

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Book Description

The researcher has applied “Bright An English” textbook (the case study of textbook for first grade junior high school) as the research subject in this study. Then, the description of the textbook explained by the researcher to make clear the identity of the textbook itself.

Title : Bright An English
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Student : Junior High School Grade VII
Year : 2022
Publishing Supervisor : Erlangga Publisher
Curriculum : Merdeka Belajar

The textbook utilised by students at first grade junior high school to support them in learning English in the classroom. Also, as an additional reference for teacher in delivering the material about English language. The textbook published in two version, namely printed book and e-book that available on application “eBook Erlangga”.

The textbook has eight chapters as the material source to learn English language. The chapter provided the material and activity of English language skills that support students to learn English language well. The chapters of textbook are as follows:

Chapter 1 Nice to Meet You!
Chapter 2 It's Judy Spark!
Chapter 3 They're a New Band
Chapter 4 They are My Family
Chapter 5 I Hardly Ever Watch TV
Chapter 6 Where's the Monument?
Chapter 7 They've Got Thick Eyebrows
Chapter 8 It is Delicious!

But from all of the chapters, this research just analysed the textbook for the first semester that consist of four chapters, they are chapter 1 until chapter 4.

2. Data Presentation

After the researcher observed the content of “Bright An English” textbook, the researcher found out that the textbook has four of English language skills, they are reading, writing, listening, and speaking. The research findings of those skills presented as follows:

a) Data Presentation of English Language Skills in “Bright An English” Textbook

The textbook contained four of English language skills activities that included in each chapter as presented in the table below:

Table 4.1
Data Presentation of English Language Skills
from The Textbook

Language Skills	Activity Chapter			
	1	2	3	4
Reading	11, 12, 18, 19	1, 2, 6	1, 3b, 5a, 7.1	1, 2, 8, 9, 12
Writing	4, 5, 9, 26, 27, 28, 29, 30, 31	9, 10, 11, 12, 13	2c, 2d, 3c, 5c, 7.2, 8	13, 14
Listening	1, 2, 7, 8, 10, 15, 16, 17.3, 20, 21, 23, 24	1, 5	1, 5a, 6	1, 8, 11
Speaking	1, 2, 3, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17.1, 17.2, 20, 21, 22, 23, 24, 30	5, 12	4c, 6c	–

Based on **table 4.1.** the researcher concluded that the reading skill is more contained in chapter 4. Whereas, writing, listening, and speaking skills are more contained in chapter 1.

b) Data presentation of English Language Skills of Each Chapter

The research findings of English language skills that existed in each chapter of textbook described by the researcher as follows:

1) Reading

The researcher made the coding of indicator to guide the researcher or reader to comprehend the data description of reading skill for each chapter.

Table 4.2
The Coding for Reading Skill

No.	Indicator	Coding
1.	Reading text is supporting new language items (vocabulary and grammar), consolidating language work, etc.	R/I.1
2.	Focused on developing reading skills and strategies	R/I.2
3.	Reading material is related to other skills work	R/I.3
4.	Emphasizing joyful reading and reading for intellectual satisfaction	R/I.4
5.	Presenting variety of reading texts	R/I.5
6.	Presenting reading text at elementary level	R/I.6
7.	Promoting extensive or intensive reading	R/I.7
8.	Using authentic text	R/I.8
9.	Subject matter relevant to (topical, interesting, challenging, varied, culturally acceptable, unlikely to date)	R/I.9
10.	Relevant to genres of reading text	R/I.10
11.	Presenting complete or gapped text	R/I.11
12.	The material helps comprehension by (setting the scene, providing background information, pre-reading questions)	R/I.12

13.	Presenting comprehension questions (inference questions, discourse-processing questions, literal/surface questions)	R/I.13
14.	Expand student's knowledge (knowledge of the world)	R/QI.14

Note:

R : reading
 I : indicator
 1 (number) : number for each indicator

Reading Chapter 1

The data of reading skill that contained in chapter 1 can be described in table form as follows:

Table 4.3
Data of Reading Skill from Chapter 1

No.	Coding	Activity (A)/ Page (P)	Word/ Sentence	Description
1.	R/I.1	-	-	-
2.	R/I.2	-	-	-
3.	R/I.3	-	-	-
4.	R/I.4	A.11, P.7	“Read <i>Nico's introduction</i> ”	The reading text emphasized reading for <i>intellectual satisfaction</i> because the text asked students to <i>read the specific text</i> rather than choosing the text based on their preferences (joyful reading). The intellectual satisfaction referred to a text about introducing ourselves (Nico's introduction).

5.	R/I.5	A.18, P.11 A.19, P.11	<p>“<i>Pennsylvania Public Library</i>” (A.18, P.11) “<i>Personal Identity Form</i>” (A.19, P.11)</p>	<p>There are two types of reading text, they are student <i>ID cards</i> (A.18, P.11) and student’s <i>identity form</i> (A.19, P.11).</p>
6.	R/I.6	A.11, P.7 A.18, P.11 A.19, P.11	<p>“<i>My name.</i>” (A.11, P.7) “<i>Library</i>” (A.18, P.11) “<i>School</i>” (A.19, P.11)</p>	<p>All of texts are categorized as reading text for <i>elementary level</i> because the texts are contained <i>familiar vocabulary</i>.</p>
7.	R/I.7	-	-	-
8.	R/I.8	A.18, P.11	<p>“<i>Look at the pictures ...</i>”</p>	<p>The text used <i>authentic text</i> because the texts are presented as <i>pictures without changing the presentation or layout</i> from the real text type.</p>
9.	R/I.9	A.11, P.7 A.18, P.11	<p>“<i>Introducing himself</i>” (A.11, P.7) “<i>Look at the pictures</i>” (A.18, P.11) “<i>Show it to</i></p>	<p>The subject matters are relevant to <i>topic, interesting, challenging, and varied</i> because the text is related to theme or topic (<i>introduce ourselves</i>), giving interesting</p>

		A.19, P.11	<p><i>the class</i>” (A.18, P.11) <i>“Public Library”</i> (A.18, P.11) <i>“Personal Identity Form”</i> (A.19, P.11)</p>	<p>illustration/picture, giving challenging instruction, and provided variety of text.</p>
10.	R/I.10	<p>A.18, P.11</p> <p>A.19, P.11</p>	<p><i>“Public Library”</i> (A.18, P.11) <i>“Personal Identity Form”</i> (A.19, P.11)</p>	<p>The <i>genre</i> of those reading texts is <i>personal reading</i> because they’re in form of student <i>ID cards</i> (A.18, P.11) and student’s <i>identity form</i> (A.19, P.11) Personal reading means that students have the cards as their own.</p>
11.	R/I.11	A.19, P.11	<p><i>“Read the information”</i></p>	<p>The texts are <i>complete</i> without any blank because students <i>asked to read</i> it, not to complete it.</p>

12.	R/I.12	A.11, P.7 A.18, P.11	<p>“<i>In front of his classmates</i>”</p> <p>(A.11, P.7)</p> <p>“<i>Do you know what they are? Do you have them?</i>”</p> <p>(A.18, P.11)</p>	<p>The text in (A.11, P.7) helped students’ comprehension by setting the scene in the classroom. While in (A.18, P.11) provided background information by asked students to look at the pictures and <i>interpret it</i> with their own cards.</p>
13.	R/I.13	-	-	-
14.	R/I.14	-	-	-

Based on **table 4.3**, the researcher found out that the reading skills that included in chapter 1 were appropriate with indicator 4, 5, 6, 8, 9, 10, 11, 12. It was because the reading skills in chapter 1 have provided variety of reading texts that supported reading for intellectual satisfaction. It also supporting authentic text that encouraged student’s reading comprehension for elementary level. But there are some of reading skills that inappropriate with the indicator, such as the indicator 1, 2, 3, 7, 13, 14.

Reading Chapter 2

The data of reading skill that contained in chapter 2 can be described in table form as follows:

Table 4.4
Data of Reading Skill from Chapter 2

No.	Coding	Activity(A)/ Page (P)	Word/ Sentence	Description
1.	R/I.1	-	-	-
2.	R/I.2	A.2, P.25	“Choose <i>true</i> or <i>false</i> of each statement”	The reading text focused on developing reading skill “ <i>selective extraction of relevant points from a text</i> ” because it required students to answer <i>true/false</i> statement by extracting the relevant points related to a text.
3.	R/I.3	A.1, P.24	“ <i>Read and listen</i> to this dialogue”	The reading text was <i>integrated to listening skill</i> because the students asked to <i>read and listen</i> to the dialogue.
4.	R/I.4	A.6, P.27	“Read <i>this passage</i> about the famous Cappadocia”	The text emphasized reading for <i>intellectual satisfaction</i> because the text asked students to <i>read a passage</i> rather than choosing the text based on their preferences (joyful

				reading). The intellectual satisfaction referred to a text that introducing about Cappadocia.
5.	R/I.5	A.1, P.24 A.6, P.27	“... <i>dialogue</i> between Irma and Edo” (A.1, P.24) “... <i>passage</i> about Cappadocia” (A.6, P.27)	There are two types of reading text, they are in form of <i>dialogue</i> (A.1, P.24) and <i>short passage</i> (A.6, P.27).
6.	R/I.6	-	-	-
7.	R/I.7	-	-	-
8.	R/I.8	-	-	-
9.	R/I.9	A.1, P.24 A.6, P.27	“ <i>Read and listen</i> ” (A.1, P.24) “This <i>passage</i> famous Cappadocia in Turkey” (A.6, P.27)	The subject matters are relevant to <i>topic, interesting, challenging, and varied</i> because the texts are related to theme or topic (<i>recognize other countries</i>), giving interesting illustration/picture, giving challenging instruction, and provided variety of text.
10.	R/I.10	A.6, P.27	“Cappadocia is a favourite destination ...”	The text described Cappadocia. The genre is <i>literature or academic reading</i> since it

				formed of descriptive text (by using simple present tense).
11.	R/I.11	A.1, P.24 A.6, P.27	“ <i>Read</i> ” (A.1, P.24) “ <i>Read this passage</i> ” (A.6, P.27)	The texts are <i>complete</i> without any blank because students <i>asked to read it</i> , not to complete it.
12.	R/I.12	A.1, P.24	“ <i>They are going to a concert in</i> ”	The text helped students’ comprehension by <i>setting the scene going to the concert</i> .
13.	R/I.13	A.2, P.25	“ <i>Judy is a very rude artist (T/F)</i> ”	The type of comprehension question is “ <i>discourse-processing questions</i> ” because students have to process the text to answer <i>true/false questions</i> .
14.	R/I.14	A.6, P.27	“ <i>Cappadocia is a favourite destination for travelling in Turkey</i> ”	The text expanded student’s knowledge of the world by providing information about one of <i>favourite destinations in turkey</i> which is Cappadocia.

Based on **table 4.4.** the researcher found out that the reading skills that existed in chapter 2 were appropriate with indicator 2, 3, 4, 5, 9, 10, 11, 12, 13, 14. It was because the reading skills in chapter 2 have provided various reading texts that supported reading for intellectual satisfaction and the activity that integrated to other skills work. Reading text has focused on developing reading skills and strategies and supporting student's knowledge of the world. It helped student's reading comprehension by presenting complete text without any blank. But some of reading skills were inappropriate with the indicator, such as the indicator 1, 6, 7, 8.

Reading Chapter 3

The data of reading skill that contained in chapter 3 can be described in table form as follows:

Table 4.5
Data of Reading Skill from Chapter 3

No.	Coding	Activity(A)/ Page (P)	Word/ Sentence	Description
1.	R/I.1	A.3b, P.45	"It's a <i>wonderful</i> zoo"	The reading text is supporting <i>vocabulary</i> (positive and <i>negative adjective</i>).
2.	R/I.2	A.1, P.42	"Read the sentence and <i>write true of false</i> "	The reading text focused on developing skill " <i>selective extraction of relevant points from a text</i> " because it required to answer true/false statement by <i>extracting the relevant points</i>

				<i>related to a text.</i>
3.	R/I.3	A.1, P.42 A.5a, p.47	“Read and listen” (A.1, P.42) “Read and listen to the dialogue” (A.5a, P.47)	The reading texts are <i>integrated to listening skill</i> because students asked to <i>read and listen to the dialogue.</i>
4.	R/I.4	-	-	-
5.	R/I.5	A.5a, p.47 A.7.1, P.49	“Read to the dialogue” (A.5a, P.47) “Mita’s email” (A7.1, P.49)	There are two types of reading text, they are in form of <i>dialogue (A.5a, P.47)</i> and <i>email (A.7.1, P.49).</i>
6.	R/I.6	A.1, P.42 A.7.1, P.49	“Hello” (A.1, P.42) “See you, Mita” (A7.1, P.49)	All of texts are categorized as reading text for <i>elementary level</i> because the texts are contained <i>familiar vocabulary.</i>
7.	R/I.7	-	-	-
8.	R/I.8	A.7.1, P.49	“To: Liana@email.com ”	The text used an <i>authentic text</i> since it’s <i>in form of email</i> and it presented as <i>picture</i> without changing the presentation or layout from the real text type.
9.	R/I.9	A.3b, P.45 A.5a, p.47	“I don’t like her” (A.5a, P.47) “Look at the pictures”	The subject matters are relevant to <i>topic, interesting, and</i>

		A.7.1, P.49	(A.3b, P.45) “Mita’s <i>email</i> ” (A.7.1, P.49)	<i>varied text</i> because the texts are related to theme or topic (understand object <i>pronoun</i>), giving interesting illustration/picture, and provided variety of text.
10.	R/I.10	A.7.1, P.49	“My favourite band is ... <i>what about you?</i> ”	The genre of reading text is <i>personal reading</i> because it contained personal message.
11.	R/I.11	A.7.1, P.49	“ <i>Read</i> Mita’s email”	The texts are <i>complete</i> without any blank because students <i>asked to read it</i> , not to complete it.
12.	R/I.12	-	-	-
13.	R/I.13	A.1, P.42	“Write true of false and <i>correct the false sentences</i> ”	The type comprehension question is “ <i>discourse-processing questions</i> ” because students have to processed the text first then answer <i>true/false questions</i> .
14.	R/I.14	-	-	-

Based on **table 4.5**, the researcher found out that the reading skills that contained in chapter 3 were appropriate with indicator 1, 2, 3, 5, 6, 8, 9, 10, 11,

13. It was because the reading skills in chapter 3 have provided reading texts that introducing language items, reading skills and strategies, and reading activity that integrated to other skills work, and presenting it in complete form. But some of reading skills were inappropriate with the indicator, such as the indicator 4, 7, 12, 14.

Reading Chapter 4

The data of reading skill that contained in chapter 4 can be described in table form as follows:

Table 4.6
Data of Reading Skill from Chapter 4

No.	Coding	Activity(A)/ Page (P)	Word/Sentence	Description
1.	R/I.1	A.12, P.70	“Underline <i>every verb</i> in the <i>simple present tense</i> and every <i>possessive ('s/s')</i> and <i>possessive adjective</i> from the passage”	The text was supporting <i>grammatical features</i> by providing <i>simple present tense, possessive and possessive adjective</i> as a task from the text.
2.	R/I.2	A.1, P.60 A.9, P.66	“Write <i>true or false</i> of each statement” (A.1, P.60) “Who is Mrs. Emma to Nina?” (A.9, P.66)	The reading texts focused on developing skill “ <i>selective extraction of relevant points from a text</i> ” because it required students to <i>answer true/false statement and 5W+1H questions.</i>
3.	R/I.3	A.1, P.60	“Read and listen” (A.1, P.60) “Listen and read the text aloud”	The reading texts are <i>integrated to listening skill.</i> Students asked to

		A.8, P.65	(A.8, P.65)	<i>read and listen to recorded text.</i>
4.	R/I.4	-	-	-
5.	R/I.5	A.1, P.60 A.8, P.65 A.12, P.70	“She <i>lives</i> in Bekasi” (A.1, P.60) “We <i>go</i> to the same school” (A.8, P.65) “My father <i>works</i> in hospital” (A.12, P.70)	All of the reading texts are presented as <i>descriptive text</i> because one of the features of descriptive text is <i>using simple present tense</i> .
6.	R/I.6	A.8, P.65	“My <i>uncle</i> is Tom”	The text proposed to <i>elementary level</i> because the text contained <i>familiar vocabulary</i> .
7.	R/I.7	A.1, P.60	“Read text <i>carefully</i> ”	The reading text promoted <i>intensive reading</i> because it asked student to read a text carefully.
8.	R/I.8	-	-	-
9.	R/I.9	A.8, P.65 A.12, P.70	“My <i>house’s</i> colour” (A.12, P.70) “ <i>Look</i> at this family tree of Katy” (A.8, P.65)	The subject matters are relevant to <i>topical and interesting</i> because the texts are related to theme or topic (use <i>possessive ‘s</i>) and giving interesting illustration/picture.
10.	R/I.10	A.1, P.60 A.12, P.70	“She <i>is</i> a young designer from Indonesia” (A.1, P.60) “My favourite	The genre of the texts is <i>literature or academic reading</i> since it formed of descriptive text (by

			food is chicken satay” (A.12, P.70)	using <i>simple present tense</i>).
11.	R/I.11	A.1, P.60 A.8, P.65 A.12, P.70	“.. read the text” (A.1, P.60) “read the text aloud” (A.8, P.65) “Read this passage” (A.12, P.70)	The texts are <i>complete</i> without any blank because students <i>asked to read it</i> , not to complete it.
12.	R/I.12	-	-	-
13.	R/I.13	A.1, P.60 A.9, P.66	“Akeyla is proud of Indonesian motifs (T/F)” (A.1, P.60) “Who is Laura to John?” (A.9, P.66)	The type comprehension question is “ <i>discourse-processing questions</i> ” because students have to process the text to <i>answer true/false and 5W+1H questions</i> .
14.	R/I.14	-	-	-

Based on **table 4.6**, the researcher found out that the reading skills that consisted in chapter 4 were appropriate with indicator 1, 2, 3, 5, 6, 7, 9, 10, 11, 13. It was because the reading skills in chapter 4 have provided reading texts that introducing language items, reading skills and strategies, intensive reading and reading activity that integrated to other skills work in form of complete text. But some of reading skills were inappropriate with the indicator, such as the indicator 4, 8, 12, 14.

2) Writing

The researcher made the coding of indicator to guide the researcher or reader to comprehend the data description of writing skill for each chapter.

Table 4.7
The Coding for Writing Skill

No.	Indicator	Coding
1.	Presenting controlled writing, guided writing, and free or semi-writing	W/I.1
2.	Relevant to progression and variety of task	W/I.2
3.	Presenting types of writing	W/I.3
4.	Taught paragraphing fairly	W/I.4
5.	Emphasizing styles of written English on different text type	W/I.5
6.	Giving enough attention to punctuations, spelling, layout, etc.	W/I.6
7.	Emphasizing the accuracy	W/I.7
8.	Encourage students to review and edit their written work	W/I.8
9.	Introducing writing activities to the readers	W/I.9

Note:

W : writing
I : indicator
1 (number) : number for each indicator

Writing Chapter 1

The data of writing skill that contained in chapter 1 can be described in table form as follows:

Table 4.8
Data of Writing Skill from Chapter 1

No.	Coding	Activity(A)/ Page (P)	Word/ Sentence	Description
1.	W/I.1	A.4, P.4 A.5, P.4 A.9, P.6 A.26, P.14 A.27, P.15 A.28, P.15 A.29, P.16 A.30, P.16 A.31, P.17	“Fill the bubbles with sentences in the box” (A.4, P.4) “Complete the following dialogue” (A.5, P.4) “Arrange the sentence into good dialogues” (A.9, P.6) “Answer the questions” (A.26, P.14) “Complete the words” (A.27, P.15) “Look at the picture and answer the questions” (A.28, P.15) “Complete the form” (A.29, P.16) “Write a dialogue” (A.30, P.16) “Write down the information about the person”	<i>Controlled</i> writing presented in Activity (A.4, P.4), (A.5, P.4), (A.9, P.6), (A.27, P.15), (A.29, P.16) . Guided writing presented in activity (A.26, P.14), (A.28, P.15) . Free writing presented in activity (A.30, P.16), (A.31, P.17) .

			(A.31, P.17)	
2.	W/I.2	A.5, P.4 A.26, P.14 A.31, P.17	<p>“Complete the following dialogue” (A.5, P.4)</p> <p>“Answer the questions” (A.26, P.14)</p> <p>“Write down the information” (A.31, P.17)</p>	<p>There are appropriate progression and various of task because students asked to do a task from <i>controlled to free writing</i>. It means that students made a progress from low level (controlled) to high level (free writing)</p>
3.	W/I.3	A.27, P.15 A.28, P.15	<p>“Complete the words” (A.27, P.15)</p> <p>“How many boys are there?” (A.28, P.15)</p>	<p>The writing types involved are <i>controlled writing (A.27, P.15)</i>, <i>display writing (A.28, P.15)</i></p>
4.	W/I.4	A.31, P.17	<p>“... watch the clip and write down the information about the person”</p>	<p>This activity <i>taught paragraphing</i> by asked students to write down the information about the person after they watched the clip.</p>
5.	W/I.5	A.30, P.16	<p>“Write a dialogue in two different situations,</p>	<p>The <i>different styles</i> of written English on different text</p>

			<i>formal and informal</i>	type showed by students asked to write a dialogue in <i>formal and informal situations</i> .
6.	W/I.6	-	-	-
7.	W/I.7	-	-	-
8.	W/I.8	A.30, P.16	“Work in groups of three”	The task asked students to <i>work in group</i> so that they’re able to <i>review and edit</i> their written work.
9.	W/I.9	A.4, P.4 A.30, P.16 A.27, P.15	“Work in pairs” (A.4, P.4) “Work in groups of three” (A.30, P.16) “Complete the words” (A.27, P.15)	The writing activities introduced to the reader by <i>giving instruction</i> to do the writing task <i>individually, work in pairs or work in groups</i> .

Based on **table 4.8**, the researcher found out that the writing skills that appeared in chapter 1 were appropriate with indicator 1, 2, 3, 4, 5, 8, 9. It was because the writing skills in chapter 1 have provided various of writing tasks or activities, types of writing, taught paragraphing, and emphasizing students’ styles of written English and encouraged them to edit their written work. But some of writing skills were inappropriate with the indicator, such as the indicator 6, 7.

Writing Chapter 2

The data of writing skill that contained in chapter 2 can be described in table form as follows:

Table 4.9
Data of Writing Skill from Chapter 2

No.	Coding	Activity(A)/ Page (P)	Word/ Sentence	Description
1.	W/I.1	A.9, P.30 A.12, P.33 A.13, P.33	<p>“<i>Complete every dialogue</i>” (A.9, P.30)</p> <p>“<i>Make a dialogue ... below are some guidelines</i>” (A.12, P.33)</p> <p>“<i>You may include the following information in your writing</i>” (A.13, P.33)</p>	<p>Controlled writing presented in (A.9, P.30).</p> <p>Guided writing presented in (A.12, P.33), (A.13, P.33)</p>
2.	W/I.2	A.11, P.31 A.13, P.33	<p>“<i>Complete the dialogue</i>” (A11, P.31)</p> <p>“<i>... write the information about the place, you may include ...</i>” (A.13, P.33)</p>	<p>There are appropriate progression and various of task by asked students to do a task from <i>controlled</i> to <i>guided writing</i>.</p>
3.	W/I.3	A.9, P.30	<p>“<i>Complete with the correct questions words</i>”</p>	<p>The writing types involved are <i>intensive/controlled writing</i></p>

4.	W/I.4	A.13, P.33	“... watch the video, ... write the information about the place in a paper”	This activity taught paragraphing by asked students to write the information about the place after they watched a video.
5.	W/I.5	-	-	-
6.	W/I.6	-	-	-
7.	W/I.7	-	-	-
8.	W/I.8	A.12, P.33	“Make a group consist of two to four members”	The task type asked students to work in group so that they're able to review and edit their written work.
9.	W/I.9	A.13, P.33	“Make a group of three”	The writing activities introduced to the reader by giving instruction to do the writing task work in groups.

Based on **table 4.9.** the researcher found out that the writing skills that existed in chapter 2 were appropriate with indicator 1, 2, 3, 4, 8, 9. It was because the writing skills in chapter 2 have provided various of writing tasks or activities, types of writing, taught paragraphing, and encouraged students to edit their written work. But some of writing skills were

inappropriate with the indicator, such as the indicator 5, 6, 7.

Writing Chapter 3

The data of writing skill that contained in chapter 3 can be described in table form as follows:

Table 4.10
Data of Writing Skill from Chapter 3

No.	Coding	Activity(A)/ Page (P)	Word Sentence	Description
1.	W/I.1	A.3c, P.46 A.5c, P.47 A.7.2, P.49 A.8, P.49	“Make sentence. <i>Use the words in the box</i> ” (A.3c, P.46) “ <i>Complete the sentences with words from activity 5b</i> ” (A.5c, P.47) “Write and Email ... <i>use Mita’s email to help you.</i> ” (A.7.2, P.49) “ <i>Write a paragraph of what you like...</i> ” (A.8, P.49)	Controlled writing presented in (A.3c, .46), (A.5c, P.47) . Guided writing presented in (A.7.2, P.49) . Free writing presented in (A.8, P.49) .
2.	W/I.2	A.5c, P.47 A.2d, P.46 A.8, P.49	“ <i>Complete the sentences</i> ” (A.5c, P.47) “ <i>Answer based on your conditions</i> ” (A.2d, P.46) . “ <i>Write a</i>	There are appropriate progression and various of task because students asked to do a task from <i>controlled</i>

			<p><i>paragraph</i> of what you like...” (A.8, P.49)</p>	<p><i>until free writing.</i> It means that students made a progress from low level (controlled) to high level (free writing)</p>
3.	W/I.3	A.3c, P.46	<p>“Make sentence. <i>Use the words in the box</i>”</p>	<p>The writing types involved are <i>intensive/controlled writing.</i></p>
4.	W/I.4	A.8, P.49	<p>“... <i>write a paragraph</i> of what you like or don't like from the music video”</p>	<p>This activity <i>taught paragraphing</i> by asked students to <i>write a paragraph</i> after they watched a music video.</p>
5.	W/I.5	-	-	-
6.	W/I.6	-	-	-
7.	W/I.7	-	-	-
8.	W/I.8	A.3c, P.46	<p>“<i>Work with a partner</i>”</p>	<p>The task asked students to work with a partner so that they're able <i>to review and edit</i> their written work</p>
9.	W/I.9	A.3c, P.46	<p>“<i>Make sentence.</i>” (A.3c, P.46)</p>	<p>The writing activities introduced to</p>

	A.7.2, P.49	“Write and Email to your friend:” (A.7.2, P.49)	the reader by giving instruction to do various of writing task.
	A.8, P.49	“Write a paragraph” (A.8, P.49)	

Based on **table 4.10**, the researcher found out that the writing skills that included in chapter 3 were appropriate with indicator 1, 2, 3, 4, 8, 9. It was because the writing skills in chapter 3 have provided various of writing tasks or activities, types of writing, taught paragraphing, and emphasizing students to edit their written work. But some of writing skills were inappropriate with the indicator, such as the indicator 5, 6, 7.

Writing Chapter 4

The data of writing skill that contained in chapter 4 can be described in table form as follows:

Table 4.11
Data of Writing Skill from Chapter 4

No.	Coding	Activity(A)/ Page (P)	Word/ Sentence	Description
1.	W/I.1	A.13, P.71 A.14, P.71	“... you may <i>include the following information ...</i> ” (A.13, P.71) “... Then <i>answer the following questions</i> ” (A.14, P.71)	All of tasks presented in guided writing.
2.	W/I.2	A.13, P.71	“... answer the <i>following questions</i> ”	There are appropriate progression

		A.14, P.71	(A.14, P.71) “... make a description ...” (A.13, P.71)	and various of task because each task encouraged students to develop their writing ability.
3.	W/I.3	-	-	-
4.	W/I.4	A.13, P.71	“Draw your own family tree, ... <i>make a description</i> about them, ...”	This activity <i>taught paragraphing</i> by asked students to make a description about their family tree.
5.	W/I.5	-	-	-
6.	W/I.6	-	-	-
7.	W/I.7	-	-	-
8.	W/I.8	-	-	-
9.	W/I.9	A.13, P.71 A.14, P.71	“ <i>Make description</i> about them” (A.13, P.71) “Then <i>answer the questions</i> ” (A.14, P.71)	The writing activities introduced to the reader by giving instruction to do various of writing task.

Based on **table 4.11**, the researcher found out that the writing skills that contained in chapter 4 were appropriate with indicator 1, 2, 4, 9. It was because the writing skills in chapter 4 have provided various of writing tasks or activities and taught paragraphing. But some of writing skills were inappropriate with the indicator, such as the indicator 3, 5, 6, 7, 8.

3) Listening

The researcher made the coding of indicator to guide the researcher or reader to comprehend the data description of listening skill for each chapter.

Table 4.12
The Coding for Listening Skill

No.	Indicator	Coding
1.	Presenting listening material in form of conversation work, part of dialogue or specific listening passages	L/I.1
2.	Presenting specific listening passages activity (comprehension questions, extracting specific information, etc)	L/I.2
3.	Setting listening materials in meaningful contexts	L/I.3
4.	Presenting pre-listening tasks, questions, etc.	L/I.4
5.	Identify sound quality, speed delivery, authenticity, and accent on recorded materials	L/I.5
6.	Presenting video materials	L/I.6
7.	Video materials are giving meaningful context and facial expressions, gestures, etc.	L/I.7

Note:

L : listening

I : indicator

1 (number) : number for each indicator

Listening Chapter 1

The data of listening skill that contained in chapter 1 can be described in table form as follows:

Table 4.13
Data of Listening Skill from Chapter 1

No.	Coding	Activity(A)/ Page (P)	Word/ Sentence	Description
1.	L/I.1	A.10, P.7 A.16, P.10	“Listen to the recording <i>dialogue</i> ” (A.10, P.7) “Listen and practice the <i>dialogue</i> ” (A.16, P.10)	All of listening materials in the textbook presented in form of <i>part of dialogue</i> .
2.	L/I.2	A.10, P.7	“Listen and <i>complete the dialogue</i> ”	The listening passage activity is <i>partial dictation</i> . Students asked to listen to the audio recording and complete the dialogue.
3.	L/I.3	A.10, P.7	“Look! We <i>have a nice classroom. Please come in.</i> ”	The material was setting in meaningful context because the text told about <i>introducing new student to his classroom</i> and it suitable on real life situation.
4.	L/I.4	A.10, P.7	“ <i>Complete the dialogue</i> ”	This page presented a task in form of <i>cloze task</i> where students asked to complete the dialogue.

5.	L/I.5	A.1, P.2 A.2, P.2 A.7, P.5 A.8, P.6 A.10, P.7 A.15, P.9 A.16, P.10 A.17.3, P.10 A.20, P.12 A.21, P.12 A.23, P.13 A.24, P.13	“Morning” (A.1, P.2) “Good morning” (A.2, P.2) “Bill” (A.7, P.5) “Sir” (A.8, P.6) “Hello! What’s your name?” (A.10, P.7) “/a:r/ R “ (A.15, P.9) “Giles” (A.16, P.10) “Class” (A.17.3, P.10) “One” (A.20, P.12) “I have ten novels” (A.21, P.12) “1 = the first (1st)” (A.23, P.13) “Saturday” (A.24, P.13)	The sound quality was good and clear. The speed delivery is good enough in normal speed, authenticity from the accent and sound is good. The accent of the recording used British English.
6.	L/I.6	-	-	-
7.	L/I.7	-	-	-

Based on **table 4.13**, the researcher found out that the listening skills that existed in chapter 1 were appropriate with indicator 1, 2, 3, 4, 5. It was because the listening skills in chapter 1 provided listening material that has setting in meaningful context, supporting tasks or activities, and presenting audio recording. But some of listening skills were

inappropriate with the indicator, such as the indicator 6, 7.

Listening Chapter 2

The data of listening skill that contained in chapter 2 can be described in table form as follows:

Table 4.14
Data of Listening Skill from Chapter 2

No.	Coding	Activity(A)/ Page (P)	Word/Sentence	Description
1.	L/I.1	A.1, P.24	"... listen to <i>this dialogue</i> between Irma and Edo"	The listening material presented in form of <i>part of dialogue</i> .
2.	L/I.2	-	-	-
3.	L/I.3	-	-	-
4.	L/I.4	-	-	-
5.	L/I.5	A.1, P.24 A.5, P.27	"Sure, I'm going to wait here" (A.1, P.24) "United Kingdom" (A.5, P.27)	The sound quality was good and clear. The speed delivery is good enough in normal speed, authenticity from the accent and sound is good. The accent of the recording used British English.
6.	L/I.6	-	-	-
7.	L/I.7	-	-	-

Based on **table 4.14**, the researcher found out that the listening skills that included in chapter 2 were appropriate with indicator 1, 5. It was because the listening skills in chapter 2 have provided listening material in form of dialogue and audio recording. But some of listening skills were inappropriate with the indicator, such as the indicator 2, 3, 4, 6, 7.

Listening Chapter 3

The data of listening skill that contained in chapter 3 can be described in table form as follows:

Table 4.15
Data of Listening Skill from Chapter 3

No.	Coding	Activity(A)/ Page (P)	Word/Sentence	Description
1.	L/I.1	A.5a, P.47	"... listen to the <i>dialogue</i> "	The listening material was in in form of <i>part of dialogue</i>
2.	L/I.2	A.1, P.42	"... write <i>true or false</i> and correct the <i>false</i> sentences"	The listening passage activity is <i>true/false questions</i> . Students asked to listen to the audio recording then answer the questions based on the dialogue.
3.	L/I.3	-	-	-
4.	L/I.4	A.1, P.42	"There are five people in the group (<i>T/F</i>)"	This page presented listening question in form of <i>true/false questions</i> where students asked to write the correct (<i>true</i>) statement.
5.	L/I.5	A.1, P.42 A.5a, P.47	"Yes, we are the Skipper" (A.1, P.42) "Tulus has got a new album" (A.5a, P.47)	The sound quality was good and clear. The speed delivery is good enough in normal speed, authenticity from the accent and sound is good. The accent of the recording used

				British English.
6.	L/I.6	-	-	-
7.	L/I.7	-	-	-

Based on **table 4.15**, the researcher found out that the listening skills that contained in chapter 3 were appropriate with indicator 1, 2, 4, 5. It was because the listening skills in chapter 3 have provided listening material in form of dialogue, tasks or activities, question, and audio recording. But some of listening skills were inappropriate with the indicator, such as the indicator 3, 6, 7.

Listening Chapter 4

The data of listening skill that contained in chapter 4 can be described in table form as follows:

Table 4.16
Data of Listening Skill from Chapter 4

No.	Coding	Activity(A)/ Page (P)	Word/Sentence	Description
1.	L/I.1	A.1, P.60	“Listen to the recording <i>text</i> ”	The listening materials are in form of <i>listening passages</i> .
2.	L/I.2	A.11, P.69	“Listen to the recording and <i>complete the paragraph</i> ”	The activity from listening passage is <i>partial dictation</i> where students asked to complete the text while listen to the audio recording.
3.	L/I.3	-	-	-
4.	L/I.4	A.11, P.69	“I live with 1. ____ big family in a big house	This page presented question in

			downtown”	form of cloze task where students asked to complete the text.
5.	L/I.5	A.1, P.60 A.8, P.65 A.11, P.69	“Listen to the recording” (A.1, P.60) “Hello ... My name is Katy” (A.8, P.65) “Hello, my name is Udin” (A.11, P.69)	The sound quality was good and clear. The speed delivery is good enough in normal speed, authenticity from the accent and sound is good. The accent of the recording used British English.
6.	L/I.6	-	-	-
7.	L/I.7	-	-	-

Based on **table 4.16**, the researcher found out that the listening skills that consisted in chapter 4 were appropriate with indicator 1, 2, 4, 5. It was because the listening skills in chapter 4 have provided listening material, tasks or activities, question, and audio recording. But some of listening skills were inappropriate with the indicator, such as the indicator 3, 6, 7.

4) Speaking

The researcher made the coding of indicator to guide the researcher or reader to comprehend the data description of speaking skill for each chapter.

Table 4.17

The Coding for Speaking Skill

No.	Indicator	Coding
1.	Emphasizing the spoken English	S/I.1
2.	Presenting speaking materials (oral presentation and practice of language items, role play, dialogue, communication activities/information gap)	S/I.2
3.	Presenting specific strategies for conversation or other spoken activities (debating and giving talks)	S/I.3
4.	Presenting practice materials to face unpredictability in spoken discourse	S/I.4

Note:

S : speaking

I : indicator

1 (number) : number for each indicator

Speaking Chapter 1

The data of speaking skill that contained in chapter 1 can be described in table form as follows:

Table 4.18

Data of Speaking Skill from Chapter 1

No.	Coding	Activity(A)/ Page (P)	Word/Sentence	Description
1.	S/I.1	A.1, P.2 A.2, P.2 A.3, P.3	“... <i>repeat</i> ” (A.1, P.2) “.. <i>practice</i> ” (A.2, P.2) “ <i>Practice</i> the dialogue.”	Spoken language has emphasized by giving instruction to <i>repeat</i> (imitate)

	A.5, P.4	(A.3, P.3) “Then <i>practice</i> them”	the words or phrase and <i>practice</i> dialogue.
	A.6, P.5	(A.5, P.4) “ <i>Perform</i> the dialogue”	
	A.7, P.5	(A.6, P.5) “ <i>Say it</i> out loud”	
	A.8, P.6	(A.7, P.5) “ <i>Say it</i> out loud”	
	A.9, P.6	(A.8, P.6) “ <i>Practice</i> the dialogue.”	
	A.13, P.8	(A.9, P.6) “ <i>Introduce</i> yourself to your friend next to you”	
	A.14, P.8	(A.13, P.8) “ <i>Practice</i> the dialogue.” (A.14, P.8)	
	A.15, P.9	“... <i>repeat</i> ” (A.15, P.9)	
	A.16, P.10	“... <i>Practice</i> the dialogue.” (A.16, P.10)	
	A.17.1, P.10	“ <i>Spell</i> your name out loud” (A.17.1, P.10)	
	A.17.2, P.10	“ <i>Spell</i> the following names” (A.17.2, P.10)	
	A.20, P.12	“... <i>repeat</i> ” (A.20, P.12)	
	A.21, P.12	“... <i>repeat</i> ” (A.21, P.12) “ <i>Ask and answer</i> with your friends” (A.22,	

		A.22, P.12 A.24, P.13 A.30, P.16	P.12) “Say it out loud” (A.24, .13) “... Practice the dialogue.” (A.30, P.16)	
2.	S/I.2	A.5, P.4 A.6, P.5 A.9, P.6 A.14, P.8 A.16, P.10 A.30, P.16	“Then <i>practice</i> them” (A.5, P.4) “Perform the <i>dialogue</i> ” (A.6, P.5) “Practice the <i>dialogue.</i> ” (A.9, P.6) “Practice the <i>dialogue.</i> ” (A.14, P.8) “... Practice the <i>dialogue.</i> ” (A.16, P.10) “... Practice the <i>dialogue.</i> ” (A.30, P.16)	Speaking materials at those pages presented in form of <i>practice the dialogue.</i>
3.	S/I.3	-	-	-
4.	S/I.4	-	-	-

Based on **table 4.18.** the researcher found out that the speaking skills that contained in chapter 1 were appropriate with indicator 1, 2. It was because the speaking skills in chapter 1 have emphasised the spoken English by presenting the materials in form of the dialogue. But some of speaking skills were inappropriate with the indicator, such as the indicator 3, 4.

Speaking Chapter 2

The data of speaking skill that contained in chapter 2 can be described in table form as follows:

Table 4.19
Data of Speaking Skill from Chapter 2

No.	Coding	Activity(A)/ Page (P)	Word/Sentence	Description
1.	S/I.1	A.5, P.27 A.12, P.33	“... <i>repeat</i> these country names together” (A.5, P.27) “... after that <i>practice</i> the dialogue” (A.12, P.33)	Spoken language is emphasized by giving instruction to <i>repeat</i> (imitate) the words and <i>practice</i> the <i>dialogue</i> .
2.	S/I.2	A.12, P.33	“... after that <i>practice</i> the dialogue”	Presenting speaking material in form of <i>dialogue</i> by asked student to practice the dialogue.
3.	S/I.3	-	-	-
4.	S/I.4	-	-	-

Based on **table 4.19**, the researcher found out that the speaking skills that existed in chapter 2 were appropriate with indicator 1, 2. It was because the speaking skills in chapter 2 have emphasised the spoken English by asked students to practice the dialogue. But some of speaking skills were inappropriate with the indicator, such as the indicator 3, 4.

Speaking Chapter 3

The data of speaking skill that contained in chapter 3 can be described in table form as follows:

Table 4.20
Data of Speaking Skill from Chapter 3

No.	Coding	Activity(A)/ Page (P)	Word/Sentence	Description
1.	S/I.1	A.4c, P.46 A.6c, P.48	“... <i>ask and answer</i> questions about the pictures” (A.4c, P.46) “... <i>repeat</i> ” (A.6c, P.48)	Spoken language is emphasized by giving instruction to <i>repeat</i> (imitate) the phrases and <i>make a conversation/dialogue</i> .
2.	S/I.2	A.4c, P.46	“.. <i>ask and answer</i> questions about the pictures. Use the <i>adjective</i> in your answer”	Speaking materials are presented in form of <i>conversation/dialogue</i> which contained practice of language item (adjective).
3.	S/I.3	-	-	-
4.	S/I.4	-	-	-

Based on **table 4.20**, the researcher found out that the speaking skills that included in chapter 3 were appropriate with indicator 1, 2. It was because the speaking skills in chapter 3 have emphasised the spoken English by presenting speaking materials in form of the dialogue. But some of speaking skills were inappropriate with the indicator, such as the indicator 3, 4.

Speaking Chapter 4

The data of speaking skill that contained in chapter 4 can be described in table form as follows:

Table 4.21
Data of Speaking Skill from Chapter 4

No.	Coding	Activity(A)/ Page (P)	Word/Sentence	Description
1.	S/I.1	-	-	-
2.	S/I.2	-	-	-
3.	S/I.3	-	-	-
4.	S/I.4	-	-	-

Based on **table 4.21**, the researcher found out that speaking skill in chapter 4 was fully inappropriate with indicators because the speaking skill was not provided in chapter 4.

c) The Checklist Data of English Language Skills Based on Alan Cunningsworth's Theory

The checklist aimed to summarise all research data of English language skills of each chapter in the textbook. The checklist data of English language skills based on Alan Cunningsworth's theory presented in table form as follows:

1) Reading

The data of reading skill of each chapter summarised in checklist table below:

Table 4.22
The Checklist Data of Reading Skill

Skill	Question	Chapter	Activity(A)/ Page (P)	Check
	1. Are the reading texts supporting new language items (vocabulary and grammar), consolidating language work, etc?	1	-	√
		2	-	
		3	A.3b, P.45	
		4	A.12, P.70	

Reading	2. Are there focused on developing reading skills and strategies?	1	-	√
		2	A.2, P.25	
		3	A.1, P.42	
		4	A.1, P.60; A.9, P.66	
	3. Are the reading materials related to other skills work?	1	-	√
		2	A.1, P.24	
		3	A.1, P.42; A.5a, p.47	
		4	A.1, P.60; A.8, P.65	
	4. Is there emphasis on joyful reading and reading for intellectual satisfaction?	1	A.11, P.7	√
		2	A.6, P.27	
		3	-	
		4	-	
	5. How many reading texts appear and how often do they occur?	1	A.18, P.11; A.19, P.11	√
		2	A.1, P.24; A.6, P.27	
		3	A.5a, p.47; A.7.1, P.49	
		4	A.1, P.60; A.8, P.65; A.12, P.70	
	6. How early reading texts start to appear	1	A.11, P.7; A.18, P.11;	

in the course (at elementary level)?	2	A.19, P.11 -	√
	3	A.1, P.42; A.7.1, P.49	
	4	A.8, P.65	
7. How long are the texts? Do they promote extensive or intensive reading?	1	-	√
	2	-	
	3	-	
	4	A.1, P.60	
8. How authentic are the texts?	1	A.18, P.11	√
	2	-	
	3	A.7.1, P.49	
	4	-	
9. Is the subject matter relevant (topical, interesting, challenging, varied, culturally acceptable, unlikely to date)?	1	A.11, P.7; A.18, P.11; A.19, P.11	√
	2	A.1, P.24; A.6, P.27	
	3	A.3b, P.45; A.5a, p.47; A.7.1, P.49	
	4	A.8, P.65; A.12, P.70	
10. What genres of text are used? Are they	1	A.18, P.11; A.19, P.11	

related?	2	A.6, P.27	√
	3	A.7.1, P.49	
	4	A.1, P.60; A.12, P.70	
11. Are the texts gapped or complete?	1	A.19, P.11	√
	2	A.1, P.24; A.6, P.27	
	3	A.7.1, P.49	
	4	A.1, P.60; A.8, P.65; A.12, P.70	
12.1 Do the materials increase comprehension by? a. setting the scene b. providing background information c. giving pre-reading questions?	1	A.11, P.7; A.18, P.11	√
	2	A.1, P.24	
	3	-	
	4	-	
13. What type of comprehension questions are asked? a. inference question b. discourse-processing question c. literal (surface) question	1	-	√
	2	A.2, P.25	
	3	A.1, P.42	
	4	A.1, P.60; A.9, P.66	

14. How far do the reading materials implicate the students' knowledge system (knowledge of the world)?	1	-	√
	2	A.6, P.27	
	3	-	
	4	-	

Based on **table 4.22**, the researcher concluded that the reading skill has fulfilled all of checklist by Alan Cunningsworth's theory. It showed from all indicators that approved by tick.

2) Writing

The data of writing skill of each chapter summarised in checklist table below:

Table 4.23

The Checklist Data of Writing Skill

Skill	Question	Chapter	Activity(A)/ Page (P)	Check
	1. How do the materials presented? a. controlled writing b. guided writing c. free or semi-free writing	1	A.4, P.4; A.5, P.4 A.9, P.6; A.26, P.14; A.27, P.15; A.28, P.15; A.29, P.16; A.30, P.16; A.31, P.17	√
		2	A.9, P.30; A.12, P.33; A.13, P.33	
		3	A.3c, P.46; A.5c, P.47; A.7.2, P.49; A.8, P.49	
		4	A.13, P.71; A.14, P.71	
	2. Are progression and variety of task	1	A.5, P.4; A.26, P.14; A.31, P.17	

Writing	appropriate?	2	A.11, P.31; A.13, P.33	√
		3	A.2d, P.46; A.5c, P.47; A.8, P.49	
		4	A.13, P.71; A.14, P.71	
	3. 3. What types of writing are taught? How are they presented?	1	A.27, P.15; A.28, P.15	√
		2	A.9, P.30	
		3	A.3c, P.46;	
		4	-	
	4. Is paragraphing taught fairly?	1	A.31, P.17	√
		2	A.13, P.33	
		3	A.8, P.49	
		4	A.13, P.71	
	5. Do the styles of written English and different styles of text types emphasized?	1	A.30, P.16	√
		2	-	
		3	-	
		4	-	
6. In written form, do the punctuations, spelling, layout, etc get enough attention?	1	-	×	
	2	-		
	3	-		

	4	-	
7. Do the accuracy very emphasized?	1	-	×
	2	-	
	3	-	
	4	-	
8. Are the students persuaded to review and edit their written work?	1	A.30, P.16	√
	2	A.12, P.33	
	3	A.3c, P.46	
	4	-	
9. Does the reader identify writing activities?	1	A.4, P.4; A.30, P.16; A.27, P.15	√
	2	A.13, P.33	
	3	A.3c, P.46	
	4	A.13, P.71; A.14, P.71	

Based on **table 4.23**, the researcher concluded that the writing skill has fulfilled most of checklist by Alan Cunningsworth's theory. It showed from the indicator 1, 2, 3, 4, 5, 8, 9 that approved by tick.

3) Listening

The data of listening skill of each chapter summarised in checklist table below:

Table 4.24
The Checklist Data of Listening Skill

Skill	Question	Chapter	Activity(A)/ Page (P)	Check
Listening	1. What type of listening materials are involved? a. Are they in form of conversation work or part of dialogue? b. Do the specific listening passages presented?	1	A.10, P.7; A.16, P.10	√
		2	A.1, P.24	
		3	A.5a, P.47	
		4	A.1, P.60	
	2. What kind of listening passage activity? Do they presented comprehension questions, extracting specific information, etc?	1	A.10, P.7	√
		2	-	
		3	A.1, P.42	
		4	A.11, P.69	
	3. Do the listening materials set in a meaningful context?	1	A.10, P.7	√
		2	-	
		3	-	
		4	-	
	4. Do the pre-listening tasks, questions, etc presented?	1	A.10, P.7	√
		2	-	
		3	A.1, P.42	
		4	A.11, P.69	

5. What do the recorded materials on audio-cassettes look like? a. Sound quality b. speed delivery c. accent d. authenticity?	1	A.1, P.2; A.2, P.2; A.7, P.5; A.8, P.6; A.10, P.7; A.15, P.9; A.16, P.10; A.17.3, P.10; A.20, P.12; A.21, P.12; A.23, P.13; A.24, P.13	√
	2	A.1, P.24; A.5, P.27	
	3	A.1, P.42; A.5a, P.47	
	4	A.1, P.60; A.8, P.65; A.11, P.69	
6. Are there any video materials for listening?	1	-	×
	2	-	
	3	-	
	4	-	
7. If so, are they giving a meaningful context and show facial expressions, gestures, etc?	1	-	×
	2	-	
	3	-	
	4	-	

Based on **table 4.24**, the researcher concluded that the listening skill has fulfilled most of checklist

by Alan Cunningsworth’s theory. It seemed from the indicator 1, 2, 3, 4, 5 that approved by tick.

4) Speaking

The data of speaking skill of each chapter summarised in checklist table below:

Table 4.25
The Checklist Data of Speaking Skill

Skill	Question	Chapter	Activity(A)/ Page (P)	Check
Speaking	1. Is spoken English in the coursebook emphasized?	1	A.1, P.2; A.2, P.2; A.3, P.3; A.5, P.4; A.6, P.5; A.7, P.5; A.8, P.6; A.9, P.6; A.13, P.8; A.14, P.8; A.15, P.9; A.16, P.10; A.17.1, P.10; A.17.2, P.10; A.20, P.12; A.21, P.12; A.22, P.12; A.23, P.13; A.24, P.13; A.30, P.16	√
		2	A.5, P.27; A.12, P.33	
		3	A.4c, P.46; A.6c, P.48	
		4	-	
	2. What type of speaking material in textbook?	1	A.5, P.4; A.6, P.5; A.9, P.6; A.14, P.8; A.16, P.10; A.30, P.16	√
	a. oral presentation and practice of language items	2	A.12, P.33	
	b. role play	3	A.4c, P.46	
	c. dialogue	4	-	
	d. communication activities	4	-	

(information gap)			
3. Are specific strategies for conversation or spoken activities, e.g., debating, and giving talks presented?	1	-	×
	2	-	
	3	-	
	4	-	
4. Is there any practice material to help students to face with unpredictability in spoken discourse?	1	-	×
	2	-	
	3	-	
	4	-	

Based on table 4.25, the researcher concluded that the speaking skill has partially fulfilled the checklist by Alan Cunningsworth's theory. It showed from the indicator 1, 2 that approved by tick.

B. Discussion

Based on the evaluation above, the researcher concluded that "Bright An English" textbook (the case study of textbook for first grade junior high school) contained four of English language skills, they are reading, writing, listening, and speaking that appeared in each chapter of textbook. The result of the evaluation showed that the English language skills that analysed by using Alan Cunningsworth's theory have fulfilled most of the indicators (see table 4.3. to 4.21). For example, the reading skill in chapter 1 has fulfilled the indicator 4, 5, 6, 8, 9, 10, 11, 12 because it supported by reading materials that suitable with the indicators. But for the indicator 1, 2, 3, 7, 13, 14 they haven't matched. The detail of checklist data of each language skill from each chapter discussed by the researcher as follows.

In chapter 1, the researcher found out that the reading skill has appropriate with the indicator 4, 5, 6, 8, 9, 10, 11, 12.

Whereas, the writing skill has suitable with the indicator 1, 2, 3, 4, 5, 8, 9. The listening skill has in accordance with the indicator 1, 2, 3, 4, 5. Then, the speaking skill has fulfilled the indicator 1, 2. But there are some indicators that haven't matched since they're not supported by the suitable materials. For example, the reading skill in chapter 1 inappropriate with indicator 3 because it has not supported by reading text that integrated to other skills work.

In chapter 2, the researcher found out that the reading skill fulfilled the indicator 2, 3, 4, 5, 9, 10, 11, 12, 13, 14. Whereas, the writing skill has appropriate with the indicator 1, 2, 3, 4, 8, 9. The listening skill has matched with the indicator 1, 5. The speaking skill has suitable with the indicator 1, 2. In this chapter, the researcher also found out the indicators that unsuitable, such as writing skill in chapter 2 that inappropriate with indicator 5, 6, 7.

In chapter 3, the researcher found out that the reading skill has in accordance with the indicator 1, 2, 3, 5, 6, 8, 9, 10, 11, 13. Whereas, the writing skill has suitable with the indicator 1, 2, 3, 4, 8, 9. The listening skill has appropriate with the indicator 1, 2, 4, 5. The speaking skill has matched with the indicator 1, 2. But same with the previous chapters, not all the English language skills in chapter 3 fulfilled the indicators. For example, the listening skill in chapter 3 has not fulfilled the indicator 3, 6, 7.

In chapter 4 the researcher found out that the reading skill was suitable with the indicator 1, 2, 3, 5, 6, 7, 9, 10, 11, 13. Whereas, the writing skill was appropriate with the indicator 1, 2, 4, 9. The listening skill matched with the indicator 1, 2, 4, 5. But the speaking skill in this chapter inappropriate with all the indicators because it was the only skill that hasn't appeared in chapter 4.

So, based on all the description above, the researcher concluded that the English language skills in "Bright An English" textbook fulfilled the indicators by Alan Cunningsworth's theory and it proofed by the checklist data as presented in the table above. The checklist data pointed out that the reading skill fulfilled all the checklist. Meanwhile, the writing and listening skills were fulfilled most of the checklist. Then, the speaking skill has partially fulfilled the checklist.