JURNAL ILMIAH BISNIS DAN EKONOMI STIE ASIA

JIBEKA

STUDY ON ENGLISH COMMUNICATION SKILL FOR SENIOR HIGH SCHOOL (SMA/MA) GRADE X".

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Abstract

The purpose of this paper is to evaluate a published book. The writer evaluated a book entitled "Developing English Competencies for Senior High School (SMA/MA) Grade X". The purpose of the evaluation is to know whether the book is related to the standard competencies of the current curriculum (Kurikulum Tingkat Satuan Pendidikan /KTSP) or not. Besides that, whether this book is going to be adopted or adapted can be decided. The writer focused on the evaluation of chapter 1, 3, and 5 of listening and speaking. The strengths and weaknesses of the book are discussed. Some suggestions of the shortcomings encountered in the book are given.
Key words: *evaluation, listening, speaking.*

Abstrak

Tujuan dari makalah ini adalah untuk mengevaluasi sebuah buku yang telah diterbitkan. Penulis mengevaluasi sebuah buku berjudul : "Developing English Competencies for Senior High School (SMA/MA) Grade X" Tujuan evaluasi adalah untuk mengetahui apakah buku ini berkaitan dengan kompetensi standar kurikulum saat ini (Kurikulum Tingkat Satuan Pendidikan (KTSP)) atau tidak. Selain itu, apakah buku ini akan diadopsi atau diadaptasi dapat diputuskan. Penulis difokuskan pada evaluasi pasal 1, 3, dan 5 dari Bab Listening (mendengarkan) dan Bab Speaking (berbicara). Pembahasan meliputi baik Kekuatan dan kelemahan buku ini. Hasilnya berupa Beberapa saran dari kekurangan yang terdapat dalam buku tersebut.
Kata kunci: *evaluasi, mendengarkan (listening), berbicara (speaking).*

INTRODUCTION

The role of an English coursebook in the teaching learning activity is as a source to help students to reach the objectives. Hutchinson and Torres (1994:315) as cited in Litz (2005:5) state:

> "The coursebook is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in [various] countries…No teaching-learning situation, it seems, is complete until it has its relevant coursebook"

Sheldon (1988) also states that a coursebook symbolizes the visible heart of any ELT program for both students and teachers. A coursebook therefore is not only very important in the process of teaching learning, but it also has some roles in the process of teaching learning. Cunningsworth (1995) identifies that a coursebook can serve several roles in the process of teaching learning activities. A coursebook is a) a source for presentation of the teaching material, b) a source of communicative activities for students, a reference of grammar, vocabulary, etc for students, c) a source of stimulation and ideas of

activities, d) a syllabus where the textbook reflects the pre-determined learning objectives, e) a resource for self-directed studying, f) a support for inexperienced teachers. Besides, a coursebook has some advantages for the process of teaching learning. Ur (2000) mentions the advantages of a coursebook, as follows: a) a coursebook gives a clear framework, so that the students know what they are going to learn, and the teachers know what they are going to teach; b) a coursebook serves as a syllabus because it is carefully planned and systematically arranged; c) a coursebook gives texts and tasks which can be directly used by the teachers, so the teachers will not spend time in preparing the texts and tasks for students; d) the components of a book usually stick together and stay in order, so a book can be carried around easily; e) a coursebook can give guidance and support for the teachers who are inexperienced or sometimes unsure of their knowledge of the language; f) by using a coursebook, the students can study new materials, review and monitor their progress with some degree of autonomy. It can be concluded that a coursebook is very important in the process of teaching learning activities.

However, there are a lot of English coursebooks available at the bookstores. Therefore, selecting an appropriate coursebook for students is very crucial. To solve this task, evaluation to the

chosen coursebook is needed. Hutchinson (1987 as cited in Wang, n.d.) states that

> "... materials evaluation plays such an important role in language teaching that its potential for influencing the way teachers operate is considerable. Materials evaluation can and should be a two-way process which enables teachers not just to select a textbook, but also to develop their awareness of their own teaching/learning situation."(Hutchinson, 1987: 37-38)

Hutchinson and Waters (1991: 96) state that "evaluation is a matter of judging the fitness of something for a particular purpose"; therefore, materials evaluation is an analytical matching process – matching needs to the available teaching materials. Cunningsworth (1995) mentions that there are two reasons for evaluation. The first reason of evaluation is intended to adopt new coursebooks. The second reason of evaluation is to identify particular strengths and weaknesses in coursebooks, so that optimum use can be made of their strong points, whilst their weaker areas can be strengthened through adaptation or by substituting material from other books.

The data of the book that the writer evaluated are as follows: the title: "Developing English Competencies for Senior High School (SMA/MA) Grade X", written by Achmad Doddy, Achmad Sugeng, Effendi, editor: Editor Team of Setia Purna Inves, published by JP books, Surabaya, 2008, ISBN 979-462-973-1, 184 pages, the highest price is Rp. 11.563. The writer got difficulty to know whether this book was accompanied with a tape and a teacher's book or not because the writer could not find the explanation on the cover of the book or in the preface. However, if the writer looked at the content of the book, it should be accompanied by a tape.

The purpose of the evaluation of this book, "Developing English Competencies for Senior High School (SMA/MA) Grade X" is to know whether this book is related to the standard competencies of the current curriculum (Kurikulum Satuan Tingkat Pendidikan (KTSP)) or not. Through this evaluation, whether this book is going to be adopted or adapted can be decided. Cunningsworth (1995) states that materials evaluation activities are intended to adopt or to adapt coursebooks by identifying their strengths and weaknesses. For in-depth evaluation, topics, approach to learning, organization of content, teaching techniques and many others should also be taken into consideration.

This book provides table of contents, a bibliography, photo credits, a glossary, an index, tape-scripts and an answer key. The tape-scripts and answer key are on the back of the book. The students will tend to see the answers of the listening tasks and other tasks. As a result, the teaching learning activities will not be meaningful for the students. Since this book is for teaching learning in the classroom, it will be better if the tape-scripts and answer key are separated from the student's book.

METHODOLOGY

The contents of the book consist of six chapters and a review after three chapters. In each chapter, the four skills: listening, speaking, reading, and writing are clearly divided, and there are a chapter summary and learning reflection at the end of each chapter. The writer focused on the evaluation of chapter 1, 3, and 5 of listening and speaking.

FINDINGS and DISCUSSION

The title of chapter 1 is "It's nice to see you". From the title, it should be considered the diction. "See" in this expression should be "meet". "Meet" means "(for the first time) to see and know somebody for the first time; to be introduced to somebody." (Hornby, 2004: 1085). The titles of chapter 3 and 5 are "Would you like to come?" and "I'm very grateful to you". Based on the titles of chapter 1, 3, and 5, it can be seen that authentic language is used. Through the authentic language tasks, the students will be able to see the relevance of classroom activities to their real communicative purposes (Brown, 2001).

LISTENING

The basic competencies of listening in chapter 1 are "(a) responding to expressions of greeting, introducing and parting, and (b) responding to recount texts". In chapter 3, they are "(a) responding to expressions of making, accepting and declining an invitation, (b) responding to expressions of making and canceling an appointment, and (c) responding to instructions". In chapter 5, they are "(a) responding to expressions of gratitude, (b) responding to invitation, and (c) responding to a monologue of a descriptive text." These basic competencies of listening in chapter 1, 3, and 5 are suitable with the standard competencies of the current curriculum (KTSP).

Nunan (2003) states that top-down processing is related to (a) students' background knowledge and (b) either content schema (general information based on previous learning and life experience) or textual schema (awareness of the

kinds of information used in a given situation), while bottom-up processing is connected to the component parts: words, grammar, and the like. The combination of top-down and bottom-up is called interactive processing. The interactive processing is applied in this book. For example: in chapter 1 activity 1, an illustration is presented, and there are several questions below the illustration to activate the students' background knowledge. In activity 2, the students deal with the given words and expressions. In activity 3, the students have to fill in the blanks of a dialogue. In activity 4, the students are asked to choose the correct responses to the expressions they heard. In activity 5, the students are asked to answer some questions. In the first activity of each chapter is a pre-listening activity. An illustration in the pre-listening activity is presented in chapter 1 and 3 except in chapter 5. The idea of presenting illustrations at the first activity is pretty good because it can help the visual learners. Wilson (2008) states that many students who have a visual learning style will learn better when they see images that relate to the things being taught. Besides that, there are several questions below the illustration to activate the students' schemata. Parrish (2006: 91) states that

> "Schema theory suggests that prior knowledge shapes our expectations and understanding of what we hear. The closer our schema is to the content of what we hear, the easier it will be for us to understand."

Therefore, the pre-listening activity in chapter 5 will be better if it is accompanied with an illustration.

After the pre-listening activity, the next activities are while-listening activities. For example: in chapter 1 activity 2, the students are asked to listen to the tape, then they are asked to repeat the given words and expressions. Actually, this is not a listening task because the students can directly read the words and expressions without listening. This is just a kind of a repetition drill activity in order that the students can pronounce correctly the given words and expressions.

There is a cloze (fill in the blanks) activity. The purpose of this activity is listening for specific information. In listening for specific information, the students are trained to pick out specific information in a text (Parrish, 2006). In this activity, the answers of the blanks are only expressions that are related to the topics. As a result, in chapter 1 activity 3, the given blanks in the text are only in the beginning and in the end of the text. In the middle of the text, there

are no blanks. Actually, the blanks should be spread out in the whole text, so the students will pay attention during the listening to the tape. If the blanks are only in the beginning and in the end, the students may not pay attention to the middle of the text. In chapter 3 and 5, the blanks are only a few and too easy, so it will not become a challenge to the students. For example: a part of a dialogue in chapter 5 activity 2 is as follows:

> "Henry : Hello Yuni. How are you this morning?
> Yuni : Hi, Henry. Fine, _____. And you?
> Henry : I'm just fine, _____."

The students can easily guess the answers of such a kind of cloze task. When the students are asked to listen, the texts and tasks that are either too easy or too difficult should be avoided; therefore, the right level of challenge should be got by making the tasks "difficult but achievable" (Scrivener 1994b: 149 as cited in Harmer, 2002).

In chapter 1 activity 3, the tape-script is a conversation between Dian and Rian. They are new classmates; however, Dian says to Rian "Allow me to introduce myself. I'm Dian." when they meet for the first time. Actually, the conversation takes place in an informal situation, it will be better if the informal expressions are used, for example: "Hi, I'm Dian" or "Hello, I'm Dian." Cunningsworth (1995) points out that choosing an appropriate style (formal or informal) to each particular situation is very crucial, especially if the wrong style is chosen (for example: informal style in a formal business meeting or formal style in a family situation), it can send the wrong message and can cause offence. Besides that, the following conversation between Dian and Rian on page 3 also sounds too formal:

> "Rian : ......, what book is that?
> Dian : This is a book about cooking, *Mari Memasak Sendiri*."

Although the sentence which Dian says is grammatically correct, this sentence is not suitable as a reply to a question in an informal situation. In the real communication, people tend to make the answer short, precise and understandable, it is not accustomed for people to answer in a long and complete sentence. Therefore, it should be "It's about cooking, *Mari Memasak Sendiri*" or just "Cooking, *Mari Memasak Sendiri*".

There is an activity to choose the correct response. The students listen to a statement and then they have to choose the correct response. This activity is given in chapter 1 and 5. For example in chapter 1 activity 4, the students will hear: "Hello,

I'm Cut Nia. I'm your neighbour. What's your name?"

    "The correct response for the expression is ...

    a. Hello, Cut Nia. Nice to meet you.

    b. Hi, Cut Nia. My name is Edo. Nice to meet you.

    The correct response is (b)."

This kind of activity is quite good to comprehend the students' understanding. The purpose of this activity is listening for gist (main idea). In listening for gist, the students are trained to understand the main idea of a passage (Parrish, 2006). In this case, the students are practiced to understand the main idea of a statement, so that they can choose the correct response. However, in activity 3 of chapter 3, the students are asked to listen to some expressions and they are expected to give the possible responses to each expression. However, those expressions are already written on the page 53, so the students can directly read the expressions without listening. As a result, this activity seems weird because the students are asked to listen to the statements, while they can directly read the statements.

In chapter 1 activity 5, the students are asked to listen to a dialogue and to answer several questions related to the dialogue. Based on the given questions, the purpose of this activity is listening for specific information and listening for gist. Nunan (2003) suggests that listening for specific information which involves students to get concrete information and listening for gist which involves students to understand the main idea are very crucial in the listening task; therefore, a lot of experience with this activity should be given to the students. This kind of activity is fairly good for training the students' comprehension. Unfortunately, this kind of activity is only given in chapter 1. It will be better if this kind of activity is also given in chapter 3 and 5.

In chapter 5 activity 2, there is an activity like in chapter 1 activity 5; however, the students are asked to fill in the blanks first, and then they have to answer several questions. Although the purpose of this activity is listening for specific information, listening for gist and making inferences, the students can answer the questions by reading the text but not by listening. It will be better if in chapter 5, the students are asked to listen to a dialogue and to answer several questions related to the dialogue.

Based on the number of person involved in a dialogue, activity 5 in chapter 1 is more difficult than activity 2 in chapter 5, because in chapter 1 activity 5, there are 3 girls: Lina, Fany and Santi, while in chapter 5 activity 2, there are 2 persons: Henry and Yuni. Brown (1995, as cited in Nunan 2003) points out that if the distinguishing between one speaker and another is very clear, it will be easier for students to listen, for example: listening to a male voice and a female voice is easier than listening to two similar male voices or two similar female voices. Chitravelu, Sithamparam, and Teh (2005) also state that if there are more speakers in a recording, the students will have a harder task. It can be concluded that the order of the sequence in this book is from the difficult one to the easy one. It will be better if the order of the sequence is from the easy one to the difficult one, so the student will have more challenges.

In chapter 1 and 3, there is a follow-up or post-listening activity. For example: in chapter 1 activity 6, the students are asked to work in pairs and make a dialogue based on the given situation, and they are also asked to use the expressions and responses that they have learned. The objective of this activity is that the students are practiced to use the content of the text, and the students' understanding of the text is checked by another medium (Parrish, 2006). This kind of activity is very good, unfortunately there is no such a kind of activity in chapter 5.

The chosen topics in this book can be used in the real situation for real purposes. The purpose of listening is that effective listening skills can be developed by the students, so that they can apply in the real situation (Parrish, 2006). For example the topic in chapter 1 is about greeting, introducing and parting. However, some parts of the activities may digress from the chosen topics. In chapter 1, activities 7 until 11 are not relevant to the topic about greeting, introducing and parting because the contents of those activities are about vacation. In chapter 3, activities 7 until 11 are also not relevant to the topic about invitation and appointment because those activities talk about how to make something. In chapter 5, activities 4 until 6 are not related to the topic about gratitude because they describe some places.

Based on the number of activities, it seems that the number of activities from chapter 3 to chapter 5 is decreasing. In chapter 3, there are 11 activities, while in chapter 5, there are 6 activities. It will be better if the number of tasks is increasing. It means that the students have more challenges. Based on the level of difficulty, activities in chapter 1 are the most difficult because there is an activity which the students are asked to listen to a dialogue and to answer some questions, while there is no such a kind of activity in chapter 3 and 5. Chitravelu et al (2005: 46) point out that "Listening and writing at the same time is difficult." This kind of arrangement should be avoided. It will be better if an activity starts with the easiest one to the difficult one, so the students have more challenges. Chitravelu et al (2005: 19) state that

"Easier items must be taught before more difficult ones." However, if the task is getting easier and easier, the teaching learning process will not be meaningful for the students.

SPEAKING

The basic competencies of speaking in chapter 1 are "(a) using expressions of greeting and parting, (b) introducing one-self and others, and (c) performing a monologue of a recount text." In chapter 3, they are "(a) using expressions of making, accepting and declining an invitation, (b) using expressions of making and canceling an appointment, and (c) performing a monologue of a procedure text." In chapter 5, they are "(a) expressing gratitude, and (b) performing a monologue of a descriptive text." These basic competencies of speaking in chapter 1, 3, and 5 are suitable with the standard competencies of the current curriculum (KTSP).

There are some questions about student's background knowledge and culture at the first activity of each chapter. These questions are to bridge the students' native language and the target language by showing their similarities and differences, especially in the culture. For example in chapter 1 activity 1, the students are asked the following questions orally:

> "(1) What will you say when you have to introduce yourself to someone you didn't know before?
>
> (2) Is it alright if you ask his/her name after introducing yourself?
>
> (3) Is it alright to ask his/her age?"

Besides that, these questions are intended to activate students' background knowledge. Thornbury (2005: 47) states that

> "Activating background knowledge depends on the difficulty of the content, it may help to establish the topic and/or the context of the speech event: this will make the subsequent tasks easier."

It seems that the Audio-Lingual Method is used in the speaking activity because the students are supposed to study the texts and to act out with their friends. For example in chapter 5 activity 2, the students are asked to read and to perform a dialogue. The dialogue is as follows:

> "Ardi : I'm going to the museum on Sunday morning.
>
>   Would you like to come with me?
>
> Ratna : I'd love to. Will you pick me up?
> Ardi : Sure. Be ready at 7, OK?
> Ratna : All right.

After visiting the museum, on the way home, Ratna invites Ardi to have dinner together.

Ratna : Are you free tonight?
Ardi : Why?
Ratna : I wonder if you would like to have dinner at my house.
Ardi : I won't say no. I'll be there."

The Audio-Lingual Method which is based on Behaviorism consists of three important elements: a stimulus, a response and reinforcement (Skinner, 1957; Brown, 1980 as cited in Richards & Rodgers, 2002). The method used at this activity is quite reasonable because the students do not have enough input; therefore, a stimulus in the form of model dialogues is needed, a response by performing the dialogues is required and reinforcement from the teacher is very important. Larsen-Freeman (2000: 43) states that "positive reinforcement helps the students to develop correct habits." Besides that, the time allotment should also be considered; therefore, habit formation is needed to minimize the students' mistakes. It is intended that the students can master English in a relative short time. Finally, English is as a Foreign Language in Indonesia, so the students may be difficult to find opportunities to listen to and to speak English. As a consequent, providing input and practice opportunities for the students in the classroom are very important (Bailey, 2005).

Since the Audio-Lingual Method is used in this activity, the students should memorize the dialogue in order to be able to perform the dialogues. However, the length of the dialogue which is around six exchanges in chapter 1 may become a problem for the students because the dialogue is too long to memorize. The length of the dialogue is decreasing in the chapter 3 and 5. The length of the dialogue in chapter 3 is around five exchanges, and in chapter 5 is four exchanges. The language level of the students will be directly related to the length of a dialogue, three to five exchanges of a dialogue should be reasonable for the students (House & Rabinowitz, 1994). It will be better if the length of the dialogue in chapter 1 is reduced to match the language level of the students. Actually, the length of a dialogue in chapter 1 should be the shortest, and the length of a dialogue should be increasing from chapter 1 to chapter 5, so the students will be motivated.

Richards & Rodgers (2002) state that students still could not apply skills through the Audio-Lingual Method to real communication outside the classroom, and many practitioners discovered that studying through the Audio-Lingual Method is boring and unsatisfying. Besides that, the Audio-Lingual Method is teaching-centered, it means

that the teacher is active because activities in the classroom are controlled by the teacher, and a lot of the talking by explaining, giving directions and asking many questions which students answer is done by the teacher. This also means that the students are relative passive because they have little chance to do more than repeat what the teacher says and have no opportunities for real interaction (Brewster & Ellis, 2007). Because of these objections, the Communicative Language Teaching is also used. It can be seen in the next activity that the students are supposed to work in group and to perform a dialogue based on the given situations. For example in chapter 1 activity 5, the students are asked to work in groups and to perform a dialogue based on the following situations:

> "(1) You introduce yourself to Mr Hutagalung and he responds to the introduction.
> (2) Wayan is your friend. He introduces Sofyan, his brother, to you.
> (3) In the classroom, Dewi, your friend, introduces you to Tini, her sister.
> (4) At a meeting, you introduce Mr Lubis, your English teacher, to your father."

Richards & Rodgers (2002) state that the Communicative Language Teaching is considered to be more humanistic approach to teaching in which the priority is the interaction in the communication. Besides that, the Communicative Language Teaching is learning-centered, it means that students have a chance to interact with each other, that is to communicate in a less controlled and more creative way. The classroom is organized, so that the students are encouraged to express opinions, to ask each other questions or to make suggestions by using pair or group work (Brewster & Ellis, 2007). Based on the activities above, both teaching-centered and learning-centered are used to create an appropriate balance and to promote effective learning. This idea is excellent for the senior high school students.

The technique used for performing a dialogue is role-play. For example in chapter 5 activity 2, one student takes a role as Ardi, and another student takes a role as Ratna. In this activity, the students work in pairs. Moreover, in chapter 1 activity 5 number (2), one student takes a role as Wayan, one student takes a role as Sofyan, and another student takes a role as himself or herself. In this case, the students work in a group of three. Bailey (2005: 38) states that

> "Pair-work and group-work have been widely used by teachers in Communicative Language Teaching (CLT). In the early days of CLT, research showed that students working in pairs get more individual talking time than students working in teacher-fronted classes."

On the other hand, the advantages of using role-play in performing the dialogue are elaborated as follows:
(a) Role-play is an activity bridging the situations from the real life into the classroom (Doff, 1993). Many situations in the real life such as at a school, at a bank, at a hospital, at a shop, and some other places can be presented in the classroom. For example: the situation at a shop is performed in the classroom. One student takes a role as a buyer, and the other student takes a role as a seller. The buyer asks the seller about the price, size and quality of something that he or she wants to buy. They then do bargaining and payment activities. Through role-play, the students can be taught in speaking skills in any situation (Ladousse, 2009).
(b) Role-play is fun (Ladousse, 2009) because "the students can express who they are, their sense of humor, and their own personal communication style *when they perform their role-play*"(Anonymous, n.d : 16). By performing the role-play in front of the class, it can also develop students' self-confidence, especially for shy students. The shy students can be trained to encourage themselves to speak through role-play. Since role-play is very enjoyable, it will lead to better learning (Ladousse, 2009).
(c) Role-play allows students to learn the culture. Larsen-Freeman (2000: 45) states that

> "Language cannot be separated from culture. Culture is not only literature and the arts, but also the everyday behavior of the people who use the target language."

For example: students sometimes forget to make eye-contact when they perform their role-play in front of the class. Besides that, the students sometimes also have a handshake that is too strong or weak. In this case, this is the role of the teacher to make corrections. The teacher must explain that the students must make eye-contact during their communication, and the handshake should be firm (Hartmann, 1992). Although the students are free to express with their own style in communication, they still have to remember the culture.

"What to Say" in chapter 1, 3, and 5 presents a table of expressions which the students

learn in that chapter. It will be better if the table is presented in the beginning of the chapter, so the students will understand the forms of the expressions that they are going to learn. In chapter 1 activity 3 "what to say", an expression: "Good morning. My name's ..." belongs to a less formal expression in "introducing yourself". It should belong to a more formal expression.

Some mistakes in typing the names of persons can be found in this book. For example in chapter 1 activity 2 dialogue 2:

"Andi : Excuse me. Are you Henri?
Cipto : Yes. I'm Cipto Susanto.
Andi : How do you do, Cipto?..."

The underlined word should be Cipto. Another example in chapter 3 activity 4:

"Receptionist : Can I have your name please?
Mrs Sugiarto : Lita Sugiarto. L-I-T-A.

Receptionist : Alright, Mrs Lina Sugiarto. You'll meet Dr. Ali Wardana Tomorrow at 9 p.m."

The underlined word should be Lita. "Tomorrow" should be in small letters. Besides that, it should be a period after Mrs. In chapter 1 activity 5 number (1) and (4), they are written as follows:

"(1) You introduce yourself to Mr Hutagalung and he responds to the introduction.

(4) At a meeting, you introduce Mr Lubis, your English teacher, to your father."

It should also be a period after Mr. Therefore, the correct writing should be "Mr. Hutagalung" and "Mr. Lubis".

In each chapter, there is an assessment. In chapter 1 activity 4 and in chapter 3 activity 5, the students are asked to work in pairs and to complete a dialogue. After that, they are asked to perform it in front of the class. In chapter 5 activity 4, the students are asked to study a model of a dialogue and to make their own dialogue. After that, they are also asked to act it out in front of the class. In the assessment of each chapter, role-play is also used to perform the dialogue in front of the class. Thornbury (2005: 126) states that "most students will be used to doing at least simple role-plays in class, so the same format can be used for testing."

Some parts of the activities may digress from the topics. In chapter 1, activities 7 until 12 are not relevant to the topic about greeting, introducing and parting because the content of these activities are about past events like going camping. In chapter 3, activities 7 until 11 are also not relevant to the topic about invitation and appointment because these activities talk about how to make something. Since in chapter 5 activities 7 until 13 describe some places; therefore, they are not related to the topic about gratitude.

CONCLUSION

It can be concluded that the strengths of this book are the availability of many activities for listening and speaking, and the appropriateness of using: (a) the interactive processing for listening activities, and (b) the Audio-Lingual Method and the Communicative Approach for speaking activities. However, this book has weakness, that is, the level of difficulty is not graded from the easiest to the difficult one. Besides that, there are some mistakes that should be corrected. The teacher who uses this book should be creative in adopting the strength parts of this book, and in adapting or substituting the weak parts of this book.

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