

## CHAPTER FOUR

### RESULTS

The previous chapter, Methodology, explained the subject, the materials, the procedure, and the data analysis that are used in this study.

This chapter will report the results of data and content analysis which is divided into 8 parts: (1) feature analysis, (2) content analysis, (3) the evaluation of the textbooks from the checklist, (4) readability level and reading level of the textbook, (5) the relationship between contents in *Super Goal 1* and the Standard Curriculum for Basic Education 2001, and (6) the development of the textbook.

#### 4.1 FEATURE ANALYSIS

According to the criteria the first feature of the textbooks has been realized. As a result the study contains the parts given below.

##### **Feature of Student book**

Title: Super Goal Student Book 1

Author: Manuel dos Santos

Publisher: Thai Watana Panich/ McGRAW-HILL

Price: 93 baht for Student book

Physical Size: A4 size

Numbers of pages: 120

Level: Grade 7

##### • **Types of Text**

There are various types of text appear in the Student book such as letter, dialog, passage, table, and news report. These texts are in the Look and Listen part, and also the Reading part (please refer to Appendix B).

##### • **Color**

Texts, instructions, and exercises are typed in black. Some texts are typed in color just to make the text colorful.

The italicized words show examples and instruction.

Some dialogs are completely typed in capital letters which are used at the beginning of a sentence or name; actually the text should be typed in the correct style.

For example, the dialog in Unit 2 and 3 in the Look and listen part are totally typed in capital letters.

- **Symbols and Icons**

The symbol of headphone is used for the listening part. This symbol appears in every unit.

The word “FYI” stands for “For Your Information.” This symbol appears in some units. For example, unit 8 in the Grammar part which explains about the prepositions of place. FYI in this part explains that “we always say **at** home, **at** work.”

The symbol of a yellow star shows that there is more information or guide. This symbol appears in some units. For example, in the Grammar part in unit 10. The yellow star gives more information that “for verbs that end in ch, add es: teach+es = teaches.”

The symbol of a yellow callout means it’s time for speaking and there are questions to practice. This symbol appears in some units. For example, in the “Your Turn” part in unit 5. The yellow callout is in the chat corner and there are three questions as following.

- How many people are in your family?
- How many uncles and aunts do you have?
- Do you have a cat or dog? What’s its name?

- **Images and Graphics**

The layout of the Student book is inviting with the use of effective illustrations and photos. There are images and graphics on every page.

## **FEATURE OF WORKBOOK**

Title: Super Goal Workbook 1

Author: Manuel dos Santos

Publisher: Thai Watana Panich/ McGRAW-HILL

Price: 45 baht for Student book

Physical Size: A4 size

Numbers of pages: 78

Level: Grade 7

- **Types of Text**

There are various types of text such as letter, dialog, email, map, schedule, calendar, and passage.

- **Color**

The workbook is printed in black and white.

- **Symbols and Icons**

There is no a significantly symbol or icon in the workbook.

- **Images and Graphics**

The workbook has many illustrations, pictures, and photos.

## 4.2 CONTENT ANALYSIS

### Content of Student Book

As well as a grammatical and lexical syllabus, Student book also has a situational syllabus. Students are exposed to the language used in everyday situations and are given opportunities to practice the language.

In the *Super Goal Student book 1*, there are 16 Units, 4 Expansions, and a Vocabulary Part (please refer to Appendix B). Each unit follows the same parts while dealing with the language items and skills. Therefore, students are familiar with the things that they will do and no time is spent every unit to make them aware about the things they will be dealing with.

The *Super Goal 1* begins with a thorough table of contents. Each chapter contains activities and exercises relating to learning about the real world, relating to relationships and appreciating the beauty of English. In addition, grammar, pronunciation, and vocabulary are focused in specific sections. The table of contents thus helps teachers know what parts of a lesson will be appropriate for the needs and devise the lesson plans accordingly. The content in each chapter is laid out with subsequent activities. Reviews are provided in the “Extension Unit”.

The topics introduced generally relate to the students’ lives and appeal to students’ interest, and daily routines. The communication and reading sections are in trend and informative.

By starting the book with speaking activities, listening becomes involved from the very beginning. Most listening practice comes from interaction with classmates which can thus be extended to interaction with the outside world.

Conversation is utilized from the first page. For example, unit 1 students are asked to speak out with greetings and introductions. This can allow them to address a subject that is familiar and comfortable to them as they warm up to their classmates and the English language. For example, in unit 2, it is mom's birthday but dad and kid forget it so a student has to choose the ending from the given pictures and story. The reading section is the last activity in each chapter except unit 1 and 2. This helps students to relate what they have read to their own lives while a review section in the Extension Unit helps them to assess mastery of what they have learned.

One of the first writing activities has the students punctuate a paragraph. Fill in the blank and freestyle writing are utilized throughout the textbook. In summary the *Super Goal 1* successfully teaches the four basic language skills.

The content of every unit is laid out in a sequence intended to be taught within a Presentation, Practice, and Production methodology. Each unit of *Super Goal 1* contains and follows the exact same section.

**Table 1: The Example of Section in Unit 6**

Look and listen <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Pair work</li> </ul>
Grammar <ul style="list-style-type: none"> <li>• Grammar presentation</li> <li>• Complete the conversation by using there is/ there are or there isn't/ there aren't</li> <li>• Practice with a partner</li> <li>• Complete the sentences with the correct position</li> </ul>

(Table continues)

*Table 1 ( continued)*

<ul style="list-style-type: none"> <li>• Practice with a partner</li> </ul>
<p>Listening</p> <ul style="list-style-type: none"> <li>• Listen</li> <li>• Draw the objects you here</li> </ul>
<p>Pronunciation</p> <ul style="list-style-type: none"> <li>• Listen and practice</li> </ul>
<p>Conversation</p> <ul style="list-style-type: none"> <li>• Listen</li> <li>• Answer yes or no</li> </ul>
<p>Your turn</p> <ul style="list-style-type: none"> <li>• Choose four items that Ken and Sarah need</li> <li>• Tell a partner about your house</li> <li>• Chat corner</li> </ul>
<p>Reading</p> <ul style="list-style-type: none"> <li>• Before reading</li> <li>• After reading</li> </ul>
<p>Project</p> <ul style="list-style-type: none"> <li>• Work in group. Draw a plan of your dream house and find pictures in magazines.</li> <li>• Tell the class about your dream house and make a display.</li> </ul>

In Unit 10, an error appears in the Grammar part as the following;

“for verbs that end in ch, add es: teach + s = teaches”, actually it has to be **teach + es**.

### **CONTENT OF WORKBOOK**

In the Super Goal Workbook 1, the exercises cover 16 Units, and 4 Expansions. The exercises match with the Student book but they mainly focus on

reading and writing skill. Before students do the exercises, there is an example to guide what students should do.

There are many types of exercise as below:

- Fill in the blank
- Matching
- Drawing
- Reordering the sentences
- Writing
- Choose the correct answer
- Puzzle game

#### **4.3 EVALUATION OF THE TEXTBOOK FROM THE CHECKLIST**

The result in this part is from checking with the checklist which describes: availability/ value, organization, cultural component, content, skill, vocabulary and grammar, and exercises and activities (please refer to Appendix C).

##### **Availability/Value**

The Student book and Workbook are available locally. Teachers and students can buy them at Kurusapa Business Organization. The student book costs 93 baht and the workbook costs 45 baht.

##### **Organization**

The size of the Student book and Workbook are appropriate for students. They are in the normal size; A4 size. Font and style are appropriate and easy to read but some units use the dark color so the text is not clear enough. There are various kinds of graphic elements such as illustrations, graphs, map, and chart.

The Student book provides a useful table of contents, glossary and index but the Workbook provides only the contents.

##### **Cultural Component**

The topic of the Student Book has been studied according to social and cultural contexts. The culture presented in the Student book is suitable for all students.

It mainly focuses on the western culture. The Student book includes culture in many units.

For example, unit 2 (When is your birthday?). Students will learn the weather and festivals in each month based on the western culture. In unit 14 (Let's celebrate), students will learn about New Year's Celebrations in five different countries; China, Iran, Israel, US, and Spain.

### **Content**

The Student book combines extensive practice of the four language skills of speaking, writing, listening, and reading. The topics are appropriate and can apply to the real life. The content is accurate and up-to-date. At the end of each unit, there are questions to check student's comprehension. After each four units, there are the expansion parts to review and summarize what the student has learned. From the exercises in both Student book and Workbook, the activities can engage students in active thinking.

For the Workbook, the exercises mainly focus on reading and writing skill.

### **Skill**

In the Student book, each unit covers all four skills; listening, speaking, reading, and writing. In the Vocabulary part, it presents all difficult vocabulary from each unit by category in two sections - vocabulary section, and expressions section. The contents in this Student book relate to the curriculum (please refer to Appendix B).

### **Vocabulary and Grammar**

Grammar and vocabulary are taught and explained thoroughly, and all four language skills are developed systemically. Grammar has some recycled subjects which enable students to review the previously seen subject and differentiate from the newly seen. For example, unit 9 presents Simple Present Tense in affirmative sentences. Then unit 10 presents Simple Present Tense in both affirmative and negative sentences. Grammar also provides revision and recognition between the subjects related with each other. For example, unit 8 presents Present Progressive

Tense, and unit 9 and 10 present Simple Present Tense. Then unit 11 presents Simple Present Tense and Present Progressive sentences.

It is difficult to know new vocabulary in each unit. If students want to know the new vocabulary in each unit, they can look in the vocabulary part. There are five units that present vocabulary in a variety of ways. However, the new vocabulary is not repeated in other units.

### **Exercises and Activities**

Using the Student book, students can practice and do the activities in their real-life. After students learn grammar, there are exercises to check their comprehension. As pointed out before, each unit covers all four skills, so the activities in each unit also cover all skills, especially listening and speaking. In this textbook, there are both free and controlled exercises, but most of them are controlled.

Similar to the Student book, the exercises in the Workbook are suitable to use in the real world.

## **4.4 READABILITY OF THE TEXTBOOK**

### **Readability Level in Student Book**

*Table 2:* The Readability Level of the Texts from Reading Part Is Evaluated by Using Edward Fry's Readability Graph

<b>Unit</b>	<b>Number of sentences</b>	<b>Number of syllables</b>
Unit 5	14	123
Unit 7	12	151
Expansion 2	12	132
Unit 9	8	141
Unit 10	14	164
Unit 11	8	142
Unit 13	10	133
Unit 14	8	152
Unit 15	9	158

*(Table continues)*

**Table 2 (continued)**

<b>Unit</b>	<b>Number of sentences</b>	<b>Number of syllables</b>
Unit 16	13	149
Expansion 4	8	147
Total	116	1592
Average	10.55	144.73

There are 7 units and 2 expansions that are not calculated because the numbers of words are less than 100 words (please refer to Appendix A)

Table 2 shows readability level which was calculated by using Edward Fry's readability graph. The average for number of sentence is 10.55 and number of syllables is 144.73. After plotting these two average numbers on Fry's graph, the reading ability is at Level 7 and the readability age is for 12-year-old students, and the content contains long words but not long sentences.

Therefore, from the Fry's readability graph the reading level of the content is appropriate for Grade 7 students.

### **READING LEVEL IN THE STUDENT BOOK**

**Table 3:** The Reading Level of the Texts from Reading Part Is Calculated by Using Flesch-Kincaid which is a Program in Microsoft Office

<b>Unit</b>	<b>Number of sentences</b>	<b>Number of characters</b>	<b>Flesch-Kincaid Grade Level</b>
Unit 5	14	438	5.3
Unit 7	12	457	6.5*
Expansion 2	12	429	3.9
Unit 9	8	466	6.4
Unit 10	14	526	5.3
Unit 11	8	432	6.5*
Unit 13	10	416	4.3
Unit 14	8	454	6.9*

*Table 3 continued*

Unit 15	9	467	5.5
Unit 16	13	441	5.7
Expansion 4	8	449	6.9*
Total	116	4975	63.2
Average	10.55	452.27	5.75

There are 7 units and 2 expansions that are not calculated because the numbers of words are less than 100 words (please refer to Appendix A)

Table 2 shows the Flesch-Kincaid analysis, which calculates reading level of the Reading Section in the textbook. On average, the number of sentences is 10.55, the number of characters is 452.27 and the grade level is 5.75. According to the Flesch-Kincaid, the grade level (5.75) is below the level of the textbook.

According to Flesch-Kincaid, the reading section in this textbook is not appropriate with student's level. As the result it is appropriate for level 5 or 6. However, there are three units (unit 7, 11, and 14), and one expansion (expansion 4) which may be appropriate for level 7.

#### **INTERPRETATION**

The result from Table 1 and Table 2 present the readability indices applicable to native speakers. The Edward Fry's readability is at level 7 but the Flesch-Kincaid Grade Level is 5.75. These two techniques have different conclusions.

From Fry's readability graph the textbook is appropriate for the Grade 7 student, but from Flesch-Kincaid, the textbook is not suitable for Grade 7 students.

#### **4.5 THE RELATIONSHIP BETWEEN CONTENTS IN SUPER GOAL 1 AND THE STANDARD CURRICUM FOR BASIC EDUCATION 2001**

According to the Standard curriculum for Basic Education 2001, there are four contents as following;

- Language for Communication
- Language and culture
- Language relate to other subjects
- Language relate to the community and the world

The contents in *Super Goal 1* cover all contents which are determined in the curriculum (please refer to Appendix B).

#### **4.6 THE DEVELOPMENT OF THE TEXTBOOK**

There are many units to develop to make them more interesting and challenging to students. Unit 14 is one interesting unit which should be developed.

##### Unit 14: Let's celebrate

In this unit students can practice by using pictures, vocabulary, and grammar to talk about the activities they do in each festival or vacation.

According to Graves's framework, there are goals which can be grouped in 6 aspects; learners, learning, language, social context, activity, and materials. After looking through the unit, the author covers four aspects as presented below.

##### **Learners**

This unit draws on what a student knows from experience. For example, students do a role-play and plan a party, and write about a favorite holiday. The activities also focus on students' needs outside of class. After learning this unit, students can make use of speaking English. Students learn how to pronounce the ordinal numbers like first, second, third, etc.

##### **Language**

The author uses activities that help students to develop specific language and skills they need for authentic communication. For example, making the conversation to invite a friend to a party. This part gives the clue for students to follow; ask when, respond, ask where, and respond. Therefore, students can use this part in their real-life.

**Social Context**

The author shows different cultures in the reading part. The passage is about New Year's Celebrations in some countries.

**Activity**

Most of the activities are carried out with a partner, especially for making conversation. One activity in the unit is role-play. For example, students work in pairs and ask and answer about holidays. Students do role-plan and plan a party.

**Material**

The material that is used in this unit is a CD for listening activity and drawing.

The findings of the study will be summarized and discussed in the next chapter.