

CHAPTER IV

RESEARCH FINDING

This chapter presents the research findings of the study referring to the proposed of research problems. The findings related to the contents analysis of the students book for ninth grade written by MGMP Tulungagung. In the other side this chapter explain the relevance of English students book based on EFL textbook criteria and the criteria of EFL textbook which fulfilled by MGMP Tulungagung.

A. The Relevance of English Students Book Written by MGMP Tulungagung Based on EFL Criteria.

1. Objective

Actually in chapter 01 until 09, there are available objectives that written in the beginning of every chapter. Table 4.1 above is the example of objective in the beginning of chapter 02.

Table 4.1 Objective in the beginning of chapter 02

Chapter	Objective
02	<ul style="list-style-type: none"> ➤ Expressing and Responding Doubt ➤ Advertisement ➤ Procedure Text ➤ Language Work ➤ Let's Have Fun

some words and try to speak up. Another topic is *Listen and speak up*. This chapter provides the materials in this topic in the form of dialog, the students must complete some parts of dialog which empty by choose the correct answer that available in the box. The next activity is **create dialogues based on the following situations**. Students are asked to make the dialogues based on the following situations, then practice their dialogue in front of the class with their group. Then the another activity is **asking the friends whether they are sure or doubt**. In this activity students are asked to practice orally some expressions sure or doubt and put their data in the table that available.

The second objective is “Advertisement”. This book makes the materials in three topics. This book provides several materials and activities which related with the objective. The first topic is *warming up*, in this part the activity students are asked to **observe the following picture than answer the question orally** and the materials in this activity is some pictures. The next topic is *listen and speak up*. The activity in this topic is to **listen of the teacher, the teacher will read advertisement paragraph and students must fill in the blank with the words in the box**. Materials in this topic is an advertisement illustration picture about bramantyo’s play station. Next activity is **finding an English short advertisement and students are asked to retell about the content of those advertisement**, the materials in this activity are advertisement about product or service from some public media. The next topic in this chapter is *let’s Read and write*. This book

provide several materials in to three activity. The first activity is task 9, about an advertisement about the cat lost. The activity in the first topic is students must **study the advertisement then answer the questions related this advertisement**, than the materials in this activity is an advertisement about cat lost and, The next activity is task 10 and 11. **Read the following advertisement**, the students are asked to read the following advertisement than answer the questions that related with this advertisement, the material in this topic is an advertisement about I have lost my wallet in task 10 and Jasmine cafe in task 11. The next activity is to **imagine your run a business**. In this activity the students are asked to imagine that sometimes they want to make an advertisement about their product or service business, after that the students write a good advertisement for their business.

The third objective is "Procedure Text". This book provides several material in to three topics, and in every topic there are available some activities. The first topic is *warming up*, the first activity in this topic is task 13, it ask the students to say everything about a picture and practice to make something like in the picture. The materials in this task is a piece of paper. The next topic is *listen and speak up*. This book makes several materials into three activities. The first activity is task 14. **Listen to your teacher**, in this activity the students are asked to listen to their teacher while the teacher reads a procedure text about snow globes, after that the students choose the best answer to complete the

sentences. The materials in this activity is a procedure text *Snow Globes*. The next activity is task 15, the students just answer the questions based on the text above. Then the last activity in this topic is task 16. **What is your favorite toy or thing?** In this activity the students are asked to make a simple procedure text about their favorite thing, after that the students tell to their friends about the steps how to make it in front of the class. In this occasion the presenter let the time for the audience or the other students to ask questions and the presenter answer it orally. The materials in this activity are a procedure text and a favorite thing. The last topic in this objective is *let's read and write*. Actually this book provides several materials into eight topics. The first topic is task 17. That is **study about the passage**. The activity in this topic is students must study about the passage, after that the students answer the questions underneath. From this activity absolutely the materials is a passage under the title a marvelous motor car. The next activity is task 18, **study the generic structure and language feature**. In this topic the activity is students make some group, then the teacher explains the materials about the meaning of procedure text and the structure of the text and every students read the procedure text the title How To Make a Piggy Bank. The next activity is task 19, the students are asked to **read the procedure text about Windsocks**, then students must follow the instructions to complete the table (point a) and answer the questions based on the text above! (point b). The next activity is task 20, in this activity firstly students asked to **read**

the procedure text about How To make a perfect personal organizer, after that the students follow the instructions those are to; **a. Rewrite the text above in the box bellow.** Next point **b. the students still based on the text write true or false.** The next activity is task 21, in this activity the students are asked to **complete the text using the correct words in the box,** then to follow the instructions underneath. Next activity is task 22, in this activity the students are asked to **put the words in the correct order!** After that the students enter to next activity that is task 23, in this activity the students are just asked **to put the steps in the correct order.** The last activity in this topic is task 24, that is to **dicuss what the students can do or make with the following items.** The students are asked to discuss about what they can do or make with the following items, after that the students write the steps how to make it. The materials in thi activity are some pictures ilutrations of items.

The next objective in chapter 02 is “language Work”. In this objective there are provides some activities which related with objective. First activity is in task 25, in this activity the teacher explains about conjunction then students are asked to **fill in the blanks with suitable conjunction above.** Next activity is task 26, in this activity the students are asked to **combine the two sentences using suitable conjunction.** The materials is the same with the task before, that is the table of explanation conjunction.

The next objective in this chapter is “Let’s have fun”. In this objective it just

has an activity, that is to **find ten action verb in the puzzle**. The material is a puzzle which contains some action verbs.

The last objective in this chapter is “Review 2”. In this chapter there is no explanation about the materials. This objective is full of questions that as a review from all of the materials in this chapter that have been done discussed before.

Based on the explanations, it can be concluded that most of the objectives in chapter 02 are implemented in the material as we can see in the table 4.1.2. The materials are suitable to help students to achieve the objectives. Furthermore, the activity are also directly related to the material.

Table 4.1.3. explain which material in chapter 02 related to the official syllabus. In this research the researcher took from KTSP Indonesian curriculum, that is character based on curriculum. The researcher analyzed the relation between curriculum and the materials by looking the materials and activity that include in this book. The researcher choose the activity and the materials which considered relevant with the syllabus and arrange to find the suitability in this table.

Table 4.1.3 objective of the course in chapter to the official Syllabus

The official Syllabus		The objective in each unit
Standard of Competence	Basic Competence	
Listening		

1. Memahami makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari	1.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur: meminta dan memberi kepastian, serta mengungkapkan dan menanggapi keraguan	Chapter 02: page 16: Task 3, listen to your teacher and complete the dialog below. Choose the best answer. Page 18: task 7, listen to your teacher carefully! Then fill the blanks by choosing the correct words provided to complete the following advertisement based on your teacher. Page 20: task 14, listen to your teacher and choose the best word to complete the sentences.
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In listening skill, there is one standard competency as we can see in the table. This standard competence has one basic competence.

The standard competence is “Understanding the meaning of simple transactional and interpersonal conversation to interact with closest environment”. This standard competence has one basic competence, that is Responding the meaning in transactional (*to get things done*) and interpersonal (socialization) conversation that using variety of simple oral language accurately, fluently, and acceptably to interact with closest environment involving speech act: asking and giving goods, asking and giving something, and asking and giving fact. In this book the activity which suitable with this basic competence are some

activities in chapter 02: task 3: (listen to your teacher and complete the dialog below. Choose the best answer) on page 16. The second activity is task 7: (listen to your teacher carefully! Then fill the blanks by choosing the correct words provide to complete the following advertisement based on your teacher) On page 18. The last activity is in task 14: (listen to your teacher and choose the best word to complete the sentences). On page 20.

Based on the explanation above, it can be conclude that some of activities in this book in chapter 02 are relevant to achieve the objectives in listening skill based on the syllabus.

Table 4.1.4 objective of the course in chapter 02 related to the official syllabus.

The official of syllabus		The objective in each chapter
Standard of competence	Basic Competence	
Speaking		
3.1 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari	3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur: meminta dan memberi kepastian dan mengungkapkan dan menanggapi keraguan	Chapter 02. page 17: Task 4, In pairs, create dialogues based on the following situations. Act them out with your partner in front of the class. The first one has done for you. Task 8. Page 19. Find as English short advertisement about product or a service on a newspaper, magazine, or internnet. Tell the

context closet environment”. In this book provide activity in chapter 02 that suitable to achieve the basic competence. That is task 16 : what is your favorite toy or thing? Make a simple procedure text about to make your favorite thing! Tell your friends about how to make your favorite thing in front of the class let your friends ask you some question about your monologue then answer them orally!. on page 21.

Based on the explanation, it can be noticed that some of activities provided by the book in unit 6 are relevant to achieve the objectives in speaking skill based on the official syllabus.

Table 4.1.5 objective of the course in chapter 02 related to the official syllabus.

The official Syllabus		The Objective in each Chapter
Standard Competence	Basic Competence	
Reading		
5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>procedure</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari	5.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>procedure</i> dan <i>report</i> dengan ucapan, tekanan dan intonasi yang berterima	Chapter 02. Task 10, page 19. Read the following dvertisement then answer the question! Task 11. Read this advertisement bellow then answer the question underneath.
	5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari	Task 18, page 22. Do in a group. Read the procedure text below. Study the generic structure and language feature. Task 19 and 20. Read the text below thhen follow the instruction underneath.

In reading skill, there is one standard competence as we can see in the table. In this case the standard competence has two basic competence. The standard competence is “understand the meaning of the text wrote functional and esei short simple shaped procedure and report to interact in the context of everyday life”. The first basic competence *is read the text loud voice meaningful functional and esei short simple shaped procedure and with the report, pressure and intonation that would*. In this chapter the activity which suitable with basic competence are: task 10 : Read the following advertisement then answer the questions!. on page 19. Than, task 11: Read this advertisement bellow then answer the question underneath. Also on page 19. The second basic standard is *respond to a meaning that there are functional writing in the text short simple accurately, smoothly and grateful to interact in the context of everyday life*. The activity which suitable to achieve the basic competence is task 18: Do in a group. Read the procedure text below. Study the generic structure and language feature. On page 22. The second activity is task 19 and 20: Read the text below then follow the instruction underneath. On page 22 and 23.

In conclusion, some of activities provided by the book in unit 6 are relevant to achieve the objective in reading skill based on the official syllabus.

Table 4.1.6 objective in chapter 02 related to the official syllabus.

The official syllabus		
Standard of competence	Basic Competence	The objective in each

Writing		
Expressing the meaning in simple functional written text to interact with closest environment.	Expressing the meaning of a written text using a variety of functional simple language, writing accurately smooth appreciation to interact in terms of everyday life	<p>Task 12, page 20. Imagine your run a bussines. you want to put an advertisement about your business (product or service) on the English newspaper. Write a good one for your business.</p> <p>Task. 20a, Rewrite the text above in the box below.20b.based on the text above, write true or false of the following statement then correct it if it's false.</p>

In writing skill, there is one standard of competence as we can see in table above. The standard competence has one basic competence.

The standard competence is “expressing the meaning in simple functional written text to interact with closest environment”. The basic competence is *expressing the meaning of a written text using a variety of functional simple language, writing accurately smooth appreciation to interact in terms of everyday life*. Here the book provide activity in chapter 02, that suitable to achieve the basic competence that is task 12: Imagine your run a bussines. You want to put an advertisement about your business product or service on the English newspaper. Write a good one for your business. The next activity is task

20 (a). Rewrite the text above in the box below and 20 (b). Based on the text above, write true or false of the following statement then correct it if it is false.

On page 23.

From all of the explanation above, it can be seen that some activities in this chapter are relevant to achieve the objective in writing skill based on the official syllabus.

2. Vocabulary Explanation and Practice

This book provides vocabulary explanation in simple ways, Although there is only a little section in every chapter which contain vocabulary presentation.

The table 4.2.1 present the vocabulary practice in chapter 04.

Table 4.2.1 vocabulary explanation and practice in chapter 04

No	Aspect	Material
1	Admiration	<p>Listen and speak up</p> <p>Task 2, Page 48. How to pronounce and express the expressions below? What are their meanings? Listen to your teacher or consult your dictionary.</p> <p>Task 5. Page 48. Make an amazement expressions using WHAT or HOW based on the situations below? What are their meanings? Listen to your teacher or consult your dictionary.</p> <ol style="list-style-type: none"> 1. Wow, it's great, 2. Wonderful 3. Fantstic 4. lit's love 5. Marvelous 6. Amazing 7. It's nice 8. What a nice bag it is 9. How beautiful she is <p>How slowly she walks</p>
		Listen and speak up

2	Report text	Task 11, page 53. Look at the picture below then listen to your teacher give the name.
3	Language work	Task 17, Page 55. Decide the verbs below. You can see them in the dictionary.
4	Glosary	On page 57.

In this chapter the first aspect of vocabulary is in the form of admiration. The materials are some number of admiration expresions. In this activity the students are asked to pronounce every admiration then find the meaning from listen their teacher or open the dictionary. Te purpose of this activity is to introduce some new vocabulary, the meaning and how to pronounce it. the next aspect is report text. In this activity the students are asked to look at the picture then listen to their the teacher, then the teacher give the name of the parts of the tree. In this case students write the vocabulary in every parts of the tree. Te next aspect is language work. In this activity the students are asked to decide the verbs form of some verbs and find the meaning of each verb. The last aspect in this chapter is glossary, in this activity the students are asked to study about new vocabulary, the pronounce and the meaning of each word. So this activity can be categorized as vocabulary activity.

Finally based on the explanation above, it can be concluded that this book provides vocabulary explanation in each chapter.

This book also gives the vocabulary prtice like in the table of 4.2.2. the vocabulary practice can make students able to recognize the new vocabulary. Here the example of vocabulary practice in chapter 04.

Table 4.2.2 Vocabulary practice in (chapter 04)

No	Activity	Material
1.	Task 12. answer the question orally. On page 53.	<ol style="list-style-type: none"> 1. What are the main parts of the tree? 2. What re the functions of each each? 3. What is photosynthesis? 4. What does the tree give us? 5. What is the difference between a tree and bushes?
2.	Task 15. Use the word in the text above to complete the sentences below. On page 55	
3.	Task 16. Translate these sentences into indoneia.pay attention to the bold word. On page 55	
4.	Task 17. Decide the word forms below. You can see them in the dictionary. On page 55.	

The explanation of table above, this book gives some activities in vocabulary prctice to look what students have been achieved. In chapter 04, there are 4 activitie as vocabulary practice. For the first activity is in task 12. In this activity the students are asked to look at the picture of a tree, then the teacher read the name of each parts in this tree. In task 12 the students are asked to answer the following quetions orally, in this case the questions are based on text above. The next activity is in task 15, in this activity the students are asked to read the text about *Our Forest*, after that the students must use the word in the text above to complete the sentences below. There are 8 questions and all of the answer are availabe in the text. The next activity is in task 16, in this activity there are availabe 5 number of sentences. In this occasion the students are asked to translate those sentence in to indonesian language. The

third activity is in 17 task, there are available a table that contain some words along with the form each verb. In his activity students are asked to decide of word form, after that the students find the meaning of those verb and write it in the table. In this activity the students are suggested to open their dictionary.

In the all of explanation of vocabulary practice, is important for students to open the dictionary. Those activity is suitable to vocabulary practice.

3. Acceptable to Target Community Material

Acceptable in target community means that the materials which included in this book are suitable with the condition of student surround. Suitable in this case means that the materials are relevant with the target community. The material below are some example relevant with the target community which exist in the book. This materials is in chapter 07.

The first materials is in **task 2. Listen to the dialog read by your teacher then complete the following dialog1 choose the correct word/phrase below to complete the dialog!**

Nanda : you looks very (1) ...what's the matter?

Dinda : I' ve just (2) ... with my boyfriend. In fact, he has another girl.

Nanda : oh, **i'm so sorry to hear that. I do hope you will get (3)...soon.**

Dinda : thank you so much.

1. a. Sat b. Sad. c. Seat. d. Said
2. a. broken up. b. broke and up. c. broke an up. d. brook and up
3. a. an other one. b. an other.

c. another better one. d. another better one

Task 3. Study the following dialog then practice it with your friends!

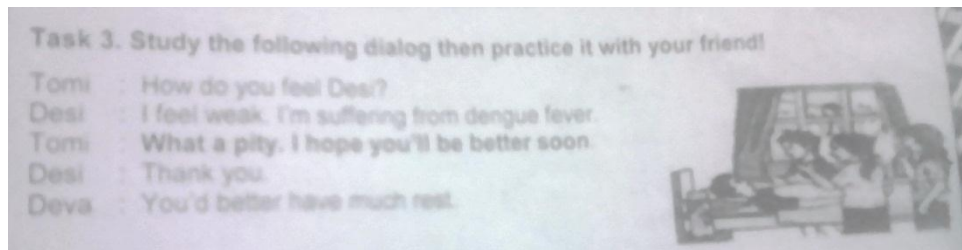
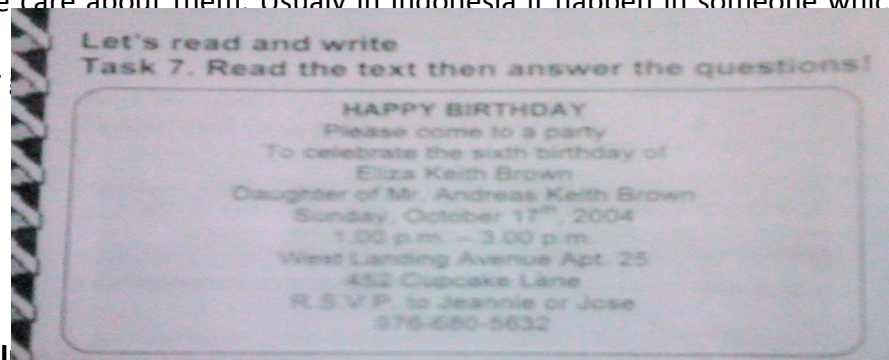


Image 4.3.1 Expressing simphyaty

Simphyaty is a condition when we become care with someone and we are become care about them. Usualy in Indonesia it hannpen in someone which had already



Invitation letter is a letter to invite someone to come in our agenda. Although in Indonesia there are available form of invitation, but the purpose is the same.

In the short of explanation those activity, firstly is Expressing simphyaty. In our surrounding simphyaty with others is common activity, because we are stayed in the country which have tolerance culture. The next materials is invitation, it's common not only in the city but also in the vilage. Every people or organization which conducted an agenda always make an invitation. Although, sometimes

there are difference form but the purpose is same. The invitations in formal and informal absolutely difference, the informal invitation just include the main point of the writer to te others people then the formal invitation letter there are have a rule to make it.

From all of the explanation above, it can be concluded that most of the materials in this book are acceptable to the society. The materials are contain cultural value and suitable with the real condition of society.

4. Review and Test Section

Review and text section is important point to measuring the students ability among the leaarning process. A good students book must take the review and text section in the end of materials. The table below is the activity that represent with the materials.

Table 4.4.1 Text Section and Review in (chapter 09)

No	Time	Material in the Book
1	Periodic test	<p>Topic: Giving and Responding Interesting News</p> <p>Activity in page 125, task 1. Listen to your teacher and complete the dialog below! Choose the correct word/phrase or sentence below to fill the blanks!</p> <p>Materials : some ways to give and responds to interesting news</p> <p>Task 2, page 126. Perform the dialog below then answer the questions! and based on the dialog above answer the questions below!</p>

The activity that used in periodic section are; task 1. "Listen to your teacher and complete the dialog below! Choose the correct word/phrase or sentence below to fill the blanks!". Task 2. page 126. Perform the dialog below then answer the questions!, and based on the dialog above answer the questions below!". Task 3. "Underline the expressions which belong to give the respond and interesting news!", Task 4. "Complete the dialog below!", Task 5. "Give this news to your friends! how would they responds?" task 6. "Listen to your teacher and choose the correct word to complete the text!", Task 7. "Read these labels and answer the questions underneath", Task 8. "Read the text then answer the questions!", Task 9. "Complete the following text to be good label! Use the words in the box!", Task 10. "it is your turn now to create labels about the products below! Use your own words!"

The review test section in this chapter is the materials to evaluate students ability related with the content of chapter 09. The test in this review section is in the form of multiple choice, there are 50 questions.

As we know that this book provides a material to know the students ability about the content of materials in each chapter. In conclusion, this book include the test section in every activity and the review section are related with the materials.

5. Visual Material

Visual material can be defined as a media that can be used by the teacher to explain about the materials. The form of visual materials are varitions, sometime it can be a picture ilustration, chart and digital materials. By provides visual material it means that gives the information clearly with ilustration that facilities students to understanding the materials.

Table 4.5.1 Visual material in (chapter 05).

Topic	Visual material	Chapter	Page
Giving Attention	Ilustration image of giving attention conversation	Chapter 5	63
Brochure	Illustration photo about hotel	Chapter 5	64
Procedure text	Illustration image of a motor cycle Illustration photo of the computer button Illustration photo of a dispenser Illustration image of iron	Chapter 5	66
	Illustration photo of a man Illustration photo of the man that read a book Illustration photo of some students practice to stop nose bleeding	Chapter 5	67
Let's have fun	Illustration photo a singer on the stage	Chapter 5	71

In this chapter the first topic is in the form of image ilustration about 2 people which make conversation each others about giving attention. In this case the students asked to observe what converstion tht those people do, those imge ilustration will be make easier to understanding about what kind the conversation in those images.

The second topics of visual material is brochure. This photo gives visual about two hotel. Beside those photos there are available the description about the condition of the hotel.

In the third topic of visual material is procedure text. In this chapter there are available photos of the man who drives a motor cycle. The next is a photo about a button about how to turn off the computer, there are some button and a little explanation the function of every button. The next is a photo dispenser, here the students are asked to complete the following procedure of using a water dispenser. The next illustration image is a iron, the students are asked to complete the following procedure how to use of this iron, then rewrite the complete procedure. The next illustration image is a man who sweeps the floor, the students are asked to write the procedure of this activity. The next illustration photo is a man who read the book, and the last illustration image is students who study together to stop nose bleeding.

From the explanation above, it can be concluded that visual materials in this chapter consist of photo, illustration image, and picture. Those materials are considered appropriate to the topic then used to support the learning in the class.

6. Topic and Task

This book gives some topics. In the table 4.6.1 there are topics that related

with the objectives in chapter 03. In this case the topic must be interest and attrct to the student's attention.

Table 4.6.1 Interest topic and task in (chapter 03)

No	Topic	Task
1	Repetition	<p>Task 1. Read the dialog below and answer the questions underneath.</p> <p>Task 2. Complete the dialog below using your own words.</p> <p>Task 3. In pairs make a dialog based on one of the situations below. Then perform if in front of the class.</p>
2	Postcard, small note and short message.	<p>Task 4. Study this following dialogue then practice in front of the class.</p> <p>Task 5. Read the text and answer the following questions.</p> <p>Task 6. Read the short messages and answer the questions.</p> <p>Task 7. Study these following small notes.</p> <p>Task 8. Read the problems. Write small notes.</p> <p>Task 9. Technology has developed rapidly. Now people can send message more quickly than before. They can send SMS instead of postcard. Mei and Rina are close friends. They always help each others and share their happines. Red mei's SMS to rina. Protend you are Mei, and answer her SMS.</p> <p>Task 10. Try to translate the messages below.</p>
3	Report Text	<p>Task 11. Match the animals in collumn A with their description in column B.</p> <p>Task 12. Construct sentences for each animal based on the descriptions in task 11.</p> <p>Task 13. Look at the pictures below and find an animal with one of following characteristics mentioned in the table below. Then, say the sentence, for example, " giraffes hve long necks".</p> <p>Task 14. Listen to your teacher and choose the best word to complete the sentences.</p> <p>Task 15. Now, listen gin and while listening to it, complete the following table.</p> <p>Task 16. Study this passage and answer the questions underneath.</p> <p>Task 17. Study this report text, then answer the questions underneath.</p> <p>Task 18. Study the words in the following list. Then, read the report text and answer the questions provided.</p> <p>Task 19. Read the teport about komodo dragons and find the meanings of the words based on the context. Then, complete the vocabulary.</p> <p>Task 20. Put the parts of the report into the correct order.</p> <p>Task 21. Now discuss the incomplete text "prying mantis"</p>

with their partner. The next activity is to read the postcard, the students just read the text then answer the questions. The next activity is short messages, in this activity the students just read the example of SMS then answer the questions. Next activity is study the small notes, in this study the students just understanding the small notes in the book. After studying in activity before the next activity is to write small notes, the students just write the small notes based on the problem that available in this activity. The next activity is short messages services, in this activity the students just asked to study about abbreviation that commonly uses in SMS, then try to answer the SMS from Mei. The last activity in this topic is translate the sentences that written with abbreviation, students are asked to translate some messages that available in task 10.

The next topics is Report text, in this topic there are available 15 activities. The first activity is to match the animal in the column, in this activity the students are asked to match the animals and the descriptions in the column besides. The next activity is to construct sentences. This occasion students are asked to construct sentences based on the kind of animals in task 11. The next activity is to find an animals characteristics mentioned in the table. In this activity the students are asked to find the characteristics of every animals based on the characteristics that available in the box. The next activity is to listen to the teacher, the students are asked to listen the teacher then choose the best answer to complete the sentences. The text in this activity is about The Chettah.

The next activity is related with task 12, the students are asked to listen again for the teacher while listen students can complete the table above. The next activity is to study a passage. In this activity the students are asked to study a passage about The Blue Whale then answer the questions underneath of the text. The next activity is to study report text, the report text in this activity is about Woodpackers. The students just study about this text then answer the questions in this text. The next activity is task 18, that is to study the words in the following list. The students are asked to read the report text then answer the questions that provided in this activity. The next activity is to read the report text, in this activity the students are asked to read the text *Komodo Dragon*, after that the students are asked to find the meaning based on the context to complete the vocabulary. The next activity is task 20, in this activity students must put the words of the report into the correct order. The next activity is to discuss incomplete text, in this activity the students are asked to discuss n incomplete text with their partner then try to rewrite this incomplete text to filling in the missing parts from the box. The next activity is task 22, in this activity students just complete the text with the words that available in the box above. The next activity is task 23, in this task the students are asked to find the sentences that included in a generl descrition of a snake. The students just give the cross in the correspondence box beside the sentences. After this activity there is follow by the next task that is arrange sentences, in this task the students are sked to

arrange the sentences that they have choose about a snake. The next activity is to write the report text about an animal, in this activity the students must following the questions to write a report about an animal.

The next topic is “Language Work”. In this topic there is an activity that is complete the sentences using the correct words. While complete the sentences the students can chnge the form of the words to suitable of the context.

The next topic is “let’s have fun”, in this topic there are three activities. The first is completting the puzzle. Secondly, to sing a song under the tittle *I have a dream* by West life. Thirdly, to study the glossary. Then the last topic is review 3. There is the section to assert the students understanding about the materials. Here students are asked to answer 30 multiple choice.

Based on the explanation above, known tht the materials is related to students daily life. In the other side the materials are also related with the topic of this chapter.

7. Instruction

In this book almost every activities always begun into the instructions. Each parts in every section consists of instruction to make clearly the purpose of activity. Look at the table 4.7.1. This tble consist of instructions in reding and speaking sections.

Table 4.7.1 Instruction reading and speaking activity in chapter 03

Section	Instruction	Page
Reading and Speaking Activities		
Repetition	Task 1. Read the dialog below and answer the questions underneath.	31
	Task 3. In pairs make a dialog based on one of the situation below. Then perform it in front of the class.	32
Postcard, small note and short message	Task 5. Read the text and answer the following questions.	32
	Task 6. Read the short messages and answer the questions.	33
	Task 8. Read the problems. Write the small notes	34
	Task 13. Look at the pictures below and find an animal with one of the following characteristics mentioned in the table below. Then, say the sentences, for example, "Giraffes have a long necks".	35
Report text	Task 22. Complete the text with the words in the box aloud.	39
Let's have fun	Lets sing song	41

The instruction in reading and speaking are clear enough. More of instruction started by command word/sentences. The example, Read the dialog below and answer the questions underneath. Then, Read the text and answer the following questions. Next, Read the short messages and answer the questions. Then, Read the problems. Write the small notes. Commonly after using command word follow by the additional information. But, sometimes it can begin by a little explanation. Look at the pictures below and find an animal with one of the following characteristics mentioned in the table below. Then, say the sentences, for example, "Giraffes have a long necks".

Table 4.7.2 present the listening and writing instructions in chapter 03.

Table 4.7.2 Instructions in listening and Writing Activity (chapter 03)

Section	Instructions	Page
Listening and writing activity		
Postcard, small note and short message	Task 9. Technology has developed rapidly. Now people can send message more quickly than before. They can send SMS instead of postcard. Mei and Rina are close friends. They always help each others and share their happiness. Read Mei's SMS to Rina. Pretend you are Mei, and answer her SMS.	34
	Task 10. Try to translate the message below.	34
Report text	Task 11. Match the animals in column A with their descriptions in column B.	34
	Task 12. Construct sentences for each animal based on the descriptions in task 11.	35
	Task 16. Study this passage and answer the questions underneath.	36
	Task 17. Study this report text, then answer the questions underneath.	36
	Task 18. Study the words in the following list. Then, read the report text and answer the questions provided.	37
	Task 20. Put the parts of the report into correct order.	39
	Task 21. Now, discuss the incomplete text 'Praying Mantis' below with your partner. Then, rewrite it by filling in the missing parts from the box.	39
	Task 23. Which of the following sentences may be included in a general description of snake? Put cross (X) in the correspondent boxes.	40
	Task 24. Arrange your sentences (you chose) in the box below and then you have your report about 'a snake'.	40
	Task 25. Write report text about animal. The following questions may help you write your report.	40
Language work	Task 14. Listen to your teacher and choose the best word to complete the sentences.	40
	Task 15. Now, listen again and while listening to it, complete the following table.	40
Let's have fun	1. Do the crossword puzzle by completing the sentences below.	41
Review 3	Choose the correct answer.	42-47

Actually, the instructions in listening and writing almost similar with the instructions in speaking and reading. All of instructions are clear and understandable both students and the teachers such as; Technology has developed rapidly. Now people can send message more quickly than before. They can send SMS instead of postcard. Mei and Rina are close friends. They always help each others and share their happiness. Read Mei's SMS to Rina. Pretend you are Mei, and answer her SMS, Try to translate the message below, Match the animals in column A with their descriptions in column B, Construct sentences for each animal based on the descriptions in task 11, Study this passage and answer the questions underneath, Study this report text, then answer the questions underneath, Study the words in the following list. Then, read the report text and answer the questions provided, Put the parts of the report into correct order, Now, discuss the incomplete text 'Praying Mantis' below with your partner. Then, rewrite it by fillingg in the missing parts from the box, which is following sentences may be inconcluded in a general description of snake? Put cross (X) in the correspondent boxes, arrange your sentences (you chose) in the box below and then you have your report bout 'a snake', write report text about animal. The following questions may help you write your report, listen to your teacher and choose the best word to complete the sentences, now, listen again and while listening to it, complete the following table, In pairs, study the following explanation. Complete the sentences using the

correct words. You may change the forms of the words to suit the context, do the crossword puzzle by completing the sentences below, choose the correct answer. In this case interesting for the teacher to make an additional instructions to avoid misunderstanding purpose.

From all of explanation before it can be concluded that, the instructions in this chapter are clear enough, if there are have an instruction that unambiguos or unclear the teachers creativity is needed to help learners understand the instructions.

8. Layout and Print

All of the words or sentences in this layout are written in good language, in the other side there are available clearly image illustration. Absolutely it can make this book more interest. The illustration notice are similiar with the real notice and sign, it is suitable with the students in junior high school that commonly just look the book from the picture. In addition the text more interest with the illustration image although in cartoon mode like in task 8, 11, 15, 16

The pictures in this cover are clear and the illustration image in background are interesting because the setting picture is in the foreign countries.

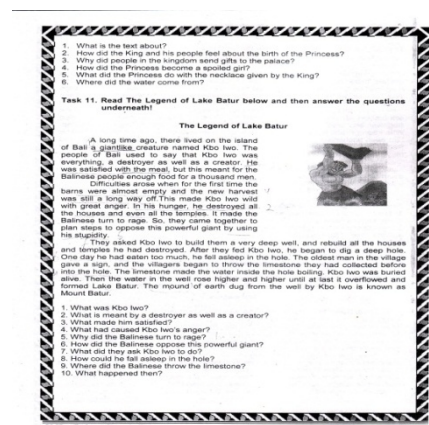


Table 4.9.1 is the example of material organization in chapter 01. The materials is about Asking Certainty and Giving Certainty written in the box.

Objective : Certainty

Material : Expression certainty and uncertainty

When we are try to ask someone about an certaint situation, maybe we can use those expression.

Table 4.9.1 Materials organiztion in (chapter 01)

Asking for certainty	Giving certainty
Are you sure ? Really? Are you certain? Is it confirmed? Will it be okay if...? How about this one?	I'm sure / certain Don't worry about it No doubt about it That's sounds Good / perfect I'm absolutely sure Okay. No problem Of course

The table above gives the explanation how to ask certain to someone nd the respond from each expression.

The next objective is language Work. The materials in this activity is written in the box that is about imperative sentences.

Objective : Language Work

Materials : Imperative sentences

Table 4.9.2 imperative sentences

Imperatives	
Study the following sentences.	
1.	A. You combine flour and baking powder B. Dian told Andi, " combine flour and baking powder."
2.	A. You stir in the flour and baking powder mixture B. " stir in the flour and baking powder mixture," said mother.
3.	A. You make sure the gas stove is off. B. " Make Sure the gas stove is off, ' said david
➤	imperatives or imperative sentences are used to give commnd or to make request. e.g. "Stand up, said the teacher. (command) "Help me, " asked the mother. (request)
➤	Imperative sentence can be used in negative form. It functions as prohibition. e.g. "don't cut it," said father. "Don't be noisy," the teacher told the pupils.
➤	In imperative sentences we can ue the word "do" before verbs. The word "do" could be persuasive, but could also express irritation. e.g. Do come on time Do be quiet

The explanation leads as a conclusion that this book provide an important materials in a private box. The materials in the table certain expression and imperative sentence. Presentation of material in help the students to easier understanding the material. Furthermore, the sentences used in this book are simple and easy to understand by the students.

10. Authentic Language

Authentic here means that the materials in this book are written by the writer. The example of authentic materials is in; task 2. The teacher read the dialog that written by the writer itself, why the researcher said that it's called authentic materials because there isn't explanation the source or the writer of those dialog.

The other material is a song *the end of the world*, the lirics of this song is taken directly from the native (singer) by recording as a listening transcript or an article. The other text in this chapter almost all of them is create by the writer.

Sing a song in page 118

The end of the world

Why does the sun go on shining?

Why does the sea rush to storage?

Don't they know it's the end of the world

Why do the birds go on singing?

Why do the stars glow above?

Don't they know it's the end of the world

It ended when i lost you

I wake up in the morning and wonder

Why everything's the same as it was

I can't understand, no i can't understand

How life goes on the way it does

Why does my heart go on beating

Why do these eyes of mine cry?

Don't they know it's the end of the world?

It's ended when you say good bye.

The song in this chapter is considered as authentic material because it is made by the native speaker and reflect their culture. But, there is only a little amount of authentic material laid in this book. Most of authentic material are in the form of song rather than text or article.

11. Grammar Presentation

To make esier in understanding, the students book need a special parts to present the grammar practice. Here the book provides the Comparative form.

a. Comparative form in chapter 05 (pages 69)

Pattern: (adjective)...er + noun + than + noun
More (adjective) + noun + then + noun

Table 4.11.1 informing comparative form

Subject	Verb/verb be	(Adjective)...- er + noun	Than	Noun/noun phrase
A goldfish The sukocos	Is are	Safer pet Friendlier neighbors	Than Than	An iguana Anybody in thehousing complex.
Subject	Verb / verb be	(adjective) + noun	Than	Noun/noun phrase
Comics	Are	More interesting reading materials	Than	Novels
This keybord	Seems (tobe)	A more modern instrument	Than	The grand piano

b. Superlative form

Pattern : the (adjective)...est + noun

The most (adjective) + noun

Table 4.11.2 informing about superlative form

Subject	Verb/verb phrase	Superlative adjective + noun	adverb
My mother Andi and Ade	Is are	The warmest person The tallest students	In my family In my class
Subject	Verb/verb be	Superlative adjective + noun	Adverb
Ade This	Is is	The most diligent The most interesting novel	In the class That i've read

However, some adjectives have the irregular forms

Table 4.11.3 Informing adjective in irregular forms.

Subject	Comparative	Superlative
Good	Better	The best
Bad	Worse	The worst
Far	Farther/further	The further/furthest
Few/little	Less	The least
Much/many	more	The most

Practice, task 18. Complete the sentences with the correct comparison forms. Study the examples.

In this chapter explains two kind of comparisons. There are comparative form and superlative form. The material is organized in the table with example of sentence in different form. It will make the material easier to understand by students. In the end of this explanation, the book gives the practice for students, that is complete the sentences with the correct comparison form. This activity can be used to measure the students ability in understanding the materials

above.

12. Four Skill Practice

This book includes four language skills but they are in different proportion. In this chapter, writing skill has a lot of portion activity and listening has portion that is just two activities.

Table 4.12.1 consists of four skills that include in chapter 04. Although the activities are various but basically still related with the skill.

Table 4.12.1 skill practice in (chapter 04)

No	Skill	Practice activity	Page
1.	Speaking	Task 2. How to pronounce and express the expression below? What are their meaning? Listen to your teacher or consult your dictionary.	48
		Let's have fun (sing a song)	56
2.	Reading	Task 3. Read the dialog below and practice it with your friend. Underline the expressions that show amazement.	48
		Task 6. Read the following letters and answer the questions that follow orally.	49
		Task 7. Study the feature of the letter below and answer the questions underneath!	50
		Task 10. What is it? match the picture with their explanation.	52
		Task 13. Read the text then follow the instruction underneath.	53
		Task 14. Read the text then answer the questions underneath	54
3.	Writing	Task 4. fill in the blank with WHAT or HOW	49
		Task 5. Make Amazement expressions using WHAT or HOW based on the situations below.	49
		Task 9. Help Galang reconstruct the letter by filling in the missing words.	52
		Task 15. Use the word in the text above to complete	

independently. In the independent learning activity it means that the materials that include in this chapter are familiar and easy to find around of students live.

Look at the example below;

No	Instruction activity	Page
1.	Task 3. Read the dialog below and demonstrate with your friend!	111
2	Task 4. Write the dialog in pair and play the role in front of the class based on the situations!	111
.		

All of the activities above are proposed to make students are interest in the learning process. Those activity are to make a stimulation for the students to more enjoy in their study. Those activity are written in group activity, this activity demand the students to devise opportunity.

From the explanation above it can be concluded that, students can do some activities independently. The activities that are given can make students more interest in learning process.

B. The Criteria of Efl Students book Evaluation fulfilled by MGMP Tulungagung

After analyzing the content of this book, the next step is deciding the criteria which have been fulfilled in this book. The table below is the criteria that have been fulfilled with the EFL criteria.

Table 4.1 Relevant and Irrelevant EFL Evaluation Standard

No	EFL criteria	Descriptions		Relevancy	
		Relevant	Irrelevant	Yes	No
1.	Objectives	The objectives are available in the beginning of(chapter 02). The objectives are implemented in the topic and material.		V	
2.	Good vocabulary explanation and prctice.	There are vocabulary explanation in (chapter 04). There are vocabulary practice in each chapter. defini	Vocabulary section should be completed with the definition of words	V	
3.	Approaches educationally and socially acceptable to target community	The topic, skills which are reasonable, so that can be logically acceptable in community. (chapter 07)		V	
4.	Periodic review and test sections test section.	There is review section at the end of each chapter There are periodic test section in the book. (chapter 09)		V	
5.	Appropriate visual materials	There are relevant visual materials that available in the book.	The mterials only in printed form, audio visual can be added in the mterials, the material is not colorful.	V	
6.	Interesting topics and tasks.	The topic are varyous, from factual to anecdotal ones and sometimes are funny stories.		V	
7.	Clear instruction.	The instruction of the exercises or practices are clear and easy to understand.		V	
8.	Attractive layout	The words are correctly spelled and	All of the materials just	V	

