# ATTACHMENT

The Criteria of Textbook Quality

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| **No.** | **Main Criteria** | **Aspect(s) assessed** | **Checklist** |
| 1 | Practical Consideration | The price of the textbook is reasonable | 🗸 |
| The textbook is easily accessible | 🗸 |
| The textbook is a recent publication | 🗸 |
| A teacher’s guide, workbook, and audiotapes  accompany the textbook | 🗸 |
| The author’s views on language and methodology are comparable to mine (Note:  refer to the “blurb” on the back of the textbook). | 🗸 |
| 2 | Layout and Design | The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit | 🗸 |
| The layout and design is appropriate and clear | 🗸 |
| The textbook is organized effectively. | 🗸 |
| An adequate vocabulary list or glosarry is  included. | X |
| An adequate review section and exercises are  included. | 🗸 |
| An adequate set of evaluation quizzes or testing  suggestions is included. | 🗸 |
| The teacher’s book contain guidance about how  the textbook can be used to the utmost advantage. | 🗸 |
| The material objectives are apparent to both the  teacher and student. | 🗸 |
| 3 | Activities | The textbook provide a balance of activities (Ex. There is an even distribution of free vs controlled exercises and tasks that focus on both fluent and accurate production | 🗸 |
| The activities encourage sufficient communicative and meaningful practice | 🗸 |
| The activities incorporate individual, pair and  groupwork | 🗸 |
| The grammar points and vocabulary items are  introduced in motivating and realistic contexts | 🗸 |
| The activities promote creative, original and  independent responses | 🗸 |
| The tasks are conducive to the internalization of newly introduced language. | 🗸 |
| The textbook’s activities can be modified or  supplemented easily | 🗸 |
| 4 | Skills | The materials include and focus on the skills that I/my students need to practice | 🗸 |
| The materials provide an appropriate balance of  the four language skills. | 🗸 |
| The textbook pays attention to sub-skill, i.e.  listening for the gist, note-taking, skimming  information, etc | 🗸 |
| The textbook highlights and practices natural  pronunciation (i.e. –stress and intonation) | 🗸 |
| The practice of individual skills is integrated into the practice of other skill. | 🗸 |
| 5 | Language Type | The language used in the textbook is authentic- i.e. like real-life English | 🗸 |
| The language used is at the right level for my  (students”) current English ability. | 🗸 |
| The progression of grammar points are presented with brief and easy examples and explanations | 🗸 |
| The language functions exemplify English that I/my students will likely to use. | 🗸 |
| The language represents a diverse range of registers and accents | 🗸 |
| 6 | Subject and Content | The subject and content of the textbook is relevant to my (students’) needs as English language learner(s) | 🗸 |
| The subject and content of the textbook is generally realistic | 🗸 |
| The subject and content of the book is interesting, challenging and motivating. | 🗸 |
| There is sufficient variety in the subject and content of the textbook | 🗸 |
| The materials are not culturally biased and they do not portray any negative stereotypes | 🗸 |

(Handayani, 2016)

Table of speaking activity in National textbook

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| --- | --- | --- | --- |
| **Chapter** | **The activity** | **Level** | **Page** |
| **Chapter I: Congratulations!** | We will play the roles of the speakers in the pictures. | Applying (C3) | 2 |
| **First**, we will listen carefully and repeat the examples after the teacher. **Then**, we will do the activity loudly,  clearly, and correctly. | Remembering (C1) | 5 |
| We will work in groups. **First**, we will read the situations carefully. **Second**, we will discuss and decide what the speaker in each conversation would say. **Third**, every one of us will handwrite the conversations on a piece of paper. **Finally**, we will play the roles of the speakers in the conversation. | Applying (C3) | 7 |
| We will work in groups. **First**, we will read each conversation carefully. **Second**, we will learn to say the words and sentences correctly and meaningfully. **Finally**, we will play the roles of the speakers in the conversations. | Applying (C3) | 11 |
| We will work in groups. **First**, we will read the situations carefully. **Second**, we will discuss and decide what the speaker in each conversation would say. **Third**, every one of us will handwrite the conversations on a piece of paper. **Finally**, we will play the roles of the speakers in the conversation. | Applying (C3) | 13 |
| **Chapter II:** **Let’s live a healthy life** | Here are what we will do. **First,** we will listen and repeat the conversation after the teacher, sentence by sentence. **Then,** in our groups we will play the roles of the speakers in the conversation. | Applying (C3) | 18 |
| **First,** we will listen carefully to our teacher reading each of the texts. **Second,** we will repeat the advices after the teacher, sentence by sentence. | Remembering (C1) | 20 |
| The activity is an oral drill, and we will do it fast. To do the activity, we have to remember all the advices given by Siti, Edo, Lina, and Udin. | Remembering (C1) | 23 |
| **First,** we will write down what to and not to do in each place, with the purposes. Here we can use English or Bahasa Indonesia. **Second,** we will discuss to state each sentence in English. **Third,** every one of us will handwrite the sentences on a piece of paper. **Finally,** we will present our group’s work to the class orally. | Creating (C6) | 28 |
| Here are what we will do. **First**, we will listen to the teacher reading each conversation carefully. **Second**, will repeat the conversation after the teacher, sentence by sentence **Then**, in the groups we will play the roles of the speakers in the conversations. | Applying (C3) | 29 |
| **Chapter III: Be Healthy, be happy** | We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. | Remembering (C1) | 37 |
| We will learn to present the different kinds of information in our tables orally. We will use a presentation guide to present the tables about the labels of Pinux and Sipalas. | Applying (C3) | 38 |
| We will do the same activity to present the information on the labels of Anidan and Sina-Spritz. We will work in groups. | Applying (C3) | 41 |
| **First**, we will use the tables about Kraton Tea and Geae Greek Natural Olive Oil. We will also use the presentation guide. **Then**, in the groups we will learn to present all the facts in the table to each other. | Applying (C3) | 47 |
| This is a group project. We will analyse and present the facts of the labels on the packaging of real products in English. | Analyzing (C4) | 51 |
| **Chapter IV: This is how you do it!** | …. **Second,** we will repeat each part after the teacher. …. | Remembering (C1) | 54 |
| …. **Second,** every one of us will handwrite or use a computer to present the recipe in an attractive way. …. | Applying (C3) | 57 |
| We will say each ingredient orally, like the examples. | Remembering (C1) | 59 |
| We will learn how to state each STEP in the recipe orally. We will use a table to analyse the structure of each step. | Remembering (C1) | 62 |
| We will learn to say each step orally, like the examples. | Remembering (C1) | 64 |
| **…. Then,** in each group we will learn to present all the steps to each other orally. | Applying (C3) | 65 |
| **… Next,** in the right column we will plan what to say to present the parts orally. **Finally,** every one of us will learn to present the parts orally. | Creating (C6) | 69 |
| **… Next,** in the right column we will plan what to say to present the parts orally. **Finally,** every one of us will learn to present the parts orally. | Creating (C6) | 74 |
| **Chapter V: Everybody is always in the middle of something** | Here are what we will do. We will work in groups. **First**, we will read each conversation carefully. **Second**, we will learn to say the words and the  sentences correctly and meaningfully. **Finally**, we will play the roles of the speakers in the conversation. | Applying (C3) | 80 |
| …. **Second**, we will be drilled by our teacher to say the verbs in the four forms, orally. We must not see the table. | Remembering (C1) | 85 |
| **Then**, each group will do the oral drill, with all the verbs. The members will take turns leading the activity. The leader will say the “to...” form, and the others will say the other three forms. We will do it very fast. | Remembering (C1) | 87 |
| We will play the roles of the speakers in the conversation below. On MONDAY, Siti, Udin, Beni, Edo, Lina, and Dayu talk about their activities the day before, on SUNDAY. | Applying (C3) | 88 |
| ….. **Second,** we will discuss and decide the facts from the conversation to be stated to complete the other three situations. **Third,** …… **Finally,** in our group we will learn to read the four situations to each other. We will say the sentences loudly, clearly, and correctly. | Creating (C6) | 90 |
| ….. **Finally,** in our group we will learn to read the four situations to each other. We will say the sentences loudly, clearly, and correctly. | Creating (C6) | 91 |
| …. **Second**, in our group we will play the roles of the speakers in the conversation. | Applying (C3) | 100 |
| **Chapter VI: We have been to an orphan home. We went there last Sunday.** | **…. Second**, in groups we will learn to say the words and the sentences correctly and meaningfully. **Then,** we will play the roles of the speakers in the conversation. | Applying (C3) | 108 |
| We will play the roles of the speakers in the conversation below. | Applying (C3) | 111 |
| …. **Second,** we will be drilled by our teacher to say the verbs in the four forms, orally. We must not see the table. | Remembering (C1) | 114 |
| …. **Third,** we will repeat the lyric after the teacher, line by line. | Remembering (C1) | 126 |
| **Chapter VII:** **Sangkuriang** | **First,** we will read the questions carefully. **Second,** we will find the answer from the story in our notebook. **then,** we will answer the question orally. we can ask our teacher questions, too. | Analyzing (C4) | 133 |
| **… Second**, we will repeat the story after the teacher, sentence by sentence. ….. | Remembering (C1) | 134 |
| **… Second**, we will repeat the story after the teacher, sentence by sentence. ….. | Remembering (C1) | 142 |
| **First,** we will identify the parts where the characters …… **Then,** we will share our work loudly and clearly to the class. | Analyzing (C4) | 142 |
| **First,** we will identify the parts where the main character(s) …… **Then**, we will share our work loudly and clearly to the class. | Analyzing (C4) | 143 |
| **Chapter VIII: They are made in Indonesia** | … **Second,** we will repeat the description after our teacher, sentence by sentence. **Then,** in groups we will play the roles of the speakers. | Applying (C3) | 146 |
| ….. **second,** we will read the descriptions carefully. …. | Remembering (C1) | 148 |
| …. **Then,** in groups we will play the roles of the speakers in the conversations. | Applying (C3) | 149 |
| … **second,** we will be drilled by our teacher to say the verbs in four different forms, orally. We must not see the table… We will say the other three forms. We will do it very fast. | Remembering (C1) | 154 |
| …. **Then,** in groups we will learn to read the text to each other. …. | Remembering (C1) | 157 |
| **Chapter IX:** **What is it?** | … **second,** we will repeat the texts after the teacher, sentence by sentence. | Remembering (C1) | 166 |
| We will learn to present the texts orally. We will use the presentation guide. | Applying (C3) | 171 |
| …. **Then,** in groups we will learn to present each of the texts to each other orally. | Applying (C3) | 174 |
| …. **Finally,** in our groups we will learn to present our analysis of the two texts orally to teach other. | Analyzing (C4) | 176 |
| …. **Second,** we will repeat the texts after the teacher, sentence by sentence. | Remembering (C1) | 177 |
| …. **Finally,** we will present our analysis of the two texts orally to teach other. | Applying (C3) | 180 |
| …. **First,** we will read the text about ‘tax’ that is not punctuated. We will read carefully to identify the sentences in the text. We will do it orally. | Analyzing (C4) | 182 |
| …. **Second,** in our groups we will learn to present our analysis of the two texts orally to teach other. | Applying (C3) | 183 |
| **First,** we will read each text carefully in order to identify the sentences in the texts. We will do it orally. | Analyzing (C4) | 185 |
| …. **Finally,** we will read the whole text to the class. | Remembering (C1) | 185 |
| …. **Finally,** we will present our analysis of the two texts orally to teach other. | Analyzing (C4) | 187 |
| …. **Finally,** we will present our texts on the wall of classroom. We will answer the questions from the people who come to visit our texts. | Creating (C6) | 189 |
| **Chapter X: Come and visit us!** | … **second,** we will repeat the description after our teacher, sentence by sentence. | Remembering (C1) | 192 |
| **Chapter XI: You can always come back home** | …. **Third,** we will repeat the lyric after the teacher, line by line. …. | Remembering (C1) | 204 |