

Authentic materials existed in the textbook by intan pariwara for senior high school

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Abstract

This research aimed to find out authentic materials and skills contained in the textbook Intan Pariwara for Senior High School. Skill checklist (listening, reading, speaking and writing) on 5 chapters of the textbook and authentic material checklist on 5 chapters of textbook had been described in the checklist. This research investigated the existence of authentic materials and 4 skills contained in the textbook Intan Pariwara. The researchers used Qualitative approach to find out the result. The results showed that: There were only a few authentic materials and consisted 4 skills in the textbook Intan Pariwara especially *Buku Bahasa Inggris Mata Pelajaran Wajib Kelas XI* compiled by Bachtiar Bima M dan Cicik Kurniawati for semester 1.

Keywords: Authentic Materials, Skills, AMs

INTRODUCTION

According to Khunaifi (2015, p. 45) English is as one of international language in the world. Learning a second language or English as a foreign language means learning to communicate with other people to understand them, talk to them, read what they have written and write to them (Raimes as cited in Miftah, 2015, p. 9). Learning a foreign language, especially English, becomes an important need for people to gain a more competitive advantage (Sugianto, 2016, p. 32). Almost all countries such as Indonesia has it adapted English is used like a compulsory primary at schools. And every institutions as school has materials as a textbook has four skills for teaching and learning process. Textbooks consist of materials and the materials are able take from authentic materials and non-authentic materials or created materials. In this study the researcher will focus on four skills which categorize by authentic

material criteria inside of a textbook. According to Laniro (2007, p. 1), "authentic materials help students bridge the gap between the classroom and the outside world. Many students enroll in school to learn or improve a language-related task, such as helping a child with homework or speaking English at work. Others enroll because they have personal long-term goals that involve education, such as becoming an engineer or business owner. In working with new students, teachers need to identify why students have come to class. When teachers know learners' motivations, they can target instruction to meet those goals. A key way to help learners to reach their goals is to use authentic, goal-directed materials." It is mentioned that a textbook much better consists of authentic materials inside than none so the learners are able to achieve the target of language. Riazi (2003, p. 52) says that a textbook used in EFL classroom has an important role in teaching and learning process due to it is able help teacher to prepare various materials in particular study English. It is in line with Allwright (1990, p. 346) he concludes that "views textbooks as resource books for ideas and activities rather than instructional materials. " It can be concluded that textbooks are one important thing for learners to guide them as a basic for studying and learning process.

Here are some of definitions and benefits its self. For Tomlinson (2012, p. 162), an authentic text is one text which is made in order to communicate rather than to teach. It does not have to be made by a native speaker and it might be a version of an original which has been simplified easier communication. In addition, Richards and Schmidt (2010) define authentic materials as those materials that were not used made for pedagogical aims, as the use of magazines, newspapers, advertisements, news reports, or songs. Such as materials are used to think to contain more realistic and natural examples of language use for than those found in textbooks and other as developed learning materials. For Genhard (1996) classified authentic materials into three categories as follows: First, Authentic listening materials, such as radio news, cartoons, songs, etc. Second, Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc. Third, Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc. This study concludes that authentic materials can be broadly classified in audio, visual, and printed materials.

Textbook is one of crucial things in institution which is able to guide learners to study more whether at school or at institution itself such as school, campus, course and so on. As in Ghazo and Smadi (2013 p. 346), it is mentioned that a textbook is a crucial stage for curriculum, due to this is occupied used in schools. Teachers and pupils use it such as materials that give the fundamental source of information, provide the main source of information, leadership and pattern because they give communicative actions, list of words, productive and receptive skills and vocabulary, reading, writing, speaking, and listening comprehension, and custom gambits. The researcher interested in this topic because textbook as the education heart and without it will be useless. Also include the existence of contents itself in the textbook which are able to give the advantages and qualities for learners.

In this opportunity the researchers try to find out authentic materials of the English textbooks in four skills of the English textbooks of Senior High School and authentic materials in four skills in the English textbooks of Senior High School. It is an English textbook published by a publisher *Intan Pariwara*. This textbook entitled "*Buku Bahasa Inggris 'Mata Pelajaran Wajib' Kelas XI*" that compiled by Bachtiar Bima M and Cicik Kurniawati for first semester of the eleventh grade students at SMAN 2 Palangka Raya. According to Elmi (2016, p. 9) says that "this English textbook using curriculum in 2013." It means that it uses scientific approach and has standard process in learning which consist of observing, questioning, exploring, associating, and communicating. And curriculum 2013 pointed to authentic assessment, and the materials should refer to authentic materials.

METHOD

This research used descriptive qualitative study. The design used descriptive qualitative design because this study concerned by process to describe and to analyze the topic. According to Ary et al. n.d. 2010, p. 648) stated that "a qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting without predetermined hypothesis."

Based on the statement above, the researcher is able to sum up that qualitative research. In natural research there is no manipulated data or condition in the research field. In this research, the researcher would use qualitative research because this research would describe a place, evidence, characteristics systematically. And also, this study conducted library research

approach, which was to collect data from library source and would compare to variety of available theories.

The research type of this study would use document or content analysis According to Krippendorff (2003, p.18) "Content analysis is a research technique to make replicable and valid conclusion from texts (or other meaningful matter) to the contexts of their use." It stated that a content analysis is a research type which is to make imitate and valid data from materials which used.

FINDINGS AND DISCUSSION

This section deals with the research findings. The findings and discussion section consist of description of the results of the data analysis to answer the research question(s).

1. Authentic Materials in English Textbook of eleventh grade published by "Intan Pariwara.

The researcher found (AMs 3) as authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc. It means that materials are able to produce by print and it has existed in every chapters were in chapter 1 (page:15), chapter 2 (page: 28,29), chapter 3 (page: 42, 44, 45), chapter 4 (page: 67) and chapter 5 (page:85).

2. Language Skills Development that covered in English textbook of eleventh grade published by "Intan Pariwara.

The researcher found all skills were covered found in every chapters were completed start from chapter 1 to 5 by using checklist for evaluation and selection adapted from Alan Cunningsworth as *Listening* chapter I (page: 7), chapter II (page: 22, 23, 24), chapter III (page: 34, 38, 39, 40, 44), chapter IV (page: 64, 65) and chapter V (page: 77). *Speaking* chapter I (page: 2, 3, 5, 7, 12, 13, 14), chapter II (page: 21, 22, 26), chapter III (34, 37, 38, 40, 42, 44), chapter IV (page: 64, 66, 67) and chapter V (page: 72, 77, 82, 84). *Reading* chapter I (2, 8, 9, 10, 15), chapter II (page: 20, 22, 24, 25, 27, 28, 29), chapter III (page: 34, 37, 42, 43, 45), chapter IV (page: 58, 59, 62, 64, 67) and chapter V (page: 72, 74, 78, 81, 85). *Writing* chapter I (page: 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14), chapter II (page: 20, 23, 24, 25, 26, 28, 29), chapter III (page: 34, 37, 38, 39, 40, 41, 42, 43, 44, 45), chapter IV (page: 58, 60, 61, 62, 63, 64, 65, 66, 67) and chapter V (page: 73, 74, 78, 79, 80, 83, 84).

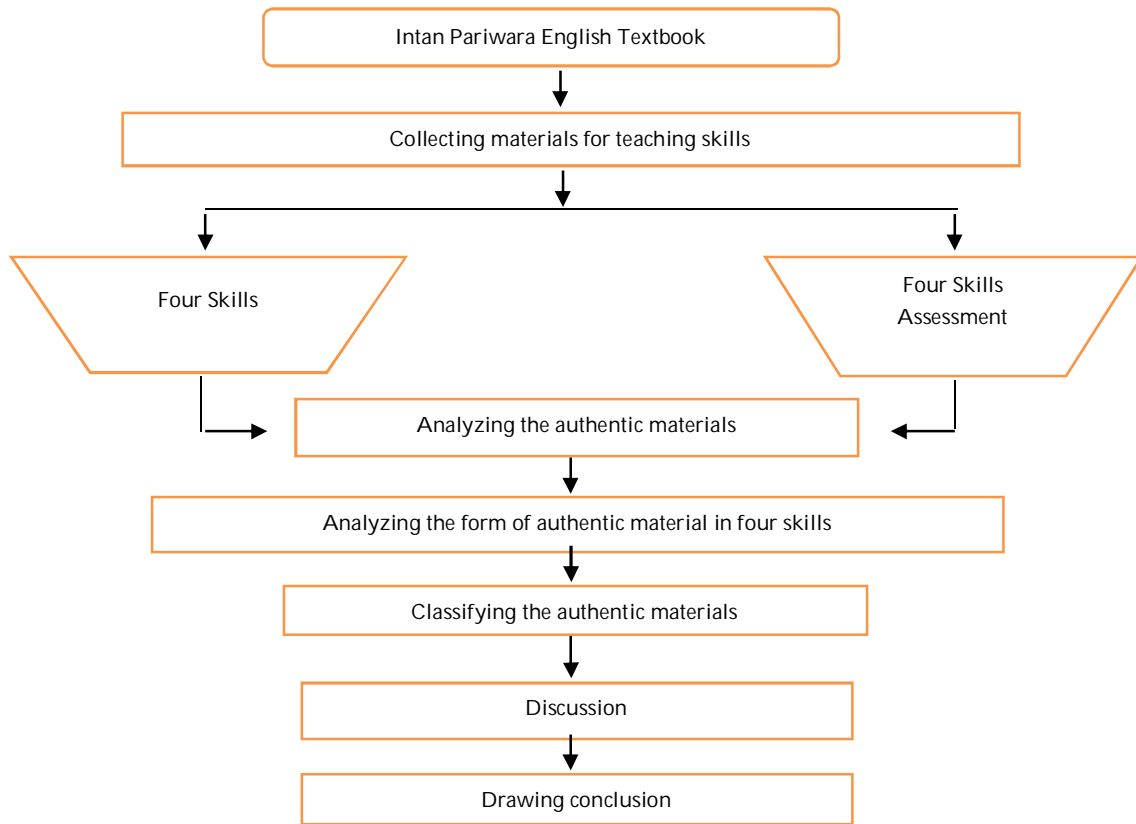


Figure 1. Frame of Thinking

Table 1. Types of Authentic Materials by Genhard

Criteria Aunthetic Materials by Karvova		Check	AMs Types by Genhard			Chapter/Page	
Criteria	Indicator		AMs 1	AMs 2	AMs 3	Chapter	Page
Content	The content of authentic materials should h as to be appropriate for learners' age, interest, needs and goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I II III IV V	15 28,29 42,45 67 85
Task	The tasks must be "sequenced and differentiated" and must include "communicative and cognitive procedures" so that the learners' background and new knowledge can be integrated.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Teacher-learner relationship	The materials must be structured in a way that a "reciprocal" interaction between the instructor and the learner takes place.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Learning strategies	cognitive abilities of the learners must be improved by paying attention to learning strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Learning environment	the environment provided must in a way encourage "risk taking and idea sharing"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Social values and attitudes	authentic materials must be a reflection of social values and attitudes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Culture Issue	authentic materials must further learners' "cultural, sociolinguistic, and paralinguistic awareness.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

Table 2. Language Development Skills by Allan Cunningsworth

No	Listening	Indicator	Chapter/Page		Question	Example of Materials	Check
			Chapter	Page			
1.	Listening	Students are able to use structure and language element in giving suggestion and the response.	I II III IV V	7. 22,23,24. 34,38,39. 40,44. 64,65 77	Is listening material well recorded, as authentic as possible, accompanied by background information, question and activities which help comprehension?	Absolutely. Are correct materials as authentic as possible, accompanied by background information, question and activities which help comprehension for any podcast.	<input checked="" type="checkbox"/>
		Students study seriously on every stages.			What kind of listening material is contained in the course? Does listening from part of dialogue conversation work? Are there specific information, etc?	Authentic materials (this includes anything that is 'unscripted', 'live' lectures and seminars, the English you hear on the television audio, or radio, and English spoken outside the classroom, etc). then, textbook materials (this may include simulated lectures and presentations and semi-scripted listening tasks from it). As this textbook use podcast for any listening TASK in this textbook.	<input checked="" type="checkbox"/>

		Students are able to adjust writing format or telling.			If there are specific listening passages, what kind of activities are based on them comprehension questions, extracting specific information, etc?	Of course existed. The student need to complete the blank as we find on p. 7 in TASK 11 <i>Show your sympathy to others who need help.</i>	<input checked="" type="checkbox"/>
		Students should be able to retell by systematiclly, text structure, language element in expression of suggestion and offer and the respond			Is the listening material set in a meaningful context?	Of course listening material set in a meaningful context	<input checked="" type="checkbox"/>
		Students are able to know the direction by communication in the textbook.			Are there pre-listening tasks, questions, etc?	Of course existed. The student need to complete the blank as we find on p. 7 in TASK 11 <i>Listen to and complete the dialogs based on what you have heard. As on dialog 1 and 2.</i>	<input checked="" type="checkbox"/>
		Students are able to write or tell well..			What is the recorded material on audio-cassette like in terms of sound quality, speed of delivery, accent, authenticity?	Of course, it recorded material on audio-cassette like in terms of sound quality, speed of delivery, accent, authenticity And this book use podcasts.	<input checked="" type="checkbox"/>
					Is there any video material for listening?	-	<input type="checkbox"/>
					If so, is good use made of	-	<input type="checkbox"/>

					the visual medium to provide a meaningful context and show facial expression, gesture, etc?		
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Table 3. Language Development Skills by Allan Cunningsworth

No.	Speaking	Indicator	Chapter/Page		Question	Example of Materials	Check
			Chapter	Page			
1.	Speaking	Students are able to speak up by using language elements: structure, vocabulary, communication, stressing, and intonation.	I	2,3,5, 7,12, 13,14.	How much emphasis is there on spoken English in the coursebook?	All materials include speaking skills, for each chapter at least divided into 9 tasks for speaking skill in each chapter.	<input checked="" type="checkbox"/>
			II	21,22,26. 34,37,38.			
			III	40,42,44. 64,66,67. 72,77,82, 84.			
		Students are able to adjust how to retell.			What kind of material for speaking is contained in the course? This may include: oral presentation and practice of language items, dialogues, roleplays, communication activities (information gap)	Like in dialog 1 and 2 and so on. As on page 5.	<input checked="" type="checkbox"/>
		Students are able to accurately use the structure, language element in giving suggestion and respond.			Are there any specific strategies for conversation or other spoken	Making and Responding to an Offer as offering something i.e. <i>Would</i>	<input checked="" type="checkbox"/>

					activities, eg debating, giving talks?	<i>you like a drink, Winda? Then will respons as Yes, thank you. I'm thirsty. Page 5</i>	
					Is any practice material included to help learners to cope with unpredictability in spoken discourse?	-	<input type="checkbox"/>
		Students are able to care in communication process.			Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?	Of course, as: included in any tasks of speaking skills. Such as making expressions of offering based on the following situations, i.e. <i>Your friend looks pale. He/she has a toothache.</i>	<input checked="" type="checkbox"/>

Table 4. Language Development Skills by Allan Cunningsworth

No.	Reading	Indicator	Chapter/Page		Question	Example of Materials	Check
			Chapter	Page			
1.	Reading	-Students are able to analyze social function, text structure, and language element on the expression of giving suggestion and the response with fix context use. -Students are able to adjust language element, vocabulary, pronounciation, stressing and	I	2,8,9, 10,15.	Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there suff1icient reading material?	Exactly, as reading passage onpage 10 on task 19.	<input checked="" type="checkbox"/>
			II	20,22,24, 25,27,28, 29.			
			III	34,37,42, 43,45.			
			IV	58,59,62. 72,74,78,			
			V	81,85.	Is the reading text used for	Exactly, as found: <i>You</i>	<input checked="" type="checkbox"/>

		intonation.			<p>introducing new language items (grammar and vocabulary), consolidating language work, etc?</p>	<p><i>had better clean the carpets using the vacuum cleaner</i> (grammar and new vocabulary). ... (p. 2)</p> <p>Consolidating language work as learners at the beginning of this phase will show some of understanding beyond the non literal level of the main ideas, issues happen,, plot in term of accessible, authentic printed text materials, good as visual texts, written texts or electronic texts from across the curriculum 2013. They will think largely on illustration to build meaning, in this phase, they are able to retel, to summarize and to paraphrase key ideas. As this reading text showed that <i>at vacation Yuda and her mom intended to</i></p>	
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						<i>clean their house and divided their duties. (p.2)</i>	
		Students are able to achieve their process in every stage.			Is there a focus on the development of reading skills and strategies?	Absolutely, as found in <i>Identify the grammatical errors in the sentences below (p. 8)</i>	<input checked="" type="checkbox"/>
		Students are able to practice after reading to do activity as expression in giving and offering something.			Is the reading material linked to other skills work?	Absolutely as found <i>Then, write the correct sentences. (p.8)</i>	<input checked="" type="checkbox"/>
		Students are able to use English to achieve social function after reading.			Is there emphasis on reading for pleasure and for intellectual satisfaction?	Of course, reading gives spiritual, intellectual and even sensuous pleasure or it is able to enrich experience and sharpens judgments, make them more wiser and self-confident. <i>As Read the words in proper pronounciatio n. (p. 9)</i>	<input checked="" type="checkbox"/>
		Students are able used to read to make them easier in reading.			How many reading texts are there, and how frequently do they occur?	Chapter I (5), chapter II (6), chapter III (4), chapter IV (6), and chapter V (5)	<input checked="" type="checkbox"/>
		Students are able to achive more than 1 skill to other skills in one task on every tasks.			Is the reading material linked to other skills work?	Exactly, as after reading or identify any activities will do next as writing	<input checked="" type="checkbox"/>

						and speaking. As found on page 8 on task 14 as <i>Identify the grammatical errors in the sentences below. Then, write the correct sentences and so fourth.</i>	
					How early on in the course (at elementary level) do reading texts start to appear?	-	<input type="checkbox"/>
		Students are able to reach reading lesson good for intensive or extensive situation.			How long are the texts? Do they encourage intensive/extensive reading?	Intensive reading involves learners reading in detail with specific learning aims and tasks. and it can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills. the learners read a short text and put events from it into chronological order. Such as on page 9	<input checked="" type="checkbox"/>

					on task 16.	
	Students should be able to practice it from reading the vocabularies.			How authentic are the texts?	Of course as to taste, clay, mixture on page 9 on task 16.	<input checked="" type="checkbox"/>
	Students are able to update their knowledge from new reading information from the textbook.			Is the subject matter appropriate (interesting, challenging, topical, varied, culturally acceptable, unlikely to date)?	Of Course. As make students curiosity of the reading passage as fill in the blank as on page 9 n task 14.	<input checked="" type="checkbox"/>
	So that students are able to know every genres that included in the textbook.			What text types (<i>genres</i>) are used? Are they appropriate?	Combination genres are used to use in the textbook and also appropriate for the student.	<input checked="" type="checkbox"/>
	So that students are able to learn sentence completely.			Are the texts complete or gapped?	Absolutely those are complete texts.	<input checked="" type="checkbox"/>
	-From the reading passage, students know information, background, discussion and so on. -Students will know the direction on every reading task.			Does the material help comprehension by, for example, setting the scene, providing background information, giving pre-reading questions?	Absolutely, as in p. 9 on task 16 in vocabularies .	<input checked="" type="checkbox"/>
				What kind of comprehension questions are asked: literal (surface) questions, discourse-processing questions, inference questions?	Of course as relate from p. 10 to p. 9 on task 18 with task 17.	<input checked="" type="checkbox"/>
	Student should be know the materials			To what extent does the	Absolutely, those are	<input checked="" type="checkbox"/>

		which is able to involve student as practice after reading in their daily life.			material involve the learner's knowledge system (knowledge of the world)?	able to find as on p. 10.	
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Table 5. Language Development Skills by Allan Cunningsworth

No.	Writing	Indicator	Chapter/Page		Question	Example of Materials	Check
			Chapter	Page			
1.	Writing	Students are able to organize written text and oral to show, ask, explain, and respond the expression by giving suggestion and offer with the function itself by true context.	I	2,4,5,7,8, 9,10, 11,12,13, 14.	How does the material handle controlled writing, guided writing and free or semi-free writing?	Of course, material handle controlled writing, guided writing and free or semi-free writing as can find on p. 3 <i>Answer the following questions based on the text in TASK 3.</i> The student definitely answer which the answers are without regard to spell, grammar or topic and it will produce raw.	<input checked="" type="checkbox"/>
			II	20,23,24, 25,26, 28,29.			
			III	34,37,38, 39,40, 41,42,43, 44,45.			
			IV	58,60,61, 62,63, 64,65,66, 67.			
			V	73,74,78, 79,80,83, 84.			
		Students should be able to practice by structure, language element.			Is there appropriate progression and variety of task?	Absolutely.	<input checked="" type="checkbox"/>
		Students are able to write well according to the question.			Are the conventions of different sorts of writing taught? If so, which ones, and how are they presented?	Exactly. As find on p. 4 on task 5 Answer the questions on the dialogs in Task 4, as <i>What happen to Yuda?</i> And so on in dialog.	<input checked="" type="checkbox"/>

		Students should be know the styles of each tasks.			Is there emphasis on the style of written English? At advanced level, is there attention to different styles according to text type?	Of course, both are existed in variety text types as on TASK 3 and 6 on p. 2 and p. 5.	<input checked="" type="checkbox"/>
		Student should be able the structure of writing in English with well.			Is attention given to the language resources specific to the written form, such as punctuation , spelling, layout, etc?	Exactly. As find on p. 4 <i>Grammar: Subjunctives (pattern and examples) as "its simple form only ("be" or "verb base")</i> .	<input checked="" type="checkbox"/>
		So that students are able to adjust the writing accuracy well.			How much emphasis is there on accuracy?	Good and balance appropriate for student needs.	<input checked="" type="checkbox"/>
		-Students are able to create English journal. -Students are able to answer by question.			Are learners encouraged to review and edit their written work?	Absolutely, it existed as on p. 11 on TASK 20 <i>Identify the suggestions and offers in the text in TASK 19.</i>	<input checked="" type="checkbox"/>
					Is a readership identified for writing activities?	Of course there is any instruction to write after reading as find on p. 12 on TASK 22 as <i>Complete the dialogs with the correct words from the boxes. Then, practice the dialogs with friend.</i>	<input checked="" type="checkbox"/>
		So that students are able to use expression suggestion and the respond well.			Are writing activities suitable in terms of amount of guidance/control,	Exactly this book has regular appropriate of amount of guidance/control, degree of	<input checked="" type="checkbox"/>

					degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles?	accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles in any TASK for each chapters.	
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The result of data analysis showed that some authentic materials and complete skills are covered in English textbook of eleventh grade published by *Intan Pariwara* that compiled by Bachtiar Bima M and Cicik Kurniawati.

1. Authentic Materials in English textbook of eleventh grade published by "*Intan Pariwara*".

The result of data analysis showed that some types of authentic materials were rarely and suitable by some previous theories. First of all, the types of authentic materials such as (AMs 3) or authentic printed materials, as sports reports, newspapers, restaurant menus, train tickets, etc, has existed in every chapters were in chapter 1 (page:15), chapter 2 (page: 28,29), chapter 3 (page: 42, 44, 45), chapter 4 (page: 67) and chapter 5 (page:85) as song lyrics, speech and notice. It stated that authentic materials were seldom covered in the text book of eleventh grade published by "*Intan Pariwara*".

Furthermore, Kilickaya (2004) states that today there are many voices indirectly that English language presented to the students in the classroom, must be authentic to enhance students' learning process. From that statement how important students are learning by using authentic materials should be covered in the textbook to enhance students' ability in English and researcher has proven that the language taught in the classroom must be linked to its functions in the real world.

In addition, Richards (2001) states that the language which the learners are friend with in classroom, must represent the language used in the real world. Also, relate to to Sekiziyivu & Mugimu(2015) Communicative language Teaching (CLT) is based on the concept of communicative competence itself by which students of a language are expected to have the ability to get a foreign language and can to use that language for purposes of effective communication. So that what the communicative language teaching means are able to achieve as concerned not only with how grammar or lexis is used but also with the socio-cultural rules of appropriate language use. From these we are able to take from

Azri & Rashdi (2014, p. 249) stated that the use of authentic materials in EFL classes is old, because teachers started using them in the 1970s as a result to spread the Communicative Language Teaching Approach. The last, authentic materials are able to encourage learners to learn a particular language successfully, due to they noticed that they are dealing with the language in the real life as students will never get the unsimillar words, phrase, idioms or others to speak up by using English and the contrary.

2. Language Development Skills that covered in English textbook of eleventh grade published by "Intan Pariwara".

The result of data analysis showed all skills in all chapters with suitable to the students need by some previous theories. The discussion start from chapter 1 to 5 by using checklist for evaluation and selection adapted from Alan Cunningsworth as *Listening* chapter I (page: 7), chapter II (page: 22, 23, 24), chapter III (page: 34, 38, 39, 40, 44), chapter IV (page: 64, 65) and chapter V (page: 77). *Speaking* chapter I (page: 2, 3, 5, 7, 12, 13, 14), chapter II (page: 21, 22, 26), chapter III (34, 37, 38, 40, 42, 44), chapter IV (page: 64, 66, 67) and chapter V (page: 72, 77, 82, 84). *Reading* chapter I (2, 8, 9, 10, 15), chapter II (page: 20, 22, 24, 25, 27, 28, 29), chapter III (page: 34, 37, 42, 43, 45), chapter IV (page: 58, 59, 62, 64, 67) and chapter V (page: 72, 74, 78, 81, 85). *Writing* chapter I (page: 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14), chapter II (page: 20, 23, 24, 25, 26, 28, 29), chapter III (page: 34, 37, 38, 39, 40, 41, 42, 43, 44, 45), chapter IV (page: 58, 60, 61, 62, 63, 64, 65, 66, 67) and chapter V (page: 73, 74, 78, 79, 80, 83, 84). Skills in English are receptive skills and productive skills. For receptive skills are listening and reading and productive skills are writing and speaking. How important textbook by covered four skills inside of the textbook.

Firstly, Harmer (1998, p. 96) stated listening plays an important role in knowing language. Since there is teacher used to speak up in the class, thanks to textbooks and supplementary materials, students are able to hear the differences between varieties and accents of English.

Secondly, Grant (1987, p.34) stated speaking is often achieved well by communication activities and role plays in the classroom. However, so many speaking is done by teachers. In addition, a lot of textbooks do not contain enough activities in speaking, which might be a reason why so many students have mistakes with speaking and are very pity in it.

Thirdly, Harmer (1998, p. 68-69) stated while deciding whether to use authentic material or noting, students level of English must be the criteria. They might not copy an article from *The Times* but they must be familiar with menus,

timetables, basic instructions and so fourth. The same rule applies with topics. The students do not have to read only encyclopedia topics but also novels or short stories.

Fourthly, Harmer (1998, p. 80) stated the point factors for choosing appropriate type of writing are level, age, interests etc. The students are able to write a simple poem, postcards and other common every day styles, stating to language knowledge and provided language.

Finally, It can be concluded that the English textbook authentic materials itself is really seldom to find in this textbook and English skills are listening, speaking, reading and writing are rarely suitable by some previous theories, "*Buku Bahasa Inggris 'Mata Pelajaran Wajib, Kelas XI'*" that compiled by Bachtiar Bima M and Cicik Kurniawati textbook published by *Intan Pariwara* for eleventh grade at the first semester.

CONCLUSION

The result of data analysis can be concluded as follow:

1. Authentic materials itself were seldom to find in this textbook "*Buku Bahasa Inggris 'Mata Pelajaran Wajib, Kelas XI'*" that compiled by Bachtiar Bima M and Cicik Kurniawati textbook published by *Intan Pariwara* for eleventh grade at the first semester. For instance as from chapter 1 to 5 just AMs 3 types checklist by Genhard were covered in the textbook such as notice, speech, song lyrics were in chapter 1 (page:15), chapter 2 (page: 28,29), chapter 3 (page: 42, 44, 45), chapter 4 (page: 67) and chapter 5 (page:85).
2. English skills such as listening, speaking, reading and writing were rarely suitable by some theories. The discussion of "listening, speaking, reading and writing" showed the criteria checklist by Allan Cunningsworth as found on 72 on task 2 on chapter V "*Read the following text*" as reading skill. It was stated that listening, speaking, reading and writing skills contained in "*Buku Bahasa Inggris 'Mata Pelajaran Wajib, Kelas XI'*" compiled by Bachtiar Bima M and Cicik Kurniawati and published by *Intan Pariwara* for eleventh grade at the first semester contained four skills which were appropriate for Indonesian's learners.

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