Chapter Four

Findings and Discussion

This chapter presents the finding and the discussion of the research based on the data during analysis. The findings also answer the research questions in this study.

Findings of the Textbooks Evaluation

After the researcher did a simple random sampling, there are two textbooks which were selected to be evaluated. The first textbook was Fun with English for senior high school grade XI in second semester as textbook 1. The second textbook was English for You for junior high school for grade VIII in second semester as textbook 2. Those textbooks were created by the pre-service teachers at EED of UMY based on the school-based curriculum. Textbook 1 has four units while textbook 2 has five units. Additionally, those textbooks are also supported by CDs.

Both of textbooks were evaluated through checklist of evaluation. There are nine criteria in aims and objectives aspect. Meanwhile, in language skills aspect, there are twenty six criteria. Some aspects are provided in the textbooks while others not. The result of the evaluation is described in the table of next page based on the data that has gathered from checklists of evaluation.

Table 4.1. Checklist of Evaluation Result Table

Questions	Criteria			
	Textbook 1		Textbook 2	
	yes	no	yes	no
Aims and objectives aspect				
1. Do the aims of the textbook correspond closely with the aims of the teaching program and the needs of the learners?	✓			✓
2. Does it cover most or all of what is needed?		✓		✓
3. Is it a good resource for students and teachers?		✓	✓	
4. Is the textbook flexible? Does it allow different teaching and learning styles?	✓		✓	
5. Is there a detailed syllabus?	✓		✓	
6. Is the achievement of aims and objectives measured in any way? What methods are used for testing, e.g.	✓		✓	

	Multiple choices, oral test?				
	7. Are there any very specific or unusual objectives that need to be taken into account?		✓	✓	
	8. Does the textbook reflect learners' preferences in terms of layout, design, and organization?		✓	✓	
	9. Is the textbook sensitive to the cultural background and interest of the students	✓		✓	
Language Skills aspect					
Listening skill	1. Does listening form part of dialogue or conversation work?	✓		✓	
	2. Are there specific listening passage?	✓		✓	
	3. Are there pre-listening, whilst-listening, and post-listening task?		✓		✓
	4. Is the listening material set in a meaningful context?	✓		✓	
	5. What is the recorded material on audio-cassette in terms of sound quality, speed of delivery, accent, and authenticity?	✓		✓	

	6. Is there any video material for listening? If so, is good use made of the visual medium to provide a meaningful context and show facial expression, gesture, etc.?		✓		✓
Speaking skill	7. Are there any oral presentation and practice of language items?	✓		✓	
	8. Are there any dialogues contained in the course?	✓		✓	
	9. Are there any roleplay or communication activities in the course?	✓		✓	
	10. Are there any specific strategies for conversation or other spoken activities?		✓		✓
	11. Is any practice material included to help learners to cope with unpredictability in spoken discourse?		✓		✓
Reading skill	12. Is the reading text used for introducing new language items (grammar and vocabulary)?		✓	✓	
	13. Is there a focus on the development of reading skills and strategies?	✓		✓	

	14. Is the reading material linked to other skills work?		✓	✓	
	15. Is there emphasis for extensive reading and for intellectual satisfaction?		✓		✓
	16. How long are the texts? Do they encourage intensive/extensive reading?	✓		✓	
	17. How authentic are the texts?	✓		✓	
	18. What text types are used? Are they appropriate?	✓		✓	
	19. Are the texts complete on gapped?	✓			✓
	20. Does the material help comprehension by setting scene and providing background information?	✓		✓	
	21. Does it have pre-reading task, whilst-reading, and post-reading comprehension?		✓	✓	
Writing skill	22. Is there appropriate progression and variety of task?	✓		✓	
	23. Is the paragraphing taught adequately?		✓	✓	
	24. Is there emphasis on the style of written		✓	✓	

	English?				
	25. In attention given to the language resource specific to the written form, such punctuation, spelling, layout, etc.?		✓		✓
	26. Are the learners encouraged to review and edit their written work?		✓	✓	

There are nine criteria in aims and objectives aspect. In textbook 1, it fulfils four out of nine criteria which are 1) the relevance of the aims and objectives, 4) flexibility of textbook 5) systematic syllabus, 6) competence measurement, and 9) cultural background and interest. Nevertheless, textbook 1 does not meet five of nine criteria which are 2) the comprehensiveness of the need, 3) resource for teacher and learners, 7) specific objective, 8) presentation of textbook.

In textbook 2, it meets six out of nine criteria of aims and objectives aspect. Those are 3) resource for teacher and learner, 4) flexibility of textbook, 5) systematic syllabus, 6) competence measurement, 7) specific objective, 8) presentation of textbook, and 9) cultural background and interest. Further, textbook 2 also does not meet the criteria in aims and objectives aspect which are 1) the relevance of the aims and objectives, 2) the comprehensiveness of need.

In language skill aspect, textbook 1 fulfills fifteen out of twenty six criteria. For listening skill, it accomplishes the types of listening material, meaningful context, and recorded material. Then, it meets the types of speaking material. in reading skill, it fulfills the reading skill and strategies, types of reading material, authenticity of text, types of text, complete on gapped, and background information. Further, in writing skill textbook 1 only provides the types of writing material. Hence, the criteria which are not provided in the textbook 1 are listening stages, video material, specific strategies and practice material, language items, linked to other skill, reading stage, paragraphing activity, writing style, language resource, and writing review.

Textbook 2 fulfils nineteen out of twenty six criteria in language skill aspect. In listening skill, those are types of listening material, listening stages, meaningful context, and recorded material. It also offers types of speaking material in speaking skill. Further, it meets the criteria in reading skill such as language item, reading skill and strategies, linked to other skill, types of reading, authenticity of text, types of text, background information, and reading stages. Meanwhile, for the writing skill it covers the types of task, paragraphing activity, writing style, and writing review.

Thus, the results of textbook evaluation are tabulated in percentage in the following table as the process in data analysis.

Table 4. 2. Tabulation of Evaluation Aspects

No	Aspects of evaluation	Criteria fulfillment		Percentage
1	Aims and objective (N=9)	Textbook 1	yes	55%
			no	45%
		Textbook 2	yes	77%
			no	23%
2	Language skills (N= 26)	Textbook 1	yes	54%
			no	46%
		Textbook 2	yes	73%
			no	27%

Accordingly, about 55% of the criteria of the aims and objective is met by

textbook 1. Meanwhile, textbook 2 meets 77% of the criteria in aims and

objective. In regards to language skills aspect, textbook 1 meets 54% of the

criteria, whereas textbook 2 meets 73% of the criteria.

Discussion

Subsequently, the previous part discusses about the finding of analysis

and it has already discussed which criteria are fulfilled in the textbook. In the

following are the description the result of evaluation how the textbooks fulfill the criteria and how the textbooks do not fulfill it.

Aims and objectives aspect. As the aspect evaluation and analysis, there are nine criteria that are stated in the checklist evaluation. Textbook 1 met criteria number 1, 5, 6, 9 while textbook 2 met criteria number 3, 4, 5, 6, 8, 9. Meanwhile, textbook 1 does not met criteria number 2, 3, 4, 7, 8 whereas textbook 2 does not meet criteria number 3, 4, 5, 6, 8, 9.

1: The relevance of aims and objectives. Textbook 1 fulfills the first criteria in aims and objectives aspect which is about the correspondence between aims and objectives of language program and the textbook. According to the school-based curriculum, the aims and objectives of this class and semester are giving the learners opportunities to comprehend and express the transactional and interpersonal communication, short functional text, and monologue text such as narrative, spoof, and hortatory exposition. All the lessons and activities in textbook 1 are closely same to the aims and objective of the school-based curriculum. For example, in Unit 1, it provides activities for the transactional and interpersonal communication which are expression of love and sad. There are also activities for monologue text which are narrative text in Unit 1, spoof text in Unit 2, and hortatory exposition text in Unit 3 and 4.

However, in textbook 2, there are some lessons or purposes which are not suitable with the curriculum. Those are the expression for making reservation and procedure text. Those lessons are not included in the school-based curriculum.

Thus, it can be concluded that textbook 1 meets this criteria while textbook 2 does not as proposed by Cunningsworth (1995) that textbooks must correspond to the learners' need and match to the aims and objectives of English language learning.

2: Comprehensiveness of the needs. This second criterion has a meaning whether all the aims and objectives in curriculum are covered in the textbook or not. Cunningsworth (1995) said that textbook should correspond to the aims and objective of the curriculum (Richard, 2001) and it also should be clearly defined and given in the textbook (Garinger, 2002). All the materials and types of activity have already defined in the curriculum clearly. Unfortunately, both of textbooks do not cover all the needs in the curriculum.

Textbook 1 does not put the expressing attitude and the functional text of banner. In addition the lesson about pamphlet is only for comprehension task without giving an explanation or structure about it. In textbook 2, there are some objectives or activities that are not included in the textbook. Those are expression for asking and giving information, expression for offering and refusing something, and expression for making and receiving phone calls. Furthermore, there is also activity for listening to music, announcement and narrative text but the audio for announcement and song are not provided in the cassette whereas the audio for listening to a narrative text is actually a procedure text. For that reason, textbook 1 and 2 do not fulfill the second criterion.

3: Good resources for teachers and learners. Textbook 1 does not meet this criterion since it does not mention the topic or the title of material, there is no

explicit explanation to make learners learn independently, and it used inappropriate word that must not use in formal context or daily life such as *go to the hell*, *you are so disgusting*, *oh damn*, *shit*, and so on. There is an activity where the learners are asked to match the synonym in expressing of anger. Unexpectedly, this activity consists of slang words that must not be known by the learners. Textbook 2 provides varieties of material and activity. Each of them has an example for the application in a conversation. Learners are also asked to practice in using those expressions. The monologue texts are also described explicitly. Through providing the explanation, teacher with less experience can teach it certainly.

A textbook should be a good reference for teachers and learners. Teacher with less experience in teaching English can use textbook as the guidance so that teacher are assured to teach (Cunningsworth, 1995). Textbook also should be a good resource for the learners because textbook can be a link between home and school so that the learners can study the material independently (Richards, 2001). To sum up, textbook 1 does not fulfill this criterion as a good resource for teacher and learners. Meanwhile, textbook 2 met this criterion.

4: Flexibility of the textbook. The flexibility of textbook means that textbook can be used in different teaching and learning style. Teaching styles can be audio-lingual, PPP (Practice, production, and presentation), total physical response, communicative approach, or task-based learning (Harmer, 2000). Meanwhile, the learners may have linguistic intelligence, spatial intelligence, musical intelligence, interpersonal intelligence, or intrapersonal intelligence

(Brewster, Ellis, & Girad, 2002). Thus, textbook should cover the different teaching and learning style.

Textbook 1 only can be used in communicative approach where the learners do the activity both written and spoken. Textbook 2 can be used in communicative approach and PPP for the teaching style. On the other hand, both textbook 1 and 2 can be used in different learning styles such spatial intelligence, linguistic intelligence, musical intelligence, interpersonal intelligence, and interpersonal skill.

5: Systematic syllabus. One of the advantages of textbook is it provides syllabus for a program that will be taught or learned (Richards, 2001) during one semester. Through the syllabus, the learners can know what should be expected in learning English. Textbook 1 does not have obvious description of syllabus but it elaborates the aims and objective in a content page (page v). Further, there are outlines of the aims and objective in the beginning of each unit. Therefore, it can be a syllabus for textbook 1. Textbook 2 has unit contents chart where there are the aims and objectives and the lesson that will be served in each unit. It also describes the objectives in each skill. It is more complete when learning domains that should be achieved by the learners are also provided. Accordingly, textbook 1 and textbook 2 covered the content systematically. For that reason, both textbooks met the fifth criterion.

6: Competence measurement. Textbook should provide activity to measure the learners' comprehension in order to know whether the aims and

objectives of the learning program have already achieved or not (Cunningsworth, 1995). Generally, textbook 1 and textbook 2 have periodic test in assessing learners' competence. The aspect of assessment focuses on the language skills. Textbook 1 provide an activity for measuring learners' comprehension in each skill through multiple choices, true or false, fill in the blank, oral presentation, and writing a monologue text. Meanwhile, textbook 2 also has same method as textbook 1 but it adds comprehension task, making short functional text, matching some words with the meanings, and role play as a method of competence measurements. For that reason, both of textbooks met the six criteria which are about the way of the aims and objectives are being assessed.

7: Specific objectives. In some circumstances, textbook may consist an unusual objective or very specific objective that need to be taken into account. Specific objective will make the material more in-depth to be learned (Cunningsworth, 1995). Textbook 1 does not have specific objective that need to be considered. Textbook 1 only presents the same objectives as the curriculum. In contrary, textbook 2 has specific objective. For example, in Unit 1 (page 2) which is the learners should be able to know and use grammar narrative text. In short, textbook 1 does not fulfill this criterion and textbook 2 does.

8: Presentation of textbook. Richards (2001) proposed that one of the advantages of textbook is visually appealing. This means that textbooks should have good design, layout, and organization so that it will be attractive and can motivate the learners in using textbook. Textbook 1 has many empty spaces in one page, some pictures in textbook 1 are too big so they are too close to the side and

the center of textbook, and the font sizes are too small and it does not consistent to the other font size.

On the other hand, the lesson and activities of textbook 2 have organized pattern and order. This textbook has its own uniquenesses. For example, each unit has characteristic color in labeling the activities like Unit 1 is purple color, Unit 2 has red color, Unit 3 has yellow color, Unit 4 has green color, and Unit 5 has blue color. To sum up, textbook 1 does not fulfil the criteria of textbook that it should be attractive from the appealing. Meanwhile, textbook 2 has good presentation and design to attract the learners. As said by Richards (2001) that material should "arouse learners' interest" so that they can avoid the boredom during learn English.

9: Cultural background and interest. Textbook must sensitive to cultural background and interest of the learners in order to make the material is suitable to the sociocultural skill and learners' experience (Graves, 2000). Garinger (2002) added textbook should be sensitive to the cultural background so that learners can feel comfortable and confidence to discuss the cross-cultural experiences and concerns. Both textbook 1 and textbook 2 fulfil this criterion. For example, the narrative text is being discussed in textbook 1 and textbook 2. They provide Indonesian story or legends to help learners easier to know the function, context, and structure of it.

Language skills aspect. There are twenty six of criteria in language skills aspect. To make it more explicit and categorical, some criteria are being

classified. Criteria number 1, 2 are classified as the types of listening material, number 3 as listening stages, number 4 as meaningful context, number 5 and 6 as recorded or video material. Then, criteria number 7, 8, and 9 as types of speaking material, number 10 and 11 as specific strategies and practical material. The criteria number 12 as language item, number 13 as reading skill and strategies, number 14 as linked to other skill, number 15 and 16 as types of reading material, number 17 as types of text, number 19 as complete on gapped, number 20 as background information, number 21 as reading stages. In addition, number 22 as types of task, number 23 as paragraphing activity, number 24 as writing style, number 25 as language resource, and number 26 as writing review. The following are the explanations and the result of analysis in language skills aspect.

Listening skill. As the receptive skill, listening skill becomes the first skill which was evaluated. Textbook 1 and textbook 2 provide activities for listening skill not only in written form but also in CDs which contain the listening materials. Moreover, those activities and listening materials were analyzed. There are four results described in the following.

Types of listening material. Textbook 1 has conversation and listening passage as the types of material in listening skill as well as the textbook 2. For example, textbook 1 allows the learners to listen to a conversation in audio about expression of angry and listening passages about narrative text. The learners should listen to audio and answer the comprehension task in activity 3 (page 4). Meanwhile, textbook 2 learners listen to conversation and fill the missing word in

the script of the conversation. Learners should fill the blank in the recount text by listening to the audio.

Therefore, textbook 1 and textbook 2 met the criteria 1 and 2 in sub-aspect listening skill. To gain the language input, the material in listening should be various so that learners have opportunity to acquire different habits. The variety of the listening material can consist of dialogue or conversation and role play (Cunningsworth, 1995). It gives learners an opportunity to encounter different character when people are talking (Harmer, 2000). Cunningsworth (1995) also added that listening material can be for comprehension and gaining the information.

Listening stages. To make the learning focus more active, listening stages should be developed. Underwood (as cited in Banat, 2015) proposed that listening stages which consist of pre-listening, whilst-listening, and post-listening activities can encounter the learners to stimulate the acquisition of planning, monitoring, and evaluating. Pre-listening activity can be giving vocabulary or question (Brewster, Ellis, & Girad, 2002). Whilst-listening activity may be consist of giving multiple choice questions, gap filling, true of false, chart completion (Banat, 2015). Meanwhile, post-listening activity can be done through doing task for reviewing, pictures, diagrams or, maps.

In textbook 1, pre-listening activity and post-listening cannot be found in Unit 1, 2, and 3. Generally, the complete listening stages only in Unit 4. Meanwhile, in textbook 2, Unit 1, 2, 3, and 4 do not have post-listening activity

whereas Unit 5 has. Therefore, both textbook 1 and textbook 2 do not fulfill this criterion about listening stages.

Meaningful context. The listening material in textbook should be set in the meaningful context. It means that the material can enable the learners to relate the topic of learning with their daily life and real situation that may be happened. Hence, it can help the learners to cope the problem that they may face (Cunningsworth, 1995). Textbook 1 sets the audio material in the meaningful context for the transactional and interpersonal communication, monologue text, and short functional text in Unit 1, 2, 3, and 4.

On the other hand, textbook 2 almost has the listening material which suitable with the context. However, in the Unit 2, the activity 2 and 3 do not represent the context of listening material which is about expression of opinion and expression of agree and disagree. Further, in Unit 4, the activities 6 and 7 (page 71) are about narrative text but the audio is procedure text which out of context. To sum up, textbook 1 meets the fourth criteria. Unfortunately, textbook 2 does not fulfill this criterion.

Recorded and video material. There are nine audio materials for listening activities in textbook 1. There are three audio materials do not have good quality and some of the voices are unclear. For example, the audio material for narrative uses American accent but the speaker was too fast which make information in the text may not be gotten. Textbook 2 has seventeen audio materials. All the audio materials in textbook 2 has good quality. The speeds of the recorded materials are

also not too fast or slow. Further, the point is that all of them are authentic especially for the transactional and interpersonal communications activities.

Accordingly, although the textbook 1 has some audio materials that are not good, it has six audio materials which have good quality. For that reason, textbook 1 meets the fifth criteria in listening skill. Textbook 2 also meets the fifth criteria. However, both textbook 1 and textbook 2 do not fulfill the sixth criteria since both of them do not have video material. Recorded material should be given since it has advantages for learners. Harmer (2000) argued that using recorded material can aid the learners to listen and meet different characters, voice, gesture, when the real people talking. As a result, it will be good for providing recorded or video material. However, the quality of them should be considered like the quality, speed, accent, authenticity, expression, and gesture (Cunningsworth, 1995).

Speaking skill. There are five criteria for evaluating the speaking skill. Both of textbook 1 and textbook 2 only meet three of five criteria. These three criteria are implied as types of speaking material and two others as specific strategies and practice material.

Types of speaking material. Cunningsworth (1995) asserted that through speaking activities can increase learners' ability in mechanical aspects. The aspects are like pronunciation and language items. Hence, the speaking activities can be conversation, oral presentation, or communication activities. Through these activities learners can also develop their confidence in speaking. Textbook 1 and textbook 2 have all the types of speaking material. Thus, both of textbooks fulfil

three criteria in sub-aspect of speaking skill. Those are oral presentation, dialogues or conversation, and roleplay activity.

Specific strategies and practice material. The material for speaking skill in the textbook should have specific strategies and practice material for unpredictability or uncertainty situation (Cunningsworth, 1995). Through these activities learners can develop strategies so that they can respond it confidently and effectively. Nevertheless, specific strategies and practice material cannot be found neither textbook 1 nor textbook 2. Hence, textbook 1 and textbook 2 do not fulfil the tenth and eleventh criteria in speaking skill.

Reading skill. Reading skill is sub-aspect skill which has the most criteria than the other. This is because of reading skill as the receptive skill should provide language input, text, types of text, and soon. There are ten criteria in checklist of evaluation for reading skill. Hence, next are the results of the evaluation in reading skill.

Language items. In reading activity, it should be provided the language items such as grammar and vocabulary item. Those items are important since it can help the learners to identify the reading comprehension (Richards, 2001). Textbook 1 does not have grammar focus or vocabulary builder. Meanwhile, textbook 2 gives grammar which is about simple past tense and vocabulary items in Unit 1 (page 3 & 6) and Unit 2 (page 22). For that reason, textbook 1 does not meet this criterion. Textbook 2 meets this criterion.

Reading skill and strategies. Textbooks may provide different types of reading. Learners should be able to examine their own reading strategies like top-down, bottom-up, skimming, or scanning strategies (Richards, 2001).

Textbook 1 and textbook 2 provide activity for improving learners' ability in reading skill and strategies such as scanning and skimming strategy. For example, textbook 1 allows learners to read a spoof text and answer the multiple choice questions. In Unit 2 of textbook 2, the activity 4 (page 24) gives opportunity for learners to enhance their scanning strategy through identifying the structure and summarizing the text.

Therefore, textbook 1 and textbook 2 fulfil the thirteenth criteria in reading skill.

Linked to other skills. Cunningsworth (1995) stated that reading activity may be linked to other skills especially listening and writing. For example, learners can read a text while this text is played through cassettes or audio recorded. In textbook 1, the reading activity does not link to the other skills. On the other hand, textbook 2 provides a reading activity which relate to other skill which are activity 5 in Unit 2 (page 24). Here, the learners asked to write the structure and the summary of the text in previous activity. Then, activity 4 of Unit 4 (page 61) and activity 4 of Unit 5 (page 82), the learners should read aloud the recount text. This activity can help learners to gain the information of the text and practice the pronunciation, word stress, and pause.

To sum up, textbook 1 does not met this criterion. For textbook 2, it fulfils this criterion.

Types of reading material. Harmer (2000) said that "students need to be involved in both extensive and intensive reading" p. 210. Extensive reading allows the learners to read for getting pleasure while intensive reading for gaining the information of the text. Textbook 1 and textbook 2 encourage the learners to do activities like comprehension task, multiple choice, or true or false after they read monologue texts. The texts are not too long and too short. Mostly, those texts have three to five paragraphs. This means that mostly the types of reading are intensive reading and learners can expose the input-rich and stimulus (Hedge, 1985 as cited in Ferdila, 2014). Hence, textbook 1 and textbook 2 do not meet the fifteenth criteria. Nevertheless, they fulfil the sixteenth criteria.

Authenticity of the text. The authentic text in textbook 1 can be seen in Unit 1 (page 12) and Unit 2 (page 28) which are posters. This type of authentic material is appropriate for the learners as the objective of learning. In textbook 2, it provides many authentic reading materials like an invitation card in Unit 2 (page 21), maps in Unit 3 (page 39), and a picture in Unit 5 (page 64). Mostly, these authentic materials are short functional text. Hence, they types of these materials are appropriate for the learners from the purpose and level.

Accordingly, textbook 1 and textbook 2 fulfil the criteria in reading skill about the authenticity of the text. Textbook should provide an authentic material in order to give knowledge for the learners about the function of the material and

language produced in real life (Cook, 1981). It also can increase the learners'

motivation (Richards, 2001).

Types of the text. Richards (2001) asserted that reading text should include

different text types. This is because different text will also have different purposes

which can make learners deal with it. Textbook 1 and textbook 2 has appropriate

text to the aims and objective of learning program, learners' level, and needs.

Types of text in textbook 1 are narrative in Unit 1, spoof text in Unit 2,

hortatory exposition in Unit 4 and 5. For the short functional texts are poster,

announcement, and pamphlet. Textbook 2, for the monologues text, it has

narrative text in Unit 1 and Unit 4 and recount text in Unit 2, 3, and 5. Further, the

types of text in short functional text are short message in Unit 1, invitation card in

Unit 2, advertisement in Unit 3, prohibition in Unit 4, and memo in Unit 5.

Complete on gapped. Richard (2001) said that reading text "should offer

adequate interaction with a topic or text" p. 272. Hence, it can be done by

providing the text that can be filled in the gap. Through this activity, learners can

expand their knowledge in gaining content and vocabulary of the text.

In textbook 1, the text which complete on the gapped is hortatory

exposition in Unit 3 (page 50). The learners have to read the text and choose the

best word to fill in the gap. On the other hand, textbook 2 does not provide a text

for completing the gap. As a result, textbook 1 fulfills the nineteenth criteria

whereas textbook 2 does not.

Background information. Reading is the essential skill for acquiring the information in written form. Before main reading is given, background information should be proposed in the beginning of reading activity. It should be set in order to make the learners know and predict the activity that will be done (Richards, 2001). Textbook 1 and textbook 2 have the background information to help learners' comprehension in reading.

Textbook 1 gives the background information through questions. Those questions related to the topic or the title of the text that will be read in all units of textbook 1. Meanwhile, textbook 2 gives the background information through picture and vocabulary. Therefore, textbook 1 and textbook 2 fulfil the twentieth criteria.

Reading stages. To improve learners' literacy level, it can be done through the reading skill. Then, the reading stages should be included in order to make learners have structure and preparation in reading process. Reading stages involves pre-reading, whilst-reading, and post-reading. The combination of them will give meaningful experience for the learners (Brewster, Ellis, & Girad, 2002).

Textbook 1 has pre-reading activities through answering questions. All the units in textbook 1 also have the whilst-activity. However, the post-reading activity cannot be found. On the other hand, textbook 2 provides the pre-, whilst-, and post-reading in all units. As a result, textbook 1 does not meet the twenty first criteria in reading skill of language skill aspect while textbook 2 does.

Writing skill. Textbook 1 and textbook 2 may have writing skill for developing learners' ability in written form. However, they may not fulfil the criteria in checklists of evaluation in writing skill sub-aspect. Hence, the following are the descriptions of the evaluation result in writing skill. Those descriptions consist of five area.

Types of task. Writing activity should be given to learners in order to make them produce something in written form. The activities in writing skill also should be varied to familiarize learners with the purpose of writing (Cunningsworth, 1995). The activities can be writing formal or informal letters, summarizing text, filling in the grids, making list, or etc.

Textbook 1 has varied of task in writing skill as well as the textbook 2. Mostly, the activities are controlled practice where the learners are allowed to create writing product based on the information given. For example, the activity in Unit 1 of textbook 1 is writing a narrative text. Meanwhile, textbook 2 arrange paragraphs into good story. Mostly, the activities are controlled practice where the learners are allowed to create writing product based on the information given. Hence, textbook 1 and textbook 2 fulfill this criterion.

Paragraphing activity. In textbook 1, the activity that provides a paragraphing development is activity 4 in Unit 4 (page 75). The learners should arrange the paragraph into good story which is hortatory exposition text. Meanwhile, textbook 2 has paragraphing activity in Unit 2 which similar to the process of writing. In activity 1, learners should think about the topic that will be

selected. Then in activity 2, the learners have to make outline for their writing. Thirdly, the learners should make their recount text in activity 3 based on their outline.

Thus, textbook 1 and textbook 2 give opportunity for learners to learn the writing process which is paragraphing. Learners need to learn how to write a text or other written product in order to make them know how the real text is and the difference with other types of writing (Richards, 2001). Paragraphing should be taught adequately with the aim of learners can write in good order, structure and relate to topic. As a result, textbook 1 and textbook 2 met the twenty third criteria in writing skill.

Writing style. In textbook 1 and textbook 2 have the writing activities. It encourages learners to develop their linguistic competence through writing. Then, the writing activity should emphasize on style of written English so learners can point out the important information to their work (Cunningsworth, 1995). Unfortunately, the writing activity in textbook 1 and textbook 2 do not present the style of written English. Thus, this criterion is not met by textbook 1 and textbook 2.

Language resources. The activity and material in writing should cover the language resources such spelling, punctuation, or layout (Cunningsworth, 1995). Hence, the learners can use the spelling from the beginning to the end of the writing consistently. Learners also should use the punctuation and layout based on the situation of the writing.

In textbook 1, it cannot be found for the use of language resource. Meanwhile, the language resource is taught in textbook 2 which is in the Unit 5 about short functional text of memo. In activity 10 of Unit 5 (page 93), learners should identify the example of memo. After observing the memo, there is explanation of the structure, layout, and the aspect or that should be there in memo like signed, date, and time. In conclusion, textbook 1 does not meet the twenty fifth criteria in writing skill.

Writing review. Cunningsworth (1995) proposed that learners should be given opportunity to review and edit their writing if it is need so that learners can know their work. In textbook 1, it cannot be found the activity or task for reviewing learners' writing. In contrary, textbook 2 gives chance for learners to check their writing in activity 7 of Unit 5 (page 91) about the recount text. In short, textbook 1 does not met this criterion while textbook 2 does.