AN ANALYSIS OF MULTIDIMENSIONAL SYLLABUS IN ENGLISH TEXTBOOK USE FOR THE NINTH GRADE OF JUNIOR HIGH SCHOOL

A THESIS

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The researcher,

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NIM : 2312.088

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ABSTRACT

Allan Dani Rezki, 2312.088. An Analysis of Multidimensional Syllabus in English Textbook Use for the Ninth Grade Junior High School". A Thesis, State Islamic Institute (IAIN) Bukittinggi. 2017

This research was done because the reseacher found some problems in the English textbook *"Think globally act locally"*, they are First, the each chapters of the textbook presents few situation, function, and notion can be used in the real life for the student. Second, the researcher also found some structure or grammatical feature which do not support the three elements above. Third, some chapters of the textbook do not have equal percentage of productive and receptive skill. The research is conducted to determine the degree of the aspect of multidimensional syllabus in English textbook. The textbook analysis in this research consists into five aspects, namely : (1) situation (2) function (3) notion (4) structure (5) skill.

The object of this research was an English Textbook *"Think globally act locally"* use for ninth grade junior high school. This research is categorized as a descriptive evaluation research. The data is obtained through Instrument chekcklist and range of the percentage as interpretation

Based on the findings of the research, textbook *"Think globally act locally"* obtained 68% for five aspects of multidimensional syllabus. That mean the textbook was categorized as good. Specifically, the reseacher finds that English textbook *"Think globally act locally"* obtained 41% toward the aspect of multidimensional syllabus in term of situation. It means the textbook was categorized as poor. In term of function, the textbook obtained 67%. It means that the textbook was categorized as good. In term of notion, the textbook obtained 64%. It means that the textbook was categorized as good. In term of structure, the textbook obtained 74%. It means the textbook was categorized as good. In term of skill, textbook obtained 96%. It means textbook was categorized as excellent.

Keywords : English Textbook, Multidimensional Syllabus

ABSTRAK

Allan Dani Rezki, 2312.088. Analisis Multidimensional Silabus Di Dalam Buku Teks Bahasa Inggris Yang Digunakan Untuk Siswa Kelas Sembilan Sekolah Menengah Pertama. Skripsi, Institut Agama Islam Negeri (IAIN) Bukittinggi. 2017

Penilitian ini dilakukan karena peniliti menemukan beberapa masalah di dalam buku teks bahasa Inggris *" Think globally act locally",* di antaranya adalah : Pertama, masing-masing bab pada buku ini terdapat beberapa situasi, fungsi, notion yang bisa digunakan oleh siswa dalam aktivitas mereka sehai-hari. Kedua, peniliti juga menemukan berapa struktur kata yang kurang mendukung ketiga aspek di atas. Ketiga, beberapa bab dalam buku ini mempunyai persentase yang kurang seimbang dalam hal memproduksi dan menerima kemampuan berbahasa. Penilitian ini dilakukan untuk menentukan berapa derajat atau tingkat dari aspek-aspek dalam multidimensional silabus dalam buku teks bahasa inggris "*Think globally act locally".* Analsis dalam buku teks ini terdiri dari lima aspek, yakni : (1) situasi (2) fungsi (3) notion (4) struktur (5) kemampuan bahasa.

Objek pada penilitian ini adalah buku teks bahasa Inggris digunakan untuk kelas sembilan sekolah menengah pertama. Penilitian ini dikategorikan sebagai deskriptif evaluasi dan analisis isi. Data ini diperoleh melalui instrumen cheklist dan persentasi sebagai kesimpulan.

Berdasarkan temuan dalam penilitian ini, buku teks *"Think globally act locally"* memperoleh 68% kedalam lima aspek multidimensional silabus yang berarti bahwa buku teks ini dikategorikan sebagai bagus. Secara rinci peneliti menemukan bahwa buku teks bahasa inggris *"Think globally act locally"* memperoleh 41% pada aspek situasi. Ini berarti bahwa buku teks tersebut dikategorikan sebagai lemah. Dalam aspek fungsi, buku teks tersebut memperoleh 65%. Ini berarti bahwa buku tersebut dikategorikan sebagai bagus. Dalam aspek notion, buku teks tersebut memperoleh 64%. Ini berarti bahwa buku tersebut dikategorikan bagus. Dalam aspek struktur atau *grammar* memperoleh 73%. Ini berarti bahwa buku tersebut dikategorikan bagus. Dalam hal kemampuan bahasa memperoleh 96%. Ini berarti bahwa buku tersebut dikategorikan sangat bagus.

Kata kunci : Buku Teks Bahasa Inggris, Multidimensional Silabus

CHAPTER I

INTRODUCTION

A. Background of the problem

In learning English, there are four language skills, namely: listening, speaking, reading, and writing that need to be mastered by the learners. As a foreign language, English is likely to be learned in the classroom, and to have mastery in English teacher and student need guidance such as textbooks in learning process.

A textbook is one of important things in the language classroom. It has a big role when English is learnt in the classroom, especially in Indonesia, where English is considered as a foreign language. A textbook is potential used as a teaching material in the classroom. Most of teachers use a textbook as a main source for language activities and it will be used as guidance of what they are going to do in the classroom. In brief, teachers use the textbook as main guidance in learning process.

Textbook also plays a very important role in language acquisition. Furthermore, a textbook also has many roles when the teacher teaches material and student learn it. In some situations, the textbook as a language input for learners when they read and it helps them to get more comprehension about materials given by their teacher. In other situations, the

textbook presents a clear framework and guide the teacher and students do in the learning process such as language practice and task. Cunnings worth summarizes the role of material (particularly course books) in language teaching as: a source of activities for learner practice and communicative interaction, a source for learners on grammar, vocabulary, pronunciation and so on[1].

In the perspective of education, textbook should have eligibility of the content, appropriateness of language use, feasibility presentation, and design. These qualifications have been decided by BNSP (Badan Nasional Standar Pendidikan) under surveillance of ministry of education and culture of Indonesia. Based on the qualifications which are decided by BNSP, textbooks should present good teaching material. It is also important that the language use are natural, attractive, and appropriate to the student need. Then, textbook should provide vocabulary, sentences, paragraph and discourse which are appropriate for the students language level

The textbook must be suitable with the teacher and student needs. Whyle bryd states a textbook must fit to curriculum, teacher, and students[2]. Curriculum is guidance to the teacher in learning process including purpose of

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[1] Richard, jack.2001. Curriculum development in language teaching. Cambridge University press.UK. P.251

[2] Bryd. P. 2001. Textbooks: Evaluation for selection and analysis for implementation. In M. Celce Murcia (Ed) *teaching English as a second or a foreign language* (3rd ed.) Boston : hienle &Hienle publisher

learning and teaching procedures. Therefore, textbook and curriculum should be synchronized to help student to achieve the goal of learning.

Curriculum is one of tool in education. Since 2013 Indonesia had applied new curriculum which is called curriculum 2013. The application of the curriculum 2013 can be seen in some schools. Related to the textbook, Ministry of education and culture published an English textbook. This book is called "*Think globally acts locally"* and it is the implementation of new design of 2013 curriculum. This book is distributed to all schools in Indonesia which applied 2013 curriculum. Additionally, this textbook is a basic of learning in the classroom.

The history of curriculum development in language teaching starts with the notion of syllabus design. Syllabus design is one of aspect of curriculum development but it is not identical with it. A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested[3]. There are many types of syllabus in education, First, Situational syllabus, it is a syllabus that identifies the situation in which the learner will use the language and the typical communicative acts and language used in that setting. Second, Functional syllabus it is syllabus that performed on using the language, Functions can be exemplified by instances such as inviting, requesting, agreeing, apologizing. Third, Notional syllabus is based

[3] Richard, jack.2001. Curriculum development in language teaching. Cambridge University press. P.2

on learning to recognize the concept and idea it expresses, notion embrace age, color, size, number, time, etc. Fourth, Structural syllabus is based on a theory of language that assumes that the grammatical or structural aspects of language form are the most basic or useful. The last, Skill-based syllabus is the content of the language teaching is a collection of specific abilities that may play a part in using language.

One type of syllabus that is multidimensional syllabus, it is more complex than other syllabus, because this syllabus already cover aspects like situation, function, notion, structure or grammatical and skills. Multidimensional syllabus consists at five aspects they are: 1) situations, a context when and where the language can be use.2) functions, the language of functions or how the language use for speaker. 3) Notions, a concept of language can be use such as time, quantity, distance, and direction. 4) Structures, language grammatical can be support situations, functions and notions.5) Skills, when teaching the language teacher must be presents productive skills and receptive skills

Multidimensional syllabus should cover whole content of the textbook, multidimensional syllabus is relevant for the student when they use English in their daily activities. It is possible to design a syllabus involving lessons of varying orientation; for example, some including important functions, others dealing with situations and topics, and yet others with

notions and structures. The underlying principle is that there should be flexibility to change the central point of the teaching material as the course unfolds. This will lead to a syllabus design which is flexible, less rigid and more responsive to the various student language needs

Based on the observation in the text book that "*Think globally act locally"* the researcher found some problem: First, the each chapters of the textbook presents few situation, function, and notion can be used in the real life for the student. Second, the researcher also found some structure or grammatical feature which do not supported the three elements above. Third, some chapters of the textbook do not have equal percentage of productive and receptive skill. In short, there is no relationship of this textbook with five elements of multidimensional syllabus.

Based on the phenomenon above, the researcher is interested in conducting a research under the title **"An analysis of multidimensional syllabus in English textbook use for ninth grade junior high school".**

B. Focused on the Research of the problem

By considering the phenomena above, this research focuses on the degree of multidimensional syllabus in English textbook to fulfill the element of syllabus such 1) Situation 2) Function 3) Notion 4) Structures 5) Skill

C. Research Question

By considering the phenomena above, the research question of this research was formulated as followed:

1. To what degree does English textbook fulfill the element of multidimensional syllabus in term of situations?
2. To what degree does English textbook fulfill the element of multidimensional syllabus in term of functions?
3. To what degree does English textbook fulfill the element of multidimensional syllabus in term of notions?
4. To what degree does English textbook fulfill the element of multidimensional syllabus in term of structures?
5. To what degree does English textbook fulfill the element of multidimensional syllabus in term of Skills?

D. Purpose of The Research

Based on the research above, the researcher present purpose of the research, such as:

1. To determine the degree of the element of multidimensional syllabus in terms of situations.
2. To determine the degree of multidimensional syllabus in terms of functions.
3. To determine the degree of the element of multidimensional syllabus in terms of notions.
4. To determine the degree of element of multidimensional syllabus in terms of structures.
5. To determine the degree of the element of multidimensional syllabus in terms of skills.

E. Significance of the research

The significance of the researcher can be used by many people, such as:

1. For college, this research can be used as the reference for the next researcher

2. For English teacher, this research can be used as for guidance English teacher to teach and choose appropriate textbook which consist the five elements of multidimensional syllabus
3. For book writer, this research will be guidance to make appropriate English textbook which consits the five elements of multidimensional syllabus.
4. For researcher, this will be submitted as a partial of the requirement to obtain strata one degree on English education department of IAIN Bukittinggi.

F. Definition of Key Terms

The key terms used in this research are defined as follow :

1. The textbook

   A textbook is of a main guidance in learning process and it also as a language acquisition for the students.

2. Syllabus

   Syllabus design is one of aspects of curriculum development but it is not identical with it. A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested.

3. Multidimensional Syllabus

Multidimensional syllabus is one of type syllabus. These syllabus has five elements namely situation, function, notion, structure, and skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. The Nature of Textbook

a. Definition of Textbook

Textbook is one media in language teaching. It is an important thing in the language classroom. It has a big role when English is learnt in the classroom. A textbook can be potential to be a teaching material in the classroom. Most of teacher use a textbook as a main source for language activities and it will be giving guide what they are going to do in the classroom. In brief, teachers use the textbook as a main guidance in learning process.

In addition, a textbook is a teaching material for the teacher and learning material learner. It is one of the vital aspects of the language learning process. According to Richard[4], textbook is used in different way in language program. For example, a reading textbook might be basis for a course on reading skills, providing both a set off reading text and exercise for skill practice. A writing textbook might

[4] Richard, jack.2001. Curriculum development in language teaching. Cambridge University press. P.254

provide model compositions and a list of topics for student to write about. A grammar textbook might serve as reference book and provide example as well as exercises to develop grammatical knowledge. A speaking text might provide passages for students to read and discuss. A listening text together with audiocassettes or CDs might serve as primary listening input in listening course. In conclusion, the good textbook as a teaching material should be consists at four language skills.

b. The Characteristic of Good Textbooks

Ministry of education and culture Indonesia stated the general concept of the textbook based on curriculum 2013:

1) Textbook refer to the core competence already formulated to the class where the textbook used
2) Textbook explain about the knowledge as a input for the students to produce student skill and based on student attitude as s result of learning
3) Using scientific approach through observing, asking, practicing, thinking, and serving

4) Guiding student to find a concept what they learn through deduction (discovery learning). In short, student must be active not passive
5) Attach learning evaluation performance, In phases review, exercise, problem (problem solved), challenge(a challenge which need a deep think), and project (group work in solve a problem which need supported from other source)
6) Emphasize the using the language clearly, logically, and systematically.

Badan Standar Nasional Pendidikan Indonesia (BNSP) under surveillance of Ministry of Education and Culture of Indonesia also defines several criteria quality of textbooks, namely:

1) The Eligibility of the contents

The eligibility criteria in assessing the quality of the content writing textbooks includes several components, namely: suitability of the material with a standard competency (SK) and basic competence (KD), suitability of the material to the curriculum, accuracy of the content, date material, encourage curiosity,

scientific substance and life skill, enrichment, and diversity value.

2) The appropriateness of language

The eligibility criteria in assessing the quality of language writing textbook includes several components, namely: straightforward communicative, dialogic, interactive, conformity with the development of the learner, compliance with the rules of English, the use of term symbol and icon

3) Feasibility presentation

The eligibility criteria in assessing the quality of language writing textbook includes several components, namely: presentation technique, supporter's presentation, presentation of learning, and coherence

4) The graph's

The eligibility criteria in assessing the quality of language writing textbook includes several components, namely: size book format, design skin,

design cover, quality of paper, quality of prints, and quality of the chapter's.

In addition, a good textbook not only teaches but it also tests. A few essential characteristic of good textbook are given below[5]:

1) The words and structure are carefully graded
2) No difficult words and new words are in given good textbooks
3) The words are structure already learnt are repeated in the coming pages so that students could revise them making that stable in their memory
4) The size of textbook should be handy for the students
5) The binding should be proper and strong
6) The subject matter should be printed on good quality paper
7) Heading and subheading should be printed on title page in bold form
8) Illustration should be attractive. For every young pupil, the picture should, be well drawn and realistically colored and not in black and white

[5] Patel, M.F, Praveen, M.jain.2008. English language teaching(methods, tools, technique).Sunrise publisher and distributor.India.p.65

9) Clear and unambiguous instruction should be given alongside the test and practice and exercise
10) There should be both practice and text exercise at the end of the chapter.
11) The subject matter of text book should provide new information so that students could get new knowledge
12) The practice should be low which the majority of students could solve them easily
13) The introduction at the beginning and conclusion at the end of the chapter should be given in the text book
14) A list of related books should be given at the end of the lesson for the further study
15) Textbook should cover whole syllabus.

c. The Role of Textbook

In the ESL classroom, materials are an important aspect of the curriculum. They are the most observable feature of a teacher's methodology, and can contribute greatly to a course's syllabus. O'Neill (1982) provides four justifications for the use of textbook. Firstly, a large portion of a textbook's material can be suitable for students needs, even if not specifically designed for them. Secondly, textbooks allow for students to look ahead, or refresh themselves with past lessons. They remove the element of surprise in student's

expectations. Thirdly, textbooks have the practical aspect of providing material which is well-presented in inexpensive form. Finally, and designed of textbooks allow for improvisation and adaptation by the teacher, as well as empowering students to create spontaneous interaction in the class. According to O'Neill, "Since language is an instrument for generating what people need and want to say spontaneously, a great deal must depend on spontaneous, creative interaction in the classroom". Textbooks should be accessible to a three variety of students, regardless of their learning goals, as well as being adaptable to the diversity of teachers and teaching styles[6].

Cunnings worth summarizes the role of material (particularly course books) in language teaching as: a source of activities for learner practice and communicative interaction, a resource for presentation material (spoken and written), a source of stimulation and ideas for classroom activities, a syllabus (where they reflect learning objectives that have already been determined), a support for less experienced teachers who have yet to gain in confidence and a source for learners on grammar, vocabulary, pronunciation and so on[7]. Dudley and St.

[6] McDonough and Shaw. Evaluation of ELT course book based on criteria, A module three assignment lexis, syllabus and material.p.2

[7] Richard, jack.2001. Curriculum development in language teaching. Cambridge University press. P.251

John suggest that materials serve the following function: as a source of language, a learning support, for motivation, stimulation and reference[8]. In short, role of textbook cannot be ignored in the classroom because it makes the learning process easier and more secure.

d. An English Textbook "Think Globally Act Locally"

1) Book identity

Book title: English textbook *"think globally act locally"*

Intended for grade: Ninth grade junior high school

Publisher : Curriculum center, Balitbang, and Ministry of education and culture Indonesia

Years of publication: 2015

Script contributor: Siti Wachidah, Diyantari, dan Yuli Rulani Khatimah

Editor : Rd. Safrina Noorman dan Helena Indyah Ratna Agustien.

Page : 273 pages

[8] Richard, jack…… P 252

Chapter : 14 Chapters

ISBN : 978-602-1530-61-0

Edition : Third edition

2) Book content

In general; this textbook consists of eleven chapters. Each chapter consists of different activities. Here are the chapters of this textbook.

a) Congratulations

In this chapter students learn about the expression congratulation, the main goals of this chapter are: to express hopes and wishes to others and congratulate others for their fortune and achievement, in order to keep good personal relationship with them.

b) Let’s start our wall magazine

In this chapter student learn about to use right words and expression state a rules, give suggestions to do and not to do something, to invite someone to do and not to do something, to say to

agree or disagree with rules, and invitations to keep good interpersonal relationship

c) What should I do that for?

In this chapter student learn about to express to tell or ask others to do and not to do something and to state the purpose or intention to do it

d) Be healthy, be happy

In this chapter student learn about to choose healthy and safe products, to avoid harmful effects, and to get the best results

e) This is how you do it

In this chapter student learn about to express to tell or ask others to do and not to do something and to state the purpose or intention to do it

f) Everybody is always In the middle of something

In this chapter student learn about to how to share the information with others, to give an explanation

g) What will be will be

In this chapter student learn about to how to catch the information or moral value in the text, song, etc.

h) We have been to orphan home. We went there last Sunday

In this chapter student will learn to communicate past happening which is related to the present moment, in order, to share the information with others, to report the past happening to others, and to give an explanation

i) You get what you earn

In this chapter student will learn to communicate reasons, effects, and contracts, to provide an explanation, to give good examples, and to give excuses

j) Sangkuriang

In this chapter student will learn how to read folktale loudly, how to student get moral lesson from a folktale

k) They are made in Indonesia

In this chapter student will learn how to use sentences in the passive voice, and how to describe objects with the right words

l) What is it?

In this chapter student will learn to obtain and share information about things, animals, natural phenomena, and social phenomena, in order to get the general knowledge about them

m) Come and visit us!

In this chapter student will learn to understand the promotion of goods and services in short and simple advertisements

n) You can always come back home

In this chapter student will learn to get the message of a song

2. The Nature of Multidimensional Syllabus

a. Definition of multidimensional syllabus

Multidimensional syllabus is supports the use of a combination of different syllabuses in each part of our teaching

program[9]. Since there is no serious rationale behind the selection of only one of the inventory item types necessary to be chosen as a unit of organization. It is possible to design a syllabus involving lessons of varying orientation; for example, some including important functions, others dealing with situations and topics, and yet others with notions and structures. The underlying principle is that there should be flexibility to change the central point of the teaching material as the course unfolds. This will lead to a syllabus design which is flexible, less rigid and more responsive to the various student language needs. Wilkin stated (1976) refers to the need for multi-dimensional syllabuses in which units would be specified according to a number of different strands, for example notions, functions, structures, skills.

Besides, many current communicative textbooks demonstrate all of these strands in the multidimensional syllabus. This has dimensions of communicative function, structure, topic, and project, the last including various skills dimensions in the task suggested. As the unit title suggest. It is the functional list which forms the organizing principle. In short, the organization of content in a syllabus is a complex matter and involves juggling

[9] Reza abbassian, nazila seyed hendi.The effect of explicit negotiated syllabus on developing speaking ability and affective variable.journal of language and translation.Tehran.Vol 2, Num 1.(pp.19-27).2011

various competing criteria. Where there is a conflict, a syllabus designer has to make decisions, but these must be principled decisions which are made explicit to teachers

b. The elements of multidimensional syllabus

Multidimensional syllabus consists at five aspects they are: situations, functions, notions, structures, and skills.

1) Situation

Situation is a setting in which particular communicative acts typically occur. A situation syllabus identifies the situation in which the learner will use the language and the typical communicative acts and language used in that setting. Situational syllabus have been a familiar feature of language teaching textbooks for centuries and often used in travel books and books focus on mastering expressions frequently encountered in particular situations[10].

Situation analysis is an analysis of factors in the context of a planned or present curriculum

[10] Richard, jack…… P.156

project that is made in order to assess their potential impact on the project[11]. These factors may be political, social, economic, or institutional. Situations analysis complement information gathered during need analysis. Situations define general theme or communicative events; whereas notions and functions are the ways particular meanings are realized in language[12]. A topic may be the *'family'* and a situation may be *'visiting a friend's home'*, whereas a notions and functions may be things like *'time past'* or *'inviting'*. Time past may include past tenses, phrases like *a month ago*, *in 1990*, *last week* and utterances using temporal clause beginning with *"when...,before...after...and so on;* 'inviting' may include phrases like *"Would you like to...?,I suggest..How about...? Please..."*

In addition, situational syllabus offers of possibility selecting and sequencing different real-life situations rather than different grammatical

[11] Richard, jack…… P.91

[12] Penny, Ur.2009. A course in language teaching "practice and theory" .University press Cambridge.UK. P.90

item, vocabulary topics and functions. A situational syllabus looks something like this at the market, at the bank, at the restaurant, etc[13].

2) Function

Function is some kind of communicative act: it is the use of language to achieve a purpose, usually involving interaction between at least two people. Examples would be suggesting, promising, apologizing, greeting[14]. In addition, functions are essentially the purpose that we accomplish with language e.g.: stating, requesting, responding, greeting, parting, etc[15]. In short, the function is how to use the language and how the language achieves the purpose from communicative act.

There are seven language functions according Michael halliday, who one of the best exposition of language functions, used the term to

[13] Harmer, Jeremy. The practice of English language teaching. Longman. UK. P.298
[14] Penny, Ur.2009. A course in language teaching "practice and theory" .University press Cambridge.UK. P.93

[15] Brown, douglas.2007. principles of language learning and teaching fifth edition.Longmnan. san fransisco.p.223

mean the purposive nature of communication, and outlined seven different functions of language[16]:

a) The instrumental function serves to manipulate the environment, to cause certain to happen. Sentences like "This court finds you guilty", "on your mark get, set, go!" or "don't touch the stove" have an instrumental functions: they are communicative acts, they bring out particular condition

b) The regulatory function of language is the control of event. While such control is sometime difficult to distinguish from the instrumental function, regulatory function of language are not so much the "unleashing" of certain the power of maintenance of control. "I pronounce the guilty of sentence you to three years in prison" serve the instrumental function, but the sentence "upon good behavior,

[16] Brown, douglas …., P.223

you will be eligible for parole in 10 month" serve more regulatory functions. The regulation of encounter among people-approval, disapproval, behavior control, setting laws rules regulatory of language.

c) The representational functions of in the language to make statements, covey facts, and knowledge explain or report, to present reality as one see it. For example "the sun is hot" or "the president gave a speech last night" all serve representational functions.

d) The interactional function serves to ensure social maintenance. "Phatic communion", Malinowski term referring to the communicative contact between and human being that simply allow to establish social contact and to keep channels of communication open, it is a part of the interactional function.

e) The personal function allow to speaker express feelings, emotions, personality. A person individually is usually characterized by his or her use of the personal function of communication. In the personal of nature language, cognition, affect, and culture all interact

f) The heuristic function involves the language used to acquire knowledge, to learn about environment. Heuristic functions are often conveyed in the form of question to lead answer.

g) The imaginative functions serve to create the imaginary system or ideas. Telling fairy tales, joking, or writing a novel all are use to imaginative functions

3) Notion

Notions are concepts that language can express. General notions may include 'number', for example, or 'time', 'place', 'color' ; specific notions look more like vocabulary items: 'man', 'woman',

'afternoon'[17]. A notion is concept, or idea: it may be quite specific, in which case it is virtually the same as vocabulary, *(dog, house, for example);* or it may be general: *time, size, emotion, movement.* In which is often overlaps with the concept of "topic"[18]. Wilkins' *notional syllabus* in his seminar suggested three components for a syllabus based on what he called 'communicative capacity'. These derived from the three types of meaning expressed through the sentences or a spoken utterance. The first component is derived from the kind of meaning conveyed through the grammatical system as we relate information and express perceptions. For example, we express time relationship through tenses and duration through prepositional phrase. This Wilkins called 'the semantic grammatical' or 'notion' category. The second component is modality, arising from modal meaning, i.e. the expression of attitude toward the content of what is

[17] Penny, Ur…., p.178
[18] Penny, Ur... P.92

conveyed, for example certainty, as in “He must have…” The third component is that of communicative functions i.e. the purpose of using the utterance in conversation or the sentence in written text, for instance to advice, to complain, to report, or to persuade. In conclusion, Notion generally consists into quantity, time, size and etc.

4) Structure

A list of grammatical structures, such as the present tense, comparison of adjectives, relative clauses, usually divided into sections graded according to difficulty and importance.

The structure or grammatical of language can be support situation, function, and notion. Structural syllabus relied on analyses of language provided by linguistics of the time and focused on the systems of phonology, grammar, and lexis. This is commonest type of syllabus, both traditionally and currently. A list of item is sequenced in such a way that student gradually acquire a knowledge of

grammatical structure, leading to understanding of grammatical system[19].

5) Skills

There are two kinds of skills in language teaching and learning. The first, Receptive skills are the ways in which people extract meaning from the discourse they see and hear[20]. Second, productive skills are the ways in which people produce the language through speaking and writing from what they hear and see.

Skill syllabus is organized around different underlying abilities that are involved in using a language for purposes such reading, writing, listening, or speaking[21]. Moreover, the skill centered approach to course design has been widely been applied in a number of countries, particularly in Latin America. Students in universities and colleges there have the limited, but important need

[19] Harmer, Jeremy. …P.296

[20] [20] Harmer, Jeremy. …P.199

[21] Richard, jack….p.159

to read subject texts in English, because they are unavailable in their mother-tongue. As Mohsenifar (2008) puts it, in a "skill-based syllabus", the content of the language teaching is a collection of specific abilities that may play a part in using language. Skill-based syllabi group linguistic competencies (pronunciation, vocabulary, grammar, and discourse) together into generalized types of behavior, such as listening to spoken language for the main idea, writing well-formed paragraphs, giving effective oral presentations, and so on. The primary purpose of skill-based instruction is to learn the specific language skill[22]. According to jack Richard in his paper "communicative language teaching today" state: a skill syllabus this focus on the four skills of reading, writing, speaking, and listening, and breaks each skill down into its component micro skills : for example skill of

[22] Aslam,Shazma, Parveen, Sabahat.2013. Role of Syllabus in Creating School & Classroom Culture: A Comparative Study of Public & Private Sectors in Pakistan.India. ISSN 1930-2940 Vol. 13

listening might be further described in terms of the language skill [23]:

1.) Recognizing key words in conversation
2.) Recognizing topic in a conversation.
3.) Recognizing speaker attitude toward a topic
4.) Recognizing time reference of an utterance
5.) Following speech in the different rate of speed
6.) Identifying key information in a passage

c. The 2013 curriculum

This book *"think globally act locally"* is a new English textbook published by ministry of education and culture of Indonesia in line with the implementation of new designed 2013 curriculum. This book also is distributed for free to all school in Indonesia and also available in website of ministry of education and culture of Indonesia for free download. This book is chosen because this book is recommended by ministry of education and

[23] Richard,jack. Communicative language teaching today.p.11

culture of Indonesia and it is used by all school in Indonesia. Even though the implementation of 2013 curriculum has been changed into KTSP curriculum but some school is continuing learning process based on the 2013 curriculum.

Based on framework and structure of curriculum 2013 by ministry of education and culture of Indonesia stated the concepts curriculums in English classroom for junior high school are[24]:

1) The learning material must be teachable based on the language competence as a tool for communication to express their idea and their knowledge
2) Activated student to read and comprehend the text with ho to summarize and represent with their language
3) Activated student how to arrange text systematically, logically, and effectively through arrangement text exercise
4) Introduce to the student about the real rule of the text, so the student not confuse when arrange the text process (suitable with situation : who, what, and where)

[24] Kerangka dasar and sturucture kurikulum 2013. Kementerian pendidikan and kebudayaan Indonesia.2013.p39

5) Activated student to express their self and their knowledge with the good language spontaneously.

In addition, ministry of education and culture of Indonesia also provide two elements of curriculum 2013[25]:

1) Syllabus in curriculum 2013

Syllabus is a program or plan in learning process to specific object of the study, there are:

a) Core competence
b) Basic competence
c) Object of the study
d) Learning activity
e) Evaluation
f) Time allocation
g) Sources

2) Lesson plan in curriculum 2013

A lesson plan is a teacher's detailed description of the individual lessons that a teacher plans to teach at one meeting in the classroom. The components of lesson plan curriculum 2013 are:

[25] Kerangka dasar and sturucture kurikulum 2013. Kementerian pendidikan and kebudayaan Indonesia.2013.p13

a) Competence
b) Learning material
c) Media
d) Learning process
e) Evaluation.

B. Review Related to Studies

To support this research, there were relevant studied and conducted by other researchers which discussed the similar topic. The first in conducted by Abdurrahman Ali M. Alamri (2008). The title of the research is An Evaluation of the Sixth Grade English language textbook for Saudi Boys' schools. The problem of this research is content of English textbook have a significant with the learning of student it and it must no contains error. Based on the problems, he conducted in order to evaluate the quality of the sixth grade English textbook for Saudi Arab boys' school. The research concluded with recommendations and suggestions for improvement of the textbook.

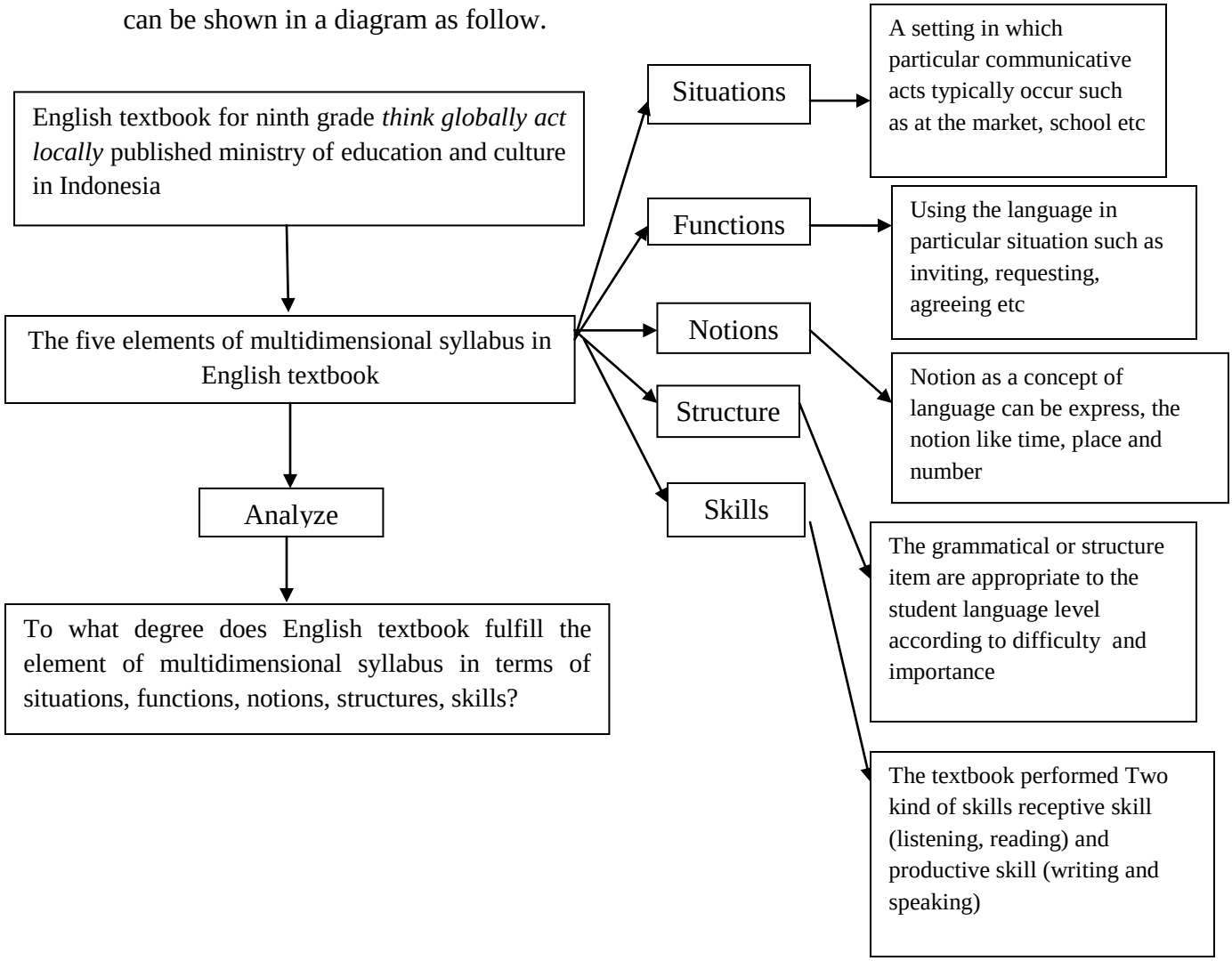
Another study is conducted by Rias Wita Suryani (2015). The title of the research is an analysis of English textbook published ministry of education and culture in Indonesia. The problem of this research is there was no single book which fulfills criteria for material evaluation. Based on the problem, she conducted a research in order to analyze whether English

textbook fulfill the criteria of material evaluation in terms of learning objective, language skill, content, and design.

In this research, the researcher will focus on to determine the degree of English textbook fulfill the five elements of multidimensional syllabus.

C. Conceptual framework.

There is a schema to explain this research in order to make clear; the research can be shown in a diagram as follow.



CHAPTER III

RESEARCH METHOD

A. Design of the Research

Based on the purpose of the research and the nature of the problem, this research is categorized as descriptive evaluation research. Descriptive research is the research with the main goal to give description about present existing condition. Traves stated that a descriptive research is "a method to describe the nature of situation as it exist at the time of the study and explore the cause of particular phenomena. In this research, the phenomenon is about to what degree does English textbook fulfill the five element of multidimensional syllabus. Types of descriptive research is used in this research is descriptive evaluation research because the intent of this research is to do material analysis on English textbook.

This research also is categorized as content analysis because content analysis was a method used in analyzing document. Fraenkel and wallen define content analysis as "a technique that enables researchers to study human behavior in an indirect way, through in analysis of their communication[26]. It means that it analyze human written contents of a communication such as textbook, essay, newspaper, song, poem and article.

[26] Jack. E frankel and Norman Wallen.*how to design evaluation research in education.*2016.McGraw Hill.p.478

In addition, Neuman aslo define content analysis is a technique for gathering and analyzing the content of text[27]. In short, the research design analysis of multidimensional syllabus in English textbook use for ninth grade of junior high school is categorized as descriptive evaluation content analysis research,

B. Object of the research

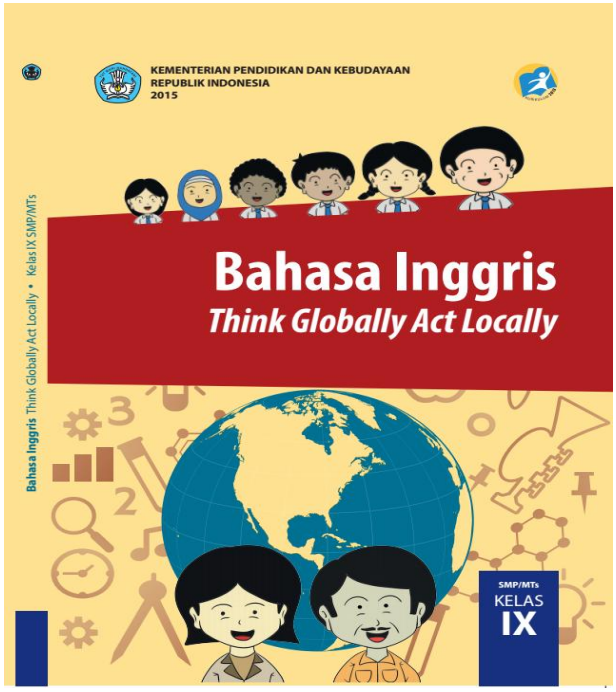
The object of this research was English textbook for ninth grade of junior high school. The identity of of textboook was presented below:

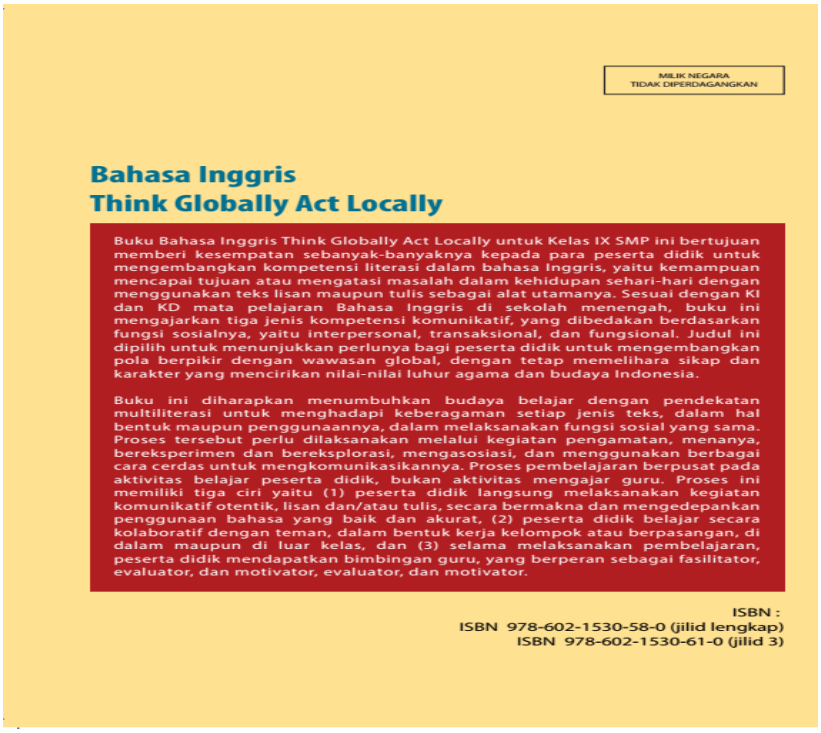
Book title	Think globally act locally
Publisher	Curriculum center, Balitbang, and Ministry of education and culture of Indonesia
Years of publication	2015
Script distributor	Siti Wachidah, Diyantari, Yuli Rulani Khatimah
Editor	Rd. Safrina Noorman dan Helena Indyah Ratna Agustien
Page	273 pages
Chapter	14 chapters
ISBN	978-602-1530-61-0
Edition	Third Edition

Table 3.1 : Table of the book identity

[27] Bambang prasetyo and Lina miftahul jannah.*metode penilitian kuantitatif teori dan aplikasi*.2007.Jakarta. PT Grafindo Persada. P.167

Figure 3.1 : The cover of the textbook "Think globally act locally"





C. Technique of data collection

In conducting this research, the researcher uses documentation as instrument. Firstly, document is an official paper or book that give information about something, or that can be used as evidence or proof of something. Arikunto defines documentation as "the process searching data about research variable from notes, transcript, book, magazine, inscription, agenda, and the like[28]. Therefore, documentation systematic study which is conducted over paper or book by which the information to answer research question can be obtained. The documentation uses in this research is English textbook used for the ninth grade of junior high school entitle *"think globally act locally".*

In collecting data, the researcher also used 1) The researcher himself that acts as the main instrument for collecting data 2) The researcher classifying each activities from each chapter 3) The reseacher analyze the data by using instrument checklist. 4) Instrument checklist was designed by the researcher to determine the degree of five element of multidimensional syllabus in English textbook. 5) Percentage number indication use to measure to what degree does textbook fulfill five element of multidimensional syllabus

[28] Suharsimi Arikunto. 2006.*Prosedur penilitian : satu pendekatan praktik. Jakarta : PT. Rineka Cipta.* P.236

by rating it into ordinal level. Each ordinal level has specific position and percentage categories.

D. Technique of data analysis

The researcher followed some steps to analyze data:

1. The researcher analyzed data based on the material of the textbook, the researcher want to find out to what degree does English textbook fulfill the five elements of multidimensional syllabus that is done by dividing the total checklist with the maximum checklist and multiplied by 100. The researcher used formula proposed by Anas Sujiono as below [29]:

$$\boldsymbol{P = \frac{F}{N} \times 100 =}$$

P: Percentage of the result
F: The percentage of answer on each answer/total checklist
N: Total amount of the samplemaximum checklist

Figure 3.2 : the formula of percentage

[29] Anas sujiono.2008.*pengantar statistic pendidikan*.Pt raja grafindopersada.jakarta.p.43

2. After the data of each chapter which is related to multidimensional syllabus was calculated, the formula of total average is used for finding the average of five element of multidimesional syllabus in the textbook, the formula was proposed by Anas Sujiono[30] :

$$Mx = \frac{X1 + X2 + X3 + X4 + X5}{N}$$

M_x = Average N= Total Amount X1= Score item 1 X2= Score item 2

X3=Score item 3 X4=Score item 4 X5= Score item 5

Figure 3.3 : The formula of average

3. The researcher draws an interpretation about how whether English textbook met the five elements of multidimensional syllabus. The interpretation is made by giving a score toward each factor of consideration categorizing it based on score obtained by each item. The percentage number indication which is used the researcher was adapted from five percentage categories of David P Haris[31]. It is shown:

Range of percentage	Categorizes
80% - 100%	*Excellent*
60% – 79%	*Good*
50% - 59%	*Fair*
0%-49%	*Poor*

Table 3.2 : The percentage number of indication

[30] Anas sujiono...p.80

[31] David P Haris, Testing language as a second language. P.134

The researcher makes conclusion from the explanation above, if the textbook get 0%-49% of percentage, it means that it is in the poor level. If the textbook get 50%-59% percentage, it means that it is in fair level. If the textbook get 60%-79% percentage, it means that it is in good level. The last, if the textbook get 80%-100% percentage, it means that it is in the excellent level because the textbook fulfill the five elements of multidimensional syllabus.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter reveals the finding and analysis of collected data through documentation to answer research question : To what degree English textbook fulfill the five element of multidimensional syllabus in term of situation, function, notion, structure and skill ?

1. Analysis of the data

After doing an analysis of the textbook entitled "*think globally act locally"* the researcher summed up the range of percentage of textbook toward the five elements of the multidimensional syllabus as shown on the following table:

NO	Element of multidimensional syllabus	Percentage
1	Situation	41%
2	Function	67%
3	Notion	64%
4	Structure	74%
5	Skill	96%
TOTAL SCORE		**68%**

Table 4.1 The Percentage of five elements of multidimensional syllabus

Table 4.1 shows that an English textbook" *think globally act locally"* gained 68% toward the five elements of multidimensional syllabus (situation, function, notion,structure and skill). Finally, the textbook was categorized as good.

a. Situation

The result of the situation of textbook was described by each activities such presented below:

Chapter	**Activities (Situation)**													**Total Activities**
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	
I	✓	✓	✓	✓	✓	✓		✓	-					9
II	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	13
III	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-	-	-	13
IV	-	✓	-	-	-	✓	-	✓	-					9
V	-	-	-	-	-	-	-	-						8
VI	✓	✓	-	✓	✓	✓	✓	✓	✓	✓				10
VII	-	-	-											3
VIII	✓	✓	✓	✓	✓	✓								6
IX	-	-	-	-	-	-	-	-						8
X	-	-	-	-										4
XI	-	-	✓	-	-	-								6
XII	-	-	-	-	-	-	-	-						8
XIII	✓	✓	✓	✓										4
XIV	-	-												2
TOTALPERCENTAGE														**41%**

Table 4.2 Total Checklist in Term Situation

From the table 4.2, the researcher classified the data into the table categorizes below:

CATEGORIZES	CHAPTER
EXCELLENT	Chapter I, VI, VIII, XIII
GOOD	Chapter II, III
FAIR	Chapter IV
POOR	Chapter V, VII, IX, X, XI, XII, XIV

By classifying the elements of multidimensional syllabus in term of situation into excellent, good, fair, and poor, the result of the finding shows that there are 4 chapters was categorized excellent, 2 chapters was categorized good, one chapter was categorized fair, and 7 chapters was categorized poor.

Chapter I entitled *"Congratulation"* was categorized excellent in term of element of situation. The researcher found some activities in this chapter that presents situation such as school, on the street, kitchen, park . The example of situation can be seen from the page 10, the situation in this picture are in the street and at the park.



Edo: Amazing. You run like a panther. I'm sure you will win the race.
Beni: I hope so. Thanks.



Edo: Thank God, the tent is done.
Siti: Good work boys. You are super. I'm very proud of you.

Chapter II entitled *"Let's start our wall magazine"* was categorized excellent in terms of element of situation. In Activities 2, 13, 14 the term of situation was not avaible. These activities only presented short conversation but not giving clear situation. Although, in this textbook did not present clear situation but from the short conversation can be infered where the conversation taking place. The material was taken from the textbook page 19, It can be seen from the picture below :

Siti: "I think we need a lot of money to make a wall magazine."
Edo: "I don't think so. We can use used paper.
We can also use used wood for the frame."
Lina: "Yes we can, so we do not need a lot of money
to make a wall magazine. What we need is hard work."

Chapter III entitled *"What should I do for?"* was categorized good in term of element of situation, in this chapter there are five activities which did not present the term of situation namely activity 9,10,11,12 and 13. This activities focuses on student practice. This is the example of situation was taken from the textbook page 37.



Siti:	Hi Dayu, how are you? Mr. Ahmad said you were not in class today
	because you have diarrhea. Have you taken any medicine yet?
Dayu:	Yes, I have. But it only helps a little.
Siti:	Maybe you just **have to** take some rest **in order to** get well soon.

Chapter IV entitled *"Be healthy, be happy"* was categorized poor in term of element of situation, in this chapter there are six activities which did not present situation namely activity 1, 3,4,5,7, and 9. This activities presents how to live healthy by using a medical product and the researcher didn't find the elements of situation.

Chapter V entitled *"this is how you do it"* was categorized poor in term of situation. The researcher did not find a situation,

all the activities only presents about how to make something with procedural text and their ingredient.

Chapter VI entitled *"everybody is always in the middle of something"* was categorized excellent in term of situation. The researcher found some situations for example, activity 1 presents short conversation with situation in the bank, classroom, canteen, Posyandu and etc. This is example situation was taken from page 109 and 111.



Lina: "Hey, that's Dayu. Dayu! Dayu!"
Siti: "I don't think she can hear you. She has earphones on her ears and she's singing. Maybe she's listening to her favorite songs."



Siti: "Beni, you look very serious."
Beni: "Yes. I'm doing the task to describe a girl in this class to criticize her. I'm writing about you. I'm trying to say about your bad habits."

Chapter VII entitled *"what will be will be"* was categorized poor in term of situation. The researcher did not find situation in this chapter, textbook only presents how to get message of a song

Chapter VIII entitled *"we have been to an orphan home. We went there last Sunday"* was categorized excellent in term of situation, the researcher found situation in the short conversation which located at orphan home.

Chapter IX and X entitled *"you get what you earn* and *Sangkuriang*" was categorized poor in the term of situation, in the chapter IX only presents how to make a sentence by using cause and effect but not giving clear situation. In the chapter X only presents a narrative text about legend of Sangkuriang.

Chapter XI entitled *"they are made in Indonesia"* was categorized poor in term of situation. The reseacher did not find the element of situation, some activities only presents how to describe object but in the activity 3 from the picture can be inferred there is a situation in the short conversation.

Chapter XII entitled *"what is it?"* was categorized poor in term of situation. In this chapter, the researcher did not find a situation, the activity only presents about things, animal, natural and social phenomena.

Chapter XIII entitled "*come and visit us"* was categorized excellent in term of situation. In this chapter, all activities presents about how to make an advertisement.

Chapter XIV entitled *"you can always come back home"* was categorized poor in term of situation. The researcher did find term of situation, in these activities the textbook presents a song and student should get a message from this song.

The result of the situation of textbook was summarized below:

Indicators	**Chapters**	**Range of percentage**			
A setting in which particular communicative acts typically occur such as at the market, school etc		**Poor 0-49**	**Fair 50-59**	**Good 60-79**	**Excellent 80-100**
	I				88
	II			78	
	III			61	
	IV	33			
	V	0			
	VI				90
	VII	0			
	VIII				100
	IX	0			
	X	0			
	XI	16			
	XII	0			
	XIII				100
	XIV	0			
The result of situation					**41%**

Table 4.3 : The Result of Situation

As presented the preceding table 4.3, it can be seen the English textbook *"think globally act locally"* gained 41% toward the element of multidimensional syllabus in term of situation. This English textbook was categorized as poor.

b. Function

The result of the function of textbook was described by each activities such presented below:

Chapter	Activities (Function)													Total Activities
	1	2	3	4	5	6	7	8	9	10	11	12	13	
I	✓	✓	✓	✓	✓	✓	✓	✓	✓					9
II	✓	✓	✓	✓	✓	✓	-	-	✓	✓	✓	✓	✓	13
III	✓	✓	-	-	-	-	✓	✓	✓	✓	✓	✓	✓	13
IV	-	-	✓	✓	-	-	-	-	-					9
V	✓	-	-	✓	✓	-	✓	✓						8
VI	✓	-	-	✓	✓	-	✓	✓	✓	-				10
VII	-	-	-											3
VIII	✓	✓	✓	-	-	✓								6
IX	✓	✓	✓	✓	✓	✓	✓	✓						8
X	-	-	✓	✓										4
XI	✓	✓	✓	✓	✓	✓								6
XII	✓	✓	✓	✓	✓	✓	✓	✓						8
XIII	✓	✓	✓	✓										4
XIV	-	-												2
TOTAL PERCENTAGE														**67%**

Table 4.4 : Total Checklist in term of function

From the table 4.4, the researcher classified the data into the table categorizes below:

CATEGORIZES	CHAPTER
EXCELLENT	Chapter I, II, IX, XI, XII, XIII
GOOD	Chapter III, V, VI, VIII, X
FAIR	
POOR	Chapter IV, VII, XIV

By classifying the elements of multidimensional syllabus in term of functtion into excellent, good, fair, and poor, the result of the finding shows that there are 6 chapters was categorized excellent, 5 chapters was categorized good, and 3 chapters was categorized poor

Chapter I entitled *"congratulation"* was categorized excellent in term of function. The reseacher found some activities that presents of function for example,how to express hopes and wishes to others and congratulate others for their fortune or achievement, in order to keep good personal relationship with them. This is example of function was taken from activity 7 page 11.



Chapter II entitled *"let's start our wall magazine"* was categorized excellent in term of function. In this chapter, the function are suggesting, inviting and stating rules. It was presented in short conversation and monologue text. The material was taken from page 28 activity 10.



We can learn if the class is not noisy. My friends and I know very well that we **must not** be noisy. We **must** respect our friends who are working seriously. We **must not** chat and talk very loudly in class. We **must** keep our voice low. We **must** not play around. We **must** work at our desks most of the time.

Chapter III entitled *"what should I do for?"* was categorized good in term of function. In the activity 3,4 and 5 term of function was not avaible. These activities only presented student practice, completing sentence and filling the blank. This is example of function, the material was taken from the textbook page 46.



We need to have proper food **to** keep our body healthy. We need to have vegetable, fruit, rice, meat, fish, egg, tofu and tempe. Don't skip breakfast **so that** you have energy to do your activities during the day. Remember, you should not eat too much fatty food.

Chapter IV entitled *"be healthy, be happy"* was categorized poor in term of function. The researcher did not find the elements of function, in this chapter only presented about medical products, and the way of to live healthy and happy

Chapter V entitled *"this is how you do it"* was categorized good in the tem of function. In activity 2, 3, and 6 term of function was not avaible. Some activities only presented about ingredient to make something such things, fruit and etc

Chapter VI entitled *"everybody is always in the middle of something"* was categorized good in term of function. In the activity 1 term of function was avaible, this activity presented how to give explanation and share information with others. The material was taken from page 109.



Edo: "Udin, let's go out. Everybody is staying outside."
Udin: "Be quiet, please. I'm trying to concentrate. I'm studying History for the test tomorrow."

Chapter VII entitled *"what will be will be"* was categorized poor in term function. All activities in this chapter presented a song and student should get message from a song.

Chapter VIII entitled "*we have been to an orphan home. We went there last Sunday*" was categorized good in term of function. The researcher found some function in the activity 1, it is presented about how to share and report the past happening to others. This is example of function when report the past happening to others was taken from page 151.

Conversation 1:

Siti: "How many times have you visited the orphan home?"

Dayu: "Five times. I went there three times last year, in January, August, and October. This year I have been there twice. I went there in January and last week."

Chapter IX entitled *"you get what you earn"* was categorized excellent in term of function. The researcher found some activities in this chapter that presented a few of function such as how to excusing, clarifying and give a explanation to others. This activity was taken from page 177.



"Mr. Jufri is trying to stop smoking but he says it is not easy. He started smoking a long time ago when he was in SMP. He often has bad coughs and gets sick easily. Now he believes 100 % that smoking is not good for his health. He knows it is not easy to cut down on cigarettes but he keeps trying."

Chapter XI entitled *"they are made in Indonesia"* was categorized excellent in term of function. In this chapter that presented term of function is how to describe something by using passive voice. This material was taken from page 204 activity 1.



Satay or 'sate' **is made** of chicken, beef, or lamb. 'Sate ayam' **is made** of chicken, 'sate kambing' is made of lamb, 'sate sapi' **is made** of beef. Small pieces of meat **are marinated** in spicy soy sauce. Some pieces of well **marinated** meat **are skewered**. Then, on skewers, satay **is grilled** over very hot charcoal. It **is served** with peanut sauce or soy sauce.

Chapter XII and XIII entitled *"what is it? And come and visit us"* was categorized excellent in term of function. Both of them also presented term of function, for example in the chapter XII activity 1 student should describe about animal specifically by using adjective. Whereas, in the chapter XIII presented how to share and promote something by using advertisements.

Chapter XIV entitled *"you can always come back home"* was categorized poor in term of function. All the activities in this chapter presented a song and student should get the message from a song.

The result of the function of textbook was summarized below:

Indicators	**Chapters**	**Range of percentage**			
The textbook performed on using the language in particular situation such as inviting, requesting, agreeing etc		**Poor 0-49**	**Fair 50-59**	**Good 60-79**	**Excellent 80-100**
	I				100
	II				84
	III			69	
	IV	22			
	V			63	
	VI			70	
	VII	0			
	VIII			66	
	IX				100
	X			66	
	XI				100
	XII				100
	XIII				100
	XIV	0			
The result of function					**67%**

Table 4.5 : The Result of Function

As presented the preceding table 4.5, it can be seen the English textbook *"think globally act locally"* gained 67% toward the element of multidimensional syllabus in term of function. This English textbook *"think globally act locally"* was categorized as good

c. Notion

The result of the notion of textbook was described by each activities such presented below:

Chapter	Activities (Notion)													Total Activities
	1	2	3	4	5	6	7	8	9	10	11	12	13	
I	✓	-	-	-	-	✓	✓	-	✓					9
II	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	13
III	✓	✓	-	-	-	-	✓	✓	✓	✓	✓	✓	✓	13
IV	✓	✓	✓	✓	✓	✓	✓	✓	✓					9
V	✓	✓	✓	-	✓	✓	✓	-						8
VI	✓	-	-	✓	✓	-	✓	✓	✓	✓				10
VII	-	-	-											3
VIII	✓	✓	-	✓	-	✓								6
IX	✓	-	✓	✓	✓	✓	-	✓						8
X	-	-	✓	✓										4
XI	✓	✓	✓	-	-	✓								6
XII	✓	✓	✓	✓	✓	✓	✓	✓						8
XIII	✓	✓	✓	✓										4
XIV	-	-												2
TOTAL PERCENTAGE														64%

Table 4.6 : Total Checklist in Term of Notion

From the table 4.6, the researcher classified the data into the table categorizes below:

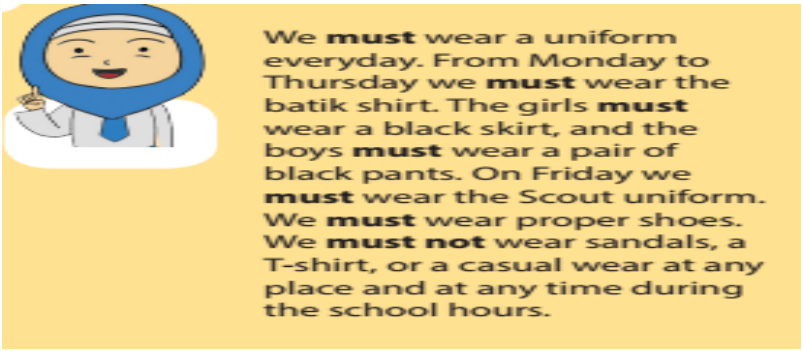
CATEGORIZES	CHAPTER
EXCELLENT	Chapter II, IV, XII, XIII
GOOD	Chapter III, V, VI, VIII, IX, XI
FAIR	Chapter X
POOR	Chapter I, VII, XIV

By classifying the elements of multidimensional syllabus in term of notion into excellent, good, fair, and poor, the result of the

finding shows that there are 4 chapters was categorized excellent, 6 chapters was categorized good, one chapter was categorized fair, and 3 chapters was categorized poor

Chapter I *"congratulation"* was categorized fair in term of notion. In the activity 2,3,4,5, and 8 term of notion was not avaible, this chapter only presented student practice and short conversation, and students should complete the dialogue

Chapter II *"Let's start our wall magazine"* was categorized good in term of notion. In chapter II activity 1 textbook presented conversation between two students who talk about magazine wall, in this conversation was presented a few of notion such paper, money and wall magazine. This material was taken from page 26, the notion in this activity are uniform, Thursday, blackskirt, t shirt, sandal and etc.



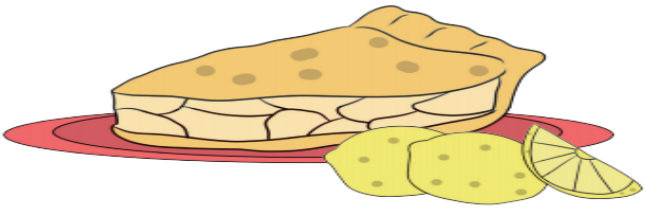
Chapter III *"what should I do for ?"* was categorized good in term of notion. The researcher found some activities that presented

a few of notion such as medicine for *things,* today for *time*, home for *place*. But in the activity 2,3,4, and 5 term of notion was not avaible. This activity only presented complete a short conversation.

Chapter IV *"be healthy, be happy"* was categorized excellent in term of notion. In this chapter all the activities that presented a notion namely; cough drug for *thing*, content of the drug 45 ml for *number*. This material was taken from page 69. The notion in this chapter are tea, 3 for 5 minutes, tea bag, 60 ml.



Chapter V *"this is how you do it"* was categorized good in term of notion. In this chapter textbook talk about how to make something. The notions are ingredient, duration to cook, and dosage. In activity 1 page 81 talk about how to make novel pudding apple . The notion in this activity are apple, margarine, sugar, water, 15 minutes.



NOVEL APPLE PUDDING

Ingredients	*Method*
4 green apples, peeled, cored and thickly sliced *¼ cup/45g self-raising flour, sifted* *60g butter or margarine, cubed* *½ cup/100g caster sugar* *1¼ cups/300ml water*	*1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine using fingertips.* *2. Stir in sugar and water (mixture should be lumpy). Pour over apples.* *3. Bake at 180oC for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.*
	Serves 6 *Preparation time 15 minutes* *Cooking time 60 to 70 minutes*

Chapter VI *"everybody is always in the middle of something"* was categorized good in term of notion. In the activity 2 and 6 presented student practice consist complete the sentence and in the activity 3 presented how to used sentence correctly based on the grammatical.

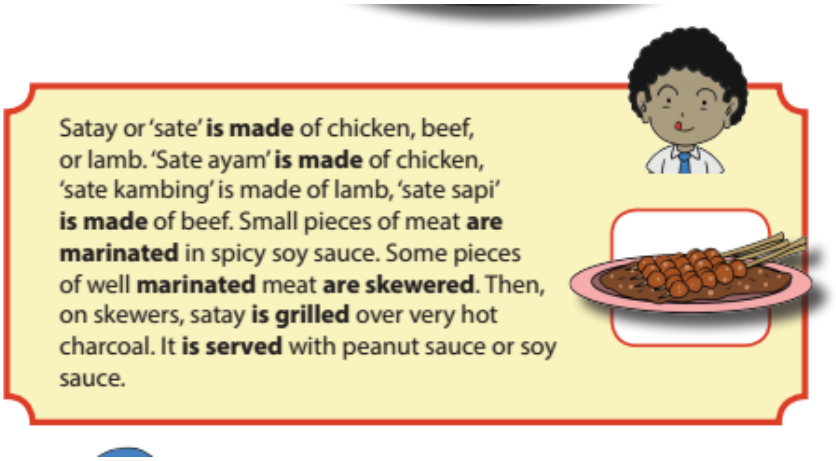
Chapter VII entitled *what will be will be’*”” was categorized poor in term of notion. All activities in this chapter presented a song and student should get message from a song.

Chapter VIII *“we have been to an orphan home. We went there last Sunday”* was categorized good in term of notion. In the activity 2 the researcher found the notion presented in short conversation between two people and the notion are orphan home for *place*, and January for *time*.

Chapter IX *“you get what you earn“* was categorized good in term of notion. In this chapter activity 1 talk about bad things caused by motorcycle the notion are pedestrians, vehicle, school and office. In the activity 2 and 7 was not avaible, this activity only presented student practice

Chapter X “*Sangkuriang*” was categorized fair in term of notion. In this chapter the notion was not avaible in the activity 1 and 2, these activities only presented answering question and completing the paragraph.

Chapter XI *“they are made in Indonesia”* was categorized good in term of notion. The researcher found term of notion in the activity 1, the notion are satay, chicken, meat and etc. This material was taken from page 204.



Chapter XII and XII was categorized excellent in term of notion. In the chapter XII activity 1 was found term of notion, they are are big, huge for size, dark for color and habitat of animal. The chapter XII talk about advertisement, in this chapter also found the notion, they are time, place, event, and things.

Chapter XIV *"you can always come back home"* was categorized poor in term of notion. In this chapter, the researcher did not find the term of notion, this chapter only presented how to get message from a song.

The result of the notion of textbook was summarized below:

Indicators	Chapters	Range of percentage			
		Poor 0-49	**Fair 50-59**	**Good 60-79**	**Excellent 80-100**
The textbook are relevant to the notion as a concept of language can be express, the notion like time, place and number.	**I**	44			
	II			77	
	III			69	
	IV				100
	V			75	
	VI			70	
	VII	0			
	VIII			66	
	IX			75	
	X		50		
	XI			66	
	XII				100
	XIII				100
	XIV	0			
The result of Notion					**64%**

Table 4.7 : The Result of Notion

As presented the preceding table 4.7, it can be seen the English textbook “think globally act locally” gained 64% toward the element of multidimensional syllabus in term of notion. This English textbook “think globally act locally” was categorized as good.

d. Structure

The result of the structure of textbook was described by each activities such presented below:

Chapter	Activities (Structure)													Total Activities
	1	2	3	4	5	6	7	8	9	10	11	12	13	
I	✓	✓	✓	✓	✓	✓	✓	✓	-					9
II	✓	✓	✓	✓	-	-	✓	✓	✓	✓	✓	✓	✓	13
III	✓	✓	-	-	-	-	✓	✓	✓	✓	✓	✓	✓	13
IV	✓	-	✓	-	✓	✓	✓	-	-					9
V	✓	-	✓	-	✓	✓	✓	-						8
VI	✓	-	✓	✓	✓	✓	✓	✓	✓	✓				10
VII	✓	✓	-											3
VIII	✓	✓	-	✓	-	✓								6
IX	✓	-	✓	✓	✓	✓	-	✓						8
X	-	-	-	✓										4
XI	✓	✓	✓	-	-	✓								6
XII	✓	✓	✓	✓	✓	✓	✓	✓						8
XIII	✓	-	✓	✓										4
XIV	-	✓												2
TOTAL PERCENTAGE														74%

Table 4.8 : Total Checklist in Term Structure

From the table 4.8, the researcher classified the data into the table categorizes below:

CATEGORIZES	CHAPTER
EXCELLENT	Chapter I, II, VI, XII, XIV
GOOD	Chapter III, V, VII, VIII, IX, XI, XIII
FAIR	Chapter IV
POOR	Chapter X

By classifying the elements of multidimensional syllabus in term of situation into excellent, good, fair, and poor, the result of

the finding shows that there are 5 chapters was categorized excellent, 7 chapters was categorized good, one chapter was categorized fair, and one chapter was categorized poor

Chapter I *"congratulation"* was categorized excellent in term of structure. In this chapter presented appropriate grammatical for student language level according to difficulty and the important.

Chapter II *"Let's start our wall magazine"* was categorized excellent in term of sturucture. In this chapter also presented appropriate grammatical for student language level according to difficulty and importance for each activities

Chapter III *"what should I do for ?"* was categorized excellent in term of structure. The researcher did not find term of structure In the activity 2, 3, 4, 5, and 6 did. These activities only presented a blank dialogue and student should complete the dialogue by using their own sentence.

Chapter V *"this is how you do it"* was categorized good in term of structure. In this chapter, term of structure was presented a procedural text. Student should make procedural text by using chronological order. This material was taken from page 90.

Method	Here are the actions or the steps to cook rice.
1 Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine using fingertips.	**First,** place **the** apple in a heat-proof dish. **Place** the flour in a bowl. **Rub** in margarine using **your** fingertips.
2 Stir in sugar and water (mixture should be lumpy). Pour over apples.	**Then**, stir in sugar and water. The mixture should not be lumpy. **After that**, pour over **the** apples.
3 Bake at 180oC for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.	**Next**, bake **it** at one hundred and eighty degrees celcius for one hour or until **it is** syrupy and golden. **Finally**, serve the pie warm with cream or ice cream.

Chapter VI *"everybody is always in the middle of something"* was categorized excellent in the term of structure. In this chapter, the reseacher found some activities that presented term of structure. For example activity 1 page 114 , student learn how to communicate by using present, past and future when they explain something.

No.	*to–*	*Present*	*Past*	*After BE, for an action in progress*
1	*to study*	*study*	*studied*	*[be] studying*
2	*to do*	*do*	*did*	*[be] doing*
3	*to put*	*put*	*put*	*[be] putting*
4	*to sing*	*sing*	*sang*	*[be] singing*
5				
6				
7				

Chapter VIII *"we have been to an orphan home. We went there last Sunday"* was categorized good in the term of structure. In this chapter activity 3 page 150 textbook presented how to make a sentence by using "to" for example to visit, to see and etc. student also learn how to make a sentence by using present and past moment.

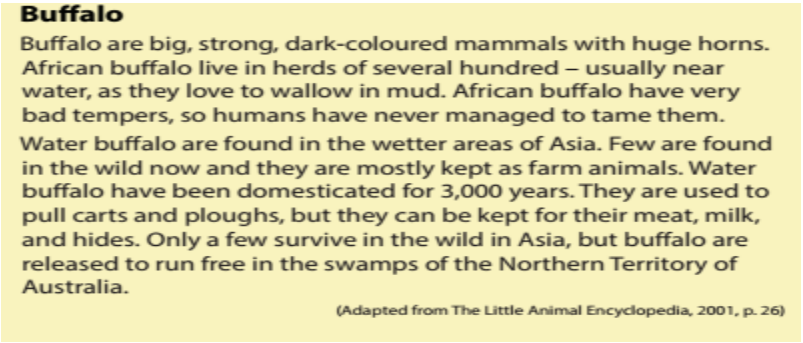
No	to–	Present	Past	After HAVE
1	to visit	visit	visited	[have] visited
2	to be	is/am/are	was/were	[have] been
3	to meet	meet	had	[have] met
4	to have	have	had	[have] had
5				
6				
7				
8				

Chapter X "*Sangkuriang* was categorized poor in the term of structure. In the activity 4 talk about narrative text by using past tense. It was appropriate to student level but student still confused because there is no explaination about how to use past tense in the text.

Chapter XI *"they are made in Indonesia"* was categorized good in the term of structure. The researcher found that student learn how to use sentences in the passive voice when they describe

an object. For example “lemper **is made** of a handful lump of **steamed** glutinous rice.”

Chapter XII *“what is it?”* was categorized excellent in the term of structure. All the activities in this chapter presented how to describe things, animals, natural phenomena by using adjective, how to make a sentence by using have, and using to be (is, are, etc) when describe something. This material was taken from page 226 activity 1.



Buffalo

Buffalo are big, strong, dark-coloured mammals with huge horns. African buffalo live in herds of several hundred – usually near water, as they love to wallow in mud. African buffalo have very bad tempers, so humans have never managed to tame them.

Water buffalo are found in the wetter areas of Asia. Few are found in the wild now and they are mostly kept as farm animals. Water buffalo have been domesticated for 3,000 years. They are used to pull carts and ploughs, but they can be kept for their meat, milk, and hides. Only a few survive in the wild in Asia, but buffalo are released to run free in the swamps of the Northern Territory of Australia.

(Adapted from The Little Animal Encyclopedia, 2001, p. 26)

Chapter XIII “*come and visit us”* was categorized good in the term of structure. In the activity 2 the researcher didn’t present structure very well, this activity only presented list of the word such noun, adjective and etc.

Chapter XIV *“you can always come back home”* was categorized excellent. In this chapter talk about song and how to get message from a song. The researcher found some structure in the song lyric such how to combine adjective and noun, for

example beautiful light and beautiful mother. Although textbook didn't explain briefly.

The result of the structure of textbook was summarized below:

Indicators	**Chapters**	**Range of percentage**			
The grammatical or structure item are appropriate to the student language level according to difficulty and importance		**Poor 0-49**	**Fair 50-59**	**Good 60-79**	**Excellent 80-100**
	I				88
	II				92
	III			69	
	IV		55		
	V			63	
	VI				90
	VII			66	
	VIII			66	
	IX			75	
	X	25			
	XI			66	
	XII				100
	XIII			75	
	XIV				100
The result of structure					**74%**

Table 4.9 : Total Result of Structure

As presented the preceding table 4.9, it can be seen the English textbook *"think globally act locally"* gained 74 % toward the element of multidimensional syllabus in term of structure. This English textbook *"think globally act locally"* was categorized as good.

e. Skill

The result of the skill of textbook was summarized below:

CHAPTER	LANGUAGE SKILLS				RECEPTIVE SKILL	PRODUCTIVE SKILL
	Reading	Listening	Speaking	Writing		
I	5	3	3	2	✓	✓
II	6	3	5	1	✓	✓
III	4	2	4	4	✓	✓
IV	7	1	6	4	✓	✓
V	5	3	3	4	✓	✓
VI	5	4	3	5	✓	✓
VII	1	1	1	2	✓	✓
VIII	4	2	4	3	✓	✓
IX	4	3	5	4	✓	✓
X	2	2	1	1	✓	✓
XI	2	2	2	4	✓	✓
XII	5	3	4	4	✓	✓
XIII	3	1	4	3	✓	✓
XIV	2	2	2	1	✓	✓
TOTAL	**55**	**32**	**83**	**42**	**14**	**14**

Table 4.10 : The Result of Skill

Based on the table 4.10, it can be concluded, in some unit speaking skill give more portion than other skills, in some activities of each chapter the textbook ask student to speak clearly, and loudly. However, reading skill also give more portion, textbook only presented short text, passage, and short conversation. Listening and writing skill give little portion in this textbook, some activities listening skill presented from the teacher. In some activities in writing skill presented by student practice

such as answering the question, and complete the sentence. By comparing the fourth skill above, productive skill received greater attention than receptive skill in the textbook. As the result, it can be inferred receptive and productive skill fulfill the element of multidimensional syllabus in this textbook.

B. Discussion

1. Situation

Situation is a setting in which particular communicative acts typically occur. A situation syllabus identifies the situation in which the learner will use the language and the typical communicative acts and language used in that setting. Situations define general theme or communicative events; whereas notions and functions are the ways particular meanings are realized in language[32].

This textbook *"think globally act locally"* which consist of 14 chapter can be judge as having the category of "poor" for situation. This is due the fact that there are many chapter which don't have situation for each activity. For example in chapter V entitled "*this how you do it"* situation was not avaible. For example :

[32] Penny, Ur.2009. A course in language teaching "practice and theory" .University press Cambridge.UK. P.90

Method	Here are the actions or the steps to cook rice.
1 Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine using fingertips.	**First,** place **the** apple in a heat-proof dish. **Place** the flour in a bowl. **Rub** in margarine using **your** fingertips.
2 Stir in sugar and water (mixture should be lumpy). Pour over apples.	**Then**, stir in sugar and water. The mixture should not be lumpy. **After that**, pour over **the** apples.
3 Bake at 180oC for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.	**Next**, bake **it** at one hundred and eighty degrees celcius for one hour or until **it is** syrupy and golden. **Finally**, serve the pie warm with cream or ice cream.

Figure 4.1 : Example of activity which don't have situation

From the activity above, it can be seen there is no situation, in this activity presented the steps of how to make novel apple pudding. In short, All the activities presented about how to make something with procedural text, ingredient to make something and etc.

Another chapter of this textbook they presented term of situation. For the example chapter 1 entitled "congratulation"

Figure 4.2 : Example of Situation



From the activity above, it can be seen from the short conversation the situation is Lina's room. They talk about Lina was cleaned her room and his mom giving congratulation to what Lina is done.



Edo: Amazing. You run like a panther. I'm sure you will win the race.
Beni: I hope so. Thanks.

From the second activity, it can be seen from the short conversation between Edo and Beni. In this conversation didn't presented clearly situation, but from the picture can be infered where is conversation taking a place.

Textbook should be attractive. For every young learner, the picture should be drawn and realistically colored or presented clear situation such at home, school and meaniningfull for the student so student will be interest when they learn foreign language. The learner is immediately engaging with language that expresses meanings in context, and these may be seen as more interesting

and clearly relevant for communicative purposes[33]. If the textbook give more attention about situation student can apply in real their life.

2. Function

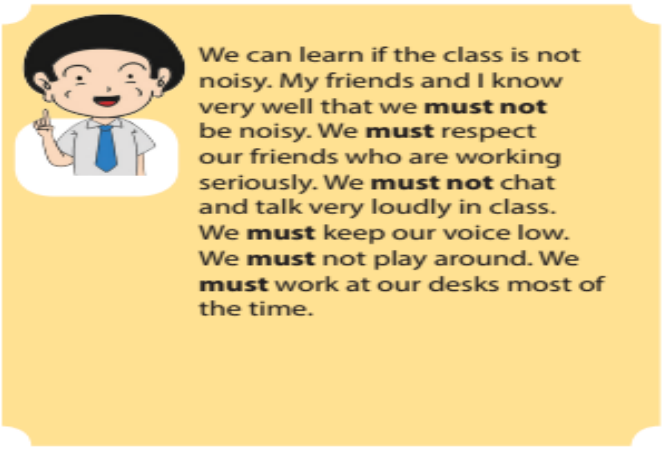
Functions are essentially the purpose that we accomplish with language e.g.: stating, requesting, responding, greeting, parting, etc[34]**.** In short, the function is how to use the language and how the language achieves the purpose from communicative act. If textbook didn't presented language function from all activities student will confused when they use English.

Textbook should be organized around functions most commonly needly in speaking. It can be seen from the chapter 1 entitled "congratulation" they prestented about how to give complementing when someone reach achievement. From the picture below it can be infrered language function is suggestion. There are student should not noisy and talk very loudly in class. It can be found In the chapter 2 activity 10.

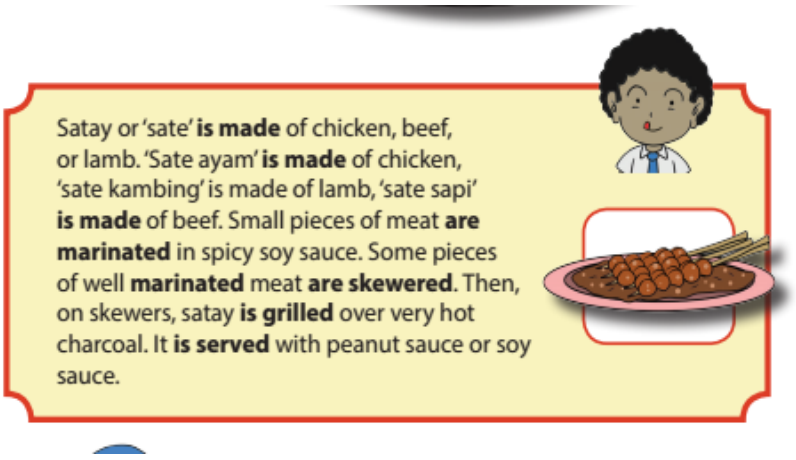
[33] Penny, Ur....p.90

[34] Brown, douglas.2007. principles of language learning and teaching fifth edition.Longmnan. san fransisco.p.223

Figure 4.3 : Example of function



In the chapter XI " they are made in Indonesia" also was categorized excellent for function. In this textbook they presented how to describe and demonstrate product which made in Indonesia.it can be seen from the picture below :



3. Notion

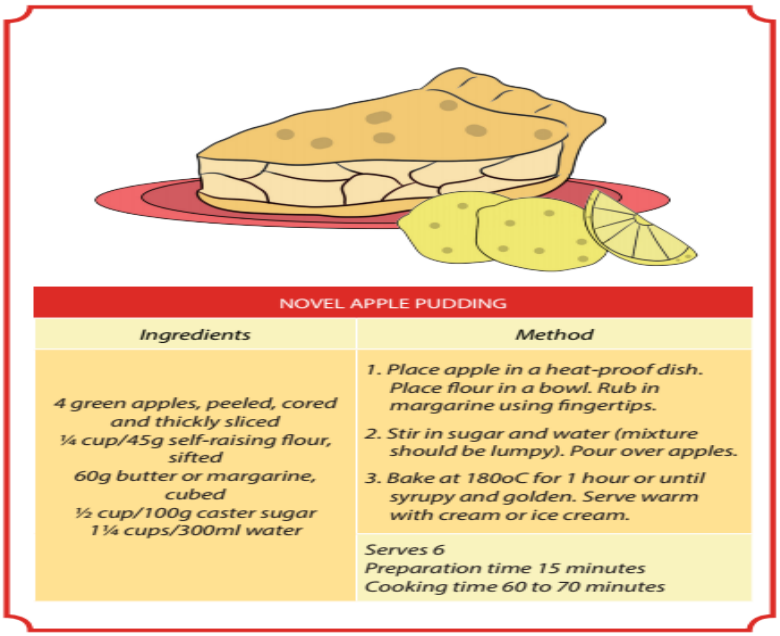
Notions are concepts that language can express. General notions may include 'number', for example, or 'time', 'place', 'color' ; specific notions look more like vocabulary items: 'man', 'woman', 'afternoon'[35]. A notion is concept, or idea: it may be quite specific, in which case it is virtually the same as vocabulary, *(dog, house, for example);* or it may be general: *time, size, emotion, movement.* In which is often overlaps with the concept of "topic"[36].

'The semantic grammatical' or 'notion' is derived from the kind of meaning conveyed through the grammatical system as we relate information and express perceptions. For example, we express time relationship through tenses and duration through prepositional phrase. In short, the notion is generally consists into quantity, time, size and etc[37].

In this textbook term of notion was categorized good. It can be seen as presented above :

[35] Penny, Ur…., p.178
[36] Penny, Ur... P.92
[37] wilkins,D. A. (1,976) Notional Syllabuses. Oxford: Oxford University Press

Figure 4.4: Example of Notion



NOVEL APPLE PUDDING

Ingredients	*Method*
4 green apples, peeled, cored and thickly sliced *¼ cup/45g self-raising flour, sifted* *60g butter or margarine, cubed* *½ cup/100g caster sugar* *1¼ cups/300ml water*	*1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine using fingertips.* *2. Stir in sugar and water (mixture should be lumpy). Pour over apples.* *3. Bake at 180oC for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.*
	Serves 6 *Preparation time 15 minutes* *Cooking time 60 to 70 minutes*

In the chapter V “this is how you do it” in activity 1 talk about how to make novel pudding apple . The notion in this activity are apple, margarine, sugar, water, 15 minutes.

4. Structure/grammar

Grammar is sometimes defined as the way words are put together to make correct sentences. Grammar does not only affect how units of language are combined in order to 'look right'; it also affects their meaning. The teaching of grammatical meaning tends, unfortunateely, to be neglected in many textbooks in favor of an emphasis on accuracy of form; but it is no good knowing

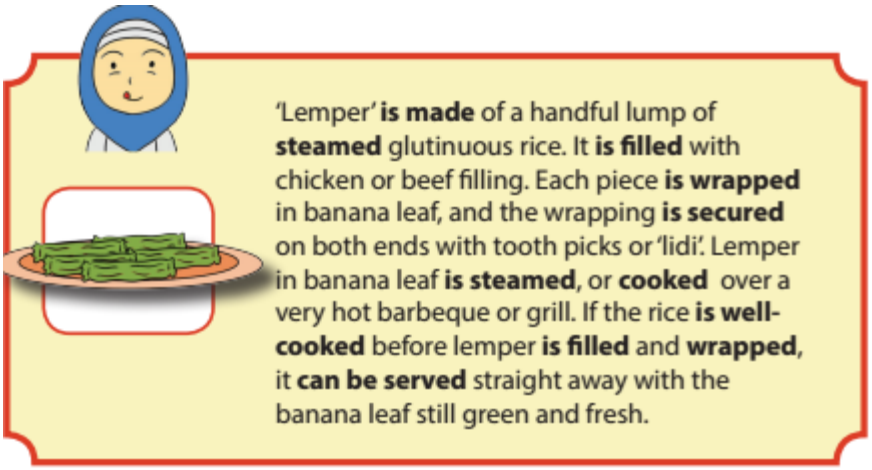
how to perceive or construct a new tense of a verb if you do not know exactly what difference makes to meaning when it is used[38].

In some activity in this textbook the grammatical or structure item are appropriate to the student language level, but in some activities there was no grammar rules explained in the textbook. Students should learn grammar by their own self from limited explanation given in the textbook. For learners in Indonesia, this method is not quite effective since students are lack in English exposure. In short, students should be supported from their teacher explanation.

This textbook *"think globally act locally"* which consist of 14 chapter can be judge as having the category of "good" for structure. For example in chapter XII *"what is it ?"* was categorized good. In the chapter XI student learn about how to make sentences by using passive voice when describe object. For example of passive voice "lemper **is made** of a handful lump of **steamed** glutinous rice." It can be seen from activity 2 and 3 :

[38] Penny, Ur... P.76

Figure 4.5 : Example of structure



5. Skill

In learning English, There are two kinds of skills in language teaching and learning. They are rceptive skill and productive skill. Significantlly, those skills are important to be mastered without ignoring each other. Receptive skills are the ways in which people extract meaning from the discourse they see and hear[39]. Productive skills are the ways in which people produce the language through speaking and writing from what they hear and see.

[39] [39] Harmer, Jeremy. …P.199

The result of the skill of textbook was summarized below:

CHAPTER	LANGUAGE SKILLS				RECEPTIVE SKILL	PRODUCTIVE SKILL
	Reading	**Listening**	**Speaking**	**Writing**		
I	5	3	3	2	✓	✓
II	6	3	5	1	✓	✓
III	4	2	4	4	✓	✓
IV	7	1	6	4	✓	✓
V	5	3	3	4	✓	✓
VI	5	4	3	5	✓	✓
VII	1	1	1	2	✓	✓
VIII	4	2	4	3	✓	✓
IX	4	3	5	4	✓	✓
X	2	2	1	1	✓	✓
XI	2	2	2	4	✓	✓
XII	5	3	4	4	✓	✓
XIII	3	1	4	3	✓	✓
XIV	2	2	2	1	✓	✓
TOTAL	**55**	**32**	**83**	**42**	**14**	**14**

Based on the table above, it can be concluded speaking give more portion than other skills that was 83 activities for all chapter. In this textbook contained different activity of, like interview, telling about food, object, short conversation and student presentation from each topic, role play, interacting with their teacher are activitied to encourage student to be active in speaking.

Reading skill is very important to support other skills. Reading skill also gives more portions that was 55 activities. In this textbook, there were various reading text from each chapter. This

book also presented a word, phrase, simple sentence, short text, passage, song and narative text as reading material.

Listening skill was presented from imitation of the second language on teacher. Generally, the activity that was presented in the textbook is good and suitable with the student need, yet it was not accompanied with the recorded cassettes.

Writing skill in the textbook consist 42 activities. It presented by student practice such as answering the question, complete the sentence, describing something and make a short dialogue.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the finding and discussion, it can be concluded that the textbook *"Think globally act locally"* obtained 68% for five aspects of multidimensional syllabus. That mean the textbook was categorized as good.

There were five specific research problems. The result of the finding and discussion shows that 40% of the textbook fulfill element of multidimensional syllabus in term of situation, 65% of the textbook fulfill element of multidimensional syllabus in term of function, 64% of the textbook fulfill the element of multidimensional syllabus in term of notion 73% of the textbook fulfill the element of multidimensional syllabus in term of structure, and 96% of the textbook fulfill the element of multidimensional syllabus in term of skill.

B. SUGGESTION

As the reference for English teacher, especially teacher who teach ninth grade of junior high school students *"Think globally act locally"* , this textbook can be used as learning material but it needs little modification as stated below :

1. In this textbook, especially in listening section teacher should add listening material by using the voice of native speaker in English short conversation. So that the students can imitate how to utterance a word and make intonation when they say something in English
2. Teacher also should add how to pronounce a difficult word (phonetic transcription) for each activity, so that students obtain good pronunciation when they speak.
3. In this textbook presents few of five aspect of multidimensional syllabus (situation, function, notion, structure and skill). Teacher should add learning material from other references which presented five aspect of multidimensional syllabus, so that students can used English in daily activity based on context and how the language use.

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APPENDICES

RESEARCH GUIDELINE

Variable	Sub Variable	Indicators	Descriptors
An English Textbook	1. Situation	A setting in which particular communicative acts typically occur such as at the market, school etc.	Each activities for each chapters performed aspect of situation
	2. Function	The textbook performed on using the language in particular situation such as inviting, requesting, agreeing etc	Each activities for each chapters performed aspect of function
	3. Notion	The textbook are relevant to the notion as a concept of language can be express, the notion like time, place and number.	Each activity for each chapter performed aspect of notion like time, place, number etc.
	4. Structure	The grammatical or structure item are appropriate to the student language level according to difficulty and importance	The grammatical item of each chapter appropriate to the student language level
	5. Skill	The textbook performed Two kind of skills receptive skill (listening, reading) and productive skill (writing and speaking)	The textbook is reflect to receptive and productive skills for the each chapter

CHAPTER I: CONGRATULATION!

Criteria	Indicator	Activities									Score
Situation	A setting in which particular communicative acts typically occur such as at the market, school etc	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**88%**
		✓	✓	✓	✓	✓	✓	✓	✓	-	

$$\boldsymbol{P = \frac{F}{N} \times 100 =}$$

$$\boldsymbol{\frac{11}{9} \times 100 = 84\%}$$

CHAPTER I: CONGRATULATION!

Criteria	Indicator	Activities									Score
Function	The textbook performed on using the language in particular situation such as inviting, requesting, agreeing etc	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**100%**
		✓	✓	✓	✓	✓	✓	✓	✓	✓	

$$\boldsymbol{P = \frac{F}{N} \times 100 =}$$

$$\boldsymbol{\frac{9}{9} \times 100 = 100\%}$$

CHAPTER I: CONGRATULATION!

Criteria	Indicator	Activities									Score
Notion	The textbook are relevant to the notion as a concept of language can be express, the notion like time, place and number.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**44%**
		✓	-	-	-	-	✓	✓	-	✓	

$$\boldsymbol{P = \frac{F}{N} \times 100 =}$$

$$\boldsymbol{\frac{4}{9} \times 100 = 44\%}$$

CHAPTER I : CONGRATULATION !

Criteria	Indicator	Activities									Score
Structure	The grammatical or structure item are appropriate to the student language level according to difficulty and importance	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**88%**
		✓	✓	✓	✓	✓	✓	✓	✓	-	

$$\boldsymbol{P = \frac{F}{N} \times 100 =}$$

$$\boldsymbol{\frac{8}{9} \times 100 = 88\%}$$

CHAPTER II: Let's Start Our Wall Magazine !

Criteria	Indicator	Activities													Score
Situation	A setting in which particular communicative acts typically occur such as at the market, school etc	1	2	3	4	5	6	7	8	9	10	11	12	13	84%
		✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	

$$\boldsymbol{P = \frac{F}{N} \times 100 =}$$

$$\boldsymbol{\frac{11}{13} \times 100 = 84\%}$$

CHAPTER II: Let's Start Our Wall Magazine !

Criteria	Indicator	Activities													Score
Function	The textbook performed on using the language in particular situation such as inviting, requesting, agreeing etc	1	2	3	4	5	6	7	8	9	10	11	12	13	84%
		✓	✓	✓	✓	✓	✓	-	-	✓	✓	✓	✓	✓	

$$\boldsymbol{P = \frac{F}{N} \times 100 =}$$

$$\boldsymbol{\frac{11}{13} \times 100 = 84\%}$$

CHAPTER II: Let's Start Our Wall Magazine !

Criteria	Indicator	Activities													Score
Notion	The textbook are relevant to the notion as a concept of language can be express, the notion like time, place and number.	1	2	3	4	5	6	7	8	9	10	11	12	13	77%
		✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	

$$P = \frac{F}{N} \times 100 =$$

$$\frac{10}{13} \times 100 = 77\%$$

CHAPTER II: Let's Start Our Wall Magazine !

Criteria	Indicator	Activities													Score
Structure	The grammatical or structure item are appropriate to the student language level according to difficulty and importance	1	2	3	4	5	6	7	8	9	10	11	12	13	92%
		✓	✓	✓	✓	-	-	✓	✓	✓	✓	✓	✓	✓	

$$P = \frac{F}{N} \times 100 =$$

$$\frac{12}{13} \times 100 = 92\%$$

CHAPTER II: What should I do that for ?

Criteria	Indicator	Activities													Score
Situation	A setting in which particular communicative acts typically occur such as at the market, school etc	1	2	3	4	5	6	7	8	9	10	11	12	13	61%
		✓	✓	✓	✓	✓	✓	✓	✓	-	-	-	-	-	

$$\boldsymbol{P = \frac{F}{N} \times 100 =}$$

$$\boldsymbol{\frac{8}{13} \times 100 = 61\%}$$

CHAPTER III: What should I do that for ?

Criteria	Indicator	Activities													Score
Function	The textbook performed on using the language in particular situation such as inviting, requesting, agreeing etc	1	2	3	4	5	6	7	8	9	10	11	12	13	69 %
		✓	✓	-	-	-	-	✓	✓	✓	✓	✓	✓	✓	

$$\boldsymbol{P = \frac{F}{N} \times 100 =}$$

$$\boldsymbol{\frac{9}{13} \times 100 = 69\%}$$

CHAPTER III: What should I do that for ?

Criteria	Indicator	Activities													Score
Notion	The textbook are relevant to the notion as a concept of language can be express, the notion like time, place and number.	1	2	3	4	5	6	7	8	9	10	11	12	13	69%
		✓	✓	-	-	-	-	✓	✓	✓	✓	✓	✓	✓	

$$\boldsymbol{P = \frac{F}{N} \times 100 =}$$

$$\boldsymbol{\frac{9}{13} \times 100 = 69\%}$$

CHAPTER III: What should I do that for ?

Criteria	Indicator	Activities													Score
Structure	The grammatical or structure item are appropriate to the student language level according to difficulty and importance	1	2	3	4	5	6	7	8	9	10	11	12	13	69%
		✓	✓	-	-	-	-	✓	✓	✓	✓	✓	✓	✓	

$$\boldsymbol{P = \frac{F}{N} \times 100 =}$$

$$\boldsymbol{\frac{9}{13} \times 100 = 69\%}$$

SKILL

CHAPTER	LANGUAGE SKILLS				RECEPTIVE SKILL	PRODUCTIVE SKILL
	Reading	Listening	Speaking	Writing		
I	5	3	3	2	✓	✓
II	6	3	5	1	✓	✓
III	4	2	4	4	✓	✓
IV	7	1	6	4	✓	✓
V	5	3	3	4	✓	✓
VI	5	4	3	5	✓	✓
VII	1	1	1	2	✓	✓
VIII	4	2	4	3	✓	✓
IX	4	3	5	4	✓	✓
X	2	2	1	1	✓	✓
XI	2	2	2	4	✓	✓
XII	5	3	4	4	✓	✓
XIII	3	1	4	3	✓	✓
XIV	2	2	2	1	✓	✓
TOTAL	**55**	**32**	**83**	**42**	**14**	**14**