

CHAPTER IV FINDINGS

This chapter presents the research findings of the study refers to the proposed of research problems. The findings related to the contents analysis of the textbook for tenth grader written by *Pusat Kurikulum dan Perbukuan*. In the other hand, this chapter explains the relevance of English students' book "*Bahasa Inggris Kelas X*" semester 1 based on EFL textbook criteria by Allan Cunningsworth.

A. The Relevance of Textbook for Tenth Grader "*Bahasa Inggris X*"

Semester 1 Published by Pusat Kurikulum dan Perbukuan:

1. Aims and Approaches

There are four criteria in this aspect. The first criterion is investigating whether the aims of the textbook correspond closely with the aims of the teaching program and the learners' need is fulfilled or not. It is fulfilled by this textbook. It is shown in the Table 4.1

Table 4.1. The Comparison between the Learning Objective Stated in Chapter 1 of the Textbook and Learning Objective based on the Syllabus

Chapter	Learning objective stated in the textbook	Official learning objective (syllabus)
1 (Talking About Self)	1. Menggunakan bahasa Inggris dalam berkomunikasi tentang pemaparan jati diri dengan guru dan teman.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

Continued

Continuation

Chapter	Learning Objective Stated in the Textbook	Official Learning Objective (Syllabus)
1 (Talking About Self)	2. Menunjukkan perilaku santun, peduli, dan percaya diri dalam melaksanakan komunikasi tentang pemaparan jati diri	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
	3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri.	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.
	4. Merespon makna teks pemaparan jati diri lisan dan tulis.	4.1 Menangkap makna pemaparan jati diri lisan dan tulis.
	5. Menyusun teks lisan dan tulis sederhana tentang pemaparan jati diri.	4.2 Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi social.

The comparison between the learning objective stated in the textbook and the learning objective in the syllabus are closely related. For example: learning objective stated on the textbook 5 corresponds to learning objective in syllabus 4.2. The students are expected to be able to write the text talking about self. See Figure 4.1.

I WRITING

Responding to an email / a letter

Imagine that you're Alia. Write an email or a letter responding to the email or letter you've read and discussed. Use the following questions to guide you.

Guiding questions for the email/letter:

1. What do you write to start your response to an email/a letter?
2. What details do you write in your email/letter? (How old are you? Where do you attend senior high school? What are your hobbies? How many siblings do you have? Etc.)
3. What do you write to end your letter/email?

Figure 4.1 The Example of Writing Activity in Chapter 1

In this section, the students can write the responding email or letter that has been shown in reading section. It can facilitate the students to write contextually. In addition, the students can accomplish the basic competence in official syllabus 2.2 to be confidence in talking about their selves in writing.

The criterion of the textbook corresponds closely with the aims of the teaching program and the learners' need is fulfilled in **Chapter 5**. It is shown in the Table 4.2.

Table 4.2 The Comparison between the Learning Objective Stated in Chapter 5 of the Textbook and Learning Objective based on the Syllabus

Chapter	Learning Objective Stated in the Textbook	Official Learning Objective (Syllabus)
5 (Describing People)	1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang orang.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

Continued

Continuation

Chapter	Learning Objective Stated in the Textbook	Official Learning Objective (Syllabus)
Chapter 5 (Describing People)	2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang.	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
	3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang.	3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
	4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang.	4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
	5. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang.	4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan.

In **Chapter 5**, one of the activity that describe the relevance between learning objectives stated in the textbook with the learning objectives in the syllabus is *Task 2* see Figure 4.2. It shows that the learning objective 3.7 in official syllabus corresponds with the learning objective 3 in the textbook. In *Text Structure* section, the students can

observe and identify the generic structure, social function, and rhetorical pattern of descriptive text. The text is about describing people. Moreover, the activity can facilitate the students to work in pair and automatically they can show the responsibility and teamwork as well as the learning objective 2 as stated in the textbook. See Figure 4.2

Task 2:
Discuss with a partner and fill in the table with suitable information from the text.

Part of text	Purpose	Details from the text
Identification part		
Description part		

Figure 4.2 The Example of Reading Activity in Chapter 5

In **Chapter 9**, the aims of the textbook can be categorized to correspond closely with the aims of the teaching program and the learners' need is fulfilled as well as stated in the syllabus. The Chapter 9 is talk about the announcement. See the Table 4.3

Table 4.3 The Comparison between the Learning Objective Stated in Chapter the Textbook and Learning Objective based on the Syllabus

Chapter	Learning Objective Stated in the Textbook	Official Learning objective (Syllabus)
9 (Giving Announcement)	1. Menunjukkan kesungguhan belajar bahasa Inggris tentang teks pemberitahuan (<i>announcement</i>).	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
	2. Menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi tentang teks pemberitahuan (<i>announcement</i>).	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
	3. Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan dari teks pemberitahuan (<i>announcement</i>).	3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.
	4. Merespon makna teks pemberitahuan (<i>announcement</i>).	4.11 Menangkap makna teks pemberitahuan (<i>announcement</i>).
	5. Menyusun teks tulis pemberitahuan (<i>announcement</i>).	4.12 Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

For example learning objective 4 as represented in Reading activity “*Comprehension I*” as stated that the students have to respond the meaning of announcement text. It is closely related to learning objective in

syllabus 4.11 in which the students are able to respond the meaning in announcement text. In this activity, the students could show their understanding toward the text individually. See Figure 4.3:

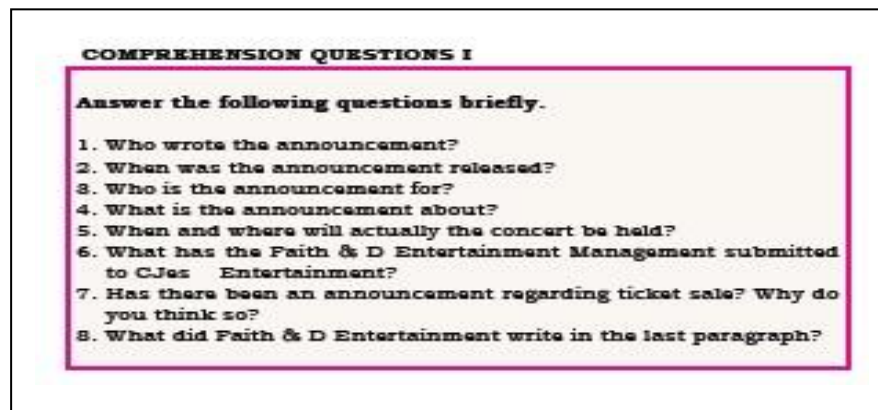


Figure 4.3 The Example of Reading Activity in Chapter 9

The second criterion is about whether the textbook is suited to the learning / teaching situation is fulfilled or not. This criterion is fulfilled. In term of teaching learning situation, it is suitable with the status and role of the English as the Foreign Language in Indonesia. In teachers' perspective, the textbook include the role of teacher in this educational system. Moreover, related to the learners' perspective is match to the students' age, level and expectation. It includes their language –learning experience, their preferred learning also their interest. It can be seen from the comparison on the learning objective in the textbook and the syllabus. Yet, the teacher should so be creative in inviting the students to do activity so that the teacher can act as the facilitator in the implementation of 2013 Curriculum.

The third criterion is about the comprehensibility of the textbook. Whether the textbook covers most of what is needed and whether it is a good resource for students and teachers is fulfilled or not. From the activity and the comparison between the learning objective in the syllabus the textbook is categorized as comprehensible and covers what the students should be achieved. The textbook provides the vocabulary section, pronunciation practice, skill works as the requirement in the basic competence and basic material as the requirement in the syllabus.

The last criterion is to investigate whether the textbook is flexible and allow different teaching and learning style is fulfilled or not. It is fulfilled. Based on the syllabus the learning activities are observing, questioning, exploring, associating, and communicating. This might give the chance for teacher to direct the students in doing some interesting activity and students can gather the information from many sources. There are some activities in the textbook can lead to different teaching and learning style for example Reading activity see Figure 4.10 and 4.11.

2. Design and Organization

There are six criteria in term of design and organization. The first criterion explained whether the textbook has the total course package (e.g., students' books, teachers' books, workbooks, cassettes) is fulfilled or not. The textbook can be categorized to relevant course package, although it is not complete, because there are no workbook and cassettes. In other hand, the teachers' books follow the students' book.

The next criterion content was to identify whether the textbook organized based e.g., according to structures, functions, topics, skills, etc. was fulfilled or not. The criterion is fulfilled because the textbook was organized based on the topics. The topic is relevant with the topic stated in the syllabus, exactly for first semester.

The third criterion was used to observe whether the content is sequenced is fulfilled or not. This criteria is fulfilled. Content was sequenced based on complexity as explained bellow:

Chapter 1 consists of: a) *Warmer*, “Chinese Whisper”, gives opportunity to the students to work in-group based on the teacher’s explanation. b) Vocabulary builder is an activity to fill the vocabulary that has been provided the Indonesian words and the part of speech. c) Pronunciation practice provides listening and practicing to pronounce the vocabulary in this chapter. It is on page 3. d) Reading section provides two texts “Talking about Self”. There are three tasks. Task 1 is *Jigsaw*. This activity is in page 3. The teacher will divide the students who read the text 1 and who read text 2. Moreover, this allowing the chance to share what they have got from the texts. In task 2 the students are demanded to identify the main idea of each paragraph. In task 3 the students work in pair to answer the comprehension questions. e) Vocabulary exercises, provides the activity to complete the cloze test. f) Text structure provides the activity to complete the chart of the text structure. g) Grammar review about using *be* and *have* in Simple Present Tense. h) Speaking activity in

this chapter is the game “Guessing Games: Who am I?” i) Writing section give the occasion to write the responding email/ letter about the introduction. j) Reflection is the part that the students can do self-assessment what they have learn and their understanding.

Chapter 5 (*Describing People*) consists of eleven subtopics: a) *Warmer*, describing people in the Figure. b) *Vocabulary Builder* is in page 56-57. c) *Pronunciation Practice* provides the vocabulary with the transcription. d) *Reading* section provides text “*My Best Friend*” and comprehension questions to check the students understanding. e) *Vocabulary Exercises* provides the activity to find vocabulary. f) *Text Structure* consists of three tasks. *Task 1* provides the activity to work individually in answering the question about the text “*My Best Friend*”. The questions are about the detail of the text. *Task 2* provides activity to work in pair to fill the table about generic structure of the text. *Task 3* gives the opportunity to compare their work to the other pair. g) *Grammar Review* focuses on the using adjective in the pattern subject, be, and adjective. Then, the students make sentences based on adjective in the reading text and vocabulary exercises of the unit. h) *Speaking* activity “Who are in the Figure?” i) *Writing* section gives opportunity to prepare a photograph. Then, they can write a letter or email to describe the Figure. j) *Further Activities*, in this activity the students describe the Figure “*Gatotkaca*”. Then the students describe the imaginary friend that they

have met from outer. k) *Reflection* is the part that the students can do self-assessment what they have learn and their understanding.

Chapter 9 (Giving Announcement) consists of eleven subtopics that consists of: a) *Warmer*, the students are asked to listen to the teacher's reading and answer the questions. b) *Vocabulary Builder*, the activity was matching the vocabulary to Indonesian equivalent. c) *Pronunciation Practice* provided the transcription. d) *Reading* section provided two texts about announcement to do jigsaw in finding the main idea and detail of text also to answer the comprehension questions. f) *Text Structure* consists of three tasks. *Task 1* provided the activity to work individually in completing the Table about part of announcement the purpose and the details. *Task 2* provided activity to discuss *Task 1* in pair then share to the class. g) *Grammar Review* focuses on forming noun by verb. h) *Speaking* activity, the students should give announcement based on certain situation. i) *Writing* section provides the announcement that is not proper yet. Then it should be edit based on the guided question. j) *Reflection* is the part that the students can do self-assessment what they have learn and their understanding.

The criterion of content sequence is fulfilled for the arrangement from the *Warmer* to build up and invite the students' interest and prior knowledge about the topic and end in *Writing Section* as the complex activity. It is also in line with the learning activity in the syllabus.

The fourth criterion is to investigate whether the textbook has the grading and progression is suitable for the learners also whether it allows them to complete the work needed to meet any external syllabus requirement or not. The grading and progression is suitable based on the student ability. It was arranged from the easiest. But the grading doesn't stated clearly. The criterion of complete any external syllabus is fulfilled for the different activity.

The next criteria is to know whether the textbook allow students in individual learning or not. This criteria is fulfilled by the textbook, for example in understanding the vocabulary and pronunciation. It is in line with the core competence 4 in which the students can explore, associate, and communicate the abstract and concrete domain that they have learned individually in a good manner.

The last criterion is to identify whether the textbook is easy to be found and readable and whether the layout is clear or not. This criterion is fulfilled because the content of textbook is written in font style Bookman Old Style and font size 12. Moreover, the criteria of clear lay out is also fulfilled. The cover of the textbook shows the wide world and national knowledge by the picture of landmark in Indonesia and some countries in the world. Some of them are (National Monument) Monas , Liberty, Pyramid, Sphinx, Big Ben, Taj Mahal, moreover it shows the modern and traditional transportation like, plane, zeppelin, and boat. The layout is dominated by colors, pink, blue, and grey. See Appendix 3.

3. Language Content

To identify the language content of the textbook there are five criteria. The first criterion is to identify whether the textbook covers the grammar items appropriate to the each level and take learners' need is fulfilled or not. This criterion is fulfilled with the representation of grammar that points to the example not the rule of grammar itself.

In **Chapter 1** the grammar items is about the of simple present tense as shown in the Figure 4.4. It relates to the basic competence 3.1 toward the language features in talking about self.

G GRAMMAR REVIEW

Using *be* and *have*

Task 1:
Study the following pairs of sentences to identify the use of *be* (*am, is, are*) and *have* (*have, has*). Do you notice the differences?

Examples:

- a. I *am* sixteen years old.
b. I *have* an older sister and a younger brother.
- a. Caroline *is* in the United States.
b. She *has* many friends from Indonesia.
- a. Nina and Ami *are* active students.
b. They *have* many interesting hobbies.
- a. I *am* a computer programmer.
b. I *have* many certificates that show my knowledge and skills in computer programming.
- a. John *is* a barista in a luxurious cafe.
b. He *has* a lot of friends, who love the coffee he prepares.
- a. We *are* amazed by the beautiful scenery.
b. We *have* many interesting places to visit in this country.

After observing the above examples, do you know how to decide whether to use *am/is/are* or *have/has*? Is it because the subjects are singular or plural? Do you also know when to use *have/has* instead of *am/is/are*? Is it because the sentences have *complements*? Is it because the sentences have *objects*?

Figure 4.4. The Example of Grammar Items in Chapter 1

The grammar items here guide the students in understanding and comprehending the *Tenses* that mostly used in this Chapter 1 in talking about self. It is *Simple Present Tense* but it focuses on the use of *have* or *has* and *to be* (*is, am, are*) or relating verb. This material also explained in

the basic material in syllabus. Yet, the rule does not explained in the textbook.

The focus of grammar in **Chapter 5** is about the *Simple Present Tense*, exactly structure of using adjective in the sentence as the basic competence 3.7. This structure conforms to the descriptive text that has been shown in the Reading section. See Figure 4.5

G GRAMMAR REVIEW

USING ADJECTIVES

Task 1:
In the previous units, you have learned how to use adjectives in sentences. Now, observe the adjectives in the reading text excerpt below.

Dinda is good-looking. She's not too tall. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company.

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Task 2:
Put the sentences in the pattern table below.

Model:

Dinda	is	good-looking
S	be	Adjective

1.

S	be	Adjective

2.

S	be	Adjective

3.

S	be	Adjective

Figure 4.5 The Example of Grammar Items in Chapter 5

Grammar in **Chapter 5** is focus on the nominal sentences exactly in the use of adjective to describe people. This grammar rule guides the students to be able to describe people correctly. It also related to the passage that shown in reading section. It is in line with the syllabus as the language features of descriptive.

In **Chapter 9**, the grammar item is about the forming of Noun from Verb. It was related to the language features of announcement and basic competence 3.8. Yet, it doesn't stated the rule clearly, the students

can identify the change from Verb to Noun from the example stated on page 111. For example:

- a. We need to register now
- b. The registration is on a first -come basis

It shows the change from *Verb* becomes *Noun* by giving *suffix -ion*. In other hand, it cannot be applied in all of *Verb*. In identifying the grammar, it is needed to give the more examples so the students can understand it. See Figure 4.6

G GRAMMAR REVIEW

Forming Nouns from Verbs

Task 1:
Study the following pairs of sentences to identify how the words printed in italics are related.

Examples:

1. a. We need to *register* soon.
- b. The *registration* is on a first-come basis.

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2. a. CJes Entertainment has decided to *cancel* the concert.
b. The *cancellation* of the concert is announced by Faith & D Entertainment Management.

3. a. He is trying to *deny* the evidence that the police have presented.
b. His *denial* appears very ridiculous.

4. a. CJes did not *approve* the concert plans by Faith & D Entertainment Management.
b. It was unfortunate that the *approval* from the artiste agency was not granted.

Task 2:
Complete the sentences with the correct forms of the verbs in italics.

1. They are going to *reserve* a room in a local hotel. The _____ can be done through email.
2. The artiste agency has to *decide* on the concert cancellation. The agency's _____ has to be respected.
3. Dany was *permitted* by his father to *try* a new car. The _____ period lasted for a week.
4. The internet *connects* people around the world easily. This school has a very excellent internet _____.
5. The beginning part of a story *orients* readers with the setting. The quality of this _____ usually determines whether readers would continue reading or not.

Figure 4.6 The Example of Grammar Items in Chapter 9

Moreover, the good grammar used in the textbook will help students comprehend the language. Yet, there is some trouble with some of vocabulary for example *announcment* must be *announcement*. See Figure 4.22

The next criterion was to identify whether the material for vocabulary teaching is adequate in terms of quantity and range of

vocabulary emphasis placed on vocabulary development or not is fulfilled. The vocabulary was placed in *Vocabulary Builder* and *Vocabulary Exercise* that giving direction to the student to know the new vocabulary as the guidance to do the next section or activity in each chapter. The *Vocabulary Exercise* here gives occasion for students to study again the vocabulary. Hence, the existence of the vocabulary is very essential as the language features as well as noted in the syllabus.

Chapter 1 the criterion of adequate quantity and range of vocabulary is fulfilled. The existence of vocabulary in this chapter leads the students to know new knowledge to express “*Talking about Self*” with correct diction. See the Figure 4.7:

B VOCABULARY BUILDER

Match the words with their Indonesian equivalents.
Compare your work to your classmate's.

pen pal (noun)	kereta komuter
sound (verb)	sangat menyukai
run (transitive verb)	jauh
(be) into (preposition)	namaknnya
attend (school, college) (verb)	sahabat pena
distant (adjective)	bahasa pertama
commuter train (noun)	bersekolah/kuliah
magnificent (adjective)	luar biasa
mother tongue (noun)	mengelola
half sister/brother (noun)	saudara tiri

E VOCABULARY EXERCISES

Complete the following sentences using the words in the box. Remember to use the correct forms of verbs.

E-pal
half sister
mother tongue
distant
run

sound
(be) into
attend
commuter train
magnificent

- Samuel and Sholeh are experienced in preparing a wide range of menus, from simple dishes like boiled eggs and fried rice to the difficult ones like the delicious *rendang* and *rawon*. They _____ really _____ cooking.
- Is it true that you went scuba diving in Bunaken National Marine Park in your holiday? Wow, it _____ really cool. I wish I could go there too.
- What I love about _____ is that it takes us to our workplace and brings us home quickly because it does not get caught in traffic jam.
- The government _____ a television station which offers many useful programs and shows few commercials.

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Figure 4.7 The Example of Vocabulary Section in Chapter 1

The vocabulary in this section can enrich the students' knowledge. It is helpful for them to do the next step. The vocabulary is followed by *Part of Speech* and the meaning in Indonesia language.

In the **Chapter 5**, the criterion of the material for vocabulary is adequate in term of quantity and range of vocabulary is fulfilled. The vocabulary in this section focuses on the adjective that use to describe people. It relates to facial features, physical appearance, and personality. This vocabulary reflects to the basic competence 3.7 though analyzing the language features of descriptive text. The students also can enjoy this part by having crossword in *Vocabulary Exercise*. See Figure 4.8:

B VOCABULARY BUILDER

Task 1:
Look at the words in the box. Do you know the meaning?
Check your dictionary.

tall	eyebrow	pointed nose	friendly
short	blonde hair	smart	skinny
calm	shy	plump	chubby
round face	kind	helpful	stubborn

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E VOCABULARY EXERCISE

Look at the puzzle below. Find 16 words related to how to describe a person and write in the space provided. When you finish, use the words in sentences.

H	A	N	D	S	O	M	E	F	B	O	S	S	Y
C	F	G	H	J	E	R	T	Y	U	L	O	P	S
T	C	Y	E	T	K	C	R	E	A	T	I	V	E
A	R	U	A	A	A	H	P	N	Q	U	I	E	T
L	U	H	S	M	D	E	I	T	G	C	A	U	V
L	A	Z	Y	R	I	E	R	U	E	H	Z	L	F
F	T	J	G	I	L	R	I	S	K	I	N	N	Y
R	E	U	O	Y	I	F	O	E	D	L	C	Z	E
I	K	S	I	A	G	U	K	F	T	D	E	O	W
E	M	N	N	N	E	L	R	H	N	I	F	U	S
N	B	I	G	E	N	E	R	O	U	S	H	R	M
D	B	E	A	U	T	I	F	U	L	H	Y	U	A
L	K	A	D	A	L	W	E	R	T	K	O	L	R
Y	U	T	A	L	K	A	T	I	V	E	R	U	T

Figure 4.8 The Example of Vocabulary Section in Chapter 5

In the **Chapter 9**, the vocabulary is related to the announcement, for example cancel, stadium, etc. These vocabularies are frequently use in giving announcement as stated in the basic competence 3.8. Therefore, it can be define as relevant with the criteria that the material for teaching vocabulary is adequate in term of quantity and range. The vocabulary and the meaning are stated as well as the sense of the context in reading activity and the other activity in the textbook. It is shown in the Figure 4.9:

B VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work to your classmates'.

cancel (<i>verb</i>)	berdasar (pendaftar) yang dulu
a stadium (<i>noun</i>) →	stadion
an approval (<i>noun</i>)	dipesan
proceed (<i>verb</i>)	banyak; luar biasa
in accordance with (<i>noun</i>)	biaya pendaftaran
unforeseen (<i>adjective</i>)	membatalkan
a first-come basis (<i>noun</i>)	persetujuan
tremendous (<i>adjective</i>)	tidak terduga
a registration fee (<i>noun</i>)	menindaklanjuti
reserved (<i>adjective</i>)	sesuai dengan

E VOCABULARY EXERCISE

Complete the following sentences using the words in the box.

proceed unforeseen a first-come basis
tremendous registration fee reserved
cancel stadium approval
in accordance with

- This annual international conference is usually attended by many participants from various countries; therefore, the committee applies the registration on _____.
- This restaurant is full. We cannot get any seat as all the tables have been _____.
- Before arranging the examination date for their final project, the students have to get their supervisors' _____.
- This afternoon the football match between INDONESIA and VIETNAM is held at Galora Bung Karno _____.
- The seminar participants will get a special rate for the _____ if they can pay it one month before the due date.
- The headmaster has to _____ some school programs due to the changes of funding policies by the newly-appointed mayor.

Figure 4.9 The Example of Vocabulary Section in Chapter 9

The next criterion was to investigate whether the vocabulary is adequate the strategies for individual learning fulfilled or not. The criterion is fulfilled. The material for teaching vocabulary can be categorize to the criteria although it doesn't state the key answer. The students can identify it by their self the answer because there are the options.

The next criterion is to identify whether the textbook includes material for pronunciation work and if so, what is covered: (individual sounds, word stress, sentence stress, intonation, and so on) or not. This criteria is fulfilled by the existence of pronunciation is in *Pronunciation Practice* with the transcription. Yet, it is not fully fulfilled by the textbook as the syllabus requirement because there is no example of the sentence stress and intonation. So that, the teacher should give the example of it orally or by the media.

The criteria the textbook dealt with the learner's discourse competence is fulfilled so that the students can associate and explore the material as noted in the learning activity through syllabus. The textbook can take a part as the students both in conversation, extended reading and identify the reading passage in intermediate level. The students are demanded to practice more in the activity based on the textbook as the stated learning objective and the learning activity in the syllabus.

The last criterion about the style and appropriacy of the textbook dealt with social situation is not fulfilled. The textbook does not explain more about formal and informal expression. Whereas, the students need it to know the different expression for each situation.

4. Skills

There are six criteria in term of skill. In **Chapter 1**, the first criterion relevance of skills aspect toward textbook are covered, bearing in mind the lesson objectives and syllabus requirements as well as noted in Table 4.1. There are some relevancies between the lesson objective in the textbook and the syllabus.

In term of reading section, the criterion that there is material for integrated skills work in reading section and criterion is reading passages and associated activities are suitable for the students' levels and interests is also fulfilled , the *Jigsaw of Two Texts* activity in Chapter 1 on page 3 can make the students have a fun learning and learner center. As Figure out in the Figure 4.10:

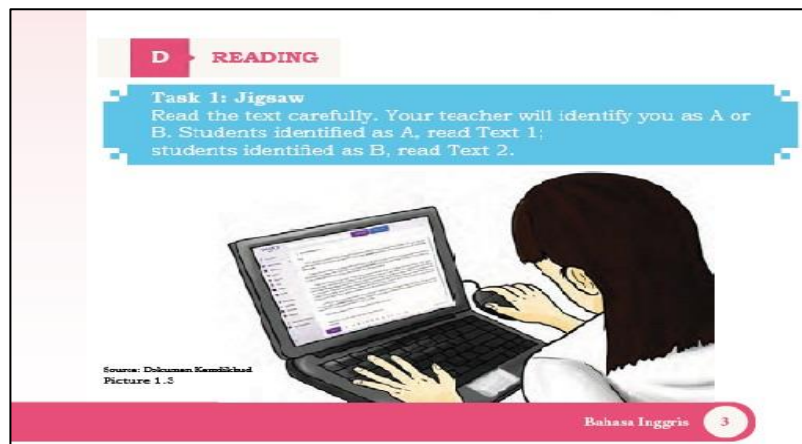


Figure 4.10 The Example of The Reading Activity in Chapter 1

It is fulfilled the criterion whether reading material is sufficient or not, because the reading passage show the real example in the daily life like in form of the letter and emails that talking about self. It is as well as the basic competence 3.1 in the syllabus in term of students are able to analyze the social function of the social function, and language features of *Talking about Self* toward the context. See Figure 4.11.

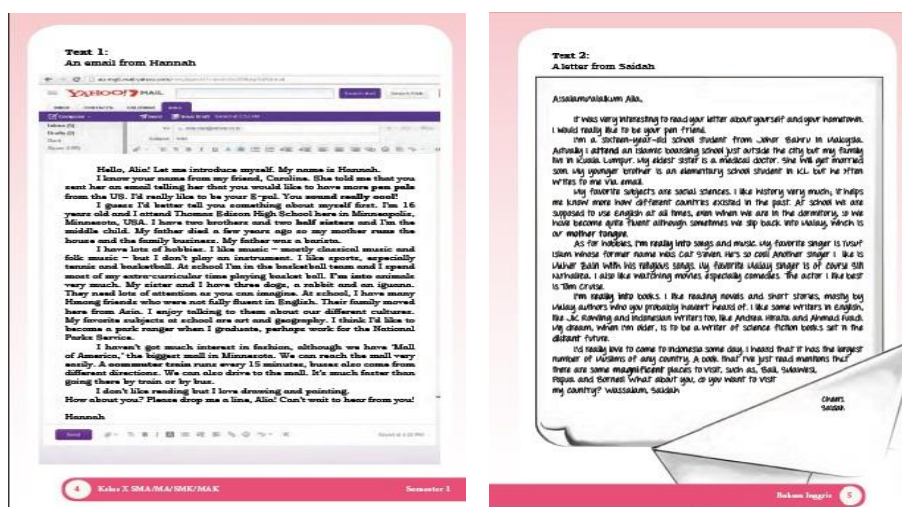


Figure 4.11 The Example of the Reading Section in Chapter 1

In term of listening skill, the criterion was to investigate whether listening material is not fulfilled. The listening is based on teacher's reading. It is not in line with the basic competence 3.1 in analyzing the topic of *Talking about Self* contextually. The listening is about the pronunciation of new vocabulary in this chapter as stated on Figure 4.12:

C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

pen pal	: / pen pæl /
sound	: / saʊnd /
run	: / rʌn /
(be) into	: / ɪntu /
attend	: / ətend /
distant	: / dɪstənt /
commuter train	: / kəmju:tə treɪn /
magnificent	: / məɡnɪfɪs ə nt /
mother tongue	: / mʌðər tʌŋ /
half sister/brother	: / hɑf brədər/sɪstər /

Figure 4.12 The Example of the Pronunciation Practice in Chapter 1

In speaking skill, the criterion was to investigate whether the material is accompanied by background information, questions, also activities which help comprehension is fulfilled. Hence, the students can do the instruction well. The instruction is very clear and understandable. See Figure 4.13.

H SPEAKING

GUESSING GAMES: Who Am I?

You'll play a kind of guessing game 'Who Am I?'. Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the word on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.

-Does it relate to a family relationship? -Am I female? -Am I a mother?	- Does it relate to a profession? - Do I work in a hospital? - Am I a medical doctor?	-Does it relate to a hobby? -Am I an outdoor activity? -Am I related to music?
---	---	--


INTRODUCTION GAME: Party Time

Look at the picture.

- What do you think they are doing?
- Where does it take place?
- Why do you think so?

Check your answer with your friends.

Source: www.creativecommons.org/licenses/by/4.0/
Picture 1.2



Source: www.creativecommons.org/licenses/by/4.0/
Picture 1.4

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Figure 4.13 The Example of Speaking Activity in Chapter 1

In speaking: *Introduction Game/Party Game*, there is the certain situation that prepared. There are the direction for students to imagine that they were invited to the party, meet many people and talk to the other guests; introduce their selves then tell about family, profession; and hobbies. The illustration and instruction are suitable with the main material as stated in the syllabus that the social function of the topic is to make relationship with the teachers, friends, and the others and shows the language features. Moreover, it is well designed to equip learners for real-life interactions, based on the guiding question. See Figure 4.14

Imagine that you're invited to that party. Think about a new identity that you have. Then, talk to the other guests and introduce yourself; tell about your family, your profession, and your hobbies. You may ask another guest with questions like:

May I know your name please?
Can you tell me what your profession is? Or,
What do you do?
What're your hobbies?
Do you like painting?
Do you like music?

Think of other questions. You may also introduce your friends to other guests. Introduce yourself or your friends to at least two people.

Figure 4.14 The Instruction of Speaking Activity in Chapter 1

The writing activities are suitable in terms of amount of guidance use of appropriate styles and organization of longer pieces of writing is fulfilled. The writing activity is set up as real life it is in line with basic competence 4.1. See Figure 4.1. There are the opening, the detail, and the end on the letter/ email. In term of guidance control *degree of accuracy*, *organization of longer pieces of writing* does not explained.

In **Chapter 5** the criterion relevance of skills aspect toward textbook are covered, bearing in mind the lesson objectives and syllabus requirements as well as noted in Table 4.2. There are also relevancies between the lesson objective in the textbook and the syllabus.

In term of reading section, in investigating the criterion there is material for integrated skills work in reading section and criterion is reading passages and associated activities are suitable for the students' levels and interests is also fulfilled. this is relevant with basic competence 4.8 and 4.9 This activity related to the students daily. See Figure 4.15

D READING

Read the following text, and then answer the following questions.

MY BEST FRIEND

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we've been friends ever since.

Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

Figure 4.15 The Example of Reading Section in the Chapter 5

In term of listening skill, the criterion was to investigate whether listening material is well recorded as authentic as possible and accompanied by background information, questions and activities which help comprehension is not fulfilled. The listening is based on teacher's reading. The listening is about the pronunciation of new vocabulary in this chapter as stated on Figure 4.16:

C PRONUNCIATION PRACTICE

Listen to your teacher reading the following words.
Repeat after him/her.

tall	:	/ tɔ:l /
short	:	/ ʃɔ:t /
calm	:	/ kɑ:lm /
round face	:	/ raʊnd feɪs /
eyebrow	:	/ 'aɪbrəʊ /
blonde	:	/ blɒnd /
shy	:	/ ʃaɪ /
kind	:	/ kaɪnd /


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Figure 4.16 The Example of Pronunciation Practice in Chapter 5

In speaking skill, the criterion was to investigate whether the material is accompanied by background information, questions, also activities that help comprehension is fulfilled. It corresponds to syllabus, which stated that the activity is observing, questioning, exploring, associating, and communicating as well as the basic competence 3.7 as stated in the Table 4.2. The speaking activity in Chapter 5 can be seen in the Figure 4.17.

H SPEAKING

Task 1:
Who are in the picture?



Source: <http://iccf.61ax.wordpress.com/2009/11/pb210013.jpg>
Picture 5.6

1. Look at the picture. Think of one person in the picture and give a name to that particular picture.
2. For example, you name that person Dina.
3. Describe Dina to your friends, for example: *She has long hair. She is sitting on the chair on the right side.*
4. Your friend will point to the picture that you refer to. Check if your friend point to the correct picture.
5. Take turns with your friends and do the same.
6. You can also take any photograph from any source such as magazine, internet, brochures or newspaper and do the same thing.

Figure 4.17 The Example of Speaking Activity in Chapter 5

This activity is about describing people in the Figure 4.20 and comparing the description with the other. Moreover, the students also can choose some photograph to be described as the exploring activity.

The writing activities are suitable in terms of amount of guidance use of appropriate styles and organization of longer pieces of writing. The writing activity is set up as real life. It is shown in the Figure 4.18

I WRITING

Prepare a photograph. It can be a personal photograph or a family photograph. Write a letter or email to a friend and describe the people in the picture.

Figure 4.18 The Example of the Writing Activity in Chapter 5

In term of guidance control *degree of accuracy, organization of longer pieces of writing* does not explained. It may make students confuse in

doing the exercise consequently the existent of the teacher's book play in prominent role in guiding the task.

In **Chapter 9**, the criterion relevance of skills aspect toward textbook are covered, bearing in mind the lesson objectives and syllabus requirements as well as noted in Table 4.3. There are relevancies between the lesson objective in the textbook and the syllabus.

In term of reading section, in investigating the criterion there is material for integrated skills work in reading section and criterion is reading passages and associated activities are suitable for the students' levels and interests is also fulfilled. It is relevant with the basic competence basic competence 3.8 and 4.11. Moreover, in term of the material, reading material is sufficient, because the reading passage show the real example in the daily life like in form of announcement of concert cancellation and McMaster Mini-Med School as drawn in Figure 4.19:

D READING

Jigsaw

Task 1:
Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read text 1; students as B, read text 2.

Text 1: An Announcement about Concert Cancellation

Cancellation of JJJ Concert in Singapore + Write a Note
By Faith & D Entertainment on Monday, March 20, 2011 at 5:15pm

Door Fans and Media

This is an official announcement to inform everyone that we have just been notified by C&S Entertainment, the prime agency of JJJ that they have decided to cancel JJJ's second tour concert in Singapore which is scheduled on 23 April 2011 at Singapore Indoor Stadium.


It is with deepest regret that we have to accept the cancellation notice from the artists agency at this point in time. We have submitted the final plans for stage, seating and ticketing for the agency's approval so as to proceed with the official announcement on ticket sale. These plans are in accordance with the regulations required by the authorities in Singapore and the budget allocated for the concert. It is most unfortunate that the plans are not approved by C&S and their decision to cancel the concert. We respect the agency's decision and, with great regret, we are unable to change their mind but to accept the unforeseen circumstance that is beyond our control.

We understand the disappointment as well as the inconvenience caused due to the cancellation and we sincerely apologize – especially to the fans of JJJ.

The Management
Faith & D Entertainment

(Taken from <http://www.4desknight.net/2011/08/info-faith-d-entertainment-announcements.html>)

Text 2: An Announcement about McMaster Mini-Med School.



ANNOUNCEMENT
McMaster Mini-Med School

We hope that you enjoyed becoming a McMaster Mini-med student in 2009 and welcome you to become a student in 2009. The new series week begins with begin Tuesday, March 21, 2009 with classes following on March 30, April 17, April 24, March 31, April 7, and April 14, 2009.

Registration will occur on a first-come basis. As the response for the previous year was tremendous, it is advised to register as soon as possible. After all the student spots are full, all others will be placed on a waiting list and will be contacted as spots become available.

With registration fees participants receive:

- A reserved seat in the McMaster Mini-Med School Class 2009
- An "official" McMaster Mini-Med School tote bag
- An "official" McMaster Mini-Med School clipboard and pen
- An "official" McMaster Mini-Med School K&Lahan Kit
- An "official" McMaster Mini-Med School cravat book light
- A McMaster Mini-Med School Certificate of Attendance that will be presented on the last day of class.

For a list of speakers and further information including registration and fees, please go to the following website:
<http://www.mcdports.ca/minimed/index.html>

Or register online by visiting
www.themcmaster.ca/online

Figure 4.19 The Example of Reading Passage in Chapter 9

In term of listening skill, the criterion was to investigate whether listening material is well recorded as authentic as possible and accompanied by background information, questions and activities which help comprehension is not fulfilled is not fulfilled as the basic competence 3.8. The listening is based on teacher's reading. The listening is about the pronunciation of new vocabulary in this chapter as stated on Figure 4.20:

C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

cancel	: / 'kæns ə l /
stadium	: / 'steɪdiəm /
approval	: / ə'pru:v ə l /

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Figure 4.20 The Example of Pronunciation Practice in Chapter 9

In speaking skill, the criterion was to investigate whether the material is accompanied by background information, questions, also activities which help comprehension is fulfilled. See Figure 4.21

H SPEAKING

Imagine that you are the captain of your class. You just had a meeting with OSIS. During the meeting, you took the following notes. Use your notes to make an announcement to your classmates.

- Trip to Borobudur Temple
- 8 days 4 nights (departing on 27 October)
- Contribution: IDR 150,000 including transportation, meals, and hotel
- Confirmation by 20 October to the organizing committee either by email to OSIS@SMA-IC.com or sms to 0850502184

Figure 4.21 The Example of Speaking Activity in Chapter 9

This activity is about giving announcement as the captain of the class about the trip to Borobudur Temple with the detail instruction as in Figure 4.22. It is in line with the basic competence 4.11 and 4.12. In this activity, the students can explore their selves to have self's confidence to express their idea orally. This is one of interesting topic that familiar with the students also showing the culture of Indonesia.

The writing activities are suitable in terms of amount of guidance use of appropriate styles and organization of longer pieces of writing. The writing activity is set up as real life. Yet, in term of guidance control *degree of accuracy, organization of longer pieces of writing* does not explained. It may make students confuse in doing the exercise so the existent of the teacher in explaining the activity is very important. In this activity, the students are demanded to analyze the announcement text so that the announcement can make the sense. It is in line with basic competence 4.12 and the “associating” as learning activity in the syllabus. See Figure 4.22

<p>I WRITING</p> <p>Task 1: The following announcement about regional games is not written properly. Edit the announcement so that it makes sense.</p> <p style="text-align: center;">ANNOUNCEMENT</p> <p>To All Members of Riza's Club Please be informed that Riza Regional Games 2013 will be on May 5 - 12, 2013 at Malang City.</p> <p>Please pay your 2nd smester contributions on or before April 30, 2013.</p> <p>All checks will be payed to the order of Rizas Club with account # 02051527.</p> <p>Thank you for your attention. Managemen of Riza's Club</p>	<p>Task 2: Use the following questions to help you re-write the above announcement.</p> <ol style="list-style-type: none"> 1. Where is the announcement from? 2. Who is the announcement for? 3. What is the announcement about? 4. When will the games be? 5. Where will the games be? 6. When do the members have to pay the contributions? 7. What is the number of the account to pay checks? <p>The announcement from The Management of Riza's Club informs _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	--

Figure 4.22 The Example of Writing Activity in Chapter 9

5. Topic

In term of investigating the topic, seven criteria should be completed. The first criterion is to observe whether there is sufficient material of genuine interest to learner fulfilled or not. This criterion is fulfilled. There are some sufficient materials of genuine interest to learners as stated in Chapter 1 “*Guessing Game*”, *Introduction Game* “*Party Time*” see Figure 4.13. Moreover, the passage in reading is related to the real life, for example in text 1 Hannah introduced herself to Alia by via email. She told about her, her study, family, hobby, interest, and a little bit about commuter train. In text 2, Saidah told Alia about herself, her family, hobby, favorite subject, singers, her ambition to be writer and to come to Indonesia. It can challenge the student to be more enthusiastic while they are learning the interesting topic. It also shows the main material in the syllabus that it can give the model of respecting the differences and conciliation. See Figure 4. 11.

The second criterion is to know whether there is enough variety and range of topic is fulfilled or not. There is enough variety and range of topic. The various topics can influence the students’ interest in learning. There are nine chapters in the textbook with the various topic, some of them are talking about self, describing people, and giving announcement. The students are expected to be more active and attracted with the topic.

The third criterion is to observe whether the topics will help expand awareness and enrich their experience. This textbook covers the

information about Indonesian culture and custom, worldwide culture, recent issues etc which to assist the students to enrich their knowledge. See Figure 4.22. It shows the recent issues that can attract the students.

The fourth criterion is to examine whether the topic sophisticated enough content, yet within the learners' language level. This criterion is fulfilled as well as in reading passage of Chapter 1, which give the example of talking about self by media email and letter. See Figure 4.11. Nowadays, it is commonly to use technology in daily.

The fifth criterion is the students are able to relate the social and cultural contexts presented in the course book. This textbook is design based for the Indonesian students, so the social and cultural context should explore about social life and culture in Indonesia that close to the student. See Figure 4.21. It shows one of the historical places Indonesia. In *Vocabulary Exercise* of Chapter 1, see Figure 4.7. We can find that the exercises show some of Indonesian traditional food like *rendang*, and *rawon*. Then, one of the famous tourism destinations in Indonesia, Bunaken National Marine Park. The wide world culture and social as stated in Figure 4.7 shows the uses of commuter train as the vehicle. Yet, it needs the teachers' effort to help the students to understand it.

The sixth criterion is to investigate whether women are portrayed and represented equally with men is fulfilled or not. This criteria is fulfilled in which the men and women are represented equally. However, the proportion of men and women is not equally as well as in the all skill.

The last criterion is to know whether the other groups presented, with reference to ethnic origin, occupation, disability is fulfilled or not. It is shown on the reading section of both the text1 and text 2 pages 5 and 6. See Figure 4.11. It has shown the different ethnic origin of pen pal from America and Malaysia the interest toward Indonesia. In speaking section “*Guessing Game*”, the example gives the woman and man image are equal also gives opportunity to guess the occupation. This activity then continues with “*Introduction Game: Party Game*”. The example is the meeting between Edo and Slamet. Both of them are from different region and different occupation. It shows that Indonesia has many cultures. It also shows the image to respect the other. In the other hand, the representation of man and woman is still unequal. The man is still dominating.

6. Methodology

There are seven criteria in term of methodology. The First criterion is to know whether the textbook has appropriate approach to the learning/teaching situation is fulfilled or not. This criterion is fulfilled as well as the textbook is started from the activity that can recognize their prior knowledge, build it up with the context and relate it to the material.

The second criterion is to investigate level of active learner involvement matched with the students’ learning style and expectation is fulfilled or not. This criterion is fulfilled, as figure in some activity such as role-play in “*Party Game*”, responding the email/ letter. The criterion

about the technique of presenting new language items was suitable for the learner was fulfilled.

The next criterion was to know whether the textbook develops communicative abilities or not. It is fulfilled by giving some expression used in daily conversation and communication.

The next criterion was to know whether the material include any advice/ help to students on study skills and learning strategies was not fulfilled, but there is a motivation to behave in **Chapter 1** “ *Accept responsibility for your life. Know that it is you who will get you where you want to go no one else* by Les Brown” to motivate the students. So do with the **Chapter 5** “*Life is either a daring adventure or nothing* by *Helen Keller*” but in **Chapter 9** there is no any motivation.

The last criterion was to investigate whether students expected to take a degree of responsibility for their own learning as the core competence 4. This criterion was fulfilled because this book provided the activities that can help the students to be responsible with their own learning both individually or in-group. Moreover, they can reflect their learning in *Reflection Section* as the closing of each paragraph.

7. Teacher's Book

This is used to know the teacher's book aspect. There are five criteria should be achieved in term of teacher's book. The first criterion was about adequate guidance for the teachers who will be using the course book and its supporting materials is fulfilled or not. The writer

stated the basic competence that will be achieved, the learning goal, and learning procedure. The learning procedure is consisting of the procedure, instruction and time allotment.

The second criterion is to know whether the teacher's book is comprehensible and supportive or not. This criteria is fulfilled as well as noted in first criterion that the textbook gives the clear instruction of each activity.

The third criterion is to know whether the teachers' book adequately cover teaching techniques, language items such as culture specific information was not completely fulfilled. For example, see Figure 4.4. The activity about identifying the use of be (has /have) and have (have/ has) is stated in the teacher's book that teacher should explain the relating verb (seem, consist, and look) that has same function as be and have. It is as the part of language features as stated in the syllabus. The specific information about the specific culture doesn't stated on the teacher's book. Yet, it provides the detail information about the way to use the textbook in teaching.

The criterion whether the writers set out and justify the basic premises and principles underlying the material or not is fulfilled. The teacher's book actually shows the learning objective, but it does not explain basic premises in each activity.

The last criterion whether key to exercises was given or not is fulfilled. The criterion about stating the key answer is fulfilled. The key

answer and answer key given based on the sequences of the tasks. Yet, the scoring rubric for speaking and writing section doesn't stated.

8. Practical Consideration

The first criterion was to know the whole package cost represent good value for money or not was fulfilled. Textbook is free because government supplies it. Moreover, everyone can access the electronic book. The next criterion is whether the textbook strong and long lasting or not. This criterion is not fully fulfilled because the binding need to be strengthen. Then, the criterion whether the textbook was attractive in appearance is fulfilled or not. It has the good illustration of each activity. The illustration of the activity is clear and colorful. Yet, it needs some improvements to encourage the students. It does not fully meet the proposed criterion.

The third criterion is to know whether they easy to obtain or not. This criterion is fulfilled, because the textbook is in form of electronic book and printed book. The electronic book can be downloaded freely in the website of *kemendibud.org*.

The last criterion is about the use any part of the package requires particular equipment, such as a language laboratory, listening centre, or video player was fulfilled or not. This criterion was not fulfilled. It caused by the particular equipment is not available to be used.

B. The Criteria of EFL Textbook Evaluation Fulfilled by “Bahasa Inggris X”

After analyzing the content of the book based on the EFL criteria proposed by Cunningsworth, the next step is deciding how many criteria that have been fulfilled. See Table 4.4. The researcher compares the findings and the criteria by rating point: 0 = does not match with the criteria, 1 = partly matches to the criteria, and 2 = closely matches with the criteria. Table 4.4 consists of the criteria that have been fulfilled and some description of criteria that need improvement.

Table 4. 4 Relevancy EFL Textbook with the Criteria Aims and Approaches

Criteria	Description	Relevancy			%
		0	1	2	
Aims and approaches	The aims of the textbook are closely with the aims of teaching programs and students' need.			✓	87.5 %
	The textbook is suitable with the teaching/ learning situation.		✓		
	It covers what is needed.			✓	
	It is flexible to allow different teaching/ learning style.			✓	

The relevancy of the aims and approaches criteria with the aims stated in the textbook is 87.5 %. The aims of the textbook are closely with the aims of teaching programs and students need as well as stated in the official syllabus. It fulfills the basic competence of 2013 Curriculum. See Table 4.1. For the second criterion does not meet the suggested criterion fully, because there are no clearly information through the situation as the syllabus requirement.

Moreover, it covers what is needed because it is relevant with the syllabus in which the government has designed the syllabus that helps the students to comprehend the English as foreign language in both language skills and

components. Thus the students can practice and use English contextually. Then, it is also flexible to allow different teaching learning style. It is appropriate to the learning activity in the syllabus; observing, questioning, exploring, associating, and communicating.

Table 4. 5 Relevancy EFL Textbook with the Criteria Design and Organization

Criteria	Description	Relevancy			%
		0	1	2	
Design and organization	The total course package of the textbook consists of students' book, teachers' book, workbook, and cassettes.		✓		83.3 %
	The content of the textbook is organized based on the topic.			✓	
	The content is sequenced based on the basis complexity.			✓	
	The grading and progression is sufficient for the students.		✓		
	The textbook allows the students to take a part in individual study.			✓	
	The textbook is easy to be found and readable			✓	

The total course package component can be classified as relevant for the existence of students' book and teacher's book. Nevertheless, there is no existence of workbook and cassette.

The content of the textbook organized based on the topic as refers to the syllabus. Then, the content is sequenced based on the basis complexity. The grading and progression is sufficient for the students, because the organization started from warming up, then end in reflection section. Yet, the grading and progression of the skill does not arrange as the language sequence skill. The textbook allows the students to take a part in individual study in vocabulary list

that completed by the transcription as the core competence 3 and 4. Therefore, they can practice it either individually or with the teacher's instruction.

The next criterion is partly fulfilled the criteria in term of textbook is easy to be found , the layout is clear but still needs some improvement, and readable for the font size 12 with font style Bookman Old style . The criterion of reference section is not fulfilled enough because it does not provide the reference section in each chapter.

Table 4. 6 Relevancy EFL Textbook with the Criteria Language Content

Criteria	Description	Relevancy			%
		0	1	2	
Language Content	The textbook covers the main grammar items appropriate to each level.			✓	80 %
	The material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on the vocabulary development, strategies for individual learning.			✓	
	The textbook include the material for pronunciation work; include individual sound, word stress, sentence, stress, intonation.		✓		
	The textbook deals with the learners' discourse competence.			✓	
	Style and appropriacy are dealt with		✓		

The textbook covers the appropriate grammar items to the students' level exactly for tenth graders as a teenagers and considering learners' need. It is in line with the main material in the syllabus. For example the Grammar Item in Chapter 5 is suitable with the basic competence 3.8. See Table 4.8. Material for vocabulary teaching is precisely in terms of quantity and range of vocabulary along with the transcription. It is in line with the main material stated in the syllabus. Moreover, it allows strategies for individual learning in certain activity.

The textbook includes material for pronunciation work in *Pronunciation Practice*. It is suitable with the core competence 3. In addition, it proposes the material that helps the student in developing the discourse competence. There are many examples that are relevant with the context and commonly used in daily life.

The criterion of good style and appropriacy was not closely related with the criteria. In written and spoken expression in the textbook does not state formal and informal expressions. For example speaking activity in Chapter 5 is related to basic competence 4.10. See Table 4.2. The activity is describing people in the picture, but there is no information to use formal and informal expression.

Table 4. 7 Relevancy EFL Textbook with the Criteria Skill

Criteria	Description	Relevancy			%
		0	1	2	
Skill	All four skills are adequately covered, bearing in mind your course aims, syllabus requirement.			✓	75 %
	There is material for integrated skill work			✓	
	The reading passages and associated activities are suitable for the students' level and interest.			✓	
	Listening material is well recorded and accompanied by background information which help comprehension	✓			
	The material for spoken English is well-designed to equip the learners for real-life interaction.			✓	
	The writing activities are suitable in term of amount of guidance/ control, degree of accuracy, organization of longer pieces of writing		✓		

The criteria of four skills are covered is fulfilled by each chapter. It has complete skills as the syllabus requirement. There is also material for integrated skills work. Thus the students can explore and associate the skill. For example reading skill is integrated with the writing skill. In addition, the reading passages

also associated with the other activities and suitable for the students' levels, interests. For example, reading section in Chapter 1 that is in line with basic competence 3.1 and 4.1. See Figure 4.11. It is about having pen pal and sending email. Reading material is sufficient.

The material for spoken English is well designed to equip learners for real-life interactions. It is in line with the main material and learning activity as stated in the syllabus that the students can communicate what they have learned both in group or individually. For example, the speaking activity in Chapter 1 equip as contextualize as noted in basic competence 4.2.

The writing activities are suitable in amount of guidance/control, and use of appropriate styles. It is in line with core competence 4 and the learning activity in the syllabus in communicating that the students can write the text based on the social function, text structure, and the language features. The criterion of writing skill exactly on the organization of longer piece of the writing does not fulfilled. Because there is no instruction about the length of writing. The writing activity actually is designed as authentic as possible. It gives the students opportunity to write their idea according to the topic. Yet, the students need some explanation about how longer they will write the text.

The criterion of listening skill is not fulfilled because there is no recorded material as stated in the core competence 3. It is not accompanied by background information, questions, and activities, which help comprehension. The listening is about the vocabulary list based on the teacher's reading.

Table 4. 8 Relevancy EFL Textbook with the Criteria Topic

Criteria	Description	Relevancy			%
		0	1	2	
Topic	There is sufficient material of genuine interest to learn.			✓	92.8 %
	There is enough variety and range of topic.			✓	
	The topic will help expand the students' awareness and enrich their experience.			✓	
	The topics are sophisticated enough in content, yet within the learners' language level.			✓	
	The students will be able to relate to the social and cultural contexts presented in the textbook.			✓	
	Woman are portrayed and represented equally with the man.		✓		
	The other groups are represented with reference to ethnic origin, occupation, disability, etc.			✓	

The topic is sufficient and interest to learners because it gives the real example. See Figure 4.20. The textbook provides enough variety and range of topic. The topic could help expand students' awareness and enrich their experience. The topics are sophisticated enough for the learners' language level based on 2013 Curriculum. The textbook can help the students to relate it with the social and cultural contexts presented as in the core competence 2. Women and men are portrayed and represented equally. The textbook also gives the example of other groups with reference to ethnic origin, occupation, disability, etc. The man and woman are described equally. Yet, it is not represented equally in all skills.

Table 4. 9 Relevancy EFL Textbook with the Criteria Methodology

Criteria	Description	Relevancy			%
		0	1	2	
Methodology	The approach that taken by the textbook is appropriate to the learning/teaching.		✓		78.5 %
	The level of active learner involvement can be expected and match with the students' learning styles and expectation.			✓	
	There are techniques used for presenting/ practicing new language items. It is suitable for the learners.		✓		
	The different skills are taught.			✓	
	The communicative abilities are developed			✓	
	The material includes any advice/ help to students on study skills and learning strategies.		✓		
	The students are expected to take a degree of responsibility for their own learning.			✓	

The instruction for practicing the next step of learning language used the suitable techniques. The textbook is suitable enough with teaching and learning situation with the majority heterogeneous learners, so it is needed for teacher to match with the class condition. The textbook allows the active learner involvement as well as the core competence 3 and 4. It provides the activities that lead the students to be active in the class as like doing role-play. Besides the techniques are used for presenting/ practicing new language items are suitable for the learner and different skills are taught integrated with the other. For example, writing activity connects to reading activity.

The communicative abilities are developed based on the context in each topic. The textbook gives opportunities to the students to be responsible in their own learning in doing both individual and group task. It is related to the learning activity in the syllabus to explore the material. Moreover, the textbook provides

the reflection section. Yet, material does not include any advice/ help to students on study skills and learning strategies.

Table 4. 10 Relevancy EFL Textbook with the Criteria Teacher's book

Criteria	Description	Relevancy			%
		0	1	2	
Teacher's book	There is adequate guidance for the teachers who will be using the textbook and its supporting materials.			✓	70 %
	The teachers' books are comprehensive and supportive			✓	
	Teachers' books adequately cover teaching techniques, language items such as grammar rules, and culture- specific information		✓		
	The writer set out and justify the basic premises and principles underlying the material.		✓		
	The keys to exercises are given		✓		

In teachers' book there is adequate guidance for the teachers who will use the textbook. It is comprehensive and supportive. It provides the detail instruction of using the textbook. Writers set out and justify the basic premises and principles underlying the material as well as showing the learning objective that will be achieved.

The teachers' book does not adequately cover teaching techniques, language items such as grammar rules and culture-specific information. The key for each task and activity is given. The scoring rubric analytic nor holistic does not given. The writing and speaking activity need the scoring rubric to help the teacher in assessing the students' performance. Actually, it is also stated in the syllabus about the scoring, but the scoring technique for each activity in the textbook is needed.

Table 4. 11 Relevancy EFL Textbook with the Criteria Practical Consideration

Criteria	Description	Relevancy			%
		0	1	2	
Practical Consideration	The whole package cost represents good value for money.			✓	62.5%
	The textbook are strong, long-lasting and attractive in appearance		✓		
	The textbook are easy to obtain			✓	
	Any parts of package require particular equipment, such as a language laboratory, listening centre, or video player.	✓			

The textbook was supplied by the government. The textbooks are strong enough, but need to have the good binding. It is attractive enough in appearance in the activity. Yet it needs more improvement to attract the students' interest.

The textbook is easy to be obtained for we can access on website *kemendikbud.org* .One of the weaknesses is the textbook does not require any parts of particular equipment, such as a language laboratory, listening centre, or video player.

Based on the explanation above, the “*Bahasa Inggris Kelas X*” textbook is fulfilled all of the criteria taken from EFL textbook criteria by Cunningsworth (1995). However, even there are some irrelevant aspect, the book is considered as relevant to the criteria and can be use as teaching material. From the irrelevant aspects, the teacher can choose the appropriate supportive teaching material.