the sub aspect: teaching and learning technique.

7. Presentation Coverage

Table 4.8 Presentation Coverage Checklist

| Area | No | Presentation Coverage Criteria | Criteria Fulfillment | |
|---------|----|--|----------------------|----|
| | | | T1 | T2 |
| Opening | 1 | Preface: information that leads the readers to know the objective of the textbook writing, the writer's thanking, and the writer's expectation | 1 | 1 |

| | | | | |
|------------|----|---|-----|-----|
| | 2 | Table of content: a list containing information which facilitates learners to find units, sub units, and topics | 1 | 1 |
| Content | 3 | Introduction: an introductory in the first page of the textbook which contains the objective of the textbook writing, texts, book systematization, learning procedure to follow, and the other elements which are considered essential for learners | 1 | 0 |
| | 4 | Learning Load: the core of the textbook content. it consists of face-to-face meetings, structured exercises, and independent activities, | 1 | 1 |
| | 5 | Reference: texts, tables, and pictures must have identities in the form of heading and the order number | 1 | 1 |
| | 6 | Summary and Reflection: each unit of the book must be ended by summary and reflection. | 1 | 0 |
| Closing | 7 | Glossary: important terminologies within a text accompanied by the meaning description of those terminologies which are written alphabetically. | 0 | 0 |
| | 8 | Bibliography: a list of books used for reference in the textbook writing. It begins with the author's name (written alphabetically, year of publication, book title, place of publication, and publisher's name | 1 | 1 |
| | 9 | Index of authors: a list of authors whose works are used in the materials followed by page number of each appearance. | 0 | 0 |
| | 10 | Index of subjects: a list of important words followed by page number of its appearance. | 0 | 0 |
| Total | | | 7 | 5 |
| Percentage | | | 70% | 50% |

In teaching and learning technique criteria, Textbook 1 had met seven of the ten criteria. They were 1) preface, 2) table of content, 3) introduction, 4) learning load, 5) reference, 6) summary and reflection, and 7) bibliography.

For these criteria, Textbook 1 had got 70%. This fulfillment indicated that Textbook 1 was good in the sub aspect: presentation coverage.

Textbook 2 had met five of the ten criteria. They were 1) preface, 2) table of content, 3) learning load, 4) reference, and 5) bibliography. For these criteria, Textbook 1 had got 50%. This fulfillment indicated that Textbook 1 was sufficient in the sub aspect: presentation coverage.

B. Discussion on the Description of Criteria Fulfillments

The following explanation was the description based on the evaluation above of how the textbooks met the criteria fulfillment and how they did not.

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

This sub aspect had ten items the fulfillments of which were explained as follows:

a. Comprehension and Production of Interpersonal Texts

Textbook 1 had seven units. There were seven lessons about interpersonal texts both oral and written. They were *greetings and leave-takings* and *expressing feelings* (such as *happiness, boredom, and disappointment*) in Unit 1, *asking for and showing attention* and *expressing sympathy* in Unit 2, *expressing gratitude* in Unit 4, *giving compliments* in Unit 5, and *expressions of congratulations* in Unit 6. Some units in Textbook 1

have fulfilled the criterion of interpersonal communication and some others did not.

Units 1 and 5 have fulfilled the criterion of giving learners opportunities to comprehend and produce oral expressions in fulfilling interpersonal communicative functions to interact with their closest environment. The elaboration was as follows.

The lessons on *greetings and leave-takings* (page 5-9) in Unit 1 have fulfilled the first criterion in this sub aspect. They have facilitated learners to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written to interact with their closest environment. For example, in the lesson about *greetings and leave-takings*, learners were introduced to lists of *expressions on formal greeting, informal greeting, initial greetings, responding to initial greetings, pre-closing, and closing/leave taking*. After that, they were instructed to listen to two conversations on *greetings and leave-takings*. They were also instructed to fill in the blanks within the conversations. Next, they were to answer some comprehension questions about the content of the conversations. This was the evidence that this lesson gave them opportunities to comprehend the expressions and the conversation content.

For speaking activities, learners were asked to give responses to some *expressions on greetings and leave-takings*. They were also given eight situations of role play in which they have to practice the expressions of

greetings and leave-takings, e.g. *what would you say to someone: you are going to see in the evening, who's going away for a long time; you've just been introduced to*, and so forth. This was the evidence that this lesson gave learners opportunities to produce oral expressions in fulfilling interpersonal communicative functions.

The lesson on *giving and responding to compliments* (page 129-132) in Unit 5 have also fulfilled the first criterion in this sub aspect. It started with a listening activity of a conversation on giving compliments. While listening to the conversation, learners were asked to fill in the blanks. It was followed by lists of expressions on giving compliments and responding to compliments. Another example of conversation was also provided as a consideration for the speaking activities. This lesson also presented an article on cultural awareness about the differences between Indonesian speakers and native speakers in terms of responding to compliments. This would give learners more insights on cross cultural understanding. It can be concluded that there were many reinforcements on this comprehension stage. This was the evidence that this lesson facilitated learners to comprehend various expressions of compliments before the speaking production.

For speaking activities, learners were asked to work in pairs and make a short conversation based on some situations of role play provided, such as *you want to tell your friend, Rini, that you liked her chicken steak she cooked yesterday* and *you are a teacher and you want to compliment Iwan, one of*

your students, on his good composition. This was the evidence that this lesson has facilitated learners to produce oral expressions in fulfilling interpersonal communicative functions to interact with their closest environment.

Textbook 1 also had few weaknesses in fulfilling this criterion of interpersonal communication such as the lack of speaking activities in Unit 2, 4, and 6, the lack of conversation models in various contexts in Unit 2. The lack of speaking activities would limit learners' opportunities to produce oral expressions in fulfilling interpersonal communicative functions. Meanwhile, the lack of conversation models in various contexts would hinder learners' comprehensions towards the target expression. These lacks were elaborated further as follows.

The lesson on *asking for and showing attention* in Unit 2 (34-36) had no speaking activities. Learners were simply asked to complete two conversations using expressions of asking for or showing attention using the lists of expressions provided before.

The lesson on *expressing gratitude* (page 93-94) in Unit 4 also had no speaking activities. Learners were simply asked to listen to six conversations on *expressing thanks*, to pay attention on their intonation, and underline the *expressions of showing gratitude*. Each conversation was followed by some comprehension questions about the activity, and context where the conversation took place (*field*) and the relationship among the speakers (*tenor*). This detailed stage of comprehension did help learners in

comprehending the use and context of expressions fully. However, the absence of speaking activities would hinder learners' fluency in producing the *expressions of gratitude* in various contexts.

The lesson on *expressions of congratulations* (page 151-154) in Unit 6 had no speaking activities. They were simply asked to complete a dialogue with *expressions of congratulations* after being introduced to lists of congratulation expressions before. They were also instructed to underline *congratulation expressions* within congratulation letters and to rearrange the content of a congratulation letter. These activities did facilitate learners in comprehension stage and in written production. However, the absence of speaking activities would limit learners' oral production of the target expressions.

The lesson on *expressing sympathy* (page 42-44) in Unit 2 is lack of conversation models in various contexts in which the expressions were used. There was only one conversation on *expressing sympathy*, meanwhile there were thirteen expressions of offering condolences and responding to condolences of various contexts given in the list of expressions. These limited examples of conversation would hinder learners' comprehension on different uses of *condolences expression* in different contexts. There should have been more than one example of conversation on the use of *condolences expressions* of various contexts before learners were asked to perform orally. Because different contexts of situation require different expressions.

However, this lesson has given more space on written production. Learners were asked to fill in the blanks of *a letter of condolence* and to write a letter of condolence using the expressions provided.

In conclusion, Textbook 1 has not completely fulfilled the first criterion in the sub aspect Relevance of the Materials to the Curriculum. This was because four units, namely Unit 2, 4, and 6 did not meet the criterion of comprehension and production of interpersonal communication and only two units, namely Unit 1 and 5 met the criterion. In short, Textbook 1 did not meet this criterion.

Textbook 2 had twelve units. Most of the units in Textbook 2 did not meet the criterion of comprehension and production of interpersonal communication and only few did. This was because most of the conversation models and speaking activities in Textbook 2 were in the form of transactional texts such as *asking for and giving information, making enquiries to obtain goods and services on the phone, giving solutions for improper behavior towards garbage*, and so forth. Unit 1, 2, 3, 4, 5, 6, 8, 9, 10 had no interpersonal texts. However, there were two units containing interpersonal texts namely Unit 7 and 11. In short, rarely did Textbook 2 contain interpersonal texts.

In Unit 7, there was a lesson about *expressing concern, disbelief, surprise, relief, and sympathy* (page 134-136). It started with learning the dialog containing the related expressions followed by some comprehension

questions. Lists of *expressions of concern, disbelief, surprise, and sympathy* were given afterwards. Then, learners were given some situations in which they have to react to them using the learnt expressions. It indicated that the lesson facilitated learners to comprehend the target oral expressions in fulfilling communicative functions.

These comprehension activities were followed by speaking activities in which learners were asked to create a short dialogue involving *reaction to news or events, such as slow distribution of food to the earthquake victims, surprising facts about earthquakes*, and so forth. This also indicated that this lesson has facilitated learners to produce the *expressions of concern, disbelief, surprise, relief, and sympathy* orally for the sake of fulfilling communicative functions.

Generally, Textbook 2 have not fulfilled the criterion of comprehension and production of interpersonal communication yet. This was because the majority of units in Textbook 2, namely Unit 1, 2, 3, 4, 5, 6, 8, 9, and 10 had no interpersonal texts and only two units namely unit 7 and 11 fulfilled this criterion. Despite the fact that Unit 7 and 11 have facilitated learners to comprehend and produce the target expressions orally in fulfilling interpersonal communicative functions, this small fulfillment cannot be compared with the unfulfillment of the majority of the units.

b. Taking and Giving Things, Services, Information, and Opinions in Transactional Texts

Textbook 1 had seven units. There were five lessons about transactional texts in which learners can take and give things, services, information, or opinions both oral and written. They were *asking if someone remembers or not* in Unit 1, *inviting someone* in Unit 2, *offering meals and beverages* in Unit 3, *asking for information and telling about location* in Unit 6, and *expressions used in interviews* in Unit 7. Whether or not the lessons has fulfilled the criterion of taking and giving things, services, information, and opinions through transactional communication will be elaborated as follows.

The lesson on *asking if someone remembers or not* (page 9-12) in Unit 1 has given learners opportunities to *take and give information orally*. For the speaking activity, learners were asked to work in pairs and tell about their own childhood memory. Lists of expressions on asking if someone remembers or not both formal and informal and their responses were provided as hints. Learners were also asked to make a conversation based on an announcement of condolences in the *Jakarta Post* Newsletter in which they were also required to practice the expressions of asking if someone remembers or not. The signposting of conversation were provided to make it easier for learners to converse.

Based on those various speaking activities, it can be concluded that Unit 1 has given learners opportunities to *exchange information* using the

target expression. In short, it has successfully fulfilled the criterion of taking and giving information through transactional communication.

Apart from its fulfillment in the production stage, this unit had also done well in facilitating learners' comprehension towards the related expressions. It started with *a monologue in which a person tells about her childhood memory* and was followed by various types of comprehension questions such as TRUE or FALSE, finding out synonyms, and completing and answering questions about the monologue. Learners were asked to complete three conversations of different situations with the target expression for contexts enrichment. It meant that this lesson facilitated learners' comprehension very well towards the target expressions.

The lesson on *offering meals and beverage* (page 65-66) in Unit 3 has also given learners opportunities to *give and take things and services* through transactional conversation. After being given an example of short conversation on *offering a cup of tea* to someone older and lists of expression of *offering to older people, offering to friends, declining an offer, and accepting an offer*, learners were provided with some pictures of food and were asked to work in pairs to practice *offering the food and to accept or decline the offer*. Next, learners were asked to practice *offering expressions in a chain*. They were also given some situations and were asked to perform role plays of *offering food and drinks* and of *accepting and declining the offer*. All these speaking activities were the evidence that this lesson has given learners

a lot of opportunities to give and take things through transactional conversations on *offering things and accepting/declining the offer*.

This lesson also had strength in the comprehension stage. It considered the tenor that is the use of oral expressions as a result of the close or distant relationship among the speakers. It was proved with the inclusion of different expressions when offering meals to elder people and to friends. For talking to older people, formal long expressions are preferable, such as *would you like a cup of coffee, Mr. Green? Could I offer you a glass of lemonade, Mrs. Lina?*, and so on. For talking to friends, short casual expressions are used, such as *want some?, Have some?, Grab some for yourself*, and so on.

The lesson on *expressions used in an interview* in Unit 7 has also facilitated learners well in exchanging information through transactional communication. It started with lists of expressions used in *opening an interview and in asking for information in an interview*. It continued with an example of interview scripts in which learners had to underline the related expressions. This comprehension stage has helped learners a lot in understanding the use of various expressions in an interview.

For the speaking tasks, there were two tasks. One was guided and another was less guided. In the first task, learners were asked to work in groups of three. One would be a newsreader, another would be a reporter, and the other would be the interviewee. The topic, content, and signposting of the interview were provided. This lesson has facilitated learners well in taking and

giving information through transactional conversations. This was because the topic, content, and signposting provided would give learners idea on what to say and how to say it. Besides, this controlled performance would prepare learners to perform a freer performance afterwards. Thus, it would make learners find all the speaking activities less demanding. This task therefore has fulfilled the second criterion of this sub aspect.

In the second task, learners were only given some situations of interview e.g. *an interview with a famous actor, an interview with a disaster survivor*, and so on. For the interview, learners were free to decide the interview content and topic. This task would also facilitate learners to take and give information really well. This was because learners were usually more motivated when the conversation topic was of their interest. This task therefore has fulfilled the second criterion of this sub aspect and so has this unit.

Generally, Textbook 1 has fulfilled the criterion of providing opportunities to take and give things and services related to learners' daily life through transactional conversations. This was because most of the units containing transactional texts provided a lot of speaking activities on exchanging things, information, and services of various contexts and use.

Textbook 2 had eleven units. There were seven lessons about transactional texts in which learners can take and give things, services, information, or opinions. They were *asking for information politely* in Unit 1

& 4, *making enquiries to obtain goods and services on the phone* in Unit 2, *demanding an explanation* in Unit 3, *thinking about a problem, emphasizing a point, and giving a reason* in Unit 5, *giving advice or solutions for improper behavior towards garbage* in Unit 6, and *expressions used to show a plan* in Unit 10. Whether or not the lessons has fulfilled the criterion of taking and giving things, services, information, and opinions through transactional communication will be elaborated as follows.

The lesson on *asking for information politely* (page 6-8) in Unit 1 has not really given learners opportunities to take and give information related to learners' daily life through transactional texts. After being asked to listen to the dialogue about a student and a teacher *exchanging information about flood* and being asked to answer some comprehension questions, they were instructed to study several expressions provided on how to ask questions politely to get information. For the production stage, learners were asked to perform a role play in pairs as a journalist and a member of international humanitarian aid organization of which topic was about the activities of flood mitigation carried out by the organization. In the role play, learners were asked to interview each other using polite expressions of asking information. Though this task was challenging, it did really not facilitate learners to communicate their ideas effectively. This was because this speaking task was not preceded by a series of more guided speaking tasks. This made the task seem very difficult and demanding, and therefore would hinder learners'

fluency in exchanging the information. More guided and less difficult speaking activities such as information gap activities or communicative games should have been provided before this task was given to prepare learners for more demanding speaking tasks like role plays. Due to its lack of guided speaking activities, this lesson has not successfully facilitated learners to take and give information through transactional communications. In short, it did not fulfill the second criteria in this sub aspect.

The lesson on *making enquiries to obtain goods and services on the phone* (page 26-27) in Unit 2 has facilitated learners to take and give goods related to learners' daily life through transactional communication. After listening to a conversation on a person making enquiries about a VCD on the phone accompanied by an advertisement, they were asked to complete the statements in pairs related to the conversation. Next, learners were provided with a list of expressions of enquiring products and were asked to complete a dialogue with expressions of enquiring products. After the comprehension stage, they were asked to take turn to be a caller and a salesperson to make enquiries and to obtain information about the advertisement about a documentary video on tremor. This lesson has facilitated learners to take and give goods very well through transactional communication. This was because learners were given sufficient input in the comprehension stage such as listening to and completing a conversation before being asked to perform orally. Besides, the speaking task was accompanied by some clues of

information in the form of advertisement. This gave learners ideas on what to say during the comprehension and made the task less demanding. In conclusion, this lesson has met the second criterion in this sub aspect.

The lesson on *giving advice or solutions for improper behavior towards garbage* (page 112-115) in Unit 6 has also facilitated learners really well in exchanging information through transactional communication. This lesson began with an example of dialogue of three teenagers taking turns giving advice on how to prevent flood and answering some comprehension questions related to the conversation. Next, lists of expressions on giving advice using *modals of advice: ought to*, and *had better* (affirmative, negative, and interrogative) along with the explanation on how to use them in sentences with different contexts. This stage has facilitated learners in comprehending expressions of giving advice very well, because it covered a conversation model and detailed explanation of the expression. This prepared them really well in moving to the production stage.

For the speaking tasks, learners were asked to work in pairs and to give advice and suggest solution to some problems related to *damaged roads after the flood*, such as the road is not repaired using fine quality materials, the repair of the damaged roads takes months, and so forth. It continued with a communicative game in small groups in which learners were asked to prepare a set of pictures about the improper attitude toward garbage in the society and to describe what happened in the pictures in turns. Other students had to give

solutions. This production stage has facilitated learners very well in exchanging information through transactional conversations. It started with less demanding tasks in which learners simply gave solutions to the problems provided and moved to a more demanding one in which learners had to prepare the picture of problems on their own and to suggest solutions. In conclusion, this lesson has fulfilled the first criterion in this sub aspect.

Generally, Textbook 2 has fulfilled the criterion of providing opportunities to take and give goods, information, and services related to learners' daily life through transactional conversations. This was because in providing the speaking tasks, most of the units containing the lessons on transactional texts started from the much guided and less demanding speaking activities to the more difficult and more demanding ones. This would lessen learners' tense in speaking practice and make them more ready for actual speaking production. Despite the fact that one unit in the book, that was *asking for information politely* (page 6-8) in Unit 1, did not meet the criterion, it did not represent the fulfillment of the other units.

c. Functional Communication in Monologues and Texts of Various Genres

Textbook 1 had seven units. There were seven lessons related to functional texts and monologues from various genres. *Personal recount and factual recount* in Unit 1, *narratives* in Unit 2 and 4, *procedural texts* in Unit 3, *descriptions* in Unit 5 & 6, and *News Items* in Unit 7. Generally, those

lessons have improved learners' listening, speaking, reading, and writing skills in regard to learners' daily life. This fulfillment was elaborated as follows.

Unit 1 had 18 *personal recounts on diaries and biographies* and 4 *factual recounts*. For improving learners' *listening* skill, there were two tasks. Learners were asked to listen to a person telling about *his excursion to Bogor Botanic Garden* (Page 4). While listening to the monologue, they had to fill in the blanks in the monologue's script. It was also followed by some comprehension questions. Learners were also asked to listen to someone's experience about earthquake and to choose the correct option for the comprehension questions (Page 13). This was the evidence that this lesson on *personal recounts* has attempted to improve learners' listening skill related to their daily life.

For improving learners' speaking skill on recounts, there were two tasks. For *personal recounts*, learners were asked to tell their friends about their embarrassing experience after being told two stories about someone's embarrassing experience. In performing the speaking task, learners were provided with outlines on what to say in the form of Wh-questions (Page 16). For *biographical recounts*, learners were asked to talk about famous international and national singers and to answer some questions orally (Page 19). This was the evidence that this lesson on *personal recounts* has attempted to improve learners' speaking skill related to their daily life.

For improving learners' reading skill, there were five tasks. Learners were asked to read personal recounts entitled *Earthquake* (Page 13) and *Remembering Kevin* (Page 14). For biographical recounts, learners were asked to read the texts entitled *Special People* (Page 20), *Biography of Picasso* (Page 26) For factual recounts, learners were asked to read two texts entitled *Drunk Dutch tourist gets sharps lesson* and *"He's a She" spares Thai drug dealer* (Page 27). After that, learners were asked answer some comprehensions questions related to the text. This was the evidence that this unit has attempted to improve learners' reading skill, particularly on how they comprehend the content of the texts, through recount texts.

For improving learners' writing skill, learners were asked to share their past experience by writing them down on a diary. Some examples of a diary written by a schoolgirl named Anindya were provided (Page 15). Learners were also asked to write a postcard about their weekend or holiday by attaching some photographs of their holiday. The outlines on what to write on the postcard were provided. A postcard with some writings on it was given as an example (Page 19). Learners were also asked to write a biographical recount about their idol (Page 20). Examples of an actor's and an athlete's biographies were given as an example. They were also asked to write a factual recount from a newspaper report using the provided information (Page 29). Considering that this unit prompted learners to write various types of recount,

it proved that this unit has attempted to improve learners' writing skill through personal, factual, and biographical recounts.

Unit 2 had 14 *procedural texts*. For improving learners' listening skill, there were four tasks. Learners were asked to listen to a conversation between *two friends talking about how to make a cup of tea*. While listening to the conversation, learners were required to arrange a series of pictures on how to make a cup of tea in a correct order (Page 64). Learners were also asked to listen to a monologue on *how to make a cheese omelet*. While listening to the monologue, they were to fill in the blanks in the script. Some comprehension questions followed this activity (Page 68). Learners were asked to listen to an instruction on cooking rice while rearranging the jumbled instruction written. After that they were to identify the goal, ingredients, and steps (Page 71). In the last task, learners were asked to listen to the procedures on how to use a life jacket. While listening to the procedure, they were to arrange the jumbled pictures of the instruction in a correct order. (Page 77). This unit has provided a lot of listening tasks on procedural texts with various purposes. It has given learners sufficient exposures and comprehensible inputs. This was the evidence that this unit has attempted to improve learners' listening skill in grasping and comprehending information within procedural texts.

For improving learners' speaking skill, there were three tasks. In the first task, learners were asked to work in pairs to perform *an instruction on how to make chicken soup* accompanied by several picture cards describing

the ingredients needed. Student A had to show Student B how to make the chicken soup. Student B had to show the correct picture card corresponding to Student A's instruction. The expressions or signposting needed for the dialogue were provided (Page 72-73). Thus, this dialogue task was guided. See Figure 4.33. In the second task, learners had to individually tell their friends about how to make their favorite food in front of the class. The guidelines on ways to open and give instructions were given. This monologue task was freer than the previous one because learners were considered to have gained some exposure before (Page 74). In the last task, learners were asked to perform a dialogue between a lender and a borrower. The dialogue was about what the borrower must and must not do with the car. The signposting for the dialogue were provided (Page 82). See Figure 4.34. This unit on procedural texts has provided sufficient speaking tasks varying from the guided to the freer one and of various levels of difficulty and topics. It proved that this unit has facilitated learners really well in improving their speaking skill regarding to procedural monologues.

For improving learners' reading skill, there were two tasks. In the first task, learners were asked to read a notice of instruction of a hotel on how to check out and how to deal with fire. It was followed by some comprehension questions (Page 75). In the second task, learners were asked to read a procedural text on how to play the whole game followed by some comprehension questions. (Page 84). This was the evidence that this unit has

attempted to improve learners' reading skill, particularly on how they comprehend the content of recount texts.

For improving learners' writing skills, there were two tasks. In the first task, learners were asked to write the procedure on how to mend a puncture covering the materials needed and the steps. The picture series and vocabulary related to the topic were provided. This task therefore was guided (Page 86-87). In the text task, learners were asked to write instruction on how to operate something of learners' interest along with its pictures. (Page 87). This writing task was freer than the previous one. The various writing tasks of different level of difficulty starting from the less difficult to the more difficult one were the evidence that this unit has attempted to improve learners' writing skill in producing procedural texts.

Based on the two lessons on functional texts and monologues which integrate the four skills namely listening, speaking, reading, and writing above, it proved that Textbook 1 has generally attempted to improve learners' four skills through various functional texts and monologues. In short, Textbook 1 has met the third criterion in this sub aspect.

Textbook 2 had eleven units. There were six lessons related to functional texts and monologues from various genres. *Explanation texts* in Unit 3 and 5 and *Hortatory Texts* in Unit 6, 7, 9, and 11. Generally, those lessons have improved learners' listening, speaking, reading, and writing

skills in regard to learners' daily life. This fulfillment was elaborated as follows.

Unit 3 had 8 *explanation texts and monologues*. For improving learners' reading skills there were two tasks, they were asked to read three short extracts from news report on earthquakes and tsunami and match them with the correct headlines provided. Some comprehension questions related to the extracts were also given (Page 42). Learners were also asked to read a quite long article on tsunami, covering the explanation on the term "tsunami" itself, how it happened, and its effects. Some comprehension questions were given afterwards. (Page 52). This unit has facilitated learners really well in improving learners' reading skill. This was because the reading tasks were of various lengths and levels of difficulty which started gradually from the shorter to the longer ones. It made learners get accustomed to varieties of explanation texts. The comprehension questions also enhanced learners' understanding on the content.

For improving learners' writing skills, there were two tasks. After being given some grammatical explanation and exercises on passive sentences, technical terms about tsunami, and an explanation on how to link ideas using cause and effect relationship, learners were asked to write an explanation text about tsunami based on the cause and effect diagram provided (Page 57-58). Besides, learners were also asked to write a solution letter responding to the problems resulted by tsunami in the form of

explanation texts (Page 60). This unit has attempted to improve learners' writing skill through explanation texts. This was because when they were asked to write about tsunami, they have been facilitated before by some terminologies related to tsunami, some explanation on the related grammar, and on ways of linking the ideas. These made them more ready for the writing task and find the task easier and less demanding. The diagram was also helpful in controlling learners' text organization.

For improving learners' listening skill, there were 6 tasks. In the first task, learners were asked to listen and repeat some words related to earthquake and tsunami. After that, in the second task, they were to listen to a short speech about what causes tsunamis and to fill in the blanks in the script. In the third task, they were to listen to a dialogue between a scientist and a reporter about tsunami. While listening to the dialogue, they were to identify the correct answer in the multiple choice questions (Page 43). In the fourth task, while listening to a short speech, they were asked to order jumbled sentences to form a paragraph. In the fifth task, learners were asked to work in groups of four. They were to listen to the news about natural disasters and to identify what the reporter was talking about. In the last task, they were asked to listen to a monologue about Krakatau tsunami and to identify what year it happened, what caused the tsunami, how high the wave was, and how many victims there were (Page 45). This unit has provided a lot of listening tasks of various purposes and of various levels of difficulty. Task 1, 2, 3, and 4 were

all guided. The options of answers were all provided. This made learners feel at ease and more ready for more demanding tasks. Task 5 and 6 were freer than the previous ones. Learners were not given any clue or helps in identifying what the speakers said. Due to its variation of purposes and difficulty, this unit has given learners a lot of listening exposure. Therefore, this unit has facilitated learners very well in improving their listening skill.

For improving learners' speaking skill, there were two tasks. In the first task, learners were asked to work in groups of four in which they had to be a newscaster reporting the situation after a tsunami and structural engineers. After that, they were asked to make a live interview on TV. Some expressions needed for the interview such as *asking for information*, *giving information*, and *demanding explanation* was provided. In the second task, they were asked to practice doing an individual presentation as a TV station host about one of natural disasters by following the steps provided (Page 48-49). This unit has facilitated learners quite well in improving their speaking skill through explanation monologues. This was because before learners were asked to present something about natural disasters, they had been asked to perform a dialogue in groups before. The dialogue task has helped learners a lot in moving to the presentation task. Therefore, this unit has met the third criterion of this sub aspect.

Quite similar stages of learning were also found in the other units. For examples, the lesson on *hortatory* texts with the topic student brawls in Unit

6, for improving learners' listening skills, learners were asked to listen to a list of terminologies related to student brawls. After that, learners were asked to listen to four pieces of news about student brawls while matching the news and the places of incidents. Learners were asked to listen to the same news for the second time and to tick the correct option on what has triggered each brawl. This unit has facilitated learners really well in improving learners' listening skill. This was because the tasks were given in order of difficulty level. Besides the new terminologies gained from the news can be used for learners' resources in the production stage either spoken or written

For improving learners' speaking skill, learners were asked to practice becoming a journalist individually. They had to report a current event found in newspapers, TV news, or internet. After that, they had to go around the class and ask three friends about their opinions, comments, doubts, and justifications about the case. Before performing an interview, they had been given an example of people's opinions on student brawls and had been given some expressions needed for the interview e.g. expressing justification, making speculations, making a generalization, and expressing doubt (for arguments), giving opinions and recommendations (for recommendations and thesis statement). The guidelines and signposting for the interview were provided (Page 191). This unit has facilitated learners really well in improving their speaking skill through hortatory monologues. This was because the task stages were in order from the less demanding to the more demanding ones.

Lists of expressions, signposting, and examples of opinions have given learners ideas on what to say. Besides, in performing the task, they were also trained to follow the generic structure of hortatory texts namely thesis statement, arguments, and recommendations.

For improving learners' reading skills, there were 3 tasks in this unit. In the first task, learners were asked to read five news headlines about the student brawls occurred nationally and internationally. They were asked to identify places of brawl, the sides involved, and the triggering cause (Page 187). In the second task, learners were asked to read a newspaper article entitled *who to blame for student brawls?* It was followed by some comprehension questions and vocabulary exercise related to the text (Page 193-194). In the third task, learners were asked to read another article entitled *Student brawls rampant* while identifying the thesis statement, arguments, and recommendations of this hortatory text. This unit has facilitated learners quite well in improving their reading skill. This was because the reading tasks were of various purposes and levels of difficulty. The purposes for the reading activities were varying from identifying supporting details to recognizing the generic structure of the texts.

For improving learners' writing skill, learners were asked to do four much guided writing exercises of which orientation was around grammar and vocabulary level. Therefore this unit did not have a writing task which prompts learners for actual hortatory texts production. The task on actual

hortatory texts production was found in Unit 11. In Unit 11, learners were asked to write a hortatory text by choosing one of the social problems happening in the third world nation. The guidelines on how to write good hortatory texts were also provided Page (252). Overall, this unit has not really facilitated learners in improving their writing skill of hortatory text, since all the writing exercises were very guided and were oriented only to vocabulary and grammar improvement. However, this lack was overcome in Unit 11 in which there was a task on actual written production of hortatory texts.

Generally, Textbook 2 has facilitated learners very well in improving learners' reading, writing, listening, and speaking skills through various functional texts and monologues. This can be seen in the integration of those four skills in enabling learners to comprehend and produce those functional texts both oral and written. Though one unit, which was Unit 6, did not have a writing task on producing a hortatory text, this lack was overcome in Unit 11, in which there was a writing task on producing the same text type.

d. Presentational Texts and Presentational Activities

Textbook 1 did not have presentational texts or presentational activities which gave learners opportunities to create a spoken genre on a scientific topic.

Textbook 2 had some presentational texts and presentational activities which gave learners opportunity to create a spoken genre on a scientific topic.

On a lesson on *explanations* in Unit 3 for example, there was a model text of presentation along with its generic structure or structure problems (58-59). Learners were also given opportunities to present about *poverty* in Unit 5 (Page 91).

In conclusion, Textbook 1 has met the criteria of presentational texts and presentational activities, while Textbook 2 has not.

e. Activities for Character Building

Textbook 1 did not specifically have activities for learners' character building.

Textbook 2 specifically had the activities for character building. The character building explored in Unit 1 was being proactive towards flood, the one in Unit 2 was being proactive towards earthquake, the one in Unit 3 was having a caring attitude towards victims of tsunamis, and the one in Unit 4 was having proactive attitude towards social phenomena, the one in Unit 5 was having caring attitude towards the poor, the one in Unit 6 was feeling responsible to keep the environment clean, the one in Unit 7 was appreciative of others' opinions with a positive and open mind and arguing politely, and so forth.

The activities for character values could be found in the end of each unit. In exploring the value of having caring attitude toward the victims of tsunami, for example, learners were asked to create a scrapbook about stories

behind tsunamis consisting of the pictures or articles about tsunami. Those pictures and articles were expected to be able to build learners' caring attitude (Page 62).

In conclusion, Textbook 2 has fulfilled the activities for character building, while Textbook 1 has not.

f. Exposure of Text Types

Textbook 1 has required learners to express quite many types of texts of various topics which are relevant to learners' daily life. There were seven lessons related to functional texts and monologues from various genres. *Personal recount and factual recount* in Unit 1, *narratives* in Unit 2 and 4, *procedural texts* in Unit 3, *descriptions* in Unit 5 & 6, and *News Items* in Unit 7.

In exploring personal recounts, for examples, there were personal recounts entitled *An Excursion to Bogor Botanic Garden* and *Remembering Kevin* telling about someone's unforgettable experience, *Slobber on the Train* and *Afraid of Needles* telling about someone's funny and embarrassing experience, a postcard telling about someone's holiday, and some diaries written by a schoolgirl named Anindya. In exploring biographical recounts, there were biographies of Picasso (an artist of the 18th century), David Duchovny (a famous actor), and Zinedine Zidane (a famous athlete). See Figure 4.25, 4.26, 4.27, and 4.28. Learners were also asked to produce the similar kind of texts and monologues both oral and written.

In exploring narratives, there were also many stories varying from fairytales and myths such as *The Legend of Minos, King of Crete, Dedalus and Icarus, The Fly and The Bull, The Silver Key* and *Thumbelina*, and local folktales such as *Bandung Bondowoso and Roro Jonggrang*. See Figure 4.48. Learners were also asked to produce the similar kind of texts and monologues both oral and written.

In exploring procedural texts, there were also many procedural texts of various topics varying from instructions on *how to make a cup of tea, how to boil an egg, how to make instant noodles, how to check out from a hotel, and how to use a lifejacket when travelling by airplane*. Learners were also asked to produce the similar kind of texts and monologues both oral and written. Learners were also asked to produce the similar kind of texts and monologues both oral and written.

Textbook 2 has also required learners to express quite many types of texts of various topics which are relevant to learners' daily life. There were seven lessons related to functional texts and monologues from various genres and of various topics. There were six lessons related to functional texts and monologues from various genres. *Explanation texts* in Unit 3 and 5 and *Hortatory Texts* in Unit 6, 7, 9, and 11.

In exploring explanation texts for example, learners were introduced into various texts and monologues entitled *Japan Tsunami* and *why do Buildings Fail During Tsunamis?* in Unit 3, and *Poverty and What Causes*

Poverty? in Unit 5. See Figure 4.49. In exploring hortatory texts, learners were introduced into various texts entitled *Who to Blame for Student Brawls? And Student Brawls Rampant* in Unit 9 and *Stop Giving Alms to Beggars and Government Should Rethink the Use of Hybrid Rice* in Unit 11. Learners were also asked to produce the similar kind of texts and monologues both oral and written.

In conclusion, Textbook 1 and Textbook 2 have met the fourth criterion in this sub aspect, that was, exposure: requiring learners to explore quite many types of texts which are relevant to learners' daily life. All the texts were relevant to learners' daily life, since the topics such as student brawls, tsunami, and poverty, cooking instructions, were the ones that can be found in the daily TV programs, TV news and newspapers.

g. Retention of Explicit Guidance towards Texts' Social Function, Generic Structure, and Linguistic Features

Textbook 1 has given learners explicit guidance to acquire comprehension about the elements of functional texts production namely social functions, generic structure, and linguistic features. There were seven lessons related to functional texts and monologues from various genres. *Personal recount and factual recount* in Unit 1, *narratives* in Unit 2 and 4, *procedural texts* in Unit 3, *descriptions* in Unit 5 & 6, and *News Items* in Unit 7.

For example, in the lesson on *recount* texts in Unit 1, there was a model text entitled *Earthquake*. Along the left side of the text, there were the labels of its generic structure consisting of *orientation*, *events*, and *reorientation* attached to the corresponding paragraphs in the text. Along the right side of the text, there were the labels of its linguistic features covering *past tense*, *time conjunction*, and *speech function* attached to the corresponding sentences in the text. Several grammar exercises and grammar explanation on the related linguistic features were also given to accelerate comprehension. The grammar explanation covered *simple past tense*, *subjective pronouns*, *objective pronouns*, *possessive pronouns*, and *capitalization*. The grammar exercises covered asking and answering questions in past tense, reconstructing sentences into past tense, completing a text using appropriate pronouns. The explanation on the social function/purpose, text organization, and language features of recounts was reinforced again in the summary. Labels on generic structure and linguistic features alongside the texts, grammar explanation, various grammar exercises, and the comprehensive summary were the evidence that Unit 1 has given explicit guidance to help learners acquire comprehension of social functions, generic structure, and linguistic features of recounts.

In the lesson on *description* texts in Unit 5, there was a model text about someone named Debby. Alongside the texts, there were the labels of its generic structure and linguistic features attached to the corresponding

paragraphs and sentences. The generic structure covered *identification*, *description of the physical features*, *description on the way she dresses*, *description on her personality*, and *other descriptions (hobbies or interests)*. The linguistic features covered *compound adjective*, *noun phrases*, *linking verbs*, and *adjectives*. Several grammar exercises, grammar explanation, vocabulary exercises, and vocabulary explanation on the related linguistic features were also given to accelerate comprehension. The grammar explanation covered *compound adjectives*. The grammar exercises covered filling in the blanks of isolated sentences with appropriate compound adjectives. The vocabulary explanation covered how to describe someone's general features in terms of complexion, height, age, build/figure, and looks. The vocabulary exercises covered matching the nouns with their color and size/quality and finding the antonyms of a list of qualitative adjectives/personality traits. The explanation on the social function/purpose, text organization, and language features of descriptive texts was reinforced again in the summary. Labels on generic structure and linguistic features alongside the texts, grammar explanation, various grammar exercises, vocabulary explanation, vocabulary exercise, and the comprehensive summary were the evidence that Unit 5 has given explicit guidance to help learners acquire comprehension of social functions, generic structure, and linguistic features of descriptions.

In conclusion, generally Textbook 1 has met the criterion of retention that is providing explicit guidance to help learners comprehend the elements of text production namely generic structure, linguistic features, and social functions. This was because most of the model texts in Textbook 1 provided the labels of generic structure and linguistic features alongside the texts to facilitate learners' comprehension towards those two text production elements, grammar and vocabulary exercise and grammar and vocabulary explanation to get learners accustomed to using the related linguistic features, and summary containing texts' purposes/social functions, generic structure, and linguistic features to reinforce learners' comprehension towards those three elements of text production.

Textbook 2 has given learners explicit guidance to acquire comprehension about the elements of functional texts production namely social functions, generic structure, and linguistic features. There were seven lessons related to functional texts and monologues from various genres. *Explanation texts* in Unit 3, 4 and 5 and *Hortatory Texts* in Unit 6, 7, 9, and 11.

For example, in the lesson on *Explanation Texts* in Unit 4, there was a model text entitled *Why do juveniles commit crimes?* Along the left side of the text, there were the labels of its generic structure consisting of *a general statement about juvenile delinquency, explanation of how and why juvenile delinquency occurs, and conclusion* attached to the corresponding paragraphs

in the text. Along the right side of the text, there were the labels of its linguistic features covering *concord (subject-verb agreement)* and *technical term* attached to the corresponding sentences in the text. Several grammar exercises and grammar explanation on the related linguistic features were also given to accelerate comprehension. The grammar explanation covered *concord (subject-verb agreement)*. The grammar exercise covered completing a text using appropriate form of the verbs corresponding to the subject. The labels on generic structure and linguistic features alongside the texts, grammar explanation, and grammar exercises, the evidence that Unit 4 has given explicit guidance to help learners acquire comprehension of social functions, generic structure, and linguistic features of explanation texts.

In the lesson on *hortatory exposition* texts in Unit 7, there was a model text about someone entitled *Earthquake don't kill people, poorly constructed buildings do!* Alongside the texts, there were the labels of its generic structure attached to the corresponding paragraphs and sentences. The generic structure covered *thesis* (what the writer is going to talk about), *arguments* (some facts about what's going on convincing the readers to agree with the writer's idea), and *recommendation* (solution to emphasize what should be done about the problem). To facilitate learners in comprehending the linguistic features related. Some grammar exercises and explanation were provided. The grammar explanation covered *noun clauses, prepositional phrases, and first conditional (if clauses)*. The grammar exercise covered identifying noun

clauses in isolated sentences and a text, completing some sentences and a text using noun clauses, identifying prepositional phrases within a text, completing a text with appropriate prepositional phrases, completing isolated sentences and a text with first conditional form. The labels on generic structure alongside the texts, grammar explanation, and various grammar exercises were the evidence that Unit 7 has given explicit guidance to help learners acquire comprehension of social functions, generic structure, and linguistic features of hortatory expositions.

In conclusion, generally Textbook 2 has met the criterion of retention that is providing explicit guidance to help learners comprehend the elements of text production namely generic structure, linguistic features, and social functions. This was because most of the model texts in Textbook 2 provided the labels of generic structure alongside the texts to facilitate learners' comprehension towards the texts organization. It also provided various grammar exercise and explanation to get learners accustomed to using the related linguistic features.

h. Actual Production of Functional Texts

Textbook 1 had seven units. There were seven lessons related to functional texts and monologues from various genres. *Personal recount and factual recount* in Unit 1, *narratives* in Units 2 and 4, *procedural texts* in Unit 3, *descriptions* in Units 5 and 6, and *News Items* in Unit 7. Generally, those lessons have given learners guidance to produce written and oral texts to

produce functional written and oral texts to achieve the social function of the related texts. This fulfillment was elaborated as follows.

For example, in the lesson on *personal and factual recounts* in Unit 1, learners have been asked to produce personal and factual recounts both oral and written.

For the written production, learners were asked to share their past experience by writing them down on a diary. Some examples of a diary written by a schoolgirl named Anindya were provided (Page 15). Learners were also asked to write a postcard about their weekend or holiday by attaching some photographs of their holiday. The outlines on what to write on the postcard were provided. A postcard with some writings on it was given as an example (Page 19). Learners were also asked to write a biographical recount about their idol (Page 20). Examples of an actor's and an athlete's biographies were given as an example. They were also asked to write a factual recount from a newspaper report using the provided information (Page 29). Considering that this unit prompted learners to write various types of recount, it proved that this unit has attempted to guide learners to make the actual written production of recount texts.

For the spoken production, there were two tasks. For personal recounts, learners were asked to tell their friends about their embarrassing experience after being told two stories about someone's embarrassing experience. In performing the speaking task, learners were provided with

outlines on what to say in the form of Wh-questions (Page 16). For biographical recounts, learners were asked to talk about famous international and national singers and to answer some questions orally (Page 19). This was the evidence that this lesson on personal recounts has attempted to guide learners to make the actual oral production of recount texts.

In the lesson on *procedural texts* in Unit 2, learners have also been asked to produce procedural texts both oral and written.

For the written production, there were two tasks. In the first task, learners were asked to write the procedure on how to mend a puncture covering the materials needed and the steps. The picture series and vocabulary related to the topic were provided. This task therefore was guided (Page 86-87). In the text task, learners were asked to write instruction on how to operate something of learners' interest along with its picture (Page 87). This writing task was freer than the previous one. Considering that this unit prompted learners to write various types of procedural texts, it proved that this unit has attempted to guide learners to make the actual written production of procedural texts.

For the spoken production, there were three tasks. In the first task, learners were asked to work in pairs to perform an instruction on how to make chicken soup accompanied by several picture cards describing the ingredients needed. Student A had to show Student B how to make the chicken soup. Student B had to show the correct picture card corresponding to Student A's

instruction. The expressions or signposting needed for the dialogue were provided (Page 72-73). Thus, this dialogue task was guided. See In the second task, learners had to individually tell their friends about how to make their favorite food in front of the class. The guidelines on ways to open and give instructions were given. This monologue task was freer than the previous one because learners were considered to have gained some exposure before (Page 74). See Figure 4.34. In the last task, learners were asked to perform a dialogue between a lender and a borrower. The dialogue was about what the borrower must and must not do with the car. The signposting for the dialogue were provided (Page 82). This unit on procedural texts has provided sufficient speaking tasks varying from the guided to the freer one and of various levels of difficulty and topics. This was the evidence that this lesson on personal recounts has attempted to guide learners to make the actual oral production of procedural texts.

Textbook 2 had eleven units. There were six lessons related to functional texts and monologues from various genres. *Explanation texts* in Unit 3 and 5 and *Hortatory Texts* in Unit 6, 7, 9, and 11. Generally, those lessons have given learners guidance to produce actual written and oral texts to produce functional written and oral texts to achieve the social function of the related texts. This fulfillment was elaborated as follows.

For example, in the lesson on *explanation texts and monologues* in Unit 3, learners have been asked to produce personal and factual recounts both oral and written.

For the written production, there were two tasks. After being given some grammatical explanation and exercises on passive sentences, technical terms about tsunami, and an explanation on how to link ideas using cause and effect relationship, learners were asked to write an explanation text about tsunami based on the cause and effect diagram provided (Page 57-58). Besides, learners were also asked to write a solution letter responding to the problems resulted by tsunami in the form of explanation texts (Page 60). This unit has attempted to guide learners to make the actual written production of explanation texts. This was because when they were asked to write about tsunami, they have been facilitated before by some terminologies related to tsunami, some explanation on the related grammar, and on ways of linking the ideas. These made them more ready for the writing task and find the task easier and less demanding. The diagram was also helpful in controlling learners' text organization.

For the spoken production, there were two tasks. In the first task, learners were asked to work in groups of four in which they had to be a newscaster reporting the situation after a tsunami and structural engineers. After that, they were asked to make a live interview on TV. Some expressions needed for the interview such as *asking for information*, *giving information*,

and demanding *explanation* were provided. In the second task, they were asked to practice doing an individual presentation as a TV station host about one of natural disasters by following the steps provided (Page 48-49). This unit on explanation texts has provided sufficient speaking tasks varying from the guided to the freer one and of various levels of difficulty and topics. Before learners were asked to present something about natural disasters, they had been asked to perform a dialogue in groups before. The dialogue task has helped learners a lot in moving to the presentation task. This was the evidence that this lesson on explanation texts has attempted to guide learners to make the actual oral production of procedural texts.

In the lesson on *hortatory* texts in Unit 6, learners have also been asked to produce personal and factual recounts both oral and written.

For the written production, learners were asked to do four much guided writing exercises of which orientation was around grammar and vocabulary level. Therefore this unit did not have a writing task which prompts learners for actual hortatory texts production. The task on actual hortatory texts production was found in Unit 11. In Unit 11, learners were asked to write a hortatory text by choosing one of the social problems happening in the third world nation. The guidelines on how to write good hortatory texts were also provided Page (252). Overall, this unit has not really attempted to guide learners to make the actual production of hortatory texts, since all the writing exercises were very guided and were oriented only to

vocabulary and grammar improvement. However, this lack was overcome in Unit 11 in which there was a task on actual written production of hortatory texts.

For the spoken production, learners were asked to practice becoming a journalist individually. They had to report a current event found in newspapers, TV news, or internet. After that, they had to go around the class and ask three friends about their opinions, comments, doubts, and justifications about the case. Before performing an interview, they had been given an example of people's opinions on student brawls and had been given some expressions needed for the interview e.g. expressing justification, making speculations, making a generalization, and expressing doubt (for arguments), giving opinions and recommendations (for recommendations and thesis statement). The guidelines and signposting for the interview were provided (Page 191). This unit has guided learners really well to make the actual production of oral hortatory texts. This was because the task stages were in order from the less demanding to the more demanding ones. Lists of expressions, signposting, and examples of opinions have given learners ideas on what to say. Besides, in performing the task, they were also trained to follow the generic structure of hortatory texts namely thesis statement, arguments, and recommendations.

In conclusion, Textbook 1 and Textbook 2 have generally guided learners quite well to make the actual production of written and oral functional

texts. This was because most of the lessons on functional texts in both textbooks had a lot of writing and speaking tasks of various levels of difficulty and purposes, ranging from the less demanding to the more demanding ones, varying from the guided to the freer ones, of which orientation is to enable learners to produce the functional texts both oral and written. In short, Textbook 1 and 1 have met the sixth criterion in this sub aspect that was actual production: to give learners guidance to produce written and oral functional texts.

i. Systematic Coverage of Syllabus

Textbook 1 did not specifically provide a syllabus or a course grid which contained the coverage of the lessons in the textbook. However, in the beginning of each unit, there was always an outline of the unit which summarizes the unit's content. The outline covered the teaching and learning cycle stages which used genre-based approach. It consisted of *getting started* and *getting grammar in action* which reflects Building Knowledge of the Field, *moving forward* which reflects Modeling of the Text, *hand in hand* which reflects Joint Construction of the Text, and *show it off* for Independent Construction of the Text. The outline has covered the content of the lesson systematically. Therefore, it can be used as a syllabus or map of the unit. In short, Textbook 1 has met the seventh criterion in this sub aspect that is systematic coverage of syllabus.

Textbook 2 has provided a section namely *Map of the Book*. It consisted of the themes of the units, the levels of difficulty, and the objectives of four skills (listening, speaking, reading, and writing) activities, grammar and pronunciation contents, and language for aesthetic purposes, and moral values to be learnt from the unit. This map of the book can be used as a syllabus as well, since it covered the content of the book systematically. In short, Textbook 2 has met the seventh criterion in this sub aspect that is systematic coverage of syllabus.

j. Organized and Graded Content According to its Levels of Difficulty

All lessons in Textbook 1 have been graded and sequenced based on their levels of difficulty.

For example, the lesson on *narratives* was divided into 2 units with various topics and levels of difficulty. In Unit 2, learners were introduced to stories covering myths, fables, and folk tales of short lengths with less difficult vocabulary. The tasks were also less demanding such as arranging some jumbled paragraphs into a story, completing a story, and writing a short story of which title and orientation have been provided. In Unit 4, learners were introduced to longer narratives with more unfamiliar vocabulary. The tasks were also more demanding such as writing a summary of a long story, arranging a lot of jumbled paragraphs into a complete story, retelling a story, making up a different climax and ending, and creating their own story.

The lesson on *descriptions* was also divided into 2 units with different topics and levels of difficulty. In Unit 5, learners were introduced to the short descriptions of animals and people's physical appearance. The tasks were less demanding, such as describing learners' favorite pet, describing a missing person, and creating a campaign flyer describing the person to vote. In Unit 6, learners were introduced to longer descriptions of school buildings, big cities around the world, and international and local tourist attractions. The tasks were also more demanding, such as describing locations at school, describing one big city in Indonesia, and describing famous buildings in learners' region or town.

All lessons in Textbook 2 have also been graded and sequenced based on their levels of difficulties. For examples, the lesson on *explanation* texts was divided into 3 units with various themes and levels of difficulty. In Unit 1, the theme for teaching the explanation texts was about *flood* and the lesson was for beginner learners. In Unit 2, the theme for teaching the explanation texts was about *earthquake* and the lesson was for intermediate learners. In Unit 3, the theme for teaching the explanation text was about *tsunami* and the lesson was for advanced learners.

Another example was the lesson on *hortatory* texts. This lesson was divided into 3 units with various themes and levels of difficulty. In Unit 4, the theme for teaching hortatory texts was about *juvenile delinquency* and the lesson was for beginner learners. In Unit 5, the theme for teaching the

explanation texts was about *poverty* and the lesson was for intermediate learners. In Unit 6, the theme for teaching the explanation text was about *ways to prevent floods* and the lesson was for advanced learners. This was the evidence that all the lessons in Textbook 1 were clearly organized and sequenced based on their difficulty.

Textbook 1 and 2 have generally met the criterion of clearly organized and graded content based on its level of difficulty. This was because most of the lessons oriented to the same text type were divided into several units which started from the less difficult to the more difficult topics and which started from the simple to the more demanding tasks.

k. Suitability of the Number of the Lessons to the School Term or Year

In Textbook 1, the number of lessons has suited the school year. Based on the researcher's observation towards some local schools' academic calendars, there were about 35 to 37 effective weeks for teaching and learning activities. Textbook 1 had seven units which covered seven lessons for interpersonal texts, five lessons for transactional texts, and seven lessons on functional texts. In short, Textbook 1 had 19 lessons which attempted to

integrate the four skills. A teacher might be able to finish one lesson in two weeks. In other words, it was still possible to cover 38 lessons in 37 weeks.

On the other hand, the number of lessons in Textbook 2 did not suit the school year. Textbook 2 had eleven units which covered two lessons for interpersonal texts, fourteen lessons for transactional texts, and eleven lessons on functional texts. In short, Textbook 1 had 27 lessons which attempted to integrate the four skills. As what has been stated previously that according to some local schools' academic calendars, there were only about 35 to 37 effective weeks for teaching and learning activities. It was less possible to finish the 27 lessons in 37 weeks. This was because the teaching and learning cycle used by the book, namely genre-based approach, required a long process and a series of stages before learners were able to produce a functional text or a monologue. Besides, interpersonal and transactional communication also required a lot of practice and performances. Therefore, 37 weeks would not be enough for 27 lessons.

In conclusion, Textbook 1 has met the criterion of suitability of the number of the lessons to the school term or year, while Textbook 2 has not.

1. Tolerance towards Learners' Absence

In Textbook 1 and Textbook 2, the sequencing of the content has allowed learners for being absent from some classes. This was because in each unit, there was an independent activity done individually, namely independent

construction of the text. In this activity, learners had to practice making texts and monologues individually. This activity can be done at home without the teacher's presence or can be done when they were absent from classes. However, teachers' feedback was still necessary in the correction stage. Another reason was because every unit had very explicit grammar explanation to support learner's comprehension towards the texts' linguistic features. This explanation, therefore, can be read individually by learners and can be relied by learners when they were absent. Besides, there were also a lot of written exercises on grammar and vocabulary. This activity can also be used for self study without teachers' presence and can be done when learners were absent from class.

2. Material Accuracy

This sub aspect had 7 items the fulfillments of which were explained as follows:

a. Maintaining Interpersonal Relation with People through Interpersonal Texts

In Textbook 1, the interpersonal texts have helped learners to maintain their interpersonal relation with people. This was because all the seven lessons

on interpersonal texts have considered politeness aspects. This can be seen when each lesson was provided with various expressions and various conversations according to their level of formality ranging from formal to informal. This level of formality was also influenced by the relationship among the speakers and the venue of the conversation. It indicated that the lessons have considered the context where the conversation took place (*field*) and the relationship among the speakers (*tenor*).

Lesson on *greetings and leave-takings* in Unit 1 for example, there were two examples of conversations taking place at different occasions. One took place at the cafeteria of which interlocutors were close friends and the other one took place in a banquet room of which interlocutors were strangers (Page 6). Each conversation used different expressions of greetings according to their level of formality, field, and tenor. Lists of expressions on formal and informal greetings were also given as a guideline for the conversation practice.

In Textbook 2, the interpersonal texts have not really helped learners to maintain their interpersonal relation with people. This was because Textbook 2 was lack of exploration for interpersonal texts and did not provide examples of expressions according to their level of formality, field, and tenor.

There were only two lessons in Textbook 2 namely *expressing surprise* and *expressing hopes* (Page 70 and 236). In each of the lessons, the lists of expression were given without specifying to whom and in what

occasion the expressions were used. There was only one model of conversation in each lesson of which interlocutors were close friends. There was no conversation model in which the interlocutors were colleagues or strangers. In addition, the written and spoken exercises were also given without emphasizing the level of formality of the situations. Consequently, this would limit learners' pragmatics competence.

In conclusion, Textbook 1 has met the criterion of maintaining interpersonal relation with people through interpersonal communication, while Textbook 2 has not.

b. Getting Things Done Through Transactional Texts

Textbook 1 has helped learners to get things done through transactional communication. Most of the lessons on transactional texts were oriented to help learners fulfill their life needs. Lesson on *offering meals and beverage* (page 65-66) in Unit 3, for example, has helped learners to get things done through transactional conversation. After being given an example of short conversation on offering a beverage and lists of expression of *offering to older people, offering to friends, declining an offer, and accepting an offer*, learners were provided with some pictures of food and were asked to work in pairs to practice offering the food and to accept or decline the offer. Next, learners were asked to practice offering meals in a chain. They were also given some situations and were asked to perform role plays of offering food and drinks and of accepting and declining the offer. When learners were able

to accept the offer using the target expressions, it meant this lesson has been successful in helping learners to get things done.

Textbook 2 has also helped learners to get things done through transactional communication. Most of the lessons on transactional texts were oriented to help learners fulfill their life needs. Lesson on *making enquiries to obtain goods and services on the phone* in Unit 2, for example (page 26-27), has helped learners to get things done through transactional communication. After listening to a conversation on a person making enquiries about a VCD on the phone accompanied by an advertisement, they were asked to complete the statements in pairs related to the conversation. Next, learners were provided with a list of expressions of enquiring products and were asked to complete a dialogue with expressions of enquiring products. After that, they were asked to take turn to be a caller and a salesperson to make enquiries to obtain a VCD. When learners were able to order the VCD and receive it, it meant this lesson was successful in helping learners to get things done.

In conclusion, both Textbook 1 and 2 have met the criterion of helping learners to get things done through interpersonal communication.

c. Enabling Learners to Represent the Social Functions of Functional Texts and Monologues

Textbook 1 has enabled learners to represent the social functions of functional texts and monologues. This was because most of the lessons on

functional texts have emphasized the social functions of each text type and a lot of tasks in the book have asked learners to produce the functional texts and monologues carrying those functions.

As stated in the textbook evaluation criteria that the social functions of *recounts* were to describe personal experience such as success stories, biography, unforgettable experience, and so on. In relation to these social functions, lesson on *recounts* in Unit 1 has given learners tasks to write a biography about their idol, to write about their embarrassing experience, to write about what happened in their last holiday, and to write about their past experiences down in a diary. This was the evidence that this lesson on *recounts* has attempted learners to represent the social functions of *recounts*.

As stated in the textbook evaluation criteria that the social functions of *descriptions* were to identify, distinguish, offer, compliment, or criticize things, people, or animals. In relation to these social functions, the lesson on *descriptions* in Unit 5 has given learners tasks to describe their favorite pet, to describe the physical appearance of someone named Roni whose picture was showed in the book, to describe the candidate of their class chairman by using a campaign flyer, and to give detailed description about a person that learners know well by also attaching his/her picture. This was the evidence that this lesson on *descriptions* has attempted learners to represent the social functions of *descriptions*.

In conclusion, Textbook 1 has generally met the criterion of enabling learners to represent the social functions of functional texts, since a lot of tasks carrying the functions were provided in the book.

Textbook 2 has enabled learners to represent the social functions of functional texts and monologues. This was because most of the lessons on functional texts have emphasized the social functions of each text type and a lot of tasks in the book have asked learners to produce the functional texts and monologues carrying those functions.

As stated in the textbook evaluation criteria that the social functions of *explanations* were to explain a process or an activity which is related to natural phenomenon, science, socio-cultural events, and so on. In relation to these social functions, lesson on *explanation* in Unit 3 has given a lot of model texts on *tsunami* and *earthquake*, which are the natural phenomenon occurred in Indonesia. In writing activities, learners were also asked to write about tsunami and its cause and effect by using the diagram provided. This was the evidence that this lesson on explanation has attempted learners to represent the social functions of explanation. See Figure 4.62

As stated in the textbook evaluation criteria that the social functions of *hortatory* were to propose a thesis, analytical argument, and recommendation. In relation to these social functions, lesson on *hortatory* in Unit 6 has given a lot of model texts on *flooding* and *landslides*, which generally proposed a solution to prevent floods and landslides, followed by some arguments and

recommendations. In writing activities, learners were also asked to write a letter to an editor about problems of waste disposal or floods. The letter must contain recommendations on ways to overcome the problems and the arguments of why the recommendations were essential. This was the evidence that this lesson on explanation has attempted learners to represent the social functions of hortatory.

In conclusion, Textbook 2 has generally met the criterion of enabling learners to represent the social functions of functional texts, since there were model texts and tasks carrying the functions were provided in the book.

d. Elements of chronological and systematic thinking skills in interpersonal and transactional texts

Textbook 1 and 2 have both contained the chronological and systematic thinking skills in interpersonal and transactional texts which covered interactive activities such as the initiative to communicate and to respond in the form of requesting, giving information, goods, and services.

In Textbook 1, for example, there was a transactional dialogue lesson on *offering a meal*. In this lesson, there were three interactive activities. In the first activity, learners were provided with pictures of sandwiches, apples, a cup of tea, and cookies and were asked to practice offering those things to their friends. Their friends then had to accept or decline the offer. In the second activity, learners were asked to practice the expressions of offering in a chain where all the students in the class were involved. In the third activity, learners were asked to work in groups of three and to perform a role play on offering, accepting, and declining meals based on the situations provided. In all these interactive activities, there was an initiative to communicate when offering meals and to respond when accepting or declining the offer.

There was another transactional dialogue lesson on *asking for and giving information*. In this lesson, there was one interactive activity in which learners had to work in pairs asking for and giving information about London by making use of the text on London in the previous listening exercise. In this

interactive activity, there was an initiative to communicate when asking about London and to respond when giving information about London.

In Textbook 2, there was a lesson on *asking for information and demanding an explanation* in Unit 3. In this lesson, there was an interactive activity in which learners were asked to work in groups of four to perform an interview between a newscaster and three structural engineers. The topic of the interview was about the situation after a tsunami. During the interview, learners must use the expressions of asking for information and demanding explanation which have been provided before. In this interactive activity, there was an initiative to communicate when the interviewer asked the engineers and to respond when the engineers answered the questions.

In conclusion, Textbook 1 and 2 have generally met the criterion of interactive activities consisting of the initiative to communicate and to respond in the form of goods, services, and information. This was because there were many speaking tasks in Textbook 1 and 2 which required learners to initiate communication and to respond to an offer and questions.

e. Elements of meaning in short functional texts and monologues

The functional texts and monologues in Textbook 1 and 2 have covered the elements of meaning required by the textbook evaluation criteria.

In Textbook 1, all the functional texts used as model texts and tasks have covered all the elements of meaning required. *Recounts* used as model

texts and tasks in Unit 1 have covered orientation and events which were conveyed chronologically. *Narratives* used as model texts and tasks in Unit 2 and 4 have covered orientation, major complication, and resolution. *Descriptions* used as model texts and tasks in Unit 5 and 6 have also covered the elements contained in a person, thing, or animal along with its descriptions such as characteristics, attitudes and actions. In the model text of descriptions about someone named Debby in Unit 5, for example, contained identification, description of her physical features, description of the way she dresses, description of her personality, and hobbies. See Figure 4.65. News Items used as model texts and tasks have also covered newsworthy event (core event), background events (elaboration) and sources (source of information).

In Textbook 2, all the functional texts used as model texts and tasks have covered all the elements of meaning required. *Explanation texts* used as model texts and tasks in Unit 1, 2, 3, 4, and 5 have covered general statement (what the writer is going to talk about), explanation (how a phenomenon occurs), and closing statement (application or example of the phenomena) (Page 15). *Hortatory texts* used as model texts and tasks in Unit 6, 7, 8, 9, and 11 have also covered thesis (what is the writer is going to talk about), arguments (convincing the readers to agree with his/her idea), and recommendations (solution to emphasize on what should be done about the problem) (Page 16).

In conclusion, both Textbook 1 and 2 have fully met the criterion of elements of meaning in functional texts and monologues, because all the functional texts used as a model text or a task have covered all the elements of meaning required by the textbook evaluation criteria.

f. Accuracy and appropriateness of the language

In general, the language used within each model text (interpersonal, transactional, and functional) had no significant mistakes in terms of grammar and vocabulary. Every single text used correct grammar and appropriate vocabulary according to the context. In conclusion, Textbook 1 and 2 have fully met the criteria of accurate and appropriate language.

g. Relevance of the language towards the communicative context

Each text in Textbook 1 and 2 have used the language which was relevant to the on-going communicative context.

In Textbook 1, all the functional texts used as model texts and tasks have used the language which was relevant to the on-going communicative context. *recounts* used as model texts and tasks in Unit 1 used simple past tense, nouns and pronouns, action verbs, adjectives, adverbs and adverbs of phrases, time conjunction, and speech function. *Narratives* used as model texts and tasks in Unit 2 and 4 used simple past tense, noun phrases, connectives , adverbial phrases of time and place, relative pronouns, action

verbs, thinking verbs, saying verbs, feeling verbs, and verbs of senses. *Procedures* used as model texts and tasks in Unit 3 used imperatives covering negative and positive command, connectives, and adverbial phrases. *Descriptions* used as model texts and tasks in Unit 5 and 6 used adjectives and compound adjectives, linking verbs, simple present tense, and degree of comparison. News Items used as model texts and tasks used action verbs, saying verbs, passive sentences, and adverbs of manner in passive sentences.

Textbook 1 has fully met the criterion of relevance of language towards the on-going communicative context, because the linguistic features covering grammar and vocabulary which were used in the texts are the ones relevant to their purposes. For example, when it comes to *procedure*, its purpose was to give instructions on how to do a task or to make something. Therefore, use of imperatives (e.g. *cut, don't mix, turn, put*, etc.) was necessary to tell what to do and what should not be done. Use of connectives (*first, then, finally*, etc.) was also necessary to make the steps sound systematic and to make the steps easier to understand. Another example, when it comes to *descriptions*, use of adjectives and compound adjectives (attractive, beautiful, brown-skinned, etc.) was necessary to describe how a person, an animal, or a thing looks like.

In Textbook 2, all the functional texts used as model texts and tasks have also used the language which was relevant to the on-going communicative context. *Explanation texts* used as model texts and tasks in

Unit 1, 2, 3, 4, and 5 used simple present tense, complex sentences, concrete and abstract nouns, present passive voice, connectives to express causality, and relative pronouns.. *Hortatory texts* used as model texts and tasks in Unit 6, 7, 8, 9, and 11 used simple present and simple past, relative pronouns and adjective clauses, noun clauses, prepositional phrases, and first conditional (if clauses).

Textbook 2 has fully met the criterion of relevance of language towards the on-going communicative context, because the linguistic features covering grammar and vocabulary which were used in the texts are the ones relevant to their purposes. For example, when it comes to *explanation*, its purpose was to explain a process or an activity which is related to natural phenomenon, socio-cultural events, and so on. Therefore, use of noun phrases (e.g. *the floor of a government building, the tens of thousands of people, devastating flood, the roof of his house, etc.*) was necessary to label the people or things involved in the phenomena, incidents, or events. Use of complex sentences after the conjunctions *after, when, who, where, which, that, why, because, etc.* was also necessary. This was because when explaining a phenomenon or an event either oral or written, newspaper writers or newscasters tend to use complex sentences containing independent clauses and dependent clauses with those conjunctions to connect ideas.

In conclusion, Textbook 1 and 2 have fulfilled the criterion of relevance of the language towards the on-going communicative context.

3. Description of the Sub Aspect: Supporting Learning Materials

This sub aspect had 10 items the fulfillment of which was explained as follows:

a. Relevance of the Learning Materials to the Topic Discussed

In Textbook 1, all of the learning materials covering texts, tables and pictures for every the text type were taken from the references which are relevant to topics discussed.

All the pictures were relevant to the topics discussed within the texts. In a lesson on *describing places* in Unit 6 for example, most of the texts adapted and used as models were about famous places around the world and places that were familiar for learners, such as *Singapore, London, Jakarta, Borobudur Temple, and Paris*. The pictures attached were also relevant to the texts. For example, in the model text entitled *Jakarta City*, the picture attached was the *National Monument* located in Jakarta. In the model text entitled *London*, the picture attached was the *London Bridge*. In a model text entitled *Paris*, the picture attached was the *Eifel Tower*. All the model texts were also adapted from the sources which were relevant to the topic discussed.

All the model texts in Textbook 2 were also adapted from the sources which were relevant to the topic discussed. However, some pictures used were not relevant to the topics discussed. Textbook 2 was intended for Indonesian students. However, most of the pictures used in the model texts were foreigner

students. Thus, the pictures were not relevant to the target readers intended. Occasionally, the pictures which were used in a unit were used again in the next units. This created a sense of monotony. These lacks were found in page 11, 13, 37, 46, 53, 69, 75, 87, 208, and 214. For example, in a lesson on *idioms* in Unit 2, two teenagers were talking about Uncle Bima which was thinking of selling his villa after the devastating earthquake (Page 37). The event they were talking about happened in Indonesian context. However, the picture attached within the book was a picture of two foreign female teenagers. Thus, the picture was not relevant to the conversation context. There was another example in a lesson on *making plans* in Unit 10. There were two teenagers namely Arga and Soleh were talking about Arga's plan to conduct a school clean up campaign (Page 208). Arga and Soleh were Indonesian's names. Therefore, the conversation took place in Indonesian context. On the other hand, the picture attached within the book was a picture of two foreign male teenagers. Thus, the picture was not relevant to the conversation context. The other example was of the same unit. There was a model text in the form of a letter written by Theresa to Achmad (Page 214). The letter told about Theresa's experience of leading a mutual aid activity in Bukit Cemara Park. Based on the name of the writer, the addressee, and the venue, it could be inferred that the event happened in Indonesian context. However, the picture attached within the book was a picture of a group of foreigners cleaning up a park. Thus, the picture was not relevant to the context of the text.

In conclusion, Textbook 1 has used the learning materials covering texts and pictures which were taken from the references which are relevant to topics discussed, but Textbook 2 has not. This was because a lot of pictures in Textbook 2 were not relevant to the context of the communication. Thus, Textbook 1 has met the criteria of relevant learning materials, while Textbook 2 has not.

b. Up-to-date References

Some model texts in Textbook 1 were not taken from the up-to-date references. For example, some *biographical recounts* in Unit 1 were about an actor and athlete who were no longer popular in the present days and who teenagers were not familiar with (Page 20). There was also a biography of a musician which was adapted from *The Jakarta Post* on September 17, 2004 and a newspaper excerpt on condolence which were taken from *The Jakarta Post* on September 10, 2006, which was nine and seven years ago (Page 12). In Unit 5, there was a model text about a successful Chinese chef which was adapted from *The Jakarta Post* 2006 (Page 126). All these model texts need to be replaced with newer texts of the same type.

All the texts in Textbook 2 were all taken from the up-to-date references. In Unit 6 there was a model text entitled *Garbage and Flooding in Jakarta* which was adapted in one of *The Jakarta Post* rubrics namely *Your Letters* on January 2013 (Page 116). There was another model text of the same rubric entitled *Flooding and Landslides in Indonesia* which was adapted from

The Jakarta Post on Februari, 13, 2013 (Page 122). In Unit 7, there was a model text in the form of letter of condolence from the Japanese Prime Minister named Naoto Kan (Page 137). This excerpt was adapted from The Jakarta Post on October, 29, 2010. In Unit 8, there was a model text entitled *Vice President urges tsunami warning system repair* which was adapted from The Jakarta Post on April 2012. Based on their date of publication, it can be inferred that these texts adapted taken from the up-to-date references.

In conclusion, the learning materials in the form of texts in Textbook 2 have been taken from the up-to-date references, while the learning materials in the form of texts in Textbook 1 have not. Thus, Textbook 2 has met the criterion of the up-to-date references, while Textbook 1 has not.

c. Personal skill development

Textbook 1 has generally helped learners in knowing the strengths and weaknesses of his own and others and in improving himself as an autonomous learner. This could be seen through the two features in the book, namely *Checking Your Progress* and *Self/Peer Assessment Checklist*. In *Checking Your Progress*, learners were asked to do a review or reflection of their own learning. By doing so, learners were encouraged to be responsible for the progress of their learning. In *Self/Peer Assessment Checklist*, learners were asked to evaluate their own performance and assess their friends' performance. By doing so, learners were also motivated to be responsible for the progress of their own learning. The result of *Self/Peer Assessment*

Checklist can be used as information on what areas which need improvement. *Checking Your Progress* could be found in page 16, 56, 73, 98, 103, 117, 119, 158, 166, and 193. Meanwhile, *Self/Peer Assessment Checklist* could be found in page 18, 61, 87, 159, 186, and 196.

In a lesson on *narratives* in Unit 2, after being given explanation on *adverb of manner, place, and time* and being asked ad to make new sentences by adding *adverbs* or *adverbial phrases*, they had to check their progress by asking themselves whether they had improved their grammar knowledge and whether they found problems in the grammar section. They were also asked to share their difficulties to their teacher for a solution. See Figure 4.66. In addition, after being asked to write their own narratives, learners were urged to use the *Self Assessment Checklist* to evaluate their writing. The checklist consisted of some evaluative questions, such as *Have I described the characters in the orientation in an interesting way? Have I written the complication clearly?*, and so forth. See Figure 5.67.

Another example is a lesson on *describing places* in Unit 6. After being asked to create a dialogue in which learners had to ask and give information about London, they had to check their progress by asking themselves whether they have spoken English with their friends and whether they found problems in working together with their friends. Besides, while being asked to describe a certain city in Indonesia in front of the class, they were shown a checklist by which the teacher evaluate their description. The

checklist consisted of the criteria of that must be fulfilled by learners in their performance, categories of their performance, and scores according to their fluency and accuracy (Page 159). See Figure 5.68.

Besides helping learners to evaluate themselves, *Self/Peer Assessment Checklist* also helped learners in evaluating their friends. Thus, learners could give feedback to each other. For example, in a lesson on *News Item* in Unit 7. While listening to their friends reporting an event that happened in their school, neighborhood, or country, learners must check and evaluate their friends' performance using the *Peer Assessment Checklist* in terms of text organization and fluency (Page 186). See Figure 5.69.

Textbook 2 has not really helped learners in knowing the strengths and weaknesses of his own and others and in improving himself as an autonomous learner. In the end of each unit, there was actually a *self-reflection* column in which learners had to write the things they did not understand before studying the unit, the difficulties they found when studying the unit and how they overcome them, and the progress they made after studying the unit. However, this *self-reflection* column had a number of weaknesses. The first weakness was that it had no variation and tend to be monotonous. Each unit in Textbook 2 had the same self-reflection format and the same wordings. This lack of variation in would make learners reluctant in doing self evaluation. The second weakness was that it did not have clear criteria in the form of questions or checklist which can be used as measurement on the areas which must be

improved by learners (Page 106). Thus, learners would have no idea regarding to what areas or aspects which they must improve after a certain performance. This self-reflection section did not provide a format which enables learners to assess others. Consequently, they would have no opportunity to assess each other and to give each other feedback. See Figure 5.70.

In conclusion, Textbook 1 has fulfilled the criterion of personal skill development, while Textbook 2 has not.

d. Social Skill Development

Generally, Textbook 1 has thought learners to be cooperative, to be tolerant, to promote peace, and to be anti-violence in communicating and interacting with others. However, it has lacks in promoting gender equality. This would be elaborated as follows.

The values of being cooperative in Textbook 1 could be seen in some pair works and group works in spoken or written production after a series of comprehension of certain texts. This value of being cooperative was also reflected in so many instructions which asked learners to work in pairs or in groups both in comprehension and production stages. For example, in a lesson on *narratives* in Unit 2, learners were asked to work in groups of four to finish the story provided by the book using the text organization of narrative. Group works could also be seen in the other units, such as performing a role play on *offering meals* in groups of three in Unit 3 and performing an interview

between a reporter and two Lapindo swamp survivors in groups of three in Unit 7. In answering some comprehension questions after a certain model text, learners were also occasionally asked to work with their friends. Working in groups has encouraged learners to be cooperative with their friends.

Apart of its emphasis on the value of being cooperative, Textbook 1 has a number of weaknesses in promoting gender equality. This could be seen in a lesson on *biographical recounts* in Unit 1. Most of the famous and successful people portrayed in the model texts were only males, such as the famous actor *David Duchovny*, the famous football player *Zinedine Zidane*, the late famous punk musician *Johnny Ramone*, and the classical musician *Picasso*. There was also one biographical recount used for grammar exercise the figure of which was a successful male junior research chemist named *Kiran Hasto*. In a lesson on *description on people's physical appearance* in Unit 5, the person portrayed in the model text was a successful Chinese male chef named Liu Ching Hai. There was only one female figure portrayed in the lesson. She was an English teacher named Mrs. Trim. She was put together with a male senior high school headmaster named Mr. Sugeng. This has shown male's superiority towards females in terms of superiority. Thus, Textbook 1 has not promoted the value of gender equality to learners.

Textbook 1 has also attempted to promote tolerance towards different cultures. In a lesson on *giving compliments*, for example, there was an article on cultural awareness about the differences between Indonesian speakers and

native speakers in terms of responding to compliments (Page 131-132). It said that in responding to compliment, most of Indonesian speakers tend to be quiet, do not give any comments, and tend to refuse the compliments with a few disagreeing statements. For example, when someone gave a person's garden a compliment, that person would answer *No, it is actually a mess. I haven't got enough time to look after it.* This did not mean that Indonesian speakers did not appreciate compliments from others, but it was their way to show their modesty. On the other hand, when being given the same compliment, native speakers would directly accept the compliment and say *Thank you. I like gardening very much and I spend a lot of time looking after it.* Native speakers would respond to sincere compliments and would refuse it when the compliment was not sincere. These two different ways of responding to compliments would give learners more insights on cross cultural understanding and therefore would teach them to be tolerant towards those differences.

Textbook 1 has also promoted the values of peace and anti-violence in communicating and interacting with others. This could be seen in all the lessons on interpersonal and transactional texts. Those lessons have taught learners on different expressions in performing certain communicative functions. Those expressions were put into categories according to their levels of formality which were determined by the relationship among the speakers (*tenor*) and the occasion in which the communication occurred (*field*). In each

of the conversation models, those expressions of different formality levels were always conveyed politely and appropriately. This has taught learners to communicate their ideas politely and appropriately as well when performing speaking tasks or when talking to others in their daily life. It indicated that those lessons on transactional and interpersonal texts have promoted the values of peace and anti-violence in communicating and interacting with others.

Generally, Textbook 2 has thought learners to be cooperative, to be tolerant, to promote gender equality, to promote peace, and to be anti-violence in communicating and interacting with others.

The values of being cooperative in Textbook 2 could be seen in some pair works and group works in spoken or written production after a series of comprehension of certain texts. For example, in a lesson on *making enquiries to obtain goods and services on the phone*, learners were asked to do one guided task and one less guided task in pairs. In the first task, they were asked to complete a dialogue on *making enquiries* in pairs. In the second task, by working in pairs, they were asked to take turns to be a caller and a salesperson and to make enquiries to obtain information about the advertisement of a documentary DVD entitled *Tremor*. Another example is, in a lesson on *asking for information and demanding explanation*, learners were asked to work in groups of four to perform an interview in which a newscaster was reporting the situation after a tsunami live on TV and three structural engineers

answering the newscaster's questions regarding to the constructions' quality and how extensive the reconstruction would be. Through group works, learners were encouraged to be cooperative with their friends.

The value of being cooperative was also reflected in Unit 10. The theme for this lesson was *many hands make light work*. This topic introduced the culture of mutual aid in Indonesia and other countries. There was a *hortatory text* entitled *mutual aid as Indonesian life style* which told about the culture of mutual aid in Indonesia and there was also an *announcement text* entitled *Earth Day Weekend Cleanup in Echo Park on 25th April* made by LA Neighborhood Clean Up. These two texts showed that mutual aid has become not only local but also international culture.

In terms of gender equality, both males and females were portrayed equally in Textbook 2. A lesson on *explanation texts* with the topic *how juvenile delinquency occurs* could be taken as an example. In the conversation model, two male students named Edison and Jean were talking about the brawl suspects arrested that day in an intelligent way. In a model text used for grammar exercise, there was also a female psychologist explaining about *juvenile offense as a normative adolescent behavior*. This indicated that both females and males were portrayed equally in terms of intellectuality in Textbook 2.

The values of tolerance in Textbook 2 were reflected in most of the conversation models. In most of the conversation models, there was always an

exchange of ideas and opinions which taught learners to be tolerant towards others' different points of view. For example, in a lesson on *giving explanation* in Unit 3, there was a conversation between four students sharing their different points of view about the effects of tsunami. This lesson has taught learners to be tolerant towards different opinions and to appreciate others' points of view. Another example is a lesson on *emphasizing a point and giving a reason* in Unit 5. In the conversation model, there was a group of students sharing their different points of view about the causes of poverty. This lesson has also taught learners to be tolerant towards different opinions and to appreciate others' points of view.

The values of peace and anti-violence in communicating and interacting with others in Textbook 2 were reflected in the lessons on *asking for information politely* in Unit 1 and 4. In those two lessons, some expressions that can be used to ask questions politely to get information were introduced to learners, starting from the least formal to the most formal ones, such as *I'd like to know...*, *I'm interested in...*, *Could you tell me...?*, *Do you know...?*, *Could you please find out...?*, and so forth. By teaching learners on how to ask information politely, it means the lesson has promoted the value of anti-violence in communicating ideas.

In conclusion, Textbook 2 has met the criteria of social values covering the values of being cooperative, being tolerant, appreciating gender equality, and promoting peace and anti-violence in communicating and

interacting with others. On the other hand, Textbook 1 has not met the criteria, particularly in the area of gender equality, because male and female figures in Textbook 1 were not portrayed equally in terms of occupation.

e. Academic Skills Development

Textbook 1 has guided learners to acquire some academic skills, such as exploring and making use of information, solving problems, and making decisions regarding to a scientific work.

Textbook 1 has guided learners in exploring and making use of information. This could be seen in some lessons on transactional texts. For example, in a lesson on *asking if someone remembers or not* in Unit 1, learners were given an excerpt of condolences announcement taken from the *Jakarta Post* newspaper (Page 12). It contained the information about the name of the newspaper chief editor who just passed away, the place where his body was going to be laid out, and the date of the burial. Afterwards, learners were asked to make use of the information in the announcement to make a conversation in which would talk about what happened to the chief editor and where the speakers could go to express their condolences. Another example was a lesson on *arranging time and place to meet someone* in Unit 2. In this unit, learners were asked to complete a dialogue between Pinocchio and Evil Fox in which these two people arranged time to meet (Page 38). In order to be able to complete the dialogue, learners had to make use of Pinocchio's schedule attached below the dialogue. By knowing Pinocchio's schedule,

learners would be able to find out his free time and help him arrange an appointment with the Evil Fox.

Textbook 1 has also guided learners to solve problems. This could be seen in some grammar and vocabulary exercises and exercises on text organization. For example, in a lesson on *procedures* in Unit 3, there were model texts entitled *How to boil an egg* and *how to make instant fried noodles*. Learners were asked to complete the paragraphs in those procedural texts using *sentence connectors of actions* (Page 70-71). Besides, they were also asked to rearrange the jumbled instructions on how to cook rice. This kind of task enabled learners to comprehend the text organization of procedures. Another example, in a lesson on *narratives* in Unit 4, learners were asked to change ten direct speeches into indirect speeches (Page 91). Indirect speech was one of the linguistic features in narratives. Besides, learners were asked to write a summary of a story entitled *I did not mean to hurt you* and to find out its orientation, complication, and resolution. This kind of task enabled learners to comprehend the content and the text organization of narratives. Two vocabulary tasks were also found in Unit 5 in a lesson on *descriptions* (Page 127). In the first task, learners were asked to find the antonyms of some qualitative adjectives on personality traits, such as *generous*, *friendly*, *rebellious*, *two-faced*, and so forth. In the next task, learners were asked to match each qualitative adjective with their definition.

All these tasks have helped learners to solve grammar, vocabulary, and text organization problems.

Textbook 1 has also guided learners to make decision. This could be found in the independent-construction-of-the-text activities in each of the units. In this last stage of genre-based approach, learners were allowed to write a text following certain organization and using certain linguistic features of any topic of their interest. These free activities had allowed learners to make decision on their own regarding to what they were going to write about. For example, in a lesson on *descriptions* in Unit 6, learners were allowed to write a description about any city, hotel, or famous building in their region or town (Page 171). In a lesson on *narratives* in Unit 2, learners were allowed to write their own narrative on a very well-known legend, tale, myth, fable or fairy tale in their town (Page 61).

Textbook 2 has also guided learners to acquire some academic skills, such as exploring and making use of information, solving problems, and making decisions regarding to a scientific work.

Textbook 2 has guided learners to explore and make use of information. In a lesson on *explanation text* in Unit 2, for example, learners were asked to create a poster about the best safety strategies to take during an earthquake. In creating the poster, learners had to make use of the information about the problems caused by earthquake which was provided before in the task (Page 38). In another lesson on *explanation text* in Unit 5, learners were

asked to complete a short text about the missions of Star Foundation. In completing the text, learners had to use the information in the advertisement provided (Page 97).

Textbook 2 has also guided learners to do some problem solving tasks. In a lesson on explanation text in Unit 5, for example, while listening to a man talking about criminalizing poverty, learners were asked to rearrange some jumbled sentences in the task into a good text (Page 86). This task has guided learners to solve the problem of an unorganized explanation text. In another lesson on *hortatory texts* in Unit 6, learners were asked to find out solution/advice to some problems on roads caused by flood, such as *the repair is not done carefully, the road is not repaired using fine quality materials*, and so forth (Page 114). This task has guided learners to find out solution to the problems about damaged roads after flooding.

Textbook 2 has also guided learners to make decisions regarding to a scientific work. In Unit 3, for example, learners were asked to write solution letter in the form of an *explanation*. The solution letter must contain the answers of why there is a problem, what the effect of the problem is, a solution, and benefits of the solution. In writing this letter, learners were free to decide the problem, the effects, the solution, and the benefit of the solution. Another example, in a lesson on *hortatory text*, in groups, learners were asked to list social problems which commonly happen in third world nations, choose one problem that interests them the most (Page 252). After that, they had to

make a thesis as the background, support their thesis with an expert's idea, state their arguments in enumeration, and write recommendation. In those writing tasks, learners were given freedom to decide the topic that interests them. It means Textbook 2 has guided learners to make decisions regarding to a scientific work.

In conclusion, both Textbook 1 and 2 have met the criterion of academic skills development, which is, helping learners in exploring and making use of information, solving problems, and solving problems, and making decisions regarding to scientific work.

f. Vocational Skills Development

Textbook 1 has guided learners to have the ability, attitude, and skills needed to do a certain job or occupation. This was reflected in the tasks. In the lesson on *descriptions' of physical appearance* in unit 5, learners were guided to have one of the abilities and attitude of being a policeman that is making inquiries. In this task, learners were asked to work in pairs. One student would become Mrs. Andrews and the other student would become the policeman. In the situation, Mrs. Andrews has just lost her cat and went to the police station to report it. The policeman asked detailed questions about how the cat looks like and Mrs. Andrews described the cat (Page 119). In the same unit, learners were also guided to have one of the skills and attitude of a publicist whose job involves getting publicity for people, events, or things such as films or books. In the task, learners were asked to make a campaign flyer of their class'

chairman candidate accompanied by his/her photo (Page 134). In the lesson on *news items* in Unit 7, learners were guided to have one of the skills and attitude of a reporter. In the task, learners were asked to make an interview in groups. One student became a reporter and the other became a Russian journalist named Yelena Vazrshavskya who first found Soviet nuclear submarine (Page 177). Besides, they were also asked to work in groups of three and to make an interview with Lapindo swamp survivors. One student became the reporter and the others became the survivors. All these lessons has shown that Textbook 1 has guided learners to have the ability, skills, and attitude to do a certain job or occupation.

Textbook 2 has also guided learners to have the ability, attitude, and skills needed to do a certain job or occupation. This was reflected in the tasks. In the lesson on *explanations* under the theme *How Floods Occur* in Unit 1, for example, learners were guided to have the abilities and attitude of a journalist. In the task, learners were asked to work in groups and to perform a role play of interview between a journalist and members of international humanitarian aid organization (Page 8). The interview would be about the activities that should be carried out during the disaster mitigation and the actions that members took to mitigate the flood. Another example is, in another lesson on *explanations* under the theme *What Causes Tsunami?* In Unit 3, learners were guided to have the ability and attitude of a reporter. In the task, learners were asked to perform an interview between a reporter and

three structural engineers. The interview would be about the reasons of why many buildings were easily devastated during tsunami. All these lessons has shown that Textbook 2 has guided learners to have the ability, skills, and attitude to do a certain job or occupation.

In conclusion, both Textbook 1 and 2 have facilitated learners really well to develop their vocational skills which were the ability, skills, and attitude to do a certain job or occupation. Therefore, both Textbook 1 and 2 have met the criteria of vocational skills development.

g. Appreciation towards Cultural Diversity

Textbook 1 has promoted cultural diversity which covers various cultural values of local, national, and global contents. This was reflected in one of the sections in each of the units namely *Cultural Awareness*. The *Cultural Awareness* section encouraged learners to do cross cultural understanding regarding to the focus of the lesson.

For example, in the lesson on *arranging time and place to meet someone* in Unit 2, in the *Cultural Awareness* section, there was a short article entitled *Arranging Time*. It told about the difference of punctuality among different nations (Page 39). It said that German would be on time, Americans would probably be 15 minutes earlier, British people would be 15 minutes late, and Italians would be an hour late.

In the lesson on *offering meals* in Unit 3, there was a *Cultural Awareness* section on *Tea Time*. It told about the differences on the ways of serving tea in different nations. It said that in China, tea was always served when people got together; Japanese people had a special way of serving tea called tea ceremony done in a special room in Japanese homes.

In a lesson on *giving compliments*, there was also a *Cultural Awareness* section about the differences between Indonesian speakers and native speakers in terms of responding to compliments (Page 131-132). It said that in responding to compliment, most of Indonesian speakers tend to be quiet, do not give any comments, and tend to refuse the compliments with a few disagreeing statements. This did not mean that Indonesian speakers did not appreciate compliments from others, but it was their way to show their modesty. On the other hand, when being given the same compliment, native speakers would directly accept the compliment and say *thanks*. Native speakers would respond to sincere compliments and would refuse it when the compliment was not sincere. These two different ways of responding to compliments would give learners more insights on cross cultural understanding.

Textbook 2 has also promoted cultural diversity which covers various cultural values of local, national, and global contents. This was reflected in a lesson on *hortatory* text in Unit 10. The title of this unit was *Many Hands Make Light Work* the objective of which was to introduce the culture of

mutual aid in different nations. In this unit, there were three model texts entitled *Maintaining Spirit of Mutual Aid and Deliberation*, *Mutual Aid as Indonesian Lifestyle* and *The Javanese Community*. The first two texts talked about mutual aid and deliberation as one of the five fundamental ideologies in Indonesia namely Pancasila and the Indonesian villagers who normally cooperated in establishing buildings for an important event such as wedding or other traditional ceremonies. The second text talked about the practice of reciprocity integrated in common Javanese family. These two texts have promoted the culture of cooperation and mutual aid both in local and national levels. There was also an announcement text which promoted cooperation and mutual aid in global/international level entitled *Earth Day Weekend Cleanup in Echo Park on 25th April*. The announcement text published the clean-up activities in celebration of Earth Day conducted by Los Angeles Neighborhood Cleanup.

In conclusion, both Textbook 1 and 2 have generally promoted appreciation towards cultural diversity which covered various cultural values in local, national, and global contents. Therefore, Textbook 1 and 2 have met the criterion of appreciation towards cultural diversity in this sub aspect.

h. Appreciation towards Local and National Potential and Equity

Textbook 1 has generally promoted awareness towards the local and national potential and equity. This could be seen in the lesson on *recounts* in Unit 1 and the lesson on *descriptions* of places in Unit 6. In Unit 1, there was

a *factual recount* entitled *An Excursion to Bogor Botanic Garden*. In Unit 6, there was a *description* text entitled *Borobudur Temple*. These two texts have promoted the local potential and equity in terms of tourism.

Textbook 2 has not really promoted awareness towards the local and national potential and equity. This was because most of the topics in Textbook 2 were about the natural disasters social problems occurring in Indonesia such as *floods* in Unit 1 and 6, *earthquake* in Unit 2 and 7, *tsunami* in Unit 3 and 8, and *juvenile delinquency* in Unit 4 and 9, and *poverty* in Unit 5. Therefore, rarely did the units talk about the local and national potential and equity which could be promoted in global level.

In conclusion, Textbook 1 has promoted awareness towards the local and national potential and equity quite well through its topics, while Textbook 2 has not. Thus, Textbook 1 has met the criterion of awareness towards the local and national potential and equity and Textbook 2 has not.

i. Appreciation towards Democratic Values

Textbook 1 has promoted appreciation towards democratic values which are relevant to the local socio-cultural contexts. This was reflected in the group works where everyone in the group had equal rights and was involved in making important decision. The group work could be found in Unit 2, 4, 5, and 7. In Unit 2, all the group members work together to finish a story provided in that unit (Page 60). In Unit 4, all the group members work

together to create a different climax for the story entitled *Matilda* and to create a different ending for the story entitled the *Necklace* (Page 108-111). In Unit 5, all the group members work together to create a campaign flyer of their class chairman candidate (Page 134). In Unit 7, all the group members work together to complete a news about an actress and a model named *Cindy Maroon* which they have listened through an audio (Page 185). All these lessons showed that Textbook 1 promoted appreciation towards democratic values through group work.

Textbook 2 has also promoted appreciation towards democratic values which are relevant to the local socio-cultural contexts. This was reflected in the group works where everyone in the group had equal rights and was involved in making important decision. The group work could be found in Unit 1 and 3. In Unit 1, all the group members work together to perform interview about disaster mitigation between a journalist and members of international humanitarian aid organization (Page 8). All the group members were free to share their ideas about the activities that should be carried out during the disaster mitigation and the actions that members took to mitigate the flood. In Unit 3, all the group members work together to perform an interview between a reporter and three structural engineers. They were free to share their ideas on the reasons of why many buildings were easily devastated during tsunami. All these lessons showed that Textbook 2 promoted democratic values through group work.

In conclusion, Textbook 1 and 2 have promoted appreciation towards democratic values which are relevant to the local socio-cultural context through group work. Thus, Textbook 1 and 2 have met the criterion of appreciation towards democratic values.

j. Promoting Nationality Insight and Self Belonging to the Country

Generally, Textbook 1 has quite promoted the nationality insight to learners. This could be seen in some model texts which brought local contents as their topics. In Unit 1, for instance, there was a factual recount entitled *An Excursion to Bogor Botanic Garden*. In Unit 2, there were a Javanese myth entitled *Batara Kala* and the legend of Prambanan Temple entitled *Bandung Bondowoso and Roro Jonggrang*. Some local tourist attractions were also introduced in some description texts in Unit 6 such as *Jakarta City* and *Borobudur Temple*. These local folktales and local tourist attractions have indirectly urged learners to have self belongings to their country.

On the other hand, Textbook 2 has not quite promoted the nationality insights and self belonging to the country. This was because there was only one unit which introduced the local culture, namely 'gotong royong' or mutual aid. In Unit 10 there were three model texts entitled *Maintaining Spirit of Mutual Aid and Deliberation*, *Mutual Aid as Indonesian Lifestyle* and *The Javanese Community*. Those three texts discussed the culture of mutual aid among Indonesian society. However, the Indonesian local culture was absent in the rest of the units.

In conclusion, Textbook 1 has promoted the nationality insight and self belonging through the local folktales and local tourist attractions introduced within the model texts. On the other hand, Textbook 2 has not promoted the nationality insight and self belonging, because rarely was local culture introduced in its units.

4. Sub Aspect: Language Appropriateness

This sub aspect had seven items the fulfillment and un-fulfillment of which were explained as follows:

a. Relevance towards learners' cognitive development

In Textbook 1, the language used in each explanation and instruction were relevant to learners' cognitive development. The explanation on grammar theories, vocabulary, social functions, generic structure, and linguistic features of certain text types was easily understood by learners. The summary on texts' purpose, text organization, and language features in the end of each unit also facilitated learners to comprehend the points of the lesson much faster and much more easily. The summaries of each unit could be found in page 30, 62, 88, 122, 135, 172, and 197. The instruction in each task was also easily comprehended by learners. The instructions for vocabulary, grammar, and sentence-level exercises were brief and effective. For example, *Complete this text using the appropriate pronouns* (Page 23), *Rewrite these sentences with the correct punctuation* (Page 50), *Change these*

sentences into the reported speech (Page 52), *Combine each pair of sentences using the relative pronouns* (Page 54), *Find the antonyms of the following personality traits* (Page 127), and so forth. Meanwhile, the instructions for production tasks which were more demanding than the sentence-level tasks were longer, more detailed and delivered in stages. For example, when learners were asked to write their own *narratives* in Unit 2, the instruction was delivered in four steps: 1) *Choose a very well-known legend, myth, tale, fable, or fairy tale in your town*, 2) *Make a rough draft first*, 3) *Use the generic structure of a narrative*, and 4) *Consult your teacher before developing the final draft into a long story*.

In Textbook 2, the language used in each explanation and instruction were relevant to learners' cognitive development. The explanation on grammar theories, vocabulary, social functions, generic structure, and linguistic features of certain text types was easily understood by learners. However, some of the instructions for both comprehension and production tasks were too long and in some ways might confuse learners. This could be seen in the instruction on writing *explanation texts* individually in Page 36, the instruction on *giving solutions* in Page 114, and the instruction on reading *hortatory texts* in Page 138.

In conclusion, Textbook 1 has generally delivered explanation and instruction using the language which was relevant to learners' cognitive development, while Textbook 2 has not. Thus, Textbook 1 has met the

criterion of relevance towards learners' cognitive development, while Textbook 2 has not.

b. Facilitating Difficulty and Language Unfamiliarity

Textbook 1 has facilitated learners' difficulty and language unfamiliarity explicitly. Learners' difficulty was facilitated through some examples given when learners were asked to do production tasks. For example, in Unit 2, when learners were asked to write their past experiences in a diary, examples of a diary written by a schoolgirl named Anindya were given (Page 15). In the same unit, when learners were asked to tell a story about what they did in the weekend or holiday in a postcard, an example of a postcard about someone's holiday in Flores was given (Page 17). In addition, in Unit 6, when learners were asked to write a short description about Paris, a brief information about Paris was given to facilitate learners' difficulty (Page 169). The language unfamiliarity was facilitated through grammar and vocabulary explanation, grammar and vocabulary exercises, and phonetic transcriptions of certain words to guide students to pronounce vocabulary correctly. The textbook did not contain a lot of scientific terminologies and the themes were of learners' interest, so most of the vocabulary in the book was in learners' proficiency levels to understand.

On the other hand, Textbook 2 has not facilitated learners' difficulty and language unfamiliarity explicitly. The topics on *floods*, *earthquake*, *tsunami*, *students brawl*, *poverty*, and *juvenile delinquency* in the textbook's

units contained a lot of scientific terminologies which learners might find unfamiliar. However, there was no glossary which provided the translation or definition of those terminologies. This made the model texts seem too difficult and too demanding for learners to comprehend. Besides, Textbook 2 had very few vocabulary exercise. The limited vocabulary tasks would make learners reluctant to improve their vocabulary mastery.

In conclusion, Textbook 1 has explicitly facilitated learners' difficulty and language familiarity quite well and Textbook 2 has not. Thus, Textbook 1 has met the criterion of facilitating language difficulty and unfamiliarity, while Textbook 2 has not.

c. Relevance towards learners' emotional stage

In Textbook 1, the language used in each unit was relevant to teenagers' socio-emotional stage. This was because each unit used the topic which was familiar for learners' daily life, such as *recipes, biographies, diaries, funny experience, famous landmarks, tourist attractions, news, physical appearance*, and so on. Those topics were somehow appealing for learners. Therefore, the vocabulary and grammar to comprehend and produce such texts was still on learners' mastery and familiarity.

On the other hand, the language used in each unit in Textbook 2 was not quite relevant to teenagers' emotional stage. This was because each unit used scientific topics (i.e. *volcanic and tectonic earthquake, tsunami, flood*,

poverty, juvenile delinquency, students' brawl, and so on) which demanded a huge range of vocabulary and a high intellectual processing on the part of the learners. The vocabulary to comprehend and produce such texts was no longer on learners' mastery and familiarity. The topics were also not very appealing for some learners.

In conclusion, Textbook 1 has used the language which was relevant to learners' socio-emotional stage, while Textbook 2 has not.

d. Message Readability

In Textbook 1, the message presented in each unit was clear and easily understood by learners. This was because the grammar and vocabulary explanation were brief and used familiar language. In addition, the topics chosen for each unit are of learners' daily life and are appealing for them. In turn, learners would find it easy to understand the message within the texts.

On the other hand, in Textbook 2, the message presented in each unit was clear but not easily understood by learners. This was because the topics chosen for each unit are all very scientific and less appealing for learners. The topics on *volcanic and tectonic earthquake, tsunami, flood, poverty, juvenile delinquency, students' brawl*, and so on contained too many unfamiliar words. These so many unfamiliar words were not facilitated with glossary. Thus, it made learners find it difficult to comprehend the message within the texts.

In conclusion, Textbook 1 has fulfilled the criterion of message readability, while Textbook 2 has not.

e. Grammar Accuracy

The message delivered in each unit in both Textbook 1 and 2 was relevant to correct English grammar and therefore both textbooks have met the criterion of grammar accuracy.

f. Coherence and Unity of Ideas in Each Unit

In Textbook 1, there were coherence and unity of ideas in each unit. This could be seen in the functional texts used for modelling and tasks which share the same or similar topics. For example in Unit 3, the main lesson was about *procedures*. Most of the functional texts used in modelling of the text and in the exercises were about *cooking instructions* of different meals and dishes. In addition, the transactional texts were about *offering meals*. All these texts had coherence and unity of ideas, because they all shared the same topics which had something to do with meals.

In Textbook 2, there were also coherence and unity of ideas in each unit. This could be seen in the functional texts used for modelling and tasks which share the same or similar topics. For example in Unit 1, the main lesson was about *explanations*. Most of the functional texts used in modelling of the text and in the exercises were about *how flood occurs* of different meals and dishes. In addition, the transactional texts were about *asking information*

about flood. All these texts had coherence and unity of ideas, because they all shared the same topics which had something to do with flood.

In conclusion, both Textbook 1 and 2 have met the criteria of coherence and unity of ideas in each unit.

g. Coherence and Unity of Ideas among Units

In Textbook 1, there was no coherence and unity of ideas among units. This was because there was no similarities of topics between one unit and another.

In Textbook 2, there was coherence and unity of ideas among units. This was because one unit and another share similar topics. Textbook 2 had eleven units. Six of them the topic of which was about *natural disaster*. Unit 1 and 6 were about flood, Unit 2 and 7 were about earthquake, and Unit 3 and 8 were about tsunami. It indicated that there was an attempt in the part of the writer to create unity of ideas among units. It also gave benefit to learners because they would be able to make use of the information they obtained from the previous unit as a learning resource for studying the next unit.

In conclusion, Textbook 2 has met the criterion of coherence and unity of ideas among units, while textbook 1 has not.

h. Good Coverage of Language Content

Textbook 1 did not have good coverage of language content covering grammar, vocabulary, and pronunciation. This was because the book paid attention to grammar and vocabulary, but very little attention to pronunciation.

Textbook 1 had good grammar explanation and practice. There was detailed grammar explanation needed to produce the related texts. There were also sufficient grammar exercises which guided learners to apply their comprehension of previous grammar explanation. There were also sufficient vocabulary explanation and practice. There was quite detailed vocabulary explanation needed to produce the related texts. There were also enough vocabulary tasks to apply learners' comprehension of previous vocabulary explanation. However, pronunciation received the least attention. There was only one section namely *Say It Right* which listed the phonetic transcriptions of certain words taken from the texts. The material that should be covered for pronunciation was not included. It did not have any exercises or explanation on word stress, sentence stress, or intonation.

Textbook 2 did not have good coverage of language content covering grammar, vocabulary, and pronunciation. This was because the book paid attention to grammar and pronunciation, but very little attention to vocabulary.

Textbook 2 had good grammar explanation and practice. There was detailed grammar explanation needed to produce the related texts. There were also sufficient grammar exercises which guided learners to apply their

comprehension of previous grammar explanation. Pronunciation was well covered. The material for pronunciation included exercises or explanation on word stress, sentence stress, or intonation in a section called *Sound it Out*. The explanation and exercises on vocabulary were very few. They were limited only on matching words with their definition or matching words with their synonyms. However, learners' difficulties towards many unfamiliar vocabulary were not well facilitated. On the other hand, the texts contained many scientific words which were hard for learners to comprehend.

In conclusion, both Textbook 1 and 2 did not meet the criterion of good coverage of language content.

5. Sub Aspect: Presentation Technique

This sub aspect had three items the fulfillment of which was explained as follow.

a. Presentation of tasks and materials in the form of texts, communicative activities, illustrations, and symbols

In Textbook 1, the materials and tasks were presented in the form of texts, communicative activities, and illustration. Each unit in the book generally contained models of functional text; models of interpersonal and transactional texts; some comprehension questions; lists of expression and how to use them; some listening tasks; some speaking tasks ranging from the guided to the free ones the orientation of which was to produce transactional,

interpersonal, and functional texts; grammar and vocabulary explanation; grammar and vocabulary exercise; the explanation on the generic structure and linguistic features of the related text type; reading and writing tasks the orientation of which were on the comprehension of text organization and language features; some list of words with their pronunciation; guidance for self reflection and peer assessment; and a brief summary. Those model texts and tasks were occasionally accompanied by relevant illustration.

The presentation of the materials and tasks was also according to the textbook characteristics which used genre-based approach and communicative approach. Therefore the orientation of the activities was to enable learners to create written and spoken texts of various genres and to communicate transactionally and interpersonally.

In Textbook 2, the materials and tasks were presented in the form of texts, communicative activities, and illustration. Each unit in the book generally contained models of functional text; models of interpersonal and transactional texts; some comprehension questions; lists of expression and how to use them; some listening tasks; some speaking tasks ranging from the guided to the free ones the orientation of which was to produce transactional, interpersonal, and functional texts; grammar and vocabulary explanation; grammar and vocabulary exercise; the explanation on the generic structure and linguistic features of the related text type; reading and writing tasks the orientation of which were on the comprehension of text organization and

language features; reading tasks for specific purposes such as reading to find specific information, reading to get the main idea of a text, reading for detailed information, and so forth; presentation tasks and guidance for self reflection. Those model texts and tasks were occasionally accompanied by relevant illustration.

The presentation of the materials and tasks was also according to the textbook characteristics which used genre-based approach and scientific approach. Therefore the orientation of the activities was to enable learners to create written and spoken texts of various genres, to communicate transactionally and interpersonally, and to have oral presentation. The oral presentation was the realization of the last stage in scientific approach namely *creating*.

In conclusion, Textbook 1 and 2 have generally fulfilled the presentation of texts and tasks in the form of texts, communicative activities, and illustration in an organized manner according to their characteristics.

b. Introduction, content, closing

The presentation of Textbook 1 consisted of introduction, content, and closing. The introduction covered preface and table of content. The content covered learning load, reference, summary, and reflection. The closing covered bibliography.

The presentation of Textbook 2 consisted of introduction, content, and closing. The introduction covered preface and table of content. The content covered learning load, reference, and reflection. The closing covered bibliography.

In conclusion, Textbook 1 and 2 have generally met the criteria of introduction, content, and closing.

c. Balance among units

The materials and tasks in both Textbook 1 and 2 were presented in the form of texts, communicative activities, and illustration in a balanced manner in every unit.

Each unit in Textbook 1 contained texts, communicative activities, and illustration. The texts covered functional texts, interpersonal texts, and transactional texts. The communicative activities covered producing functional texts of various genres both written and oral and producing interpersonal texts and transactional texts both oral and written. The communicative activities were performed individually and collaboratively in groups or in pairs. The relevant illustration accompanied the corresponding model texts and the communicative activities.

Generally, Textbook 2 covered texts, communicative activities, and illustration. The texts covered functional texts, interpersonal texts, and transactional texts. The communicative activities covered producing

functional texts of various genres both written and oral and producing interpersonal texts and transactional texts both oral and written. The communicative activities were performed individually and collaboratively in groups or in pairs. However, the interpersonal texts were absent in most of the units. The relevant illustration accompanied the corresponding model texts and the communicative activities.

In conclusion, the presentation of the materials and tasks in Textbook 1 was balanced, because each unit had the same portion of functional, transactional, and interpersonal communicative activities. On the other hand, the presentation of the materials and tasks in Textbook 2 was not balanced because interpersonal communicative activities were often absent. Thus, Textbook 1 has met the criterion of balance among units, while Textbook 2 has not.

6. Sub Aspect: Teaching and learning Technique

This sub aspect consisted of sixteen items the fulfillment of which was explained as follow.

a. Interaction in English among learners and between learners and teachers

In Textbook 1, the presentation of materials and tasks has initiated interaction in English among learners, between learners and teacher, and

among learners in bigger circumstances. This was reflected in the types of the tasks and in the tasks' instruction.

For example, in Unit 1 of the book, there were some activities which required interaction between two learners. In a lesson on *expressing feelings* (Page 9), there was a task in which each learner must tell their friend on what he felt about some unfortunate situations. He also had to ask their friends to give response to his statement. There was another task in which two learners must make a conversation based on certain situations.

In the same unit, there were some activities which required interaction among learners in bigger circumstances. In a lesson on *biographical recounts* (Page 28), there was a task in which learners must in groups of four to complete an autobiography with appropriate words. There was another task in which four learners must write a factual recount from a newspaper report collaboratively in groups of four.

In Unit 2, there was an activity which required interaction between learners and teacher. Learners were asked to write a *narrative* using their own imagination (Page 61). They were asked to consult their teacher before developing the final draft of their narrative into a long story.

In Textbook 2, the presentation of materials and tasks has also initiated interaction in English among learners, between learners and teacher, and

among learners in bigger circumstances. This was reflected in the types of the tasks and in the tasks' instruction.

For example, in Unit 1 of the book, there were some activities which required interaction between two learners. In a lesson on *question tags* (Page 8-9), there was a task in which each learner must work in pairs to continue a dialogue by making statements about the picture provided and in the same time to ask their partner to confirm it. In Unit 2, in a lesson on *making enquiries to obtain goods* (Page 27), learners were asked to work in pairs to make enquiries to complete a dialogue. Afterwards, they were asked to take turns to be a caller and a salesperson to make enquiries to obtain information about a certain advertisement.

There were some activities which required interaction among learners in bigger circumstances. In a lesson on *explanation* in Unit 3 (Page 47), there was a task in which learners must in groups of four to perform a role play between a reporter and three structural engineers. The role play was about an interview between the reporter and the structural engineers about the devastated buildings due to tsunami. In Unit 1 (Page 8), learners were asked to work in groups of four to perform a role play between three journalists and a member of humanitarian aid organization. The role play would be about the activities carried out during the disaster mitigation.

In conclusion, in both Textbook 1 and Textbook 2, there were activities which prompted interaction among learners, between learners and

teacher, and among learners in bigger circumstances. Therefore, both Textbook 1 and have fulfilled the criterion of interaction in English among learners and between learners and teacher.

b. Activities for Self-study

Activities in Textbook 1 could be used for self-study. This was because it provided very clear explanation about grammar theories and vocabulary, very clear explanation about the generic and linguistic structure of the texts, and a very brief summary of the lesson in the end of each unit. Therefore, for the individual exercises on grammar, vocabulary, and independent construction of the texts, learners could refer to those explanations and summary.

Activities in Textbook 2 could also be used for self-study, particularly the grammar exercise, the exercise for comprehending the text organization (i.e. jumbled paragraphs), and the independent construction of the text. This was because textbook 2 provided very clear explanation about the grammar theories related and very clear explanation of the generic and linguistic structures. Therefore, learners could make use of those explanations when completing the grammar tasks, the text organization tasks, and the tasks on the independent construction of the texts. In conclusion, Textbook 1 and 2 have

contained the activities which could be used for self-study. Thus, Textbook 1 and 2 have fulfilled the criteria of activities for self study.

c. Taking account of learners' expectation

The activities in Textbook 1 and 2 have taken account of what learners expect to do in a language learning course. They have been carefully designed to meet students' expectation in learning a foreign language, i.e. to express their feelings and ideas. In the two textbooks, there were sufficient tasks which prompted learners to have interpersonal and transactional conversation, in which learners could express what they thought and what they felt orally. There were also sufficient tasks on production of text types both written and oral, in which learners could express their ideas of the content needed for accomplishing oral or written texts of certain genres.

In conclusion, both Textbook 1 and 2 have taken account of learners' expectation. Thus, they both have fulfilled the criterion of taking account of learners' expectation.

d. Usefulness of activities for future use

The activities in Textbook 1 were useful for learners in their future use. There were a lot of conversational activities for lessons on interpersonal and transactional texts which enabled learners for interaction with the global world, such as *greetings and leave-takings, asking for and showing attention, inviting someone, expressing sympathy, arranging time and place to meet*

someone, offering meals, and so forth. Before doing the conversational activities, the detailed explanation on the expressions and the grammar needed for performing the activities was given. Some guided exercises were also provided to prepare the learners to do the conversation. Some activities oriented on comprehending and producing certain text types were also useful for learners' future because learners would be able to access information in English, which was the core orientation of the course.

The activities in Textbook 2 were useful for learners in their future use. There were a lot of conversational activities for lessons on transactional texts which enabled learners for interaction with the global world, such as *making enquiries to obtain goods and service on the phone, demanding explanation, giving solutions for improper behaviour, expressing plans* and so forth. Before doing the conversational activities, the explanation on the expressions needed for performing the activities was given. Some guided exercises were also provided to prepare the learners to do the conversation. Some activities oriented on comprehending and producing certain text types were also useful for learners' future because learners would be able to access information in English, which was the core orientation of the course. The special attention given to activities related to reading skills for specific purposes, such as *reading to find specific information, reading to get the main ideas of the texts, reading between the lines*, and so forth were also helpful for learners to facilitate them in accessing written information in English. Those

reading skills were also useful for learners' higher education in which they would be demanded to comprehend a lot of information written in English.

In conclusion, both Textbook 1 and 2 had activities which would be useful for learners in their future use. Thus, Textbook 1 and 2 have fulfilled the criterion of usefulness.

e. Communicative activities both oral and written based on students' own initiative creatively and critically

The presentation of materials and tasks in Textbook 1 has prompted to do some communicative activities both oral and written based on their own initiative creatively and critically. In the end of each unit, learners were usually asked to perform a spoken or written genre of the related text type. In this task, learners were allowed to decide the topic of the text on their own using the generic structure and the linguistic features learnt. For example, in Unit 1, learners were given a task to write a biographical recount about someone they knew well and a task to write a factual recount about a piece of news they have heard lately (Page 29). In these two tasks, learners could choose who or what they wanted to write about and could express their ideas creatively when describing about that person or that event. Another example, in Unit 3, learners were asked to tell their friends about how to make their favorite food in front of the class (Page 74). In this task, learners were free to choose what food they liked and how they made it. Besides, when giving instructions,

learners could express their creativity by making modification on the common recipe.

The presentation of materials and tasks in Textbook 2 has prompted to do some communicative activities both oral and written based on their own initiative creatively and critically. In the end of each unit, learners were usually asked to perform a spoken or written genre of the related text type. In this task, learners were allowed to decide the topic of the text on their own using the generic structure and the linguistic features learnt. For example, in Unit 2, learners were asked to write an *explanation text* on volcanic earthquake (Page 36). In writing this text, learners were free to decide on how to explain how volcanic earthquake happened and why volcanic earthquake happened. They could also express their ideas creatively in describing how and why it happened.

In conclusion, the presentation of materials and tasks in both Textbook 1 and 2 has prompted learners to do communicative activities both oral and written based on their own initiative creatively and critically. Thus, both Textbook 1 and 2 have fulfilled the criteria of development of learners' initiative creatively and critically.

f. Learners' responsibility towards their own learning process

Textbook 1 has prompted learners to be autonomous and responsible towards their own learning process through the *Checking Your Progress*

section. *Checking Your Progress* section was usually given after some stages of a lesson. It asked students to do a review of their own learning. By doing so, students are encouraged to be responsible towards the progress of their learning.

On the other hand, Textbook 2 had no special section which encouraged learner to monitor their learning progress.

In conclusion, Textbook 1 has met the criterion of learners' responsibility towards their own learning process, while Textbook 2 has not.

g. Guidance to know learners' success and lacks

Textbook 1 has prompted learners to know their success and lacks in doing learning activities and in communication through the *Self/Peer Assessment Checklist*. This checklist guided students to evaluate their own performance and assess their friends' performance.

Textbook 2 has also prompted learners to know their success and lacks in doing learning activities and in communication through the *Self Reflection* section given in the end of each unit. In the self reflection section, learners were asked to describe what they did not understand before studying the chapter, the difficulties they faced when studying the chapter and how they overcame them, and the progress they made after studying the chapter.

In conclusion, both Textbook 1 and 2 have facilitated learners to know their success and lacks in doing learning activities and in communication.

h. Genre-based Approach: Building the Knowledge of the Field

The lessons on text types in Textbook 1 have generally covered the first stage of genre-based approach namely *Building the Knowledge of the Field*. In Textbook 1, Building Knowledge of the Field was reflected in two sections namely *Getting Started* and *Get it Right/Grammar in Action*. In a lesson on *procedures* in Unit 3, for example, the Getting Started activities were listening to the conversation between two persons talking about how to make a cup of tea while arranging the pictures of tea-making in order. The Grammar in Action activities were 1) reading grammar explanation on sentence connectors, 2) finding out the Indonesian meanings of the verbs needed for presenting cooking instructions or the verbs which were commonly used in a recipe, and 3) completing the paragraphs entitled *How to boil an egg* and *How to make instant noodles* using the sentence connectors of actions in order, 4) explanation on the use of imperative, and 5) putting the pictures on how to use a life jacket in a correct order, 6) exercises on positive, negative commands, and imperative verbs, and 7) explanation on sentence connector.

The lessons on text types in Textbook 2 have generally covered the first stage of genre-based approach namely *Building the Knowledge of the*

Field. In Textbook 2, genre-based approach stages of a certain text type were presented in two units. For example, there was a lesson on *explanations* in Unit 1, and 2. The Building Knowledge of the Field of explanations in this textbook started with 1) witnessing pictures of flood and discussing the questions in groups, 2) listening to news and conversations on flood while filling in the blanks and checking whether the listed statements were true or false, 3) witnessing Indonesian map of ring of fire, and and 4) listening to monologues about earthquakes, 5) completing texts with simple present tense, 6) Rearranging the jumbled words and phrases into good sentences using the simple present tense, 7) completing messages using the correct form of the noun phrases, 8) reading explanation on complex sentences and abstract nouns, and 9) doing grammar and vocabulary exercises on complex sentences and abstract nouns.

In conclusion, both Textbook 1 and 2 have fulfilled the first stage of genre-based approach namely Building Knowledge of the Field.

i. Genre-based Approach: Modelling the Text

The lessons on text types in Textbook 1 have generally covered the second stage of genre-based approach namely *Modelling the Text*. This was reflected in one section in the textbook namely *Moving Forward*. In a lesson on *procedures* in Unit 3, for example, the Moving Forward activities were 1) listening while arranging the jumbled instructions on cooking rice and answering the questions about what the text was about, where to find it, what

the purposes were, what materials and ingredients were needed, and how many steps there were and 2) reading a text on how to play the hole game along with its explanation of generic structures and linguistic features.

The lessons on text types in Textbook 2 have generally covered the second stage of genre-based approach namely *Modelling the Text*. In Textbook 2, genre-based approach stages of a certain text type were presented in two units. For example, there was a lesson on *explanations* in Unit 1, and 2. The Modelling the Text of explanations in this textbook started with 1) focus on text organization: reading an explanation text on *how flood happened* accompanied by the explanation on the generic structure and linguistic features, 2) focus on text organization: reading an explanation text entitled *Why does the earth shake when there is an earthquake?* accompanied by the explanation on the generic structure and linguistic features.

In conclusion, both Textbook 1 and 2 have fulfilled the second stage of genre-based approach namely Modelling the Text.

j. Genre-based Approach: Joint Construction of the Text

The lessons on text types in Textbook 1 have generally covered the third stage of genre-based approach namely *Joint Construction of the Text*. This was reflected in one section in the textbook namely *Hand in Hand*. In a lesson on *procedures* in Unit 3, for example, the *Hand in Hand* activities were 1) working in pairs to create a monologue about *how to make a tomato*

sandwich and 2) working in pairs to complete the instructions on *how to make chicken soup*, 3) working in groups of four completing the missing instructions under each picture of *how to mend a puncture* and rewriting it.

The lessons on text types in Textbook 2 have generally covered the third stage of genre-based approach namely *Joint Construction of the Text*. In Textbook 2, genre-based approach stages of a certain text type were presented in two units. For example, there was a lesson on *explanations* in Unit 1, and 2. The Joint Construction of the Text of explanations in this textbook started with 1) working in pairs to discuss on disaster based on the information provided, and 2) working in groups and discussing on how to assist people in earthquake-prone area to move to a safer area.

In conclusion, both Textbook 1 and 2 have fulfilled the third stage of genre-based approach namely *Joint Construction of the Text*.

k. Genre-based Approach: Independent Construction of the Text

The lessons on text types in Textbook 1 have generally covered the fourth stage of genre-based approach namely *Independent Construction of the Text*. This was reflected in one section in the textbook namely *Show it Off*. In a lesson on *procedures* in Unit 3, for example, the *Show it Off* activities were 1) telling friends about a recipe of their favorite food and how to make it in front of the class and 2) writing instructions on how to operate something individually.

The lessons on text types in Textbook 2 have generally covered the fourth stage of genre-based approach namely *Independent Construction of the Text*. In Textbook 2, genre-based approach stages of a certain text type were presented in two units. For example, there was a lesson on *explanations* in Unit 1, and 2. The Independent Construction of the Text of explanations in this textbook started with 1) writing an explanation text about the process of *flood control* by using the appropriate text organization and grammar and 2) working individually to create their own explanations on *volcanic earthquake*.

In conclusion, both Textbook 1 and 2 have fulfilled the fourth stage of genre-based approach namely Independent Construction of the Text.

I. Scientific Approach: Knowledge and Comprehension

The stages of knowledge and comprehension covered knowing the facts and understand the fact. Learners were asked to describe, complete, illustrate, or draw.

Generally, each unit in Textbook 1 has covered the stages of knowledge and comprehension. In a lesson on *recounts*, learners were asked to complete a *biographical recount* using appropriate pronouns (Page 23), and to complete someone's e-mail talking about his experience of being mugged while on air using correct time conjunctions (Page 24). These kinds of tasks were also found in the other units. Therefore, Textbook 1 has already applied

the first two stages of scientific approach namely knowledge and comprehension.

Generally, each unit in Textbook 2 has covered the stages of knowledge and comprehension. In a lesson on *explanations* in Unit 1, learners were asked to complete a short explanation text using the simple present tense (Page 12). They were also asked to complete a short message using the correct forms of the noun phrases provided (Page 14). In Unit 2, learners were also asked to complete a short monologue about earthquake according to the words they hear in the recording (Page 25).

In conclusion, both Textbook 1 and 2 have met the first stage of scientific approach namely knowledge and comprehension.

m. Scientific Approach: Application

The stages of application covered solving several problems by using previously learned facts in a different way. We ask students to choose, construct, explain, organize, plan, select, solve, and identify.

Generally, each unit in Textbook 1 has covered the stages of application. In a lesson on *recounts*, learners were asked to choose or select the suitable words from the table to complete a factual recount text (Page 19). Besides, they were also asked to choose the appropriate words to fill in the passage and to make two passages from the words alternatives (Page 23). In a

lesson on narratives, they were asked to construct new sentences by adding adverbs or adverbial phrases into the previous sentences.

Generally, each unit in Textbook 2 has covered the stages of application. In a lesson on *explanations* in Unit 2, learners were asked to identify the correct answers to complete some statements about the news reported by a reporter namely Ayunda Perwita (Page 24). In Unit 4, learners were asked to choose the correct answers of some multiple choice items after listening to two students talking about brawling among their friends (Page 67). In the same unit, reading a passage on juvenile delinquency, learners were given a list of unfamiliar words from the text with their three possible definitions. Afterwards, they were asked to choose the meaning that is closest to each of the words (Page 74).

In conclusion, both Textbook 1 and 2 have covered the second stage of scientific approach namely application.

n. Scientific Approach: Analysis

The stages of analysis covered solving several problems by using previously learned facts. Learners were asked to classify, contrast, categorize, sequence and interpret facts.

Generally, each unit in Textbook 1 has covered the stage of analysis. The lesson on *procedures* in Unit 3, for example, asked learners to arrange the jumbled instructions on cooking rice instruction (Page 71). The lesson on

narratives in Unit 4, for example, asked learners to arrange the jumbled paragraphs into a suitable generic structure of a narrative containing orientation, complication, and resolution (Page 109). Rearranging was the same as sequencing, which meant these lesson had the stage of analysis.

Generally, each unit in Textbook 2 has covered the stage of analysis. The lesson on *explanations* in Unit 3, for example, has asked learners to order the jumbled sentences to form a paragraph after listening to a short speech about *submarine eruption* (Page 44). In Unit 5, learners were asked to arrange the jumbled sentences into a good text after listening to a man talking about *criminalizing poverty* (Page 86). Arranging was the same as sequencing, which meant these lessons had the stage of analysis. In Unit 8, learners were asked to interpret a pie chart (Page 164). They had to create their own pie chart about victims of tsunamis, property loss during tsunamis, and the cost of restoration. This activity of interpreting a pie chart is similar to one of the activities in the analysis stage, namely analysis.

In conclusion, both Textbook 1 and 2 have covered the third stage of scientific approach namely analysis.

o. Scientific Approach: Evaluation

In the stage of evaluation, learners were asked to giving opinions, making judgments about stories, comparing and evaluating the work of classmates in English.

In Textbook 1, for every text production either oral or written, learners were provided with *self/peer assessment* checklist to evaluate their performance or assess their friends' performance in English. In Unit 1, after learners told a story about their weekend or holiday, there was a *self/peer assessment checklist* to evaluate their own work (Page 18). This evaluation checklist was also found in page 29, 61, 87, 159, and 196. In Unit 7, in a lesson on *news item*, after being asked to write an event happening lately in their school neighborhood, and country, they were asked to evaluate each other's work using the peer assessment checklist.

In Textbook 2, there was no section in which learners were given opportunities to make judgments, to give opinions, or to give evaluation towards their friends' work.

In conclusion, Textbook 1 has already covered the fifth stage of scientific approach namely evaluation, while Textbook 2 has not.

p. Scientific Approach: Creation

In this stage of creation, learners were asked to combine, create, design, develop, imagine, make up, predict and solve.

In Textbook 1, in the end of the lessons on text types, there was always a task which asked learners to create a spoken or written genre using the generic structures or the linguistic features which were relevant to the on-going communicative contexts. A lesson on *narratives* in Unit 2 for example,

has asked learners to create their own written narrative (Page 61). It could be a very well-known legend, tale, myth, fable or fairy tale in their town. A lesson on *procedures* in Unit 3 has also asked learners to create their own procedures both oral and written. They were asked to tell their friends on how to make their favorite food in front of the class (page 74). Learners were also asked to write instructions on how to operate something (Page 87).

In Textbook 2, in the end of the lessons on text types, there was also a task which asked learners to create a spoken or written genre using the generic structures or the linguistic features which were relevant to the on-going communicative contexts. In the lesson on *explanations* in Unit 2, for example, learners were asked to create their own explanation text about *volcanic earthquake* (Page 36). In unit 3, they were also asked to write a solution letter on *the recommendations on what should be done to overcome the emotional effects caused by tsunami* (Page 60). In Unit 5, learners were asked to do a presentation about the causes of absolute poverty (Page 91). In Unit 3, they were asked to do a presentation on how a tsunami occurs (Page 48).

In conclusion, both Textbook 1 and 2 have fulfilled the fifth stage of scientific approach namely creation.

7. Sub Aspect: Presentation Coverage

This sub aspect had ten items the fulfillment and un-fulfillment of which were explained as follows:

a. Preface

Textbook 1 had *preface* which contained information about the objective of the textbook's writing, the writer's thanking, and the writer's expectation in writing the textbook. The objective of the textbook was to meet students' expectation in learning a foreign language, i.e. to express their feelings and ideas. The writers' expectation was that in the end of the lessons, learners were able to achieve the information level of literacy, i.e. to be able to get involved in communication using English, spoken as well as written, not only for transactional and interpersonal purposes, but also for accessing information in this global information age.

Textbook 2 also had *preface* which contained information about the objective of the textbook's writing, the writer's thanking, and the writer's expectation in writing the textbook. The objective of the textbook writing was to provide a framework for teaching and learning English based on 2013 Curriculum. The writer's expectation was that in the end of the lessons, learners were able to survive in English speaking environment, access information, and to express themselves in different kinds of texts.

In conclusion, both Textbook 1 and 2 had good coverage of preface and therefore have also met the criterion of preface in the presentation coverage sub aspect.

b. Table of content

Textbook 1 had table of content which was a list of information which facilitates learners to find units, sub units, and topics. In textbook 1, the table of content consisted of the information of page numbers of *preface, what's so special about look ahead, Unit 1: Tell Me What Happened, Unit 2: Telling Stories (I), Unit 3: Following Instructions, Unit 4: Telling Stories (II), Unit 5: What does it look like?, Unit 6: What a Beautiful Place!, Unit 7: Breaking News, and Bibliography.*

Textbook 2 also had table of content which was a list of information which facilitates learners to find units, sub units, and topics. In textbook 2, the table of content consisted of the information of page numbers of unit 1 to 11. They were *Chapter 1: How Floods Occur, Chapter 2: Why Do Earthquakes Happen?, Unit 3: What Causes Tsunami?, Unit 4: How Juvenile Delinquency Occurs?, Unit 5: What Causes Poverty?, Unit 6: What Should I Do to Prevent Flood?, Unit 7: What Experts and Rescuers Recommend During Earthquakes?, Unit 8: What Gigantic Sea Waves!, Chapter 9: Who to Blame for Student Brawls?, Chapter 10: Many Hands Make Light Work, and Chapter 11: This Land is Mine.*

In conclusion, both Textbook 1 and 2 have met the criterion of table of contents.

c. Introduction

Textbook 1 had an introduction containing book systematization and learning procedure to follow. The introduction was entitled *What's So Special About Look Ahead*. This section consisted of the information about *the teaching and learning cycle method* which was genre-based approach and its stages, list of useful gambits to help students express their own ideas entitled *Ways to Say It*, important information related to the subject discussed to widen students' knowledge entitled *Did You Know*, a section containing a review/reflection of students' own learning entitled *Checking Your Progress*, cross cultural understanding section called *Cultural Awareness*, phonetic transcription which guides students to pronounce vocabulary entitled *Say It Right*, a checklist for evaluating friends' or students' own performance entitled *Self/ Peer Assessment Checklist*, and a piece of advice to help students complete their assignment entitled *Hint*.

On the other hand, Textbook 2 had no introduction section or any similar sections with the same content.

In conclusion, Textbook 1 has fulfilled the criterion of introduction, while Textbook 2 has not.

d. Learning Load

Both Textbook 1 and Textbook 2 had sufficient learning load consisting of face-to-face meetings, structured exercises, and independent activities.

The learning load in Textbook 1 covered models of functional text; models of interpersonal and transactional texts; some comprehension questions; lists of expression and how to use them; some listening tasks; some speaking tasks ranging from the guided to the free ones the orientation of which was to produce transactional, interpersonal, and functional texts; grammar and vocabulary explanation; grammar and vocabulary exercise; the explanation on the generic structure and linguistic features of the related text type; reading and writing tasks the orientation of which were on the comprehension of text organization and language features; some list of words with their pronunciation; guidance for self reflection and peer assessment; and a brief summary.

The learning load in Textbook 2 covered models of functional text; models of interpersonal and transactional texts; some comprehension questions; lists of expression and how to use them; some listening tasks; some speaking tasks ranging from the guided to the free ones the orientation of which was to produce transactional, interpersonal, and functional texts; grammar and vocabulary explanation; grammar and vocabulary exercise; the explanation on the generic structure and linguistic features of the related text

type; reading and writing tasks the orientation of which were on the comprehension of text organization and language features; reading tasks for specific purposes such as reading to find specific information, reading to get the main idea of a text, reading for detailed information, and so forth; presentation tasks and guidance for self reflection.

In conclusion, both Textbook 1 and 2 have met the criterion of learning load.

e. Reference

In Textbook 1, texts and pictures had identities, which means they had clear reference from which they were taken. There were texts and pictures adapted and taken from *the Jakarta Post* and this was mentioned below the texts and pictures along with its date of publication.

The texts and pictures in textbook 2 also had clear reference from which they were taken. There were texts adapted and taken from *the Jakarta Post* and this was mentioned below the texts and pictures along with its date of publication. The information about the websites from which the pictures were taken was also mentioned.

In conclusion, the texts in both Textbook 1 and 2 had clear reference and therefore both textbooks have met the criterion of reference.

f. Summary and Reflection

Textbook 1 had both summary and reflection. The summary was provided in the end of each unit. It contained the information about the purpose of a certain text type, its text organization, and its language features. The reflection was divided into two sections namely *Checking Your Progress* and *Self / Peer Assessment Checklist*. *Checking Your Progress* guides the students to do a review or reflection of their own learning. *Self/ Peer Assessment Checklist* guides the students to evaluate their own performance and their friends' performance.

Textbook 2 had a self reflection section in the end of each unit, but it did not have summary. The *Self Reflection* section contained three columns to write about what learners did not understand before studying the chapter, the difficulties they had when studying the chapter, and the progress they felt after studying the chapter.

In conclusion, Textbook 1 had both summary and reflection, while Textbook 2 only had the reflection. Thus, Textbook 1 has met the criteria of summary and reflection, while Textbook 2 has not.

g. Glossary

Both Textbook 1 and 2 did not have glossary which contained important terminologies written alphabetically accompanied by the meaning

description. Therefore, both Textbook 1 and 2 have not met the criterion of glossary.

h. Bibliography

Both Textbook 1 and 2 had bibliographies which were lists of books used for reference in the textbok writing, consisting of the authors' name written alphabetically, year of publication, and publisher's name.

i. Index of Authors

Both Textbook 1 and 2 did not have index of authors, which was a list of authors whose works were used in the materials followed by the page number in which their name appeared in the book.

j. Index of Subjects

Both Textbook 1 and 2 did not have index of subjects, which was a list of important words followed by the page number in which they appeared in the book

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter draws conclusions from this research and provides some recommendations for everyone who is directly connected with the English textbooks: writers, publishers, teachers, and for other researchers.

A. Conclusions and Implications

This research discusses a content analysis of English textbooks for tenth graders of Senior High School. Thus, this research has two objectives. The first objective is to discover whether or not the English textbooks analyzed meet the criteria of a good textbook suggested by *Pusat Perbukuan* (Pusbuk) and some ELT experts and whether they are relevant to 2013 Curriculum. The second objective is find out how those criteria were fulfilled or not by those textbooks and in what way the textbooks were relevant to 2013 curriculum. Based on the results obtained from the evaluation, the following conclusions are drawn.

First of all, in general, the analysis shows that *Look Ahead: an English Course for Senior High School Student* for Grade X has achieved the standard of good textbook. *Look Ahead* is considered as a good textbook because the achievement is 86%. On the other hand, *Pathway to English for Senior high*

School for Grade X has achieved the standard of fair textbook. Pathway to English is considered as a fair textbook because the achievement is 67%.

Second of all, the analysis shows that *Look Ahead* fulfilled most of the textbook evaluation criteria. *Look Ahead* fulfilled most of the criteria in the sub aspects of the relevance of the materials towards the curriculum, material accuracy, supporting learning materials, language appropriateness, presentation technique, teaching and learning technique, and presentation coverage. However, there are some items in the checklist which are not met.

In content aspect, *Look Ahead* is lacking in terms of transactional texts because it does not give enough opportunities for learners to communicate interpersonally. It has sufficient explanation on the expressions required to produce certain interpersonal texts and provides sufficient model texts, but it has very few speaking activities which should enable learners to make interpersonal communication. *Look Ahead* is also lacking in terms of presentational texts and activities because it does not have a model text in the form of presentation accompanied by the explanation on its generic structure, linguistic features, and signposting of presentation such as getting audience attention, interpreting facts, opening, closing, and summarizing presentation. It is also lacking in terms of character buildings, because there are no specific activities which are oriented to facilitate students in implementing what they have learnt in their attitudes. Presentational texts and activities and character building are actually the core principle of scientific approach implementation.

Presentation is the representation of the last stage in scientific approach namely *creating*, while *character building* is the representation of the affective aspects in scientific approach in which learners have to comprehend what they learn fully and to implement them in their attitude. Therefore, despite the fact that *Look Ahead* is considered as a good book based on the criteria determined by *Pusbuk*, it is not relevant yet to *2013 Curriculum* because presentational texts and activities and character building activities are absent. The other lack of *Look Ahead* in meeting the content aspect is its weakness in developing one of learners' social skills namely appreciating gender equality. This was because in the textbook women and men are not portrayed equally in terms of occupation.

In language aspect, *Look Ahead* is lacking in terms of coherence and unity of ideas among units and language content. In terms of coherence and unity of ideas among units, there are no similarities of topics between one unit and another. In terms of language content, it does not provide sufficient pronunciation explanation and practice, since there are very few activities which enable learners to practice word stress, sentence stress, individual sounds, and intonation.

In presentation aspect, *Look Ahead* is lacking in the area of presentation coverage because it does not provide glossary of difficult words, index of subjects, and index of authors. In the area of teaching and learning technique, *Look Ahead* is already relevant to *2013 Curriculum*, because the

learning activities have included the stages of scientific approach namely knowledge and comprehension, application, analysis, evaluation, and creation.

Third of all, the analysis shows that *Pathway to English* fulfilled most of the textbook evaluation criteria. *Pathway to English* fulfilled most of the criteria in the sub aspects the relevance of the materials towards the curriculum, material accuracy, supporting learning materials, presentation technique, and teaching and learning technique. However, it is lacking in fulfilling the criteria of the sub aspects language appropriateness and presentation coverage.

In terms of content, *Pathway to English* is lacking in terms of interpersonal texts, relevance of number of lessons to the school year, relevant pictures, personal skills development, and promoting local potential and equity. It is lacking in terms of interpersonal texts because it has very few lessons on interpersonal texts and very few speaking activities which give learners opportunities to communicate interpersonally. In terms of relevance of the number of lesson to the school year, it is lacking because there are too many lessons in the book to be accomplished in a year. *Pathway to English* contains too many irrelevant pictures. There are many texts about Indonesian contexts accompanied by pictures of foreigners. Thus, the pictures are not relevant to the texts' contexts. It is also lacking in developing learners' personal skills because there are very few sections which should enable learners to evaluate others. There is a self reflection section in the end of each

unit, but it is monotonous, lack of variation, and has no measurement on which areas to improve on the part of the learners. It is lacking in promoting local potential and equity because there are no topics about Indonesians' equity such as tourist attractions in Indonesia or Indonesian local products. On the other hand, it is relevant to 2013 Curriculum because it has presentational activities and texts and activities for character building.

In terms of language, *Pathway to English* has much more lacks compared to the other book. The language used within the instructions, explanations, or texts is very scientific and unfamiliar for the tenth graders and is not facilitated explicitly with glossary of unfamiliar words. Thus, it is not relevant to learners' cognitive development. The language is also not relevant to learners' socio-emotional development, because most of the topics are scientific ones and therefore too demanding for learners. *Pathway to English* is also lacking in terms of language content, because there is not enough explanation and practice for vocabulary comprehension. The lack of vocabulary lessons is a huge problem considering that this book has a lot of scientific and unfamiliar words.

In terms of presentation, *Pathway to English* has weaknesses in terms of balance among units, development of autonomous learning, evaluation in scientific approach, and presentation coverage. The distribution of communicative activities and texts is not balanced because in most of the units, interpersonal communication activities are often absent. It does not

really help learners to be autonomous because it has no special section in which learners can check their progress and to be responsible for their own learning process. In terms of scientific approach, it is lack of evaluation. This is because the book does not have a special section in which they can evaluate their friends' performance or compare their work with their friends'. In terms of presentation coverage, introduction, glossary, summary, index of subjects, and index of authors are absent.

B. Recommendations

Based on the result of this research, some recommendations which are helpful for those who are directly related to the textbooks such as teachers, textbook writers, and publishers are included in this chapter. The recommendations are as follow:

1. For teachers

Teachers who are currently using *Look Ahead* must overcome its lacks by doing some adaptations. Teachers must add more interpersonal communication activities by asking learners to speak for the purpose of maintaining social relationship with people. More conversation models might help. To make it relevant to 2013 Curriculum, teachers can find samples of presentational texts of particular genres, adapt them to suit learners' cognitive development, and give explicit explanation on its generic structure and language features. Some signposting on how to start a presentation, how to

greet and get the audience attention, how to end the presentation, and how to invite questions is also necessary. Learners should also be asked to present individually in front of the class. Teachers should also create activities to develop learners' characters' building. For example, in *biographical recounts*, learners are asked find out the noble characters possessed by successful people. In explanations, learners might be asked to find ways on helping the poor people or ways to donate money to the disaster survivors. Some lessons on pronunciation should be added too, particularly on how to pronounce individual words, individual sounds, sentence stress, word stress, and intonation.

Teachers who are currently using *Pathway to English* must overcome its lacks by doing some adaptations too. Teachers should re-adapt most of the model texts in the textbook by making it shorter, changing some difficult words into the words familiar for learners, and adding glossary for each text or unit. Thus, learners' unfamiliarity of difficult words can be facilitated explicitly. Besides, teachers can guide learners to make a summary after each lesson. This will be helpful for them, since the textbook does not provide summary. Teachers can also provide peers assessment checklist, so that learners can assess and evaluate each other's lacks. More vocabulary lessons should also be added to make learners more familiar to the scientific terminologies in the textbook.

2. For textbook writers and publishers.

There are some criteria that should be met in designing a qualified textbook. Both writers and publishers must pay more attention to these criteria, especially in the writing and editing process, since not all the teachers can identify the lacks of the books and not all of them can adapt the books when they find them irrelevant to the learning contexts. Besides, they should pay more attention to the presentation coverage of the books. Glossary of difficult words, index of authors, index of subject, introduction with a map of the lesson should not be absent. This is because all of those component will lessen learners' confusion of the book content. The publishers should also involve teachers in textbook writing, since teachers are the parties who find out most about the learners' cognitive development and socio-emotional stage. Thus, the textbooks developed will suit learners' cognitive development and socio-emotional stage.

3. For policy maskers

Based on the result of the research, the researcher would also like to give some recommendations to the policy maker which is *Pusat Perbukuan* (Pusbuk). Pusbuk should give explicit and distinct guidelines to the publishers regarding to the kind of textbooks expected to be developed based on 2013 Curriculum and do some monitoring to the process of textbooks development. Therefore, the publishers can minimize the lacks in textbook writing.

4. For further researchers in English Education Department

This research is about a content analysis of English textbooks for tenth grade students of Senior High School. The upcoming content analysis studies for the same textbooks evaluated or for similar subjects should explore more aspects and give more valuable results, for example on how teachers solve the problems found within the textbooks or how far the problems may affect the teaching and learning process. Students of English Education Department who are interested in doing textbooks evaluation may also use the checklists used by the researcher to evaluate other English textbooks which are developed based on 2013 Curriculum or modify the checklist to achieve more comprehensive results of textbooks evaluation.

APPENDICES

APPENDICES

Appendix A: English Textbooks Evaluation Criteria

1. Content Aspect

a. Sub Aspect: The Relevance of Materials to the Curriculum Checklist

| Area | No | Criteria: The Relevance of Materials to the Curriculum | Textbook 1 | | Textbook 2 | |
|-----------------------|----|--|------------|---|------------|---|
| | | | 0 | 1 | 0 | 1 |
| Material completeness | 1 | Each unit of a book must contain interpersonal texts related to learners' daily life which give learners opportunities to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written and to interact with their closest environment. | | | | |
| | 2 | Each unit of a book must contain transactional texts which give learners opportunities to take and give things, services, information, and opinions related to learners' daily life and other subject matters, both oral and written. | | | | |
| | 3 | Each unit of a book must contain functional texts and monologues from various genres which are explored to improve learners' listening, speaking, reading, and writing skills in regards to learners' daily life and other subject matters. | | | | |
| | 4 | There are presentational texts and presentational activities of scientific topics | | | | |
| | 5 | There are activities for character building to enable learners apply their knowledge in their attitude | | | | |
| Material depth | 6 | Exposure: In learning every type of text, a textbook must require learners to explore quite many types of text which are relevant to learners' daily life. | | | | |
| | 7 | Retention: In learning every type of text, a textbook must give learners guidance to acquire explicit comprehension about three elements of text production, namely social functions, generic structure, and linguistic features after comprehension on a particular text. | | | | |
| | 8 | Actual production: In learning every type of text, a textbook must give learners guidance to produce written and oral texts to achieve the social function which is relevant to a particular text type. | | | | |
| Material organization | 9 | There is systematic coverage of syllabus. | | | | |
| | 10 | The content is clearly organized and graded (sequenced by difficulty). | | | | |

| Area | No | Criteria: The Relevance of Materials to the Curriculum | Textbook 1 | | Textbook 2 | |
|-----------------------|----|--|------------|---|------------|---|
| | | | 0 | 1 | 0 | 1 |
| Material organization | 11 | The number of lessons in the course should suit the school term or year. | | | | |
| | 12 | The sequencing of content should allow for some learners being absent from some classes. | | | | |

b. Sub Aspect: The Material Accuracy Checklist

| Area | No | Criteria: The Material Accuracy | Textbook 1 | | Textbook 2 | |
|---|----|--|------------|----|------------|----|
| | | | 00 | 11 | 00 | 11 |
| Social functions The texts must achieve the social functions relevant to learners' daily life | 1 | In interpersonal communication, each interpersonal text must help learners to maintain their interpersonal relation with people. | | | | |
| | 2 | In transactional communication, each transactional text must help learners to fulfill their life needs (to get things done). | | | | |

| | | | | | | |
|-------------|-----------|---|-------------------|-----------|-------------------|-----------|
| | 3 | <p>In functional communication, each activity of exploring functional texts must enable learners to represent the social functions of short functional texts and monologues.</p> <p><i>recount</i> functions to describe personal experience such as success stories, biography, unforgettable experience, and so on;</p> <p><i>narrative</i> functions to amuse audience and transform noble values;</p> <p><i>procedure</i> functions to give instructions to do something such as manuals and recipe;</p> <p><i>descriptive</i> functions to identify, distinguish, offer, compliment, or criticize things, people, or animals;</p> <p><i>news item</i> functions to tell readers, listeners, or audience about important events;</p> <p><i>report</i> functions to describe general truth on people/things/animals, including their types, definition, and general characteristics as mentioned in knowledge references such as texts, encyclopedia, and so on.</p> | | | | |
| Area | No | Criteria: The Material Accuracy | Textbook 1 | | Textbook 2 | |
| | | | 00 | 11 | 00 | 11 |

| | | | | | | |
|---|---|---|--|--|--|--|
| <p>Social functions</p> <p>The texts must achieve the social functions relevant to learners' daily life</p> | | <p><i>Analytical exposition</i> contains thesis and analytical arguments.</p> <p><i>Spoof</i> functions to tell funny and strange events or experience with unpredicted ends (twist).</p> <p><i>Hortatory exposition</i> contains thesis, analytical argument, and recommendation.</p> <p><i>Explanation</i>: functions to explain a process or an activity which is related to natural phenomenon, science, socio-cultural events, and so on.</p> <p><i>Discussion</i>: functions to propose an issue or problem from two perspectives proportionally to make a conclusion or recommendation.</p> <p><i>Review</i>: functions to do critical analysis towards an event or an art work such as films, shows, books, and so forth.</p> | | | | |
| <p>Generic structure</p> <p>The texts must be directed to the development of learners' chronological and systematic thinking skills</p> | 4 | <p>In each interpersonal and transactional text, the elements of chronological and systematic thinking skills must at least cover interactive activities consisting of the initiative to communicate and to response in the form of requesting and giving information, goods, or services.</p> | | | | |

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|-------------|-----------|---|-------------------|-----------|-------------------|-----------|
| | 5 | <p>Each short functional text and monologue must at least cover the elements of meaning which lies in each type of short functional text and monologues.</p> <p><i>Recount</i> must at least cover orientation and a series of event which are delivered chronologically;</p> <p><i>Narrative</i> must at least cover orientation, complication, and solution;</p> <p><i>Procedure</i> must at least cover the steps to do a certain job with or without mentioning the things needed explicitly;</p> <p><i>Descriptive</i> must at least cover the elements contained in a person, thing, or animal along with its description, such as characteristics, attitudes, and actions which are considered important to tell to show its social functions;</p> | | | | |
| Area | No | Criteria: The Material Accuracy | Textbook 1 | | Textbook 2 | |
| | | | 00 | 11 | 00 | 11 |

| | | | | | | |
|--|---|---|--|--|--|--|
| <p>Generic structure</p> <p style="text-align: center;"> </p> <p>The texts must be directed to the development of learners' chronological and systematic thinking skills</p> | | <p><i>News items</i> must at least cover the core event, elaboration, and source of information;</p> <p><i>Report</i> must at least cover the general characteristics of people, things, or animal (their character, attitude, and actions) with or without mentioning the general statement in the form of definition or clarification explicitly;</p> <p><i>Analytical exposition</i> must at least cover opinions or assumption of the speaker/writer and the supporting analytical argumentation;</p> <p><i>Spoof</i> must at least cover orientation, events, and twist; and so forth.</p> <p><i>Hortatory exposition</i> must at least contain the writer's opinions/assumption, supporting analytical argument, and recommendation.</p> <p><i>Explanation</i> covers at least general description, process explanation, and closing.</p> <p><i>Discussion</i> covers at least the issue being discussed, two different perspectives, and conclusion.</p> <p><i>Review</i> covers at least orientation, evaluation, and the writer's or speaker's perspectives.</p> | | | | |
| <p>Linguistic features</p> <p style="text-align: center;"> </p> <p>The texts must be directed to</p> | 6 | <p>The language used within each text is accurate and appropriate.</p> | | | | |

| | | | | | | |
|--|---|---|--|--|--|--|
| the development of learners' communicative ability | | | | | | |
| | 7 | The language used within each text must be relevant to the on-going communicative context and the to text type. | | | | |

c. Sub Aspect: Supporting Learning Materials Checklist

| Area | No | Criteria: Supporting Learning Materials | Textbook 1 | | Textbook 2 | |
|--|----|---|------------|---|------------|---|
| | | | 0 | 1 | 0 | 1 |
| The up-to-date material | 1 | The learning materials (texts, tables, pictures, attachment, and so on) for every text type are taken from the references which are relevant to the topics discussed. | | | | |
| | 2 | The learning materials (texts, tables, pictures, attachment, and so on) are taken from the up-to-date references about the topic discussed. | | | | |
| Life skill development Each text and communicative action must motivate learners to do several things to develop their life skills as follows: | 3 | Personal skill: knowing the strengths and weaknesses of his own and others and improving himself as an autonomous learner and a social creature. | | | | |
| | 4 | Social skill: Being cooperative, tolerant, appreciating gender equality, promoting peace, and being anti-violence in communicating and interacting with others. | | | | |

| | | | | | | |
|--|----|--|--|--|--|--|
| | 5 | Academic skill: Exploring and making use of information, solving problems, and making decisions regarding to scientific work. | | | | |
| | 6 | Vocational skill: Having ability, attitude, and skills needed to do a certain job or occupation. | | | | |
| Development of insight on diversity Texts and communicative actions should motivate learners to do several things to internalize their appreciation towards diversity as follows: | 7 | A textbook must promote appreciation towards cultural diversity and complex society which cover various cultural values, local, national, and global contents. | | | | |
| | 8 | A textbook must promote awareness towards the local potential and equity in order to promote local and national potential and equity. | | | | |
| | 9 | A textbook must promote appreciation towards democratic values which are relevant to the local socio-cultural context. | | | | |
| | 10 | A textbook must promote comprehension towards nationality insight to promote self belonging to the motherland, nation, and country. | | | | |

2. Language Aspect

a. Sub Aspect: Language Appropriateness

| Area | No | Criteria: Language Appropriateness | Textbook 1 | | Textbook 2 | |
|---|----|--|------------|---|------------|---|
| | | | 0 | 1 | 0 | 1 |
| The relevance of the language towards learners' development | 1 | The language used in each explanation and instruction must be relevant to learners' cognitive development. | | | | |
| | 2 | Difficulty level and language unfamiliarity in each unit must be | | | | |

| | | | | | | |
|----------------------------------|---|---|--|--|--|--|
| | | facilitated explicitly. | | | | |
| | 3 | The language used in each unit must be relevant to teenagers' socio-emotional state. | | | | |
| Communicativeness | 4 | Message readability: The message delivered in each unit must be clear and easily-understood by learners. | | | | |
| | 5 | Grammar accuracy: The message delivered in each unit must be relevant to correct English grammar. | | | | |
| The coherence and unity of ideas | 6 | The messages and materials presented in each unit, sub-unit, paragraph, or sentence must reflect the coherence of meaning. | | | | |
| | 7 | The messages or materials presented in a textbook must reflect the coherence of meaning among units, sub-units, paragraphs, or sentences. | | | | |
| Language Content | 8 | There is good presentation and practice of grammar, vocabulary, and pronunciation | | | | |

3. Presentation Aspect

a. Sub Aspect: Presentation Technique

| Area | No | Criteria: Presentation Technique | Textbook 1 | | Textbook 2 | |
|-----------------|----|--|------------|---|------------|---|
| | | | 0 | 1 | 0 | 1 |
| Systematization | 1 | The materials and tasks are delivered in the form of texts, communicative acts, illustration, and symbols using organized pattern and order according to the material characteristics. | | | | |

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|---------------------|---|---|--|--|--|--|
| | 2 | A textbook presentation must consist of at least introduction, content, and closing. | | | | |
| Balance among units | 3 | The materials and tasks are delivered in the form of texts, communicative acts, illustration, and symbols in a balanced manner in every unit. | | | | |

b. Sub Aspect: Teaching and Learning Technique

| Area | No | Criteria: Teaching and Learning Technique | Textbook 1 | | Textbook 2 | |
|--------------------------------------|----|--|------------|----|------------|---|
| | | | 00 | 11 | 00 | 1 |
| Learner-centeredness | 11 | The presentation of materials and tasks prompts interaction in English among learners, between learners and teacher, and among learners in bigger circumstances. | | | | |
| | 22 | The activities can be used for self-study. | | | | |
| | 33 | The activities should take account of what learners expect to do in a language-learning course. | | | | |
| | 44 | The kinds of activities should be useful for learners in their future use or future learning of the language (e.g. knowing how to negotiate). | | | | |
| Area | No | Criteria: Teaching and Learning Technique | Textbook 1 | | Textbook 2 | |
| | | | 00 | 11 | 00 | 1 |
| Development of learners' initiative, | 55 | The presentation of materials and tasks | | | | |

| | | | | | | |
|---|-----|---|--|--|--|--|
| creativity, and critical thinking | | prompts learners to do some communicative activities both oral and written based on their own initiative creatively and critically. | | | | |
| Development of autonomous learning | 66 | The presentation of materials and tasks prompts learners to be responsible towards their own learning process. | | | | |
| Development of reflection and self evaluation ability | 77 | The presentation of materials and tasks prompts learners to know their success and lacks in doing learning activities and in communication. | | | | |
| Genre-based Approach | 8 | Activities for Building knowledge of the field | | | | |
| | 19 | Activities for Modelling the text | | | | |
| | 110 | Activities for Joint construction of the text | | | | |
| | 111 | Activities for Independent construction of the text | | | | |
| | 112 | Activities for Knowledge and comprehension | | | | |
| Scientific Approach | 113 | Activities for Application | | | | |
| | 214 | Activities for Analysis | | | | |
| | 115 | Activities for Evaluation | | | | |
| | 116 | Activities for Creation | | | | |

c. Sub Aspect: Presentation Coverage

| Area | No | Criteria: Presentation Coverage | Textbook 1 | | Textbook 2 | |
|---------|----|--|------------|----|------------|---|
| | | | 00 | 11 | 00 | 1 |
| Opening | 11 | Preface: information that leads the readers to know the objective of the textbook writing, the writer's thanking, and the writer's expectation | | | | |

| | | | | | | |
|-------------|-----------|---|-------------------|-----------|-------------------|----------|
| | 22 | Table of content: a list containing information which facilitates learners to find units, sub units, and topics | | | | |
| Area | No | Criteria: Presentation Coverage | Textbook 1 | | Textbook 2 | |
| | | | 00 | 11 | 00 | 1 |
| Content | 33 | Introduction: an introductory in the first page of the textbook which contains the objective of the textbook writing, texts, book systematization, learning procedure to follow, and the other elements which are considered essential for learners | | | | |
| | 44 | Learning Load: the core of the textbook content. it consists of face-to-face meetings, structured exercises, and independent activities, | | | | |
| | 55 | Reference: texts, tables, and pictures must have identities in the form of heading and the order number | | | | |
| | 66 | Summary and Reflection: each unit of the book must be ended by summary and reflection. | | | | |
| Closing | 77 | Glossary: important terminologies within a text accompanied by the meaning description of those terminologies which are written alphabetically. | | | | |
| Closing | 88 | Bibliography: a list of books used for reference in the textbook writing. It begins with the author's name (written alphabetically, year of publication, book title, place of publication, and publisher's name | | | | |

| | | | | | | |
|--|-----|---|--|--|--|--|
| | 99 | Index of authors: a list of authors whose works are used in the materials followed by page number of each appearance. | | | | |
| | 110 | Index of subjects: a list of important words followed by page number of its appearance. | | | | |

Appendix B: Instrument for evaluating English textbooks for Senior High School for content aspect issued by BSNP

INSTRUMEN I PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS SMA/MA

PENGANTAR

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

KARAKTERISTIK PEMBELAJARAN BAHASA INGGRIS

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

nasional, serta mengenal dan memahami budaya internasional. Oleh karena itu, pembelajaran Bahasa Inggris seharusnya dilaksanakan dengan memperhatikan aspek-aspek ketiga budaya tersebut.

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

KRITERIA PENGEMBANGAN BUKU TEKS

Buku Teks Pelajaran Bahasa Inggris SMA/MA yang dikembangkan diharapkan memiliki ciri-ciri berikut:

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

INSTRUMEN I
PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH

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KODE BUKU:

I. KELAYAKAN ISI

| SUBKOMPONEN | BUTIR | SKOR | | | | ALASAN PENILAIAN |
|---|--------------------------------|------|---|---|---|------------------|
| | | 1 | 2 | 3 | 4 | |
| A. KESESUAIAN URAIAN MATERI DENGAN SK DAN KD | 1. Kelengkapan | | | | | |
| | 2. Kedalaman | | | | | |
| Rangkuman Kualitatif: | | | | | | |
| B. KEAKURATAN MATERI | 3. Fungsi Sosial | | | | | |
| | 4. Unsur dan Struktur Makna | | | | | |
| | 5. Fitur Linguistik | | | | | |
| Rangkuman Kualitatif: | | | | | | |

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| C. MATERI PENDUKUNG PEMBELAJARAN | 6. Kemutakhiran | | | | | |
| | 7. Pengembangan Kecakapan Hidup | | | | | |
| | 8. Pengembangan Wawasan Kebhinekaan | | | | | |
| Rangkuman kualitatif: | | | | | | |

II. KELAYAKAN PENYAJIAN

| | | | | | | |
|-----------------------------|---------------------------|--|--|--|--|--|
| A. TEKNIK PENYAJIAN | 9. Sistematika | | | | | |
| | 10. Keseimbangan antarbab | | | | | |
| Rangkuman kualitatif | | | | | | |
| B. PENYAJIAN | 11. Keterpusatan pada | | | | | |

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| PEMBELAJARAN | peserta didik | | | | | | |
| | 12. Pengembangan prakarsa, kreativitas, dan cara berpikir kritis peserta didik | | | | | | |
| | 13. Pengembangan kemandirian belajar peserta didik | | | | | | |
| | 14. Pengembangan kemampuan peserta didik untuk refleksi/evaluasi diri | | | | | | |
| Rangkuman kualitatif | | | | | | | |
| C. KELENGKAPAN PENYAJIAN | 15. Bagian Pendahulu | | | | | | |
| | 16. Bagian Isi | | | | | | |
| | 17. Bagian Penyudah | | | | | | |
| Rangkuman kualitatif | | | | | | | |

DESKRIPSI BUTIR INSTRUMEN I PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH

I. KELAYAKAN ISI

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| Komponen kelayakan isi mencakup tiga sub-komponen, yaitu kesesuaian uraian materi dengan SK dan KD, keakuratan materi, dan materi pendukung pembelajaran. | |
| A. | KESESUAIAN URAIAN MATERI DENGAN SK DAN KD |
| 1. | KELENGKAPAN MATERI |
| | a. Jenis Teks Interpersonal |
| | <p>Deskripsi:</p> <p>Buku teks pelajaran wajib berisi dan menuntut peserta didik mengeksplorasi sekurang-kurangnya teks-teks interpersonal pendek dan sederhana yang terkait dengan kehidupan peserta didik sehari-hari, untuk memberikan kesempatan kepada peserta didik untuk memahami dan menghasilkan ungkapan-ungkapan dalam menunaikan fungsi-fungsi komunikasi antarpribadi, secara lisan dan tertulis, untuk berinteraksi dengan lingkungan terdekatnya. Secara rinci, cakupan materi pada masing-masing kelas adalah sebagai berikut:</p> |
| | <p>Kelas X</p> <p>Ungkapan untuk berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/undangan, menerima/membatalkan janji, menyatakan perasaan bahagia, menunjukkan perhatian dan simpati, berterima kasih, memuji, menyampaikan ucapan selamat, menyatakan rasa terkejut, tidak percaya, dsb.</p> |
| | <p>Kelas XI</p> <p>Ungkapan untuk menyatakan puas/tidak puas, menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, bahagia, sedih, lega, sakit, malu, marah, jengkel, dsb.</p> |
| | <p>Kelas XII</p> <p>Ungkapan untuk menyatakan keluhan, mendorong semangat, menyatakan harapan, penyesalan, mengakui kesalahan, berjanji, menuduh, dsb.</p> |
| | b. Jenis Teks Transaksional |
| | <p>Deskripsi:</p> <p>Buku teks pelajaran wajib berisi dan menuntut peserta didik mengeksplorasi sekurang-kurangnya teks-teks transaksional untuk memberikan kesempatan kepada peserta didik untuk meminta/memberi barang/jasa/informasi/pendapat, yang terkait dengan kehidupan peserta didik sehari-hari serta mata pelajaran lain, secara lisan dan tertulis. Secara rinci, cakupan materi pada masing-masing kelas adalah sebagai berikut:</p> |

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| | <p>Kelas X Ungkapan untuk memberi instruksi, dsb.</p> |
| | <p>Kelas XI Ungkapan untuk menyampaikan dan meminta pendapat, menasehati, memperingatkan, meluluskan permintaan, dsb.</p> |
| | <p>Kelas XII Ungkapan untuk mengusulkan, memohon, membahas kemungkinan untuk melakukan sesuatu, memerintah, berjanji, menyalahkan, menuduh, menyatakan keingin-tahuan, hasrat, menyatakan berbagai sikap, menanyakan rencana/tujuan/maksud, memprediksi, berspekulasi, memberikan penilaian, dsb.</p> |
| | <p>c. Jenis Teks Fungsional</p> |
| | <p>Deskripsi: Buku teks pelajaran wajib berisi dan menuntut peserta didik mengeksplorasi sekurang-kurangnya teks-teks fungsional serta monolog sangat pendek dan sederhana untuk mengembangkan keterampilan menyimak, berbicara, membaca, dan menulis, tentang topik-topik yang terkait dengan kehidupan peserta didik sehari-hari serta mata pelajaran lain. Secara rinci, cakupan materi pada masing-masing kelas adalah sebagai berikut:</p> |
| | <p>Kelas X Teks-teks fungsional pendek sederhana, resmi dan tak resmi, seperti pengumuman, undangan, iklan, dsb., serta teks <i>recount</i>, <i>narrative</i>, dan <i>procedure</i>.</p> |
| | <p>Kelas XI Teks-teks fungsional pendek, resmi dan tak resmi, serta teks untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i>, <i>spoof</i>, dan <i>hortatory exposition</i>.</p> <p>Untuk Program Bahasa: Ungkapan yang digunakan dalam:</p> <ol style="list-style-type: none"> 1) <i>Public Speaking</i> sederhana oleh <i>master of ceremony</i>, <i>show presenter (host)</i>, dan <i>news reader</i>. 2) Karya sastra populer yang disederhanakan (<i>simplified</i>), yaitu lagu, puisi kontemporer, film dan drama kontemporer, cerita pendek, esei tentang lirik lagu, reproduksi cerita, dsb. |
| | <p>Kelas XII Teks-teks fungsional pendek, resmi dan tak resmi, serta untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i>, <i>explanation</i>, <i>discussion</i>, dan <i>review</i>.</p> <p>Untuk Program Bahasa: Ungkapan yang digunakan dalam:</p> |

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| | <p>1) <i>Public Speaking</i> dalam konteks akademik, yaitu pidato (termasuk pidato tokoh terkenal, debat, presentasi, dsb).</p> <p>A. Karya sastra populer, otentik, dan sederhana, yaitu lagu, puisi kontemporer, film dan drama kontemporer, cerita pendek, esei tentang lirik lagu dan puisi kontemporer, reproduksi cerita, novel, dsb.</p> |
| 2. | KEDALAMAN MATERI |
| | a. Pajanan (<i>exposure</i>) |
| | <p><i>Deskripsi:</i></p> <p>Untuk pembelajaran setiap jenis teks, buku teks wajib berisi dan menuntut peserta didik mengeksplorasi cukup banyak teks yang relevan dengan kehidupan peserta didik sehari-hari dengan tujuan untuk pembiasaan terhadap jenis teks ybs., terutama pada segi isi pesannya.</p> |
| | b. Retensi aturan pembentukan teks |
| | <p><i>Deskripsi:</i></p> <p>Untuk pembelajaran setiap jenis teks, buku teks wajib berisi bimbingan agar peserta didik mendapatkan pemahaman eksplisit tentang ketiga unsur pembentukan jenis teks ybs. (yaitu, fungsi sosial, unsur dan struktur makna, dan fitur linguistik), pada saat peserta didik sudah terbiasa berinteraksi tentang isi pesan yang dikandung pada jenis teks ybs.</p> |
| | c. Produksi |
| | <p><i>Deskripsi:</i></p> <p>Untuk pembelajaran setiap jenis teks, buku teks wajib berisi bimbingan agar peserta didik menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan jenis teks ybs., dengan memperhatikan kedua unsur lainnya (yaitu, unsur dan struktur makna, dan fitur linguistik), pada saat peserta didik sudah memiliki pemahaman eksplisit tentang ketiga unsur pembentukan teks tsb..</p> |
| B. | KEAKURATAN MATERI |
| 3. | Fungsi sosial |
| | <p><i>Deskripsi:</i></p> <p>Teks-teks yang diberikan di dalam buku maupun hasil eksplorasi peserta didik diarahkan pada pencapaian fungsi sosial yang terkait dengan kehidupan sehari-hari.</p> <p>(1) Komunikasi interpersonal: untuk menjalin hubungan antarpribadi (melalui teks-teks interpersonal) dan teks fungsi alat komunikasi dalam rangka memenuhi kebutuhan hidup (melalui teks-teks transaksional). Kedalaman materi masing-masing fungsi sosial minimal sesuai dengan cakupan di Kelas I, II, dan III.</p> <p>(2) Komunikasi transaksional: meminta/memberi jasa/barang/fakta/pendapat, yang terkait dengan kehidupan peserta didik sehari-hari serta mata pelajaran lain, secara lisan dan tertulis.</p> |

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| | <p>(3) Komunikasi fungsional: memerankan fungsi khusus dalam teks fungsional pendek dan monolog yang terkait dengan masing-masing jenis teks berikut:</p> <ul style="list-style-type: none"> (a) <i>Recount</i> berfungsi memaparkan pengalaman pribadi seperti cerita sukses, biografi, pengalaman tak terlupakan, proses kejadian, dsb. (b) <i>Narrative</i> berfungsi menghibur dan mengajarkan nilai-nilai luhur. (c) <i>Procedure</i> berfungsi memberikan petunjuk mengerjakan atau melakukan sesuatu, seperti instruksi melaksanakan tugas, manual, resep, peringatan, dsb. (d) <i>Descriptive</i> berfungsi memerikan, mengidentifikasi, membedakan, menawarkan, memuji, mengkritik, dsb., benda/orang/binatang. (e) <i>News item</i> berfungsi memberitakan kepada pembaca, pendengar atau penonton tentang peristiwa-peristiwa atau kejadian-kejadian yang dipandang penting atau layak diberitakan. (f) <i>Report</i> berfungsi memaparkan kebenaran umum tentang orang/benda/binatang, termasuk jenis, definisi, dan ciri-ciri umum, seperti yang banyak dimuat dalam sumber-sumber pengetahuan umum, antara lain buku teks, ensiklopedi, dsb. (g) <i>Analytical exposition</i>: thesis and analytical arguments. (h) <i>Spoof</i> berfungsi menceritakan kejadian, peristiwa aneh atau lucu yang bertujuan menghibur, dengan akhir yang tidak diduga (<i>twist</i>). (i) <i>Hortatory exposition</i>: thesis, analytical argument, dan recommendation. (j) <i>Explanation</i> berfungsi menjelaskan proses atau kegiatan yang terkait dengan fenomena alam, ilmu pengetahuan, sosial-budaya, dsb. (k) <i>Discussion</i> berfungsi mengetengahkan suatu permasalahan (isu) yang ditinjau paling tidak dari 2 (dua) sudut pandang, secara proporsional, untuk membuat suatu kesimpulan atau rekomendasi. (l) <i>Review</i> berfungsi melakukan analisis kritis, untuk kepentingan khalayak ramai, terhadap peristiwa atau karya seni seperti film, pertunjukan, buku, dsb. |
| 4. | <p>Unsur dan Struktur Makna</p> |
| | <p>Deskripsi:</p> <p>Teks-teks yang diberikan di dalam buku teks maupun hasil eksplorasi peserta didik diarahkan pada pengembangan kemampuan berpikir runtut dan sistematis.</p> <ul style="list-style-type: none"> (1) Dalam teks-teks interpersonal dan transaksional, unsur-unsur ini minimal meliputi kegiatan interaktif yang terdiri atas inisiasi/prakarsa berkomunikasi dan respon berupa permintaan dan pemberian informasi/barang/jasa. (2) Teks-teks fungsional pendek dan monolog, minimal mencakup unsur-unsur makna yang terdapat dalam masing-masing teks fungsional pendek dan jenis teks monolog berikut ini. <ul style="list-style-type: none"> (a) <i>Recount</i> meliputi sekurang-kurangnya orientasi dan serangkaian kegiatan/kejadian yang disampaikan secara kronologis. (b) <i>Narrative</i> meliputi sekurang-kurangnya orientasi, komplikasi, dan solusi. |

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| | <p>(c) <i>Procedure</i> meliputi sekurang-kurangnya langkah-langkah melaksanakan suatu pekerjaan, dengan atau tanpa menyebutkan secara eksplisit benda-benda yang diperlukan.</p> <p>(d) <i>Descriptive</i> meliputi sekurang-kurangnya unsur-unsur yang terdapat pada orang/benda/binatang serta deskripsi masing-masing (al., sifat, perilaku, tindakan) yang dianggap perlu disampaikan untuk memerankan fungsi sosial yang dimaksud.</p> <p>(e) <i>News item</i> meliputi sekurang-kurangnya kejadian inti, elaborasi, dan sumber informasi.</p> <p>(f) <i>Report</i> meliputi sekurang-kurangnya ciri-ciri umum dari orang/benda/binatang (sifat, perilaku, tindakan), dengan atau tanpa menyebutkan secara eksplisit pernyataan umum berupa definisi atau klasifikasi.</p> <p>(g) <i>Analytical exposition</i> meliputi sekurang-kurangnya pendapat/ asumsi penulis/pembicara dan argumentasi analitis yang mendukung.</p> <p>(h) <i>Spoof</i> meliputi sekurang-kurangnya orientasi, peristiwa, dan <i>twist</i>.</p> <p>(i) <i>Hortatory exposition</i> meliputi sekurang-kurangnya pendapat/ asumsi penulis/pembicara, argumentasi analitis yang mendukung, dan rekomendasi.</p> <p>(j) <i>Explanation</i> meliputi sekurang-kurangnya uraian umum, penjelasan proses, dan penutup.</p> <p>(k) <i>Discussion</i> meliputi sekurang-kurangnya isu yang dibahas, sekurang-kurangnya dua pandangan yang berbeda, dan kesimpulan.</p> <p>(l) <i>Review</i> meliputi sekurang-kurangnya orientasi, evaluasi, dan tafsiran penulis/pembicara.</p> |
| 5. | Fitur Linguistik |
| | <p>Deskripsi:</p> <p>Teks-teks yang diberikan di dalam buku teks maupun hasil eksplorasi peserta didik diarahkan pada pengembangan kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat dan berterima, sesuai dengan konteks komunikatif yang sedang berlangsung serta jenis teks yang digunakan dalam rangka mencapai setiap fungsi sosial yang dimaksud.</p> |
| C. | MATERI PENDUKUNG PEMBELAJARAN |
| 6. | Kemutakhiran |
| | a. Relevansi materi dan sumber rujukan |
| | <p>Deskripsi:</p> <p>Bahan ajar (teks, tabel, gambar, lampiran, dll.) untuk setiap jenis teks diambil dari sumber-sumber yang relevan dengan topik yang dibahas.</p> |

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

II. KELAYAKAN PENYAJIAN

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| | Komponen kelayakan penyajian mencakup tiga sub-komponen, yaitu teknik penyajian, penyajian pembelajaran, dan kelengkapan penyajian. |
| A. | TEKNIK PENYAJIAN |
| 9. | Sistematika |

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| | <p>Deskripsi:</p> <p>Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi, minimal terdiri atas Pendahuluan, Isi, dan Penutup.</p> |
| 10. | Keseimbangan antarbab |
| | <p>Deskripsi:</p> <p>Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang dalam setiap bab.</p> |
| B. | PENYAJIAN PEMBELAJARAN |
| 11. | Keterpusatan pada peserta didik |
| | <p>Deskripsi:</p> <p>Penyajian materi dan tugas mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.</p> |
| 12. | Mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik |
| | <p>Deskripsi:</p> <p>Penyajian materi dan tugas mendorong peserta didik untuk melakukan berbagai kegiatan komunikatif lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.</p> |
| 13. | Mengembangkan kemandirian belajar |
| | <p>Deskripsi:</p> <p>Penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri</p> |
| 14. | Mengembangkan kemampuan untuk refleksi/evaluasi diri |
| | <p>Deskripsi:</p> <p>Penyajian materi dan tugas mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.</p> |
| C. | KELENGKAPAN PENYAJIAN |
| 15. | Bagian Pendahuluan |
| | <p>Deskripsi:</p> <p>(a) Prakata: informasi yang mengantarkan pembaca untuk mengetahui tujuan penulis buku, ucapan terima kasih, dan harapan</p> <p>(b) Daftar isi: daftar yang memuat informasi yang memudahkan peserta didik untuk mencari dan menemukan bab, subbab, serta topik yang ada di dalamnya</p> |

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| 16. | Bagian Isi |
| | <p>Deskripsi:</p> <ul style="list-style-type: none"> (a) Pendahuluan: pengantar pada awal buku berisi tujuan penulisan buku teks pelajaran, sistematika buku, cara belajar yang harus diikuti, serta hal-hal lain yang dianggap penting bagi peserta didik. (b) Beban belajar: beban belajar yang merupakan inti dari isi buku teks terdiri atas tiga unsur yaitu tatap muka, latihan terstruktur, dan kegiatan mandiri. (c) Rujukan: teks, tabel, gambar mempunyai identitas berupa judul, nomer urut gambar/tabel, dan rujukan. (d) Rangkuman dan refleksi: rangkuman merupakan konsep kunci bab yang bersangkutan yang dinyatakan dengan kalimat ringkas, jelas, dan memudahkan peserta didik memahami keseluruhan isi bab. Refleksi memuat simpulan sikap dan perilaku yang harus diteladani. |
| 17. | Bagian Penyudah |
| | <p>Deskripsi:</p> <ul style="list-style-type: none"> (a) Glosarium: glosarium berisi istilah-istilah penting dalam teks dengan penjelasan arti istilah tersebut dan ditulis secara alfabetis. (b) Daftar pustaka: daftar buku yang digunakan sebagai bahan rujukan dalam penulisan buku tersebut diawali dengan nama pengarang (yang disusun secara alfabetis), tahun terbitan, judul buku, tempat, dan nama penerbit. (c) Indeks (subjek dan pengarang): indeks subjek merupakan daftar kata-kata penting yang diikuti dengan nomor halaman kemunculan, indeks pengarang merupakan daftar pengarang yang karyanya digunakan dalam materi diikuti oleh nomor halaman kemunculan |

Appendix C: Instrument for evaluating English textbooks for Senior High School for language and presentation aspects issued by BSNP

**INSTRUMEN II
PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS SMA/MA**

PENGANTAR

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

KARAKTERISTIK PEMBELAJARAN BAHASA INGGRIS

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

pembelajaran Bahasa Inggris seharusnya dilaksanakan dengan memperhatikan aspek-aspek ketiga budaya tersebut.

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

KRITERIA PENGEMBANGAN BUKU TEKS

Buku Teks Pelajaran Bahasa Inggris SMA/MA yang dikembangkan diharapkan memiliki ciri-ciri berikut:

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

INSTRUMEN II
PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH

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KODE BUKU:

I. KELAYAKAN BAHASA

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

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| C. KERUNTUTAN DAN KESATUAN GAGASAN | 5. Keruntutan makna dalam bagian/bab/sub-bab/paragraf/ kalimat | | | | | | |
| | 6. Ketertautan makna antar bagian/bab/ subbab/paragraf/ kalimat | | | | | | |
| Rangkuman kualitatif | | | | | | | |

II. KELAYAKAN PENYAJIAN

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| A. TEKNIK PENYAJIAN | 7. Sistematika | | | | | | |
| | 8. Keseimbangan antarbab | | | | | | |
| Rangkuman kualitatif | | | | | | | |
| B. PENYAJIAN PEMBELAJARAN | 9. Keterpusatan pada peserta didik | | | | | | |
| | 10. Pengembangan prakarsa, kreativitas, | | | | | | |

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| | dan cara berpikir kritis peserta didik | | | | | | |
| | 11. Pengembangan kemandirian belajar peserta didik | | | | | | |
| | 12. Pengembangan kemampuan peserta didik untuk refleksi/evaluasi diri | | | | | | |
| Rangkuman kualitatif | | | | | | | |
| C. KELENGKAPAN PENYAJIAN | 13. Bagian Pendahulu | | | | | | |
| | 14. Bagian Isi | | | | | | |
| | 15. Bagian Penyudah | | | | | | |
| Rangkuman kualitatif | | | | | | | |

DESKRIPSI BUTIR INSTRUMEN II PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH

II. KELAYAKAN BAHASA

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| Komponen kelayakan bahasa mencakup tiga sub-komponen, yaitu kesesuaian dengan perkembangan peserta didik, komunikatif, serta keruntutan dan kesatuan gagasan. | |
| A. | KESESUAIAN DENGAN TINGKAT PERKEMBANGAN PESERTA DIDIK |
| 1. | Kesesuaian dengan tingkat perkembangan kognitif peserta didik |
| | <i>Deskripsi:</i> Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik. Tingkat kesulitan dan keakraban bahasa difasilitasi secara eksplisit. |
| 2. | Kesesuaian dengan tingkat perkembangan sosial-emosional peserta didik |
| | <i>Deskripsi:</i> Bahasa yang digunakan sesuai dengan situasi sosial-emosional remaja. |
| B. | KOMUNIKATIF |
| 3. | Keterbacaan pesan oleh peserta didik |
| | <i>Deskripsi:</i> Pesan yang disajikan jelas dan mudah dipahami oleh peserta didik. |
| 4. | Ketepatan kaidah bahasa |
| | <i>Deskripsi:</i> Pesan disajikan sesuai kaidah Bahasa Inggris yang tepat. |
| C. | KERUNTUTAN DAN KESATUAN GAGASAN |
| 5. | Keruntutan makna dalam bagian/bab/subbab/paragraf/kalimat |
| | <i>Deskripsi:</i> Pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat harus mencerminkan keruntutan penyampaian makna. |

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| 6. | Ketertautan makna antar bagian/bab/subbab/paragraf/kalimat |
| | <p><i>Deskripsi:</i></p> <p>Pesan atau materi yang disajikan harus mencerminkan ketertautan makna antar bagian/bab/subbab/paragraf/kalimat.</p> |

II. KELAYAKAN PENYAJIAN

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| | Komponen kelayakan penyajian mencakup tiga sub-komponen, yaitu teknik penyajian, penyajian pembelajaran, dan kelengkapan penyajian. |
| A. | TEKNIK PENYAJIAN |
| 7. | Sistematika |
| | <p><i>Deskripsi:</i></p> <p>Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi, minimal terdiri atas Pendahuluan, Isi, dan Penutup.</p> |
| 8. | Keseimbangan antarbab |
| | <p><i>Deskripsi:</i></p> <p>Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang dalam setiap bab.</p> |
| | |
| B. | PENYAJIAN PEMBELAJARAN |
| 9. | Keterpusatan pada peserta didik |
| | <p><i>Deskripsi:</i></p> <p>Penyajian materi dan tugas mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.</p> |
| 10. | Mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik |
| | <p><i>Deskripsi:</i></p> <p>Penyajian materi dan tugas mendorong peserta didik untuk melakukan berbagai kegiatan komunikatif lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.</p> |

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| 11. | Mengembangkan kemandirian belajar |
| | <i>Deskripsi:</i> Penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri |
| 12. | Mengembangkan kemampuan untuk refleksi/evaluasi diri |
| | <i>Deskripsi:</i> Penyajian materi dan tugas mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi. |
| C. | KELENGKAPAN PENYAJIAN |
| 13. | Bagian Pendahuluan |
| | <i>Deskripsi:</i> (a) Prakata: informasi yang mengantarkan pembaca untuk mengetahui tujuan penulis buku, ucapan terima kasih, dan harapan (b) Daftar isi: daftar yang memuat informasi yang memudahkan peserta didik untuk mencari dan menemukan bab, subbab, serta topik yang ada di dalamnya |
| 14. | Bagian Isi |
| | <i>Deskripsi:</i> (a) Pendahuluan: pengantar pada awal buku berisi tujuan penulisan buku teks pelajaran, sistematika buku, cara belajar yang harus diikuti, serta hal-hal lain yang dianggap penting bagi peserta didik. (b) Beban belajar: beban belajar yang merupakan inti dari isi buku teks terdiri atas tiga unsur yaitu tatap muka, latihan terstruktur, dan kegiatan mandiri. (c) Rujukan: teks, tabel, gambar mempunyai identitas berupa judul, nomer urut gambar/tabel, dan rujukan. (d) Rangkuman dan refleksi: rangkuman merupakan konsep kunci bab yang bersangkutan yang dinyatakan dengan kalimat ringkas, jelas, dan memudahkan peserta didik memahami keseluruhan isi bab. Refleksi memuat simpulan sikap dan prilaku yang harus diteladani. |
| 15. | Bagian Penyudah |
| | <i>Deskripsi:</i> (a) Glosarium: glosarium berisi istilah-istilah penting dalam teks dengan penjelasan arti istilah tersebut dan ditulis secara alfabetis. |

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| | <p>(b) Daftar pustaka: daftar buku yang digunakan sebagai bahan rujukan dalam penulisan buku tersebut diawali dengan nama pengarang (yang disusun secara alfabetis), tahun terbitan, judul buku, tempat, dan nama penerbit.</p> <p>(c) Indeks (subjek dan pengarang): indeks subjek merupakan daftar kata-kata penting yang diikuti dengan nomor halaman kemunculan, indeks pengarang merupakan daftar pengarang yang karyanya digunakan dalam materi diikuti oleh nomor halaman kemunculan</p> |
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Appendix D: Competency standards and basic competencies for English subject in Senior High School

38. Mata Pelajaran Bahasa Inggris untuk Sekolah Menengah Atas (SMA)/ Madrasah Aliyah (MA)

A. Latar Belakang

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

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

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

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

B. Tujuan

Mata Pelajaran Bahasa Inggris di SMA/MA bertujuan agar peserta didik memiliki kemampuan sebagai berikut.

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

C. Ruang Lingkup

Ruang lingkup mata pelajaran Bahasa Inggris di SMA/MA meliputi:

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

D. Standar Kompetensi dan Kompetensi Dasar

Kelas X, Semester 1

| Standar Kompetensi | Kompetensi Dasar |
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| <p>Mendengarkan</p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p> | <p>Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji</p> <p>Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi</p> |
| <p>2. Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk <i>recount</i>, <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari</p> | <p>2.1 Merespon makna secara akurat, lancar dan berterima dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dalam berbagai konteks kehidupan sehari-hari</p> <p>2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p> |
| <p>Berbicara</p> <p>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p> | <p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/</p> |

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| | <p>undangan, menerima janji, dan membatalkan janji</p> <p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi</p> |
| <p>4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk <i>recount</i>, <i>narrative</i> dan <i>procedure</i> sederhana dalam konteks kehidupan sehari-hari</p> | <p>4.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan dalam berbagai konteks kehidupan sehari-hari.</p> <p>4.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p> |
| <p>Membaca</p> <p>5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i>, <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p> | <p>5.1 Merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p> <p>5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks</p> |

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| | berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i> |
| <p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i>, <i>narrative</i>, dan <i>procedure</i> dalam konteks kehidupan sehari-hari</p> | <p>Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p> |

Kelas X, Semester 2

| Standar Kompetensi | Kompetensi Dasar |
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| <p>Mendengarkan</p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p> | <p>Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat</p> <p>Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan</p> |
| <p>8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative, descriptive</i>, dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari</p> | <p>Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari</p> <p>Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; <i>narrative, descriptive</i>, dan <i>news item</i></p> |
| <p>Berbicara</p> <p>9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p> | <p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat</p> <p>Mengungkapkan makna dalam percakapan</p> |

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| | <p>transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan</p> |
| <p>10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative, descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari</p> | <p>Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari</p> <p>Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative, descriptive, dan news item</i></p> |
| <p>Membaca</p> <p>11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative, descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p> | <p>Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari</p> <p>Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative, descriptive, dan news item</i></p> |
| <p>Menulis</p> <p>12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>narrative, descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari</p> | <p>Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari</p> <p>Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar</p> |

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| | dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i> |
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PROGRAM IPA, IPS & BAHASA

Kelas XI, Semester 1

| Standar Kompetensi | Kompetensi Dasar |
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| <p>Mendengarkan</p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p> | <p>1.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas</p> <p>1.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan <i>relief</i>, <i>pain</i>, dan <i>pleasure</i></p> |
| <p>2 Memahami makna teks fungsional pendek dan monolog berbentuk <i>reports</i>, <i>narrative</i>, dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari</p> | <p>2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari</p> <p>2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i></p> |
| <p>Berbicara</p> <p>3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p> | <p>3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan</p> |

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| | <p>pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas</p> <p>3.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan <i>relief</i>, <i>pain</i>, dan <i>pleasure</i></p> |
| <p>4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk <i>report</i>, <i>narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari</p> | <p>Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari</p> <p>Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i></p> |
| <p>Membaca</p> <p>5. Memahami makna teks fungsional pendek dan esei berbentuk <i>report</i>, <i>narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p> | <p>Merespon makna dalam teks fungsional pendek (misalnya <i>banner</i>, <i>poster</i>, <i>pamphlet</i>, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i></p> |
| <p>Menulis</p> <p>6. Mengungkapkan makna dalam teks esei berbentuk <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari</p> | <p>Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya <i>banner</i>, <i>poster</i>, <i>pamphlet</i>, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>Mengungkapkan makna dan langkah retorika</p> |

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| | dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report, narrative, dan analytical exposition</i> |
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Kelas XI, Semester 2

| Standar Kompetensi | Kompetensi Dasar |
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| <p>Mendengarkan</p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p> | <p>Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih</p> <p>Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel</p> |
| <p>8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari</p> | <p>Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>spoof</i>, dan <i>hortatory exposition</i></p> |
| <p>Berbicara</p> <p>9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p> | <p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih</p> <p>Mengungkapkan makna dalam percakapan</p> |

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| | <p>transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel</p> |
| <p>10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari</p> | <p>Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>spoof</i>, dan <i>hortatory exposition</i></p> |
| <p>Membaca</p> <p>11. Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p> | <p>Merespon makna dalam teks fungsional pendek (misalnya <i>banner</i>, <i>poster</i>, <i>pamphlet</i>, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p> <p>Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i>, <i>spoof</i>, dan <i>hortatory exposition</i></p> |
| <p>Menulis</p> <p>12. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari</p> | <p>Mengungkapkan makna dalam teks fungsional pendek (misalnya <i>banner</i>, <i>poster</i>, <i>pamphlet</i>, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan</p> |

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| | berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i> |
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PROGRAM IPA, IPS & BAHASA

Kelas XII, Semester 1

| Standar Kompetensi | Kompetensi Dasar |
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| <p>Mendengarkan</p> <p>1. Memahami makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari</p> | <p>Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengusulkan, memohon, mengeluh, membahas kemungkinan atau untuk melakukan sesuatu, dan memerintah</p> <p>Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengakui kesalahan, berjanji, menyalahkan, menuduh, mengungkapkan keingintahuan dan hasrat, dan menyatakan berbagai sikap</p> |
| <p>2. Memahami makna dalam teks fungsional pendek dan monolog berbentuk <i>narrative</i>, <i>explanation</i> dan <i>discussion</i> dalam konteks kehidupan sehari-hari</p> | <p>Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>explanation</i>, dan <i>discussion</i></p> |
| <p>Berbicara</p> <p>3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari</p> | <p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengusulkan, memohon, mengeluh, membahas kemungkinan atau untuk melakukan sesuatu, dan memerintah</p> |

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| | <p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengakui kesalahan, berjanji, menyalahkan, menuduh, mengungkapkan keingintahuan dan hasrat, dan menyatakan berbagai sikap</p> |
| <p>4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk <i>narrative</i>, <i>explanation</i> dan <i>discussion</i> dalam konteks kehidupan sehari-hari</p> | <p>Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>explanation</i>, dan <i>discussion</i></p> |
| <p>Membaca</p> <p>5. Memahami makna teks fungsional pendek dan teks tulis esei berbentuk <i>narrative</i>, <i>explanation</i> dan <i>discussion</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p> | <p>Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.</p> <p>Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>narrative</i>, <i>explanation</i>, dan <i>discussion</i></p> |

| Standar Kompetensi | Kompetensi Dasar |
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| <p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis monolog yang berbentuk <i>narrative</i>, <i>explanation</i></p> | <p>Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan</p> |

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| <p>dan <i>discussion</i> secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> | <p>berterima dalam konteks kehidupan sehari-hari</p> <p>Mengungkapkan makna dan langkah retorika dalam teks monolog dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>explanation</i>, dan <i>discussion</i></p> |
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Kelas XII, Semester 2

| Standar Kompetensi | Kompetensi Dasar |
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| <p>Mendengarkan</p> <p>7. Memahami makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p> | <p>Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan dan melibatkan tindak tutur: membujuk, mendorong semangat, mengkritik, mengungkapkan harapan, dan mencegah</p> <p>Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan dan melibatkan tindak tutur: menyesali, mengungkapkan/menanyakan rencana, tujuan, maksud, memprediksi, berspekulasi, dan memberikan penilaian</p> |
| <p>8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i> dan <i>review</i> dalam konteks kehidupan sehari-hari</p> | <p>Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>Memahami dan merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> dan <i>review</i></p> |
| <p>Berbicara</p> <p>9. Mengungkapkan makna dalam teks interaksional, dengan penekanan pada percakapan transaksional resmi dan berlanjut dalam konteks kehidupan sehari-hari</p> | <p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: membujuk, mendorong semangat, mengkritik, mengungkapkan harapan, dan mencegah</p> <p>Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal</p> |

| | |
|---|---|
| | (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyesali, mengungkapkan/menanyakan rencana, tujuan, maksud, memprediksi, berspekulasi, dan memberikan penilaian |
| 10. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i> dan <i>review</i> secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari | <p>Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> dan <i>review</i></p> |
| <p>Membaca</p> <p>11. Memahami makna teks tulis monolog yang berbentuk <i>narrative</i> dan <i>review</i> secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p> | <p>Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p> <p>Merespon makna dan langkah retorika dalam teks monolog yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>narrative</i> dan <i>review</i></p> |
| <p>Menulis</p> <p>12. Mengungkapkan makna dalam teks tulis monolog/esei berbentuk <i>narrative</i> dan <i>review</i> dalam konteks kehidupan sehari-hari</p> | <p>Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> dan <i>review</i></p> |

TAMBAHAN UNTUK PROGRAM BAHASA

Kelas XI, Semester 1

| Standar Kompetensi | Kompetensi Dasar |
|--|---|
| <p>Mendengarkan</p> <p>1. Memahami makna yang terdapat dalam <i>public speaking</i> sederhana</p> | <p>Merespon makna yang diungkapkan oleh <i>Master of Ceremony</i></p> <p>Merespon makna yang diungkapkan oleh <i>Show Presenter (Host)</i> dan <i>News Reader</i></p> |
| <p>Berbicara</p> <p>2. Mengungkapkan makna dalam konteks <i>public speaking</i> sederhana</p> | <p>Mengungkapkan makna dalam konteks <i>public speaking</i> sederhana sebagai <i>Master of Ceremony</i></p> <p>Mengungkapkan makna dalam konteks <i>public speaking</i> sederhana sebagai <i>Show Presenter (Host)</i> dan <i>News Reader</i></p> |
| <p>Membaca</p> <p>3. Memahami naskah dalam konteks <i>public speaking</i> sederhana</p> | <p>Membaca naskah <i>public speaking</i> sederhana dengan nyaring dan dengan pelafalan yang tepat sebagai <i>Master of Ceremony</i></p> <p>Membaca naskah <i>public speaking</i> sederhana dengan nyaring dan dengan pelafalan yang tepat sebagai <i>Show Presenter (Host)</i> dan <i>News Reader</i></p> |
| <p>Menulis</p> <p>4. Mengungkapkan makna dalam konteks persiapan <i>public speaking</i> sederhana</p> | <p>Menulis naskah <i>public speaking</i> sederhana sebagai <i>Master of Ceremony</i></p> <p>Menulis naskah <i>public speaking</i> sederhana sebagai <i>Show Presenter (Host)</i> dan <i>News Reader</i></p> |

Kelas XI, Semester 2

| Standar Kompetensi | Kompetensi Dasar |
|--|---|
| <p>Mendengarkan</p> <p>1. Memahami karya sastra lisan yang populer dan disederhanakan (<i>simplified</i>)</p> | <p>Merespon makna dalam karya sastra lisan, seperti lagu berbahasa Inggris dan puisi kontemporer</p> <p>Memahami dan merespon makna dalam karya sastra lisan, seperti film dan drama kontemporer</p> |
| <p>Berbicara</p> <p>2. Mengungkapkan karya sastra lisan yang populer dan disederhanakan (<i>simplified</i>)</p> | <p>Membawakan karya sastra lisan sederhana seperti lagu berbahasa Inggris dan puisi kontemporer</p> <p>Membawakan karya sastra lisan sederhana seperti film dan drama kontemporer</p> |
| <p>Membaca</p> <p>3. Memahami karya sastra yang populer dan disederhanakan (<i>simplified</i>)</p> | <p>Merespon makna dalam dalam karya sastra, seperti lagu berbahasa Inggris dan puisi kontemporer</p> <p>Merespon makna dalam dalam karya sastra, seperti cerita pendek</p> |
| <p>Menulis</p> <p>4. Mengungkapkan kembali karya sastra lisan yang populer dan disederhanakan (<i>simplified</i>)</p> | <p>Menulis cerita dalam bentuk esei tentang lirik lagu yang didengarnya</p> <p>Mengungkapkan kembali cerita berbahasa Inggris yang disederhanakan (<i>simplified</i>) ke dalam bentuk tulisan lain dengan atau tanpa mengubah konteks latar waktu dan tempatnya</p> |

Kelas XII, Semester 1

| Standar Kompetensi | Kompetensi Dasar |
|--|---|
| <p>Mendengarkan</p> <p>1. Memahami makna yang terdapat dalam <i>public speaking</i> dalam konteks akademik</p> | <p>1.1 Merespon makna yang diungkapkan dalam pidato</p> <p>1.2 Merespon makna yang diungkapkan dalam debat dan presentasi</p> |
| <p>Berbicara</p> <p>2. Mengungkapkan makna dalam <i>public speaking</i> dalam konteks akademik</p> | <p>2.1 Mengungkapkan makna dalam konteks <i>public speaking</i> seperti pidato</p> <p>2.2 Mengungkapkan makna dalam konteks <i>public speaking</i> seperti debat dan presentasi</p> |
| <p>Membaca</p> <p>3. Memahami naskah <i>public speaking</i> dalam konteks akademik</p> | <p>3.1 Memahami naskah <i>public speaking</i> dalam konteks akademik seperti pidato</p> <p>3.2 Memahami naskah <i>public speaking</i> dalam konteks akademik seperti debat dan presentasi</p> |
| <p>Menulis</p> <p>4. Mengungkapkan makna dalam naskah persiapan <i>public speaking</i> dalam konteks akademik</p> | <p>4.1 Menulis naskah <i>public speaking</i> sederhana dalam konteks akademik seperti pidato</p> <p>4.2 Menulis naskah <i>public speaking</i> sederhana dalam konteks akademik seperti debat dan presentasi</p> |

Kelas XII, Semester 2

| Standar Kompetensi | Kompetensi Dasar |
|---|---|
| <p>Mendengarkan</p> <p>1. Memahami karya sastra lisan yang populer dan otentik sederhana</p> | <p>1.1 Memahami dan merespon makna dalam karya sastra lisan seperti lagu berbahasa Inggris dan puisi kontemporer</p> <p>1.2 Memahami dan merespon makna dalam karya sastra lisan seperti film dan drama kontemporer</p> |
| <p>Berbicara</p> <p>2. Mengungkapkan karya sastra lisan yang populer dan otentik sederhana</p> | <p>2.1 Membawakan karya sastra lisan sederhana seperti lagu berbahasa Inggris dan puisi kontemporer</p> <p>2.2 Membawakan karya sastra lisan sederhana seperti film dan drama kontemporer</p> |
| <p>Membaca</p> <p>3. Memahami karya sastra yang populer dan otentik sederhana</p> | <p>3.1 Membaca pidato tokoh-tokoh terkenal</p> <p>3.2 Memahami makna dalam lagu berbahasa Inggris, novel, dan ceritera pendek</p> |
| <p>Menulis</p> <p>4. Mengungkapkan kembali karya sastra yang populer dan otentik sederhana secara tertulis</p> | <p>4.1 Menulis esei tentang lirik lagu dan puisi kontemporer</p> <p>4.2 Mengungkapkan kembali cerita berbahasa Inggris yang populer dan otentik sederhana ke dalam bentuk tulisan lain dengan atau tanpa mengubah konteks latar waktu dan tempatnya</p> |

E. Arah Pengembangan

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

| KOMPETENSI INTI KELAS X | KOMPETENSI INTI KELAS XI | KOMPETENSI INTI KELAS XII |
|---|--|---|
| 1. Menghayati dan mengamalkan ajaran agama yang dianutnya | 1. Menghayati dan mengamalkan ajaran agama yang dianutnya | 1. Menghayati dan mengamalkan ajaran agama yang dianutnya |
| 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia. | 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia | 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia |
| 3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah | 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah | 3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah |
| 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan | 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan | 4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan |

Appendix E: Main competencies of English Subject for Senior High School

Appendix F: Principles and
Recommendation for 2013 Curriculum
issued by TEFLIN Association



POKOK PIKIRAN DAN REKOMENDASI TENTANG KURIKULUM MATA PELAJARAN BAHASA INGGRIS TAHUN 2013

ASOSIASI GURU BAHASA INGGRIS DI INDONESIA
THE ASSOCIATION OF TEACHING ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA
(TEFLIN) Alamat: Jl. Jaya Perkasa No. 1, Kampus UPI, Bandung 40154

POKOK PIKIRAN DAN REKOMENDASI TENTANG KURIKULUM MATA PELAJARAN BAHASA INGGRIS TAHUN 2013

RINGKASAN EKSEKUTIF

TEFLIN (*the Association of Teaching English as a Foreign Language in Indonesia*), sebagai organisasi profesi guru bahasa Inggris, turut menyambut kehadiran gagasan besar dari Kementerian Pendidikan dan Kebudayaan yaitu **Kurikulum 2013**. TEFLIN berpandangan bahwa upaya pengembangan kurikulum pada tataran nasional memerlukan kajian komprehensif yang menyangkut landasan filosofis dan yuridis, serta teori bahasa dan pembelajaran bahasa dalam kaitan dengan kurikulum bahasa Inggris, dan pertimbangan berkaitan dengan kesiapan pelaku (pengawas, kepala sekolah, guru dan siswa) dan pendukung implementasi lainnya (silabus, buku dan fasilitas pembelajaran).

Kompetensi Inti (KI) dan **Kompetensi Dasar** (KD) amat fundamental dan strategis karena menyangkut pengembangan bahan, penyiapan guru, pelaksanaan kegiatan belajar-mengajar, serta evaluasi secara keseluruhan. Untuk itu, KI dan KD perlu dibahasakan sehingga mudah dipahami, dan dilengkapi dengan indikator-indikator pencapaiannya. KD yang mencirikan kekhasan Mata Pelajaran Bahasa Inggris perlu diperhatikan agar prinsip-prinsip pembelajaran Bahasa Inggris untuk komunikasi dan alat mencari ilmu tidak dikorbankan.

Waktu yang relatif singkat menjelang implementasi kurikulum tersebut berpotensi munculnya kelemahan di sana-sini baik dari sisi keabsahan dokumen, sosialisasi, maupun kemungkinan kesulitan implementasinya di lapangan. TEFLIN merekomendasikan kepada lembaga terkait untuk segera melakukan perbaikan dalam redaksi, gradasi, dan koherensi Kompetensi Inti dan Kompetensi Dasar pelajaran Bahasa Inggris sehingga keterbacaannya meningkat. Selain itu, perlu segera diperjelas serta disosialisasikan posisi buku babon, silabus, fokus keterampilan berbahasa yang dikembangkan, ujian nasional, kurikulum SMK, serta status bahasa Inggris di SD. Pemerintah juga disarankan untuk melakukan proses sosialisasi yang lebih konseptual mengenai apa yang harus dilakukan oleh guru di lapangan dengan melibatkan berbagai pihak terkait, termasuk LPTK dan organisasi profesi terkait.

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I. PENDAHULUAN

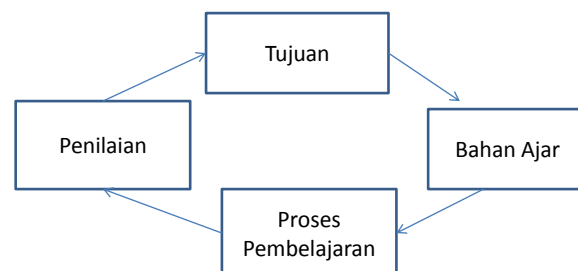
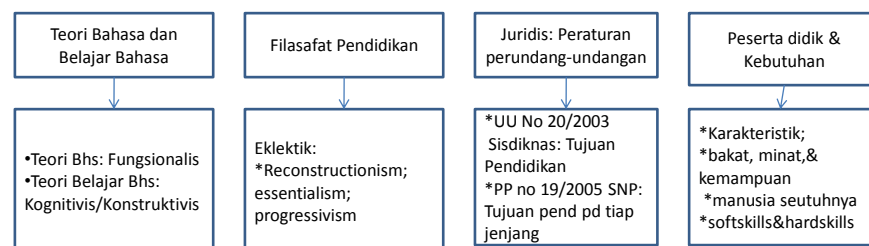
Seperti kita ketahui, dalam waktu dekat pemerintah akan memberlakukan Kurikulum 2013, yang bagi sebagian besar pemerhati dan praktisi pendidikan masih menyisakan banyak persoalan, baik dari sisi substansi, koherensi maupun implementasinya nanti di lapangan. Sebagai organisasi profesi nirlaba yang bergerak dalam mempromosikan pendidikan, bahasa, budaya dan sastra Inggris, serta dalam memberikan kontribusi bagi pengembangan arah dan kebijakan pembelajaran bahasa Inggris di Indonesia, TEFLIN memandang perlu untuk menyampaikan pokok-pokok pikiran dan gagasan para anggotanya mengenai rencana implementasi Kurikulum Bahasa Inggris 2013 yang saat ini sedang gencar disosialisasikan pemerintah. Pokok-pokok pikiran itu disarikan dari *Focus Group Discussion* (FGD) TEFLIN yang dilaksanakan pada tanggal 16-17 Februari 2013 di Hotel Enhaii, Bandung, khusus untuk menyikapi Kurikulum 2013. (Daftar Peserta FGD terlampir).

Pokok pikiran ini mencakup masukan tentang landasan pengembangan Kurikulum Bahasa Inggris 2013 dengan analisis terkait hakikat bahasa dan pembelajaran bahasa, serta rekomendasi TEFLIN atas rencana implementasi Kurikulum 2013.

II. LANDASAN PENGEMBANGAN

Dalam pengembangan kurikulum bahasa secara sistematis, hubungan antara landasan kurikulum dengan pengembangan komponen kurikulum dapat digambarkan sebagai berikut.

Landasan Kurikulum Bahasa Inggris



Dalam hal pengembangan kurikulum bahasa, termasuk kurikulum bahasa Inggris yang memiliki landasan pengembangannya tersendiri, landasan yang digunakannya sekurang-kurangnya harus mempertimbangkan faktor-faktor berikut.

1. Filsafat pendidikan yang menjadi landasan pengembangan kurikulum yang sejalan dengan tujuan pendidikan nasional menggambarkan cara pandang kita tentang apa yang harus dicapai oleh peserta didik melalui pendidikan dalam setiap jenjang pendidikan. Oleh karena itu, pemilihan pandangan filsafat pendidikan tentu harus sejalan dengan tujuan pendidikan nasional tersebut.
2. Prinsip, teori atau keyakinan tentang hakikat bahasa yang diturunkan dari berbagai teori kebahasaan yang dipandang paling sejalan dengan tujuan pengajaran Bahasa.
3. Prinsip, teori atau keyakinan tentang bagaimana bahasa dipelajari oleh peserta didik yang diturunkan dari berbagai teori belajar yang dipandang sejalan dengan tujuan pembelajaran bahasa tersebut.
4. Aspek yuridis, mengingat kurikulum adalah bagian dari kebijakan publik. Untuk itu, dalam pengembangan kurikulum harus diperhatikan aspek-aspek yuridis (peraturan perundang-undangan) yang berkaitan dengan pendidikan, antara lain UU No. 20 tahun 2003 tentang Sisdiknas (Bab II Pasal 2 tentang dasar pendidikan nasional dan Pasal 3 tentang fungsi dan tujuan pendidikan nasional; Bab IX tentang Standar Nasional Pendidikan (SNP); Bab X tentang Kurikulum; Bab XI tentang Pendidik dan Tenaga Kependidikan); Peraturan Pemerintah No 19 tahun 2005 tentang SNP terkait dengan 8 standar nasional pendidikan; serta Permendiknas terkait dengan 8 SNP sebagai pedoman yang lebih operasional dalam pengembangan dan penerapan kurikulum.
5. Karakteristik peserta didik dan kebutuhannya dalam belajar bahasa Inggris berdasarkan pemahaman yang komprehensif baik dari sisi status bahasa Inggris dalam konteks lingkungan Indonesia, maupun dalam ketersediaan tenaga guru profesional dikaitkan dengan tuntutan penyiapan generasi emas tahun 2045 yang kompetitif secara global.

Berdasarkan kelima landasan tersebut, beberapa pemikiran berikut harus menjadi pertimbangan dalam mengembangkan kurikulum bahasa Inggris 2013 khususnya dalam menyempurnakan salah satu dokumen kurikulum, antara lain:

- Landasan dan Garis Besar Pengembangan Kurikulum Bahasa Inggris.
- Standar Isi yang merinci kompetensi yang harus dicapai oleh peserta didik dan bahan ajar yang pemilihan dan pengembangannya didasarkan atas landasan yang digunakan dalam pengembangan kurikulum tersebut.
- Standar Proses yang merinci bentuk perencanaan pembelajaran dan strategi implementasi pembelajaran yang dikembangkan guna membantu peserta didik dan guru dalam mencapai apa yang dimandatkan dalam standar isi (komptensi dan bahan ajar), dan
- Standar Penilaian yang memandu guru dalam memilih dan mengembangkan alat penilaian yang dapat memastikan bahwa peserta didik mencapai kompetensi berikut indikator pencapaiannya yang dirumuskan dalam silabus dan rencana pelaksanaan pembelajaran.

Berdasarkan beberapa pemikiran yang disintesis dari beberapa sumber terkait dengan landasan pengembangan kurikulum tersebut di atas, dapat disimpulkan bahwa komponen kurikulum bahasa Inggris, sekurang-kurangnya memuat rumusan mengenai:

HAKIKAT BAHASA

1. Fungsionalis: Bahasa adalah alat komunikasi di antara guru, peserta didik, dan masyarakat yang beragam tergantung pada siapa yang berkomunikasi, pada situasi seperti apa komunikasi akan terjadi, dan apa yang dikomunikasikan. Tujuan komunikasi dalam pandangan ini adalah membangun hubungan sosial (*interpersonal*) dan mengembangkan wawasan melalui pertukaran informasi di antara pihak yang terlibat dalam komunikasi (*transaksional*) yang disampaikan melalui baik media lisan maupun tulisan.
2. Kemampuan mengomunikasikan apa yang dirasakan, diketahui, dan dilihat/diamati di antara pihak yang terlibat dalam komunikasi harus didasarkan pada nilai-nilai sosial-kultural *interlocutor* (yang terlibat dalam komunikasi) agar apa yang dikomunikasikannya berterima.
3. Kegiatan berkomunikasi yang sifatnya dialogis yang dilandasi nilai-nilai tersebut diharapkan dapat membentuk pribadi peserta didik yang santun, toleran, saling menghargai, dan bekerjasama, percaya diri, kreatif, dan kritis serta tekun melalui bentuk dan kegiatan komunikasi baik melalui medium lisan maupun tulisan. Ini diwujudkan melalui perpaduan tujuan dalam berkomunikasi, yakni interpersonal, transaksional, dan presentasional.
4. Dalam pandangan fungsionalis (sistemik-fungsionalis) kegiatan komunikasi tertata melalui keterpaduan antara aturan kebahasaan (pemilihan, kata, frase, kalimat/ujaran yang terangkai secara kohesif dan koheren) dengan aturan sosial-kultural penggunaan bahasa yang diwujudkan dalam berbagai jenis wacana lisan dan tulis yang dibutuhkan pengguna bahasa untuk berbagai tujuan dan kebutuhan komunikasinya dalam situasi dan lingkup komunikasi tertentu (keseharian, pendidikan, pekerjaan, dan akademis). Aturan sosial-kultural dalam penggunaan bahasa antara lain mencakup etika dalam berkomunikasi yang diwarnai oleh nilai-nilai silang budaya.

HAKIKAT BELAJAR BAHASA

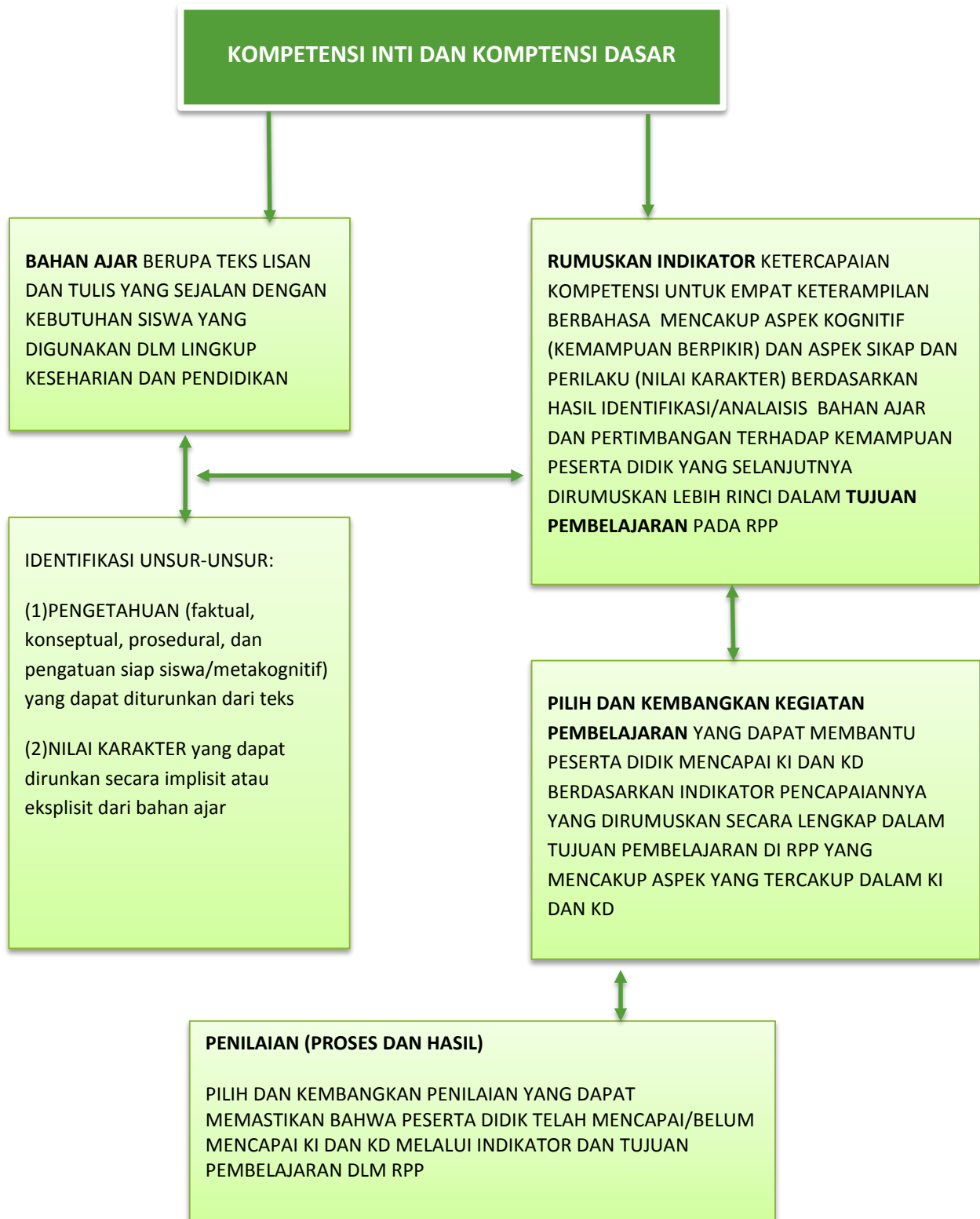
1. Pandangan kognitivistik: Belajar bahasa akan bermakna bagi peserta didik bila yang mereka pelajari berkaitan dengan pengetahuan siapnya (*prior knowledge*) dan pengalamannya.
2. Dalam pandangan lainnya, belajar bahasa harus berlangsung dengan melibatkan kemampuan berpikirnya secara berjenjang, mulai dari mengetahui, memahami, menggunakan, menganalisis, melakukan sintesa, dan mengevaluasi apa yang dipelajarinya. Dalam pandangan ini, belajar bahasa harus dapat membantu peserta didik untuk menerima, menanggapi apa yang dipelajarinya, meresapkan (mengorganisasikan), menghayatinya, dan memunculkan apa yang dipelajarinya dalam perilakunya (aspek afektif). Dalam pandangan ini pula mempelajari bahasa hendaknya melibatkan aspek keterampilan motorik/fisk, mulai dari proses menerima, berkonsentrasi, meniru, mempraktekkan, menyesuaikan keterampilan/yg dipraktekkan dengan kondisi yang dihadapinya, dan membangun keterampilan yang rekatif baru. Pandangan tiga aspek dalam belajar bahasa ini, yakni aspek kognitif, afektif, dan psikomotor) ini telah diterapkan cukup lama dalam praktek pembelajaran bahasa di sekolah-sekolah kita.
3. Pandangan kognitivistik lainnya menyatakan bahwa belajar bahasa harus memadukan apa yang dipelajarinya, yaitu pengetahuan yang mencakup pengetahuan yang bersifat faktual, konseptual, prosedural, dan pengetahuan yang telah dimilikinya (metakognitif) dengan kemampuan berpikirnya secara bertahap mulai dari kemampuan mengingat, memahami, menerapkan, menganalisis, menilai, dan membangun apa yang dipelajarinya ke dalam satu kesatuan atau ke dalam bentuk/struktur yang baru. Pandangan dua dimensi terhadap aspek kognitif ini dalam belajar bahasa dan mata pelajaran lainnya menjadi salah satu landasan yang digunakan dalam kurikulum 2013.

FILSAFAT PENDIDIKAN, ASPEK YURIDIS, SOSOK PESERTA DIDIK DAN KEBUTUHANNYA

1. Tujuan pendidikan nasional sebagaimana tertuang dalam UU No. 20/2003 tentang Sisdiknas, Bab II tentang Dasar, Fungsi, dan Tujuan pendidikan Nasional, Pasal 3 menegaskan bahwa "Pendidikan berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk mengembangkan potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berahlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.
2. Pendidikan membentuk dan mengembangkan sosok peserta didik/manusia yang utuh (*fully functional person*) yang berpengetahuan, memiliki keterampilan, berkarakter, menyadari potensi dirinya, dan mengaktualisasikan potensinya bagi kemaslahatan dirinya, masyarakat, bangsa, dan negara.
3. Proses dan hasil pendidikan harus bermakna dan memberdayakan dirinya agar dapat berbuat bagi kemaslahatan dirinya, masyarakat, bangsa dan negara.
4. Peserta didik dengan berbagai keunikannya memiliki potensi dan kebutuhannya yang bersifat fisik, psikologis, sosial, intelektual, dan kebutuhan untuk dapat berbuat bagi kemaslahatan dirinya dan orang lain.

Implikasi Landasan Pengembangan Kurikulum Bahasa Inggris terhadap pengembangan komponen kurikulumnya di antaranya adalah pentingnya perumusan tujuan umum yang dinyatakan dalam KI dan KD.

1. Rumusan tujuan umum pembelajaran yang dinyatakan dalam bentuk Kompetensi Inti (KI) dan Kompetensi Dasar(KD) mengacu kepada tujuan pendidikan nasional yang meletakkan dimensi karakter pada urutan pertama (sikap dan perilaku), pengetahuan (apa yang dipelajari, pengetahuan bersifat faktual, konseptual, prosedural, dan pengetahuan siap (metakognitif), dan kemampuan/keterampilan berpikir peserta didik secara berjenjang (mengingat, memahami, menerapkan, menganalisis, menyintesa, menilai, dan menciptakan sesuatu/berpikir kreatif) yang dilandasi oleh nilai-nilai agama, keyakinan, dan kearifan local (nilai-nilai budaya setempat).
2. Tiga dimensi dalam tujuan ini dalam pengembangan kurikulum bahasa berdasarkan pendekatan sistematis sebagaimana tergambar di atas harus menjadi arah (pemandu) dalam memilih dan mengorganisasikan bahan ajar, memilih dan mengembangkan kegiatan pembelajaran dan memilih serta mengembangkan penilaian baik proses maupun hasil belajar.
3. Hubungan antara komponen kurikulum bahasa Inggris secara spesifik yang harus tergambar pada silabus berdasarkan landasan yang digunakan dalam pengembangan kurikulum dapat digambarkan sebagai berikut.



III. REKOMENDASI

KOMPETENSI INTI DAN KOMPETENSI DASAR

1. Mekanisme finalisasi KI-KD serta bagaimana kaitannya dengan SK perlu diperjelas karena bagian yang langsung terkait dengan pelaksanaan Mata Pelajaran dalam Kurikulum 2013 di kelas belum diuji-publik. Sejauh ini yang diuji publik baru sebatas kebijakan makro yang disampaikan oleh Mendikbud dan Wamendikbud. Implementasi dan dampaknya di lapangan belum disimulasikan dan disosialisasikan secara rinci.
 - Untuk memperoleh hasil yang maksimal, KI-KD masih perlu (a) ditelaah pakar, (b) ditelaah guru, dan (c) diuji-publik/uji-coba.
2. Dalam Kurikulum 2013, KI nampak berbasis nilai dan sama untuk semua mata pelajaran. KI tersebut dijabarkan ke dalam KD setiap mata pelajaran. Para pengembang KD setiap mata pelajaran masih kesulitan menemukan formula pengembangan KI menjadi KD agar keduanya seiring sejalan. Misalnya, apakah guru di kelas akan mengajarkan nilai-nilai melalui substansi mata pelajaran ataukah mengajarkan substansi mata pelajaran yang baik secara langsung maupun tidak langsung akan mengembangkan nilai-nilai? Dalam kaitan ini, TEFLIN berpendapat bahwa:
 - Kompetensi dasar hendaknya didefinisikan sebagai kompetensi bahasa Inggris dengan nilai-nilai yang ada di dalam KI. Misalnya: kemampuan berkomunikasi dalam bahasa Inggris lisan maupun tulis dengan saling menunggu giliran bicara (menghargai orang lain). Atau kemampuan berkomunikasi lisan maupun tulis dalam bahasa Inggris dengan menggunakan fakta yang benar (kejujuran).
 - Pengembang silabus, pengembang bahan ajar, guru dan pengawas akan sangat terbantu bila KD dirinci dengan indikator pencapaian agar memberi arahan kepada pihak terkait dalam merancang, melaksanakan, dan menilai keberhasilan proses pembelajaran.
3. Pemerintah menyatakan bahwa Kurikulum 2013 berbasis kompetensi (Competency-Based), tetapi hirarki kompetensinya, terutama dalam KD, belum nampak jelas benar karena belum ada indikator. Belum nampak landasan berpikir bagaimana pemerolehan nilai-nilai digradasikan. Apakah untuk siswa SMP kelas VII nilai yang diajarkan hanya sebatas menghargai (perilaku jujur, sopan, dll.)? Apakah pada saat yang sama mereka tidak diajarkan untuk berperilaku jujur, santun, toleran, dan bertanggung jawab) sebab kata “menghargai” dan “berperilaku jujur” jelas berbeda? Lebih jauh lagi, apa dasar penetapan nilai-nilai yang dikembangkan di SMP itu menghargai, sementara di SMA mengembangkan perilaku santun, jujur, dan peduli? Apakah menghargai dilakukan terlebih dahulu di SMP baru mengembangkannya ketika di SMA? Dengan kata lain, terlalu mengada-ada kalau perkembangan nilai-nilai dipisah-pisah dan digradasikan sebab perkembangan nilai beda dengan perkembangan kognitif. Pemerolehan nilai lebih cyclical sementara kognitif lebih linier. Dalam kaitan ini, TEFLIN berkeyakinan bahwa:
 - Gradasi kompetensi lebih tepat disusun berdasarkan hirarki kesulitan substansi mata pelajaran seperti yang selama ini dilakukan. Adapun aspek nilai secara melekat mengikuti setiap kompetensi yang diajarkan. Pengembangan nilai tidak perlu digradasikan secara linier, melainkan dapat berulang, beririsan, dan saling menguatkan.

- Jalan keluar lain yang mungkin dilakukan adalah (KI) yang bersifat sama untuk semua mata pelajaran ditarik ke tataran yang lebih tinggi, yaitu Standar Kompetensi Lulusan (SKL), sedangkan posisi KI diisi dengan kompetensi inti yang terkait dengan substansi mata pelajaran. Sebagai ilustrasi, KI mata pelajaran bahasa Inggris berisi kompetensi berbahasa Inggris yang mencakup keterampilan "listening, reading, speaking, dan writing". Selanjutnya Kompetensi Dasar menjabarkan KI secara lebih rinci dan konkret yang mengandung rumusan nilai-nilai karakter sebagaimana yang telah dirumuskan oleh tim perumus TEFLIN. Setiap KD dielaborasi ke dalam sejumlah indikator yang lebih operasional. Dengan demikian, secara substantif ada 3 layers kompetensi: KI, KD, dan Indikator. Sementara kompetensi "karakter" diangkat ke tingkat SKL.
4. Kurikulum 2013 laksana gula-gula yang ditawarkan pada anak oleh orang tua. Rasanya manis dan membuat anak senang tetapi sebenarnya berbahaya karena merusak gigi anak. Kurikulum 2013 yang mengurangi beban guru karena tidak lagi harus menyusun silabus dan menyiapkan bahan ajar juga membuat guru tepuk tangan senang. Padahal cepat atau lambat berkurangnya beban itu akan mengikis kreativitas dan kompetensi guru dalam menganalisis kompetensi yang akan dicapai, materi yang dibutuhkan, kegiatan pembelajaran yang akan dilaksanakan serta penilaiannya yang cocok. Guru yang tidak memiliki keterampilan tersebut akan menjadi tidak berdaya ketika dihadapkan pada pengambilan keputusan di tengah ketidakpastian di kelas. Di sisi lain, Kurikulum 2013 merupakan sebuah ironi di tengah trend pendidikan dunia yang makin menuntut pemberdayaan, ketidakbergantungan pada metodologi (post method era) dan desentralisasi karena menempatkan guru hanya sebagai aktor pelaksana apa yang disuapkan pemerintah pusat. Dengan kata lain, silabus dan buku babon yang disiapkan pemerintah pusat mengancam teacher empowerment. Dalam kaitan ini, TEFLIN berkeyakinan bahwa:
- Guru-guru yang kreatif dan cerdas sebaiknya diberi ruang yang seluas-luasnya melalui berbagai media untuk mengembangkan silabus, bahan ajar, dan RPP. Sekolah yang tetap ingin menerapkan pengembangan kurikulum berbasis sekolah atau sering disebut KTSP juga harus diberi kesempatan dan didorong tidak hanya dari sisi peraturan dan kelembagaan, tetapi juga pembiayaannya.
 - Sentralisasi silabus dan bahan ajar yang dibuat di Jakarta dapat menyebabkan potensi lokal tidak terwadahi. Anak bangsa dari kawasan timur Indonesia, akan tercerabut dari akar budaya lokalnya karena dicekoki informasi seputar Jakarta atau kota-kota besar lainnya. Pada akhirnya, kondisi itu dapat mengancam keragaman dan kohesivitas bangsa secara keseluruhan.
5. Pernyataan KI dan KD dalam dokumen yang beredar masih sulit dipahami selain karena kalimatnya panjang-panjang juga karena istilah yang digunakan banyak yang multi-tafsir dan abstrak. Sebagai contoh kasus, beberapa anggota TEFLIN peserta FGD yang sebagian besar merupakan doktor dan profesor, mengalami kesulitan dalam memahami KI dan KD. Padahal KI dan KD akan menjadi pedoman bagi guru dalam menyusun RPP, melaksanakan dan menilai hasil pembelajaran. Dalam menyusun kompetensi, misalnya, kata-kata operasional lazim digunakan. Namun dalam dokumen yang ada, baik untuk SMP/MTs maupun SMA/MI, sebagian besar kata kerja yang tak dapat diukur seperti "memahami" dan "menghargai" masih digunakan. Dalam kaitan ini, TEFLIN merekomendasikan kepada pemerintah untuk:

- Memberi penjelasan yang jelas dan rinci mengenai KI dan KD, baik dari sisi peristilahan, struktur kalimat, prinsip pengembangan, filosofi dan pendekatan yang digunakan sehingga dokumen KI dan KD menjadi jelas dengan sendirinya (self-explanatory).
- Walaupun tujuannya untuk memperjelas pernyataan KD, penghilangan atau penerjemahan istilah teknis linguistik secara membabi buta seperti recount (yang diterjemahkan menjadi “teks yang menceritakan pengalaman yang telah lalu untuk membuat senang atau bangga”) cenderung menyebabkan KD menjadi kompleks dan sulit dipahami.

6. Pengelompokan teks:

Jika teori bahasa yang dipakai dalam kurikulum 2013 itu linguistik sistemik fungsional, dalam teori linguistik ini semua bahasa dan dengan demikian semua teks, merepresentasikan 3 metafungsi bahasa secara simultan, yakni *ideational metafunction*, yang terdiri dari *experiential*, yakni bahasa untuk merepresentasikan pengalaman dan logika, *interpersonal metafunction* yang menunjukkan bahwa bahasa itu dipakai untuk memelihara hubungan dan untuk bertukar informasi atau barang, dan *textual metafunction* yakni bahasa dipakai untuk menciptakan teks yang *coherent* dan *cohesive*, untuk menghubungkan teks yang satu dengan yang lain atau *move* yang satu dalam sebuah teks dengan *move* yang lain atau kalimat yang satu dengan kalimat yang lain. Semua ini beroperasi secara simultan.

Dengan demikian, semua teks pasti fungsional karena kalau tidak fungsional, berarti tidak merepresentasikan ketiga metafungsi itu dengan baik. Kalau *conjunction* saja salah, misalnya, yang merupakan bagian dari fungsi logika dari bahasa, teks tidak akan bisa dimengerti dan dengan demikian, tidak bisa dikatakan teks. Demikian pula dari segi *interpersonal metafunction* bahasa, pengelompokan teks transaksional dan interpersonal tampaknya kurang tepat karena semua teks itu dibuat untuk memelihara hubungan dengan orang lain dan agar sesuatu dapat diselesaikan. Kita tidak pernah menghasilkan struktur bahasa sebagai akhir dari struktur itu sendiri. Kita melakukannya karena ia menghubungkan kita dengan orang lain, dan karena ia membuat sesuatu terselesaikan.

Menurut SFL, semua teks itu merepresentasikan semua fungsi bahasa secara simultan. Oleh karenanya, pengelompokan teks menjadi teks fungsional, transaksional itu kurang tepat. Semua teks menurut SFL fungsional karena ia merepresentasikan bagaimana bahasa digunakan untuk mencapai tujuan yang berbeda dalam konteks sosial yang berbeda. Dalam *network system* yang dikembangkan para pendukung pendekatan berbasis genre, tidak ada pengelompokan teks seperti itu. Para pendukung genre-based umumnya mengelompokkan teks menjadi dua kelompok besar, yakni *factual* dan *stories*, setelah itu dibagi-bagi lagi menjadi beberapa macam.

Dengan pengelompokan teks menjadi interpersonal, transaksional dan fungsional itu ada kekhawatiran bahwa kalau teks itu fungsional, berarti tidak transaksional atau sebaliknya. Padahal semua teks itu fungsional dan transaksional secara bersamaan. Dalam kaitan ini TEFLIN merekomendasikan agar:

- Teks dikelompokkan menjadi teks faktual dan *imaginative* atau *stories* secara garis besarnya, setelah itu teks faktual apa saja, teks stories apa saja. Misalnya, texts that engage and entertain – stories, texts that inform: Recount, procedures, reports, explanation, dan texts that persuade: exposition, response.

- Setiap teks digambarkan dengan urutannya, mulai dari yang kurang menantang, sampai ke yang lebih menantang. Selain itu, topiknya dapat dibagi menjadi tiga kategori: *Community access* (misalnya, anak akan bisa belajar tentang pengumuman yang ditemukan di stasiun, atau di tempat2-tempat umum lain), *education* (hal-hal berkenaan dengan kehidupan sekolah), dan *employment* (berkaitan dengan pekerjaan). Topiknya juga sama diurut lagi, dari yang sederhana sampai yang lebih kompleks.

FOKUS KURIKULUM BAHASA INGGRIS 2013

7. Fokus keterampilan berbahasa Inggris dalam Kurikulum 2013 sebaiknya jelas dan proporsional. Berdasarkan pengalaman para guru di sekolah, apabila semua keterampilan (listening, speaking, reading, writing) diberi penekanan yang sama dengan jumlah jam pelajaran terbatas, pencapaian tujuannya akan menjadi berat dan kurang rasional baik bagi para guru maupun siswa. Dalam kaitan ini, TEFLIN merekomendasikan bahwa:
 - Sebaiknya pada setiap satuan pendidikan diberi fokus keterampilan yang berbeda dan berjenjang sehingga hasil dan pencapaian belajar siswa bisa lebih terukur. Fokus pada keterampilan berbicara sederhana pada tingkat SLTP dan pada keterampilan membaca pada tingkat SMA/MI bisa saja dilakukan.

KEDUDUKAN BAHASA INGGRIS DI SD

8. Pemerintah perlu memperjelas status pengajaran Bahasa Inggris di SD, apakah (a) sebaiknya tetap statusnya sebagai muatan lokal, dan/atau (b) berstatus sebagai kegiatan ekstra-kurikuler seperti yang selama ini disampaikan oleh pimpinan Kemendiknas dalam forum-forum. TEFLIN merekomendasikan agar:
 - Sebaiknya dibuka 3 alternatif status bahasa Inggris di Sekolah Dasar, yaitu: (a) dijadikan muatan lokal untuk sekolah yang memiliki sumber daya manusia dan kapasitas yang memadai, (b) sebagai ekstra-kurikuler untuk sekolah yang sumber daya manusia dan kapasitasnya terbatas, atau (c) tidak boleh diajarkan di SD yang tidak memiliki SDM dan kapasitas sama sekali.
 - Pilihan paling aman dari ketiga pilihan di atas adalah tetap memberlakukan bahasa Inggris di SD sebagai muatan lokal sehingga guru-guru bahasa Inggris di SD yang telah tersertifikasi tidak kehilangan pekerjaan dan minat masyarakat yang tinggi akan bahasa Inggris dapat terakomodasi.

STATUS BUKU “BABON”

9. Pemerintah perlu memberi penjelasan mengenai status “Buku Babon”, apakah (a) sebagai pilihan bagi guru/sekolah yang tidak dapat mengembangkan bahan pembelajaran sendiri, atau (b) sebagai satu-satunya buku yang harus digunakan (sebagai buku paket nasional) sehingga tidak boleh ada buku lain yang digunakan oleh guru, atau (c) sebagai buku utama yang dapat dilengkapi dengan buku/bahan pembelajaran lainnya jika dianggap perlu oleh guru/sekolah. Dalam kaitan ini, TEFLIN berpendapat bahwa:
- Sebaiknya guru/sekolah masih boleh menggunakan buku lain sebagai suplemen atau pengayaan terhadap buku paket nasional.
 - Buku babon/paket nasional harus dikembangkan melalui proses uji-publik, uji-coba, telaah pakar, dan telaah guru.
 - Buku babon/paket nasional harus dikembangkan berdasarkan KI dan KD. Bila KI dan KD belum ditetapkan, buku yang disusun dikhawatirkan menyimpang dari SK dan KD dan dapat menyebabkan ketidaktercapaian kompetensi yang ditetapkan, selain juga merupakan pemborosan anggaran.
 - Pendistribusian buku paket harus diperbaiki manajemeninya sehingga buku sampai pada sekolah yang membutuhkan. Pengalaman distribusi buku paket tahun 2013 menunjukkan bahwa data dan pencatatan yang tidak akurat menyebabkan adanya satu sekolah yang dikirim buku paket beberapa kali sementara sekolah lainnya belum pernah dikirim sekalipun.
 - Penggunaan buku babon tanpa disertai upaya pemberdayaan guru dapat menyebabkan guru hanya menggunakan buku langsung dalam proses pembelajaran di kelas tanpa penyusunan RPP terlebih dahulu.

STATUS SILABUS

10. Pemerintah juga perlu memperjelas status “Silabus”, khususnya yang terkait dengan metode pembelajaran, apakah (a) sebagai silabus nasional yang menjadi acuan satu-satunya untuk digunakan oleh guru dalam proses pembelajaran di kelas, atau (b) guru dapat menggunakan/mengembangkan metode pembelajaran yang dianggap paling sesuai dengan karakteristik dan kebutuhan siswa di masing-masing kelas/sekolah mereka, dan apakah (c) guru masih boleh/perlu mengembangkan RPP mereka sendiri agar lebih sesuai dengan kondisi yang mereka hadapi di kelas/sekolah mereka masing-masing. Dalam kaitan ini TEFLIN berkeyakinan bahwa:
- Kreativitas guru untuk menggunakan/mengembangkan metode mengajar yang paling sesuai dengan karakteristik peserta didik harus tetap dijamin sesuai dengan semangat gerakan “*Post Method*” dan pemberdayaan guru (*teacher empowerment*) untuk menjaga profesionalisme guru dalam mengajar di kelas.

POSISI UJIAN NASIONAL

11. Pemerintah juga perlu menetapkan posisi dan status Ujian Nasional, apakah (a) diubah fungsi sebagai pemetaan mutu pendidikan saja, tidak lagi digunakan sebagai faktor penentu kelulusan siswa agar penekanan pada proses dan produk (bukan hanya produk saja) dalam Kurikulum 2013 dapat dijamin dalam pelaksanaannya, (b) tetap sebagai salah satu faktor penentu kelulusan akan tetapi perlu ada jaminan bahwa ujian sekolah sebagai faktor penentu lainnya betul-betul dilaksanakan secara konsisten agar kompetensi yang terkait dengan *speaking* dan *writing* juga menjadi perhatian guru dalam proses pembelajaran di kelas. Dalam kaitannya dengan posisi UN, TEFLIN berkeyakinan bahwa:

- Jika UN tetap sebagai faktor penentu kelulusan seperti kecenderungan selama ini, ujian sekolah dalam mata pelajaran bahasa Inggris untuk *speaking* dan *writing* harus dilaksanakan dan digunakan sebagai faktor penentu lain bagi kelulusan siswa. Dengan kata lain, keempat keterampilan berbahasa harus dijadikan acuan bagi penentuan kelulusan siswa sebab UN saja belum cukup.

IMPLEMENTASI KURIKULUM

12. Dalam setiap perubahan kurikulum yang terjadi, pada tataran konsep dan kebijakan makro biasanya tidak ada masalah. Permasalahan justru muncul dalam implementasi dan supervisinya. Sosialisasi yang masih bersifat umum dan cenderung formalitas serta jumlah jam pelatihan yang terbatas dapat menyebabkan pihak yang berkepentingan di lapangan seperti guru dan kepala sekolah mengalami kesulitan terutama mengenai wujud nyata perubahan kurikulum dalam pengelolaan sekolah dan praktik guru mengajar di kelas. Dalam kaitan ini, TEFLIN berkeyakinan bahwa:

- Sosialisasi kurikulum akan efektif apabila ditindaklanjuti dengan supervisi lapangan oleh pihak yang memahami benar Kurikulum 2013. Supervisi harus dilakukan baik saat guru mengikuti sosialisasi dan pelatihan tetapi juga setelah mereka kembali ke kelas. Supervisi harus diarahkan pada pengawasan bagaimana guru memahami KI, KD dan Silabus, bagaimana pengembangan RPP-nya, bagaimana implementasinya di kelas serta bagaimana penilaiannya dilakukan.
- Penghilangan pengawas mapel dapat menyebabkan supervisi dilakukan oleh pengawas yang bukan bidang mata pelajarannya. Bila ini terjadi, pengawasan tidak akan menyentuh hal mendasar yang berkaitan langsung dengan substansi mata pelajaran dan kinerja guru di kelas. Tidak akan ada masukan fundamental bila ada kesalahan konsep yang dilakukan guru karena pengawas bukan berasal dari mata pelajaran itu.
- Sosialisasi, implementasi, dan supervisi akan efektif apabila ditindaklanjuti oleh pengembangan staf berkelanjutan (*continuous professional development*) sebab sehebat apa pun kurikulum, silabus, dan buku ajar, bila profesionalisme gurunya tidak terus menerus dikembangkan, perubahan tidak akan terjadi secara signifikan. Untuk itu, pelibatan MGMP dalam pengembangan staf, pelibatan pihak terkait seperti LPTK melalui berbagai skema seperti dalam *Lesson Study* dan *In*

House Training, pelibatan LSM dan juga lembaga donor seperti USAID, AUSAID dan JICA perlu terus menerus dilakukan.

- Jumlah jam pelajaran di SMA yang hanya 2 jam pelajaran (90 menit) dalam satu minggu bertolak belakang dengan tantangan issue globalisasi yang menjadi landasan utama perubahan kurikulum. Dengan jumlah jam terbatas ditambah status bahasa Inggris di Indonesia yang masih merupakan bahasa asing, pajanan yang akan diperoleh siswa akan sangat terbatas. Padahal pajanan merupakan kunci utama keberhasilan pemerolehan bahasa. Dengan penguasaan bahasa yang amat terbatas akan sangat tidak mungkin para siswa dapat memahami pikiran orang lain dan mengungkapkan pikiran dan gagasannya sendiri kepada dunia. Dalam konteks ini TEFLIN merekomendasikan agar jumlah jam pelajaran bahasa Inggris di SMA dipertahankan minimal 4 jam pelajaran per minggu.

PERHATIAN TERHADAP KURIKULUM SMK

13. Selama ini ketika perubahan kurikulum dilakukan, perhatian lebih banyak diarahkan kepada SMP/MTs dan SMA/MI, sementara SMK terabaikan. Contohnya, dalam KTSP 2004, SMP/MTs dan SMA/MI menggunakan pendekatan pembelajaran berbasis *genre*, sementara SMK masih berupa bahasa Inggris umum yang isinya sama untuk semua jurusan di SMK. Dalam kaitan ini TEFLIN berkeyakinan bahwa:

- Mata pelajaran Bahasa Inggris di sekolah kejuruan perlu mendapat perhatian yang cukup dalam Kurikulum 2013 baik dalam hal jumlah jam pelajaran, fokus keterampilan berbahasa, maupun aspek kebahasaan lainnya. Karena sifatnya yang khas, pendekatan pembelajaran di SMK harus lebih di arahkan pada bahasa Inggris untuk tujuan khusus (*English for Specific Purposes*).

KETERLIBATAN LPTK

14. Keterlibatan LPTK dalam penyusunan, sosialisasi dan rencana implementasi Kurikulum 2013 terasa sangat terbatas dan masih bersifat individual. Sosialisasi dan uji publik belum menyentuh LPTK. Padahal sebagai lembaga yang memproduksi guru, secara langsung maupun tidak langsung, LPTK juga akan terkena dampak yang cukup besar dan mendasar baik atas kurikulum maupun proses belajar mengajar di LPTK. TEFLIN merekomendasikan bahwa:

- Peran LPTK sebaiknya dioptimalkan dalam penyusunan kurikulum. Diantaranya, LPTK dapat dijadikan sebagai lembaga yang memonitor implementasi Kurikulum 2013. Hal ini penting mengingat LPTK memiliki akses dan kerja sama langsung dengan sekolah di mana Kurikulum tersebut diimplementasikan.
- Kurikulum 2013 ini perlu memuat KI dan KD yang lebih jelas dan tepat sehingga dapat menjadi acuan para dosen dan mahasiswa, termasuk ketika para mahasiswa menjadi guru praktikan dalam program PPL di sekolah-sekolah.
- Karena KI-KD belum diuji-publik, LPTK, khususnya yang terkait langsung dengan pendidikan Bahasa Inggris yang menghasilkan guru Bahasa Inggris, perlu dilibatkan

dalam uji-publik terhadap KI-KD sebelum dinyatakan final untuk diimplementasikan.

ASPEK YURIDIS

15. Pasal 38 Ayat (2) Undang-Undang No. 20 tahun 2003 tentang Sisdiknas menyebutkan bahwa, “Kurikulum pendidikan dasar dan menengah dikembangkan sesuai dengan relevansinya oleh setiap kelompok atau satuan pendidikan dan komite sekolah/madrasah di bawah koordinasi dan supervisi dinas pendidikan atau kantor Departemen Agama Kabupaten/Kota untuk pendidikan dasar dan Propinsi untuk pendidikan menengah”. Bila dalam Kurikulum 2013 Pemerintah mengambil alih tugas dan tanggung jawab sekolah mengembangkan kurikulum dengan membuat di antaranya KI, KD, Indikator, dan Silabus, berarti Pemerintah melanggar undang-undang. Dalam kaitan ini, TEFLIN merekomendasikan agar pemerintah:

Mengkaji secara komprehensif implementasi Kurikulum 2013 dari berbagai aspek, baik aspek akademis, sosiologis, maupun yuridis, sehingga kita semua tidak menghabiskan energi untuk hal yang tidak perlu sebab bisa saja suatu saat Kurikulum 2013 digugat di pengadilan dan pemerintah kalah sehingga Kurikulum 2013 dibatalkan seperti halnya RSBI.

IV. PENUTUP

Sebagai penutup, TEFLIN memaklumi keputusan pemerintah untuk menerapkan Kurikulum 2013 pada bulan Juli 2013 ini. Walaupun demikian, TEFLIN merasa rencana pemerintah tersebut tergesa-gesa karena masih banyak kelemahan di sana-sini baik dari sisi dokumen, prosedur pengembangan kurikulum dari segi legal maupun substansial, sosialisasi, maupun kemungkinan implementasinya di lapangan. TEFLIN merekomendasikan kepada pemerintah untuk segera melakukan perbaikan dalam redaksi, gradasi, dan koherensi Kompetensi Inti dan Kompetensi Dasar pelajaran Bahasa Inggris melalui uji-publik/telaah pakar dan praktisi sehingga keterbacaannya meningkat. Pemerintah juga harus menempatkan posisinya yang jelas mengenai status buku babon, silabus, fokus keterampilan berbahasa yang dikembangkan, ujian nasional, kurikulum SMK, serta status bahasa Inggris di SD. Pemerintah juga disarankan untuk melakukan proses sosialisasi yang lebih konseptual mengenai apa yang harus dilakukan oleh guru di lapangan dengan melibatkan berbagai pihak terkait, termasuk LPTK.

DAFTAR HADIR
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BANDUNG, SABTU, 16-17 FEBRUARI 2013

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