

ENGLISH TEXTBOOK USED IN SEVENTH GRADE OF JUNIOR HIGH SCHOOL BY ADDING PICTURE SERIES

Nur Azizah

English Language Teaching Study Program Postgraduate School, University Islam Malang,
Indonesia

Noerazizah.al2124@gmail.com

Abstract

The aim of this research was to develop English textbook by adding picture series. The research design used was research and development (R&D). The subjects of this research were 21 students in seventh grade of junior high school in MTs Ar Roihan Lawang. The procedure of developing the textbook was done through six steps: need analysis, developing material, expert validation, revision of the product, tryout, and final product. The researcher developed the English textbook based on the questionnaires and interviewed the English teacher. There were three experts as the validators. The first expert focused on the design, and the second one was on language use and content. After having validation and suggestions from the experts, the researcher revised the English textbook and conducted the tryout of the English textbook in seventh grade of junior high school of MTs Ar Roihan Lawang in order to know the students' interest and response for product. It means that the English textbook did not need to be revised. It was concluded that the English textbook was more interesting because it was added with some picture series and animation. Besides, it would be relevant to the material and enjoyable or appropriate with the students level.

Keywords: English Textbook, Picture Series

INTRODUCTION

Language is a symbol as like human characteristics in our life. Mustofa (2014:9) mentioned that Language is culture. It means that without language, people cannot do something. Language isn't something new for people in this world. It is induced by the language's main function of interacting with other people, especially English as an international language.

Nowadays, English textbooks in junior high school have provided four skills in every chapter. This notion has been listed in the new 2013 curriculum as the essential skill to be mastered due to its contribution on the academic purposes. Fatima, Shah, & Sultan (2015: 79) stated that curriculum evaluation is a vital and important component of any national education system. Unfortunately, it has brought unsatisfactory in the English textbook in MTs Ar Roihan Lawang. The researcher found problem in English book. The English textbook used for learning English is edition 2014 it is not update it is make the student easy to bored.

So, many media that can be used by English teacher to help the students interest in learning English, as like using video, intagrams, songs, games, picture, and also textbooks. Textbooks are importnat role in teaching and learning English. Almost the schools in Indonesia used textbook as the main media in teaching and learning, especially in teaching English. In fact, some schools have problems with it because it is not reliable or appropriate anymore to the students need and industry need (Sumarsono, Masyhud, Wardhani, and Farah, 2017:29). Similarly, Wahab (2013:55) mentioned that textbook is really essential in learning and teaching practice because it becomes primary cause to convey the understanding to the students. Moreover, every year the government launches the textbooks as the media in teaching and learning. Gak (2014) stated that textbook diversifications at activity level, unit level and syllabus degree are an fundamental section of the course-developing manner which assists the teacher in meeting the learners' precise work-related needs. In addition, the researcher interviewed the English teacher. She said that almost students get difficulties in writing. Besides the students are lack of vocabularies and they also confused with how to share their idea because the English textbook is not intresting.

From the problem above and the result of questionnaire which had been distributed to the seventh grade students of MTs Ar Roihan Lawang, the researcher found some problems that related to the developing of the English textbook in MTs

Ar Roihan. First, the English textbook used is difficult to be understood by the students. It is caused the students lack of vocabularies. Second, the material of English textbook is not interesting. It needs more illustration pictures to engage the students interest. Third, the students did not enjoy when teaching and learning English, because the language used is not familiar with the students, and many of the students difficult to develop their skills. From the 21 students, almost the students cannot create a sentence from the words, and the students difficult to follow the teacher's explanation when teaching and learning English process. Also, the English textbook needs more exercises.

The English textbook needs some additions for each chapter because according to the interview the researcher did to the students that most of the students (76%) said that they agreed that language used in the textbook is not easy to understand. Than, all the students (100%) that textbook with colorful picture makes the students get motivation to learn English. Also, almost the students (90%) wanted to improve their writing skill. Based on the explanation above, the researcher wants to develop the English textbook by adding some pictures with colorful picture, add the explanation, add the exercise and add the text. Also, the English textbook must be interesting, relevant and enjoyable.

Khotimah, Daud and Burhansyah (2017: 165) stated that picture series is sequences of picture that tell a story. It consists of three or greater pictures. It means that picture series can describe something happen in the picture step by step. Picture is interesting media that can gives contribution because make the students more enjoyable and the students have something new, some ideas when look at the picture while learning English. Putri (2016:28) stated that arranging picture series is one way to be used in developing words as well as other skills. Also, Donal (2012: 94) stated that by using pictures in teaching English make the students were easy to remember the words. It meant that picture can help the students to improve their vocabulary. Also, Ismawati (2014) stated that pictures are not just an aspect of

method but through their representation of places, objects, and people. The pictures are an essential part of the overall experiences that can help student to be familiar with. It means that the students can be more motivated and easier to understand and remember the vocabularies which about topic that they are familiar with.

There are some benefits of the picture series as a media, such as making the students easier to find the idea, being able to improve students' motivation to learn and to share the experience in learning English, make the students enjoy writing and make the students be more creative in imagining how plot of the story is. It is in line with Wright (1989) opinion who stated that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, and people.

In this research, the characteristics of English textbook which is developed should consist of some chapters. It will be developed by adding more explanation of the material, colorful and interesting pictures, more exercises, more examples, and using simple language that can be understood easier. The researcher adds pictures series as the media in one of the chapters that is suitable with the material. Specifically, the picture can increase students' motivation, interesting, and enjoyable in learning English by using the English textbook.

The researcher hopes that the result of this research can give beneficial contributions for the English teacher, for the students in seven grade of junior school in the case of teaching English especially in MTs Ar Roihan Lawang, and also other researcher in this world. This research can be used as handbook for English teacher to make the students be easily to achieve all skills especially writing skill. It can be as a handbook for the students to learn English especially to get new motivation, improve their skill, and practice the exercise as much as possible in their home. The last is for other serearcher, this reult can be references who want to develop the English textbook in teaching and learning English.

METHOD

The aim of this research is to develop English textbook by adding picture series for seventh grade students of Junior High School Ar Roihan Lawang. The design of this research is Research and Development (R&D). It is used because it is suitable with the aim of this research that is to develop a textbook. Latief (2016:187) stated that research and development is used to develop educational product such as textbook.

The process involved identifying problems need to be developed by educational products. The educational product itself could be in form of syllabus, exercise, textbook, etc. Latief (2016: 186) stated that Educational Research and Development is a research design aimed at developing educational products like curriculum, syllabus, textbooks, instructional media, modules, and assessment instruments, etc. It means that the aim of the Research and Development is to develop the product that related with the school and students such as a textbook.

The aims of this research is to develop the English textbook as the educational product because the English textbook is not interesting for the students. The language used in the English textbook was difficult to understand, the exercise was not enough, the picture was not interesting, etc. The textbook needs to be developed in demand to help the students' interest, active in teaching and learning English.

There are some steps in conducting Research and Development. The model of research and development has some steps (Latief, 2015:175): (1) Finding classroom problem, (2) Studying recent theories, (3) Developing the educational product, (4) Reviewing the product, (5) Expert Validation, (6) Trying out the product, and (7) Publishing final product after revising based on the try out. In order to collect the data, the researcher used questionnaire and interview given to the English teacher and the students. By having the instruments, the researcher would be able to get information more easily. Then, the research formulated the steps in producing the

educational product and it can be seen in the Figure 1.1 Steps in Research and Development below:

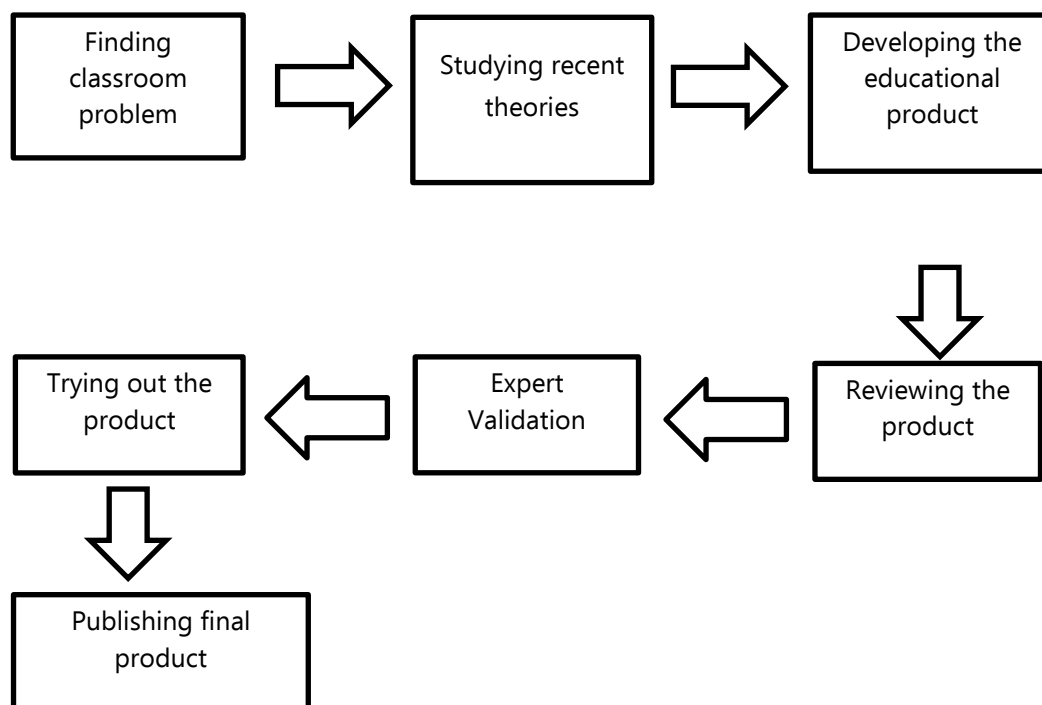


Figure: 1.1 Steps in Research and Development by Azizah adopted from Latief (2016)

Finding Classroom Problem

The researcher interviewed the English teacher and distributed a questionnaire for the students in order to know the students' need and interest. In the other words, it was a step in doing a need analysis. The questionnaire was given to the seventh grade students of Junior High School Ar Roihan Lawang which consists of 21 students.

There were two subjects of need analysis of this research. The first was the English teacher of the seventh grade of MTs Ar Roihan Lawang. There were 10 points in the interview for the English teacher. It was about the English textbook effective or not, used other textbook as a source, the respond of the students in teaching and learning English, the weakness of English textbook, and adding colorfull pictures. It can be seen in appendix 2. The second was the students. There were 14 points in the questionnaire for the students. It was used to gain some information such as the

colorful picture, the language used in the textbook, the topic of material, the exercises, and tasks. Also, it was about which skill that they wanted to improve. The detail information can be seen in Appendix 3. Then, the interview with the English teacher was used to gain the information about what problems in the class and also the textbook weaknesses are.

The aim of the interview and questionnaire was to know the students need related to the material in English textbook. The researcher analyzed the result of the questionnaire and the interview related to the developing English textbook of junior high school in MTs Ar Roihan Lawang. This activity was done on 29th January 2019.

Studying Recent Theories

The researcher went to the library to have some journals, thesis, and books related to the topic being researched. The researcher searched supporting theories to propose a research development.

Developing the Educational Product

The product was developed based on the students' need and interest. The information was known as the result of questionnaire in the first step of this research development. The researcher focused on how to make the textbook relevant, interesting, and enjoyable. By developing the English textbook based on the students' need, it could motivate the students in learning English.

Reviewing the Product

The researcher reviewed the product and made sure that all aspects developed were suitable with the students' level, topic based on the syllabus, lesson plan, and the students' need. It was important to do before giving the product to the expert in order to be validated.

Expert Validation

The product was given to the experts. The expert can evaluate and give comments or suggestion about the product. There are three experts based on the creteria of the expert validation. The first expert is who master in content of English textbook, the second is layout and design book, and the last expert is master in language used. After the expert validated the product, the researcher continued to revise the product.

Trying Out

The researcher planned to try out the product in order to know whether it was applicable, appropriate, and effective for students in junior high school level. The try out was conducted for the seventh grade of MTs Ar Roihan Lawang. This step was followed by distributing questionnaire to know what advantages and disadvantages of the product are. The result of this questionnaire was used to revise the product before publishing it as a final product.

Publishing Final Product

This is the last step of research and development. The researcher needed to recheck the product before publishing it in order to make sure that the product is ready to be applied in learning and teaching English for students in junior high school. The English textbook was aimed to improve the students ability in teaching and learning English and providing the interesting book to make the students motivated to learnng English.

FINDING AND CONCLUSION

Findings

The need analysis was done in order to have more information related to the students' needs by distributing questionnaires to the students and interviewing the English teacher of the seventh grade of MTs Ar Roihan Lawang on the 13th of March.

The researcher took two steps in collecting the data of need analysis. First, the researcher gave questionnaire to the students in order to know the students' need and interest in English textbook. Second, the researcher got the data from the English teacher of MTs Ar Roihan Lawang by interviewing them. The researcher asked some questions about the students' knowledge and respond when teaching and learning English. The data of the need analysis covered information about the English textbook that was collected using questionnaires form. By using this instrument, the researcher got information about students' need, students' perception in English textbook, what happen in the classroom, teaching and learning atmosphere, and interesting in English textbook.

The need analysis explored about the students' problems in understanding the English textbook. The questionnaires were distributed to the students from one class only. They consist 21 students of the seventh grade MTs Ar Roihan Lawang. There were eleven male students and ten female students. The researcher used the formula to calculate the result of students questionnaire as $P(\%) = \frac{f \times 100}{N}$. The results of questionnaire were analyzed which will be used as consideration in developing the English textbook. After analyzing the questionnaire, the researcher concluded that the English textbook used by the English teacher edition 2014. It was not updated based on the syllabus. As a result of interviewing with English teacher, the English textbook was needed to be developed by adding the text, more colorful, exercise, and example based on the students' life. So, the students would understand the material more easily.

The Result of Student's Need Analysis in Questionnaire Form

In the result of students' questionnaires, it was found some informations as the students' need and interest. The results of the questionnaire were shown in the some tables below:

Table 2.1: The Result of Statement 1

Question	Item	Students respon	Percentages
The textbook which has colorful images can engage the students' interesting in learning English.	A strongly agree	17	81 %
	B agree	4	19%
	C disagree		
	D strongly disagree		

N=21

In the item no. 1, the researcher found that most of the students strongly agreed. 17 or (81%) of the students strongly agreed and four students agreed that the English textbook has more colorful picture. It can be seen that there was no students disagree or strongly disagree. It means that all of the students like if the English textbook is interesting and has colorful picture. So, the researcher needed to make the English textbook more colorful and interesting.

Table 2.2: The Result of Statement 2

Question	Item	Students respon	Percentages
The language used is easy to understand	A strongly agree	2	10 %
	B agree	3	14%
	C disagree	16	76%
	D strongly disagree		

N=21

Item no. 2 explained that the most of students feel difficult to understand the language used. It can be seen that the percentage was 76% who disagreed if the language used was easy to understand. Only 5 students agreed that the language used was easy to understand. So, the reseacher needed to change the language used to be familiar with the students. As like, the researcher gave example based on the students' life.

Table 2.3: The Result of Statement 3

Question	Item	Students respon	Percentages
The examples match with the materials.	A strongly agree	5	24 %
	B agree	16	76%
	C disagree		
	D strongly disagree		

N=21

The result of questionnaire item no. 4 was that all of the students agreed. There were 5 or 24% students strongly agreed and 16 or 76% students agreed. It means that 100% students gave positive respond to the textbook especially in the

content of how the matching between examples and materials were. No one said disagree or strongly disagreed.

Table 2.4: The Result of Statement 4

Question	Item	Students respon	Percentages
The content of material is easy to understand.	A strongly agree	2	10%
	B agree	1	5%
	C disagree	15	71%
	D strongly disagree	3	14%

N=21

The result of questionnaire number 5 was most of the students disagreed that the content of material could be understood easily. There were 2 or 10% students strongly agreed and only 1 or 5% students agreed with the statement. The students who chose disagreed were 15 or 71% from the total number of students and 3 or 14% students chose strongly disagreed.

Table 2.5. The Result of Statement 5

Question	Item	Students respon	Percentages
The content of material is interested to learn.	A strongly agree	2	10%
	B agree	5	24%
	C disagree	14	66%
	D strongly disagree		

N=21

The result determined that many students disagreed that the content of material was interested to learn. There were 14 or 66% students who disagreed, 5 or 24% students agreed and only 2 or 10% students strongly agreed. It means that the content of materials needed to be developed.

Table 2.6: The Result of Statement 6

Question	Item	Students respon	Percentages
The content of material is arranged well.	A strongly agree	3	14%
	B agree	16	76%
	C disagree	2	10%
	D strongly disagree		

N=21

The result determined that most of the students agreed that the content of material was arranged well. There were 16 or 76% students agreed and 3 or 14 students strongly agreed. There were only 2 or 10% students who disagreed. It means that the arranged of material contents did not need to be developed.

Table 2.7: The Result of Statement 7

Question	Item	Students respon	Percentages
The tasks are suitable with the materials.	A strongly agree	3	14%
	B agree	17	81%
	C disagree	1	5%
	D strongly disagree		

N=21

Based on the result, it could be known that most of the students agreed that the tasks that were suitable with the materials. There were 17 or 81% students who agreed with the statement and 3 or 14% students strongly agreed. Only 1 or 5% students who chose "disagreed". It means that the tasks of materials did not need to be developed.

Table 2.8: The Result of Statement 8

Question	Item	Students respon	Percentages
The tasks are easy to be done.	A strongly agree	1	5%
	B agree	1	5%
	C disagree	19	90%
	D strongly disagree		

N=21

The result of questionnaire showed that most of the students disagreed that the tasks were easy to be done. There were 19 students who diasgreed and only 1 or 5% student chose "agreed" and also 1 or 5% student chose "strongly agreed". It means that the tasks were needed to be developed based on the students level and students' need.

Table 2.9: The Result of Statement 9

Question	Item	Students respon	Percentages
The tasks are interested to be done.	A strongly agree		
	B agree	3	14%
	C disagree	18	86%
	D strongly disagree		

N=21

The result determined that most of the students disagreed that tasks were interested to be done. There were 18 or 86% students disagreed and only 3 or 14% students agreed. It means that the tasks needed to be developed to engage students' interest in doing the tasks.

Table 2.10: The Result of Statement 10

Question	Item	Students respon	Percentages
The learning media helps the students to improve their skills.	A strongly agree	7	33%
	B agree	14	67%
	C disagree		
	D strongly disagree		

N=21

The result showed that all students gave positive agreement that learning meadia could help them improve their skills. There were 7 or 33% students who strongly agreed and 14 or 67% students agreed. In this research, the researcher would add picture series as the media in one of the chapter English textbook.

Table 2.11: The Result of Statement 11

Question	Item	Students respon	Percentages
Reading is the most difficult skill to be learnt.	A strongly agree		
	B agree	4	19%
	C disagree	17	81%
	D strongly disagree		

N=21

The result determined that many students disagreed that reading was the most difficult to be learnt. There were 17 or 81% students who chose "disagreed" and only 4 or 19% students agreed. It means that almost students thought that reading was not the most difficult skill.

Table 2.12: The Result of Statement 12

Question	Item	Students respon	Percentages
Listening is the most difficult skill to be learnt.	A strongly agree		
	B agree	3	14%
	C disagree	18	86%
	D strongly disagree		

N=21

The result determined that many students disagreed that listening was the most difficult to be learnt. There were 18 or 86% students who chose "disagreed" and only 3 or 14% students agreed. It means that almost all students thought that listening was not the most difficult skill.

Table 2.13: The Result of Statement 13

Question	Item	Students respon	Percentages
Speaking is the most difficult skill to be learnt.	A strongly agree	2	10%
	B agree	5	24%
	C disagree	14	66%
	D strongly disagree		

N=21

The result mentioned that many of the students disagreed that speaking being the most difficult skill to be learnt. The total number of students who diasgreed was 14 or 66%. Only 2 or 10% students chose "strongly agreed" and 5 or 24% students chose "agreed".

Table 2.14: The Result of Statement 14

Question	Item	Students respon	Percentages
Writing is the most difficult skill to be learnt.	A strongly agree	15	71%
	B agree	4	19%
	C disagree	2	10%
	D strongly disagree		

N=21

Based on the result of questionnaire, it can be known that almost all students agreed that writing was the most difficult skill to be learnt. There were 15 or 71% students who chose "strongly agreed". Also, it was supported by 4 or 19% students who agreed. Only 2 or 10% students who chose disagreed. It means that the students got difficult to mastery writing skill. So, the researcher needed to add the writing activity and applied the picture series in the product.

The Result of Interview with English Teacher

After giving the questionnaire for the students, the researcher continued to the next step. The researcher was interviewing the Englis teacher in order to know the detail information regarding with students' need based on the teacher perception. There were some questions given to the English teacher.

The first question was related to the English textbook. The English teacher said that the English textbook is published in 2014. The English teacher also explained

that the text, the example, and the exercise in English textbook must be added. Moreover, the textbook was less of explanation of the material and vocabularies.

The second question was related to the English textbook which was planned to be added by colorful pictures. The English teacher said " it is good idea if the English textbook is developed by adding colorful picture ". The English teacher also suggested the researcher to develop the English textbook based on the students' daily life and environment. She supported and agree if the English textbook more colorful and interesting. The English teacher hope the result of the English textbook could make the students more interesting and enjoyable when learning English.

The third question was related to the problem of teaching and learning English process. The English teacher said " the students cannot create a sentence from the words". It means that the students need to have material and exercise to produce sentences.

The last question was about the English teacher's hope for his students and the English textbook. The English teacher said that the students are interested in learning English because English language is important for the students' future. Their skill in English must be increased and also the English textbook must give positive effect with the students and the picture must be appropriate with the students level.

Material Development

After having the need analysis, the researcher developed the English textbook based on the students' need, questionnaire form and interview from the English teacher. The researcher determined to develop the English textbook and collaborated it with pictures series. There were five chapters in the developed textbooks by the researcher. The title are: how are you, this is me, what time is it, how many pets do you have, and, let's listen to the song.

All of chapters were added with the text of instructions, examples, and, colorfull pictures. In every page the researcher gave the different picture and more illustration pictures to engage the students interesting, enjoyable, and motivation. In

the exercise, there were some various types of exercises. It made the students interest in doing exercise. Then, in every chapter, the researcher gave the different color.

The content of this product covered four skill. Also, there was a chapter for students in playing game and singing a song. Beside that, this product offered simple sentence and familiar material with the students. It made the be easier in understanding the English. Based on the result of students' need and interview from the English teacher, the researcher needed to add more writing material than other skills.

The Result of Expert Validation

After the researcher had developed the English textbook for the seventh grade of MTs Ar Roihan Lawang, it was validated to some experts to be evaluated to make sure that the English textbook was valid to apply. There were three experts as the experts validator. The first expert focuses on layout and design. He is a designer and layouter in a publishing book in Malang. The second experts is attention on language used that is familiar with the students or not and content. She is an English teacher and also the headmaster. The last experts is interest on content. He is an English teacher in STAIM (Sekolah Tinggi Agama Islam Mempawah).

The researcher used instrument to evaluate the draft were the expert validation checklist. There were 6 contents and 21 statements completed with suggestion or comment form. The following result of expert validations:

The first expert suggested to arrange the number of page continously, to fix some misleading words, change the color picture because the color picture contrast with the words, and write the name of the writer of the product.

The second expert suggested that the content of the English textbook must be related with based competence, develop the tasks which build the students critical thinking, and add the text to make students comprehension better, as like descriptive

text. She suggested to correct the text. Also, she suggested to cover four skills in the tasks.

The last expert said that almost the product was good. He suggested to add the space to make the students easy to read or make the English textbook more readable. The space used was 1,0, so, it would change to 1,15.

After doing evaluation from some experts above, the researcher continued to revision before the product was tried out to the students in seventh grade of MTs Ar Roihan Lawang.

Revision the Product Based on Expert Validation

Based on the suggestions from the experts, the researcher revised and developed the product. The researcher put the number of page, wrote the missing word, changed the contrast color picture with words, put the name of the outhor, and added the exercise which build the students critical thingking. The product should applicable with the students' need to make the English textbook interesting, enjoyble and relevant.

The Result of the TryOut

From the result of the tryout related to the developing English textbook, the researcher found there is no significance changing on the English textbook. Most of students gave positive respond to the English textbook.

The first statement was about cover and picture. Most of the students interested the cover design. There were 5 students or 25% strongly agreed, 11 of the students or 55% agree. It means that 75% or 16 students from 20 students interested with the cover design of the English textbook. Beside that 100% of the students agreed and interested if the English textbook is colorful picture. Also 100% or 20 students assumed that the picture were suitable with the material.

The second statement of the students' questionnaire was about the material and activity in English textbook. There were 25% or five students who strongly

agreed and 75% or fifteen students agreed that the material was easy to understand and interested. It means that all the students (100%) did not feel difficult in understanding the material. Then, only 5% or one student felt difficult to be active in the classroom and 95% or nineteen students agreed that the activity in English textbook made them more active in the classroom.

The third statement was about exercise and language used in English textbook. Most of the students 95% or nineteen students said that they agreed that the example in the English textbook based on the students' life. Only 5% or one student disagreed about that. All of the students 100% stated that if the example in English textbook based on the material. Then, 30% or six students strongly agreed and 60% or twelve students agreed that the language used in English textbook was easy to understand. Only 10% or two students disagreed that the language used in English textbook was easy to understand. It means that most of the students 90% agreed about the language used in English textbook.

The fourth statement was about exercises. The exercises were not difficult for the students. It can be seen the results from the students' questionnaire. Eight students or 40% choose strongly agreed and twelve students or 60% agreed that the exercises were based on the material and easy to understand. It means that all of the students (100%) agree about that. Also, all students (100%) agreed that the tasks are interesting.

The last statement was about the skill in English textbook. Most of the students, 95% or nineteen students agreed that the four skill covered in the English textbook. Only (5%) or one of the students strongly agreed.

From the result above the researcher concluded that English textbook is interesting for the students seventh grade of MTs Ar Roihan Lawang. It can be seen from the five aspects in the statement items below.

Conclusion

After implementing the tryout, the researcher concluded that the English textbook is interesting product that can be applied in seventh grade of MTs Ar Roihan Lawang. It was proven by the result of tryout the product. The students were very excited with the English textbook.

In the need analysis step, the researcher found that the English textbook is still using edition 2014 and most of the students felt difficult in understanding the material, especially in writing activity. The students got difficult to improve their ideas to write, and they did not know how to arrange the word to be a good sentence. The students only producing greeting such as like good morning and phrases such as very happy. Also, the students got less motivation to learn English.

As the solution from the problem above, the researcher developed the English textbook to the students of the seventh grade of MTs Ar Roihan Lawang. The researcher made the English textbook more colorful picture by adding some picture series and animations. Picture series are about describing an event and steps or ways on how to do something.

The result of the tryout showed that the English textbook by having picture series and colorful picture that can arise students' motivation, interesting, can arrange the words to be a good sentence, and fell enjoy when teaching and learning English.

The result of this thesis will be given to the writer of the book under the title "When English Rings a Bell" in order to be used as a completion by doing this, hopefully the revised book will be viewed better and will give good infact to the success of the students in mastering English.

BIBLIOGRAPHY

Donal, A. 2012. Improving the Esp Students' Vocabulary by Using Pictures in Agribusiness Study Program of the University of Pasir Pengaraian. *Jurnal Pendidikan Vol.1 No.1*

- Fatima, G, Shah, S. K & Sultan, H. (2015). Textbook Analysis and Evaluation of 7th & 8th Grade in Pakistani Context. *International Journal of English Language teaching Vol.3, No.4*
- Gak, D. M. (2014). *Textbook – an Important Element in the Teaching Process*. Facultet Tehnickih Nauka.
- Ismawati, F. 2014. Improving Writing Skills Through Picture Series of the Eight Grade students of SMP Negeri 1 gamping. *English education Department Faculty of Languages and Arts Yogyakarta State University*.
- Khotimah, Daud, B. & Burhansyah. (2017). Using Picture Series to Enhance Students' Ability in Narrative Writing. *Research in English Educatyion E-ISSN 2528-746X*
- Latief, M. A. (2016). *Research Methdods on Language Learning an Introduction*. State University of Malang. ISBN. 979. 495. 980. 4
- Mustofa, M. (2014). *The Umbrella of Life And Love Value in Literary Works*. Malang: Misykat Publisher.
- Sumarsono, P., Masyhud, Wardhani, A., and Farah, R.R. (2017). The Development of Authentic English Language Teaching (ELT) Textbook of Vocational School. *International Journal of English Research, Vol. 3, Issue 6, PP 29-31*
- Wahab, M.M.A. (2013). Developing an English Language Textbook Evaluative Checklist. *IOSR Journal of Research & Method in Education (IOSR-JRME), Vol. 1, Issue 3, PP 55-70*
- Wright, A. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.