

## CHAPTER IV

### RESEARCH FINDINGS

This chapter presents the research findings of the study refers to the proposed of research problems. The findings related to the content analysis of the “English Learning Material for SMK/MAK and SMA/MA XI A 2013 Curriculum” published by LP2IP Yogyakarta. In addition, this chapter explains the relevance of this book based on 2013 Curriculum 2017 revision and EFL textbook evaluation criteria By Ali Jahangard (2007) supported by some criteria from Allan Cunningsworth (1995).

#### **A. The Relevance of “English Learning Material for SMK/MAK and SMA/MA XI A 2013 Curriculum” published by LP2IP Yogyakarta with 2013 curriculum 2017 Revision.**

In order to answer research question number one, the objectives in every module in the textbook were compared with the Basic Competence (KD) based on 2013 curriculum 2017 revision to know the relevance in term of the material. This textbook consist of 8 modules such as, module 1 A (**Asking and Giving Suggestions**); module 1 B (**Offering Things or Services**); module 2 (**Asking and Giving Opinion**); module 3 (**Expressing Wish**); module 4 (**Invitations and The Responses**); module 5 (**Personal Letters**); module 6 (**Describing Process**); and module 7 (**The Passive Voice**).

The objectives from the eight modules in the textbook were compared with the Basic Competence (KD) based on 2013 curriculum 2017 revision. The comparison between Basic Competence of English subject for the first semester in the textbook and 2013 curriculum revision is shown in the **Table 4.1**.

**Table 4.1 The Comparison between Basic Competence in the Textbook and Basic Competence based on 2013 Curriculum 2017 Revision.**

<b>Material</b>	<b>Basic Competence (KD) Stated in the Textbook</b>	<b>Basic Competence (KD) Based on 2013 Curriculum Revision</b>
Asking and Giving Suggestions; Offering Things or Services	<p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)</p> <p>4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>
Asking and Giving Opinion	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk	3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi

	<p>menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p> <p>4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
Expressing Wish	<p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan harapan dan doa bersayap (<i>extended</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	-
Invitations and the Responses	<p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks</p>	<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta</p>

	<p>penggunaannya.</p> <p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p> <p>4.3 Teks Undangan Resmi</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>
Personal Letter	<p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya.</p> <p>4.7 Menangkap makna teks surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	(Belong to the second semester)
Describing Process	<p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan</p>	-

	konteks penggunaannya. 4.9 Menyunting teks prosedur berbentuk manual dan kiat-kiat ( <i>tips</i> ), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
The Passive Voice	3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.  4.10 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>passive voice</i> )  4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

The table above describes the Basic Competence (KD) of English for the first semester of Eleventh Grade. Here, the Basic Competence (KD) in the

textbook and the Basic Competence (KD) in 2013 curriculum 2017 Revision are little bit different. From the operational words, they are different. In 2013 curriculum the operational words emphasize that the students can apply those material in their daily life, for example in transactional interaction. Moreover, between 2013 curriculum and 2013 curriculum 2017 revision there is a gap. There are three Basic Competences in the textbook which are not found in 2013 curriculum 2017 revision especially for the first semester of eleventh grade. They are **3.3; 4.3 (talking about wish), 3.6; 4.9; 4.10 (talking about procedure text)** and **3.5; 4.7; 4.8 (talking about personal letter)**.

Therefore, from eight modules in this book which provides material for the first semester, there are three materials which are not relevant with the Basic Competence (KD) of 2013 curriculum 2017 revision. They are the material about **Expressing Wish** in module 3, **Personal Letters** in module 5, and **Describing Process** in module 6. Expressing Wish in module 3 and Describing Process in module 6 are not stated in the syllabus, it means there is no Basic Competence (KD) about those materials. Beside them, the material about Personal Letters belongs to the Basic Competence (KD) for second semester.

In addition, there is a material which is not covered in this textbook. It is a material talk about analytical exposition. In the syllabus of 2013 curriculum revision, this material stated on Basic Competence (KD) 3.4 and 4.4 which are belong to the first semester.

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.
- 4.4 Teks *eksposisi analitis*
  - 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.
  - 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Therefore, from 8 modules in the textbook there are 5 modules which related to the material based on English syllabus for the first semester of eleventh grade 2013 curriculum 2017 revision. They are **Module 1A** (Asking and Giving Suggestion), **Module 1 B** (Offering Things and Services), **Module 2** (Asking and Giving Opinion), **Module 4** (Invitation and Responses), and **Module 7** (The Passive Voice).

**B. The Relevance of “English Learning Material for SMK/MAK and SMA/MA XI A 2013 Curriculum” published by LP2IP Yogyakarta with EFL textbook evaluation criteria from Jahangard (2007).**

**1. The First Criterion is whether the objectives explicitly laid out in an introduction, and implemented in the material or not.**

In this textbook, the objectives are explicitly laid out in the introduction. At the beginning of each module in the textbook there is learning objectives. It stated on the top of the first page on each modules followed by the main materials. From 8 modules in this textbook, there are 5

modules which are related to the learning objective based on 2013 curriculum 2017 revision, especially the English syllabus for the first semester of eleventh grade.

In order to answer whether the objectives are implemented to the materials or not, the researcher strengthened it by using textbook evaluation criteria proposed by Cunningsworth (1995) in term of **Aims and Approaches** especially in the first criteria, whether the aims of the textbook correspond closely with the aims of the teaching program or not.

The learning objective which is stated in **Module 1A and 1B** in this textbook is the same, that is:

- 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.
- 4.11 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

The learning objectives stated in **Module 1A** about **Asking and Giving Suggestion** and **1B** about **Offering Things and Services** are related with the syllabus. It is shown in table 4.2.



**Table 4.2 The Comparison between the Learning Objectives Stated in the Module 1A and Module 1B from the Textbook and Learning Objectives based on the Syllabus.**

<b>Module</b>	<b>Learning Objective stated in the textbook</b>	<b>Official Learning Objective (syllabus) based on 2013 curriculum 2017 revision</b>
<b>1A (Talking about asking and giving suggestion) and 1B (Talking about Offering things or services)</b>	<p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan member saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)</p> <p>4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

The comparison between the learning objective stated in module 1A and 1B are related the syllabus. However there is a difference both of them in terms of the operational verbs. It is happened because the textbook used

2013 curriculum before revision and the researcher compare it with 2013 curriculum 2017 revision.

Based on this textbook, in module 1A students are expected to understand how to express asking and giving suggestion. The example of activity which shows this material in this module is **Activity 1**.

### **Activity 1**

**Listen to some expressions for “asking suggestions”. Repeat the expressions spoken by the native speakers**

- What do you think about going to Medan by bus?
- How about having lunch in the seafood restaurant?
- What are your suggestion concerning our schools’ program?
- What if we sing English songs in our classroom?

**Now, listen to some expressions for “giving suggestion”. Repeat the expressions**

- I think you should do your homework
- I agree with you. We should practice our English everyday
- You’d better do your homework by yourself
- I’m on your side. Let’s go to Bali by plane
- You should let them now
- Why don’t you talk to your parents?
- What about seeing a doctor now?

In addition, in module 1B students are expected to understand how to express offering things and services. One of activity shown in the textbook is **Activity 8**.

### **Activity 8**

**Work in pairs, analyze the expressions of Offering things or services**

Customer	Waiters/Restaurant Personnel
<ul style="list-style-type: none"> <li>- May I have the menu, please?</li> <li>- I’d like to book a table for two for tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>- Can I have your order, please?</li> <li>- And to drink?</li> <li>- For how many will that be?</li> </ul>

lunch time. - I'd like a glass of water. - What would you recommend? - I'll have the cheese burger with a green salad. - We'd like the bill, please.	-How would you like your steak? -Would you prefer tea or coffee? -Two pizzas with salami, a glass of red wine, and a glass of orange juice. -Is that all?
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The criterion of the textbook corresponds closely with the aims of the teaching program and the learners' need is fulfilled in **Module 2**. Learning objective in **Module 2** is stated clearly.

3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya.

4.12 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

The comparison between learning objective stated in the **Module 2** and the syllabus shown in the **Table 4.3**.

**Table 4.3 The Comparison between the Learning Objective Stated in Module 2 from the Textbook and Learning Objective based on Syllabus**

<b>Module</b>	<b>Learning Objective stated in the textbook</b>	<b>Official Learning Objective (syllabus)</b>
<b>2 (Talking about Asking and</b>	3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan	3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis

<b>Giving Opinion)</b>	<p>untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p> <p>4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
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Based on the table above, the learning objective stated in **Module 2** related with the syllabus. It is shown in the activities in **Module 2** which are talking about how to express asking and giving opinion. For example in **Activity 1**

### Activity 1

**Listen to some expression to ask about someone's opinion.  
Repeat the expressions spoken by the native speakers**

- What do you think of that new song?
- What is your opinion about the singing competition television?
- Would you give me your opinion of this matter?
- What are your feelings about her refusal to your proposal?
- What are your views on the government policy?

**Now, listen to the expressions to show someone's opinion.  
Repeat the expressions.**

- I think I like it.
- I don't think I care for it.
- I think it's good.
- I think that awful.
- I don't think much of that.
- I think that your voice is nicer than that singer.

The next module is **Module 4** which is the learning objective related with the syllabus. The learning objective stated in **Module 4** shown as:

- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya.
- 4.4 Menangkap makna teks undangan resmi.
- 4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

The learning objective in the **Module 4** above related with the syllabus. Here, the comparison between the learning objective stated in the textbook and the syllabus can be seen in **Table 4.4**.

**Table 4.4 The Comparison between the Learning Objective Stated in Module 4 from the Textbook and Learning Objective based on Syllabus**

Chapter	Learning Objective stated in the textbook	Official Learning Objective (syllabus)
<b>4 (Invitations and The Responses)</b>	<p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya.</p> <p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan</p>	<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p>

	<p>resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.3 Teks Undangan Resmi</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>
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According to the **Table 4.4** above the learning objective both of them are related. The material is talking about Invitations and The Responses. In the syllabus, this material stated in Basic Competence (KD) 3.3 and 4.3. The example activity in **Module 4** can be seen in **Activity 9**.

#### **Activity 9**

**Read the fax from Tommy to Yenie. Try to make the replies from Yenie to Tommy**

*Dear Yenie,*

*Can we arrange to meet next week? Does Tuesday at 3.30 suit you? If you can't make it then, please suggest another date. I'm free everyday next week except Friday Morning.*

*With best wishes,*

*Tommy*

The Last Module which the learning objective suitable with the syllabus is **Module 7**. This module discuss about passive voice, it is suitable

with the learning objective. The comparison between the learning objective and the syllabus is shown in **Table 4.5**.

**Table 4.5 The Comparison between The Learning Objective in Module 7 and The Syllabus**

Chapter	Learning Objective stated in the textbook	Official Learning Objective (syllabus)
<b>7 (Talking about the Passive Voice)</b>	<p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>passive voice</i>).</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

From those learning objectives, the materials in **Module 7** are talk about Passive voice and the responses. It can be seen from the activities in **Module 7**, for example is in the **Activity 1**.

### Activity 1

Learn the structure of the Passive Voice:

The Simple Present Tense

Note:

- A. **The Object** on the Active Voice becomes the Subject on the Passive Voice
- B. The Simple Present Tense: **Verb1 or Verb + s** is changed into **is/am/are + Verb 3**
- C. The use of to be: **is/am/are** depends on **the numbers of the subject** the Passive Voice

### Examples

1. The teacher always answers the students' questions. (active)  
The students' questions are always answered by the teacher. (passive)
2. The choir really enjoys that song. (active)  
That song is really enjoyed by the choir. (passive)
3. The cleaning crew vacuums and dusts the office every night. (active)  
Every night the office is vacuumed and dusted by the cleaning crew. (passive)
4. Thousands of tourists view the Grand Canyon every year. (active)  
The Grand Canyon is viewed by thousands of tourists every year. (passive)
5. Some People raise sugar cane in Hawaii. (active)  
Sugar cane is raised by some people in Hawaii. (passive)

From the analysis used the criteria from Cunningsworth (1995) in term of **Aims and Approaches** above, the first criterion from Jahangard (2007) is answered. In this textbook the objectives are explicitly laid out in an



introduction which is in the beginning, and implemented in the material in the form of activities.

**2. The Second Criterion is whether the textbook has good vocabulary explanation and practice or not.**

In terms of **Good Vocabulary**, good in oxford means high quality, pleasant, and through related to this book, the vocabulary, includes, fragrant, soak, obtain are considered good and qualified for eleventh grade of senior high school. In addition it is related with the criteria from Cunningsworth (1995) especially in the aspect of **Language Content** at the question “Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?”

Vocabulary section in this textbook appears in **Module 2** especially in **Activity 10** and **Activity 12**. In those activities are provided some difficult words based on the dialogs beforehand and the students should look for the meaning of those words by dictionary. Through this section the students can improve their vocabulary mastery and from this section, they can answer the following question easily.

In term of improving students’ vocabulary mastery and for **Vocabulary Practice**, this book provides activities in every module in this textbook which facilitate students to practice their vocabulary mastery. The activities covered in the form of “**Fill in the Blank**”

activities. In **Module 1 A, Module 1 B, Module 2, and Module 7**, the students improve their vocabulary mastery through listening activities. When the students listen to a dialog from the speaker, they should fill the blank words by the correct words that they have listened. While in **Module 4**, the students improve their vocabulary mastery through reading activities. They should read an incomplete invitation and fill the blank words by choosing the correct words provided below the text.

From the finding above, the researcher can conclude that the criteria of **Good Vocabulary Explanation and Practice** are fulfilled by this textbook and the activities are suitable with the level of the students.

### **3. The Third Criterion is whether approaches educationally and socially acceptable to target community or not.**

In this aspect, the researcher answers it by taking some criteria from Cunningsworth (1995) in term of **Aims and Approaches** especially **point 2, 3, and 4**; and in term of **Methodology point 1**.

In term of Aims and Approaches especially point 2 the criterion is about whether the textbook is suited to the learning / teaching situation is fulfilled or not. Based on the activities in the textbook, this criterion is fulfilled. In teachers' perspective, the textbook include the role of teacher in this educational system. In addition, 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 description of teaching and learning activities stated in the beginning of each chapter. It consists of 5 steps such as *Mengamati*, *Menanya*, *Mengeksplorasi*, *Mengasosiasi*, and *Mengkomunikasikan*.

In the other hand, the teacher should be creative in delivering the material. Because in 2013 curriculum 2017 revision is integrating in improving character education (*Penguatan Pendidikan Karakter*) in teaching and learning process. The characters that improved are: religious, nationalism, independence, cooperation, and integrity. Integrate literacy; 4C skills (Creative, Critical thinking, Communicative, and Collaborative); and integrate HOTS (Higher Order Thinking Skill). Therefore the teacher should provide teaching and learning activities which can cover those objectives.

The third point is about the comprehensible of the textbook. Whether the textbook covers most of what is needed by the students and whether it is a good resource for the students and the teachers or not. From the activities and the comparison between the learning objective in the syllabus, the textbook is categorized as comprehensible and covers what the students should be achieved. It provides skill works as the requirement in the basic competence and basic material as the requirement in the syllabus.

In the point 4 the criterion is to investigate whether the textbook is flexible and allows different teaching and learning style is fulfilled or not.

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 in the material of Asking and Giving Suggestion in Activity 1. The teacher can use the material in this activity as a material for making a dialog in the form of pair work and doing role play.

In addition from the aspect of **Methodology** especially point 1 is what approach/approaches to language learning taken by the textbook is and whether it is appropriate with the learning /teaching situation or not. This criterion is fulfilled because the textbook is started from the activity that give the example about the material and it is provided for the students to observe the material. After that, the next activities are related to the material and the contexts are suitable with students' daily life.

**4. The Fourth Criterion is whether the textbook has periodic review and test sections or not.**

Based on Jahangard (2007), it seems better to include tests and review test at the end of each one of the lessons. It is worth mentioning that the tests should be comparable and compatible with the format and the testing methods which will be employed in the mid- term and final exams.

The descriptions of this criterion are a) there is review section at

the end of chapter, and b) there are periodic test sections in the textbook.

This criterion is fulfilled by this textbook. It can be categorized fulfilled

the criterion if all or one of the descriptions are fulfilled. See **Table 4.6**

**Table 4.6 Periodic Test Section**

No	Chapter/Module	Test Section
1	I A (Asking and Giving Suggestion)	<p><b>Activity 2:</b> Listen to the expressions spoken by native speaker and write the expression.</p> <p><b>Activity 4:</b> Complete the sentences using should/ought to.</p> <p><b>Activity 5:</b> Translate the sentence into Bahasa Indonesia.</p> <p><b>Activity 6:</b> Translate the sentence into English.</p> <p><b>Activity 7:</b> Pair Work, analyze the way to express using “Had better” and translate the sentences.</p> <p><b>Activity 8:</b> Translate the sentence which use “Let’s”</p> <p><b>Activity 9:</b> Listening a dialog and fill in the blank.</p> <p><b>Activity 10:</b> Answer the questions based on the dialog in <b>Activity 9</b>.</p> <p><b>Activity 11:</b> Pair Work, giving advice to the situation given.</p> <p><b>Activity 12:</b> Pair Work, asking for advice using “Do you think I should.....” and giving advice using “I think you should....”</p> <p><b>Activity 13:</b> Listening a dialog and fill in the blank.</p> <p><b>Activity 14:</b> Answer the questions based on the dialog.</p> <p><b>Activity 16:</b> Answer the questions based on the text given.</p> <p><b>Activity 17:</b> Group Work, discussing a problem and giving suggestion.</p> <p><b>Activity 18:</b> EXERCICES</p>

2	1 B (Offering Things or Services)	<p><b>Activity 2:</b> Listening to the expressions spoken by native speaker and write the expression.</p> <p><b>Activity 3:</b> Listening to a dialog and fill in the blank.</p> <p><b>Activity 4:</b> Listening to a dialog and fill in the blank.</p> <p><b>Activity 5:</b> Translating sentences into Bahasa Indonesia.</p> <p><b>Activity 6:</b> Translating sentences into English.</p> <p><b>Activity 7:</b> Identifying some dialog belong to accepting or refusing the offers.</p> <p><b>Activity 8:</b> Pair Work, making offerings.</p> <p><b>Activity 9:</b> Pair Work, giving response for the offering.</p> <p><b>Activity 10:</b> Pair Work, answering questions based on a text.</p> <p><b>Activity 12:</b> Pair Work, answering the offering by refusing or accepting.</p> <p><b>Activity 13:</b> Work in trees. Make an offering, accepting, and refusing.</p> <p><b>Activity 14:</b> Identify an error in a sentence.</p> <p><b>Activity 15:</b> Pair Work, making request and offering.</p>
3	2 (Asking and Giving Opinion)	<p><b>Activity 2:</b> Listen to the expressions spoken by native speaker and write the expression.</p> <p><b>Activity 3:</b> Listening to a dialog and fill in the blank.</p> <p><b>Activity 4:</b> Translating the sentence into Bahasa Indonesia and giving the answer.</p> <p><b>Activity 5:</b> Translating the sentence into English and giving the answer.</p> <p><b>Activity 6:</b> Fill in the blank.</p> <p><b>Activity 7:</b> Listening to tape recorder and fill in the blank. After that answering the question based on the dialog.</p> <p><b>Activity 8:</b> Practicing a dialog and answering the question.</p> <p><b>Activity 9:</b> Giving positive and negative opinions.</p> <p><b>Activity 10:</b> Find the meaning of the words.</p>

		<p><b>Activity 11:</b> Practicing a dialog and answering the question.</p> <p><b>Activity 12:</b> Find the meaning of the words.</p> <p><b>Activity 13:</b> Read the text and giving the opinion.</p> <p><b>Activity 14:</b> Giving opinion to the situation provided.</p> <p><b>Activity 15:</b> Writing the opinion about a picture.</p>
4	4 (Invitation and The Responses)	<p><b>Activity 3:</b> Listening and completing the faxes.</p> <p><b>Activity 4:</b> Listening a dialog and finishing the sentences below the dialog.</p> <p><b>Activity 8:</b> Completing the dialog by choosing the words from the box.</p> <p><b>Activity 9:</b> Making two replies of invitation.</p> <p><b>Activity 10:</b> Writing an invitation.</p> <p><b>Activity 11:</b> Writing a reply of invitation.</p> <p><b>Activity 12:</b> Writing a formal invitation.</p> <p><b>Activity 13:</b> Answering the questions.</p> <p><b>Activity 14:</b> Fill in the blank by choosing the correct word.</p> <p><b>Activity 15:</b> Giving response to invitation.</p> <p><b>Activity 16:</b> Inviting people to do things by “would you like to...”</p> <p><b>Activity 17:</b> Group Work, Reading an invitation, analyzing and discussing the important thing, share with other group, and other group will give response.</p>
5	7 (The Passive Voice)	<p><b>Activity 6:</b> Listening a text and fill in the blank the spaces.</p> <p><b>Activity 7:</b> Reading a text and underlining the passive voice.</p> <p><b>Activity 8:</b> Defining the tenses and change into interrogative form.</p> <p><b>Activity 9:</b> Answer the question using passive voice.</p> <p><b>Activity 10:</b> Answering the questions according to the model.</p> <p><b>Activity 11:</b> Answering the questions according to the model.</p> <p><b>Activity 12:</b> Answering the questions</p>

		<p>according to the model.</p> <p><b>Activity 13:</b> Answering the questions according to the model.</p> <p><b>Activity 14:</b> Changing active voice to passive voice.</p> <p><b>Activity 15:</b> Changing passive voice to active voice.</p>
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This textbook is relevant with this criterion. There is review section, even though it just appear in module 1 A in the form of “Follow-up Exercise” followed by questions and multiple choices. In addition, there are periodic test sections in almost all activities of the modules. It is full of tasks and assignments individual, pairs, and groups. Many exercises offered, make the students will be more easy to comprehend what they are learning. However, this textbook doesn’t attach the test items in mid semester and in the end of semester.

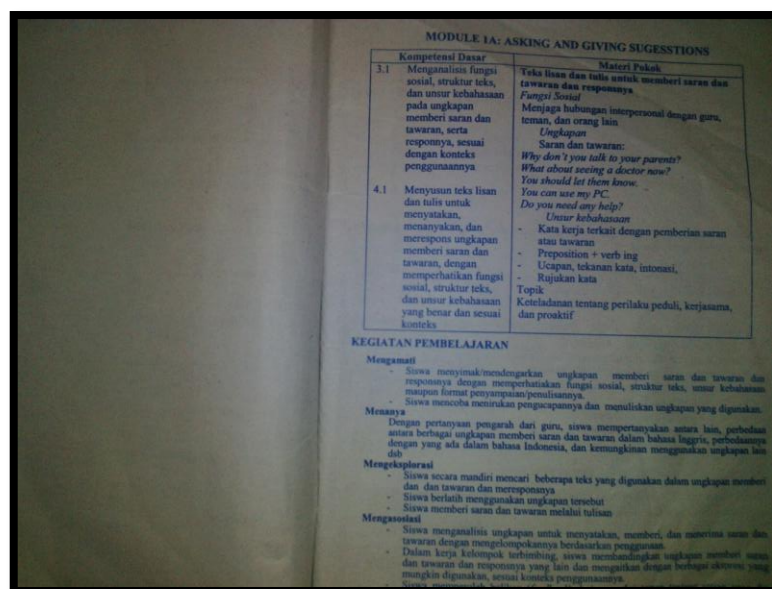
##### **5. The Fifth Criterion is whether the Textbook Has Clear Attractive Layout and the Print is Easy to Read or not.**

This criterion related to the textbook evaluation criteria by Cunningsworth (1995) in term of **Design and Organization** especially point 7 “whether it is easy to find the way around the textbook and the layout is clear or not”.

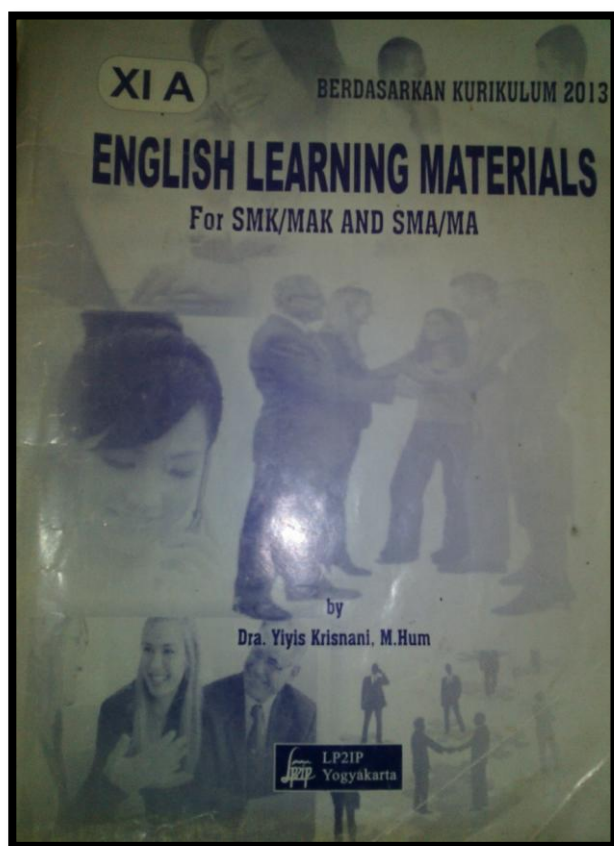
In term of the layout, it can be categorized as clear but unattractive layout. It can be seen from the design and the components which are construct the textbook. Firstly from the paper, it uses papers like papers



which are used in daily news paper. Secondly from the cover, the cover seems unattractive because the picture is not colorful and doesn't attract the interest of the reader. See **Figure 4.1** and **4.2**.



**Figure 4.1** The form of the Paper Used in the Textbook



**Figure 4.2 The Cover of the Textbook**

However, beside the layout has a weakness; the words in this book are clearly to read and have good spelling. In term of the sentence, it is good in tenses and easy to read.

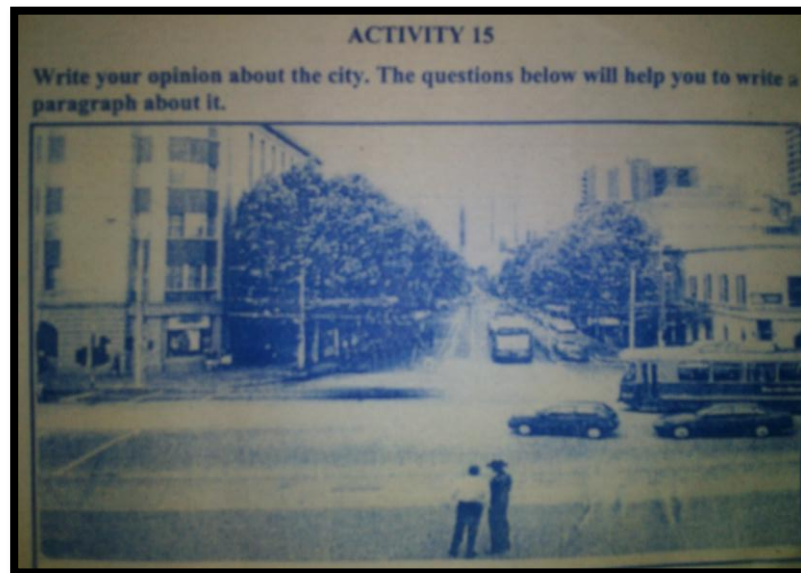
**6. The Sixth Criterion is whether Appropriate Visual Materials are Available or not.**

Visual materials can be defined as the facilities that can be employed by teachers and learners to enhance language learning in classroom. They may range from simple hand-made regalia, charts and

pictures to electronic and digital materials. Providing appropriate visual materials means giving information clearly furnished with illustrations that facilitate students in understanding each material, whether it is in reading comprehension or grammar section.

The description for this criterion is, there are visual materials available from the book, such as charts, pictures, movies, etc which are relevant with the topics. The book is considered relevant to the criterion because it has visual materials in the form of pictures. Even though there are just a few pictures.

One of picture which appears in this textbook is put in **Page 37** at **Activity 15** in **Module 2** which talks about asking and giving opinion. Although there is a picture but the picture is quite low quality. It just has two color, they are white and blue. See **Figure 4.3**.



**Figure 4.3 Picture which Appear in the Textbook**

**7. The Seventh Criteria is whether there are interesting topics and tasks or not.**

The criterion of interesting topics and tasks is fulfilled by this textbook. This criterion related to the criterion from Cunningsworth (1995) in term of **Topic**. Firstly, the criterion is whether there is sufficient material genuine interest to learners or not. Based on the textbook the topic of the material is interesting. One of the examples of the material is the dialog in **Activity 11 of Module 2** which talks about Bull Races in Madura.

### “Activity 11”

Farhan : How do you like the bull races?

Hilmy : They were wonderful. I was so interested to see them when I spent my last holiday in Madura last year.

Farhan : Bull racing is an important part our life here. It is too important for us to miss. Almost everybody takes part in it.

Hilmy : What I don't understand is why people ran into the field and after the bulls. Didn't they disturb their races?

Farhan : They were too excited to stay where they were. By the way, how did you like the film you saw yesterday?

Hilmy : It was awful. The story was no good, the actor and actresses played very badly, and the film was very long. I should have stayed at home.

The topic in the material above is interesting because it bring one of Indonesian culture into that material. Here the students don't feel confused with the material because the topic is about culture in their country.

Secondly, the criterion is whether there is enough variety and range of topic or not. According to the topic of each module in this textbook, it has various topics. See **Table 4.7**

**Table 4.7 the Topics in the Textbook**

No	Module	Material	Topic which Dominant
1	1 A	Asking and Giving Suggestions	Schools, Sport, Tourism, and Fashion
2	1 B	Offering Things and Services	Food and Beverage
3	2	Asking and Giving Opinion	Cyber Crime, Television Program, Culture, and The Risk of Smoking
4	4	Invitation and Responses	Party and Sport
5	7	The Passive Voice	Life in British

In addition, the Task also has enough variety. The tasks in this book designed based on the topic and used different method and techniques. In this book there are many activities which used jigsaw method, roundtable method, grammar translation method, role play, and audio lingual method. All of them covered in individual work, pair work, and group work.

#### **8. The Eighth Criterion is whether the instructions are clear or not.**

The next criterion is whether the instruction is clear or not. It is fulfilled by this textbook. It can be seen from the instruction on each activity in the textbook; most of the instructions are clear and easy to understand for the learners. The instruction here used familiar words and simple structure in the level for Senior High School.

The example of the instruction is, “Listen to the complete dialogue spoken on the tape recorder. While listening, fill in the blank spaces.” This instruction asks student to listen a dialogue from the speaker and the student should complete the blank words. Another example is “Work in trees. One of you makes an offer, one student accepts, the other refuses” This instruction ask students to do the task in trees, one student offers, one student accept the offering, and one student refusing the offering. Both of the instructions above are easy to understand.

In addition, some of those instructions are also followed by an example. One of them is at **Activity 11** in **Module 1 A**, the instruction is “Work in pairs, Give advice to the situation given (look at advices on the box). Number 1 is done as an example.” In number 1 there is the example to do the task.

**9. The Ninth Criterion is whether the content is clearly organized and graded or not.**

The criterion that the content has to clearly organized and graded is related to the criteria from Cunningsworth (1995) in term of **Design and Organization** on the point 2, 3, and 4. On the point 2 the criterion is How the content organized and whether the organization right for learners and teachers or not.

In **Activity 1** from every module, it talks about the examples of the material which discussed on that module. This activity has a purpose to the students in which they can observe first before they continue to the next activity which will elaborate the material. In addition, the topics which used are familiar with the student; therefore the materials are easy to be understood by the students. See **Table 4.5**

On the point 3 the criterion is how the content is sequenced. According to the textbook, the modules are arranged based on the basic competence stated in the syllabus. The step in delivering the basic competence divided into five steps, such as Observing, Questioning,

Exploring, Associating, and Networking. In the textbook, the steps of learning activity are clearly stated. The learning activities included to the materials which cover four skills in English (Listening, Reading, Speaking, and Writing), even the listening skill is more dominant than the others. The first skills which used is listening skill and reading skill followed by speaking skill and writing skill for the elaboration.

On the point 4 the criterion is whether the grading and progression suitable for the learners or not. This criterion is fulfilled by this textbook. It is suitable with the learners because the materials are not delivered directly to the students, but the materials are delivered to the students through many processes in many activities on the textbook step by step.

#### **10. The Tenth Criterion is whether There is Plenty of Authentic**

##### **Language or not**

It means that the contents of a textbook add the example based in fact. The contextual illustrations can help the learners easily create an imagination on their mind. The book is considered relevant to the criterion if there are authentic materials in the textbook.

Unfortunately, the use of authentic language in every module of this textbook is considered few. Only several materials use authentic language which directly used by or from native speakers. Other materials are created or adapted by the writers of the book. The textbook is relevant



to the criterion because it use authentic material even though it is just a few. See **Table 4.8**

**Table 4.8 The Authentic Material in the Textbook**

No	Module	Page	Authentic Material
1	1 A	2	Expressions of asking and giving Suggestion spoken by native speaker.
2	1B	16	Expression of offering things or services spoken by native speaker.
3	2	28	Expression of asking and giving opinion spoken by native speaker
4	4	54	Expression for giving invitation, accepting or refusing invitation spoken by native speaker.
5	7	93	Text about “How Town Have Arisen” taken from After The British Isles, Their Life and Work by S Bryson and Maxton.

# 11. The Eleventh Criterion is whether there is good grammar

## presentation and practice or not

In term of Grammar Presentation and Practice, this textbook has grammar section to improve students’ grammar mastery. The discussion of grammar is not put on a special place in every module but it is inserted on the several activities. Each module has different place of grammar section, it can be in activity 1, 2, 3, 4 and etc. See **Table 4.9**.

**Table 4.9 Grammar Discussion Activity in the Textbook**

No	Material	Activity	Page	Discussion
1	Asking and Giving Suggestion	3	3	- The use of <i>should</i> and <i>ought to</i> .
		7	6-7	- The use of <i>have to</i> and <i>must</i> . - The use of <i>had better</i> , <i>let us</i> , and <i>why don't we/you/I</i> .
2	Offering things and services	8	21	- The use of <i>would you like</i> .
3	The Passive Voice	1	90	- The structure of Passive Voice in the Simple Present Tense.
		2	90	- The structure of Passive Voice in the Simple Past Tense.
		3	91	- The structure of Passive Voice in the Perfect Tense.
		4	92	- The structure of Passive Voice in the Present Continuous Tense.
		5	92	- The structure of Passive Voice in the Simple Future Tense.

The discussion of grammar is easy to be understood because it is provided in a simple language and directly to the point followed by the example. But in the other hand, the presentation of the grammar section is not interesting because there is no picture or image to interest the reader and just in blue color. So, the reader will be bored when read it even it has good discussion about grammar. The example is in **Activity 1 of Module 7**.

### Activity 1

**Learn the structure of the passive voice:**

**The Simple Present Tense**

**Note:**

- A. **The Object** on the Active Voice becomes the Subject on the Passive Voice.
- B. The Simple Present Tense: **Verb 1 or Verb + s** is changed into **is/am/are + Verb3**.
- C. The use of to be: **is/am/are** depends on **the numbers of the subject** on the Passive Voice.

**Examples**

- 1. The teacher always answers the students' question. (active)  
The students' questions are always answered by the teacher. (passive)
- 2. The choir really enjoys that songs

In order to practice the grammar that has been studied, the textbook provide tasks in those activities. Therefore, because this textbook provide grammar presentation and practice which can help the students in grammar mastery; it is fulfilled this criterion.

## **12. The Twelfth Criterion is whether there is fluency practice in all four skills**

This book includes four language skills but they are in difference proportion. In this textbook reading skill and writing skill has a lot of portion activity. It can be seen from the analysis of skills on each activity on each module in the textbook. See **Table 4.10-4.14**.

**Table 4.10 The Result of Analyzing the Skill from the Activities in Module 1 A**

Module	Activity	Skills			
		Listening	Reading	Speaking	Writing
1 A	1	√		√	
	2	√			√
	3	√			
	4		√		√
	5		√		√
	6		√		√
	7		√		√
	8		√		√
	9	√			√
	10		√		√
	11		√		√
	12		√	√	√
	13	√	√	√	√
	14		√		√
	15		√		
	16		√		√
	17		√		√
	18		√		√
Total		5	14	3	15

**Table 4.11 The Result of Analyzing the Skill from the Activities in Module 1 B**

Module	Activity	Skill			
		Listening	Reading	Speaking	Writing
1 B	1	√		√	
	2	√			√
	3	√			√
	4	√			√
	5		√		√
	6		√		√
	7		√		√
	8		√		√

	9		√	√	√
	10		√	√	
	11		√	√	
	12		√	√	
	13			√	√
	14		√		√
	15		√	√	
<b>Total</b>		<b>4</b>	<b>10</b>	<b>6</b>	<b>10</b>

**Table 4.12 The Result of Analyzing the Skill from the Activities in Module 2**

Module	Activity	Skill			
		Listening	Reading	Speaking	Writing
<b>2</b>	1	√		√	
	2	√			√
	3	√			√
	4		√		√
	5		√		√
	6		√		√
	7	√	√		√
	8		√	√	√
	9		√		√
	10		√		√
	11		√	√	√
	12		√		√
	13		√		√
	14		√		√
	15				√
<b>Total</b>		<b>4</b>	<b>11</b>	<b>3</b>	<b>14</b>

**Table 4.13 The Result of Analyzing the Skill from the Activities in Module 4**

Module	Activity	Skill			
		Listening	Reading	Speaking	Writing
<b>4</b>	1	√		√	
	2	√		√	
	3	√		√	
	4	√	√	√	√
	5			√	
	6	√		√	
	7	√		√	
	8		√		√
	9		√		√
	10		√		√
	11				√
	12		√		√
	13		√		√
	14		√		
	15		√		√
	16		√		√
	17		√	√	√
<b>Total</b>		<b>6</b>	<b>10</b>	<b>8</b>	<b>10</b>

**Table 4.14 The Result of Analyzing the Skill from the Activities in Module 7**

Module	Activity	Skill			
		Listening	Reading	Speaking	Writing
<b>7</b>	1		√		
	2		√		
	3		√		
	4		√		
	5		√		
	6	√			√
	7	√			

	8		√		√
	9		√		√
	10		√		√
	11		√		√
	12		√		√
	13		√		√
	14		√		√
	15		√		√
<b>Total</b>		<b>2</b>	<b>13</b>	<b>-</b>	<b>9</b>

This textbook covered the four skills in English in the form of activities which provided in the textbook. There are many activities which provide different skills from each activity including listening, reading, speaking, and writing. The activity in listening such as listening to the expressions, listening to the dialogue, and listening to the text appear in this textbook. The activity in speaking is in the form of practicing the expression, practicing the dialogue with partner, and repeating the words. The Reading activity in this textbook is covered in to reading the expression, reading the dialogue, reading the text, and reading the questions. The last skill is writing, the activity is in the form of writing the expression, completing the blank words, writing the sentence, and writing some letter.

By those activities students learn the material with certain skill frequently and by those processes students can improve their competence in four skills. Therefore, this textbook fulfilled the criteria of fluency practice in all four skills.

**13. The Last Criterion is whether the textbook encourage learners to develop own learning strategies and to become independent in their learning or not**

The description for this criterion is the textbook provides activities to enable students to use the language independently. Independent here means, enjoy the learning process, can motivate them, and manage the time well.

This criterion is fulfilled by this textbook. Here, the students can develop their own learning strategies through the activities in the textbook. They can improve their strategies in reading activity, listening activity, writing activity, and also speaking activity. Each activity provided materials in which students can learn independently except listening material and they can apply some strategies to understand the materials.

In addition, at the beginning of each module in this textbook; the learning activities which include Observing, Questioning, Exploring, Associating, and Networking are stated clearly. By those explanations, the students know what they do in the learning process. Therefore, students can learn independently by the guide of the learning activities stated at the beginning.

After describing and analyzing the content of the book based on the EFL criteria, the next step is deciding how many criteria that have been fulfilled. Below is a table which consists of the criteria that have been fulfilled and some descriptions of criteria that need improvements.



**Table 4.13 Relevant and Irrelevant EFL Textbook Evaluation Criteria**

No.	EFL Criteria	Descriptions		Relevancy	
		Relevant	Irrelevant	Yes	No
1	Objectives	The objectives are given in the beginning of each module. The objectives are implemented in the topics and materials.		√	
2	Good Vocabulary Explanation and Practice	Vocabulary section is presented in module 4. There are vocabulary practices in every module.	Vocabulary section is not provided in each module.	√	
3	Approaches educationally and socially acceptable to target community	Topics and materials which suitable with daily life and involve Indonesian culture.		√	
4	Periodic Review and Test Sections	There are periodic tests in every module in the form of many activities.	There is no periodic review and no mid-term test and final test.	√	
5	Appropriate Visual Material	There are relevant visual materials available in the textbook.	There are just a few visual materials in the textbook which are only in printed form and not colorful. There is no Audio-visual material.	√	
6	Interesting topics and tasks	The topic are various and suitable with real life.		√	
7	Clear Instructions	The instructions of exercises or practices are clear and easy to understand.		√	
8	Clear Attractive	The words have good	The quality of the	√	

No.	EFL Criteria	Descriptions		Relevancy	
		Relevant	Irrelevant	Yes	No
	Layout, Print Easy to Read	spelling and easy to read. The sentences are arranged in good tenses and easy to read.	paper is low quality. The design of the materials is boring and all of the pictures in the book are not colorful.		
9	Content Clearly Organized	The organization of the modules suits the objectives and the topic. The content is suitable with the learning activities stated in the beginning of each module.		√	
10	Plenty of Authentic Language	Authentic materials are asserted in module 1 A, 1B, 2, 4, and 7.		√	
11	Good Grammar Presentation and Practice	The grammar explanation is presented in module 1 A, 1B, and 7. There are some activities to practice grammar.	The presentation of grammar section is not enough interesting.	√	
12	Fluency Practice in All Four Skills	Four language skills are presented in every chapter. Every language skill is followed by fluency Practices in the activities.		√	
13	Encourage Learners	The book provides some individual work besides group work and pair work. The learning activities stated in the beginning of each module guide the students in their learning activity.		√	
<b>Total</b>				<b>13</b>	-

Based on the table above, the EFL textbook evaluation criteria that already fulfilled by “English Learning Materials for SMK/MAK and SMA/MA 2013 Curriculum published by LP2IP Yogyakarta” are:

- Objectives;
- Good Vocabulary Explanation and Practice;
- Approaches educationally and socially acceptable to target community
- Periodic Review and Test Sections;
- Clear Attractive Layout, Print Easy to Read;
- Appropriate Visual Materials Available;
- Interesting topics and tasks;
- Clear Instructions;
- Content Clearly Organized and Graded;
- Good Grammar Presentation and Practice;
- Fluency Practice in All Four Skills;

There are some weaknesses in the textbook. However, as a previous statement of Jahangard, relevant means appropriate in all aspect or some of them. It means that teachers can use “English Learning Materials for SMK/MAK and SMA/MA 2013 Curriculum published by LP2IP Yogyakarta” as one of reference in order to teach the students. However, the teachers still have to make some improvements before using the textbook.