A CONTENT ANALYSIS OF READING TEXTS IN ENGLISH TEXTBOOK ENTITLED "BRIGHT AN ENGLISH" FOR SEVENTH GRADE OF JUNIOR HIGH SCHOOL BASED ON ALAN CUNNINGSWORTH'S LANGUAGE CONTENT CRITERIA

THESIS

Submitted as a Partial Requirements for the Undergraduate Degree in English Language Education

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Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION

This is to certify the *Sarjana* thesis entitled "A Content Analysis of Reading Text on English Textbook Entitled "Bright an English" for Seventh Grade of Junior high school Based on Alan Cunningsworth's Language Content Criteria" by Regita Hidayatun Ni'mah has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in Raden Mas Said State Islamic University of Surakarta

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DEDICATION

This thesis is dedicated to:

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2. My beloved parents, Mr. Jairan Hariyanto and Mrs. Sukatmi Harti, who always support me, even though their unending love and prayers also my sister Celena Zahrotun Nisa a little always cheer me up.

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MOTTO

"Your success comes from your habits, do everything with Lillahi ta"ala"

-Regita Hidayatun-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **"A Content Analysis of Reading Text on English Textbook Entitled "Bright an English" for Seventh Grade of Junior high school Based on Alan Cunningsworth's Language Content Criteria"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 16th June 2023
Stated by,

<u>**Regita Hidayatun Ni'mah**</u>
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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The researcher

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ABSTRACT

Regita Hidayatun Ni'mah. 2023. *A Content Analysis of Reading Text on English Textbook Entitled "Bright an English" for Seventh Grade of Junior high school Based on Alan Cunningsworth's Language Content Criteria, Academic Year 2023/2024.* Thesis. English Education Department, Cultures and Languages Faculty.

Advisor: Atin Kurniawati S.Pd., M.A.

The problem with this research is that the reading texts in the English textbook "Bright an English" have never been analyzed based on Alan Cunningsworth's Language Content Criteria, because there is a new curriculum published by the government, so many English textbooks are new. the researcher chose the book "Bright an English" because this book is very complete which fulfils English language skills, and this book presents project-based learning to develop the characters of Pancasila studebts and this book has also been used in big cities in Indonesia. This study aims to show how the reading texts in an English textbook entitled "Bright an English" for seventh graders of junior high school fulfill the language content assessment aspects provided by Alan Cunningsworth.

In this study, researcher used qualitative methods. Qualitative methods depend on text data and image data, have unique steps in data analysis, and use a variety of designs. Qualitative researchers as human instruments are to set research objectives, select informants as data sources, collect data, assess data quality, analyze data, interpret data and draw conclusions based on findings. In this study the researcher used the theory from Alan Cunningsworth's Language Content Criteria. Researchers validate the data with the use expert judgment.

Reading texts in English textbook "Bright an English" was based on the Ministry of Education and Culture according to the *Merdeka* curriculum. In the assessment using the Language Aspect criteria given by Alan Cunningsworth, the textbook was rated "very good", because the textbook covered 77.14 % of the language content criteria suggested by Alan Cunningsworth. The grammatical items delivered are in accordance with the language needs of students and especially provide a balanced treatment between the form and use of language. The vocabulary of the textbook "Bright an English" is also well conveyed in the form of the reading text provided. Meanwhile, phonologically, the textbook "Bright an English" is lacking in this book. The phonological aspect is only conveyed in the form of terminology. In the aspect of discourse, the textbook "Bright an English" mainly includes making paragraphs and organizing written discourse. In Style and appropriateness, the textbook "Bright an English" covers appropriateness based on the theme of each chapter.

Keywords: Content Analysis; Textbook; Reading Text

CHAPTER I

INTRODUCTION

A. Background of the Study

Textbooks provide teachers with valuable input, such as materials, exercises, instructions, and texts for educational purposes. Besides, books the text also provides a framework for teacher in achieving goals and objectives learning (Wahab, 2013). Teacher must remember that although there are many textbooks to follow however, there is also some room for contributions their personality as a teacher (Pinter, 2009). It means to support activities learning, easy for teachers to only adopt one or more textbooks English as a Foreign Language (EFL), however realistically, some teachers cannot find the textbooks they really need in their classes (Brown, 1995). Textbooks as learning tools used in schools to support a learning program (Muslich, 2010).

Adaptation of textbooks to the current curriculum is important because English teachers tend to show a strong dependence on the use of textbooks. It must be in accordance with the objectives of the curriculum, be able to support the curriculum, and facilitate the teaching and learning process. According to (Brown, 2001), the clearest and most common form or support for language teaching comes through textbooks (Anggara, 2019).

In every use of textbooks there is bound to be some cause or potential problem. Problems such as the sometimes-overlooked cultural suitability and indifference of textbook authors to the winds of change in new methodologies, research, and classroom feedback can arise if inappropriate textbooks are selected and used. The fact that not all textbooks match what

students need, programs that encourage teachers, from those involved in writing books and some textbook designs to carry out evaluations.

After curriculum newly implemented by the Department Indonesian National Education, a few competitive publishers will engage the professional writer to design or develop new textbooks accordingly with curriculum. There are several criteria evaluation of textbooks proposed by experts such as (Harmer, 2007). Book evaluation the text usually analyses the content textbook based on some criteria as suggested by the expert. English text book must meet the appearance criteria physical properties such as suitability of textbook designs and textbook completeness (Cunningsworth, 1995).

Published English textbook should cover aspects needed. Thus, choosing the best textbook requires a lot of consideration. Cunningsworth. (1995) mentioned eight main aspects of the textbook. There are aim and approaches, textbook packages, language content, selection and grading, skills, topic, subject content and social value, and methodology. One of them is language content. It deals with the language being taught. Moreover, Cunningsworth explained that it also provides new ideas for the teacher to use during the teaching and learning process. Furtherly, a textbook has a role as the source of grammar, vocabulary, pronunciation, etc., which means it should cover well build language content.

Apart from that, Indonesia also has National Education Standards Agency (BSNP, 2013). One of its tasks is to analyse textbooks and evaluate the quality of textbook used. National Standards Agency Education has several criteria for assess the feasibility of the textbook used in the learning

process. Textbook must have all the elements of conformity, namely: suitability of content, appropriateness of presentation, and language suitability.

Textbooks must comply curriculum as a result of implementation curriculum and its implementation in school (Byrd, 2001) he is also as well propose criteria that can be used in evaluating and selecting good textbook. First, the compatibility between materials and curriculum. Curriculum is teaching and learning process guidelines, inch program objectives and teaching procedures. Therefore, the suitability between the materials and the curriculum will help participants students to achieve the goals of a program. Second, the suitability between materials and process learn how to teach. These materials must be in accordance with the needs of students, so they can learn the materials effectively. In addition, the materials in the book texts should also assist teachers in organize the teaching and learning process effective.

A textbook is a medium that helps teachers learn (Cunningsworth, 1995). As stated, a textbook helps a teacher prepare the materials and provides support for less experienced teachers to gain confidence and demonstrate new methodologies. Textbook can help students to achieve their learning needs but not be master. The important of reading and textbook of English as manual for teaching the language, the teacher should pay attention to the reading materials that will be read by the students in the classroom. It is important to analyse about the textbook that students or teachers used One

aspect that should be analysis in textbook is compatibility of the students' development level in cognitive domain.

Textbooks have become one of the main materials used in the classroom. In Indonesia in particular, many textbook publishing companies are growing rapidly in response to the need for classrooms to use textbooks in the teaching and learning process. One of the book publishing companies that are quite well known among schools in Indonesia, namely PT. Erlangga. The book publishing company has taken action to publish textbooks for all subjects and levels. This reality illustrates that textbooks are considered as important things to provide in learning. As one of the school subjects tested in the National Examination, English subjects are in the world of education, the curriculum is one of the important components in an education system. According to *undang-undang no.* 20 of 2003 concerning the National Education System stated that "The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals" (Sari, 2018). This means that the curriculum is a plan to meet the goals of the education system in the form of achieving goals, learning materials and paths for the success of the teaching, and learning process.

The researcher found several examples of research that can support this research: First, Adinda Gustiani conducted research in 2020 on "A Content Analysis of When English Rings a Bell an English Textbook for Junior High School Grade VIII" based on the basic competencies of the 2013 curriculum

and based on Alan Cunningsworthh's criteria. This study uses a qualitative descriptive method, while the data collection process is carried out by reading the entire textbook, determining the units to be analyzed as a representation of the entire textbook, and collecting textbook data from selected chapters. Meanwhile, in analyzing the data, the researcher uses data preparation, delineation and processing of unit meanings, discovers the overall structure of the data organization, generates categories, and abstracts the main findings. The results of the study showed that (1) textbooks were in accordance with KD Curriculum 2013. The suitability value of textbooks with KD Curriculum 2013 was 70.65%; and (2) the textbook meets the criteria of a good textbook according to Alan Cunningsworthh with a percentage of 88.88%. With a total value of 70.65% and 88.88% textbooks are categorized as good textbooks that can meet the requirements for mastering the basic competencies of the 2013 Curriculum and the criteria for good textbooks according to Alan Cunningsworthh (Gustiani, 2020).

Secondly, Linda Rahmawati conducted research in 2018 on "A Content Analysis of the English Textbook Primary English as a Second Language". Textbooks were analysed using textbook criteria good English proposed by experts includes five criteria: goals and objectives, facilitating the learning process teaching, activity/exercise, and vocabulary. This research is categorized as content analysis. Content analysis is also a part of library research. Design that used in this research is descriptive qualitative method. Descriptive Qualitative is a method used to describe conditions and a specific

situation. In other words, this method describes conditions of existence and classifying information.

The results of the study show that the learning objectives in textbooks meet the criteria for a good English textbook. In facilitating the teaching and learning process, of the 25 materials provided there was one material that did not meet the criteria because contextual examples were not given. Then the aspect of vocabulary also does not meet the criteria of a good English textbook because out of 25 chapters, there are ten chapters that do not present new vocabulary in subsequent materials for practice questions in the teaching method book it does not meet the criteria for a good English textbook because it is not combined with pair/group work and must be corrected. However, some deficiencies in textbooks can be corrected by providing additional materials when teaching certain materials (Rahmawati, 2018).

Given the above thoughts that English textbooks play an important role in the success of learning in the classroom, this brings researchers to the problem of whether the textbook reading material used by the teacher is in accordance with Alan Cunningsworth's language content criteria or not. This research was conducted to see the suitability of an English textbook entitled "Bright an English" used by seventh grade of junior high school teachers based on Alan Cunningsworth's language content criteria for reading text. The researcher chose an English textbook entitled "Bright an English" for seventh grade of junior hight school which was published by PT. Erlangga. The reason the researcher chose Erlangga's textbooks was because many schools have used Erlangga's textbooks and Erlangga's is a book publishing

institution that is well-known for the quality of its books. Researcher researched this book because a book published by Erlangga entitled "Bright an English" is widely used in big cities in Indonesia, such as the city of Kediri at MTs Raudlatut Thalabah Kediri and the city of Sukoharjo at SMPN Gatak 1 and SMPN Gatak 2.

The reason researcher chose textbook entitled "Bright an English" because this book is very complete which fulfils English language skills in listening, speaking, reading, viewing, writing, and presenting and learn lots of new vocabulary. Expressions and grammar that students need is introduced. Explanations and specific vocabularies that students need to know are presented at the beginning of activities to ease students" understanding. This book is supported with audio to help you make full use of the book, and this book presents project-based learning to develop the characters of Pancasila students: critical thinking, creative, independent, mutual assistance, global diversity, have faith and fear of God Almighty and have noble character, as an effort to support the government"s vision and mission to create a sovereign.

The reason the researcher chose seventh grade junior high school was because seventh grade was the transition from elementary school to junior high school, and the change of curriculum seventh grade was still the first-time students knew English because there were several elementary schools that did not use English learning, but now all junior high schools are required to have English.

Based on the description above, the researcher is interested in conducting research with the title **"A Content Analysis of Reading Text on English Textbook Entitled "Bright an English" for Seventh Grade of Junior High School Based on Alan Cunningsworth's Language Content Criteria"**.

B. Identification of the Problems

Based on the background that has been put forward by the researcher, there are several problems that have been identified, including:

1. Some teachers are difficult to choose English textbooks that suit the needs of students.

2. Reading text on English textbook "Bright an English" has never been analyzed based on Alan Cunningsworth's Language Content Criteria.

C. Limitation of the Problems

There are many problems in textbooks that can be analyzed using the content analysis method. However, in this study, the researcher only analyzed the contents of the English textbook "Bright an English" for seventh grade junior high school published by Erlangga in 2022. The analysis focused on reading texts in the form of paragraphs and for each chapter the researcher chose 1 text because each text is in 1 chapter have the same topic, as well as on aspects of language content evaluation given by Alan Cunningsworth.

D. Formulation of the Problems

In accordance with the background and identification of the problems that have been raised by researchers, the important issues found to be studied in this research are: How dose reading text on english textbook entitled "Bright an

English" for seventh grade of junior high school fulfill the languagecontent assessment aspect provided by Alan Cunningsworth?

E. Objectives of the Study

The study is aimed to show how reading text on english textbook entitled "Bright an English" for seventh grade of junior high school has fulfilled the language content assessment aspect provided of Alan Cunningsworth.

F. Benefits of the Study

1. For Teachers

a. Teachers get appropriate knowledge about the characteristics of a good quality textbook, especially from the theory suggested by Alan Cunningsworth.

b. The result of research can be used by the teachers to determine which textbook is suitable for their teaching purposes.

2. For Students

a. The results of the research can be used by students as a deliberation to evaluate the book given by the teacher and expect what kind of book that they need from the teacher.

b. The students may search for another textbook that is suitable to use in teaching-learning process according to the results of analysis.

3. **For Other Researchers**

The results of the research might be used by another researcher as reference.

4. **For Publishers**

The findings of this study can be used to improve the textbook's content quality.

G. **Definition of Key Terms**

To simplify the research design process and to avoid misunderstanding, it is necessary to define the definition of the term contained in this study as follows:

1. **Content analysis**

Content analysis is defined as a scientific research technique aimed at describing the characteristics of the content and drawing inferences from the content. Content analysis is research that is in-depth discussion of the contents of written or printed information in the mass media. The pioneer of content analysis was (Haroald D, 2017) who pioneered the symbol coding technique, namely recording symbols or messages systematically, then giving them an interpretation.

This content or content analysis is usually available in qualitative analysis. Content analysis can be used to analyse all forms of communication. Both newspapers, radio news, television advertisements and all other documentation materials. Almost any social science discipline can use content analysis as a research method.

2. **Textbook**

Textbook is a form of published printed materials most commonly used as teaching and learning media in schools or any educational institution. It is one of the most important media as a source and guideline of materials which both students and teacher can used in teaching and learning process so. According to Richards (2001:251) Instructional materials serve as the basis for much of the language input since learners receive and the language practice in the classroom.

3. **Reading text**

Reading text is a language model offering language learning opportunities such as vocabulary, grammar, punctuation, and sentence, paragraph, and text structure organization (Harmer, 2007).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Content Analysis

a. Definition of Content Analysis

Content analysis is a research approach for making subjective judgments about the content of data or written material using systematic coding and the discovery of themes and patterns. (HF Hsieh, 2005). Content analysis is a research methodology that uses a series of procedures to derive a reliable conclusion from a book or document. (Weber, 1985, p. 9). Moreover, Holsti (1969, p. 601) pointed out that content research is any approach used to draw conclusions to discover information features, and it is carried out objectively and systematically. (Krippendorff, 1980) defined content research as a research method that is used to draw conclusions from reproducible, valid data based on its context. Moreover, (Krippendorff, 1980) mentioned that the purpose of content analysis is to provide information, new insights, current data, and a practical guide to its implementation. (Arikunto, 2013) added that content analysis research will lead to a conclusion on language style, the tendency of the content, layout, illustration, etc. From the studies above, it can be

concluded that content analysis is a research method to conclude a set of procedures from the content of data or written text.

b. Purposes of Content Analysis

Research should have purposes. Ary et al, (2009) consideredfive objectives of content analysis:

1) To identify bias, prejudice, or propaganda in the textbook.

2) To determine types of errors in students" writing.

3) To describe prevailing practices.

4) To identify the level of difficulty of materials in textbooks.

5) To identify the relative importance and interest in certain topics.

In this research, the researcher deals with the language content aspect of the textbook and identifies how far the textbook fulfills the criteria suggested by Alan Cunningsworth.

c. Steps of Content Analysis

According to Ary et al, (2009), there are steps in conductingcontent analysis:

1) Specifying the phenomenon to be examined.

2) Selecting the media from which the observations are to be made.

3) Formulating comprehensive and mutually exclusive coding categories to count the verbal or symbolic content.

4) Obtaining a representative sample of the documents using the sampling plan.

5) Analyzing the data which may implicate the frequencies and percentages in the various categories or more descriptive accounts.

2. Textbook

a. Definition of Textbook

Teaching materials serve as a crucial component in the learning process and in educational administration. Students will find it easier and more convenient to learn from the lesson materials, and the teacher will be better able to put them into practice. The most common learning tool and instructional supply used in schools is the textbook. Normally, a book's text is quoted using just one set of rules. Textbooks provide teachers with input that is expensive, such as materials, lectures, instructions, and written works for educational purposes (Rianti, 2021).

According to Tomlinson in Nimasari, (2016) textbooks serve as the foundational materials for language-learning courses and are intended to meet the needs of both students and teachers throughout the learning process. Additionally, textbooks can be referred to as instructional materials. concerning certain disciplines or fields of study that are organized methodically and have been chosen in accordance with specific objectives, a learning orientation, and student development to be assimilated (Muslich, 2010). According to Bacon in Sholihin, (2021) a textbook is a book that has been carefully arranged for use in a study hall and is set up by experts to help demonstrate learning measurements.

Researchers can draw conclusions that textbooks are teaching tools or materials used by teachers and students in meeting the needs of teachers and students during the learning process. The textbook contains

a description of the material, about certain disciplines or fields of study which are methodically arranged and have been selected according to a specific purpose.

b. The Function of Textbook

Cunningsworth, (1995) mentioned seven roles of the textbook which can serve as:

1) A resource of presentation material (spoken and written).

2) A source of activities for learner practice and communicative interaction.

3) A reference source for learners on grammar, vocabulary, pronunciation, etc.

4) A source of inspiration and ideas for language exercises in the classroom.

5) A syllabus (where they reflect learning objectives that have already been determined).

6) A self-directed learning or self-access work resource.

7) A resource for inexperienced teachers who are still building their confidence.

c. Advantages and Weakness of Textbook

Because of the benefits that textbooks provide, they are frequently employed in the teaching and learning process. According to Richards (2001b, pp. 254–255) mentioned the advantages of a textbook are as follows:

1) Textbook brings syllabus and structure for a teaching- learning program. It also unifies teacher and students" way of thinking according to the planned syllabus that has developed systematically.

2) Textbook helps to standardize instruction. It will assure that other students in different classes receive the same materials with a similar composition that can be examined similarly.

3) They keep up the standard of excellence. When students utilize a well-developed textbook, they are exposed to knowledge that has been tried and tested based on learning principles.

4) They offer a variety of learning resources. Textbooks are frequently supplemented by a workbook, CDs, digital audio, videos, CD-ROMs, and extensive teaching guidelines, providing teachers and students with a rich and varied resource.

5) They are efficient. They free up teachers' time, allowing them to focus on teaching rather than creating resources.

6) They are able to provide efficient language models and input. Textbooks facilitate teachers whose first language input their own.

7) They can train teachers. A textbook that is accompanied by a teacher"s manual can serve as an initial of teacher training. Especially when the teachers have limited teaching experience.

8) They have an attractive design. Commercial textbooks are distinguished by their excellent design and production standards, which are attractive to both students and teachers.

Furtherly, based on the regulation of Education and Culture

Ministry number 65 of the year 2016, Textbooks are used to enhance the efficiency and effectiveness that are adjusted to the needs of learners.

Aside from the benefits listed above, textbooks have a few drawbacks. According to Richards (2001b, pp. 255–256), using the textbook in teaching has some disadvantages as follows:

1) Because the content, dialogues, and other elements of the textbook are custom written to include teaching points, sometimes there will be inauthentic language since it does not represent the real language use.

2) In the way to be acceptable in many different contexts, the textbook may distort content. In spite of textbooks often failing to represent real issues, they avoid controversial topics.

3) It's possible that they don't reflect the needs of students. Because textbook is frequently produced for global markets, sometimes they may not reflect students' interests or requirements, necessitating change.

4) Teachers may be de-skilled. If teachers rely on textbooks as their main source of instruction, allowing the teacher's annual and the textbook to create considerable instructional decisions for them, the teacher's job might be reduced to that of a presenter of materials produced by others.

5) Some textbooks are costly. Commercial textbooks may represent a financial burden for students in many parts of the world.

Moreover, Cunningsworth (1995) stated four disadvantages of the textbook as follows:

1) It can limit the variety in teaching.

2) It can reduce innovation toward individual students" need.

3) Spontaneity and flexibility are diminished.

4) There may be a lack of innovation in teaching methods and language usage.

3. Reading Text

According to Nababan (1987: 64), reading text is the effective use of English. As such, texts are edited or revised in a more advanced way in the form of discourse. It has conceptual weight. When writing a text for a specific purpose, it means that we must first determine the format and organizational structure of the text to be used so that the intended meaning can be conveyed appropriately. The use of text structure by the writer to achieve a goal determined by the context of the situation at hand.

The act of communication carried out to achieve a certain goal is decided in a format that is clearly written in the form of text. It also starts with the statement made by Beaugrande and Dressler (1981:3), that text often has communicative content. The text is communicated via the proper medium and channel, and (hopefully) serves a purpose that satisfies its communicative intent. If possible, the message's function will be to achieve the communication goal for which it was intended. The text can only be understood and studied more thoroughly and in connection to the framework of action in the communication situation because it gives the action in the communicative situation the framework within which the text

with its functions has its own place (Nord, 1991: 12). In the context of communication (Nord, 1991: 12). According to Nord's translation of Kallmeyer (1991: 14), a text is wholly a communicative signal utilized in a communicative engagement a conversational exchange.

A text is a language expression that is a complete unit according to its content, syntax, and pragmatics (Luxemburg, 1992: 86). Pragmatics are unified by them (Luxemburg, 1992: 86). A text must contain at least three of the elements listed in the definition above. Three are content, syntax and pragmatics. The content of a text is associated with that text's content. Semantics and a text's content are connected.

In accordance with Bell (1991: 163), a system of grammatical themes that carry the semantic meaning of prepositions through sentences connected by cohesion is what constitutes a text. These structured linguistic expressions come together to form a coherent whole, and the term text is a chosen formal product of this system. One more generally used definition of text is a communicative event that satisfies the seven textuality standards. The text cannot be regarded to be communicative if any one of these requirements is found to have not been met. As a result, non-communicative texts are considered non-texts (Bell, 1991: 164). According to Beaugrande and Dressler (1981: 63) and Brown and Yule (1992: 111), a text is a verbal and naturally occurring record of a communicative event, where the event is an instance of language in use as opposed to language as an abstract system of meanings and relations.

Halliday and Hasan (1976: 1-2) utilize language units rather than grammatical ones like clauses or sentences in texts; the size of a language unit is unrelated to its size. Instead, it can be referred to as a discourse if it uses whole language units in writing, such as books, letters, written documents, and so on. This is different from the definition of text that was provided at the start of the discussion. One sort of text is represented by the examples.

Based on some of the statements above, it can be seen that the text in its realization is always a collection of sentences. A sentence is a collection of several words, and a word is a collection of syllables and words are a collection of several letters arranged according to the rules of a language. In short, the text is formed from a series of sentences or words that must be continuity, cohesion and coherent according to the context of the situation. Texts have different structures according to their types. Text structure is the way the text is organized.

4. **Textbook Selection and Evaluation by using Alan Cunningsworth 1995 Theory**

There is no textbook that is suitable for all students. When choosing a textbook, it's important to match the material to the content that will be covered (Cunningsworth, 1995, p. 13). However, by choosing a textbook, we will be able to discover one that is appropriate for us. Conducting textbook evaluation is critical for assessing whether or not a textbook can effectively support the achievement of instructional objectives while also being financially sustainable for teachers and

students (Maleki et al., 2014). Cunningsworth (1995, p. 15) provides some guidelines to evaluate a textbook as following:

a. Textbooks must be tailored to students' needs. They should be in keeping with the goals and objectives of the language learning program.

   The goals and objectives reflect both communication ability and language content, which were compiled in response to the demands of the students. Selected textbooks should aid both the teacher and the students in meeting these goals. Facilitating learners' progress and moving them closer to their goals as quickly as feasible is critical. As a result, in terms of language items, abilities, and communication approach, the material's content should be aligned with what pupils need to learn.

b. Textbooks should reflect how learners will use the language in the future (or in the present). Selected textbooks that will assist students in properly using language for their own objectives.

   The best textbooks for your students will mirror the language abilities and patterns of language use that are required as accurately as possible. Furthermore, for students to effectively use language in personal, professional, academic, or other circumstances, learning-teaching programs should have a clear understanding of what students need to learn. Moreover, to bring learners to a degree of autonomy, learner-centered language teaching is needed. It will also allow

learners to be able to use the language themselves in real situations outside the classroom. This can be accomplished by offering challenging, intriguing subjects in the curriculum and encouraging students to think critically about them and discuss them with others.

c. Textbooks should take account of students" needs as learners and should facilitate their learning processes, without dogmatically imposing a „rigid" method.

Textbooks can help students in a variety of ways. They select the learning objects (grammar, functions, skills, and so on), break them down into digestible chunks, and arrange them in a way that progresses from familiar to unfamiliar, and from easier to more challenging elements in terms of 'learn ability'.

Certain learning styles and methods are also embodied in textbooks, which can have an impact on how students approach their own learning. Textbooks can also help pupils learn by increasing their drive. Students and, in some situations, teachers might be highly motivated by an engaging textbook that is colorful and well-presented and includes a variety of topics and exercises.

d. Textbook should have a clear role as support for learning. Like teachers, they mediate between the target language and the learners.

Textbooks make learning easier by bringing the student and the target language together in a controlled environment. They assist the learner in several ways, such as by giving learnable English models

that are matched to the student's ability level. They also give exercises and activities to help learners improve their English fluency, as well as examples and explanations to help them understand how the language works. It also aids the instructor by offering ready-made presentation material, including ideas for teaching various subjects, reading texts, and other activities, all of which are graded and accompanied with exercises and activities that may be used in the classroom. A technique, or at the very least a way of learning, is also provided through textbooks.

Moreover, in evaluating language content in the textbook, Cunningsworth mentioned that language content is complex and multidimensional. In most situations, the researcher should decide the priorities and focus on them. Furthermore, at the elementary level, grammatical form and pronunciation will be the main priorities. Meanwhile, at the intermediate level, the priority is changed into the appropriate use of grammatical structures.

To analyze and assess the suitability of reading texts that are being concerned, language content can be compared with what the student needs and expect to learn. Grammar, vocabulary, phonology, pronunciation, discourse, style, and appropriacy are the components of language items. Cunningsworth provides some criteria for evaluation dealing with the language content aspect as follows:

a. Grammar

Grammar is known as a major component of any general language course, whether it is acknowledged as such, or disguised as something else. Moreover, grammar items can be served by focusing on the form of grammatical items or on the use of them. Cunningsworth (1995, p. 34) mentioned some checklists dealing with grammar items:

1) What grammar items are included? Do they correspond to students" language needs?

2) Are they presented enough unit for easy learning?

3) Is there an emphasis on language form?

4) Is there an emphasis on language use (meaning)?

5) How balanced is the treatment of form and use?

6) Are newly introduced items related to and contrasted with items already familiar to the learners?

7) Where one grammatical form has more than one meaning (e.g. the present continuous), are all relevant meanings taught (not necessarily together)?

b. Vocabulary

Without access to a relevant and reasonably large vocabulary, communication is impossible. Students can communicate more successfully with a grasp of vocabulary than with a knowledge of grammar, especially at lower levels. A textbook can assist students develop techniques for dealing with unfamiliar vocabulary in addition to teaching as many new terms as possible. In addition, the development activities of good vocabulary tend to exploit some aspect

such as semantic relations, situational relationship, collocations, and relationship of form. (Cunningsworth, 1995, p. 38). In evaluating vocabulary, Cunningsworth listed a checklist as follow:

1) Is vocabulary-learning material included in its own right? If so, how prominent is it? Is it central to thecourse or peripheral?
2) How much vocabulary is taught?
3) Is there any principled basis for selection of vocabulary?
4) Is there any distinction between active and passive vocabulary, or classroom vocabulary?
5) Is vocabulary presented in a structured, purposeful way?
6) Are learners sensitized to the structure of the lexicon through vocabulary-learning exercises based on:
   a) Semantic relationships
   b) Formal relationships
   c) Collocation
   d) Situation-based word group

7) Does the material enable students to expand their own vocabularies?
c. Phonology

Including phonology global aspect – weak forms, word stress, sentence stress, rhythm, articulation, intonation – in the textbook is important as on producing individual sounds Phonology is included. Because the production of natural-sounding linked speech depends on the presenter's ability to handle sentence stress and intonation in English with some level of appropriateness.

Moreover, specialized terminology - voiced/unvoiced sounds, weak forms, stressed syllables - is essential to be added into the textbook if

learners are going to study phonology in any depth. However, as a general rule, learners should be provided terminology whenever it would assist them in analyzing English, categorizing it, and, as a result, better understanding how it functions. This approach also applies to the usage of the phonemic alphabet, and we should check to see if the textbook makes use of it and includes it as a source of information. In addition, Cunningsworth mentioned a checklist to evaluate the phonology aspects as followed:

1) How thoroughly and systematically are each of the following aspects of the phonological system covered:

   a) Articulation of individual sounds

   b) Words in contact (e.g., assimilation)

   c) Word stress

   d) Weak forms

   e) Sentence stress

   f) Intonation

2) Where phonology is taught selectively, is the emphasis on areas of pronunciation that are important to meet learners" needs and help avoid misunderstandings?

3) Is the pronunciation work built on to other types of work, such as listening, dialogue practice, etc. or does it stand separately?

4) How much terminology is used? Is it comprehensible to the learners?

5) Is the phonemic alphabet used? If so, are students given any training in learning it?

6) Does the material use a diagrammatic system to show stress and intonation?

7) Are these cassettes for pronunciation practice? If so, do they provide good models for learners?

d. Discourse

   Discourse is an aspect of language usage that extends beyond the domain of grammatical rules and includes things like sentence sequencing, cohesiveness, paragraphing, text structuring, conversation involvement, and so on. Discourse is concerned with language usage and the standards that guide how we use language to communicate efficiently.

   Practically speaking, every textbook will propose a model of conversation through the linguistic examples provided in conversations, reading texts, and listening packages. Moreover, Cunningsworth (1995, p. 50) listed some checklist to evaluate discourse as follows:

1) Does the textbook deal with any aspects of discourse?

2) If so, which aspects are covered:

   a) Conjunctives

   b) Other features of cohesion (reference pronouns, substitution, etc.)

   c) Paragraphing and organization of written discourse

   d) Structure and conventions of spoken discourse

3) Do the examples of spoken and written discourse presented by the material provide good models for thelearners?

4) Is the treatment of discourse sustained and progressive throughout the course, or does it consist of limited or isolated elements?

e. Style and Appropriacy

Language is both contextually sensitive and stylistically varied. Textbooks should be examined from the perspective of appropriateness to evaluate how far they prepare students to use suitable style in a variety of contexts. For students learning English as a foreign language, there will be a dual comprehension task, seeing and understanding the nature of the social settings in which they find themselves, as well as selecting and using suitable language. In addition, to evaluat e   the style and appropriacy, Cunningsworth (1995, p. 52) mentioned checklist as follow:

1) Is there any reference to appropriacy?

2) If so, is it dealt with thoroughly or incidentally?

3) Is appropriacy taught with reference to:

   a) Choice of grammar

   b) Choice of vocabulary

   c) Discourse structure

   d) Pronunciation?

4) Is there any attempt to match language style to social situation?

5) Does the coursebook identify situations or areas of language use where learners should be particularlysensitive to using appropriate styles, e.g., when complaining?

B. Previous Related Studies

The researcher found several examples of research that can support this research: First, an article by Mahasri Sobahiya (2022) research title an analysis of the suitability of reading materials in English textbook entitled "Smart English Book" for senior high school at eleventh grade with 2013 curriculum. In this study, researcher used qualitative methods. Then, the research design adopted content analysis researcher used three kinds of instruments to collect data. They are interview, checklist observation, and documentation. Meanwhile, to analyze the data, the researcher used an assessment rubric from the BSNP (National Education Standards Agency) based on the aspect of suitability of the content. They are the suitability of the materials with core competencies and basic competencies, materials accuracy and supporting materials. To adjust the rubric to suit the research, the researcher integrated it with a likert scale. Then, the data collected for the study was collected from an engish textbook entitled "Smart English Book" used in the eleventh grade of SMA Negeri 1 Purwodadi which wa published by PT. Tirta Asih Jaya in 2018. Basically, the textbook contains 5 chapters, and the researcher took all 5 chapters to be analyzed. The findings show that only 77 of the 80 criteria required have met the criteria of BSNP. This means that this textbook, 96,25% or good on reading materials in "Smart English Book" is still acceptable but needs more improvement. Then, from the result of interviews also show that

reading materials include reading texts and exercises are suitable with 2013 curriculum and the need of students. Therefore, it is important to revise reading materials that is missing in development of diversity insight (sobahiya, 2022).

Second, a thesis by Hermina Pambudi (2019) research title content analysis of an English textbook entitled "when english rings a bell "for eighth grade of junior high school. This research used qualitative content analysis as its research method. The data source was taken from the whole content of textbook entitled which has 13 chapters. The researcher uses interview, observation and documentation as techniques of collecting data. The activities in analyzing the data were: (1) Collecting the data by reading the whole of materials in that textbook. (2) Reduce the data which are not appropriate with Core and Basic Competence in K-13 and textbook analysis by Revised Bloom's Taxonomy on Cognitive and Psychomotor domains in learning. (3) Displaying the qualitative data from data reduction in order to get the total number of relevance materials. (4) Making conclusion with decided the compatibility judgments used the data. There result of this study showed that the compatibility data of the materials in textbook with the core and basic competence in terms cognitive and psychomotor domain. For cognitive domain there are 30 materials in the textbook which are 76,66% relevant materials, and 20% irrelevant materials. While, in the term psychomotor domain there are 57.14% relevant materials, and 42.85% irrelevant materials (pambudi, 2019).

Third, a thesis by Muhammad Yustriyand Pandu Dananjaya (2021) research title an analysis of "Bahasa Inggris" student textbook for tenth grade, published by kemendikbud 2014. This research is content analysis research.

The data source of this research is "Bahasa Inggris" textbook of senior high school grade X textbook, published by Kementrian Pendidikan dan Kebudayaan. The technique of collecting the data is document analysis in collecting data from the "Bahasa Inggris" textbook. The first step is the researcher analyzing the content of textbook that provided whether it was compatible with the curriculum 2013. The second is data reduction, the researcher classifies and reduces the data based on the focus. Third is data display, the researcher arranging the information described in order to draw the conclusion. The last is the conclusion. The result of the data shows that the 81% of the materials, exercises, and text developed in the textbook "Bahasa Inggris" are fulfilled the rubric assessment of feasibility of content from BSNP. Based on the table of feasibility of content, the number 6 in completeness, in-depth, social functions, generic structure, linguistic feature and development of life skills mean that from 6 sample chapters the whole criteria scored 4. As for relevance, there is only one chapter which scored 1 and five chapters which scored 4 and also for development of diversity insight, there are three chapters which scored 1 and three chapters which scored 4. All of them make up the total of 36 in the score 4 and total 4 in the score 1 from 44 categories altogether. It can be derived that 36 categories in feasibility of content from 6 sample chapter out of 44 categories have fulfilled and only 1 category from relevance and 3 categories from development of diversity insight could not met the criteria of score 4/4 (Dananjaya, 2021).

Fourth, a thesis by Laila Shofia Nazah (2022) research title an analysis on writing tasks in the *Bahasa Inggris* textbook for the third grade of senior hight

school on Paul Nation"s theory. The researcher used content analysis to find out the data, especially in category content analysis. The method of collecting data analyzed documents by selecting the writing tasks on the textbook entitled Bahasa Inggris textbook for the third-grade students of senior high school that meet the criteria of writing task suggested by Paul Nation. The source of the data consists of 9 chapters in the textbook. The instrument use instrument evaluation table to make the data clear. Data were analyzed by using Paul Nation's Theory. The triangulation theory was used in this research. The researcher found the first 22 types of writing tasks appropriate by Paul Nation's theory. 22 types of writing tasks divided into, 4,54% from experience tasks with I writing task, 40,90% from shared task with 9 writing tasks, 40.90% from guided task with 9 writing task and 13,63% from the Merdeka task with 3 writing tasks from 27 types of writing task suggested by Paul Nation, there are 10 types of writing task was available in the textbook with the percentage 37,03%. Based on score in analysis question in 81,08% so we can conclude the writing task in the Bahasa Inggris textbook for the third grade of senior high school appropriate to be used by the student in the third grade of senior high school. The second the analyzed of writing task in the Bahasa Inggris textbook get percentage 81,08%, and the analyzed the Bahasa Inggris textbook get 87,88%. So, we can conclude if Bahasa Inggris textbook for the third-grade senior high school and the writing task in the Bahasa Inggris textbook is appropriate used in teaching learning English but the writing task in the Bahasa Inggris textbook not appropriate with Paul Nation's Theory (Nazah, 2022).

Fifth, a journal article by Manase Halitopo (2020) research title implementation of freedom to learn in english textbooks for vocational high schools. This research is evaluation research in evaluating language textbooks English used in SMK based on Tomlinson's framework (2003). Technique data collection is done by documentation and questionnaires. Data analysis technique using qualitative descriptive techniques with rare data condensation, data presentation, and conclusion. The results of the study show that the evaluation of language textbooks. The English used in Vocational High Schools fully meets the criteria of textbook theory based on Tomlinson's (2003) framework, namely, physical appearance (physical appearance), structure and arrangement of textbooks (structure and organize textbook), activities / activities (activities), vocabulary and grammar (vocabulary and grammar), and language level (language level). Based on the research above, it can be concluded that English textbooks used in SMK can achieve "Merdekace learning" in the teaching and learning process (Holitopo, 2020).

Table 1
Review of Some Research

Author	Research Title	Differences	Similarities
1. An article by Mahasri Sobahiya (2022)	An analysis of the suitability of reading materials in english textbook entitled "Smart English Book" for senior high school at eleventh grade with 2013 curriculum	The students' research analyzed an English textbook entitled "Smart English Book" while the researchers analyzed the contents of the book entitled "Bright an English", the students analyzed the book based on the 2013 curriculum while the researchers analyzed the book using	The similarity of the two studies is that they both analyze the contents of textbooks published by Erlangga, and both use qualitative research methods, and both focus on

		the Merdeka curriculum.	reading materials.
2. A thesis by Hermina Pambudi (2019)	Content analysis of an english textbook entitled "when English Rings a Bell "for eighth grade of junior high school	Hermina's research focuses on bloom taxonomy, while researchers focus on content analysis. the book that Hermina uses is entitled "When English rings a bell" while the researcher uses the book "Bright an English", the researcher uses the Merdeka curriculum while Hermina uses the 2013 curriculum.	First, using the same research method, namely qualitative research using content analysis methods. The two textbooks used are junior high school books and are books published by Erlangga.
3. A thesis by Muhammad Yustriyand Pandu Dananjaya (2021)	An analysis of "Bahasa Inggris" student textbook for tenth grade, published by kemendikbud 2014	The difference between these two studies is that the first researcher examined 7th grade junior high school books while Yustriya researched 10th grade high school books, the second Yustria used books published by the Ministry of Education and Culture while the researcher used books published by Erlangga, the three researchers analyzed books based on the Merdeka curriculum, while Yustrian based on the 2013 curriculum.	The similarities of these two studies are that the first both use content analysis, the second method used is qualitative.
4. A thesis by Laila Shofia Nazah (2022)	An analysis on writing tasks in the *Bahasa Inggris* textbook for the third grade of senior hight school on Paul Nation"s theory	First, Laila's research focuses on writing while the researcher focuses on reading. Second, Laila uses 12th grade while the researcher uses 7th grade junior high school. Third, Laila's research is based on Paul Nation theory, while the	The similarities of these two studies are that the first both use content analysis, the second method used is qualitative.

		researcher is based on the Merdeka curriculum.	
5. A journal article by Manase Halitopo (2020)	Implementation of freedom to learn in english textbooks for vocational high schools	the difference in these two studies was that the researchers examined the 7th grade of junior high school while the management studied at the vocational high school.	first, researchers and manase both use Merdeka curricula, second use qualitative research.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Qualitative methods demonstrate a different approach to scholarly inquiry than methods of quantitative research. Although the processes are similar, qualitative methods rely on text and image data, have unique steps in data analysis, and draw on diverse designs. Writing a method section for a proposal or study for qualitative research partly requires educating readers as to the intent of qualitative research, mentioning specific designs, carefully reflecting on the role the researcher plays in the study, drawing from an overexpanding list of types of data sources, using specific protocols for recording data, analyzing the information through multiple steps of analysis, and mentioning approaches for documenting the methodological integrity or accuracy or validity of the data collected (Creswell, 2018), According to (Sugiyono, 2013), the task of qualitative researchers as human instruments is to set research objectives, select informants as data sources, conduct data collection, assess data quality, analyse data, interpret data and make conclusions on their findings.

Since the data for this study came from textbooks, content analysis was used to do so. Content analysis is a research technique for drawing replicable and valid inferences about context of use from texts (printed materials, sound recordings, visual communications, works of art,

artifacts), according to (Krippendorff, 1980). The book chosen as the focus of this research, the researcher analyzed the content of the reading text based on Alan Cunningsworth‟s language content criteria.

B. Research Setting

For this research to be more focused, the researchers made the following research time:

Table 2
Research time

Descriptions	2022-2023							
	Sep	Nov	Dec	Jan	Feb	Mar	Apr	May
Contact The Supervisor	■							
Research Title Discussion	■							
Pre research		■						
Preparation of Chapter I-III			■	■	■			
Seminar Proposal					■			
Preparation of Chapter IV Study Results						■	■	
Preparation of Chapter V Conclusion							■	
Munaqosyah								■

C. Research Subject

The subjects of this study were a textbook entitled "Bright an English" for seventh grade of junior high school, publisher Erlangga, writer Nur Zaida, editor of Baluni and Wahyu, printing company PT. Gelora Aksara Pratama. The book "Bright an English" presents Project

Based Learning to develop the character of Pancasila students: critical thinking, creative, independent, mutual cooperation, global diversity, faith and piety to God Almighty and noble character, as an effort to support the government's vision and mission to realize create sovereignty. Advanced Indonesia the importance of the book "Bright an English" the researcher chose this study to determine the quality of the textbook based on good criteria according to Cunningsworth theory.

D. Data and Data Sources

The source of the data in this study was the book "Bright an English" for class VII published by PT Erlangga, and the data the researcher focused on in the book was reading text in the form of paragraphs, and the researcher only took 1 text in each chapter because each text in 1 chapter have the same topic. Then as supporting data, researchers will compare the book "Bright an English" with Cunningsworth's theoretical data in a book entitled "Choosing Your Coursebook" from (Cunningsworth, 1995b).

E. Research Instruments

To get reliable research results, researchers need to use tools that must exist in research. These tools are commonly called instruments. The instrument is a tool used by researchers to reach the level of confidence in research results. The main instrument in this research is the researcher herself. Because this research uses human instruments, researchers act as key instruments by observing, asking, listening, requesting, and retrieving research data.

F. Techniques of Collecting the Data

The data collection steps include setting the boundaries for the study through sampling and recruitment; collecting information through unstructured or semi-structured observations and interviews, documents, and visual materials; as well as establishing the protocol for recording information (Creswell, 2018). In this research, documentary analysis is also used by the researcher. Documentary analysis is a research method applied to written or visual materials to identify the specified characteristic of the materials (Ary et al, 2009). Arikunto, (2013) stated that documentary analysis is the activity of looking for variable data, such as notes, transcripts, textbooks, newspapers, magazines, inscriptions, meeting minutes, agendas, etc. Analytical work aimed to know the meaning, status, and relationship between various concepts, policies, programs, activities, events to determine the benefits or impact of it. In this research, the data was taken from English textbook entitled "Bright an English" for the seventh grade of junior High School.

G. Trustworthiness of the Data

This research uses non-test instruments to collect data so there is no need to standardize the instrument, content validity is sufficient. Content validity shows the ability of research instruments to reveal or represent the overall content to be measured. Testing the content validity of the instrument in this study using expert judgment. Testing the content validity of the instrument by means of expert judgment, namely through reviewing the grid, especially its suitability for research purposes and

question items. After expert judgment, the instrument was tested on the research sample. This is in accordance with (Sugiyono, 2013) which states "To test the validity of further instrument items, after being consulted with experts, then tested, and analyzed by item analysis or different tests."

This research is new research made by the researcher, to get valid data the researcher conducted an expert test (Expert Judgment). After consulting with the supervisor to conduct a research trial, then test the validity and reliability of the instrument with Expert Judgment. The statements that have been prepared are then consulted with lecturers or experts (Expert Judgment) to minimize the level of weaknesses and errors in the instruments that have been made by researcher. The researcher chose Dwi Cahyono, M.Pd to become a validator or expert (Expert Judgment).

H. Techniques of Analyzing the Data

The researcher used the interactive model of data analysis proposed by Miles, Huberman, and Saldana (2014) as illustrated below:

1. Data Condensation

After collecting the data, the researcher managed the datathrough filtering, choosing, simplifying, summarizing, focusing, the data to make the analysis process easier. Data condensation means that the researcher can decide which data is divided into code and which ones are pulled out. The data were sharpened, focused, and organized in this process, which later on the researcher can draw and verify the "final" conclusion.

2. Data Display

   After data condensation has been done, the researcher displayed the sorted and summarized data in the descriptive of narrative form. The technique is used to arrange a description of the information to conclude.

3. Conclusion Drawing and Verification

   Then, after displaying the data, the researcher conducted the drawing and verifying the conclusion. Here, the researcher concluded and verified the result of the research.

   Researchers also use matchingt the last step is concluding, in scoring how well the textbook fulfills the language content checklist suggested by Alan Cunningsworth, the researcher used the formula as follow:

$$p = \underline{F} \times \mathbf{100\%}$$
$$\mathbf{N}$$

Notes:

P: the percentage

F: total number of fulfilled checklist items

N: total number of checklist item suggested by Alan Cunningsworth

To determine the quality of the Bahasa Inggris Textbook, the researcher used the "Schema of Compatibility Classification" based on Arikunto, (1998:246) in Sadhily, 2022 as follow:

Table 3

Percentage and Compatibility Classification

Interval	Compatibility
76-100%	Very Good
56-75%	Good
40-55%	Fair
0-39%	Bad

Table 4

matrix data of Grammar

No.	Coding	Textual Data	A1	A2	A3	A4	A5	A6	A7	Explanation	Valid/ Invalid

Table 5

matrix data of Vocabulary

No.	Coding	Textual Data	A1	A2	A3	A4	A5	A6	A7	Explanation	Valid/ Invalid

Table 6

matrix data of Phonology

No.	Coding	Textual Data	A1	A2	A3	A4	A5	A6	A7	Explanation	Valid/ Invalid

Table 7

Matrix Data of Discourse

No.	Coding	Textual Data	A1	A2	A3	A4	Explanation	Valid/ Invalid

Table 8

Matrix Data of Style and Appropriasy

No.	Coding	Textual Data	A1	A2	A3	A4	A5	Explanation	Valid/ Invalid

Table 9

Checklist Items of "Bright an English" textbook according to Alan
Cunningsworth"s Theory

Aspect	Criteria	CH 1	CH 2	CH 3	CH 4	CH 5	CH 6	CH 7	CH 8
Grammar	What grammar items are included? Do they correspond to students" language needs								
	Are they presented enough unit for easy learning?								
	Is there an emphasis on language form?								
	Is there an emphasis on language use (meaning)?								
	How balanced is the treatment of form and use?								
	Are newly introduced items related to and contrasted with items already familiar to the learners?								
	Where one grammatical form has more than one meaning (e.g., the present continuous), are all relevant meanings taught (not necessarily together)?								
Vocabulary	Is vocabulary-learning material included in its own right? If so, how prominent is it? Is it central to the course or peripheral?								
	How much vocabulary is taught?								
	Is there any principled basis for selection of vocabulary?								
	Is there any distinction between active and passive vocabulary, or classroom vocabulary?								

	Is vocabulary presented in a structured, purposeful way?								
	Are learners sensitized to the structure of the lexicon through vocabulary-learning exercises based on: Semantic relationships Formal relationships Collocation Situation-based word group								
	Does the material enable students to expand their own vocabularies?								
Phonology	How thoroughly and systematically are each of the following aspects of the phonological system covered: a. Articulation of individual sounds b. Words in contact (e.g. assimilation) c. Word stress d. Weak forms e. Sentence stress f. Intonation								
	Where phonology is taught selectively, is the emphasis on areas of pronunciation that are important to meet learners" needs and help avoid misunderstandings?								
	Is the pronunciation work built on to other types of work, such as listening, dialogue practice, etc. or does it stand separately?								
	How much terminology is used? Is it comprehensible to the learners?								
	Is the phonemic alphabet used? If so, are students given any training in learning it								
	Does the material use a diagrammatic system to show								

	stress and intonation?								
	Are these cassettes for pronunciation practice? If so, do they provide good models for learners?								
Discourse	Does the textbook deal with any aspects of discourse?								
	If so, which aspects are covered: Conjunctives Other features of cohesion (reference pronouns, substitution, etc) Paragraphing and organization of written discourse								
	Structure and conventions of spoken Discourse								
	Do the examples of spoken and written discourse presented by the material provide good models for the learners?								
	Is the treatment of discourse sustained and progressive throughout the course, or does it consist of limited or isolated elements?								
Style and Appropriacy	Is there any reference to appropriacy?								
	If so, is it dealt with thoroughly or incidentally?								
	Is appropriacy taught with reference to: Choice of grammar Choice of vocabulary Discourse structure Pronunciation?								
	Is there any attempt to match language style to social situation?								
	Does the coursebook identify situations or areas of language use where learners should be particularly sensitive to using appropriate styles, e.g. when complaining?								

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research finding

The results of the researcher's evaluation of the seventh grade junior high school "Bright an English" Textbook are presented in this chapter. There are 158 pages in the textbook "Bright an English". It has been analyzed according to the list of language contents included in the theory suggested by Alan Cunningsworth which consists of grammar, vocabulary, phonology, discourse, and style and appropriateness. Each criterion is further elaborated in sub-points in the form of questions. Textbooks are carefully reviewed by answering the checklist provided, then produce a description of the textbook. In this study, researchers took 8 reading texts from 8 chapters in the book "Bright an English".

Table 10

List of Reading Text on English Textbook Entitled "Bright an English"

No	Coding	Text	Topic	Objective
1.	Chapter: 1 Page: 17	My name is Hanny Lovatika. I was born on 16 November 2006 in Berlin, Germany. My father is German, and my mother is Indonesian-born. I can speak English, German, and Indonesian. I have been living in South Tangerang, Indonesia, since I was 12 years old. Now, I	Introduction	Greet people; introduce ourselves; introduce others; comprehend a form;

		am 15 years old, and I am happy to welcome my sweet 16th birthday next year in this country.		complete a form; use numbers properly; use days properly; use months properly; comprehend oral personal identity; comprehend written personal identity.
2.	Chapter: 2 Page: 27	Cappadocia is a favourite destination for traveling in Turkey. It is famous in the world because of the scenery and landscape. We can see the beauty from a hot-air-balloon that we can rent locally. Cappadocia has a markedly continental climate, with hot dry summers and cold snowy winters. Therefore, sometimes we can see it dry like a dessert in the summer, but we can also see it covered in snow in the winter.	Text Descrip tive	Identify verb be (to be) singular; do a role play about questions and statements; recognize other countries and the nationalities; learn about how to use verb be (to be) in the daily life.
3.	Chapter: 3 Page: 54	Hi! I'm Josh, 29 years old. I'm from Los Angeles California, and this is my story. I started out as a juggler, performing. travelling, and doing shows. I've got 9 gold medals in the World Championships of juggling. I have got Guinness World Records titles. And now I consider myself as a content creator because I	Introdu ction	Use the verb be (plural): negatives and questions; use I (don't) like.../Do you like..?; understand object pronouns.

		create videos for a living.		
		Juggling is so awesome and I love it so much. I started to learn juggling when I was in an elementary school. My friends and my family were always supportive of my juggling, but when I started talking of making it as a career, there was a little bit of hesitation from my parents.		
		I started my street performing at Santa Monica, and did some random gigs here and there. I started performing more seriously. I started to grow my own social media followers. I knew I wanted to be more than a juggler, and I wanted to have a strong relationship with my fans. My way to go there is through World Records Wednesdays. Every single Wednesday for two and a half years now. I would break or set a world record, including most apples sliced while Juggling knives the longest time to juggle five full-sized basketballs, the longest time to balance a guitar on your head and many more.		
		I truly believe that if you love something and you're willing to work har enough at it, you can make it a career. Treat it like a real job, wake up 7 A.M. and start working. You can't expect results without putting in efforts I went from full time performer to full time content creator. I never want to stop performing there's just nothing like this.		
4.	Chapter: 4 Page: 66	Hello My name is Katy I have a fraternal twin sister named Nina My father is Andy. and my mother is Martha We live with my	Introduction	Use the simple present tense; do a role play on questions

		grandparents and my uncle's family Dan and Emma are my grandparents My uncle is Tom He is married to his wife. Liz Ananta Aunt Liz works in the same school with my father as a sport teacher. My uncle has three children named Sara John and Laura We go to the same school with Sara We usually ride together to the school with Uncle Tom because our school is just next to his office Meanwhile, my mother picks us up after school because she works mostly from home as an interior designer.		and short answers; recognize our family members in a family tree; use possessive's and possessive adjective.
5.	Chapter: 5 Page: 80	Hi! I am Dessy I live in Agam. West Sumatra. I spend most of my time in the market. My mother owns a food stall in the Pasar Atas market in Bukittinggi. She sells Nasi Kapau. the traditional food of West Sumatra The market is usually crowded during the weekends. A lot of people visit Bukittinggi and try Nasi Kapau at her stall.	Introduction	Use present simple with adverbs of frequency: tell days of the week; tell about TV programmes; tell the time.
6.	Chapter: 6 Page: 101	La Jolla Cove Visit this place. It is the best snorkeling spot in San Diego An underwater marine park and sanctuary, it has perhaps the highest concentration of Garibaldi on the planet. Lots of calico sea bass, mackerel, smelt, and many other fish can be found here, too Perhaps what makes it even more special is that you share the water with sea lions. They go by like you're standing still, and they seem huge in the water. Exhilarating.	Text Descriptive	Use there's/there are; understand positive imperatives; use prepositions of place; identify places in towns.

7.	Chapter: 7 Page: 131	Durban KwaZulu-Natal's oldest crocodile, Henry, will celebrate his 121 birthday on Thursday this week. Henry stays in the Crocworld of KwaZulu- Natal Zoo in South Africa. Henry came to this zoo when he was 85 years old. Henry is Crocworld's oldest crock and the oldest known crocodile in captivity. Henry is 5-metres long and 750 kg in weight. Henry is the father of more than 10.000 offsprings with his six female co habitants. The zoo has got a schedule for feeding their animals, but this time will be different for Henry. He will get his favourite treat in the form of a birthday cake.	Text Descriptive	Use have/has got in sentences; identify parts of the body; identify physical characteristics; use why... and because....
8.		COTO MAKASSAR Coto is made of beef offal. The slices of beef offal are mixed with a special blend of spices and cooked for a long time. Coto is one of the legendary culinary dishes from Makassar.	Text Descriptive	Identify the expressions of offering something; identify descriptive texts; identify countable and uncountable nouns.

To analyze and assess the suitability of the reading texts being considered, language content can be compared with what students need and expect to learn. Grammar, vocabulary, phonology, pronunciation, discourse, style, and appropriation are components of language elements. Cunningsworth provides several evaluation criteria related to aspects of language content as follows:

1. Grammar

Those reading texts we analyzed by using the theory of Alan Cunningsworth's Language Content Criteria on the aspect of grammar. Moreover, the researcher uses those seven criteria to analyze sample chapters of "Bright an English" textbook which resulted as below:

1) Chapter 1

In chapter 1 the grammatical items included are simple present, and the items used in reading text are according to student needs because they have fulfilled the learning units in each chapter, including greet people; introduce myself; introduce others; comprehend a form; complete a form; use numbers properly; use days properly; use months properly; comprehend oral personal identity; comprehend written personal identity, the example in the text in chapter 1 is "my name is Hanny Lovatika". The grammar points presented in this chapter have provided sufficient units for easy learning because the sentences used in the simple present are easy to understand and often appear like "I can speak English". The treatment between language form and use is balanced. Both language form and use are delivered, such as induction using simple present language elements. The treatment between language form and use is balanced. Both language form and use are delivered because in reading the text in chapter 1 is in accordance with the learning unit in chapter 1 which is on the first page. The new items delivered related to introducing someone are related and familiar to the learners' background information.

2) Chapter 2

In chapter 2 the grammatical items included are the simple present, and the items used in the reading text are in accordance with the needs of students because they have fulfilled the learning units in each chapter, including identifying the verb be (to be) singular, and recognizing countries and nations another example, the example text in chapter 2 is "Cappadocia is a favorite destination for traveling in Turkey". The grammar points presented in this chapter have provided sufficient units for easy learning because sentences used in the simple present are easy to understand and often appear like "we can also see them covered with snow in winter". The treatment between form and use of language is balanced. Both form and use of language are conveyed, such as induction using simple present language elements. The treatment between form and use of language is balanced. Both the form and the use of language are conveyed because in reading the text in chapter 2 it is in accordance with the learning unit in chapter 2 which is on the first page.

3) Chapter 3

In chapter 3 the grammatical items included are the simple present, and the items used in the reading text are in accordance with the needs of students because they have fulfilled the learning units in each chapter, including using the verb be (plural), and understanding objects. pronouns, the example text in chapter 3 is "I'm from Los Angeles California". The grammar points presented in this chapter have provided enough units for easy learning because sentences used in the simple present are easy to understand

and often appear like "I'm Josh, 29 years old". The treatment between form and use of language is balanced. Both form and use of language are conveyed, such as induction using simple present language elements. The treatment between form and use of language is balanced. Both the form and the use of language are conveyed because in reading the text in chapter 3 it is in accordance with the learning unit in chapter 3 which is on the first page.

4) Chapter 4

In chapter 4 the grammatical items included are the simple present, and the items used in the reading text are in accordance with the needs of students because they have fulfilled the learning units in each chapter, including recognize our family members in a family tree, and use possessives and possessive adjective, the example text in chapter 4 is " My uncle is Tom He is married to his wife ". The grammar points presented in this chapter have provided enough units for easy learning because sentences used in the simple present are easy to understand and often appear like " My name is Katy I have a fraternal twin sister named Nina My father is Andy ". The treatment between form and use of language is balanced. Both form and use of language are conveyed, such as induction using simple present language elements. The treatment between form and use of language is balanced. Both the form and the use of language are conveyed because in reading the text in

chapter 4 it is in accordance with the learning unit in chapter 4 which is on the first page.

5) Chapter 5

In chapter 5 the grammatical items included are the simple present, and the items used in the reading text are in accordance with the needs of students because they have fulfilled the learning units in each chapter, including use present simple with adverbs frequency, tell days of the week, and tell the time, the example text in chapter 5 is " The market is usually crowded during the weekends". The grammar points presented in this chapter have provided enough units for easy learning because sentences used in the simple present are easy to understand and often appear like " I am Dessy I live in Agam". The treatment between form and use of language is balanced. Both form and use of language are conveyed, such as induction using simple present language elements. The treatment between form and use of language is balanced. Both the form and the use of language are conveyed because in reading the text in chapter 5 it is in accordance with the learning unit in chapter 5 which is on the first page.

6) Chapter 6

In chapter 6 the grammatical items included are the simple present, and the items used in the reading text are in accordance with the needs of students because they have fulfilled the learning units in each chapter, including use there"s/there are, use

prepositions of place, and identify places in towns, the example text in chapter 6 is " La Jolla Cove is the best snorkeling spot in San Diego An underwater marine park and sanctuary". The grammar points presented in this chapter have provided enough units for easy learning because sentences used in the simple present are easy to understand and often appear like " They go by like you're standing still, and they seem huge in the water". The treatment between form and use of language is balanced. Both form and use of language are conveyed, such as induction using simple present language elements. The treatment between form and use of language is balanced. Both the form and the use of language are conveyed because in reading the text in chapter 6 it is in accordance with the learning unit in chapter 6 which is on the first page.

7) Chapter 7

In chapter 7 the grammatical items included are the simple present, and the items used in the reading text are in accordance with the needs of students because they have fulfilled the learning units in each chapter, including use have / has got in sentence, identify parts of the body, and identify physical characteristics, the example text in chapter 7 is " Henry is Crocworld's oldest crock and the oldest known crocodile in captivity". The grammar points presented in this chapter have provided enough units for easy learning because sentences used in the simple present are easy to

understand and often appear like " Henry is 5-metres long and 750 kg in weight". The treatment between form and use of language is balanced. Both form and use of language are conveyed, such as induction using simple present language elements. The treatment between form and use of language is balanced. Both the form and the use of language are conveyed because in reading the text in chapter 7 it is in accordance with the learning unit in chapter 7 which is on the first page.

8) Chapter 8

In chapter 8 the grammatical items included are the simple present, and the items used in the reading text are in accordance with the needs of students because they have fulfilled the learning units in each chapter, including identify the expressions of offering something, identify descriptive texts, and identify countable and uncountable nouns, the example text in chapter 8 is " Coto is one of the legendary culinary dishes from Makassar". The grammar points presented in this chapter have provided enough units for easy learning because sentences used in the simple present are easy to understand and often appear like " Coto is made of beef offal". The treatment between form and use of language is balanced. Both form and use of language are conveyed, such as induction using simple present language elements. The treatment between form and use of language is balanced. Both the form and the use of language are conveyed because in reading the text in chapter 8 it is in

accordance with the learning unit in chapter 8 which is on the first page.

2. Vocabulary

Those reading texts we analyzed by using the theory of Alan Cunningsworth's Language Content Criteria on the aspect of vocabulary. Moreover, the researcher uses those seven criteria to analyze sample chapters of "Bright an English" textbook which resulted as below:

1) Chapter 1

In chapter 1 the vocabularies are various. They are noun, verb, pronoun, adjective, and many more related to the objectives of the chapter. Vocabularies are chosen based on theme of the chapter. In this chapter, vocabularies used are based on the use numbers, days, months, and comprehending written personal identity properly. The vocabulary is presented in a structured and directed manner which can be seen from the structure in the reading text of each chapter.

2) Chapter 2

In chapter 2 the vocabularies are various. They are noun, verb, pronoun, adjective, and many more related to the objectives of the chapter. Vocabularies are chosen based on theme of the chapter. In this chapter, vocabularies used are based on recognize other countries and the nationalities. The vocabulary is presented

in a structured and directed manner which can be seen from the structure in the reading text of each chapter.

3) Chapter 3

In chapter 3 the vocabularies are various. They are noun, verb, pronoun, adjective, and many more related to the objectives of the chapter. Vocabularies are chosen based on theme of the chapter. In this chapter, vocabularies used are based on introduction topic and understand object pronouns. The vocabulary is presented in a structured and directed manner which can be seen from the structure in the reading text of each chapter.

4) Chapter 4

In chapter 4 the vocabularies are various. They are noun, verb, pronoun, adjective, and many more related to the objectives of the chapter. Vocabularies are chosen based on theme of the chapter. In this chapter, vocabularies used are based on are recognize our family members in a family tree, and use possessives and possessive adjective. The vocabulary is presented in a structured and directed manner which can be seen from the structure in the reading text of each chapter.

5) Chapter 5

In chapter 5 the vocabularies are various. They are noun, verb, pronoun, adjective, and many more related to the objectives of the chapter. Vocabularies are chosen based on theme of the chapter. In this chapter, vocabularies used are based on tell days of

the week, and tell the time. The vocabulary is presented in a structured and directed manner which can be seen from the structure in the reading text of each chapter.

6) Chapter 6

In chapter 6 the vocabularies are various. They are noun, verb, pronoun, adjective, and many more related to the objectives of the chapter. Vocabularies are chosen based on theme of the chapter. In this chapter, vocabularies used are based on use prepositions of place, and identify places in towns. The vocabulary is presented in a structured and directed manner which can be seen from the structure in the reading text of each chapter.

7) Chapter 7

In chapter 7 the vocabularies are various. They are noun, verb, pronoun, adjective, and many more related to the objectives of the chapter. Vocabularies are chosen based on theme of the chapter. In this chapter, vocabularies used are based on identify parts of the body, and identify physical characteristics. The vocabulary is presented in a structured and directed manner which can be seen from the structure in the reading text of each chapter.

8) Chapter 8

In chapter 8 the vocabularies are various. They are noun, verb, pronoun, adjective, and many more related to the objectives of the chapter. Vocabularies are chosen based on theme of the chapter. In this chapter, vocabularies used are based on

identify the expressions of offering something, identify descriptive texts, and identify countable and uncountable nouns. The vocabulary is presented in a structured and directed manner which can be seen from the structure in the reading text of each chapter.

3. Phonology

Those reading texts we analyzed by using the theory of Alan Cunningsworth's Language Content Criteria on the aspect of phonology. Moreover, the researcher uses those seven criteria to analyze sample chapters of "Bright an English" textbook which resulted as below:

1) Chapter 1

In reading text analyzed by the researcher there were no aspects of the phonological system, no phonology is taught selectively, no pronunciation work built, no phonemic alphabet used, because they existed in students' practice not in reading texts. The terminology used in chapter 1 is **Indonesian-born**. There is no diagrammatic system to show stress and intonation. There are no cassettes provided to this chapter pronunciation practice.

2) Chapter 2

In reading text analyzed by the researcher there were no aspects of the phonological system, no phonology is taught selectively, no pronunciation work built, no phonemic alphabet

used, because they existed in students' practice not in reading texts. The terminology used in chapter 2 is **hot-air-balloon, and markedl**. There is no diagrammatic system to show stress and intonation. There are no cassettes provided to this chapter pronunciation practice.

3) Chapter 3

In reading text analyzed by the researcher there were no aspects of the phonological system, no phonology is taught selectively, no pronunciation work built, no phonemic alphabet used, because they existed in students' practice not in reading texts. The terminology used in chapter 3 is **content creator**. There is no diagrammatic system to show stress and intonation. There are no cassettes provided to this chapter pronunciation practice.

4) Chapter 4

In reading text analyzed by the researcher there were no aspects of the phonological system, no phonology is taught selectively, no pronunciation work built, no phonemic alphabet used, because they existed in students' practice not in reading texts. The terminology used in chapter 4 is **Meanwhile**. There is no diagrammatic system to show stress and intonation. There are no cassettes provided to this chapter pronunciation practice.

5) Chapter 5

In reading text analyzed by the researcher there were no aspects of the phonological system, no phonology is taught selectively, no pronunciation work built, no phonemic alphabet used, because they existed in students' practice not in reading texts. The terminology used in chapter 5 is **Nasi Kapau**. There is no diagrammatic system to show stress and intonation. There are no cassettes provided to this chapter pronunciation practice.

6) Chapter 6

In reading text analyzed by the researcher there were no aspects of the phonological system, no phonology is taught selectively, no pronunciation work built, no phonemic alphabet used, because they existed in students' practice not in reading texts. The terminology used in chapter 6 is **San Diego**. There is no diagrammatic system to show stress and intonation. There are no cassettes provided to this chapter pronunciation practice.

7) Chapter 7

In reading text analyzed by the researcher there were no aspects of the phonological system, no phonology is taught selectively, no pronunciation work built, no phonemic alphabet used, because they existed in students' practice not in reading texts. The terminology used in chapter 7 is **crocworld's**. There is no

diagrammatic system to show stress and intonation. There are no cassettes provided to this chapter pronunciation practice.

8) Chapter 8

In reading text analyzed by the researcher there were no aspects of the phonological system, no phonology is taught selectively, no pronunciation work built, no phonemic alphabet used, because they existed in students' practice not in reading texts. The terminology used in chapter 8 is **coto makassar and beff offal**. There is no diagrammatic system to show stress and intonation. There are no cassettes provided to this chapter pronunciation practice.

4. **Discourse**

Those reading texts we analyzed by using the theory of Alan Cunningsworth's Language Content Criteria on the aspect of discourse. Moreover, the researcher uses those four criteria to analyse sample chapters of Bahasa Inggris textbook which resulted as below:

1) Chapter 1

In chapter 1 discusses aspects of discourse. These aspects are conjunctions, paragraphing, and organizing written introductory discourse. Examples of written discourse presented by the material provide good examples for students, the discourses are

examples of introduction. The treatment of discourse is sustained and progressive, because from the initial sentence to the next it is connected, and from one sentence to the next it varies, not monotonously.

2) Chapter 2

In chapter 2 discusses aspects of discourse. These aspects are conjunctions, paragraphing, and organizing written introductory discourse. Examples of written discourse presented by the material provide good examples for students, the discourses are examples of recognize other countries and the nationalities. The treatment of discourse is sustained and progressive, because from the initial sentence to the next it is connected, and from one sentence to the next it varies, not monotonously.

3) Chapter 3

In chapter 3 discusses aspects of discourse. These aspects are conjunctions, paragraphing, and organizing written introductory discourse. Examples of written discourse presented by the material provide good examples for students, the discourses are examples of descriptive text. The treatment of discourse is sustained and progressive, because from the initial sentence to the next it is connected, and from one sentence to the next it varies, not monotonously.

4) Chapter 4

In chapter 4 discusses aspects of discourse. These aspects are conjunctions, paragraphing, and organizing written introductory discourse. Examples of written discourse presented by the material provide good examples for students, the discourses are examples of recognize our family members in a family tree. The treatment of discourse is sustained and progressive, because from the initial sentence to the next it is connected, and from one sentence to the next it varies, not monotonously.

5) Chapter 5

In chapter 5 discusses aspects of discourse. These aspects are conjunctions, paragraphing, and organizing written introductory discourse. Examples of written discourse presented by the material provide good examples for students, the discourses are examples of tell days of the week and tell the time. The treatment of discourse is sustained and progressive, because from the initial sentence to the next it is connected, and from one sentence to the next it varies, not monotonously.

6) Chapter 6

In chapter 6 discusses aspects of discourse. These aspects are conjunctions, paragraphing, and organizing written introductory discourse. Examples of written discourse presented by the material

provide good examples for students, the discourses are examples of identify places in towns. The treatment of discourse is sustained and progressive, because from the initial sentence to the next it is connected, and from one sentence to the next it varies, not monotonously.

7) Chapter 7

In chapter 7 discusses aspects of discourse. These aspects are conjunctions, paragraphing, and organizing written introductory discourse. Examples of written discourse presented by the material provide good examples for students, the discourses are examples of identify parts of the body and physical characteristics. The treatment of discourse is sustained and progressive, because from the initial sentence to the next it is connected, and from one sentence to the next it varies, not monotonously.

8) Chapter 8

In chapter 1 discusses aspects of discourse. These aspects are conjunctions, paragraphing, and organizing written introductory discourse. Examples of written discourse presented by the material provide good examples for students, the discourses are examples of descriptive text. The treatment of discourse is sustained and progressive, because from the initial sentence to the next it is connected, and from one sentence to the next it varies, not monotonously.

5. Style and appropriacy

Those reading texts we analyzed by using the theory of Alan Cunningsworth's Language Content Criteria on the aspect of style and appropriacy. Moreover, the researcher uses those five criteria to analyze sample chapters of Bahasa Inggris textbook which resulted as below:

1) Chapter 1

In chapter 1 references to conformity are dealt with thoroughly. This suitability is taught in grammar and vocabulary choices in the form of reading texts in each chapter. There are attempts to match language style with social situations, such as this chapter discusses the introduction, the style of language used is formal. Textbooks identify situations or areas of language use where the learner must be very sensitive to use the appropriate style, such as the material gives the appropriate styles in introductions.

2) Chapter 2

In chapter 2 references to conformity are dealt with thoroughly. This suitability is taught in grammar and vocabulary choices in the form of reading texts in each chapter. There are attempts to match language style with social situations, such as this chapter discusses the recognize other countries and the nationalities, the style of language used is formal. Textbooks identify situations or areas of language use where the learner must

be very sensitive to use the appropriate style, such as the material gives the appropriate styles in recognize other countries and the nationalities.

3) Chapter 3

In chapter 3 references to conformity are dealt with thoroughly. This suitability is taught in grammar and vocabulary choices in the form of reading texts in each chapter. There are attempts to match language style with social situations, such as this chapter discusses the introduction, the style of language used is formal. Textbooks identify situations or areas of language use where the learner must be very sensitive to use the appropriate style, such as the material gives the appropriate styles in descriptive text.

4) Chapter 4

In chapter 4 references to conformity are dealt with thoroughly. This suitability is taught in grammar and vocabulary choices in the form of reading texts in each chapter. There are attempts to match language style with social situations, such as this chapter discusses the recognize our family members in a family tree, the style of language used is formal. Textbooks identify situations or areas of language use where the learner must be very sensitive to use the appropriate style, such as the material gives the appropriate styles in recognize our family members in a family tree.

5) Chapter 5

In chapter 5 references to conformity are dealt with thoroughly. This suitability is taught in grammar and vocabulary choices in the form of reading texts in each chapter. There are attempts to match language style with social situations, such as this chapter discusses the tell days of the week and tell the time, the style of language used is formal. Textbooks identify situations or areas of language use where the learner must be very sensitive to use the appropriate style, such as the material gives the appropriate styles in tell days of the week and tell the time.

6) Chapter 6

In chapter 6 references to conformity are dealt with thoroughly. This suitability is taught in grammar and vocabulary choices in the form of reading texts in each chapter. There are attempts to match language style with social situations, such as this chapter discusses the identify places in towns, the style of language used is formal. Textbooks identify situations or areas of language use where the learner must be very sensitive to use the appropriate style, such as the material gives the appropriate styles in identify places in towns.

7) Chapter 7

In chapter 7 references to conformity are dealt with thoroughly. This suitability is taught in grammar and vocabulary

choices in the form of reading texts in each chapter. There are attempts to match language style with social situations, such as this chapter discusses the identify parts of the body and physical characteristics, the style of language used is formal. Textbooks identify situations or areas of language use where the learner must be very sensitive to use the appropriate style, such as the material gives the appropriate styles in identify parts of the body and physical characteristics.

8) Chapter 8

In chapter 8 references to conformity are dealt with thoroughly. This suitability is taught in grammar and vocabulary choices in the form of reading texts in each chapter. There are attempts to match language style with social situations, such as this chapter discusses the descriptive text, the style of language used is formal. Textbooks identify situations or areas of language use where the learner must be very sensitive to use the appropriate style, such as the material gives the appropriate styles in descriptive text.

According to Alan Cunningsworth‟s language content criteria, the researcher provides a summary in a form of checklist tables. Table 11 shows the compatibility of "Bright an English" textbook with Alan Cunningsworth language aspect criteria.

Table 11

Checklist Items of "Bright an English" textbook according to Alan Cunningsworth''s Theory

Aspect	Criteria	CH1	CH2	CH3	CH4	CH5	CH6	CH7	CH8
Grammar	What grammar items are included? Do they correspond to students'' language needs	✓	✓	✓	✓	✓	✓	✓	✓
	Are they presented enough unit for easy learning?	✓	✓	✓	✓	✓	✓	✓	✓
	Is there an emphasis on language form?	✓	✓	✓	✓	✓	✓	✓	✓
	Is there an emphasis on language use (meaning)?	✓	✓	✓	✓	✓	✓	✓	✓
	How balanced is the treatment of form and use?	✓	✓	✓	✓	✓	✓	✓	✓
	Are newly introduced items related to and contrasted with items already familiar to the learners?	✓	✓	✓	✓	✓	✓	✓	✓
	Where one grammatical form has more than one meaning (e.g., the present continuous), are all relevant meanings taught (not necessarily together)?	✓	✓	✓	✓	✓	✓	✓	✓
Vocabulary	Is vocabulary-learning material included in its own right? If so, how prominent is it? Is it central to the course or peripheral?	✓	✓	✓	✓	✓	✓	✓	✓
	How much vocabulary is taught?	✓	✓	✓	✓	✓	✓	✓	✓
	Is there any principled basis for selection of vocabulary?	✓	✓	✓	✓	✓	✓	✓	✓
	Is there any distinction between active and passive vocabulary, or	-	-	-	-	-	-	-	-

	classroom vocabulary?								
	Is vocabulary presented in a structured, purposeful way?	✓	✓	✓	✓	✓	✓	✓	✓
	Are learners sensitized to the structure of the lexicon through vocabulary-learning exercises based on: Semantic relationships Formal relationships Collocation Situation-based word group	-	-	-	-	-	-	-	-
	Does the material enable students to expand their own vocabularies?	✓	✓	✓	✓	✓	✓	✓	✓
Phonology	How thoroughly and systematically are each of the following aspects of the phonological system covered: g. Articulation of individual sounds h. Words in contact (e.g. assimilation) i. Word stress j. Weak forms k. Sentence stress l. Intonation								
	Where phonology is taught selectively, is the emphasis on areas of pronunciation that are important to meet learners" needs and help avoid misunderstandings?								
	Is the pronunciation work built on to other types of work, such as listening, dialogue practice, etc. or does it stand separately?								
	How much terminology is used? Is it comprehensible to the learners?	✓	✓	✓	✓	✓	✓	✓	✓
	Is the phonemic alphabet used? If so, are students given any training in learning it?								
	Does the material use a								

	diagrammatic system to show stress and intonation?								
	Are these cassettes for pronunciation practice? If so, do they provide good models for learners?								
Discourse	Does the textbook deal with any aspects of discourse?	✓	✓	✓	✓	✓	✓	✓	✓
	If so, which aspects are covered: -Conjunctives -Other features of cohesion (reference pronouns, substitution, etc) -Paragraphing and organization of written discourse -Structure and conventions of spoken discourse	✓	✓	✓	✓	✓	✓	✓	✓
	Do the examples of spoken and written discourse presented by the material provide good models for the learners?	✓	✓	✓	✓	✓	✓	✓	✓
	Is the treatment of discourse sustained and progressive throughout the course, or does it consist of limited or isolated elements?	✓	✓	✓	✓	✓	✓	✓	✓
Style and Appropriacy	Is there any reference to appropriacy?	✓	✓	✓	✓	✓	✓	✓	✓
	If so, is it dealt with thoroughly or incidentally?	✓	✓	✓	✓	✓	✓	✓	✓
	Is appropriacy taught with reference to: Choice of grammar Choice of vocabulary Discourse structure Pronunciation?	✓	✓	✓	✓	✓	✓	✓	✓
	Is there any attempt to match language style to social situation?	✓	✓	✓	✓	✓	✓	✓	✓
	Does the coursebook identify situations or areas of language use where learners should be	✓	✓	✓	✓	✓	✓	✓	✓

	particularly sensitive to using appropriate styles, e.g. when complaining?							

From the table above, researcher determines the quality of "Bright an English" textbook fulfils the language content checklist suggested by Alan Cunningsworth for each aspect, the researcher used calculation as below:

$$\frac{\text{Number of fulfilled checklist items}}{\text{Total number of checklist item suggested by Alan Cunningsworth}} \times 100\%$$

Table 12

The Quality of Textbook Presentation Meets the Language Content Checklist
Suggested by Alan Cunningsworth

No	Aspect	Number of Fulfilled Checklist Items
1.	Grammar	For grammar aspect, "Bright an English" textbook fulfilled all 56 items so, the grammar aspects presented $= \dfrac{56}{56} \times 100\%$ $= 100\%$
2.	Vocabullary	For vocabulary aspect, "Bright an English" textbook fulfilled 40 items of 56 items so, the vocabulary aspects presented $= \dfrac{40}{56} \times 100\% = 71{,}4\%$
3.	Phonology	For phonology aspect, "Bright an English" textbook fulfilled 8 items of 56 items so, the phonology aspects presented $= \dfrac{8}{56} \times 100\% = 14{,}3\%$
4.	Discourse	For discourse aspect, "Bright an English" textbook fulfilled all 32 items so, the discourse aspects presented $= \dfrac{32}{32} \times 100\%$ $= 100\%$
5.	Style and	For style and appropriacy aspect, "Bright an English"

	Appropriacy	textbook fulfilled all 40 items so, the style and appropriacy aspects presented $= \dfrac{40 \times 100\%}{40} = 100\%$
Total		In average, "Bright an English" textbook quality is calculated as below $= \dfrac{100 + 71{,}4 + 14{,}3 + 100 + 100}{500} \times 100\%$ $= 77{,}14\%$

From the calculation above, it can be said that the quality of the English textbook is very good because it develops 77,14% of the checklist items suggested by Alan Cunningsworth. The highest aspects of the calculations are the aspects of grammar, discourse, style and appropriacy in which all calculations are 100%. while the lowest aspect of the calculation is the phonology aspect which is 14,3%.

B. Discussion

Alan Cunningsworth provided five aspects on language content that should be fulfilled which consist of a) grammar, b) vocabulary, c) phonology, d) discourse, and e) style and appropriacy.

1. Grammar

The grammar items presented in the textbook "Bright an English" follow the learning units listed in each chapter. The *Capaian pembelajaran fase D* listed are based on the *Capaian pembelajaran* listed by the Indonesian Ministry of Culture and Education. Cunningsworth (1995) mentions that grammatical items may be taught in grammatical form with an emphasis on meaning and used to equalize and minimize problems caused by the form. Cunningsworth

also adds that any meaning or usage must be taught. This is related to students' knowledge of the grammar delivered.

That the form itself refers to the structure of a phrase or clause. While grammar use itself is a way of using grammar forms in authentic discourse. In line with that, the main points of English textbooks for each chapter are delivered in the form of reading text. each chapter in the book uses a lot of descriptive text and the linguistic elements use a lot of simple present tenses. Therefore, the researcher considers the grammar presented is sufficient for easy learning.

2. Vocabulary

Vocabulary should be taught in a structured and directed way to help students broaden and develop their vocabulary. Cunningsworth (1995, 38) expects new words not only to be taught in the form of new word lists and definitions or taught out of context, but also exercises which awaken students to the structure of the English lexicon. The textbook "Bright an English" introduces new words based on the theme of each chapter. This makes students sensitive to the structure of the lexicon, especially from semantic and situational relations.

This is in line with Cunningsworth (1995) which states that good vocabulary development must include some or all of the items: semantic relations, situational relations, collocations, and form relations. Textbooks should also differentiate between active and passive vocabulary. Nation (2000, p 38) states that active and passive vocabulary are usually referred to as

productive and receptive vocabulary. Listening or reading the forms of words and recovering their meaning is known as receptive vocabulary. Meanwhile, productive vocabulary refers to the ability to communicate meaning orally or in writing, as well as the ability to find and produce appropriate forms of spoken or written words. In conclusion, the textbook "Bright an English" has covered aspects of the vocabulary suggested by Alan Cunningsworth.

3. Phonology

Phonological aspects such as word stress, weak forms, sentence stress, and intonation must be emphasized. It is necessary to focus on creating individual sounds because the ability to produce natural-sounding speech is dependent on the speaker's ability to properly handle sentence stress and intonation in English (Cunningsworth, 1995). The textbook "Bright an English", unfortunately, only provides new terminology or terms because the researcher only examines the reading of the text, not the students' practice of explaining correct phonology. Cunningsworth (1995, p 41) mentions that learners should be provided with terminology whenever it will help them analyze English, categorize it and as a consequence, better understand how it works.

Unfortunately, the "Bright an English" learning book does not provide tapes or recordings to accompany pronunciation teaching materials. It is important to provide good model recordings to help learners use weak forms and sentences in tense and inappropriate ways. Thus, teachers must equip students with good models from other sources. In conclusion, the researcher believes that the researcher only examines the terminology in the phonology aspect, because the other aspects point more to student practice, not reading text.

4. Discourse

Discourse is a feature of language use that goes beyond the domain of grammatical rules and includes areas such as sentence order, cohesion, paragraph organization, text organization, participation in conversation, etc. The textbook "Bright an English" contains points of discourse in the form of reading text related to the subject of the chapter. Examples are widely used in text organization. This is in line with Cunningsworth (1995, p 46) who stated that the organization of written text and spoken English (dialogue and listening) must represent authentic discourse, even if at a simplified level. The discourse in the textbook "Bright an English" is conveyed in much the same way. It starts with an introduction to the grammatical items and vocabulary used in the related discourse. Then introduce the structure of the text related to the discourse being discussed.

5. Style and Appropriation

Style and appropriation are always related to the use of style in language that is appropriate to the situation. The textbook "Bright an English" is designed to follow the latest curriculum competencies. Each chapter is analyzed, given material related to the stated themes and learning units, which may differ in each chapter. Style and appropriation in this textbook are conveyed incidentally through the given discourse structure. Efforts are given mainly in the form of reading texts given related to the learning units of each chapter. some examples are the use of formal style in writing descriptive text.

Cunningsworth (1995) mentions that there are multiple tasks for foreign

learners in learning languages, understanding the social situations they face and choosing and using the appropriate language. Related to these findings, in English textbooks, the material presented follows the theme of each chapter and each theme presents its social situation. conveyed in a reading text that combines grammar, vocabulary, and phonology in it.

Of all the aspects discussed, English textbooks provide good grammar, vocabulary, discourse, style, and appropriation. While in phonology there is still a lack of material provided. Therefore, the teacher needs to cover it by looking for phonological material from other sources.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Reading texts in English textbook "Bright an English" was based on the Ministry of Education and Culture according to the *Merdeka* curriculum. In the assessment using the Language Aspect criteria given by Alan Cunningsworth, the textbook was rated "very good", because the textbook covered 77.14 % of the language content criteria suggested by Alan Cunningsworth. The grammatical items delivered are in accordance with the language needs of students and especially provide a balanced treatment between the form and use of language. The vocabulary of the textbook "Bright an English" is also well conveyed in the form of the reading text provided. Meanwhile, phonologically, the textbook "Bright an English" is lacking in this book. The phonological aspect is only conveyed in the form of terminology. In the aspect of discourse, the textbook "Bright an English" mainly included making paragraphs and organizing written discourse. In style and appropriateness, the textbook "Bright an English" covers appropriateness based on the theme of each chapter.

A. Suggestion

1. Teacher

The researcher suggests that English teachers look for additional materials to improve phonological practice. It is important

to enrich the phonology section because this book does not have phonological aspects.

2. Students

    The researcher suggests to students who will use this textbook to look for additional phonological material such as recorded conversations which can be in the form of tapes or videos. It would be better if students consult with the teacher about the additional material needed.

3. Other Researchers

    This study is limited to aspects of the language content of Alan Cunningsworth. Hopefully other researchers can use it as a reference or consideration for future research.

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APPENDICES

Appendix 1

Cover book
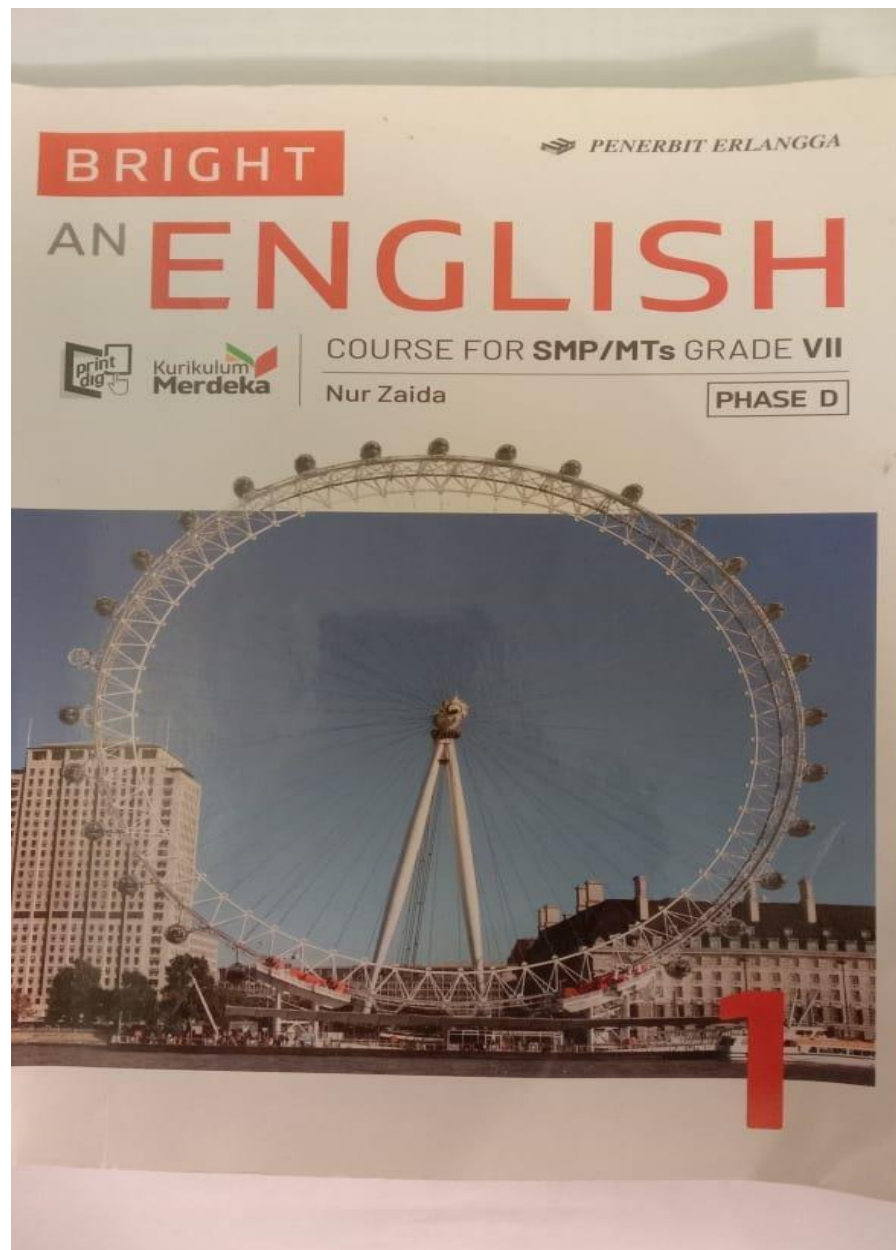
Appendix 2

Book Information

Bright An English Course for Junior High School Student Grade VII

Preface

Welcome to Bright! Bright is written based on Learning Achievement (*Capaian Pembelajaran*). In Bright, you will improve your skills in listening, speaking, reading, viewing, writing, and presenting and learn lots of new vocabulary. You'll learn these skills using various activities. Sometimes you will have discussions or performances in groups or pairs, but at other times you'll work on your own.

Expressions and grammar that students need are introduced. Explanations and specific vocabularies that students need to know are presented at the beginning of activities to ease students' understanding. Writing is often the most difficult skill for students. Hence, students are guided with scaffolding activities before producing a text (either a functional text or monologue text) independently. In addition, Bright is supported with audio to help you make full use of the book.

Bright presents Project-Based Learning to develop the characters of Pancasila students: critical thinking, creative, independent, mutual assistance, global diversity, have faith and fear of God Almighty and have noble character, as an effort to support the government's vision and mission to create a sovereign, Advanced Indonesia.

Good luck!

Author

BRIGHT
for SMP/MTs Grade VII

vi

Inside the Book
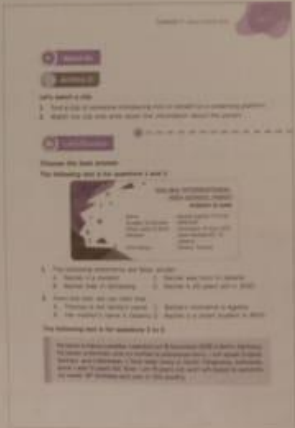
Activity

Various language activities for individual or collaborative work.
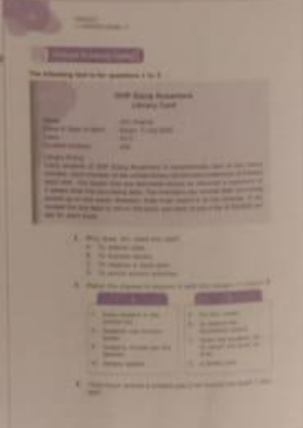
You should know

Features to introduce key points of grammar, pronunciation, and language use.

Let's practise

Practices to expose students to High order thinking questions.

Critical Thinking Tasks

Task that leads students to develop their critical thinking skills. The tasks are carefully designed to stimulate student's creativity and analytical skills.

Let's create

Students need to show their language ability to create their own text or presentation.

Mini project

Students are encouraged to do an individual or collaborative project in which students will conduct some small research and report to the teacher in a structured writing or presentation.

Reflection

At the end of the unit, students have an opportunity to review their understanding by doing the **enrichment** or **remedial** questions. Students can find the questions by scanning the provided QR code.

Capaian Pembelajaran

Fase D

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Elemen	Capaian Pembelajaran
Menyimak – Berbicara Speaking	Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana. *By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.*

BRIGHT
for SMP/MTs Grade VII

Elemen	Capaian Pembelajaran
Membaca – Memirsa **Reading**	ada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks. *By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.*
Menulis – Mempresentasikan **Writing**	Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. *By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.*

Appendix 3

Chapter 1

Chapter 1

Speaking

Nice to Meet You!

Introduction

Do you know how to introduce yourself when meeting new people? Do you know how to greet someone? Let's find out!

In this unit we will learn to:.

- greet people;
- introduce ourselves;
- introduce others;
- comprehend a form;
- complete a form;
- use numbers properly;

- use days properly;
- use months properly;
- comprehend oral personal identity;
- comprehend written personal identity.

Character of Pancasila Students

Independent

Keywords:

greetings, leave-takings, introduction

▶ **Watch On**

Activity 31

Let's watch a clip.

1. Find a clip of someone introducing him or herself on a streaming platform.
2. Watch the clip and write down the information about the person.

Let's Practise   R Comprehension

Choose the best answer.

The following text is for questions 1 and 2.

MALINA INTERNATIONAL HIGH SCHOOL (MIHS)
STUDENT ID CARD

Name	: Rachel Agatha Thomas
Student ID Number	: 19364328
Place, Date of Birth	: Semarang, 15 April 2010
Address	: Jalan Bangka No. 10, Jakarta
Kin's Name	: Devano Thomas

1. The following statements are false, except . . . .
   A. Rachel is a student
   B. Rachel lives in Semarang
   C. Rachel was born in Jakarta
   D. Rachel is 20 years old in 2022

2. From the text, we can infer that . . . .
   A. Thomas is her family's name
   B. Her mother's name is Devano
   C. Rachel's nickname is Agatha
   D. Rachel is a smart student in MIHS

The following text is for questions 3 to 5.

My name is Hanny Lovatika. I was born on 16 November 2006 in Berlin, Germany. My father is German, and my mother is Indonesian-born. I can speak English, German, and Indonesian. I have been living in South Tangerang, Indonesia, since I was 12 years old. Now, I am 15 years old, and I am happy to welcome my sweet 16th birthday next year in this country.

Appendix 4
Chapter 2

Chapter 2

It's Judy Spark!

Introduction

When meeting new people, we may want to know some information about them. Learning language can help us get to know new people.

In this unit we will learn to:

- identify verb be (to be) singular;
- do a role play about questions and statements;
- recognize other countries and the nationalities;
- learn about how to use verb be (to be) in the daily life.

Character of Pancasila Students

Global Diversity

Keywords:

countries, nationalities, favourite, best things.

Activity 5

VOCABULARY
Listen and repeat these country names together.
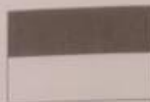
Indonesia	Malaysia	United Kingdom	America

Spain	Singapore	Canada	Brazil

Australia	China

Activity 6

Read this passage about the famous Cappadocia in Turkey.

Cappadocia is a favourite destination for traveling in Turkey. It is famous in the world because of the scenery and landscape. We can see the beauty from a hot-air-balloon that we can rent locally. Cappadocia has a markedly continental climate, with hot dry summers and cold snowy winters. Therefore, sometimes we can see it dry like a dessert in the summer, but we can also see it covered in snow in the winter.

Appendix 5

Chapter 3

Chapter 3

They're a New Band

Introduction

Do you like art? Let's talk about music, films, and performances.

In this unit we will learn to:

- use the verb be (plural): negatives and questions;
- use I (don't) like ..../Do you like ...?;
- understand object pronouns.

Character of Pancasila Students

Creative

Keywords:

object pronouns,
wonderful,
athletes,
adjectives

Critical Thinking Tasks

Read the following text and answer the questions.

Hi! I'm Josh, 29 years old. I'm from Los Angeles California, and this is my story. I started out as a juggler, performing, travelling, and doing shows. I've got 9 gold medals in the World Championships of juggling. I have got Guinness World Records titles. And now I consider myself as a content creator because I create videos for a living.

Juggling is so awesome and I love it so much. I started to learn juggling when I was in an elementary school. My friends and my family were always supportive of my juggling, but when I started talking of making it as a career, there was a little bit of hesitation from my parents.

I started my street performing at Santa Monica, and did some random gigs here and there. I started performing more seriously, I started to grow my own social media followers. I knew I wanted to be more than a juggler, and I wanted to have a strong relationship with my fans. My way to go there is through World Records Wednesdays. Every single Wednesday for two and a half years now, I would break or set a world record, including most apples sliced while juggling knives, the longest time to juggle five full-sized basketballs, the longest time to balance a guitar on your head, and many more.

I truly believe that if you love something and you're willing to work ha[rd] enough at it, you can make it a career. Treat it like a real job, wake up [at] 7 A.M. and start working. You can't expect results without putting in effor[t.] I went from full time performer to full time content creator. I never want[to] stop performing, there's just nothing like this.

1. What is World Records Wednesdays according to the t[ext]
   A. Annual event to show unique talents.
   B. A contest to set or break a world record.
   C. A job vacancy for those who have high skills.
   D. A world juggling competition conducted annually.

Appendix 6
Chapter 4

Chapter 4

They are My Family

Introduction

Do you have an idol who inspires your daily life?
Is he/she one of your family members or a public figure? What do you like about him/her?
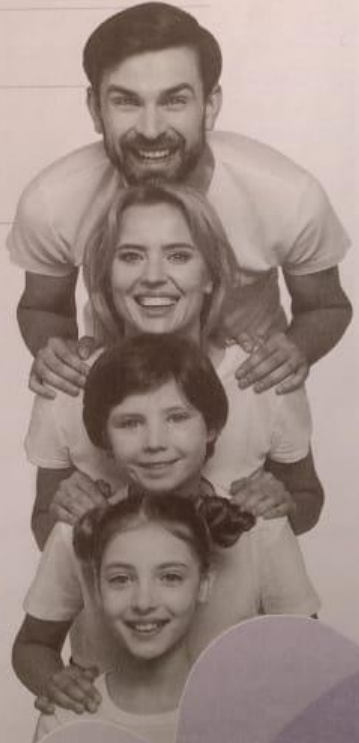
In this unit we will learn to:

- use the simple present tense;
- do a role play on questions and short answers;
- recognize our family members in a family tree;
- use possessive 's and possessive adjective.

Character of Pancasila Students

Have faith, Fear of God Almighty and Have Noble Character

Keywords:

the simple present tense, family, possessive adjectives

Hello...

My name is Katy. I have a fraternal twin sister named Nina. My father is Andy, and my mother is Martha. We live with my grandparents and my uncle's family. Dan and Emma are my grandparents. My uncle is Tom. He is married to his wife, Liz Ananta. Aunt Liz works in the same school with my father as a sport teacher.

My uncle has three children named Sara, John, and Laura. We go to the same school with Sara. We usually ride together to the school with Uncle Tom, because our school is just next to his office. Meanwhile, my mother picks us up after school, because she works mostly from home as an interior designer.

Activity 9

Answer these questions based on the story of Katy's Family.

1. Who is Mrs. Martha to Katy?
   Martha is Katy's mother.

2. Who is Mrs. Emma to Nina?
   _____

3. Who is Laura to John?
   _____

4. Who is Mr. Dan to Sara and Laura?
   _____

5. Who is Katy to Sara?
   _____

6. Who is Mrs. Liz to Mr. Tom?
   _____
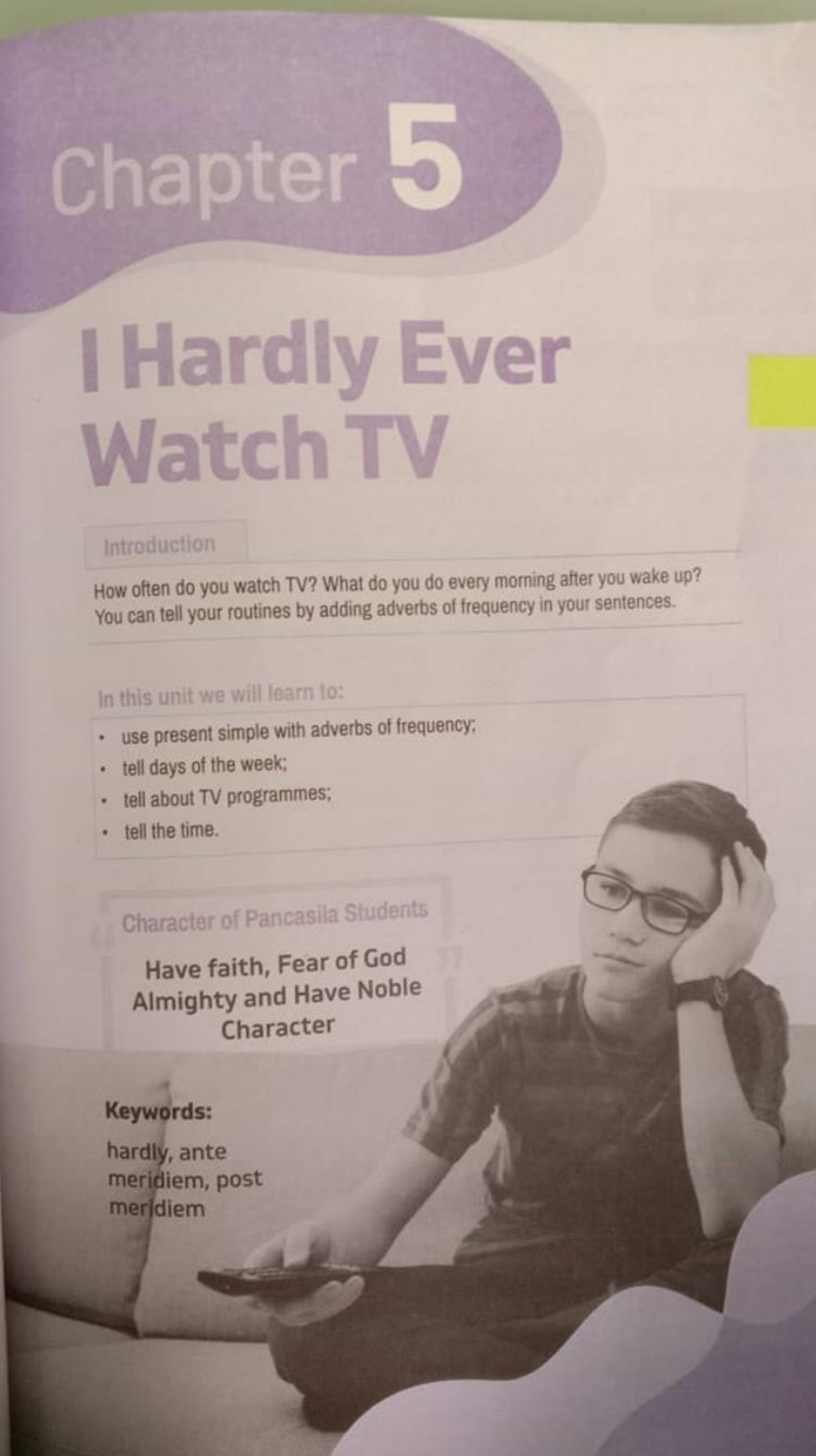
You Should Know

POSSESSIVE ('s / s')

Possessive ('s) is used to mention something or someone that belongs to others. It is to show people that things or someone is connected to that person. It also comes after a noun.

Appendix 7
Chapter 5

Warm-up

Activity 1

Read and listen about Yusuf and Dessy.

Yusuf

My name is Yusuf. I live in Semarang. Will you believe me if I say that I am at school for 24 hours every day? In fact, I live there. Yes, my father is a janitor of SMP Jaya, so we live in the school area. I go to SMP Jaya, too. I am a seventh grader now. SMP Jaya is not a big school, but it has a lot of rooms. I always help my father clean up the rooms. I like doing that. SMP Jaya also has a lot of trees. Dry leaves often make the yard dirty. I help my father rake them away. I am not busy most of the time because I sometimes watch funny videos on streaming platforms or play games at the weekend.

Dessy

Hi! I am Dessy. I live in Agam, West Sumatra. I spend most of my time in the market. My mother owns a food stall in the Pasar Atas market in Bukittinggi. She sells Nasi Kapau, the traditional food of West Sumatra. The market is usually crowded during the weekends. A lot of people visit Bukittinggi and try Nasi Kapau at her stall.

Activity 2

a. Days of the week. Listen and repeat.

SATURDAY   WEDNESDAY

SUNDAY   THURSDAY

MONDAY   FRIDAY

TUESDAY

Appendix 8

Chapter 6

Chapter 6

Where's the Monument?

Introduction

There are places you can visit when you need something. When you want to buy bread, you can go to a bakery. When you want to borrow books, you can visit a library.
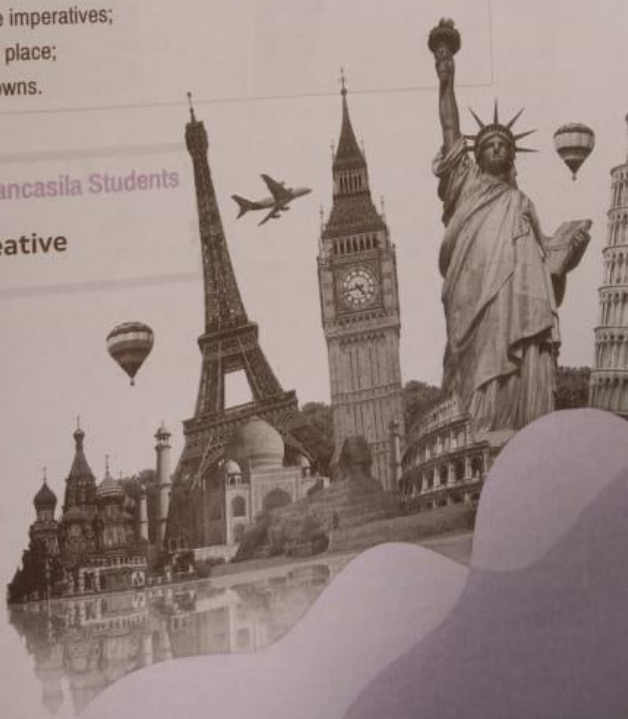
In this unit, we will learn to:

- use there's/there are;
- understand positive imperatives;
- use prepositions of place;
- identify places in towns.

Character of Pancasila Students

Creative

Keywords:

bookstores, imperative sentences, preposition

3. La Jolla Cove

Visit this place. It is the best snorkeling spot in San Diego. An underwater marine park and sanctuary, it has perhaps the highest concentration of Garibaldi on the planet. Lots of calico sea bass, mackerel, smelt, and many other fish can be found here, too. Perhaps what makes it even more special is that you share the water with sea lions. They go by like you're standing still, and they seem huge in the water. Exhilarating.

4. Birch Aquarium

Explore this magnificient aquarium. The first area is filled with jellyfish, eels, a sea turtle, and other fish and visitors are able to move from display to display and enjoy the variety that is on display. A larger room offers a very large viewing area complete with some sharks and other fish and is a real highlight. After completing this area; visitors can move outside and enjoy a spectacular view of the Pacific Ocean. Visitors can also touch sea cucumbers and other aquatic residents. The staff is very helpful and friendly.

Activity 2

a. Listen and repeat the numbers.

130	a hundred and thirty
180	a hundred and eighty
254	two hundred and fifty four
300	three hundred
365	three hundred and sixty five
490	four hundred and ninety
421	four hundred and twenty one
1000	a thousand
2050	two thousand and fifty
4750	four thousand seven hundred and fifty

b. Listen and tick the numbers you hear.

1. 12 ✓   20 ☐
2. 13 ☐   20 ☐

Appendix 9

Chapter 7

Chapter 7

They've Got Thick Eyebrows

Introduction

We can use language to describe physical characteristics to understand the diversity of people.

In this unit we will learn to:

- use have/has got in sentences;
- identify parts of the body;
- identify physical characteristics;
- use why... and because....

Character of Pancasila Students

Creative

Keywords:

blonde, straight hair, fair skin

7. Which of the following words does NOT belong to the father's characters?
   A. Responsible.
   B. Deceitful.
   C. Helpful.
   D. Fun.

The following text is for questions 8 to 10.
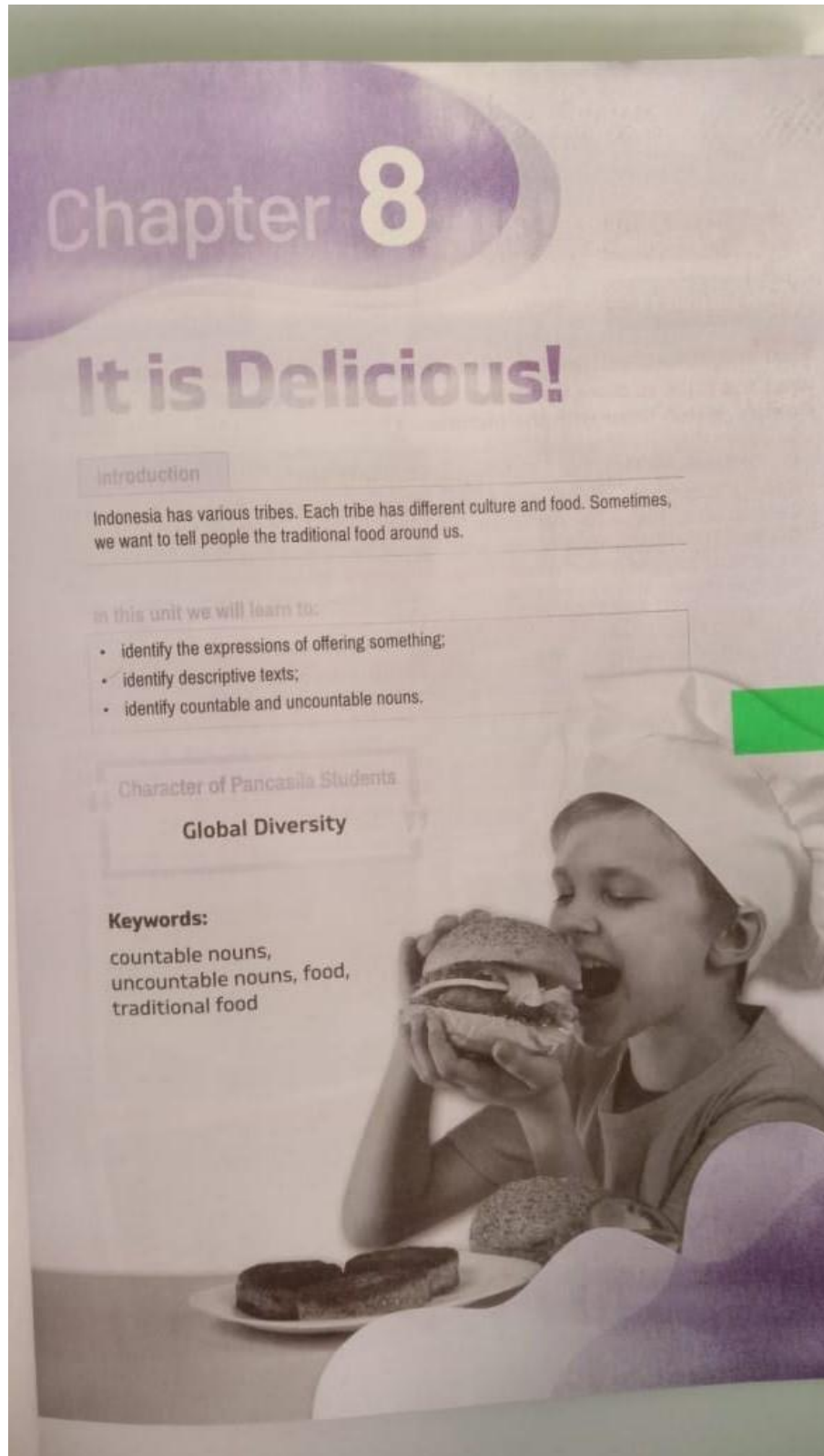
Durban - KwaZulu-Natal's oldest crocodile, Henry, will celebrate his 121ˢᵗ birthday on Thursday this week. Henry stays in the Crocworld of KwaZulu-Natal Zoo in South Africa. Henry came to this zoo when he was 85 years old.

Henry is Crocworld's oldest crock and the oldest known crocodile in captivity. Henry is 5-metres long and 750 kg in weight. Henry is the father of more than 10,000 offsprings with his six female co-habitants.

The zoo has got a schedule for feeding their animals, but this time will be different for Henry. He will get his favourite treat in the form of a birthday cake.

8. Which of the following statements does NOT go with the text?
   A. The zoo takes care of Henry well.
   B. Henry is too old to move around.
   C. Henry will be given a special treat.
   D. The zoo treats Henry badly.

9. He is the oldest known crocodile in captivity. (Paragraph 2)
   What does the sentence imply?
   A. There might be some other older crocodiles in the wild.
   B. The zoo only keeps old and wild crocodiles.
   C. People caught Henry when he was young.
   D. The zoo makes Henry old.

10. What might be the treat for Henry that day?
    A. A whole lamb.
    B. A cake made of wheat.
    C. Some meat or chicken flesh.
    D. Some milk and a whole grain cake.

Appendix 10

Chapter 8

Chapter 8

It is Delicious!

Introduction

Indonesia has various tribes. Each tribe has different culture and food. Sometimes, we want to tell people the traditional food around us.

In this unit we will learn to:

- identify the expressions of offering something;
- identify descriptive texts;
- identify countable and uncountable nouns.

Character of Pancasila Students

Global Diversity

Keywords:

countable nouns, uncountable nouns, food, traditional food

Warm-up

Activity 1

Read and listen.

Read and listen to some traditional food from some regions of our country. Match them with the pictures.

1. GARANG ASEM

Garang asem is a special dish from Central Java. The main ingredient is chicken. The dish tastes delicious with a sour taste coming from the belimbing wuluh (a kind of starfruit) and tomatoes.

2. SATE LILIT

Sate lilit originated from Balinese cuisine. Balinese make this satay from minced pork, fish, chicken, or beef. They mix the meat with grated coconut, thick coconut milk, lemon juice, shallots, and pepper.

3. COTO MAKASSAR

Coto is made of beef offal. The slices of beef offal are mixed with a special blend of spices and cooked for a long time. Coto is one of the legendary culinary dishes from Makassar.

4. BAUBAR PATIN

Baubar Patin is one of the typical foods of Kalimantan, precisely from Banjar City. Patin fish is the main ingredient of the dish. People of Banjar use a coconut shell to cook the fish. They season and grill the fish. Baubar Patin tastes delicious and has the aroma or spices.

Appendix 11

VALIDATION SHEET
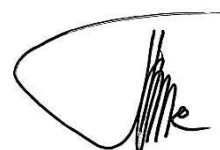
This thesis data titled **A Content Analysis of Reading Text on English Textbook Entitled "Bright an English" for Seventh Grade of Junior High School Based on Alan Cunningsworth's Language Content Criteria** had been checked and validated by Dwi Cahyono, M. Pd., in:

Day   : Wednesday

Date   : May 31st, 2023

Surakarta, May 31st, 2023

Validator,

Dwi Cahyono, M.Pd.,

Appendix 12

MATRIX DATA FOR VALIDATOR
ENGLISH TEXTBOOK ENTITLED "BRIGHT AN ENGLISH" BASED ON ALAN CUNNINGSWORTH'S LANGUAGE CONTENT
CRITERIA

Name   : Regita Hidayatun Ni'mah
Nim   : 196121103
Major   : PBI sem 8

1. **Grammar**

Abbreviations:

A1 or Aspect 1: What grammar items are included? Do they correspond to students' language needs?

A2 or Aspect 2: Are they presented enough unit for easy learning?

A3 or Aspect 3: Is there an emphasis on language form?

A4 or Aspect 4: Is there an emphasis on language use (meaning)?

A5 or Aspect 5: How balanced is the treatment of form and use?

A6 or Aspect 6: Are newly introduced items related to and contrasted with items already familiar to the learners?

A7 or Aspect 7: Where one grammatical form has more than one meaning (e.g., the present continuous), are all relevant meanings taught (not necessarily together)?

No.	Coding	Textual Data	1	2	3	4	5	6	7	Explanation	Valid/ Invalid
1.	Chapter: 1 Page: 17	y name is Hanny Lovatika. I was born on 16 November 2006 in Berlin, Germany. My father is German, and my mother is Indonesian-born. I can speak English, German, and Indonesian. I have been living in South Tangerang, Indonesia, since I was 12 years old. Now, I am 15 years old, and I am happy to welcome my sweet 16th birthday next year in this country.								**1:** The grammar item included is simple present. Yes, they do. They correspord because there is introduction of ourselves, the use numbers, days, months, and comprehending written personal identity properly. **2:** Yes, it is. The grammar item delivered in this chapter has presented enough units for easy learning. **3**: Yes, it is. The language form of simple present is delivered. It appears almost in every sentence, verb or to be. **4:** Yes, it is. The language use of simple present is delivered. It is shown that sentences represent the meaning in the present time. **5:** The treatment between language form and use is balanced. Both language form and use are delivered. **6:** Yes, they are. The new items delivered related to introducing someone are related and familiar to the learners' background information. **7:** When the grammatical form has more than one meaning, all relevant meaning are not taught totally, and the simple present is the main in descriptive.	
2.	Chapter: 2 Page: 27	appadocia is a favourite destination for traveling in Turkey. It is famous in the world because of the scenery and landscape. We can see the beauty from a hot-air-balloon that we can rent locally. Cappadocia has a markedly continental climate, with hot dry summers and cold snowy winters. Therefore, sometimes we can								**1:** The grammar item included is simple present. Yes, they do. They correspord because there are identify verb be (to be) singular, and recognize other countries and the nationalities. **2:** Yes, it is. The grammar item delivered in this chapter has presented enough units for easy learning. **3:** Yes, it is. The language form of verb be (to be) singular is delivered. It appears almost in every	

		see it dry like a dessert in the summer, but we can also see it covered in snow in the winter.								sentence, verb or to be. **4:** Yes, it is. The language use of verb be (to be) singular is delivered. It is shown that sentences represent the meaning in the present time. **5:** The treatment between language form and use is balanced. Both language form and use are delivered. **6:** Yes, they are. The new items delivered related to introducing someone are related and familiar to the learners' background information. **7:** When the grammatical form has more than one meaning, all relevant meaning are not taught totally, and the simple present is the main in descriptive.	
3.	Chapter: 3 Page: 54	Hi! I'm Josh, 29 years old. I'm from Los Angeles California, and this is my story. I started out as a juggler, performing. travelling, and doing shows. I've got 9 gold medals in the World Championships of juggling. I have got Guinness World Records titles. And now I consider myself as a content creator because I create videos for a living. Juggling is so awesome and I love it so much. I started to learn juggling when I was in an elementary school. My friends and my family were always supportive of my juggling, but when I started talking of making it as a career, there was a little bit of hesitation from my parents. I started my street performing at Santa Monica, and did some random gigs here and there. I started performing									**1:** The grammar item included is simple present. Yes, they do. They correspord because there are use verb be (plural), and understand object pronouns. **2:** Yes, it is. The grammar item delivered in this chapter has presented enough units for easy learning. **3:** Yes, it is. The language form of verb be (plural) is delivered. It appears almost in every sentence, verb or to be. **4:** Yes, it is. The language use of verb be (plural) is delivered. It is shown that sentences represent the meaning in the present time. **5:** The treatment between language form and use is balanced. Both language form and use are delivered. **6:** Yes, they are. The new items delivered related to introducing someone are related and familiar to the learners' background information. **7:** When the grammatical form has more than one meaning, all relevant meaning are not taught totally, and the simple present is the main in descriptive.	

		more seriously. I started to grow my own social media followers. I knew I wanted to be more than a juggler, and I wanted to have a strong relationship with my fans. My way to go there is through World Records Wednesdays. Every single Wednesday for two and a half years now. I would break or set a world record, including most apples sliced while Juggling knives the longest time to juggle five full-sized basketballs, the longest time to balance a guitar on your head and many more. I truly believe that if you love something and you're willing to work har enough at it, you can make it a career. Treat it like a real job, wake up 7 A.M. and start working. You can't expect results without putting in efforts I went from full time performer to full time content creator. I never want to stop performing there's just nothing like this.										
4.	Chapter: 4 Page: 66	Hello My name is Katy I have a fraternal twin sister named Nina My father is Andy. and my mother is Martha We live with my grandparents and my uncle's family Dan and Emma are my grandparents My uncle is Tom He is married to his wife. Liz Ananta Aunt Liz works in the same school with my								**1:** The grammar item included is simple present tenses. Yes, they do. They correspord because there are recognize our family members in a family tree, and use possessives and possessive adjective. **2:** Yes, it is. The grammar item delivered in this chapter has presented enough units for easy learning. **3:** Yes, it is. The language form of simple present tenses is delivered. It appears almost in every	

		father as a sport teacher. My uncle has three children named Sara John and Laura We go to the same school with Sara We usually ride together to the school with Uncle Tom because our school is just next to his office Meanwhile, my mother picks us up after school because she works mostly from home as an interior designer.								sentence, verb or to be. **4:** Yes, it is. The language use of simple present tenses is delivered. It is shown that sentences represent the meaning in the present time. **5:** The treatment between language form and use is balanced. Both language form and use are delivered. **6:** Yes, they are. The new items delivered related to introducing someone are related and familiar to the learners' background information. **7:** When the grammatical form has more than one meaning, all relevant meaning are not taught totally, and the simple present is the main in descriptive.	
5.	Chapter: 5 Page: 80	Hi! I am Dessy I live in Agam. West Sumatra. I spend most of my time in the market. My mother owns a food stall in the Pasar Atas market in Bukittinggi. She sells Nasi Kapau. the traditional food of West Sumatra. The market is usually crowded during the weekends. A lot of people visit Bukittinggi and try Nasi Kapau at her stall.								**1:** The grammar item included is simple present. Yes, they do. They correspord because there are use present simple with adverbs frequency, tell days of the week, and tell the time. **2:** Yes, it is. The grammar item delivered in this chapter has presented enough units for easy learning. **3:** Yes, it is. The language form of simple present with adverbs of frequency is delivered. It appears almost in every sentence, verb or to be. **4:** Yes, it is. The language use of simple present with adverbs of frequency is delivered. It is shown that sentences represent the meaning in the present time. **5:** The treatment between language form and use is balanced. Both language form and use are delivered. **6:** Yes, they are. The new items delivered related to introducing someone are related and familiar to the learners' background information. **7:** When the grammatical form has more than one meaning, all relevant meaning are not taught totally, and the simple present is the main in descriptive.	

| 6. | Chapter: 6

Page: 101 | La Jolla Cove
Visit this place. It is the best snorkeling spot in San Diego An underwater marine park and sanctuary, it has perhaps the highest concentration of Garibaldi on the planet. Lots of calico sea bass, mackerel, smelt, and many other fish can be found here, too Perhaps what makes it even more special is that you share the water with sea lions. They go by like you're standing still, and they seem huge in the water. Exhilarating. | | | | | | | **1:** The grammar item included is simple present. Yes, they do. They correspord because there are use there's/there are, use prepositions of place, and identify places in towns.
2: Yes, it is. The grammar item delivered in this chapter has presented enough units for easy learning.
3: Yes, it is. The language form of **use there's/there are**, is delivered. It appears almost in every sentence, verb or to be.
4: Yes, it is. The language use of **use there's/there are**, is delivered. It is shown that sentences represent the meaning in the present time.
5: The treatment between language form and use is balanced. Both language form and use are delivered.
6: Yes, they are. The new items delivered related to introducing someone are related and familiar to the learners' background information.
7: When the grammatical form has more than one meaning, all relevant meaning are not taught totally, and the simple present is the main in descriptive. | |
| 7. | Chapter: 7

Page: 131 | Durban KwaZulu-Natal's oldest crocodile, Henry, will celebrate his 121 birthday on Thursday this week. Henry stays in the Crocworld of KwaZulu- Natal Zoo in South Africa. Henry came to this zoo when he was 85 years old.
Henry is Crocworld's oldest crock and the oldest known crocodile in captivity. Henry is 5-metres long and 750 kg in weight. Henry is the father of more than 10.000 offsprings with | | | | | | | **1:** The grammar item included is simple present. Yes, they do. They correspord because there are use have / has got in sentence, identify parts of the body, and identify physical characteristics.
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3: Yes, it is. The language form of use have / has got in sentences is delivered. It appears almost in every sentence, verb or to be.
4: Yes, it is. The language use have / has got in sentences is delivered. It is shown that sentences | |

No.	Chapter/Page	Text							Analysis	
		his six female co habitants. The zoo has got a schedule for feeding their animals, but this time will be different for Henry. He will get his favourite treat in the form of a birthday cake.							represent the meaning in the present time. **5:** The treatment between language form and use is balanced. Both language form and use are delivered. **6:** Yes, they are. The new items delivered related to introducing someone are related and familiar to the learners' background information. **7:** When the grammatical form has more than one meaning, all relevant meaning are not taught totally, and the simple present is the main in descriptive.	
8.	Chapter: 8 Page: 138	COTO MAKASSAR Coto is made of beef offal. The slices of beef offal are mixed with a special blend of spices and cooked for a long time. Coto is one of the legendary culinary dishes from Makassar.							**1:** The grammar item included is simple present. Yes, they do. They correspord because there are identify the expressions of offering something, identify descriptive texts, and identify countable and uncountable nouns. **2:** Yes, it is. The grammar item delivered in this chapter has presented enough units for easy learning. **3:** Yes, they are. The language form of identify descriptive texts, and identify countable and uncountable nouns are delivered. It appears almost in every sentence, verb or to be. **4:** Yes, they are. The language identifies descriptive texts, and identify countable and uncountable nouns are delivered. It is shown that sentences represent the meaning in the present time. **5:** The treatment between language form and use is balanced. Both language form and use are delivered. **6:** Yes, they are. The new items delivered related to introducing someone are related and familiar to the learners' background information. **7:** When the grammatical form has more than one meaning, all relevant meaning are not taught totally, and the simple present is the main in descriptive.	

2. Vocabulary

Abbreviations:

A1 or Aspect 1: Is vocabulary-learning material included in its own right? If so, how prominent is it? Is it central to thecourse or peripheral?

A2 or Aspect 2: How much vocabulary is taught?

A3 or Aspect 3: Is there any principled basis for selection of vocabulary?

A4 or Aspect 4: Is there any distinction between active and passive vocabulary, or classroom vocabulary?

A5 or Aspect 5: Is vocabulary presented in a structured, purposeful way?

A6 or Aspect 6: Are learners sensitized to the structure of the lexicon through vocabulary-learning exercises based on:

- Semantic relationships
- Formal relationships
- Collocation
- Situation-based word group

A7 or Aspect 7: Does the material enable students to expand their own vocabularies?

No.	Coding	Textual Data	1	2	3	4	5	6	7	Explanation	Valid/ Invalid
1.	Chapter: 1 Page: 17	y name is Hanny Lovatika. I was born on 16 November 2006 in Berlin, Germany. My father is German, and my mother is Indonesian-born. I can speak English, German, and								**A1:** Yes, it is. It is prominent because it is daily used vocabularies. It is central to the course since the objectives are mentioned along the course.	

| | | Indonesian. I have been living in South Tangerang, Indonesia, since I was 12 years old. Now, I am 15 years old, and I am happy to welcome my sweet 16th birthday next year in this country. | | | | | | | A2: The vocabularies are various. They are noun, verb, pronoun, adjective, and many more related to the objectives of the chapter. A3: Vocabularies are chosen based on theme of the chapter. In this chapter, vocabularies used are based on greetings, leave-takings, and introduction topic. A4: In reading text analyzed by the researcher, there is no active and passive vocabulary, because the active and passive vocabulary is in the student's exercise. A5: Yes, it is, the vocabulary is presented in a structured and directed manner which can be seen from the structure in the reading text of each chapter. A6: No, they are not. In this study, the researcher does not examine vocabulary exercises based on semantic relations, formal relations, qualifiers, and word groups based on situations because the researcher only examined reding text. A7: Yes, it does. It enables students to expand their own vocabularies through learning strategies given | |

									(understand the meaning then apply it)	
2.	Chapter: 2 Page: 27	appadocia is a favourite destination for traveling in Turkey. It is famous in the world because of the scenery and landscape. We can see the beauty from a hot-air-balloon that we can rent locally. Cappadocia has a markedly continental climate, with hot dry summers and cold snowy winters. Therefore, sometimes we can see it dry like a dessert in the summer, but we can also see it covered in snow in the winter.								**A1:** Yes, it is. It is prominent because it is daily used vocabularies. It is central to the course since the objectives are mentioned along the course. **A2:** The vocabularies are various. They are noun, verb, pronoun, adjective, and many more related to the objectives of the chapter. **A3:** Vocabularies are chosen based on theme of the chapter. In this chapter, vocabularies used are based on greetings, leave-takings, and introduction topic. **A4:** In reading text analyzed by the researcher, there is no active and passive vocabulary, because the active and passive vocabulary is in the student's exercise. **A5:** Yes, it is, the vocabulary is presented in a structured and directed manner which can be seen from the structure in the reading text of each chapter. **A6:** No, they are not. In this study, the researcher does not examine vocabulary exercises based on semantic relations, formal relations, qualifiers, and	

									word groups based on situations because the researcher only examined reding text. **7:** Yes, it does. It enables students to expand their own vocabularies through learning strategies given (understand the meaning then apply it)	
3.	Chapter: 3 Page: 54	Hi! I'm Josh, 29 years old. I'm from Los Angeles California, and this is my story. I started out as a juggler, performing. travelling, and doing shows. I've got 9 gold medals in the World Championships of juggling. I have got Guinness World Records titles. And now I consider myself as a content creator because I create videos for a living. Juggling is so awesome and I love it so much. I started to learn juggling when I was in an elementary school. My friends and my family were always supportive of my juggling, but when I started talking of making it as a career, there was a little bit of hesitation from my parents. I started my street performing at Santa Monica, and did some random gigs here and there. I started performing more seriously. I started to grow my own social media followers. I knew I wanted to be more than a juggler, and I wanted to have a strong relationship with my fans. My way to go there is through World Records Wednesdays.								**A1:** Yes, it is. It is prominent because it is daily used vocabularies. It is central to the course since the objectives are mentioned along the course. **A2:** The vocabularies are various. They are noun, verb, pronoun, adjective, and many more related to the objectives of the chapter. **A3:** Vocabularies are chosen based on theme of the chapter. In this chapter, vocabularies used are based on greetings, leave-takings, and introduction topic. **A4:** In reading text analyzed by the researcher, there is no active and passive vocabulary, because the active and passive vocabulary is in the student's exercise. **A5:** Yes, it is, the vocabulary is presented in a structured and directed manner which can be seen from the structure in the reading text of each chapter.	

		Every single Wednesday for two and a half years now. I would break or set a world record, including most apples sliced while Juggling knives the longest time to juggle five full-sized basketballs, the longest time to balance a guitar on your head and many more. I truly believe that if you love something and you're willing to work har enough at it, you can make it a career. Treat it like a real job, wake up 7 A.M. and start working. You can't expect results without putting in efforts I went from full time performer to full time content creator. I never want to stop performing there's just nothing like this.							**A6:** No, they are not. In this study, the researcher does not examine vocabulary exercises based on semantic relations, formal relations, qualifiers, and word groups based on situations because the researcher only examined reding text. **7:** Yes, it does. It enables students to expand their own vocabularies through learning strategies given (understand the meaning then apply it)	
4.	Chapter: 4 Page: 66	Hello My name is Katy. I have a fraternal twin sister named Nina. My father is Andy, and my mother is Martha. We live with my grandparents and my uncle's family. Dan and Emma are my grandparents My uncle is Tom. He is married to his wife. Liz Ananta. Aunt Liz works in the same school with my father as a sport teacher. My uncle has three children named Sara, John and Laura. We go to the same school with Sara. We usually ride together to the school with Uncle Tom, because our school is just next							**A1:** Yes, it is. It is prominent because it is daily used vocabularies. It is central to the course since the objectives are mentioned along the course. **A2:** The vocabularies are various. They are noun, verb, pronoun, adjective, and many more related to the objectives of the chapter. **A3:** Vocabularies are chosen based on theme of the chapter. In this chapter, vocabularies used are based on greetings, leave-takings, and introduction topic.	

		to his office. Meanwhile, my mother picks us up after school, because she works mostly from home as an interior designer.								**A4:** In reading text analyzed by the researcher, there is no active and passive vocabulary, because the active and passive vocabulary is in the student's exercise. **A5:** Yes, it is, the vocabulary is presented in a structured and directed manner which can be seen from the structure in the reading text of each chapter. **A6:** No, they are not. In this study, the researcher does not examine vocabulary exercises based on semantic relations, formal relations, qualifiers, and word groups based on situations because the researcher only examined reding text. **7:** Yes, it does. It enables students to expand their own vocabularies through learning strategies given (understand the meaning then apply it)	
5.	Chapter: 5 Page: 80	Hi! I am Dessy. I live in Agam, West Sumatra. I spend most of my time in the market. My mother owns a food stall in the Pasar Atas market in Bukittinggi. She sells Nasi Kapau, the traditional food of West Sumatra. The market is usually crowded during the weekends. A lot of people visit Bukittinggi and try Nasi Kapau at her stall.								**A1:** Yes, it is. It is prominent because it is daily used vocabularies. It is central to the course since the objectives are mentioned along the course. **A2:** The vocabularies are various. They are noun, verb, pronoun, adjective, and many more related to the objectives of the chapter. **A3:** Vocabularies are chosen based on theme of the	

										chapter. In this chapter, vocabularies used are based on greetings, leave-takings, and introduction topic. **A4:** In reading text analyzed by the researcher, there is no active and passive vocabulary, because the active and passive vocabulary is in the student's exercise. **A5:** Yes, it is, the vocabulary is presented in a structured and directed manner which can be seen from the structure in the reading text of each chapter. **A6:** No, they are not. In this study, the researcher does not examine vocabulary exercises based on semantic relations, formal relations, qualifiers, and word groups based on situations because the researcher only examined reding text. **7:** Yes, it does. It enables students to expand their own vocabularies through learning strategies given (understand the meaning then apply it).	
6.	Chapter: 6 Page: 101	La Jolla Cove Visit this place. It is the best snorkeling spot in San Diego. An underwater marine park and sanctuary, it has perhaps the highest concentration of Garibaldi on the									**A1:** Yes, it is. It is prominent because it is daily used vocabularies. It is central to the course since the objectives are mentioned along the course. **A2:** The vocabularies are various. They are noun,	

		planet. Lots of calico sea bass, mackerel, smelt, and many other fish can be found here, too. Perhaps what makes it even more special is that you share the water with sea lions. They go by like you're standing still, and they seem huge in the water. Exhilarating.							verb, pronoun, adjective, and many more related to the objectives of the chapter. **A3:** Vocabularies are chosen based on theme of the chapter. In this chapter, vocabularies used are based on greetings, leave-takings, and introduction topic. **A4:** In reading text analyzed by the researcher, there is no active and passive vocabulary, because the active and passive vocabulary is in the student's exercise. **A5:** Yes, it is, the vocabulary is presented in a structured and directed manner which can be seen from the structure in the reading text of each chapter. **A6:** No, they are not. In this study, the researcher does not examine vocabulary exercises based on semantic relations, formal relations, qualifiers, and word groups based on situations because the researcher only examined reding text. **7:** Yes, it does. It enables students to expand their own vocabularies through learning strategies given (understand the meaning then apply it).	
7.	Chapter: 7	Durban KwaZulu-Natal's oldest crocodile, Henry, will celebrate his							**A1:** Yes, it is. It is prominent because it is daily	

	Page: 131	121 birthday on Thursday this week. Henry stays in the Crocworld of KwaZulu- Natal Zoo in South Africa. Henry came to this zoo when he was 85 years old. Henry is Crocworld's oldest crock and the oldest known crocodile in captivity. Henry is 5-metres long and 750 kg in weight. Henry is the father of more than 10.000 offsprings with his six female co habitants. The zoo has got a schedule for feeding their animals, but this time will be different for Henry. He will get his favourite treat in the form of a birthday cake.							used vocabularies. It is central to the course since the objectives are mentioned along the course. **A2:** The vocabularies are various. They are noun, verb, pronoun, adjective, and many more related to the objectives of the chapter. **A3:** Vocabularies are chosen based on theme of the chapter. In this chapter, vocabularies used are based on greetings, leave-takings, and introduction topic. **A4:** In reading text analyzed by the researcher, there is no active and passive vocabulary, because the active and passive vocabulary is in the student's exercise. **A5:** Yes, it is, the vocabulary is presented in a structured and directed manner which can be seen from the structure in the reading text of each chapter. **A6:** No, they are not. In this study, the researcher does not examine vocabulary exercises based on semantic relations, formal relations, qualifiers, and word groups based on situations because the researcher only examined reding text.	

										7: Yes, it does. It enables students to expand their own vocabularies through learning strategies given (understand the meaning then apply it).	
8.	Chapter: 8 Page: 138	COTO MAKASSAR Coto is made of beef offal. The slices of beef offal are mixed with a special blend of spices and cooked for a long time. Coto is one of the legendary culinary dishes from Makassar.									**A1:** Yes, it is. It is prominent because it is daily used vocabularies. It is central to the course since the objectives are mentioned along the course. **A2:** The vocabularies are various. They are noun, verb, pronoun, adjective, and many more related to the objectives of the chapter. **A3:** Vocabularies are chosen based on theme of the chapter. In this chapter, vocabularies used are based on greetings, leave-takings, and introduction topic. **A4:** In reading text analyzed by the researcher, there is no active and passive vocabulary, because the active and passive vocabulary is in the student's exercise. **A5:** Yes, it is, the vocabulary is presented in a structured and directed manner which can be seen from the structure in the reading text of each chapter. **A6:** No, they are not. In this study, the researcher does not examine vocabulary exercises based on	

									semantic relations, formal relations, qualifiers, and word groups based on situations because the researcher only examined reding text. 7: Yes, it does. It enables students to expand their own vocabularies through learning strategies given (understand the meaning then apply it).	

3. Phonologhy

Abbreviations:

A1 or Aspect 1: How thoroughly and systematically are each of the following aspects of the phonological system covered:

  a) Articulation of individual sounds

  b) Words in contact (e.g., assimilation)

  c) Word stress

  d) Weak forms

  e) Sentence stress

  f) Intonation

A2 or Aspect 2: Where phonology is taught selectively, is the emphasis on areas of pronunciation that are important to meet learners' needs and help avoid misunderstandings?

A3 or Aspect 3: Is the pronunciation work built on to other types of work, such as listening, dialogue practice, etc. or does it stand separately?

A4 or Aspect 4: How much terminology is used? Is it comprehensible to the learners?

A5 or Aspect 5: Is the phonemic alphabet used? If so, are students given any training in learning it?

A6 or Aspect 6: Does the material use a diagrammatic system to show stress and intonation?

A7 or Aspect 7: Are these cassettes for pronunciation practice? If so, do they provide good models for learners?

No.	Coding	Textual Data	1	2	3	4	5	6	7	Explanation	alid/ Invalid
1.	Chapter: 1 Page: 17	y name is Hanny Lovatika. I was born on 16 November 2006 in Berlin, Germany. My father is German, and my mother is Indonesian-born. I can speak English, German, and Indonesian. I have been living in South Tangerang, Indonesia, since I was 12 years old. Now, I am 15 years old, and I am happy to welcome my sweet 16th birthday next year in this country.								**1:** In reading text analyzed by the researcher there were no aspects of the phonological system, because aspects of the phonological system existed in students' practice not in reading texts. **2:** In reading text analyzed by the researcher there were no phonology is taught selectively, because phonology is taught selectively existed in students' practice not in reading texts. **3:** In reading text analyzed by the researcher there were no pronunciation work built, because pronunciation work built existed in students' practice not in reading texts. **4:** There is **Indonesian-born**. **5:** In reading text analyzed by the researcher there were no phonemic alphabet used, because phonemic alphabet used existed on training in learning not in reading texts. **6:** No, it doesn't. There is no diagrammatic system to show stress and intonation. **7:** There are no cassettes provided to this chapter pronunciation practice.	
2.	Chapter: 2	appadocia is a favourite destination for traveling in Turkey. It is famous in the								**1:** In reading text analyzed by the researcher there were no aspects of the phonological system, because	

	Page: 27	world because of the scenery and landscape. We can see the beauty from a hot-air-balloon that we can rent locally. Cappadocia has a markedly continental climate, with hot dry summers and cold snowy winters. Therefore, sometimes we can see it dry like a dessert in the summer, but we can also see it covered in snow in the winter.							aspects of the phonological system existed in students' practice not in reading texts. **2:** In reading text analyzed by the researcher there were no phonology is taught selectively, because phonology is taught selectively existed in students' practice not in reading texts. **3:** In reading text analyzed by the researcher there were no pronunciation work built, because pronunciation work built existed in students' practice not in reading texts. **4:** There are **hot-air-balloon, and markedl**. **5:** In reading text analyzed by the researcher there were no phonemic alphabet used, because phonemic alphabet used existed on training in learning not in reading texts. **6:** No, it doesn't. There is no diagrammatic system to show stress and intonation. **7:** There are no cassettes provided to this chapter pronunciation practice.	
3.	Chapter: 3 Page: 54	Hi! I'm Josh, 29 years old. I'm from Los Angeles California, and this is my story. I started out as a juggler, performing. travelling, and doing shows. I've got 9 gold medals in the World Championships of juggling. I have got Guinness World Records titles. And now I consider myself as a content creator because I create videos for a living. Juggling is so awesome and I love it so much. I started to learn juggling when I was in an elementary school. My friends and my family were							**1:** In reading text analyzed by the researcher there were no aspects of the phonological system, because aspects of the phonological system existed in students' practice not in reading texts. **2:** In reading text analyzed by the researcher there were no phonology is taught selectively, because phonology is taught selectively existed in students' practice not in reading texts. **3:** In reading text analyzed by the researcher there were no pronunciation work built, because pronunciation work built existed in students' practice not in reading texts. **4:** There is **content creator**. **5:** In reading text analyzed by the researcher there	

		always supportive of my juggling, but when I started talking of making it as a career, there was a little bit of hesitation from my parents. I started my street performing at Santa Monica, and did some random gigs here and there. I started performing more seriously. I started to grow my own social media followers. I knew I wanted to be more than a juggler, and I wanted to have a strong relationship with my fans. My way to go there is through World Records Wednesdays. Every single Wednesday for two and a half years now. I would break or set a world record, including most apples sliced while Juggling knives the longest time to juggle five full-sized basketballs, the longest time to balance a guitar on your head and many more. I truly believe that if you love something and you're willing to work har enough at it, you can make it a career. Treat it like a real job, wake up 7 A.M. and start working. You can't expect results without putting in efforts I went from full time performer to full time content creator. I never want to stop performing there's just nothing like this.							were no phonemic alphabet used, because phonemic alphabet used existed on training in learning not in reading texts. **6:** No, it doesn't. There is no diagrammatic system to show stress and intonation. **7:** There are no cassettes provided to this chapter pronunciation practice.	
4.	Chapter: 4	Hello My name is Katy I have a fraternal							**1:** In reading text analyzed by the researcher there were no aspects of the phonological system, because	

	Page: 66	twin sister named Nina My father is Andy. and my mother is Martha We live with my grandparents and my uncle's family Dan and Emma are my grandparents My uncle is Tom He is married to his wife. Liz Ananta Aunt Liz works in the same school with my father as a sport teacher. My uncle has three children named Sara John and Laura We go to the same school with Sara We usually ride together to the school with Uncle Tom because our school is just next to his office Meanwhile, my mother picks us up after school because she works mostly from home as an interior designer.								aspects of the phonological system existed in students' practice not in reading texts. **2:** In reading text analyzed by the researcher there were no phonology is taught selectively, because phonology is taught selectively existed in students' practice not in reading texts. **3:** In reading text analyzed by the researcher there were no pronunciation work built, because pronunciation work built existed in students' practice not in reading texts. **4:** There is **Meanwhile**. **5:** In reading text analyzed by the researcher there were no phonemic alphabet used, because phonemic alphabet used existed on training in learning not in reading texts. **6:** No, it doesn't. There is no diagrammatic system to show stress and intonation. **7:** There are no cassettes provided to this chapter pronunciation practice.	
5.	Chapter: 5 Page: 80	Hi! I am Dessy I live in Agam. West Sumatra. I spend most of my time in the market. My mother owns a food stall in the Pasar Atas market in Bukittinggi. She sells Nasi Kapau. the traditional food of West Sumatra the market is usually crowded during the weekends. A lot of people visit Bukittinggi and try Nasi Kapau at her stall.								**1:** In reading text analyzed by the researcher there were no aspects of the phonological system, because aspects of the phonological system existed in students' practice not in reading texts. **2:** In reading text analyzed by the researcher there were no phonology is taught selectively, because phonology is taught selectively existed in students' practice not in reading texts. **3:** In reading text analyzed by the researcher there were no pronunciation work built, because pronunciation work built existed in students' practice not in reading texts. **4:** There is **Nasi Kapau**. **5:** In reading text analyzed by the researcher there	

									were no phonemic alphabet used, because phonemic alphabet used existed on training in learning not in reading texts. **6:** No, it doesn't. There is no diagrammatic system to show stress and intonation. **7:** There are no cassettes provided to this chapter pronunciation practice.	
6.	Chapter: 6 Page: 101	La Jolla Cove Visit this place. It is the best snorkeling spot in San Diego An underwater marine park and sanctuary, it has perhaps the highest concentration of Garibaldi on the planet. Lots of calico sea bass, mackerel, smelt, and many other fish can be found here, too Perhaps what makes it even more special is that you share the water with sea lions. They go by like you're standing still, and they seem huge in the water. Exhilarating.							**1:** In reading text analyzed by the researcher there were no aspects of the phonological system, because aspects of the phonological system existed in students' practice not in reading texts. **2:** In reading text analyzed by the researcher there were no phonology is taught selectively, because phonology is taught selectively existed in students' practice not in reading texts. **3:** In reading text analyzed by the researcher there were no pronunciation work built, because pronunciation work built existed in students' practice not in reading texts. **4:** There is **San Diego**. **5:** In reading text analyzed by the researcher there were no phonemic alphabet used, because phonemic alphabet used existed on training in learning not in reading texts. **6:** No, it doesn't. There is no diagrammatic system to show stress and intonation. **7:** There are no cassettes provided to this chapter pronunciation practice.	
7.	Chapter: 7 Page: 131	Durban KwaZulu-Natal's oldest crocodile, Henry, will celebrate his 121 birthday on Thursday this week. Henry stays in the Crocworld of KwaZulu- Natal Zoo in South Africa.							**1:** In reading text analyzed by the researcher there were no aspects of the phonological system, because aspects of the phonological system existed in students' practice not in reading texts. **2:** In reading text analyzed by the researcher there	

		Henry came to this zoo when he was 85 years old. Henry is Crocworld's oldest crock and the oldest known crocodile in captivity. Henry is 5-metres long and 750 kg in weight. Henry is the father of more than 10.000 offsprings with his six female co habitants. The zoo has got a schedule for feeding their animals, but this time will be different for Henry. He will get his favourite treat in the form of a birthday cake.								were no phonology is taught selectively, because phonology is taught selectively existed in students' practice not in reading texts. **3:** In reading text analyzed by the researcher there were no pronunciation work built, because pronunciation work built existed in students' practice not in reading texts. **4:** There is **crocworld's**. **5:** In reading text analyzed by the researcher there were no phonemic alphabet used, because phonemic alphabet used existed on training in learning not in reading texts. **6:** No, it doesn't. There is no diagrammatic system to show stress and intonation. **7:** There are no cassettes provided to this chapter pronunciation practice.	
8.	Chapter: 8 Page: 138	COTO MAKASSAR Coto is made of beef offal. The slices of beef offal are mixed with a special blend of spices and cooked for a long time. Coto is one of the legendary culinary dishes from Makassar.								**1:** In reading text analyzed by the researcher there were no aspects of the phonological system, because aspects of the phonological system existed in students' practice not in reading texts. **2:** In reading text analyzed by the researcher there were no phonology is taught selectively, because phonology is taught selectively existed in students' practice not in reading texts. **3:** In reading text analyzed by the researcher there were no pronunciation work built, because pronunciation work built existed in students' practice not in reading texts. **4:** There are **coto makassar and beff offal**. **5:** In reading text analyzed by the researcher there were no phonemic alphabet used, because phonemic alphabet used existed on training in learning not in reading texts.	

| | | | | | | | | | **6:** No, it doesn't. There is no diagrammatic system to show stress and intonation.
7: There are no cassettes provided to this chapter pronunciation practice. | |

4. Discourse

Abbreviations:
A1 or Aspect 1: Does the textbook deal with any aspects of discourse?

A2 or Aspect 2: If so, which aspects are covered:

      a)   Conjunctives

      b)   Other features of cohesion (reference pronouns, substitution, etc.)

      c)   Paragraphing and organization of written discourse

      d)   Structure and conventions of spoken discourse

A3 or Aspect 3: Do the examples of spoken and written discourse presented by the material provide good models for thelearners?

A4 or Aspect 4: Is the treatment of discourse sustained and progressive throughout the course, or does it consist of limited or isolated elements?

No.	Coding	Textual Data	1	2	3	4	Explanation	Valid/ Invalid
1.	Chapter: 1 Page: 17	y name is Hanny Lovatika. I was born on 16 November 2006 in Berlin, Germany. My father is German, and my mother is Indonesian-born. I can speak English, German, and Indonesian. I have been living in South Tangerang, Indonesia, since I was 12 years old. Now, I am 15 years old, and I am happy to welcome my sweet 16th birthday next year in this country.					**A1:** Yes, it does. **A2:** The aspects are conjunctions, paragraph preparation, and organizing written introduction discourse. **A3:** Yes, they do. The discourses are example of introduction. **A4:** The treatment of discourse is sustained and progressive.	
2.	Chapter: 2 Page: 27	appadocia is a favourite destination for traveling in Turkey. It is famous in the world because of the scenery and landscape. We can see the beauty from a hot-air-balloon that we can rent locally. Cappadocia has a markedly continental climate, with hot dry summers and cold snowy winters. Therefore, sometimes we can see it dry like a dessert in the summer, but we can also see it covered in snow in the winter.					**A1:** Yes, it does. **A2** The aspects are conjunctions, paragraph preparation, and organizing written recognize other countries and the nationalities discourse. **A3:** Yes, they do. The discourses are example of recognize other countries and the nationalities. **A4:** The treatment of discourse is sustained and progressive.	
3.	Chapter: 3 Page: 54	Hi! I'm Josh, 29 years old. I'm from Los Angeles California, and this is my story. I started out as a juggler, performing. travelling, and doing shows. I've got 9 gold medals in the World Championships of juggling. I have got Guinness World Records					**A1:** Yes, it does. **A2:** The aspects are conjunctions, paragraph preparation, and organizing written report text discourse. **A3:** Yes, they do. The discourses are example of descriptive text. **A4:** The treatment of discourse is sustained and progressive.	

| | | titles. And now I consider myself as a content creator because I create videos for a living.
Juggling is so awesome and I love it so much. I started to learn juggling when I was in an elementary school. My friends and my family were always supportive of my juggling, but when I started talking of making it as a career, there was a little bit of hesitation from my parents.
I started my street performing at Santa Monica, and did some random gigs here and there. I started performing more seriously. I started to grow my own social media followers. I knew I wanted to be more than a juggler, and I wanted to have a strong relationship with my fans. My way to go there is through World Records Wednesdays. Every single Wednesday for two and a half years now. I would break or set a world record, including most apples sliced while Juggling knives the longest time to juggle five full-sized basketballs, the longest time to balance a guitar on your head and many more.
I truly believe that if you love something and you're willing to work har enough at it, you can make it a career. Treat it like a real job, wake up 7 A.M. and start working. You can't | | | | | | |

		expect results without putting in efforts I went from full time performer to full time content creator. I never want to stop performing there's just nothing like this.						
4.	Chapter: 4 Page: 66	Hello My name is Katy I have a fraternal twin sister named Nina My father is Andy. and my mother is Martha We live with my grandparents and my uncle's family Dan and Emma are my grandparents My uncle is Tom He is married to his wife. Liz Ananta Aunt Liz works in the same school with my father as a sport teacher. My uncle has three children named Sara John and Laura We go to the same school with Sara We usually ride together to the school with Uncle Tom because our school is just next to his office Meanwhile, my mother picks us up after school because she works mostly from home as an interior designer.				**A1:** Yes, it does. **A2** The aspects are conjunctions, paragraph preparation, and organizing written recognize our family members in a family tree discourse. **A3:** Yes, they do. The discourses are example of recognize our family members in a family tree. **A4:** The treatment of discourse is sustained and progressive.	
5.	Chapter: 5 Page: 80	Hi! I am Dessy I live in Agam. West Sumatra. I spend most of my time in the market. My mother owns a food stall in the Pasar Atas market in Bukittinggi. She sells Nasi Kapau. the traditional food of West Sumatra. The market is usually crowded during the weekends. A lot of people visit Bukittinggi and try Nasi Kapau at her				**A1:** Yes, it does. **A2:** The aspects are conjunctions, paragraph preparation, and organizing written tell days of the week and tell the time discourse. **A3:** Yes, they do. The discourses are example of tell days of the week and tell the time. **A4:** The treatment of discourse is sustained and progressive.	

		stall.						
6.	Chapter: 6 Page: 101	La Jolla Cove Visit this place. It is the best snorkeling spot in San Diego An underwater marine park and sanctuary, it has perhaps the highest concentration of Garibaldi on the planet. Lots of calico sea bass, mackerel, smelt, and many other fish can be found here, too Perhaps what makes it even more special is that you share the water with sea lions. They go by like you're standing still, and they seem huge in the water. Exhilarating.					**A1:** Yes, it does. **A2:** The aspects are conjunctions, paragraph preparation, and organizing written identify places in towns discourse. **A3:** Yes, they do. The discourses are example of identify places in towns. **A4:** The treatment of discourse is sustained and progressive.	
7.	Chapter: 7 Page: 131	Durban KwaZulu-Natal's oldest crocodile, Henry, will celebrate his 121 birthday on Thursday this week. Henry stays in the Crocworld of KwaZulu- Natal Zoo in South Africa. Henry came to this zoo when he was 85 years old. Henry is Crocworld's oldest crock and the oldest known crocodile in captivity. Henry is 5-metres long and 750 kg in weight. Henry is the father of more than 10.000 offsprings with his six female co habitants. The zoo has got a schedule for feeding their animals, but this time will be different for Henry. He will get his favourite treat in the form of a birthday cake.					**A1:** Yes, it does. **A2:** The aspects are conjunctions, paragraph preparation, and organizing written identify parts of the body and physical characteristics discourse. **A3:** Yes, they do. The discourses are example of identify parts of the body and physical characteristics. **A4:** The treatment of discourse is sustained and progressive.	

| 8. | Chapter: 8

 Page: 138 | COTO MAKASSAR
 Coto is made of beef offal. The slices of beef offal are mixed with a special blend of spices and cooked for a long time. Coto is one of the legendary culinary dishes from Makassar. | | | | | A1: Yes, it does.
 A2: The aspects are conjunctions, paragraph preparation, and organizing written descriptive text discourse.
 A3: Yes, they do. The discourses are example of descriptive text.
 A4: The treatment of discourse is sustained and progressive. | |

5. Style and Appropriacy

Abbreviations:
A1 or Aspect 1: Is there any reference to appropriacy?

A2 or Aspect 2: If so, is it dealt with thoroughly or incidentally?

A3 or Aspect 3: Is appropriacy taught with reference to:

> ➢ Choice of grammar

> ➢ Choice of vocabulary

> ➢ Discourse structure

> ➢ Pronunciation?

A4 or Aspect 4: Is there any attempt to match language style to social situation?

A5 or Aspect 5: Does the coursebook identify situations or areas of language use where learners should be particularlysensitive to using appropriate styles, e.g., when complaining?

No.	Coding	Textual Data	1	2	3	4	5	Explanation	Valid/ Invalid
1.	Chapter: 1 Page: 17	My name is Hanny Lovatika. I was born on 16 November 2006 in Berlin, Germany. My father is German, and my mother is Indonesian-born. I can speak English, German, and Indonesian. I have been living in South Tangerang, Indonesia, since I was 12 years old. Now, I am 15 years old, and I am happy to welcome my sweet 16th birthday next year in this country.						**1:** Yes, it is. **2:** It is thoroughly by learning discourse exercise. **3:** The appropriacy is taught in grammar and vocabulary choices in the form of reading text in each chapter. **4:** Yes, it is. because this chapter discusses the introduction, the style of language used is formal. **5:** Yes, it does. The material gives the appropriate styles in introductions.	
2.	Chapter: 2 Page: 27	Cappadocia is a favourite destination for traveling in Turkey. It is famous in the world because of the scenery and landscape. We can see the beauty from a hot-air-balloon that we can rent locally. Cappadocia has a markedly continental climate, with hot dry summers and cold snowy winters. Therefore, sometimes we can see it						**1:** Yes, it is. **2:** It is thoroughly by learning discourse exercise. **3:** The appropriacy is taught in grammar and vocabulary choices in the form of reading text in each chapter. **A4:** Yes, it is. Because this chapter discusses the recognize other countries and the nationalities the style of language used is formal. **A5:** Yes, it does. The material gives the appropriate styles in recognize other countries and the	

		dry like a dessert in the summer, but we can also see it covered in snow in the winter.						nationalities.	
3.	Chapter: 3 Page: 54	Hi! I'm Josh, 29 years old. I'm from Los Angeles California, and this is my story. I started out as a juggler, performing. travelling, and doing shows. I've got 9 gold medals in the World Championships of juggling. I have got Guinness World Records titles. And now I consider myself as a content creator because I create videos for a living. Juggling is so awesome and I love it so much. I started to learn juggling when I was in an elementary school. My friends and my family were always supportive of my juggling, but when I started talking of making it as a career, there was a little bit of hesitation from my parents. I started my street performing at Santa Monica, and did some random gigs here and there. I started performing more seriously. I started to grow my own social media followers. I knew I wanted to be more than a juggler, and I wanted to have a strong relationship with my fans. My way to go there is through World Records Wednesdays. Every single Wednesday for two and a half years					**1:** Yes, it is. **2:** It is thoroughly by learning discourse exercise. **3:** The appropriacy is taught in grammar and vocabulary choices in the form of reading text in each chapter. **4:** Yes, it is. Because this chapter discusses the introduction, the style of language used is formal. **5:** Yes, it does. The material gives the appropriate styles in descriptive text.	

		now. I would break or set a world record, including most apples sliced while Juggling knives the longest time to juggle five full-sized basketballs, the longest time to balance a guitar on your head and many more. I truly believe that if you love something and you're willing to work har enough at it, you can make it a career. Treat it like a real job, wake up 7 A.M. and start working. You can't expect results without putting in efforts I went from full time performer to full time content creator. I never want to stop performing there's just nothing like this.							
4.	Chapter: 4 Page: 66	Hello My name is Katy I have a fraternal twin sister named Nina My father is Andy. and my mother is Martha We live with my grandparents and my uncle's family Dan and Emma are my grandparents My uncle is Tom He is married to his wife. Liz Ananta Aunt Liz works in the same school with my father as a sport teacher. My uncle has three children named Sara John and Laura We go to the same school with Sara We usually ride together to the school with						**1:** Yes, it is. **2:** It is thoroughly by learning discourse exercise. **3:** The appropriacy is taught in grammar and vocabulary choices in the form of reading text in each chapter. **4:** Yes, it is. Because this chapter discusses the recognize our family members in a family tree, the style of language used is formal. **5:** Yes, it does. The material gives the appropriate styles in recognize our family members in a family tree.	

		Uncle Tom because our school is just next to his office Meanwhile, my mother picks us up after school because she works mostly from home as an interior designer.							
5.	Chapter: 5 Page: 80	Hi! I am Dessy I live in Agam. West Sumatra. I spend most of my time in the market. My mother owns a food stall in the Pasar Atas market in Bukittinggi. She sells Nasi Kapau. the traditional food of West Sumatra The market is usually crowded during the weekends. A lot of people visit Bukittinggi and try Nasi Kapau at her stall.					**1:** Yes, it is. **2:** It is thoroughly by learning discourse exercise. **3:** The appropriacy is taught in grammar and vocabulary choices in the form of reading text in each chapter. **4:** Yes, it is. Because this chapter discusses the tell days of the week and tell the time, the style of language used is formal. **5:** Yes, it does. The material gives the appropriate styles in tell days of the week and tell the time.	
6.	Chapter: 6 Page: 101	La Jolla Cove Visit this place. It is the best snorkeling spot in San Diego An underwater marine park and sanctuary, it has perhaps the highest concentration of Garibaldi on the planet. Lots of calico sea bass, mackerel, smelt, and many other fish can be found here, too Perhaps what makes it even more special is that you share the water with sea lions. They go by like you're standing still, and they seem huge in the water. Exhilarating.					**1:** Yes, it is. **2:** It is thoroughly by learning discourse exercise. **3:** The appropriacy is taught in grammar and vocabulary choices in the form of reading text in each chapter. **A4:** Yes, it is. Because this chapter discusses the identify places in towns, the style of language used is formal. **A5:** Yes, it does. The material gives the appropriate styles in identify places in towns.	
7.	Chapter: 7 Page: 131	Durban KwaZulu-Natal's oldest crocodile, Henry, will celebrate his 121 birthday on Thursday this week. Henry stays in the Crocworld					**1:** Yes, it is. **2:** It is thoroughly by learning discourse exercise. **3:** The appropriacy is taught in grammar and vocabulary choices in the form of reading text in	

		of KwaZulu- Natal Zoo in South Africa. Henry came to this zoo when he was 85 years old. Henry is Crocworld's oldest crock and the oldest known crocodile in captivity. Henry is 5-metres long and 750 kg in weight. Henry is the father of more than 10.000 offsprings with his six female co habitants. The zoo has got a schedule for feeding their animals, but this time will be different for Henry. He will get his favourite treat in the form of a birthday cake.					each chapter. **4:** Yes, it is. Because this chapter discusses the identify parts of the body and physical characteristics, the style of language used is formal. **5:** Yes, it does. The material gives the appropriate styles in identify parts of the body and physical characteristics.	
8.	Chapter: 8 Page: 138	COTO MAKASSAR Coto is made of beef offal. The slices of beef offal are mixed with a special blend of spices and cooked for a long time. Coto is one of the legendary culinary dishes from Makassar.					**1:** Yes, it is. **2:** It is thoroughly by learning discourse exercise. **3:** The appropriacy is taught in grammar and vocabulary choices in the form of reading text in each chapter. **4:** Yes, it is. Because this chapter discusses the descriptive text, the style of language used is formal. **5:** Yes, it does. The material gives the appropriate styles in descriptive text.	