

**A CONTENT ANALYSIS OF A BOOK ENTITLED *MODULE
TOEFL FIRST LEVEL* OF MA MINHAJUT THOLABAH
BUKATEJA, PURBALINGGA**



AN UNDERGRADUATE THESIS
Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan (S.Pd.)*
Degree

By

Dea Nabilah

Student Number. 1817404056

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2023**

OFFICIAL NOTE OF SUPERVISOR

OFFICIAL NOTE OF SUPERVISOR

To : The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University
Prof. K.H. Saifuddin Zuhri Purwokerto
In Purwokerto

Assalamu'alaikum Wr.Wb.

After conducting guidance, review, direction, and correction, I convey that:

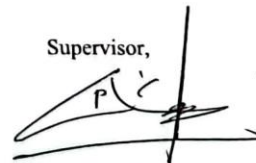
Name : Dea Nabilah
Student Number : 1817404056
Department : Education
Study Program : English Education
Faculty : Tarbiya and Teacher Training
Title : Content Analysis of English Module in MA Minhajut
Tholabah Bukateja Purbalingga

I recommended this thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr.Wb.

Purwokerto, 03 July
2023

Supervisor,



Yulian Purnama, S.Pd., M. Hum
NIP. 197607102008011030

STATEMENT OF ORIGINALITY

STATEMENT OF ORIGINALITY

Here with me,

Name : Dea Nabilah
Student Number : 1817404056
Grade : Undergraduate
Faculty : Tarbiya and Teacher Training
Study Program : English Education Study Program
Title : Content Analysis of English Module in MA Minhajut
Tholabah

Bukateja Purbalingga

Genuinely declare that this thesis is not a plagiarism. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later in my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor's degree).

Purwokerto, 03 Juli 2023



METERAI
TEMPEL
992AJX847715902

Dea Nabilah

S.N 1817404056

APPROVAL SHEET



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126 Telepon
(0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

APPROVAL SHEET

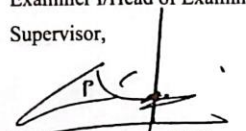
This thesis, entitled:

**CONTENT ANALYSIS OF MODULE TOEFL FIRST LEVEL IN MA MINHAJUT
THOLABAH BUKATEJA PURBALINGGA**

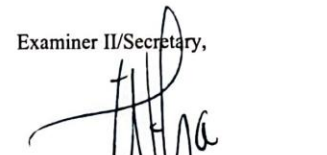
Written by Dea Nabilah (Student Number 1817404056) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on 13 July 2023 and declared qualified for achieving the Sarjana Pendidikan (S.Pd) Degree.

Approved by:

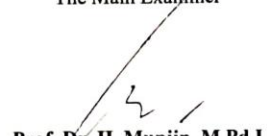
Examiner I/Head of Examiners/
Supervisor,


Yulian Purnanta, M.Hum
NIP. 197607102008011030

Examiner II/Secretary,


Windharivati Dyah K, M.A., M.Pd
NIDN. 2001049001

The Main Examiner


Prof. Dr. H. Munjin, M.Pd.I
NIP. 196103051992031003

Legalized by:

The Head of Education Department,


Dr. Maria Ulpah, M.Si
NIP. 198011152005012004

MOTTO

What you see, people are not interested in our processes. So there is no need to explain how complicated our processes are or how difficult our efforts are. We'll do what we've always done and live as usual. We will continue to move forward calmly, no matter what anyone says. Just because we live quietly doesn't mean we disappear.



DEDICATIONS

This thesis is dedicated to:

First, for myself, who have struggled and survived until the time can finish the lectures.

Second, to My beloved grandmother (almh) Sumirah, who always provides support, prayer, motivation, and an abundance of warm affection. Your wishes and hopes for your grandchildren are achieved.



ACKNOWLEDGEMENT

First of all, the researcher would like to thank almighty God, Allah SWT, the most merciful and the most gracious who has given mercies and blessing that the researcher could finish this thesis entitled "*A Content Analysis of a Book Entitled English Module in MA Minhajut Tholabah Bukateja, Purbalingga*" as a final assignment in achieving Undergraduate Degree (S. Pd) of English Education Study Program at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. Secondly, peace and salutation always be upon to our beloved prophet Muhammad SAW, his family and his companion who guide the way of life for us.

The researcher realized that this thesis would never been accomplished without the guidance and motivation from many people. In this great occasion, the researcher would like to express the deepest thanks to:

1. Prof. Dr. H. Suwito, M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto who had approved this thesis.
2. Dr. Suparjo, M.Ag., as a Vice Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
3. Prof. Dr. Subur, M.Ag., as a Vice Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
4. Dr. Sumiarti, M.Ag., as a Vice Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M. Si., as the Head of Education Department in Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
6. Muflihah, S. S., M. A., as the Secretary of Education Department in

Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.

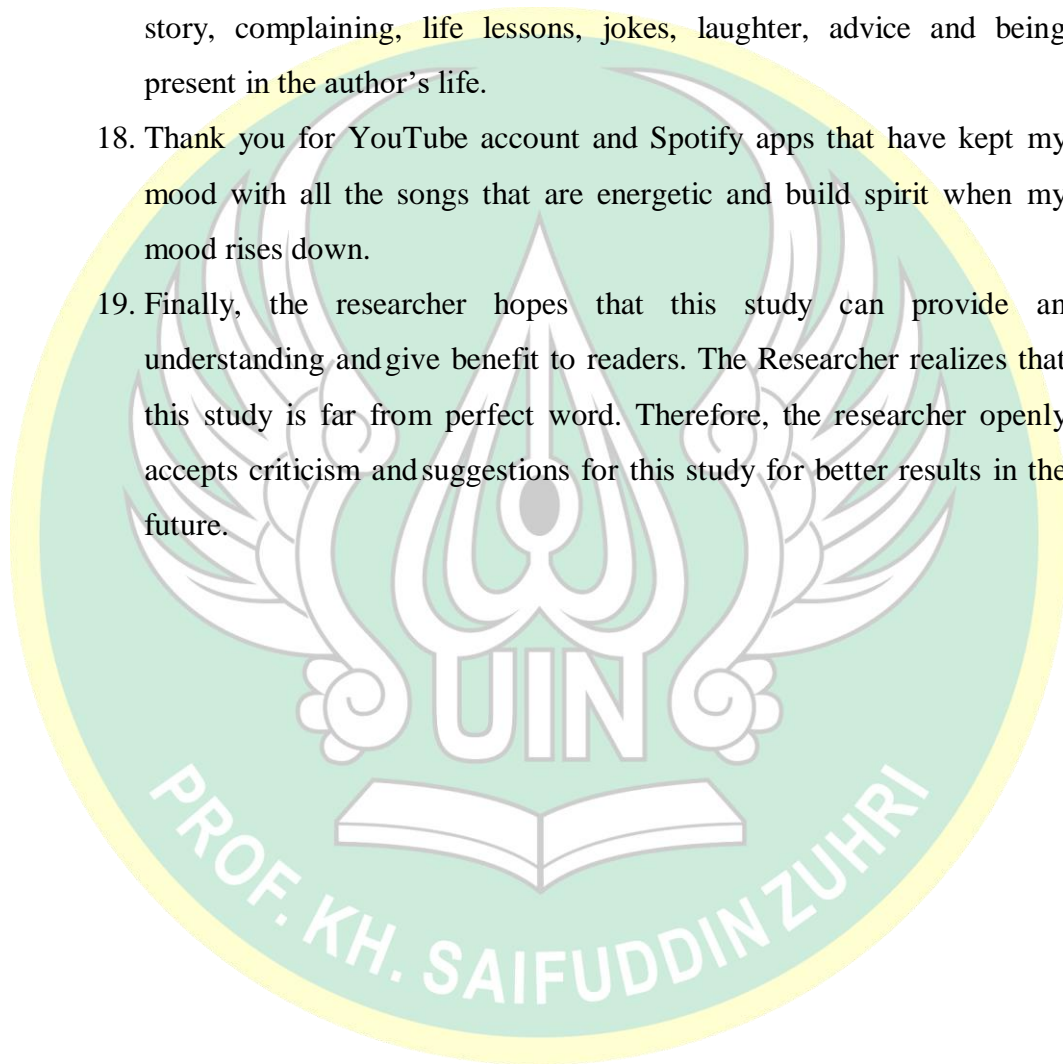
7. Desi Wijayanti Ma'rufah, M. Pd., as the Coordinator of the English Education Study Program and the great advisor of the thesis who always supports and motivates me for finishing this thesis.
8. Yulian Purnama, S. Pd., M. Hum., was my best supervisor ever who was always patient, supportive, and motivate for finishing this thesis.
9. All lectures of the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto especially lectures of the English Education Study Program, who always patiently convey the knowledge and open up the insights of provisions for the future.
10. All of the staff and officials of the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
11. Mr. Waryadi, S. Pt., M. Si., as the headmaster of MA Minhajut Tholabah Bukateja Purbalingga, has given the researcher permission to conduct research at this school.
12. Mrs. Indah Lestari, S. Pd., as an English teacher and also become a homeroom teacher in MA Minhajut Tholabah Bukateja Purbalingga.
13. My greatest and most beloved parents Danang Sucipto and Djumaedah always work hard and gives their best infinite support, suggestion, attention, prayers, and love for their beloved and beautiful children.
14. My beloved brother Ilham Rifa'i and my beloved sister Deana Az-Zahra always gives me support and suggestion to continue this research.
15. For my best friend with the student number 1817404053, 1817404056, 1817404054, 1817404087, 1817404088, 1817404068 who always supports me, and share our tears and laughs, thanks for the nice friendship and our togetherness. I hope our friendship will be eternal.
16. Thank you so much for student number 1817404056 who always fight

together from the beginning until we can get the bachelor degree. Thank you for holding on and fighting through the many things that have happened.

17. For my beloved friends Ulil Awaliyah, Nurotun Aliah, Aulia Salsabila, Aulia Rahmah, Muhammad Habiburrahman, Zidni Chiron Nafi, Sri Maryanti, Linda Astria, and Esti Setiawati thank you for sharing your story, complaining, life lessons, jokes, laughter, advice and being present in the author's life.

18. Thank you for YouTube account and Spotify apps that have kept my mood with all the songs that are energetic and build spirit when my mood rises down.

19. Finally, the researcher hopes that this study can provide an understanding and give benefit to readers. The Researcher realizes that this study is far from perfect word. Therefore, the researcher openly accepts criticism and suggestions for this study for better results in the future.



**A CONTENT ANALYSIS OF A BOOK ENTITLED *MODULE TOEFL
FIRST LEVEL* OF MA MINHAJUT THOLABAH BUKATEJA
PURBALINGGA**

**Dea Nabilah
SN. 1817404056**

**English Education Department
State Islamic University Prof. K.H. Saifuddin Zuhri of Purwokerto**

ABSTRACT

This research aims to analyze the evaluation of the English Textbook Module of TOEFL First Level published by MA Minhajut Tholabah in 2021 with the theory of Cunningsworth criteria. There are six criteria: 1) Aims and approaches, 2) Design and organization, 3) Content language, 4) Skill, 5) Topic, and 6) Practical Considerations. This research is categorized as a content analysis study following three systematic steps. Those were: 1) referring to the evaluation criteria for English textbooks issued by Cunningsworth's theory, 2) determining the subjects, namely Module of TOEFL First Level, 3) analyzing textbooks and interpreting findings and stating conclusions.

Data was collected by evaluating textbooks using Cunningsworth's evaluation textbook criteria. In data analysis techniques, the percentage of meeting the criteria is calculated by dividing the number of criteria that meet the total number of evaluation criteria for a good English textbook. It is then multiplied by 100%. Furthermore, the percentage results of criteria Cunningsworth that are less than 50% cannot meet the criteria.

The results showed that the English textbook entitled Module of TOEFL First Level for four out of six MA Minhajut Tholabah schools met the criteria. The aims and approaches criteria are 50%. Design and organizational criteria is 50%. Language content criteria is 20%. The skill criterion is 20%. The topic criteria are 66%. The practical considerations criterion is 37,5%.

Keywords: *English Module, Textbook, Cunningsworth's theory.*

Table of Contents

OFFICIAL NOTE OF SUPERVISOR.....	ii
APPROVAL SHEET	iv
MOTTO.....	v
DEDICATIONS.....	vi
ACKNOWLEDGEMENT.....	vii
CHAPTER I.....	1
INTRODUCTION	1
A. Background of the Study	1
B. The Scope of Study	3
C. Research Question	3
D. Objectives and Significances of the Study.....	4
E. Conceptual Definition.....	4
F. Previous Studies	6
H. Organization of The Paper	14
CHAPTER II	15
LITERATURE REVIEW.....	15
A. Module.....	15
B. Textbook.....	17
C. TOEFL.....	24
CHAPTER III.....	27
PROFILE THE BOOK.....	27
A. The Identity and Context of <i>Module of TOEFL First Level book</i>	27
B. The Structure and Content of the <i>Module of TOEFL First Level</i>	28
CHAPTER IV.....	42
FINDINGS AND DISCUSSION.....	42
A. The Relevance <i>Module of TOEFL First Level</i> Published by MA Minhajut Tholabah Based Cunningsworth's is Criteria of Good English Textbook.....	42
B. Discussion	76
CHAPTER V	80
CONCLUSION AND SUGGESTION	80

A. Conclusion	80
B. Limitation.....	81
C. Suggestion.....	82
REFERENCES.....	84
APPENDICES.....	88
CURRICULUM VITAE	



LIST OF TABLE

Table 3.1	Content of Each Unit	28
Table 4.1	The Checklist of <i>Module TOEFL First Level</i> Provided in Criteria of Good English Textbook	43
Table 4.4	The Comparison between the Learning Objective based on Lesson Plan with The Explanation Material Parallel Structure of the Textbook.....	53
Table 4.5	The Comparison between the Learning Objective based on Lesson Plan with The Explanation Material Reading Comprehension of the Textbook	58
Table 4.6	The Checklist of Module TOEFL First Level Provided in Criteria of Good English Textbook	63
Table 4.6	The Checklist of Module TOEFL First Level Provided in Criteria of Good English Textbook	68
Table 4.7	The Checklist of Module TOEFL First Level Provided in Criteria of Good English Textbook	70
Table 4.8	The Checklist of Module TOEFL First Level Provided in Criteria of Good English Textbook	73
Table 4.9	The Checklist of Module TOEFL First Level Provided in Criteria of Good English Textbook	74

LIST OF PICTURES

Picture 3.1	Book Cover	26
Picture 3.2	Introduction Listening Unit 1.....	33
Picture 3.3	Strategies for Listening Unit 1	34
Picture 3.4	Supplementary Exercise for Listening Unit 1.....	35
Picture 3.5	Part of Speech for Structure Section Unit	35
Picture 3.6	Strategies for Structure Section Unit 8	36
Picture 3.7	Exercise for Structure Section Unit 8.....	37
Picture 3.8	Supplementary Exercises for Structure Section Unit 8.....	38
Picture 3.9	Reading Section Unit 15	38
Picture 3.10	Strategies for Reading Section Unit 15	39
Picture 3.11	Supplementary Exercise for Reading Section Unit 15	40
Picture 4.1	The Explanation Material of Listening Comprehension in Unit 6.....	45
Picture 4.2	46
Picture 4.3	The Exercise of Listening Comprehension Longer Conversation Unit 6.....	47
Picture 4.4	The Supplementary Exercise of Listening Comprehension Longer Conversation Unit 6.....	47
Picture 4.5	The Explanation Identifying the Topic Material of Listening Comprehension Short Talk in Unit 7	49
Picture 4.6	The Explanation Listening for Specific Information Material of Listening Comprehension Short Talk in Unit 7	50
Picture 4.7	The Exercise of Listening Comprehension Short Talk Unit 7....	51
Picture 4.8	The Supplementary Exercise of Listening Comprehension Short Talk Unit 7	52
Picture 4.9	The Explanation Parallel Structures Material of Structure and	

Written Expression Section Unit 13	54
Picture 4.10 The Exercise 1 of Structure and Written Expression Section in Unit 13	55
Picture 4.11 The Exercise 2 of Structure and Written Expression Section in Unit 13	55
Picture 4.12 The Review 1 of Structure and Written Expression Section in Unit 13	56
Picture 4.12 The Review 2 of Structure and Written Expression Section in Unit 13	57
Picture 4.13 The Supplementary Exercises of Structure and Written Expression Section in Unit 13.....	57
Picture 4.14 The Explanation Reading Comprehension Material of Finding Specific Information Unit 20	59
Picture 4.15 The Exercise Reading Comprehension Material of Finding Specific Information Unit 20	60
Picture 4.16 The Review Reading Comprehension Material of Finding Specific Information Unit 20	60
Picture 4.17 The Supplementary Exercises Reading Comprehension Material of Finding Specific Information Unit 20	61
Picture 4.18 The Cover of Module of TOEFL First Level Textbook.....	65
Picture 4.19 The Content Organization.....	65
Picture 4.20 The Layout of Unit.....	66

LIST OF APPENDICES

Appendix 1	Cover of English textbook “Module of TOEFL First Level”
Appendix 2	Table of content
Appendix 3	Sample activity in Listening Comprehension Section
Appendix 4	Sample activity in Structure and Written Expression Section
Appendix 5	Sample activity in Reading Comprehension Section
Appendix 6	A syllabus of the Listening “Module of TOEFL First Level”
Appendix 7	A syllabus of the Structure “Module of TOEFL First Level”
Appendix 8	A syllabus of the Reading “Module of TOEFL First Level”
Appendix 9	The Lesson Plan of Listening Comprehension Section
Appendix 10	The Lesson Plan of Structure Comprehension Section
Appendix 11	The Lesson Plan of Reading Comprehension
Appendix 12	
Appendix 13	
Appendix 14	
Appendix 15	
Appendix 16	
Appendix 17	
Appendix 18	
Appendix 19	



CHAPTER I INTRODUCTION

This chapter discusses background of the study, the scope of study, research question, objectives and significances of the study, conceptual definition, Previous studies, methodology and organization of the thesis.

A. Background of the Study

Learning and teaching English in Indonesia is still widely practiced in formal schools, starting from elementary education to the university level. Planning the learning process includes a syllabus and a lesson plan containing at least learning objectives, teaching materials, teaching methods, learning resources, and an assessment of learning outcomes (Yanti & Syahrani, 2021). Therefore, education in Indonesia emphasizes one subject, English. In addition, Maudini & Nurhasanah (2018) state that English is the language taught in Indonesia, and most students can learn English. However, English as a global language is not the second language in Indonesia; rather a foreign language. Inseparable from the scope of the school, where teachers look for learning media that are suitable and suitable for use with their students. Haryudin *et al.*, (2020) stated that in the learning process at school, learning media is important in the teaching and learning process in the classroom. Based on the statement above, it can be concluded that language is role used as a communication medium for the success of the students who can learn it. Learning and teaching processes are not far from learning media, so that a conducive learning process occurs and can carry out the teaching and learning process in a conducive and effective manner.

In the process of teaching and learning, one of the factors in the form of support is learning resources. Book learning resources are of various types, such as textbooks, modules, handbooks, workbooks, and others. It is common for students and teachers to know that textbooks are essential learning tools to support learning objectives. Sunarko *et al.*, (2019) stated that a textbook is a book used primarily in schools and colleges to teach a specific subject. Textbooks are one of the learning media considered important in education in Indonesia. Students often come from

various backgrounds, have different academic abilities, and have other learning preferences, which impact their ability to learn and use a foreign language. The teacher's role in selecting book material that follows students' characters must also be considered. As cited by Emilia et al., (2017), particular focus has been placed on one educational resource widely employed in schools: textbooks.

According to preliminary observation during the PPL, the writer has found the uniqueness of the textbooks in the MA Minhajut Tholabah Bukateja Purbalingga school. The *Module of TOEFL First Level* book is used mainly in English subjects as a teaching and learning process. One of the English teachers said the use of *Module of TOEFL First Level* book as a form of school program has a target for students when they have graduated and continue to the tertiary level. The use of the *Module of TOEFL First Level* book was only demonstrated at MA Minhajut Tholabah Bukateja, Purbalingga. The uniqueness, this other school is that it uses the government curriculum, namely the 2013 curriculum for grades 12th and an independent curriculum for grades 10 & 11. The use of textbooks in class helps teachers convey material, and students can use textbooks to practice their understanding of the material. Class action in the teaching and learning process still has an important role in smooth teaching and learning. To support student success, improving the quality of books also needs to be considered.

Therefore, teachers also need a balance in the teaching and learning process; one of a kind is motivation. Gardner (1985) agreed in Dwinalida (2021), saying that to be motivated, a learner must have something expected and longed for reasons, principles, or rationale related to goals or objectives. From the description above, many factors exist in achieving the desired target, and a suitable method will find students' attractiveness in the learning process. So, this book does not use government books or books issued by big publishers but books issued and made by the school, there are still very few textbooks made by schools, and there are still very few people who research published books from schools.

Observing the statement above, the writer wants to analyze the scope of the content of English textbooks and determine whether the TOEFL module is

considered appropriate. The TOEFL-based English subject is recommended at MA Minhajut Tholabah Bukateja Purbalingga as a form of a different language program in Purbalingga schools. Then, TOEFL-based English can later be applied in other schools. In this case, the researcher can dig deeper regarding the constraints of the *Module of TOEFL First Level* book at MA Minhajut Tholabah Bukateja, Purbalingga. Textbooks complement students' work. The role of the teacher in considering the content and methods of development is very important in the teaching and learning process to obtain good student learning outcomes. Whether the teacher has adjusted the material for the MA level to the student's character can be recognized later in the usage of this *Module of TOEFL First Level* book.

Based on the previous explanation, the researcher intended to analyze the “**A Content Analysis of a Book Entitled *Module TOEFL First Level* of MA Minhajut Tholabah Bukateja Purbalingga**”.

B. The Scope of Study

The topic is “A Content Analysis of a book Entitled *Module TOEFL First Level* published by MA Minhajut Tholabah Bukateja Purbalingga”. The scope of the study for this research topic should include several roles in a good English textbook, such as: (a) the textbook to be analyzed is the *Module of TOEFL First Level* at MA Minhajut Tholabah Bukateja Purbalingga; (b) used for material development and evaluation in the new academic year; (c) the *Module of TOEFL First Level* used is an adoption book.

Furthermore, it must also include the criteria that Cunningsworth used in the study content analysis, including a good English textbook. In addition, the scope of research during the learning-teaching process is whether the textbook used can be a good English textbook or not.

C. Research Question

Based on the research background of the study, this research formulates the following question:

Is the A Content Analysis of a Book Entitled *Module TOEFL First Level*

published by MA Minhajut Tholabah Bukateja, Purbalingga considered an appropriate good English textbook based on Cunningsworth's theory?

D. Objectives and Significances of the Study

The research objectives in this study are as follows:

1. The objective of the study is the analyze *Module of TOEFL first level* based on Cunningsworth theory:

This research aims to analyze the content of the *Module of TOEFL First Level* based on Cunningsworth theory of good English textbook.

2. The Significance of the Study

The result of this study expected to give practical benefit the following parties:

a. For Students

This research is expected to in-depth the knowledge about the *Module of TOEFL First Level* for students at MA Minhajut Tholabah Bukateja, Purbalingga. In addition, this research can be used as reference material or benchmark for further research.

b. For Teachers

This research can help choose the right English textbook adjusted to the needs of students in the teaching-learning process. In addition, teachers are also expected to be able to develop material and evaluate textbooks according to good criteria.

c. For the researchers

This study's findings will help English textbooks' authors be more careful in developing and adapting English textbooks to students' characteristics, as well as learn more about the importance of content, language accuracy, and book layout.

E. Conceptual Definition

There are several term that able to describe as follows:

1. Content Analysis

Content analysis is used to analyze texts methodically, considering their obvious material and underlying themes and main

ideas (Schreier, 2012). On the other hand, content analysis can use two methods, namely quantitative and qualitative. In addition, Bengtsson (2016) in Moldavska & Welo (2017), quantitative analysis answers the question “how many” in the form of frequency. In data analysis as categories, qualitative research makes it possible to analyze the text or document analysis.

Based on the explanation above, the two methods are quite complementary according to the needs of each the writer, and because of that, the writer uses qualitative research in the TOEFL textbook content analysis.

2. Textbook

According to Richards (2001), teaching materials were essential components of the majority of language programs. This instructional material included both the course book and the textbook. The subject matter of the course book was taught in schools and created with input from specific educator groups. Simultaneously, the textbook was the subject matter in specific contexts and an integral part of the instruction and learning process. In addition, it could provide opportunities for students to investigate their language competency knowledge and practice.

A textbook is one of the instructional tools used to support learning by stimulating cognitive processes and offering learners a framework and path to follow. It is one of the most important media, a source of material that both students and teachers can use in the teaching-learning process (Tambunan *et al.*, 2019). The textbook is just one of the resources available to teachers to help them achieve their educational goals.

3. Module of TOEFL First Level

The Module of *TOEFL First Level* textbook as a learning tool published by MA Minhajut Tholabah school. This module book focus on section Listening Comprehension Section, Structure and

Written Expression Section, and Reading Comprehension Section. Then, there are 202 pages and 21 units. The goals for student to use *Module of TOEFL First Level* textbook is increasing the TOEFL scores and understand the strategy of questions employing practice questions. This students book was published on 14 August 2021, as a teaching and learning facility for students using the 2013 Curriculum.

F. Previous Studies

Based on several sources related to this research, there are journals and previous research related to the topic in this research. The following are the results comparison of prior research studies.

First, a journal entitled *Content Analysis of English Textbook Interactive English Used in First Grade Junior High School in 2013 Curriculum* by (Tambunan *et al.*, 2019) from HKBP Nommensen University of Medan. The purpose of this study is determine the appropriateness of impressionistic and in-depth analysis in the seventh-grade “Interactive English” textbook. This study employs qualitative descriptive. The collected data was analyzed using Cunningsworth’s theory and the data was collected by documenting the textbook’s content.

The results indicated that an English textbook titled “Interactive English” fulfilled the criteria proposed by Cunningsworth’s theory regarding the impressionistic textbook analysis with score 96% and in-depth textbook analysis with summative score 87%. Based on these summative score, the textbook was categorized as a good enough textbook and learning process as a media resource. Then, based on the results of data analysis, it is possible to conclude that the textbook “Interactive English” for the seventh grade of Junior High School fulfils the criteria for a successful textbook proposed by Alan Cunningsworth, namely impressionistic analysis and in-depth analysis.

In conclusion, both the results of the impressionistic and in-depth

analyses of the textbook mostly lack in the aspect of topic, especially in the cultural context, which is less presented. However, the overall result of a textbook evaluation show that the textbook is of good quality.

The similarity between this study and the researcher's study are on the method and data collection technique and the criteria that used to evaluate textbooks. And the difference is the object that will be analyzed. In this study, the researcher uses *Interactive English* textbook. Then in the researcher's study, the researcher explored the English module in the *Module of TOEFL First Level* textbook.

Second, a journal entitled *Content Analysis on English Module 'Bahasa Inggris'* was published by (the Journal of English Language and Education) JELE written by (Aryani, 2016) from Faculty Training and the Education State Mercu Buana University of Yogyakarta in 2016. This study evaluates the quality of the English module used by students of SMA N 6 Yogyakarta. In this study employs qualitative descriptive. From the journal, the knowledge about the in appropriate content or material, the problem such as types. In this case, Dwi Ariyani's focused evaluates the book to find out whether the book reached the criteria of the item module or not.

The results of this study suggest that the book received 78.57%. In addition, Cunningsworth's evaluation score was 74.25%. Even if the book was given a different evaluation using a different checklist from a different expert, it would still be deemed to have been good. The results of the ten evaluation criteria are as follows: 80% for design and organization; 60% for language content; 88% for grammar; 44% for vocabulary; 95% for language skill; 75% for listening; 100% for speaking; 32% for reading; 76% for writing; 92% for practical consideration. So, it is relevant to be used as a reference.

The similarity between this study and the researcher's study are on the method and data collection technique and the criteria that used to evaluate textbooks. The difference is the object that will be analyzed and this study

uses two theory Cunningsworth and Hutchinson and Waters to compare the criteria evaluations. In this study, the researcher uses *Module “Bahasa Inggris”*. In the researcher’s study, the researcher explored the English module in the *Module of TOEFL First Level* textbook.

Third, a journal entitled *A Critical Content Analysis of English Textbook for Senior High School Students in Indonesia* by (Sulistiyo *et al.*, 2021) from *Studies in English Language and Education*, 8(1), 84-98 in 2021. Urip’s research focused examine the cultural information embedded in an English textbook for Indonesian senior high school students. The "Pathway to English for SMA/MA Grade XI" textbook was analyzed using a critical content analysis in accordance with the cultural information principles from Adaskou *et al.* This study used a qualitative method and the data collection used theory from Adaskou *et al.*

The similarity of this study with my research is used method, but different grade and publisher. Another different is my research used Cunningsworth’s criteria theory, but this research used Adaskou criteria. The researchers also said what was good and what was bad about each piece of information.

Forth, a thesis entitled *A Content Analysis of the English Textbook “Primary English as A Second Language”* was published by (Rahmawati, 2018) a digital Library written by from the Faculty of Tarbiyah and Teacher Training Sunan Ampel State Islamic University Surabaya in 2018. Linda’s research focused on irrelevant material in the cognitive and psychomotor domains following the 2013 English competency standards. The similarity between both researchers is that they used descriptive qualitative. The result of Linda Rahmawati’s research shows that from two aspects of a good vocabulary first aspect was not fulfilled in on material. For the second aspect, ten materials are not fulfilled by this criterion.

G. Methodology

This chapter discusses the research method are used in this study. It covers the discussion of the Research Design, Research Object, Research

Object, Data Collection Technique, and Data Analysis.

1. Research Design

This study aims to analyze the *Module of TOEFL First Level* published by MA Minhajut Tholabah Bukateja, Purbalingga. This study used qualitative research with the content analysis approach to accomplish the aims of this study. This research was conducted to determine whether the textbooks meet the criteria of a good English textbook based on Cunningsworth's theory.

2. Research Object

The object of this research was the *Module of TOEFL First Level* textbook published by the English Teacher at MA Minhajut Tholabah by adopting the TOEFL book from English Course Pare. Researcher analyzed the content and whether the English textbooks were suitable for English Textbooks that were good for MA Minhajut Tholabah. Thus, the object of this research was *Module of TOEFL First Level* textbooks for all classes at MA Minhajut Tholabah. Teacher MA Minhajut Tholabah released this book in 2021 as a reference for students learning to teach English at school to realize the vision and mission of the MA Minhajut Tholabah school "Having the superior ability to excel at the international level in the fields of language and science or research."

The *Module of TOEFL First Level* textbook consists of 202 pages and 21 units divided into three sections: *The listening comprehension section, the structure, and written expression section, and the reading comprehension section.* The researcher's goal in doing the research was to analyze the content in the textbooks using Cunningsworth's theory.

3. Data Collection

The most common data collection methods used in qualitative research is document analysis. Document analysis describes textual data such as journals, newspapers, novels, magazine article,

textbooks, etc. In addition, document analysis refers to the process of systematically examining and interpreting written, visual, or audio documents. The content of the *Module of the TOEFL First Level* textbook was analyzed. The researcher employs this documentation technique while holding a checklist to seek specified characteristics. The others are illustrations, content, themes, and exercises that had analyzed. Those items are integrated into the *Module of TOEFL First Level* in the textbook. The following data collection methods were gathered through document analysis. The significance of documentation studies in aiding comprehension of phenomena, established hypotheses, interpretation, and data validation. The researcher conducted the following steps:

a. Reading

As the first stage in data collection procedure, the *Module of TOEFL First Level* by MA Minhajut Tholabah Bukateja Purbalingga was read to find which tasks are considered as the data. The data are the content *Module of TOEFL First Level*.

b. Note Taking

Finding out the content *Module of TOEFL First Level* provided in the textbook and making an outline of criteria good english textbook that meet into Cunningsworth theory.

c. Identifying

The researcher identified the type of content book was included in Cunningsworth theory. The next stage is to provide a checklist. If variables are desired, the researcher will place a check in the correct area.

No.	The type of Criteria textbook on Cunningsworth	Content module of TOEFL First Level	Provided	Not provided
1				
2				
3				

Based on Cunningsworth, the identification results are classified into many categories of criteria English textbook, including aims and approaches, design and organization, language content, skills.

4. Data Analysis

Qualitative *data analysis* is an analysis based on data obtained in data collection. Researcher use the content analysis method. Content analysis is a research tool used to determine the presence of certain words, themes, or concepts in some of the qualitative data provided. In addition, (Fraenkel *et al.*, n.d.) By developing appropriate categories, ratings, or scores that the researcher can use for subsequent comparisons to shed light on what he or she is investigating.

The analyses of the usually, but not necessarily, written contents of a communication. In analyzing the *Module of TOEFL First Level* textbook in MA Minhajut Tholabah, this research

conducted some categories for the data analysis (Sandu Siyoto & Sodik, 2015). The categories were:

a. Reading

For the first stage in the data collection procedure, the Module of TOEFL First Level textbook for all in grades MA Minhajut Tholabah was read to find classified good English textbook in *Module of TOEFL First Level* book are considered as the data.

b. Analyzing

The researcher evaluated the content *Module of TOEFL First Level* in the Bahasa Inggris textbook after classifying them. Following the collection of data from the textbook, the data was analyzed. Before assessing the data, the researcher reviewed all of the collected data. Data analysis for use as an instrument checklist.

c. Selecting

The researcher reads the *Module of TOEFL First Level* textbook by MA Minhajut Tholabah. The researcher selected that each section of the textbook should be designated a content *Module of TOEFL First Level* from the Cunningsworth category.

d. Listing and classifying the characteristic

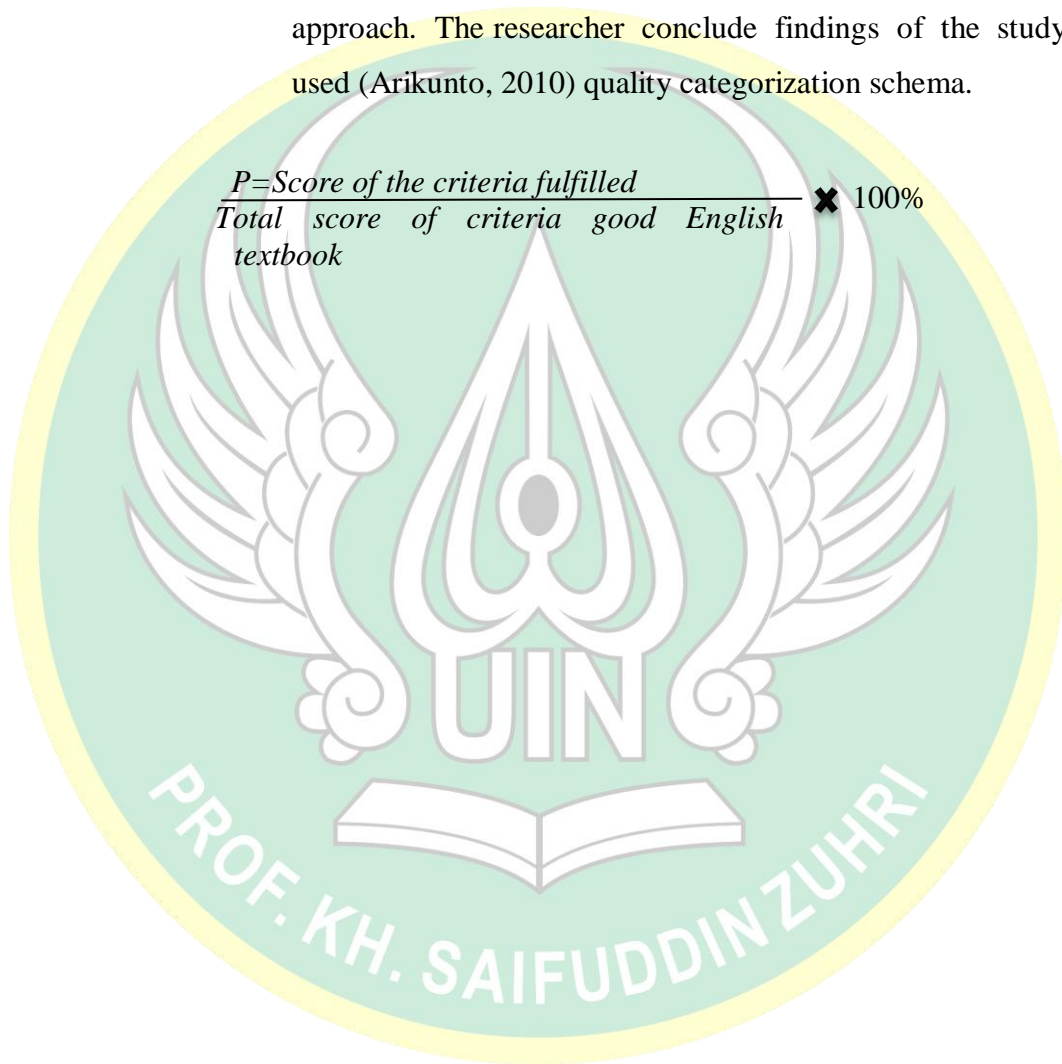
Following the selection of the *Module of TOEFL First Level*, it was classified into several parts based on Cunningsworth' theory that would be utilized to examine the data. After identifying the content *Module of TOEFL First Level*, the researcher classified the data depending on the kind of Cunningsworth. The information is then classified based on the cover, list of content, assignment,

evaluation and pages. This coding is done to ensure that the reader knows what the researcher is discussing.

e. Results

This part discusses the result of research data that have been found. This step was to show the reader the outcome of the problem analysis utilizing the qualitative data discoveries approach. The researcher concludes findings of the study used (Arikunto, 2010) quality categorization schema.

$$P = \frac{\text{Score of the criteria fulfilled}}{\text{Total score of criteria good English textbook}} \times 100\%$$



H. Organization of The Paper

To conduct a systematic study, the structure of the study must be classified. This study's structure explained as follows:

Chapter I presents the introduction of the research which composed of the background of the study, the scope of study, research questions, objectives and significances of the study, conceptual definitions, previous studies, methodology and organization of the paper.

Chapter II presents the theory Cunningsworth in *Module of TOEFL First Level* textbook.

Chapter III contains the profile of TOEFL book including the identity and context of TOEFL English textbook, the skills and content of TOEFL English textbook.

Chapter IV presents the finding of the general description of TOEFL First Level textbook for MA Minhajut Tholabah Bukateja, Purbalingga based on Cunningsworth Theory and the compatibility of the *Module TOEFL First Level* textbook for MA Minhajut Tholabah Bukateja, Purbalingga based on Cunningsworth Theory.

Chapter V presents the conclusion, limitation of study, and suggestion of the research. The researcher summarizes and offers suggestions on the findings.

CHAPTER II

LITERATURE REVIEW

This chapter discusses definition module and function and objective module about module including definition of the module, the textbook, advantages and disadvantages of textbook, content analysis, and criteria of good English textbook of Cunningsworth, and TOEFL findings in definition of TOEFL, and types of TOEFL.

A. Module

1. Definition of Module

The module typically refers to a self-contained learning unit or teaching material covering a specific topic or concept. Modules can be used as part of more extensive courses or curriculum, or they can be standalone resources. A module is the smallest unit that outlines specific learning objectives, tips and tricks on the material, exercises, evaluation instruments, and student feedback. According to Daryanto, (2013), a module is a form of teaching material packaged comprehensively and systematically. It consists of learning experiences designed to help students achieve specific learning objectives. The minimum module includes learning objectives, material or substance, and assessment.

In addition, Nasution (2011) states a module is a complete, self-contained unit based on a specific learning strategy directed at that strategy. It is designed to assist learners in achieving many clearly defined and outlined goals. Moreover, according to Abdul (2017), the module is a book written to enable students to learn independently without the assistance of a teacher. Hence, it only covers some of the earlier discussed essential curriculum components. The module will be easy for a student to use and will be of good quality. In this case, the module enables students to study each subject more to develop their understanding even when the teacher is not in class.

Based on description above, it can be concluded that a module is a learning resource that is thorough, comprehensive, and self-contained and that its contents include a goal, relevant material, summaries of learning, work-related activities, and a program for evaluating learning outcomes.

These components are designed to be taught in a formal setting or with the assistance of peer tutors to help students narrow.

2. Function and Objective Module

There are several terms that able to describe function and objective module as follows:

a. Function of Module

According to Mulyasa (2010), the main goal of a module is to make learning more time, facility, and staffing efficient and effective to achieve the goal as effectively as possible. Additionally, modules are created so that students can study independently. As stated by Suparman (2014), learning independence refers to a student's motivation to master a particular competency so they can use it to solve problems they encounter, as well as the nature, attitudes, and abilities they possess to carry out learning activities independently or with the assistance of others.

b. Objective of Module

According to Aedi (2008), The goals of writing modules are as follows: (1) make the message presentation clearer and more superficial so it is not overly verbose. (2) overcoming the constraints of space, time, and sensory capacity for both students and teachers/instructors. (3) can be used effectively and in various ways, such as to boost students' motivation and enthusiasm for learning, help them learn how to interact with their surroundings and other learning resources directly, and allow them to conduct independent research by their skills and interests. (4) enables learners to assess or measure their learning results. (5) enables students to gauge or evaluate their academic progress.

Meanwhile, according to Sujana (2013), a module aims to effectively and efficiently achieve educational objectives. Students can participate in educational programs at their own pace and ability, learn more independently, be able to assess their learning and place the most significant emphasis on subject matter mastery (mastery learning),

specifically with an 80% mastery level.

According to the experts quoted above, the function and purpose of creating modules are to facilitate learning, convey ideas more effectively and efficiently, serve as an evaluation tool and reference material, and get around space and time constraints. Modules must be organized carefully and effectively so that learning materials can be used as a guide. The core of creating modules can be used as educational material for individuals or groups, allowing students to study modules on their schedules and following their learning styles.

B. Textbook

1. Definition of Textbook

A textbook is a book used in learning that is unique to each subject and level of education. Indonesian schools have several learning sources: modules, textbooks, sources books, handouts, etc. Textbooks and sourcebooks of teachers and students are different. Textbooks as a source for presenting themes, textbooks for all learners, and textbooks for completing assignments (Cunningsworth, 1995). In addition, Harmer's textbook is a written or printed course of study that a teacher uses in class to help the student learn. He notes that textbooks can serve various purposes, such as introducing a new language, reviewing previous learning, providing practice activities, and assessing progress. According to Curriculum 2013, textbooks are written items that impart information to the author. which contain a variety of information and learning activities intended to support the implementation of the curriculum. According to Curriculum 2013, the textbook is expected to be aligned with the curriculum and the learning standards and to be appropriate for the learners' age, grade, level, and strategies that are relevant and effective for the learners, including interactive and experiential learning activities.

McGrath (2002) in Anjaneyulu (2014) asserts that textbooks can set the direction, content, propose in which the lesson is to be taught. Teachers can use textbooks to guide students in teaching and learning. In addition, Mudzakir (2004) in Amrina (2018) said that a textbook is complemented

by student work. The textbook is most commonly used in educational institutions or schools and contains tasks and materials. The material can guide the teacher teach, and the additional tasks make students learn outside the class.

There are many definitions of textbooks, according to experts. As cited in Tarigan (2009), Bacon states that textbooks are books designed, prepared and compiled by experts in their fields and equipped with appropriate teaching facilities for use in the classroom. This is in line with the opinion of Richards & Schmidt (2002) textbooks are books on special subjects that guide teaching and learning, especially in schools or colleges. Textbooks for learning foreign languages are often part of a graded series that includes a variety of skills (listening, writing, reading, speaking). Based on the definition above, textbooks are a compilation of information, sources of knowledge and a medium of instruction prepared to explore students' potential.

2. Function of Textbook

Currently, every subject in school requires a textbook. According to Nasution (2011), as cited by Prastowo (2011), Textbooks have the following purposes: a) as instruction or reference material for students; b) as evaluation material; c) as an aid tool for educators in implementing the curriculum; d) as one of the teaching determinants methods or techniques that educators will use; and e) as a means to advance the student's career and position.

Textbooks can affect students in learning, motivation, and behavior. However, each student gets a different influence. Therefore, making a textbook that will be given to students is complex, but it is also not very difficult. Moreover, Cunningsworth (1995), explains several functions of textbook in teaching English as follows:

- a. A reference source for students;
- b. A valuable resource for presentation material (written and spoken);
- c. A resource for self-directed learning and self-study;
- d. A source of ideas and activities for learner practice and communicative interaction;

- e. A syllabus;
- f. Support for less experienced teachers who have yet to gain confidence.

3. Advantages and Disadvantages of Textbook

Textbooks that are considered to belong to the excellent category can certainly provide many advantages, and the following are the advantages of textbooks, according to (Graves, 2000; Basturkmen, 2010):

- a. It provides a syllabus for the course because the authors of the syllabus have made decisions about what will be learned and in what order.
- b. It provides teachers with a basis for assessing students' learning. Some textbooks include test or evaluation tools.
- c. It provides security for the students because they have a road map for the course.
- d. It provides consistency within a program across a given level if all teachers use the same textbook.
- e. It provides a set of visuals and activities or may include supplementary resources (such as a teacher's handbook, a CD, worksheets, and a video).
- f. It provides consistency between levels within a curriculum.

Also, according to Richards (2001) the advantages of the textbook as follows:

- a. It helps to standardize instruction. Using a textbook in a program can ensure that the students in different classes receive similar content and, therefore, can be tested similarly.
- b. It provides structure and a syllabus for a program. Without textbooks, a program may have no central core, and learners may not receive a syllabus that has been systematically planned and developed.
- c. It maintains quality. If using a well-developed textbook, students are exposed to materials that have been tested and tried, based on sound learning principles, and that is paced appropriately.
- d. It is efficient. The textbook can save teachers' time and allows

teachers to devote time to teaching rather than material production.

- e. It provides a variety of learning resources. Workbooks, CDs and cassettes, videos, CD-ROMs, and comprehensive guidelines and teaching guides often accompany the textbooks.
- f. It can provide effective language models and input. Textbooks can support teachers whose first language is not English and who may need help to generate accurate language input independently.
- g. It is visually appealing. It means that commercial textbooks usually have high design and production standards and hence appeal to learners and teachers.

Based on the above descriptions, it can be concluded that a textbook has become a vital instrument to aid in the learning process. However, there are several disadvantages to using textbooks, which are as follows:

- a. They may contain inauthentic language.
Textbooks sometimes present inauthentic language because texts, dialogues, and other aspects of content tend to be specially written to incorporate teaching points and are often different from natural language.
- b. The textbook may distort content.
Textbooks often present an idealized worldview or fail to represent real issues. Controversial topics are avoided for textbooks to be accepted in many different contexts.
- c. The textbook may need to reflect students' needs.
Because textbooks are often written for global markets, they often need to reflect the student's interests, student needs and hence may require adaptation.
- d. The textbook can kill teachers.
If teachers use textbooks as the primary source of their teaching, leaving the textbook and the teacher's role can become reduced to that of a technician whose primary function is to present materials prepared by others.
- e. The textbook is expensive.
Commercial textbooks may represent a financial burden for students

in many parts of the world.

Based on the explanation above, the researcher concludes that no perfect textbook exists. They each have their own set of advantages and disadvantages. Teachers must first analyze and decide on a textbook before using it as a guide in the teaching-learning process. A course book's role is to assist the teacher in teaching the topics and make it easier for students to understand the materials provided.

4. Criteria of Good Textbook

The textbook is an instrument to support the teaching and learning process. The teacher and students want an instrument that supports them is qualified. Obviously, there are some criteria needed for a textbook to be qualified. It is expected that the teaching and learning process can achieve graduate competency standards optimally. Greene and Petty (1971) in Tarigan & Djago (1993) stated that a criteria of good textbook should possess the following:

- a. The textbook must be exciting and attractive to the learners. They would be interested in using textbooks.
- b. The textbook must be able to motivate the learners.
- c. The contents of the textbook must be illustrative.
- d. The textbook should consider the linguistic aspect. It would suit the learner's ability; the textbook's contents must relate to the other science branch.
- e. The textbook must stimulate the personal activity of the learners.
- f. The textbook's contents must be clear in writing to avoid confusing the children in using a textbook.
- g. The textbook must have a clear point of view because it would be the learner's point of view.
- h. The textbook must balance and emphasize the learners' values.
- i. The textbook must be able to respect the differences of the individual.

Furthermore, there are four guidelines to textbook criteria based on Cunningsworth (1995) as follows:

- a. Textbooks should be appropriate for the learner's needs. They should relate to the language learning program's goals and objectives. The goal and objectives might represent language content and communicative ability needs.
- b. The textbook should represent the uses (present or future) of the language that learners will make of it. Choose books that would teach students to utilize language effectively for their objectives.
- c. Textbooks should consider students' needs as learners and support their learning process rather than dogmatically enforcing a complicated "method."
- d. Textbooks should have a clear function in helping with learning. They, like teachers, function as the link between the target language and the student.

Cunningsworth proposed eight criteria in evaluating textbooks. The suggested criteria: 1) aims and approaches, 2) design and organization, 3) language content, 4) skills, 5) topics, 6) methodology, 7) teacher's books, and 8) practical considerations. The researcher takes six of eight criteria. There were four detailed criteria in the checklist for quick reference to evaluation textbooks.

- a. Aims and approaches
 - 1) Did the aims of the course book correspond closely with the aims of the teaching program and the needs of the learners?
 - 2) Was the course book suited to the learning or teaching situation?
 - 3) Was the course book flexible? Did it allow different teaching and learning styles?
- b. Design and organization
 - 1) What components made up the total course package (e.g., students' books, teachers' books, workbooks, cassettes)?
 - 2) How was the content organized (e.g., according to structures functions, topics, skills, etc.)?
 - 3) Was there reference section for grammar etc.? was some of the material suitable for individual study?

- 4) Was it easy to find your way around the course book? Was the layout clear?

c. Language content

- 1) Did the course book cover the grammar items appropriate to each level and taking learners' need into account?
- 2) Did material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development and strategies for individual learning?
- 3) Did the course book include material for pronunciation work? If so, what was covered: individual sounds, word, sentence stress, intonation?
- 4) Did the course book deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversation, how to structure a piece of extended writing, how to identify the main points in a reading passage, and whether style and appropriate were dealt with?
- 5) Were style and appropriacy dealt with? If so, was language style matched to social situation?

d. Skills

- 1) Were four skills adequately covered, bearing in mind the lesson objectives and syllabus requirements?
- 2) Was there material for integrated skills work?
- 3) Was the listening material well recorded, as authentic as possible, and accompanied by background information, questions, also activities which helped comprehension?
- 4) Were reading passage and associated activities suitable for the students' levels, interests, etc.? Was there sufficient reading material?
- 5) Were writing activities suitable in term of amount of guidance, degree of accuracy, organization of longer pieces of writing and use of appropriate styles?

e. Topic

- 1) Was there sufficient material of genuine interest to learners?
- 2) Was there enough variety and range of topic?
- 3) Would the topic help expand students' awareness and enrich their experiences?

f. Practical consideration

- 1) What the whole package cost and whether this represented good value for money?
- 2) Were the books strong and long lasting? Were they attractive in appearance?
- 3) Were they easy to obtain? Could further supplies be obtained at short notice?
- 4) Did any parts of the package require particular equipment, such as language laboratory, listening centre, or video player? If so, did you have the equipment available for use and it is reliable?

Based on the description above, this study used evaluation criteria from textbooks proposed by Cunningsworth (1995) in evaluation the criteria for textbooks "Module of TOEFL First Level".

C. TOEFL

1. Definition of TOEFL

The English as a Foreign Language test, abbreviated TOEFL, is a test of English proficiency required to apply to universities, apply for employment, and seek scholarships and careers, among other goals. Some experts have given some short definitions of TOEFL. They use different words and sentences to reveal the purposes of TOEFL. They all have the same meaning for the description of TOEFL, a standard test designed to measure the English language skills of non-native English speakers. According to (Pyle, 2001), TOEFL is a test designed to decide whether non-native English students have good skills in English to understand at the colleges, courses or universities in the United States and Canada.

Test of English as a Foreign Language (TOEFL) is a test that has been internationally recognized. Most American universities require international students for either undergraduate or graduate programs to take the TOEFL test. They do not have to take the exam only in the United States (USA), but they can sit for it in other countries, and the result will be internationally accepted. In addition, Brown (2000) (as cited in Kadri, 2012) TOEFL is used to know how much students have learned about structures, vocabulary, and sound systems of English, and it does not prove the action in the classroom and management of one's English.

In Indonesian students, before doing the actual TOEFL test, there is a perception of the TOEFL Preparation class. The teacher's role is essential in teaching students the TOEFL Preparation and the TOEFL test. The TOEFL test influences teachers on what to teach and how to teach it (Barnes, 2016). Even the TOEFL counterpart, the IELTS (International English Language Testing System), does the same thing. TOEFL and IELTS strongly influenced the teachers' attitudes (Silalahi, 2014). They also influenced both classes' teaching and learning activities (Erfani, 2012).

The goal of TOEFL Prediction is to help students increase their TOEFL scores. Masfufah (2018), cited by Ma and Cheng (2015) studied Chinese students' perceptions towards the value of TOEFL Preparation in a Canadian university. The study revealed three things:

- 1) The quality was on the teachers, instruction, and instructional content.
- 2) There were benefits in the efficiency and reorientation of the TOEFL and English development.
- 3) There were engagement and practical achievements in learning communities and sources of motivation.

2. Type of TOEFL

There are some types of TOEFL test by Mulyadi (2020:2) as follow:

a. TOEFL PBT (Paper Based Test)

Type of TOEFL test based on paper or using paper as a means or tool during the test. The TOEFL PBT tests several skills or abilities: Listening, Written Expression, Structure, and Reading. This TOEFL

test takes 120-150 minutes with a score range of 310-677.

b. TOEFL CBT (Computer-Based Test)

Computer-based TOEFL Test. The point is that the TOEFL Test uses a computer as a means or tool during the exam. TOEFL CBT is a type of test developed from TOEFL PBT.

The TOEFL CBT Test tests several skills Listening, Reading, and Writing, with a time of 120-150 minutes and a score range of 0-300.

c. TOEFL IBT (Internet Based Test)

It is an Internet-based TOEFL test, or the internet becomes a means of administering it during the test process. Besides that, this type of test also uses a computer as a medium. This type of test is directly connected to the internet, which distinguishes TOEFL CBT. TOEFL IBT is the newest type of TOEFL launched by ETS (Educational Testing Service) to test one's ability to speak English. Like other types of TOEFL, in the TOEFL IBT, several skills are tested, such as: Listening, Reading, Speaking and Writing. TOEFL IBT lasts 240 minutes with a score range of 0-120.

The explanation above is a type of TOEFL with a different type, time, and score. In general, each TOEFL exam lasts approximately 150 minutes. On the other hand, there are four recognized score levels: (1) 310-420 = elementary, (2) 420-480 = low intermediate, (3) 480-520 = high intermediate, and (4) 525-677 = advanced. The TOEFL Test is concerned with measuring the standard level or level of mastery of English required by an institution or parties that require a TOEFL certificate. Therefore, the explanation above regarding the TOEFL Test score has a minimum score of 310 Mulyadi (2020).

CHAPTER III

PROFILE THE BOOK

This chapter discusses profile the book, identify and context of the *Module of TOEFL First Level*, and the structure and content of the *Module of TOEFL First Level*.

A. The Identity and Context of *Module of TOEFL First Level* book

Picture 3.1

Book cover



The object of this research is the *Module of TOEFL First Level* textbook as a learning material at MA Minhajut Tholabah. The module book was published on 14 August 2021 by MA Minhajut Tholabah and only being used, then distributed in this school. It means that book is not commercially published because it is in accordance with the vision of "globally competitive" and the mission of "developing English language skills through the development of TOEFL skills". The purpose for all students to use *Module of TOEFL First Level* textbook to increase the TOEFL scores and understand the strategy of questions employing practice questions. In addition, this student book was published as a teaching and learning facility for students using the 2013 Curriculum. The *Module of TOEFL First Level* consist of 202 pages, 21 units and divided into 3 sections to discuss the materials, Listening Comprehension Section, Structure and Written Expression Section, and Reading Comprehension Section.

The *Module of TOEFL First Level* is also contributors in the module book are as follows:

The Writers : 1. Fiqhiyatul Khakimah S. Pd
2. Indah Lestari S. Pd
3. Noviana Dian Kurniasih S. Pd

Editor : Indah Lestari S. Pd

Year of publication : 2021

Place of publication : Bukateja, Purbalingga

The book cover are white, orange, blue, and green. The cover showed of the book, titled “Module of TOEFL First Level,” is printed in colored capital letters, simple fills aligned left of the book, and there is a Listening, Structure, and Reading material plan. Furthermore, there is a school logo, address, and zip code. The *Module of TOEFL First Level* book for cover or back cover design looks simple and practical. There is also no writing or printer name on the back cover, only a simple design. This book allows students to learn English based on TOEFL standard. In the module of the TOEFL book, there is only a preface and a list of contents. This book is not equipped with a QR code scanning feature for listening or a CD for students; only teachers have a listening CD. The *Module of TOEFL First Level* book does not list the number ISBN (International Standard Book Number), which must be included in a book. The *Module of TOEFL First Level* book also contains practice questions and brief explanations for each unit. However, there is no evaluation of questions or end-of-term.

The *Module of TOEFL First Level* is the first edition published in almost 1 year and 8 months using the 2013 curriculum. This book also adopts another TOEFL book from Pare, East Java (Interview with Mrs. Indah Lestari one of teacher, 18 December 2022).

B. The Structure and Content of the *Module of TOEFL First Level*

The *Module of TOEFL First Level* published by MA Minhajut Tholabah Bukateja features 202 pages, 3 sections and 21 units each unit contains, short explain material, sample questions strategies, explanation questions, review, and supplementary exercises. There are cover pages, logo school, address, preface, and list of contents. There are the details of the content *Module of TOEFL First Level*.

Table 3.1
Content of Each Unit

Section	Unit	Title	Content of each Unit
Listening	1	“Short Conversations” <i>Listen Specific Information: Who and What.</i>	a) Title b) Short explain c) Strategies d) Exercise e) Supplementary exercises
	2	“Short Conversations” <i>Drawing Conclusions: Who, What, and Where.</i>	a) Title b) Short explain c) Strategies d) Exercise e) Review f) Supplementary exercises
	3	“Short Conversations” <i>Understanding Statements and Negative Expressions.</i>	a) Title b) Short explain c) Examples d) Strategies e) Notes f) Exercise
	4	“Short Conversations” <i>Understanding Special Expressions, Idiom and Phrasal Verb.</i>	a) Title b) Short explain c) Examples d) Strategies e) Exercise f) Review g) Supplementary Exercises

	5	<p>“Short Conversations” <i>Making Inference and Understanding Implied Meaning.</i></p>	<p>a) Title b) Short explain c) Strategies d) Exercise e) Review f) Supplementary Exercises</p>
	6	<p>“Longer Conversations” <i>Identifying The Topic and Listening for Specific Information.</i></p>	<p>a) Title b) Short explain c) Strategies d) Exercise e) Supplementary Exercises</p>
	7	<p>“Short Talk” <i>Identifying The Topic and Listening for Specific Information.</i></p>	<p>a) Title b) Short explain c) Strategies d) Exercise e) Supplementary Exercises</p>
Structure	8	<p>“Part of Speech” <i>Nouns and Articles.</i></p>	<p>a) Title b) Strategies c) Exercise d) Supplementary Exercises</p>
	9	<p>“Part of Speech” <i>Subject, Object, possessive, and Reflexive Pronouns, Possessive adjective; Relative Pronouns and Adverbs; Forms of Other; and</i></p>	<p>a) Title b) Strategies c) Exercise d) Review e) Supplementary Exercises</p>

		<i>no referential It and There Subjects.</i>	
10		“Part of Speech” <i>Adjectives and Adverbs.</i>	<ul style="list-style-type: none"> a) Title b) Strategies c) Exercise d) Review e) Supplementary Exercises
11		“Simple Sentences”	<ul style="list-style-type: none"> a) Title b) Short explain c) Strategies d) Exercise e) Review f) Supplementary Exercises
12		“Agreement” <i>Subject – Verb.</i>	<ul style="list-style-type: none"> a) Title b) Short explain c) Strategies d) Exercise e) Review f) Supplementary Exercises
13		“Parallel Structures”	<ul style="list-style-type: none"> a) Title b) Short explain c) Examples d) Strategies e) Exercise f) Review g) Supplementary Exercises

	14	“Word Choice”	<ul style="list-style-type: none"> a) Title b) Short explain c) Strategies d) Exercise e) Review f) Supplementary Exercises
Reading	15	“Understanding Word Reference” <i>Reference of It , They, Its, Their, and Them.</i>	<ul style="list-style-type: none"> a) Title b) Short explain c) Example d) Strategies e) Exercise f) Supplementary Exercises
	16	“Finding Specific Information”	<ul style="list-style-type: none"> a) Title b) Short explain c) Example d) Strategies e) Review f) Supplementary Exercises
	17	“Finding Specific Information” <i>Answering What, When, and Where Questions.</i>	<ul style="list-style-type: none"> a) Title b) Short explain c) Example d) Strategies e) Exercise f) Review g) Supplementary Exercises
	18	“Guessing Word Meaning”	<ul style="list-style-type: none"> a) Title

		<i>Finding Clues from Punctuation, Restatements, and Examples.</i>	<ul style="list-style-type: none"> b) Short explain c) Strategies d) Exercise e) Review f) Supplementary Exercises
19	“Guessing Word Meaning”	<i>Finding Clues from Surrounding Words.</i>	<ul style="list-style-type: none"> a) Title b) Short explain c) Example d) Strategies e) Exercise f) Review g) Supplementary Exercises
20	“Finding The Main Idea”		<ul style="list-style-type: none"> a) Title b) Short explain c) Example d) Strategies e) Exercise f) Review g) Supplementary Exercises
21	“Making Inferences”		<ul style="list-style-type: none"> a) Title b) Short explain c) Example d) Strategies e) Exercise f) Review g) Supplementary Exercises

The details of each description which consists of 3 sections of the *Module of TOEFL First Level*, based on the table above:

1. Listening Comprehension Section

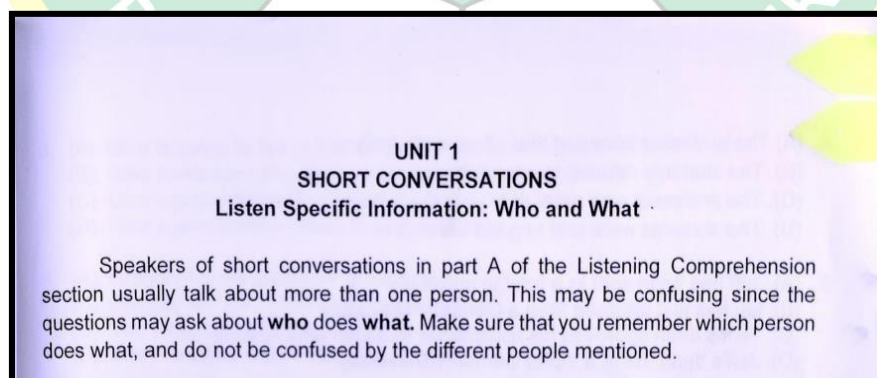
a. Introduction Unit

The book begins with the listening comprehension section, which consists of 7 units. Listening comprehension has three parts: **Part A** Short Conversation, **Part B** Longer Conversation, and **Part C** Short Talk. This discussion takes a sample of 1 listening unit in the first part or Part A. This *Module of TOEFL First Level* is presented with a short explanation of the topic as introductory materials before starting the material. The scope of the introduction unit is integrated with the material, and there is no opening image or background connected to the material.

The picture below shows unit 1 the *Module of TOEFL First Level* book on the first page, there are skill: listening; material: short conversations “*listen specific information: who and what*”; and a short explanation. The introduction is the explanation of the material related to the topic listening for specific information “*Who and What*”.

Picture 3.2

Introduction Listening Unit 1



b. Strategies

Picture 3.3

Strategies for Listening Unit 1

The image shows two panels of text from a textbook. The left panel is titled 'STRATEGIES' and contains a strategy for identifying speakers, a sample problem with a dialogue, and an exercise with ten multiple-choice questions. The right panel contains ten multiple-choice questions numbered 4 through 10.

STRATEGIES
When there are two persons mentioned in the second speaker's line, distinguish who does what.

Sample problem
On the recording, you will hear:
Man : Do you know there's a new member in the band now?
Woman : Yes, I heard Doug recruited Ray as a new guitarist.
Narrator : What does the woman say about the band?

In your test book, you will read:
(A) Doug became a new member of the band
(B) Doug was fired from the band
(C) Ray replaced Doug in the band
(D) Ray was hired as the band's new guitarist

The woman mentions two people (Doug and Ray), and they are used to confuse you in the options. Doug recruited Ray as a new guitarist means that Ray is the new member, hired by Doug. Therefore, the best answer is (D) Ray was hired as the band's new guitarist.

Exercise
Direction : Listen carefully to the short Conversations and questions. Then, choose the best answer to each question. Should be particularly careful of who does what.

- (A) Susan is going to graduate next week
(B) Susan's brother is returning to his hometown
(C) Susan will be there when her brother graduates
(D) Susan's brother is coming to her graduation
- (A) The children did not want to practice.
(B) The instructor did not give them enough practice
(C) The children practiced most of the time.
(D) The instructor made his guitar by himself.
- (A) The man is putting the child to sleep
(B) The child is worried about the sleeping man
(C) The man is afraid he might wake up the child
(D) The child is speaking softly to the man

- (A) The professor attended that afternoon's lecture.
(B) The students refused to attend the lecture
(C) The professor was ordered to give the lecture
(D) The students were told to go to the lecture
- (A) Jeff has been sent to a foreign university
(B) Jeff has just returned from a Germany University
(C) Jeff's dean approved his acceptance to a Germany student
(D) Jeff's dean made a trip to Germany University.
- (A) The Librarian was rather reserved with the students
(B) The man will ask the Librarian to reserve the book
(C) The Librarian asked the students to return the book
(D) The man can have the books for two days
- (A) The president appointed Bob as the new president.
(B) Bob become president for one more year
(C) The students denied Bob the position of president
(D) Bob will try again in the presidential election next year
- (A) The doctor decided to make a week off from work.
(B) Ross was told he wasn't too weak to attend lectures
(C) He doctor was too weak to examine Ross' condition
(D) Ross took his doctor's advice to rest for a week.
- (A) Andrew will receive an inheritance from his aunt
(B) Andrew's aunt mentioned his name before she died
(C) Andrew was lucky to have such a benefit
(D) Andrew had a strong will help to his dying aunt
- (A) The cab driver waited for Sunday at the corner
(B) Sandy cornered the waiting taxi driver
(C) The waiting taxi driver was mad at Sandy
(D) Sandy waited for a taxi at the corner

After explaining the material, the next section shows strategies divided into two activities: sample problems and exercises. The sample problem has one short conversation question with an answer and an explanation. The sample problem is an example of an on going problem in the following questions. In the picture above, after the sample problem, there is an exercise question and direction. Students are directed in this area to choose the best answer for their understanding of listening comprehension. There are ten multiple-choice exercise questions with "who and what" material.

c. Supplementary Exercises

Picture 3.4

Supplementary Exercise for Listening Unit 1

SUPPLEMENTARY EXERCISES
Direction : Listen carefully to each short conversation and the questions. Choose the best answer to each question.

- (A). Tom assisted the professor in her research
 (B). The professor assisted Tom to be the best in class
 (C). Tom would like to be the best by assisting the professor
 (D). The professor would like Tom to assist her.
- (A). Jimmy was told to leave his old apartment
 (B). Jimmy told the landlady that he would pay his rent
 (C). The landlady looked for Jimmy to ask him to pay his rent
 (D). The landlady told Jimmy to move to her new apartment

2

- (A). Gina is going to live in California with her grandmother
 (B). Gina loves spending her holidays with her grandmother.
 (C). Gina's grandmother from California often visit Gina
 (D). Gina's grandmother loves to visit California
- (A). Gregory knows professor Moore well
 (B). Gregory will fail Professor Moore's course
 (C). The Professor will give Gregory a chance
 (D). The Professor will be teaching Gregory.
- (A). Professor Morrison is helping Jack rewrite the paper
 (B). The woman will rewrite Jack's paper
 (C). Jack was told to rewrite his final paper
 (D). The man should help Jack rewrite the paper
- (A). The woman will explain the lesson to the man
 (B). The man is going to explain the lesson to James
 (C). James is going to explain the lesson to the speakers
 (D). The woman is going to explain the lesson to the James
- (A). She asked the man to buy the book
 (B). Roy borrowed her book yesterday
 (C). She will borrow the man's book
 (D). Roy will buy her the book
- (A). Patricia is helping Donald with the project
 (B). Patricia is helping the woman with the project.
 (C). The man is helping Patricia with the project.
 (D). The woman asks the man to help her finish the project
- (A). She's going to told a party at Melissa's place
 (B). She will throw a party at Melissa's house
 (C). Melissa is going to prepare the party for the woman
 (D). Melissa is going to have a birthday party
- (A). Brian painted the woman's room
 (B). Brian painted the man's room
 (C). The woman and the man mad Brian's room nice
 (D). The room's decoration is nice.

The last listening section is a supplementary exercise on page two of the "exercise" section below. There was no significant difference to the previous questions, with the same number of questions, as many as ten multiple-choice questions. Students are asked to answer the best question according to direction. Supplementary exercise is a different matter of exercise.

2. Structure Comprehension Section

a. Introduction Unit

Picture 3.5

Part of Speech for Structure Section Unit 8

UNIT 8
PARTS OF SPEECH
Nouns and Articles

A. Nouns
 There are various types of nouns. Some nouns may fall under more than one type. This unit takes up the following types of nouns:
 1. Countable Nouns
 2. Uncountable Nouns

1. Countable Nouns
 Countable Nouns can take the singular or plural form.

Singular	Plural	Examples
a cat	cats	
a man	men	There is a man outside the building.
a tooth	teeth	There are two men outside the building.
an egg	eggs	An elephant has trunk.
an elephant	elephants	Elephants have trunks.
an axe	axes	

a. Singular Nouns
 When a noun refers to one person or thing, it is singular.

Singular form	Examples
a girl	
a book	I need to buy a book.
a report	One report is missing from the file cabinet.
an insect	An insect is type of very small animal with six legs
an orange	
an icon	

STRATEGIES
 1. Do NOT end singular nouns with -s/-es.

Check your understanding.
Direction: Circle the articles and numbers, and underline the nouns they modify. Decide which ones are wrong. Correct the mistakes.

- On their vacation, they took a long, enjoyable trips to the country.
- Kathy has finished reading one chapters of the book.
- Carla is only one of the many outstanding students in our school.
- One cups of coffee will be perfect to ward off sleepiness.
- There is one empty chair in the back row for you to sit on.

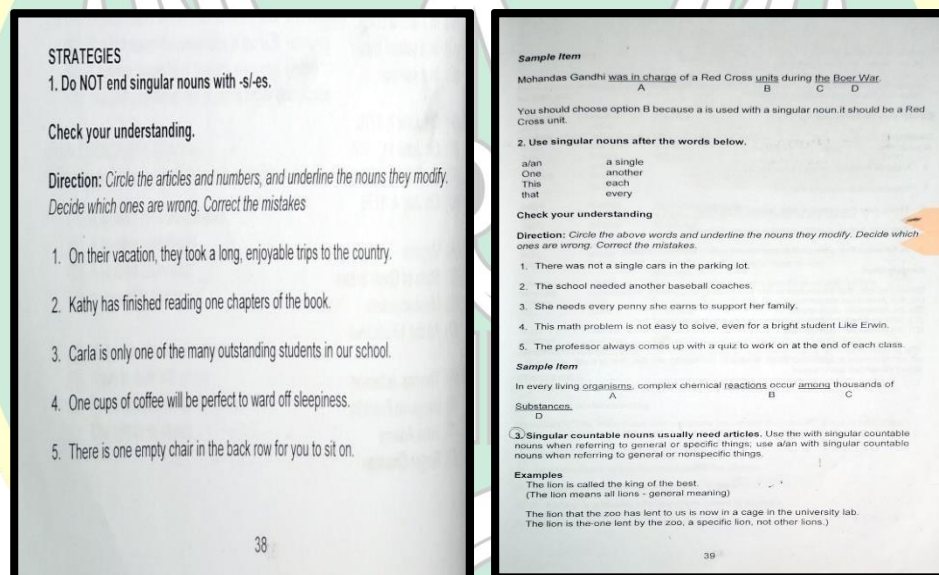
38

On page 38, unit 8 discusses the structure section. The first part is the same

as the previous discussion in the Listening section. In the nouns material, it discusses two materials, namely countable nouns and uncountable nouns. With the same arrangement of each material, there are strategies, sample items, exercises, and supplementary exercises. There is a difference at the beginning of the material: in the structure section, after the title directly discusses the material, there is no short explanation. There are two discussion materials in the part of speech, namely "nouns and articles." As shown above, there are strategies, sample items, and examples for each "nouns" or "articles" material.

b. Strategies

Picture 3.6
Strategies for Structure Section Unit 8

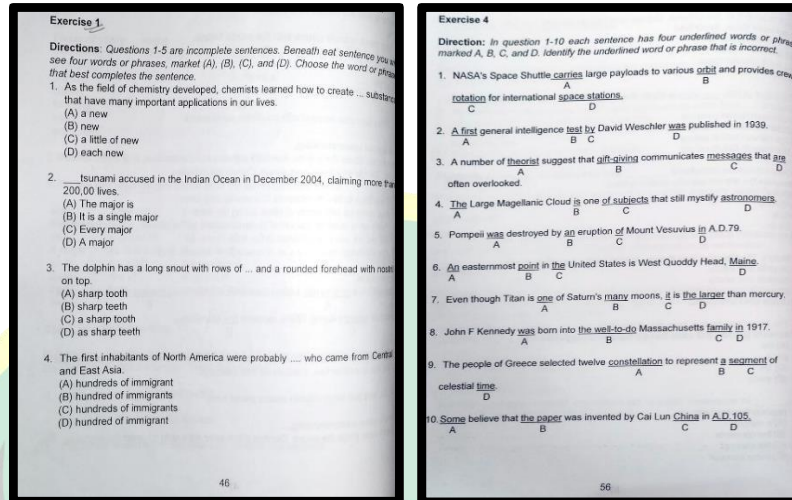


In the strategies, there are which are asked to five questions ask the students to correct the mistakes in the questions. In discussing this material, students receive more material and practice questions in multiple-choice. Each material gets one sample item along with answers and explanations. The sample item questions are also multiple-choice. However, the practice questions are less varied because there is only 1 type of learning evaluation in multiple-choice. The layout of the questions and material is still monotonous because the background is white with black ink, and there is no font color to attract students to understand the material or questions.

c. Exercise

Picture 3.7

Exercise for Structure Section Unit 8



In the structure material for the exercise section, there are more exercises compared to the "structure" material for the other exercise sections. Exercise 1 includes five questions, exercise 2 has 15 questions, exercise 3 has ten questions, and exercise 4 has ten questions. There are 40 practice questions.

The picture above only takes Exercises 1 and 4, but there is an error in the number of questions in Exercise 2, which should be five questions, but the number of questions is more than 15 multiple-choice questions. As many as 40 questions need to be simplified again to make it look simple and practice and need accuracy in including the number of questions or vice versa.

d. Supplementary Exercises

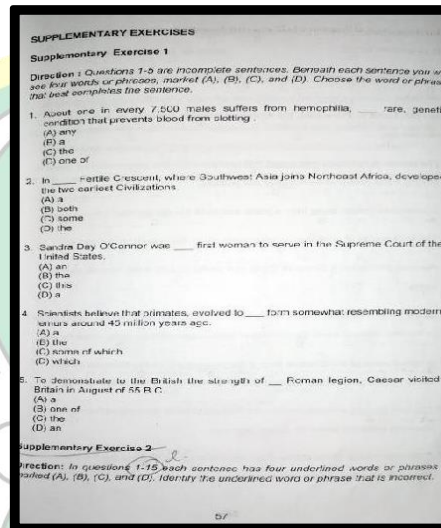
The difference between the exercise questions above, the supplementary exercises have two questions. In the first question, supplementary exercise 1 has five questions, while supplementary exercise 2 has 15 questions. The comparison is very far between the two supplementary exercises.

The supplementary exercise does not refer to the material discussed. Nevertheless, only the command "chooses the word or phrase that best completes the sentence". The difference is not much with the exercise because the exercise does not have material specification questions to be used as an

exercise. Lack of practice in compiling questions can affect student learning conditions. Like the picture of the supplementary exercise question below:

Picture 3.8

Supplementary Exercises for Structure Section Unit 8



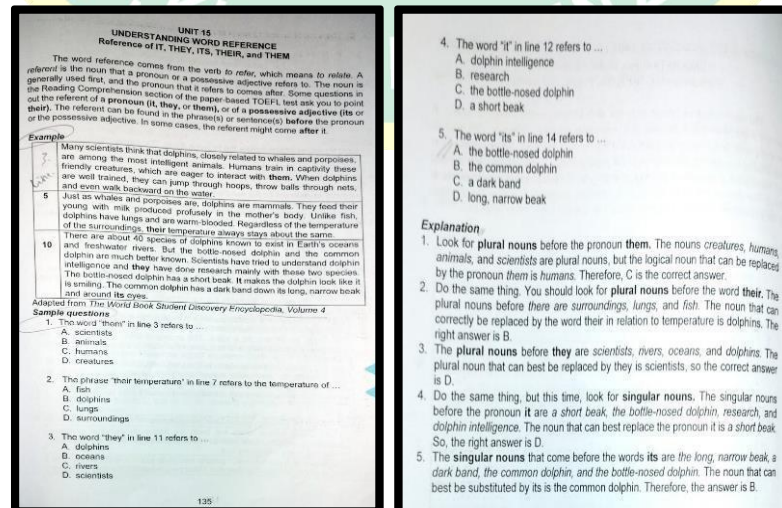
3. Reading Comprehension Section

a. Introduction Unit

The final section of the section is reading comprehension. The reading skill has seven units of the material. Below is a picture of reading skill unit 15 on page 135:

Picture 3.9

Reading Section Unit 15

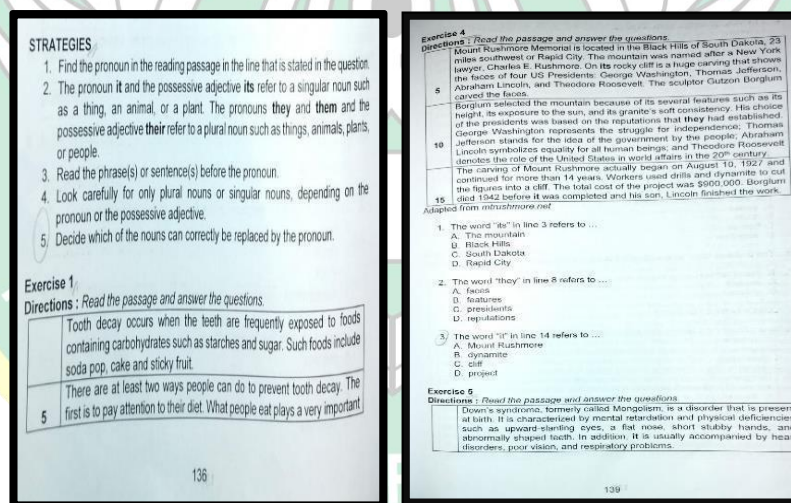


In reading section, it has a title and material to discuss. However, for reading skills, almost every unit has a brief explanation. As seen in the picture above, there is material, although not all sections have a brief explanation before entering the material. As with previous skills, there is no brief explanation, which shows that consistency in the *Module of TOEFL First Level* book still needs to be improved.

At the beginning of the reading unit, examples of material are presented in the form of paragraphs and sample questions. Example questions like the picture above use a table, which are numbers that indicate a line, and a paragraph is on the side of the line. The sample question in sample question has four questions and ends with a clear explanation. The average reading skill has a small number of questions compared to the previous skills.

b. Strategies

Picture 3.10
Strategies for Reading Section Unit 15



In the strategies, there are five directions before students work on the exercise questions below. They are divided into five exercises, each consisting of 3-4 questions with tables and multiple choice. The questions are few, but students need to be extra in understanding the paragraph table because it can take much time. Variation in making questions still needs to be improved; even though this is a *Module of TOEFL First Level*, the student needs variations on questions and font colors, or this book can add tips and trick

c. Supplementary Exercise

Picture 3.11

Supplementary Exercise for Reading Section Unit 15

SUPPLEMENTARY EXERCISES
Supplementary Exercise 1
Directions: Read the passage and answer the questions.

In some ways, a hurricane is like a person: after growing and developing, it becomes old and dies. A hurricane has a character of its own and it follows its own path. People remember a hurricane long after it is gone, so it seems natural to give a hurricane a name and to talk about it as if it were alive.

5 Using women's names became the practice during World War II, following the use of a woman's name for a storm in the 1941 novel *Storm* by George R. Stewart. In it, a weatherman amused himself by naming storms after beautiful women he knew. He named one Maria. The story describes how Maria grew and developed, and how she changed the lives of people when she struck the United States. The naming of hurricanes continued when the United States Army and Navy weathermen who studied weather conditions over the Pacific Ocean also named hurricanes after women during World War II. One of their duties was to warn American ships and planes when

140

15 a storm was coming. Whenever a storm was spotted, they gave it a female name: the practice of using female names exclusively ended in 1979 when names from both genders were used to designate storms in the eastern Pacific. A year later, male names were included in the lists for the Atlantic and Gulf of Mexico.

Adapted from Science Research Associates, 1983

1. The word "it" in line 6 refers to ...
A. practice
B. name
C. storm
D. novel

2. The phrase "their duties" in line 12 refers to the duties of ...
A. people
B. Army
C. weathermen
D. women

3. The word "they" in line 13 refers to ...
A. weathermen
B. conditions
C. ships
D. planes

Supplementary Exercise 2
Directions: Read the passage and answer the questions.

What is the origin of Halloween? Halloween, celebrated on October 31, developed from new year festivals and ancient festivals of the dead. One of the sources of present day Halloween celebrations is the Celtic Festival of Samhain, a festival that honored Saman, the Celtic lord of death. The festival occurred in late October and early November – the time for lifting up of the cold and for looking ahead to the new. It marked the beginning of the season of cold, darkness, and decay. Naturally associated with human death, Samhain was celebrated by the Celts who lived more than 2,000 years ago in what are now Great Britain, Ireland, and northern France. On the evening of the festival, the Druids, who were the priests and teachers of the Celts, ordered people to put out their hearth fires. The Druids built a huge new year's bonfire of oak branches, which they considered sacred. The hearth fire in every family was relit from it. During this celebration, people wore costumes wore costumes made of animal heads and skins.

Halloween experienced great changes when the Romans conquered the Celts in 43 A.D. and ruled for about 400 years. During this period, the Celtic festival of Samhain was combined with two Roman autumn festivals. One of them, called Pomona, was held in late October to honour the dead. The other festival honored Pomona, the Roman goddess of fruit

141

Just like the previous skills, there is a supplementary exercise, which is the supplementary exercise as the end of learning. The contents of the *Module of TOEFL First Level* book need to be improved because there are no end-of-semester questions for each skill or each semester. This unit is taken from 7 units in reading skills. Supplementary exercise as the last page of this book. There are no reference lists, picture acknowledgements, or the name of the book's writer teams.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter portrays the findings and discussion toward the research in MA Minhajut Tholabah Bukateja Purbalingga about Content Analysis *Module of TOEFL First Level* book. Related to the findings and discussion, this chapter aims to describe the relevance *Module of TOEFL First Level* book based Cunningsworth's criteria of good English textbook, and discussion.

A. The Relevance *Module of TOEFL First Level* Published by MA Minhajut Tholabah Based Cunningsworth's is Criteria of Good English Textbook

The researcher provides data analysis and the results of the research questions shown in the first chapter of this study. This chapter presents the findings related to the analysis of textbooks for the Islamic High School of Minhajut Tholabah "Module of TOEFL First Level" published by MA Minhajut Tholabah Bukateja, Purbalingga. The *Module TOEFL First Level* Book is applied to all grade of 10, 11 and 12. However, the result shows in this chapter textbook according to the learning objective for grade of 12.

There are three skills in basic competencies, Listening, Structure, and Reading. In the listening skill section, there are two basic materials: "listening longer conversations and listening short talks". Next, for structure, there is only one basic material "parallel structures". Lastly, reading comprehension, there are two basic materials "finding the main idea and making inferences".

The *Module of TOEFL First Level* consists of 21 units, each divided into seven units. This chapter explains the relevance of English students "Module of TOEFL First Level" based on Allan Cunningsworth's criteria of good English textbook.

The researcher would explain the writing task that are appropriate with the criteria of Allan Cunningsworth into table. After analyzing the book's content based on Cunningsworth's criteria for a good English textbook, the next stage is determining how many criteria have been met. See Table (4.1). By score point, the researcher contrasts the findings and the criteria: 0 = does not meet the criteria, 1 = partially meets the criteria, and 2 = very closely. Table (4.2) includes criteria that have been completed as well as a description of criteria that require refinement.

a. Aims and Approaches

There are three criteria in the aim and approaches. The first criterion is investigating whether the aims of the textbook correspond closely with the aims of the teaching program and the learners' need is fulfilled or not. It is a less fulfilling criterion. Although, the learning objectives in the textbook and the lesson plan are closely related. However, the aims of the course book does not correspond to the learners' need. It is proven by the fact that the book is being used for all grade X, XI, XII. For example, the learning objective stated in the textbook, unit 1 part of listening comprehension, corresponds to the learning objective in the lesson plan. The students identify the topic and listen for specific information. The learning objective displayed in the table 4.2 and picture 4.1.

The second criterion is about whether the textbook is suited to the learning / teaching situation is fulfilled or not. This criterion is a less fulfilling. Regarding the teaching-learning situation, it is appropriate to the status and role of English as the Foreign Language in Indonesia. Learning situation is not suited because the material does not match the learning situation that only works on TOEFL exercise.

The third criterion is to investigate whether the textbook is flexible and allows different teaching and learning styles to be fulfilled. It is quite flexible. Based on the lesson plan, the learning activities are understanding the topic in audio, the material, and the exercise, because the textbook different teaching and learning styles even though the students are more focused on the subject of TOEFL training with the same subject style and the understanding related to the topic. That allows the teacher to direct the students to do interesting activities, and students can gather information from many sources. It is displayed in the table 4.1.

Table 4.1
The Checklist of *Module TOEFL First Level* Provided in Criteria of Good English Textbook

No.	The Types of Textbooks with the Cunningsworth	Relevancy			%
		0	1	2	
1.	Aims and Approaches	<ul style="list-style-type: none"> Did the aims of the course book correspond closely with the aims of the teaching program and the needs of the learners? 	✓		50%
		<ul style="list-style-type: none"> Was the course book suited to the learning or teaching situation? 	✓		
		<ul style="list-style-type: none"> Was the course book flexible? Did it allow different teaching and learning styles? 	✓		
Total Fulfillment		3			
Percentage Score		$\frac{3}{6} \times 100\%$			

The relevance of the aims and approaches criteria to the aims stated in the textbook is 50%. First, it does not fully meet the proposed criteria. In addition, students' needs still do not cover what is needed because their barriers also influence teaching and learning. The second criterion does not meet the suggested criteria fully because the *Module of TOEFL First Level* book is dedicated to testing the proficiency of English as a Foreign Language not English skills in general. In addition, material or lessons covering the educational curriculum has yet to be established.

Moreover, teachers need to help, understand students, and develop TOEFL materials easily to deliver them efficiently. As for the *Module of TOEFL First*

Level books, the material to be submitted does not match the curriculum. In the TOEFL First Level module, the first material in unit 1 is *a short conversation/listening comprehension*, while in the scheme, the first substance is *a longer conversation/listening comprehension*. Then, it is necessary to pay attention to flexibility to allow different teaching and learning styles. It is displayed in the table 4.2.

a) **Listening Comprehension Section**

Table 4.2

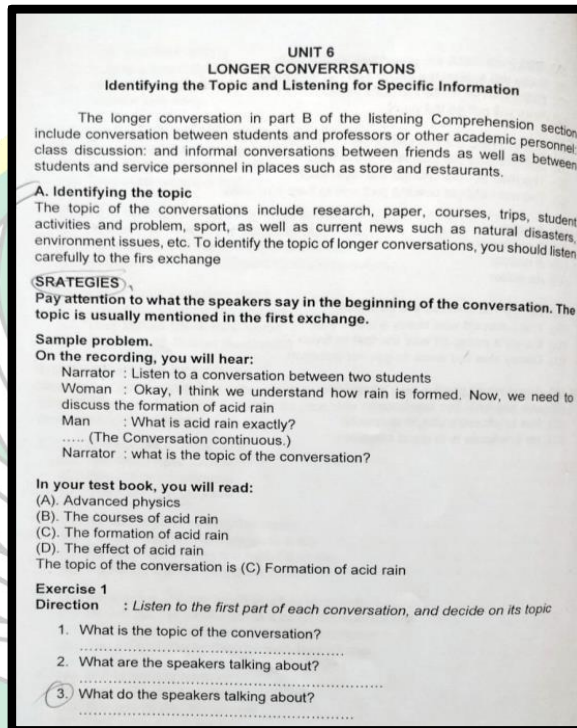
The Comparison between Learning Objective the Lesson Plan with The Explanation Material Listening Skill of the Textbook

The comparison between the explanation of the material stated in the textbook and the purpose of learning in the lesson plan are closely related. Example: Explanation of the material described in the textbook according to the purpose of learning in the lesson plan. The student should understand the topic, what, who, etc. See picture 4.1.

Skills	Unit	The Explanation Material Stated in the Textbook	Learning Objective Stated in Lesson Plan
Longer Conversations/ Listening Skill	Unit 6 Identifying the Topic and Listening for Specific Information	The longer conversation in part B of the listening Comprehension section include conversation between students and professors or other academic personnel: class discussion: and informal conversations between friends as well as between students and service personnel in places such as store and restaurants.	<ul style="list-style-type: none"> - Understanding the topic of the conversation in the audio. - Understanding the information of what, where, when, why, how, how many, etc. of the conversation in audio. - Determining the correct answer while listening the audio.

Picture 4.1

The Explanation Material of Listening Comprehension in Unit 6



This section divides listening material into two: part A is Short conversation and part B is Longer conversation. The student can attend and practice talking about more than one person. Then, the student must understand and answer questions about *Identifying the Topic and Listening for Specific Information*. The picture below is a Longer conversation material.

In unit 6, there are two subjects discussed separately. Below the title is a brief explanation before entering the material discussion. In point A, it briefly discusses the topic. The image above shows the coverage of material that contains material explanations, strategies, exercise and examples of questions with answers. For point strategies, students are asked to define answers to questions briefly and predict questions related to who, what, when, why, how, etc. Meanwhile, Exercise 1 contains three-question essays with a "longer conversation" in which students listen to the conversation through audio.

Picture 4.2

Exercise 1
Direction : Listen to the first part of each conversation, and decide on its topic

1. What is the topic of the conversation?
.....
2. What are the speakers talking about?
.....
3. What do the speakers talking about?
.....

B. Listen for specific Information
Other question in part B of the Listening Comprehension section deal with specific information in the Conversations.

28

STRATEGIES

1. Briefly preview the options given in the test book before the meeting
2. Try to anticipate the question for every problem; who, what, when, why, how, etc
3. Try to determine the answer while listening.

On the recording, you will hear:
Narrator : Questions 1 through 3 are based on the following conversation.
Woman : Hi, Clark. I called you this morning but nobody picked up the phone. I just wanted to ask you about the introduction to psychology course that you took last semester.
Man : Are you taking Professor Palmer's course this coming semester?
Woman : Yes. And I heard he's Very demanding.
Man : Yes, you are right. Don't expect that he'll tolerate students coming late for his class. He gives a lot of assignments and he's strict about deadlines.
Woman : Wow! That's discouraging.
Man : AVV, c'mon. If I can do it, so can you.

On the recording, you will hear:
Narrator : 1. Why did the woman call the man?

In your test book, you will read:
(A). To ask about a course
(B). To introduce Professor Palmer
(C). To ask for an assignment
(D). to complain about Professor Palmer

On the recording, you will hear:
Narrator : 2. What do the speakers say about Professor palmer?

In your test book, you will read:
(A). He makes his students work hard
(B). He is an encouraging lecturer.
(C). He comes late for his own class
(D). He is lenient with his students.

On the recording, you will hear:
Narrator: 3 How does the woman feel about taking the course?

In your test book, you will read:
(A). Enthusiastic
(B). Angered
(C). Disappointed
(D). Pessimistic

Explanation

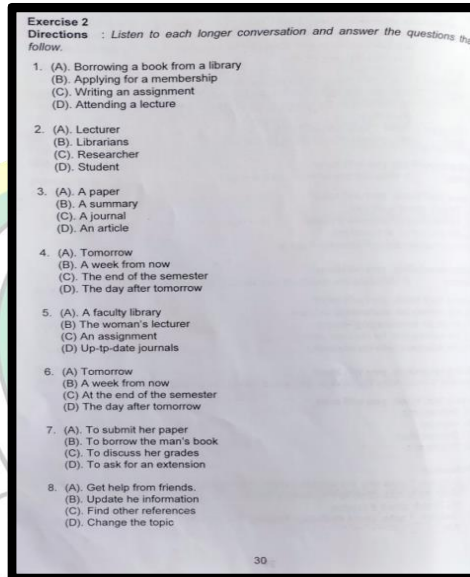
1. Question 1 asks why the woman called. The reason mentioned is..... to ask you about the introduction to Psychology course..... Therefore, the best answer is (A) To ask about a course.
2. Question 2 asks about Professor Palmer. The woman in the Conversation says that.....

29

In the picture above, the discussion material in picture 4.1 is completed immediately in continuation with the Point B discussion material. There are three *strategies* should be considered in answering questions in the discussion of point A. There is an example of a “longer conversation” and three examples with its explanation. Then, a little confusing in the example of the issue is that there are no numbers beside the questions; there are only bold letters as the differentiator from one question to the other.

Picture 4.3

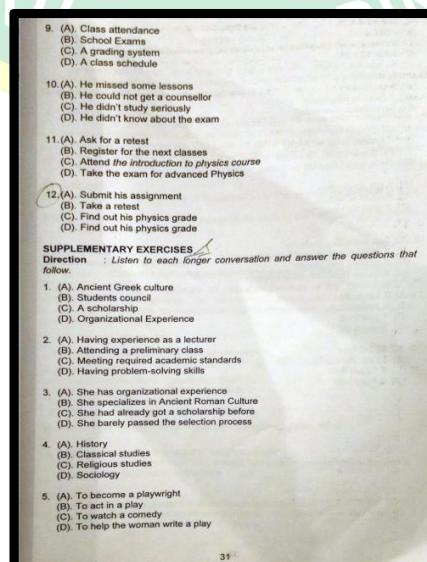
The Exercise of Listening Comprehension Longer Conversation Unit 6



The next material, exercise 2 with a total of 12 multiple choices. The students were asked to carefully listen to the “longer conversation” and choose a good answer. There is no number of points in the directions.

Picture 4.4

The Supplementary Exercise of Listening Comprehension Longer Conversation Unit 6



The supplementary exercise becomes a coverage of material in the discussion Unit 6. Exercise 2 is a total of 12 multiple-choices. The students were asked to listen carefully to the “longer conversation” and choose a good answer. There is no number of points in the directions.

Table 4.3

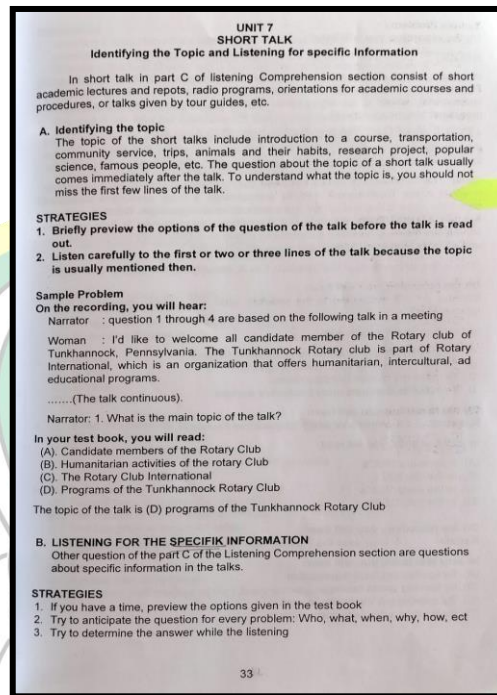
The Comparison Between the Learning Objective based on Lesson Plan with The Explanation Material Listening Skill/ Short Talk of the Textbook

Skills	Unit	The Explanation Material Stated in the Textbook	Learning Objective Stated in Lesson Plan
Short Talk/ Listening Skill	Unit 7 Identifying the Topic and Listening for Specific Information	In short talk in part C of listening Comprehension section consist of shot academic lectures and repots, radio programs, orientations for academic courses and procedures, or talks given by tour guides, etc.	<ul style="list-style-type: none"> - Understanding the topic of the conversation in the audio. - Understanding the information of what, where, when, why, how, how many, etc. of the conversation in audio. - Determining the correct answer while listening the audio.

Table 4.2 discusses listening comprehension. The differences from Table 4.1 are topics and conversations. The "longer conversation" is part B of listening comprehension. The learning objective stated in the lesson plan with the explanatory material in the textbook is consistent between the two.

Picture 4.5

The Explanation Identifying the Topic Material of Listening Comprehension Short Talk in Unit 7



Unit 7 has the same topics as Table 4.2. But in Unit 7, this is part C of listening skills. Part C in listening skills refers to a short talk. Such as the previous talk after Unit, Skills, then there is the title of the material with a brief explanation.

There are two points of discussion of material in Unit 7: identifying the topic and listening for the specific information. Both materials have *strategies* and *sample problem* components. Each discussion has a different sample problem, like the material identifying the topic has a sample issue. Then the discussion material identifies the topic students are asked to briefly mention the selection of dissolution questions before the conversation is read, and students should listen carefully when the students are answering questions.

Picture 4.6

The Explanation Listening for Specific Information Material of Listening Comprehension Short Talk in Unit 7

B. LISTENING FOR THE SPECIFIC INFORMATION
Other question of the part C of the Listening Comprehension section are questions about specific information in the talks.

STRATEGIES

1. If you have a time, preview the options given in the test book
2. Try to anticipate the question for every problem: Who, what, when, why, how, ect
3. Try to determine the answer while the listening

33

Sample Problem
On the recording you will hear:

Narrator : Question 1 thought 4 are based on the following talk.

Woman : I'd like to welcome to all candidate members of the Rotary Club of Tunkhannock, Pennsylvania. The Tunkhannock Rotary club is a part of Rotary international, which is an organization that offers humanitarian and educational programs.

As you probably known, Rotary International was established by an attorney named Paul P. Harris on February 23, 190. Since that time, The club's activities have always been designed to reach the goal of the organization: to improve the human condition.

So far, The Tunkhannock Rotary has been raising money to support local community effort to make Tunkhannock and its surroundings a more productive and more enjoyable place to live and to help the communities in many ways. The club sponsors a youth baseball team, supports the Envirothon, raises money to help eradicate contagious disease, provides a community fireworks display every independent Day, and donates money to children and youth organizations....

(This is the continuation of the Question 1 in A. Identifying the Topic)

On the recording, you will hear:

Narrator : 2. According to the speaker, what is the main objective of Rotary International?

In your test book you will read:

- A. To provide job opportunities for prospective lawyers
- B. To design universal educational programs
- C. To make the human Condition better
- D. To make its members more productive workers

On the recording you will hear:

Narrator : 3. When was rotary International Founded?

In your test book, you will read:

- (A). Prior to the 1900's
- (B). In the late 900's
- (C). In the early 1900's
- (D). In the mid 1900's

On the recording, you will hear:

Narrator : 4. How does the Tunkhannock Rotary Club help the community?

In your test book, you will hear:

- (A). By sponsoring local organization
- (B). by forming sports teams
- (C). By opening job Vacancies in town
- (D). By building schools for local children

34

On the material listening for the specific information, students are asked to predict questions for each problem: what, who, when, how, why, etc., and students try to determine the answer while listening. Before working on Exercise and Supplementary Exercises, students need to understand three issues of the *sample problem*.

Picture 4.7

The Exercise of Listening Comprehension Short Talk Unit 7

In this exercise, students are asked to work on 13 multiple-choice questions. Each student should listen closely and choose the best answer. Unit 7 is less than Unit 6.

Explanation

- Question 2 asks about the objective of rotary International. In the Talk, the speaker mentions.....the goal of organization: to improve the human condition. Therefore, the best answer is (C) To make the human condition better.
- To answer question 3, you have to focus on the question when the Rotary international was founded, and the speaker mentions February 23, 1905. Therefore the best answer is (C) in the early 1900's
- Question 4 ask how the Tunkhannock Rotary club helps the community. The talk mentions the club sponsors a youth baseball team, supports the Envirothon raises money to help eradicate polio, provides a community fireworks show for every Independent Day and Donates money to children and youth organization. Therefore, the best answer is (A)By sponsoring local organizations.

Exercise
Direction: Listen to each longer conversation and answer the questions that follow.

- (A). The early America culture
(B). The America Philosophical Society
(C). The founder of the America Philosophical Society
(D). United State' third president
- (A). Through Cultural exchanges
(B). By donating used books
(C). Through scholarly research
(D). By building libraries in U.S
- (A). In 1704
(B). In 1743
(C). In 1808
(D). In 1843
- (A). It had 100 members
(B). It had 700 medal receivers
(C). Its members are 700 researchers
(D). Its members include about 100 Nobel Prize winner
- (A). An Introduction to the Library of Congress
(B). Federal Cultural Institutions in the U.S
(C). The mission of the congress of the U.S
(D). The Congress of the united stated
- (A). A Congress member
(B). The Librarian of Congress
(C). A researcher of Congress
(D). The Oldest staff member of the Library of Congress

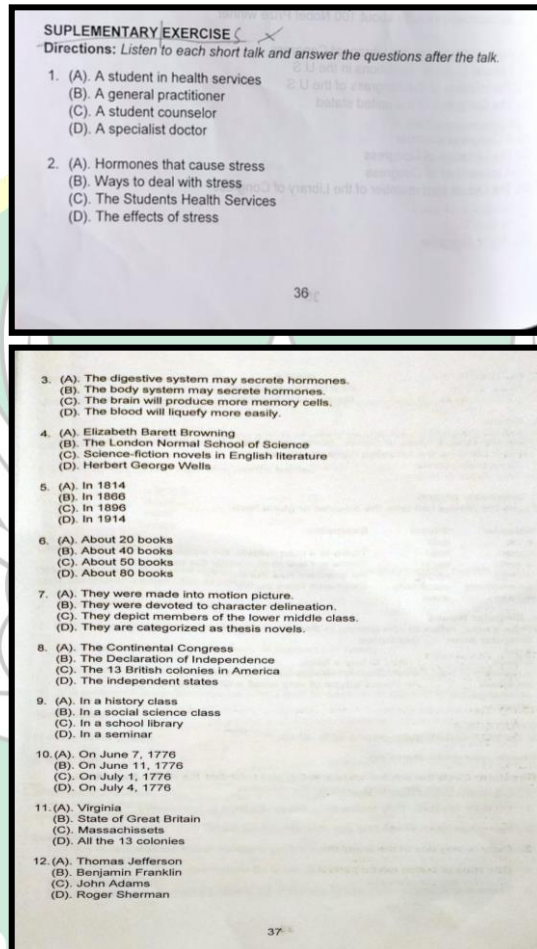
35

- (A). 130 million
(B). 9 million
(C). 12 million
(D). 4.8 million
- (A). To become the largest Librarian in the world
(B). To make its resources available for the congress
(C). To improve the library system in the U.S
(D). To provide the programs for the Congress
- (A). To direct activities at the congress
(B). To make policy to carry out the mission
(C). To supervise staff members in managing the collections
(D). To put Particular collections on the Internet
- (A). New York stock exchange
(B). stock markets in London and Tokyo in 1987
(C). Computerized trading on Wall Street
(D). A major decline of stock market prices in the U.S
- (A). At the end of the 19th century
(B). Within the last ten years
(C). In the late 1980's
(D). Before 1980
- (A). The prices of stocks crashed
(B). Wall Street's computer system crashed
(C). Stock prices in London and Tokyo increased
(D). Many companies sold new stock in the market
- (A). The decrease in the volume of the U.S.' International trade
(B). The Fundamental weakness in the U.S. economy
(C). A severe bug in Wall Street's computer system
(D). The bad performances of some major companies

The above picture only shows the direction. The number of questions about Exercise with Supplementary needs to be more balanced, and both conflict on one issue. In the exercise above, aim for longer conversations. The exercise on longer conversations in Unit 6 still needs to be completed and continues in Unit 7.

Picture 4. 8

The Supplementary Exercise of Listening Comprehension Short Talk Unit 7



In the discussion material of the unit 7 listening comprehension short talk, there is no additional or more than one question of exercise like in the other unit. In Unit 7, the short talk exercise is placed on the supplementary exercise as the sentence in the direction. The supplementary exercise consists of 12 questions consisting of multiple choices. Students are asked to try to determine the answer while listening.

b) Structure and Written Expression Section

Table 4.4

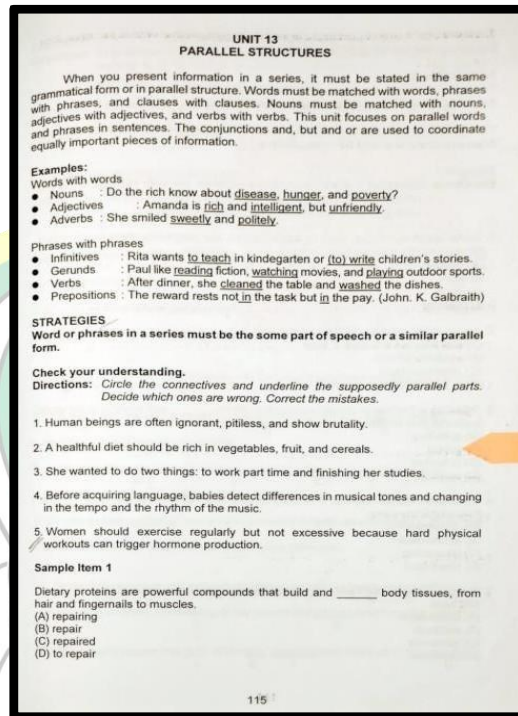
The Comparison between the Learning Objective based on LessonPlan with The Explanation Material Parallel Structure of the Textbook

Skills	Unit	The Explanation Material Stated in the Textbook	Learning Objective Stated in Lesson Plan
Parallel Structure	Unit 13 Parallel Structure	When your present information in a series, it must be stated in the same grammatical form or in parallel structure. Words must be matched with words, phrases with phrases, and clauses with clauses. Nouns must be matched with nouns, and phrases in sentences. The conjunctions and, but and or are used coordinate equally important pieces of information.	<ul style="list-style-type: none"> - Understanding the difference between noun, adjective, adverb, verb infinitive, gerund, and preposition. - Understanding similar or parallel structure of word or phrase in sentence. - Determine the correct and incorrect parallel structure in sentence.

Table 4.4 discusses the same set of grammar from or within parallel structures. For example, learning objectives in lesson plan point 2 are related to learning objectives in the textbook, which the students can distinguish and match with words, phrases with sentences, and clauses with clauses. It can be stated in the same grammatical form or parallel structure. See picture 4.9.

Picture 4.9

The Explanation Parallel Structures Material of Structure and Written Expression Section Unit 13

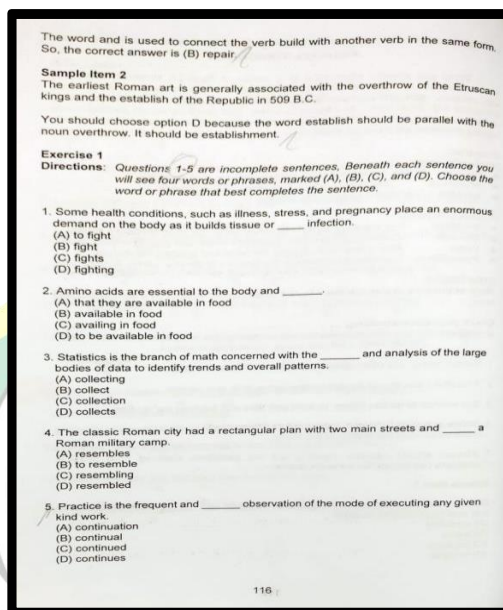


Parallel Structures cover almost the same as grammatical. The above image shows after explaining the related material; then there are two examples of the first word with the word: nouns, adjectives, and adverbs. Then example, the second phrase with phrases: infinitives, gerunds, verbs, and prepositions.

In the *strategies* section, there are five questions that students should work on before moving on to the next material. Analyze the sentences, whether true or false, in the case of the use of parallel structures. Students can analyze the incorrect word or phrase and then correct it. After that, continue with sample item 1 and 2.

Picture 4.10

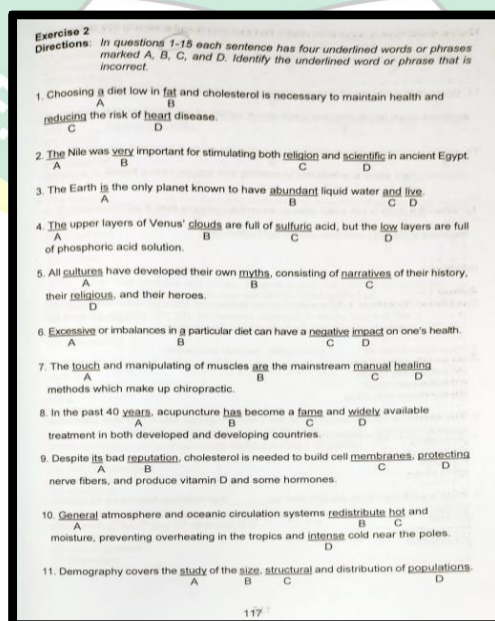
The Exercise 1 of Structure and Written Expression Section in Unit 13



In exercise 1, students are asked to complete the sentence with five Multiple choices marked A, B, C, and D. Then, after reading the question, the students should choose the answer word or phrase that best completes the sentence.

Picture 4.11

The Exercise 2 of Structure and Written Expression Section in Unit 13

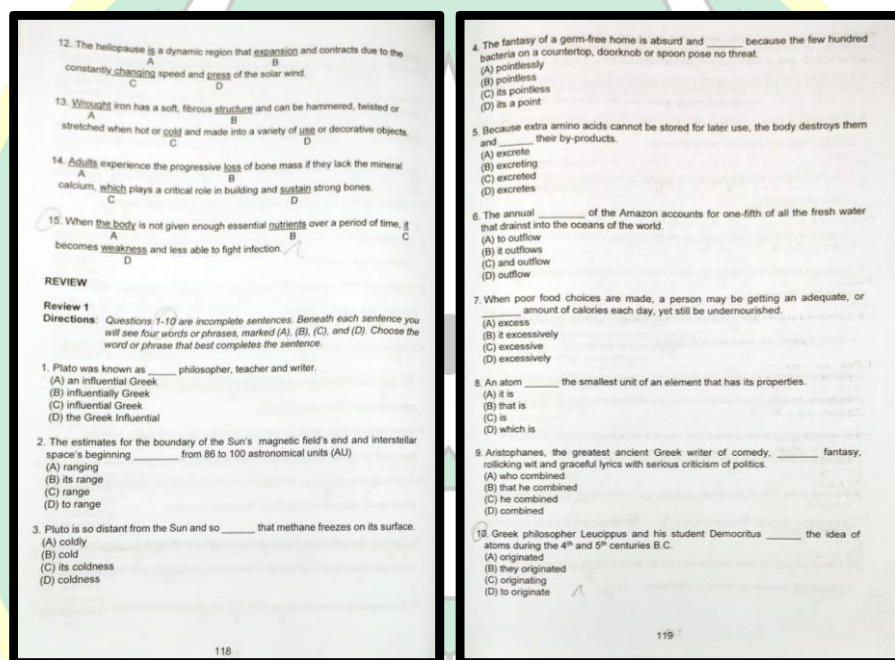


In exercise 2, there are 15 questions, which is the number of questions in exercise 1 is much less and different. The students were asked to identify the underlined words or phrases marked A, B, C, and D.

Picture 4.12

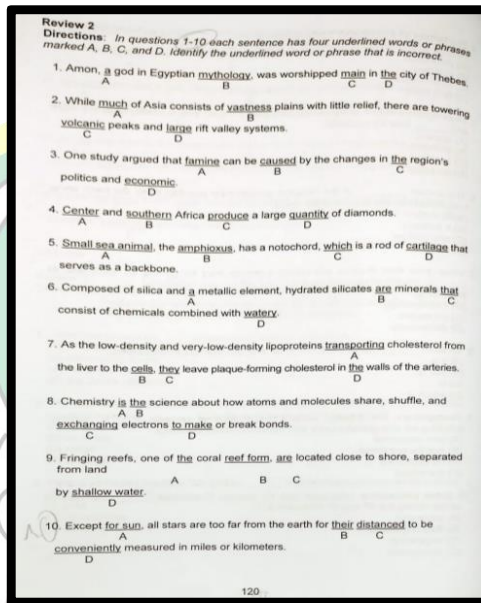
The Review 1 of Structure and Written Expression Section in Unit 13

The picture below is a review of the previous topics containing 10 reviews. Students are asked to complete a sentence. Beneath each sentence, the students will see four words or sentences marked A, B, C, and D.



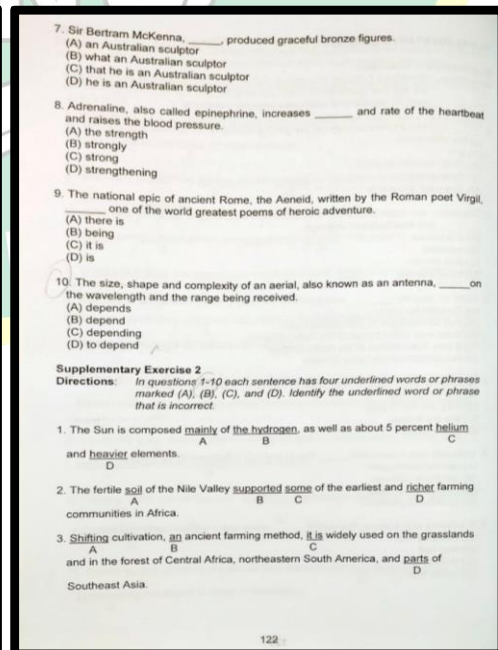
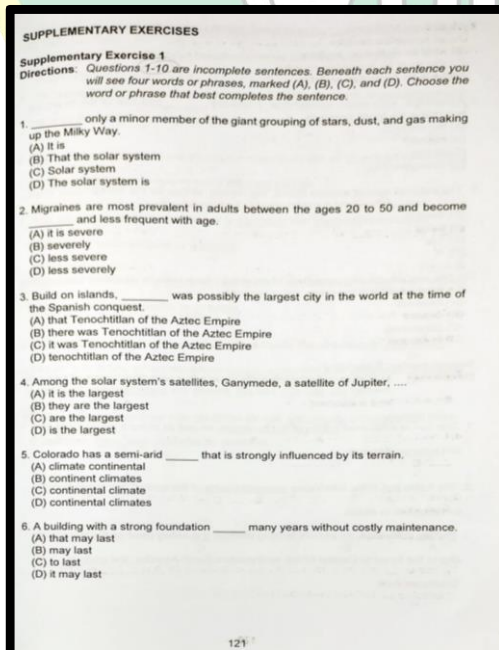
Picture 4.12

The Review 2 of Structure and Written Expression Section in Unit 13
Pictures 4.11 and 4.12 have equal numbers of questions, just about different types. Review 2 asked students for words or phrases marked with A, B, C, and D.



Picture 4.13

The Supplementary Exercises of Structure and Written Expression Section in Unit 13



In Unit 13, there are a lot of exercises, such as the above supplementary exercises divided into 2, each getting 10 questions. *Supplementary exercise 1* is related to completing the sentence, while *supplementary exercise 2* is related to correct or incorrect sentences.

c) Reading Comprehension Section

Table 4.5

The Comparison between the Learning Objective based on Lesson Plan with The Explanation Material Reading Comprehension of the Textbook

Skills	Unit	The Explanation Material Stated in the Textbook	Learning Objective Stated in Lesson Plan
Reading Comprehension	Unit 16 Finding Specific Information	One question type in the Reading Comprehension section asks you to find <i>what line(s)</i> in the passage a piece of the information is written. Before checking the passage, the question. The correct information in the passage is often a restatement of the key word idea of the question.	<ul style="list-style-type: none"> - Understanding the content of the text. - Understanding the strategies to find out the main idea of the text or paragraph. - Analyzing the main idea of the text or paragraph.

The learning objective stated is related to the learning objective in the lesson plan. It shows that the lesson plan's learning objective corresponds with the textbook's learning objective. See Picture 4.14.

Picture 4.14

The Explanation Reading Comprehension Material of Finding Specific Information Unit 20

**UNIT 20
FINDING THE MAIN IDEA**

In the TOEFL Reading Comprehension section, there are questions about the **topic**, the **title**, or the **main idea** of a passage. All of these questions essentially ask about the same thing. The topic is what the passage discusses; the title represents what the passage is all about; and the main idea is the main point the writer wants to convey. The main idea of a passage can be either stated or unstated (implied) in the passage. This unit discusses explicitly stated main ideas. To answer questions about the main idea, you should carefully read the first line of each paragraph of the passage and look for a common theme throughout these lines.

Example 1

Of the various tribes living in the Ituri rain forest of Africa, Pygmies are the most unusual. They are perfectly formed people except that they weigh only about eighty pounds with a height of not more than four feet. Pygmies are great travelers, capable of moving in the treetops almost as expertly as monkeys. Often they travel great distances through tree branches without touching the ground.

Pygmies are also renowned as great hunters as they can shoot three or four arrows one after another so rapidly that often the last one leaves the bow before the first has reached its target. If an arrow misses its target, the impatient Pygmy may fly into a rage, breaking his arrows and stamping on them. Regardless of their extraordinary little bodies, Pygmies can consume a large amount of food. One Pygmy can finish a stalk of sixty bananas at a single meal, in addition to quantities of meat. After eating, he will lie on his hard earth bed and groan in pain all night. In the morning, he is ready to eat the same amount of food all over again.

Adapted from *SRA Reading Laboratory 3b* by Don H. Parker

Sample Questions

1. What is the main idea of the passage? The Pygmy is ...
A. a unique tribe in the Ituri rain forest of Africa.
B. a very skillful forest people
C. the African tribe best in hunting
D. a tribe in Africa living in isolation
2. Which of the following would be the best title for this passage?
A. Civilizing the Pygmy
B. Living in the Forest of Africa
C. The Wonders of Nature
D. The Incredible Pygmy

Explanation

1. The first sentence of paragraph one shows the paragraph that the paragraph talks about how unusual the Pygmies are. The first sentence of paragraph two also supports the unusualness of the tribe. Option B is too general, option C is too specific, used in support of the main idea in the first sentence, and option

182

D is not correct because the passage does not tell about isolation at all. Therefore, the correct answer is A.

2. To answer question 2, find a common idea that covers all the details of the passage. Since the passage tells about the uniqueness of the Pygmies, the correct answer is D *The Incredible Pygmy*.

Example 2

Dew, the thin film of water that has condensed on the surface of objects near the ground, forms when radiational cooling of these objects during the nighttime hours also cools the shallow layer of overlying air in contact with them. It then causes the condensation of some water vapor. This condensation occurs if the capacity of air to hold water vapor lessens as the air is cooled. Dew forms most readily on those surfaces that lose heat through radiation most efficiently but are insulated from external heat sources. Dew is easily formed if humidity in the lowest layers of air is high. The humidity either supplies the moisture or at least inhibits the evaporation of the dew already deposited. Strong winds reduce dew formation since they mix a larger layer of air, creating a more homogeneous distribution of heat and water vapor. Under such conditions, it is unlikely that a sufficiently cool and damp layer of air can form near the ground.

Adapted from *The Columbia Electronic Encyclopedia, 2003, Columbia University Press*

Sample Questions

What does the passage mainly discuss?

- A. The condensation of water vapor
- B. The impact of humidity on dew formation
- C. How dew is formed
- D. Where dew is formed

Explanation

The question asks about the **topic** or **subject** of the passage. Read the first sentence that says Dew ... forms when ... The next sentences give details of how dew is formed. Options A and B refer to details and option D is also too specific, not reflecting the general idea of the passage. The correct answer is C *How dew is formed*.

STRATEGIES

1. Read the first line of the paragraph, or, if the passage consists of more than one paragraph, the first sentences of all the paragraphs.
2. Look for a common theme or general idea that covers the supporting details.
3. Go over the rest of the passage to check if you have found the correct common theme or idea.
4. Choose the answer that has the same ideas as that found in the passage.

Exercise 1

Directions: Read the passage and answer the questions.

Migration, very common among insects and birds, is driven by weather changes. During the cold winter period, food is incredibly inadequate for the

183

Reading comprehension in unit 20 uses paragraph questions. In the pictures above, after a simple explanation related to the material "Finding the Main Idea", there are 2 examples of paragraphing and sample questions. Then, this material involves students discussing and understanding the strategies for finding the text's main idea. There are 4 essay questions about the strategies to be done by students.

Picture 4.15

The Exercise Reading Comprehension Material of Finding Specific Information Unit 20

general idea of the passage. The correct answer is C. How do is formed.

STRATEGIES

1. Read the first line of the paragraph, or, if the passage consists of more than one paragraph, the first sentences of all the paragraphs.
2. Look for a common theme or general idea that covers the supporting details.
3. Go over the rest of the passage to check if you have found the correct common theme or idea.
4. Choose the answer that has the same ideas as that found in the passage.

Exercise 1
Directions : Read the passage and answer the questions.

Migration, very common among insects and birds, is driven by weather changes. During the cold winter period, food is incredibly inadequate for the

183

animals to carry on, so they make remarkable migrations to find warmer places and to forage. Although most migrating insects only go short distances, particular insects fly very long distances. For example, monarch butterflies spend the summer in Canada and the Northern U.S., and afterward migrate as far south as Mexico for the winter. Many birds migrate in the fall and fly extremely far. For instance, arctic terns nests near the North Pole in the summer. In autumn, they fly south all the way to Antarctica and return to the north each spring. Since the journey can be dangerous, some travel in large flocks like geese that fly in noisy, V-shaped groups.

Adapted from www.sciencemadesimple.com

1. What is the main idea of the passage?
A. Insects and birds migrate to keep alive.
B. Animal migration can cover long distances.
C. Insects and birds migrate in large flocks.
D. Animals can stay alive during winter.
2. What is the topic of the passage?
A. Harsh weather
B. Food insufficiency
C. Insects' and birds' migration
D. Severe winter

Exercise 2
Directions : Read the passage and answer the questions.

DNA fingerprinting is any of several techniques used to analyze and compare DNA from separate sources. Law enforcement officers use DNA fingerprinting to identify suspects. Hair, blood, semen, and other biological materials found on the scene of a crime are used for DNA fingerprinting. No two people, even identical twins, have exactly the same DNS sequence. Thus, although only partial segments of a person's DNA are studied in the procedure, those segments will be unique. Next, the DNA fingerprints of a suspect's blood or other body materials are compared to that of the evidence from the crime scene to see how closely they match.

Adapted from reference.ck12.org

1. What does the passage mainly discuss?
A. The confirmation of a crime suspect
B. The use of DNA fingerprinting in law enforcement
C. The uniqueness of DNA fingerprints
D. The procedure to use DNA fingerprinting
2. What is the subject of the passage?
A. DNA fingerprinting
B. Law enforcement
C. Identical twins
D. Biological materials

184

Exercise 3
Directions : Read the passage and answer the questions.

Hibernating animals that preserve energy and survive in the winter with little or no food can be put into two categories. They go into such a deep sleep that they may appear dead. Their body temperature drops near the freezing point, breathing and heartbeat slow down significantly. For example, a hibernating woodchuck's temperature drops from 98F to as low as 38F, and its heart rate slows from 80 to 4 beats per minute. It is temperature continues to fall, it will awaken slightly and shiver to warm up a bit. Other true hibernators include jumping mice, little brown bats, eastern chipmunks, and some species of ground squirrels.

The other class of hibernators does not experience major changes in temperature, breathing and heart rate. Animals such as skunks, raccoons, and some chipmunks are light sleepers during the harshest weather and wake for a day or so every two to fourteen days to roam and eat during milder weather. But hibernating bears, unlike other hibernators of this class, do not eat or drink or excrete at all. They get their energy by burning their stored fat and the metabolic rate is reduced by only 50%. They can wake up quickly although they breathe less and their heartbeats are slower.

Adapted from www.sciencemadesimple.com

1. What is the main idea of the passage?
A. Hibernation is a develop sleep in the winter.
B. There are two kinds of hibernators.
C. Body temperature drops during hibernation.
D. The aim of hibernation is to survive during the winter.
2. Which of the following would be the best title for the passage?
A. What is Hibernation?
B. Why Do Animals Hibernates?
C. Hibernator Classification
D. Hibernating Process

REVIEW

Review 1
Directions : Read the passage and answer the questions.

That a human being sees the world in three dimensions is made possible because human eyes are about three inches apart. The separation of the eyes presents two slightly different views of every image a person encounters. In the brain's visual cortex, these view are compared, and the overlap is translated into a stereoptic picture. To estimate relative distances, the brain takes a reading of the tension in the eye muscles.

A person sees in three dimensions only up to about 67 meters. Beyond that, he might as well be one-eyed because his eyes cannot provide two extraordinarily different views over long distances. Instead, he relies on experience to determine where an object is while at the same time the brain

185

The above picture is an Exercise, Reading Comprehension, in which the exercises are divided into 3, each containing 2 questions only. Then, the student's time in the work, as it requires a relative level of understanding, is difficult.

Picture 4.16

The Review Reading Comprehension Material of Finding Specific Information Unit 20

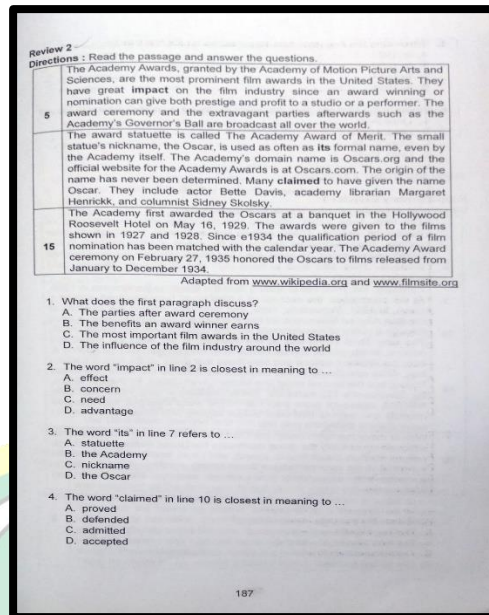
REVIEW

Review 1
Directions : Read the passage and answer the questions.

That a human being sees the world in three dimensions is made possible because human eyes are about three inches apart. The separation of the eyes presents two slightly different views of every image a person encounters. In the brain's visual cortex, these view are compared, and the overlap is translated into a stereoptic picture. To estimate relative distances, the brain takes a reading of the tension in the eye muscles.

A person sees in three dimensions only up to about 67 meters. Beyond that, he might as well be one-eyed because his eyes cannot provide two extraordinarily different views over long distances. Instead, he relies on experience to determine where an object is while at the same time the brain

185



The review is divided into two sections: review 1 and review 2. Each review consists of six questions, and each paragraph-shaped question is given sources that are considered.

Picture 4.17

The Supplementary Exercises Reading Comprehension Material of Finding Specific Information Unit 20

The **Supplementary Exercises** are also divided into supplementary exercise 1 and complementary exercise 2. The difference between pictures 4.16 and 4.17 is the number of questions. Picture 4.17 consists of 7 multiple choice questions. Read all the choices carefully, eliminate only definitely wrong answers and choose the best answer. See the picture below.

5. When were the Academy Awards presented for the first time?
 A. In 1927
 B. In 1929
 C. In 1934
 D. In 1935

6. Where in the passage does the author mention the origin of the name Oscar?
 A. Lines 9-10
 B. Lines 11-12
 C. Lines 13-14
 D. Lines 15-16

SUPPLEMENTARY EXERCISES

Supplementary Exercise 1
 Directions: Read the passage and answer the questions.

The term Third World refers to the technologically less advanced or developing nations. These nations are in general portrayed as poor countries. Their economies depend on the export of main products to the developed countries. In return, the Third World nations will import finished products. They also tend to have high rates of illiteracy, disease, and population growth.

5. Politically, the Third World sprang from the Bandung Conference in 1955. At the conference, the concept of a third world bloc emerged, and as a result, in 1961, Yugoslavia, India, and Indonesia initiated the founding of the Non Aligned Movement. Its members were nations that formed a force through a policy of nonalignment with the United States and Soviet Union. The term Third World was at first intended to set apart the nonaligned nations, which gained independence from colonial rule after World War II, from the Western nations and from those that made up the former Eastern bloc. More specifically, it was distinguished from the first world (the United States) and the second world (the former Soviet Union). By the late 1990's, the movement's 113 members, mainly countries in Asia, Africa, and Latin America, represent more than half of the world's people, including true neutrals and nations that were in fact aligned with either the first or the second world during the cold war.

10. With its many members today, the Third World is now economically diverse although numerically the group dominates the United Nations. The oil-rich nations such as Saudi Arabia, Kuwait, and Libya, and the newly emerged industrial states such as Taiwan, South Korea, and Singapore have little in common with desperately poor nations such as Haiti, Chad, and Afghanistan.

15. Adapted from *reference.alefer.com*

1. What does the passage mainly discuss?
 A. The Third World
 B. The Non Aligned Movement
 C. The true-neutral nations
 D. The United Nations

188

2. The word "portrayed" in line 2 can best be replaced by ...
 A. classified
 B. proved
 C. described
 D. criticized

3. Where in the passage does the author mention the problem of the Third World nations on education?
 A. Line 4
 B. Lines 1-2
 C. Line 6
 D. Line 7

4. The word "emerged" in line 7 is closest in meaning to ...
 A. arose
 B. originated
 C. existed
 D. continued

5. When was the Non Aligned Movement founded?
 A. In 1955
 B. In 1961
 C. During the World War II
 D. By the late 1990's

6. The word "it" in line 13 refers to ...
 A. The Non Aligned Movement
 B. Soviet Union
 C. The term Third World
 D. The former Eastern bloc

7. What is the main idea of the third paragraph?
 A. The United Nations has many members
 B. The Third World makes up the biggest part of the UN
 C. The Third World now has both rich and poor members
 D. Industrial states are members of the Third World

Supplementary Exercise 2
 Directions: Read the passage and answer the questions.

Hara-kiri is the traditional Japanese form of honorable suicide. Originally, it was practiced by the Japanese feudal warrior class. When someone was almost caught by his enemy, he would commit hara-kiri in order to avoid falling into the hands of enemy. Around 1500, it became an honored alternative to execution, given to daimyo and samurai if they were found guilty of disloyalty to the emperor. Daimyo were great feudal landholders or territorial barons and samurai were warriors, usually at the service of daimyo. The condemned man received a jeweled dagger from the emperor. Then, he chose as his second a faithful friend. The man would also have

b. Design and Organization

There are four criteria in terms of design and organization. First, the textbook has the total course package (e.g., students' books, teachers' books, workbooks, cassettes) fulfilled or not. The textbook can be categorized into less relevant course packages, although incomplete, as there are no cassettes, learning objectives in textbooks, references, or boundaries between unit. On the other hand, the teacher's book follows the student's book.

The second content criterion is to identify whether the textbook organized based on (e.g., according to structure, functions, topics, skills, etc.) fulfilled or not. These criteria include based skills (listening, reading, structure and writing) because the textbook is organized based on the TOEFL materials relevant to the skills mentioned in the curriculum. See picture 4.5.

The third criterion is to know whether the textbook allows students to learn individually. The textbook does not fulfil this criterion because the students cannot understand the TOEFL material without being accompanied by a teacher. This is due to the lack of students' access to in-depth material such as cassettes, videos, tips and tricks, the internet, etc. Students can work on the exercises that the teacher has already told or written, and the teacher can see the students' ability to work on the training *Module of the TOEFL First Level*

book.

The last criterion is to identify whether the textbook is easy to be found and readable and whether the layout is clear or not. This criterion is not included because the textbook's content is in Calibri font style. The material is limited to subsequent material in the *Module of the TOEFL First Level* book. Then, the criteria of clear layout are also not met because when learning is underlying, it will be difficult to find the topic being discussed. There is no picture or table in the material. The textbook's cover shows the little world some colors with the shape of lines; there are a school logo and a big book title.

Table 4.6
The Checklist of *Module TOEFL First Level* Provided in Criteria of Good English Textbook

No.	The Types of Textbook with the Cunningsworth	Relevancy			%	
		0	1	2		
2.	Design and Organization	<ul style="list-style-type: none"> What components made up the total course package (e.g., students' books, teachers' books, workbooks, cassettes) 		✓		50%
		<ul style="list-style-type: none"> How was the content organized (e.g., according to structures functions, topics, skills, etc.)? 			✓	
		<ul style="list-style-type: none"> Was there reference section for grammar etc.? Was some of the material suitable for individual study? 		✓		
		<ul style="list-style-type: none"> Was it easy to find your way around the course book? Was the layout clear? 	✓			
Total Fulfillment		4				

Percentage Score	$\frac{4}{8} \times 100\%$
-------------------------	----------------------------

With regard to the design and organization, the textbook has met one out of the four criteria. There is the content organized (e.g., according to structures functions, topics, skills, etc.). The Module of TOEFL First Level textbook suits the skill section because the content list is divided by skills rather than topics.

Second, the textbook has the total course package (e.g., student's books, teacher's books, workbooks, cassettes) fulfilled or not. *The Module of TOEFL First Level* textbook goes into the category of students' books. In addition, teachers have teachers' books, but the one in the teacher's grip is the *Module of TOEFL First Level*. In the teaching process, teachers also vary issues other than those in the book. In addition, the *Module of TOEFL First Level* does not have a cassette as media support only teachers have, but it is also rarely used in the process of learning listening skills.

The next criterion is whether the textbook allows students to learn individually—the *Module of TOEFL First Level* textbook. Thus, students can study individually, but in the book, there are no levels in each class, 10, 11, and 12. Students also have difficulty learning them, especially in grammar.

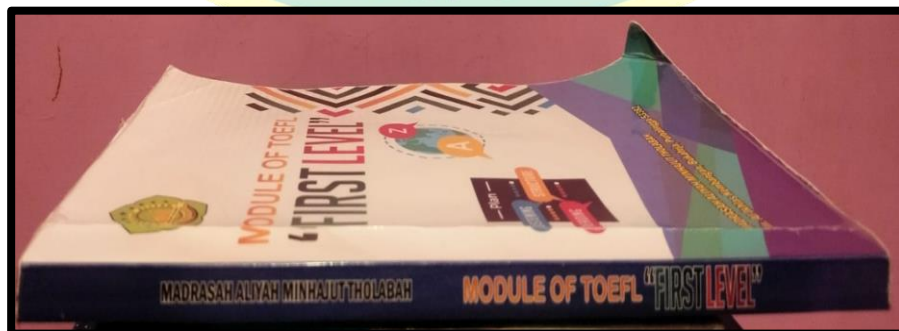
The last criterion is identifying whether the textbook is easy to find and readable and whether the layout is clear. This criterion must be fulfilled because it is difficult to find material in the *Module of TOEFL First Level*, which only relies on the content list as the benchmark of material and pages. On the other side of the book, there is no separation in every skill and material.

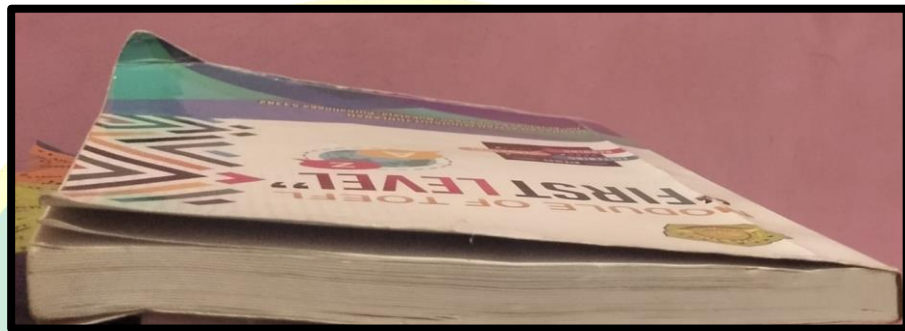
Picture 4.18
The Cover of *Module of TOEFL First Level* Textbook



The image above is the cover section of the *Module of TOEFL First Level* textbook, which has several exciting and simple colors, there is the logo of the school MA Minhajut Tholabah, a Book Title, slight earth, and there are three skills. The background cover is more dominant white with a little grey dot design pattern. However, writing the book's title is not simple and ordinary.

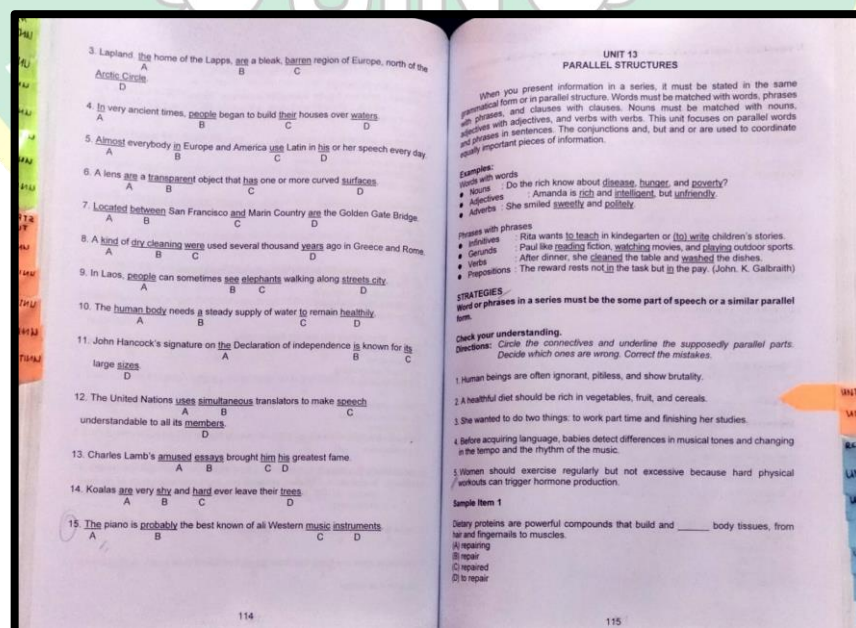
Picture 4.19
The Content Organization





The image above is a content organization of the book *Module of TOEFL First Level*, besides the cover showing the school's name and title. Then for the second image of the book thickness *Module of TOEFL First Level* is not too thick or very thin.

Picture 4.20
The Layout of Unit.



Page 114 is the material for structure unit 12, part supplementary exercise 2, while page 115 is the new material for unit 13 with the same skills. However, as seen from the two pictures, there are no boundaries in each unit or skill.

c. Language Content

To identify the language content of the textbook there are five criteria. The first criterion is to identify whether the textbook covers the grammar items appropriate to each level and take learners' need is fulfilled or not. On this criterion, the *Module of the TOEFL First Level* textbook it is not fully fulfilled the criteria good English textbook because the grammar used is not like the lessons of English in general, but some grammar, such as part of speech that in the context of the material structure and written expression section on the book *Module of TOEFL First Level* more preparing matters of training for the TOEFL exam. Therefore, the presentation of grammar items is only appropriate at some levels (beginner, intermediate, and advanced).

The second criterion was to identify whether the material for vocabulary teaching is adequate in terms of quantity and range of vocabulary emphasis placed on vocabulary development or not fulfilled. The basic to learn is vocabulary because the existence of vocabulary is essential as the language features as well as noted in the curriculum. The book *Module of TOEFL First Level* has no vocabulary builder or vocabulary exercise. It is not fulfilled.

The next criterion is to identify whether the textbook includes material for pronunciation work and what is covered: (individual sounds, word stress, sentence stress, intonation, and so on) or not. This criterion still needs to be fulfilled. Based on the presentation in the book *Module of TOEFL First Level* forms materials and exercises on TOEFL.

The textbook's criteria for the learner's discourse competence are fulfilled so that the students can associate and explore the material as noted in the learning activity through the curriculum. The students are asked to practice in matters of TOEFL training. Students are also invited to identify the main

points in reading and then from that in activities based on textbooks as a learning goal but also diluted at the student level. However, the criteria are not fully met.

The last criterion about the style and appropriacy of the textbook dealing with social situations is not fulfilled. In terms of textbooks only explain a little about in general in the study of English. Meanwhile, students also need to know different expressions for each situation.

Table 4.6

The Checklist of *Module TOEFL First Level* Provided in Criteria of Good English Textbook

No.	The Types of Textbook with the Cunningsworth		Relevancy			%
			0	1	2	
3.	Language Content	<ul style="list-style-type: none"> Did the course book cover the grammar items appropriate to each level and taking learners' need into account? 		✓		20%
		<ul style="list-style-type: none"> Did material for vocabulary teaching adequate in items of quantity and range of vocabulary, emphasis placed on vocabulary development and strategies for individual learning? 	✓			
		<ul style="list-style-type: none"> Did the course book include material for pronunciation work? If so, what was covered: sounds, word, sentence stress, intonation? 	✓			

	<ul style="list-style-type: none"> • Did the course book deal with the structuring and conventions of language use above sentence level, for example, how to structure a piece of extended writing, how to identify the main points in a reading passage, and whether style and appropriate were dealt with? 		✓	
	<ul style="list-style-type: none"> • Were style and appropriacy dealt with it? If so, was language style matched to social situation? 	✓		
Total Fulfillment		2		
Percentage Score		$\frac{2}{10} \times 100\%$		

The textbook covers grammar items to the students' level exactly for twelve graders as teenagers. It considers students to suit their needs regarding difficulty level and material in the curriculum. For example, grammar items in the book *Module of TOEFL First Level* are dedicated to testing proficiency in English as a Foreign Language, not English skills in general.

The textbook does not include material for pronunciation work in Pronunciation Practice. Students also need material pronunciation to develop discourse competence. The criterion of good style and approximation was separate from the criteria. The textbook's structure and written expression section does not state Simple language or custom level (beginner, intermediate, and advanced) in each class.

d. Skills

There are six criteria in terms of skill. In the first criterion, the book *Module of TOEFL First Level* covers only three aspects of the relevance of skills to the textbook covered, taking into account the learning objectives and the curriculum already made with the school's approval, which is not

contained in the book. See the picture in the appendix.

Regarding the reading section, the material for integrated skills works in the reading section, and the criterion is reading passages, and associated activities are suitable for the students' levels. It is not fulfilled because the material in the book is used for all classes 10, 11, and 12. Then, the interests of the students' is fulfilled. It fulfilled the criterion of whether reading material is sufficient because the reading passage is inaccurate in daily life. After all, material reading refers to the TOEFL test.

In listening skills, the criterion was to investigate whether listening material is not fulfilled. The listening is based on the teacher's reading. The *Module of TOEFL First Level* does not use audio or recording corresponding to the book's content on the reading material; teachers prefer to use songs or content on YouTube as the material listening for skills.

In writing, skills are not fulfilled. It needs to be more suitable regarding the amount of guidance, use of appropriate style, and organization of longer writing pieces. The writing activity in the book *Module of TOEFL First Level* does not exist because the material writing skills merge into one with the material structure. It is not set up as real life.

Table 4.7
**The Checklist of *Module TOEFL First Level* Provided in Criteria
of Good English Textbook**

No.	The Types of Textbook with theCunningsworth	Relevancy			%
		0	1	2	
	Skills	<ul style="list-style-type: none"> Were four skills adequately covered, bearing in mind the lesson objectives and syllabus requirements? 	✓		20%
		<ul style="list-style-type: none"> Was there material for integrated skills work? 	✓		

4.	<ul style="list-style-type: none"> • Were reading passage and associated activities suitable for the students' levels, interests, etc.? Was there sufficient reading material? 		✓	
	<ul style="list-style-type: none"> • Was the listening material well recorded, as authentic as possible, and accompanied by background information, question, also activities which helped comprehension? 	✓		
	<ul style="list-style-type: none"> • Were writing activities suitable in term of amount of guidance, degree of accuracy, organization of longer pieces of writing and use of appropriate styles? 	✓		
	Total Fulfillment			2
	Percentage Score			$\frac{2}{10} \times 100\%$

The textbook does not fulfil the criteria of the four skills covered. It needs to complete skills because it only covers three skills used in the *Module of TOEFL First Level* books: listening comprehension, structure and written section, and reading comprehension. The material listening comprehension in design is specific to the TOEFL test. On the other hand, audio listening is used only by the teacher who can access the existing cassette. However, teachers also rarely use the cassette as the listening media in the book *Module of TOEFL First Level*, while students still need the audio listening cassette. The facilities provided by the school in the process of teaching listening still need to be improved. Related materials teachers prepare are also varied, but some need to fit with materials, such as listening to music. Students are focused on TOEFL, but what is told is still less adapted to the material.

The material reading interests students because the materials delivered are different and varied, so students get more exciting and broad knowledge. However, it would be better if each class level's reading material was also other. Furthermore, the material writing does not meet the criteria because there is no writing material in the *Module of TOEFL First Level* book. Material writing is part of the structure and written section.

The relevance in the table above is only 20%. Regarding skills and material coverage, the *Module of TOEFL First Level* book does not yet meet the appropriate criteria.

e. Topic

In terms of investigating the topic, three criteria should be completed. The first criterion is to observe whether sufficient material of genuine interest to the learner is fulfilled. Each skill is presented with interesting material and examples of different topics. However, it is necessary to add colored or other images so that students are more interested in the teaching-learning process.

The second criterion is to know whether there is enough variety and range of topics fulfilled or not. Variation is the variation of each skill because the book *Module of TOEFL First Level* material is based on skills. Within the skills, a variety of material issues are already presented.

The last criterion is to observe whether the topics will help expand awareness and enrich their experience. It is not fully fulfilled because this book only presents questions about TOEFL tests. The course will develop and multiply student experience in studying TOEFL that will be given according to student needs.

Table 4.8

The Checklist of *Module TOEFL First Level* Provided in Criteria of Good English Textbook

No.	The Types of Textbook with the Cunningsworth		Relevancy			%
			0	1	2	
5.	Topic	• Was there sufficient material of genuine interest to learners?			✓	66%
		• Was there enough variety and range of topic?		✓		
		• Would the topic help expand students' awareness and enrich their experiences?		✓		
		Total Fulfillment	4			
		Percentage Score	$\frac{4}{6} \times 100\%$			

The topic is sufficient and interesting to learners because it provides materials not taught in English in general. The textbook provides enough variation and a variety of units in each skill. Each unit can help students expand their awareness and enrich their experience in learning TOEFL. Although, the teacher said that the material is not relevant to the 2013 curriculum, the *Module of TOEFL First Level* can be used for individual practice.

f. Practical Considerations

The first criterion was knowing whether or not the entire package cost represents good value for money was less fully fulfilled. Package as the entire

cost is included in the school fee or the new school year because the book will be used safely for three years. On the other hand, the book *Module of TOEFL First Level* does not have an e-book.

The next criterion is whether the textbook is strong and long-lasting or not. This criterion is not entirely fulfilled because the binding need to be strengthened. Then, whether the textbook was attractive is fulfilled or not. It has no illustration of each activity. Every activity has only black and white inscriptions that appear colorless. See the picture in the appendix.

The third criterion is to know whether they are easy to obtain or not. This criterion is not fulfilled because this book is not easily obtained because it is only used for students, and there is no access to the website.

The last criterion is about the use any part of the package requires particular equipment, such as a language laboratory, listening center, or video player was fulfilled or not. This criterion was not fulfilled. It caused by the particular equipment is not available to be used.

Table 4.9

The Checklist of *Module TOEFL First Level* Provided in Criteria of Good English Textbook

No.	Practical Considerations	The Types of Textbook with the Cunningsworth	Relevancy			%
			0	1	2	
6.		<ul style="list-style-type: none"> What the whole package cost and whether this represented good value for money? 		✓		
		<ul style="list-style-type: none"> Were the books strong and long lasting? Were they attractive in appearance? 			✓	
		<ul style="list-style-type: none"> Were they easy to obtain? Could further supplies be obtained at short notice? 	✓			

	<ul style="list-style-type: none"> • Did any parts of the package require particular equipment, such as language laboratory, listening centre, or video player? If so, did you have the equipment available for use and it is reliable? 	✓		37,5%
Total Fulfillment		3		
Percentage Score		$\frac{3}{8} \times 100\%$		

The school itself supplied the textbook. Schools have given and distributed the book *Module of TOEFL First Level* at the time of the new school year, so teachers and students do not know the cost of the book. The textbooks are strong enough but need to have a good binding. It is attractive enough for the activity. Yet it needs more improvement to attract the students' interest. This book is not easy to obtain because it is only used for students of MA Minhajut Tholabah, and there is no access to the website. One of the weaknesses is the textbook does not require any parts of special equipment, such as a language laboratory, listening centre, or video player.

Based on the explanation above, it can be seen that the *Module of TOEFL First Level* fulfilled some criteria of a good English textbook proposed by Cunningsworth 1995 including skills *aims and approaches, design and organization, topic, and practical considerations*. However, there are two criteria that doesn't fulfilled the criteria of a good English textbook especially in *language content and skills*.

B. Discussion

This chapter presents the discussion from the result of the research. Here the researcher explains the result of textbook analysis from eight out of six Cunningsworth's (1995) textbook evaluation criteria.

The findings show that the fulfilment of targets and approaches criteria is

50%. The purposes of the textbook indicate the purpose of the vision and mission of the school that forms an international-based teaching program. The objectives in the textbook are good since it lets teachers and students know what they will learn. As Cunningsworth (1995) says, a systematic textbook will help the students understand what they will learn. In addition, the suitability of the lesson plan with the book is already well covered and suitable. Still, the teacher used the syllabus they made because the materials used were outside the government's syllabus.

Next, the fulfilment of design and organization criteria is 50%. The cover of textbooks contains interesting, colourful lines; there is a small picture of the world. Besides the picture world, two parts of skills are following: listening, structure, and reading. Then on the top of the title is the logo of the school MA Minhajut Tholabah. Jahangard (2019) stated that the textbook should have a clear, attractive layout, and it would be more appealing if colorful pictures of real people and the real environment were used in it. The font size of the textbook is essential and readable. In line with it, the textbook should provide the total course package. This textbook provided only students' books and teachers' manuals without recording the listening material. In the book *Module of TOEFL First Level*, there are no pictures in each chapter; too many about training that needs to be balanced with games essential to brainstorming with students before starting learning. This can lead to a decrease in student motivation to learn to teach and can reduce student learning concentration. Therefore, it would be better if the design and organization of the book were improved and more colorful or varied in presenting it.

Moreover, language content criteria had the fulfilment of 20%. The weakness of this textbook was vocabulary development. In general, the textbooks are good enough to present the use of the language by the order of the TOEFL material. However, the presentation of the use of language needs to be simplified again so that students easily understand the content of the book *Module of TOEFL First Level* material. The weaknesses of this book are not accompanied by vocabulary development, cassette, learning objectives, or

picture of the material, and there is no limitation from material to other material or skills. Although the *Module of TOEFL First Level* book is the first edition, the book has reasonably good coverage in teaching-learning. It makes it easy for teachers to do material development easier and broader.

Then, the fulfilment of the language skills criterion is 20%. The book *Module of TOEFL First Level* does not have four language skills but only three language skills: listening, structure, and reading, but they are not in the balance portion. The listening part is given material that does not match TOEFL material, while the other part of skills is not followed by authentic recording material. Wei (2007) stated that fluency practice should be contained in all four skills. The listening skill should be developed with authentic and contextual material so the students will fully understand it. Students are focused on TOEFL, but what is told is still less adapted to the material. So students get more exciting and broad knowledge. However, it would be better if each class level's reading material was also other.

Next, the fulfilment of the criteria of the topic is 66%. The topics presented in the textbook were relevant to the student's interests. The subjects presented differ from the materials taught in other schools, so automatically, students get new challenges and get interesting materials. Those will provide experience for students during their studies. The topic can also be re-developed according to the student's level, making it easier for the student to understand the basics of TOEFL that correspond to the student's grade.

The last fulfilment for practical considerations criteria is 37,5%. The Ministry of Education does not distribute the book *Module of TOEFL First Level*. In addition, the price of the book *Module of TOEFL First Level* is combined with the cost of students enrolling in the school at MA Minhajut Tholabah because the book will be used for three years. Therefore, the teacher did not know the book's price but only distributed it to the students. In addition, the book of *Module of TOEFL First Level* cannot be accessed through the website because the book is specifically for MA Minhajut Tholabah students. A textbook's strength and long-lasting was a criterion

proposed by (Cunningsworth,1995). It is also stated by Huang (2011) that the practical concern was linked to the flexibility of the textbook, the notion of availability, and the financial consideration. The textbook needed to be stronger and longer. So, in the future, the Module of TOEFL First Level book can be booked by other schools, easily accessible, and sold. Thus, the need for the next edition of the book with better development and improvement because the better the book is improved to be better will increase the level of learning students learning English.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter dealing with the conclusion to answer the problem statement formulated in Chapter I and the suggestion for everyone who is directly connected with the English textbook.

A. Conclusion

Based on those findings and discussion, it can be concluded that in the textbook "Module of TOEFL First Level" of six criteria, only three meet the evaluation criteria stated by Cunningsworth (1995). That means That means it still cannot be categorized as a good English textbook criterion and needs some improvement in the book *Module of TOEFL First Level*. The criteria aim and approaches have the strength of the relevance of the textbook's objectives and the curriculum, cover the learner's needs and allow them to have different teaching or learning styles. Yet, the textbook is not entirely suited to the teaching and learning situation.

The following criteria of design and organization sufficiently meet the criteria in the textbook organization, a sequence of textbooks based on skills that allow students to sharpen skills, and students can focus on TOEFL. However, the total course package is incomplete because it is not accompanied by teachers' books, workbooks, cassettes, or recording material.

Third, regarding language content, the textbook is not relevant to the criteria of books that include grammar items and learners' discourse

competence, according to the title of the book *Module of TOEFL First Level*, where the grammar items studied differ from the level of the public school. Meanwhile, the textbook did not meet the criteria of adequate vocabulary, material for pronunciation, and appropriacy language style matched to a social situation.

Next, in the criteria of skill, the textbook has not fulfilled the criterion because it does not cover four skills adequately covered, as the curriculum has integrated skill work, listening, understanding, structure, and reading comprehension. Yet, the writing and speaking activity there is not fulfilled because they do not have integration skills. Then the listening material has not fulfilled the criteria because no recorded material exists.

Fifth, the criteria of the topic are fully fulfilled, as in criteria of sufficient material, variety of skills, and interest. Next, in methodology, the textbook has completed the criteria of involving the students to be active and responsible in their learning, teaching different skills, and developing communicative abilities. However, the criteria for advice to help in studying skills is not fulfilled and the technique for practicing new language items that are not explained.

The last criterion is a practical consideration. The school has given and distributed the book *Module of TOEFL First Level* at the time of the new school year, and it is not easy to be obtained. The textbook package's criteria have not fulfilled the criterion; it needs stronger binding. Moreover, the criteria of particular package requirements, such as language laboratory, are not fulfilled. So, the textbook can be used as a reference to teach in the other grades, yet it needed many improvements to counterbalance the weaknesses.

B. Limitation

This research focused on *Module of TOEFL First Level Textbook*, published by MA Minhajut Tholabah Bukateja. It was going to concern on the standard of good textbook based on criteria textbook evaluation

criteria by Cunningsworth.

C. Suggestion

The result of this study provides the teachers of MA Minhajut Tholabah school important information when they want to use “Module of TOEFL First Level”. Teachers should be selective in choosing the materials used in the learning in the sense that teachers should use a language that is simpler and easy to understand by students from the point of view of the TOEFL material. On the other hand, teachers should use an additional book as a supplement. The teachers will know which textbook aspects should be improved, revised, or changed. Here are some suggestions concerning the expected improvement of the textbook:

- 1) The listening material TOEFL and the students’ level (beginner, advanced, and intermediate) should be added.
- 2) The layout and pictures should be more colorful to interest students in the textbook. It is also suitable for giving and gaining the first impression.
- 3) The *TOEFL First Level* book must complete and include an ISBN in the book, allowing the reader to be used widely and legally.
- 4) The *TOEFL First Level Module* covers three skills. Those must be added to speaking skills so students are not passive in interacting, which can be arranged effectively.
- 5) The textbook should accompany a course package (workbook, cassettes, and CD).
- 6) It would be better to include an assessment or exercise on each skill. It aims to test students’ understanding of the material and the need for reviews and references in each chapter.
- 7) The Module of TOEFL First Level book should show context, culture and social life to build students’ knowledge and awareness.

- 8) The textbook should be accompanied by material for pronouncement and vocabulary development.
- 9) The textbook should also include a bibliography on the final page to know the source of learning, and teachers should have the answer key on the book *Module of TOEFL First Level*.
- 10) The textbook must add boundaries in each unit and skill so students can easily find the material they want.
- 11) For the test-takers, to achieve a score of more than 400, they should enrich their knowledge by learning about TOEFL specifically, such as learning about tips and tricks for answering the TOEFL test.

Another suggestion is given to the future researcher who wants to conduct studies on textbook evaluation. The criteria must be suitable to the textbook which is going to be analyzed. Furthermore, the prospective researcher expects to follow up this study by having similar studies or continuing this study with enhanced knowledge and enriched references so that the research is more comprehensive and well understood.

On the other hand, schools can develop the *Module of TOEFL First Level* book to be more varied and legalized by listing ISBN and cooperation with institutions that have already verified TOEFL. All schools can use the module of the *Module of TOEFL First Level* book.

REFERENCES

- Abdul, M. (2017). *Strategi Pembelajaran* (7th ed.). PT Remaja Rosdakarya.
<https://adoc.pub/abdul-majid-strategi-pembelajaran-pt-remaja-rosdakarya-bandu.html>
- Aedi, N. (2008). *Instrumen Penilaian Sekolah*. 4.
- Amrina. (2018). AN ANALYSIS OF “BAHASA INGGRIS” TEXTBOOK USED IN THE SECOND GRADE OF SENIOR HIGH SCHOOL. *Journal of Controlled Release*, 11(2), 430–439. [https://repository.ar-raniry.ac.id/id/eprint/2699/1/Skripsi Amrina Full.pdf](https://repository.ar-raniry.ac.id/id/eprint/2699/1/Skripsi%20Amrina%20Full.pdf)
- Anjaneyulu, T. (2014). A critical analysis of the English language textbooks in Andhra Pradesh, India. *International Association of Research in Foreign Language Education and Applied Linguistics ELT Research Journal*, 4(4), 181–200. <http://www.eltrj.com>
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik* (p. 319). Asdi Mahasatya.
- Aryani, D. (2016). Content Analysis On English Module “Bahasa Inggris.” *JELE (Journal of English Language and Education)*, 2(1), 1.
<https://doi.org/10.26486/jele.v2i1.213>
- Barnes, M. (2016). The washback effects of the TOEFL iBT in Vietnam. *Australian Journal of Teacher Education*, 41(7), 158–174.

- <https://doi.org/10.14221/ajte.2016v41n7.10>
- Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus Open*, 2, 8–14.
- <https://doi.org/10.1016/j.npls.2016.01.001>
- Brown, D. (2000). *Principles of Language Learning and Teaching* (A. Ascher (ed.); fourth edi). Longman.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Macmillan.
- Daryanto. (2013). Inovasi Pembelajaran Efektif. In *Inovasi Pembelajaran Efektif* (p. 9). Yrama Widya. <https://pustaka.unm.ac.id/opac/detail-opac?id=39583>
- Dwinalida, K. (2021). Biormatika : *Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan*, 7(1), 11–23.
- <https://doi.org/https://doi.org/10.35569/biormatika.v7i1.974>
- Emilia, E., Moecharam, N. Y., & Syifa, I. L. (2017). Gender in EFL classroom: Transitivity analysis in English textbook for Indonesian students. *Indonesian Journal of Applied Linguistics*, 7(1). <https://doi.org/10.17509/ijal.v7i1.6877>
- Erfani, S. M. (2012). The rationale for introducing “global issues” in English textbook development. *Theory and Practice in Language Studies*, 2(11), 2412–2416. <https://doi.org/10.4304/tpls.2.11.2412-2416>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (n.d.). *How to Design and Evaluate Research in Education* (S. Kiefer (ed.); EIGHTH EDI). McGraw-Hill.
- <https://www.ptonline.com/articles/how-to-get-better-mfi-results>
- Graves, K. (2000). *Designing language courses*.
- Haryudin, A., Yana, Y., & Efransyah, E. (2020). An Analysis of Developing English Teaching Materials at the Vocational High School in Cimahi. *Jurnal Ilmiah P2M STKIP Siliwangi*, 7(1), 11–19.
- Huang, S. (2011). *Ideal and Reality of Textbook Selection: An interview- and questionnaire- based investigation in the Taiwanese tertiary context*. University of Warwick, UK.
- Jahangard, A. (2019). *Evaluation of EFL Materials Taught at Iranian Public High Schools The Asian EFL Journal Quarterly Volume 9 , Issue 2 Editors : Paul Robertson and Roger Nunn. December.*

- Masfufah, S. dede. (2018). INDONESIAN COLLEGE STUDENTS' PERCEPTIONS OF TOEFL PREPARATION CLASS. *EduLite Journal of English Education*, 3, 1–13. <https://doi.org/10.30659/e.3.1.66-78>
- Maudini, A., & Nurhasanah, A. (2018). *Different Learning Strategies Preference Among Senior High School Students of*. 1(6), 769–774.
- Moldavska, A., & Welo, T. (2017). The concept of sustainable manufacturing and its definitions: A content-analysis based literature review. In *Journal of Cleaner Production* (Vol. 166). <https://doi.org/10.1016/j.jclepro.2017.08.006>
- Mulyadi, J. (2020). PANDUAN TOEFL TEST. *Academia Education*, 24, 1–24. https://www.academia.edu/38393907/Panduan_TOEFL_TEST
- Mulyasa, E. (2010). *Kurikulum Tingkat Satuan Pendidikan*. Remaja Rosdakarya. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=636010#>
- Nasution, S. (2011). *Berbagai pendekatan dalam proses belajar & mengajar / Prof. Dr. S. Nasution, M.A.* (15th ed.).
- Pyle, M. A. (2001). *CLIFF_Toefl CBT* (J. Friedman (ed.)). IDG Books Worldwide, Inc. saidnazulfiqar
- Rahmawati, L. (2018). *A CONTENT ANALYSIS OF THE ENGLISH TEXTBOOK "PRIMARY ENGLISH AS A SECOND LANGUAGE" [SUNAN AMPEL STATE ISLAMIC UNIVERSITY SURABAYA]*. <https://core.ac.uk/download/pdf/154750424.pdf>
- Richards, J. C. (2001). Curriculum Development in Language Teaching. In *Curriculum Development in Language Teaching*. THR PRESS SYNDICATE OF UNIVERSITY OF CAMBRIDGE. <https://doi.org/10.1017/cbo9780511667220>
- Richards, J. C., & Schmidt, R. W. (2002). Longman Dictionary of Language Teaching and Applied Linguistics. In *Longman Dictionary of Language Teaching and Applied Linguistics* (third). Pearson Education Limited. <https://doi.org/10.4324/9781315833835>
- Sandu Siyoto, & Sodik, M. A. (2015). Dasar Metodologi Penelitian Dr. Sandu Siyoto, SKM, M.Kes M. Ali Sodik, M.A. 1. In Ayup (Ed.), *Dasar Metodologi Penelitian* (1st ed.). Literasi Media Publishing.

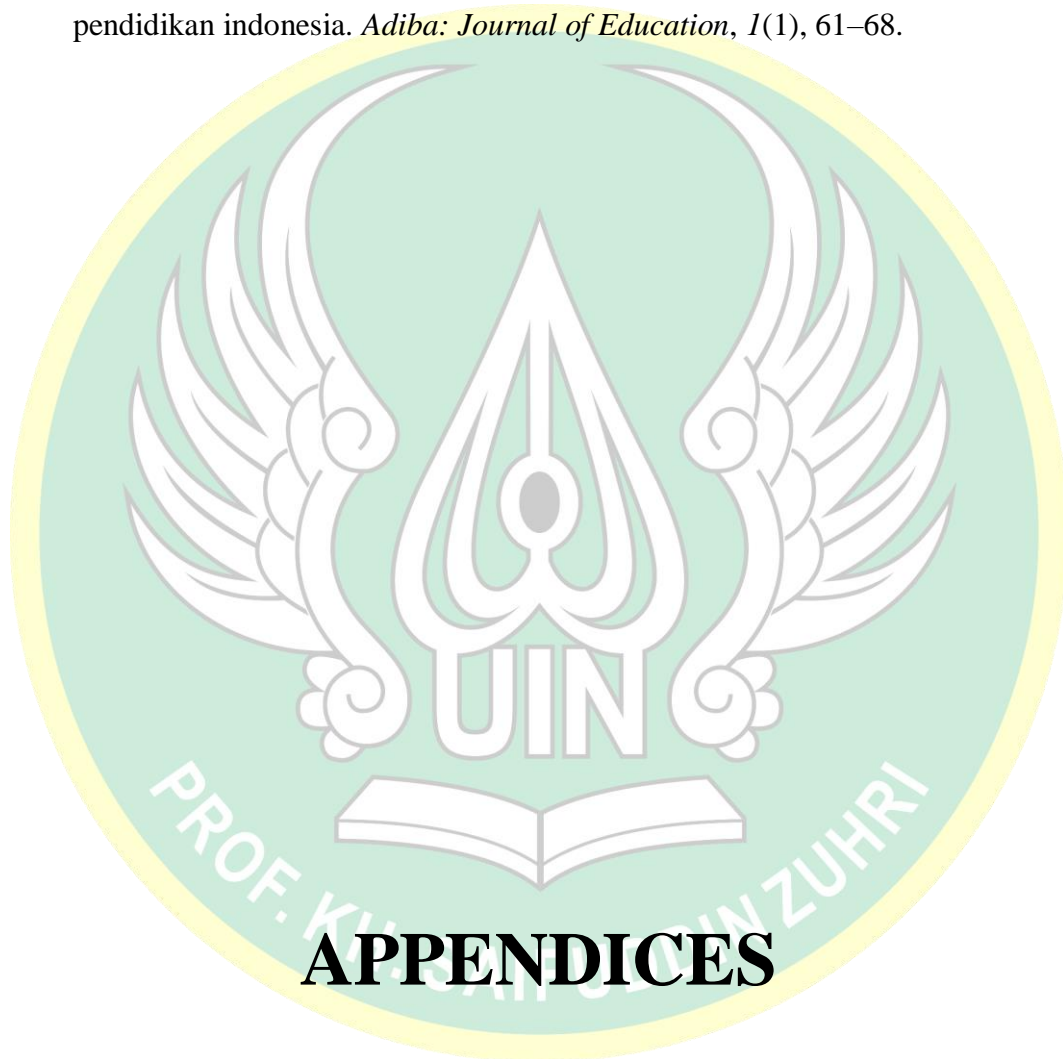
file:///C:/Users/ADMIN/Documents/BERKAS SKRIP/SI PALING
SKRIPSI/DASAR METODOLOGI PENELITIANN.pdf

- Schreier, M. (2012). *Qualitative Content Analysis in Practice*. In *SAGE Publications*.
- Silalahi, R. M. (2014). IELTS teachers and test takers' attitudes towards IELTS writing tasks. *Proceedings of ISELT English Department, FBS Universitas Negeri Padang*, 2, 350–357.
<https://ejournal.unp.ac.id/index.php/selt/article/download/6726/5266>
- Sujana, N. (2013). *Dasar-dasar Proses Belajar Mengajar* (p. 133). Sinar Baru Algesindo.
http://digilib.usm.ac.id/pusat/index.php?p=show_detail&id=96069
- Sulistiyo, U., Wulan, R., Al Arif, T. Z. Z., Efriza, D., & Anwar, K. (2021). A critical content analysis of english textbook for senior high school students in indonesia. *Studies in English Language and Education*, 8(1), 84–98.
<https://doi.org/10.24815/siele.v8i1.16778>
- Sunarko, V., Haro, N., Sitorus, I. T., Sitorus, P. A., & Saragih, E. (2019). A Content Analysis of “Joyful” English Textbook for Primary Grade II. *Journal of English Education*, 4(2), 77–88.
<https://doi.org/10.31327/jee.v4i2.1107>
- Suparman. (2014). eningkatan Kemandirian Belajar dan Minat Belajar Mahasiswa Mata Kuliah Elektronika Analog dengan Pembelajaran PBL. *Jurnal Pendidikan Teknologi Dan Kejuruan*, Volume 22, 84.
<https://journal.uny.ac.id/index.php/jptk/article/view/8840>
- Tambunan, M. S., Sipayung, K. T., & Sinaga, N. T. (2019). CONTENT ANALYSIS OF ENGLISH TEXTBOOK ❖INTERACTIVE ENGLISH❖ USED IN FIRST GRADE JUNIORHIGH SCHOOL IN 2013 CURRICULUM. *JETAL: Journal of English Teaching & Applied Linguistic*, 1(1). <https://doi.org/10.36655/jetal.v1i1.101>
- Tarigan, H. G. (2009). Pengkajian Pragmatik. In *Pengkajian Pragmatik* (p. 12). Angkasa.
- Tarigan, H. G., & Djago. (1993). *Telaah Buku Text Bahasa Indonesia* (revisi).

Angkasa. <https://onesearch.id/Record/IOS2862.UNMAL000000000020415>

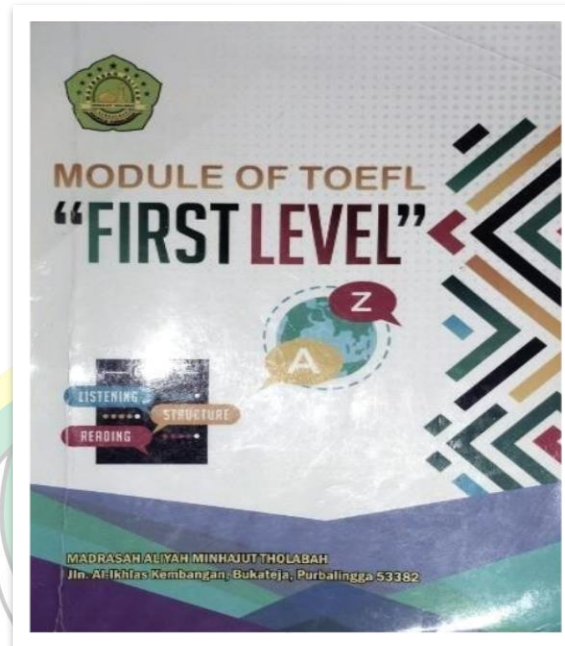
Wei, M. (2007). An Examination of Vocabulary Learning of College-level Learners of English in China. *Asian EFL Journal*, 9(2), 93–114.
[http://cd2.wudisk.com/filestores/011????/pdf7/June_2007_EBook_editions\(????\).pdf#page=93](http://cd2.wudisk.com/filestores/011????/pdf7/June_2007_EBook_editions(????).pdf#page=93)

Yanti, H., & Syahrani, S. (2021). Standar bagi pendidik dalam standar nasional pendidikan indonesia. *Adiba: Journal of Education*, 1(1), 61–68.



Appendix 1

Cover of English textbook “Module of TOEFL First Level”



Appendix 2

Table of content

LIST OF CONTENTS		PAGES
Preface		iii
List of Contents		iv
LISTENING COMPREHENSION SECTION		
UNIT 1 SHORT CONVERSATIONS		1
Listening for Specific Information: WHO and WHAT		
UNIT 2 SHORT CONVERSATIONS		4
Drawing Conclusions: WHO, WHAT, and WHERE		
UNIT 3 SHORT CONVERSATIONS		9
Understanding Statements and Negative Expression		
UNIT 4 SHORT CONVERSATIONS		14
Understanding Special Expressions, Idioms, and Phrasal Verbs		
UNIT 5 SHORT CONVERSATIONS		22
Making Inferences and Understanding Implied Meaning		
UNIT 6 LONGER CONVERSATIONS		28
Identifying the Topic and Listening for Specific Information		
UNIT 7 SHORT TALKS		33
Identifying the Topic and Listening for Specific Information		
STRUCTURE AND WRITTEN EXPRESSION SECTION		
UNIT 8 PARTS OF SPEECH		38
Nouns and Articles		
UNIT 9 PARTS OF SPEECH		60
Subject, Object, Possessive, Reflexive, and Relative Pronouns; Possessive Adjectives, Relative Pronouns and Adverbs; Forms of Other; and Nonreferential <i>it</i> and <i>There</i> Subjects		
UNIT 10 PARTS OF SPEECH		76
Adjectives and Adverbs		
UNIT 11 SIMPLE SENTENCES		90
UNIT 12 AGREEMENT		103
Subject-Verb		
UNIT 13 PARALLEL STRUCTURES		115
UNIT 14 WORD CHOICE		124
READING COMPREHENSION SECTION		
UNIT 15 UNDERSTANDING WORD REFERENCE		135
Reference of <i>IT</i> , <i>THEY</i> , <i>ITS</i> , <i>THEIR</i> , and <i>THEM</i>		
UNIT 16 FINDING SPECIFIC INFORMATION		143
UNIT 17 FINDING SPECIFIC INFORMATION		153
Answering <i>WHAT</i> , <i>WHEN</i> , and <i>WHERE</i> Questions		
UNIT 18 GUESSING WORD MEANING		183
Finding Clues from Punctuation, Restatement, and Examples		
UNIT 19 GUESSING WORD MEANING		172
Finding Clues from Surrounding Words		
UNIT 20 FINDING THE MAIN IDEA		182
Finding the Topic, the Title, and the Main Idea		
UNIT 21 MAKING INFERENCES		192

Appendix 5

Sample activity in Reading Comprehension Section

UNIT 15
UNDERSTANDING WORD REFERENCE
Reference of IT, THEY, ITS, THEIR, and THEM

The word reference comes from the verb *refer*, which means *to relate*. A referent is the noun that a pronoun or a possessive adjective refers to. The noun is generally used first, and the pronoun that it refers to comes after. Some questions in the Reading Comprehension section of the paper-based TOEFL test ask you to point out the referent of a pronoun (*it, they, or them*), or of a possessive adjective (*its or their*). The referent can be found in the phrase(s) or sentence(s) **before** the pronoun or the possessive adjective. In some cases, the referent might come **after** it.

Example

Many scientists think that dolphins, closely related to whales and porpoises, are among the most intelligent animals. Humans train in captivity these friendly creatures, which are eager to interact with **them**. When dolphins are well trained, they can jump through hoops, throw balls through nets, and even walk backward on the water.

Just as whales and porpoises are, dolphins are mammals. They feed their young with milk produced profusely in the mother's body. Unlike fish, dolphins have lungs and are warm-blooded. Regardless of the temperature of the surroundings, **their** temperature always stays about the same.

There are about 40 species of dolphins known to exist in Earth's oceans and freshwater rivers. But the bottle-nosed dolphin and the common dolphin are much better known. Scientists have tried to understand dolphin intelligence and **they** have done research mainly with these two species. The bottle-nosed dolphin has a short beak. It makes the dolphin look like it is smiling. The common dolphin has a dark band down its long, narrow beak and around **its** eyes.

Adapted from *The World Book Student Discovery Encyclopedia, Volume 4*

Sample questions

- The word "them" in line 3 refers to ...
 - scientists
 - animals
 - humans
 - creatures
- The phrase "their temperature" in line 7 refers to the temperature of ...
 - fish
 - dolphins
 - lungs
 - surroundings
- The word "they" in line 11 refers to ...
 - dolphins
 - oceans
 - rivers
 - scientists

Appendix 6

A syllabus of the Listening "Module of TOEFL First Level"

SILABUS

Bahasa Inggris Lintas Minat (TOEFL)
Satuan Pendidikan : MA Minhajut Tholabah
Kelas : XII (Dua Belas)

Kompetensi Inti

- KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
Listening: Longer Conversation (Identifying the topic and listening for specific information).	<p>Strategy used to identify the topic of longer conversation:</p> <ul style="list-style-type: none"> Pay attention to what the speakers say in the beginning of the conversation. The topic is usually mentioned in the first exchange. <p>Some strategies used to identify the specific information:</p> <ul style="list-style-type: none"> Briefly preview the options given in the test book before the meeting Ty to anticipate the question for every problem: who, what, when, why, how, etc Ty to determine the answer while 	<ul style="list-style-type: none"> Listening to the audio of English conversation that has a longer duration. Identify the main topic of the conversation. Getting some specific information related to the content of the audio.

Appendix 7

A syllabus of the Structure “Module of TOEFL First Level”

<p>Listening: Short Talks (Identifying the topic and listening for specific information).</p>	<p>listening.</p> <p>Strategy used to identify the topic of short talks:</p> <ul style="list-style-type: none"> Briefly preview the options of the question of the talk before the talk is read out. Listen carefully to the first or two or three lines of the talk because the topic is usually mentioned then. <p>Some strategies used to identify the specific information in short talks:</p> <ul style="list-style-type: none"> If you have a time, preview the options given in the test book. Try to anticipate the question for every problem: Who, what, when, why, how, etc. Try to determine the answer while the listening. 	<ul style="list-style-type: none"> Listening to the audio of English short talks. Identify the main topic of the short talks. Getting some specific information related to the content of the audio.
<p>Structure: Parallel Structures</p>	<ul style="list-style-type: none"> Word or phrases in a series must be the same part of speech or a similar parallel form. <p>Examples: Words with words</p> <ul style="list-style-type: none"> Nouns : Do the rich know about <u>disease</u>, <u>hunger</u>, and <u>poverty</u>? Adjectives : Amanda is <u>rich</u> and <u>intelligent</u>, but <u>unfriendly</u>. Adverbs : She smiled <u>sweetly</u> and <u>politely</u>. 	<ul style="list-style-type: none"> Identify the sentences which have parallel structures. Analyze the parallel structures of nouns, adjectives, adverbs, infinitives, gerunds, verbs or prepositions. Analyze the sentences whether true or false in a case of the use of parallel structures. Students can analyze the incorrect word or phrase, then correct it. Create their own sentences which contain of parallel nouns, adjectives, adverbs, infinitives, gerunds, verbs or prepositions.

Appendix 8

A syllabus of the Reading “Module of TOEFL First Level”

	<p>Phrases with phrases</p> <ul style="list-style-type: none"> Infinitives : Rita wants <u>to teach</u> in kindergarten or <u>(to) write</u> children's stories. Gerunds : Paul like <u>reading</u> fiction, <u>watching</u> movies, and <u>playing</u> outdoor sports. Verbs : After dinner, she <u>cleaned</u> the table and <u>washed</u> the dishes. Prepositions : The reward rests not <u>in</u> the task but <u>in</u> the pay. (John. K. Galbraith) 	
<p>Reading Comprehension: Finding the Main Idea</p>	<p>STRATEGIES</p> <ul style="list-style-type: none"> Read the first line of the paragraph, or, if the passage consists of more than one paragraph, the first sentences of all the paragraphs. Look for a common theme or general idea that covers the supporting details. Go over the rest of the passage to check if you have found the correct common theme or idea. Choose the answer that has the same ideas as that found in the passage. 	<ul style="list-style-type: none"> Reading, discuss and understanding the strategies of how to find the main idea of the text. Complete the exercise of finding the main idea from the text.
<p>Reading Comprehension: Making Inferences</p>	<p>Strategies:</p> <ul style="list-style-type: none"> Read all the choices carefully. Locate the clue or evidence or stated fact in the passage that can be used to make an inference or draw a probable conclusion. 	<ul style="list-style-type: none"> Reading, discuss and understanding the strategies of how to make inferences of the text. Complete the exercise of making inferences from the text.

Appendix 9

The Lesson Plan of Listening Comprehension Section

LESSON PLAN	
Subject : Bahasa Inggris Lintas Minat (TOEFL) School : MA Minhajut Tholabah Grade / Semester : XII / Ganjil	Materi / Skill : Longer Conversation / Listening Time Allocation : pertemuan (8 x 40 menit)
Learning Objectives	
<ul style="list-style-type: none"> • Understanding the topic of the conversation in the audio. • Understanding the information of what, who, where, when, why, how, how many, etc. of the conversation in audio. • Determining the correct answer while listening the audio. 	
Learning Activity (meeting 1)	
Opening	
<ul style="list-style-type: none"> • Teacher greets the students. • Teacher checks the students' attendance. • Teacher asks the students' readiness to learn. • Teacher and students do the apperception (brainstorming) by listening and watching the video which contains of short conversation. • Students are given some questions based on the content of the conversation. • Teacher tells the material and its learning objectives. 	
Main Activity	
<ul style="list-style-type: none"> • Students watch the video of English conversation with its subtitle. • Teacher will play the video for more than one time. • Students are given some questions (who, when, where, what, why, and how) based on the video content. • Students answer the questions. • Students and teacher discuss the answer for questions based on the video content. 	
Reflection and Closing	
<ul style="list-style-type: none"> • Teacher and students conclude the material of the day. • Teacher closes the learning activity. 	
Learning Activity (meeting 2 & 3)	
Opening	
<ul style="list-style-type: none"> • Teacher greets the students. • Teacher checks the students' attendance. • Teacher asks the students' readiness to learn. • Teacher and students do the apperception (brainstorming) by listening and watching the video which contains of short conversation. • Students are given some questions based on the content of the conversation. • Teacher tells the material and its learning objectives. 	
Main Activity	
<i>Literacy Activities</i>	
<ul style="list-style-type: none"> • Students in their groups read the strategies to know the topic and some information based on the audio of longer conversation. • Students are guided by teacher try to understand the strategies. 	
<i>Listening Activity</i>	
<ul style="list-style-type: none"> • Teacher plays the audio of listening. • Students listen to the audio while doing the exercises in their TOEFL book. • Teacher and students discuss the answer of the listening questions by looking at the strategies that have been discussed before. 	
Reflection and Closing	
<ul style="list-style-type: none"> • Teacher and students conclude the material of the day. • Teacher closes the learning activity. 	
Learning Activity (meeting 4)	
Opening	
<ul style="list-style-type: none"> • Teacher greets the students. • Teacher checks the students' attendance. • Teacher asks the students' readiness to learn. • Teacher and students recall the material of previous meeting. 	
Main Activity	
<ul style="list-style-type: none"> • Students have a quiz about the previous material (Listening comprehension: Longer conversation) individually. 	
Reflection and Closing	
<ul style="list-style-type: none"> • Teacher and students conclude the material of the day. 	

Appendix 10

The Lesson Plan of Structure Comprehension Section

LESSON PLAN	
Subject : Bahasa Inggris Lintas Minat (TOEFL)	Materi / Skill : Parallel Structures / Structure
School : MA Minhajut Tholabah	Time Allocation : pertemuan (4 x 40 menit)
Grade / Semester : XII / Ganjil	
Learning Objectives	
<ul style="list-style-type: none">• Understanding the difference between noun, adjective, adverb, verb, infinitive, gerund, and preposition.• Understanding similar or parallel structure of word or phrase in sentence.• Determine the correct and incorrect parallel structure in sentence.	
Learning Activity (meeting 1)	
Opening	
<ul style="list-style-type: none">• Teacher greets the students.• Teacher checks the students' attendance.• Teacher asks the students' readiness to learn.• Teacher and students do the apperception (brainstorming) by playing the game:<ul style="list-style-type: none">- Students stand up in a line.- Teacher mention the words in English (it can be noun, adjective, adverb, verb, infinitive, gerund, and preposition)- Students try to answer whether the word mentioned belong to noun, adjective, adverb, verb, infinitive, gerund, or preposition)- It is continually done until the last of students.• Teacher tells the material and its learning objectives.	
Main Activity	
<ul style="list-style-type: none">• Students work in a group of four.• Students are given an English text, then they identify the words in the text that belong to noun, adjective, adverb, verb, infinitive, gerund, or preposition)• Students write down their answer in their work sheet.• Each group presents their finding in front of the class based on the teacher's instruction. One group will only present one category of word.• Students and teacher discuss the answers.• Students are guided by teacher make a conclusion about the difference of noun, adjective, adverb, verb, infinitive, gerund, or preposition.	
Reflection and Closing	
<ul style="list-style-type: none">• Teacher and students conclude the material of the day.• Teacher closes the learning activity.	
Learning Activity (meeting 2, 3, and 4)	
Opening	
<ul style="list-style-type: none">• Teacher greets the students.• Teacher checks the students' attendance.• Teacher asks the students' readiness to learn.• Teacher and students recall the material in the previous meeting.	
Main Activity	
Meeting 2	
<ul style="list-style-type: none">• Teacher provides some sentences in English that contain of parallel group of words.• Students identify the word in each sentence which one belongs to the parallel word.• Students and teacher discuss the answer.	
Meeting 3	
<ul style="list-style-type: none">• Students work individually.• Students write sentences that contain of parallel words.• Students submit their work to be checked and scored by teacher.	
Meeting 4	
<ul style="list-style-type: none">• Teacher and students recall the previous discussion.• Students complete the exercise of parallel structures in TOEFL book.• Students and teacher discuss the answers.	
Reflection and Closing	
<ul style="list-style-type: none">• Teacher and students conclude the material of the day.• Teacher closes the learning activity.	

Appendix 11

The Lesson Plan of Reading Comprehension

LESSON PLAN

Subject : Bahasa Inggris Lintas Minat (TOEFL) **Materi / Skill** : Making Inferences / Reading Comprehension
School : MA Minhajut Tholabah
Grade / Semester : XII / Genap **Time Allocation** : 4 pertemuan (12 x 40 menit)

Learning Objectives

- Understanding the content of the text.
- Understanding the strategies to find out the inferences of the text.
- Analyzing the inferences of the text.

Learning Activity (meeting 1)
<p>Opening</p> <ul style="list-style-type: none"> • Teacher greets the students. • Teacher checks the students' attendance. • Teacher asks the students' readiness to learn. • Teacher and students do the apperception (brainstorming) by: <ul style="list-style-type: none"> - Teacher shows a short English text. - Teacher asks the students to read the text loudly in turn. - Teacher corrects the students' pronunciation. • Teacher asks some trigger questions related to the content of the text and the material will be discussed.
<p>Main Activity</p> <ul style="list-style-type: none"> • Students work in a group of four. • Students read, discuss, and understanding the strategies to make an inference. • Students and teacher discuss the example of exercise to make an inference. • Students complete the exercise in TOEFL book.
<p>Reflection and Closing</p> <ul style="list-style-type: none"> • Teacher and students conclude the material of the day. • Teacher closes the learning activity.

Learning Activity (meeting 2, 3, and 4)

Opening

- Teacher greets the students.
- Teacher checks the students' attendance.
- Teacher asks the students' readiness to learn.
- Teacher and students recall the material in the previous meeting.

Main Activity

Meeting 2

- Students continue completing the exercise in TOEFL book.
- Students and teacher check the students' work by using technique of Numbered Head Together.

Meeting 3

- Students continue completing the exercise in TOEFL book.
- Students and teacher check the students' work by using technique of Numbered Head Together.

Meeting 4

- Students continue completing the exercise in TOEFL book.
- Students and teacher check the students' work by using technique of Numbered Head Together.

Reflection and Closing

- Teacher and students conclude the material of the day.
- Teacher closes the learning activity.

Penilaian		
Pengetahuan	Keterampilan	Sikap
Exercise in TOEFL book.		1. Bekerja sama dalam diskusi kelompok. 2. Menggunakan bahasa yang baik dan benar. 3. Tanggung jawab mengerjakan tugas
Kerola Madrasah	Mengetahui,	Guru Mata Pelajaran

Bukateja,..... 20....

Appendix 12



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.1572/Un.19/D.FTIK/PP.05.3/08/2022
Lamp. : -
Hal : **Permohonan Ijin Riset Individu**

26 Agustus 2022

Kepada
Yth. Kepala Sekolah MA Minhajut Tholabah
Kec. Purbalingga
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Dea Nabilah
2. NIM : 1817404056
3. Semester : 9 (Sembilan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Alamat : Jalan Budi Utomo, RT 003/RW 009, Kel. Sidakaya, kec. Cilacap Selatan
6. Judul : Content Analysis of English Module in MA Minhajut Tholabah Bukateja Purbalingga

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek : English Module TOEFL
2. Tempat / Lokasi : Bukateja, Purbalingga
3. Tanggal Riset : 27-08-2022 s/d 27-10-2022
4. Metode Penelitian : Kualitatif research

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

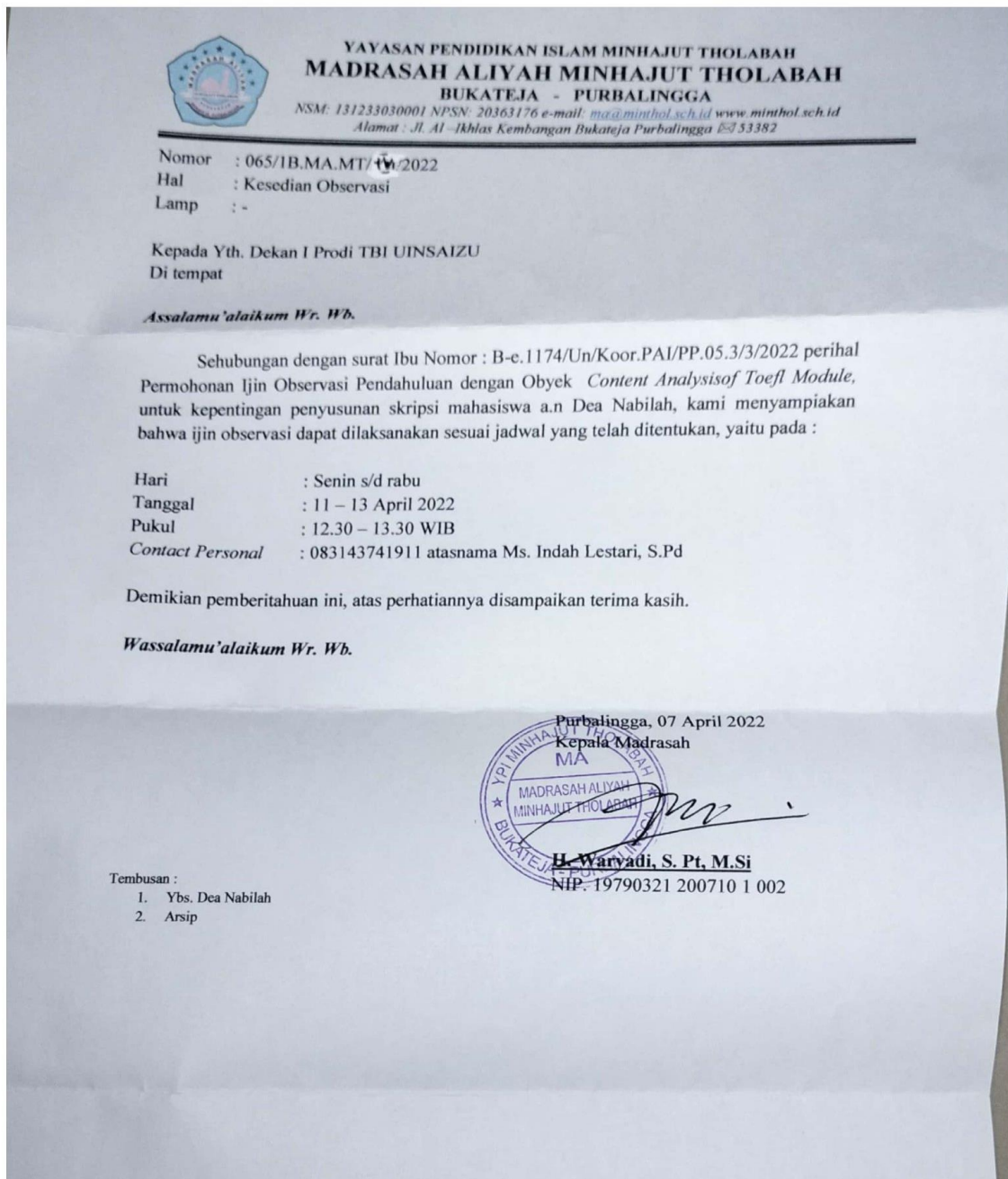


Maria Ulpah

Tembusan :

1. Arsip

Appendix 13



Appendix 14



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

**SURAT PERNYATAAN
LULUS SELURUH MATA KULIAH
PRASYARAT UJIAN KOMPREHENSIF**

Yang bertandatangan di bawah ini,
Nama : Dea Nabilah
NIM : 1817404056
Jurusan / Prodi : FTIK/ TBI

Dengan ini menyatakan dengan sebenar-benarnya bahwa

1. Semua nilai mata kuliah teori dan praktik sebagaimana dipersyaratkan dalam ujian Komprehensif telah lulus (minimal mendapatkan nilai C).
2. Semua ujian BTA-PPI, Pengembangan Bahasa serta matakuliah dengan bobot nol (0) SKS telah lulus serta dapat dibuktikan dengan sertifikat.

Apabila pernyataan ini tidak benar, maka saya bersedia menerima sanksi akademik berupa:

1. Dibatalkan hasil kelulusan ujian komprehensif;
2. Mengulang mata kuliah yang belum lulus secara reguler melalui pengisian KRS;
3. Mengikuti ujian komprehensif ulang setelah ybs lulus semua mata kuliah.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya tanpa ada paksaan dari pihak manapun.

Purwokerto, 03 September 2022
Yang Menyatakan



Dea Nabilah

Appendix 15



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

SURAT KETERANGAN

No. B-3911/Un.19/WD1.FTIK/PP.05.3/9/2022

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a : Dea Nabilah
NIM : 1817404056
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Senin, 12 September 2022
Nilai : C+

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.



Purwokerto, 15 September 2022
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001





TRANSKRIP NILAI

Nama Mahasiswa : DEA NABILAH
NIM : 1817404056
Fakultas : Tarbiyah & Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

No	SMT	Kode MK	Nama Mata Kuliah	SKS	Nilai		
					Huruf	Angka	Jumlah
1	1	INS 011	Logika	2	A-	3.6	7.2
2	1	INS 002	Ilmu Kalam	2	A-	3.6	7.2
3	1	TIK 001	Ilmu Pendidikan	2	A	4.0	8.0
4	1	TBI 005	Basic English Grammar	2	B	3.0	6.0
5	1	TBI 004	Free Writing	2	B	3.0	6.0
6	1	TBI 003	Speaking for Daily Communication	2	B	3.0	6.0
7	1	TBI 002	Literal Reading	2	A-	3.6	7.2
8	1	TBI 001	Listening for Leisure	2	B+	3.3	6.6
9	1	INS 020	BTA dan PPI	0	B+	3.3	0.0
10	1	INS 017	Al `Arabiyyah Al Asaasiyyah	2	A-	3.6	7.2
11	1	INS 015	Basic English	2	B-	2.6	5.2
12	2	INS 018	Al Arabiyyah At Tathbiiyyah	2	B	3.0	6.0
13	2	TIK 002	Filsafat Pendidikan Islam	2	B+	3.3	6.6
14	2	TBI 010	Intermediate English Grammar	2	B+	3.3	6.6
15	2	TBI 009	Paragraph Writing	2	B	3.0	6.0
16	2	TBI 008	Speaking for Formal Communication	2	A-	3.6	7.2
17	2	TBI 007	Interpretive Reading	2	B-	2.6	5.2
18	2	TBI 006	Listening for Factual Communication	2	B+	3.3	6.6
19	2	INS 021	Aplikasi Komputer	0	B	3.0	0.0
20	2	INS 016	English for Academic Purposes	2	A	4.0	8.0
21	2	INS 008	Ushul Fiqh	2	B+	3.3	6.6
22	2	INS 004	Akhlaq dan Tasawuf	2	B+	3.3	6.6
23	3	INS 009	Filsafat Islam	2	A	4.0	8.0
24	3	TIK 003	Ilmu Pendidikan Islam	2	A-	3.6	7.2
25	3	TBI 015	Advanced English Grammar	2	A-	3.6	7.2
26	3	TBI 014	Essay Writing	2	B+	3.3	6.6
27	3	TBI 013	Speaking for Academic Purposes	2	B+	3.3	6.6
28	3	TBI 012	Critical Reading	2	B	3.0	6.0
29	3	TBI 011	Listening for Critical Thinking	2	B-	2.6	5.2
30	3	INS 007	Islamic Building/Dasar-dasar Keislaman	2	A	4.0	8.0
31	3	INS 006	Ulumul Hadits	2	B-	2.6	5.2
32	3	INS 005	Ulumul Qur`an	2	A-	3.6	7.2
33	3	INS 003	Fiqh	2	B	3.0	6.0
34	4	TBI P35	English for Young Learners	2	A-	3.6	7.2
35	4	TIK 009	Sosiologi Pendidikan	2	A	4.0	8.0
36	4	TIK 012	Pengembangan Profesi Guru	2	B+	3.3	6.6
37	4	TIK 019	Statistika Pendidikan	2	B+	3.3	6.6
38	4	TIK 010	Psikologi Pendidikan	2	A-	3.6	7.2
39	4	TIK 011	Psikologi Perkembangan Peserta Didik	2	A-	3.6	7.2
40	4	TBI P45	Theories of Translation	2			
41	4	TBI P40	Bussiness English	2			
42	4	TBI 030	Curriculum and Learning Model Observation	1	A	4.0	4.0
43	4	TBI 018	Complex English Grammar	1	B+	3.3	3.3
44	4	TBI 017	Academic Writing	2	B	3.0	6.0
45	4	TBI 016	Public Speaking	2	A-	3.6	7.2
46	4	INS 012	Ilmu Alamiyah Dasar	2	A	4.0	8.0
47	4	INS 010	Filsafat Ilmu	2	A-	3.6	7.2
48	5	TBI 031	LSCM Observation	1	A	4.0	4.0
49	5	TBI P36	Classroom Action Research	2	B+	3.3	6.6
50	5	TBI P41	Tourism Management	2			

No	SMT	Kode MK	Nama Mata Kuliah	SKS	Nilai		
					Huruf	Angka	Jumlah
51	5	TBI P46	Fiction Text Translation	2			
52	5	TIK 007	Pendidikan Global	2	A	4.0	8.0
53	5	TIK 018	Pengembangan Kurikulum	2	A	4.0	8.0
54	5	TBI 022	English Phonology	2	A	4.0	8.0
55	5	TBI 021	Introduction to Linguistics	2	B+	3.3	6.6
56	5	TBI 020	Semantics	2	A-	3.6	7.2
57	5	TBI 019	English Syntaxes	2	A	4.0	8.0
58	5	INS 014	Bahasa Indonesia	2	A-	3.6	7.2
59	5	INS 013	Sejarah Kebudayaan Islam	2	A-	3.6	7.2
60	5	TIK 013	Bimbingan dan Konseling	2	A	4.0	8.0
61	5	TBI 023	English - Indonesian Translation	2	A-	3.6	7.2
62	6	TIK 004	Sejarah Pendidikan Islam	2	A-	3.6	7.2
63	6	TIK 022	Metodologi Penelitian Kuantitatif Pendidikan	2	B	3.0	6.0
64	6	TIK 021	Metodologi Penelitian Kualitatif Pendidikan	2	A-	3.6	7.2
65	6	TIK 005	Administrasi Pendidikan	2	A	4.0	8.0
66	6	TBI P47	Cross Culture Understanding	2			
67	6	TBI P42	Public Speaking	2			
68	6	TBI 028	Language Testing & Evaluation	2	A	4.0	8.0
69	6	TBI 027	Instructional Media for English	2	A-	3.6	7.2
70	6	TBI 026	Teaching English as Foreign Language	2	A	4.0	8.0
71	6	TBI 025	Developing Material Design for English	2	A	4.0	8.0
72	6	TBI 024	Morphology	2	A-	3.6	7.2
73	6	TBI P37	ICT (Information Communication Technology)	2	A	4.0	8.0
74	7	TBI P38	English for Difable	2	A-	3.6	7.2
75	7	TBI P49	Translation Text Editing	2			
76	7	TBI P48	Translation Text Analysis	2			
77	7	TBI P44	Educational Entrepreneurship	2			
78	7	TBI P43	English for Mass Media	2			
79	7	TBI P39	Language Learning and Acquisition	2	A-	3.6	7.2
80	7	TBI 032	Micro Teaching	2	A	4.0	8.0
81	7	TBI 029	Seminar Proposal	2	A-	3.6	7.2
82	7	INS 001	Pendidikan Pancasila dan Kewarganegaraan	3	A	4.0	12.0
83	8	INS 019	KKN	3	B+	3.3	9.9
84	8	TBI 033	Macro Teaching	2	A	4.0	8.0
85	8	TBI 034	Skripsi	6			

Purwokerto, 04-07-2023

Indeks Prestasi Kumulatif (IPK): 3.52
Predikat : **Istimewa / Cumlaude**

Jml MK diambil : **74**
Jml SKS diambil : **143**
Jml Nilai : **504**



Mengetahui Wakil Dekan 1

Dr. SUPARJO, M.A
NIP: 19730717 199903 1 001

CURRICULUM VITAE

Personal Data

Name : Dea Nabilah
Student Number : 1817404056
Date of Birth : Cilacap, June 8th 2000
Address : Budi Utomo Rt 003/009, Cilacap Selatan
Phone : 0858 7821 9480
E-mail : deanabilah2424@gmail.com

Education

Formal Education:

1. TK Pertiwi Cilacap
2. SDN 13 Sidakaya Cilacap
3. SMP Muhammadiyah 01 Cilacap
4. SMK N 1 Cilacap

Informal Education:

Pondok Pesantren Modern El-Fira 1

Organization Experience

1. UKM Pencak Silat UIN SAIZU PURWOKERTO
2. Tapak Suci Putra Muhammadiyah UIN SAIZU PURWOKERTO
3. Javelin UIN SAIZU PURWOKERTO

UIN
PROF. KH. SAIFUDDIN ZUHRI