

**A CONTENT ANALYSIS OF THE TEXTBOOK
*INTERLANGUAGE: ENGLISH FOR SENIOR HIGH SCHOOL
STUDENTS XI FOR SCIENCE AND SOCIAL
STUDY PROGRAMME***

A SARJANA PENDIDIKAN THESIS

**Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree
in English Language Education**



By

Maryska Firiady

Student Number: 081214114

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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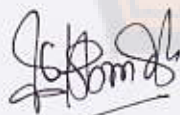
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Carla Sih Prabandari, S.Pd., M.Hum.

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December 21, 2012

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Defended before the Board of Examiners

on January 15, 2013

and Declared Acceptable

Board of Examiners

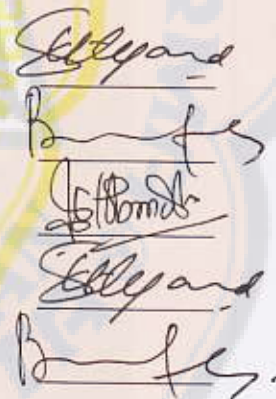
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Yogyakarta, January 15, 2013

Faculty of Teachers Training and Education

Sanata Dharma University



Dean,
Rehandi, Ph.D.

The Serenity Prayer

*God, grant me the serenity to accept the things I cannot change,
the courage to change the things I can,
and the wisdom to know the difference.*

Reinhold Niebuhr



STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

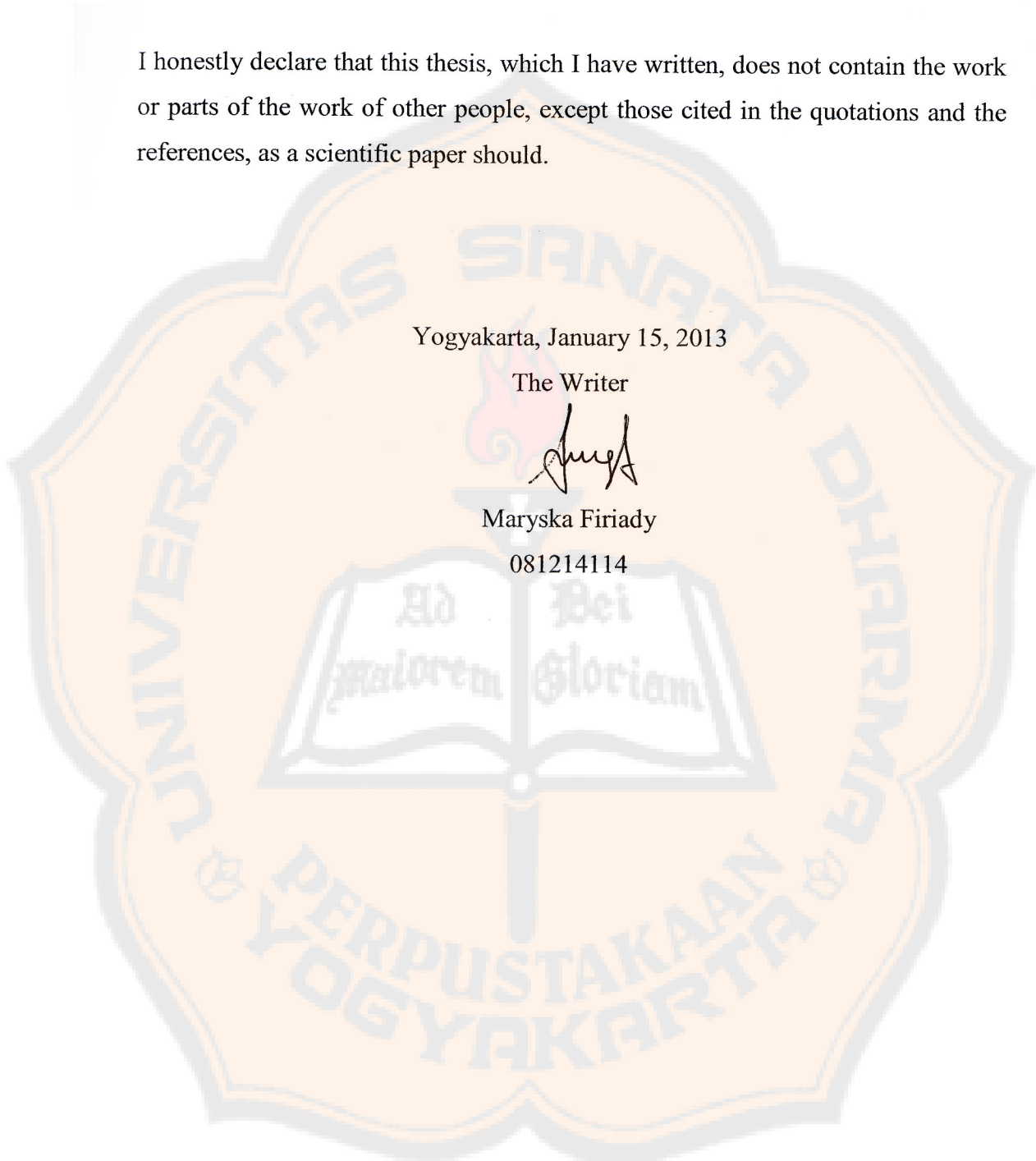
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ABSTRACT

Firiady, Maryska. (2013). *A Content Analysis of the Textbook Interlanguage: English for Senior High School Students XI for Science and Social Study Programme*. Undergraduate Thesis. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Textbooks have very important roles in English language teaching and learning. The availability of English textbook as the source of materials is very helpful and beneficial for English teachers. There are a lot of English textbooks provided in the market, but they might not be a suitable textbook for every English teacher. The role of the teachers is to select and to make use of the textbooks. This research was aimed to analyse the strengths and weaknesses of *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme* in order to help the teachers to make the best use of the electronic English textbook provided by the government.

This research was collaborative research conducted together with two other researchers. There were two research questions in this research. The first was “Does *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme* fulfil the criteria of a good textbook?” The second one was “What are strengths and weaknesses of the textbook?”

In nature this was qualitative research with document analysis as its method. The subject of this research was the textbook *Interlanguage: English for Senior High School Students XI Science and Social Study Programme*. The evaluation of the textbook was conducted by using a checklist adapted from Cunningsworth’s textbook evaluation checklist. There were eight aspects that were evaluated. Those aspects were aims and approaches, design and organization, language content, skills, topic, methodology, teachers’ books and practical considerations.

The results of the analysis showed two important findings. First, the textbook did not achieve good criteria fulfilment. The percentage of overall evaluation of this textbook was 63.92%, and therefore, it was categorized as fair textbook. Second, the main strengths of the textbook covered the language content and methodology aspects that were considered good fulfilment. Besides, this textbook provided materials for integrated skills and individual study, organized content and practical use. On the other hand, the main weaknesses of this textbook were the unavailability of supporting materials especially the teachers’ book and the recording of listening materials, the sequenced materials which were not really appropriate with genre-based principles and dull illustration.

Keywords: content analysis, textbook, *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme*.

ABSTRAK

Firiady, Maryska. (2013). *A Content Analysis of the Textbook Interlanguage: English for Senior High School Students XI for Science and Social Study Programme*. Skripsi Sarjana Pendidikan. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Buku teks mempunyai peran yang sangat penting dalam proses belajar mengajar Bahasa Inggris. Keberadaan buku teks sebagai salah satu sumber materi pembelajaran dapat sangat bermanfaat bagi para guru Bahasa Inggris. Terdapat banyak buku teks bahasa Inggris di pasaran, namun buku-buku teks tersebut belum tentu sesuai dengan kebutuhan setiap guru bahasa Inggris. Peran guru adalah memilih dan menyiasati buku teks yang ada. Maka, penelitian ini bertujuan untuk menganalisa kelebihan dan kekurangan dari *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme* untuk membantu guru dalam menggunakan Buku Sekolah Elektronik bahasa Inggris yang disediakan oleh pemerintah.

Penelitian ini merupakan penelitian kolaboratif yang dilakukan bersama dua peneliti lain. Terdapat dua rumusan masalah dalam penelitian ini. Rumusan masalah yang pertama adalah apakah buku teks *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme* memenuhi kriteria buku teks yang baik atau tidak. Rumusan masalah yang kedua adalah apakah kelebihan dan kekurangan dari buku teks tersebut.

Penelitian ini pada dasarnya merupakan penelitian kualitatif yang menggunakan metode analisa dokumen. Subyek dari penelitian ini adalah buku teks *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme*. Buku teks ini dievaluasi dengan menggunakan *checklist* yang diadaptasi dari *checklist* milik Cunningsworth. Terdapat delapan aspek yang dievaluasi yaitu *aims and approaches, design and organization, language content, skills, topic, methodology, teachers' books* dan *practical considerations*.

Analisa dalam penelitian ini menunjukkan dua hasil penting. Pertama, buku teks yang diteliti tidak memenuhi kriteria buku teks yang baik. Persentase dari hasil evaluasi keseluruhan terhadap buku teks ini sebesar 63,92%, sehingga dikategorikan sebagai *fair textbook*. Kedua, kelebihan utama buku ini mencakup terpenuhinya kriteria dalam aspek *language content* dan *methodology* yang dikategorikan mencapai *good fulfilment*. Selain itu, buku teks ini juga menyediakan materi yang terorganisir, mencakup *integrated skill* dan dapat digunakan untuk belajar mandiri. Kegunaan praktis juga menjadi kelebihan buku teks ini. Sebaliknya, kekurangan utama buku ini meliputi ketidakterediaan materi pendukung terutama buku panduan guru dan rekaman materi *Listening*, materi yang tidak runtut serta tidak sesuai dengan prinsip *genre-based approach*, dan ilustrasi yang tidak menarik.

Kata Kunci: *content analysis, textbook, Interlanguage: English for Senior High School Students XI for Science and Social Study Programme.*

ACKNOWLEDGEMENTS

It is such a great and beautiful moment to struggle and finish writing this thesis. There are a lot of laughter, pain, experience and new insight that I found during the process I was working on this thesis. Therefore, I always feel thankful and grateful for the blessing of God who is so kind to help me pass all the process. Without the strength and guidance that He always gives to me, it would be impossible for me to reach this stage so far.

I would like to show my first gratitude to my advisor and research collaborator **Carla Sih Prabandari, S.Pd., M.Hum.** who has kindly and patiently guided, enlightened and encouraged me in writing this thesis. I also would like to thank my parents **Wenny Sugiarti** and **Jap Sie Fie** for everything they give to me. Without their love and faith in me, I would not be able to finish this thesis or even my study.

My next gratitude is for the other collaborator in this collaborative research, **Adam Semitha** for being a very good colleague, friend and motivator. I am pleased to work and learn together with him as well as I appreciate the opportunity and experience that we have during the process of writing this thesis.

I would also like to thank my beloved friend **Rahajeng Ayu Habsari** for her willingness to read and give feedback on this thesis. I would like to show my gratitude for all the lecturers and staff in English Education Study Program for helping every process in writing this thesis. My gratitude also goes for all of my friends, seniors and mentors, **Franky, Ayu, Yeni, Nova, Siana, Seto, Agung,**

Esther, Pita and **Priska** who have given me support and patiently answered all the questions that are related to this thesis.

Maryska Firiady



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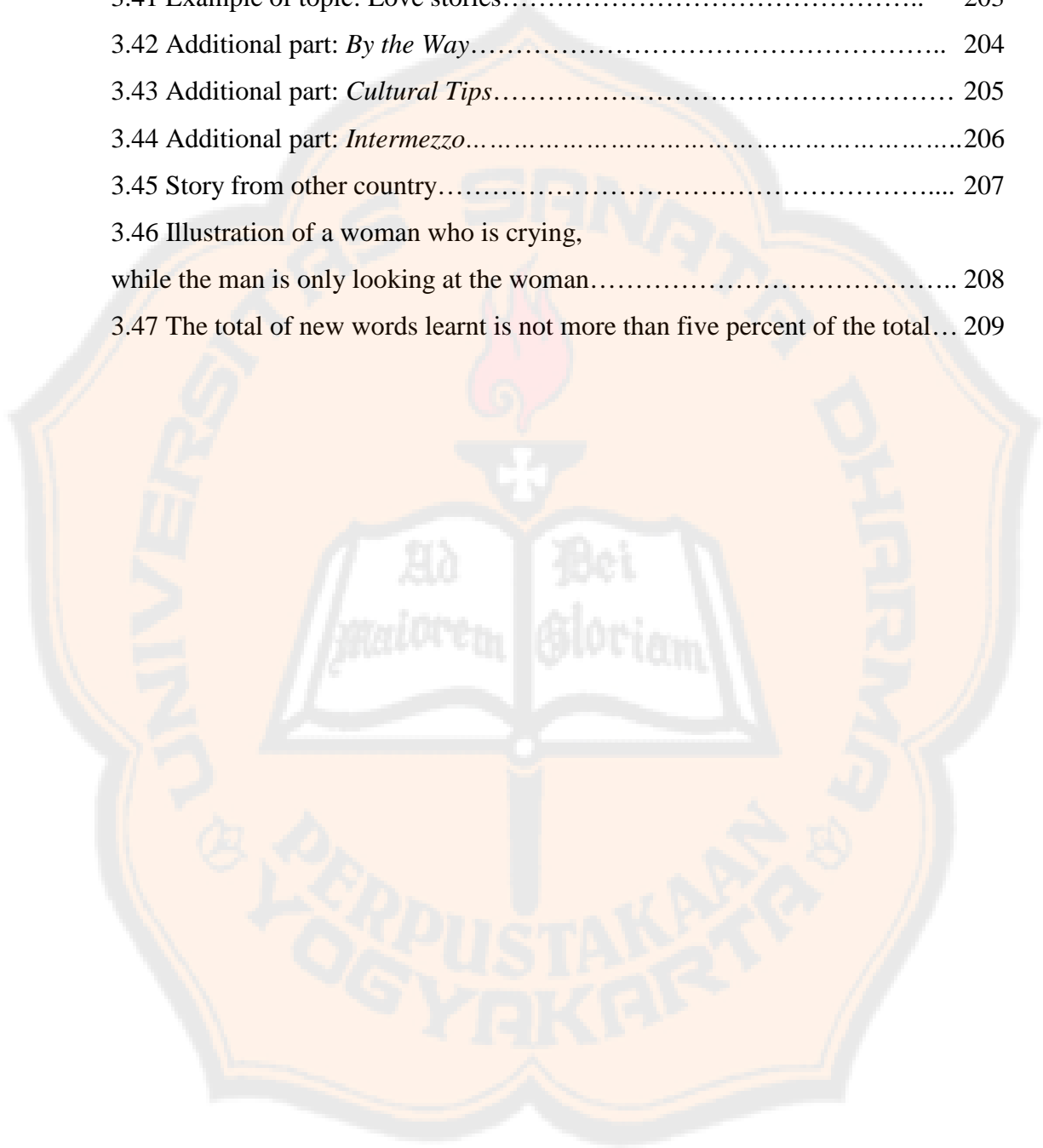
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CHAPTER I

INTRODUCTION

This chapter is an introductory part of this thesis. There are six sections in this chapter. Those sections provide the readers with information about the research background, research problem, problem limitation, research objectives, research benefits and definition of terms.

A. Research Background

This research is conducted as the concern for the importance of textbook quality in language teaching. Brown (2007) says that material in various forms such as books, pictures, charts, realia and technological aids is so crucial that language classes cannot be without it (p. 187). Textbook as one form of materials plays important role in the language teaching. Brown (2007) also states that “the most obvious and most common form of material support for language instruction comes through textbooks” (p. 188).

This is collaborative research which aims to evaluate the content of *Interlanguage*, one of the electronic English textbooks for senior high school which is provided by the government. This collaborative research is conducted together with T. A. Adam Kristyadi Semitha and Carla Sih Prabandari. In this research, the researcher focuses on analysing the textbook for eleventh-graders. The analysis of the textbook for ten and twelve grade students is conducted by the other researchers.

In relation to application of School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)* in Indonesia, teachers are free to modify teaching learning activities and materials based on students' need in the classroom. The teachers can use a textbook as a primary source of materials or prepare their own materials from many sources like other reference books and internet. However, Graves (2000) notes that "a majority of teachers don't have the time or resources to prepare their own materials" (p. 173). Besides, the materials should be appropriate to the competence standards and basic competences in the curriculum. The existence of a reliable source of materials that is appropriate to the competence standards and basic competences in the curriculum can help the teachers to provide qualified materials for their students.

The government has actually provided materials for English language teaching in Indonesia. The materials are provided by the government in the form of electronic textbooks that can be accessed and downloaded freely from <http://bse.kemdiknas.go.id>. These textbooks are known as *Buku Sekolah Elektronik* or *BSE*. The English textbooks named *Interlanguage* and *Developing English Competencies* are provided for ten, eleven and twelve grade students of senior high school.

The existence of these electronic textbooks is one of the government's efforts to improve the quality of education in Indonesia through utilization of technology. The government wants to provide cheap textbooks that can be accessed easily by the society. Ena (2011) says that in order to provide cheap

textbooks for school, e-textbook policy was implemented. The basis of this implementation was the assumption that technology can support learning.

The arrangement of the English textbooks should also be adjusted to the School Based Curriculum. In the preface of *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme*, the writers of the textbook consisting of Priyana, Riandi and Mumpuni (2008) mention that the content of the textbook is adjusted to standards of competence for English lesson 2006. Besides, the learning tasks in the textbook are developed based on the principles of communicative approach in order to develop students' competence in listening, speaking, reading and writing in an integrated way. However, further evaluation is still needed in order to maintain the quality of the textbook and to make sure that it is worth to be used.

Textbook evaluation is a common thing done to improve the quality of a textbook. According to Mukundan (2007), "The evaluation of textbooks is considered an important activity in the lives of the English teacher" (p. 80). It is also done to select the most appropriate textbook to be used in the classroom or to provide feedback for revision.

The existence of the electronic English textbooks can be very beneficial for English teachers especially because the textbooks are cheap and accessible. They can be a preferable and recommended source for teaching that can be modified and adapted based on the students' need. It is expected that the government's effort to provide these textbooks is not in vain. This rationale motivates the researcher to conduct a content analysis to find out whether the

content of *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme*. as one of the electronic textbooks provided by the government is qualified or not. This research is also aimed to find out the strengths and weaknesses of the textbook. It is expected that positive feedback given through this research can be beneficial to help the English teachers in using the textbook and to improve the quality of the textbook provided by the government.

B. Research Problem

The research problem that the researcher wants to investigate is the following questions:

1. Does *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme* textbook fulfil the criteria of a good textbook?
2. What are strengths and weaknesses of the textbook *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme*?

C. Problem Limitation

The subject of this research is an electronic textbook provided by the government titled *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme*. This research only focuses on analysing the content of the *Interlanguage* textbook for eleventh-graders. This textbook is analysed by using a checklist that is adapted from Cunningsworth's textbook evaluation checklist (Cunningsworth, 1995). Therefore, the criteria of good

textbook are adapted from the Cunningsworth's textbook evaluation checklist. This research focuses on whether the content of the analysed textbook fulfils those criteria or not. The strengths and weaknesses of the textbook are also evaluated based on those criteria. There are eight aspects that will be analysed. Those aspects are aims and approaches, design and organization, language content, skills, topic, methodology, teachers' books and practical considerations.

D. Research Objectives

The aim of this research is to answer the proposed research questions. Therefore, the research objectives are:

1. To find out whether *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme* fulfils the criteria of a good textbook or not.
2. To find out what the strengths and weaknesses of the textbook *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme* are.

E. Research Benefits

The researcher expects that this research can be beneficial for English teachers, the textbook writers, and future researchers as elaborated as follows.

1. For English teachers

The results of this research are beneficial to give the English teachers recommendation on the content and quality of the analysed textbook. Since this

textbook can be easily accessed and downloaded, it actually can be used as the preferable source of materials. Besides, knowing the strengths and weaknesses of the textbook can help the teachers in using the textbook. Additionally, the teachers may gain knowledge about principles in a textbook evaluation. It may help the teacher to decide or to evaluate a textbook that will be used in their class.

2. For the textbook writers

It is expected that the results of this research can give textbook writers feedback to improve the quality of English textbooks. Making improvement on the quality of the English textbooks is important to improve the quality of education in Indonesia. It is very important to control and maintain the quality of the English textbooks, especially for the ones that are provided by the government. Thus, the electronic English textbook can truly become an easy accessed and recommended source of materials both for the teachers and the students.

3. For the future researchers

Hopefully this research is also beneficial for other researchers. The researcher hopes that the results of this research can be useful for those who want to conduct similar research. Future research can help provide this research with positive feedback for the sake of improvement.

F. Definition of Terms

There are some terms that are used in this research. To help avoid any misunderstanding, the researcher provides the definition of those terms as elaborated as follows.

1. Content analysis

In this research, content analysis briefly can be defined as an analysis of written or visual materials. This analysis is done in order to identify particular characteristics of the materials (Ary, Jacobs, Sorensen and Razavieh, 2002). In this research, the material that will be analysed is a textbook.

2. Textbook

The definition of a textbook in this research refers to a book used in English language teaching and learning which provides learners with a basis of language input and language practices. It may include the basis for the content of the lessons, the balance of skills taught and the kinds of language practice. Thus, it helps the teachers to provide ideas in planning and teaching lessons (Richards, 2012).

3. *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme*

Interlanguage: English for Senior High School Students XI for Science and Social Study Programme textbook is the subject of this research. It is one of the electronic textbooks for English subject that are provided by the government. This textbook is written by Joko Priyana, Riandi and Anita Prasetyo Mumpuni. It is published in 2008 under the Decree of Minister of Education No. 41/2008 (Ena, 2011). The copyright of this book was bought by the government from Gramedia Widiasarana Indonesia (Grasindo) publisher. This textbook is available for the ten, eleven and twelve grade students of senior high school. This research focuses on *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme*.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theories that underlie this research. This chapter is subdivided into two parts. The first part is theoretical description, and the second part is theoretical framework.

A. Theoretical Description

There are five main issues that the researcher wants to discuss as the underlying theories for this research. They are definition of textbook, the role of textbook, textbook evaluation, textbook evaluation criteria, and genre based approach.

1. Definition of Textbook

According to Brown (2007), a textbook can be simply defined as a book that is used in an educational curriculum (p. 193). Richards (2012) notes that in the context of a language program, a textbook provides learners with a basis of language input and language practices including the basis for the content of the lessons, the balance of skills taught and the kinds of language practice. Thus, it helps to provide ideas in planning and teaching lessons for teachers (Richards, 2012). Therefore, a textbook is one source of materials that can help both teachers and students to do teaching-learning activities in the classroom.

2. The Role of Textbook

Using a textbook brings both advantages and disadvantages to teachers. Some experts like Gebhard (1996), Graves (2000), Richards (2001) and Brewster, Ellis and Girard (2004) have discussed this issue by mentioning the advantages and disadvantages of using a textbook. However, they agreed that the availability of a textbook is beneficial and important for the teachers, despite the fact that it also brings disadvantages.

Gebhard (1996) mentions two advantages of using a textbook. The first is that using textbook can save teachers' time. The second is that a textbook can be teaching materials functioning as guidance that takes the teacher and students through the lessons systematically. Graves (2000) also agrees that using a textbook can save teachers' time. She says that what a textbook provides such as visuals, activities, reading, etc. help teachers in finding or developing materials, and thus it saves teachers' time. Besides, she also mentions that a textbook provides syllabus for the course, basis for students' assessment, consistency between level, supporting materials and security for the students. The students feel secure since they know the road map of the course. Therefore, they know exactly what to expect and what is expected from them. Graves (2000) concludes that a textbook may provide all what are needed by teachers from materials until evaluation.

Richards (2001) even claims that "commercial textbooks together with ancillaries such as workbooks, cassettes, and teachers' guides are perhaps the commonest form of teaching materials in language teaching" (p. 254). He

mentions eight principal advantages for using a textbook. First, textbooks can be a representation of a syllabus of the language program. Second, using textbooks can help to make sure that the students get similar materials and assessment. Third, the materials of textbooks usually are more reliable since they have been tried and tested. Fourth, textbooks are usually accompanied by supporting materials such as workbooks, CDs, cassettes, videos, CD-ROMs and teaching guides. Fifth, using textbooks is efficient. Sixth, textbooks can be models of language input for teachers especially for those whose first language is not English. Seventh, textbooks accompanied by teacher's manual can be guidance for teachers who have limited teaching experience. Eighth, since textbooks usually are well-designed, they are attractive for learners and teachers.

Together with Gebhard (1996) and Graves (2000), Richards (2001) agrees that using a textbook is efficient. It provides the teachers with some features such as syllabus and resources that will help them to teach in the class. Therefore, the teachers can devote their time more in teaching rather than in producing the materials.

Brewster, Ellis and Girard (2004) add some other reasons for using a textbook. They not only agree that the textbook can provide resources for teachers and can reduce their workload, but also say that a textbook is a useful aid for learning. It helps both the teacher and the student to know what should be taught and learned as well as the methodology and the order to do it.

Based on the elaboration above, it is clear that a textbook can bring many benefits for the teachers. Some experts such as Gebhard (1996), Graves (2000),

Richards (2001) and Brewster, Ellis and Girard (2004) have stated some of good reasons for using a textbook. All of those experts agree that the textbook can help reduce the teachers' workload by providing guidance of what should be taught, plus the materials needed. Thus, it also saves the teachers' time and provides more opportunity for the teachers to focus on their teaching.

Despite the advantages, it cannot be denied that a textbook also brings disadvantages to the teachers. Indeed, a language teaching and learning process always depends on situations which happen in the classroom and backgrounds of the students. Therefore, probably there would be no perfect textbook for each teacher that can suit all the needs in each class. Richards (2001) mentions that since a textbook is made for general market, they may not be suitable for every learner. Graves (2000) also warns that one of the weaknesses of using a textbook is that "the content or examples may not be relevant or appropriate to the group you are teaching" (p. 174).

Additionally, the teachers may become so dependent on a textbook that they can only teach based on what is written on the textbook. If this happens, the teachers become less creative in teaching or responding to their students. In other words, as what is stated by Richards (2001) and Crawford (2002), being too dependent on the textbook may deskill the teachers. Richards (2001) says that if the teachers neglect the function of teacher's manual and only depend on the textbook, their role will be reduced as a technician that merely presents materials. Meanwhile, Crawford (2002) mentions teachers may merely follow the textbook

and as a result they lose the control of classroom and awareness to respond and provide feedback for their students.

However, many language teaching experts still believe in the benefits and importance of the availability of a textbook. The fact that a textbook brings many benefits to the teachers makes a lot of teachers prefer to use a textbook in their teaching. Skierso (1991) mentions “No teacher is entirely satisfied with the text used, yet very few manage to teach without one” (p. 432). There are many teachers who still decide to use a textbook for its benefits.

Facing the pros and cons of using textbook, Graves (2000) states that “the textbook is a stimulus or instrument for teaching and learning” (p. 175). Therefore, a textbook should be a tool that helps the teachers in teaching, and should not be the teacher itself. The textbook should be used wisely and carefully by the teachers. Crawford (2002) mentions that it is the problem of balance. It means that the teachers should be aware of both the positive and negative sides of using a textbook.

Additionally, if teachers find that what is written on textbook is inappropriate with what they need, actually they are free to adapt, add or replace it. Harmer (2007) proposes four steps that can be done if this situation happens. The first step is the omission of the content that is not appropriate. The second step is replacing the materials of the textbook with teachers’ own materials. The third step is adding the materials in order to extend tasks and practices. The last one is adapting the materials like rewriting the texts or replacing the vocabularies according to the students’ level.

Based on the elaboration above, focusing on the good sides of the textbook, Harmer (2007) shows that textbook should not be something harmful for teachers. On the other hand, it can be a good partner for the teachers as long as they use it wisely. “We are using coursebook’s strength but marrying them with our own skills and perceptions of the class in front of us” (Harmer, 2007:146).

3. Textbook Evaluation

Since the textbook has a lot of advantages, it can be considered as an important tool for teachers. However, there are a lot of textbooks that teachers can choose. Sometimes the selection process can be confusing. Richards (2001) argues that since there are many published commercial textbooks and the other form of instructional materials, teachers are expected to make judgments about the textbook and other teaching materials.

Textbook evaluation can be seen as a way to see and to analyse the content of a textbook. It can help teachers to select the most appropriate textbook to be used in their classroom. One reason or aim for evaluating textbook is to provide feedback for revision (Mukundan, 2007). Therefore, a process of textbook evaluation can also be done to improve the quality of the textbook.

Textbook evaluation is done through a careful evaluation. Cunningsworth (1995) mentions two general approaches for evaluating a textbook that are called as impressionistic overview and in-depth evaluation. What is mostly done by the teachers when they get a new textbook is the impressionistic overview. It refers to

the very general evaluation done quickly by only looking through the textbook. After that, a prediction of the textbook's strengths and weaknesses is made.

The impressionistic overview is useful for giving general introduction of the content of the textbook, but it may not give detailed information about the textbook. Furthermore, Cunningsworth (1995) explains the weaknesses of the impressionistic overview as follows.

It will not necessarily identify any significant omissions in the coursebook or locate any important weakness. Nor it can be relied on to give enough detail to ensure good match between what coursebook contains and the requirements of the teaching/learning situation (Cunningsworth, 1995:1).

On other hand, in-depth examination of textbook can provide teachers with more specific information that are related to the teaching learning activities. Different more aspects such as the aims of the course and language content can also be evaluated (Cunningsworth, 1995).

The best thing to do is probably combining both of these impressionistic overview and in-depth examination. Cunningsworth (1995) mentions that combination of an impressionistic overview of the whole and in-depth examination of representative samples of the materials will help to find the most suitable textbook. Thorough evaluation done through impressionistic and in-depth examination can help provide both the teacher and the student the most suitable textbook to be used in the classroom.

Cunningsworth (1995) also differentiates types of materials evaluation. He says that there are three types of materials evaluation. They are pre-use evaluation, in-use evaluation and post-use evaluation. Pre-use evaluation is done before the textbook is used. The aim of this kind of evaluation is to look for potential use of

the textbook. In-use evaluation is done when the materials or the textbook is being used. The aim of this evaluation is to monitor a newly introduced textbook or to seek consideration for replacement of ageing textbooks. Post-use evaluation is done after the textbook is used. This evaluation is useful in deciding whether the textbook will be used in the following language course or not.

4. Textbook Evaluation Criteria

Textbook evaluation usually involves a checklist in analysing whether the textbook has fulfilled certain criteria or not. The criteria may vary based on teacher's need. However, Cunningsworth (1995) proposes that in order to gain practical purpose, it is important to manage a list of the most important criteria. Brown (2007), Skierso (1991), Cunningsworth (1995), Byrd (2001) and Harmer (2007) have proposed kinds of checklist to evaluate textbook.

Brown (2007) introduces twelve criteria to evaluate a textbook that are adapted from Robinett's (1978) textbook evaluation criteria. Those criteria includes goals of the course, background of the students, approach, language skills, general content, quality of practice material, sequencing, vocabulary, general sociolinguistic factors, format, accompanying materials, and teachers' guide. Then, Skierso (1991) provides eight-page checklist for textbook evaluation. She divides the checklist into three criteria covering the analysis toward the textbook, the teacher's manual and overall value. Analysis toward the textbook includes the aspect of bibliographical data, aims and goals, subject matter, vocabulary and structures, exercises and activities, and also layout and physical makeup. The

second analysis toward the teacher's manual includes some aspects like general features, supplementary exercises for each language skill, methodological and pedagogical guidance, and linguistic background information. The analysis on overall value covers overall suitability, appropriacy, adequacy, and effectiveness.

The other textbook evaluation checklist is proposed by Byrd (2001). She says that the matter needs to be considered in textbook evaluation is the fit between the textbook with the curriculum, the students and the teachers. Therefore, their checklist is arranged by dividing the checklist into four aspects. These four aspects are the fit between the textbook and the curriculum, the fit between the textbook and the students, the fit between the textbook and the teachers, and overall evaluation of the fit of the textbook for the course in the program.

Harmer (2007) also contributes a checklist for evaluating textbook. There are ten aspects which are evaluated in Harmer's checklist. The aspects of the checklist include price and availability, add-ons and extras, layout and design, instructions, methodology, syllabus, language skills, topics, cultural appropriacy and teacher's guide.

Writing his book *Choosing Your Coursebook*, Cunningsworth (1995) provides not only the checklist but also elaboration of the criteria for evaluation. Previously, he proposes four guidelines for evaluating textbook. First, a textbook should correspond to the goal and objectives of the course and be suitable with the learners' needs. The second is that the textbook should help its learners to be able to use the language effectively and independently. Third, it should consider and

facilitate learners' need through learning processes that do not impose certain method. The last, it should have a role as a mediator between the target language and the learner. These criteria are developed into a checklist that is organized into some aspects. The aspects covered in Cunningsworth's checklist are aims and approaches, design and organization, language content, skills, topic, methodology, teachers' book and practical considerations. The elaborations of the criteria in the eight aspects which are proposed by Cunningsworth (1995) are as follows.

a. Aims and Approaches Criteria

The first aspect in the Cunningsworth's checklist is aims and approaches. This aspect also appears in other experts' checklist. Brown (2007) proposes goals of the course and approach aspects to be evaluated, while Skierso (1991) also mentions aims and goals aspect in her checklist. In this aspect, Cunningsworth (1995) advises that the textbook "should match the aims and objectives of the language-learning programme" (p. 15). It should also cover most or all of what is needed. Cunningsworth (1995) mentions that the textbook should be comprehensive and be a good resource for students and teachers. Riddell (2003) adds that an ideal textbook should have "variety and balance-language work, skills work, pronunciation, review units or sections and grammar summaries. In other words, it should be a complete package for the students" (p. 206). Besides, the textbook should be flexible. It should allow different styles of teaching and learning styles. Cunningsworth (1995) mentions that the textbook should match students' needs "by allowing them to use styles of learning which suit them, where possible encouraging the use of a range of styles so as to offer students

some choice in the way the learn” (p. 16). Additionally, Felder and Henriques (1995) define the term learning style as the way of an individual obtains information. They note that in language instruction, people mostly obtain sensory information in visual and verbal. The visual learners prefer visually presented materials, while verbal learners prefer spoken and written explanations. Felder and Henriques (1995) claim that “presenting the same materials in different ways invariably has a reinforcing effect on retention” (p. 24). Therefore, they suggest providing verbal classroom presentation with non-verbal visual materials such as photographs, drawings, sketches and cartoons to reinforce presentation of vocabulary words, and using films, videotapes, and dramatization to illustrate lessons in dialogue and pronunciation.

b. Design and Organization Criteria

The second aspect is design and organization. Brown (2007) also suggests evaluating this aspect by including sequencing and format aspects in his checklist. Skierso (1991) includes layout and physical aspect in her checklist, while Harmer (2007) includes layout and design aspect in his checklist.

In this aspect, Cunningsworth (1995) notes to check whether the textbook provides total course package or not. He mentions that complete packages consist of student’s book, teacher’s book, workbook or activity books, tests, additional reading materials, additional listening materials, cassettes for listening, cassettes for pronunciation, video, CALL materials and other components. In relation to the way of how the content of the textbook should be organized or sequenced, Spratt, Pulverness and Williams (2005) suggest checking whether the teaching materials

is well organized or not. It is suggested to check whether it is easy to follow the logic of the materials and to find the way around the page or the unit quickly and easily. Additionally, Cunningsworth (1995) advises that “a basic principle of learning is to move from the familiar to the new, and to relate new items to those already known” (p. 28). Riddell (2003) states that “the language covered should have a logical progression (starting the book at one level, but finishing it at a higher level)” (p. 205). Therefore, the materials usually should be presented from the easy ones to the difficult ones.

Cunningsworth (1995) also suggests checking whether the textbook provides adequate recycling or not. He explains that “In the case of grammar and vocabulary, items not only need to be met in context and actively practiced, they need to be recycled three, four or more times before they become stored in the long-term memory (p. 28). In other words, he suggests that grammar and vocabularies items should be recycled in order to make the students memorize them better. Furthermore, Cunningsworth (1995) also advises to check whether there are reference section and materials for individual study or not. He mentions that a textbook should “offer its content for selection on a ‘self-service’ basis” (p. 30).

Besides, Cunningsworth (1995) also suggests evaluating whether the layout is clear or not. Spratt, Pulverness and Williams (2005) agree to evaluate whether the textbook is visually clear or not for example by checking whether the textbook uses different colours, different fonts, and headings, etc. Riddell (2003)

states that a textbook should “be visually attractive and well laid out-clear and easy to follow” (p. 205).

c. Language Content Criteria

The third aspect is language content. Skierso (1991) also notes evaluation of vocabulary and structures aspect in her checklist. In this aspect, the materials which are related to grammar, vocabulary, pronunciation, style and appropriacy are evaluated. Riddell (2003) defines grammar as “language and how we use it; tenses are just a fraction of our language” (p. 29). Indeed, the term grammar refers to rules of language, but he adds that teaching grammar is not merely teaching tenses or verb forms. Cunningsworth (1995) mentions that consideration in evaluating grammar covers “what grammar items are included and how far they correspond to learner needs” (p. 32).

In relation with evaluating vocabulary of the textbook, Riddell (2003) states that teachers “may need to teach words required for the reading or listening coming up later—but only the essential words that the students will need to complete the task(s)” (p. 60). Therefore, Riddell advises to put focus on the vocabulary that is needed to complete listening and reading tasks. Furthermore, Cunningsworth (1995) advises that it is not expected to just have the list of the new words with their dictionary definition. It is important to keep the vocabulary being learned inside of context.

Then, in evaluating pronunciation material, Cunningsworth (1995) mentions that pronunciation materials mostly cover the articulation of individual sounds, word stress, sentence stress and some aspects of intonation. Riddell (2003)

adds the benefit of phonetic transcription. He mentions that phonetic transcription as the representation of the sounds of English is what students need as a guide.

The next criterion to be evaluated is related to discourse competence.

Cunningsworth (1995) defines the term discourse as

a general way to refer to the features of language use that go beyond the domain of grammar rules and include areas such as the sequencing of sentences, cohesion, paragraphing, structuring text, participation in conversations, etc (p. 45).

He also states that consciously or subconsciously, the models of discourse are presented in the textbooks as there are examples of language use in dialogues, reading texts and listening passages. What makes them different is the range and complexity of the examples. Furthermore, Cunningsworth (1995:46) explains that in a reading text, there should be display of features of authentic text, such as coherent structuring of content, paragraphing and appropriate use of cohesive devices, including pronouns for anaphoric reference and conjunctives. In the examples of dialogues or listening, there should be model of natural spoken English and turn-taking. In writing, there are materials on organizing different kind of written work such as narratives, reports, letters, etc. and there should be explanation on the conventions of the formats.

In evaluating style and appropriacy criterion, Cunningsworth (1995) discusses the importance of appropriacy. He says that “We should look at coursebook from the angle of appropriacy to see how far they go in preparing learners to use appropriate styles in varying situations” (p. 50). He adds that in

using the language, it is important to differentiate social situations and match the language style to those situations.

d. Skills Criteria

The fourth aspect is skills. In this aspect, how the materials are developed to improve students' skill is evaluated. This aspect also appears both in Brown's (2007) and Harmer's (2007) checklist. Cunningsworth (1995) mentions that it is necessary to check in what way the textbook deals with listening, speaking, reading and writing skills. It is also important to check whether the textbook "deals adequately with all four skills, taking the level and overall aims into account, and if there is a suitable balance between the skills" (p. 64). Then, he adds that "the integration of skills is an important aspect of overall language ability" (p. 65).

In evaluating listening skill, Cunningsworth (1995) suggests checking the quality of recording for listening. The speed of the recording should be adjusted to the learners' ability and level. The accent of the speaker in the recording should not be too different from the accent that they are used to hearing from the teacher or previous listening practice. It is also expected that a textbook gives background information as much as possible in order to help students in making comprehension. Riddell (2003) suggests five stages in delivering listening skill lessons. The first stage is introducing the vocabulary that is essential for completing the listening tasks. The second is introducing the topic of the listening materials and gaining students' interest on that topic. The third is asking questions that are related to main idea or specific information of the passage. The fourth is

asking questions about the detailed information of the passage, and the fifth stage is having follow-up activity based on the topic.

In evaluating materials for speaking skill, Cunningsworth (1995) reminds teachers to evaluate the effectiveness of the materials in equipping the students for real-life interactions. Cunningsworth (1995) mentions that “Speaking practice takes place through the oral presentation and practice of new language items, in dialogue work and in roleplay” (p. 69). Moreover, he also adds that an information gap activity is good for speaking practices.

In relation to reading material evaluation, Cunningsworth (1995) advises that reading passages should be interesting, authentic, well-presented and completed with activities that can help reading process. The quantity of the reading materials should also be considered. Since the textbook is made for general market, choosing an interesting topic is not easy. It is necessary to consider that the topic is culturally acceptable. He adds that “the presentation of topic is also important and the use of different type-faces, simulated or real newspaper formats, colour blocks, etc can make the reading passage stand out of something special with its own identity” (p.75).

In relation to writing material evaluation, there is a criterion to evaluate controlled or guided writing activities. Cunningsworth (1995) notes that controlled or guided writing activities refer to writing activities where a model is shown to students, and then the students are asked to produce similar writing product based on certain information that has been provided. Furthermore, Cunningsworth (1995) explains that it is expected that writing materials get the

students be familiar with the way how a written text is organized including the convention of a text. Besides, it should deal with paragraphing and make the students aware to use appropriate style in writing.

e. Topic Criteria

The fifth aspect is topic. Topic aspect covers evaluation of the topic found in the textbook. This aspect also appears in Harmer's checklist (2007). Cunningsworth (1995) mentions that a textbook must represent a language use in real situation for real purpose, and therefore it should deal with various kinds of topics. He also suggests that "at whatever level, topics which are real and immediate must command more interest and response from learners than imaginary, made-up content" (p. 86). In addition, Cunningsworth (1995) states that "the content does not necessarily have to be heavy and intellectual in order to be worthwhile: there is plenty of scope for humour and human interest stories too (p. 88). Riddell (2003) then adds that higher level students can deal with more tough provoking issues such as technology since they have more language capability to talk about that.

In relation to social and cultural values, Cunningsworth (1995) mentions that it is necessary that a textbook includes social and cultural contexts in terms of location, social mores, age group, etc. He also suggests evaluating how the women are portrayed in the textbook. Cunningsworth (1995) mentions the aims of this such analysis is

to identify unrepresentative negative stereotypes, such as women regularly being shown as housewives or being seen as only able to attain fulfillment in life through their man or being portrayed as illogical and excessively emotional (p. 91).

Besides, Cunningsworth (1995) also suggests evaluating how the textbook represents people according to their ethnic origin, occupation, age, social class and disability.

f. Methodology Criteria

The sixth aspect is methodology aspect. This aspect is related to how the method of the materials is evaluated. This aspect also appears in Harmer's checklist (2007). Cunningsworth (1995) mentions that implicitly it is clear that the textbook requires students to have role in the learning process. In order to facilitate that, the textbook should provide provision of material suitable for individual study. The material can be in the form of a workbook, reading materials or self-study cassettes. It is also necessary that the guidance on how to use those materials including cross-referencing from the main course to the workbook and key exercises are given so that the students can check their progress by themselves.

In presenting new language items, Cunningsworth (1995) notes that "it is important that new items are controlled in terms of quantity and difficulty" (p. 102). He provides an example in teaching grammar, if inductive approach is taken and a new verb form or tense is being taught for regular verbs, the irregular verbs should be taught later. Meanwhile, in presenting new vocabulary, it is important to keep the new words appear in context since it can help the students understand the meaning better. According to Cunningsworth (1995) the quantity of the new number in a text should not be more than five percent of the total, in order to ensure that learning load is reasonable and the familiar words are sufficient.

In relation to development of communicative abilities, Cunningsworth (1995) mentions that

It is open question to what extent coursebook can include real communicative activities, but at most levels it is possible to include realistic activities, often based on contrived information gaps of various kinds, which involve, at least language use which is communicative in the context of the classroom (p. 117).

It means that activities for developing students' communicative abilities can be various. However, they should facilitate language use which is realistic and communicative in the context of classroom. The examples of activities mentioned by Cunningsworth are jigsaw reading and jigsaw listening.

Natalie Hess, (2001:159-160) says that "teaching of course ultimately depends on the willingness of the student to learn: unless the learner takes some responsibility in the shape of active cooperation and effort, there will be no learning in spite of the efforts of excellent teachers." She mentions some ideas that may help the students focus on their study. The first is by giving sample questions before test and to let the students discuss it. The second, is by eliciting students' concern on language learning at the beginning of the task, the third is by allowing students making a guide before test, and the forth by letting students writing their expectation of the course.

In relation to study skills, Cunningsworth (1995) advises that it is better if the textbook provides advice or guidance on study skills and learning strategies. He notes that the advice or guidance may focus on these three aspects. The first is inviting the students to reflect the most effective way of learning for them. The second is offering advice to help the students develop their study skills. The third

is showing the way of using reference skills such as how to use dictionary and grammar books.

g. Teachers' Books Criteria

The seventh aspect in the checklist is teachers' books. In this aspect, the availability and the content of the teacher's book are evaluated. This aspect appears in Robinett's (1991), Harmer's (2007) and Skierso's (1991) checklist. Even Skierso (1991) provides detailed evaluation to evaluate the content of the teacher's manual.

According to Cunningsworth (1995), teachers' books are very important because they can affect how the course is taught. He says that "a good teacher's book is invaluable in offering, among other things, guidelines on how to make the best use of the course, detailed plans for teaching each unit and key to exercises" (p. 112). He also says that the teachers' books should meet the needs of the users and also be flexible. He adds that "we should therefore check that the teacher's book provides suggested procedures for planning, preparation and teaching of lessons" (p. 114).

h. Practical Considerations Criteria

The last aspect to be evaluated according to Cunningsworth's checklist is practical consideration. This aspect relates the evaluation to the practical consideration of using the textbook. The criteria that are evaluated in this aspect are similar to the criteria of price and availability aspect in Harmer's checklist. In this aspect, Cunningsworth (1995) advises to check whether the whole packages of the textbook cost good value for money or not. Furthermore, attractiveness and

the strength of the textbook also need to be considered. It is also necessary to check whether the supply of the textbook can be obtained easily. In selecting textbook with its accompanying materials such as listening recording and video, it is also important to check whether the equipment are reliable, available and ready to be used.

5. Genre Based Approach

Nowadays, Indonesia uses 2006 curriculum which is commonly known as *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or school based curriculum. In this curriculum, the standards of competence for Senior High School level deal with various kinds of genres. The term genre can be simply defined as text type (Derewianka, 2003). There are various types of texts that should be learned in senior high school such as narrative, report, analytical exposition, etc (Basic competences of Senior High School). Since this curriculum deals with learning through texts, the application of genre theory should also get attention.

According to Feez and Joyce (2002) genre approach is related to a text based syllabus which puts the concern on what students do with whole texts in context. This approach is firstly developed in Australia based on three assumptions. Firstly, it is said that learning language is a social activity. It means that the language learning involves social interaction. The result of this language learning should make the students be able to learn language, to learn through language and to learn about language. Secondly, learning will be more effective if what is expected from students is explicit. The application of genre approach in

Australia has provided students with explicit knowledge about language. Besides, it also concerns for clear identification of what is to be learned and what is to be assessed. The third assumption is that the language learning process is a series of scaffolded developmental steps which deals with different aspects of language. Genre approach includes joint construction and scaffolding process which support learning progress through independent performance and potential performance which is gained through social interaction with the teacher or other students (Feez and Joyce, 2002: 26-29).

Derewianka (2003) also mentions some principles about genre theory which are relevant in educational context. She says that genre based approach emphasizes on meaning creation at the whole text level. Its goal is to achieve social purposes which focus on communicative competence such as shopping for food or telling the doctor about an illness. She also says that in genre approach “language is learned through guidance and interaction in the context of shared experience” (Derewianka, 2003). Therefore, Derewianka (2003), Feez and Joyce (2002) seem to agree that besides focusing on texts, genre based approach aims at social communicative competence. The learning is done through social interaction.

The implementation of genre based approach involves a teaching learning cycle which is also known as curriculum cycle. Feez and Joyce (2002) mention that this cycle consists of five stages. Both the student and teacher go through each stage until the students master a certain text type. The five stages of teaching learning cycle according to Feez and Joyce (2002) are building the context,

modelling and deconstructing the text, joint construction of the text, independent construction of the text and linking to related texts.

Feez and Joyce (2002) explain that in the stage of building the context, the students are introduced to the particular authentic model of text type and its social context. The students explore features of general cultural context as well as the social function of the text. The activities that can be done in this stage include presenting context through pictures, audio-visual material, realia, excursions, field-trips, or guest speaker, establishing the social purpose through discussion or survey, doing related research activities and comparing the model text with other texts.

According to Feez and Joyce (2002), the next stage after building the context is stage of modelling and deconstructing the text. They explain that modelling stage involves exploration toward structural pattern and language features of the model text and comparison with the model of other texts. The examples of activities in this stage include presentation and practice activities that are related to the grammatical features.

The next stage is joint construction of the text. In this stage, Feez and Joyce (2002) explain that the students start to contribute the construction of whole text, meanwhile the teachers start to reduce the contribution to the text construction. The examples of the activities in this stage are questioning, discussing and editing whole class construction, skeleton texts, jigsaw, information gaps, small group construction of texts, self assessment and peer assessment activities.

Feez and Joyce (2002) explain that in a stage of independent construction of the text, students work independently with the text. Learner performances are used for achievement assessment. The examples of activities for listening tasks are comprehension activities in response to live or recorded material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet and answering questions. The example of speaking task activity is spoken presentation to class, while the example of listening and speaking activities are role plays and simulated or authentic dialogues. Reading task activities include performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, and answering questions. Meanwhile in writing, it is expected that the students draft and present whole texts in writing tasks.

The last stage is named linking to related texts. According to Feez and Joyce (2002), in this stage students investigate the comparison of what they have learned in the cycle with the other texts or teaching learning cycle. The activities in this stage are comparing the use of different text type, researching other text-type, role playing what happens if the same text type is used by people with different roles and relationships, comparing spoken and written models of the same text-type, and researching how a key language feature used in this text-type is used in other text types.

In relation to the teaching learning cycle, Derewianka (2003) gives a positive comment of it. She says that

the curriculum cycle provides opportunities for both teacher and learners to take responsibility at different phases in the teaching/learning process.

In the early phases, the teacher takes a more direct role in developing the necessary knowledge and skills, with the learners in an 'apprentice' role. As the learners develop greater control of the genre, the teacher gradually withdraws support and encourages learner independence (Derewianka, 2003:146).

The implementation of curriculum cycle is useful since it not only provides the students with sufficient guidance from the teacher but also evokes the student's independent learning.

B. Theoretical Framework

After knowing the significance of a textbook in language teaching and the way to evaluate it, the researcher decided to conduct this textbook evaluation. In this research, impressionistic and in-depth examinations were done in order to get detailed evaluation of the textbook. This was pre-use evaluation which aimed to look for potential use of the textbook. The checklist used in this research was taken and adapted from Cunningsworth's textbook evaluation checklist (Cunningsworth, 1995). Before deciding to use this checklist, the researcher had also viewed and compared the checklists from other experts like Brown (2007), Skierso (1991), Byrd (2001) and Harmer (2007). Finally, it was decided to use Cunningsworth's checklist.

The preference to use Cunningsworth's checklist was taken since the items of this checklist were considered as the most applicable criteria to be used in this research. Considering one of the weaknesses of the textbook, in which the content of the textbook may not suitable for each student's background, the researcher chose a checklist that covers most applicable criteria. The criteria that must be

evaluated based on specific students' characteristic and situation of teaching learning in the classroom were avoided. However, the completeness and the depth of each checklist were also considered by the researcher.

The evaluation aspects covered in Cunningsworth's checklist are almost similar to some aspects covered in Brown's (2007) and Harmer's (2007). Each of those checklists covers criteria to evaluate goals or aims of the course, language skills, format and layout, cultural appropriacy, and teacher's guide. However, the elaboration of Cunningsworth's checklist provides more detailed significant evaluation such as the authenticity of recording material for listening, the evaluation toward the amount of reading passages and the investigation of the completeness of the textbook including the reference section as well as the availability of the accompanying materials. Moreover, Cunningsworth (1995) elaborates most of criteria in his checklist.

Adaptation toward the checklist was made because some criteria of this checklist were so dependent on the teaching learning process in the classroom that they were considered not really applicable to evaluate the content of textbook. The adaptation made toward the checklist covered omission and addition of some criteria. The omission criteria of this checklist covered the evaluation of the correspondence between aims and learning/teaching situation and the needs of the learner, the match of grading and progression for the learners, adequate revision, the match of the approach for teaching learning situation, the match of materials with students' learning style and expectation, and the way the different skills are taught.

The criteria in the skills aspect were divided into criteria of listening, speaking, reading and writing in order to make them more organized. Moreover, additional criteria whether the activities of each skill have already arranged based on genre based principles were added into the checklist. Such questions were added in relation to the application of school based curriculum which should involve the implementation of genre theory.

In this research, the eight aspects proposed by Cunningsworth in his checklist were evaluated. The aspects covered aims and approaches criteria, design and organization criteria, language content criteria, skills criteria, topic criteria, methodology criteria, teachers' book criteria and practical consideration criteria. Since the checklist used to analyse the textbook was adapted from Cunningsworth's (1995) textbook evaluation checklist, each criterion was analysed based on elaboration of the criteria given by Cunningsworth (1995). However, the analysis was also underlay by some additional theories provided by the experts who are mentioned in textbook evaluation criteria.

CHAPTER III

METHODOLOGY

In this chapter, the researcher explains the methodology that is used in this research. This chapter covers research method, research subject, instrument and data gathering technique, data analysis technique, and research procedure.

A. Research Method

In nature this was qualitative research. Fraenkel and Wallen (2009) mention that “research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research” (p. 422). In addition to that, there are general characteristics of qualitative research that are proposed by Fraenkel and Wallen (2009). Fraenkel and Wallen (2009) say that qualitative researchers are concerned with process as well as product, and then qualitative researchers tend to analyze their data inductively.

In this research, the conclusion of this research was constructed while the research subject was analysed and examined. These characteristics belong to the general characteristics of qualitative research as what were proposed by Fraenkel and Wallen (2009). Fraenkel and Wallen (2009) also say that

The kinds of data collected in qualitative research include interview transcript, field notes, photographs, audio recordings, videotapes, diaries, personal comment, memos, official records, textbook passages and anything else that can convey the actual words or actions of people (p.423).

In nature, the data in this research were collected more in the form of words to describe the strengths and weaknesses of the analysed textbook. However, in

analysing the data, numbers are used in this research in order to help the researcher to quantify the strengths and weaknesses of the textbook so that the researcher can get better understanding about the analysed textbook.

This research was also considered descriptive research. Descriptive research is concerned with careful analysis or description of particular educational phenomena (Gall, Gall & Borg, 2007:300). In this case, the phenomenon was the quality of *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme* as one of the English textbooks provided by the government. Then, careful analysis and description of the content of the textbook were conducted.

There are several types of descriptive studies. It includes survey method, motivation research, the case study, community studies, causal comparative studies, activity analysis, time and motion study, content or document analysis, and the follow up study (Best, 1986). Since this research dealt with document in a form of the textbook, content analysis was used.

According to Fraenkel and Wallen (2009:472), content analysis is also known as document analysis. It deals with human behavior study that is done through analysis of their communications. The term communications refer to many things that are produced by human beings and have been considered as such. It includes textbooks, essay, newspaper, novels, magazine articles, cookbooks, songs, political speeches, advertisement, pictures, etc. In this research, the analysed document was in the form of a textbook.

B. Research Subject

The subject of this research was an electronic textbook provided by the government. The title of the textbook is *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme*. It was written by Joko Priyana, Riandi and Anita Prasetyo Mumpuni and then published in 2008. The government bought the copyright of this textbook from Gramedia Widiasarana Indonesia (Grasindo). The textbook can be accessed and downloaded freely from <http://bse.kemdiknas.go.id>. The printed version of this textbook is now available in bookstores. The highest price of this printed version was determined by the government. This book had been evaluated by *Badan Standar Nasional Pendidikan* and declared as worth to be used.

C. Instruments and Data Gathering Technique

In this section, the research instruments and data gathering technique used in this research were explained as follows.

1. Research instruments

This research involved the researcher as a primary instrument, thus the instrument of this research was human instrument. Ary et al. (2002) note that “In qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data” (p. 424). The second instrument was the analysed document. In other words, the textbook was the second instrument in this research since it was analysed and became the primary source of this research.

2. Data gathering technique

The data for this research were gathered from the *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme* as the research subject. This textbook was published in 2008. In collecting the data from the textbook, the researcher used a checklist that was adapted from Cunningsworth's textbook evaluation checklist.

D. Data Analysis Technique

The content or document analysis was conducted in this research. The data were gathered by using a checklist. Before deciding to adapt Cunningsworth's textbook evaluation checklist, the researcher tried to study several checklists from the other textbook evaluation experts such as Skierso (1991) and Harmer (2007). Then the researcher compared one checklist with the others. Finally, the researcher decided to use Cunningsworth textbook evaluation checklist with adaptation on the checklist. This checklist was chosen because the evaluation aspects were complete and general. The other checklists were not really applicable since they focused more on the practical use in the classroom. The reason for adapting the checklist was because not all of the criteria were applicable to evaluate the textbook.

The checklist itself consisted of four columns. The first column was number. The second one was the specific evaluation criterion. The third column was the value whether the criterion of each aspect was fulfilled in the textbook or not. Then, the last column was brief description related to the fulfillment of the

criterion. There were eight aspects in the checklist that would be analysed. They were:

1. Aims and Approaches

This aspect deals with the match of the textbook with the objectives of the teaching learning program. This aspect covers three items to be analysed. They are related to the correspondence between the textbook and the teaching program, the completeness of the textbook as what is needed and the flexibility to the different teaching learning style.

Table 3.1 Aims and Approaches Checklist

No	Evaluation Aspect A-Aims and Approaches	Criteria Fulfilment		Description
		No (0)	Yes (1)	
1	Do the aims of the textbook correspond closely with the aims of the teaching program?			
2	Does the textbook cover most or all of what is needed?			
3	Does it allow different teaching and learning style?			

2. Design and Organization

There are seven criteria that are evaluated in this aspect. Since this aspect is related to design and organization of the analysed textbook, the criteria include the evaluation of the layout and the way how the content is organized and sequenced. In this aspect there are also criteria for evaluating whether there are total package of the textbook and adequate recycling or not. Other criteria that are evaluated in this aspect include evaluation of the reference section and material for individual study.

Table 3.2 Design and Organization Checklist

No	Evaluation Aspect B-Design and Organization	Criteria Fulfilment		Description
		No (0)	Yes (1)	
1	Does the textbook provide total course package (e.g., students' books, teachers' books, workbooks, cassettes)?			
2	Is the content organized?			
3	Is the content sequenced?			
4	Is there adequate recycling?			
5	Are there reference sections?			
6	Does this textbook also provide materials for individual study?			
7	Is the layout clear?			

3. Language Content

The items in this aspect include evaluation of the grammar, vocabulary, pronunciation, learner's discourse competence, and style or appropriacy of language.

Table 3.3 Language Content Checklist

No	Evaluation Aspect C-Language Content	Criteria Fulfilment		Description
		No (0)	Yes (1)	
1	Does the textbook cover the main grammar items appropriate to each level?			
2	Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?			
3	Does the textbook include material for pronunciation work?			
4	Does the textbook deal with learners' discourse competence?			
5	Are style and appropriacy dealt with?			

4. Skills

In this aspect there are eighteen items which are related to the evaluation of how listening, speaking, reading and writing materials are developed in the textbook. Table 3.4.1 shows general skills aspect criteria.

Table 3.4.1 Skills Checklist

No	Evaluation Aspect D-Skills	Criteria Fulfilment		Description
		No (0)	Yes (1)	
1	Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?			
2	Is there material for integrated skills work?			

Table 3.4.2 shows the checklist for listening evaluation. It consists of five criteria.

Table 3.4.2 Listening Skill Checklist

No	Evaluation Aspect D-Skills	Criteria Fulfilment		Description
		No (0)	Yes (1)	
1	Is listening material well recorded as authentic as possible?			
2	Is listening material accompanied by background information which help comprehension?			
3	Is listening material accompanied by questions which help comprehension?			
4	Is listening material accompanied by activities which help comprehension?			
5	Are listening activities/tasks in the textbook appropriate with genre based principles?			

Table 3.4.3 shows the checklist for speaking evaluation. There are two criteria for evaluating speaking skill activities in the textbook. The criteria cover evaluation of whether material for spoken English is well designed to equip learners for real life interaction and whether speaking activities found in the textbook are appropriate with genre based principles.

Table 3.4.3 Speaking Skill Checklist

No	Evaluation Aspect D-Skills	Criteria Fulfilment		Description
		No (0)	Yes (1)	
1	Is material for spoken English (dialogues, roleplays, etc.) well designed to equip learners for real-life interactions?			
2	Are speaking activities/tasks in the textbook appropriate with genre based principles?			

Table 3.4.4 shows the checklist for reading evaluation. Four criteria that should be evaluated cover evaluation of the reading passages, reading activities and the quantity of the reading materials. Moreover, it is also evaluated whether the reading activities are appropriate with genre based principles or not.

Table 3.4.4 Reading Skill Checklist

No	Evaluation Aspect D-Skills	Criteria Fulfilment		Description
		No (0)	Yes (1)	
1	Are reading passages suitable for your students' level, interests, etc.?			
2	Are associated activities suitable for your students' level, interests, etc.?			
3	Is there sufficient reading material?			
4	Are reading activities/tasks in the textbook appropriate with genre based principles?			

Table 3.4.5 shows the checklist for writing evaluation. It consists of five criteria. The checklist covers criteria which are related to controlled writing activities, degree of accuracy, paragraphing, appropriate style and the match between writing activities found in the textbook with genre based principles.

Table 3.4.5 Writing Skill Checklist

No	Evaluation Aspect D-Skills	Criteria Fulfilment		Description
		No (0)	Yes (1)	
1	Are writing activities suitable in terms of amount of guidance/control?			
2	Are writing activities suitable in terms of degree of accuracy?			
3	Are writing activities suitable in terms of organization of longer pieces of writing (e.g., paragraphing)?			
4	Are writing activities suitable in terms of use of appropriate styles?			
5	Are writing activities/tasks in the textbook appropriate with genre based principles?			

5. Topic

There are seven criteria to be evaluated in this aspect. The evaluation covers the criteria of whether there are sufficient materials of genuine interest to the learners, the variety of topics and the sophistication of the topic. Besides, the evaluated criteria also include social cultural factors such as whether women are represented equally with men in the textbook, whether the materials allow learners’ awareness and enrich learners’ experience, whether the materials allow

the learners to relate themselves to the social and cultural contexts presented in the textbook and whether other groups represented, with reference to ethnic origin, occupation, disability, etc.

Table 3.5 Topic Checklist

No	Evaluation Aspect E-Topic	Criteria Fulfilment		Description
		No (0)	Yes (1)	
1	Is there sufficient material of genuine interest to learners?			
2	Is there enough variety of topic?			
3	Do the topics allow learners to expand their awareness and enrich their experience?			
4	Is the sophistication of the topics suitable with learners' language level?			
5	Does this textbook allow the learners to relate (themselves) to the social and cultural contexts presented in the textbook?			
6	Are women portrayed and represented equally with men?			
7	Are other groups represented, with reference to ethnic origin, occupation, disability, etc.?			

6. Methodology

In this aspect, there are five criteria that should be evaluated. This aspect covers the evaluation of the involvement of active learner, the appropriateness of the technique to teach new language item, the development of learner's communicative abilities, the advice on study skills and learning strategies, and students' responsibility toward their own learning.

Table 3.6 Methodology Checklist

No	Evaluation Aspect F-Methodology	Criteria Fulfilment		Description
		No (0)	Yes (1)	
1	Does this textbook allow active learner involvement?			
2	Are the techniques used for presenting/practicing new language items suitable for learners?			
3	Does this textbook develop learners' communicative abilities?			
4	Does the material include any advice/help to students on study skills and learning strategies?			
5	Are students expected to take a degree of responsibility for their own learning?			

7. Teachers' Books

This aspects consist of five criteria evaluating the existence of the accompanying materials that aimed to help the teacher in using this textbook.

Table 3.7 Teachers' Books Checklist

No	Evaluation Aspect G-Teachers' Book	Criteria Fulfilment		Description
		No (0)	Yes (1)	
1	Is there adequate guidance for teachers who will be using the textbook and its supporting materials?			
2	Are the teachers' books comprehensive and supportive?			
3	Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?			
4	Do the writers set out and justify the basic premises and principles underlying the material?			
5	Are keys to exercises given?			

8. Practical Considerations

In this aspect, four criteria are used to evaluate the practical consideration in using this textbook. Those practical considerations include the price of the textbook, the attractiveness of the textbook’s appearance, the easiness to get the textbook and the effectiveness to use the whole package of the textbook.

Table 3.8 Practical Considerations Checklist

No	Evaluation Aspect H-Practical Considerations	Criteria Fulfilment		Description
		No (0)	Yes (1)	
1	Does this represent good value or money?			
2	Are they attractive in appearance?			
3	Are they easily to obtain?			
4	Do any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player?			

In the third column of the checklist, it was analysed whether each criterion was fulfilled or not. Score 1 was given for the fulfilled criterion, meanwhile score 0 was given for unfulfilled criterion. The tick on the checklist indicated that the criterion was fulfilled or was not fulfilled. Then, there would be a calculation to decide whether the textbook fulfilled the criteria of good textbook or not. The formula used in the calculation was

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

$\sum X$ = the total points of criteria fulfilled in the textbook for each aspect

N = the total points of criteria in each aspect

The calculation was done for each aspects and overall textbook. After the calculation was done, the result of it would be categorized based on Table 3.9 as follows.

Table 3.9 Categorization of the Criteria Fulfilment

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

The quality of a textbook would be categorized as good if the overall percentage of fulfilled criteria was between 80%-100%. The quality was fair if the percentage was between 60%-79%. The quality would be considered as sufficient if the percentage was between 50%-59%, meanwhile it is considered poor quality if the percentage was below 50%. Since this was collaborative research, the results of this research were validated by the other collaborators. The other collaborators had responsibility to read and validate the results of this research.

E. Research Procedure

In conducting this research, the researcher did some procedural research steps. They are preparing the study, analysing the content of the textbook and writing down the report. The steps were elaborated as follows

1. Preparing the study

The researcher did some informal interviews toward some English teachers in state-owned and private senior high schools in Yogyakarta. These interviews were done to give the researcher a framework of the using of English

textbooks in schools. Based on the result of the interviews, the researcher decided to evaluate the content of *English for Senior High School Students XI for Science and Social Study Programme*.

2. Analysing the content of the textbook

The researcher tried to study underlying theories of a textbook evaluation. After that, the researcher gathered textbook evaluation criteria according to the experts. The researcher tried to find the most applicable checklist to be used in this research. Finally, it was decided to adapt and use a checklist adapted from Cunningsworth's textbook evaluation checklist. Then, the textbook was analysed based on the criteria on the checklist.

3. Validating the results

The next step was validating the results of the research. In order to avoid subjectivity in analysing the content of the textbook, the researcher tried to find theories to help decide whether each criterion in the checklist was fulfilled or not. After all criteria had been analysed to be fulfilled or not fulfilled, the two other researchers crosschecked the analysis. The researcher discussed the criteria fulfillment with the other researchers. Finally, the other researchers agreed with the analysis. Therefore, if this research was conducted by the other two researchers, the results would be same.

4. Writing down the report

The last step of this research was writing down the report. The report of this reserach covered the rationale for this research, the theories, the procedure of

doing this research and the results and discussion of the research. The results and discussion of the research were presented in Chapter IV of this thesis.



CHAPTER IV

RESULTS AND DISCUSSION

This chapter covers the answer and discussion of the research problem that has been mentioned previously in Chapter I. In this chapter, the data that have been gathered through the checklist will be presented and analysed. This chapter consists of two parts. The first part is presentation of the results of textbook evaluation and the second part is description of the strengths and weaknesses of the textbook.

A. Textbook Evaluation

This was collaborative research which was aimed to analyse the content of *Interlanguage: English for Senior High School Students XI for Science and Social Study Programme* written by Joko Priyana, Riandi and Anita Prasetyo Mumpuni. This textbook was evaluated by using a checklist that was adapted from Cunningsworth's (1995) textbook evaluation checklist. The evaluation of the textbook covered the evaluation of the eight aspects in the checklist. They were aims and approaches, design and organization, language content, skills, topic, methodology, teachers' books, and practical considerations. This checklist totally covered fifty four criteria to be evaluated. The total of the criteria fulfilment was counted and presented in a percentage. Since this research was collaborative research, other collaborators' responsibilities were to validate the results of this research. Therefore, the presented results had been read and crosschecked by the

other collaborators. The results of the evaluation of the each aspect as well as the overall evaluation of the textbook in a percentage were presented in Table 4.1.

Table 4.1 Evaluation Summary Table

Evaluation Aspect	Fulfilment
A. Aims and Approaches	66.67%
B. Design and Organization	57.14%
C. Language Content	100%
D. Skills	61.11%
E. Topic	71.43%
F. Methodology	80%
G. Teachers' Books	0%
H. Practical Considerations	75%
Average	63.92%
Criteria	Fair

Table 4.1 showed the results of evaluation of the textbook. The table indicated that two out of eight aspects attained good criteria fulfilment since the percentages were between 80%-100%. The highest criteria fulfilment was achieved in language content aspect. Then, it was followed by methodology aspect which achieved 80% of criteria fulfilment.

Other four aspects were considered fair fulfilment as the percentages were between 60% to 79%. Those aspects were aims and approaches, skills, topic, and practical considerations. Then, one out of eight aspects attained sufficient fulfilment since the percentage was 57.14%. This sufficient fulfilment was achieved in design and organization. The lowest percentage was 0%, and thus it was considered poor fulfilment. This lowest percentage was achieved in teachers' books aspect. The detail evaluation of each aspect was presented as follows.

1. Aims and Approaches

The results of criteria fulfilment in aims and approaches aspect were shown in Table 4.2. In this aspect, three criteria were evaluated. The percentage of the criteria fulfilment in this aspect was 66.67%. Therefore, the aims and approaches of this textbook were considered fair.

Table 4.2 Aims and Approaches Evaluation

No.	Aims and Approaches Criteria	Criteria Fulfilment
1.	Do the aims of the textbook correspond closely with the aims of the teaching program?	0
2.	Does the textbook cover most or all of what is needed?	1
3.	Does it allow different teaching and learning style?	1
Total		2
Percentage		66.67%

In aims and approaches evaluation aspect, there were two out of three criteria that were fulfilled. The first criterion that was about the correspondence between the aims of the textbook and the teaching program was not fulfilled because the materials do not cover all basic competences in the curriculum. The other two criteria were fulfilled. Those criteria were whether the textbook covers most of what is needed and whether the textbook allows different teaching and learning style.

2. Design and Organization

In design and organization aspect, there were seven criteria to be evaluated. The results of the evaluation showed that four out of seven criteria were fulfilled. The results of design and organization aspect evaluation were presented in Table 4.3. The percentage of the criteria fulfilment was 57.14%, and it was categorized sufficient fulfilment.

Table 4.3 Design and Organization Evaluation

No.	Design and Organization Criteria	Criteria Fulfilment
1.	Does the textbook provide total course package (e.g., students' books, teachers' books, workbooks, cassettes)?	0
2.	Is the content organized ?	1
3.	Is the content sequenced ?	0
4.	Is there adequate recycling?	1
5.	Are there reference sections?	0
6.	Does this textbook also provide materials for individual study?	1
7.	Is the layout clear?	1
Total		4
Percentage		57.14%

Table 4.3 showed that the second, fourth, sixth and seventh criteria were fulfilled. Those criteria were fulfilled because the textbook has organized content. Besides, there is adequate recycling found in the textbook. The textbook also provides materials for individual study. The layout of the textbook was considered clear enough. Unfortunately, there were three criteria that were unfulfilled. They were the availability of total course package, sequenced content, and reference section.

3. Language Content

In language content evaluation, there were five criteria to be evaluated, and all of those criteria were fulfilled. The textbook covers the main grammar items appropriate to each level, provides adequate material for vocabulary teaching and pronunciation work, and deals with learners' discourse competence, style and appropriacy. Because of this achievement, the textbook achieved good fulfilment. Therefore, the percentage of these criteria achieved 100%. It was good

fulfilment. The criteria fulfilment in this aspect was the highest fulfilment of all aspects. The result of language content evaluation could be seen in Table 4.4.

Table 4.4 Language Content Evaluation

No.	Language Content Criteria	Criteria Fulfilment
1.	Does the textbook cover the main grammar items appropriate to each level?	1
2.	Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?	1
3.	Does the textbook include material for pronunciation work?	1
4.	Does the textbook deal with learners' discourse competence?	1
5.	Are style and appropriacy dealt with?	1
Total		5
Percentage		100%

4. Skills

The skills criteria were divided into five evaluations. The first one was general skills evaluation. This evaluation was followed by evaluation of listening, speaking, reading and writing skills. Table 4.5.1 showed the results of general skills evaluation.

Table 4.5.1 Skills Evaluation

No.	Skills Criteria	Criteria Fulfilment
1.	Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?	1
2.	Is there material for integrated skills work?	1
Total		2
Percentage		100%

In general skills evaluation, there were two criteria which were all fulfilled. This textbook covers all four skills adequately in an integrated way. The percentage was 100%. It was good fulfilment.

Meanwhile in listening skill evaluation, there were five criteria that should be evaluated. The results of the evaluation in Table 4.5.2 showed that the percentage of criteria fulfilment achieved 40%, and it was categorized poor fulfilment.

Table 4.5.2 Spoken Cycle-Listening Skill Evaluation

No.	Skills Criteria	Criteria Fulfilment
1.	Is listening material well recorded as authentic as possible?	0
2.	Is listening material accompanied by background Information which help comprehension?	0
3.	Is listening material accompanied by questions which help comprehension?	1
4.	Is listening material accompanied by activities which help comprehension?	1
5.	Are listening activities/tasks in the textbook appropriate with genre based principles?	0
Total		2
Percentage		40%

Table 4.5.2 showed the results of specific listening skill evaluation. This textbook fulfilled two out of five criteria. The fulfilled criteria were that the listening material was accompanied by questions and activities which help comprehension. However, the listening material is not well-recorded as authentic as possible and there is no accompanied background information which can help comprehension. Moreover, the listening activities are not appropriate with genre based principles.

In speaking evaluation, there were two criteria to be evaluated. One of the criteria was fulfilled, while the other one was not fulfilled. The percentage achieved 50%, and it was considered as sufficient fulfilment. The result was shown in Table 4.5.3.

Table 4.5.3 Spoken Cycle-Speaking Skill Evaluation

No	Skills Criteria	Criteria Fulfilment
1.	Is material for spoken English (dialogues, roleplays, etc.) well designed to equip learners for real-life interactions?	1
2.	Are speaking activities/tasks in the textbook appropriate with genre based principles?	0
Total		1
Percentage		50%

Table 4.5.3 showed that the textbook fulfilled one of the criteria. The first criterion was fulfilled, but the second one was not fulfilled. This textbook provides spoken material which is well designed to equip learners for real-life interaction. However, the speaking tasks in the textbook are not appropriate with genre based principles.

In reading skill evaluation, there were four criteria to be evaluated. The result of the evaluation was shown in Table 4.5.4. The percentage of criteria fulfilment achieved 75%, and it was considered fair fulfilment.

Table 4.5.4 Written Cycle- Reading Skill Evaluation

No.	Skills Criteria	Criteria Fulfilment
1	Are reading passages suitable for your students' level, interests, etc.?	1
2	Are associated activities suitable for your students' level, interests, etc.?	1
3	Is there sufficient reading material?	1
4	Are reading activities/tasks in the textbook appropriate with genre based principles?	0
Total		3
Percentage		75%

In this reading skill evaluation aspect, there were three out of four criteria that were fulfilled. This textbook provides reading passages and activities which

are suitable for students' level. Besides, there is sufficient reading material. However, the last criterion was not fulfilled. The reading activities are not appropriate with genre based principles.

The results of writing skill evaluation were presented in Table 4.5.5. The results showed that the percentage of criteria fulfilment achieved 60%. Therefore, it was considered fair fulfilment.

Table 4.5.5 Written Cycle- Writing Skill Evaluation

No.	Skills Criteria	Criteria Fulfilment
1.	Are writing activities suitable in terms of amount of guidance/control?	1
2.	Are writing activities suitable in terms of degree of accuracy?	1
3.	Are writing activities suitable in terms of organization of longer pieces of writing (e.g., paragraphing)?	0
4.	Are writing activities suitable in terms of use of appropriate styles?	1
5.	Are writing activities/tasks in the textbook appropriate with genre based principles?	0
Total		3
Percentage		60%

Table 4.5.5 showed that this textbook fulfilled three out of five criteria. The criteria were fulfilled because there are writing activities that are suitable in terms of amount of guidance/control, degree of accuracy, and appropriate styles. Meanwhile, the third and fifth criteria were not fulfilled. The writing materials are not suitable in terms of organization of longer pieces of writing and are not appropriate with genre based principles.

Overall percentage of skill evaluation aspect was also counted. From the eighteen criteria in skills aspect, eleven criteria were fulfilled. Therefore, the

percentage of criteria fulfilment for overall skill evaluation was 61.11%. It was fair fulfilment.

5. Topic

In the topic aspect, there were seven criteria to be evaluated. The result showed that the percentage of the criteria fulfilment achieved 71.43%, and it was considered fair fulfilment. The result of the evaluation could be seen in Table 4.6.

Table 4.6 Topic Evaluation

No.	Topic Criteria	Criteria Fulfilment
1.	Is there sufficient material of genuine interest to learners?	1
2.	Is there enough variety of topic?	1
3.	Do the topics allow learners to expand their awareness and enrich their experience?	1
4.	Is the sophistication of the topics suitable with learners' language level?	1
5.	Does this textbook allow the learners to relate (themselves) to the social and cultural contexts presented in the textbook?	0
6.	Are women portrayed and represented equally with men?	0
7.	Are other groups represented, with reference to ethnic origin, occupation, disability, etc.?	1
Total		5
Percentage		71.43%

Table 4.6 showed that this textbook fulfilled five out of seven criteria. The first, second, third, fourth and seventh criteria were fulfilled because in the textbook there are sufficient material of genuine interest, variety of topics and representation of other group. The topics also allow learners to expand their awareness and enrich their experience. Besides, the sophistication of materials is suitable with learners' language level. The unfulfilled criteria were that the textbook does not allow the learners to relate (themselves) to the social and

cultural contexts presented in the textbook and that women are not portrayed and represented equally with men.

6. Methodology

Table 4.7 showed the result of methodology evaluation. This aspect covered seven criteria to be evaluated. The result showed that the percentage of criteria fulfilment achieved 80%. It was good fulfilment.

Table 4.7 Methodology Evaluation

No.	Methodology Criteria	Criteria Fulfilment
1.	Does this textbook allow active learner involvement?	1
2.	Are the techniques used for presenting/practicing new language items suitable for learners?	1
3.	Does this textbook develop learners' communicative abilities?	1
4.	Does the material include any advice/help to students on study skills and learning strategies?	0
5.	Are students expected to take a degree of responsibility for their own learning?	1
Total		4
Percentage		80%

Table 4.7 showed that four out of five criteria were fulfilled. The first, second, third and fifth criteria were fulfilled. The textbook allows active learning involvement and develops learners' communicative abilities. The techniques used for presenting/practicing new language items are also suitable for learners. Besides, through using the textbook, the students are also expected to take a degree of responsibility for their own learning. There was only an unfulfilled criterion. The material in the textbook does not include any advice/help to students on study skills and learning strategies.

7. Teachers’ Books

This aspect covered five criteria to be evaluated. The results of the teachers’ books evaluation were presented in Table 4.8. Since there was no criterion was fulfilled, the percentage of criteria fulfilment was 0%. It was poor fulfilment.

Table 4.8 Teachers’ Books Evaluation

No.	Teachers’ Books Criteria	Criteria Fulfilment
1.	Is there adequate guidance for teachers who will be using the textbook and its supporting materials?	0
2.	Are the teachers’ books comprehensive and supportive?	0
3.	Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?	0
4.	Do the writers set out and justify the basic premises and principles underlying the material?	0
5.	Are keys to exercises given?	0
Total		0
Percentage		0%

Table 4.8 showed that there was no criterion was fulfilled in this aspect. It was considered that this textbook did not fulfill any criterion of teachers’ books evaluation since there is no teachers’ book in the whole package of the textbook. The value of each criterion was zero and therefore, the percentage for this aspect was zero percent.

8. Practical Considerations

Practical considerations aspect covered four criteria to be evaluated. This textbook fulfilled three out of those four criteria. Table 4.9 showed the results of the evaluation. The achievement of criteria fulfilment was 75%, and it was fair fulfilment.

Table 4.9 Practical Considerations Evaluation

No.	Practical Consideration Criteria	Criteria Fulfilment
1.	Does this represent good value or money?	1
2.	Are they attractive in appearance?	0
3.	Are they easily to obtain?	1
4.	Can this textbook stand without any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player?	1
Total		3
Percentage		75%

The textbook fulfilled the first, third and fourth criteria. Those fulfilled criteria covered the representation of good value or money, the easiness to obtain the textbook and the practicality not to use any particular equipment. The criterion that was not fulfilled was the attractiveness of appearance.

B. Description of strengths and weaknesses of the textbook

The detailed evaluation of the strengths and weaknesses of the textbook *Interlanguage: English for Senior High School Student XI for Science and Social Study Programme* was spelled out in the following description. For the sake of efficiency of the space, the more examples of criteria fulfilment were placed in appendix 3.

1. Descripton of Aims and Approaches Aspect

In this aspect, two out of three criteria were fulfilled. The strengths and weaknesses of aims and approaches aspect were described as follows.

a. Strengths

One of the criteria which was fulfilled in aims and approaches aspect was whether the textbook covers most or all of what is needed or not. The definition of the term 'what is needed' can be subjective because every student or teacher may have different needs. However, Cunningsworth (1995) mentions that that the textbook should be comprehensive and be a good resource for students and teachers. Riddell (2003) also adds that an ideal textbook should have "variety and balance-language work, skills work, pronunciation, review units or sections and grammar summaries. In other words, it should be a complete package for the students" (p. 206). These things indeed are absolutely needed in English language teaching.

The criterion was fulfilled because this textbook covers most of what is needed. This textbook provides various activities for learning English both in spoken and written cycles. Despite the lack of a recording for listening materials, this textbook is designed to develop four skills that must be mastered by the students. There are materials provided for listening, speaking, reading and writing activities. Pronunciation materials, review units and grammar summaries are also included in the textbook. Pronunciation materials can be found on page 10, 28, 46, 67, 82, 107, 127, 143, 162, and 179. A part namely *Let's Make a Summary* found in the end of each unit, *Unit Review Semester 1* and *Unit Review Semester 2* can be used as review units for helping students to review the materials that they have learned. Although the grammar explanation is short and sometimes it is not

followed by grammar practice, the grammar materials can be found on page 13, 32, 33, 52, 72, 133, 151, 169, and 186.

It was considered that the textbook fulfilled the criterion of allowing different teaching and learning style. Cunningsworth (1995) mentions that the textbook should be flexible, in terms of using a range of different learning styles. Furthermore, Felder and Henriques (1995) mention that individual's learning style refers to the way of an individual obtains information. They say that "presenting the same materials in different ways invariably has a reinforcing effect on retention" (p. 24). Therefore, they suggest providing verbal classroom presentation with non-verbal visual materials such as photographs, drawings, sketches and cartoons to reinforce presentation of vocabulary words, and using films, videotapes, and dramatization to illustrate lessons in dialogue and pronunciation.

Mostly in the beginning of each unit in this textbook specifically in *Let's Get Ready* part, there are pictures provided to support learning activities. The pictures in *Let's Get Ready* are used in introducing several new vocabularies or topic of the unit. Even in Task 10 of Unit III on page 45, there is a mind map covering several actions that the students can do in order to reduce global warming.

That concept of mind map can be introduced as a learning strategy to the visual learners. Besides, this textbook provides listening or reading materials which sometimes are accompanied by charts or tables. The provision of pictures, charts, tables and mind map in this textbook can help the visual learners

understand the materials better. The examples of dialogues in this textbook are always accompanied by instructions to perform or act out the dialogues. Sometimes, the students are asked to make a role play based on certain situations. Therefore, there are dramatizations which can help verbal learners to illustrate the lesson in the dialogues.

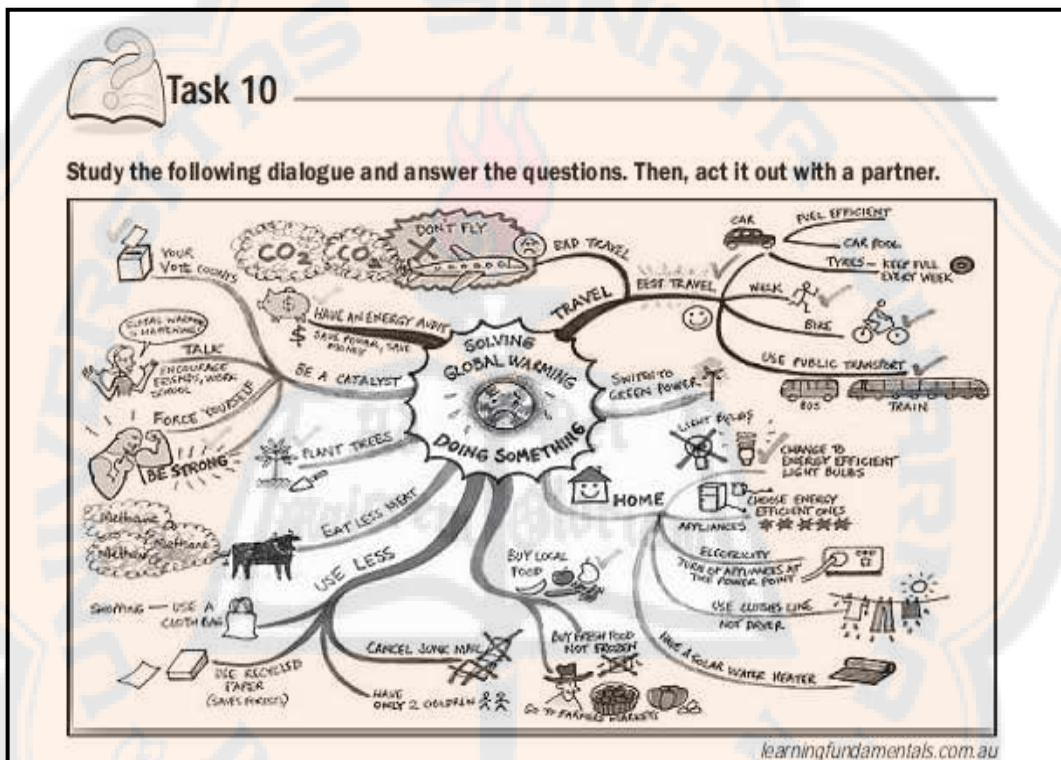


Figure 4.1 Mind map can be helpful for visual learners

Moreover, Harmer (2007) suggests that if teachers feel unsatisfied with the textbook, they are free to adapt, add or replace it. Therefore, teachers have right to adjust what is written on the textbook with their students' need. The materials on the textbook can be adjusted to different teaching and learning style based on students' needs. The example of the adjustment that can be made is modifying or replacing the follow-up activity after reading a passage. Mostly reading passage activities in this textbook are followed by activities like answering questions or

summarizing the passage. However, there is possibility to modify the activities in the textbook. If teachers find that students have already got bored with such activities or if mind mapping works more effectively for their student, then students can be asked to summarize information in the passage by making a mind map.

b. Weaknesses

Aims of the textbook should correspond with the aims of teaching program. Cunningsworth (1995) advises that the textbook “should match the aims and objectives of the language-learning programme” (p. 15). Unfortunately, this criterion was not fulfilled. The fulfilment of this criterion was analysed by comparing the aims of the textbook with the aims of the English curriculum for eleventh graders.

The specific aims of English teaching programs for eleven grade students are officially listed as standard of competences and basic competences in School Based Curriculum. It is mentioned that eleventh-graders should master five kinds of text types. Those types of text are narrative, report, analytical exposition, hortatory exposition, and spoof.

In addition to mastering the five types of text, the students are also expected to be able to respond and express the meaning in formal sustained transactional and interpersonal conversations. The eleventh-graders should master the expressions of giving opinion, asking opinion, expressing satisfaction, expressing dissatisfaction, giving advice, giving warning, granting request, expressing relief, expressing pain, expressing pleasure, giving stance, expressing

love, expressing sadness, expressing shyness, expressing anger and expressing annoyance. Besides, in listening and speaking, the students are expected to be able to respond and to express meaning of formal and informal short functional spoken text accurately, fluently and understandably in daily life. While in reading and writing, the students are expected to be able to respond the meaning of formal and informal short functional text for example banner, poster and pamphlet using written language accurately, fluently and understandably in daily life (Standard of Competence and Basic Competence for Eleventh-graders).

Since Richards (2001) states that textbooks provide a syllabus for a language course, the focus of the materials can be representation of the aims of the textbook. This textbook consists of ten units. Each two units discuss a particular text type. For example, Unit I and Unit II present materials about report text. Unit III and Unit IV present materials about analytical exposition text, etc. The materials are specifically presented as follows. In Unit I, the focuses of the materials are report text and expressions of granting request. In Unit II, the focuses of the materials are report text, expressing satisfaction and dissatisfaction. Next, in Unit III the students learn analytical exposition text and expressions of asking and giving opinion. In Unit IV, the focuses of the materials are analytical exposition text and expressions of advising and warning. Then in Unit V, the focuses of the materials are narrative text and expressions of showing pleasure, relief and pain. In Unit VI, students learn narrative text and expressions of showing love and sadness. In Unit VII, the focuses of the materials are hortatory exposition, expressing stance and poster. Next in unit VIII, the materials are

hortatory exposition, expressing annoyance and poster. In Unit IX, the materials are spoof, expressing embarrassment and banner. In the last Unit, the students learn spoof text, expressing anger and pamphlet.

After had compared the aims of the textbook with the aims of the teaching programs, it was considered that the criterion was not fulfilled. There are lack of materials that can help students achieve basic competences 2.1, 4.1, 8.1 and 10.1. The materials are related to responding and expressing the meaning of formal and informal short functional spoken text accurately, fluently and understandably in daily life both in listening and speaking. Formal and informal short functional spoken text can be in the form of announcement, advertisement and invitation. Indeed, it is quite difficult to find a source for these materials, therefore the textbook should have facilitated the access to these materials.

2. Description of Design and Organization Aspect

In this aspect, four out of seven criteria were fulfilled. The strengths and weaknesses of design and organization aspect were described as follows.

a. Strengths

One fulfilled criterion in design and organization aspect was whether the content is organized or not. Spratt, Pulverness and Williams (2005) suggest evaluating whether the teaching materials is well organized or not. This criterion was fulfilled because this textbook is organized based on text types and parts. Consisting of ten units, each two units discuss a same text type.

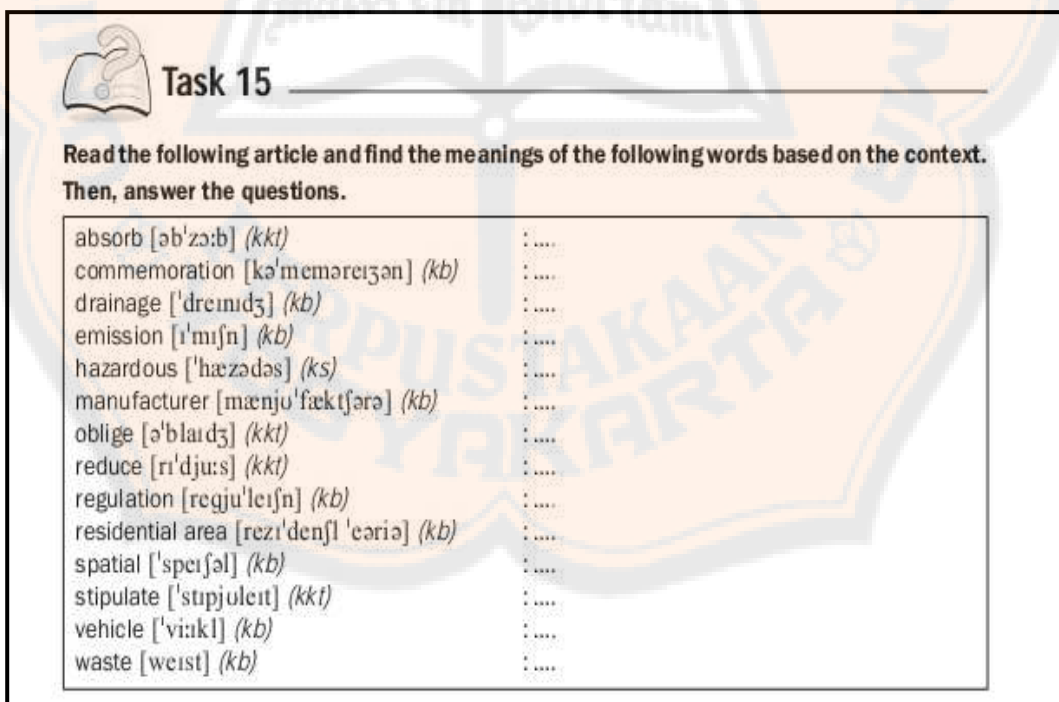
The order of the text type learned in the textbook is started with report text, analytical exposition narrative, hortatory exposition and spoof. This


arrangement was considered appropriate since report, analytical exposition and narrative texts must be learned in odd semester, while hortatory exposition and spoof texts must be learned in even semester. Based on the standard of competence and basic competence of English curriculum, narrative texts are learned both in odd and even semester. The materials about narrative texts in this textbook are placed in Unit V and VI of the textbook. Therefore, the materials can be learned continuously in the end of the odd semester and in the beginning of even semester.

Each of the ten units in the textbook is arranged consistently. Each unit consists of six parts. They are *Let's Get Ready*, *Let's Act*, *Let's Do More*, *Let's Check Your Competence*, *Let's Make a Reflection* and *Let's Make a Summary*. *Let's Get Ready* is an introductory part of each unit in this textbook. It usually consists of two tasks which provide several new vocabularies or questions that are related to the topic discussed. In *Let's Act*, the materials are divided into spoken and written activities, therefore the activities are divided into two subparts namely *Listen and Speak* and *Read and Write*. *Let's Do More* and *Let's Check Your Competence* consist of two until four tasks which can be used for enrichment materials or assessments. *Let's Make a Reflection* is a part of the textbook in which students can write down their reflection on their progress and what they like and dislike from each unit. *Let's Make a Summary* is a closing part of each unit which contains summaries of the lesson of each unit. This arrangement makes the readers easy to follow the logic of the materials and to find the way around the

page or the unit quickly and easily. Moreover, in the table of content of the textbook, the focuses of the materials in each unit are also mentioned.

Other fulfilled criterion in this aspect is that the textbook provides adequate recycling. Cunningsworth (1995) suggests that grammar and vocabularies items should be presented in several occasions so that they can be memorized better by the students. Although not all the new vocabularies are recycled several times, but there is adequate recycling for certain vocabularies in each unit. For example, in Unit III, before reading activity in Task 15 on page 47, the students are asked to find the meanings of some new vocabularies. Those new vocabularies are *absorb*, *commemoration*, *drainage*, *emission*, *hazardous*, *manufacturer*, *oblige*, *reduce*, *regulation*, *residential area*, *spatial*, *stipulate*, *vehicle* and *waste* as what were shown in Figure 4.2.1.




 **Task 15**

Read the following article and find the meanings of the following words based on the context. Then, answer the questions.

absorb [əb'zɔ:b] (kkt)	: ...
commemoration [kə'memə'reɪʒən] (kb)	: ...
drainage ['dreɪnɪdʒ] (kb)	: ...
emission [ɪ'mɪʃn] (kb)	: ...
hazardous ['hæzədəs] (ks)	: ...
manufacturer [mænju'fæktʃərə] (kb)	: ...
oblige [ə'blaɪdʒ] (kkt)	: ...
reduce [rɪ'dju:s] (kkt)	: ...
regulation [regju'leɪʃn] (kb)	: ...
residential area [rezɪ'denʃl 'eəriə] (kb)	: ...
spatial ['speɪʃəl] (kb)	: ...
stipulate ['stɪpjuleɪt] (kkt)	: ...
vehicle ['vi:kəl] (kb)	: ...
waste [weɪst] (kb)	: ...

Figure 4.2.1 The new vocabularies presented in Task 15

These new vocabularies then are presented in the reading passage that should be read by the students in the next activity. These new vocabularies are recycled again in Task 16 on page 49 and Task 17 on page 49.




Task 16

Match the words on the left with its synonym on the right. Compare your answers with your classmate's.

1. vehicle	a. dangerous
2. manufacturer	b. housing
3. hazardous	c. rubbish
4. waste	d. emisi
5. commemoration	e. remembrance
6. oblige	f. means of transportation
7. regulation	g. rule
8. emission	h. producer
9. residential	i. force
10. absorb	j. suck up
11. reduce	k. lessen

Figure 4.2.2 New vocabularies in Task 15 are recycled in Task 16



Task 17

Do the following crossword puzzle.

Across:	Down:
2. risky or dangerous.	1. celebrating the memory of someone or something.
4. to make smaller or less.	3. substance which is emitted.
6. to take in (a liquid, etc.)	5. rubbish, things which are no use and are thrown away.
8. a machine which carries passengers or goods.	7. laws or rules.
10. to force someone to do something	9. person or company producing industrial products.

Figure 4.2.3 New vocabularies in Task 15 are recycled in Task 17

The example of recycling for the grammar items was shown on Figure 4.3.1 and Figure 4.3.2. The grammar materials in Unit III and Unit IV of this textbook are about connectives. Several examples of connectives such as *first*, *secondly*, *in addition*, *so*, *on the contrary*, *moreover*, *furthermore*, *on the other hand*, and *therefore* are mentioned in the grammar materials of Unit III on page 52. Some of these connectives such as *moreover*, *furthermore*, *on the contrary* and *on the other hand* are recycled in grammar materials of Unit IV on page 72.

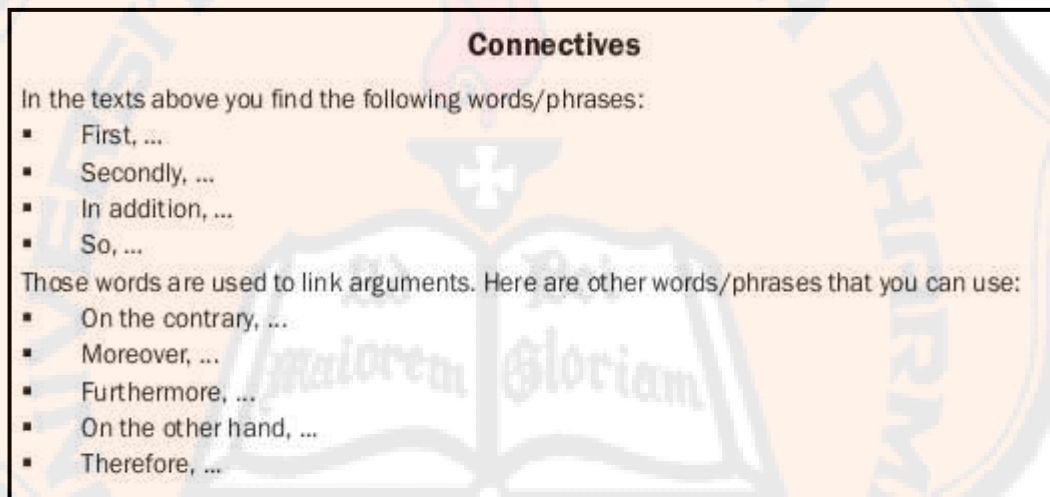


Figure 4.3.1 Some examples of connectives are presented in Unit III on page 52

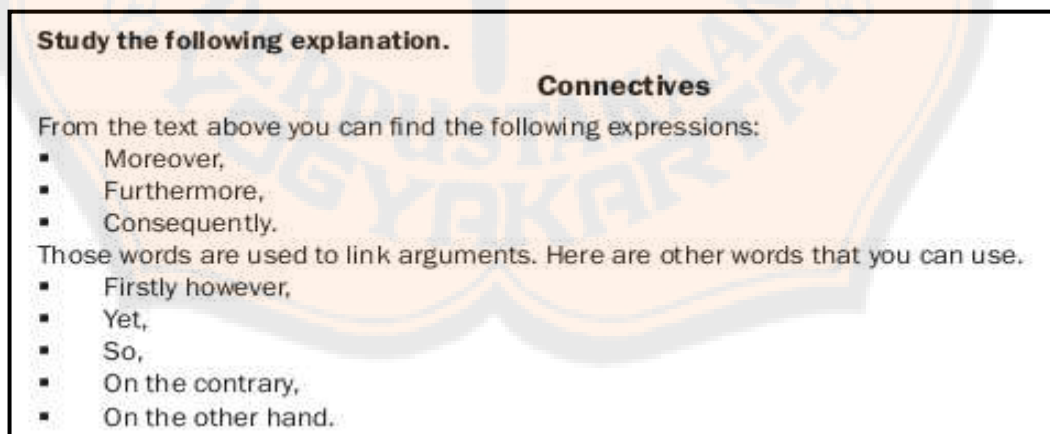


Figure 4.3.2 Some of the connectives on page 52 are recycled on page 72

This textbook fulfilled the criterion of providing materials for individual study. Cunningsworth (1995) mentions that a textbook should “offer its content for selection on a ‘self-service’ basis” (p. 30). The materials are possible to be learned individually because the listening script and answer key have been provided in this textbook. Listening script can be found on page 203 until 216. Although the answer key is very minimalist, since it does not provide answers for all tasks, it still can be found on page 217 and 218. The availability of listening script and answer key in this textbook enables students to do listening exercises and check the answer by themselves. This textbook is also accompanied by key to pronunciation covering phonetic symbols and the examples, subject index, mini dictionary and glossary. *Key to Pronunciation* helps the students to learn more about pronunciation. Subject index helps the students to search the materials that they need quickly, while mini dictionary and glossary help students to find the meaning of the particular words they find in the textbook and increase their vocabulary.

UNIT 5 LONG, LONG TIME AGO...

Task 3

The Lion and the Dolphin

A Lion wandering by the seashore saw a Dolphin lift up its head out of the waves, and suggested that they made an agreement as friends, saying that of all the animals should be best friends, since the one was the king of beasts on the earth, and the other was the supreme ruler of all the inhabitants of the ocean. The Dolphin gladly accepts his request. Not long afterwards the Lion had a combat with a wild bull, and called on the Dolphin to help him. The Dolphin, though quite willing to give him helps, was unable to do so, because he could not by any reach the land. The Lion insult him as a traitor. The Dolphin replied, “Nay, my friend, do not blame on me, you should blame the Nature, which made me the ruler of the sea, but didn’t give me the power of living on the land.”

Figure 4.4 One example of listening transcripts on page 208

ANSWER KEY SEMESTER 1						
UNIT 1						
Task 12	1. B					
	2. D					
	3. B					
	4. C					
	5. A					
	6. C					
Unit Review Semester 1						
	1. C	6. C	11. E	16. B	21. B	26. C
	2. A	7. B	12. D	17. D	22. B	27. A
	3. D	8. D	13. A	18. C	23. E	28. D
	4. D	9. E	14. E	19. A	24. D	29. E
	5. C	10. A	15. E	20. E	25. B	30. A
ANSWER KEY SEMESTER 2						
UNIT 6						
Task 14	1. A	6. E				
	2. B	7. C				
	3. D	8. A				
	4. A	9. E				
	5. B	10. E				

Figure 4.5 Example of answer key provided on Page 217

MINI DICTIONARY	
abundant [ə'bʌndənt] (ks)	: banyak, berlimpah
accommodation [əkɒmə'deɪʃən] (kb)	: akomodasi
achieve [ə'tʃi:v] (kkt)	: mencapai
additive ['ædɪtɪv] (kb)	: zat-zat tambahan
afford [ə'fɔ:d] (kkt)	: memberi
amuse [ə'mju:z] (kki)	: membuat orang tertawa
annoyed [ə'nɔɪd] (ks)	: jengkel
bang [bæŋ] (kkt)	: memukul
blur [blɜ:] (kki)	: kabur, remang-remang
boarding school ['bɔ:dɪŋ 'sku:l] (kb)	: sekolah berasrama
bolt [bəʊlt] (kki)	: melarikan diri
cemetery ['semətəri] (kb)	: pemakaman
coast [kəʊst] (kb)	: pantai

Figure 4.6 Mini dictionary provided on page 220

The next criterion was about the clarity of layout. Spratt, Pulverness and Williams (2005) agree to evaluate whether the textbook is visually clear or not for example by checking whether the textbook uses different colours, different fonts, and headings, etc, while according to Riddell (2003:205) the book should “be visually attractive and well laid out-clear and easy to follow” (p. 205). Generally this criterion was still fulfilled.

This textbook has consistency in using heading, icon, bold, and italic in each unit. The headings of each unit in this textbook are consistent. The biggest font is used for the title of the unit, while the fonts for *Let's Get Ready*, *Let's Act*, *Let's Do More*, *Let's Check Your Competence*, *Let's Make a Reflection* and *Let's Make a Summary* and Tasks in every unit are written in same font and size. The font is *Swiss72IBT-Black Condensed*, while the font size is about 15. The heading for *Listen and Speak*, *Read and Write*, and *Tasks* are added with icons. The headings, instructions of the tasks and titles of reading passages are printed in bold. If the writers of the textbook want to emphasize certain explanation, that explanation is printed in bold. The fonts in *By the Way*, *Cultural Tips*, and *Intermezzo* are also printed in bold. Special terms such as names of certain places, foods, events, etc. are printed in italics. Meanwhile, the fonts of the content mostly are *Franklin Gothic Book* in size 10. Therefore the readers of the textbook can differentiate the headings, instructions and the content easily.

This textbook is also completed with pictures or illustration. Each unit is begun with the name of unit, the title of the unit and big illustration. The good thing from these opening illustrations is that most of them represent the topics or

materials that will be discussed in the unit. The topic of Unit I is Thanksgiving, therefore the illustration for Unit I found on page 1 is people celebrating Thanksgiving. In Unit II the topic is Sidney as a Metropolitan City, therefore the illustration found in page 21 is Sidney. The topic of Unit III is global warming, and the illustration on page 39 shows earth picture with flame on it. The topic of Unit IV is drug-free education, and the illustration on page 59 shows the picture of drugs. Unit V and Unit VI talk about narrative text. The illustration for Unit V on page 75 is a lion and a human as the representative of narrative story. In Unit VI, the topic is love story. The illustration for this unit found on page 101 is the cover of Romeo and Juliet book by Shakespeare. The topic of Unit VII is organic farming that should replace the conventional one, and the illustration on page 121 shows the picture of a field. The topic for Unit VIII is the government should build more school, and the illustration on page 139 shows the picture of a school building. Unit IX and X discuss spoof texts, therefore the illustration for the two units are taken from the reading passages found in the units. The illustration for Unit IX on page 157 shows a bat is eating an apple. The illustration for the last unit on page 175 is a cartoon picture of a pirate.

The illustration for unit IX and X do not directly represents the materials that will be learned in the units. The students cannot directly guess what they will learn in the unit only from seeing the title and illustration in the beginning of the unit. However, after the content of this unit was read, the picture of a bat eating an apple on page 157 illustrates one of the examples of spoof text titled *Vampire Bat* that can be found on page 166. Thus, the illustration actually is still related to the

content of Unit IX. In Unit X, the illustration on page 175 is also related to one of the reading passages titled *A Pirate at a Bar* on page 183.



**Figure 4.7 Illustration for Unit XI does not represent the title of the unit:
*Good, because I Didn't***

After the main illustration, there is other illustration represents the transactional or interactional conversations that will be learned in each unit. Unfortunately, the picture does not really represent the conversation that will be learned in the unit, and most of them are dull. Models in the illustrations are same people, even the clothes that they wear are almost same in each picture. Only in illustration in the last unit the models are different. Figure 4.8.1 is illustration found in Unit II on page 22, while Figure 4.8.2 is the illustration in Unit III found on page 40. It could be seen from the comparison of Figure 4.8.1 and Figure 4.8.2 that the models for the illustration are same. As the opening illustration that may help students to be interested in learning the content of the textbook, the pictures should be more attractive.



Figure 4.8.1 Example of illustration on page 22.



Figure 4.8.2 The models in the illustration, and even their clothes are mostly same as illustrations in other units

On the other pages, this textbook has few illustrations to support its appearance. However, the pictures are not really interesting since they are small and not colorful. Although the layout of this textbook is basically clear and readable, providing more colorful and appealing pictures will make this textbook more interesting.

b. Weaknesses


The criterion of design and organization aspect that was unfulfilled was whether the textbook provides total course package or not. Cunningsworth (1995) notes to check whether the textbook provides total course package or not. This criterion was not fulfilled. The complete whole package of a textbook may consist of student's book, teacher's book, workbook and recorded materials for listening section. The whole package of this textbook only consists of this textbook itself. Both the teacher and the student use the same textbook. There is no teacher's book, workbook or recorded materials. Teachers do not have any guideline because there is no teacher's book. Listening materials are done by reading the listening script.

Another criterion which was unfulfilled was whether the content is sequenced or not. The sequence of learning in this textbook is confusing. The sequence of the tasks is confusing because there are two focuses of materials which are integrated but unfortunately are failed to be connected to each other especially in spoken cycle. In relation to genre based approach, the sequence is not in line with the stages that should be applied based on genre theory. The description of it would be elaborated in skill evaluation aspect.

The other unfulfilled criterion was about the availability of reference section. This criterion was not fulfilled. Although this textbook is completed with listening script, answer key, subject index, mini dictionary and glossary, there is no suggestion of recommended books, websites or other sources that are listed to give students recommended sources for independent study.


3. Description of Language Content Aspect

All of the criteria in this aspect were fulfilled. The first criterion of the language content aspect was whether the textbook covers the main grammar items appropriate to each level or not. This criterion was fulfilled. The materials for the eleventh-graders cover narrative, report, analytical exposition, hortatory exposition, and spoof. Simple past tense is usually used in narrative and spoof texts, meanwhile simple present tense is used in report, analytical and hortatory exposition texts. Thus, simple past and simple present tense are commonly used in this textbook. However, the materials explaining grammar items in this textbook are not about simple past or present tense because these materials have already been discussed in *Interlanguage: English for Senior High School Students X*. Riddell (2003) defines grammar as “language and how we use it; tenses are just a fraction of our language” (p. 29). Therefore, passive voice, connectives and articles found in this textbook are considered grammar items. The main grammar items to be learned in this textbook are passive voice on page 13, compound sentence on page 32 and 33, connectives on page 52, 72, and 133, modal auxiliaries on page 151, present participle and gerund on page 169, and articles on page 186. Figure 4.9 showed the example of grammar item in this textbook.



Task 19

Study the following sentences and its form.


Serawak people celebrate Gawai Dayak. [Active]
S V O

Gawai Dayak is celebrated by Serawak people. [Passive]
S BE V3 by phrase

- The object of an active sentence becomes the subject in its passive form.
- The subject of an active sentence becomes the object in its passive form.
- **Pattern of passive voice (for simple present tense): S + BE + V3**

Figure 4.9 Example of grammar item

The next fulfilled criterion was whether material for vocabulary teaching is adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning or not. This criterion was fulfilled. According to Riddell (2003) the words that should be learned as vocabulary materials are the words which are needed to complete the task especially in listening or reading. Reading passages in this textbook are mostly preceded by a list of some difficult words completed with their Indonesian meaning or a vocabulary exercise which asks the students to find the meaning of certain words. The students can know the meaning of those words before reading the passage, and therefore can understand the passage better.

Cunningsworth (1995) emphasizes the importance of keeping the vocabularies in context. In each unit, there are sufficient vocabulary exercises. The words that are given as vocabulary exercises are included in the passages and related to the topic, therefore the vocabularies are learned in context. The kinds of

vocabulary exercises are also various such as completing sentences with suitable words, matching the words with their definitions or meanings, matching the words with pictures, matching the words with their synonyms, finding the meanings of the word, finding words, giving examples and crosswords. The examples of vocabulary exercises could be seen in Figure 4.10. In addition, a mini dictionary is provided at the end of the textbook. The mini dictionary covers particular words that can be found in each unit. This mini dictionary can be media to improve student's vocabulary.

It is now your time to do something interesting. Do the following crossword puzzle.
Hint: The words are from stories you read in the previous text.

Across:

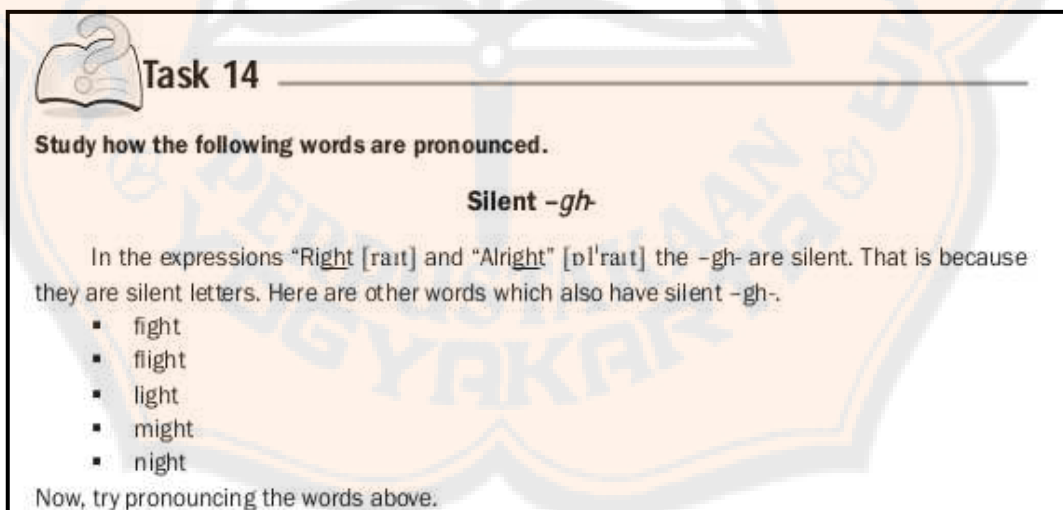
2. great sadness or worry
3. a marvelous event which happens apparently by the power of God
5. problem, difficulty
8. anxiety, hopelessness
10. exclusive, extravagant

Down:

1. persons who sell medicines
3. ill, disease
4. improve, increase
5. treatment by cutting open the body
6. belief, trust
7. graveyard
9. treatment of disease which requires an operation
10. to have strong feelings for someone or something

Figure 4.10 Examples of vocabulary exercise in the form of a crossword

This textbook also includes materials for pronunciation work. Thus, the next criterion about the availability of materials for pronunciation work was fulfilled. Cunningsworth (1995) mentions that pronunciation materials mostly cover the articulation of individual sounds, word stress, sentence stress and some aspects of intonation, while Riddell (2003) adds the benefit of phonetic transcription as a guide for the students. The pronunciation exercises can be found almost in each unit. The pronunciation practices in this textbook cover the materials of individual sounds such as silent -gh- on page 10, double -o- sound on page 67, -ch- sound on page 82, silent /w/ on page 107, sounds of -th- on page 127, the pronunciation of the letter “o” on page 143, the sound [ʒ] and [ʃ] on page 162 and semi vowels [j] and [w] on page 179. The material of falling intonation is found on page 46. The example of pronunciation material could be seen in Figure 4.11.



Task 14

Study how the following words are pronounced.

Silent -gh-

In the expressions “Right [raɪt] and “Alright” [ɒl'raɪt] the -gh- are silent. That is because they are silent letters. Here are other words which also have silent -gh-.

- fight
- flight
- light
- might
- night

Now, try pronouncing the words above.

Figure 4.11 Example of pronunciation material on page 10

The pronunciation materials are related to the certain words that have been learned by the students in the previous examples of expression and dialogues. For

example, the pronunciation materials of silent -gh- on page 10 are presented as there are some words such as *right* and *alright* which have been learned before in materials about granting request. *Key of Pronunciation* is a part of the textbook which provides phonetic symbols and their examples. This part can be used as guidance for students in practicing their pronunciation. Some of the vocabularies in the textbook are also accompanied by the phonetic transcription. Therefore, when the students learn the new vocabularies, they also get guidance on how to pronounce the words. The Example can be seen in Figure. 4.12.

Match the words on the left column (Column A) with their definitions on the right column (Column B) and then fill in the blanks in the sentences using the words from Column A.

Column A	Column B
1. boarding school ['bɔ:diŋ 'sku:l]	a. sum of money given to the school
2. compulsory [kəm'pʌlsəri]	b. money given to someone to help pay for
3. fee [fi:]	c. money for something
4. funding ['fʌndiŋ]	d. something which everyone is forced to do
5. scholarship ['skɒləʃɪp]	e. school where the children live at the school

Figure 4.12 Vocabulary exercise is accompanied by phonetic transcription

The next fulfilled criterion deals with learners' discourse competence. Cunningsworth (1995) states that consciously or subconsciously, the models of discourse are presented in the textbooks as there are examples of language use in dialogues, reading texts and listening passages. In other words, the models of discourse basically can be found in any textbooks. However, he elaborates that in a reading text, there should be display of features of authentic text, such as coherent structuring of content, paragraphing and appropriate use of cohesive

devices, including pronouns for anaphoric reference and conjunctives. Analysing the reading passages in this textbook, the researcher found that the reading passages have displayed the features of an authentic text. Figure 4.13 showed one examples of the reading passages.

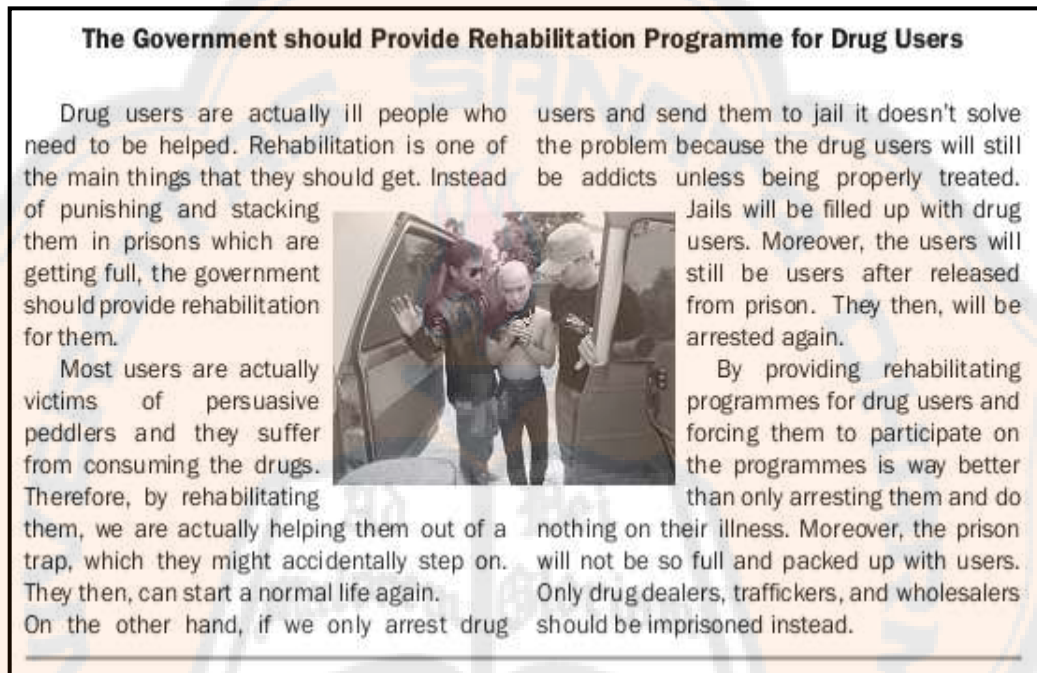



Figure 4.13 One examples of reading passages that showed coherence, paragraphing and using of conjunctives and pronouns.

In the reading passage shown in Figure 4.13, there are models of coherence, in terms of how a sentence is connected to other sentence. The passage also shows the model of paragraphing by elaborating main ideas into three paragraphs. The models of using conjunctives in the passage is shown by the using of connectives such as therefore, moreover and then. Moreover, there is using of pronouns such as they and them which refer to the drug users.

Cunningsworth (1995) also mentions that in examples of dialogues or listening, there should be model of natural spoken English and turn-taking. The

examples of the dialogues in the textbook facilitate the display of turn-taking feature in conversation. In writing, there are materials on organizing different kind of written work such as narratives, reports, analytical exposition, hortatory exposition, spoof, poster, pamphlet and banner. These materials are accompanied by explanation on the conventions of the formats. The example can be seen in Figure 4.14.



Task 16

Study the following explanation.

Stories consist of several parts. They are the beginning, the problem that occurred, how the problem was solved, and the ending of the story.

- The beginning of the story has the function of introducing the characters of the story, where and when the story occurred. This part of the story is called orientation.
- How the problem starts until its crisis point (climax) of the problem, in which the character(s) have to face is called the complication.
- How the problem is solved or ended is called the resolution.
- The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer is called re-orientation. However, this part of the story is optional. You may or may not find it in a story.

The common grammatical features of narrative texts include:

- use of particular nouns to refer to or describe the particular people, animals and things that the story is about;
- use of adjectives to build noun groups to describe the people, animals or things in the story;
- use of time connectives and conjunctions to sequence events through time;
- use of adverbs and adverbial phrases to locate the particular incidents or events;
- use of past tense action verbs to indicate the actions in a narrative;
- use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

Figure 4.14 Example of explanation of a narrative text

The last criterion on language content aspect was whether the style and appropriacy are dealt with or not. This criterion was fulfilled. Cunningsworth (1995) says that “We should look at coursebook from the angle of appropriacy to see how far they go in preparing learners to use appropriate styles in varying situations” (p. 50). In this textbook, some expressions used in formal and informal

situations are differentiated. The lessons of the transactional and interactional conversations are completed with guidance to differentiate the using of some expressions in formal and informal situation. Therefore, the students will know what expressions that should be used when they are talking with their friends and the expression used when they are talking with their teachers. For example, in Unit II, there is material about expressing satisfaction and dissatisfaction. In this case, the students are informed that the expressions of showing satisfaction and dissatisfaction used in formal and informal situation are different. This material can be found on page 26. The example of this material was shown in Figure 4.15.

In pairs, study the following expressions.

From the dialogues in Task 4 you find the following expressions:

- *I'm pleased with my stay there.*
- *They are just magnificent!*

The expressions above are used to express satisfaction.

You also find the expression "*I was disappointed with the flight delay.*" This is an expression used to express dissatisfaction.

Here are the expressions that you can use.

<i>Formal Situations</i>	
<i>Satisfaction</i>	<i>Dissatisfaction</i>
..... very pleased with displeased with
..... content with discontented with
..... satisfied with dissatisfied with
..... very delighted with..... disappointed with.....
<i>Informal Situations</i>	
<i>Satisfaction</i>	<i>Dissatisfaction</i>
Super!	Horrible!
Great!	Very sad!
Terrific!	Annoying!
Fantastic!	Disappointing!
Smashing!	Frustrating!

Figure 4.15 Differentiation of expressions used in formal and informal situation

The other examples of the differentiation of expressions used in formal and informal situation can be found on page 105, 125, 142, 161, and 178. These expressions are presented in tables showing which expressions should be used in formal situations and which ones should be used in informal situations. Unfortunately, mostly the examples are conversations between friends, and therefore the situations presented are informal. It will be better if there are more examples of formal conversations.

4. Description of Skills Aspect

The evaluation of the skills aspect was preceded by a brief general evaluation. The criteria for this general evaluation covered two criteria. The first criterion was related to the materials for listening, speaking, reading and writing that should be covered adequately in the textbook. The second criterion was related to materials for integrated work. The description of the criteria fulfilment for those two criteria was elaborated as follows.

a. General skill aspect evaluation

Two criteria for the general skill aspect evaluation were fulfilled. Firstly, this textbook covers materials for listening, speaking, reading and listening adequately. Although there is no any recording for the listening section, this textbook is still accompanied by listening scripts that enable teachers to perform listening activities. The listening activities still can be done by asking the students who have good pronunciation to read the script loudly. Moreover, this textbook provides students and teachers with many examples of dialogues that can be used to improve students speaking skill. The textbook is also completed with a lot of

reading passages followed with questions to improve students' comprehension. A lot of writing tasks can also be found in the textbook.

Secondly, the textbook also fulfilled the criterion for integrating skills work. Cunningswoth (1995) adds that "the integration of skills is an important aspect of overall language ability" (p. 65). This textbook is divided into spoken cycle and written cycle. Spoken cycle consists of listening and speaking activities, while written cycle consists of reading and writing activities. The materials in this textbook enable the integrated skills work. The example could be seen in Figure 4.16.



Task 15

Interview 5 of your classmates and ask them about agriculture in Indonesia. Note down their view on the issue and their suggestions as well. Report your interview to your classmates in groups of four.

<i>Report Sheet</i>	
Name	:
Student Number	:
	:
<i>Stanzas</i>	<i>Suggestions</i>

Figure 4.16 Example of integrated activities

In Task 15 of Unit VII on page 130, the students are asked to interview five of their classmates about agriculture in Indonesia. After that, they are asked to note down their friends' view on the issue, and then report the results of the interview in groups of four. Even though the aim of this activity is mainly to develop students' speaking skill, this activity can also enable students to practice their listening skill as well as their writing skill.

b. Listening

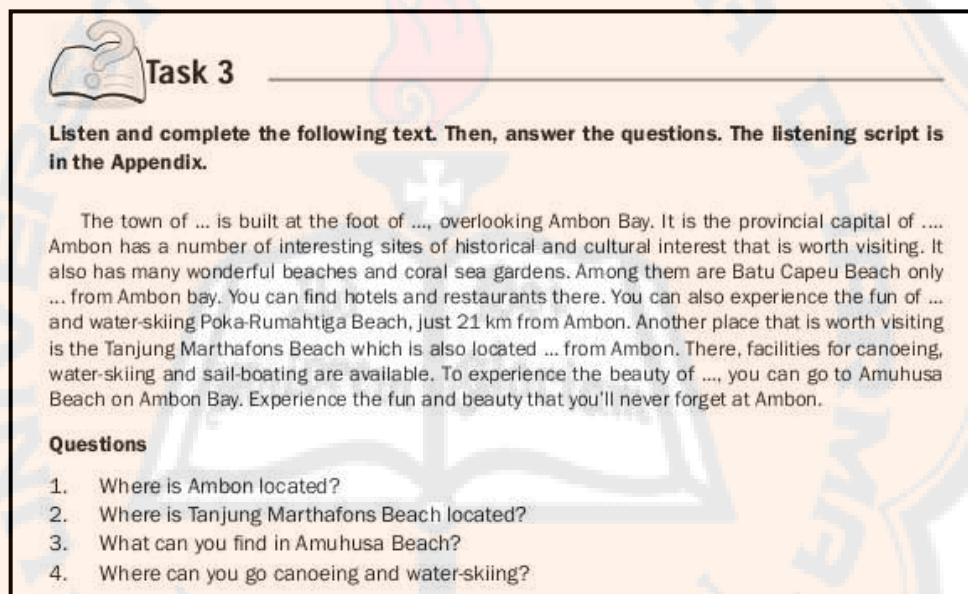
Evaluation of listening skill aspect was conducted based on five criteria. The criteria covered background information, questions and activities which should accompany listening materials. Besides, principles of genre theory were also considered in analysing this listening aspect. Strengths and weaknesses of the listening skill found in the textbook were described as follows.


1) Strengths

The criterion whether the listening material is accompanied by questions which help comprehension or not was fulfilled. Riddell (2003) suggests five stages in delivering listening skill lessons. The first stage is introducing the vocabulary that is essential for completing the listening tasks. The second is introducing the topic of the listening materials and gaining students' interest on that topic. The third is asking questions that are related to main idea or specific information of the passage. The fourth is asking questions about the detailed information of the passage, and the fifth stage is having follow-up activity based on the topic. Therefore, it can be inferred that providing questions is important,

especially to achieve the third and fourth stages of delivering listening skill lessons.

Although there is no background information, the listening materials always completed with questions that can help students' comprehension. Mostly the listening tasks in this textbook are completed with questions. By answering those questions, the teacher and the students can check whether the students have understood the material or not.



 **Task 3**

Listen and complete the following text. Then, answer the questions. The listening script is in the Appendix.

The town of ... is built at the foot of ..., overlooking Ambon Bay. It is the provincial capital of ... Ambon has a number of interesting sites of historical and cultural interest that is worth visiting. It also has many wonderful beaches and coral sea gardens. Among them are Batu Capeu Beach only ... from Ambon bay. You can find hotels and restaurants there. You can also experience the fun of ... and water-skiing Poka-Rumahtiga Beach, just 21 km from Ambon. Another place that is worth visiting is the Tanjung Marthafons Beach which is also located ... from Ambon. There, facilities for canoeing, water-skiing and sail-boating are available. To experience the beauty of ..., you can go to Amuhusa Beach on Ambon Bay. Experience the fun and beauty that you'll never forget at Ambon.

Questions

1. Where is Ambon located?
2. Where is Tanjung Marthafons Beach located?
3. What can you find in Amuhusa Beach?
4. Where can you go canoeing and water-skiing?

Figure 4.17 Example of questions for listening skill which can help comprehension

The next fulfilled criterion was whether listening material is accompanied by activities which help comprehension or not. This criterion was also fulfilled. Every listening material in this textbook involves activities that can help students' comprehension. The activities are various such as listing expressions, answering questions, deciding true and false statements and completing charts. The example of a listening activity found on page 25 of the textbook could be seen in Figure 4.18.

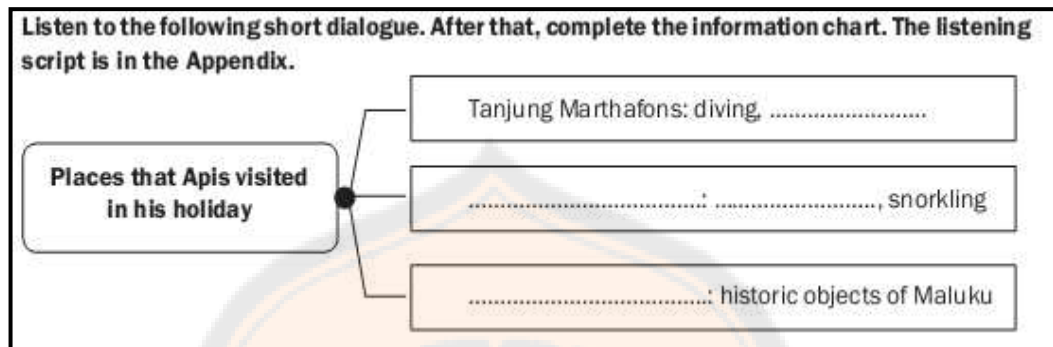


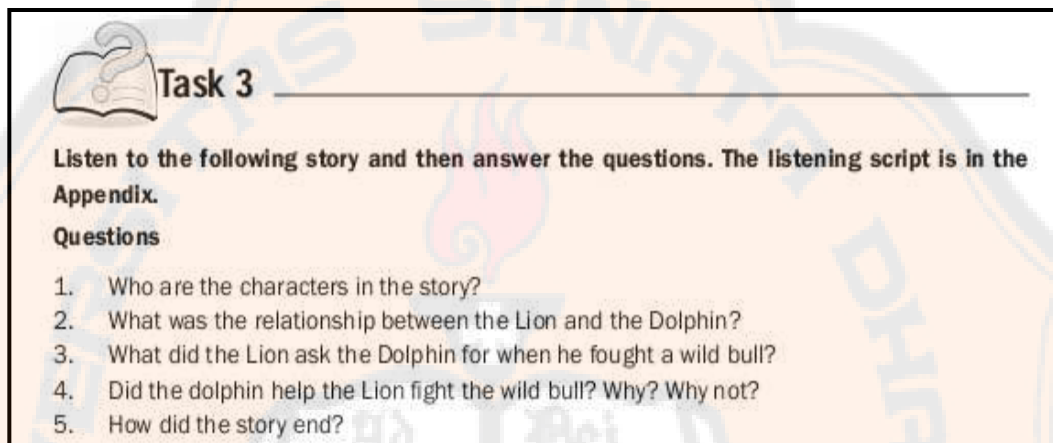
Figure 4.18 Example of activity for listening skill which can help comprehension


2) Weaknesses

The first unfulfilled criterion of listening skill evaluation was whether the listening material is well recorded as authentic as possible or not. This criterion was not fulfilled. One of the biggest weaknesses of this textbook is the absence of authentic recorded materials. In this case, because of the absence of the recorded materials, the listening script should be read by the teacher or the students themselves. However, if the script is read by the teacher or students who have bad pronunciation, the students will not get good model of English utterances. Thus, the learning will be not effective.

The next criterion evaluated was whether the listening material is accompanied by background information which helps comprehension or not. It was also not fulfilled. Before starting the listening activities, usually there are instructions or background information provided in order to help the students understand the context of the listening passage. The examples of background information simply can be in the form of statement of who are included in the dialogues or information about where or when the dialogue takes place. The background information usually is included in the instruction of listening tasks.

Unfortunately, the instructions of the listening activities in this textbook mostly do not include any background information that can help students' comprehension. The instruction given on the listening activities only tells what the students have to do such as deciding whether the statement are true or false, or answering the question. The example was shown in Figure 4.19.



 **Task 3**

Listen to the following story and then answer the questions. The listening script is in the Appendix.

Questions


1. Who are the characters in the story?
2. What was the relationship between the Lion and the Dolphin?
3. What did the Lion ask the Dolphin for when he fought a wild bull?
4. Did the dolphin help the Lion fight the wild bull? Why? Why not?
5. How did the story end?

Figure 4.19 The example of instruction in listening materials which is not accompanied by any background information

The next criterion is whether the listening activities in this textbook fulfill the genre based principle or not. This criterion was not fulfilled. Listening and speaking activities in the textbook belong to a spoken cycle. Freez and Joyce (2002) mention that a teaching learning cycle includes five stages named building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text and linking to related texts. In this spoken cycle, building context and modeling stages should be covered in listening activities, while the rest stages mainly joint construction and independent construction stage should be covered in speaking activities.

In the textbook, building context and modeling stages that should be covered in listening activities were not accommodated well because the sequence of learning is confusing. For example in Unit I, there are two main focused materials in the spoken cycle. The first main material is report text, while the other one is particular expressions in granting request. Started with Task 1 on page 3, the students are asked to match some pictures of celebration with their names. This activity can be done in order to introduce some vocabularies of celebrations. After that, there are some questions provided to dig students' knowledge of the celebrations that they know. Next, in Task 2, the students learn five new vocabularies related to celebration and use those words to complete sentences. In Task 3, the students are asked to listen to a dialogue and then complete a chart based on the information that they have heard. In Task 4, the students match some words in the dialogue and match them with their definition. From these activities, the activity of Task 1, Task 2, Task 3 and Task 4 are still related. However in Task 5, the focus of the materials and the activity are changed for learning the material of granting request. In this Task 5, the students are directly presented with the explanation of expressions to grant request. In Task 6, the students listen to a short dialogue and then list expressions to grant a request. However in Task 7, the focus of the materials and the activity are switched again for learning report text. In this task the students are asked to listen information and answer the questions. The questions lead the students to learn report text. From the elaboration above, there were jumping ideas in relation to the switch of the materials. The sequence of these two materials is blended, therefore the link

between one activity to other activity is broken. There is no building knowledge of the field for the materials of granting request, because the previous tasks are focused on the report text.




Task 4

Match the words in the box with their definitions/meanings.

harvest	hauling	calmness
season	pound	blessed

1. _____: the actions of picking ripe crops.
2. _____: a part of the year when something usually happens.
3. _____: a quiet or not a rough way of something.
4. _____: protected by God.
5. _____: the amount of fish that are being caught.
6. _____: to hit hard.

Figure 4.20.1 Task 4 on page 5 does not have any link with Task 5



Task 5

Study the following expressions.

Granting Request

In the dialogue between Ayu and Palupi you find the following expressions:

Ayu : Will you tell me about it?
 Palupi : *Sure, I will.*
 Ayu : Let's try to make *lepas* sometimes.
 Palupi : *OK.*

Sure, I will and *OK* are expressions to grant a request.
 Here are other expressions that you can use:

- Alright.
- Certainly.
- Right away.
- Of course.

Figure 4.20.2 Task 5 on page 5 does not have any link with Task 4

c. Speaking

The following criteria were used to evaluate speaking skill materials. There were two criteria. The first criterion was whether material for spoken English is well designed to equip learners for real-life interactions. The second criterion was whether speaking activities in the textbook are appropriate with genre based principles or not. Therefore, the strengths and weaknesses of speaking skills were described as follows.

1) Strengths

The criterion of whether material for spoken English (dialogues, roleplays, etc.) is well designed to equip learners for real-life interactions was fulfilled. Cunningsworth (1995) mentions that “Speaking practice takes place through the oral presentation and practice of new language items, in dialogue work and in roleplay” (p. 69). Oral presentation, dialogue and roleplay are probably the most common forms of speaking practices. In this textbook there are a lot of examples of conversation. The materials of transactional and interactional conversations covering expressions to show satisfaction, agreement, disagreement, opinion, etc. are always followed by examples of dialogues. The students can learn from the examples and try to make their own dialogues. Besides, the other spoken activities such as reporting, retelling and interviewing can get the students are used to speaking English.

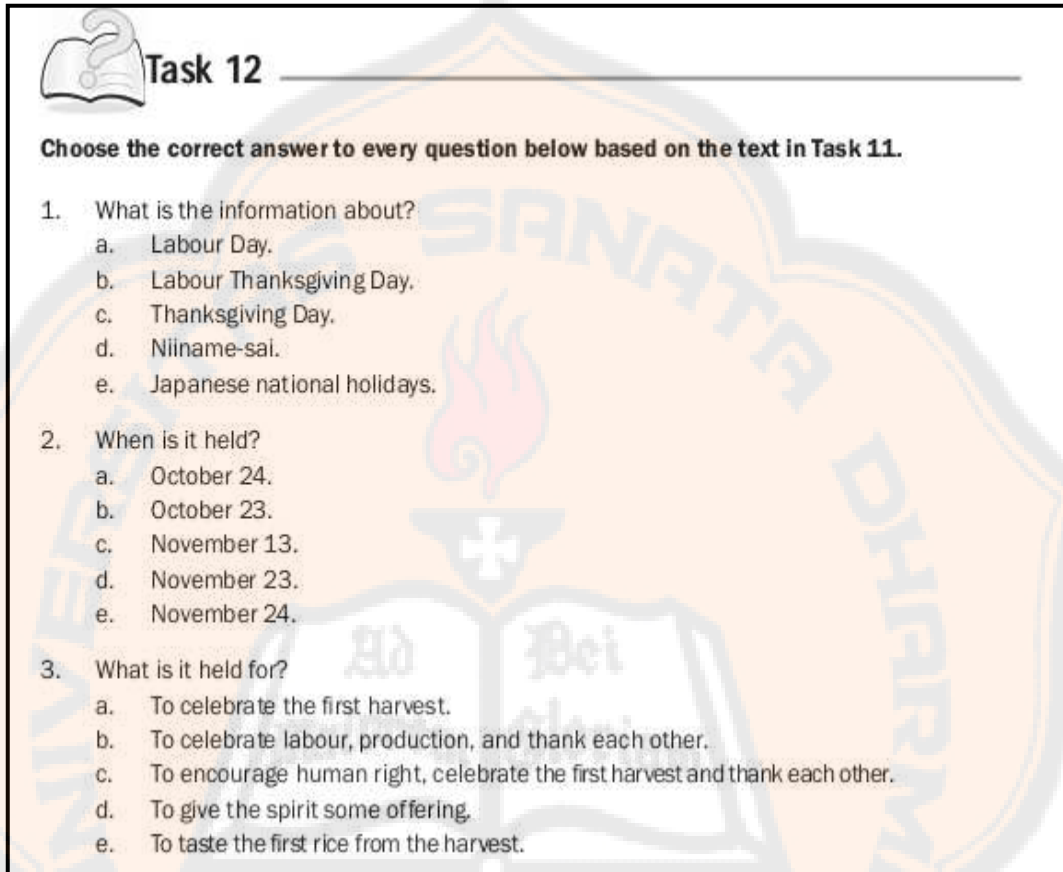
2) Weaknesses

The next criterion is about whether speaking activities found on the textbook are appropriate with genre based principle or not. This criterion was not

fulfilled because of the blend of the materials that are related to type of texts and spoken expressions. In the spoken cycle, speaking activities should accommodate the stage of joint construction, independent construction and linking to related text. However, this cycle was not completed. For example in Unit I, the material of granting request is stopped in the modeling stage. There is no activity in the following task that can accommodate joint construction or independent construction stage. In independent construction stage, the students are expected to be able to make their own conversation involving the usage of expressions to grant request. However, there is no task that asks the students to practice making dialogue or conversation. This kind of activities indeed found in Task 27 under *Let's Do More Part* and Task 30 under *Let's Check Your Competence* part. In Task 27 the students are asked to complete the following dialogues with suitable expressions, while in Task 30 the students are asked to ask their classmates to do five things and to write their responses. These two tasks actually can accommodate joint construction and independent construction part. However the sequence is not well organized because the tasks belong to different parts. It can make both the students and the teacher get confused. This confusing sequence was not only found in Unit I, but also in other units.

Moreover, even if the other tasks focusing on expressions of granting request are ignored, the spoken cycle for material of report text still were not perfect because there is a written activity in spoken cycle. In Task 12, the students are asked to choose the answer based on a passage provide in Task 11. This

activity is more suitable for modeling stage in written cycle. The example could be seen in Figure 4.21



Task 12

Choose the correct answer to every question below based on the text in Task 11.

1. What is the information about?
 - a. Labour Day.
 - b. Labour Thanksgiving Day.
 - c. Thanksgiving Day.
 - d. Niiname-sai.
 - e. Japanese national holidays.
2. When is it held?
 - a. October 24.
 - b. October 23.
 - c. November 13.
 - d. November 23.
 - e. November 24.
3. What is it held for?
 - a. To celebrate the first harvest.
 - b. To celebrate labour, production, and thank each other.
 - c. To encourage human right, celebrate the first harvest and thank each other.
 - d. To give the spirit some offering.
 - e. To taste the first rice from the harvest.

Figure 4.21 Written activity in spoken cycle

d. Reading

Evaluation of reading skill covered four criteria. Those criteria were related to the quality and quantity of reading passages and reading materials in the textbook. The strength and weaknesses of the reading skill were described as follows.


1) Strengths

Reading passages found in this textbook are suitable for students' level and interest. Cunningsworth (1995) advises that reading passages should be

interesting, authentic and well-presented. He also adds that “the presentation of topic is also important and the use of different type-faces, simulated or real newspaper formats, colour blocks, etc can make the reading passage stand out of something special with its own identity” (p.75). The reading passages found in this textbook are interesting in the way of their variety and presentation.

In the textbook, there are various reading passages that are related to certain topics. For example in Unit VI, the topic is about love stories, and therefore all the reading passages in that unit are related to love stories. The passages are titled *No Charge for Love*, *Let Me Love You*, *A Miracle*, and *The CD Boy*. The language used in the reading passages generally can be understood by the students of eleventh-graders. Difficult vocabularies are discussed as vocabulary exercises. The presentation of the reading passages is also interesting. The length of the passages is not too long. The passages are sometimes accompanied by small pictures in order to make the reading passages more interesting. The example could be seen in Figure 4.22.

A Pirate at a Bar



A pirate was talking to a “land-lubber” in a bar. The land-lubber noticed that, like any self-respecting pirate, this guy had a peg leg, a hook in place of one of his hands and a patch over one eye. The land-lubber just had to find out how the pirate got in such bad shape. He asked the pirate,

“How did you loose your leg?” The pirate responded,

“I lost my leg in a battle off the coast of Jamaica!” His new friend was still curious so he asked,

“What about your hand. Did you loose it at the same time?”

“No,” answered the pirate. “I lost it to the sharks off the Florida Keys.” Finally, the land-lubber asked,

“I notice you also have an eye patch. How did you loose your eye?” The pirate answered,

“I was sleeping on a beach when a seagull flew over and crapped right in my eye.” The land-lubber asked,

“How could a little seagull crap make you loose your eye?” The pirate snapped,

“It was the day just after I got my hook!”

Figure 4.22 The passages are sometimes accompanied by small pictures

Even In Unit III on page 53, there is a reading passage discussing global warming which is very authentic since it is taken from <http://au.answers.yahoo.com>. This passage is presented in a form that is same as the original format. It was shown on Figure 4.23.

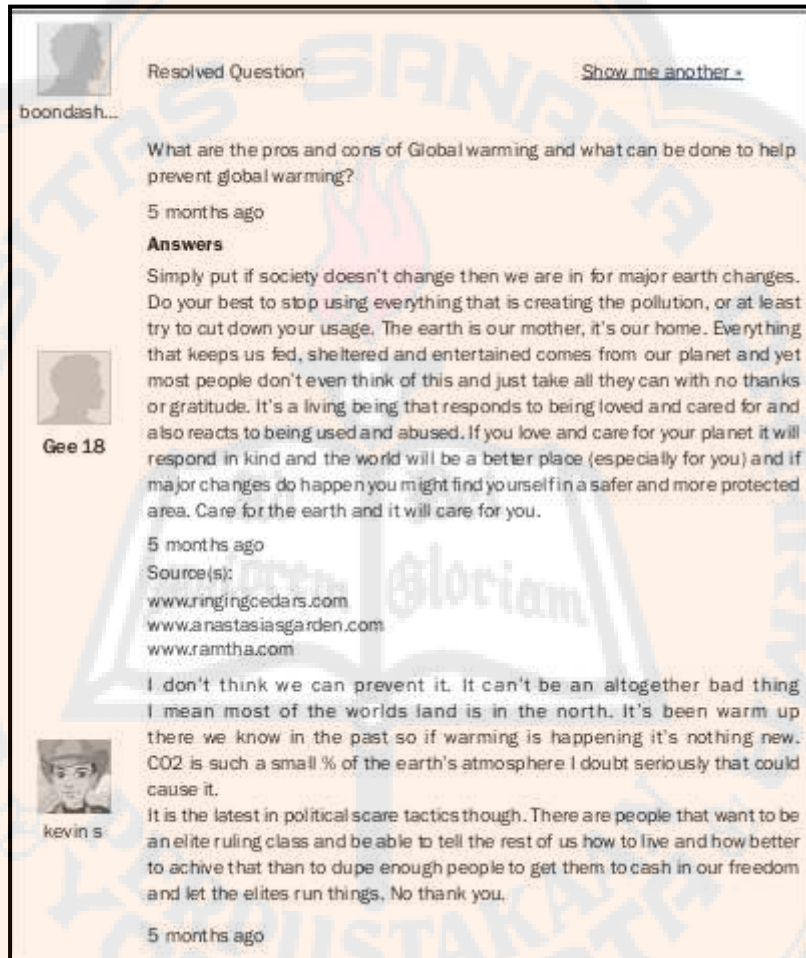


Figure 4.23 Example of different reading passage format

The next criterion is about the suit of the associated activities for students' level and interests. The activities following reading activities that can be found in this textbook are answering multiple choice questions, deciding whether some statements are true or false based on the passage and then correcting the false statement, answering WH questions, rearranging jumbled paragraphs, completing

a chart or table based on information found in the passage, giving opinion towards the content of the passage, making or completing summary, and filling the blanks. This textbook provides quite various reading activities that are basically interesting for the learners.

This textbook also fulfilled criterion of providing sufficient reading material. There are various reading passages in each unit. There are at least three reading passages in each unit. Unit II, Unit IV, and Unit VIII provides three reading passages. Unit I, Unit VI and Unit VII provides four reading passages. Five reading passages can be found in Unit III, Unit V and Unit X, while Unit IX has six reading passages. Moreover, there are two unit reviews after five units. In this each unit review there are three passages which are followed by multiple choice questions. Each passage represents the type of text that has been learned in a semester.

2) Weaknesses

The criterion of whether the reading activities/tasks in the textbook appropriate with genre based principles or not was not fulfilled. Reading activities in written cycle can be functioned as the building of the field and modeling stage. In these stages the students try to recognize the characteristic of a particular text. For example, in the Unit I of this textbook, the focused material is report text. The written cycle of Unit I in this book is started from page 12 until page 16 under *Read and Write* Part. Started from Task 18 on page 12, there is a passage titled *Gawai Dayak*. Then, the students are asked to decide whether the statements provided are true or false with the reason why. In Task 19, the students learn

about passive and active sentences. In Task 20, the students practice to change ten active sentences into passive voice form. Then, in Task 21 there was a passage about Thanksgiving Day and in Task 22 the students are asked to work in pairs to match some words on the passage with their meanings. After that, in Task 23, there is explanation about the part and common grammatical patterns of a report text. Then, Task 24, 25 and 26 are exercises to write. In these tasks, the students are asked to write a report text with or without guiding information. In this written cycle, the Task 18 should become the activity that accommodates the first stage of teaching learning cycle, building knowledge of the field. However, the activity in Task 18 which asks the students to decide whether the statements are true or false is not really appropriate. Feez and Joyce (2002) state that in building knowledge of the field stage, the students are introduced to the social context of an authentic model. They are also expected to explore the social purposes. This task is just reading comprehension activity. Even if Task 21 and 23 can accommodate modeling stage, this cycle is still lack of building knowledge of the field.

e. Writing

Next criteria focused on writing skill evaluation. There were five criteria that were analysed. The strengths and weaknesses of writing skill were described as follows.

1) Strengths

The first criterion of writing skill evaluation is whether writing activities are suitable in terms of amount of guidance or control or not. Cunningsworth (1995) notes that controlled or guided writing activities refer to writing activities

where a model is shown to students, and then the students are asked to produce similar writing product based on certain information that has been provided. This first criterion was fulfilled. There are writing activities which are controlled found in the textbook. For example, in Task 24 of Unit I on page 16, the students are asked to make a report text based on the information about a Moon Festival that has been provided in the textbook. The information given is the guidance or control of the students' writing.



Task 24

Write a report based on the following information.

- Celebration : Moon Festival or Lantern Festival or "Mooncake Festival"
- Where : East Asian (China, Vietnam, Malaysia, Singapore, etc)
- Function : celebrate abundance and togetherness
- When : On the 15th day of the 8th lunar month of the Chinese calendar (mid or late September)
- Food : moon cake (a sweet bean-paste filling with golden brown flaky skin)
- How :
 - Chinese family members and friends gather to admire the bright midautumn harvest moon, and eat moon cakes and pomeloes together.
 - other regions :
 - Putting pomelo rinds on one's head
 - Carrying brightly lit lanterns
 - Burning incense to respect God

Figure 4.24.1 The example of controlled writing activity

This controlled writing activity leads to a freer or more independent writing activity like the activity found in Task 25 and Task 26 on page 16. In Task 25, the students are asked to think of a traditional celebration that they know and then to write a short report on it. In task 26, the students are asked to find a unique celebration from any source and then to summarize and report it to the class. There are some questions that have already provided as the guidance. From these

examples, there is guidance of control of writing activities in Task 24 and Task 26, while in Task 25 the guidance or control toward the students' writing is less.

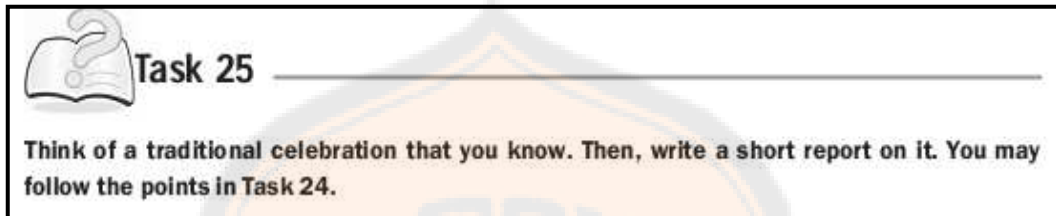


Figure 4.24.2 Example of less controlled writing activity: It should be placed after Task 26

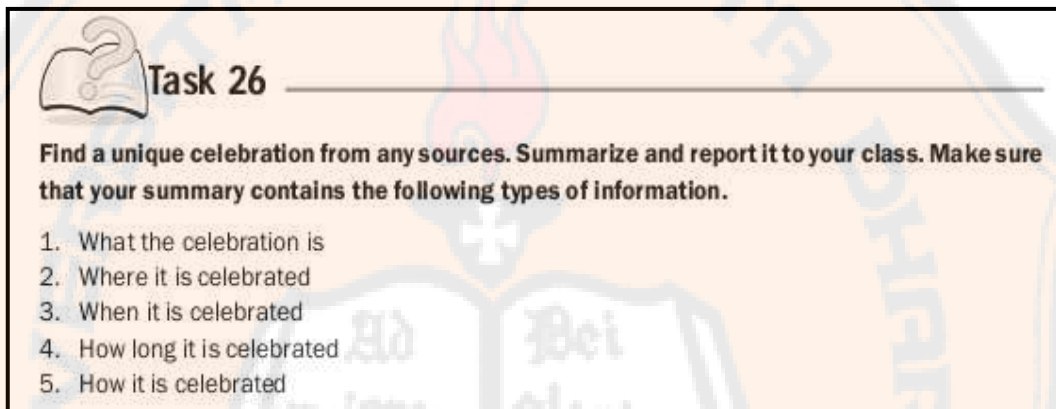


Figure 4.24.3 The example of controlled writing activity: It should be placed before Task 25

However, the sequence of those activities should be started from the more controlled activity. Then, they should be followed by less controlled activity. Task 24 should be followed by the Task 26. Then Task 25 as the less controlled writing activity is put after Task 24 and Task 26.

The next fulfilled criterion is whether the writing activities are suitable in terms of degree of accuracy. Conventions of organizing various texts provided in the textbook show the models of how to write a certain text accurately to the students. Additionally, by providing writing activities that are controlled, teachers can check students' writing accuracy in content, since the information that the students should write has been already presented in the textbook. Therefore, the

teacher can focused more on checking students' accuracy in grammar. On the other hand, less controlled writing activities make the teachers more aware in controlling students' accuracy in content, organization of writing and grammar.

Next fulfilled criterion was about whether writing activities are suitable in terms of use of appropriate styles or not. Appropriate styles are related to the correct style that should be used. In this case, there should be an activity that can help to control the appropriacy of students' writing. In this textbook the control of students' appropriacy in writing are done by giving modeling on the appropriate language used in writing various types of text. For example in Task 23 of Unit I on page15, the students are given information that in writing report text, they should use general nouns, relating verbs to describe features, action verbs when describing behavior, timeless present tense to indicate usualness, technical terms and paragraph with topic sentence. This kind of information was also found for each type of text on page 32, 50, 86, 132, 167 and 184.

2) Weaknesses

The unfulfilled criterion is whether the writing activities are suitable in terms of organization of longer pieces of writing (e.g., paragraphing) or not. Writing activities should be sequenced from making shorter writing to longer writing. It means that the students should be guided to make a shorter writing for example two paragraphs before they are asked to make longer pieces of writing for example, more than two paragraphs of writing. This criterion was not fulfilled because mostly there is no specific instruction about the length of the writing in the writing tasks.

The next criterion is whether writing activities/tasks in the textbook appropriate with genre based principle or not. This criterion was not fulfilled because of the sequence of the activities were not appropriate. Writing activities in this textbook should accommodate the joint construction and independent construction stages. In the Unit 1, discussing about report text, there are three writing activities started from Task 24 until Task 26. Task 24 is more controlled writing activities because the information that is needed to write has been provided. In Task 25 the students are asked to think about traditional report that they know and then to write a short report on it. In Task 26, the students are also asked to write a report text but with some guiding questions. Feez and Joyce (2002) explain that in joint construction of text, the students start to contribute the construction of whole text, meanwhile the teachers start to reduce the contribution to the text construction. Task 24 and 26 can be included in joint construction stage, and placed before Task 25 since in those tasks students can be given feedback from teacher or other students. However, as the less controlled writing activity in *Read and Write* part, Task 25 is more appropriate to accommodate independent construction text stage. Therefore, the sequence should be started with Task 24, Task 26 and then Task 25. Additionally, sometimes there is lack of less controlled writing activities which can accommodate the stage of independent construction text in *Read and Write* part. For example, in Unit IX on page 170 and 171, the materials discuss spoof text. However, in *Read and Write* part there is no task in which the students are asked to make a spoof text.

5. Description of Topic Aspect

This evaluation of topic aspects covers seven criteria. The analysis showed that five out of seven criteria were fulfilled. The strengths and weaknesses of topic aspects were described as follows.

a. Strengths

As general information, the textbook is divided into ten units in which each unit presents a topic. Those ten topics included in this textbook are Thanksgiving Day, Sidney as a Metropolitan City, Global Warming, Drug-Free Education, Narrative, Love Story, Organic Farming, Boarding Schools, and Funny Stories. The title placed in the beginning of each unit usually represents the topic discussed in that unit. For example, Unit I generally discusses Thanksgiving Day, therefore the opening title for this unit is *Thanksgiving Is a Celebration Day*. In Unit II, the topic discussed is about Sidney, and therefore the opening title is *Sidney is a Metropolitan City*, etc.

This textbook fulfilled five out of seven criteria in the topic aspect. The fulfilled criteria were the availability of sufficient material of genuine interest to learner and variety of the textbooks. The textbook actually provides interesting topics, but the presentation of the materials is not supported by the picture or illustration. As what have been discussed previously in design and organization aspect, the illustration of the textbook is limited and not colorful. However, the topics that are discussed are basically interesting.

Various topics are found in the textbook. Cunningsworth (1995) states that “the content does not necessarily have to be heavy and intellectual in order to be

worthwhile: there is plenty of scope for humour and human interest stories too (p. 88). The topics like love stories in Unit VI, narratives in Unit V and funny stories in Unit IX and X are not very complicated yet can be entertaining. Meanwhile, the topics such as global warming in Unit III, drug-free education in Unit IV, organic farming in Unit VII and boarding school in Unit VIII are more complicated yet probably may provoke students' critical thinking.

The topics such as love stories, drug-free education and global warming are close with students' world, and therefore may gain students interest. Moreover, as Cunningsworth (1995) mentions that the students are usually more interested in real and immediate topics rather than imaginary, made-up content, the textbook provides real examples. For example, in Unit II the examples of metropolitan cities discussed such as Jakarta, Sydney and Washington DC really exist in this world.

Other fulfilled criterion was whether the topics allow learners to expand their awareness and enrich their experience or not. Cunningsworth (1995) mentions that it is necessary that a textbook includes social and cultural contexts in terms of location, social mores, age group, etc. In Unit I which the main topic is Thanksgiving Day, there are several ceremonies discussed such as *Tadau Ka'amatan* from Malaysia, *Labour Thanksgiving Day* from Japan, *Gawai Dayak* from Sarawak, and *Chuseok* from South Korea. Being provided with several Thanksgiving ceremonies from different regions may evoke students' curiosity about Thanksgiving celebration in Indonesia. In other words, it may evoke students' awareness of their own culture. Indeed, in the end of Unit I, the students

are asked to find information and report whether there are any Thanksgiving celebration in their region or not. For other examples, in Unit III, the topic is about global warming. In this unit, a student is provided with a poster, a dialogue and short passages about stopping global warming. Therefore, it evokes students' awareness on the issue of global warming. In Unit IV, since the topic is about drug-free education, the materials include the vocabulary of kinds of drugs and some short passages related to rehabilitation program. Even if the focus of the materials is more related to the rehabilitation program and it is not about the effect of using drugs itself, but this kind of topic can still evoke students' awareness of the danger of using drugs. The two last unit topics that are about funny stories can encourage the students to recall their memories and share their experience by using English.

In addition, there are additional parts in this textbook named *Cultural Tips*, *By the Way* and *Intermezzo*. These parts present additional information related to the content of a particular passage or the topic discussed. These parts are not consistently available in every unit, but there must be at least one of those three parts in each unit except in Unit V. These parts are presented in the small column or box. The information provided in *Cultural Tips* and *By the Way* can add students' awareness toward the culture from different countries. *Cultural Tips* can be found on page 6, 15, 32, 44, 67, 126, 134, 173 and 191. *By the Way* can be found on page 5, 11, 25, 36, 49, 68, 117, 141 and 142, while *Intermezzo* can be found on page 19, 107, 132, 143, 144, 147, 156, 161, 172, 179 and 188. The examples were shown in Figure 4.25, Figure 4.26 and Figure 4.27.

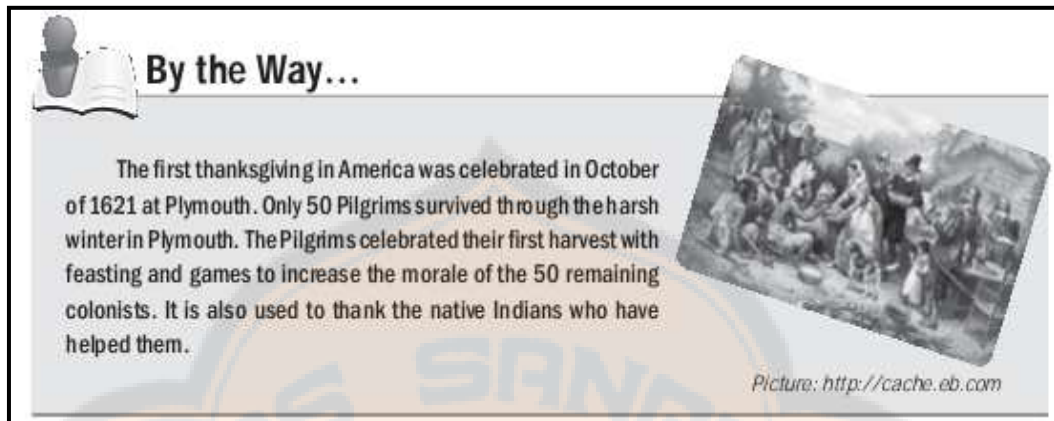


Figure 4.25 Example of *By the Way*.

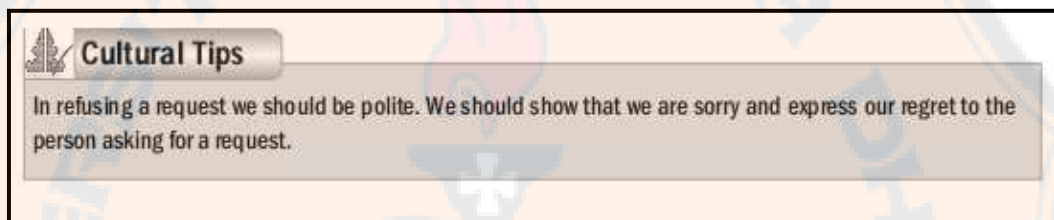


Figure 4.26 Example of *Cultural Tips*



Figure 4.27 Example of *Intermezzo*

The fourth criterion in this aspect was about the sophistication of the topics that should be suitable with learner's language level. In this textbook, this criterion was fulfilled. Riddell (2003) adds that higher level students can deal with more tough provoking issues such as technology since they have more language capability to talk about that. Eleventh-graders language level may vary depending on the background of each student. However, English is a compulsory subject in Junior High School. It can be assumed that most of the students have learned English since they were in Junior High School or even Elementary School. Thus,

they should have a range of vocabularies and basic grammar knowledge that can help them to discuss certain topics such as global warming and boarding schools. The selection of the topics in the textbook is generally acceptable. Moreover, the selection of the topics in the textbook are adjusted to the type of text and conversation that are learned in the unit. For example, in Unit III, the topic is about global warming, while the lessons are about analytical exposition text, asking for opinion and giving opinion. Therefore, in Unit III the students are invited to discuss global warming by using expressions of asking and giving opinion in the conversation, and by showing their arguments through analytical exposition text.

The seventh criterion in the evaluation of topic aspect was also fulfilled. In Unit I, thanksgiving is discussed as the main topic, but it also discusses Gawai Dayak as the Thanksgiving celebration day in Sarawak. Therefore, it also exposes the culture of Dayak. In Unit II, some metropolitan cities are discussed such as Sidney, Venice and Washington DC. Besides, there is a short passage titled *The Queen of the Adriatic*. It is like a brief expose of Venetian countryside. In the units that discuss narrative and spoof texts, there are some various stories that come from different countries. The story about Damon and Phintias is from Sicily. Sicily is the largest island in the Mediterranean Sea. The other story titled *Androcles and the Lion* is a story from Greece. The other passage is titled *Beware of Mean Friends*. It is a story from India. Therefore it can be concluded that in the textbook, the other group of people are presented through their culture, cities or stories.

b. Weaknesses

The first unfulfilled criterion was whether the textbook allows the learners to relate (themselves) to the social and cultural contexts presented in the textbook or not. This criterion was not fulfilled because the activities that can directly make the students reflect on their own culture are very limited. Indeed, there are a lot of passages or even cultural tips that present cultures from other countries. However, the materials are not followed with specific tasks that can lead the students to relate themselves to the social and cultural contexts. For example, in Unit V which discusses narrative text, all the stories come from other countries, but the following activities are aimed at students' comprehension only. There is no activity such as asking the students to think about narrative story from Indonesia.

The sixth criterion in this aspect was also not fulfilled. It is about equality of the representation and portray between women and men. Cunningsworth (1995) suggests evaluating how the women are portrayed in the textbook. Actually from the analysis of dialogue scripts presented in this textbook, the representation of women and men is balanced. In the listening script, the dialogues involve various combinations of the speaker names. Sometimes the dialogue happens between a woman and a man. Sometimes it happens between two men or two women. In some tasks, when the students are expected to make a dialogue, the background situation provided also involve various characters such as mother, father, sister or brother. However, the illustration of the textbook does not represent the equality between men and women. The models for opening illustration in each unit mostly are two women. On page 102, when the material is

about expressing love and sadness, the illustration shows a girl who cries while a man only looks at the girl. This kind of illustration can represent that a woman is emotionally weaker than a man. On page 176, where the material is expressing anger, the illustration shows a father who is angry to his daughter. The father is standing up, and seems to be angry while the girl only bows her head. These illustrations seem to indicate that woman is weaker than a man.



Figure 4.28 Illustration for expressing anger: a father is angry to her daughter

6. Description of of Methodology Aspect

The evaluation of methodology aspect covers five criteria. Four out of those five criteria were fulfilled. The strengths and weaknesses of methodology aspect were described as follows.

a. Strengths

Firstly, the criterion whether this textbook allows active learner involvement was fulfilled. Cunningsworth (1995) mentions that implicitly it is clear that the textbook requires students to have role in the learning process. In order to facilitate that, the textbook should provide provision of material suitable for individual study. The material can be in the form of a workbook, reading materials or self-study cassettes. Even if there is no specific workbook, the materials in the textbook are arranged to make the students learn English actively. It can be inferred from the tasks that are set in this textbook. Mostly each task in this textbook demands the students to do active learning such as matching, filling the blank, completing chart, making dialogue, listing expressions, answering questions, performing dialogue, discussing poem etc. By doing these activities the student are given opportunity to be active in learning. The instructions of the tasks in the textbook mostly mention that the activities should be done in pairs or group. Therefore, the students will not be passive students who merely listen to lecture, but at least they can actively do the exercise and discuss the material.

The other fulfilled criterion was whether the techniques used for presenting/practicing new language items suitable for learners. In presenting new language items, Cunningsworth (1995) notes that “it is important that new items are controlled in terms of quantity and difficulty” (p. 102). The grammar materials in the textbook are focused on certain explanation, and therefore are controlled in terms of quantity and difficulty because the grammar items discussed become not very complicated. For example, on page 13, there is a grammar explanation of

passive voice pattern. The patterns for passive voice are adjusted to tenses. However, the material is focused on the pattern of passive voice for simple present tense only. The explanation of pattern of passive voice for other tenses is kept out in order to control the quantity and difficulty of the materials. Cunningsworth (1995) also emphasizes the importance of presenting new vocabulary in context since it can help the students understand the meaning better. The new vocabularies presented in the textbook are kept to be learnt in context. The words learnt are in the context of reading passages or topics. Cunningsworth (1995) mentions that in order to ensure that learning load is reasonable and the familiar words are sufficient, the quantity of the new number in a text should not be more than five percent of the total. Mostly, the number of the new vocabularies in the textbook are not exceed five percent of the total.

The next criterion is whether this textbook develop learners' communicative abilities or not, and this criterion was fulfilled. Developing communicative abilities means developing student's ability to talk and communicate actively with others. This textbook provides the students with many example of dialogue, the examples of expressions used in conversation and also the task like asking students to perform the dialogue. Besides, many activities involving pair work and group work provide more opportunity for the students to communicate with their friends. Therefore the activities and exercises in this textbook actually have provided opportunity for students to develop their communicative abilities.

The criterion that was students are expected to take a degree of responsibility for their own learning was fulfilled. Responsibility for students' own learning is related with motivation and self directed learning. Natalie Hess, (2001) says that success of learning depends on students' willingness to learn. She mentions some ideas that may help the students focus on their study. The first is by giving sample questions before test and let the students discuss it. The second, is by eliciting students' concern on language learning at the beginning of the task, the third is by allowing students making a guide before test, and the forth by letting students writing their expectation of the course. The tasks in this textbook are designed to make students be active and therefore indirectly guide them to be responsible for their own learning. Like the first idea mentioned by Hess, after six units are finished, there are exercises as the unit review for one semester. Since the review is accompanied by an answer key, the students can discuss the review with their teacher or friend. This exercise can help the students face their final semester test. The reflection can indirectly facilitate the student to show the expectation of their own learning. The last question of the reflection helps the students to realize whether they have already made an improvement in learning English or not. Through this reflection, the students can estimate and control by themselves whether their objectives of learning have already been achieved or not.

b. Weaknesses

The unfulfilled criterion was about how the material includes any advice or help to students on study skills and learning strategies. This criterion was not

fulfilled. Cunningsworth (1995) advises that it is better if the textbook provides advice or guidance on study skills and learning strategies. He notes that the advice or guidance may focus on these three aspects. The first is inviting the students to reflect the most effective way of learning for them. The second is offering advice to help the students develop their study skills. The third is showing the way of using reference skills such as how to use dictionary and grammar books.

Indeed, in the end of each unit, there are reflection and summary of the lesson. However, if the teacher does not care enough to encourage students to make the reflection or to read the summary, the author's effort will be in vain. The questions for the reflection part consist of three questions which concern more about what the student like best or dislike in the unit. The last question of the reflection part may encourage students to reflect the improvement that they have made after learning English in each unit. However, the question is still too general. It cannot specifically help students in providing advice on their study skill and learning strategies. Moreover, advice for students on learning skills may include something more specific rather than reflection and summary. There is no advice offered to help the students develop their study skills and to use reference skills. There is no advice on basic skills in reading such as scanning and skimming or advice on using dictionary or grammar book.

7. Description of Teachers' Books Aspect

The biggest weakness of this textbook is the absence of teachers' book. Cunningsworth (1995) argues that teachers' books are very important because they can affect how the course is taught. He mentions that "a good teacher's book

is invaluable in offering, among other things, guidelines on how to make the best use of the course, detailed plans for teaching each unit and key to exercises” (p. 112). In other words, teachers’ book has its importance to guide and to provide teachers some insight and instruction to conduct effective teaching. Unfortunately this textbook only consists of the textbook itself. Because of the unavailability of the teachers’ book, all the five criteria in the teachers’ books aspect were not fulfilled.

The answer key included in this textbook may bring a problem. The answer key can help the students to conduct individual learning, but on the other hand, the students can just merely copy and write the answer of the exercises without learning anything. Therefore, the availability of a teachers’ book will be very beneficial. The answer key should be included only in teachers’ book so that the students will not just write down the answer when they are doing the exercises in their textbook.

8. Description of Practical Considerations Aspect

These textbook fulfilled three out of four criteria of practical consideration evaluation. The description was as follows.

a. Strengths

Firstly, this textbook represents good value or money. Even if the government has made a regulation that states each school cannot force the students to buy a certain textbook, the presence of a textbook is beneficial as a source of materials for teachers and as a tool of learning for students. The available English textbooks in the bookstore such as *Look Ahead*, *Real English*,

English Zone, etc. cost about Rp 30.000,00 until Rp 60.000,00. *Interlanguage* as the electronic English textbook provided by the government is free to be accessed and downloaded. Additionally, it is mentioned on its cover that the highest price for the printed version is Rp 12.947,00. This price is set by the government. Even if the hard copy version is not available, this textbook can be printed, and with some arrangement it only costs about Rp 16.000,00. Thus, this textbook actually represents a good value or money.

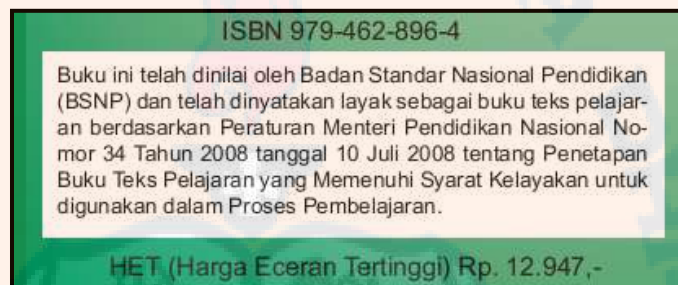


Figure 4.29 The Maximum Price Set By the Government

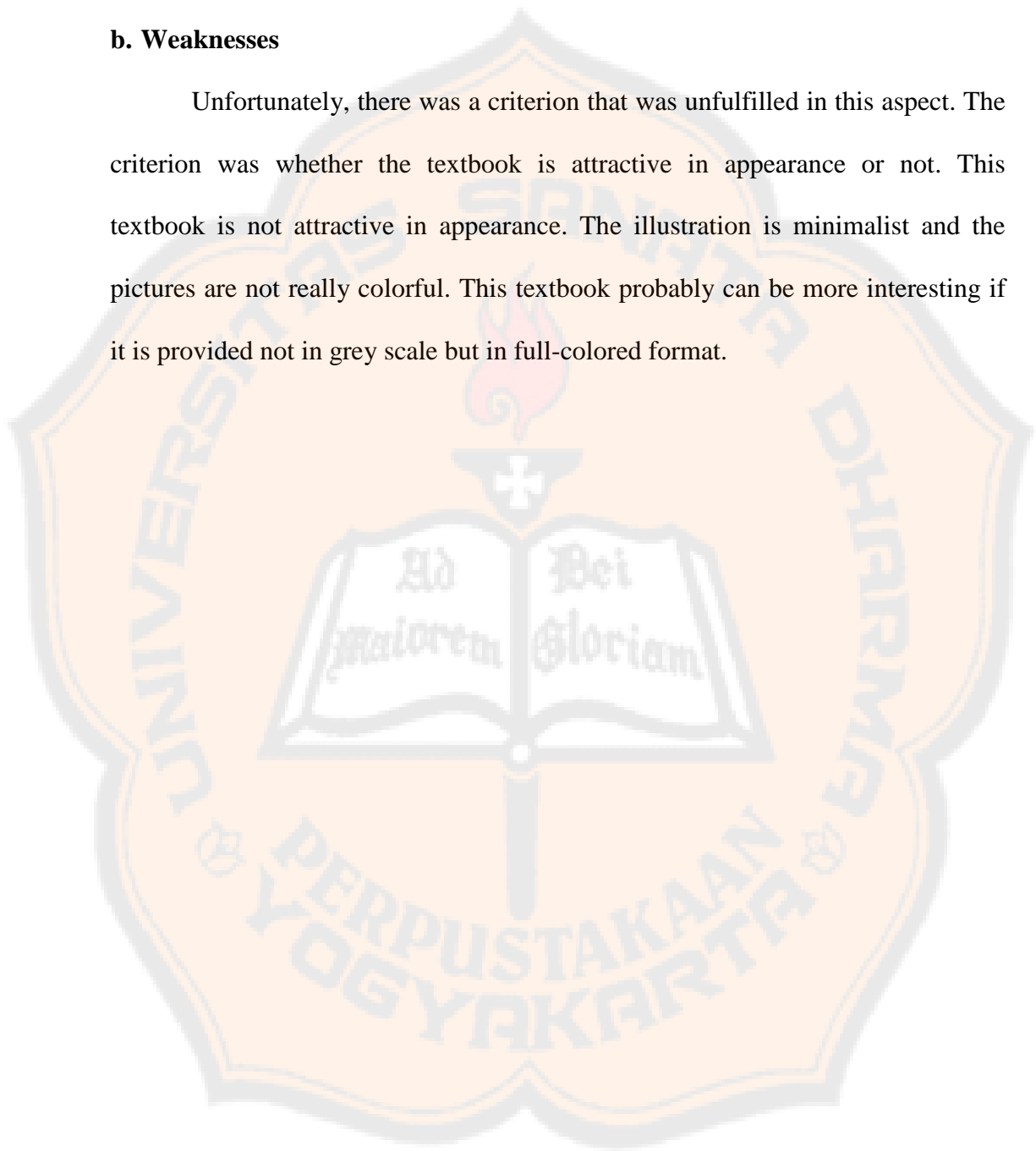
Since this textbook can be downloaded freely from government websites, it can be obtained easily. If the teachers are not familiar with such kind of websites, they can just type *Buku Sekolah Elektronik* on *Google*. Then, the teachers will find the link to go the websites. Moreover, the file of this textbook is only 5.80 MB. It can be copied easily and then saved to a flashdisk without requiring any big space. Besides, the hard copy of this textbook is now available in book stores.

The next fulfilled criterion was about practical consideration. Since there is no any recorded listening material, this textbook can be used without particular equipments such as tape recorder or video player. All the activities on the

textbook can be done in the classroom. Therefore the teaching learning activities do not have to be conducted in a language laboratory or listening centre.

b. Weaknesses

Unfortunately, there was a criterion that was unfulfilled in this aspect. The criterion was whether the textbook is attractive in appearance or not. This textbook is not attractive in appearance. The illustration is minimalist and the pictures are not really colorful. This textbook probably can be more interesting if it is provided not in grey scale but in full-colored format.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusions and suggestions of this research. The suggestions are given to English teachers, the writers of English textbooks and the future researchers. It is hoped that the conclusions and suggestions can be beneficial for all the readers.

A. Conclusions

This research was content analysis research which analysed the content of *Interlanguage: English for Senior High School Students XI Science and Social Study Programme*. This research was aimed to evaluate the content of the textbook based on the Cunningsworth's textbook evaluation checklist (1995). Conclusions were made based on the result of the analysis and presented in the following elaboration.

Broadly speaking, this textbook did not fulfil the criteria of good textbook. The quality of this textbook was categorized as fair fulfilment since the result of this research showed that the percentage of overall evaluation of the textbook was 63.92%. Specifically, the percentage of the fulfilment in aims and approaches aspect was 66.67%. In design and organization aspect the percentage of criteria fulfilment was 57.14%. In language content aspect, this textbook fulfilled all the criteria, and therefore achieved 100% percentage of criteria fulfilment. The percentage of skill aspect was 61.11%. The percentage of criteria fulfilment for the topic aspect was 71.43%.

The textbook achieved 80% for criteria fulfilment in methodology aspect. Meanwhile, the percentage of criteria fulfilment for teachers' books aspect was 0%. The percentage of criteria fulfilment for practical consideration aspect was 75%. The result of the analysis showed that the highest percentage of the criteria fulfilment was achieved in language content aspect, while the lowest percentage of the criteria fulfilment was achieved in teachers' book aspect.

Thus, one of the strengths of this textbook was the availability of the language content items such as main grammar items, vocabulary materials, pronunciation materials, discourse competence, style and appropriacy that are provided through the materials on the textbook. The content of the textbook is also organized into some parts that can help the readers to find the materials that they want quickly. Besides, the materials on the textbook can facilitate individual study since this textbook is completed with key answer, listening script, phonetic transcription, mini dictionary and index. Materials that can be used to increase students' communicative ability also can be found on this textbook.

Other strength of this textbook was that this textbook covers integrated materials for teaching listening, speaking, reading and writing. There are examples of dialogues and differentiation of expressions to be used in formal and informal situation, therefore the students can learn how to use different style in communicating both in formal and informal conversation. This textbook also provides sufficient reading passages which are completed with reading activities. Even if the sequence of the writing materials is not really good, basically various

writing activities which are controlled and uncontrolled can be found on this textbook.

Another strength of this textbook was there are various and interesting topics can be found in the textbook. This textbook is completed with subpart like *By the Way* and *Cultural Tips* which can give the students additional knowledge on the materials given. There are also some materials that are related to other country or group of people that can enrich students' awareness on diversity.

The other strength of this textbook was on the practical consideration. This textbook can be accessed and downloaded freely from the internet. It also can be obtained in the bookstore and can be bought with affordable price.

However, this textbook also has weaknesses that need to be improved. The main weakness of this textbook was the unavailability of the teachers' books and recording of listening materials. These two elements are very important to support teaching-learning activity. The other weakness was the sequence of the materials which is confusing. The order of the sequence also affects the application of genre-based approach that should be found on this textbook. The stages of learning that is started with building knowledge of the field and then followed by modeling, joint construction, individual construction and linking to the related text are not accommodated well in the textbook. Besides, even if the layout basically is clear, the illustrations are dull and unattractive.

B. Suggestions

Based on the result of the analysis, these suggestions were kindly given for English teachers, textbook writers and future researchers.

1. For English Teachers

The results of the analysis showed that this textbook achieved fair criteria fulfilment, and therefore this textbook is still recommended to be used. Indeed, this textbook is not a perfect textbook. However, considering the strengths of this textbook, it is still worth to be used. The English teachers can use this textbook as primary or supplementary source of the materials. If this textbook is used as the primary source materials, it is suggested that the teachers make adjustment in using this textbook.

Considering the weaknesses of this textbook, the teachers need to pay attention to the sequence and stages of genre-based principles consisted of building knowledge of the field, modeling, joint construction and individual construction. The teachers still also need to find supplementary authentic listening materials since there is no any recording material. Moreover, as there is no teachers' books, the teachers need to study the content of the textbook before using it, so that the best use of this textbook can be applied in their teaching.

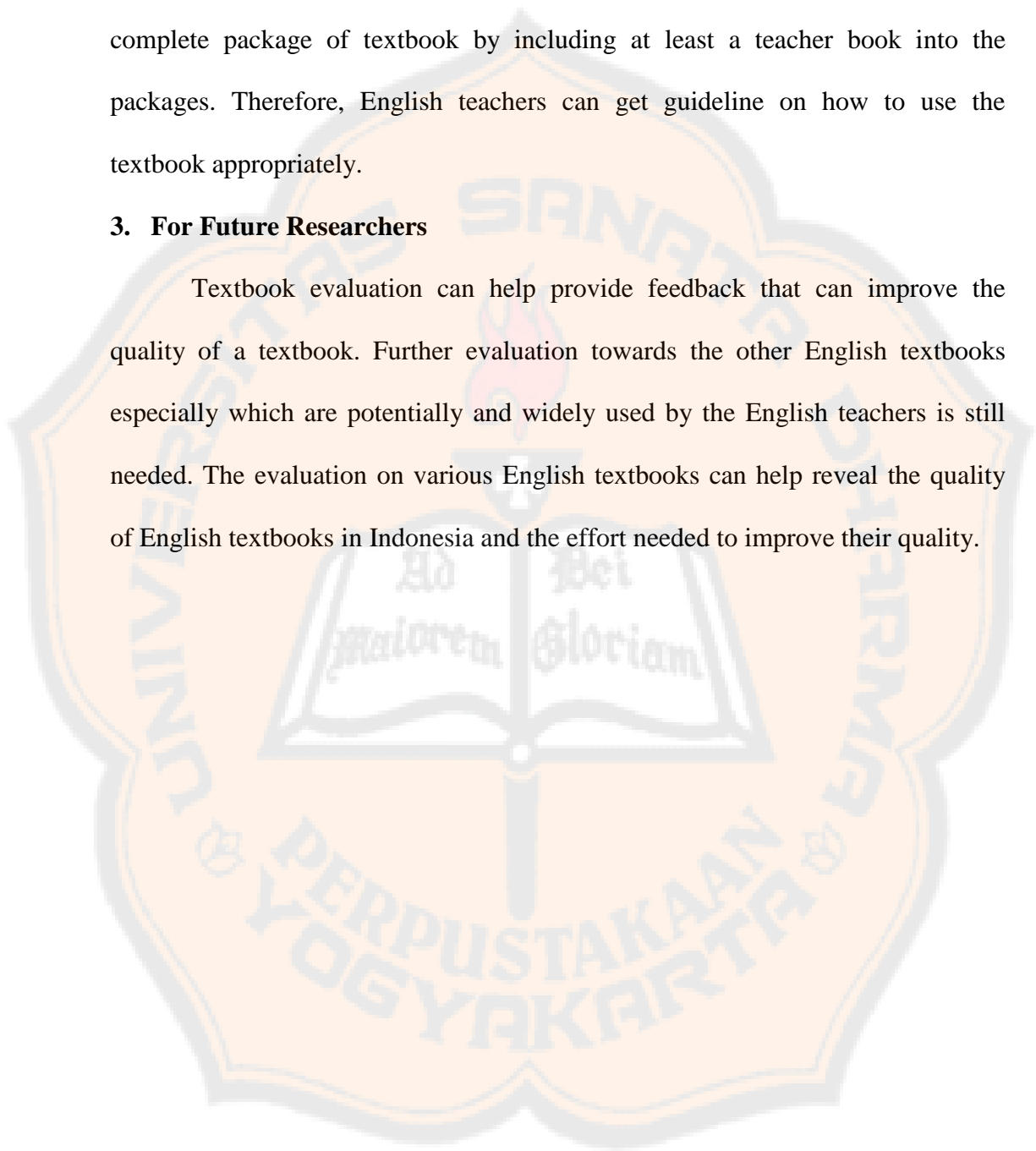
2. For Textbook Writers

In order to improve the quality of textbook in Indonesia, it is important to consider certain criteria in writing and arranging a textbook. It is suggested that the textbook writer can understand and consider the principles that underlie English teaching learning in Indonesia and then apply those principles in the

process of writing the textbook so that the textbook can be really suitable to be used in the English classroom. Additionally, it is also important to provide complete package of textbook by including at least a teacher book into the packages. Therefore, English teachers can get guideline on how to use the textbook appropriately.

3. For Future Researchers

Textbook evaluation can help provide feedback that can improve the quality of a textbook. Further evaluation towards the other English textbooks especially which are potentially and widely used by the English teachers is still needed. The evaluation on various English textbooks can help reveal the quality of English textbooks in Indonesia and the effort needed to improve their quality.



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APPENDICES

APPENDIX 1. Standard Competence and Basic Competence for Grade XI

**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).

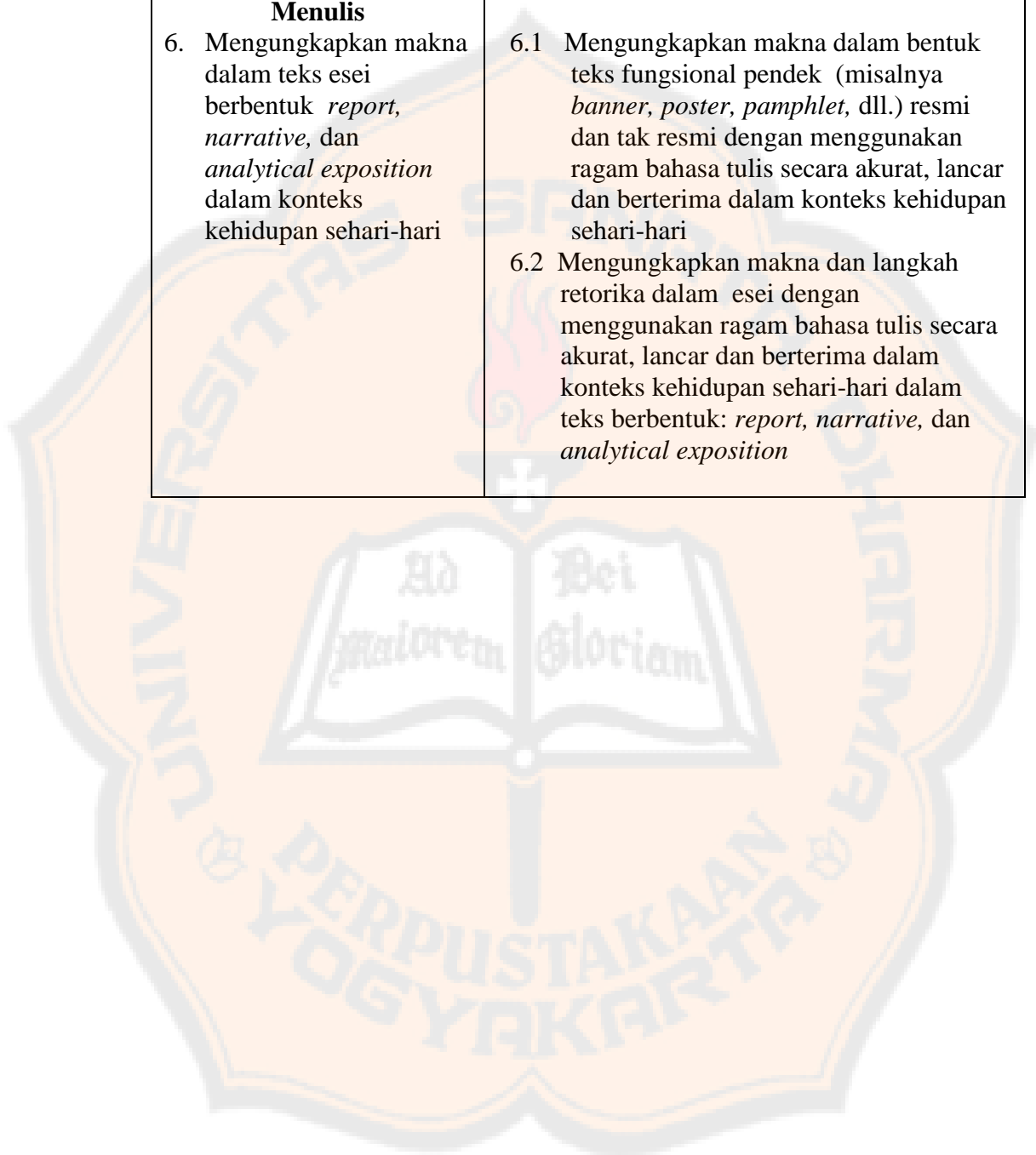
D. Standar Kompetensi dan Kompetensi Dasar

Kelas XI, Semester 1

Standar Kompetensi	Kompetensi Dasar
<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, pain, dan pleasure</i></p>
<p>2 Memahami makna teks fungsional pendek dan monolog berbentuk <i>reports, narrative, dan 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, narrative, dan analytical exposition</i></p>

Standar Kompetensi	Kompetensi Dasar
<p style="text-align: center;">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 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>4.1 Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari</p> <p>4.2 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 style="text-align: center;">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>5.1 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>5.2 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>,</p>

Standar Kompetensi	Kompetensi Dasar
	<i>narrative</i> , dan <i>analytical exposition</i>
<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>6.1 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>6.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis 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>



Kelas XI, Semester 2

Standar Kompetensi	Kompetensi Dasar
<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>7.1 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>7.2 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>8.1 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>8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>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</p>	<p>9.1 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</p>

Standar Kompetensi	Kompetensi Dasar
kehidupan sehari-hari	<p>dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih</p> <p>9.2 Mengungkapkan 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>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>10.1 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>10.2 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>11.1 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>11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan</p>

Standar Kompetensi	Kompetensi Dasar
	sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>
<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>12.1 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>12.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis 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>

APPENDIX 2. Interlanguage: English for Senior High School Student XI for Science and Social Study Programme Textbook Evaluation

Aims and Approaches Evaluation

No	Evaluation Aspect A-Aims and Approaches	Criteria Fulfillment		Related Theories	Description
		No (0)	Yes (1)		
1	Do the aims of the textbook correspond closely with the aims of the teaching program?	√		Cunningsworth (1995) mentions the textbook “should match the aims and objectives of the language-learning programme” (p. 15)	Lack of Basic Competence 2.1, 4.1, 8.1 and 10.1 <ul style="list-style-type: none"> • 2.1 : Responding the meaning of formal and informal short functional spoken text accurately, fluently and understandably in daily life. • 4.1 : Expressing the meaning of formal and informal short functional spoken text accurately, fluently, and understandably in daily life. • 8.1 : Responding the meaning of formal and informal short functional text using spoken language accurately, fluently and understandably in daily life.

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					<ul style="list-style-type: none"> • 10.1 : Expressing the meaning of formal and informal short functional text using spoken language accurately, fluently, and understandably in daily life.
2	Does the textbook cover most or all of what is needed?		√	<p>Cunningsworth (1995) mentions that the textbook should be comprehensive and be a good resource for students and teachers. Riddell (2003) adds that an ideal textbook should have “variety and balance-language work, skills work, pronunciation, review units or sections and grammar summaries. In other words, it should be a complete package for the students” (p. 206).</p>	<ul style="list-style-type: none"> • There are balanced materials for spoken language and written language. • There are materials for listening (However, there is no any recording), speaking, reading and writing. • There are grammar explanation and exercises, even if there is only one task of grammar exercise in each unit. The grammar materials can be found on page 13, 32, 33, 52, 72, 133, 151, 169, and 186. • There are pronunciation materials on page 10, 28, 46, 67, 82, 107, 127, 143, 162, and 179. • There is vocabulary materials. • There is summary of the lesson in the end of the lesson. • There is reflection for the students.

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3	Does it allow different teaching and learning style?		<p style="text-align: center;">√</p> <p>Cunninsworth (1995) mentions the textbook should match students' needs "by allowing them to use styles of learning which suit them, where possible encouraging the use of a range of styles so as to offer students some choice in the way the learn" (p. 16).</p> <p>Felder and Henriques (1995) define learning style as the way of an individual obtains information. In language instruction, people mostly obtain sensory information in visual and verbal. The visual learners prefer visually presented materials, while verbal learners prefer spoken and written explanations.</p> <p>Felder and Henriques (1995) claim that "presenting the same materials in different ways invariably has a reinforcing effect on retention" (p. 24).</p>	<ul style="list-style-type: none"> • Yes, there is possibility to modify the materials. • There are charts, graphic and instruction to perform the dialogues.
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Design and Organization Evaluation

No	Evaluation Aspect B-Design and Organization	Criteria Fulfillment		Related Theories	Description
		No (0)	Yes (1)		
1	Does the textbook provide total course package (e.g., students' books, teachers' books, workbooks, cassettes)?	√		Cunningsworth (1995) mentions that complete packages consist of student's book, teacher's book, workbook or activity books, tests, additional reading materials, additional listening materials, cassettes for listening, cassettes for pronunciation, video, CALL materials and other components.	<ul style="list-style-type: none"> • There is no supporting materials.
2	Is the content organized?		√	Pulverness and Williams (2005) suggest to check whether it is easy to follow the logic of the materials and to find the way around the page or the unit quickly and easily.	<ul style="list-style-type: none"> • The textbook is arranged and organized into six sections. • The sections are <i>Let's Get Ready</i>, <i>Let's Act</i>, <i>Let's Do More</i>, <i>Let's Check Your Competence</i>, <i>Let's Make a Reflection</i> and <i>Let's Make a Summary</i>
3	Is the content sequenced?	√		Cunningsworth (1995) advises that "a basic principle of	<ul style="list-style-type: none"> • The sequence is confusing. • There is no sequence of arrangement

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				<p>learning is to move from the familiar to the new, and to relate new items to those already known” (p. 28).</p> <p>Riddell (2003) states that “the language covered should have a logical progression (starting the book at one level, but finishing it at a higher level)” (p. 205).</p>	<p>from easy materials to difficult materials.</p>
4	Is there adequate recycling?		√	<p>Cunningsworth (1995) mentions “In the case of grammar and vocabulary, items not only need to be met in context and actively practiced, they need to be recycled three, four or more times before they become stored in the long-term memory (p. 28).</p>	<ul style="list-style-type: none"> • There is recycling of grammar and vocabulary materials.
5	Are there reference sections?	√		<p>Cunningsworth (1995) advises to check whether there are reference section and materials for individual study or not. He mentions that a textbook should “offer its content for selection on a ‘self-service’ basis” (p. 30).</p>	<ul style="list-style-type: none"> • There is no reference section.
6	Does this textbook also provide materials for individual study?		√	<p>Cunningsworth (1995) advises to check whether there are reference section and materials for individual study or not. He mentions that a textbook should “offer its content for selection on a ‘self-service’ basis” (p. 30).</p>	<ul style="list-style-type: none"> • There is key answer • There is listening script • There is mini dictionary • There is index and glossary

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7	Is the layout clear?		√	<p>Spratt, Pulverness and Williams (2005) suggest to evaluate whether the textbook is visually clear or not for example by checking whether the textbook uses different colours, different fonts, and headings, etc.</p> <p>Riddell (2003) mentions that a textbook should “be visually attractive and well laid out-clear and easy to follow” (p. 205).</p>	<ul style="list-style-type: none"> • Clear, all the fonts are readable • Use various fonts • Use consistent heading, bold and italic • The illustration is dull
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Language Content Evaluation

No	Evaluation Aspect C- Language Content	Criteria Fulfillment		Related Theories	Description
		No (0)	Yes (1)		
1	Does the textbook cover the main grammar items appropriate to each level?		√	<p>Riddell (2003) defines grammar as “language and how we use it; tenses are just a fraction of our language” (p. 29).</p> <p>Cunningsworth (1995) mentions that consideration in evaluating</p>	<ul style="list-style-type: none"> • The grammar is more related to passive voice and connectives • All materials about tenses are presented in <i>Interlanguage</i> for grade X

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				grammar covers “what grammar items are included and how far they correspond to learner needs” (p. 32).	
2	Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?		√	<p>Riddell (2003) states that teachers “may need to teach words required for the reading or listening coming up later—but only the essential words that the students will need to complete the task(s)” (p. 60).</p> <p>Cunningsworth (1995) advises that it is not expected to just have the list of the new words with their dictionary definition. It is important to keep the vocabulary being learned inside of context.</p>	<ul style="list-style-type: none"> • There are vocabulary materials completed with phonetic description or word definition in English • They are presented before listening and reading section • The new words for learning are always in context
3	Does the textbook include material for pronunciation work?		√	Cunningsworth (1995) mentions that pronunciation materials mostly cover the articulation of individual sounds, word stress, sentence stress and some aspects	<ul style="list-style-type: none"> • There are materials for pronunciation, even if it is not too much. • Sometimes they are followed by exercises.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

				of intonation. Riddell (2003) suggest to provide phonetic transcription.	
4	Does the textbook deal with learners' discourse competence?		√	<p>Cunningsworth (1995) defines the term discourse as a general way to refer to the features of language use that go beyond the domain of grammar rules and include areas such as the sequencing of sentences, cohesion, paragraphing, structuring text, participation in conversations, etc (p. 45).</p> <p>Cunningsworth (1995:46) explains that in a reading text, there should be display of features of authentic text, such as coherent structuring of content, paragraphing and appropriate use of cohesive devices, including pronouns for anaphoric reference and conjunctives. In the examples of dialogues or listening, there</p>	<ul style="list-style-type: none"> • The reading passages provide examples of coherence, paragraphing, etc. • There are examples of the use of different style

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				should be model of natural spoken English and turn-taking. In writing, there are materials on organizing different kind of written work such as narratives, reports, letters, etc. and there should be explanation on the conventions of the formats.	
5	Are style and appropriacy dealt with?		√	Cunningsworth (1995) mentions the importance of appropriacy. He says that “We should look at coursebook from the angle of appropriacy to see how far they go in preparing learners to use appropriate styles in varying situations” (p. 50).	<ul style="list-style-type: none">• There are examples of the use of different style both in formal and informal situations.

General Skill Evaluation

No	Evaluation Aspect D-Skills	Criteria Fulfillment		Related Theories	Description
		No (0)	Yes (1)		
1	Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?		√	Cunningsworth (1995) mentions that it is necessary to check in what way the textbook deals with listening, speaking, reading and writing skills.	<ul style="list-style-type: none"> • There is balance between spoken materials and writing materials.
2	Is there material for integrated skills work?		√	Cunningsworth (1995) mentions that “the integration of skills is an important aspect of overall language ability” (p. 65).	<ul style="list-style-type: none"> • The materials of the textbook are arranged to cover integrated skill.

Listening Skill Evaluation

No	Evaluation Aspect D-Skills	Criteria Fulfillment		Related Theories	Description
		No (0)	Yes (1)		
1	Is listening material well recorded as authentic as possible	√		Cunningsworth (1995) suggests checking the quality of recording for listening.	<ul style="list-style-type: none"> • There is no recording for listening.
2	Is listening material	√		Cunningsworth (1995) also	<ul style="list-style-type: none"> • There is no background information,

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	accompanied by background Information which help comprehension?			mentions that a textbook should give background information as much as possible in order to help students in making comprehension.	mostly only instruction.
3	Is listening material accompanied by questions which help comprehension?		√	Riddell (2003) suggests five stages in delivering listening skill lessons. The first stage is introducing the vocabulary that is essential for completing the listening tasks. The second is introducing the topic of the listening materials and gaining students' interest on that topic. The third is asking questions that are related to main idea or specific information of the passage. The fourth is asking questions about the detailed information of the passage, and the fifth stage is having follow-up activity based on the topic.	<ul style="list-style-type: none"> • There are questions which help comprehension.
4	Is listening material accompanied by activities which help comprehension?		√		<ul style="list-style-type: none"> • Every listening activity involves activity which help comprehension.
5	Are listening activities/tasks in the textbook appropriate with	√		Feez and Joyce (2002) mention that listening activities should cover the stages of building the	<ul style="list-style-type: none"> • There jumping sequence from one material to another • Lack of building knowledge of the

	genre based principles?			context, modelling and deconstructing the text, join construction of the text, independent construction of the text and linking to related texts.	field.
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Speaking Skill Evaluation

No	Evaluation Aspect D-Skills	Criteria Fulfillment		Related Theories	Description
		No (0)	Yes (1)		
1	Is material for spoken English (dialogues, roleplays, etc.) well designed to equip learners for real-life interactions?		√	Cunningsworth (1995) mentions that “Speaking practice takes place through the oral presentation and practice of new language items, in dialogue work and in roleplay” (p. 69).	<ul style="list-style-type: none"> • There is a lot of speaking exercises such as making dialogue or interviewing
2	Are speaking activities/tasks in the textbook appropriate with genre based principles?	√		Feez and Joyce (2002) mention that speaking activities should cover the stages of building the context, modelling and deconstructing the text, join construction of the text, independent construction of the	<ul style="list-style-type: none"> • There are some written activities in the spoken cycle • The sequence is not appropriate.

				text and linking to related texts.	
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Reading Skill Evaluation

No	Evaluation Aspect D-Skills	Criteria Fulfillment		Related Theories	Description
		No (0)	Yes (1)		
1	Are reading passages suitable for your students' level, interests, etc.?		√	Cunningsworth (1995) advises that reading passages should be interesting, authentic, well-presented and completed with activities that can help reading process. He adds that "the presentation of topic is also important and the use of different type-faces, simulated or real newspaper formats, colour blocks, etc can make the reading passage stand out of something special with its own identity" (p.75).	• The topics of reading texts are basically interesting
2	Are associated activities suitable for your students' level, interests, etc.?		√		• The vocabulary and grammar suitable for the students
3	Is there sufficient reading material?		√		• There are at least three reading passages in each unit
4	Are reading activities/tasks in the textbook appropriate with	√		Feez and Joyce (2002) mention that reading activities should cover the stages of building the	• Lack of building knowledge of the field

	genre based principles?			context, modelling and deconstructing the text, join construction of the text, independent construction of the text and linking to related texts.	
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Writing Skill Evaluation

No	Evaluation Aspect D-Skills	Criteria Fulfillment		Related Theories	Description
		No (0)	Yes (1)		
1	Are writing activities suitable in terms of amount of guidance/control?		√	Cunningsworth (1995) notes that controlled or guided writing activities refer to writing activities where a model is shown to students, and then the students are asked to produce similar writing product based on certain information that has been provided.	<ul style="list-style-type: none"> • There are controlled and uncontrolled writing activities.
2	Are writing activities suitable in terms of degree of accuracy?		√	Cunningsworth (1995) explains that it is expected that writing materials get the students be familiar with the way how a	<ul style="list-style-type: none"> • It is suitable.

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3	Are writing activities suitable in terms of organization of longer pieces of writing (e.g., paragraphing)? Suitable in terms of organization of longer pieces of writing (e.g., paragraphing)?	√		written text is organized including the convention of a text. Besides, it should deal with paragraphing and make the students aware to use appropriate style in writing.	<ul style="list-style-type: none"> • It is not suitable in terms of paragraphing.
4	Are writing activities suitable in terms of use of appropriate styles?		√		<ul style="list-style-type: none"> • It is suitable in terms of use appropriate styles.
5	Are writing activities/tasks in the textbook appropriate with genre based principles?	√		Feez and Joyce (2002) mention that writing activities should cover the stages of building the context, modelling and deconstructing the text, join construction of the text, independent construction of the text and linking to related texts.	<ul style="list-style-type: none"> • The sequence is not appropriate.

Topic Evaluation

No	Evaluation Aspect E-Topic	Criteria Fulfillment		Related Theories	Description
		No (0)	Yes (1)		
1	Is there sufficient material of genuine interest to learners?		√	Cunningsworth (1995) mentions that a textbook must represent a language use in real situation for real purpose, and therefore it should deal with various kinds of topics. He also suggests that “at whatever level, topics which are real and immediate must command more interest and response from learners than imaginary, made-up content” (p. 86).	<ul style="list-style-type: none"> • The topics are basically are interesting such as love, drugs, global warming, etc.
2	Is there enough variety of topic?		√	Cunningsworth (1995) also states that “the content does not necessarily have to be heavy and intellectual in order to be worthwhile: there is plenty of scope for humour and human interest stories too (p. 88).	<ul style="list-style-type: none"> • There are various topics from the easy one to complicated one.

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3	Do the topics allow learners to expand their awareness and enrich their experience?		√	Cunningsworth (1995) mentions that it is necessary that a textbook includes social and cultural contexts in terms of location, social mores, age group, etc.	<ul style="list-style-type: none"> • There are features like <i>Cultural Tips</i> that can help students be aware of other culture.
4	Is the sophistication of the materials suitable with learners' language level?		√	Riddell (2003) then adds that higher level students can deal with more tough provoking issues such as technology since they have more language capability to talk about that.	<ul style="list-style-type: none"> • It is suitable.
5	Does this textbook allow the learners to relate (themselves) to the social and cultural contexts presented in the textbook?	√		Cunningsworth (1995) mentions that it is necessary that a textbook includes social and cultural contexts in terms of location, social mores, age group, etc.	<ul style="list-style-type: none"> • Lack of guidance and instruction.
6	Are women portrayed and represented equally with men?	√		Cunningsworth (1995) also suggests evaluating how the women are portrayed in the textbook.	<ul style="list-style-type: none"> • The illustrations still not really present equality between men and women.
7	Are other groups represented, with reference to ethnic origin, occupation, disability,		√	Cunningsworth (1995) also suggests evaluating how the textbook represents people according to their ethnic origin,	<ul style="list-style-type: none"> • There are a lot of reading passages that are related with representation of many group of people

etc.?			occupation, age, social class and disability.	
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Methodology Evaluation

No	Evaluation Aspect F-Methodology	Criteria Fulfillment		Related Theories	Description
		No (0)	Yes (1)		
1	Does this textbook allow active learner involvement?		√	Cunningsworth (1995) mentions that the textbook should provide provision of material suitable for individual study. The material can be in the form of a workbook, reading materials or self-study cassettes. It is also necessary that the guidance on how to use those materials including cross-referencing from the main course to the workbook and key exercises are given so that the students can check their progress by themselves.	<ul style="list-style-type: none"> • There are a lot of tasks that require active learner involvement.
2	Are the techniques used for presenting/practicing new language items suitable for learners?		√	Cunningsworth (1995) notes that “it is important that new items are controlled in terms of quantity and difficulty” (p. 102).	<ul style="list-style-type: none"> • It is suitable in terms of difficulty and quantity.

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				Cunningsworth (1995) mentions the quantity of the new number in a text should not be more than five percent of the total, in order to ensure that learning load is reasonable and the familiar words are sufficient.	
3	Does this textbook develop learners' communicative abilities?		√	Cunningsworth (1995) mentions that the textbook should facilitate language use which is realistic and communicative in the context of classroom. The examples of activities are jigsaw reading and jigsaw listening.	<ul style="list-style-type: none"> • There are many tasks asking students to communicate or to work with their partners
4	Does the material include any advice/help to students on study skills and learning strategies?	√		Cunningsworth (1995) advises that it is better if the textbook provides advice or guidance on study skills and learning strategies. He notes that the advice or guidance may focus on these three aspects. The first is inviting the students to reflect the most effective way of learning for them. The second is offering advice to help the students develop their study skills. The third	<ul style="list-style-type: none"> • There is only reflection but there is no any explicit advice or help for student

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				is showing the way of using reference skills such as how to use dictionary and grammar books.	
5	Are students expected to take a degree of responsibility for their own learning?		√	Natalie Hess, (2001:159-160) mentions some ideas that may help the students focus on their study. The first is by giving sample questions before test and to let the students discuss it. The second, is by eliciting students' concern on language learning at the beginning of the task, the third is by allowing students making a guide before test, and the forth by letting students writing their expectation of the course.	<ul style="list-style-type: none"> • Yes, there are features provided to support students' own learning such as key answer, listening script etc • There is reflection section • There are summary and practice test

Teachers' Books Evaluation

No	Evaluation Aspect G-Teachers' Books	Criteria Fulfillment		Related Theories	Description
		No (0)	Yes (1)		
1	Is there adequate guidance for teachers	√		Cunningsworth (1995) mentions that "a good teacher's	<ul style="list-style-type: none"> • There is no teachers' books

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	who will be using the textbook and its supporting materials?			<p>book is invaluable in offering, among other things, guidelines on how to make the best use of the course, detailed plans for teaching each unit and key to exercises” (p. 112). He also says that the teachers’ books should meet the needs of the users and also be flexible. He adds that “we should therefore check that the teacher’s book provides suggested procedures for planning, preparation and teaching of lessons” (p. 114).</p>	
2	Are the teachers’ books comprehensive and supportive?	√			• There is no teachers’ books
3	Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?	√			• There is no teachers’ books
4	Do the writers set out and justify the basic premises and principles underlying the material?	√			• There is no teachers’ books
5	Are keys to exercises given?	√			• There is no teachers’ books

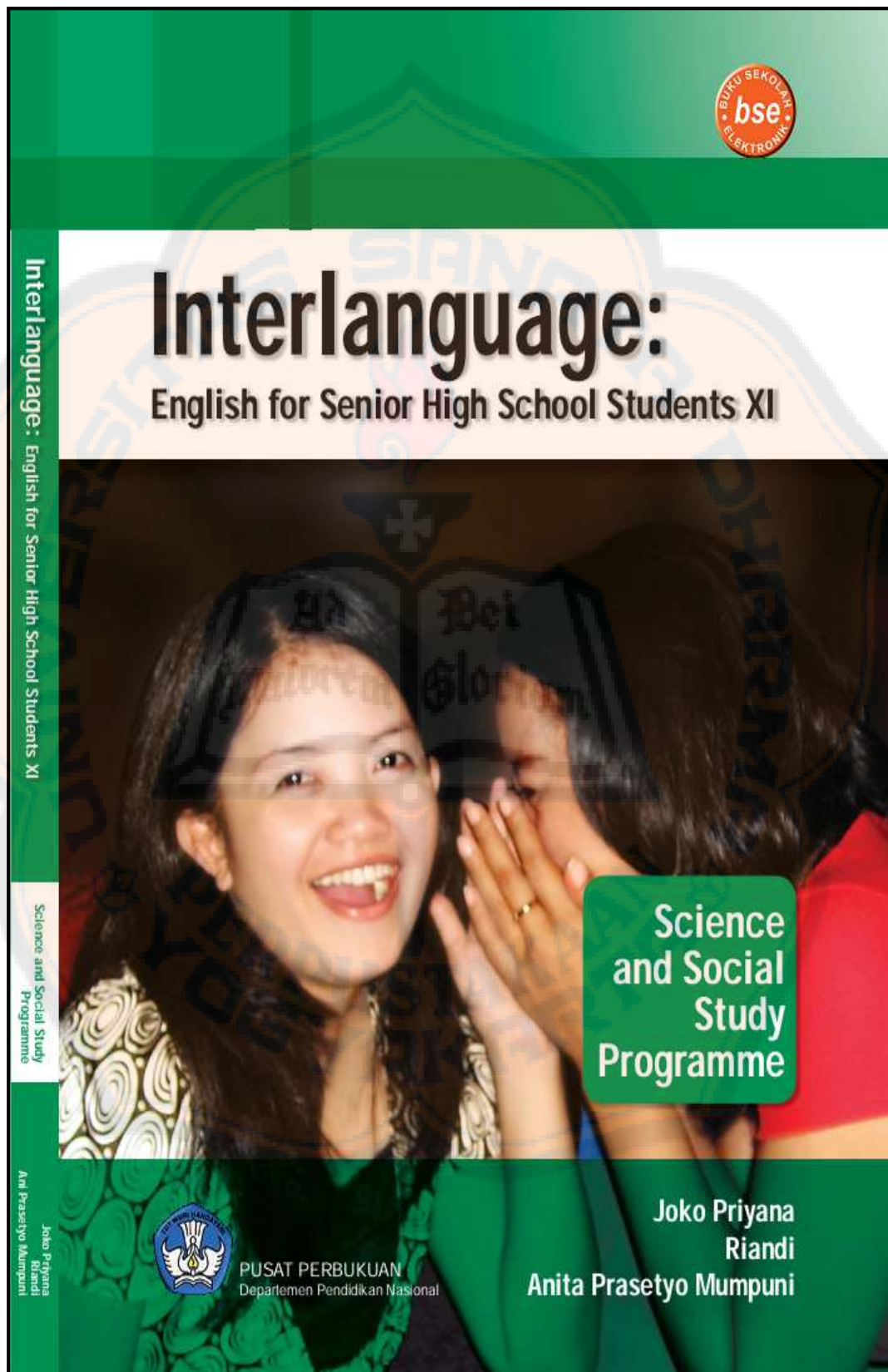
Practical Consideration Evaluation

No	Evaluation Aspect H-Practical Considerations	Criteria Fulfillment		Related Theories	Description
		No (0)	Yes (1)		
1	Does this represent good		√	Cunningsworth (1995) advises	• The textbook can be accessed and

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	value or money?			to check whether the whole packages of the textbook cost good value for money or not.	downloaded freely. <ul style="list-style-type: none"> • The highest price is set by the government.
2	Are they attractive in appearance?	√		Cunningsworth (1995) mentions that attractiveness and the strength of the textbook also need to be considered.	<ul style="list-style-type: none"> • No, it is not colorful. • The illustration is dull.
3	Are they easily to obtain?		√	Cunningsworth (1995) mentions that it is also necessary to check whether the supply of the textbook can be obtained easily.	<ul style="list-style-type: none"> • The textbook can be accessed and downloaded freely. • The hard copy is available in the bookstore.
4	Can this textbook stand without any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player?		√	Cunningsworth (1995) mentions that in selecting textbook with its accompanying materials such as listening recording and video, it is also important to check whether the equipment are reliable, available and ready to be used.	<ul style="list-style-type: none"> • There is no supporting materials therefore there is no need to use any equipment.

Appendix 3.1 The cover of *Interlanguage* textbook for eleventh-graders



Appendix 3.2 Unit Review Semester 1

UNIT REVIEW SEMESTER 1

I. Choose the suitable expression to complete the short dialogues.

1. Dimas : Would you accompany me to the internet?
Bonar :
Dimas : Thanks. I really appreciate it.
a. I'm disappointed
b. I'm not so sure
c. Sure
d. Not at all
e. I don't know
2. Boni : How was your trip to Nias?
Yudha : ... with it. I want to go there again next year.
a. I'm very pleased
b. I'm really disappointed
c. I'm very displeased
d. I'm very unsatisfied
e. I'm not happy
3. Endang : How was your visit to the museum?
Ayu : It was closed when I got there. ... about it.
Endang : I'm sorry to hear that.
a. I'm satisfied
b. I'm happy
c. I'm really content
d. I'm very disappointed
e. I'm delighted
4. Arum : What do you think is the effective way to reduce global warming?
Della : ... planting trees is one of the effective ways to reduce global warming.
a. I don't know
b. How do you see
c. I'm not sure
d. In my opinion
e. Are you certain that
5. Aspani : ... We help reduce global warming?
Rini : I think we can help reduce global warming through saving energy and recycling.
a. What do
b. Why should
c. How can
d. When can
e. Where should
6. Aldo : ... I would stay away from drugs.
Tius : Yes, I know. I'll stay away from it.
a. I don't want to say that
b. I wouldn't say
c. If I were you
d. I don't think
e. Don't think

Appendix 3.3 Unit Review Semester 2

UNIT REVIEW SEMESTER 2

I. Choose the suitable expression to complete the short dialogues.

1. Man : Why should you leave me? I love you.
 Woman : ... but I really have to go. I'm sorry.
 a. I hate you
 b. I love you too
 c. I really do not want to be here
 d. I'm sick of you
 e. I don't like you

2. Man : I really have to say that
 Woman : Thanks. But I'm sorry I can't.
 a. I'm sorry.
 b. You're really jerk.
 c. You're really help me.
 d. This is so embarrassing.
 e. I have a crush on you.

3. Woman : Have you heard that the government will subsidize farmers who use have organic farming?
 Man : ... because not many farmers are willing to do organic farming without some support from the government.
 a. I disagree with the idea
 b. I don't really care about it
 c. I think this is not a good idea
 d. I think it is a good idea
 e. I think the government should think about it twice

4. Man : Do you think that free education for poor people will be an effective policy?
 Woman : because this is what they really need.
 a. I think this will help them a lot
 b. I don't think that this is good
 c. I think they will be spoiled
 d. I don't think that it's necessary
 e. I disagree with the idea

5. Man : ... I've booked the table but you give it to other customers.
 Woman : I'm really sorry, Sir. We're going to fix it.
 a. I really don't mind
 b. This is really a nuisance.
 c. This is nice.
 d. I like it.
 e. I am really happy with that.

Appendix 3.4 Pictures provided in *Let's Get ready* for helping visualization

A. Let's Get Ready



Task 1 _____

In pairs, match each celebration with its name by drawing an arrow. Then, answer the questions based on your knowledge.



- New Year
- Halloween
- Easter
- Thanksgiving
- Gawai Dayak

Pictures:
 1. <http://www.kapitro.sarawak.gov.my>
 2. Robert Wallance on flickr.com
 3. <http://www.more4kids.info>
 4. <http://www.flickr.com>
 5. <http://www.eatingdisorders.about.com>

Questions

1. Which of the above celebrations do you know?
2. Why do people celebrate it?
3. How do they celebrate it?
4. When do they celebrate it?

Appendix 3.5 Chart provided in reading for helping visualization

question. She heard Daddy say it with a whispered desperation, "Only a miracle can save him now."

Sally went to her bedroom and pulled her piggy bank from its hiding place in the closet. She shook all the change out on the floor and counted it carefully. Three times. The total had to be exactly perfect. No chance here for mistakes. Tying the coins up in an old-weatherkerchief, she slipped out of the apartment and made her way to the corner drug store. She waited patiently for the pharmacist to give her attention. But he was too busy talking to another man to be bothered by an eight-year-old. Sally twisted her feet to make a scuffing noise. She cleared her throat. No good. Finally she took a quarter from its hiding place and banged it on the glass counter. That did it! "And what do you want?" the pharmacist asked in an annoyed tone of voice. "I'm talking to my brother."

"Well, I want to talk to you about my brother," Sally answered back in the same annoyed tone. "He's sick . . . and I want to buy a miracle."

"I beg your pardon," said the pharmacist.

"My Daddy says only a miracle can save him now . . . so how much does a miracle cost?"

"We don't sell miracles here, little girl. I can't help you."

"Listen, I have the money to pay for it. Just tell me how much it costs."

The well-dressed man stooped down and asked, "What kind of a miracle does your brother need?"

"I don't know," Sally answered. A tear started down her cheek. "I just know he's really sick and Mommy says he needs an operation. But my folks can't pay for it . . . so I have my money."

"How much do you have?" asked the well-dressed man.

"A dollar and eleven cents," Sally answered proudly. "And it's all the money I have in the world."

"Well, what a coincidence," smiled the well-dressed man. A dollar and eleven cents . . . the exact price of a miracle to save a little brother. He took her money in one hand and with the other hand he grasped her mitten and said "Take me to where you live. I want to see your brother and meet your parents."

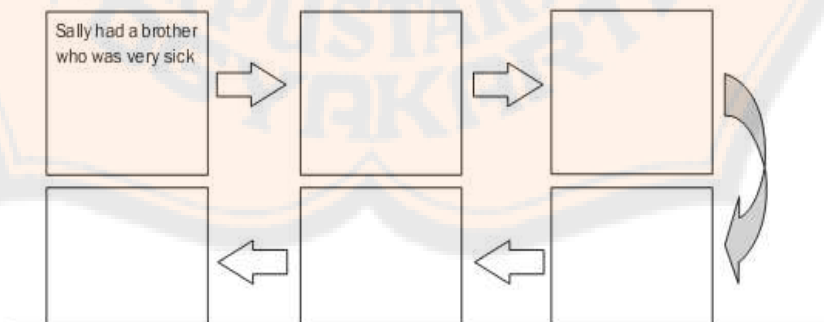
That well-dressed man was Dr. Carlton Armstrong, renowned surgeon specializing in solving Georgi's malady. The operation was completed without charge and it wasn't long until Georgi was home again and doing well.

Mommy and Daddy were happily talking about the chain of events that had led them to this place. "That surgery," Mommy whispered. "It's like a miracle. I wonder how much it would have cost."

Sally smiled to herself. She knew exactly how much a miracle cost... one dollar and eleven cents... plus the faith of a little child.

Adapted from: <http://www.gagirl.com>

Summary



Appendix 3.6 Organization of textbook: *Let's Get Ready*

A. Let's Get Ready



Task 1

Answer the following questions based on your knowledge.



Pictures:
 1. <http://static.flickr.com>
 2. <http://static.flickr.com>
 3. <http://absolutearts.com>

Questions

1. Do you know the stories above?
2. If so, can you tell your group the titles of the stories, the characters, and what happened to the characters?
3. What do you learn from the stories?

Appendix 3.7 Organization of textbook: *Let's Act: Listen and Speak*

B. Let's Act

 **1. Listen and Speak**

 **Task 3**

Listen to the following story and then answer the questions. The listening script is in the Appendix.

Questions

1. Who are the characters in the story?
2. What was the relationship between the Lion and the Dolphin?
3. What did the Lion ask the Dolphin for when he fought a wild bull?
4. Did the dolphin help the Lion fight the wild bull? Why? Why not?
5. How did the story end?

 **Task 4**

Listen to the dialogue and decide whether the following statements are true or false. The listening script is in the Appendix.

Statements	True	False
1. Ajeng suggests a story to Nita.		
2. <i>The Three Musketeers</i> is the title of the story suggested by Ajeng.		
3. <i>The Three Musketeers</i> is an adventurous story.		
4. Musketeers are soldiers armed with muskets.		
5. Ajeng was pleased with the last story that she read.		
6. Ajeng will try to find the story in the internet.		

 **Task 5**

Study the expressions below.

From the dialogue between Nita and Ajeng you find the following expressions:

- *Yes, I love it.*
- *I enjoyed reading it.*

Those expressions are used to express pleasure. Here are some expressions that you can use to express pleasure.

Pleasure
Great!
Terrific!
I'm pleased.
I enjoyed it
I love it.
It was terrific.
I'm delighted.

Appendix 3.8 Organization of textbook: *Let's Act: Read and Write*



Task 13

Work in small groups and then retell the story entitled *The Four Friends*. You may use the points in Task 11.



2. Read and Write



Task 14

Read the following story and complete the table. You may want to study the following words to help you understand the story.

affair [ə'feə] (kb)	: urusan
faithful ['feɪθfʊl] (ks)	: setia
impressed [ɪm'prest] (ks)	: terkesan
pardon ['pɑːdɒn] (kkt)	: mengampuni
patiently ['peɪʃəntli] (kk)	: dengan sabar
plot [plɒt] (kkt)	: merencanakan
ruler ['ruːlə] (kb)	: penguasa
sacrifice ['sækrɪfaɪs] (kkt)	: berkorban
sentence ['sentəns] (kkt)	: menjatuhu hukuman
uneasy [ʌn'iːzi] (ks)	: khawatir/ gelisah

Damon and Phintias

There once were two best friends named Damon and Phintias. They lived in Syracuse, Sicily in the 4th century BC. They were philosophers of Pythagorean School.

One day Phintias was sentenced to death by Dionysius the Younger, the ruler of the city, for plotting against his rule. Phintias then begged for permission to go home to finish his private affairs before he's executed. Dionysius of course refused his request. Phintias felt very and hopeless. But then, Damon came to Dionysius and begged to grant Phintias's request. Damon loyally offered to replace Phintias while he is gone. He is willing to take Phintias's place in prison. Dionysius then agreed and granted their request.

Phintias was very happy and thankful for his friend's sacrifice. He promised Damon that he will returned as soon as possible. He started home as fast as he can.

Days gone by and Damon waited very patiently in jail. But until the day before his execution, Phintias had not returned. And on his execution day Phintias still had not returned. Damon knew that he had to take Phintias's place and get executed if Phintias didn't show up.

It turned out that Phintias had tried to keep his promise to his best friend, but he cannot. He got delayed on his way back. Phintias heart beat fast. He felt very uneasy. He feared that he would be too late, and Damon, his faithful friend will get executed because of him.

Appendix 3.10 Organization of textbook: *Let's Check Your Competence*



Task 21

Find two or more stories about friendship. Then retell them to your class.

D. Let's Check Your Competence



Task 22

In pairs, write dialogues based on the following situations.

1. You and your friend are almost late to attend story telling club at school. When the two of you got there, it turned out that you're not late after all.
2. You need your dictionary to do your homework, but you cannot find it. You ask your sister if she had seen it, and she said it's in her room.
3. You tell your mom that you have finally saved enough money to buy a copy of Harry Potter. You feel very happy that you finally are able to buy the book.
4. You hit by a ball thrown by your brother while reading a book on your porch.
5. You are very happy and proud of yourself for being able to buy a book for your brother.



Task 23

Read the following story and complete the table.

A Story of Friendship

One day, when I was a freshman in high school, I saw a kid from my class was walking home from school. His name was Kyle. It looked like he was carrying all of his books..I thought to myself, "Why would anyone bring home all his books on a Friday? He must really be a nerd."I had quite a weekend planned (parties and a football game with my friends tomorrow afternoon), so I shrugged my shoulders and went on.

As I was walking, I saw a bunch of kids running toward him. They ran at him, knocking all his books out of his arms and tripping him so he landed in the dirt. His glasses went flying, and I saw them land in the grass about ten feet from him. He looked up and I saw this terrible sadness in his eyes.

My heart went out to him. So, I jogged over to him as he crawled around looking for his glasses, and I saw a tear in his eye. As I handed him his glasses, I said, "Those guys are jerks. They really should get lives." He looked at me and said, "Hey thanks!" There was a big smile on his face. It was one of those smiles that showed real gratitude. I helped him pick up his books, and asked him where he lived. As it turned out, he lived near me, so I asked him why I had never seen him before. He said he had gone to a private school before now. I would have never hung out with a private school kid before. We talked all the way home, and I carried some of his books. He turned out to be a pretty cool kid. I asked him if he wanted to play a little football with my friends. He said yes.

Appendix 3.11 Organization of textbook: *Let's Make a Reflection*

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

Appendix 3.12 Organization of textbook: *Let's Make a Summary*

F. Let's Make a Summary

In this unit you learn:

- 1) How to express pleasure, relief and pain. Here are some of the examples:

Pleasure
Great! Terrific! I'm pleased. I enjoyed it. I love it. It was terrific. I'm delighted.
Relief
Thank goodness! Thank heavens! What a relief! I'm glad about ...! It's a great relief! Whew!
Pain
It hurts! Ugh, it's very painful! Ouch! Oh, it's killing me!

2. Narrative

Stories consist of several parts. They are the beginning, the problem that occurred, how the problem was solved, and the ending of the story.

- The beginning of the story has the function of introducing the characters of the story, where and when the story occurred. This part of the story is called orientation.
- How the problem starts until its crisis point (climax) of the problem, in which the character(s) have to face is called the complication.
- How the problem is solved or ended is called the resolution.
- The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer is called re-orientation. However, this part of the story is optional. You may or may not find it in a story.

The social purpose of this type of text is entertaining because they deal with the unusual and unexpected development of events. It also instruct because they teach readers and listeners that problems patterns of behavior that are generally highly valued.

Appendix 3.13.1 Example of vocabulary recycling firstly in Task 11

Questions

1. What are Denias and Aspani talking about?
2. Who gives advice?
3. How does he give the advice?
4. Who gives the warning?
5. How does he express his warning?



Task 11

Study the following suggestion. Then, give your opinion whether you are in line or against the suggestion. But first, study the words below.

rehabilitation [ri:ˌhæbɪlɪˈteɪʃn] (kb)	: rehabilitasi
punishing ['pʌnɪʃɪŋ] (kkt)	: menghukum
stacking [stækɪŋ] (kkt)	: menumpuk/ menimbun
peddler ['pedlə] (kb)	: penjual khususnya narkoba
trap [træp] (kb)	: perangkap
addict ['ædɪkt] (kb)	: pecandu
jail [dʒeɪl] (kb)	: penjara
prison ['prɪzn] (kb)	: penjara
arrest [ə'rest] (kkt)	: menahan
packed up [pækt ʌp] (kk)	: berjejalan/ padat
dealer ['di:lə] (kb)	: penjual (narkoba)
trafficker ['træfɪkə] (kb)	: pembeli dan penjual, tengkulak
wholesaler ['həʊlsɛlə] (kb)	: bandar

The Government should Provide Rehabilitation Programme for Drug Users

Drug users are actually ill people who need to be helped. Rehabilitation is one of the main things that they should get. Instead of punishing and stacking them in prisons which are getting full, the government should provide rehabilitation for them.

Most users are actually victims of persuasive peddlers and they suffer from consuming the drugs. Therefore, by rehabilitating them, we are actually helping them out of a trap, which they might accidentally step on. They then, can start a normal life again. On the other hand, if we only arrest drug



users and send them to jail it doesn't solve the problem because the drug users will still be addicts unless being properly treated.

Jails will be filled up with drug users. Moreover, the users will still be users after released from prison. They then, will be arrested again.

By providing rehabilitating programmes for drug users and forcing them to participate on the programmes is way better than only arresting them and do nothing on their illness. Moreover, the prison will not be so full and packed up with users. Only drug dealers, traffickers, and wholesalers should be imprisoned instead.

Appendix 3.13.2 Example of vocabulary recycling secondly in Task 15



2. Read and Write



Task 15

Read the following text and then discuss the meanings of the following words according to the context. Then, answer the questions.

attendant [ə'tendənt]	: ...
conjunction [kən'dʒʌŋkʃn]	: ...
punitive ['pjʊ:nətɪv] (ks)	: ...
refractory [rɪfræktri]	: ...
undergo [ʌnda'gəʊ] (kkt)	: ...
withdrawal [wɪθ'drɔ:əl] (kb)	: ...



The 'Report' of the New York Academy of Medicine agrees with the objective of stopping drug addiction and with the efforts at rehabilitation. It disapproves of the punitive approach and the fantastically brutal punishment. It proposes a more humane program as follows: 1. There should be a changed attitude toward the addict. He is a sick person, not a criminal. 2. The most effective way to get rid of drug addiction is to take the profit out of illegal drug traffic. The addict should be able to get his drugs at low cost under Federal control in conjunction with efforts to have him undergo withdrawal. 3. There should be medical supervision of existing addicts with strong efforts toward their rehabilitation. This would involve persuasion of the addict to go through treatment and rehabilitation, evaluation of the methods of treatment, and supervision of addicts who were unwilling or stubborn to treatment. 4. There should be no reduction in the efforts toward the elimination of the

supply of illegal drugs. Every effort should be made to arrest drug peddlers, wholesalers, and importers. While the addict should be considered as a sick person and treated appropriately, the nonaddict trafficker should feel the full punishment of the law. 5. By means of all educational media, radios, televisions, the press, lectures, books, and classrooms, there should be a concentrated effort to inform the public of the dangers attendant on the use of narcotic drugs. 6. Such a program would provide enough data relating to the number of addicts, the origin of individual usage, the number under treatment, the outcome of various forms of treatment, the number known to be unwilling to treatment, and similar information which is not now available. Such information would form a solid basis for better control, better rehabilitation, and better knowledge concerning the effect of narcotic addiction.

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Questions

1. What is the text about?
2. What are the proposals or suggestions stated in the text?
3. What is the best title for the text?

Appendix 3.13.3 Example of vocabulary recycling thirdly in Task 15

Notes:

The main purpose of the text is to propose the objective of stopping drug addiction and with the efforts at rehabilitation.

Remember that such writing is called analytical exposition. It proposes or suggests a certain topic which may only be pro or contra, not both. This type of writing consist of:

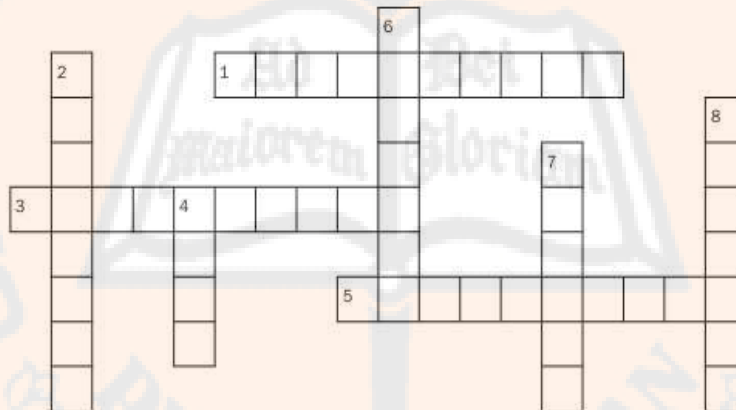
- Opinion/ proposal of something or what is usually called a thesis
- Reasons behind the proposal or argument or what is called argument
- Sometimes what has been discussed is also expressed again in the end of the text called reiteration.

It has the purpose of persuading the reader with its argument. It also explains how and why the argument is proposed.



Task 16

Do the following crossword puzzle. Compare your answer with a classmate's.



Across:

1. the business of buying goods in large quantities and selling them especially to retailers for resale
3. unpleasant physical condition which occurs when someone stops taking an addictive drug
5. somebody who traffics in something, especially illegal goods such as drugs or weapons

Down:

2. which aims to punish
4. substance which affects the nerves, and which can be habit-forming
6. a dealer in something, especially illegal drugs
7. person who takes drugs as a habit
8. to suffer, to have something happen to you

Appendix 3.14 Listening scripts

LISTENING SCRIPT

UNIT 1 | THANKSGIVING IS A CELEBRATION DAY.

Task 3

- Ayu : Palupi, you're from Bangka Belitung, aren't you?
 Palupi : Yes, that's right. Why do you ask?
 Ayu : Well, I was wondering if there is any thanksgiving festival in your hometown.
 Palupi : Well, there's one that I know. It's called Maras Taun.
 Ayu : Will you tell me about it?
 Palupi : Sure. Maras Taun is a harvest festival celebrated by rice farmers. But then, it is also celebrated by fishermen. If the farmers celebrate their harvest, the fishermen celebrate the success of fish hauling and the calmness of the sea. Nowday, both celebrate their good earnings in a year together.
 Ayu : When is it celebrated?
 Palupi : Well, it's celebrated once a year, on the new season of planting or after the harvest time.
 Ayu : How do you celebrate it?
 Palupi : We dance a farmer dance and sing the Maras song. We pray together and spread blessed leaves called daun hati-hati or kesalan (Asian oregano) around our house and boat for luck. We also pound rice and cook lepat. Hundreds of lepat will be given to the villagers in the end of festival.
 Ayu : What is lepat?
 Palupi : Lepat is a steamed cake made of red rice filled up with a piece of fish or meat and wrapped in young coconut leaves.
 Ayu : Wow that sounds delicious. Let's try to make lepat sometimes.
 Palupi : OK.

Task 6

- Ayu : Ratu, will you accompany me to Palupi's house?
 Ratu : **Alright.** But, what are you going to do there?
 Ayu : I want to ask her about a thanksgiving festival in her hometown.
 Ratu : Hey, look it's very dark out side. I think it's going to rain. Get the umbrella, please.
 Ayu : **OK.** Oh, do you want to wear rubber sandals?
 Ratu : Yes, that would be great. Could you get them for me too?
 Ayu : **Sure.**
 Ratu : Thanks.
- Randi : Yola, help me find Dad's encyclopedia.
 Yola : **OK.** What do you want it for?
 Randi : I want to find some information on some national celebrations.
 Yola : Hey look it's on the top shelf. I don't think we can reach it. Quickly, get a chair.
 Randi : **Right away.**

Appendix 3.15.1 Key to Pronunciation

Key to Pronunciation		
Vowel		
Phonetics symbols	Example	Pronunciation
i:	see	[si:]
i	any	['eni]
e	ten	[ten]
æ	hat	[hæt]
ɑ:	arm	[ɑ:m]
ɒ	got	[gɒt]
ɔ:	saw	[sɔ:]
ʊ	put	[pʊt]
u:	too	[tu:]
ʌ	cup	[kʌp]
ə:	fur	[fə:]
ə	ago	[ə'gəʊ]
eɪ	pay	[peɪ]
aɪ	five	[faɪv]
əʊ	home	[həʊm]
aʊ	now	[naʊ]
ɔɪ	join	[dʒɔɪn]
ɪə	near	[niə]
eə	hair	[heə]
ʊə	pure	['pjʊə]
Consonants		
Phonetics symbols	Example	Pronunciation
p	pen	[pen]
b	bad	[bæd]
t	tea	[ti:]
d	did	[dɪd]
k	cat	[kæt]
g	got	[gɒt]
tʃ	chin	[tʃɪn]
dʒ	june	[dʒu:n]
f	fall	[fɔ:l]
v	van	[væn]
θ	thin	[θɪn]
ð	then	[ðen]

Appendix 3.15.2 Key to Pronunciation (continuous from previous page)

s	so	[səʊ]
z	zoo	[zu:]
ʃ	she	[ʃi:]
v	vision	[ˈvɪʒn]
h	how	[haʊ]
m	man	[mæn]
n	no	[nəʊ]
s	sing	[sɪŋ]
l	leg	[leg]
r	red	[red]
j	yes	[jes]
w	wet	[wet]

List of Abbreviations

- kb* : kata benda
- kki* : kata kerja intransitif
- kkt* : kata kerja transitif
- ks* : kata sifat
- kk* : kata keterangan

Appendix 3.16 Subject Index

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Appendix 3.17 Mini Dictionary

MINI DICTIONARY

abundant [ə'bʌndənt] (ks)	: banyak, berlimpah
accommodation [əkɒmə'deɪʃən] (kb)	: akomodasi
achieve [ə'tʃi:v] (kkt)	: mencahai
additive ['ædɪtɪv] (kb)	: zat-zat tambahan
afford [ə'fɔ:d] (kkt)	: memberi
amuse [ə'mju:z] (kki)	: membuat orang tertawa
annoyed [ə'nɔɪd] (ks)	: jengkel
bang [bæŋ] (kkt)	: memukul
blur [blɜ:] (kki)	: kabur, remang-remang
boarding school ['bɔ:dɪŋ 'sku:l] (kb)	: sekolah berasrama
bolt [bəʊlt] (kki)	: melarikan diri
cemetery ['semətəri] (kb)	: pemakaman
coast [kəʊst] (kb)	: pantai
compartment [kəm'pɑ:tmənt] (kb)	: kompartemen
compulsory [kəm'pʌlsəri] (ks)	: wajib
condo ['kɒndəʊ] (kb)	: apartemen
crap [kræp] (kb)	: kotoran
crop [krɒp] (kb)	: tanaman
cultivation [kʌltɪ'veɪʃn] (kb)	: penanaman tanaman
cupboard ['kʌbəd] (kb)	: lemari
damage ['dæmɪdʒ] (kb)	: kerusakan
delight [dɪ'laɪt] (kb)	: kesenangan
delight [dɪ'laɪt] (kb)	: kesenangan
derive [dɪ'reɪv] (kki)	: berasal dari
desperation [despə'reɪʃn] (kb)	: keputusan
diet ['daɪət] (kb)	: makanan
digestive [daɪ'dʒestɪv] (ks)	: berkaitan dengan pencernaan
dispersed [dɪs'pɜ:st] (ks)	: terpisah
embarrass [ɪm'bærəs] (kki)	: malu
excitedly [ɪksaɪ'tɪdli] (kk)	: dengan penuh ketertarikan
exclude [ɪk'sklu:d] (kkt)	: tidak meliputi
eye patch [aɪ pætʃ] (kb)	: penutup mata
faith [feɪθ] (kb)	: kepercayaan
fee [fi:] (kb)	: uang bayaran
fence [fens] (kb)	: pagar
fence [fens] (kb)	: pagar
fit [fɪt] (kkt)	: menyesuaikan
flap [flæp] (kki)	: mengepakkan (sayap)
frenzy ['frenzi] (kb)	: kegilaan
gasp [gɑ:sp] (kki)	: menarik nafas panjang
give in ['gɪv 'ɪn] (kki)	: menyerah
glue [glu:] (kb)	: perekat
hassle ['hæsəl] (kkt)	: mengganggu
home schooling ['həʊm 'sku:lɪŋ] (kb)	: sekolah di rumah

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Appendix 3.18.1 Glossary

GLOSSARY

Advertisement	: announcement which tries to make sure that people know that something is for sale, that something is going to happen, that a show is on.
Advising	: Saying what should or should not be done
Analytical exposition	: A clear and full explanation of an idea or theory
Antonym	: Word which means the opposite
Argument	: A reason or reasons to support or oppose an idea or suggestion, or the process of explaining them
Banner	: Large piece of cloth with a slogan on it
Celebration	: Festivity
Character	: Person in a story, play, or novel
Climax	: Most important and exciting point
Compound sentence	: Sentence made up of several parts
Con	: Arguments against
Conjunction	: Word which links different section of a sentence
Culture	: The way of life, especially the general customs and beliefs, of a particular group of people at a particular time
Expressing anger	: Expressing a strong feeling which makes you want to hurt someone or be unpleasant because of something unfair or hurtful that has happened
Expressing annoyance	: Expressing the feeling of being annoyed
Expressing dissatisfaction	: Expressing lack of satisfaction
Expressing embarrassment	: Expressing feeling of being worries and ashamed
Expressing love	: Expressing great liking for someone or something
Expressing pain	: Expressing emotional or mental suffering
Expressing pleasure	: Expressing enjoyment, happiness or satisfaction
Expressing relief	: Expressing a lessened pain or stress
Expressing satisfaction	: Expressing good feeling; sense of comfort or happiness
Expressing stance	: Expressing point of view
Intonation	: The sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said
Gerund	: Verbal noun, formed from the present participle of a verb
Granting request	: Expressing agreement to give something
Hortatory exposition	: Text used to argue a case
Information	: Facts about something
Interview	: Discussion (on radio, TV, in a newspaper) between an important or interesting person and a journalist
Monologue	: Long speech by one actor or other person alone
Opinion	: What someone thinks about something
Pamphlet	: A thin book with only a few pages which gives information or an opinion about something
Passive voice	: Form of a verb which shows that the subject is being acted upon

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Appendix 3.18.2 Glossary (continuous from previous page)

Poem	: Piece of writing, with words carefully chosen to sound attractive and convey themes and emotions, set out in lines usually of a regular length which sometimes end in words which rhyme
Poster	: Large notice, picture or advertisement stuck on a wall in favour of
Pro	: In favour of
Pronunciation	: Dividing up groups of words using special printed symbols
Recommendation	: Advice telling someone what the best thing to do is
Reflection	: Thought
Report	: Description of what has happened or what will happen
Request	: Asking for something
Spoof	: Funny story with unpredictable-funny ending
Story	: Description that tells things that did not really happen but are invented by someone
Synonym	: Word which means nearly the same thing as another word
Warning	: Information about a possible danger

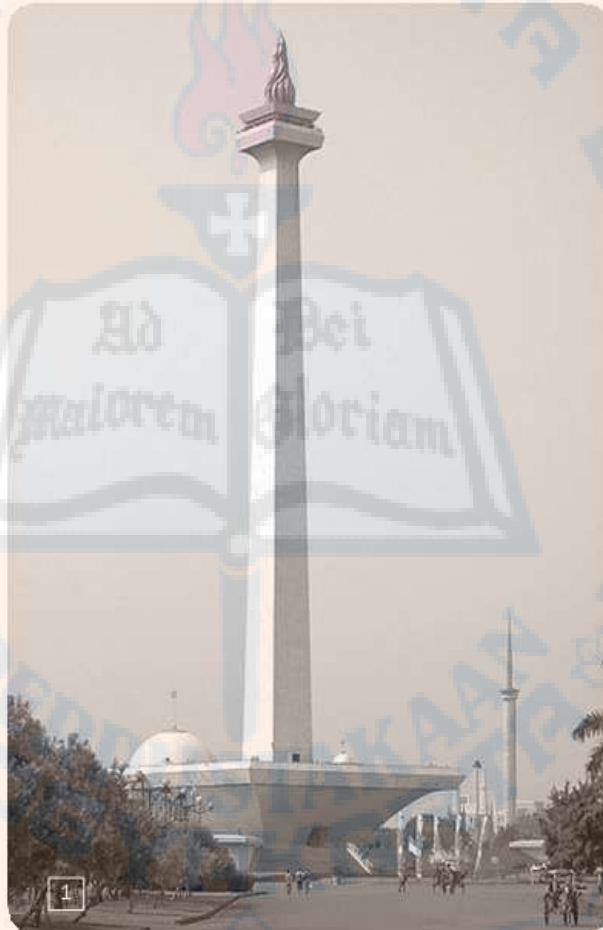
Appendix 3.19.1 Comparison of Unit II and Unit X: Clear layout and consistent heading, font and icon (Unit II)

A. Let's Get Ready



Task 1

In pairs, answer the following questions.



1. What is the building called?
2. Where is it located?
3. Is there a similar building in your hometown?

Appendix 3.19.2 Comparison of Unit II and Unit X: Clear layout and consistent heading, font and icon (Unit X)

A. Let's Get Ready



Task 1

In pairs, study the following picture and then answer the questions based on your knowledge. First, learn the following words.

1. anger ['æŋg ə]
2. angry ['æŋgri]
3. displeasure [dɪs'pleʒə]
4. feeling ['fi:lɪŋ]
5. mischievous ['mɪstʃɪvəs]
6. patience ['peɪʃns]
7. patient ['peɪʃənt]
8. situation [sɪtju:'eɪʃn]
9. stupidity [stju'pɪdɪti]
10. unhappy [ʌn'hæpi]



Questions

1. Why do people get angry?
2. Have you ever got terribly angry? Why? How did you express your anger at that time?
3. What do you usually do if you get angry with someone?
4. What do you do when you find someone getting angry?
5. In your opinion, may anyone get angry on his own stupidity?

B. Let's Act



1. Listen and Speak



Task 2

Once, there was a mischievous boy living in a town. He was only seven years old. Once his father was angry with him and asked him to meet his teacher. Listen to the dialogue between the boy, his father, and the teacher. The listening script is in the Appendix.


Questions

1. What did his father think about the boy?
2. What did his father tell him to do?
3. What did the teacher ask him?
4. What made the priest angry?
5. Did the boy understand what the priest actually meant?

Appendix 3.20 Each unit is opened with the name of the unit, the title of unit and an opening illustration

UNIT VI

ONCE UPON A TIME, THERE WAS A GUY WHO WAS VERY MUCH IN LOVE WITH A GIRL.



THE PELICAN
SHAKESPEARE
Romeo and Juliet
Edited by John E. Hankins

<http://www.srumley.co.uk>

Once Upon A Time, There Was Once A Guy Who Was Very Much In Love With A Girl. **101**

Appendix 3.21.1 Comparison of illustration in Unit I and Unit IV: The same models makes there is no variation in illustration (Unit I)



In your everyday life you often find people requesting many things from you. You might agree or refuse other people's requests. Therefore, you should know how to grant requests. Do you know how to do it very well?

Do you often read encyclopedias, books, or other sources which give you information on something? You may find information reports on different things from those sources. If you are curious of the cultural tradition from other regions such as thanksgiving celebration, you can find that type of information there. Can you write such information reports? Learn those and more in this unit through challenging tasks.

Appendix 3.21.2 Comparison of illustration in Unit I and Unit IV: The same models makes there is no variation in illustration (Unit IV)



Sometimes when you want to prevent something bad to happen to someone, you need to give advice or warn him/her. When you are advising or warning, it is necessary to use appropriate expressions. Do you know how to express them?

When reading newspapers, articles from the internet, books, and magazines you can find writings or articles which are people's opinion. The texts that you read may be analytical exposition texts. Can you write that type of texts effectively? Learn those and more in this unit through challenging tasks.

Appendix 3.22 Other supporting illustration is small and uninteresting



Task 28

Do you believe that love should be expressed? Do you believe that opportunities never come twice? Now, read a story which can make you realize that love should be expressed. Do not forget to answer the questions to check your comprehension.

The CD Boy

A boy walked into a CD store and saw a girl behind the counter. She smiled and he thought it was the most beautiful smile he has ever seen before and wanted to kiss her right there.

He said "Uh... Yeah... Umm... I would like to buy a CD." He picked one out and gave her money for it.

"Would you like me to wrap it for you?" she asked, smiling her cute smile again.

He nodded and she went to the back.

She came back with the wrapped CD and gave it to him. He took it and walked out of the store.

He went home and from then on, he went to that store everyday and bought a CD, and she wrapped it for him. He took the CD home and put it in his closet. He was still too shy to ask her out and he really wanted to but he couldn't. His mother found out about this and told him to just ask her.

So the next day, he took all his courage and went to the store. He bought a CD like he did everyday and once again she went to the back of the store and came back with it wrapped. He took it and when she wasn't looking, he left his phone number on the desk and ran out...



!!!RRRRRING!!!

The mother picked up the phone and said, "Hello?"

It was the girl!!! She asked for the boy and the mother started to cry and said, "You don't know? He passed away yesterday..."

"The line was quiet except for the cries of the boy's mother. Later in the day, the mother

went into the boy's room because she wanted to remember him. She thought she would start by looking at his clothes.

So she opened the closet. She was face to face with piles and piles of unopened CDs. She was surprised to find all those CDs and she

picked one up and sat down on the bed and she started to open one.

Inside, there was a CD and as she took it out of the wrapper, out fell a piece of paper. The mother picked it up and started to read it.

It said: Hi... I think you are really cute. Do you wanna go out with me? Love, Jacelyn
The mother opened another CD...

Again there was a piece of paper. It said: Hi... I think you are really cute. Do you wanna go out with me? Love, Jacelyn

*Adapted from: <http://www.lovetofatedestiny.com>
Picture: <http://www.cdbyme.com>*

Questions

1. Who are the characters of the story and who is the main character?
2. Why did he buy CDs in the same shop very often?
3. Why did not he express his feeling directly to the girl?
4. What did the boy finally do?
5. What made the girl call his number?
6. What did actually the girl feel about the boy?
7. How did the story end?

Appendix 3.23 Example of grammar materials in Task 15

 **Cultural Tips**

"In Australia if you are teased, you are expected to reply in kind, with good humor. Such self-confidence will increase an Australian's respect for you. They do not admire a subservient attitude."



Task 14

In pairs, study the following explanation.

The text entitled *Sydney the Metropolitan City* presents the general information and specific information about Sydney. Such a text is a report which basically consists of two main parts:

- general information
- bundles of more specific information

A report usually talks about something concrete or which can be observed such as animals, plants, planets, and natural disasters.

The social purpose of information reports is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, computers, countries of origin, transportation, and so on.

The common grammatical patterns of an information report include:

- use of general nouns, eg hunting dogs, rather than particular nouns, eg our dog;
- use of relating verbs to describe features, eg Molecules are tiny particles;
- some use of action verbs when describing behaviour, eg Emus cannot fly;
- use of timeless present tense to indicate usualness, eg Tropical cyclones always begin over the sea;
- use of technical terms, eg Isobars are lines drawn on a weather map;
- use of paragraphs with topic sentences to organise bundles of information; repeated naming of the topic as the beginning focus of the clause.



Task 15

Study the following sentences.

- This city is a major international tourist destination famous for its *beaches and twin landmarks*.
- Sydney also has many *shopping centres and retail outlets* throughout the city.

The sentences above are compound sentences. They all have more than one noun, verb, adjective, or adverb (the italic words) which is connected by a conjunction (and, but, or, so). A compound sentence can be split into two sentences which have the same type.

Example:

Sydney also has many *shopping centres and retail outlets* throughout the city.

The sentence can be split into:

- Sydney also has many *shopping centres* throughout the city.
- Sydney also has many *retail outlets* throughout the city.

Appendix 3.24 Example of grammar exercise in Task 16



Task 16

Express the ideas below in compound sentences. The first one has been done for you. Exchange your work to give feedback to each other.

1. Big Ben is a landscape in London. Westminster Palace is a landscape in London.
 Big Ben is a landscape in London. Westminster Palace is a landscape in London.
 Big Ben and Westminster Palace are landscapes in London.
2. Sydney is a metropolitan city. Jakarta is a metropolitan city.
3. White house is in Washington D.C. The U.S capitol is in Washington D.C.
4. Monas is in Jakarta. Telaga Warna is in East Nusa Tenggara.
5. Batu Capeu is a beach in Lombok. Amuhusa is a beach in Lombok.
6. Kalimantan is a large island. Bali is a small island.
7. The metropolitan area contains many bays. The metropolitan area contains many rivers.
8. Washington is home to numerous national landmarks in the United States. Washington is one of the most popular tourist destinations in the United States.
9. The Library of Congress is the house of thousands of documents covering every period in American history. The National Archives is the house of thousands of documents covering every period in American history.
10. The city was planned in the late 18th century to serve as the permanent national capital. The city was developed in the late 18th century to serve as the permanent national capital.



Task 17

Complete the sentences with the suitable conjunction to form a compound sentence. Look at the example. Compare your answer with your partner's.

Example: Tokyo and Yokohama are megacities, yet Jakarta is a metropolitan city.

1. You can choose to visit the Kuta beach Sanur beach.
2. Mount Merapi is an active volcano, Mount Merbabu is inactive.
3. Toba is a lake,Senggingi is a beach.
4. You can choose to get in the White House the U.S Capitol first.
5. You can experience water-skiing or canoeing at Poka-Rumahtiga Beach in Ambon.



Task 18

In pairs, write a short report based on the following information. It should have at least two paragraphs.

- City (Padang) : The capital and the largest city of west Sumatra Indonesia.
 Location : western coast of Sumatra at 0° 57'0"S, 100° 21'11"E.
 Size : It has an area of 694.96 square kilometres (268.3 sq mi).
 Population : over 750,000 people.

Appendix 3.25 Example of vocabulary material before reading passage



Task 14

Let's check how good your imagination is. Your teacher will give you the first sentence of a story. In pairs, continue the story. Your teacher will call the group that should continue the story. Have fun and do not be too serious.

Teacher : *One day, a cow boy rode downtown on Tuesday.*



2. Read and Write



Task 15

Have you ever heard that bats use their ears better than their eyes? They cannot see anything clearly. Check out the following story and then you'll find the answer. Do not forget to answer the questions to check your comprehension. Before you read the story, study the following words.

excitedly [ɪksaɪ'tɪdli] (kb)	: dengan penuh ketertarikan
flap [flæp] (kki)	: mengepakkan (sayap)
frenzy ['frenzi] (kb)	: semangat, penasaran
give in ['gɪv 'ɪn] (kki)	: menyerah
hassle ['hæsəl] (kb)	: mengganggu
persist [pə'sɪst] (kkt)	: memaksa
piss off [pɪs ɒf] (kki)	: pergi (kasar)



Vampire Bat

A vampire bat came flapping in from the night, face all covered in fresh blood and parked himself on the roof of the cave to get some sleep.

Pretty soon all the other bats smelt the blood and began hassling him about where he got it. He told them to piss off and let him get some sleep, but they persisted until he finally gave in.

"OK, follow me," he said and flew out of the cave with hundreds of bats behind him. Down through a valley they went, across a river and into a huge forest.

Finally he slowed down and all the other bats were excitedly around him with their tongues hanging out for blood.

"Do you see that large oak tree over there?" he asked. "YES, YES, YES!!!!" the bats all screamed in a frenzy.

"Good!" said the first bat, "Because I didn't."

*Adapted from: <http://www.office-humour.co.uk>
Picture: <http://www.fs.fed.us>*

Questions

1. What did the vampire bat get before he got to the cave?
2. Why did other vampire bats hassle him?
3. Why do you think that the vampire bat finally told where he got all the fresh blood?
4. Where did he get all the fresh blood?

Appendix 3.26 Example of pronunciation materials in Task 8 and Task 9

Questions

1. What is Virga preparing for?
2. What does Adib offer Virga?
3. What is Adib going to teach Virga?
4. Why is Adib that nice to Virga?
5. What is Virga's feeling to Adib?

Intermezzo

What is the word that everybody always says wrong?

"wrong"

Task 8

Let's say it right.

Silent /w/

In the dialogue between Virga and Adib, you find the word *download* ['daʊnlaʊd]. When pronouncing the word, you do not need to pronounce /w/. Here are some other examples:

- arrow ['ærəʊ]
- bow ['bəʊ]
- bowling ['bɔʊlɪŋ]
- rowing ['rəʊɪŋ]
- wrap [ræp]
- wreck [rek]

Task 9

Listen and repeat after your teacher. After that, categorize the words whether /w/ in the words are pronounced or not.

1. wish	6. wrestling
2. write	7. where
3. always	8. crawl
4. wrist	9. weather
5. now	10. bawl

Task 10

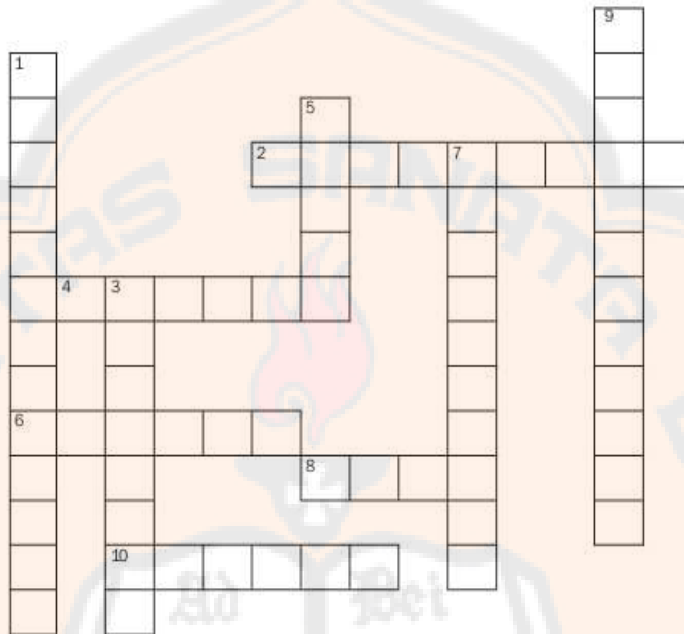
In pairs, make a short dialogue based on the following guideline and then act it out with your partner.

1. Attracting attention (greeting or mentioning someone's name).
2. Saying that he or she is very good at a school event, for example, in a play or in a singing performance.
3. You say that you often see his or her performance and always sit on the front row.
4. You tell her or him that you actually love him or her.

Once Upon A Time, There Was Once A Guy Who Was Very Much In Love With A Girl.

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Appendix 3.27 Example of convention of a text in Task 18



Task 18

Study the following explanation.

The text in Task 15 is an analytical exposition that proposes or suggests something. It consists of:

- opinion/ proposal of something; and
- reasons behind the proposal or argument.
- Sometimes what has been discussed is also expressed again in the end of the text.

This type of text has the purpose of persuading the reader with its argument. It also explains how and why the argument is proposed.

The common grammatical patterns in exposition include:

- general nouns, eg *ears, zoos*;
- abstract nouns, eg *policy, government*;
- technical words, eg *species of animals*;
- relating verbs, eg *It is important ...*;
- action verbs, eg *We must save ...*;
- thinking verbs, eg *Many people believe ...*;
- modal verbs, eg *We must preserve ...*;
- modal adverbs, eg *Certainly we must try ...*;
- connectives, eg *firstly, secondly ...*;
- evaluative language, eg *important, significant, valuable*.

Appendix 3.28 Example of expressions used in formal and informal situation



Task 3

Study the following expression.

Expressing Anger

In the dialogue on Task 2, you find an example of expression to show anger. The teacher said *"You make me angry"*, to show that he was angry with someone he was talking to. There are some other expressions you can use to show that you are angry, such as:

In Formal Situations	In Informal Situations
I really hate...	I can't stand ...
I'm extremely unhappy about this.	What displeasure!
I'm not pleased at all.	Bloody hell!



Task 4

Listen to the dialogue carefully and then complete the missing parts. Then, check your comprehension by answering the questions. The listening script is in the Appendix.

- Virga : Hi Denias. Do you know what has happened to Adib? He's been sacked. He is no longer the student of our school.
- Denias : Adib Ismawan? The one who always wears a black jacket?
- Virga : Yes.
- Denias : Oh. Once ... and some pebbles into my bag.
- Virga : He did? What a naughty boy. You know ... and I didn't know when he did it.
- Denias : What did you do, then?
- Virga :
- Denias : What happened then?
- Virga : He was punished.
- Denias : He deserved harsh punishments.
- Virga :

Questions

1. Who are Virga and Denias talking about?
2. What happens to him?
3. How is the boy's attitude?
4. What did the boy do to Virga and Denias?
5. What do they feel about what the boy did to them?

Appendix 3.29 Example of integrated material in Task 14



Task 14

Meet five of your classmates and ask them things and events when advising someone. Ask them the expressions they say when they advise them.

Report Sheet	
Name	:
Student Number	:
Name	Expressions



By the Way...

The illegal importation of drugs to Britain is a serious offence and can lead to heavy fines and imprisonment. The possession of any drug - such as opium, heroin, morphine, cocaine, cannabis, amphetamine (including Bensedrine), LSD and ecstasy - is illegal even for personal use in a private place. Supplying these drugs is a more serious offence; the police and customs officers are empowered to stop and search you, your vehicle and, on warrant, your home.

Taken from: www.eap.ucop.edu

Appendix 3.30 Example of questions which accompany listening materials



Task 8

Study the following dialogue and answer the questions. Then, act it out with your classmates.

Denias : Hi, Ayu. Are you ready to leave?
 Ayu : Oh, terrific you're here. I can't find one of the books that I've borrowed. Please help me find it!
 Denias : OK, don't panic. I'm sure we'll find it. When was the last time you saw the book.
 Ayu : I think two days ago while I was finishing reading the book.
 Denias : OK, do you remember where you read it?
 Ayu : I read the book here in my room after school. Then, my mom told me to buy some sugar.
 Denias : You didn't bring the book with you, did you?
 Ayu : I don't think so. But I don't remember where I left the book.
 Denias : I'm sure it's somewhere in this house. Yes, you might be right.
 Ayu : Yes, you might be right. I felt a bit relieved now.
 Denias : Have you checked under your bed? It's a low bed. You might have dropped it.
 Ayu : I haven't checked it because I'd have to move the desk.
 Denias : Let's move the desk together.
 Ayu : OK, but be careful, it's very heavy.
 Denias : Sure.
 Denias : Ouch. It hurts!
 Ayu : What is it?
 Denias : My finger was squeezed.
 Ayu : Oh, I'm sorry.
 Denias : It's OK. Now, I'll see if the book is there.
 Ayu : OK.
 Denias : There's nothing down there.
 Ayu : I'll just ask my mom; probably she knows where it is.
 Denias : You're right.
 Ayu : Mom, do you see a book entitled *The Elf and the Shoemaker*.
 Mother : Is it this one?
 Ayu : Oh thank goodness! Yes, this is the book. Where did you find it?
 Mother : Your brother read it this morning, and left it in the living room.
 Ayu : Oh my goodness! Why didn't he tell me? I've been looking for this book all afternoon!
 Mother : Be patient, dear. Your brother is still a kid.
 Ayu : Yes, I know but he has to learn some manner mom. We have to rush to the library before it's closed. Oh, thanks for finding the book for me mom.
 Mother : You're welcome honey. Be careful.
 Ayu and Denias : Sure.

Questions

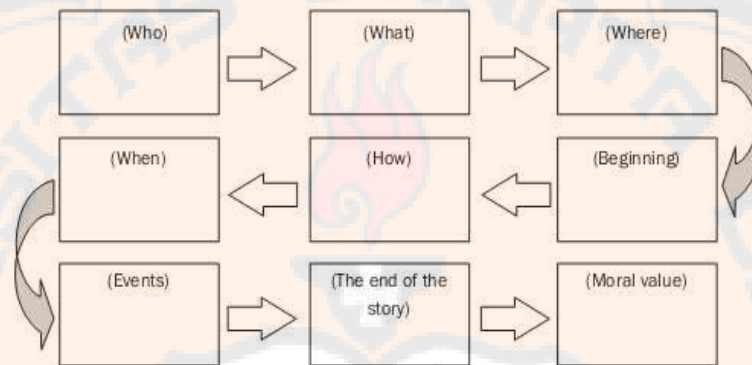
1. What happened to the book that Ayu borrowed from the library?
2. Where did she try to look for the book?
3. What happened to Denias's finger?
4. Denias said: "Ouch. It hurts!" What did he express?
5. Who found the book?
6. Who took the book?
7. How did she feel when the book was found? What did she say to express her feeling?

Appendix 3.31 Example of listening activity which accompanies listening material in Task 6



Task 6

Listen to the story of a lion in a forest and then complete the chart by noting down information on who, what, where, when, and how, the listening script is in the Appendix.



Task 7

It is time for you to practise expressing love to someone. In pairs, study the following dialogue and then answer the questions. After that, act it out with your classmate.

- Adib : Hi, Virga. Are you ready for the discussion tomorrow?
 Virga : No, I'm not yet ready at all. There are some points still confusing me.
 Adib : What points do you find it difficult? Perhaps, I can do something for you.
 Virga : It's about the arguments I should propose. It's hard to find good arguments.
 Adib : Well, I have some books which may meet your needs. I will bring them with me tomorrow.
 Virga : How nice of you. Thanks.
 Adib : No problem. And, why don't you search some ideas in the internet? There's so much information you can download.
 Virga : That's also my problem. I'm not familiar with the internet and I don't understand how to use internet.
 Adib : Really? Let's go to the internet shop. I'll teach you how to use the internet.
 Virga : You will? Why are you very nice to me?
 Adib : Because I love you.
 Virga : Really?
 Adib : Do you mind?
 Virga : Not at all. I've been expecting those words from you.
 Adib : Really? I'm very happy to hear you say so.
 Virga : Are we going to the internet?
 Adib : Sure. Anywhere you like.

Appendix 3.32 Listening instruction is not accompanied by background information which can help comprehension



Task 6

Listen to the following short dialogues and list the expressions to grant a request. The listening script is in the Appendix.

Granting Requests



Task 7

Listen to the following information twice and answer the questions. The following words might help you understand the text. The listening script is in the Appendix.

choirmaster ['kwaɪə mə:stə] (kb)	: pemimpin/ konduktor paduan suara
creeper ['kriəpə] (kb)	: tumbuhan yang menjalar
grace [grɛs] (kb)	: rizki/ anugrah
gram [græm] (kb)	: polong-polongan
hymn [hɪm] (kb)	: nyanyian pujian
litany ['lɪtəni] (kb)	: rangkaian doa
tinsel paper ['tɪnsəl] ['peɪpə] (kb)	: kertas marmer
vine [vaɪn] (kb)	: tumbuh-tumbuhan yang merambat
wheat [wiət] (kb)	: gandum



Picture: <http://www.thanksgiving-day.com>

Questions

1. What is the information about?
2. Where is thanksgiving in India mostly celebrated?
3. What is thanksgiving called in India?
4. Who sponsors the celebration?
5. What does Christians prepare for thanksgiving?



Cultural Tips

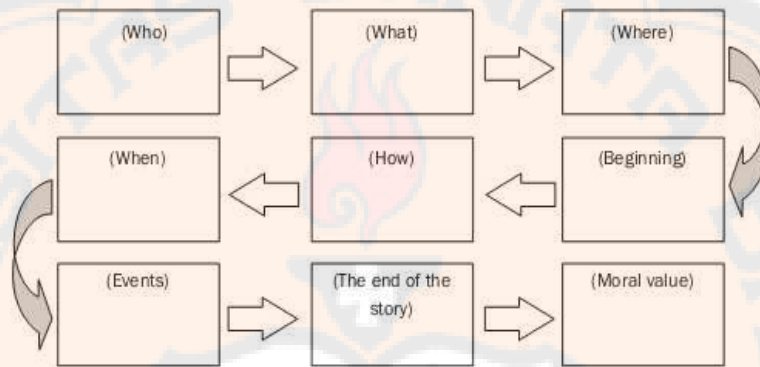
In refusing a request we should be polite. We should show that we are sorry and express our regret to the person asking for a request.

Appendix 3.33 The sequence between activities is not really connected since there are two focused materials



Task 6

Listen to the story of a lion in a forest and then complete the chart by noting down information on who, what, where, when, and how, the listening script is in the Appendix.



Task 7

It is time for you to practise expressing love to someone. In pairs, study the following dialogue and then answer the questions. After that, act it out with your classmate.

- Adib : Hi, Virga. Are you ready for the discussion tomorrow?
- Virga : No, I'm not yet ready at all. There are some points still confusing me.
- Adib : What points do you find it difficult? Perhaps, I can do something for you.
- Virga : It's about the arguments I should propose. It's hard to find good arguments.
- Adib : Well, I have some books which may meet your needs. I will bring them with me tomorrow.
- Virga : How nice of you. Thanks.
- Adib : No problem. And, why don't you search some ideas in the internet? There's so much information you can download.
- Virga : That's also my problem. I'm not familiar with the internet and I don't understand how to use internet.
- Adib : Really? Let's go to the internet shop. I'll teach you how to use the internet.
- Virga : You will? Why are you very nice to me?
- Adib : Because I love you.
- Virga : Really?
- Adib : Do you mind?
- Virga : Not at all. I've been expecting those words from you.
- Adib : Really? I'm very happy to hear you say so.
- Virga : Are we going to the internet?
- Adib : Sure. Anywhere you like.

Appendix 3.34 There is written activity which is more appropriate for reading in spoken cycle



Task 12

Read the following story and then complete the sentences.

The Four Friends

One day, a Mama Ostrich returned home from gathering food for her two dear chicks. She looked and looked for them but could not find them anywhere. Imagine her alarm when she discovered lion tracks around her two-footed chicks' tracks! Fearful but determined to find her babies, she followed the lion tracks.

The tracks led into the woods and finally ended at the den of Mama Lion. In the opening through the cave there lay her own dear chicks in the arms of Mama Lion. The Mama Lion did not want to give the chicks back. She said they were her cubs. Then she challenged Mama Ostrich. She said to Mama Ostrich that if she can make an animal to look her in the eye and tell her that the chicks are not her cubs, she will give them back to her. Mama Ostrich agreed and set out to her friends to ask for help.

She told all the animals that there is an important meeting and that they should come. Then, when she came to mongoose she told him the story and he said that he had an idea. The Mongoose told her to make a hole under an anthill, as a second exit. Then, Mama Ostrich did just what the mongoose had told her to do.

The next morning, the entire animals gathered near the anthill. Then, Mama Ostrich told them the story and asked one of them to stare the Mama Lion in her eyes and say that the chicks were not her cubs. The animals wanted to help her but they didn't want to risk their life. One by one they said that the chicks were her cubs. Mama Ostrich was disappointed that her friends would not help her.

When it was the mongoose's turn he said, "Have you ever seen a mama with fur has babies that have feathers? Think of what you are saying. Mama Lion has fur! The chicks have feathers! They belong to the ostrich!" having said that, Mongoose jumped down the hole under the anthill, and escaped out the other end.

At once, Mama Lion jumped after him, and when she did so the two ostrich chicks were freed. Mama Lion could not escape from the anthill and had to stay there for a long time.

Taken From: www.storiesstogrowby.com

1. A Mama Ostrich returned home from
2. She could not find
3. She found ... which led her to the den of Mama Lion.
4. Mama Lion challenged her if ... she would give her chicks back.
5. The animals were too scared to help her except
6. He had an idea to trap Mama Lion by
7. The Mongoose said that Mama Lion had fur while the chicks
8. Mama Lion chased ... and got into the hole and could not go out of the hole.
9. The chicks were ... and Mama Lion was trapped in the hole.
10. Mama Ostrich could get her chicks back because of ... with the mongoose.

Appendix 3.35 Example of a reading passage accompanied by small picture, list vocabulary and questions



Task 14

Let's check how good your imagination is. Your teacher will give you the first sentence of a story. In pairs, continue the story. Your teacher will call the group that should continue the story. Have fun and do not be too serious.

Teacher : *One day, a cow boy rode downtown on Tuesday.*



2. Read and Write



Task 15

Have you ever heard that bats use their ears better than their eyes? They cannot see anything clearly. Check out the following story and then you'll find the answer. Do not forget to answer the questions to check your comprehension. Before you read the story, study the following words.

excitedly [ɪksaɪ'tɪdli] (kb)	: dengan penuh ketertarikan
flap [flæp] (kki)	: mengepakkan (sayap)
frenzy ['frenzi] (kb)	: semangat, penasaran
give in ['gɪv 'ɪn] (kki)	: menyerah
hassle ['hæsəl] (kb)	: mengganggu
persist [pə'sɪst] (kkt)	: memaksa
piss off [pɪs ɒf] (kki)	: pergi (kasar)



Vampire Bat

A vampire bat came flapping in from the night, face all covered in fresh blood and parked himself on the roof of the cave to get some sleep.

Pretty soon all the other bats smelt the blood and began hassling him about where he got it. He told them to piss off and let him get some sleep, but they persisted until he finally gave in.

"OK, follow me," he said and flew out of the cave with hundreds of bats behind him. Down through a valley they went, across a river and into a huge forest.

Finally he slowed down and all the other bats were excitedly around him with their tongues hanging out for blood.

"Do you see that large oak tree over there?" he asked. "YES, YES, YES!!!!" the bats all screamed in a frenzy.

"Good!" said the first bat, "Because I didn't."

Adapted from: <http://www.office-humour.co.uk>

Picture: <http://www.fs.fed.us>

Questions

1. What did the vampire bat get before he got to the cave?
2. Why did other vampire bats hassle him?
3. Why do you think that the vampire bat finally told where he got all the fresh blood?
4. Where did he get all the fresh blood?

Appendix 3.36 Example of a reading activity: Rearranging jumbled paragraph in Task 21

Both sentences contain Verb-ing. Both are not present participles. They are gerunds (verbal nouns).

The difference between a gerund and a present participle is in their function in a sentence. A gerund is a noun and functions as a subject or an object while a present participle is an adjective and functions as a noun modifier or a sentence complement.



Task 20

Study the following banner and then answer the questions. You may find it in everyday life.

Questions

1. What show does the banner inform?
2. Who are the actors and the actresses of the show?
3. Where will it take place?
4. When will it be held?
5. What is the price of the ticket?



Picture: <http://155.photobucket.com>



Task 21

Rearrange the following jumbled paragraphs into a good funny story. Do not forget to answer the questions. Compare your answers with your classmates'.

Scottish Student

The one on the other side is always screaming away into the night!"
"Oh, Donald! How do you manage to put up with these awful noisy English neighbours?"

"And how do you find the English students, Donald?" she asked.
"Mother," he replied, "They're such terrible noisy people! The one on that side keeps banging his head against the wall, and won't stop.

A student at an English university, by name of Donald MacDonald from the Isle of Skye, was living in the hall of residence during his first year.

"Mother, I do nothing, I just ignore them! I just stay here quietly playing my bagpipes!"

After he had been there for a month, his mother came to visit, no doubt carrying reinforcements of oatmeal.

Questions

1. Who is the main character of the story?
2. Where did he live during his first year?
3. What was his view about his neighbours?
4. Did his neighbours do wrong?
5. What did actually make his neighbours noisy?
6. Which part of the story do you like most?

Appendix 3.37 Example of controlled writing activity



Task 17

Do you still remember the elements of a story you have learned in the previous unit? Read the story in Task 15 again and you will find that the story contains several parts. Summarize each part of the story.

1. The first part of the story introduces the characters in the story, where, and when the story happened.

2. The second part of the story is when the characters faced problems.

3. The last part is the ending of story which is how the story ends.



Task 18

Let's play a "chain story." Make groups of five and then decide the order of your group. Your teacher will tell you a story to the first member of your group while the others are outside of the classroom. Then, the first one will tell the second, and so on. The last one will tell the story to the class. Let's see how the story is shrinking. You may take notes of the important points of the story.

Notes:

- Who the characters are:

- What happen to the characters:

Appendix 3.38 Example of a less controlled writing activity in Task 22



Task 22

In groups of four, try to make a banner on a school event. It can be a play, music concert, or any other performances. You may refer to the banner in Task 20.

C. Let's Do More



Task 23

Do you have any embarrassing experience? Think of two embarrassing experiences you have and in pairs share them with your partner.



Task 24

Complete the following story and then answer the questions.

Report or Being Reported

.....When she returned to her car after her shopping, she found four males in the act of leaving with her car. She dropped her shopping bags and drew her handgun, proceeding to scream at them at the top of her voice, "I have a gun and I know how to use it! Get out of the car you scumbags!"

The four men didn't wait for a second invitation but got out and ran like mad, whereupon the lady, somewhat shaken, proceeded to load her shopping bags into the back of the car and got into the driver's seat.

She was so shaken that she could not get her key into the ignition. She tried and tried and then it dawned on her why. A few minutes later she found her own car parked four or five spaces farther down.

The sergeant to whom she told the story nearly tore himself in two with laughter

.....
.....

Adapted from: <http://humor.rin.ru>

Questions

1. Where did the old lady go?
2. What did she do when noticing the four people trying to hijack her car?
3. Where did she go after finding her car?
4. What did the sergeant laugh at?
5. What actually happened?

Appendix 3.40 Example of topic: Global warming

UNIT III

SAVING ENERGY CAN REDUCE GLOBAL WARMING.




<http://newsbuster.org>

Saving Energy Can Reduce Global Warming. 39

Appendix 3.41 Example of topic: Love stories

UNIT VI

ONCE UPON A TIME, THERE WAS A GUY WHO WAS VERY MUCH IN LOVE WITH A GIRL.



THE PELICAN
SHAKESPEARE
Romeo and Juliet
Edited by John E. Hankins

<http://www.srumley.co.uk>

Once Upon A Time, There Was Once A Guy Who Was Very Much In Love With A Girl. **101**

Appendix 3.42 Additional part: *By the Way*



By the Way...

The first thanksgiving in America was celebrated in October of 1621 at Plymouth. Only 50 Pilgrims survived through the harsh winter in Plymouth. The Pilgrims celebrated their first harvest with feasting and games to increase the morale of the 50 remaining colonists. It is also used to thank the native Indians who have helped them.



Picture: <http://cache.ab.com>



Task 16

Read the following poem together. Then, in groups of three discuss what the poem is about.



**Thankful
(Unknown)**

*Week before Thanksgiving,
I limp around real strange.
Huddle in the corner,
As though I have the mange.
All the other turkeys,
Just gobble, gobble on.
I'm silent, and I act
As if my gobbler's gone. Everyone is thankful
On Thanksgiving Day.
Friday it's forgotten.
You all go on your way.
I know what thankful is
So listen when I say.
"It's great to be a turkey,
After Thanksgiving Day."*



Taken from: <http://www.thanksgiving-day.org>
Picture 1: <http://www.lakejunaluska.com>
Picture 2: <http://www.wallpapers-2008.blogspot.com>

Appendix 3.43 Additional part: Cultural Tips

It is celebrated through families and friends gathering to eat and give good luck. Turkey is the main dish in the thanksgiving dinner. Thanksgiving parades are also usually held.

In Thanksgiving homes are decorated with wreaths, fresh and dried flowers. Lamps are lighted to brighten the environment. Tables are decorated with best china and antique silver dishes to mark the occasion.

*Adapted from: www.thanksgiving-day.org and www.wikipedia.com
Picture: www.beachfrontonlyfiles.wordpress.com*



Task 22

In pairs, match the following words from the text with its meaning. Express ideas using the word.

- | | |
|----------------------------|--|
| 1. harvest ['hɑ:vɪst] (n) | a. circle of flowers or leaves especially given at a funeral in memory of the dead person. |
| 2. wreath [ri:θ] (n) | b. happening time when something happens. |
| 3. china ['tʃaɪnə] (n) | c. cups, plates, etc., made of fine white clay. |
| 4. dish [dɪʃ] (n) | d. picking ripe crops. |
| 5. dishes [dɪʃ'əz] (n) | e. part of a meal; plate of prepared food. |
| 6. occasion [ə'keɪʒən] (n) | f. plates and cups, etc. |



Cultural Tips

In a thanksgiving dinner (in Canada and America) when you are a guest, you should wait for the dish to be passed around and get some when the plate or bowl gets to you. Then you should pass and offer the dish to the person sitting next to you. Moreover, you should not spot only on a certain dish.



John Stenz on flickr.com



Task 23

Study the following explanation.

The text entitled *Thanksgiving Day* has general information on thanksgiving in its first paragraph and specific information on thanksgiving on the rest of the paragraphs. Such a text is an information report which consists of two main parts.

- General information
- Bundles of more specific information

Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, planets, rocks, plants, countries of region, culture, transportation, and so on.

Appendix 3.44 Additional part: *Intermezzo*

Intermezzo



What object has two heads, four eyes, six legs and a tail?

A horse and its rider.

D. Let's Check Your Competence



Task 25

Read the following story and then answer the questions by choosing the correct answers.

Fixing the Headstone

Once, there were two men walking home after a Halloween party. They decided to take a shortcut through the cemetery just for laughs. Right in the middle of the cemetery they were startled by a tap-tap-tapping noise coming from the misty shadows.

Trembling with fear, they found an old man with a hammer and chisel, chipping away at one of the headstones.

"Holy cow, Mister," one of them said after catching his breath, "You scared us half to death, we thought you were a ghost! What are you doing working here so late at night?"

"Those fools!" the old man **grumbled**. "They misspelled my name!"

Taken from: <http://www.dizzyboy.com>

Questions

1. How many men were walking through the cemetery?
 - a. Two men
 - b. Three men
 - c. Four men
 - d. Five men
 - e. Six men
2. What made them shocked when they were walking through the cemetery?
 - a. The serene of the cemetery
 - b. The darkness of the cemetery
 - c. A tap-tap-tapping noise
 - d. The howling of wolfs
 - e. A man passing the cemetery in rush.
3. Who did they find in the cemetery?
 - a. A villager
 - b. Their friend
 - c. The guard of the cemetery
 - d. An old man
 - e. The maker of a tombstone
4. What did the old man do at that night?
 - a. He made a tombstone for someone.
 - b. He corrected his name written on his tombstone.
 - c. He was just passing through the cemetery.
 - d. He had just attended a Halloween party.
 - e. He was just making a devotional visit to a grave.
5. "The old man grumbled". The word grumble in the sentence is similar in meaning to ...
 - a. smile
 - b. attract
 - c. persuade
 - d. think
 - e. complain

Appendix 3.45 Story from other country

Beware of Mean Friends (A Story from India)

Once upon a time, there lived a Lion by the name of Madotkata in a forest. He made friend with three other animals, a crow, a jackal, and a wolf. The lion was sincere with their friendship, but the three animals made friend only to take advantages from the Lion. They knew that the Lion was the King of the forest and friendship with such fierce creature would always help them. They didn't have to make any efforts to search for their food, as the Lion usually give his leftover meals to them. Moreover, they became powerful as they were next to the King of the forest.

One day the three animals, jackal, crow, and wolf, spot a camel which didn't belong to the forest. The camel seems to be trying to find his way out of the forest. The Jackal suggested to kill the camel. The Wolf suggested to inform the Lion instead since the camel is too large for them to kill. The Crow agreed with the idea given by the Wolf.

They told the lion that there is a lost camel and that it would be a great meal for them. The lion roared loudly on hearing this and said, "What are you saying? The Camel has come for refuge in my kingdom. It is unethical to kill him like this. We should provide him the best shelter. Go and bring him to me". All of them got shocked hearing what the king had said. But, they obey what the lion had told them to do and bring the camel to him. At first, the camel was scared but then he was assured by the kindness of the king. He then considers the lion, the crow, the jackal, and the wolf as his friends.

One day, when the Lion was hunting for food, he had a struggle with a mighty Elephant. The Lion got badly injured in the struggle and became incapable of hunting for his food. Stricken by bad luck, the Lion had to suffer without food for days. Because of this, his friends also had to go hungry for days as they are totally depended on the Lion's kill for their food. But the Camel was satisfied grazing around in the forest.

All the three friends got worried and decide to persuade the Lion. They said, "Your Majesty,

you are getting weak day by day. We can't see you in this miserable condition. Why don't you kill the Camel and eat him?" The Lion roared, "No. How can you think of such thing? He is our guest and we should not kill him. Don't give such suggestions to me in future". As the jackal, the crow and the wolf had set their evil eyes on the camel; they met once again and set up a plan to kill the Camel.

They went to the Camel and said, "Dear Friend, you know our King has not eaten anything from the past many days. He is unable to go for hunting due to his wounds and sickness. Under such circumstances, it becomes our duty to sacrifice ourselves to save the life of our king. Come with us, we will offer our bodies to make his food". The Camel didn't understand their plan, but innocently he nodded in favor of their plan.

First of all, the Crow came forward and said, "Your Majesty, we didn't succeed in getting any food for you. I can't see you like this. Please eat me and make me obliged". The Lion replied, "Dear, I will prefer to die than to perform such a sinful deed". Then, the Jackal also did the same thing to the lion. And the Lion also reject killing him. After that, the wolf came forward and offered his body to the Lion, but he also reject his offer.

The Camel, who was watching the whole scene felt reassured of his safety and also decided to go forward and complete the formality. He marched forward and said, "Your Majesty, why don't you kill me. You are my friend. A friend in need is a friend indeed. Please allow me to offer you my body".

The Lion think that the offer was appropriate, as the Camel himself had offered his body for food, his ethics were maintained. The Lion attacked the Camel at once, ripped open his body and tore him into pieces. The Lion and his friends ate the delicious flesh to their fill. They feasted on the poor Camel for days together.

Taken From: www.culturalindia.net

Appendix 3.46 Illustration of a woman who is crying, while the man is only looking at the woman



In your age, you may find someone that you fall in love with. You need to express your love to the one using acceptable expressions. Do you know how to do it very well?

You like reading English stories, don't you? The stories that you read may include love stories. Can you also write such stories effectively? Learn those and more in this unit through challenging tasks.

Appendix 3.47 The total of new words learnt is not more than five percent of the total



Task 14

Do you believe that people do not have to spend any money to love someone or something? Study the following words and then read the story that, perhaps, makes you realize that you do not need to spend anything to love someone or something. Complete the summary to check your comprehension.

delight [di'laɪt] (kb)	: kesenangan
fence [fens] (kb)	: pagar
nail [neɪl] (kkt)	: menggantung
overall [əʊvə'ɔ:l] (kb)	: seragam
puppy ['pʌpi] (kb)	: anak anjing
ramp [ræmp] (kb)	: jalan yang landai
trousers ['traʊzəz] (kb)	: celana panjang
tug [tʌg] (kb)	: sentakan

No Charge for Love

A farmer had some puppies he needed to sell. He painted a sign advertising the 4 pups and set about nailing it to a post on the edge of his yard. As he was driving the last nail into the post, he felt a tug on his overalls. He looked down into the eyes of a little boy. "Mister," he said, "I want to buy one of your puppies."

The boy reached deep into his pocket and pulled out a handful of change and held it up to the farmer. "I've got thirty-nine cents. Is that enough to take a look?"

"Sure," said the farmer.

Out from the doghouse and down the ramp ran four little balls of fur.

The little boy pressed his face against the chain link fence. His eyes danced with delight. As the dogs made their way to the fence, the little boy noticed something else inside the doghouse. Slowly another little ball appeared. This one was noticeably smaller. Down the ramp it slid. Then the little pup began hobbling toward the others, doing its best to catch up.... "I want that one," the little boy said, pointing to the runt.

The farmer knelt down at the boy's side and said, "Son, you don't want that puppy. He will never be able to run and play with you like these other dogs would."

With that the little boy stepped back from the fence, reached down, and began rolling up one leg of his trousers. In doing so he revealed a steel brace running down both sides of his leg attaching itself to a specially made shoe. Looking back up at the farmer, he said, "You see sir, I don't run too well myself, and he will need someone who understands."

With tears in his eyes, the farmer reached down and picked up the little pup. Holding it carefully he handed it to the little boy.

"How much?" asked the little boy.

"No charge," answered the farmer,

"There's no charge for love."

Adapted from: <http://www.dizzyboy.com>