

**AN ANALYSIS OF THE APPROPRIATENESS OF
JUNIOR HIGH SCHOOL ENGLISH TEXTBOOK ENTITLED
WHEN ENGLISH RINGS A BELL FOR VIII GRADE
BASED ON BSNP CRITERIA**

THESIS



BY

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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M / 1439 H**

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Presented to
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in Partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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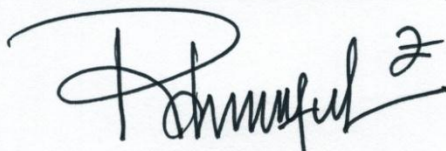
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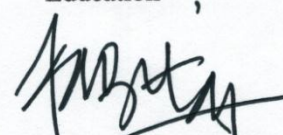
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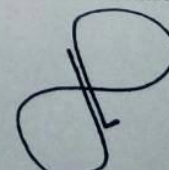
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MOTTO AND DEDICATION

“And *your Lord* says, "*Call upon Me*; I will respond to you ...”

(Q.S Ghafir: 40)

This thesis is dedicated to:

My beloved Father, Suyadi

My beloved Mother, Aminah

My beloved Sister, Novita Dwi Arrum and

My beloved Brother, Muhammad Danish

May every tear that has ever fallen from your tired eyes on my behalf become a river for you in jannah.

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Yours Faithfully,



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ABSTRACT

Arianingsih, Maya. 2017. *An Analysis of the Appropriateness of Junior High School English Textbook Entitled When English Rings A Bell for VIII Grade Based on BSNP Criteria*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Santi Erliana, M.Pd., (II) Akhmad Ali Mirza M.Pd.

Key words: content analysis, textbook, evaluation, BSNP criteria

It is widely accepted that in the teaching and learning process, textbooks play an important role. It provides a guide or a road map for the learners which offer expected behaviors that they have to perform. Because of the various textbooks provided, teacher must establish a textbook which is appropriate with the learners' need. In addition, many English textbooks are available out there, selecting the most suitable one is the problem.

This study was aimed: (1) to examine whether the textbook used by eighth grade students of Junior High School is appropriate, (2) to examine in what way the English textbook used by eighth grade students of Junior High School is appropriate, (3) to discover how textbook used by eighth grade students of Junior High School fulfill the criteria of a good textbook suggested by *BSNP*. This study was descriptive with qualitative approach. The instrument used to collect the data is observation in the form of checklist. A checklist was made adapted from *BSNP* (2011) framework for textbook evaluation. In the data analysis technique, the percentage of criteria fulfillment was calculated by dividing the total of criteria points which were met in a textbook for each sub aspects with the total of criteria points in each sub aspect. It was then multiplied by 100%.

The results of this study showed that of the overall average aspects, *When English Rings a Bell for VIII Grade* is appropriate to be used in teaching learning process. The textbook achieved the fulfillment score of relevance of the materials to the curriculum (83%), material accuracy (83%), language appropriateness (83%), presentation technique (100%), and teaching and learning technique (100%). Two other sub aspects have not been categorized as appropriate namely supporting learning materials (50%) and presentation coverage (55%) as long as they are still in sufficient criteria. Then, the textbook is generally considered as a fair textbook since the average score of fulfillment is 79% meaningful the textbook must be improved. Thus, it can be concluded that textbook is still suitable to be used in order to help the teaching learning process in the classroom with the help of other sources.

ABSTRAK

Arianingsih, Maya. 2017. *Analisis Kelayakan Buku Teks Bahasa Inggris Sekolah Menengah Pertama yang Berjudul When English Rings a Bell untuk kelas VIII Berdasarkan Kriteria BSNP*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pemimbing: (I) Santi Erliana, M.Pd., (II) Akhmad Ali Mirza M.Pd.

Key words: analisis isi, buku teks, evaluasi, kriteria BSNP

Sudah diterima secara luas bahwa dalam proses belajar mengajar, buku memainkan peran penting. buku menyediakan panduan atau peta jalan bagi peserta didik yang menawarkan perilaku yang diharapkan yang harus mereka lakukan. Karena berbagai buku teks yang tersedia, guru harus menetapkan buku yang sesuai dengan kebutuhan peserta didik. Selain itu, banyak buku bahasa Inggris tersedia di luar sana, memilih yang paling sesuai adalah masalahnya.

Penelitian ini bertujuan untuk: (1) mengkaji apakah buku teks yang digunakan oleh siswa kelas VIII SMP sesuai, (2) untuk memeriksa dengan cara apa buku teks bahasa Inggris yang digunakan oleh siswa kelas VIII SMP sesuai, (3) untuk mengetahui bagaimana buku teks yang digunakan oleh siswa kelas VIII SMP memenuhi kriteria buku teks yang bagus yang disarankan oleh BSNP. Penelitian ini bersifat deskriptif dengan pendekatan kualitatif. Instrumen yang digunakan untuk mengumpulkan data adalah observasi dalam bentuk ceklis. Ceklis dibuat dari kerangka BSNP (2011) untuk evaluasi buku teks. Dalam teknik analisis data, persentase pemenuhan kriteria dihitung dengan membagi total kriteria yang terpenuhi dalam buku teks untuk setiap sub aspek dengan total kriteria pada setiap sub aspek. Kemudian dikalikan 100%

Hasil penelitian ini menunjukkan bahwa dari keseluruhan aspek rata-rata, *When English Rings a Bell* untuk kelas VIII layak digunakan dalam proses belajar mengajar. Buku ini mencapai nilai pemenuhan relevansi materi dengan kurikulum (83%), keakuratan materi (83%), kelayakan bahasa (83%), teknik penyajian (100%), dan teknik pembelajaran (100%). Dua sub aspek lainnya belum dikategorikan layak yaitu materi pendukung pembelajaran (50%) dan kelengkapan penyajian (55%) selama masih masuk dalam kriteria “cukup”. Kemudian, secara umum buku teks tersebut dianggap sebagai kategori buku yang “sedang” karena rata-rata nilai pemenuhannya adalah 79% berarti buku teks harus ditingkatkan. Dengan demikian, dapat disimpulkan bahwa buku teks masih layak untuk digunakan dalam rangka membantu proses belajar mengajar di kelas dengan bantuan sumber lain.

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LIST OF ABBREVIATIONS

BSNP	: Badan Standar Nasional Pendidikan
SKL	: Standar Kompetensi Lulusan
SK	: Standar Kompetensi
KI	: Kompetensi Inti
KD	: Kompetensi Dasar
KTSP	: Kurikulum Tingkat Satuan Pendidikan
TEFLIN	: Teaching English as a Foreign Language in Indonesia
Permendikbud	: Peraturan Menteri Pendidikan dan Kebudayaan
MGMP	: Musyawarah Guru Mata Pelajaran
JETA	: Junior high school English Teachers Association

CHAPTER I

INTRODUCTION

This chapter covers: (a) background of the study, (b) research problem, (c) objective of the study, (d) scope and limitation (e) significance of the study, and (f) definition of key terms.

A. Background of the Study

Textbooks are learning materials commonly used in teaching learning process. It is not surprising that they become the only materials in the classroom. This fact happens for several reasons. First, textbooks are relatively easy to find out and commercially provided. Second, it provides a guide or a road map for the learners which offer expected behaviors that they have to perform (Crawford in Richard and Renandya, 2002). Third, textbooks help teachers to prepare the lesson (Brown, 2000). Fourth, they can also become a flexible syllabus for teaching learning process in which teacher can easily modify based on the students' need.

In Indonesian's educational system, textbooks are considered as the main components of the curriculum. They determined the content, the methods, and the procedures for teaching and learning in the classroom. They also provided a systematic syllabus for teachers to follow in teaching a certain subject. Students need a textbook to support their learning. English textbooks support the teachers to provide materials, because teachers are demanded to provide various material creatively. There are many publishers that try to

provide textbooks in various style and setting which are compiled based on the curriculum implemented in Indonesia. Even Ministry of Education and Culture of Indonesia also provides English textbook entitled “*Bahasa Inggris: When English Rings the Bell*” that written by Siti Wachidah and Asep Gunawan.

The Ministry of Education and Culture of Indonesia has decided that Education in Indonesia must implement the 2013 curriculum. Developing the previous curriculum, the 2013 Curriculum includes competency of attitude, knowledge, and skills integrated. Therefore, the design of curriculum is also changed from teacher-centered to student-centered. In the learning process, the 2013 Curriculum adopts scientific approach that is designed to make students construct concepts and principles actively through some steps. The steps are observing, questioning, collecting information, associating, and communicating.

Because of the various textbooks provided, teacher must establish a textbook which is appropriate with the learners’ need. Although many textbooks are published, teachers still must select which one is the most suitable textbook to be used. Cunningsworth (1995:5) stated “no course book designed for a general market will be absolutely ideal for particular group of learners”. In addition, many English textbooks are available out there, selecting the most suitable one is the problem (Freddisson and Olsson, 2006, p.7).

The reasons why the researcher chooses textbook *When English Rings a Bell* for VIII Grade because:

1. The implementation of new curriculum
2. *When English Rings a Bell* is the new textbook for 2013 curriculum
3. The crucial roles of textbook in English language teaching and to support the 2013 curriculum.

The reason above motivated the researcher to evaluate the worthiness one of English textbooks used in some Junior High Schools in Indonesia, particularly in Palangka Raya. The textbook will be analyzed on this study is published by Ministry of Education to be used in teaching learning process. The aim of this study is to discover how far the English textbooks have met the criteria of good textbooks.

B. Research Problem

As what the researcher has stated above, this study will be attempted to answer the following question:

1. Is the English textbook used by eighth grade students of Junior High School appropriate?
2. In what way is the English textbook used by eighth grade students of Junior High School appropriate?
3. Does the English textbook used by eighth grade students of Junior High School fulfill the criteria of a good textbook suggested by *BSNP*?

C. Objective of the Study

In line with what has been stated in the research problem, the objective of the study is as follows:

1. To examine whether the textbook used by eighth grade students of Junior High School is appropriate.
2. To examine in what way the English textbook used by eighth grade students of Junior High School is appropriate.
3. To discover how textbook used by eighth grade students of Junior High School fulfill the criteria of a good textbook suggested by *BSNP*.

D. Scope and Limitation

The study focuses on the criteria of book evaluation in English textbook which is analyze based on the criteria of good textbooks determined by *Badan Standar Nasional Pendidikan (BSNP)* year 2011 covering the worthiness of content, language correctness and appropriateness, and presentation.

The object of this study is English textbook for eighth student of Junior High School. It is *Bahasa Inggris: When English Rings the Bell* for VIII Grade.

E. Significance of the Study

The result of this study is expected to be able to give the following benefits:

1. For English teachers, hopefully this study can be giving a reference to select suitable English textbook in the language teaching process. Also

expected to give some practical knowledge on how evaluate textbook by using criteria of good textbook.

2. For English textbook authors, the result of the study might help them to be more careful in developing English textbook for students and more aware of the worthiness of content, the language correctness, and layout of the books.
3. For the other researchers, hopefully this study can give an inspiration for other researchers to do the next analysis and evaluation of this student book. The research could give general knowledge of how to evaluate textbooks or other forms of English instructional materials. The research also could be used as the foundation for the next research.

F. Definition of Key Term

The following definitions are given to make readers have the same understanding or perception for some terms use in this study. They are also intended to avoid ambiguity or misinterpretation. They are as follows:

1. Textbook means course book used by teacher and student to facilitate the teaching learning process that in line with the suggested curriculum. In this study, the researcher using textbook *When English Rings a Bell* for VIII grade published by Ministry of Education.
2. Textbook evaluation refers to the process of making judgments of its appropriateness based on certain criteria. The researcher will analyze the textbook by using checklist containing aspects being examined.

3. Curriculum is a general statement of goals and outcomes, learning arrangements, evaluation and documentation relating to the management of programs within an educational institution. The 2013 Curriculum is the newest curriculum which is applied in Indonesia. It puts attitude on the higher priority than skill competencies and knowledge.
4. Appropriateness is suitable or right for a particular situation or occasion. In this study, the researcher analyzes the suitability of the textbook with the BSNP criteria.
5. BSNP criteria are minimum criteria on educational systems throughout the jurisdiction of *Negara Kesatuan Republik Indonesia*.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers: (a) related studies, (b) English language teaching in Indonesia, (c) textbook, (d) appropriateness, and (e) textbook evaluation.

A. Related Studies

The related studies that the researcher uses are:

1. The research of Mashyudi Latif (2015). The objectives of this research are: (1) to examine the appropriateness of textbook used by English teacher based on the criteria synthesized from BSNP, (2) to discover whether the textbook used by English teachers have fulfilled the criteria of good textbook, and (3) to give recommendations for English teachers regarding to the further actions which teachers should do with their textbook. This research is categorized as a content analysis. The data are gathered by evaluating textbook using the checklist containing the criteria of textbook evaluation. In the data analysis technique, the percentage of criteria fulfillment is calculated by dividing the total of criteria points which are meet in a textbook for each sub aspect with the total of criteria points in each sub aspect. It is the multiplied by 100%. The result showed that "*English on Sky 2 for Junior High School Students Grade VIII*" have fulfilled the criteria of a fair textbook by achieving the average fulfillment score of 78% with fulfillment score of 67% for relevance of the materials to the curriculum, 86% for material accuracy, 57% for supporting learning materials, 87% for language appropriateness, 100% for presentation

technique, 87% for teaching and learning technique, and 60% for presentation coverage. It is recommended that teachers need to modify the tasks and activities on the textbook which do not fulfill the criteria of good textbook. This previous research is almost the same with the research will be done, that is in the term of analyzing the content of a textbook using *BSNP* criterion. But the difference is the book's title. The previous study using *English on Sky 2 for Grade VIII*, while in this study the researcher using "*When English Rings a Bell for Grade VIII*".

2. The research of Fajrin Nafisatin (2015) focused on the analysis of speaking materials in the textbook entitled An Analysis on Speaking Materials of Seventh Grade Students' Textbook "*When English Rings a Bell*". This research is mainly intended to analyze whether the speaking materials on the textbook compatible or not with the criteria of good textbook in term presentation materials suggested by Greeny and Petty, and kinds of speaking activities suggested by Kathleen M. Bailey. This research applied qualitative evaluative research. In collecting data, the researcher employs content analysis. The result of analysis shows that speaking material presentation in the textbook is compatible with the criteria of good textbook suggested by Greeni and Petty in term of interesting and attractive, motivating, illustrative, appropriate with Curriculum 2013 syllabus, related to other science branch, stimulating and interactive, meaningful, contextualized, providing the balance and emphasizing values, creative and respecting. The similarities of the

research are in analyzing content of a text book and the kind of curriculum matched with. But the differences are the object of analysis, the text book and the textbook evaluation framework.

3. The research of Faridha Kurniawati (2016) "Content Analysis of 'Bright' An English Course Book for VIII Grade Junior High School Students Published by Erlangga Relevancy to Curriculum 2013". This research paper aims to finding out whether the material of the English textbook entitled "Bright" is relevant with the criteria of a good textbook proposed by Ministry of Education and Culture. This research design is qualitative research used descriptive analysis technique. The data are collected by using content analysis technique. The data which is analyzed is the content material of the textbook relevance with SKL, KI and KD in which appropriate with 2013 curriculum. To analyze the data, the researcher matched the textbook with the criteria of the good textbook according to curriculum 2013 which has issued by Ministry of Education and Culture. Then the researcher gives score to the checklist items based on its suitability with the criteria of the good textbook according to 2013 curriculum. Having analyzed the data and the rubric scoring tabulation of this research, it is found that the degree of suitability of "Bright" an English text book used by eight grade students of Junior High School was 93,85%. The researcher concludes that the textbook is logic and can be implemented as a learning source in the classroom. The similarity of the research is the kind textbook evaluation framework but in different book.

4. The research of Nur Laila Tuttaqwa (2009) “Analysis of Speaking Exercise in Look Ahead 1, An English Course for Senior High School Student Years X Published by Erlangga”. The main problem of this research is what kinds of speaking exercises displayed on the text book and whether they are relevant or not with *KTSP* curriculum. The result of her analysis reveals that in terms of kinds of test, speaking skill contents and kinds of practice exercise, those exercises are sufficient enough to improve student’s ability in speaking skill because the exercise in this book covers all of those criteria, in term of its relevance with curriculum. This previous research has similarity in the term of analyzing the content of a text book. The differences are the textbook and the curriculum.
5. The research of Ratih Heriati (2017). This study is designed in descriptive qualitative research. The researcher also conducts the analysis of textbook based on theory of Bloom’s Taxonomy Level which has three Domain and applied in 2013 curriculum in order to more focus on it relevancy with materials in the textbook. The main problem of this study is analyzing the relevance of the materials with the cognitive aspects and psychomotor aspects which are contained in the 2013 English Curriculum competence. The result of analysis textbook based on Taxonomy Bloom, it is shown that both the activity of Cognitive and Psychomotor Domain Levels are less its relevance to as two of three aspects of 2013 curriculum in the textbook because most of materials in the textbook not required the level analysis in Bloom’s Taxonomy. Thus, it can be concluded that the

materials in this textbook materials are enough relevant with 2013 curriculum, but the materials are still applied the low level in *Thinking Order Skills* of the cognitive and the psychomotor aspects. This previous study has similarity of the kind of textbook which is the textbook that applied 2013 curriculum published by Ministry of Education and Culture of Indonesia. While Ratih's theory is Bloom's Taxonomy, the completed study in this case is using *BSNP* framework.

B. English Language Teaching in Indonesia

Indonesian's English Language Teaching practitioners have done some innovation from time to time to improve the quality of English Language Teaching in Indonesia (TEFLIN:2011) both in terms of policies and in terms of implementation. When English was introduced for the first time in Indonesian's classrooms, grammatical based approach was criticized for its discrete characteristics and its strong emphasis on memorization. Besides, the approach is not contextual.

When communicative approach was introduced, many English teachers did not really take students' grammar into account. Nowadays, when genre-based approach is introduced through two different curriculums namely *KTSP* (School-based curriculum) and 2013 curriculum, a lot of pros and cons emerge. Some ELT experts and practitioners affirm that genre-based approach will enable learners to face the global challenges. However, some others argue that the approach is only relevant to be implemented by teachers and learners whose mother tongue is English. Responding to the

controversies, various attempts and efforts are constantly made by the government through trainings and conferences to enrich the teachers' comprehension and skills towards the approach.

1. Definition of Curriculum

Curriculum is the most essential of teaching learning process. A teacher should teach his/her students according to the current curriculum because it has been designed on the basis of students' needs. As stated Susan Feez (2002, p.9) that "curriculum is a general statement of goals and outcomes, learning arrangement, evaluation, and documentation relating to the management of program within an education institution". Also Kerr in Kelly (2004, p.12) said curriculum as the learning which is planned and guided by the school, whether it is carried on in groups or individually. Finney in Richards and Renandya (2002, p.70) defines curriculum as a specification of the content and the ordering of what is to be taught. It refers to all aspects of the planning, implementation and evaluation of an educational program, particularly the *why*, *how* and *how well* together with the *what* of the teaching-learning process.

From the definition above, the researcher concludes that curriculum is a plan that is developed to make teaching-learning activities progress well. It is kind of guidance in the teaching-learning process. These include approach which is the foundation of basic theory of language learning, design which provides syllabus, objectives, learning

activities and materials, and procedures which portray classroom technique and behavior once a method is being implemented.

The reformation of curriculum is sometimes done in order to improve or to develop the quality of education. The curriculum also contains science, knowledge, and experience worth giving to the students to obtain the educational objectives.

To understand further about the current English Language Teaching situation in Indonesia, teachers must have sufficient comprehension about (School-based curriculum) *KTSP* and 2013 Curriculum.

2. School-based Curriculum (*KTSP*)

Since 2006 to 2013, *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or commonly referred School-based curriculum has been issued by government. Based on *Permendiknas No 22/ 2006*, *BSNP* develops the content standard which covers the scope of each subject matter and competency levels to achieve the standard of graduate competence in certain educational levels. The content standard includes *Standar Kompetensi* (Standard of Competence) and *Kompetensi Dasar* (Basic Competence) developed for each subject. In addition, the curriculum covers the background, objectives, and list of each *SK* and *KD*.

The target of English learning in Junior High School (*SMP/MTs*) based on *BSNP* year 2006 is that learners are able to achieve functional level, in which they communicate both oral and written to solve daily life

problems. Functional level is the initial literacy stage requiring the students to master language skill needed in daily life communication such as responding to short conversation, reading manuals, and writing personal experience.

According to Muslich (2008, p.29), the objectives of English learning in Junior High School are stated in the three general objectives. First, it develops communicative competence in both oral and written genre to achieve functional stage of literacy level. Second, the students are required to have awareness of the important of English to compete in the global world. Third, the curriculum boosts the students' understanding of the relations between language and culture.

The *SK* and *KD* of Junior High School level is elaborated in four skills i.e. listening, speaking, reading and writing aimed at developing students' discourse competence. Discourse competence has become the main focus for developing their communicative competence to take part in every day communication. This competence can be achieved by combining other competencies namely linguistic competence, action competence, social cultural competence, and strategic competence (*BSNP*, 2006).

3. The 2013 Curriculum

The 2013 Curriculum is the newest curriculum which is applied in Indonesia. The purpose of this curriculum is for preparing Indonesian citizen to have the ability to live as individual person and citizen who are religious, productive, creative, innovative, and affective and able to give

their contribution to the society, nation, country, and world civilization. based on the objectives of national education outlined in UU No. 20/2003 about education national system, particularly in article 3 Chapter II about the basis, function, and the objective of national education which states that “Education functions as developing individuals’ dignified skills, characters, and civilization in order to make intellectual generations and to develop learners’ potentials to be healthy, intellectual, skillful, creative, independent, democratic, and responsible individuals who believe in God and who possess noble characters.” It implies that education, its process, and its outcome is meant to develop learners to be fully functional persons who have skills and good characters and who are knowledgeable, aware of their potentials, and are able to implement their potentials and skills for the society’s and their own benefit.

The competences in 2013 curriculum named Core and Basic Competence. The core competence is an operationalization of competency standards. Then, the core competence is broken down into basic competence. There are four core competences in 2013 curriculum, core competence one as religious domain, core competence two as affective domain, core competence three as cognitive domain, and core competence four as psychomotor domain. Every lesson has different core and basic competence according to the grade. (*BSNP*, 2013)

Based on the Framework and Recommendation about English Subject Curriculum on 2013 issued by TEFLIN (Teaching of English as a

Foreign Language in Indonesia) Association, regarding to the nature of language, 2013 curriculum uses functionalist's perspective which sees language as a means of communication among teachers, learners, and diverse society by considering who communicates, in what situation a communication occurs, and what is communicated. According to this view, the objective of communication is to build social relation (*interpersonal*) and developing discourse through information exchange among the individuals involved within the communication (*transactional*) delivered via oral or written media. The ability to communicate feeling, knowledge and views among those involved in the communication (*interlocutors*) must be based on their sociocultural values for the sake of making appropriate communication.

The 2013 Curriculum adopts scientific approach. As conveyed in *Permendikbud* No. 81a in 2013, scientific approach is a learning process that is designed to make students construct concept and principle actively through some steps: (1) observing; (2) questioning; (3) collecting information and concluding, (4) associating, and (5) communicating.

C. Textbook

1. Definition of textbook

In the world of English language teaching, the term textbooks and course book is interchangeably used. Nevertheless, some EFL experts define textbooks as a set of instructional material of English taught as subject matter at school. Further, they are also specifically designed for

specific target audiences in specific context. For instance, textbooks are generally used in a specified educational context throughout the country. While textbooks refer to materials used in teaching English as subject matter in a specific educational context. Course books are specifically developed for generalized target groups utilized in both English as well as non-English speaking countries.

Buckingham in Tarigan (1990) stated, "Textbook is a learning media which is used in schools and colleges to support a teaching program." According to Tarigan and Tarigan (1990, p.13), textbook is a lesson book in specific field of study, which is a standard book written by the experts in that field according to the instructional purpose, completed by suitable teaching media which is easy to be understand by the users in schools or college. Acklam in Nunan (2003) defines textbooks as learning tools shared by teachers and learners which can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource material and ideas. In order to use a textbook systematically and flexibly, it is critical to understand how they are put together and how they can be adapted to meet the needs of particular learners.

Textbooks also provide some road maps for both teachers and students to be followed. Ur (1996, p.184) says that textbooks contain a clear framework providing information on the structure and the progress of their course. In addition, Ur adds that textbooks provide a syllabus

containing the selection of language aspects which are carefully planned and balanced.

In short, textbooks are learning materials specifically designed for specific educational setting in order to use throughout the country. Textbooks are seen beneficial in the teaching and learning process for several reasons. First, they provide a guideline or a map to be followed during lesson. Second, textbooks provide a statement of belief comprising theories, principles, or approaches as a framework for developing a course. Next, they also provide both input and output of language for the student which will facilitate language acquisition process.

Instructional materials in the form of the textbook are very important for both teacher and learner. In making teaching preparation and conducting the teaching for example, teacher need textbook. While for the learner, textbook also plays an important role. The learner who do not have textbook with them during the teaching learning activities will not be able to follow the lesson well. In the other word, lack of textbook in teaching and activities can create the less success of teaching.

2. The Role of textbook

A textbook has many functions. According to Thomson, the textbook has many functions as follows:

- a. Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

b. Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

c. Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

d. Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

Hutchinson and Torres (1994) in Richards and Renandya (2002, p.83) see the role of the textbook as a possible agent of change. This can be achieved when a number of conditions are met. First, the textbook need to become a vehicle for teacher and learner training. In other words, beside an explicit and detailed teacher's guide, the student book should also include appropriate learning-how-to-learn suggestions. Second, the textbook must provide support and help with classroom management, thus freeing the teacher to cope with new content and procedures. Third, the textbook will become an agent of change if it provides teacher with a clear

picture of what the change will look like and clear practical guidance on how to implement it in the classroom. Fourth, if adopted by a school, a textbook can result in collegial support and shared responsibility for and commitment to the change.

Allwright (1981) in Richards and Renandya (2002: 81) suggests that there are two positions on the role of textbooks in the language classroom. The first role is the deficiency view which sees the role of textbooks or published materials as being to compensate for teachers' deficiencies and ensure that all the syllabus is covered using well thought out exercises. On the other hand, the different view sees materials as carriers of decisions best made by someone other than the teacher because of differences in expertise.

In general, the roles of textbooks in the classroom can be summarize into two aspects namely negotiate and deficiency. Negotiate means the teacher could easily compromise with several aspects with regard to their implementation in the classroom. Deficiency, on the other hand supports the teachers' drawbacks in developing the teaching and learning process. The two aforesaid principles are then primarily aimed at fostering their professional development.

Textbooks are considered at the heart of educational activities, as they provide students "a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience". The textbooks have significant role as they are considered as "primary vehicles for delivering

content knowledge, for determining in large measure what go on in a class” and for assessing what students do and do not. A majority of teachers consider textbooks as the only teaching resource; textbooks do not only influence what and how students learn, but also what and how teachers teach. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

3. Criteria of Good Textbooks

To evaluate textbooks, some criteria of good textbooks need to be understood. The criteria help the evaluator to make a textbook evaluation instrument which will be used to assess the aspects being evaluated. Riddle (2003, p.100) proposes five criteria of good textbooks. First, textbook should be written by experienced teachers. Second, they should be appropriate to the students’ level. Third, textbooks should visually appealing and well layout. Fourth, they should contain thought provoking issue to challenge the students. Finally, they should have varied and balanced language works, skill work, pronunciation, etc.

Byrd in Celca-murcia (2001: 416) argues that textbooks should fit at least three components. The first aspect, the fit between curriculum and texts, means that textbooks have to consider the aspect of the curriculum in the broader and smaller educational context. The second aspect, the fit between teachers and texts, means that textbooks should contain four aspects i.e. meaningful content, usable examples, doable and varied tasks, and presentation of textbook. The last aspect, the fit between students and

texts is related to four aspects namely interesting contents, appropriate examples, varied tasks, and presentation.

BSNP proposed a good textbook is a book that: (1) minimum refers to the targets to be achieved learners, in this case is the standard of competence (*SK* and *KD* or *KI* and *KD* in 2013 curriculum). In other words, a text book should take into account the content feasibility component, (2) contains information, messages, and written knowledge that can be communicated to the reader (especially teachers and learners) logically, readily accepted in accordance with the stages of cognitive development reader. For that language should be used in accordance with the rules of the Indonesian language is good and true. That is, a text book a lesson must pay attention to the components of language, (3) contains concepts presented in an interesting, interactive and capable manner the process of critical thinking, creative, innovative and depth of thinking, as well as metacognition and self-evaluation. Thus a textbook should pay attention to the presentation component, which contains the presentation technique, supporting the presentation of the material, the presentation supports learning, (4) physically presented in the form of an attractive and illustrating the characteristics of textbooks, the ease to read and use, and the physical quality of the book.

In short, good textbooks should at least consider four aspects namely, the curriculum, the students, the teachers and the institutional aspects. These aspects need to be taken into account since the

implementation of textbooks will involve those parties. Also, taking into consideration those aspects will maximize the contribution of textbooks in an instructional system.

D. Appropriateness

Fetzer (2007, p.57) define appropriateness is social and communicative-action-based construct which is calculated with regard to the connectedness between the force of the communicative action, its propositional content, its linguistic representation and their embeddedness in the immediate linguistic, social cultural and social contexts, and their embeddedness in the remote linguistic, social cultural and social contexts. It means the suitability or rightness against a particular situation or occasion.

In this study, the researcher evaluate the worthiness of textbook used by students in the teaching learning process whether it is accordance and appropriate with the criteria proposed by *BSNP*.

E. Textbook Evaluation

There are some theories to take into account related to textbook evaluation. They are the definition of textbook evaluation, textbook evaluation stages, and some textbook evaluation criteria.

1. Definition of Textbook Evaluation

In general, textbook evaluation refers to the process of making judgments of its appropriateness based on certain criteria Cunningsworth

(1995, p.9) argues that the judgments process will be based on the views and priorities of any parties conducting it.

Tomlison and Masuhara (2004) outline three types of textbook evaluation which cover pre-use evaluation, whilst-use evaluation, and pos-use evaluation. Pre-use evaluation examines the future potential or performance of a textbook. It is normally impressionistic, subjective, and unreliable, but can be reduced by using criterion-referenced items. Whilst-use evaluation examines the textbook that is being used. It is objective and reliable, since it makes use of measurement rather than prediction.

However, it is more limited to observable aspects such as the clarity of instruction, layout, the comprehensibility of text, the flexibility of text, the achievability of the tasks, and the appeal of the material. Post-use evaluation examines the textbook that has been used. It measures the actual effects of the materials on the users regarding to short-term effects such as motivation, impact, achievability, and instant learning, and long-term effects such as durable learning and application.

This research basically took whilst-use evaluation, because it examined an English textbook that are being used in Indonesia, particularly in Palangka Raya. The evaluation was limited to several observable aspects such as content, language, and presentation. The result of the research can be expected to be objective and reliable, because it uses clear measurement. The measurement for this research was a set of criteria for textbook evaluation based on *KTSP* curriculum the areas of

content and presentation of which were modified to suit 2013 Curriculum. This study only focuses on the internal aspects of textbook only in term of content, language and presentation without examining the effects of textbook evaluation towards students and teachers.

2. Textbook Evaluation Stages

Harmer (2001, p.301) suggests three stages for textbook evaluation, which are selecting areas for assessment, stating beliefs, and using statements for assessment. When selecting areas for assessment, teachers first need to list the features they wish to look at the course books under a certain list of consideration. The list can be reduced or expanded such as separating language study activities into vocabulary, grammar, and pronunciation or concentrating solely on topics and cultural acceptability. Teachers can choose what they want to focus in the light of their own teaching situation. When stating beliefs, teachers can make belief statements about any or all of the areas they have decided to concentrate on. This can be done by a group of teachers writing their individual beliefs and then combining them into an agreed set. When using statements for assessment, teachers can use their statements of belief as assessment items. This means that for each of their areas they list their statements, and can then use a simple tick and cross system to compare different books.

While Harmer proposes three main stages, Ur (2009, p.185) outlines simpler stages by exemplifying two major stages on how to

evaluate a textbook, which are deciding on criteria and applying criteria. When deciding on criteria, an evaluator lists criteria for assessing language learning textbooks based on the mostly-recommended ones by theories on material evaluation. Then, an evaluator can add any further criteria they feel are significant. When applying criteria, an evaluator can take a locally-used textbook, examine it, and apply the criteria he has in his list while noting his ratings.

About ratings, there are two scales that can be used in the checklist instrument that is Likert scale and Guttman scale. Likert scale is a psychological measurement device that is used to gauge attitudes, values, and opinions. With Likert scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point to arrange the items of the instrument that can be a statement or question. Likert scale uses several degrees of agreement or disagreement, e.g.: strongly approve, approve undecided, disapprove, and strongly disapprove (Sugiyono, 2010, p.134).

Differ from Likert scale, scale of measurement with Guttman scale will get a firm answer, that is yes-no, right-wrong, ever-never, positive-negative, and others. So if on a Likert scale there are 1 to 5 intervals, from the word strongly agree to strongly disagree, then in Guttman scale there are only 2 intervals that agree or disagree. According to Sugiyono (2010, p.135) Guttman scale can also be formed in the form of checklist. Positive answers like agree, true, ever and such are given a score 1;

whereas for negative answers such as disagree, wrong, no, never, and such are given a score 0. This study will use this scale as it relates to the criteria to be searched and it requires a clear (firm) and consistent yes-no answer.

3. Some Textbook Evaluation Criteria

There are several textbook evaluation criteria to be considered in this research. The first textbook evaluation criterion is formulated by Cunningsworth (1995). The second one is formulated by Littlejohn (2005). The third one is formulated by Ur (2009). The last one that the researcher will be used is formulated by *BSNP* (2011).

BSNP, in a form of *Pusat Perbukuan*, served as an authorized institution for regulating textbook use in Indonesian educational system, also issued two instruments to conduct a textbook evaluation. These two instruments are actually based on *KTSP* (School-based Curriculum). However now, with some modifications, it can also be applied to evaluate 2013 Curriculum-based English textbooks, since both curriculum apply genre-based approach. The first main aspect namely content consists of three points: 1) the relevance the material to the curriculum, 2) the material accuracy, and 3) supporting learning material. The second main aspect namely language consists of one point: appropriateness of language. The third main aspect namely presentation consists of three points: 1) presentation technique, 2) teaching and learning technique, and 3) presentation coverage. Those aspects show in the table as follows:

Table 2.1: Aspects, Sub Aspects, Areas, and Items for English Textbooks Evaluation

Aspect to be evaluated	Sub Aspects	Areas	Items
Content	The relevance of material to the curriculum	Material completeness	Interpersonal texts
			Transactional texts
			Functional texts
		Material depth	Exposure
			Retention
			Production
	The material accuracy	Social function	Interpersonal Communication
			Transactional Communication
			Functional Communication
		Generic structures	Elements of chronological and systematic thinking skills in interpersonal and transactional texts
			Elements of meaning in short functional texts and monologues
			Linguistic features
	Supporting learning materials	Up-to-date	Relevance of the materials towards the topic discussed
			The up-to-date sources for the materials
Life skill development		Personal skill	
		Social skill	
		Academic skill	
		Vocational skill	

		Development of insight on diversity	Appreciation towards cultural diversity and plural society
			Awareness towards the local and national potential aspect
			Appreciation towards democratic values
			Comprehension towards nationality insight
Language	Language appropriateness	Language and students' development	Relevance towards students' cognitive development
			Relevance towards students' socio-emotional condition
		Communicativeness	Message readability
			Grammar accuracy
		The coherence and unity of ideas	Coherence on each unit
	Coherence among units		
Presentation	Presentation technique	Systematization	Presentation of texts, communicative acts, and illustrations using organized pattern
		The balance among units	Balance presentation of texts, communicative acts, and illustrations
	Teaching and learning technique	Student-centered principle	Communication between students, peers, and teachers
		Development of students' initiative creativity, and critical thinking	Communicative activities both oral and written based on students' own initiative creatively and critically
		Development of autonomous learning principle	students' responsibility towards their own learning process

		Development of self evaluation and reflection ability	Guidance to know students' success and lacks
	Presentation coverage	Introductory part	Preface
			Table of content
		Content part	Introduction
			Learning load
			Reference
			Summary and reflection
		Closing part	Glossary
			Bibliography
			Index

The first aspect is meant to evaluate content aspect. It evaluates 1) the relevance the material to the curriculum, 2) material accuracy, and 3) supporting learning materials.

When evaluating the relevance the material to the curriculum, an evaluator will evaluate material completeness and material depth.

Material completeness means a textbook must have three kinds of texts. The first of their kinds is called interpersonal texts. An interpersonal text is aimed at equipping learners with ability to produce and comprehend expressions in order to fulfill the needs of interpersonal communicative functions and to interact with their closest environments. These include the use of expressions of introducing oneself and others, greeting and leave-taking, cancelling appointment, showing sympathy, showing regret, accepting and rejecting invitation, promising, thanking, complimenting, complaining, and so forth.

The second kind of text, transactional texts, deals with the use of communicative functions into take and gives good, service, information, and opinion related to learners' daily life and other subject matters. It then operates both in oral and written modes. The form of transactional text include such as ordering, warning, giving instruction, asking for and giving opinion/advice, making judgment, asking about plan and purpose, and so forth.

The last kind of text, functional texts and short and simple monologues from various genres must be explored to improve learners' listening, speaking, reading and writing skills in regards to learners' daily life topics and other subject matters, such as formal and informal written and spoken texts (e.g. *announcement, invitation, advertisement, recount, narrative, procedure, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review*).

The material depth focuses on three items namely exposure, retention and production. Exposure means in learning every type of text, a textbook must require learners to explore quite many types of text which are relevant to learners' daily life with the objective to get learners accustomed to a particular type of text, particularly to its messages. Retention means in learning every type of text, a textbook must give learners guidance to acquire explicit comprehension about three elements of text production, which are social functions, generic structure, and linguistic features. This should be conducted after learners have

comprehended the message contained in a particular type of text. Production means in learning every type of text, a textbook must give learners guidance to produce written and oral texts to achieve the social function.

When evaluating material accuracy, a textbook evaluator will evaluate the texts' social functions, generic structure, and linguistic features.

Related to social functions, all the texts given in a textbook or the ones explored and produced by learners must achieve the social functions which are relevant to learners' daily life. In interpersonal communication, the interpersonal texts must help learners to maintain their interpersonal relation with people. In transactional communication, the transactional texts must help learners to fulfill their life needs (to get things done), such as asking for and giving service, good, opinion, and fact which are related to learners' daily life and other subject matters both oral and written. In functional communication, learners must be able to represent the social functions of short functional texts and monologues. For example, *recount* functions to describe personal experience such as success stories, biography, unforgettable experience, and so forth.

Related to generic structure, the texts given in a textbook or the ones explored by learners are directed to the development of learners' chronological and systematic thinking skill. Those are covered by interactive activities in interpersonal and transactional texts leading to the

initiation to communicate and to respond in the form of getting things done. Short functional texts and monologues should at least cover the elements of meaning which lies in each of the following short functional texts and monologue types. For instance, Recount must at least cover *orientation* and *a series of event* which are delivered chronologically. Narrative must at least cover *orientation*, *complication*, and *resolution*. Descriptive must at least cover the *elements contained in a person, thing, or animal* along with its description, such as characteristics, attitudes, and actions which are considered important to tell to show its social functions.

Related to linguistic features, mainly deal with the development of learners' communication ability with the quality of accurate and appropriate language. This will be related to social function achieved by certain text types. Linguistic features vary from one text type to another. For instance, narrative contains past tense, material process, and individualized participants. Recount also uses past tense and material process, yet it employs circumstance of time and place as well as focuses on temporal sequence. Descriptive, on the other hand uses simple present tense and tends to use attributive and identifying process.

In evaluating the supporting learning materials, a textbook evaluator will evaluate three areas namely the up-to-date, life skill development, and development of insight on diversity.

The up-to-date nature of the material means the relevance of material to its reference and the up-to-date nature of the material and its reference. The learning materials (texts, tables, pictures, attachment, and so forth) for every text type are taken from the references which are relevant to the topics discussed. Besides, the learning materials taken from the up-to-date references about the topics discussed.

Regarding to life skill development, texts and communicative actions must motivate learners to do several things to develop their life skills, such as: 1) personal skill: knowing the strengths and weaknesses of his own and others and improving himself as an autonomous person, social creature, and God's creation; 2) social skills: being cooperative, tolerant, appreciating gender equality, promoting peace, and being anti-violence in communicating and interacting with others; 3) academic skill: exploring and using information, solving problem, and making decision in scientific work; 4) vocational skill: having ability, attitude, and skills needed to do a certain job or profession.

Regarding to development of insight on diversity, texts and communicative actions should stimulate the learners to do several things to appreciate diversity around them. Firstly, the text and communicative events should lead to the appreciation to cultural diversity and pluralistic society. Secondly, the text and communicative events lead the learners to be aware towards the local potential and equity in order to promote local and national potential and equity. Thirdly, the text and communicative

events should initiate the appreciation towards democratic values which are culturally relevant to the local socio-cultural context. The last, the text and communicative events should lead the internalization of some nationalism spirit.

The second aspect is aimed at measuring the language aspect. In relation to the language aspect, the worthiness of content is measured by its language appropriateness. Language appropriateness covers three sub areas including the match between language and learners' development, communicativeness, and the coherence and unity of ideas.

The match between language and students' development requires the instructions to be suitable with the students' cognitive development as well as to be suitable with the students' socio-emotional condition. Difficulty level and language familiarity must be facilitated explicitly.

Communicativeness means that textbooks should have message readability and grammatical accuracy. The readability of message means the message delivered must be clear and easily-understood by learners. In addition, grammar accuracy means the message delivered must be relevant to correct English grammar.

The coherence and unity of ideas cover the coherence of meaning and the unity among chapter, sub-chapter, paragraph, or sentence. The message or material delivered in a chapter, sub-chapter, paragraph, or sentence must reflect the coherence of meaning delivery. The message or

material delivered must reflect the coherence of meaning among chapter, sub-chapter, paragraph, or sentence.

The third aspect is meant to evaluate presentation aspect, there are three sub aspects which should be analyzed: 1) presentation technique, 2) teaching and learning technique, and 3) presentation coverage.

The presentation technique focuses on two areas namely systematization and the balance among unit. Systematization means the materials and tasks are delivered in the form of text, communicative act, illustration, and symbol using organized pattern and order according to the material characteristic. Besides, it must consist of, at least introduction, content, and conclusion. The balance among unit means the materials and tasks are delivered in the form of text, communicative act, illustration, and symbol in a balanced manner in every unit.

Teaching and learning technique covers four areas namely student-centered principle, development of students' initiative creativity and critical thinking, development of autonomous learning principle, and development of students' self-reflection ability. Student-centered principle covers the encouragement to communicate in English with their peers, teachers, and bigger circumstances. Development of students' initiative creativity, and critical thinking deals with encouragement to do communicative acts both oral and written based on their own initiative creatively and critically. Development of autonomous learning means the materials should prompts learners to be responsible towards their own

learning process. The last, development of students' self-reflection means the delivery of materials prompts learners to know their success and lacks in teaching learning process.

Presentation coverage deals with three areas namely introductory part, content part, and closing part. Introductory part should consist of preface which provides some basic information with regard to the reasons of writing the book as well as table of content which makes the readers easy to find chapter, sub chapter and topic of the book. Table of content is a list containing information which facilitates the readers easy to find chapter, subchapter, and topic.

Content part must cover introduction, learning load, reference summary and reflection. Introduction is an introductory in the beginning of the textbook which contains the aim of the textbook, the organization of the textbook, the preferred learning style, and the other elements which are considered essential for students. Learning load is the core of the textbook content. It consists of face-to-face meeting, structured exercise, and independent activity. Reference means texts, tables, and pictures must have identities in the form of headings, the order number of pictures and tables, and references.

Closing part must cover glossary, bibliography, and index. Glossary contains important terminologies within a text accompanied by the meaning description of those terminologies which are written alphabetically. Bibliography is a list of books used for reference in the

book writing. It begins with the author's name (written alphabetically), year of publication, book title, place of publication, and publisher's name. Index of subjects is a list of important words followed by page number of its appearance.

BSNP published an instrument to evaluate textbooks in 2011. This is revised version of the previous one published in 2007. The instrument for textbook evaluation consists of criteria drawn for three major areas namely content, language, and presentation appropriateness. The proposed criteria are then divided into seven sub-aspects. These sub-aspects are elaborate into some area. A more detailed and specific explanation of such areas is elaborated through some items reflecting the ideal condition which should be met by a textbook. The aforementioned features are then realized in the form of table used as a researcher-generated document to be employed by the researcher her self acting as the textbook evaluator for this study.

CHAPTER III

RESEARCH METHOD

This chapter covers: (a) research design, (b) source of data, (c) research instrument, (d) data collection procedure, and (e) data analysis procedure, and (f) data endorsement.

A. Research Design

This study is categorized into qualitative research. As stated by Creswell (2009, p.4) qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. Data typically collected in the participant's setting. Data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure.

According to Donald Ary (2010, p.29), there are many different types of qualitative research: basic interpretative studies, case studies, document or content analysis studies, ethnographic study, grounded theory, historical research, narrative inquiry and phenomenological studies. Ary (2010, p.457) adds content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. Content analysis is widely used in

education. In this study, the researcher used document analysis or content analysis. This study analyzed documents which is English textbook in a systematic and replicable manner.

B. Source of Data

This source of the data is the textbook that has applied the 2013 curriculum as their standard. Actually, the textbook that put the materials of each unit organized into 4 parts based on the Scientific Approach; (1) Observing and Questioning, (2) Collecting Information, (3) Associating, (4) Communicating. In this case, the researcher chooses the textbook published by Ministry of Education and Culture of Indonesia entitled *Bahasa Inggris: When English Rings A Bell* for VIII Grade Junior High School Student. The researcher focused on just one book and to find out the worthiness of English textbook towards *BSNP* criteria.

The researcher analyzed all materials in the textbook entitled *Bahasa Inggris: When English Rings A Bell* for VIII Grade Junior High School Student written by Siti Wachidah and Asep Gunawan as the source of the data that consist of 12 chapters and 223 pages.

C. Research Instrument

The instrument used in this research is human instrument. Therefore, the researcher is as the primary instrument (Janesick in Ary *et. al.*, 2002, p.426). Since understanding is the goal of this research, the human

instrument, which is able to be immediately responsive and adaptive, is the ideal means of collecting and analyzing data (Merriam, 2002, p.5).

The role of the researcher is as the main research instrument to collect the data. Based on Sugiyono (2010, p.306) “Qualitative researcher as the human instrument, has a function to state the research focus, select informant as a data source, compile the data, judge the quality of the data, analyze the data, interpreting the data, and make a conclusion about his/her findings”.

Apart from the researcher as the primary instrument, the textbook as the document to be analyzed is as the second instrument. The document used in this research is a primary source, for the researcher analyzed the textbook directly.

As this study is categorized as content analysis research, the researcher analyzed the textbook by using checklist containing aspects being examined (Ary *et.al*, 2010, p.458). The checklist comprised three major elements of evaluation namely content, language, and presentation. From these three elements, seven sub-aspects are divided. They include the relevance of materials to the curriculum, material accuracy, supporting learning materials, language appropriateness, presentation technique, teaching learning technique, and presentation coverage.

D. Data Collection Procedure

Considering the purpose of the research and the nature of the problem, the research is basically library research, where the researcher attempted to gather the data from the library as the data sources. It is suitable as the goals

of the researcher's study. Library research used to gain written sources either had been published or not published yet, by reading and analyzing as the basis of composing the research.

In this study, the researcher used some procedural steps to evaluate textbook. These steps included preparing the study, analyzing the textbook, and writing down the report (Ary, *et.al*, 2010, p.458). These steps are explained in following parts.

1. Specifying the Phenomenon to be Investigated

In this textbook evaluation, the phenomenon to be investigated is to find out whether particular English textbook met the criteria of good textbooks as synthesized from the criterion proposed by *BSNP*.

2. Formulating exhaustive and Mutually Exclusive Coding Categories

In relation to the formulation of coding categories, the researcher decided to adapt the framework of textbook evaluation by *BSNP*. This framework contained some criteria for evaluating the worthiness of textbook. Next, the criterion and belief statements are applied for evaluating the textbook accompanied by a simple tick and cross system as judgments. To clarify the judgments, some qualitative descriptions will be added too. The instrument consists of three main aspects and seven aspects consisting of statements indicating criteria of good textbook. As the main aspects are broad, they are broken down into seven sub aspects. The sub aspects covered some areas which reflected the belief of statements.

3. Deciding on the Evaluation Subject

The subject chosen to be analyzed in this content analysis study is English textbook which is currently published and used in both local and national context for several years. The textbook is entitled *Bahasa Inggris: When English Rings a Bell* for VIII Grade. It is written by Siti Wachidah and Asep Gunawan and published by Ministry of Education and Culture of Indonesia.

4. Analyzing the Textbook

The last step is analyzing the data using observation checklist by *BSNP*. The data to be collected and classified are then analyzed. The complete analysis is presented in the chapter IV.

E. Data Analysis Procedure

In terms of qualitative data analysis, Bogdan in Sugiyono (2010, p.334) said, “Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”.

In this research the process of analyzing data used those steps:

1. Classifying the materials in the textbooks based on the content appropriateness, language appropriateness and presentation appropriateness.

2. Collecting the data from the data source and entered the data to the checklist table to make comparison between the materials on the textbooks and the criteria of good textbook suggested by *BSNP*.
3. Identifying the differences and similarities between the materials in the textbook with those are suggested by *BSNP*. The criterion which is met by the textbook is given a tick and is valued 1 point. In contrast, the criterion which is not fulfilled is given a cross and is given 0 point.
4. Evaluating the materials in the textbook to find out its worthiness with the criteria of good textbook suggested by *BSNP*. The results of the calculation are then used to make interpretations and to draw conclusions. The interpretations and explanations are in narrative form (Ary. *et.al*, 2010, p.32).

The calculation of the result of data analysis gave to textbook. This is done by dividing the total criteria which is being met the total number of criteria. Then, it is multiplied by 100% to achieve the sum points.

The formula of calculation used in the evaluation process is presented as follows:

$$\text{Percentage} = \frac{\sum X}{N} \times 100\%$$

$\sum X$: The total of criteria which are fulfilled by textbook in each aspect.

N: The total number of criteria in each point.

The previous formula is then used to decide the results of data analysis. The results contained four criteria presented in the following table.

Table 3.1 the conversion of fulfillment average into four proposed categories (*Pusat Perbukuan, 2011*)

Range of fulfillment score	Category
80%-100%	Good
60%-79%	Fair
50%-69%	Sufficient
0%-50%	Poor

F. Data Endorsement

The most important aspect to find and make verification of the research findings is the validity of the data. The collected data in this study is suitable in reality. In order to keep the data is

true and responsible, there are some techniques to determine the validity of the data, namely credibility and dependability. (Sugiyono: 366). According to that, techniques used to test the validity as follows:

1. Credibility

Credibility in qualitative research concerns the truthfulness of the inquiry's findings of the study. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design. The researcher has an obligation to represent the realities of the research accurate as possible (Ary, 2010, p.498)

Based on the statement before, Donald Ary mention that qualitative research should employ consensus to ensure credibility. Consensus in this study will be done through peer debriefing technique. It is applied by collaborative working between the researcher and her thesis supervisor. The thesis supervisor served as a reviewer of this research. She/he checked the data that gained for this study and recommended some parts needed to be improved. To do so, the thesis supervisor provided information on the textbook evaluation, the process of evaluation, the data, the findings of evaluation, and their interpretation beforehand.

2. Dependability

Dependability is the consistency or stability of the results, the extent to which the same general result would occur with different set of people or in the different settings and time periods. (Ary *et.al*, 2010, p.640)

From the elaboration above, this study informs the true report about the content analysis of the textbook *When English Rings a Bell* for VIII grade using *BSNP* framework year 2011.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers: (a) data presentation, (b) research findings, and (c) discussion.

A. Data Presentation

The instrument for textbook evaluation consists of criteria drawn for three major areas namely content, language, and presentation appropriateness. The proposed criteria are then divided into seven sub-aspects. Seven checklists are made based on the standard proposed by *BSNP* year 2011. They are used to evaluate the textbook *Bahasa Inggris: When English Rings a Bell* for VIII Grade written by Siti Wachidah and Asep Gunawan and published by Ministry of Education and Culture of Indonesia. The checklists consist of 1) the relevance of material to the curriculum, 2) material accuracy, 3) supporting learning materials, 4) language appropriateness, 5) presentation technique, 6) teaching and learning technique, and 7) presentation coverage. These seven sub aspects cover 43 criteria. The data in the textbook that has been analyzed is presented as follows.

1. The Relevance of Material to the Curriculum

Table 4.1 the Checklist of the Relevance of Material to the Curriculum Aspect

Area	No	Criteria: The relevance of Material to the Curriculum	The fulfillment of criteria
Material completeness	1.	Each unit of a book must contain interpersonal texts related to learners' daily life in the form of invitation, request, compliment, congratulation, and agreement	1

	2.	Each unit of a book must contain transactional texts which give learners opportunities to asking for and giving goods, offering and refusing something/services/information/ opinions related to learners' daily life and other subject matters	1
	3.	Each unit of a book must contain functional texts and monologues which are explored to improve learners' listening, speaking, reading, and writing in the form of invitation, advertisement, short message as well as descriptive, narrative, and recount	1
Material depth	4.	Exposure: in learning every type of text, a textbook must require learners to explore quite many types of text which are relevant to learners' daily life.	0
	5.	Retention: in learning every type of text, a textbook must give learners guidance to acquire explicit comprehension of text production, namely social functions, generic structure, and linguistic features	1
	6.	Production: the textbook should lead the learners to produce written and/or spoken texts to achieve the social function which is relevant to a particular text type.	1
Total			5
Percentage			83%

With regard to the relevance of the materials to the curriculum, the textbook fulfilled five out the six proposed criteria. Those included 1) interpersonal texts, 2) transactional texts, 3) functional texts, 4) retention, and 5) production. Using the fulfillment criteria, the textbook got 83%.

This sub aspect had six items the fulfillments of which were explained as follows:

a. Comprehension of Interpersonal Texts

The textbook has 13 chapters. Not all the chapters contain interpersonal text. There were 2 chapters discussed about interpersonal text. In chapter 1, *asking for attention, checking understanding, showing appreciation to others, and telling what we or other people think of something*. In chapter 4, *inviting someone to do something, giving instructions, and asking for permission*.

In sum, the textbook met the criterion in contain the interpersonal text. There is enough materials about it even in only two chapters.

b. Getting Things Done through Transactional Texts

From 13 chapters, the lessons about transactional texts were quite a lot that there were 7 chapters. In chapter 2, *stating that we can do something, stating that we will do something*. In chapter 3, *giving suggestions, stating rules and obligations*. In chapter 6, *showing the existence of things and people*. In chapter 7, *communicating states and events that happens routinely or as general truths; in order to appreciate the nature, to show our pride in something, or to give good and bad samples*. In chapter 8, *communicating states and events in progress; in order to share information with others*. In chapter 9, *comparing people, animals, and things; in order to show their*

differences, to be proud of them, to praise them, and to criticize them.

In chapter 10, *communicating states and events in the past; in order to share information with others.*

Almost in all chapters contain the transactional text. In sum, the textbook met the criterion in contain the transactional text.

c. Functional text

From 13 chapters, there were 3 lessons about functional text. In chapter 5, *greeting cards*; in chapter 11, *recount text*; in chapter 12, *short messages and notices*. In short, the textbook still contain some functional text. So, the textbook met this criterion.

d. Exposure

The textbook has not exposed the learners with quite many types of texts. They were some lessons presented in the textbook. They consisted of some genres in the form of functional texts and monologues. Descriptive was covered in chapter 7. Recount was presented in chapter 11.

To explore descriptive text, the learners were given four texts that were about elephant, tiger, bear, and monkey. To explore recount text, the learners were given some texts that were about the experience of Edo and his brother when making garden benches, and the experience of Udin and his team in winning the Classroom Competition.

In conclusion, the textbook has not met the criterion of exposure because of the lack in exploring quite many types of texts which are relevant to learners' daily life.

e. Retention

The textbook has helped the learners with their retention in every type of text. Although in studying social functions, generic structures and linguistic features is not explicitly stated, they were discussed in discussions together and with teachers' guidance.

In conclusion, the textbook has met the criterion of retention that is providing guidance to help learners comprehend the elements of text production namely social functions, generic structures and linguistic features.

f. Production

The textbook has provided the learners with opportunity to create written texts. The texts were in the form of functional texts aimed to achieve its social functions. For example, on the lesson *making greeting cards* in chapter 5, after looking at the differences and similarities of some greeting cards, the learners are asked to make a related greeting card of the day relevant to the learners at the time. On the lesson *personal recounts* in chapter 11, for the written production, learners were asked to share their experience that has changed their life and another funny experience. Then the learners

were asked to present each other, listening and asking questions about the text of each with their friends orally. On the lesson *short messages and notices* in chapter 12, after the learners looking at the differences of some short messages and notices, they were asked to make the announcement of notices that are commonly made in class and school, and then attached to the classroom wall.

In sum, the textbook has fulfilled the criterion of guiding learners to produce functional text in written form.

2. The Material Accuracy

Table 4.2 the Checklist of the Material Accuracy Aspect

Area	No	Criteria: The Material Accuracy	The fulfillment of criteria
Social function	1.	In interpersonal communication, each interpersonal text must help learners to maintain their interpersonal relation with people	1
	2.	In transactional communication, transactional texts employed to ask for/give goods, services, and opinion related to the learners' daily life in the form of written and oral	1
	3.	In functional communication, each activity of exploring functional texts must enable learners to represent the social functions of short functional texts and monologues as follow: Recount is used to tell personal experience for example success story, biography, unforgettable experiences and the like. Narrative is aimed at amusing the readers and promoting moral values.	1

		Descriptive is used to give, identify, differentiate, offer, compliment, and criticize goods/people/animals.	
Generic structure	4.	In each interpersonal and transactional text, the elements of chronological and systematic thinking skills must at least cover interactive activities consisting of the initiative to communicate and to respond in the form of asking and giving information, goods, or services.	1
	5.	Each short functional text and monologue must at least cover the elements of meaning which lies in each type of short functional text and monologues as follow: Descriptive must contain at least identification and description. Narrative must contain at least orientation, complication, and resolution. Recount must have at least orientation and events which are chronologically ordered.	0
Linguistic features	6.	The text should develop the learners' communication skills by using accurate and appropriate language based on the communicative context.	1
Total			5
Percentage			83%

In terms of the materials accuracy, the textbook has fulfilled five out of the six proposed criteria. Those were 1) building interpersonal communication with others through interpersonal texts, 2) getting things done through transactional dialogues, 3) accomplishing social functions through functional texts, 4) accomplishing social functions through functional texts, and 5) relevance of the language used towards the

communicative context. Based on the fulfillment ratio criteria, the textbook fulfilled 83% of the proposed criteria.

This sub aspect has six items the fulfillments of which were explained as follows:

a. Building Interpersonal Communication with Others through Interpersonal Texts

In the textbook, interpersonal texts have helped learners to maintain their interpersonal relation with people. Based on the syllabus and directly checking the textbook, its social function is to maintain interpersonal relationship with teacher and friends. In conclusion, the textbook has met this criterion.

b. Getting Things done through Transactional Texts

The textbook has helped learners to get things done through transactional communication. Most of the lessons on transactional texts were oriented to help learners to fulfill their life needs. Lesson on *asking for attention, checking understanding, showing appreciation to others, and telling what we or other people think of something* (page 4-12) in chapter 1, for example, has helped learners to get things done through transactional conversation. After being given an example of short conversation they were asked to perform role plays of lessons that mentioned before. In conclusion, the textbook has met the criterion of helping learners to get things done through transactional communication.

c. Accomplishing Social Functions through Functional Texts

In chapter 5, the social function of *greeting card* is to maintaining interpersonal relationships with teachers and friends. In chapter 11, the social function of *personal recount* text is to report, take the example, and be proud. In chapter 12, the social function of *short messages and notices* is giving information the action is carried out as expected.

d. Elements of Chronological and Systematic Thinking Skills in Interpersonal and Transactional Texts

The textbook has contained the chronological and systematic thinking skills in interpersonal and transactional texts which covered interactive activities such as the initiative to communicate and response. For example, there was a transactional dialogue lesson on *stating that we can do something* and *stating that we will do something*. In the first activity, learners were provided some conversations with pictures and related situations. In the second activity, learners were asked to repeat the conversation after their teacher sentence by sentence. In the third activity, learners were asked to work in group and to perform a role play on *stating that we can do something* and *stating that we will do something* based on the situations provided.

There was another transactional dialogue lesson on *asking for and giving information* in chapter 8. In this lesson, there were some

conversations in which learners had to work in pairs asking for and giving information about what people are doing right now. During the activity, learners must use the expressions of asking for and answer it based on related situation. In this interactive activity, there was an initiative to communicate.

In conclusion, the textbook has generally met the criterion of interactive activities consisting of the initiative to communicate and to respond.

e. Elements of Meaning in Short Functional Texts and Monologues

Most of the lessons on functional texts do not emphasize the generic structure of any kind of text. Chapter 11, for instance, the learners presented a dialogue about telling a personal experience. Then, learners are only explicitly told how to write past experiences with the events described sequentially. There was no explanation of the part contained in its contents. In conclusion, the textbook did not meet this criterion.

f. Relevance of the Language Used towards the Communicative Context

Functional text served as a model text in the textbook has presented language which was relevant to the communicative context with regard to its linguistic features. *Personal recount* texts, as presented in chapter 11, employed declarative and interrogative sentences in *simple past tense*, adverb phrases of time such as

yesterday, last month, an hour ago, etc; time conjunction such as *first, then, after that, before, at last, finally, etc;* singular and plural noun with or without *a, the, this, those, my, their, etc.*

3. The Supporting Learning Materials

Table 4.3 the Checklist of the Supporting Learning Materials Aspect

Area	No	Criteria: The Supporting Learning Materials	The fulfillment of criteria
Up-to-date	1.	The supporting learning materials (text, table, picture, attachment, etc) for every text type are taken from the sources which are relevant to the topics discussed.	1
	2.	The supporting learning materials (text, table, picture, attachment, etc) are taken from the up-to-date sources.	0
Life skill development	3.	Personal skill: knowing the strengths and weaknesses of his own and others and improving himself as an autonomous learner and a social creature	1
	4.	Social skill: being cooperative, tolerant, appreciating gender equality, promoting peace, and being anti-violence in communicating and interacting with others.	1
	5.	Academic skill: exploring and using information, solving problem, and making decision	1
	6.	Vocational skill: include the ability, attitude, and skills needed to do certain job/occupation.	0
Development of insight on diversity	7.	A textbook lead the learners to appreciate cultural diversity and plural society including cultural values as well as local, national, and global contents.	0

	8.	A textbook lead the learners to be aware of the local potential and equity in order to promote local and national potential and equity.	0
	9.	A textbook lead the learners to appreciate democratic values which are relevant to the local socio-cultural context.	1
	10.	A textbook lead the learners to comprehend nationality insight to promote the sense of belonging to the motherland, nation, and country.	0
Total			5
Percentage			50%

With regard to the supporting learning materials, the textbook has fulfilled five out of the ten proposed criteria. These involved 1) relevance of the learning materials towards the topic discussed, 2) personal skills, 3) social skills, 4) academic skills, and 5) appreciation towards democratic values. Using the fulfillment criteria, the textbook got 50%.

This sub aspect has ten items the fulfillments of which were explained as follows:

a. Relevance of the Learning Materials towards the Topic Discussed

It was evident in the textbook that all learning materials including texts, tables, and pictures were relevant to the topic discussed. All model texts and conversations also in line with topic of the chapters. The pictures accompanying the texts were relevant and have facilitated learners' comprehension, too. For instance, the lesson on *communicating the states and events in the past* in chapter 10 has provided learners with some pictures supporting the model texts. A

text containing a student giving information about his childhood was accompanied by a picture of a student who advanced in front of the class while holding her picture when she was child.

In conclusion, the textbook has met the criterion of relevance of learning materials towards to the topics. This could be seen from the presentation of texts, tables, and pictures which were in line, with the topic being discussed.

b. Up-to-date References

A textbook was published in 2013 and adopted from the references between 1984-2012. Nevertheless, there is no explanation or mark on the texts, tables and images that explain it from which source. Thus, it is not known what the supporting learning materials from which year.

From the above explanation, it can be concluded that textbook did not met the criterion of the up-to-date materials because of the absence of supporting learning materials' indication.

c. Development of Learners' Personal Skills

In terms of developing learners' personal skills, the textbook has facilitated learners to do so. It has generally helped learners in knowing the strengths and weakness of his own and others and improving himself as an autonomous learner. This could be seen through the feature in the textbook, namely *My Journal*. In *My*

Journal learners were asked to evaluate their own learning. By doing so, learners were encouraged to be responsible for the progress of their learning.

In conclusion, the textbook has fulfilled the criterion of personal skill development.

d. Development of Learners' Social Skills

In term of developing learners' social skills, the textbook has promoted the values of cooperation, tolerance and anti-violence, and promotion of gender equality.

The values of being cooperative in the textbook could be seen in so many instructions which asked learners to work in pairs or in groups both in comprehension and production stages. For example, in a lesson on *stating that we can do something* in chapter 2, learners were asked to work in groups to write about three people in their class. They will tell what others can do and cannot do in English, music, sports, housework, and so forth. Group works could be seen also in every chapter such as performing a role play.

The textbook has also promoted the values of peace and anti-violence in communicating and interacting with others. This could be seen in all the lessons on interpersonal and transactional texts or conversations. Those lessons have taught learners on different expressions in performing certain communicative functions. Those experiences were put into categories according to their levels of

formality which were determined by the relationship among the speakers and the occasion in which the communication occurred. This has taught learners to communicate their ideas politely and appropriately as well when performing tasks or talking to others in their daily life.

With regard to do the promotion of gender equality, the textbook has attempted to do so by portraying man and woman characters equally. This could be seen in page 3, the textbook used 6 characters of students consisting of 3 men (*Udin, Beni, and Edo*) and 3 women (*Lina, Dayu, and Siti*). This showed that gender equality was attempted to be promoted equally.

As mentioned above, it can be concluded that the textbook has fully met the criterion of values of cooperation, tolerance and anti-violence, and promotion of gender equality.

e. Development of Learners' Academic Skills

The textbook has met this criterion by promoting the ability to gain and use information, to solve problems, and to make decisions with regard to a certain scientific work.

With regard to the skill of gaining and making use of given information, the textbook has facilitated learners to do so. For example, in chapter 7 page 89 there was a task asking student discuss and fill the table with the information of the animals. To facilitate their understanding, there were some pictures provided. Therefore,

this meant that they would gain and make use of information provided in order to make a good paragraph about each of the animals.

In terms of the ability to solve problems, the textbook has also facilitated learners to do so. This was achieved by providing several tasks. For instance, lesson on *compare people, animals, and things* in chapter 9 page 129, learners were asked to fill the right words into the blank spaces. To accomplish this task, they need to understand the linguistic features of the text.

In terms of making decision ability, one of which was found in chapter 9 page 194 in which learners had to write a recount text based on their own experience.

In conclusion, the textbook has facilitated the acquisition of the ability to gain and use information, to solve problems, and to make decisions regarding to a certain scientific work.

f. Development of Learners' Vocational Skills

The textbook has not really helped learners to perform abilities, attitudes, and skills needed to do certain job/occupation. It could be seen in almost of all learning materials and tasks it is limited to the scope of conversation at school such as between teachers and students, and fellow students. There was only one chapter about job/occupation that was in chapter 7 page 91-92. The learners were

only required to work in group and state the names of the zoo keepers and their routine activities in good sentences.

In conclusion, the textbook has not facilitated learners really well to develop their vocational skills which were the abilities, attitudes, and skills to do a certain job or occupation.

g. Appreciation on Cultural Diversity and Plural Society

In terms of facilitating learners to appreciate cultural diversity as well as plural society, the textbook has not attempted to do so. It could be seen from the absence of discussion about cultural diversity and plural society to improve learners' cross-cultural understanding towards different culture.

In conclusion, the textbook has not facilitated learners really well to promote appreciation towards cultural diversity which covered various cultural values in local and global contents. Therefore, the textbook has not met the criterion of appreciation towards cultural diversity in this sub aspect.

h. Appreciation on Local and National Potential Aspects

The textbook has not generally promoted awareness towards local and national aspects. This could be seen in the lesson on *stating rules and obligations* in chapter 3 page 40, there was a model text that mentioned about *batik*. Even so, the context of the text was the rule during the school, not discussing about *batik*. In short, the

textbook has not fulfilled this criterion since the promotion of local and national aspect was limited.

In conclusion, the textbook has not met the criterion of awareness towards the local and national aspects.

i. Appreciation on Democratic Values

The textbook has promoted appreciation towards democratic values which are relevant to the local socio-cultural contexts. It was then realized by group work activities enabling learners to take parts in group discussion and to contribute equally in task completion. In general, the textbook has promoted group work activities in all chapters by providing a section of “*Speaking in Groups*” and “*Writing in Groups*”. Those activities have promoted learners to actively express and exchange their ideas as well as to appreciate others’ ideas and opinions in groups.

In sum, the textbook has fulfilled the criterion of promoting democratic values which were relevant to the local socio-cultural context through group work.

j. Promoting Learners’ Nationality and Sense of Belonging to the Country

The textbook has not quite promoted the nationality insights and belonging to the country. This was the local content provided in this textbook was limited. The local aspects promoted in the textbook included the word *batik* in a model text (p. 40), a picture of two

children were playing *congklak* (p.108), and some pictures of Indonesian flag (p.121, 144, 176). This limitation would therefore provide insignificant impact towards learners' nationality and sense of belonging to the motherland.

Based on the above explanation, it can be concluded that the textbook has not met this criterion by providing some aspects which would increase learners' nationality and sense of belonging to the motherland.

4. The Appropriateness of Language

Table 4.4 the Checklist of Appropriateness of Language Aspect

Area	No	Criteria: The Appropriateness of Language	The fulfillment of criteria
The match between language and students' development	1.	The language used in each explanation and instruction must be relevant to learners' cognitive development.	1
	2.	The language used in each unit must be relevant to teenagers' socio-emotional condition.	1
Communicativeness	3.	Message readability: the message delivered in each unit must be clear and understandable by learners.	1
	4.	Grammar accuracy: the message delivered in each unit must be relevant to correct English grammar.	1
The coherence and unity of ideas	5.	There is coherence and unity of ideas in the messages and materials presented in one part/chapter/subchapter/paragraph.	1
	6.	There is coherence and unity of ideas in the messages and materials presented among part/chapter/subchapter/paragraph.	0
Total			5
Percentage			83%

With regard to the appropriation of language, the textbook has met five out of the six criteria. Those were 1) relevance towards learners' cognitive development, 2) relevance towards learners' emotional stage, 3) message readability, 4) grammar accuracy, and 5) coherence materials in a chapter. Considering the result, the textbook was achieved 83% of fulfillment.

This sub aspect has six items the fulfillments of which were explained as follows:

a. Relevance towards Learners' Cognitive Development

In general, the language of instruction used in the textbook has been understandable and clear. The language of instruction used mostly simple sentences. Those instructions were broken into three or four sentences. By so doing, learners would find it easier to comprehend the main points of what being instructed. Also, they would be much easier to accomplish the tasks as they have understood the way to do so in systematic manner.

Those could be seen, for example, on an instruction for production stage provided on page 105 of chapter 8. The instructions were broken into three parts. Firstly, learners were asked to study the examples carefully. Secondly, they were asked to copy the examples to their notebook. Thirdly, they were asked to write 10 sentences about the 10 activities they have in their table.

In conclusion, the textbook has met the criterion of language which was relevant to the learners' cognitive development since there were no complex sentences used as instructions. This meant that they were clear and understandable.

b. Relevance towards Learners' Emotional Stage

With regard to this criterion, the relevance towards learners emotional stage reflected from the tasks in several chapters where learner were asked to do task relevant to their daily life e.g. making a greeting cards, writing a notebook, composing a short message service (SMS) and reading the lyric of a song by *One Direction* entitled History that contained about friendship and togetherness.

In sum, the textbook has employed language within their emotional stage.

c. Message Readability

The textbook used language within students' proficiency and was easily understood by learners. Most of explanation on the textbook was brief and clear making it easier for learners to comprehend the texts. This was also supported by the topic selection which was familiar and related to learners' daily life.

In conclusion, the textbook has fulfilled the criterion of message readability.

d. Grammar Accuracy

The language and message presented in the textbook was correct in terms of English grammar. There were no significant errors found since the textbook has been reviewed by some experts.

e. Coherence and Unity of Materials Presented in Each Unit

It was evident that the textbook has fulfilled the criterion of coherence and unity of the materials presented in each unit. The coherence and unity could be seen, for example, in chapter 7 whose topic is *Zoo*. In this chapter, the text used a model was about animal.

Similarly, the pattern of coherence and unity of materials was also found in chapter 11 whose presented recount text. In this chapter, the main topic discussed was about personal experience. The interpersonal dialogues were about personal experience between *Udin, Edo* and *Lina* (p.169). The functional text was also presented a recount text about personal experience of making the garden benches (p.178).

In short, the textbook has fully met the criterion of coherence and unity in each unit of materials presented in each unit since the materials were relevant to the topic being discussed.

f. Coherence and Unity of Materials Presented among Units

In the textbook, there was no coherence and unity of ideas among units since the topics varied considerably. This was because

there were no similarities of topics between one unit and another. The topics included, listed in chronological order from chapter 1 to 13, *It's English Time; We Can do It and We Will do It; We Know What to do; Come to My Birthday, Please!; I'm so Happy for You!; Our Busy Roads; My Uncle is a Zookeeper; What are You Doing; Bigger is not Always Better; When I was Child; Yes, We Made It!; Don't Forget It, Please!; and We Got a Lot of Histories.*

5. Presentation Technique

Table 4.5 the Checklist of the Presentation Technique Aspect

Area	No	Criteria: The Presentation Technique	The fulfillment of criteria
Systematization	1.	The materials and tasks are presented in the form of texts, communicative acts, illustrations, and symbols.	1
The balance among units	2.	The materials and tasks are presented in the form of texts, communicative acts, illustrations and symbols which should be made balance in each chapter/subchapter/unit.	1
Total			2
Percentage			100%

With regard to the presentation technique, the textbook has met all proposed criteria. Those included 1) presentation of materials in the form of texts, communicative acts, symbols, and illustrations, 2) balance presentation of materials in the form of texts, communicative acts, symbols, and illustrations among units. Considering the result, the textbook was achieved 100% of fulfillment.

This sub aspect has two items the fulfillments of which were explained as follows:

a. Presentation of Materials in the Form of Texts, Communicative Acts, Symbols, and Illustrations

With regard to this criterion, the textbook has presented the materials in the form of texts, communicative acts, symbols and illustrations. Each chapter in the textbook generally contained models of interpersonal and transactional texts, some functional texts, presentation tasks, and guidance for self-reflection. Illustrations were provided to support learners' understanding towards materials presented.

The presentation of the materials and tasks were also according to the textbook characteristics which used scientific approach. Therefore the orientation of the activities was enabling learners to create written and spoken texts, to communicate in transactional and interpersonal, and to have oral presentation.

In conclusion, the textbook have generally fulfilled the presentation of texts and tasks, communication activities, and illustration in an organized manner.

b. Balance Presentation of Materials in the Form of Texts, Communicative Acts, Symbols, and Illustrations among Units

The materials and tasks in the textbook were presented in the form of texts, communicative activities, and illustration in a balanced

manner in every chapter. The communicative activities covered producing interpersonal texts and transactional texts oral both oral and written. The communicative activities were performed individually and collaboratively in groups or in pairs. The relevant illustration accompanied the corresponding model texts and the communicative activities.

In conclusion, the textbook has fulfilled the criterion of the balance presentation among units.

6. The Teaching and Learning Technique

Table 4.6 the Checklist of the Teaching and Learning Technique Aspect

Area	No	Criteria: Teaching and Learning Technique	The fulfillment of criteria
Student-centered principle	1.	The materials encourage the students to communicate in English with their peer, teacher, and bigger circumstances.	1
Development of students' initiative creativity, and critical thinking	2.	The materials encourage the students to do communicative activities in oral and written form based on their initiative creatively and critically.	1
Development of autonomous learning principle	3.	The materials encourage the students to be responsible towards their own learning process.	1
Development of self evaluation and reflection ability	4.	The materials encourage the students to know their success and lacks in doing learning activities and in communication.	1
Total			4
Percentage			100%

With regard to the criterion of teaching learning technique, the textbook has met all proposed criteria. Those were 1) communicate in English with their peer, teacher, and bigger circumstances, 2) communicate in English with their peer, teacher, and bigger circumstances, 3) autonomous learning activities, and 4) guidance to know learners' success and lacks. Considering the result, the textbook was achieved 100% of fulfillment.

This sub aspect has two items the fulfillments of which were explained as follows:

a. Interaction among Learners and their Peers as well as Learners and Teachers

The textbook has also facilitated the students to have interactions with their classmate as well as their teachers. This could be seen from the pair and group work tasks provided in each chapter.

In terms of interacting among learners, the textbook has facilitated learners in accomplishing pair-work activities. For instance, there was a reflection section in chapter 9 which required learners to discuss to complete statement in the box, this task should be done in pairs.

In much bigger circumstances, there was a communicating activity in chapter 11 page 195 required learners to memorize his writing and not read. Then they practice in their group before presenting it in front of the class. They will correct each other's

mistakes. If they have any problem, they will go to their teacher for help.

In conclusion, the textbook has facilitated learners to have interactions with their peers, teachers, and whole class activities.

b. Communicative Activities in Oral and Written Form

The textbook has generally provided learners with activities which develop their initiative, creativity and critical thinking in the form of oral and written modes. Each chapter in the textbook has provided learners with communicative activities which were relevant to the on-going communicative context. This was realized by speaking and writing tasks leading to the production stage. The tasks were designed in such a way that provided learners with opportunity to practice some language aspects they have learned.

The above facts illustrated that the textbook has facilitated learners with communicative tasks leading to the development of their initiative, creativity, and critical thinking in the form of oral and written modes.

c. Autonomous Learning Activities

The textbook lead the learners to involve in communicative activities between teachers and learners when discussing the materials. In the observing section the learners were asked to study the example of materials in the textbook or from another sources

related to the materials. Then, the textbook has promoted to be autonomous and responsible towards their own learning process through the *My Journal* section that usually given after some stages of a lesson. It asked learners to do review of their own learning. By doing so, learners encourage to be responsible towards the progress of their learning.

In conclusion, the textbook has met the criterion of learners' responsibility towards their own learning process.

d. Guidance to Know Learners' Success and Lacks

The textbook has promoted learners to know their success and lacks in doing learning activities and in communication through the *My Journal*. In the reflection section, learners were asked to explain what they just learned, the activities they like the most, the activities they found most difficult, and what they need to do for the better in handwriting form.

In conclusion, the textbook has facilitated learners to know their success and lacks in doing learning activities.

7. The Presentation Coverage

Table 4.7 the Checklist of the Presentation Coverage Aspect

Area	No	Criteria: The Presentation Coverage	The fulfillment of criteria
Introductory part	1.	Preface: provide some basic information with regard to the reason of writing the book and acknowledgment.	1

	2.	Table of content: a list containing information which facilitates the readers easy to find chapter, subchapter, and topic.	1
Content part	3.	Introduction: an introductory in the beginning of the textbook which contains the aim of the textbook, the organization of the textbook, the preferred learning style, and the other elements which are considered essential for students.	1
	4.	Learning load: comprise three aspects main part. It consists of face-to-face meeting, structured exercise, and independent activity.	1
	5.	Reference: texts, tables, and pictures must have identities in the form of headings, the order number of pictures and tables, and references	0
	6.	Summary: involve the main points of the materials on each chapter. Reflection: guide the student to reflect what they have learned in each chapter.	0
Closing part	7.	Glossary: contain some important terms and their explanation which are listed alphabetically.	0
	8.	Bibliography: contain the list of books used as a reference.	1
	9.	Index: comprise of the list of important words followed by the number of pages.	0
Total			5
Percentage			55%

With regard to the presentation coverage, the textbook has met five out the nine criteria. Those were 1) preface, 2) table of content, 3) introduction, 4) learning load, and 5) bibliography. Considering the result, the textbook was achieved 55% of fulfillment.

B. Research Findings

Table 4.8 table of the Evaluation Summary

Aspects of Evaluation	No	Sub Aspects of Evaluation	Fulfillment	Criteria
Content	1	The relevance of material to the curriculum	83%	good
	2	The material accuracy	83%	good
	3	Supporting learning materials	50%	sufficient
Language	4	Language appropriateness	83%	good
Presentation	5	Presentation technique	100%	good
	6	Teaching and learning technique	100%	good
	7	Presentation coverage	55%	sufficient
Average (%)			79%	
Criteria			Fair	

Based on the data presented on the table 4.8, the textbook is categorized “fair” by achieving average score of 79%. From the seven proposed sub aspects, five sub aspects could be classified “good” namely relevance of materials to the curriculum (83%), material accuracy (83%), language appropriateness (83%), presentation technique (100%), and teaching learning technique (100%). Two sub aspects classified as “sufficient” namely supporting learning materials (50%), and presentation coverage (55%).

C. Discussion

Overall after being calculated, the English textbook *When English Rings a Bell for VIII Grade* is categorized into “fair” textbook by achieving average score of 79%. Five sub aspects that have met many criteria namely, relevance of materials to the curriculum (83%), material accuracy (83%), language appropriateness (83%), presentation technique (100%), and teaching learning technique (100%). The shortcomings are in the sub aspect supporting learning materials that achieving score 50% and presentation coverage get 55%.

Related to the supporting learning materials, the textbook is lacking in its up-to-date references because of the absence of supporting learning materials’ indication. It affects on the not knowing of supporting learning materials from what year. Also, it is lacking in developing learners vocational skills which impact on students are not taught to perform abilities, attitudes, and skills needed to do certain job/occupation. The textbook is also lacking in exposing cultural and plural diversity which impact on improving learners’ cross-cultural understanding towards different culture. It is also considered lacking in awareness towards the local and national potential aspects since the promotion of local and national aspect is limited. It affects on promoted locality and nationality aspects which were aimed at maintaining learners’ self identity. Comprehension towards nationality insight is another aspect which is lacking in the textbook. It is because the local content provided in

the textbook is limited and does not providing some aspects which would increase learners' nationality and sense of belonging to the motherland.

Related to the presentation coverage, the textbook is lacking in including some identities on its texts and pictures which affects they have no clear reference. Also, it is lacking in providing summary in the items of summary and reflection which affects on providing learners' understanding with summary in the end of each chapter which presented main points of each lesson being taught. The textbook also has weakness in weakness in glossary and index. Those items are not provided in the textbook.

The findings of this research are interpreted according to Lincoln and Guba (1985) as cited in Cresswell (2012), who state that interpretation is sense making of the data. Cresswell (2012) states:

“Interpretation in qualitative research means that the researcher steps back and forms some larger meaning about the phenomenon based on personal views, the comparisons with past studies, or both.” (Creswell, 2012:257).

Based on the theory before, it is the researcher's personal reflection about the meaning of the data that matters the most. In addition, comparing the research findings with the previous studies is also necessary.

The findings of the research have opened up the researcher's insight about what is actually going on in the use of a compulsory English textbook. It turns out the textbook is still not categorized into a “good” textbook. Concerning the textbook *When English Rings a Bell for VIII Grade*, in general the textbook has implemented some aspects that have been proposed by *BSNP*, based on the researcher's evaluation. Although *When English Rings*

a Bell for VIII Grade has medium compliance with the *BSNP* standard, it does not mean that the textbook does not have shortcoming. They appear and can be clearly found in the weakness of supporting learning materials with fulfillment score 50% and presentation coverage with fulfillment score 55%.

In regard with the textbook's medium compliance with the general aspects of textbook evaluation, it is necessary to look back at what had been by the other researchers. Masyhudi Latif's study in 2015 on the textbook "*English on Sky 2 for Junior High School Students Grade VIII*" labeled the textbook "fair" by achieving the average of fulfillment score of 78%. Similar to previous study, based on the research findings, the result of this study also showed as "fair" textbook by achieving the average of fulfillment score of 79%. Although the instrument of the research is same, people can see that object from their own perspective, understanding, and experience.

The percentage of 60-79% in the category of "fair" meaningful the textbook must be improved (Sudijono, 2009:43). Nevertheless, the textbook is still suitable to be used in order to help the teaching learning process in the classroom with the help of other sources.

Regarding the findings above, the researcher would like to say that due to the limited sources of data and data gathering, the data may be biased. It means the evaluating a textbook can be subjective. However, the findings above have been evaluated and interpreted carefully.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents conclusion from this study and suggestions for everyone who is directly connected with the English textbook.

A. Conclusion

This study evaluates the English textbook for the eighth graders of Junior High School by employing a content analysis method. Therefore, there are three objectives of this study. First, this study is aimed at examining whether the English textbook used by eighth grade students of Junior High School appropriate based on *BSNP* criteria. Second, this study is aimed at examining in what way it is appropriate based on the proposed criteria. Third, this study is aimed at discovering how textbook used by eighth grade students of Junior High School fulfill the criteria of a good textbook suggested by *BSNP*. Based on the results gained from the evaluation process, some conclusions are explained as follows:

1. Appropriateness to be Used in Teaching Learning Process

The result of analysis shows that the textbook *When English Rings a Bell* for VIII grade is appropriate to be used in teaching learning process based on criteria from *BSNP*.

2. Aspects that Meet the Appropriateness

The analysis shows that *When English Rings a Bell* for VIII grade fulfilled most of the textbook evaluation criteria. The textbook has met 31

out of 43 items. The appropriateness of the criteria are in the sub aspects of relevance of the materials to the curriculum (83%), material accuracy (83%), language appropriateness (83%), presentation technique (100%), and teaching and learning technique (100%). Two other sub aspects have not been categorized as appropriate namely supporting learning materials (50%) and presentation coverage (55%) as long as they are still in sufficient criteria. From all, it is found that some items are not fulfilled.

Based on the content aspect, the textbook has some weaknesses in the aspect of providing quite many types of texts, the elements of meaning in short functional texts and monologues, the up-to-date sources, vocational skill, appreciation towards cultural diversity and complex society, awareness towards the local and national potential aspect, and comprehension towards nationality insight.

Based on the language aspect, the textbook has a weakness in the aspect of the coherence among unit. This means that the topic presented in the textbook do not show any similarities among units.

Based on the presentation aspect, the textbook has some weaknesses in the reference, summary and reflection, glossary, and index.

3. Fulfillment of Good Textbook Criteria

The results of the analysis also reveal that *When English Ring a Bell* for VIII grade of Junior High School generally categorized as a “fair” textbook. This textbook is considered as a fair textbook since the average score of fulfillment is 79%.

B. Suggestion

Based on the results of the study presented earlier, there are some suggestions which could be proposed. The suggestions are expected to be beneficial for any parties involving in the use of textbook. Those are English teachers of Junior High School, textbook writers, and publishers. The detailed suggestions are as follow.

1. For English teachers of Junior High School

If this book is used as the main textbook in teaching learning process, the researcher suggests that teachers can use complementary books from other sources to get the complex explanation of the materials. Locality aspects are the next aspect needed to be added so that students will improve their awareness on local and national aspect as well as maintain their national identity. Also, the teachers' creativity and innovation are challenged, because the textbook on offers limited materials which can be covered only in a semester or less. As for the absence of other aspect, exercises for instance, will consequently trigger teachers to be autonomous in designing and conducting their own types of exercises.

2. Suggestion for the Authors

Based on the result of the findings of this study, sub aspects such as supporting learning materials and presentation coverage are the aspects needed more attention as they only get 50% for supporting learning materials and 55% for presentation coverage. This is because the less completeness of the up-to-date sources for the materials, vocational skill,

appreciation towards cultural diversity and complex society, awareness towards the local and national potential aspect, and comprehension towards nationality insight in sub aspect supporting learning materials. In presentation coverage, the less completeness is namely reference, summary, glossary and index. Building collaboration with English teachers and their associations e.g. MGMP, TEFLIN, and JETA are then proposed as one of solutions to overcome these problems. This is seen beneficial since teachers are considered as parties who understand their students' need in teaching learning process.

3. Suggestion for the Next Researcher

This research is about a content analysis of English textbook for eighth grade students of Junior High School. The upcoming content analysis studies for the same textbook evaluated or for similar subject should explore more aspects and give more valuable results, for example on how teachers solve the problems found within the textbook or how far the problems may affect the teaching and learning process. The next researcher that interested in doing textbook evaluation may also use the same checklist used by the researcher to evaluate the other English textbooks.

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