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THE AUTHENTICITY OF ENGLISH MATERIAL IN THINK GLOBALLY ACT LOCALLY FOR ELT WRITING INSTRUCTION AT ISLAMIC JUNIOR HIGH SCHOOL 1 PARIAMAN

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ABSTRACT

The previous studies showed that lot of English textbooks are authentic to be used in the classroom and can be applied in real life , but there still many textbooks that need to be evaluated. On Government Regulation Number 32 of 2013 concerning National Education Standards, it is explained that the focus of assessment in the 2013 curriculum is the success of student learning in achieving the specified competency standards, including attitudes, skill and knowledge. The assessment used is authentic assessment and the material should be authentic. The assessment carried out includes the competence of attitudes, skills and knowledge during the learning process and can be applied in everyday life This issue motivated the researcher to study which aimed to find out whether the writing instruction in the textbook entitled “Think Globally Act Locally” meet the criteria of authenticity proposed by Ian McGrath (2002). Documentary analysis was used in this research in the form of qualitative descriptive research. The data of writing instruction were gathered from the English textbook. The result showed that the score for the authenticity of English material in writing instruction in the textbook was 77,27% which mean “Good”. In conclusion, the authenticity of writing instruction in the textbook “Think Globally Act Locally” were appropriate with the criteria authenticity based on Ian McGrath’s theory and could be used in the classroom.

KEYWORDS

textbook, writing instruction, authenticity.

INTRODUCTION

Textbook plays an important role in the process of teaching and learning English. The teacher uses a textbook as the source to deliver a material while the students use textbook as the source of knowledge. Thus, the content of textbook must be good. As the knowledge is developing, the curriculum designer or private publisher actively updates the material of textbook in order to serve the best source for English course. A textbook should be able to support the student to achieve the goal of learning English. Since English is a language, so the material should be able to support the students to use language as a mean of communication.

Woodward (2001) states that text book also gives the students comprehensible directions and the degree of task; students can independently feel how much they have understood and mastered a course. In addition, since course books are often written by experienced teachers, goals from the syllabus are included. Furthermore, text book also potentially helps the student to be more confidence in learning without depending on a teacher.

In curriculum 2013 or K13 we found that curriculum change is intended to improve the quality of education. One thing that is important too is about instructional material that used at school because this materials will helpfull the student to learn about English. The teacher in indonesia use instructional material produced by a goverment education agency or commitee. This is very influential on learning because every region have different characteristic, both in cultural and geographical environment. It will give impact to the student in learning, especially English.

Based on Ani (2013) Government Regulation Number 32 of 2013 concerning National Education Standards, it is explained that the focus of assessment in the 2013 curriculum is the success of student learning in achieving the specified competency standards, including attitudes, skills and knowledge. The achievement of student competence is truly measurable and empirical, therefore there must be a clear formulation of the competency criteria. The assessment used is authentic assessment and the material should be authentic. The assessment carried out includes the competence of attitudes, skills and knowledge during the learning process. Teachers must design assessment instruments in accordance with the competencies to be achieved from the subject and can be applied in everyday.

Maroko (2010) states authenticity relates to the interaction between students and teachers. Authenticity relates to the social situation of the classroom. From these brief outlines we can see that the concept of authenticity can be situated in either the text itself, in the participants, in the social or cultural situation and purposes of the communicative act, or some combination of these. Authenticity is a derived term of authentic. According to Jacobson (2003), authentic materials are print or learner-contextualised materials and activities used in the classroom in ways that they would be used in the lives of earners outside their classes. Jacobson said in his book authentic mean real-world.

The previous study conducted by Zahra Zohoorian and Prof. Dr. Ambigapathy Pandian (2014) aiming to know An Evaluation of Authenticity: A Case of EAP Textbooks in Iranis. The result of this study was that the textbook authenticity percentage is small although the teachers viewed that authenticity principle was essential recommendable. The researchers concluded that the courses do not follow an authentic approach in their material design. The authenticity in the textbook is not relevant with authenticity criteria on the checklist table.

The next study related to this research is conducted by Gusti Panji Sundana (2017). The purpose of the study was to find whether the use of authentic material in teaching writing descriptive text. The research had an aim to know the effect of authentic material in writing strategy to improve students' ability in writing. Based on the data questionnaires that the researcher colloected, it showed that the students gave positive attitude towards the use of authentic materials in descriptive writing.

The other researcher that is used in this study is thesis by Saiffuddin Wafa (2016) "The Use of Authentic Materials to Improve Students' Writing Ability of Descriptive Text. Using authentic material could improve the students' descriptive text writing ability. It could be seen from the gain of the students' writing mean score in the pre test and the post test (61.61 to 77.43) and the statistical report; in addition, the use of Authentic Material could also improve the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic by seeing the analysis of the students' works in the post test in each aspect. And using Authentic Material might be easy for students to express their ideas because this strategy provided opportunities for the students to demonstrate their understanding of a topic.

The result of the studies showed that all of the textbook that has been analyzed fulfill the criteria of a good authenticity according to the standard used in the research. In conclusion, many textbooks still could be used in teaching and learning process. Therefore constructing the relevant authenticity criteria in choosing a good textbook should be applied in achieving the aim of teaching and learning process in writing instruction.

METHOD

Related to the problem of this research, document analysis was used to gather the textual and written documents that are provided within the textbook. Ary (2010) states that the document analysis is a method that widely applied for written or visual data with the purpose of identifying specific characteristic of materials that are going to be analyzed in general form of textbook, newspaper or any other host of documents. In this qualitative research, the writer aims to analyze the english materials and writing instruction in English textbook *Think Globally Act Locally* for ninth grade students of Junior High School with the criteria of authenticity by Ian McGrath.

The first procedure of this study was determined the textbook which was going to be analyzed. The second procedure was the researcher read and observed the materials of the textbook carefully. Next, the researcher compared the materials in the textbook with the Ian McGrath of English material using checklist in order to know the relevance between the materials on the textbook that fulfill the criteria of authenticity. Last the researcher identified, classified and analyzed the data in accordance with the formulation of the research problem.

In obtaining an accurate data collection, data analysis, and data interpretation, documentation was used in collecting data which derives from Criteria of authenticity of English material in English textbook by Ian McGrath theory was the instrument for this research. As the different criteria to ensure a good match between what the course book contains and the requirements of the learning or teaching situation, it is best to identify concerns and arrange the checklist. It was relevant to make a checklist evaluation by own checklist that relevant for this research. Hence, the researcher obtainable created the checklist evaluation suggested by Ian McGrath theory.

Those criteria in criteria of Authenticity discussed above are used to analyze the writing material in Student's English Textbook *Think Globally Act Locally* for ninth grade students to find out their appropriateness to use as learning materials. The researcher developed a checklist instrument based on the criteria above. The checklist instrument was filled in to know the percentage of the appropriateness.

To collect the data for this study, the checklist analysis instrument was used. The checklist items are the English material criteria of authenticity proposed by McGrath (2002). These theories were chosen since the theories provide the criteria of a good authenticity material. Checklist analysis is used to analyze whether the current material has been compatible with the criteria of good authenticity or not.

In this research, Data analysis was a process of organizing the Data into a categorical pattern and unit of basic analysis. The process of explanatory consists some steps as follow:

1. Collecting the data In this research,

The researcher would collect the data from *Think Globally Act Locally* textbook for ninth-grade students of Junior High School.

2. Collecting the subject data

Subject data in this research was English material and writing instruction provided in the textbook that meet the kind of authenticity criteria as suggested by Ian McGrath theory.

3. Analyzing the data

To analyze the data, the researcher used a checklist evaluation table. The analysis began from reading all the collected subject data, then the researcher analyzed it by gave a checklist sign in the table of the column.

4. Explaining the data findings

The researcher would explain the data findings provided in the textbook that meet the writing material with criteria of authenticity suggested by Ian McGrath theory. To make the results become a better understanding, the explaining of the data findings would explain one by one.

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To find out the percentage of the appropriateness, the researcher used the formula from Sudijono(1997).

$$p = \frac{F}{N} \times 100\%$$

In which:

P = Percentage

F = Frequency of the Matched Items

N = Total Items

To find out the appropriateness criteria, the researcher used criteria scaling by wahab (2013) as follow:

Table 1. Criteria Scaling by Wahab

Percentage	Category
It goes up to 64%	Poor
It starts with 65% and goes up to 74%	Satisfactory
It starts with 75%	Good

Table 2. Checklist Instrument

No	The Criteria of Authenticity Suggested by Ian Mcgrath	Writing Instruction Provided in Textbook			Explanation
			Provided	Not Provided	
1	Relevance				
2	Intrinsic Interest				
3	Cultural Appropriateness				
4	linguistic Demand				
5	Cognitive Demand				
6	logistical Considerations				
7	Quality				
8	Exploitability				
TOTAL					

FINDING

The result of this research divided into two parts. The first part shows the percentages of the writing material that fulfill the criteria of authenticity based on Ian McGrath's Theory in the textbook.. The last part shows the final score of the writing instruction in the textbook based on the criteria of scalling by wahab. All of the materials are collected from the textbook "*Think Globally Act Locally*" published by Ministry of Education and Culture of Indonesian Republic under revision in 2018.

Table 3. Score of analysis for Each Chapter within Textbook.

No	The Criteria of Authenticity Suggested by Ian Mcgrath	Writing Instruction Provided in Textbook	Provided		Not Provided	
			F	P	F	P
1	Relevance	Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5 Chapter 7 Chapter 8 Chapter 9 Chapter 10	9	81,81%	2	18,18%
2	Intrinsic Interest	Chapter 1 Chapter 3 Chapter 4 Chapter 5 Chapter 9 Chapter 11	6	54,54%	5	45,45%
3	Cultural Appropriateness	Chapter 2 Chapter 4 Chapter 7 Chapter 8 Chapter 10	5	45,45%	6	54,54%
4	Linguistic Demand	Chapter 1 Chapter 2 Chapter 4 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 9 Chapter 10 Chapter 11	10	90,90%	1	9,09%
5	Cognitive Demand	Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5	10	90,90%	1	9,09%

		Chapter 6 Chapter 7 Chapter 8 Chapter 9 Chapter 11				
6	Logistical Considerations	Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5 Chapter 7 Chapter 8 Chapter 9 Chapter 11	9	81,81%	2	18,18%
7	Quality	Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5 Chapter 6 Chapter 7 Chapter 9 Chapter 10 Chapter 11	10	90,90%	1	9,09%
8	Exploitability	Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 9	9	81,81%	2	18,18%
TOTAL (n = 88)			68	77,27%	20	22,72%

A. Relevance

In Chapter 1 relevant with students need, each image shows the right genuine circumstance for each sort of text learned, for example, the outline that shows understudy discussion at school and furthermore their home. The discoursed utilize the basic communication occurred in students every day life. The Chapter 2 the material in this part covers the requirments as expressed in essential capability comprehend the reason and ready to form spoken and composed content to advise or request that others do and not to accomplish something and express the reason or aim to do it. There are a few book introduced to ask with others. The topic of the text related to students daily lives.

In Chapter 3 this section will to pick solid and safe item to keep away from hardful impacts and to bamboozle item. The materials in this section are

significant with the theme and the objective of the course. In Chapter 4 this part will figure out how to understand plans and manuals to realize how to get the best outcome and how to keep away from a mishap, harm or superfluous waste. The content banter figure out how to utilize and make recipe and manual. The objective of this material to understand plans and manuals, to realize how to get the best outcomes, and how to stay away from a mishap, harm, or pointless waste.

In Chapter 5 the objective of this material to impart exercises in progress at the hour of talking, at one place of the time previously, and at one mark of the time later on, to impart the data to other and to give a clarification. The materials in this section are important with the point and the objective of the course. This incorporates the content and furthermore outline that facilitate the understudies in directing the exercises. In Chapter 6 this part qualified we have for been a vagrant home. Outline in this part are exact with exercises that understudies frequently do with regards to day by day life and the sources taken applicable to the point examined the content shows the circumstance that understudies usually do when visiting halfway houses. Also, discourse utilizing general collaborations that happens to understudies in their every day lives.

In Chapter 7 the material in this chapter is finished as expressed in the essential capabilities. Students are required to have the option to comprehend and get an ethical message. In the content examines legends entitled sangkuriang and the brilliant star natural product tree. In chapter 8 this section students are reach out to comprehend and have the option to make about sentences about latent voice contained in the content and the content utilized in this part is about average Indonesian food, expressions and handicraft in Indonesia In this part there part of scholarly abilities since kind of text this part utilized inspires understudies to investigate additional data about the grouping, culture, meanings of Indonesian food , craft and expressions.

In Chapter 9 the students are relied upon to comprehend and have the option to comprehend text in dialects like understanding the significance of item , social creatures, families. Students are seen conveying and communicating with assignments in distinguish messages. The writings contained in this part this section identified with understudies every day lives. And chapter 10 is understanding about how to advance products and enterprises through publicizing. students likewise between the two promoting. students likewise practice to examine the contrasts between the two notices of merchandise and ventures contained in the content so understudies see how and the types of advancement.

In this chapter 11 students learn to understand the message contained in that again. Students can also understand the message conveyed from each of the words contained in the song in this chapter the use of words is also easy to understand because students for grade 9 are familiar with most of the vocabulary in this song metapora. The goal of the course are expected to fit

the context of interpersonal of students. Students learn to get the message from song.

B. Intrinsic Interest

The text used in this chapter 1,3,4,5,8,9, 10 and 11 can grab student's attention used in student daily life. The illustration used are appropriate should relevance with the topic and purpose. Accordance with the intended context. Where every text and picture taken from relevant sources such as encyclopedias and the topics discussed. There are no aspects of development of students' attention in chapter 2,6 and 7 . The dialogues are long and difficult for the students. The illustration of conversation and picture do not shows the correct real life situation.

C. Cultural Appropriateness

Cultural Appropriateness in chapter 2, 4, 7, 8 and 10 are presented to introduce their cultural aspect the identity, and promot the indonesian culture. All of the materials in this chapter are acceptable for the students. Chapter 2 represents the activities that give the students the opportunity to develop interpersonal and interactional. Cultural aspects in this chapter is presented to introduce their cultural aspect the identity, The material covers information invited and makes students able to distinguish the content of a product and can choose healthy, safe of product by looking at the compositions of the product.

Cultural aspects in chapter 4 is life skill development element in this chapter in the aspect of social skill where students conversation within teacher, parent, his friends in daily activities. There is tittle life skill development element in this chapter in the aspect of social skill where students conversation within parent , his friends in daily activities.

Cultural aspects in chapter 7 is discusses functional communication in the form descriptive text. Assignment and problem exercises in this chapter specifically require students to understand folklore and moral message contained in the folklore. Cultural aspects in chapter 8 is the material covers information invited and makes students able to use sentences in the passive voice and describe object.. Cultural aspects in chapter 10 covers social and academic skills. Students are taught how to understand the meaning of a short advertisement and students explore information about creating short advertisement.

D. Linguistic Demand

In chapter 1 and 2 the students are taught to do a simple conversation about congratulations, the students the required to obtain the information of other people. Structure in chapter 3 is implemented in a systematically way the text to identify some product. The exercises requires students to identify product with the aids of illustration. The English language level student is difficulty to because when student analyze of product the text is not clear.

Structure in chapter 4 is implemented in a systematic way the text to read and write some recipe. The exercises require students to write a recipe. The English language level student is not difficult. Structure in chapter 5 is implemented in a systematic way. Students' interaction with others. The linguistic features are appropriate with the intended social functions in communication activities in progress at the time of speaking to share past and at one point of time in the future. In chapter 6 the existing text includes interpersonal and transactional aspect communication in the form of providing information about events that occur in the past that are relevant to the present situation.

In chapter 7 students are reading the folktale they are given. The structure in chapter 8 students are directed to understand the use of verbs and the exercises in this chapter discuss the characteristics of definitions and classifications about Indonesian specialty crafts, foods and arts. Structure in chapter 9 the text in the language of knowledge, people, families, material, and animal, information about that. The use of sentences structure in chapter 10 students are guided to know the difference from the advertising of goods and services then students do an analysis of short advertisements then proceed with another short. Structure in chapter 11 using of sentences is simple and intended so that students can get the conveyed in the song then proceed with practice questions where students are asked to give a statement and answer questions about the song and the use of sentences also adjust to ability of students at grade 9 at junior high school level.

E. Cognitive Demand

The text used in chapter 1 and 2 are brief and simple commonly used in student daily life and serve the purpose of communication. The dialogues The text used in this chapter are brief and simple commonly used in student daily life and serve the purpose of communication. The type of text used in chapters 3 discussion develop to communication skills in form of analysis and describes a product using easy to understand can use dictionary when finding difficult of vocabulary. The type of text used in this chapter discussion develop to communication and writing skills in form of describes a method or procedure of a recipe using easy to understand can use dictionary when finding difficult of vocabulary.

The text contained in chapter 4 has fulfilled the criteria of interpersonal and transactional communications. Students to explore communication and respond if any asking questions in text in the conversation students explain how to explain to others about a question. In Chapter 5 language features in accordance with communicative in the context of students faced with various text. In chapter 6 language features in accordance with the context intended by students are faced with the text and exploration using language that is easily understood by students because folktales contained in the Sangkuriang story and the golden star fruit tree are familiar to students and the sentence in the story is easy to understand by students. The language used in chapter 7 is easy

to understand as found in the text and conversation can develop students communications skills and the use of sentences is not too difficulties for students.

The language features used in chapter 9 are quite easy but students are faced with a long text so students will find the difficulties of knowledge contained in a discussion. Cognitive Demand in chapter 10 have not communication development because student are only asked for an analysis and there no interaction between other. The text used in chapter 11 are brief and simple commonly used in student daily life and serve the purpose of communication.

F. Logistical Considerations

In chapter 1 provide the student to explore more about how to express congratulations. There are several text presented how using congratulation for your friends, the activities related and suitable the principe of teaching and learning activities. The goal of this material to improve social interaction students. The materials in this chapter 2 are relevant with the topic and the goal of the course. This includes the text and also illustration that ease the students in conducting the activities.

This chapter 3 includes the requirment stated in basic competence understand the purpose of text structure and language element from spoken and written text to identify of product and describe of some product. The text exercises this chapter 4 student learn and identify information the recipes apple pudding and ice fruit cocktail, then student will learn the ingrediens and methodand re-write to notebook then present it orally. This chapter 5 students explore more about how to share information with other people where in the practice exercises. Student complete the sentences with reasons that match the questions.

This chapter 7 provides training for students to explore more about how to communicate with others where in asked to complete a sentence related to the then students write a statement about the event in the past that is related to the curent situation. The text and exercises in chapter 8 are in accordance with context in which the text and practice questions students face students explore folklore.

Exercises in chapter 9 students are asked to create an analysis table of the text contained in this chapter then students look for verbs from each text analyzed and presented in front of the class. logistical Considerations in chapter 10 students analyze the differences from short advertisements about goods and service. In chapter 11 there is only one problem exerices that requires students to complete the sentence of the stamen above to the aforementioned again and knows every meaning of the vocabulary contained in the song.

G. Quality

The material in chapter 1 are matches to the students' background knowledge, student is expected to understand the purpose and able compose spoken and written text of congratulation brief and simple using appropriate text structure and precise language element within context. The material in chapter 2 student is expected to understand the purpose and able compose spoken and written text of intention to do something and giving suggestion or an idea. The material in chapter 3 student is expected to to choose healthy and safe products, to avoids harmful effects and to get the best results. This chapter focused on identifyproduct with the aids of illustration.

The type of text used in this chapters 4 discussion develop to communications and writing skills in form of describes a method or procedure of a recipe using easy to understand can use dictionary when finding difficult of vocabulary. The material in chapter 5 student is expected to understand the purpose and able compose spoken to share past and the future using appropriate text structure and precise language element within context. In chapter 6 Students are taught to interact with friends in the surrounding environment and then students ask questions and provide information. Students are also taught to care for others by asking the feelings of people living in orphanages and celebrate brithdays at the orphanage.

This chapter 7 discusses functional communication in the form descriptive text. Assignment and problem exercises in this chapter specifically require students to understand folklore and moral message contained in the folkore. The language used in chapter 8 is easy to understand as found in the text in the text and conversation can develop students communications skills and the use of sentences is not too difficulties for students. The text and illustration in this chapter 9 is relevant to learning and taken from trusted sources such as encyclopedias so studets easily to understand what is meant in the text.

The material in chapter 10 relevant to the discussion used both in the form of the text and illustrations. The material in chapter 11 are matches to the students' background knowledge, source in this chapter are text and the song contained in this chapter are popular songs in the 90 years.

H. Exploitability

In chapter 1 the dialogues are short and serve it is purpose for congratulation. The illustration of conversation and picture shows the correct real life situation. In chapter 2 provide the student to explore more about how to tell or ask others to do and not to do something and state the purpose or intention to do it. The assesment used in chapter 3 relevance with the topic and purpose. Student easily to understand and identify a product because there are image any product.

In chapter 4 there are some aspects of development of students to write. This chapter learn about procedure text and some excercises in this

chapter asks student to write the recipes to their notebook. There are some aspects of development of students' writing skill, this chapter focus on writing and present orally the recipes.

In chapter 7 learn about narrative text and some exercises in this chapter asks student to write to their notebook. In 9 learn about descriptive text and some exercises in this chapter asks student to write to their notebook. There are some aspects of development of students' writing skill, this chapter focus on writing, reading and present orally about people families, material, and animal.

There are no aspects of development of students' writing skill, as chapter 5,6,8, 10 and 11 focus only on speaking and situation for using to share past and at one point of time in the future. This chapter 10 guides the students to explore different type of advertising. There are no aspects of motivate students' to write, as this chapter focus only on reading and identify the advertising. This chapter 11 guides the students to get the message from a song. There are no aspects of motivate students' to write, as this chapter focus only on reading the lyric meaningfully.

DISCUSSION

The researcher analyzed the criteria authenticity on the whole textbook since some items cannot be analyzed by each chapter and all of the items can be analyzed at once. In this subchapter, the researcher discusses the research findings that have been presented before. From the research finding, it can be seen that the textbook analyzed has implemented authenticity in its designing. As it has been discussed before that authenticity is one of materials development principles which can be exposed through the advice they give, the instructions for their activities and the spoken and written texts they include. In the textbook analyzed, the authenticity principle is represented through the providing of writing instruction.

As it is mentioned above, the finding shows that there are 88 writing instruction found in the Student's English Textbook *Think Globally Act Locally IX* grade student in Junior High School. There are found that 68 (77.27%) of the writing instruction are fullfill the criteria of authenticity and 20 (22.72%) are not fullfill the criteria of authenticity. This can be meant that the textbook has Good authenticity viewed from its exposure to authentic writing instruction.

From the analysis, it is found that each Unit in the textbook provides authentic reading texts. In Chapter 1 "Congratulations!" are 8 criteria provided authenticity to help the students get more comprehension about the material being discussed that is to express hopes and whises to others and to congratulate other. Chapter 2 "let's live a Healthy life!" presents 7 criteria provided authenticity that support the discussion about agree and disagree. This Unit talks about agree and disagree about suggestion or a idea which relates to the students' daily life. Therefore, the writing instruction found in the Chapter become useful and more helpful for the students to learn the material.

In Chapter 3 “Be Healthy, Be Happy”, there are 7 criteria of authenticity related to the material about choose healthy and safe products and avoid harmful effect and get best results. Meanwhile, Chapter 4 “This Is How You Do It!” and Chapter 5 “Everybody Is Always In The Middle of Sonething” provide 8 criteria authenticity. The authentic writing instruction in those Chapter show the students how to write and respond to procedure text letter that will be useful for them to use the language for written communication in real life situation.

Chapter 6 “We Have Been to an Orphan Home. We Went There last Sunday” presents 5 criteria provided authenticity related to the material about share information about past happening, and Chapter 7 “Sangkuriang” presents only 7 criteria provided authenticity to help the students understand more the material about folktale. Then in Chapter 8 “They Are Made in Indonesia” are 6 criteria provided authenticity supporting the material about passive voice to describe object.

Meanwhile, in Chapter 9 “What is it?” are found 8 criteria provided authenticity. This Chapter discusses about factual report about person, animal, thing, event, natural phenomenon, and social phenomena; and the authentic reading texts provided are familiar for the students and make them easier in understanding the material being discussed. Most of the writing instruction texts are appropriate with the student’s background knowledge and culture.

Chapter 10 “Come and Visit Us!” which discusses about advertisement provides 5 criteria of authenticity; and Chapter 11 “You Can Always Come Back Home” which discusses about song provides 7 criteria authenticity to help the students comprehend the material about getting the meaning of song and also the types of song.

However, the presentation of the writing instruction in the textbook analyzed are less interesting for students as the students are motivated to write English texts which the title is familiar for them and it is accompanied with additional pictures that make the title more comprehensible for them. This also makes some of the writing instructon texts in textbook Poor to use as teaching materials besides the topic that is not relevant with the instrinsic interests because it cannot grab the students through their presentation and thus the students are not motivated to write.

In brief, the Student’s English Textbook *Think Globally Act Locally IX* grade student in Junior High School is appropriate to use as teaching material seen from its authenticity. In this research, the authenticity of the textbook is seen from its providing of writing instruction that is up to 77.27%. Based on the criteria scaling proposed by Wahab, percentage that starts with 75% is included as Good category, therefore the authenticity of the textbook is categorized as Good Authenticity

Based on the research finding on the table above, it can be seen that the appropriateness of the criteria authenticity in Student’s English Textbook *Think Globally Act Locally* for ninth grade student in junior high school to use as

teaching materials are categorized into three classifications; *Good, Satisfactory, and Poor*.

The table shows the percentage of the criteria authenticity in the Student's English Textbook *Think Globally Act Locally* is 77.27%. This means that the textbook has implemented one of the principles of materials development that is authenticity. Through the providing of authenticity, the authenticity of the textbook is categorized as Good authenticity.

CONCLUSION AND SUGGESTIONS

CONCLUSION

After analyzing and interpreting the data, the researcher gives conclusion for this research based on the research finding and discussion of the analysis of the Student's English Textbook *Think Globally Act Locally* for ninth grade Junior High School student . The result of this study shows that there are 11 unit in the Student's English Textbook *Think Globally Act Locally* for ninth grade Junior High School student. This means that the authenticity of the textbook analyzed is categorized as Good Authenticity.

The conclusion of the appropriateness of the criteria authenticity in the Student's English Textbook *Think Globally Act Locally* for ninth grade Junior High School student to use as teaching materials comes to Good, Satisfactory, and Poor. Most of the authenticity in the textbook are appropriate with the students' level, interests, needs, and background knowledge which are the important factors to be considered in choosing authenticity.

SUGGESTIONS

1. The author, the author should consider to add more pictures and illustrations in the speaking materials and also add some more writing instruction in in the textbook.
2. The teacher, the teacher might use the textbook in the classroom, but they should add some more sources based on the students need. The teacher also should be selective in choosing the right textbook.
3. Other researcher, they should be encouraged in analyzing the textbook and conducting further study regarding the study of textbook analysis still has low attention in the field.

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