

**STUDENT SUITABILITY PERSPECTIVE OF THE ENGLISH  
TEXTBOOK '*GET ALONG WITH ENGLISH*' FOR VOCATIONAL  
HIGH SCHOOL STUDENTS GRADE XII**



**THESIS**

**In Partial Fulfillment of the Requirements  
for Master Degree in Linguistics**

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SEMARANG  
2019**

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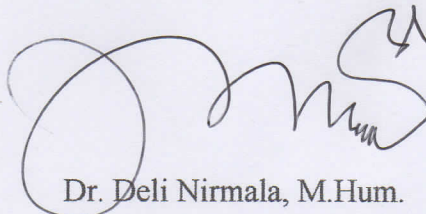
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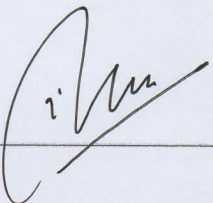
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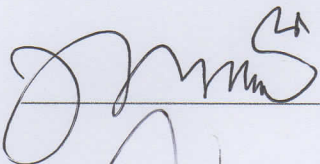
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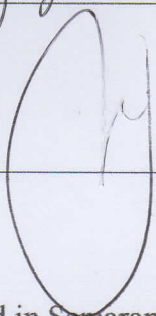
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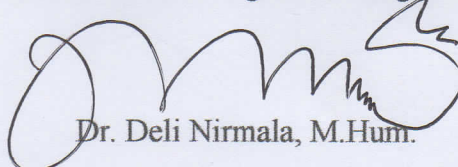
  
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## CERTIFICATION OF ORIGINALITY

I, hereby declare that this study entitled “**Student Suitability Perspective of the English Textbook ‘Get Along With English’ for Vocational High School Students Grade XII**” is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any degree or diploma of a university or other institutes of higher learning, except where due acknowledgment is made in the text of the thesis.

Semarang, August 26<sup>th</sup>, 2019



Riana Septianingsih

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Semarang, August 2019

*Under the bludgeonings of chance  
My head is bloody but unbowed ...  
I am the master of my fate  
I am the captain of my soul*

- William Ernest Henley

*'Trust Allah, but tie your camel'* – Prophet Muhammad

*'It is never too late to be what you might have been'* -George Elliot



Dedicated to:

My mother, and my beloved husband – Khasan Fachrudin

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## LIST OF ABBREVIATION

A	Agree
BSNP	Badan Standar Nasional Pendidikan
CA	Completely Agree
CD	Compact Disc
CDA	Completely Disagree
DA	Disagree
ELT	English Language Teaching
ISO	International Standard
KTSP	Kurikulum Tingkat Satuan Pendidikan
MS	Mean Score
PA	Partly Agree
SUPM	Sekolah Usaha Perikanan Menengah
SPSS	Statistical Package for the Social Science
TS	Total Score

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## ABSTRACT

Due to their important roles in ELT, textbooks should suit not only the curriculum and teachers but also the students. The reason why and how the students learn English will determine their choice of textbooks. Therefore, this study deals with the students' suitability perspective of an English textbook 'Get Along with English' for Vocational Schools Grade XII. This is primarily aimed to evaluate the whether it meets the intellectual and personal needs of students the textbook's general attributes and the language aspects employment. The research data were collected by distributing a survey questionnaire to elicit the perspective of 100 students of Sekolah Usaha Perikanan Menengah (SUPM) Tegal as the current users. A complementary questionnaire and an unstructured interview were also taken involving 10 teachers of Vocational High Schools in Tegal regency. The questionnaires had beendistributed by some modifications from the checklist of evaluation criteria by Mukundan et al. (2011) following the textbook evaluation theory of Grant (1989) and Cunningsworth (1995). The findings revealed that the textbook satisfied the majority of students in most criteria. Meanwhile, the results also showed that the textbook has weak points in the case of physical durability, phonological aspects insufficiency, and the lack of its fun activities to attract students' interest. A further investigation focuses on analysing the relation of language aspects, the students' motivation, and the learning achievements is suggested.

**Keywords:** *textbook, textbook evaluation, suitability to students*

## INTISARI

Mengingat pentingnya dalam pembelajaran bahasa Inggris, buku teks haruslah memenuhi syarat kesesuaian tidak hanya terhadap kurikulum dan guru pengampu, melainkan juga dengan siswa. Alasan mengapa dan bagaimana siswa belajar bahasa Inggris akan menentukan pilihan mereka terhadap buku teks. Karenanya, dalam penelitian dikaji tentang sebuah evaluasi buku teks *Get Along with English' for Vocational Schools Grade XII* yang didasarkan pada persepsi siswa. Tujuannya adalah untuk mengevaluasi apakah buku teks tersebut memenuhi kebutuhan intelektual dan pribadi siswa. Data penelitian diperoleh melalui kuesioner yang diberikan kepada 100 siswa Sekolah Usaha Perikanan Menengah (SUPM) Tegal yang menggunakan buku teks tersebut dalam pembelajaran. Sebuah kuesioner pelengkap disertai wawancara tak terstruktur juga dilakukan dengan memibatkan 10 guru SMK dari Kabupaten Tegal. Kuesioner yang digunakan adalah daftar kriteria penilaian oleh Mukundan dkk. (2011) yang diadaptasi sesuai teori evaluasi buku teks oleh Grant (1989) dan Cunningsworth (1995). Kuesioner tersebut terdiri dari total 50 pernyataan yang tercakup dalam 11 kategori penilaian. Hasil penelitian menunjukkan bahwa buku teks tersebut memenuhi kepuasan sebagian besar siswa dalam hampir seluruh kriteria penilaian. Oleh karenanya, dapat dikatakan bahwa buku teks tersebut memenuhi unsur kesesuaian terhadap siswa. Beberapa kelemahan buku teks tersebut yang masih harus diperbaiki adalah dalam hal ketahanan fisik buku, kurangnya aspek fonologi, serta kurangnya kegiatan atau latihan soal yang menarik di mata siswa. Investigasi lebih lanjut dalam mengkaji hubungan antara aspek bahasa, motivasi siswa, dan hasil pembelajaran disarankan sebagai penyempurna hasil penelitian ini.

**Kata kunci:** *bukuteks, evaluasibukuteks, kesesuaian dengansiswa*

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, the problem statements, questions of the research, the objectives and the significance of the study, the scope of the study, the definition of key terms, and the theoretical framework.

#### **1.1 Background of the Study**

English Language Teaching materials such as textbooks play important roles in language teaching activity. They are believed to bring impacts in ELT which are associated with their function for the learning objectives themselves. Various studies that have been done on the influence of textbooks on students' achievement resulted in various findings. Some have shown strong impacts to improve student learning outcomes for students in less developed countries<sup>i</sup>, although they did not have a significant effect on the average score of all students for they are only suitable for smart students<sup>ii</sup>. The level of complexity of a textbook does matter. One of the reasons why high-level students gain benefit more from textbooks is because they are too difficult for other students to use effectively<sup>iii</sup>. As has been cited on Muslich (2010:20), textbooks bring either direct or indirect impacts on the students learning reinforcement. The impacts could be better or worse depending on the textbook contents. The evidence of the textbooks' importance also shows that they have a close relationship with not only the students but also teachers. Most English teachers use textbooks as assistance. Some teachers use textbooks fully in every learning process and tend to let them dominate the classroom, while others use them as a supplement by adapting some

existing texts and exercises and then combining them with several different books using their ways. Student textbooks are used extensively as one of the essential elements of ELT. Teachers use them as a learning facility that provides enough activities or exercises to deepen students' understanding of the material and also to evaluate students' competencies. The other advantages of textbooks are that they help teachers to identify the materials which should be taught or learned, the methods should be used, and to save the amount of preparation time. Regarding these functions, teachers are becoming reliant on using textbooks from year to year. This reliance can reduce teachers' creativity in creating their teaching materials and design. Teachers must be the master to control and evaluate textbooks, not *vice versa*.

At *Sekolah Usaha Perikanan Menengah (SUPM) Negeri Tegal*, a fisheries vocational high school under the Ministry of Maritime Affairs and Fisheries, textbooks are required to help teachers to teach and enrich the students learning experiences. The students learn General English once a week with three hours of learning. Teachers find it difficult to achieve competencies according to the learning objectives in a limited time. Student textbook is the preferred solution that helps teachers to save their time. Students are expected to learn through using them not only in the classroom with teachers' guidance but also independently in the dormitory.

Generally, published textbooks should be prepared by people who are professionally experienced in the field of teaching certain subjects by referring to a particular curriculum. They write them by adjusting the target level and the

native language of students who live in a specific cultural context. Cunningsworth (1984:1) stated that the materials contained in the textbook are usually carefully tested in pilot studies in actual teaching situations before publication. Composing a textbook is not just compiling several different books, replacing the cover and some of the textbooks' parts from period to period to make them look different. The textbook '*Get Along with English*' for Vocational School Grade XII had been published since 2010 based on the standard of content 2006 (School-Based Curriculum). The study of the detailed evaluation of the textbook has not been conducted, at least in the current school. Besides, there is no specific claim from the textbook' writer who states that the textbook refers to the content standard provided by The National Education Standard Institution (BSNP). An evaluation should be carried out. According to Cunningsworth (1995:14), one of the main reasons for materials evaluation is to identify particular strengths and weaknesses in coursebooks already in use. The optimum use can be made of the strong points, whilst the weaker ones can be optimized through adoption or by substituting materials from other books.

Moreover, in spite of the wide variety of published textbooks on the market, it is not easy to find a perfect match between the students' needs and the learning requirements on the one side, and what the textbooks contain on the other side. Most of the textbooks are written for the general market. Different students from different places may not feel and get the same benefits. Romero (1975), cited in Muslich (2010:33), stated that there is no best textbook for all situations. Every textbook might be relevant and appropriate for only particular groups or classes

but still does not suit to other groups in a different area. This is due to the uniqueness of every learning and teaching situation. Choosing materials for learning very much depends on the dynamics of the classroom, the students' and teachers' personalities, the syllabuses' constraints, the availability of resources, and the students' expectations and motivation (Cunningsworth, 1995:136).

*'Get Along with English'* has been chosen by teachers through the first stage of evaluation. According to the initial evaluation by the teachers, it seems to be communicative, teachable, interesting, and at the right level. The textbook has been used for a semester, yet it still does not attract students' interest in using or reading it. Most students use them as a matter of duty in the classroom, then left them there when the class is over. As a boarding school with male students as the majority, SUPM Negeri Tegal implements the government's program which allows poor students – whose parents work in the fishery fields – to pass the selection test with a special recommendation. This causes a significant difference in ability level between students who have passed the test, and those who have been selected by recommendation. On the other hand, those students must be treated and tested the same way. The condition gets worse since the students have a very low interest in studying due to many reasons. The difficulty can not be easily solved by providing a well-known textbook to learn. The students need to be attracted and motivated to learn independently outside the classroom by using the textbook.

The best textbook should suit three components: curriculum, teachers, and students. Based on that principle, textbook evaluation may be conducted from

those points of view. Students' learning needs are not only limited to the consideration of the language. They also have intellectual and emotional needs too (Cunningsworth, 1984:6). The materials' suitability is related to these aspects. The suitable materials can help them to be encouraged and stimulated as they progress.

I have observed various studies widely around the world related to book evaluation for the past decades. Since educational textbooks are varied, an evaluation may take different subjects regarding the grade levels or school subjects. Among the previous studies from 2006 to 2015 which I noted in Chapter II, a few of them investigate students' perspectives on textbooks' quality as if their perception is less important and can be easily overlooked. The consideration of the different language skills being taught must not be neglected since different students have differing needs. Discovering the students' needs, attitude and interests towards the English textbook they use are important. The low motivation and interests of my students, which leads to their low achievement may be caused by the lack of students' interest in the textbook they use.

Therefore, it challenged me as the teachers to ensure that the textbook is appropriate regarding the students' needs, interests, and socio-cultural backgrounds. The study aims to look in-depth the students' views on the textbook '*Get Along with English*' based on the criteria in question. However, a textbook evaluation checklist is required as the instrument to help the evaluators. A focus group study conducted by Jayakaran Mukundan *et al.* (2011) have developed a checklist evaluation for English language textbook refining the previous checklist proposed by the same researchers<sup>iv</sup>. The result was a valuable checklist. Despite

the different focus, this research can be seen as an extension of the study and to prove the checklist practicality as has been suggested. With some adaptation to the theory of Cunningsworth (1984; 1995) and Grant (1987), the checklist was used to help me in determining the criteria in question.

As what students learn is concerned and as to fill the information gap related to language content, this study aims to look at the nature of language contained in the textbook as a part of the evaluation focus. Yet, evaluating a textbook based on merely students' perspectives are considered to be less reliable. Students are not as knowledgeable as teachers or other textbook evaluators. Therefore, the students' responses would be useful as the supplementation and complementary consideration.

## **1.2 Problem Identification**

According to the background of the study, the problems faced are identified as follows:

1. *Get Along with English* is a textbook published by a commercial publisher or which are written for the general market. They may not suit all SUPM students and the learning context.
2. According to observation, the SUPM Tegal students have a low interest in learning English. Reading textbooks may become one of the uninteresting activities for them. Therefore, they need to be attracted to learn both in the classroom and independently using textbooks which suit their needs and interest.

3. *Get Along with English* for Vocational High School Grade XII has been used for one semester. It has been chosen by teachers through a slight initial evaluation. The author claimed that the textbook is based on *Standar Isi 2006*. Yet, the study of detailed evaluation of the textbook, especially which focused on students' perspective, has not been conducted.

### **1.3 Scope of the Study**

Textbook evaluation is a very wide subject to conduct. It can be seen from different perspectives. Thus, the study focuses only on seeing the students' suitability perspective of the textbook '*Get Along with English for Vocational School Grade XII: Intermediate Level*'. The investigation was addressed to the twelfth-grade students of SUPM Negeri Tegal as the current users and to the ten teachers from Vocational High School around Tegal regency to create a balance. The evaluation criteria are based on a modification of the checklist of Mukundan, *et al* (2010) and the *detailed* evaluation promoted by Grant (1984) which consists of 11 criteria. The theoretical principles of textbook evaluation by Cunningsworth (1984; 1995 and The National Education Standard Institution (BSNP) are also taken into consideration.

### **1.4 The Research Problems**

Considering the problem identification and the scope of the study, the study is conducted to investigate the following questions:

1. Does the textbook fit the students according to the evaluation checklist?
2. What are the textbook's weaknesses to be improved according to the evaluation checklist?

### **1.5 The Research Objectives**

The study's main objectives are stated in the following statements:

1. To find out whether the textbook "*Get Along with English for Vocational School Grade XII: Intermediate Level*" fits the students based on the criteria on the evaluation checklist.
2. To identify the textbook's weaknesses based on the students' point of view considering the evaluation criteria and the underlying theories.

### **1.6 Significances of the Study**

The final findings of the study are expected to give a beneficial contribution both theoretically and practically to the following parties:

1. Theoretical benefit

The stages of textbook evaluation in the present study may be beneficial as a reference for the other teachers, textbook evaluator, and those who research textbook selection or evaluation. The criteria on the evaluation checklist can help textbook designers, textbook developers, and textbook editors as one of useful guidance in designing, developing, or editing a model of standardized textbooks based on students' needs and interests.

2. Practical Benefit

This study helps the English teachers especially at SUPM Tegal, and the other Vocational High Schools to suggest them to decide which materials to be used during the teaching process and when they should be combined or modified regarding the students' condition.

## 1.7 Definition of Key Terms

The following are the key terms related to this study:

1. A textbook is a term used to apply to coursebook which aims to cover all aspects of the language, and supplementary textbooks which cover particular topics or skill area (Grant, 1987:12). Chambliss and Calfee (1998) added that the textbook is a learning aid to help learners understand and learn from what they have read and from outside themselves (the real-life). Also, according to the Regulation of the National Education Minister (Permendiknas No. 11 the year of 2005), it is stated that textbooks are the guide books that are compulsorily implemented in schools that contain learning materials to improve students' knowledge, manner, and other potential goals.
2. Evaluation is defined by Brown & Rofers (2002: 289) as the process of seeking to establish the value of something for some purpose.
3. Textbook Evaluation a common term used in the case of evaluating and selecting a book. As Grant (1987) emphasized that the type of textbook one use will influence the way they teach and the way the students learn. He claims that 'Perfect book does not exist', so the things to do is to find out the best possible one that will fit and be appropriate to a particular learner group. Additionally, an evaluation is made as far as the textbook selection, grading, presentation, and practice are concerned (Cunningsworth, 1984:12)
4. Suitability Perspective to Student becomes one of crucial consideration promoted by some textbook evaluation theorist. Cunningsworth (1984:12) defined the term as the extent to which the textbook meets the intellectual and

personal needs of the learner. In other words, whether the textbook interests and involves the student. Moreover, the textbook suitability to the student is also associated with the students' reasons and styles of learning (Grant, 1989:10)

### **1.8 Theoretical Framework**

An English Textbook provides a useful resource for both teachers and students. In SUPM Tegal, it is regarded as a learning media with great assistance. Teachers need them to efficiently save time. It enables them to devote time to teaching and explaining rather than producing materials. After using *Get Along with English for Vocational School Grade XII* for one semester, it seems that the evaluation is needed. In evaluating materials to use in their teaching, teachers have to carefully examine those materials to ascertain that they are suitable for their particular students and school setting. In this examination, they have to consider several different aspects, for example, the proficiency level of the students, what language factors that the students need to learn, the course syllabus and so on. The procedure of examining the materials contained in a textbook is called textbook evaluation.

There are some stages which can be used for evaluating the textbook. Grant (1989) presents three stages of evaluation namely *initial* evaluation, *detailed* evaluation, and *in-use* evaluation. This means that the materials evaluation should be continuous. He recommends a model of a questionnaire consisting of evaluation criteria that can be modified in various ways to make sure that it reflects the needs. The modification takes the checklist criteria by Mukundan

(2010). The checklist is believed to be closely reliable for it resulted from the idea of experienced people from a focus group study. As in *in-depth* material evaluation promoted by McGrath (2001), the best method for selecting materials, according to him, is to try them out on the students. Therefore, the questionnaire is addressed to students to find out their perception into consideration.

In discovering the perfect match between the textbook materials with the students as the potential users, some of the students' linguistic difficulties inherent in language learning are also discussed. No matter how interesting and involving the learning activities, they will not be much help to the ELT students unless they present and practice English systematically and comprehensively so that the new language items can be easily assimilated by the students (Cunningworth, 1984:6-7).

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<sup>i</sup> EFA Global Monitoring Report, The impact of education quality on development goals. UNESCO, 200; Chapter 2 & Paul Glewwe et al. School Resources and Educational Outcomes in Developing Countries: A Review of the Literature from 1990 to 2010 (NBER working paper 17554); 2011.

<sup>ii</sup> Paul Glewwe et al. , Many Children Left Behind? Textbooks and Test Scores in Kenya (American Economic Journal: Applied Economics. 1 (1); 2009); 112–135.

<sup>iii</sup> Ibid.

<sup>iv</sup> Mukundan, J., Hajimohammadi, R., & Nimehchisalem, V, Developing an English language textbook evaluation checklist (Contemporary Issues in Education Research. 4 (6); 2011). 21-27.

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

This chapter reviews previous studies and related literature. There are at least ten previous studies as the present research references. Additionally, the literature review presents the explanation of English Language Teaching in Vocational High School, textbook definition, roles, and relationship with teachers and students, and textbook evaluation.

#### **2.1 Previous Studies**

There are various studies conducted by researchers widely around the world related to book evaluation for the past decade since textbooks are varied for different kinds of students, level, and subject. Some are concerned with the evaluation seen from the curriculum point of view, some even focus on providing checklist criteria to evaluate a book. However, these related studies are indeed helpful for the study's development.

As the potential users of the language textbook, students are often used as the participants in textbook evaluation research. This following the principle that suggests textbooks should be adjusted to their needs and interests. The studies which investigated the students about their experiences and opinions conducted by Heim (2006), Alamri (2008), Alavinia and Siyadat (2013), and Anjaneyulu (2014). The study of Heim was aimed to compare and contrast some aspects of two English textbooks used in the foundation course in upper secondary school for general subjects, by asking the students about their experiences and opinions of the books generally, and the pre-reading activities particularly. While the study

conducted by Alavinia and Siyadat was also a comparative study of the English textbooks used in Iranian Institutes which analyzes the practicality of four English textbooks in the Iranian context. The data were collected from 320 male learners from different institutes across West Azerbaijan. The findings were concluded that a textbook was more preferred to the others due to its up-to-date materials, interesting coverage and pictures, and a supportive convenient website. Different from the two studies, Alamri (2008) and Anjaneyulu (2014) focused on evaluating a sixth grade English language textbook for Saudi boys and Indian schools through distributing survey questionnaires.

On the other hand, the teachers' opinions and views are also taken into consideration since they are the determinant of the materials chosen in learning. The research involving teachers in determining the criteria and or evaluating textbooks themselves are carried out by Fredriksson and Olsson (2006), Tok (2010), and Zuhri (2015). A dissertation by Fredriksson and Olsson researched the criteria for selecting English textbooks based on interviews with four teachers at an upper secondary school. The investigation resulted that the most important criterion to consider in the selection is interesting and relevant texts that the students can relate to. Unfortunately, the researcher declined using a more thorough and structured evaluation method for time-saving. The study of Zuhri deals with investigating the teachers who implement a tenth-grade vocational high school English textbook in Tegal. This was aimed to gain their perspective upon the content standard, presentation, and the language features, three main categories promoted by The National Educational Standard Institution (BSNP).

The investigation was held through survey questionnaires. Tok (2010) took a different focus on his study. He examines the advantages and disadvantages of an English language textbook used in state primary schools in Turkey.

A more qualitative study conducted by Izmirli, *et al* (2009) examined the pictures found in the student workbook of fifth-grade elementary school students in the course of Information Technologies in terms of the pictures' purpose of use in line with expert views. The other study was conducted by Mukundan *et al.* (2011), which focuses on developing a checklist evaluation for the English language textbook. The focus group study was designed to refine the previous checklist proposed by the same researchers<sup>i</sup>. Supported by a structured interview, the checklist items were improved by 6 experts referring to their clarity and inclusiveness.

The two similar studies were conducted in 2014 by Prasojo and Abdelrahman dealing with English textbook analysis. The former focuses on finding whether the materials provided in the 10<sup>th</sup> grade English textbook in Jordan compatible with the curriculum 2013 through analyzing the book exercises of the four main skills. While the later was focused on identifying and analyzing the types and levels of questions distributed in the two investigated textbooks during the academic year 2012 -2013 under the six levels of Bloom's Taxonomy's new version in the cognitive domain.

All those studies previously mentioned involved either teachers or students or both in the investigation. The researchers brought different focus of studies as well, yet none of them analyzed the textbooks' linguistics aspects. In discovering

the feasibility between the textbook materials with the students and teachers as the potential users, some of the students' linguistic difficulties inherent in language learning are required to be analyzed. The ELT materials should present and practice English systematically and comprehensively (Cunningworth, 1984:6-7). Thus, I was challenged to see the textbook suitability seen from the students' perspective. This has been done by investigating both teachers and students. A modified questionnaire consisted of criteria that were gathered from different studies was used as the instrument of investigation.

## **2.2 Theoretical Review**

The theoretical review consists of a slight scope of the curriculum implemented, ELT, textbooks definition, types, and roles, and the principles of textbook evaluation and analysis.

### **2.2.1 The curriculum at *Sekolah Usaha Perikanan Menengah (SUPM)***

Following Badan Nasional Standar Pendidikan (2006), curriculum is stated as a set of plans containing learning objectives, content and learning materials. It is used as a guideline to carry out teaching-learning processes to gain a particular educational objective. This objective covers not only local characteristics and conditions, but also the students and educational institution's needs. Curriculum is designed by each educational institution, in this case is school, to allow setting the educational program regarding the needs and the potential of the local region (BNSP, 2006). The newest recent curriculum set by the government is Curriculum of 2013. Yet, many vocational high schools in Indonesia are still implementing the previous one, School-Based Curriculum (KTSP), including SUPM N Tegal.

This may be because this curriculum is suit better to their condition, or even may because of they are not ready to adapt to the new curriculum.

Adapted to the KTSP, the curriculum used at this school is the *curriculum of SUPM N Tegal 2012 edition* according to the *Peraturan Menteri Pendidikan Dasar dan menengah Nomor 22 dan 23 Tahun 2006* and the *Peraturan Menteri Perhubungan Nomor KM.9 tahun 2005*. Philosophically, curriculum development is based on the development of student psychology and socio-cultural conditions. The school has the autonomy to implement and develop it referring to the general principles including the Content Standard (SK) and the Competency Standard (KD) in line with the Curriculum Policies and Guidelines provided by the central government. (see Appendix1)

### **2.2.2 ELT at Sekolah Usaha Perikanan Menengah (SUPM) Tegal**

SUPM is a fishery vocational high school under the Ministry of Maritime Affairs and Fisheries. As the school is fully funded, the curriculum structure is determined by the Ministry. To achieve the competency standards set by the world industrial business or professional association, the learning materials are packaged in various subjects which are grouped into *normative*, *adaptive*, and *productive* program.

English is taught in two forms of subject, namely *Maritime English* (as a *productive* subject) and *General English* (as an *adaptive* subject). *Adaptive* program is a group of subjects that aim to shape students as individuals to have a broad and strong knowledge to adapt to the changes in social and work environment, and to be able to develop themselves by the development of science

and technology. While *the productive* program is a group of the subject which function is to equip students to have work competence according to the Indonesian National Work Competency Standards (SKKNI). This program is designed to serve the labor market demand in the field of marine and fisheries, therefore the subjects included in this program are taught specifically according to the needs of each expertise program.

*Maritime English* is only taught in two of the four skill programs. While *General English* is taught equally to all of them since it is one of the main subjects tested in the national exam. *Get Along with English* is an English textbook chosen for the *General English* subject.

### **2.2.3 Textbook**

#### **2.2.3.1 Definition of Textbook**

Textbook is a key component in most language programs. They are physically produced, copied, and sold in many countries every year to complement the teaching-learning process. According to the Directorate General of Higher Education (2004:3), a textbook or educational book is a set of systematical writings which contains a particular subject matter, prepared by authors referring to the curriculum. In an integrated course, educational books or coursebooks are usually consisted of students' textbook, teachers' textbook or handbook, workbook, CD, and possibly other components.

Grant (1987: 12) defines a textbook as the term to refer to coursebook. According to him, there are two kinds of coursebooks - the one which aims to cover all aspects of the language, and the other which devotes particular topics or

skill areas. He argues that textbooks are varied so that it is quite hard to make generalizations about them accurately.

Muslich (2010: 24) stated that textbooks, called subject book, are a kind of books which often used as the learning tools containing particular subject which is systematically structured and selected referring to specific objectives, learning orientation, and student development to be assimilated.

Underlining those definitions, we can conclude that a textbook is a systematic structured writing which is adjusted with the implemented curriculum and used as a means of learning for teachers and students of language learning. Three significant learning components are reflected in every textbook: curriculum, teachers, and students. If a textbook does not satisfy one of them, it can not be called a textbook.

#### **2.2.3.2. The Roles of Textbook**

Textbook has been seen as a useful resource which can be used as the guide to achieving the learning objectives that had been set in a learning program. Textbook is closely related to the learning components, including curriculum, learning objectives, students, teachers, learning media, and learning strategies. All those components are reflected in every textbook (Muslich, 2010: 91). The existence of textbooks has a functional role for those components.

#### **2.2.3.3 Textbooks and Teachers**

Textbooks also have more value for teachers. Most teachers use textbooks to facilitate both students and themselves in classroom teaching. Textbooks assist teachers in presenting the concept to be understood by students as well as to

measure how far the students achieve the learning goal. It has been mentioned before that there are still many teachers who rely on them as the sources of learning. By using textbooks, learning programs can be carried out more regularly because teachers will obtain clear material guidelines. Even more, the evaluation items presented at the end of every topic or sub material are helpful for teachers. Textbook becomes the main weapon in most of teachers armory. Some of them with less experience and confidence would be able to perform better because of this supportive tool. If the objectives set in the textbook correspond closely with teachers, and each of them brings its best contribution, ELT will run efficiently.

This dependence distinguishes teachers from one another. As in line with Grant (1989:7), there are three kinds of teacher in the classroom teaching: (1) teacher who do not use textbooks and prepare the whole teaching materials on his own, (2) teacher who could not teach without textbooks, and (3) teacher who believe that textbooks are useful and use it along the teaching activity even not all the time. The teachers who choose to use textbooks as teaching or evaluating media have their reasons regarding the condition of students, time limitation, or even their confidence in creating their own. Despite their good contribution to the learning process, textbooks are not always perfect tools. Their existence also may deskill teachers and reduce their roles in teaching since they use it as the primary source (Richard: 2001). Teachers should be wise in making decisions. They do have the right in the process of selection to get the relevant textbooks, especially for their specific learner classes.

#### **2.2.3.4 Textbooks and Students**

The use of student textbooks is aimed to increase the activity of students in the learning process. It trains students to recall what will be or is being taught in the classroom by completing a series of tasks and activities. Its presence is also expected to encourage students to review what the teacher had explained better since there are a series of activities available to make them easier in re-understanding the concept. It, therefore, triggers students to have a self-learning after school.

Textbooks are also believed to have a great influence on students. Students who read and implement what is on textbooks will be encouraged to think positively and constructively in solving problems presented in textbooks. They will attempt to solve problems, conduct observations or training according to the instructions suggested in the textbook. Besides, various studies also reveal the textbook's influence on student achievement. Let's say a study by Herlika (2006: 80 – 81), it had proved the effectiveness of using a textbook as learning media to increase the students' achievements in Economic subject.

To achieve the competencies in learning, students need to experience, practice and obtain certain information that they need. A textbook is one of the most effective tools since it contains information and procedures in a systematic way. Remembering its influence to students, the textbook presentation should consider the students' growth and development, individual differences, types of needs, and learning styles.

Textbook is required due to many reasons. Individuals have different characteristics in their preferences for learning. Some are *visual learners* who tend to prefer reading and studying written or graphic information, and others are more *auditory* who prefer listening to teacher's lecture or audiotapes or *kinesthetic* who tend to learn by doing physical activity (Brown, 2000; 122, Muslich, 2010:104-106). To cover these two requirements, textbook is set to sufficiently summarize both concepts of the material. Moreover, in common cases, not all of the materials can be delivered in the classroom. Students need to learn a language independently. The availability opportunity to preview the upcoming materials or review the previous materials enable the student to gain their self-confidence before facing the next learning process.

### **2.2.3.5 Kinds of Textbook**

Textbook appears in different kinds and purposes. Principally, they provide a syllabus that has been systematically planned as the central core of a program. They help both teachers and students a standardized content and instruction as the guide for teachers to compose an evaluation program, therefore the students can be comprehensively tested in the way they see on the syllabus. Well-Structured textbooks also provide various learning resources that have been appropriately tested and based on a certain quality. They often supported by another thicker textbook, CDs or cassettes, teaching guides which enable teachers to devote more time to improve teaching rather than spending it to produce their materials.

Grant (1989: 12-14) stated that there are two broad categories of textbook, *traditional textbook*, and *communicative textbook*. The two are distinguished in

purpose, traditional textbook encourages the students to learn a language as a system while communicative textbook tends to create opportunities to students to practice the language in the classroom before they use it in real life. *The traditional textbook* emphasizes the language form (grammar) more than communicative languages. It focuses on reading and writing activities rather than speaking and listening. It also often has a great deal of the use of students' first language and tends to focus on accuracy. The materials provided in this kind of textbook sticks on materials based on syllabus and target examinations.

On the other hand, *the communicative textbook* emphasizes the learning of communicative functions of language instead of the forms use of the language. It attempts to reflect the students' needs and interests by providing activity-based learning. Such a textbook has specific goals of learning. Covering the 4 main skill, communicative textbook tends to have a great focus on listening and speaking. Furthermore, it provides content and methods which reflect the authentic use of language in real-life communication. Different from the traditional one, the communicative textbook focuses on fluency rather than accuracy. It provides pairs and groups activities of learning but needs the teachers' capabilities to lead and organize them.

#### **2.2.4 Textbook Evaluation**

Even though it has multiple functions in ELT, it also presents itself as a source and/or resource, reference, syllabus and teaching support all at once, but it is not used as a teaching master (Cunningsworth, 1995: 7). As one of the important components of most ELT program, textbooks bring both advantages

and limitations depending on how and which context they are used. As long as the textbooks are produced in a wide variety, there must be potential problems arise. Some books have often been labeled certain terms such as ‘beginner’, ‘elementary’, or ‘intermediate’ on their covers. It seems to be loosely added to describe the level to which the books are addressed. Many of the books fail to identify whom they are intended for. Many also appear up to claim themselves to be ‘communicative’ and contains ‘authentic materials’ yet sometimes the examination of their content shows the contrary. These failures may affect their function in reflecting the needs. Teachers must take their role back in the teaching situation. They have the task to decide what methods and materials are most suitable considering the syllabus aims, also they have responsibilities to decide whether to use, adapt, replace, omit or add the contents and methods used in the textbook or workbook available.

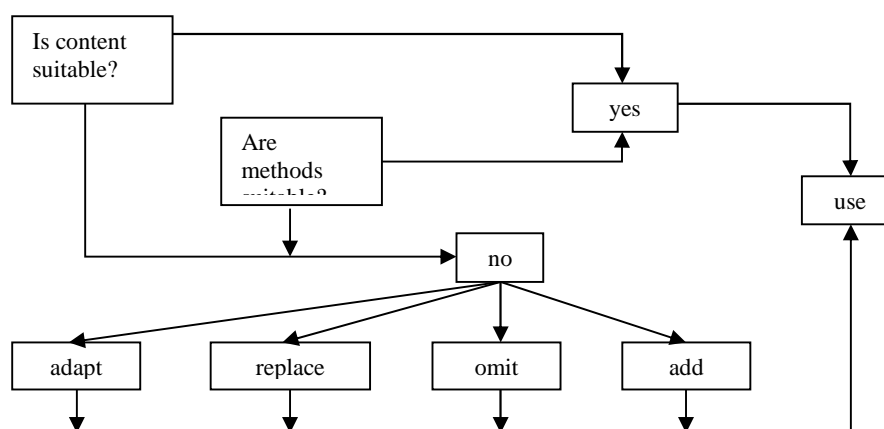
In examining the contents of a textbook, Grant (1987: 19) specifies the integrated major skill areas: listening, speaking, reading, and writing as the important elements. A good textbook is claimed if it consists of three types of speech work: drills, communication practice, exercises.

Based on indicators of textbooks, Muslich (2010: 52) summarizes the characteristics of textbooks that distinguish them from other books in three aspects: *content*, *layout*, and *function*. In terms of content, textbooks contain a description of a certain subject, for a certain level of education, and at a certain period of teaching as well. The layout is also a characteristic that is not less important. Textbook writing must consider some factors: learning objectives,

curriculum, and structure of educational programs, the level of target students' development, school conditions and facilities, and conditions of the teacher. While in terms of function, a textbook has a special function as a means of teaching materials in the educational curriculum that may accelerate the academic task of teachers so as it is expected to achieve the learning objectives and improve the efficiency and effectiveness of learning activities.

In the ELT classroom, a textbook is chosen to be either significantly or slightly used. Teachers play a significant role here. As they begin to teach in the classroom, they are in charge of assessing the students' aims and styles of learning, also their strengths and weaknesses. By understanding those things, teachers may be assisted to complete their other duty in deciding which learning materials and methods appropriate most for them to choose based on the aims of the syllabus. Then, they are responsible to decide whether to use, adapt, replace, omit or supplement the methods and materials used in the chosen textbook. This is in line with the statement of Grant (1989: 10) that teachers' choice of textbooks or teaching methods depend on the reasons why their students learn and their learning styles. The figure below summarises some options the teachers have in selecting a textbook taken from Grant (1989:17).

Figure 2.1. Options for Selecting Textbook



Based on Figure 2.1, Grant emphasizes the step when teachers decide their choice of a particular textbook, by determining whether they will adapt, replace, omit, or add the content and methods appropriate for them and their students. This may challenge teachers to find out what materials and teaching methods suit them best through selection.

Even if the official syllabus exists, many teachers around the world see the textbook as the syllabus itself. Thus, the choice of a certain textbook is considered as the major decision as it may determine what and how a teacher will teach, and even what and how his students will learn in the classroom. Taking the learning situation into consideration, we may assume whether a textbook is good or not depending on some factors. Most textbooks produced are designed to satisfy the general market. They are intended to be usable by a particular level of the student in most areas.

There are no perfect books exists, but the most appropriate and suitable book for teaching situation does. Therefore, selecting it becomes a challenging task. Selecting textbooks involves adjusting the materials to the context in which

it is going to be used. There are a variety of theories and opinions on the category of 'good' textbooks that meet the quality standards. Grant (1987: 121) emphasizes that a book is considered to be right and appropriate if it satisfies at least three conditions: students, teachers, and syllabus.

Cited in Muslich (2010:53-54), Geene and Petty (1986:21) describe that a textbook can be categorized as a qualified book if it meets several categories. A book should be able to attract students' interest and gives them motivation. Besides contains interesting illustrations, a textbook should also consider the linguistic aspect following its target users. It should contain content that is closely related and integrated so that it can support each other among subjects. The other categories include how the textbook stimulates the student's activity, avoids vague and unnatural concepts that can confuse students, has a clear and firm viewpoint, provides emphasis on the values of children and adults, and appreciates the personal differences of its users.

Furthermore, further explanations are listed also on the same page that complements those categories. The four were added by Schorling and Batchelder (1956), that a good textbook that should be recommended by experienced teachers. Moreover, according to them, a good textbook should contain teaching materials that are suitable for educational purposes, students' needs, and community needs with enough text readings, drill materials, exercises, and illustrations as well to help students learning.

Concerning the evaluation of textbooks in general, the Indonesian National Education Standards Agency (BSNP) has developed a textbook evaluation

instrument. This instrument is used to determine the eligibility of a textbook to be categorized as a standard book. According to BSNP (2007), quality textbooks are required to meet the four elements of eligibility, namely the feasibility of content, feasibility of presentation, the feasibility of language, and the feasibility of graphics.

Cunningsworth (1995: 3-4) outlines the criterion points that are not much different from those described by BSNP. According to him, the detailed reference checklist for textbook evaluation and selection is based on (1) aims and approach; (2) design and organization; (3) language content; (4) skills; (5) methodology; (6) supporting materials; and (7) practical consideration.

There are three types of textbook Evaluation as has been cited in Anjaneyulu (2014:183):

1. Pre-use or predictive evaluation by (Ellis, 1997; McGrath, 2002; Tomlinson, 2003), involves making decisions about the potential value of materials for their users.
2. In-use evaluation by (McGrath, 2002; Tomlinson, 2003), which involves measuring the value of materials while using them or observing them as being used.
3. Post use evaluation by (McGrath, 2002; Tomlinson, 2003:25). Post use evaluation measures the actual outcome of the use of the materials and thus provides the data on which reliable decisions about the use, adaptation or replacement of materials can be made.

Grant (1989:118-121) proposed a three-stage process of evaluation. The first stage is an initial evaluation which involves assessing quickly whether a textbook is

likely to be worth looking at more closely. The second stage is a detailed evaluation that assesses how suitable a textbook is to the students, teachers, or syllabus. The last stage is an in-use evaluation which involves a continuous evaluation in the middle of its use. This study employs a detailed evaluation of what has been said by him.

### **2.2.5 Textbook Analysis**

Before analyzing a textbook, it is required to conduct a preliminary analysis of the context in which it is going to be used and the learners' needs. According to McGrath (2002:22), analysis is a process that leads to an objective, verifiable description whereas evaluation involves the making of judgments. Evaluation is feasible when a comparison is made between the descriptions of a context with the description of the textbook. Therefore, the analysis of textbooks can be made by looking at a set of criteria.

Cited in Anjaneyulu (2014:183), there are three levels of textbook analysis according to Littlejohn (1998). At the first level of analysis, the focus is on the physical aspects of materials and how they appear as a complete set or book. At the second level, the analysis is focused on the actual role of learners in the classroom activities, whether language form or meaning is focused, forms of activities and classroom participation and finally the contents of the tasks. While the third level examines the implications derived by evaluating the overall aims of the materials, content, task selection and sequencing, teachers' and learners' roles, demands of learner knowledge, effects, skills and abilities and the role of materials as a whole.

### **2.2.6 Suitability Perspective**

According to Grant (1989: 121), in a detailed evaluation, our concern is to decide how well a textbook would answer the following three conditions:

1. Does it suit the students?
2. Does it suit the teacher?
3. Does it suit the syllabus?

Following these principle, the textbook quality can be generalized through considering the suitability perspectives to the three aspect as an integrated part. Furthermore, suitability perspective to student becomes one of crucial consideration promoted by some textbook evaluation theorist. Cunningsworth (1984:12) defined the term as the extent to which the textbook meets the intellectual and personal needs of the learner. In other words, discovering whether the textbook interests and involves the student is an important consideration in evaluating a learning material,. Moreover, the textbook suitability to the student is also associated with the students' reasons and styles of learning (Grant, 1989:10). The ones who know best the conditions are the students themselves. Therefore, to answer the first question, it be better if the investigation involves the students.

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<sup>i</sup> Mukundan, J., Hajimohammadi, R., & Nimehchisalem, V, Developing an English language textbook evaluation checklist (Contemporary Issues in Education Research. 4 (6); 2011). 21-27.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter briefly discusses the methodological aspects of the present study. It presents the (1) research design and approach, (2) research variables, (3) research participants, (4) research setting, (5) research instruments, (6) data collecting and analysis technique.

#### **3.1 Research Design and Approach**

This is a quantitative study in which data were derived from a cross-sectional survey design. This involves studies that employ the use of statistical analyses to obtain findings.

A quantitative approach is one in which the investigatory primarily uses postpositive claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistics data. (Creswell, 2002: 21)

Evaluating student textbook through measuring the students' perception belongs to studies which can be transformed using numerical data. Therefore, the data were collected by surveying them using systematic and structured listed questions to respond, supported by a semi-structured interview.

Survey study characteristically involves large numbers of related parties questioning about their behaviors, attitudes, and opinions. It merely describes what those people say, think and do (Kaufman, 2005:151). The survey includes studies using questionnaires or structured interviews for data collection intended

to draw a generalization from a sample of the population (Babbie, 1990) as has been cited in Cresswell (15-16). The stages of designing a survey study are quite similar to those in experimental research. Those stated by Campbell and Katona (1953) in Kaufman (2005: 152) are nine-general steps. They would be described in the section of Data Collecting and Analysis Technique in this chapter.

### 3.2 Research Participants

According to Kaufman (2005:18) research participants are either human or not human participated in the research, that are selected and assigned to groups within the study in the research with particular procedures based on the research question being investigated, the research design is used, and the availability of appropriate numbers and type of study participants. Chambers (1997) pointed out that textbook evaluation is usually more beneficial if it is collectively undertaken by people involved in the teaching-learning process. In this study, 100 students of SUPM Negeri Tegal who have been using ‘*Get Along with English*’ participated. The age of students ranged from 15 to 18 years old. All of them are in the twelfth grade. The data can be seen in the following table.

Table 3.1. Research Participants

Reserarch participants	Number		Total Number
	Male	Female	
Students	63	37	100

According to Muijs (2004: 38), the best way of ensuring that the sample is unbiased is by using *probability sampling methods*. While Kaufman (2005: 220) stated that *random sampling* is considered to be the best method since it works to ensure representativeness on all characteristics of the population. Therefore, one

of these methods which are possible to collect a good enough sample by focusing on naturally occurring clusters of the particular thing we wish to research is *cluster sampling* (Denscombe, 2007:16). A good example of a ‘naturally occurring cluster’ here is a vocational high school. This research requires opinions or views from the twelfth graders of SUPM Negeri Tegal where the writer currently works. There was 100 total number of students from grade XII became the participants.

### **3.3 Research Time and Location**

This study was conducted in a Vocational High School in Tegal. Observations were done during the English lesson when they used the textbook in the classroom activity. While the activity of filling the questionnaires was done after school hours with the researcher and English teachers’ supervision.

### **3.4 Instruments of the research**

#### **1. Observation**

According to Kaufman (2005: 119) if a phenomenon can be observed, then it can be measured in some way. The building of theory generally begins with observations through inductive reasoning. Observations were conducted during the implementation of the textbook during the lesson, to the distribution of the questionnaire, to the questionnaire completion.

#### **2. Interviews**

Kaufman (2005: 117) identifies interview as a form of self-report which is a relatively simple approach to data collection, yet it produces wealth information. In the present study, interviews were conducted on a representative teacher and

students as supportive data. In other words, this serves as a material consideration of researchers in making a descriptive decision.

### 3. Questionnaire

The primary instruments used in this research are questionnaires which were adapted from a checklist of evaluation criteria by Grant (1989), Cunningsworth. (1995), and Mukundan et al. (2011). Grant (1987:118) stated that in the process of evaluating textbooks to find out how a book could be profitably used, it can be done by considering their suitability to students, teachers, and official syllabus or examinations. Tuckman (1978:196) cited from Rosdiana (2015), stated that a questionnaire can be used to measure one's prior knowledge and what he or she prefers and what she or he believes. Therefore, close-ended questionnaires were used to investigate the participants to provide their agreement or disagreement on each evaluative statement regarding the textbook appropriateness to them.

#### a. Validity

As the primary instrument of data collection, it is important to make sure its validity and reliability before piloting it. According to Moore (2007:303) validity is the degree to which an evaluative device measures what is supposed to measure. A measure is valid if it measures what it is supposed to measure, and does so cleanly – without accidentally including other factors.

The writer used Face and Content Validity. Face validity refers to the degree to which a test looks right, and appears to measure the abilities it claims to measure, based on the subjective judgment of the examinees who take it, or some other person who directly related to the test (Brown, 2004:26). It deals with

Sugiyono (2016), the questionnaire is created by some resources then the questionnaire is verified by the experts on this. In this research, the instrument has been verified by the experts, from the research advisor, and the teacher. Both of them have the experience and knowledge in using the textbook for the tenth graders of vocational high school. Content validity refers to the relevance of the instrument or measurement strategy to the construct being measured (Kaufman, 2005:107). It means that the content of questionnaire variables is right to measure the concept that is being tried to measure. Those variables are based on the principles of evaluating a textbook proposed by Grant (1989) and Cunningsworth (1995).

Validity test was also used, intended to detect whether the item points in a questionnaire used to collect the data is indeed the real tool, meaning the tool is valid. The test was done by the approach of the Product Moment correlation technique by Karl Pearson formula. This analysis is by correlating with each item score with a total score. The total score is the sum of all items. The question items that correlate significantly with the total score indicate the items are capable of providing support in revealing what it wants to uncover. The test used a two-tailed test with a significance level of 0.05. The test criteria are as follows:

1. If  $r_{\text{arithmetic}} > r_{\text{table}}$  (2-tailed test with sig 0.05) then the instrument or question items correlate significantly to the total score, then the questionnaire is declared valid

2. If  $r$  arithmetic  $< r$  table (2-tailed test with sig 0.05) or negative count  $r$ , the question instrument or items are not significantly correlated to the total score, then the questionnaire is declared invalid

b. Reliability

Reliability refers to the consistency with which a measurement device measures some targeted behavior or trait (Moore, 2007:302). Reliability is the degree of accuracy or level of precision of a measuring tool, meaning the respondent's answer to the question is consistent or stable over time. If it consistently assigns the same score to individuals or objects with equal values, the device is considered reliable. The approach used to this test was to look for the alpha coefficients of the Cronbach's Alpha formula. The Cronbach's alpha is 0,958 which indicates a high level of internal consistency for our scale.

### **3.5 Data Collecting and Analysis Technique**

Data, evidence, and rational consideration shape information which leads to knowledge. Fin (1995) in Creswell (2002: 17-18) identifies types of data collecting techniques into four: questionnaire, interviews, structure records, and structured observations. As previously mentioned, the information had been collected through the present study came from those sources. Observation and interview were used to support the qualitative data, while the questionnaire was used to provide the quantitative one.

The nine-general steps for conducting a survey stated by Campbell and Katona (1953) in Kaufman (2005: 152) have grounded the study to provide a clear overview of research procedures as follows:

1. Setting the general goals and survey objectives.

The main purpose of this research is to analyze the evaluation results of a student textbook based on the basic principles of textbook evaluation, especially from the viewpoint of the students.

2. Developing more specificity about the types of data to be collected, and determine the hypothesis to be tested.

The data obtained from research instruments are processed quantitatively using the help of the SPSS 16 data processing program based on the eleven variables which were measured using 5 possible answers. Since this research is an evaluative-survey study that measures how far the respondent's opinion on the quality of a student textbook.

3. Defining the specific population to be surveyed, to decide on the right one sample, and to determine the criteria to be used to select the sample.

As it demands a high standard of precision, this study is concerned with a large population. The sample used was taken from the total number of twelfth graders since the textbook claims itself to be addressed for an intermediate level.

4. Determining how the sample will be surveyed and develop specific questions to be used.

The survey was conducted by distributing questionnaires directly to respondents. This face-to-face method is aimed to maximize the return of the distributed questionnaire. The respondents completed the questionnaire with 5 possible answers (as Likert Scales) for each statement, namely *Completely*

*Agree (CA), Agree (A), Partly Agree (PA), Disagree (D), Completely Disagree (CDA).*

#### 5. Deciding the survey management in the field.

The survey was administered with the assistance of several people, who at once became respondents. They are selected since they sufficiently understood the procedures and had enough understanding of the content of the textbook to be studied. I also involved the English teachers in the fields.

The entire briefing of questionnaires completed in the classroom was done by the classroom teacher himself with a direct writer's observation. A kind of pilot test was held to find out whether or not there were questions that are uneasy for respondents to understand, so that they need to be either eliminated, added, or changed.

#### 6. Analyzing Content

The next step involves transforming the survey responses into quantitative data. This may involve the development of the coding procedure, establishing the reliability of the coding procedure, and developing through filtering and data cleaning procedures. By the significant result of the Validity and Reliability test using SPSS for each variable. The questionnaire was categorized valid and reliable so that its feasibility can be used as the main instrument to define the findings.

#### 7. Planning the Analysis

The theory of textbook evaluation by Cunningsworth (1984 & 1995), Grant (1989), and combined with those promoted by BSNP (*National Education Standards Agency*).

#### 8. Tabulating

These steps include inputting, processing, and calculating the data entry.

The 5 possible answers bear each score and mean range.

Table 3.2. Scoring

Possible Answers	Score
Completely Agree (CA)	5
Agree (A)	4
Partly Agree (PA)	3
Disagree (D)	2
Completely Disagree (CD)	1

#### 9. Analyzing and Reporting

The final steps are to conduct the data analyzes as it has been planned, prepare a final report, and disseminate the findings. The responses collected were analyzed to find out which item of the statement is significant in the total score.

The formula to get the mean score:

$$MS = TS : N$$

MS : Mean Score

N : Total Number of Respondent

Table 3.3. The Score Analysis

Possible Answers	Score	Highest Score (Y)	Score Range	Mean Range
Completely Agree (CA)	5	500	451 – 500	4.51 – 5.00
Agree (A)	4	400	351 – 450	3.51 – 4.50
Partly Agree (PA)	3	300	251 – 350	2.51 – 3.50
Disagree (D)	2	200	151 – 250	1.51 – 2.50

Completely Disagree (CD)	1	100	100 – 150	1.00 – 1.50
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Therefore, the interpretation value towards the quality of the textbook is considering the interval of value. These scales lead us to the conclusion level of respondents' agreement towards the quality of the book being evaluated, whether or not it is suitable and compatible. Finally, the following is the formula to define the meaning of interpretation for each statement.

The formula to get the index of percentage :

$$\text{Percentage} : \frac{\text{Total Score} \times 100}{\text{Highest score}}$$

Table 3.4. Meaning of Interpretation

Score	Mean Range	Index of Percentage	Category of Meaning
5	4.51 – 5.00	81% - 100%	Very suitable
4	3.51 – 4.50	61% - 80%	Suitable
3	2.51 – 3.50	41% - 60%	Sometimes suitable
2	1.51 – 2.50	21% - 40%	Less suitable
1	1.00 – 1.50	0% - 20%	Not suitable

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter provides an interpretation of the findings and how the collected data help to answer the two research questions listed in Chapter I. The results were statistically treated to identify the frequencies, total score, percentages, and the mean scores on each of the statements of the questionnaire. Besides, the researcher interpreted the results of the study based on a predetermined table of the meaning of interpretation.

#### **4.1 Preliminary Results**

The initial stage of the research after determining the research purposes was to determine the evaluation criteria for the survey questionnaire. In the process, there were some changes and adjustments occurred both in the initial modification and shortly after the the questionnaire was piloted.

##### **4.1.1 Determining the Criteria Requirements**

This section discusses the modifications that were made to the checklist chosen. I chose the tentative checklist promoted by Mukundan, *et.al.*(2011) owing to some reasons. The checklist has been made through a focus group study involved six experienced participants who were believed to be well-aware of the characteristic of an effective textbook. The checklist most categories and statements seem clear and practical enough for students. Furthermore, modifying

an available trusted checklist was considered more efficient than creating the new one.

Since I wanted to get to know students' perception and their evaluation of the textbook, I provided statements that are considered to be relevant to the students' understanding, and in reference to research purposes and the theories (Cunningsworth, 1984, 1995; Grant, 1989; and BSNP, 2006), I simplify a number of categories and do some insertions and deletions. The Appendix 2,3, and 4 presents the checklist before and after it was modified.

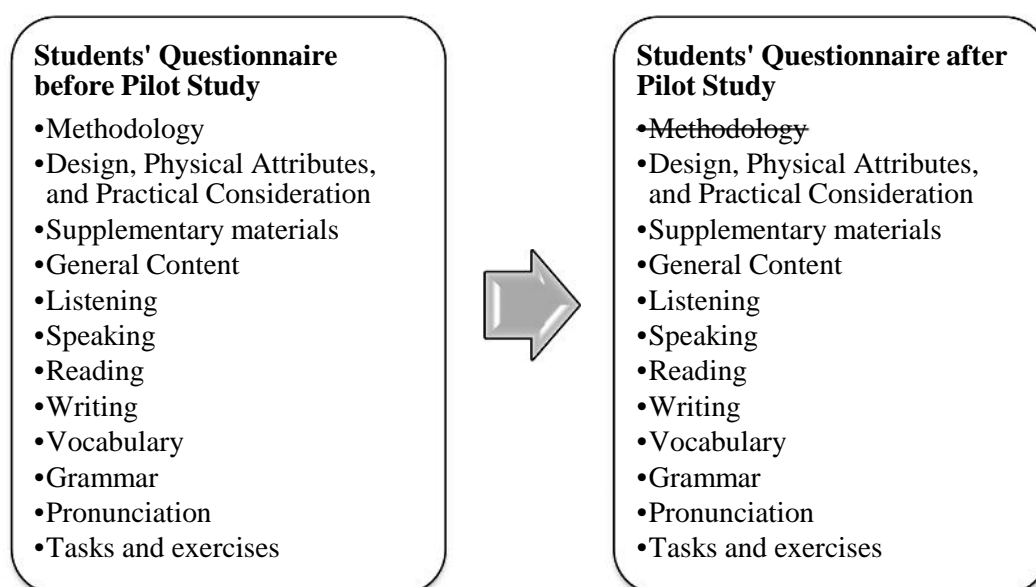
The first questionnaire was piloted before it is distributed. From the results of the pilot study, supported by analysis of the students' needs by interviewing some respondent samples, I discovered that there are some criteria which statements were beyond students' capabilities to give comment. Therefore, there were some adjustments in the questionnaire items as described below:

1. *'Methodology'* (was removed from the list of category)
2. *'There is a good adequate clear teachers' guide to aid the teacher'* (was removed from part C, item 15)
3. *'Cultural sensitiveness have been considered'* (was paraphrased into *'It is culturally acceptable to the learner'*)
4. *'The topics help expand students' awareness and enrich their experience'* (was added as Part C, Item 10)
5. *'It is compatible to the socio – economic context'* (was added as Part C, Item 11)
6. *'It is compatible to the needs of the learners'* (was added as Part C, Item 13)

7. *'It is compatible to the interests of the learner'* (was added as Part C, Item 14)
8. *'There are enough authentic materials (postcard, advertisements, match audio recording, etc) so that the students can see that the book is relevant to real-life'* (was added as Part C, Item 15)
9. *'It is flexible and allow the students' different learning styles'* (was added as Part C, Item 16)
10. *'It is easy to use by students to learn independently'* (was added as Part C, Item 17)

From students' information, it is found that 'Methodology' is not reliable to be questioned to students. Most students thought that this category is beyond their understanding, and they left this category unfilled. Thus, I decided to omit the category from the students' questionnaire. There remain 11 variables of the research to be investigated. The details are described in the following figure.

Figure 4.1. The Omitted Criteria



#### **4.1.2 Adding the Criteria**

Realizing the importance of the textbook methodological aspects as one of important criteria that should not be overlooked, I was aware that counting on merely the students' perception in defining the quality of the textbook would provide insufficient data. Students have a limited background of knowledge. To illustrate, students might have no idea in giving assumptions about how the textbook covers the teaching methodology, or how it is related to the syllabus and target examination. These aspects could not be questioned by students. The more experienced respondents were required to give statements.

The aspects which could not be obtained from students thought and experiences caused a lack of information. Therefore, I decided to redesign the questionnaire by adding 3 (three) categories to be administered to ten teachers from Tegal regency to complete the data. These categories were added owing to the advisors' suggestion. They were presented in three additional categories in question as follows: (see Appendix 5)

1. Methodology
2. Relation to Syllabus
3. Relation to Examination

#### **4.1.3 The Validity Test**

Creswell (2002: 8) emphasizes that standards of validity and reliability are essential in quantitative research to ensure it of being objective. For this reason, the researcher must examine the data for bias. He further added that if a new

instrument is obtained from the modification of the instrument or the combination of the instruments in a study, the original validity and reliability might not be appropriate for the new instrument. It is therefore important to redefine the validity and reliability of the new data analysis (2002:18).

Validity test was applied, intended to detect whether the items in the questionnaire is indeed the real tool, meaning the tool is valid. The test was done by the approach of the Product Moment correlation technique by Karl Pearson formula. This analysis is by correlating with each item score with a total score. The total score is the sum of all items. The question items that correlate significantly with the total score indicate the items are capable of providing support in revealing what it wants to uncover. The test used a two-tailed test with a significance level of 0.05. The test result was as follows:

Table 4.1. The Questionnaire Validity Test Results

<b>Category</b>	<b>Items of Indicator</b>	<b>R<sub>xy</sub></b>	<b>R<sub>table</sub></b>	<b>Meaning</b>
Design, Physical Attributes, and Practical Consideration	1	0,689	0,1966	valid
	2	0,709	0,1966	valid
	3	0,738	0,1966	valid
	4	0,692	0,1966	valid
	5	0,747	0,1966	valid
	6	0,770	0,1966	valid
Supplementary Materials	7	0,621	0,1966	valid
	8	0,800	0,1966	valid
General Content	9	0,677	0,1966	valid
	10	0,593	0,1966	valid
	11	0,659	0,1966	valid
	12	0,614	0,1966	valid
	13	0,587	0,1966	valid
	14	0,557	0,1966	valid
	15	0,719	0,1966	valid
	16	0,591	0,1966	valid
	17	0,741	0,1966	valid

	18	0,557	0,1966	valid
	19	0,685	0,1966	valid
	20	0,590	0,1966	valid
Skills (Listening, Speaking, Writing, Reading), Grammar, Vocabulary, and Pronunciation	21	0,724	0,1966	valid
	22	0,675	0,1966	valid
	21	0,512	0,1966	valid
	24	0,637	0,1966	valid
	25	0,596	0,1966	valid
	26	0,722	0,1966	valid
	27	0,743	0,1966	valid
	28	0,632	0,1966	valid
	29	0,686	0,1966	valid
	30	0,665	0,1966	valid
	31	0,592	0,1966	valid
	32	0,672	0,1966	valid
	33	0,727	0,1966	valid
	34	0,550	0,1966	valid
	35	0,521	0,1966	valid
	36	0,746	0,1966	valid
	37	0,643	0,1966	valid
	38	0,638	0,1966	valid
	39	0,666	0,1966	valid
	Task and Exercises	40	0,644	0,1966
41		0,679	0,1966	valid
42		0,646	0,1966	valid
43		0,586	0,1966	valid
44		0,619	0,1966	valid
45		0,677	0,1966	valid
46		0,643	0,1966	valid
47		0,734	0,1966	valid
48		0,717	0,1966	valid
49		0,594	0,1966	valid
50		0,625	0,1966	valid

The  $r$  arithmetic of the whole items of the question in the questionnaire were greater than the  $r$  table (2-tailed test with sig 0.05), the instrument or statements correlate significantly to the total score, then the questionnaire is declared valid. Further detailed information about the validity test per questionnaire category, see Appendix 6.

#### 4.1.4 The Reliability Test

The approach used to this test was to look for the alpha coefficients of the Cronbach's Alpha formula.

Table 4.2. The Questionnaire Validity Test Results

<b>Case Processing Summary</b>		N	%
Cases	Valid	100	100.0
	Excluded	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

#### **Reliability Statistics**

Cronbach's Alpha	N of Items
.958	50

The tables show that the Cronbach's alpha is 0,958 which indicates a high level of internal consistency for our scale. (see Appendix 7)

## 4.2 Findings

The findings of this research presented the questionnaire results per category and subcategory

### 4.2.1 Questionnaire Result Per – Sub Category

This part consists of the survey results per sub-category and their analysis. The students' perception would be presented earlier, followed by the field observation analysis with teachers' points of view as a comparison.

#### 4.2.1.1 Design, Physical Attributes, and Practical Consideration

The textbook's design, physical attributes, and practical consideration refer to the textbook's layout, content organization and presentation, price, and durability. Even though they seem to be elementary questions, yet the students need to be given proper consideration.

To evaluate the extent to which the textbook's design, physical attributes, and practical consideration satisfactory, six statements were listed. The questionnaire results showed that this category satisfies the majority of students. The data were presented in the following table.

Table 4.3. Design, physical attributes, and practical consideration

No	Statements	Mean	Level of Agreement	Interpretation of the Meaning
1	The layout is attractive	3,69	Agree	suitable
2	The use of texts and visuals in the book is quite efficient	3,48	Partly Agree	Sometimes suitable
3	It is durable	2,94	Partly Agree	Sometimes suitable
4	It is cost-effective	3,51	Agree	suitable
5	The size is appropriate	3,77	Agree	suitable
6	The printing quality is high	3,19	Partly Agree	Sometimes suitable

To clarify the abbreviations which are already mentioned in Chapter III, CA (*Completely Agree*) has score 5, A (*Agree*) is 4, PA (*Partly Agree*) is 3, DA (*Disagree*) is 2, and CDA (*Completely Disagree*) is 1.

##### 1. Layout and Design

According to Muslich (2010;306), the three indicators which should be considered in case of design and physical feasibility are the size of the textbook,

the cover design, and the content design. A textbook's size must be on ISO standard. Physically, the textbook consists of totally 150 pages with size that is according to the ISO standards, 176 x 250 mm. In addition, the size must also be adjusted with the content materials since they may influence the content layout and the number of pages. The textbook's cover and content design includes layout, typography, and font using. These indicators become the part of textbook's communicative way.

McGrath (2002) also emphasizes the clear layout and presentation as one of elements which must be considered in evaluating a textbook. A good layout and design of a textbook can quickly reflect the particular materials, minimize the possibility of multiple interpretations.

The majority of the students agreed that the layout is as appropriate as it used to be. By the mean score of 3,51, most of the students agree that the textbook's layout is attractive. The cover picture is designed appropriately for students at their ages. They also argued that the use of texts and visuals in the textbook are also quite efficient since the textbook does not employ too much variation of letters. There is a consistency in the selection and placement of the title, subtitle, examples, and other information in the whole pages. All the topic titles and the main skills (Speaking, Listening, and so forth) in each chapter were uppercase.

The textbook also meets the indicator of completeness. The following table presents the textbook's components:

Table 4.4. Indicator of Complete Presentation

Parts	Components	Check
<b>A. Preceding</b>	Preface	✓
	Instructions for use	✓
	List of contents	✓
	List of symbols or notation	-
<b>B. Content</b>	Pictures/illustrations and tables	✓
	Sources	✓
	Summary	-
<b>C. Finishing</b>	Index	✓
	Glossary	✓
	Hint	-
	Listening transcript	✓
	Answer key	✓

There are six units or chapters with a specific topic on each which are systematically presented. Every unit begins with clear and concise learning objectives and representational pictures supported by the sources, and ends with glossary which contains the meaning and explanation of some keywords or new language items. The instructions are clearly presented with bold letters to make the students aware of what they are required to do. at the end of the textbook, there is an index which helps the students to find information quickly and easily. Despite its absence, list of symbols or notations are not considered necessary for a language textbook. Summary and hints are not available as the textbook's components as well.

Concerning the use of texts and visuals, the textbook is regarded efficient. The texts and visuals in the whole pages were printed in proper size combination

without using too much decorative letters. The excessive uses of decorative letters may reduce the readability of the text.

## 2. Price and Durability

The other important aspects are the textbook price. The consistency of layout and typographical elements will help the textbook users in gaining materials comprehensiveness. These elements should be in line with the textbook's cost and physical durability. Regarding the *price*, by the mean score of 3,51, it indicates that the students found the *Get Along with English* is affordable and reasonable at cost. The paper was also good enough in quality. The dominant color was a combination of white and light green. It was attractive enough compared with the price. The textbook is also quite easy to access. They are readily available in the book stores, or even in the online market in the form of soft copy.

Meanwhile, the least level of agreement lies in the textbook's durability. With the mean score of only 2,94, as many as 37% of students stated that the textbook is less *durable* and the other 37 assumed that the textbook's durability has the same quality as the others, nothing special. The cover was soft (with a plastic layer) but the binding was not good since some of the binding glue was not sticky. Based on observation supported by the unstructured interview result, this is probably because most students are male. The high level of activities in the boarding school unable them to maintain the durability of the school kinds of stuff, including the textbook. Therefore, they expected a more durable textbook which a better quality of binding.

#### 4.2.1.2 Supplementary Materials

The results showed that as many as 55% of students agree, and 14% strongly agree that the textbook's supplementary materials are adequate for their needs. The textbook includes audio listenings in the form of *Compact Disk* (CD), listening transcripts, and answer keys. They assumed that the existing supplementary materials help them study independently in or outside the classroom, with or without teachers' guidance.

Table 4.5. Supplementary materials

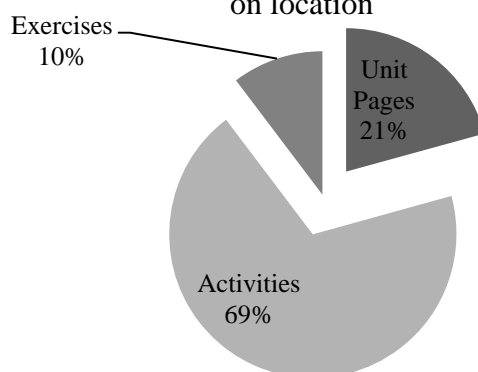
No	Statements	Mean Score	Level of Agreement	Interpretation
1	It is supported by essentials like audio – materials.	3.60	Agree	Suitable
2	There are keys to exercises available	3.19	Partly Agree	Sometimes suitable

Almost one-third of students (31%) were also satisfied with the availability of the answer keys. They are printed separately. Students thought that they are very useful to help them in independent learning. While 21% of students were indifferent whether the answer keys are useful or not (see Appendix 13). Based on students' information, the use of answer keys in classroom learning is prohibited.

Supplementary materials often regarded as advantages that can cover the shortcomings of a textbook. According to Cunningsworth (1984:50), supporting or supplementary materials refer to visual materials, recorded material, a teacher's book, index of grammatical items, vocabulary list, etc depending on how comprehensive the learning program is.

The textbook is accompanied by visual materials, listening scripts, an exercise-answer key, and CD. Totally 29 visual materials in the form of pictures or illustrations are printed on the textbook pages, located on the first page of every unit, parts of activity, and exercises. See the chart below.

Figure 4.3. Number of pictures or illustration based on location



As cited in Izmirli. *et al* (2009:87) the pictures or illustrations should be used in line with their purpose too support learning. Presented in the following, the purposes of the use of pictures in the textbook. The examples taken from the textbook *Get Along with English* will follow.

#### 1 Decorative pictures

Pictures which aim to draw the readers' attention without improving the message in the text. At the beginning of Unit 2 in the textbook, a decorative picture was used to attract students, yet does not improve the whole message of the unit. The picture of the letter 'Reserved: Debra' is illustrated under the topic of *Reservation*. (see Appendix 23)

## 2 Representational pictures:

This kind of picture aims to describe an element of materials. The following is one of the examples which is found in Unit 1 page 7, Activity 8. In the reading activity, a representational picture is provided to help the students in drawing information related to the passage. The picture of a person operating a computer is located aside of the passage under the title 'Computer Programmer'. (see Appendix 24)

## 3 Organizational pictures

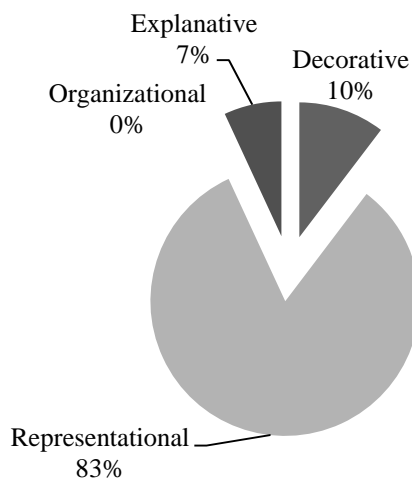
These pictures'function is to show the relationship between the elements of materials. For example, the picture illustrates the relationship between the parts of an event. This kind of picture is not found in the textbook. (see Appendix 24)

## 4 Explanative pictures

Pictures that define how a system works. For example, a single or series of a picture which explains how to operate a telephone. This is found in Unit 3, page 49 under the topic *Manuals*. These series of the picture were used to serve instructional purposes. They assist the students to construct sequences of illustration into a piece of useful information. (see Appendix 25)

Representational pictures are the most appealing ones in the whole of the textbook pages. The number of the appearance of pictures and illustration based on these purposes are described in the following chart.

Figure 4.4. Number of pictures or illustration based on purpose



Besides, the CD contains natural-sounding recordings of listening activities such as conversations, exercises, monologs, and dictation items in the form of MP3 files. The recordings were also available in the form of soft copy materials. Students can easily access them. They are supported by the scripts at the end of the textbook as well. Index and vocabulary lists are also clearly provided in the textbook. These various supplementary materials seem to make the textbook more interesting. The anti-answer keys thought that they prefer the teachers' explanation.

Unfortunately, the textbook appears without a teacher's book. Even though it should be seen as a useful guide offering teachers suggestions and steps through every unit, its absence demands the teachers to become more independent to decide how to use the material provided in the students' book.

#### 4.2.1.3 General Content

The studies of literature of the research (Grant 1984 and Cunningsworth 1989 & 1995) explicitly emphasizes the topic appropriateness as one of the predominant aspects. Realizing this important issue, the survey questionnaire evaluated the feasibility of the topics in general by including 12 statements (see Appendix 14)

Table 4.6. General content

<b>No</b>	<b>Statements</b>	<b>Mean Score</b>	<b>Level of Agreement</b>	<b>Interpretation</b>
<b>9</b>	It covers a variety of topics from different fields.	3.33	Partly Agree	Sometimes Suitable
<b>10</b>	The topics help expand students' awareness and enrich their experience	3.68	Agree	Suitable
<b>11</b>	It is compatible to the socio – economic context	3.37	Partly Agree	Sometimes Suitable
<b>12</b>	It is culturally acceptable to the learners	3.38	Partly Agree	Sometimes Suitable
<b>13</b>	It is compatible to the needs of the learners	3.68	Agree	Suitable
<b>14</b>	It is compatible to the interests of the learner	3.53	Agree	Suitable
<b>15</b>	There are enough authentic materials (postcard, advertisements, match audio recording, etc) so that the students can see that the book is relevant to real-life.	3.53	Agree	Suitable
<b>16</b>	It is flexible and allow the students' different learning styles	3.55	Agree	Suitable
<b>17</b>	It is easy to use by students to learn independently	3.35	Partly Agree	Sometimes Suitable
<b>18</b>	The situations created in the dialogues sound natural and real.	3.39	Partly Agree	Sometimes Suitable
<b>19</b>	The material is up-to-date	3.76	Agree	Suitable
<b>20</b>	It contains fun element	2.50	Disagree	Less Suitable

As many as 66,6% of students agree that the textbook covers a variety of topics from a different field. Through the textbook, they learn how to make a report, application letter, resume, even how to face an interview test. These materials are needed for them since they are expected to be ready to get a job after being graduated. Even so, the mean score (3,33) indicates that despite its variation, some students argued that they require more specific topics that are related to their major program in the fishery. Moreover, the textbook compatibility to the socio-economic and cultural context seems less satisfying for students. It has been shown with the mean score 3,37 and 3,38. It means that the students partly agreed that the textbook fits their living context. It is generally accepted if the students thought so since some of them come from Bali, Papua, and other islands. The different cultures caused them to make some adaptation in the school activities, including when they use the textbook in the classroom. They expected a more natural situation created in either text or dialog which adapted from their social and cultural background. Therefore, they can feel more easy to study independently.

Nevertheless, most of the fulfillment for the topic's appropriateness especially regarding its authenticity, flexibility, and up-to-dateness were relevant to the students' needs. These assumptions are indicated by over 3,5 of the mean score, means that the majority of students agree that the topics were authentic, flexible, and up-to-date enough.

There are 6 (six) units, each of them discusses one topic. They include vocational fields such as communication at work, how to make a reservation,

how to operate or use things based on procedure, and how to present reports. Generally, the textbook also contains authentic materials. ‘Authentic materials’ means any material which is not designed for textbook use (Grant, 1984:123). Reading materials, for example, might include advertisements, postcards, letters, news reports, etc.

Because there are 6 (six) Basic Competencies to be achieved by students (according to the syllabus of curriculum KTSP) which are listed at the beginning of the textbook, we may assume that each unit of the textbook is aimed for achieving one basic competence.

In Unit 1 the topic is entitled *At Work*. In this unit, students are expected to: 1) respond by getting specific and general information about a job, 2) ask someone’s job, and 3) describe someone’s job both written and orally.

In Unit 2, the topic is entitled *Reservations*. In this unit, the learning objectives are to 1) understand some expressions of making reservations, taking reservations, confirming reservations, canceling reservations, making complaints, and making appointments; 2) create reservation dialogs; 3) understand conditional sentences, subjunctive wishes, and simple future tense.

The topic title for Unit 3 is *Manual*. In this unit, the learning objectives are to 1) understand instructions from a manual; and 2) make instructions to operate something.

In Unit 4, the topic is entitled *Understanding A Standard Operating Procedure (SOP)*. In this unit, the learning objectives are to 1) understand an

SOP of a workplace; 2) understand the elements of an an SOP; 3) Retell the content of an SOP; and 4) understand imperative sentences.

In Unit 5, the topic is entitled *Writing Letters*. In this unit, the learning objectives are to 1) understand types and contents of letters; 2) differentiate between words used in letters; 3) write some kinds of letters using the correct forms, suitable words, and correct generic structure; 4) get information from a letter or a job advertisements; and 5) understand a job interview.

The topic title for Unit 6 is *Writing and Presenting Reports*. In this unit, the learning objectives are to 1) understand the contents of a report; and 2) get information from a sample of a science experiment report; 3) find words related to a science experiment report; 4) write a report with good features and structure; and 5) presenting a report; get involved in a report presentation.

The students found all these topics useful and suitable to be knowledged before going into practice in the workplace. Even so, they do not seem to attract the students since the topics look too ‘serious’ for students. The words and phrases used as the title represent much of what the students would do in the units. The author did not use a kind of methaporical word which may express the topic in interesting way. As for example, rather that using the phrase ‘*Writing Letters*’ as a title, it would be much interesting if we use ‘*Let’s Write a Letter*’. The latter expression is considered much more ‘inviting’.

As indicated above, the questionnaire results pointed at a generally positive perception regarding topic appropriateness. Importantly, the textbook was

perceived to include several topics that engage to appeal to students with different interests and personality types. This is very useful that students enjoy discussing the topics which can stimulate them to generate their critical thinking and opinions.

#### 4.2.1.4 Listening

Listening activities appear at the beginning of every unit in the textbook. This category consists of 4 statements regarding the listening material appropriateness in learning objectives, the instructions, the grading, and their authenticity.

Table 4.7. Listening skill

No.	Statements	Mean Score	Level of Agreement	Interpretation
1	It has appropriate listening tasks with well-defined goals.	3,62	Agree	Suitable
2	The instructions are clear.	3,38	Partly Agree	Sometimes Suitable
3	Tasks are effeciently graded according to complexity	3,33	Partly Agree	Sometimes Suitable

The questionnaire item which states that the listening sub-skills correspond to the learning goals well has been agreed by the majority of students. It has been proven by the mean score of 3,62.

Listening skills are defined as activities from hearing particular sounds to comprehend complex messages or information. The listening activities may include the appropriate level about the major skills: 1) Discriminating between

sounds in connected speech; 2) Recognising and understanding various stress and intonation patterns; 3) Recognising language signals in talks or conversations; and 4) overall comprehension skills Grant (1984:19).

The major skill of discriminating between sounds in connected speech and recognizing/understanding various stress and intonation patterns are rarely found in the textbook listening activities. The most appealing one is the activities of recognizing language signals in talks or conversations. Let see the activities found in Unit 1 below:

*Activity 1. Listen to the statements. Match each picture with the appropriate description.*

*Activity 2. Listen to the short talks. Match each picture with the appropriate description.*

*Activity 3. Listen to the short talks again. Answer the following questions.*

None of these activities preceded by the activities of recognizing sounds, stress, and intonation patterns. The instructions are clear, yet there is not much variation in these listening activities. The students are only assigned to listen from statements to short talks to be paired with the available pictures. These activities might not be suitable for all students or classes. But it has the advantage that from an early stage it encourages the students to understand the knowledge by using many pictures. However, more varied activities can be found in Unit 2. See the following instructions:

*Activity 1. Look at this picture, then answer the following questions.*

*Activity 2. Listen to the dialog and fill in the hotel reservation form below.*

*Activity 3. Listen again, then decide if the following statements are True (T) or False (F).*

In this Unit, the tasks are varied and graded based on the level of complexity. The task in Activity 2 also shows the authenticity of the materials by providing a kind of 'Hotel Reservation Form'. Some of the students, especially those who are interested in working on a cruise ship, gained benefit from this kind of material. Another example in Unit 3, students are assigned to understand instructions from a manual. At every beginning of a listening activity, the author brainstorms the students by providing related questions. Then, students are asked to listen to a dialog about the manual of operating a camera, followed by a *True* and *False* task and writing suitable title. This means the students are asked to understand the message before focusing on linguistic elements.

These activities seem easy for the twelfth graders, in fact, some students felt difficulties in understanding the new language items they first hear. The idea of presenting the tasks from general to specific as in Unit 3 also might not be suitable for all teachers or classes. Therefore, it is suggested that the activities which drill up the students' understanding of differing sounds, stress, and intonation can be enriched. Moreover, the other recommended approach available in the textbook which could be adapted is the activity of asking students at the initial listening exercises. This kind of activity is commonly found, yet it is useful to brainstorm and stimulate students in producing critical thinking.

#### **4.2.1.5 Speaking**

Speaking is a vital language skill. A good textbook allows three types of speech work which are aimed at encouraging accuracy, fluency, and natural

language use (Grant, 1989:34). That is why put this category into consideration as the criteria in question is important. This category consists of 3 statements regarding whether or not the speaking materials initiate meaningful communication in real life, and motivate students to talk. The survey results are presented in Appendix 16.

Table 4.8. Speaking skill

No.	Statements	Mean Score	Level of Agreement	Interpretation
1	Activities are developed to initiate meaningful communication.	3,48	Partly Agree	Sometimes suitable
2	Activities are balanced between individual response, pair work and group work.	3,52	Agree	Suitable
3	Activities motivate students to talk	3,78	Agree	Suitable

According to the survey result, the majority of students 70,4% are in agreement that the speaking activities were distributed in a balance between individual response, pair work, and group work. As many as 75,6% of them also felt motivated to speak in English, and 69,6% of students felt that sometimes they need to be encouraged to initiate meaningful communication in English.

#### 4.2.1.6 Reading

The reading category consists of 3 statements regarding text grading, length, and attractiveness.

Table 4.9. Reading skill

No.	Statements	Mean Score	Level of Agreement	Interpretation
1	Text are graded	3,54	Agree	Suitable
2	Length is appropriate	3,53	Agree	Suitable
3	Texts are interesting	3,46	Partly Agree	Sometimes suitable

The result indicates that as many as 61% of students agree that the texts provided in the textbook's reading activities are well graded. They move from the less to the more complicated ones. While, as many as 54% of students also agreed that the texts' length is appropriate for their level. However, as many as 55% of students did not promote positive perception in the texts' attractiveness. This indicates that most texts were considered less interesting in students' perception.

#### 4.2.1.7 Writing

To evaluate the extent to which the textbook's writing materials suitability, three statements were listed. The questionnaire results have been shown in the following table.

Table 4.10. Writing skill

No	Statements	Mean Score	Level of Agreement	Interpretation
1	Tasks have achievable goals and take into consideration learner capabilities.	3,81	Agree	Suitable
2	Models are provided for different genres	3,58	Agree	Suitable
3	Tasks are interesting.	3,34	Partly Agree	Sometimes suitable

Table 4.7 indicates that as many as 70% of students agree that the tasks provided in the textbook's writing activities have achievable objectives considering the students' capabilities in English proficiency. According to the responses of 58% of students, those tasks are provided for different genres. However, as many as 52% of students did not give a positive response to the reading tasks in general. This also indicates that most writing tasks were considered less interesting based on students' perception.

#### 4.2.1.8 Vocabulary

To evaluate the extent to which the textbook's vocabulary materials suitable to the students, three statements were listed. The survey results are presented in the following table.

Table 4.11. Vocabulary materials

No	Statements	Mean Score	Level of Agreement	Interpretation
1	The number of new words in each lesson is appropriate to the level.	3,63	Agree	Suitable
2	There is a good contribution (from simple to complex) of vocabulary load accross chapters and the whole workbook.	3,81	Agree	Suitable
3	Words are effeciently repeates and recycled accross the work book.	3,55	Agree	Suitable
4	Words are contextualized.	3,62	Agree	Suitable

According to the survey result, the majority of students agree that the vocabulary materials provided were compatible with their needs and interest. It

has been proved by the mean score which reaches more than 3,51. Therefore, it is concluded that this category is suitable enough based on students' perspectives.

#### 4.2.1.9 Grammar

Grammar is needed by students to learn. Cunningsworth (1984:18) stated that it is important that students can both understand and use the rules of grammar. To evaluate the extent to which the textbook's grammar materials fit the students' needs and interests, five statements were listed regarding whether the grammar materials spread is achievable, contextualized, interesting, explicitly introduced, and implicitly reworked throughout the textbook or not.

Table 4.12. Grammar materials

No	Statements	Mean Score	Level of Agreement	Interpretation
1	The spread of grammar is achievable.	3,42	Partly Agree	Sometimes Suitable
2	The grammar is contextualized.	3,32	Partly Agree	Sometimes Suitable
3	Examples are interesting.	3,54	Agree	Suitable
4	Grammar is introduced explicitly .	3,27	Partly Agree	Sometimes Suitable
5	Grammar is reworked implicitly throughout the workbook.	3,26	Partly Agree	Sometimes Suitable

Among the other skill materials, grammar is considered to gain less positive responses from students. The table shows that the indication has been proven by the low of the mean score which ranges from 3,26 to 3,42 for five statements including the grammar spread achievability and contextuality in the whole pages of the textbook. While the only element which satisfies the students is the

grammar examples. At least 52% of students assumed that the given examples are interesting.

Grammar is introduced explicitly in the textbook, included in a particular space entitled *Grammar in Focus*, but not spread evenly in every chapter. In Unit 3, 4, and 5, there are no grammar materials explicitly presented. Following the observations, it seems to be beneficial for students since most of them thought that learning grammar is a kind of difficult thing. They thought that learning grammar is rarely applicable for their future job.

The materials' presentation is also variable. In Unit 2, the *Grammar in Focus* aims to teach about some expression of making/confirming/canceling reservations. The material is focused on the use of the word 'would'. The materials are taught deductively. The learning begins with the presentation of several uses of 'would' then followed by its examples. The material is also a good example showing how the grammar materials are not well-contextualized according to the learning objectives. See the examples below.

1. *When imagine a situation or action:*  
*I **would** love to live by the sea.*
2. *Offering something:*  
***Would** you like a cup of coffee?*

The first example was not contextualized with the situation regarding the expression of making or canceling reservation. While the second was better. Instead of using the sentence in example 1, it would be better if the author express another example that indicate the use of 'would' for imagining a

situation, such as *I would love to stay in the suit room* or *It would be nice if I can pay the room in cash*. Both of the examples are still closely related to the topic.

#### 4.2.1.10 Pronunciation

To evaluate the extent to which the textbook's pronunciation materials fit the students' needs and interests, there were only 2 listed statements. The survey results are presented in the following table.

Table 4.13. Pronunciation materials

No	Statements	Mean Score	Level of Agreement	Interpretation
1	The pronunciation materials are contextualized	2,42	Disagree	Less suitable
2	The pronunciation materials are easy to learn	2,40	Disagree	Less suitable

Concerning pronunciation, the results of the survey seemed to demonstrate that this was one of the textbook's major weak points. One of the most obvious inadequacies was the fact that none of the units contained any exercises devoted to the teaching of word stress, sentence stress, intonation, and other pronunciation activities. The survey indicates that the majority of students (55-56%) responded negatively to these aspects.

Seen from the overall categories, the textbook's pronunciation category becomes a weakness. Pronunciation is one of the problems the students have. Some students find it difficult to discriminate or recognize sounds. Consequently, some form of drilling is necessary. However, such elements are not theoretically

provided. It tends to be ignored. Since the students expected to learn pronunciation, they rely on the teacher's assistance to teach it in an incidental moment such as in a structured drill, repetition, dictation, and other listening activities.

Pronunciation is a problem commonly found noticed in any textbook (Grant, 1989:35). As the solution, teachers should create activities which may be spread over several different skills, such as:

1. Comparing similar sounding words (in Listening Activities)

In this kind of activity, the students were asked to identify whether the pair of the word the teachers mention is similar or different. They were also allowed to recognize similar sounds within sentences.

2. Repetition Drill (In Reading of Speaking Activities)

In these activities, the teachers read out some words from a reading passage, then the students were asked to repeat them.

3. Production Drill (In Reading Activities)

The activity of Production Drill can be applied by asking the students to read out sentences, or dialogs, in which the sounds appear.

#### **4.2.1.11 Tasks and Exercises**

The indicators of this part are directed at the availability and appropriateness of the provided tasks and exercises throughout the textbook. Generally, the textbook contains more exercises that have a restrictive focus on a single language

element rather than tasks. The exercises themselves were available in every chapter focusing on each skill. The exercises were also given in the National Exam formats designed to help students practicing the questions. The students' responses towards the Tasks and Exercises were as follows:

Table 4.14. Tasks and exercises

No.	Statements	Mean Score	Level of Agreement	Interpretation of Meaning
1	Most of the tasks in the textbook are interesting.	3,34	Partly Agree	Sometimes suitable
2	Tasks and exercises move from simple to complex.	3,71	Agree	Suitable
3	Task objectives are achievable.	3,63	Agree	Suitable
4	They have clear instructions	3,37	Partly Agree	Sometimes suitable
5	The are adequate.	3,63	Agree	Suitable
6	They help students who are under/over-achievers.	3,96	Agree	Suitable

Accordingly, 68% of students argued that most of the tasks and exercises are well-structured. There were presented from the lesser to the most complex. The table also indicates that the majority of students put themselves in the positive responses regarding tasks' achievability (65%), adequateness (60%), and helpfulness (72%). Unfortunately, some task and exercises are considered to have clear instruction and interesting elements. Yet, it can be developed through the teachers' explanations.

#### 4.2.2 Questionnaire Result Per –Category

A previously mentioned, there are 11 categories referring to the criteria checklist, namely: Design, Physical Attributes, and Practical Consideration,

Supplementary Materials, General Content, Skills (Listening, Speaking, Reading, Writing, Vocabulary, Grammar, Pronunciation), and Task and Exercises; and 3 (three) additional categories, namely: Methodology, Relation to Syllabus, and Relation to Examination. The total mean and percentage for each category were calculated from the average means and percentage of sub-category. They are shown in the following table.

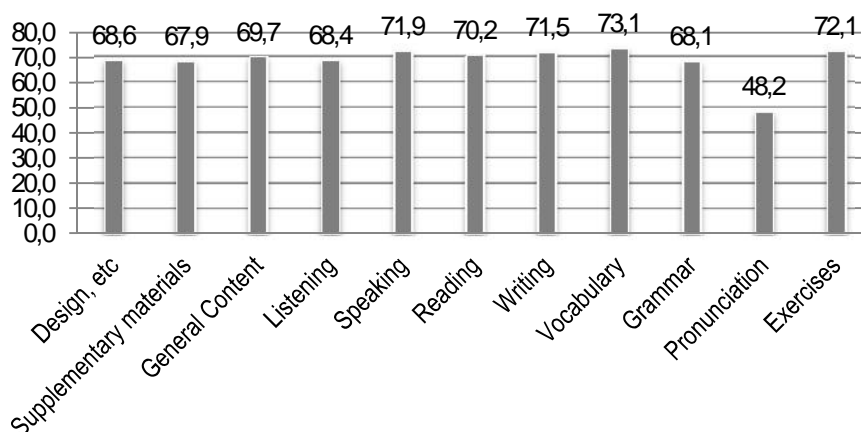
Table 4.15. The Results of the Questionnaire Per-Category

<b>No.</b>	<b>Categories</b>	<b>N</b>	<b>Mean Score</b>	<b>Interpretation</b>
<b>1</b>	Design, Physical Attributes, and Practical Consideration	100	3.430	Good Enough
<b>2</b>	Supplementary materials	100	3.395	Good Enough
<b>3</b>	General Content	100	3.487	Good Enough
<b>4</b>	Listening	100	3.420	Good Enough
<b>5</b>	Speaking	100	3.593	Satisfying
<b>6</b>	Reading	100	3.510	Satisfying
<b>7</b>	Writing	100	3.577	Satisfying
<b>8</b>	Vocabulary	100	3.653	Satisfying
<b>9</b>	Grammar	100	3.362	Good Enough
<b>10</b>	Pronunciation	100	2.410	Unsatisfactory
<b>11</b>	Exercises	100	3.607	Satisfying

The table above shows that the general tendency of the students' perceptions toward the textbook was either good enough or satisfying. Out of the 11 categories of the evaluative questionnaire, 5 categories including the skills content: *Speaking*, *Reading*, *Writing*, *Vocabulary*, and *Exercises* were satisfying with more than 3.50 of the mean score. While 5 other categories were good enough. The table also shows that only one category that is not satisfying in the

textbook, that is *Pronunciation*, which the mean is less than 2.50. The following chart gives a further description.

Figure 4.2. The mean percentage of the evaluation categories



As Table 4.12. indicated, more than half of the students (68,16% of the whole participants, somewhat agreeing with the related items) stated that the textbook is generally suitable for the language learning situation of my institution. This means that the students' perspectives on the whole aspects and criteria were positive. It can be said that the textbook meets the students' needs and interests. As a consequence, they may think that they are in favor of using the textbook again and recommend it for the next generations for a particular period.

#### 4.2.3 Teachers' Perspectives

To gain the teachers' perspectives as the consideration. I employ an additional questionnaire consisting of three categories. The category of 'Methodology' consists of 7 statements, the 'Relation to Syllabus' consists of 5

statementst, and the 'Relation to Examination' is 4 statements. They results can be seen in the following table.

Table 4.16. The Results of the Teachers' Questionnaire

No	Statements	Mean	S.D	Level of Agreement
<b>Methodology</b>				
1	The recommended methods and approaches are suitable for the teaching situation.	3,60	0,66	Agree
2	The ready-made presentation materials provided support teachers in teaching	3,80	0,75	Agree
3	The activities can be exploited fully and can embrace the various methodologies in ELT	3,60	0,66	Agree
4	The activities can work well with different teaching styles and methodologies in ELT.	3,70	0,64	Agree
5	It contains enough communicative activities help teachers to enable and motivate learners to use the target language independently.	3,80	0,75	Agree
6	There is a balance of accuracy and fluency.	3,60	0,66	Agree
7	There is a balance of inductive and deductive approaches to learning.	3,60	0,66	Agree
<b>Textbook Relation to Syllabus</b>				
8	There is syllabus or detailed learning objectives provided in the book to remind the users.	3,40	1,20	Partly Agree
9	Its aims correspond closely with the aims of the teaching program and the specifications of the syllabus.	3,70	0,64	Agree
10	It has been recommended or approved by the authorities.	3,90	0,70	Agree
11	The four skills are adequately covered	4,00	0,45	Agree
12	The materials are well-graded and well-sequenced according to the syllabus so that the earlier learning can help students to learn what comes later easily	3,60	0,49	Agree
<b>Textbook's Relation to Examination</b>				
13	It has been prepared specifically for the target examination.	3,90	0,54	Agree
14	It's methods help the students prepare for the exam.	3,70	0,46	Agree
15	There is enough examination practice.	4,10	0,70	Agree
16	There is a good balance between what the examination requires, and what the student needs.	3,60	0,49	Agree

The table indicates that, with the mean score of over 3,60, most of the textbook parts corresponds the teaching methodology well. The teachers also argued that the textbook has enough appropriacy to the target examination.

#### **4.2.3.1 The Standard Competences and The Basic Competences**

The one statement which obtain the least of teachers agreement was the availability of syllabus or detailed learning objectives, proved by the mean score of 3,4. This is in line with the real conditions I have observed. Unlike the other kind, the textbook indeed did not serve the complete syllabus at its beginning or appendice. It only presented the *Standard of Competence* and the *Basic Competences* on the page before the List of Contents.

Since the *Curriculum 2012* applied at SUPM N Tegal is an adapted curriculum which might have differences with the *KTSP Standar Isi 2006* which the textbook reflects, the teachers are obliged to examine them. They are described in the following:

- A. The *Standard of Competence*:  
     ‘*Communicating in English at an intermediate level*’ (corresponding the *Curriculum 2012* applied at SUPM N Tegal)
- B. The *Basic Competences*:
  - 3.1 Understanding a monolog in a certain working situation (found in the odd semester, point 3.4)
  - 3.2 Understanding a conversation with native speakers (found in the sixth semester, point 4.1)
  - 3.3 Understanding technical documents (found in the sixth semester, point 4.5)
  - 3.4 Understanding a manual for using appliances (found in the sixth semester, point 4.3)

3.5 Writing business letters and a simple report (found in the sixth semester, point 4.4)

3.6 Presenting report (found in the sixth semester, point 4.2)

Although all the *Standard of Competence* and the *Basic Competences* corresponds the syllabus existed at SUPM N Tegal. They appears in different order. Most of the materials in the textbooks, according to the identification, are the materials supposed to be given in the sixth semester, except the basic competence 3.1. Furthermore, the textbook only serves six from ten basic competences that should be taught in the school. Therefore, it causes the teachers' unsatisfactory.

#### **4.2.3.2 Orientation with the Examination Requirements**

Across the 4 main skills, the teachers thought that only reading and writing tasks were presented and prepared following the National Examination format. The listening tasks are generally not prescribed for the public orientation format. The tasks are presented in every units, but not in the textbook evaluation part. As a consequence, students become unfamiliar and felt difficult in doing the examination. The teachers suggested that the listening and speaking sections should also be aligned for the examination orientation.

### **4.3 Discussion**

#### **4.3.1 Needs and Interests**

Following the principle of Cunningsworth (1984; 1995), needs and interests are often seen as a set of conditions that are required in evaluating a textbook. A small scale of investigation involving ten teachers and students has

revealed that, despite their different proficiency, students and teachers often have the same priorities in selecting the learning materials. At their initial evaluation of a textbook, the aspect they most consider is the General Content/Topic, followed by the exercises or activities. While the other criteria such as design, skills (listening, reading, speaking, so forth), and supplementary materials are in various order.

They reason of why they prioritized the General Content/Topic appropriateness because they believe that choosing interesting materials would stimulates their learning. While their needs for more specific and in-depth materials can be overtaken later adapted to the further conditions. By this condition, we can assume a raw generalization that interests takes precedence over needs in case of textbook evaluation. However, we can not simply neglect the needs aspect for learning is always oriented to the determined objectives.

### **4.3.2 The Language Content**

All interviewees believed that the main criterion when evaluating a textbook is the content. Therefore, the language aspects have to be authentic, inspiring and catch the students' interest, if the texts fail to convey these aspects neither teachers nor students will have their favor to work with the textbook.

#### **4.3.2.1 Language System Aspects**

Both *language form* and *function* are taught in this textbook. Looking at the context of learning at SUPM, I initially thought that the textbook intended for SUPM students should be a textbook that contains material that teach more

*language function* than *form*. However, I realized that teach both of them would be better, as no one can teach a functional learning without also teaching language form, so the teachers should teach both (Cunningsworth, 1984:16). A textbook must teach language form because meaning and function are expressed through form. Without it, verbal communication could not occur. Moreover, this textbook is used to support the learning of General English which is oriented towards preparation for the National Examination. So that the learning of language form is still required.

The learning of both aspects can be seen in the following examples (found in Unit 2 '*Reservation*'). In the unit, teacher is supposed to teach the 'expressions of refusing someone in arranging an appointment'. The *language forms* available to express this meaning in the textbook are:

*I'm really sorry, but I've got something else to do on Saturday.*

*I'm sorry, I'll be busy tomorrow.*

*I'm afraid I can't make it.*

While, the term *function* refers to the process of conveying meaning that 'someone feels sorry for refusing the appointment making' supported by the non-verbal sign such as, in this case, showing a facial expression of regret or shaking head. Therefore, it requires the teacher to make it clear to the students through explanation and practices.

The aspects of *language form* taught in the textbook are *phonology*, *grammar*, *vocabulary*, and *discourse* (in several sections). These four aspects are

evenly distributed and balanced throughout the unit. No concentration is too heavy on one aspect.

#### **4.3.2.2 Appropriacy to the Social Context**

In this discussion, I refer to the analysis of how the textbook language matches the social context and function. The different socio-cultural background of the SUPM students may cause cultural gaps. There are some students who come from Bali and Papua. Even from the same country, those students have different cultures with the majority of students who are Javanese. The one interested me is, however, the textbook *Get Along with English* provides a universal justification of material. It covers all of students' socio-cultural background.

The textbook does not have a specific cultural setting. A culture-specific textbook will only be of relevance to students who understand the cultural background in which it is set. However, the survey and observations revealed that there was no cultural gaps occur when the students use the textbook. Its relative lack of culture specificity makes the textbook readily acceptable at SUPM N Tegal.

One of the features of the book, Share the Knowledge, is quite useful in this case. It provides useful information to increase student knowledge. I captured one below which was found in Unit 5.

Figure 4.5. The Useful Feature of the Textbook

**Share the Knowledge**

Below are a few interview etiquette tips for your interview success.

**Interview etiquette before the interview**

1. Your hair should be clean and combed.
2. Nails should be clean and trimmed.
3. Be conservative and err on the side of caution. If the company doesn't have a dress code, remember that it's better to overdress than underdress.
4. Arrive at least 10 minutes before the interview. The extra minutes will also give time to fill out any forms or applications that might be required.
5. Turn off your cell phone.
6. Don't assume that whoever

greeted you is the receptionist.

**Interview etiquette during the interview**

1. Make a positive and professional first impression by being assertive and giving a firm handshake to each interviewer and addressing each interviewer by name as he or she is introduced.
2. Reinforce your professionalism and your ability to communicate effectively by speaking clearly.
3. Use appropriate wording. You won't receive extra points for each word that has more than 10 letters. Use technical terms only when appropriate to the question.

**Interview etiquette after the interview**

1. Shake each interviewer's hand and thank each interviewer by name.
2. Send a thank-you note as soon as possible after the interview.

Taken from <http://www.job-interview.net>

It seems that the textbook's author considers this possibility well. If students and teachers truly utilize the features available in this textbook, students will have relatively the same social knowledge so that cultural differences will not become obstacles in learning.

#### 4.3.2.3 Language Skills

The textbook contains various language skills. The language skills taught in the textbook are *receptive*, *productive*, and *intergrated skills*. While *translationskills* is not found in the whole content. The *receptive* skills can be found in the reading and listening activities over the whole units. The *productive* includes d in the writing and speaking activities. While *integration of skills* appears in the activity of *note-taking* (involves listening and writing activity in a quick sequence), *doing interview* (involves listening and speaking together with writing activity), and *reading aloud* (involves reading and speaking at a time).

### 4.3.3 Presentation and Practice of the Language Items

#### 4.3.3.1 Grammar Items

The presentation of structure (grammar) should be coherent and systematic so that the learners can readily perceive the pattern and hence the rule underlying the models given (Cunningsworth, 1984:35). The Grammar items are presented explicitly in *Grammar in Focus*. The feature helps students understand and use the *grammar* rules. The new grammar items are presented in a combination of both inductive and deductive way.

In inductive learning, the students are presented with a number of examples which embody the rules. By identifying the similarities and/or differences between the examples, they hypothesize the rule and try it out for confirmation. In learning the *types of sentence* in Unit 6 is one of the best example showing how the material is presented inductively. There are several sentences written:

- (a) You have two options here.
- (b) Conclusions are judgments that are supported by data.
- (c) The options are either to jump right into presenting the results or create a transition between the procedure sections.
- (d) etc.....

Following the sentences, three types of sentences are presented: *simple sentence*, *complex sentence*, and *compound sentence*. The students are asked to compare the sentences then group them into each type based on the characteristics. The point is that from examples of language, the students induce the rules then use it. This activity is useful to train students' ability in concluding and reasoning. Besides, the example also shows how the textbook present the

grammar rules meaningfully in context of which the students learn how to present and writing a report.

#### 4.3.3.2 Vocabulary Items

There are some ways in which a new vocabulary item or lexis can be presented. In the textbook, the vocabulary items appear in word lists, in association with visuals, and in a text (reading passage or listening script).

The word list can be found in the glossaries and tasks. Their meaning are presented through explanation and semantic relation (synonym or antonym). They are never translated. While in association with visuals and texts, the vocabulary meaning tends to be presented through context.

According to the teachers, the word list is usually difficult to learn since the words often appear in isolation. The students often memorizes in a quick way, but might forget them in the following meeting. However, in the textbook, the vocabulary items are introduced as part of a structural system since they are related. See the following example of the material in Unit 3.

**Instruction:**

Before reading the text, look up the meaning of the following words...

- |                 |               |
|-----------------|---------------|
| 1. Power button | 4. Sleep mode |
| 2. Display      | 5. Screen     |
| 3. Input button | 6. Etc.       |

The meaning of the words are provided by students through translation. By finding the meaning, the students can identify the relationships between words and phrases based on the topic of the discussion. Then, the students can draw the reading topic they would like to learn in the following task. This approach appears

to be appropriate as the items are learned and recalled more readily if the relationships of the items are previously perceived.

#### **4.3.3.3 Phonology**

By the statements of the students and teachers, I also expected the textbook in providing a systematic way of *phonology*. Unfortunately, the learning of stress pronunciation, intonation is not explicitly taught by the textbook. The lack of phonological elements spotlighted the textbook's weakness. However, these things can be taught incidentally and in random order. If we follow the steps in figure 2.1 in Chapter II, teachers can do some materials adaptation or addition by using the other supplementary materials. Therefore, it requires the teacher's creativity.

#### **4.3.3.4 Discourse**

The learning of *discourse* appears in simple but meaningful way. According to Cunningsworth (1984:18), the term discourse refers to how sentences are linked, but not joined, to produce a complete unit of language which form a self-contained whole. What he stated by whole here might be a newspaper article, a letter, an advertisement, or others. The example of this material is found in most writing activities. The recommended types of tasks found in the textbook which train students in discourse learning are:

1. arranging sentences into a meaningful paragraph, letter, dialog or instruction
2. creating a reservation letter based on a determined situation, and
3. writing instructions based on the presented pictures

#### 4.3.4 Material for Testing

As a statement for consideration, the materials for testing are included in the textbook. Those materials were provided for *progress testing* and *achievement testing*. *Progress tests* are given periodically during a course and are related directly to the learning objectives contained in the syllabus, in this case is are mid-term tests and competency test. *Achievement tests* are also related to the learning content but typically come at the end of a school program, in this case are Final test, National Examination. Almost all students expect to find materials for the National Examination. National Examination is a public examination held by the central government to show how the students throughout the country achieve their three-year learning program. All the mentioned testing used a kind of discrete point testing that focus on testing separately different language items and language skills.

After looking at the general content or topic of the textbook, the second stage most participants considered is perceiving the way in which the tasks or exercises may work. Both teachers and students assumed that the exercises of the textbook they might use must be related to and in the format of National Examination. This is one of the textbook's virtues which made it worthy to be selected by most students and teachers.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusions drawn after the research conduction, the research implications to the teaching-learning process, and the suggestions for further improvements.

#### 5.1 Conclusions

The present study investigated students about their perception and evaluative thought towards *Get Along with English* textbook which has been in the previous semesters. In summary, it was found that students' positive responses outweighed the negative ones. After a further investigation, the findings show that out of the 50 statements in the questionnaire, 26 items elicited a positive response from students. This means that positive responses were stated for about 52% of items in the survey. The topics and themes selected were overall appropriate to the students' needs and interests resembling topics they would encounter in real life. The teachers perspectives' convinced the textbook's advantages. The main skills were considered presented in balance. From the teaching methodological point of view, the textbook serves the materials appropriacy to the teachers' preference and school syllabus.

On the other hand, there are some weak points of the textbook which were detected seen from the students' survey. They were indicted by the low means, less than 3.30, that indicates the low level of students' satisfactory. The weaknesses are: (1) the physical condition of the textbook was considered less durable, (2) the materials teaches phonological aspects especially pronunciation, was considered insufficient, and (3) the textbook has inadequate fun and interesting materials, especially in their activities.

While, according to the teachers' point of view, the textbook is deficient in the following way: (1) the textbook contains communicative activities and exercises, but they are not varied enough, (2) the textbook communicative activities or exercises often fail because they are not sufficiently related to the students interests. (3) the textbook employs a thematic approach for the organization of its units, but the examples given are sometimes not sufficiently related to the context of the topic.

A small scale of investigation involving ten teachers and students has revealed that, despite their different proficiency, students and teachers often have a relatively similar tendency in the placement of materials evaluation criteria. The General Content/Topic is the aspect they most consider at their initial evaluation. The second priority was the exercises or activities. They prioritize the General Content/Topic appropriateness because they believe that choosing interesting materials would stimulates their learning.

Observations also showed that the students' perception toward the textbook usefulness are often influenced by some factors, as follows:

1. How creative the teacher as a manager in applying methods and modifying the materials
2. How often the textbook be used along the learning process
3. What learning styles the students prefer.

## **5.2 Implications and Suggestions**

After finding and analyzing the research results, I found the research implication and thus, recommend some suggestions as follow:

1. A view or an approach to syllabus design is manifested in the language items the author selects to teach. The textbook would be permeated with the author's assumptions about syllabus design. Therefore, when setting out to evaluate the teaching materials, it is important to evaluate the approach to syllabus design adopted by the textbook.
2. This textbook, in some way, can be used as a model of suitable learning materials in the learning situation for ELT students grade XII at SUPM Tegal since it was compatible to the the intellectual and personal needs of the students. The current English teachers may keep using it for a particular period with some adaptation, with the consideration of the implemented curriculum. Using more than textbook is recommended to

fulfill the students' requirements. The textbook can be more effectively used by experienced and creative teachers with some adaptations.

3. Students perspectives can be used as the basic for selecting learning materials, but it can not stand alone. In evaluating the textbook, teachers' views are better used as the comparison.
4. The checklist proposed by Mukundan (2011) provide a meaningful criteria which can be modified to evaluate a textbook. However, the criteria can not be applied to respondents who have different proficiency and experiences, like teachers and students. If a researcher intends to use it to investigate them, there must be some validation and adjustments on the criteria.
5. The similarity tendency of teachers and students in prioritizing the General Content/Topic and Exercises as the most considering criteria, may be useful to advise the textbook designers in making the most of their textbooks.
6. Even though a textbook should cover the students' socio-cultural background, a culture-specific textbook is not always applicable, especially at SUPM N Tegal which students are different in culture. A culture-universal textbook such as *Get Along with English* is one to be recommended for this school.

7. Moreover, regarding the scope of the study, I excluded the discussion about the students' learning achievements. This is because students' learning achievement is influenced by many factors, not only the quality of a textbook as the learning means. Also, this is an in-use evaluation which was held along the process of using the textbook in the teaching-learning program. If some parties question the effect of textbook towards students' learning achievement, it then can be answered through further investigation.

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## APPENDIX 2

## The original tentative checklist for textbook evaluation by Mukundan (2010)

<b>I. General attributes</b>					
A. The book in relation to syllabus and curriculum					
1. It matches to the specifications of the syllabus.	⑩	①	②	③	④
B. Methodology					
2. The activities can be exploited fully and can embrace the various methodologies in ELT.	⑩	①	②	③	④
3. Activities can work well with methodologies in ELT.	⑩	①	②	③	④
C. Suitability to learners					
4. It is compatible to background knowledge and level of students.	⑩	①	②	③	④
5. <u>It is compatible to the socio-economic context.</u>	⑩	①	②	③	④
6. <u>It is culturally accessible to the learners.</u>	⑩	①	②	③	④
7. It is compatible to the needs of the learners.	⑩	①	②	③	④
8. It is compatible to the interests of the learners.	⑩	①	②	③	④
D. Physical and utilitarian attributes					
9. Its layout is attractive.	⑩	①	②	③	④
10. It indicates efficient use of text and visuals.	⑩	①	②	③	④
11. It is durable.	⑩	①	②	③	④
12. It is cost-effective.	⑩	①	②	③	④
13. <u>Its size is appropriate.</u>	⑩	①	②	③	④
14. <u>The printing quality is high.</u>	⑩	①	②	③	④
E. Efficient outlay of supplementary materials					
15. The book is supported efficiently by essentials like audio-materials.	⑩	①	②	③	④
16. <u>There is a teacher's guide to aid the teacher.</u>	⑩	①	②	③	④
<b>II. Learning-teaching content</b>					
A. General					
1. Most of the tasks in the book are interesting.	⑩	①	②	③	④
2. Tasks move from simple to complex.	⑩	①	②	③	④
3. Task objectives are achievable.	⑩	①	②	③	④
4. Cultural sensitivities have been considered.	⑩	①	②	③	④
5. The language in the textbook is natural and real.	⑩	①	②	③	④
6. The situations created in the dialogues sound natural and real.	⑩	①	②	③	④
7. <u>The material is up-to-date.</u>	⑩	①	②	③	④
8. <u>It covers a variety of topics from different fields.</u>	⑩	①	②	③	④
9. <u>The book contains fun elements.</u>	⑩	①	②	③	④
B. Listening					
10. The book has appropriate listening tasks with well-defined goals.	⑩	①	②	③	④
11. <u>Instructions are clear.</u>	⑩	①	②	③	④
12. Tasks are efficiently graded according to complexity.	⑩	①	②	③	④
13. Tasks are authentic or close to real language situations.	⑩	①	②	③	④
C. Speaking					
14. Activities are developed to initiate meaningful communication.	⑩	①	②	③	④
15. Activities are balanced between individual response, pair work and group work.	⑩	①	②	③	④
16. <u>Activities motivate students to talk.</u>	⑩	①	②	③	④
D. Reading					
17. Texts are graded.	⑩	①	②	③	④
18. <u>Length is appropriate.</u>	⑩	①	②	③	④
19. Texts are interesting.	⑩	①	②	③	④
E. Writing					
20. Tasks have achievable goals and take into consideration learner capabilities.	⑩	①	②	③	④
21. <u>Models are provided for different genres.</u>	⑩	①	②	③	④
22. Tasks are interesting.	⑩	①	②	③	④
F. Vocabulary					
23. The load (number of new words in each lesson) is appropriate to the level.	⑩	①	②	③	④
24. There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book.	⑩	①	②	③	④
25. Words are efficiently repeated and recycled across the book.	⑩	①	②	③	④
26. <u>Words are contextualized.</u>	⑩	①	②	③	④
G. Grammar					
27. The spread of grammar is achievable.	⑩	①	②	③	④
28. The grammar is contextualized.	⑩	①	②	③	④
29. Examples are interesting.	⑩	①	②	③	④
30. Grammar is introduced explicitly <u>and reworked incidentally throughout the book.</u>	⑩	①	②	③	④
31. <u>Grammar is reworked implicitly throughout the book.</u>	⑩	①	②	③	④
H. Pronunciation					
32. It is contextualized.	⑩	①	②	③	④
33. It is <u>learner friendly with no complex charts</u> easy to learn.	⑩	①	②	③	④
I. Exercises					
34. <u>They are learner friendly</u> have clear instructions.	⑩	①	②	③	④
35. They are adequate.	⑩	①	②	③	④
36. <u>They help students who are under/over-achievers.</u>	⑩	①	②	③	④

### APPENDIX 3

#### The adapted questionnaire before piloted

Name of Respondent (*Nama Responden*) : .....

**Instruction:** For each of the statement below, please express your agreement or disagreement based on your experiences in using the Student Workbook 'Let's Study English: Elementary Level' by placing a tick ( ) in the box.

**Petunjuk:** Untuk masing – masing pernyataan berikut ini, silakan berikan pendapat saudara berdasarkan pengalaman saudara selama menggunakan LKS 'Let's Study English: Elementary Level' dengan memberi centang ( ) pada kolom.

**Degree of statements** (*Level pernyataan*):

5 = completely agree; 4 = agree; 3 = partly agree; 2 = disagree; 1 = completely disagree

(5 = sangat setuju;) (4 = setuju;) (3 = agak setuju;) (2 = tidak setuju;) (1 = sangat tidak setuju)

No	Statements	CA	A	PA	DA	CDA
<b>A. Methodology</b>						
1.	The recommended methods and approaches suitable for the teaching situation.	5	4	3	2	1
2.	The ready-made presentation materials provided support teachers in teaching	5	4	3	2	1
3.	The activities can be exploited fully and can embrace the various methodologies in ELT	5	4	3	2	1
4.	The activities can work well with different teaching styles and methodologies in ELT.	5	4	3	2	1
5.	It contains enough communicative activities help teachers to enable and motivate learners to use the target language independently.	5	4	3	2	1
6.	There is a balance of accuracy and fluency.	5	4	3	2	1
7.	There is a balance of inductive and deductive approach to learning.	5	4	3	2	1
<b>B. Design, Physical Attributes, and Practical Consideration</b>						
8.	The layout is attractive	5	4	3	2	1
9.	The use of texts and visuals in the book is quite efficient.	5	4	3	2	1
10.	It is durable	5	4	3	2	1
11.	It is cost-effective	5	4	3	2	1
12.	The size is appropriate	5	4	3	2	1

13.	The printing quality is high	5	4	3	2	1
<b>C. Supplementary materials</b>						
14.	It is supported by essentials like audio – materials.	5	4	3	2	1
15.	There is good adequate clear teacher’s guide to aid the teacher.	5	4	3	2	1
16.	There are keys to exercises available	5	4	3	2	1
<b>D. General Content</b>						
17.	Cultural sensitivities have been considered.	5	4	3	2	1
18.	The situations created in the dialogues sound natural and real.	5	4	3	2	1
19.	The material is up-to-date	5	4	3	2	1
20.	It covers a variety of topics from different fields.	5	4	3	2	1
21.	The workbook contains fun element.	5	4	3	2	1
<b>E. Listening</b>						
22.	It has appropriate listening tasks with well-defined goals.	5	4	3	2	1
23.	The instructions are clear.	5	4	3	2	1
24.	Tasks are effeciently graded according to complexity.	5	4	3	2	1
25.	Task are authentic or close to real language situations.	5	4	3	2	1
<b>F. Speaking</b>						
26.	Activities are developed to initiate meaningful communication.	5	4	3	2	1
27.	Activities are balanced between individual response, pair work and group work.	5	4	3	2	1
28.	Activities motivate students to talk	5	4	3	2	1
<b>G. Reading</b>						
29.	Text are graded.	5	4	3	2	1
30.	Length is appropriate.	5	4	3	2	1
31.	Texts are interesting.	5	4	3	2	1

<b>H. Writing</b>						
32	Tasks have achievable goals and take into consideration learner capabilities.	5	4	3	2	1
33	Models are provided for different genres	5	4	3	2	1
34	Tasks are interesting.	5	4	3	2	1
<b>I. Vocabulary</b>						
35	The number of new words in each lesson is appropriate to the level.	5	4	3	2	1
36	There is a good contribution (from simple to complex) of vocabulary load across chapters and the whole workbook.	5	4	3	2	1
37	Words are efficiently repeated and recycled across the workbook.	5	4	3	2	1
38	Words are contextualized.	5	4	3	2	1
<b>J. Grammar</b>						
39	The spread of grammar is achievable.	5	4	3	2	1
40	The grammar is contextualized.	5	4	3	2	1
41	Examples are interesting.	5	4	3	2	1
42	Grammar is introduced explicitly .	5	4	3	2	1
43	Grammar is reworked implicitly throughout the workbook.	5	4	3	2	1
<b>K. Pronunciation</b>						
44	It is contextualized	5	4	3	2	1
45	It is easy to learn.	5	4	3	2	1
<b>L. Tasks and exercises</b>						
46	Most of the tasks in the workbook are interesting.	5	4	3	2	1
47	Tasks and exercises move from simple to complex.	5	4	3	2	1
48	Task objectives are achievable.	5	4	3	2	1
49	They have clear instructions	5	4	3	2	1

50	They are adequate.	5	4	3	2	1
51	They help students who are under/over-achievers.	5	4	3	2	1

*Adapted from a checklist of evaluation criteria by Grant (1989), Cunningsworth. (1995), and Mukundan et al. (2011).*

Additional Comments

....., .....

.....

The respondent,

.....

(.....)

## APPENDIX 4

### The questionnaire used for the research after piloted

#### QUESTIONNAIRE

Name of Respondent (*Nama Responden*) : .....

**Instruction:** For each of the statement below, please express your agreement or disagreement based on your experiences in using the Student Textbook ‘Get Along with English: for Vocational School Grade XII Intermediate Level’ by placing a tick ( ) in the box.

**Petunjuk:** Untuk masing – masing pernyataan berikut ini, silakan berikan pendapat saudara berdasarkan pengalaman saudara selama menggunakan Buku teks ‘Get Along with English for Vocational School Grade XII Intermediate Level’ dengan memberi centang ( ) pada kolom.

**Degree of statements** (*Level pernyataan*):

5 = completely agree; 4 = agree; 3 = partly agree; 2 = disagree; 1 = completely disagree

(5 = sangat setuju;) (4 = setuju;) (3 = agak setuju;) (2 = tidak setuju;) (1 = sangat tidak setuju)

No.	Statements	CA	A	PA	DA	CDA
<b>A. Design, Physical Attributes, and Practical Consideration</b>						
1.	The layout is attractive ( <i>Tampilan buku menarik</i> )	5	4	3	2	1
2.	The use of texts and visuals in the book is quite efficient. ( <i>Penggunaan teks dan gambar dalam buku cukup efisien</i> )	5	4	3	2	1
3.	It is durable ( <i>Tahan lama dan tidak mudah rusak secara fisik</i> )	5	4	3	2	1
4.	It is cost-effective ( <i>Hemat biaya</i> )	5	4	3	2	1
5.	The size is appropriate ( <i>Ukuran fisik buku sesuai dan tepat</i> )	5	4	3	2	1
6.	The printing quality is high ( <i>Kualitas cetaknya baik</i> )	5	4	3	2	1
<b>B. Supplementary materials</b>						
7.	It is supported by essentials like audio – materials. ( <i>Dilengkapi oleh materi pendukung seperti audio</i> )	5	4	3	2	1
8.	There are keys to exercises available ( <i>Tersedianya kunci jawaban untuk latihan-latihan soal yang ada</i> )	5	4	3	2	1
<b>C. General Content</b>						
9.	It covers a variety of topics from different fields. ( <i>Materi yang ada mencakup sejumlah topik dari berbagai bidang</i> )	5	4	3	2	1

10.	The topics help expand students' awareness and enrich their experience <i>(Topik materi membantu siswa memperkaya pengalaman belajarnya)</i>	5	4	3	2	1
11.	It is compatible to the socio – economic context <i>(Sesuai dengan konteks sosial ekonomi di lingkungan tempat siswa belajar)</i>	5	4	3	2	1
12.	It is culturally acceptable to the learners <i>(Sesuai dengan latar belakang budaya siswa)</i>	5	4	3	2	1
13.	It is compatible to the needs of the learners <i>(Sesuai dengan kebutuhan belajar bahasa Inggris siswa)</i>	5	4	3	2	1
14.	It is compatible to the interests of the learner <i>(Sesuai dengan minat belajar bahasa Inggris siswa)</i>	5	4	3	2	1
15.	There are enough authentic materials (postcard, advertisements, match audio recording, etc) so that the students can see that the book is relevant to real-life. <i>(Terdapat bahan otentik seperti kartu post, iklan, rekaman audio pertandingan dll, yang cukup sehingga siswa dapat menemukan relevansi materi dengan kehidupan nyata)</i>	5	4	3	2	1
16.	It is flexible and allow the students' different learning styles <i>(Fleksibel dan dapat disesuaikan dengan gaya belajar siswa yang berbeda-beda)</i>	5	4	3	2	1
17.	It is easy to use by students to learn independently <i>(Cukup mudah digunakan bagi siswa untuk belajar mandiri)</i>	5	4	3	2	1
18.	The situations created in the dialogues sound natural and real. <i>(Situasi yang dicampatkan dalam dialog terasa alami dan nyata)</i>	5	4	3	2	1
19.	The material is up-to-date <i>(Materi yang disajikan sesuai dengan perkembangan informasi)</i>	5	4	3	2	1
20.	It contains fun element. <i>( mengandung elemen yang menyenangkan)</i>	5	4	3	2	1
<b>D. Listening</b>						
21.	It has appropriate listening tasks with well-defined goals. <i>(Memiliki tugas-tugas dalam keahlian Listening disertai arah dan tujuan yang jelas)</i>	5	4	3	2	1
22.	The instructions are clear. <i>(Instruksi yang tersedia jelas dan dapat dimengerti)</i>	5	4	3	2	1
23.	Tasks are effeciently graded according to complexity. <i>(Tugas –tugas yang ada disusun berdasarkan level kesulitan yang tepat)</i>	5	4	3	2	1
24.	Task are authentic or close to real language situations. <i>(Tugas- tugasnya otentik atau dekat dengan bahasa dalam kehidupan sebenarnya.)</i>	5	4	3	2	1

<b>E. Speaking</b>						
25	Activities are developed to initiate meaningful communication. <i>(Kegiatan siswa dikembangkan untuk mengawali komunikasi yang sarat makna)</i>	5	4	3	2	1
26	Activities are balanced between individual response, pair work and group work. <i>(Kegiatan yang tersedia seimbang antara respon individual, kerja berpasangan, atau kerja grup)</i>	5	4	3	2	1
27	Activities motivate students to talk <i>(Kegiatan yang ada memotivasi siswa untuk berbahasa target)</i>	5	4	3	2	1
<b>F. Reading</b>						
28	Text are graded. <i>(Teks bacaan disediakan berdasarkan grade yang sesuai)</i>	5	4	3	2	1
29	Length is appropriate. <i>(Panjang bacaan sesuai dengan tingkat pendidikan siswa)</i>	5	4	3	2	1
30	Texts are interesting. <i>(Teks bacaan yang tersedia menarik untuk dibaca)</i>	5	4	3	2	1
<b>G. Writing</b>						
31	Tasks have achievable goals and take into consideration learner capabilities. <i>(Tujuan pemerian tugas-tugas dapat dicapai dan disesuaikan dengan kemampuan siswa)</i>	5	4	3	2	1
32	Models are provided for different genres. <i>(Berbagai model jenis teks yang berbeda disediakan)</i>	5	4	3	2	1
33	Tasks are interesting. <i>(Tugas-tugas menulis yang ada menarik.)</i>	5	4	3	2	1
<b>H. Vocabulary</b>						
34	The number of new words in each lesson is appropriate to the level. <i>(Jumlah kata-kata baru dalam setiap pembelajaran sesuai dengan level siswa)</i>	5	4	3	2	1
35	There is a good contribution (from simple to complex) of vocabulary load accross chapters and the whole textbook. <i>(Ada muatan kata – kata baru dalam setiap bab di dalam LKS yang kemunculannya berdasarkan tingkat kesulitan)</i>	5	4	3	2	1
36	Words are effeciently repeates and recycled accross the work book. <i>(kata – kata baru secara efisien dipergunakan kembali dalam bab per bab LKS)</i>	5	4	3	2	1
37	Words are contextualized. <i>(kata-kata yang digunakan disesuaikan dengan konteks)</i>	5	4	3	2	1

<b>I. Grammar</b>						
38	The spread of grammar is achievable. <i>(Persebaran kaidah bahasa dapat dimengerti dan dicapai oleh siswa)</i>	5	4	3	2	1
39	The grammar is contextualized. <i>(Kaidah bahasa yang termuat disesuaikan berdasarkan konteks)</i>	5	4	3	2	1
40	Examples are interesting. <i>(Contoh yang digunakan menarik)</i>	5	4	3	2	1
41	Grammar is introduced explicitly . <i>(Kaidah bahasa diperkenalkan secara gamblang)</i>	5	4	3	2	1
42	Grammar is reworked implicitly throughout the textbook. <i>(Kaidah bahasa dipergunakan kembali secara tersirat pada keseluruhan bagian LKS)</i>	5	4	3	2	1
<b>J. Pronunciation</b>						
43	It is contextualized <i>(Cara pengucapan yang termuat disesuaikan berdasarkan konteks)</i>	5	4	3	2	1
44	It is easy to learn. <i>(Mudah digunakan)</i>	5	4	3	2	1
<b>K. Exercises</b>						
45	Most of the tasks in the textbook are interesting. <i>(Sebagian besar tugas-tugas dan soal yang ada menarik)</i>	5	4	3	2	1
46	Tasks and exercises move from simple to complex. <i>(Tugas – tugas dan kegiatan yang tersedia berdasarkan kategori dari yang mudah hingga yang rumit)</i>	5	4	3	2	1
47	Task objectives are achievable. <i>(Tugas- tugas tersebut dapat dicapai sesuai kemampuan siswa)</i>	5	4	3	2	1
48	They have clear instructions <i>(Instruksi yang ditulis dalam setiap latihan soal jelas dan dapat dimengerti)</i>	5	4	3	2	1
49	The are adequate. <i>(Ketersediaan latihan soal dalam LKS memadai)</i>	5	4	3	2	1
50	They help students who are under/over-achievers. <i>(Latihan-latihan soal yang ada dapat membantu siswa yang kurang pandai maupun yang sangat pandai)</i>	5	4	3	2	1

Adapted from a checklist of evaluation criteria by Grant (1989), Cunningsworth. (1995), and Mukundan et al. (2011).

Additional Comments :.....

....., .....

The respondent,

.....

.....

(.....)

## APPENDIX 5

### The questionnaire with additional category addressed to teachers

#### QUESTIONNAIRE

Name of Respondent (*Nama Responden*) : .....

**Instruction:** For each of the statement below, please express your agreement or disagreement based on your experiences in using the Student Textbook ‘Get Along with English: for Vocational School Grade XII Intermediate Level’ by placing a tick ( ) in the box.

**Petunjuk:** Untuk masing – masing pernyataan berikut ini, silakan berikan pendapat saudara berdasarkan pengalaman saudara selama menggunakan Buku teks ‘Get Along with English for Vocational School Grade XII Intermediate Level’ dengan memberi centang ( ) pada kolom.

**Degree of statements** (*Level pernyataan*):

5 = completely agree; 4 = agree; 3 = partly agree; 2 = disagree; 1 = completely disagree

(5 = sangat setuju;) (4 = setuju;) (3 = agak setuju;) (2 = tidak setuju;) (1 = sangat tidak setuju)

No.	Statements	5	4	3	2	1
<b>A. Methodology</b>						
1.	The recommended methods and approaches suitable for the teaching situation. <i>(Metode dan pendekatan yang direkomendasikan sesuai dengan kondisi kelas)</i>					
2.	The ready-made presentation materials provided support teachers in teaching <i>(Materi yang disediakan membantu guru dalam mengajar)</i>					
3.	The activities can be exploited fully and can embrace the various methodologies in ELT <i>(Kegiatan-kegiatan yang ada di dalamnya dapat dimanfaatkan secara menyeluruh dan mencakup berbagai metode pembelajaran bahasa Inggris)</i>					
4.	The activities can work well with different teaching styles and methodologies in ELT. <i>(Kegiatan-kegiatan yang ada di dalamnya dapat disesuaikan dengan berbagai metodologi dan gaya mengajar bahasa Inggris)</i>					
5.	It contains enough communicative activities help teachers to enable and motivate learners to use the target language independently. <i>(Berisi cukup kegiatan-kegiatan komunikatif yang dapat membantu guru dalam memacu dan memotivasi siswa untuk berbahasa target secara mandiri)</i>					
6.	There is a balance of accuracy and fluency. <i>(Ada keseimbangan antara materi yang mengembangkan akurasi dengan kefasihan)</i>					

7.	There is a balance of inductive and deductive approach to learning. <i>(Ada keseimbangan antara pendekatan pembelajaran induktif dengan deduktif.)</i>					
<b>B. Relation to syllabus</b>						
8.	There is syllabus or a detailed learning objectives provided in the book as to remind the users. <i>(Tersedia silabus atau tujuan pembelajaran untuk mengingatkan pengguna LKS)</i>					
9.	Its aims correspond closely with the aims of the teaching program and the specifications of the syllabus. <i>(Sesuai dengan tujuan program pembelajaran dan rincian yang ada dalam silabus)</i>					
10.	It has been recommended or approved by the authorities. <i>(Buku tersebut telah direkomendasikan atau disetujui oleh pemerintah/lembaga yang berwenang)</i>					
11.	The four skills are adequately covered <i>(Secara memadai mencakup keempat keahlian)</i>					
12.	The materials are well-graded and well-sequenced according to the syllabus so that the earlier learning can help students to learn what comes later easily <i>(Unit-unit materi di dalamnya disusun dengan organisasi yang baik dan terdapat keterkaitan antar komponen yang siswa pelajari sesuai yang ada pada silabus sehingga dapat membantu siswa dalam mempelajari materi berikutnya)</i>					
<b>C. Relation to examination</b>						
17.	It has been prepared specifically for the target examination. <i>(Isinya dipersiapkan secara khusus untuk target yang diujikan)</i>					
18.	It's methods help the students prepare for the exam. <i>(Metode-metodenya membantu siswa untuk persiapan ujian.)</i>					
19.	There is enough examination practice. <i>(Terdapat cukup latihan-latihan ujian)</i>					
20.	There is a good balance between what the examination requires, and what the student needs. <i>(Ada keseimbangan antara materi pembelajaran yang dibutuhkan oleh siswa dan yang dibutuhkan untuk target ujian)</i>					

Additional Comments :....., ..... 2017

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The respondent,

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(.....)

## APPENDIX 6

### Validity Test Result for Design, Physical Attributes, and Practical Consideration

#### Correlations

	Item_1	Item_2	Item_3	Item_4	Item_5	Item_6	TotalScore
Item_1 Pearson Correlation	1	.475**	.348**	.383**	.318**	.516**	.689**
Item_1 Sig. (2-tailed)		.000	.000	.000	.001	.000	.000
Item_1 N	100	100	100	100	100	100	100
Item_2 Pearson Correlation	.475**	1	.477**	.344**	.437**	.462**	.709**
Item_2 Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
Item_2 N	100	100	100	100	100	100	100
Item_3 Pearson Correlation	.348**	.477**	1	.373**	.527**	.497**	.738**
Item_3 Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
Item_3 N	100	100	100	100	100	100	100
Item_4 Pearson Correlation	.383**	.344**	.373**	1	.449**	.313**	.692**
Item_4 Sig. (2-tailed)	.000	.000	.000		.000	.002	.000
Item_4 N	100	100	100	100	100	100	100
Item_5 Pearson Correlation	.318**	.437**	.527**	.449**	1	.550**	.747**
Item_5 Sig. (2-tailed)	.001	.000	.000	.000		.000	.000
Item_5 N	100	100	100	100	100	100	100
Item_6 Pearson Correlation	.516**	.462**	.497**	.313**	.550**	1	.770**
Item_6 Sig. (2-tailed)	.000	.000	.000	.002	.000		.000
Item_6 N	100	100	100	100	100	100	100
TotalScore Pearson Correlation	.689**	.709**	.738**	.692**	.747**	.770**	1
TotalScore Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
TotalScore N	100	100	100	100	100	100	100

\*\* Correlation is significant at the 0.01 level (2-tailed).

## APPENDIX 7

### Validity Test Result for Supplementary Materials

**Correlations**

		Item_7	Item_8	TotalScore
Item_7	Pearson Correlation	1	.027	.621**
	Sig. (2-tailed)		.794	.000
	N	100	100	100
Item_8	Pearson Correlation	.027	1	.800**
	Sig. (2-tailed)	.794		.000
	N	100	100	100
TotalScore	Pearson Correlation	.621**	.800**	1
	Sig. (2-tailed)	.000	.000	
	N	100	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).



	N	100	100	100	100	100	100	100	100	100	100	100	100	100
Item_17	Pearson Correlation	.472**	.561**	.487**	.475**	.353**	.345**	.502**	.401**	1	.220*	.375**	.473**	.741**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.028	.000	.000	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100
Item_18	Pearson Correlation	.283**	.249*	.354**	.188	.229*	.185	.366**	.360**	.220*	1	.445**	.262**	.557**
	Sig. (2-tailed)	.004	.012	.000	.061	.022	.065	.000	.000	.028		.000	.008	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100
Item_19	Pearson Correlation	.452**	.242*	.316**	.264**	.367**	.360**	.443**	.492**	.375**	.445**	1	.372**	.685**
	Sig. (2-tailed)	.000	.015	.001	.008	.000	.000	.000	.000	.000	.000		.000	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100
Item_20	Pearson Correlation	.280**	.199*	.369**	.295**	.218*	.250*	.355**	.346**	.473**	.262**	.372**	1	.590**
	Sig. (2-tailed)	.005	.047	.000	.003	.029	.012	.000	.000	.000	.008	.000		.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100
Total_Score	Pearson Correlation	.677**	.593**	.659**	.614**	.587**	.557**	.719**	.591**	.741**	.557**	.685**	.590**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	100	100	100	100	100	100	100	100	100	100	100	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).



Item_34	Pearson Correlation	.318	.324	.204	.478	.351	.234	.267	.485	.273	.292	.188	.361	.391	1	.464	.405	.490	.219	.462	.333	.368	.040	.483	.221	.550
	Sig. (2-tailed)	.001	.001	.042	.000	.000	.019	.007	.000	.006	.003	.061	.000	.000		.000	.000	.000	.028	.000	.001	.000	.692	.000	.027	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Item_35	Pearson Correlation	.259	.182	.405	.355	.252	.326	.391	.335	.357	.147	.130	.339	.374	.464	1	.485	.328	.291	.253	.400	.428	.216	.231	.217	.521
	Sig. (2-tailed)	.009	.071	.000	.000	.011	.001	.000	.001	.000	.145	.198	.001	.000	.000		.000	.001	.003	.011	.000	.000	.031	.021	.030	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Item_36	Pearson Correlation	.485	.437	.352	.515	.448	.549	.542	.397	.451	.447	.409	.392	.540	.405	.485	1	.371	.438	.497	.499	.504	.568	.414	.475	.746
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Item_37	Pearson Correlation	.414	.415	.409	.423	.295	.305	.404	.502	.313	.420	.346	.489	.444	.490	.328	.371	1	.354	.672	.326	.383	.120	.659	.191	.643
	Sig. (2-tailed)	.000	.000	.000	.000	.003	.002	.000	.000	.002	.000	.000	.000	.000	.000	.001	.000		.000	.000	.001	.000	.233	.000	.057	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Item_38	Pearson Correlation	.419	.387	.348	.355	.366	.585	.424	.247	.367	.571	.382	.332	.325	.219	.291	.438	.354	1	.538	.406	.388	.447	.190	.441	.638
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.013	.000	.000	.000	.000	.001	.001	.028	.003	.000	.000		.000	.000	.000	.000	.058	.000	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Item_39	Pearson Correlation	.395	.457	.324	.347	.312	.333	.434	.354	.323	.585	.350	.481	.396	.462	.253	.497	.672	.538	1	.342	.407	.273	.559	.312	.666
	Sig. (2-tailed)	.000	.000	.001	.000	.002	.001	.000	.000	.001	.000	.000	.000	.000	.000	.011	.000	.000	.000		.001	.000	.006	.000	.002	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Item_40	Pearson Correlation	.427	.339	.332	.459	.127	.384	.499	.296	.445	.395	.406	.223	.429	.333	.400	.499	.326	.406	.342	1	.592	.514	.366	.495	.644
	Sig. (2-tailed)	.000	.001	.001	.000	.209	.000	.000	.003	.000	.000	.000	.026	.000	.001	.000	.000	.001	.000	.001		.000	.000	.000	.000	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Item_41	Pearson Correlation	.460	.420	.229	.499	.314	.424	.387	.376	.326	.428	.422	.273	.543	.368	.428	.504	.383	.398	.407	.592	1	.529	.398	.432	.679
	Sig. (2-tailed)	.000	.000	.022	.000	.001	.000	.000	.000	.001	.000	.000	.006	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Item_42	Pearson Correlation	.523	.438	.319	.319	.371	.523	.490	.257	.477	.356	.392	.398	.447	.040	.216	.568	.120	.447	.273	.514	.529	1	.265	.648	.646
	Sig. (2-tailed)	.000	.000	.001	.001	.000	.000	.000	.010	.000	.000	.000	.000	.000	.692	.031	.000	.233	.000	.006	.000	.000		.008	.000	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Item_43	Pearson Correlation	.405	.389	.279	.311	.297	.213	.306	.259	.347	.318	.384	.400	.423	.483	.231	.414	.659	.190	.559	.366	.398	.265	1	.323	.586
	Sig. (2-tailed)	.000	.000	.005	.002	.003	.034	.002	.009	.000	.001	.000	.000	.000	.000	.021	.000	.000	.058	.000	.000	.000	.008		.001	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Item_44	Pearson Correlation	.380	.550	.080	.252	.380	.431	.422	.201	.414	.509	.447	.301	.448	.221	.217	.475	.191	.441	.312	.495	.432	.648	.323	1	.619
	Sig. (2-tailed)	.000	.000	.429	.011	.000	.000	.000	.044	.000	.000	.000	.002	.000	.027	.030	.000	.057	.000	.002	.000	.000	.000	.001		.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Total_Score	Pearson Correlation	.724	.675	.512	.637	.596	.722	.743	.632	.686	.665	.592	.672	.727	.550	.521	.746	.643	.638	.666	.644	.679	.646	.586	.619	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## APPENDIX 10

## Validity Test Result for Task and Exercises

## Correlations

		Item_45	Item_46	Item_47	Item_48	Item_49	Item_50	Total_Score
Item_45	Pearson Correlation	1	.282**	.394**	.577**	.259**	.205*	.677**
	Sig. (2-tailed)		.005	.000	.000	.009	.041	.000
	N	100	100	100	100	100	100	100
Item_46	Pearson Correlation	.282**	1	.519**	.303**	.184	.326**	.643**
	Sig. (2-tailed)	.005		.000	.002	.066	.001	.000
	N	100	100	100	100	100	100	100
Item_47	Pearson Correlation	.394**	.519**	1	.402**	.285**	.329**	.734**
	Sig. (2-tailed)	.000	.000		.000	.004	.001	.000
	N	100	100	100	100	100	100	100
Item_48	Pearson Correlation	.577**	.303**	.402**	1	.257**	.294**	.717**
	Sig. (2-tailed)	.000	.002	.000		.010	.003	.000
	N	100	100	100	100	100	100	100
Item_49	Pearson Correlation	.259**	.184	.285**	.257**	1	.346**	.594**
	Sig. (2-tailed)	.009	.066	.004	.010		.000	.000
	N	100	100	100	100	100	100	100
Item_50	Pearson Correlation	.205*	.326**	.329**	.294**	.346**	1	.625**
	Sig. (2-tailed)	.041	.001	.001	.003	.000		.000
	N	100	100	100	100	100	100	100
Total_Score	Pearson Correlation	.677**	.643**	.734**	.717**	.594**	.625**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	100	100	100	100	100	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## APPENDIX 11

### Reliability Test Result for the Whole Categories

#### Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.958	50

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	171.38	706.299	.498	.957
Item_2	171.59	705.234	.571	.957
Item_3	172.13	702.983	.512	.957
Item_4	171.56	702.168	.414	.958
Item_5	171.30	708.293	.469	.957
Item_6	171.88	696.996	.560	.957
Item_7	171.47	703.767	.507	.957
Item_8	171.88	724.167	.089	.960
Item_9	171.74	703.709	.576	.957
Item_10	171.39	705.836	.607	.957
Item_11	171.70	709.525	.521	.957
Item_12	171.69	708.681	.486	.957
Item_13	171.39	711.715	.426	.958
Item_14	171.54	707.806	.494	.957
Item_15	171.54	699.443	.591	.957
Item_16	171.52	711.222	.509	.957
Item_17	171.72	701.355	.667	.957
Item_18	171.68	705.816	.490	.957
Item_19	171.31	700.580	.611	.957
Item_20	171.78	703.628	.542	.957

Item_21	171.45	699.543	.675	.957
Item_22	171.69	698.277	.685	.957
Item_23	171.74	707.528	.466	.958
Item_24	171.72	698.082	.645	.957
Item_25	171.59	703.436	.564	.957
Item_26	171.55	695.947	.644	.957
Item_27	171.29	698.248	.705	.956
Item_28	171.53	700.050	.599	.957
Item_29	171.54	699.887	.602	.957
Item_30	171.61	697.675	.625	.957
Item_31	171.26	706.316	.561	.957
Item_32	171.49	700.495	.627	.957
Item_33	171.73	696.522	.718	.956
Item_34	171.44	706.774	.528	.957
Item_35	171.26	710.962	.450	.958
Item_36	171.52	701.424	.665	.957
Item_37	171.45	701.826	.635	.957
Item_38	171.65	702.715	.561	.957
Item_39	171.75	702.735	.614	.957
Item_40	171.53	704.050	.606	.957
Item_41	171.80	700.848	.600	.957
Item_42	171.81	700.964	.556	.957
Item_43	171.59	705.861	.557	.957
Item_44	171.47	702.474	.580	.957
Item_45	171.73	707.856	.522	.957
Item_46	171.36	708.192	.530	.957
Item_47	171.44	703.905	.567	.957
Item_48	171.70	702.293	.580	.957
Item_49	171.44	706.592	.499	.957
Item_50	171.11	707.816	.504	.957

## APPENDIX 12

### Questionnaire Result of Design, physical attributes, and practical consideration

No	Statements	CA	A	PA	DA	CDA	Mean Score	Interpretation
1	The layout is attractive	19	43	29	6	3	3,69	suitable
2	The use of texts and visuals in the book is quite efficient	9	43	38	7	3	3,48	Sometimes suitable
3	It is durable	10	16	37	32	5	2,94	Sometimes suitable
4	It is cost-effective	26	34	15	15	10	3,51	suitable
5	The size is appropriate	19	52	18	9	2	3,77	suitable
6	The printing quality is high	15	24	34	19	8	3,19	suitable

### APPENDIX 13

#### Questionnaire Result of Supplementary materials

No	Statements	CA	A	PA	DA	CDA	Mean Score	Interpretation
1	It is supported by essentials like audio – materials.	14	55	11	17	3	3.60	Suitable
2	There are keys to exercises available	25	16	21	29	9	3.19	Sometimes suitable

## APPENDIX 14

### Questionnaire Result of General content

No	Statements	CA	A	PA	DA	CDA	Mean Score	Interpretation
9	It covers a variety of topics from different fields.	6	42	34	15	3	3.33	Sometimes Suitable
10	The topics help expand students' awareness and enrich their experience	11	53	32	1	3	3.68	Suitable
11	It is compatible to the socio – economic context	9	30	50	11	0	3.37	Sometimes Suitable
12	It is culturally acceptable to the learners	8	40	35	16	1	3.38	Sometimes Suitable
13	It is compatible to the needs of the learners	16	45	32	5	2	3.68	Suitable
14	It is compatible to the interests of the learner	11	46	30	11	2	3.53	Suitable
15	There are enough authentic materials (postcard, advertisements, match audio recording, etc) so that the students can see that the book is relevant to real-life.	16	42	23	17	2	3.53	Suitable
16	It is flexible and allow the students' different learning styles	4	57	31	6	2	3.55	Suitable
17	It is easy to use by students to learn independently	9	32	45	13	1	3.35	Sometimes Suitable

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<b>18</b>	The situations created in the dialogues sound natural and real.	12	37	31	18	2	3.39	Sometimes Suitable
<b>19</b>	The material is up-to-date	23	41	27	7	2	3.76	Suitable
<b>20</b>	It contains fun element	10	33	35	20	2	2.50	Less Suitable

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## APPENDIX 15

### Questionnaire Result of Listening skill

No.	Statements	CA	A	PA	DA	CDA	Mean Score	Interpretation
1	It has appropriate listening tasks with well-defined goals.	15	44	30	10	1	3,62	Suitable
2	The instructions are clear.	12	31	41	15	1	3,38	Sometimes Suitable
3	Tasks are effeciently graded according to complexity	11	33	36	18	2	3,33	Sometimes Suitable
4	Task are authentic or close to real language situations.	11	34	38	13	4	3,35	Sometimes Suitable

## APPENDIX 16

### Questionnaire Result of Speaking skill

No.	Statements	CA	A	PA	DA	CDA	Mean Score	Interpretation
<b>1</b>	Activities are developed to initiate meaningful communication.	10	47	26	15	2	3,48	Sometimes suitable
<b>2</b>	Activities are balanced between individual response, pair work and group work.	18	36	29	14	3	3,52	Suitable
<b>3</b>	Activities motivate students to talk	19	49	26	3	3	3,78	Suitable

## APPENDIX 17

### Questionnaire Result of Reading skill

No.	Statements	CA	A	PA	DA	CDA	Mean Score	Interpretation
<b>1</b>	Text are graded	12	49	25	9	5	3,54	Suitable
<b>2</b>	Length is appropriate	15	39	35	6	5	3,53	Suitable
<b>3</b>	Texts are interesting	19	26	39	14	2	3,46	Sometimes suitable

## APPENDIX 18

### Questionnaire Result of Writing skill

No	Statements	CA	A	PA	DA	CDA	Mean Score	Interpretation
<b>1</b>	Tasks have achievable goals and take into consideration learner capabilities.	19	51	23	6	1	3,81	Suitable
<b>2</b>	Models are provided for different genres.	14	44	31	8	3	3,58	Suitable
<b>3</b>	Tasks are interesting.	7	41	34	15	3	3,34	Sometimes suitable

## APPENDIX 19

### Questionnaire Result of Vocabulary materials

No	Statements	CA	A	PA	DA	CDA	Mean Score	Interpretation
1	The number of new words in each lesson is appropriate to the level.	13	49	28	8	2	3,63	Suitable
2	There is a good contribution (from simple to complex) of vocabulary load accross chapters and the whole workbook.	22	42	33	1	2	3,81	Suitable
3	Words are effeciently repeates and recycled accross the work book.	9	51	27	12	1	3,55	Suitable
4	Words are contextualized.	11	54	23	10	2	3,62	Suitable

## APPENDIX 20

### Questionnaire Result of Grammar materials

No	Statements	CA	A	PA	DA	CDA	Mean Score	Interpretation
1	The spread of grammar is achievable.	10	44	26	18	2	3,42	Sometimes Suitable
2	The grammar is contextualized.	7	37	39	15	2	3,32	Sometimes Suitable
3	Examples are interesting.	12	40	40	6	2	3,54	Suitable
4	Grammar is introduced explicitly	9	33	37	18	3	3,27	Sometimes Suitable
5	Grammar is reworked implicitly throughout the workbook.	10	35	30	21	4	3,26	Sometimes Suitable

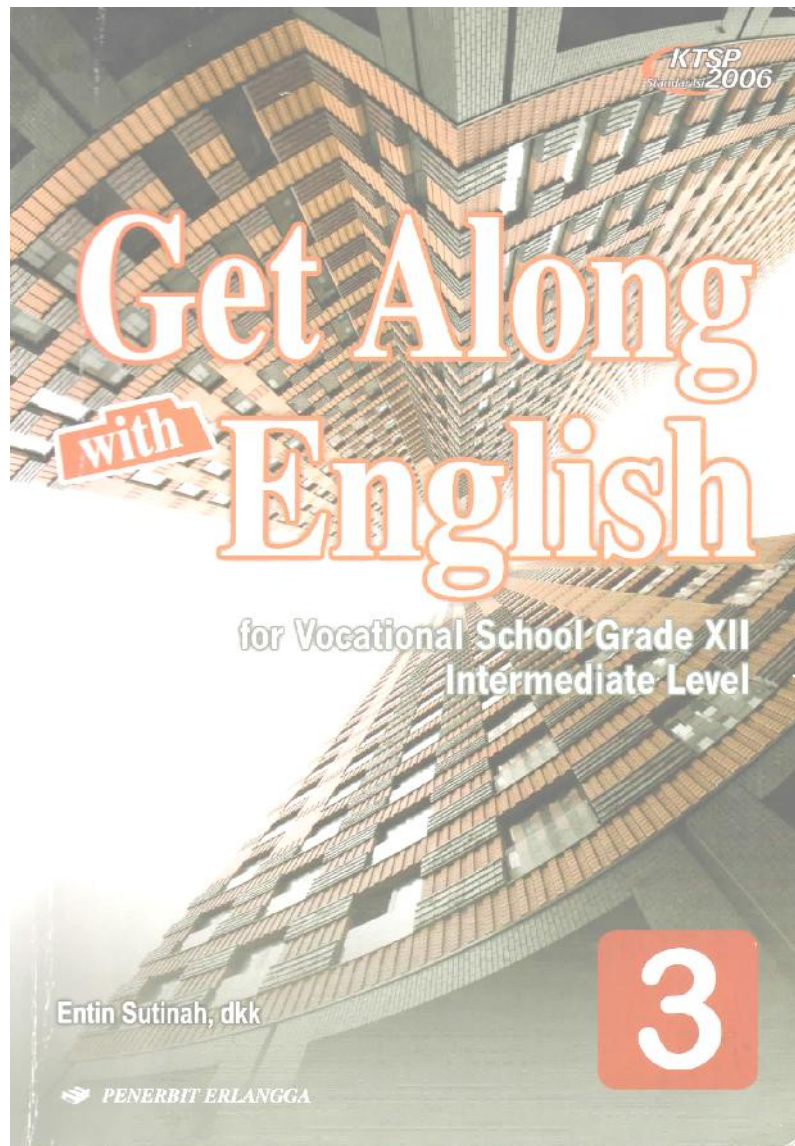
## APPENDIX 21

### Questionnaire Result of Tasks and exercises

No.	Statements	CA	A	PA	DA	CDA	Mean Score	Meaning
1	Most of the tasks in the textbook are interesting.	6	39	40	13	2	3,34	Sometimes suitable
2	Tasks and exercises move from simple to complex.	12	56	26	3	3	3,71	Suitable
3	Task objectives are achievable.	13	52	22	11	2	3,63	Suitable
4	They have clear instructions	13	29	42	14	2	3,37	Sometimes suitable
5	The are adequate.	16	44	30	7	3	3,63	Suitable
6	They help students who are under/over-achievers.	30	42	23	4	1	3,96	Suitable

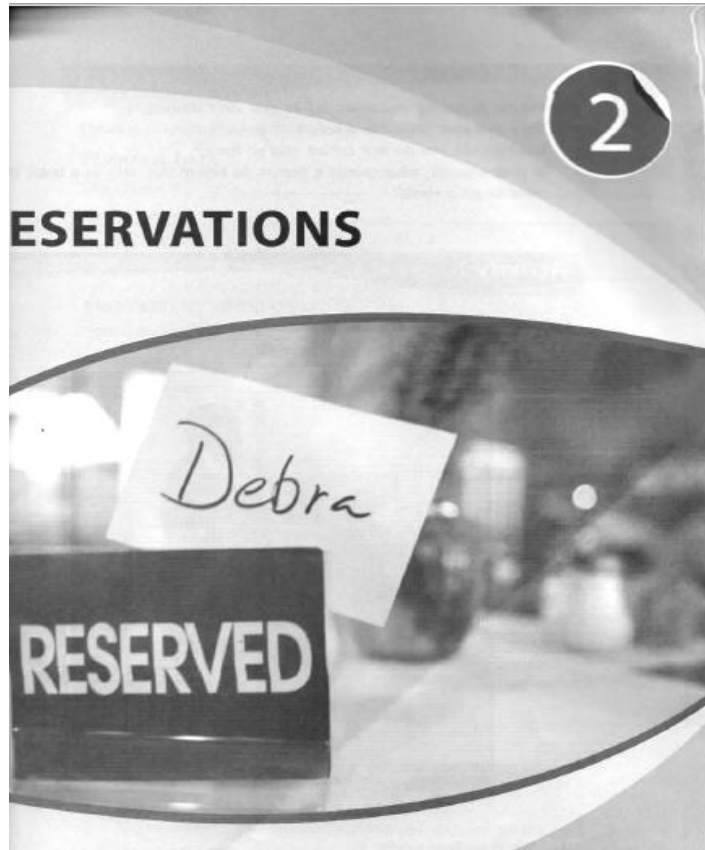
APPENDIX 22

The Textbook *Get Along with English for Vocational School Grade XII*



**APPENDIX 23**

**Decorative picture**



## APPENDIX 24

### Representational picture

#### Activity 8

Read the following text carefully.

#### Computer Programmers

Computer programmers are people who write **instructions** or programs that direct computers to process information. They will tell the computer what to do in a series of logical steps. Programmers work on a wide range of projects, such as manufacturing, industry, engineering, government offices, hospitals, and educational institutions.

Programmers receive job descriptions that identify the **goal** of the program. Then they prepare the system flowcharts that show how information will be processed through the computer and its peripherals or related equipment. In most medium to large computer installations, programmers receive their instructions from system analysts or computer software engineers.



*Source: publisher's document*






## APPENDIX 25

## Explanative picture

**Activity 9**

Study the pictures below. Write some instructions based on the pictures.

**How to Operate a Telephone**

-   
Source: publisher's document
-   
Source: publisher's document
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Source: publisher's document
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Source: publisher's document
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