

**AN ANALYSIS OF ENGLISH FOUR SKILLS  
IN “WHEN ENGLISH RINGS A BELL”  
ENGLISH TEXTBOOK BASED ON ALAN  
CUNNINGSWORTH CRITERIA**



**BY:  
LEVIKA EGITA SULISTIYANA**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
2020 M / 1441 H**

**AN ANALYSIS OF ENGLISH FOUR SKILLS IN “WHEN  
ENGLISH RINGS A BELL” ENGLISH TEXTBOOK BASED  
ON ALAN CUNNINGSWORTH CRITERIA**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
In partial fulfillment of the requirements  
For the degree of Sarjana in English Language Education



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2020 M / 1441 H**

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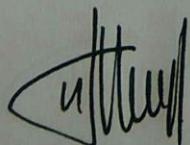
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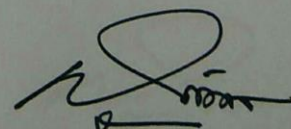
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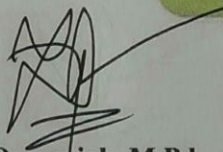
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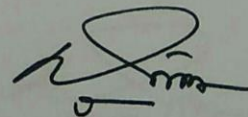
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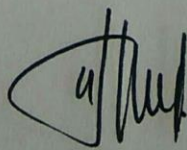
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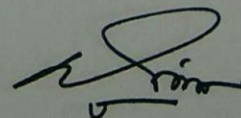
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*Assalamu'alaikum Wr. Wb.*

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Can be examined in partial fulfilment of the degree of Sarjana Pendidikan in  
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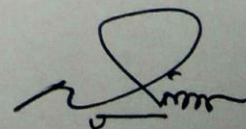
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*Assalamu'alaikum Wr. Wb.*

Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara:

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Sudah dapat diajukan untuk memperoleh gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya.

Demikian atas perhatiannya, diucapkan terima kasih.

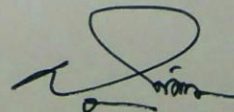
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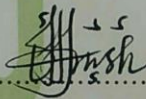
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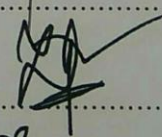
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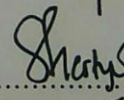
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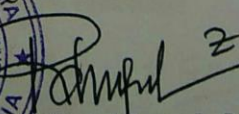
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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ ٦

**“Karena sesungguhnya sesudah kesulitan itu ada kemudahan. Sesungguhnya sesudah kesulitan itu ada kemudahan.”**

**(QS. Al-Insyirah : 5-6)**





## DEDICATION

~ ~ ~

**This thesis is nicely dedicated to my heroes in this world, three people who always love, teach and give me everything, my father (Mr. Zulisnaedi), my mother (Mrs. Sugiyati) and my younger sister (Dhea Nuraisyah).**

**IAIN**  
PALANGKARAYA

## DECLARATION OF AUTHENTICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah

I myself make a declaration that this thesis is entitled **AN ANALYSIS OF ENGLISH FOUR SKILLS IN “WHEN ENGLISH RINGS A BELL” ENGLISH TEXTBOOK BASED ON ALAN CUNNINGSWORTH CRITERIA** is truly my own writing.

If it is not own writing, it is given a citation and shown in the list of references. If my own declaration is not right in this thesis one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, April 2020

My own Declaration



**Levika Egita Sulistiyana**

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## ABSTRACT

Sulistiyana, Levika Egita. 2020. An Analysis of English Four Skills in “When English Rings a Bell” English Textbook Based on Alan Cunningsworth Criteria, Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamis Institute of Palangka Raya. Advisors: (I) Zaitun Qamariah, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

**Key words:** English four skills, textbook analysis, English textbook, Alan Cunningsworth criteria

In the process of learning English, teaching materials are needed to strengthen and support the learning process, including textbooks. Therefore, this research analysed English four skills in “When English Rings a Bell” English textbook for seventh grade of Junior High School based on Alan Cunningsworth criteria. The Research problem of the study were: (1) What types of skills are there in “When English Rings a Bell” English textbook?, and (2) How is the contain of skills found in “When English Rings a Bell” English textbook based on Alan Cunningsworth criteria?”. Therefore, the purposes of the study were: (1) To describe types of skills in “When English Rings a Bell” English textbook., and (2) To describe the contain of skills found in “When English Rings a Bell” English textbook based on Alan Cunningsworth criteria.

In carrying out this research, researcher used a qualitative approach with content analysis method. Data collected by carrying out observation checklist, interview, and documentation.

The main research findings were: (1) English four skills (listening, speaking, reading and writing) found in the English textbook "When English Rings a Bell" for seventh grade of Junior High Schools published by the Ministry of Education and Culture, and (2) English skills such as listening, speaking, reading and writing shows the results of a checklist based on Alan Cunningsworth found among them on page 4 as listening skills, page 101 as speaking skills, page 105 as reading skills, and page 137 as writing skills.



## ABSTRAK

Sulistiyana, Levika Egita. 2020. Analisis Empat Keterampilan Bahasa Inggris pada Buku Pelajaran “When English Rings A Bell” Berdasarkan Kriteria Alan Cunningsworth. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Zaitun Qamariah, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

**Kata Kunci:** Empat keterampilan bahasa Inggris, analisis buku pelajaran, buku pelajaran bahasa Inggris, kriteria Alan Cunningsworth

Didalam proses belajar bahasa khususnya bahasa Inggris, bahan ajar sangat diperlukan untuk memperkuat dan mendukung proses pembelajaran, diantaranya adalah buku pelajaran. Oleh karena itu, penelitian ini meneliti tentang empat keterampilan bahasa Inggris yang ada di buku pelajaran “*When English Rings a Bell*” untuk kelas VII SMP sederajat berdasarkan kriteria Alan Cunningsworth. Rumusan masalah dari penelitian ini adalah: (1) Jenis keterampilan apa saja yang ada di buku pelajaran Bahasa Inggris “*When English Rings a Bell*” ?, and (2) Bagaimana isi keterampilan yang ditemukan di buku pelajaran bahasa Inggris “*When English Rings a Bell*” berdasarkan Alan Cunningsworth?. Oleh karena itu, tujuan dari penelitian ini adalah: (1) Untuk mengetahui jenis keterampilan yang ada di buku pelajaran Bahasa Inggris “*When English Rings a Bell*”, dan (2) Untuk menggambarkan isi keterampilan yang ditemukan di buku pelajaran bahasa Inggris “*When English Rings a Bell*” berdasarkan Alan Cunningsworth.

Dalam melaksanakan penelitian ini, peneliti menggunakan pendekatan kualitatif dengan metode analisis konten. Data dikumpulkan dengan melaksanakan ceklis observasi, wawancara, dan dokumentasi.

Hasil yang diperoleh adalah: (1) Empat keterampilan bahasa Inggris (mendengarkan, berbicara, membaca, dan menulis) ditemukan dalam buku pelajaran bahasa Inggris “When English Rings a Bell” untuk kelas VII SMP yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan, dan (2) Keterampilan bahasa Inggris seperti mendengarkan, berbicara, membaca dan menulis menunjukkan hasil dari ceklis berdasarkan Alan Cunningsworth seperti yang ditemukan diantaranya di halaman 4 terkait keterampilan mendengarkan, halaman 101 terkait keterampilan berbicara, halaman 105 terkait keterampilan membaca, dan halaman 137 terkait keterampilan menulis.

## ACKNOWLEDGMENTS

In the name of Allah SWT the most beneficent and the most merciful. All praises are to Allah for all blesses so that the researcher can accomplish this thesis. In addition, may peace and salutation be given to the prophet Muhammad SAW who has taken all human beings from the darkness to the lightness.

Since I came in this college to learn and study until I can finish my study, it cannot apart from many people around me that give me supports. Without their support and prayer, I will not be complete my study, and this thesis. That is why the researcher would like to express her genuine gratitude to:

1. Mr. Dr. H. Khairil Anwar, M. Ag as the Director of IAIN Palangka Raya for his direction and permission of conducting the thesis.
2. Mam Dr. Hj. Rodhatul Jennah, M.Pd as the Dean faculty of Education and teacher training for his permission, so that the researcher can accomplish the requirements for composing this thesis.
3. Miss Zaitun Qamariah, M.Pd as the first advisor for the advice, suggestion, guidance, and encouragement in conducting and composing this thesis.
4. Mr. Akhmad Ali Mirza, M.Pd as the second advisor for the guidance, encouragement, and suggestions during composing this thesis.
5. The lecturers of English Education.
6. All of my big family, especially for my father, my mother, and my younger sister.
7. All friends of TBI 2016, especially for Nur Azzahro, and Elsa Nur Sabilla for their helping to finish this thesis.

8. All of my friends and everyone who has helped and supported to finish this thesis.
9. All tutors and staffs of Global Learning Center (GLC) Palangka Raya.

Thank you for supporting, praying, patience, suggestions, corrections, comments, and guidance, that help the researcher to finish her thesis. Finally, the researcher realized that the thesis is far from the perfect, therefore some constructive critical and suggestions are welcomed. May Allah always bless us.

Palangka Raya, April 2020

**Levika Egita Sulistiyana**  
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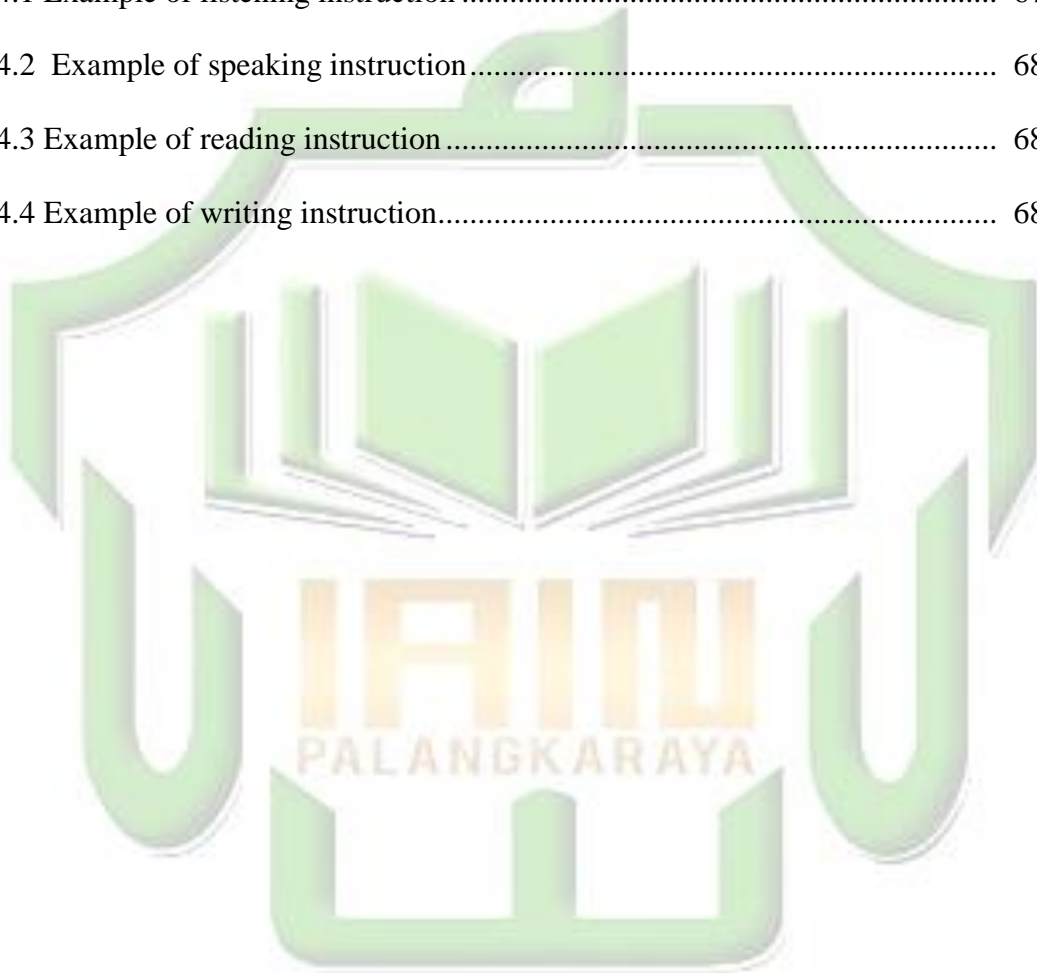
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## LIST OF ABBREVIATION

1. NU : Nahdlatul Ulama
2. UJ : Umratul Jannah
3. IA : Ika Astuti



## **LIST OF APPENDICES**

1. Observation Checklist and Rubric Observation Checklist
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## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of background of the study, research problem, objective of the study, scope and limitation, significance of the study and definition of key term.

#### **A. Background of the Study**

The most significant medium of human communication is language (Sirbu, 2015, p. 405). A language is the basis of the human community. With the help of it, people inform, learn, communicate, persuade, challenge, support and entertain each other. On the other hand, to make easier communication, here language has function to connect everyone to say what's on their mind. So, there is no missing communication among them.

English, in Indonesia is a foreign language and it is used by people to obtain some gains (Sugianto, 2016, p.32). Furthermore, English has become an important subject from elementary school until senior high school. In language teaching process, course materials are needed by teachers to strengthen and support them, such as book, charts, pictures, computer, tape, LCD and another options to teach, they are : have conversation, discussion and games, but they need lots of energy (Hidayat, p.120). According to Anjaneyulu (2014, p.181) The most important when the teacher teaches English at school is English



textbook because it is the most element in teaching and learning process for the objectives of the course. According to Tomlinson in Halimatul (2013, p.2), teaching and learning process in classroom can be helped by textbooks that are used by teacher and students. AbdelWaheb (2013, p.55) said textbook is primary agents of conveying knowledge to learners because it plays influential role in teaching or learning process. Simply, textbooks are primary and important elements in teaching and learning process. However, selecting a textbook is a difficult thing done by teachers. The implementation should be supported by teachers who carefully choose an appropriate textbook.

The government has arranged a textbook as a reference for teachers to teach in the classroom but there are still many English textbooks that do not have complete skill in it. English has for skills: listening speaking, reading, and writing. In fact, there are only some skills including those English textbooks whereas all English skills are related to each other. People can find many English textbooks but sometimes students are still confused to understand what materials are written in it. So, people need to check if the English textbook deals adequately with all four skills, taking the level and overall aims into account, and if there is suitable balance between the skills.

The reason why does the researcher used “When English Rings a Bell” English Textbook for seventh grade of Junior High School as an object in this research because this English textbook is published by Ministry of Education and Culture and they have set 2013 curriculum. In Palangka Raya, this English

textbook is used by some schools as an important element in the teaching and learning process. So that, it will make researcher easier to do the research.

Then, the reason why the researcher analyzes this research based on Alan Cunningsworth's criteria is that people need guidelines to choose an English textbook that has a good quality. One of experts who makes criteria for a good English textbook is Alan Cunningsworth and there are still many researchers who do not compare English four skills based on Alan Cunningsworth whereas he is the one who masters the coursebook. So, this is the chance for researcher to do research based on Alan Cunningsworth criteria.

## **B. Research Problem**

This study addresses two research problems as follows :

1. What types of skills are there in "When English Rings a Bell" English textbook?
2. How is the contain of skills found in "When English Rings a Bell" English textbook based on Alan Cunningsworth criteria?

## **C. Objective of the Study**

The objective of the study based on the background of the study is as follows :

1. To describe types of skills in "When English Rings a Bell" English textbook.

2. To describe the contain of skills found in “When English Rings a Bell” English textbook based on Alan Cunningsworth criteria.

#### **D. Scope and Limitation**

This research is qualitative study and uses content analysis as a research type. It focused on the integration of English four skills (listening, speaking, reading and writing) in “When English Rings a Bell” English textbook for seventh grade of Junior High School based on Alan Cunningsworth criteria and taking the level and overall aims into account, and if there is suitable balance between the skills.

#### **E. Significance of the Study**

Theoritically, the finding of this study as a reference for next researchers who want to do the same research.

Pratically, the result of this study is useful for teachers who teach and learn English by using “When English Rings a Bell” English textbook as a reference for seventh grade of Junior High School published by Ministry of Education and Culture. This may also be a reference for those who need an English textbook as English teaching media resource.

## **F. Definition of Key Term**

### **1. English Four Skills**

There are four skills in English. They are : Listening, Speaking, Reading and Writing.

- a. Listening is one of active skills in English when the students give respond what they hear (Qodir, Baehaqi, & Miftah, 2016, p. 2).
- b. Speaking as one of the four language skills is substantially visible skill (Ayunda, 2012).
- c. Reading is a process which starts with a linguistic surface representation encoded by a writer and ends with meaning which a reader construct.
- d. Writing is one of the important skills, people need to pay attention to it. By writing, it can help students to shows their opinions. (Yansyah, 2017, p. 350).

### **2. Textbook Analysis**

Textbook analysis is a research technique for making replicable and substantial surmisings from writing (or other meaningful matter) to the setting of they utilized.


### **3. English Textbook**

Textbook is a media as source of material in teaching learning, which is based on the curriculum used in current by single writer or a group of writers and used in schools. Then, an English textbook is primary resource to teach English in classroom. In this research, the object is a



student English textbook with title “*When English Rings a Bell*” for seventh grade of Junior High School.

#### 4. Alan Cunningsworth Criteria

Alan Cunningsworth is the author of “Choosing Your Coursebook”. So, here this research focused on English four skills based on Alan Cunningsworth observation checklist to check “is *When English Rings a Bell* English textbook deals adequately with all four skills?”.  


## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of related previous studies and related literature used in this study. They are: English four skills, textbook analysis, English textbook, and Alan Cuningsworth criteria.

#### **A. Related Studies**

The researcher takes some related studies as comparison and guidance of this research.

First, Kırkgöz (2009) stated about evaluating the English textbook for young learners. In this research, he used 3 textbooks that would be evaluated and this is used in grade 4 classes by the Turkish Ministry of National Education in state primary schools. Here, to express students and teachers' perception, people are asked to respond 37-items textbook and use questionnaire and interview as instruments. Then, he found that to meet MNE curriculum goals so the textbooks must be carefully designed and young learners become interested and need textbooks. Kırkgöz's research is different from the research that researcher wants to find. The distinguish are Kırkgöz's research used MNE curriculum and for young learners, meanwhile the researcher used English textbook in Indonesia "When English Rings a Bell" for seventh grade of Junior High School.

Second. Azizifar, et al (2010) studied about An analytical evaluation of Iranian high school ELT textbooks from 1970 to the present. This study

focused on pronunciation points, contents, and grammar dealt with in “Graded English” and “ Right Path to English”. Then, they found there were no listening activities in textbook of GE series, so listening activities would be ignored in material designers. All in all English textbooks should provide some opportunities for learners to practice the language that is being communicatively learned. The distinction between Azizifar’s, A., et al and what the researcher found are in the subject and focused on four skills existed in an English textbook.

Third. AbdelWahab (2013) stated about developing an English language textbook evaluative observation checklist. Here, the researcher used a observation checklist as a research type. There are three basic methods for evaluating textbooks, they are : impressionistic method, observation checklist method, and depth method. This research focused on literature on English textbook evaluation, and different from what the researcher found about four skills existed in an English textbook.

Forth. Anjaneyulu (2014) conducted a study about a critical analysis of the English language textbooks in Andhra Pradesh, India. Observation checklist was used as main instrument and would be helped by Questionnaire in this research, the form of questionnaire is option questions pattern and open-ended questions and would be asked by male and female of class 6<sup>th</sup> of state, then this questionnaire has function to know teachers’ behavior toward ELT in Ap and information of textbook. Then, he found book revision should constantly update the content according to the context of teaching and learners

need. This research has distinction with the research that researcher did the research, Anjaneyulu used questionnaire as instrument while the researcher used observation checklist and interview as instrument. Then, this research focused on English language textbooks in India but the researcher focused on using an English textbook that is published by the Ministry of Education and Culture in Indonesia.

Last. Salihah, P.R & Aris, S. (2017) studied about “Authentic Materials Existed in Textbook by Intan Pariwara for Senior High School” and it has aim to find out authentic materials and skills contained in the textbook Intan Pariwara for Senior High School. This research used qualitative as a design and content analysis as a research type. They showed that only a few authentic materials and consisted 4 skills in Intan Pariwara textbook especially *Buku Bahasa Inggris Mata Pelajaran Wajib Kelas XI* compiled by Bachtiar Bima M and Cicik Kurniawati for semester 1. If their research is compared with this research, it has some difference. Research of Salihah, P. R & Aris, S choose Intan Pariwara as subject, and research about authentic materials on it. Meanwhile, this research used “When English Rings a Bell” for seventh grade English textbook as a subject and focused on four skills in it.

So, this research is among some previous researches above has distinction are this research focused on four English skills in English textbook “When English Rings a Bell” for seventh grade of Junior High School that is published by Ministry of Education and Culture in Indonesia and it analyzed based on Alan Cunningsworth Criteria. He is one of the experts who makes



criteria for a good English textbook. In previous studies, there are still many researchers who do not compare English four skills based on the expert. So, here the researcher analyzed English four skills based on Alan Cunningsworth.

## **B. English Four Skills**

Listening, speaking, reading, and writing are important skills in English.

### **1. Listening**

Listening is one of important skills in classroom because of providing input of learners then it as a first step of learning process (Gestanti. 2017, p. 36). Furthermore, Listening comprehension is, nevertheless, a major challenge for both English as a foreign language (EFL) instructors and listeners, which may on occasion lead to frustration, poor listeners' performance, or deficient attention paid in the classroom (Maftoon & Alamdari. 2016, p. 2). Next, although speaking is the most well-known type of communication, due to a few reasons, listening is the first skill to master in order to be a proficient language and nobody can say a word before listening to it (Kurniasih. 2011, p. 73). So, listening is one of English skills that has different uniqueness, and help learners to master English easily.

There are four types in listening skill, Asemota (2015, p.28), they are:

a. Active listening

In this type, active listeners learn faster and better. Here, they make sound judgments about what is heard. Sometimes, active listeners write down important things in complete ideas then they listen to ideas more than details.

b. Partial Listening

Listeners listen with a rebellious ear, in partial listening. Here, listener prefer to think their answer than listen what is taking place. So, they do not focus on what they listen to.

c. Intermittent Listening

Intermittent listening, this applies to people who listen with a deaf ear. Listeners close their ears to unpleasantness. They compulsively nod and shake their heads in agreement when they are not listening at all.

d. Appreciate Listening

Virtually absorbs all the speaker's meaning by being sensitive to facial expression, tone of voice, and bodily action as well as to the words themselves is a good listener. This is the best type of listening skill.

2. Speaking

Speaking is the active utilization of language to show meaning, and for youthful students, the spoken in language is the medium through which another dialect is encountered, comprehended, practiced, and learnt. (Al

Hosni. 2014, p.22). Al-Tamimi (2014) said the most demanding skill that people need to communicate in everyday situations is speaking. Generally, speaking is the ability to express something in a spoken language because it concerns putting some ideas into words to make other people grasp the message that is conveyed.

Speaking has five types: imitative, intensive, responsive, interactive, and extensive (Rahmawati, 2014).

a. Imitative

This type requires the test takers to copy a word, phrase, or a sentence. The main aspect of the assessment although grammar also takes part as the scoring criteria is pronunciation.

b. Intensive

Intensive speaking does not emphasize on phonological aspect or pronunciation. This type needs understanding meaning to respond certain tasks but has minimal counterpart of interaction. Some examples of this type are reading loudly, sentences and dialogue completion.

c. Responsive

This type is important in a conversation because the speaker is stimulated to speak quickly. A kind of activity that belongs to this type of speaking is to respond a short conversation, making a simple request comment.

d. Interactive

Major difference between responsive and interactive speaking is the load and complexity of the sentences of interactive. Sometimes this type needs more than two people in the conversation.

e. Extensive

Involves a wide range of speech production is extensive speaking. Furthermore the speaker will need to communicate with the counter speakers, which could be answering questions, making discussion. Moreover, a strong language component in speaking skill is extensive speaking because it is ultimate type of speaking.

During speaking process happened in communication, there are a few features of speaking included. According to Duong (2014, p. 86), ordinaly thought of the most important parts of speaking is grammar, fluency, accuracy, vocabulary and pronunciation. Firstly is vocabulary. Vocabulary is a word which has its important meaning in every function. Secondly is grammar. Grammar can help a writer or a speaker to expand any ideas in their mind, and it makes a person a lot easier to make communication in expressing messages in written or spoken. Thirdly is Pronunciation. This is the procedure of pronouncing a specific word in a appropriate way. Where pronunciation ought to be adequate is an important aspect in speaking as well. Fourthly is fluency. It implies knowing about how he/she communicates thoughts without utilizing filling word ("um" and "ah") while talking to the other occurs. Fifth is accuracy. accuracy refers to an



getting word, directly in structures, syntax, and better in getting the significance of messages of language without part of mistakes.

### 3. Reading

Toendan said in Widiastuty (2011, p.61) an communicative process between the reader's background knowledge and the text is definition of reading. Specifically, reading is a cooperation between information that is gain by bottom-up decoding and information that is prepared by means of top-down analysis, both of which depend on certain kinds of information-processing skills and certain kinds of prior knowledge. According to Nugroho et al (2019, p.56) there are two kinds of reading, they are : extensive and intensive reading. Reading for pleasure is one of the extensive reading purposes. When the readers read the sources outside the classroom this purposes can be easily covered. Then, Nation in Nugroho at al (2019) said some focuses on intensive reading. They are: comprehension, sound-spelling, grammar, vocabulary, cohesion, information content, and genre.

PourhoseinGilakjani (2013, p. 232) said that there are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model.

#### a) The bottom-up model

All the words in phrase, or a sentence are read by the reader before getting it. This model beginnings with decoding the smallest linguistic units graphemes, and words and afterward makes

significance from the littlest to the biggest units. The reader uses his/her experience information to the data that they find into the texts. Some difficulties are found in this model. One of the disadvantages is that the reader is effective in reading when he/she interprets the linguistic units and comprehends the connection between words. The reader cannot keep in his/her memory the significance of each word. the other trouble is that it is not possible to connect single word to different words.

b) The top-down model

Every word of a text is not read by the readers but they focus on identifying the next words. They attempt to figure the meaning of words or phrases. reader starts determining from the title of the reading text that permits them to limit the scope of their reading. Then they assume the message the writer needs to move and change their hypotheses based on what they read in the text.

c) The interactive model

This model depends on data from different sources like orthographic, lexical, syntactic, semantic knowledge, and schemata. Decoding processes support each other while readers are reading. On the off chance that they do not understand the texts, they ought to apply their previous knowledge to support them. Readers who are subject to top-down model utilize textual signs and infer the meaning but they should make up deficiencies shortcomings in word

recognizable proof and absence of effective bottom-up processing. This model outcomes in the most effective processing of texts. Teachers should discover according to this model to support L2 readers' skills. The mutual teaching method is a reading instruction that depends on the interactive model. It includes four principal reading strategies.

#### 4. Writing

There are a few components of writing, including grammar, paragraph organization, and vocabulary. Likewise, there are mechanics of composing which are important in making a good writing. Those are capitalization, punctuation, cohesion, spelling, unity, and organization. These things are essential to be aced in supporting our writing to be a good writing.

Writing is a planned undertaking and learning. It is culturally such a specific learned behavior, as Syahid (2019, p. 21) said that writing is not only one of difficult skills in English but also not easily acquired. Because, writing relies on multifaceted language skills, there is no guarantee that can be mastered. From multiple perspectives of expression, cognition, situation, completion, ideology and society.

According to Melly in Indrawati (2018, p. 281), Kinds of writing as follows:

- a. Expository writing (where the writing serves to explain or inform).

This is the most widely type of writing you will discover in textbooks

and on the web. As the author is mostly attempting to tell all of you about the subject their opinions are forgotten about leaving you with facts and figures instead of attempting to defend or support an opinion. An example of expository writing is "How-to" articles is an example of expository writing, where the author is explaining how to build or do something yourself.

- b. Descriptive writing (writing that serves to show, describe), a lot of great visual words are used in descriptive writing, because it can assist the you to see the person, thing or place are writing about. The writing can be graceful at times and clarify things great detail. When the you are reading descriptive writing you feel as though you are there or can actually picture in your brain what they are depicting. Then, descriptive writing often uses etaphors, similes and symbols.
- c. Persuasive writing (arguing for or against an issue), Persuasive writing takes on the opinion of the writer or issue the writer is writing for. This is considered biased material and is regularly found in promoting or advertising. talk and messages in those commercials on television are persuasive writing.
- d. Creative writing (interestingly, creative writing is a vague term, but it includes drama, fiction, poetry, autobiographies, screenwriting and more), The most fun type of writing is creative writing. Anything you think up your mind can be transformed into creative writing. Creative writing is frequently thought provoking entertaining and more

interesting to read than persuasive writing. Short stories, novels, poetry and plays frequently fall into the creative writing category. It doesn't necessarily need to follow any line of realities, similarly as long as it's interesting to read.

- e. Narrative writing (tells a story). Narrative writing is extremely common in novels, biographies and poetry. The author places themselves in their characters shoes and writes as if they were that person. They recount to biographies and include plots and story lines. Narrative is amusing to read because you can supplant the author with yourself, it will appear as though the story is transpiring.

### **C. Textbook Analysis**

Krippendorff in Heriati (2017, p.16) said, technique that is useful for making valid interpretation from texts and making replicable to the context of what they used is textbook analysis. This technique is learnable from the personal authority of the researcher because it can show new understanding of researchers, especially of particular phenomena, or inform practical actions.

As a technique, textbook analysis involves specialized procedures. It is divorce able and learnable from the personal authority of the researcher. Moreover, the textbook analysis provides new visions, expands understanding of researchers on particular phenomena, or inform practical actions.

There are three basic methods of evaluating textbooks according to AbdelWahab (2013, p.56). First is an impressionistic method and involves



analyzing a textbook based of a general impression. This method would be got by reading the cover and the contents page then people go skimming to gain organization, topics, layout and visuals. Second, is observation checklist method, or it is called systematic method because it is systematic on the way that the criteria on the list are checked off in a certain order. The third method, in-depth method, suggests a careful investigation of representative features such as the design of one specific unit or exercise, or the treatment of specific language items. There is an evident disadvantage in this method, namely part of book that has been selected might not be representative of the book as a whole. For the current study, the first, and the second method is used by people.

Nowadays, the 2013 curriculum is being used in Indonesia. According to Permendikbud (2013), textbook must have some criteria dependent on it, they are:

1. Readiness. The material of textbooks ought to be appropriate with the readiness of the learner's knowledge skill that they have had previously;
2. Motivation. The contents of textbook ought to persuade the learners to learn;
3. The learner's active participation. The textbook may make learner's to interact effectively in class through the works action to observe, to make an exercise to rehearse and to the show it;
4. Using the tool in order the student focus. Textbook should supply the photos, illustration, diagram or table to clarify the idea of textbook.

5. The containing social cognitive interaction; Textbook should support the learner's to ask, to discover something without anyone else through their conceptualizing to make the learning network;
6. The authentic evaluation. Textbook should support teacher to assess in certain ways through the learner's accomplishment and their process;
7. Life skill. Textbook should support the learners to build up their life skill;
8. The connection between textbook and the surrounding. The material of textbook is crossly identified with the learner for example, their region where they lived, the information that learners had, and the learning needs;
9. Co-operative. The providing material of textbook can make the student empower to work with their friend textbooks that dependent on the news;
10. The experience. The learners having their experience should be supported by textbook.

Moreover, there are some criteria in evaluating textbook. Cunningsworth (1995) proposes four criteria to evaluate textbooks, particularly course book. There are:

1. They ought to correspond to learner's needs. They should match the aims objectives and aims of the language learning programs.
2. They ought to mirror the used to that learners will make of the language.
3. They should assess of students' needs as learners and ought to facilitate their learning processes.

4. They ought to have a clear role as a help for learning. To make simpler in analyzing and evaluating coursebook, the teacher can utilize checklist design.

However, the utilization of the checklist design is for practical purposes a manageable list of the most significant criteria will be required.

#### **D. English Textbook**

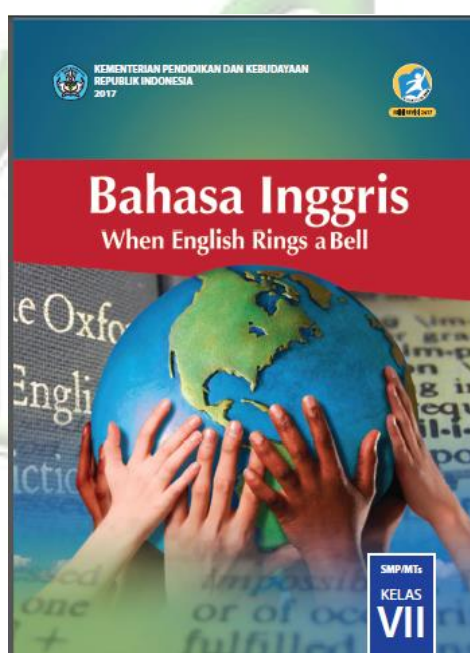
Textbooks play an outstanding role in the teaching, and learning process as teachers or students are the main agents of transmitting knowledge to learners. Besides, one of the basic functions of textbooks is to make the existing knowledge available and obvious to the learners in a selected, easy, and organized way (AbdelWaheb 2013, P. 55).

There are types of textbook, such as textbook that also can be distinguished by age. For example, textbooks for adult will be different from textbooks for children. Because the capacity or materials in textbook will be different based on it's level. Everyone has an interesting topic to read, so, they can read a textbook based on what they like.

English textbook is a book that is used by teacher and student as a reference, when they teach and learn English in classroom. It is not only in classroom but also in self learning, people can use it in their home when they review their materials about English or try to learn English.

One of English the textbooks in Indonesia is "When English Rings a Bell". This textbook is made for seventh grade of Junior High School. It used 2013 curriculum and published by Ministry of Education and Culture. "When

English Rings a Bell” English textbook has 183 pages, it is divided by eight chapters. Chapter I is “Good morning. How are you?”, chapter II is “It’s me!”, chapter III is “What Time is it?”, chapter IV is “This is my world”, chapter V is “It’s a beautiful day”, chapter VI is “We love what we do”, chapter VII is “I’m proud of Indonesia”, and chapter VIII is “That’s what friends are supposed to do”.



*Figure 2.1 Cover of “When English Rings a Bell” English textbook for seventh grade of Junior High School*

#### **E. Alan Cunningsworth Criteria**

Main reasons for textbook evaluation are adopting new textbooks and discovering strengths and weaknesses (Cunningsworth, 1995). If textbooks have any weak points, they will be fortified after the evaluation by utilizing the strengthening materials to satisfy the weak points.

Alan Cunningsworth is the writer of “Choosing Your Coursebook”. So, here this research focused on four English skills based on Alan

Cunningsworth adopted from “Choosing Your Coursebook” observation checklist to check “Is *When English Rings a Bell* English textbook deals adequately with all four skills ?”.

Below, There are a good English textbook chosen based on Alan Cunningsworth (1995) Observation checklist :

**Table 2.1 Observation checklist for Listening Skill**

No.	Criteria	Check
1.	What kind of listening materials is contained in the course ? a. Does listening form part of dialogue / conversation work ? b. Are there specific listening passage ?	<input data-bbox="1273 853 1362 902" type="checkbox"/>
2.	If there are specific listening passages, what kind of activities are based on them, comprehension questions, extracting specific information, etc ?	<input data-bbox="1273 1032 1362 1081" type="checkbox"/>
3.	Is the listening material set in a meaningful context ?	<input data-bbox="1273 1144 1362 1193" type="checkbox"/>
4.	Are the pre-listening tasks, questions, etc ?	<input data-bbox="1273 1223 1362 1272" type="checkbox"/>
5.	What is the recorded material on audio-cassete like in terms of: a. Sound quality b. Speed of delivery c. Accent d. Authenticity	<input data-bbox="1273 1413 1362 1462" type="checkbox"/>
6.	Is there any video materials for listening ?	<input data-bbox="1273 1559 1362 1608" type="checkbox"/>
7.	If so, is good use made of the visual medium to provide a meaningful context and show facial expression, gesture, etc ?	<input data-bbox="1273 1659 1362 1709" type="checkbox"/>



**Table 2.2 Observation checklist for Speaking Skill**

<b>No.</b>	<b>Criteria</b>	<b>Check</b>
1.	How much emphasis is there on spoken English in the coursebook ?	<input type="checkbox"/>
2.	What kind of material for speaking is contained in the course ? This may include: a. Oral presentation and practice of language items b. Dialogues c. Roleplay d. Communication activities (information gap)	<input type="checkbox"/>
3.	Are there any specific strategies for conversation or the spoken activities, e.g. debating giving talks ?	<input type="checkbox"/>
4.	Is any practice material included to help learners to cope with unpredictability in spoken discourse ?	<input type="checkbox"/>

**Table 2. 3 Observation checklist for Reading Skill**

<b>No.</b>	<b>Criteria</b>	<b>Check</b>
1.	Is the reading text used for including new language items (grammar and vocabulary), consolidating language work, etc ?	<input type="checkbox"/>
2.	Is there a focus on the development of reading skills and strategies ?	<input type="checkbox"/>
3.	Is the reading material linked to other skills work ?	<input type="checkbox"/>
4.	Is there emphasis on reading for pleasure and for intellectual satisfaction ?	<input type="checkbox"/>
5.	How many reading texts are there , and how frequently do they occur ?	<input type="checkbox"/>
6.	How early on in the course (at elementary level) do reading texts start to appear ?	<input type="checkbox"/>
7.	How long are the texts ? Do they encourage intensive / extensive reading ?	<input type="checkbox"/>
8.	How authentic are the texts ?	<input type="checkbox"/>

9.	Is the subject matter appropriate (interesting, challenging, topical, varied, culturally acceptable, unlikely to date) ?	<input type="checkbox"/>
10.	What texts types (genres) are used ? Are they appropriate ?	<input type="checkbox"/>
11.	Are the texts complete or gapped ?	<input type="checkbox"/>
12.	Does the material help comprehension by for example : a. Setting the scene b. Providing background c. Giving pre-reading questions ?	<input type="checkbox"/>
13.	What kind of comprehension questions are asked : a. Literal (surface) questions b. Discourse-processing questions c. Inference questions ?	<input type="checkbox"/>
14.	To what extent does the material involve the learner's knowledge system (knowledge of the world )?	<input type="checkbox"/>

**Table 2. 4 Observation checklist for Writing Skill**

No.	Criteria	Check
1.	How does the material handle a. Controlling writing b. Guided writing c. Free or semi-free writing	<input type="checkbox"/>
2.	Is there appropriate progression and variety of task ?	<input type="checkbox"/>
3.	Are there conventions of different sorts of writing taught ? if so, which ones, and how are they presented ?	<input type="checkbox"/>
4.	Is paragraphing taught adequately ?	<input type="checkbox"/>
5.	Is there emphasis on the style of written English ? At advanced level, is there attention to different styles according to text type ?	<input type="checkbox"/>
6.	Is attention given to the language resources specific to the written form, such as punctuation, spelling, layout, etc ?	<input type="checkbox"/>

7.	How much emphasis is there on accuracy ?	<input type="text"/>
8.	Are learners encouraged to review and edit their written work ?	<input type="text"/>
9.	Is a readership identified for writing activities ?	<input type="text"/>



### **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents a description of research methods. It contains several parts. They are research design, subject of the study, source of data, research instrument, data collection procedure, data analysis procedure, and data endorsement.

#### **A. Research Design**

This research used qualitative study. The design used qualitative design because this study involves steps to specify and to analyze the topic. According to Ary et al. (2010, p. 648) a qualitative research is approach that study phenomena in their natural setting without hypothesis. Sugiyono (2015, p. 13) states qualitative methodology is research method based on positivism philosophy that is used to investigate on nature object, (opposite of experiment), where the researcher as a key instrument, the technique to collect data is done by triangulation, data of analysis is qualitative, and the result of qualitative research refers to meaning than generalization. Besides Creswell (2009) said Qualitative research is a method for investigating and understanding of the importance people or group ascribe to a social or human issue. The characteristic of qualitative study based on Bogdan and Biklen (1982) in Sugiyono (2015) is as follows:

1. Qualitative research as the direct source or natural setting of data and researcher is the key instrument.

2. Qualitative research is descriptive. The data collected is in the form of words and sometimes, it found some pictures rather than number.
3. Process is one of important points of qualitative research. Qualitative research are concerned with process rather than simply with products or outcomes.
4. Qualitative research will in general investigate the data inductively.
5. "Meaning" is necessary for qualitative study.

Then, Creswell (2010) explained that objectives of qualitative research generally include information about the main phenomena explored in the study, research participants, and research locations based on the statement above, the researcher is able to examine that qualitative research. There is no manipulated data in the research field of natural research.

This study used document or content analysis as a research type. Specifically, it used "When English Rings a Bell" English textbook for seventh grade of Junior High School. Based on Roller (2019) he stated that the researcher is conducting content analysis as a "primary method" or a "secondary method". As a primary method, content analysis research is one where the researcher is dissecting normally happening information sources, for example, media records of the news, films, and documents. As a secondary method, content analysis is a study where the researcher's analysis is directed at information got from qualitative methods, for example focus group discussions.



## **B. Subject of the Study**

English student textbook for seventh grade of Junior High School “When English Rings a Bell” which is published by the Ministry of Education and Culture of Indonesia was the subject of this study. This English textbook has eight chapters. There are four chapters for first semester and four chapters too for second semester and each chapter has its own topic material.

Since this study dealt with analysis of the content of an English textbook, especially four skills in materials, the data was qualitatively analyzed without any statistical calculation.

## **C. Source of Data**

Student English textbook for VII grade of Junior High School entitled “When English Rings a Bell” which is published by Ministry of Education and Culture Indonesia in 2013 was the object of this study . The writers of this English textbook are the book writer team from Ministry of Education and Culture of Indonesia. There are English four skills (Listening, speaking, reading, and writing) in this English textbook and the researcher focused on deals adequately with all four skills, took the level and overall aims into account, and if there was suitable balance between the skills based on Alan Cunningsworth criteria.

#### D. Research Instrument

There are some instruments which are needed to collect the data. According to Ary (2010, p.421), the major instrument used for collecting the data in qualitative research is the researcher him- or herself, often collecting the data through direct observation or interviews, on the other word, researcher as a key instrument.

Here, the researcher used three instruments to collect the data, they are interview, observation checklist, and document. The researcher used interview as one of instruments of this research and interviewed some teachers who teach in class VII of SMP NU Palangka Raya about English four skills in "When English Rings a Bell" English textbook "Has four skills in *When English Rings a Bell* textbook for seventh grade of Junior High School been appropriate with its level ?". Here, the researcher has two reasons, academic and non-academic reason for "why does the researcher choose interview as one of instruments ? ". For academic reason : a. The interviewee has a lot of information related with what the researcher finds, b. The interviewee is the one who gives decision that this English textbook is worthy of use. Then, non-academic reason : a. The researcher has a good relationship with informant, b. The distance to the location as also as consideration for the researcher to get data faster. To make easier when interviewing some interviewees, researcher used tape recorder and transcribed the answers of interviewee. According to Awan (2018, p. 3), personal interview have the need of an individual totally familiar with the interviewee inquiring questions ordinarily in a face –to-face

contact. There are some types of interview, they are: (a) Personal interview, it means an interviewer will ask interviewee face-to-face. (b) Unstructured interviews are shown by a suppleness to come up to questioning. (c) Focused Interview, the interviewer has its own decision to decide the designs, and approaches to react the asking questions and has also the autonomy to come out with his own point of view and purposes. (d) Clinical Interview, the interviewer's focus is to influence the respondent to react to a previously expect point with less probability of straight questioning. (e) Telephone Interview, This technique of gathering information includes in conveying respondents on phone itself. (f) Stress interviewing is a by and large the most useless and out of date interview method that is why employers do not prefer to proceed onward to it. So, the type of interview in this research instrument is personal interview because the interviewer must meet the interviewee in person to answer the questions asked. According to Rukajat (2018) interview is a communication process between researchers and data sources to explore data that is word view to reveal the meaning contained in the problem under study. Interview considerations are conducted as data collection techniques because they have several advantages, namely: (a) the researcher can make direct contact with the respondent so that it is possible to obtain answers freely and deeply; (b) relations can be fostered better, so that respondents can freely express their opinions; (c) for questions and statements that are unclear from both parties can be repeated.

Rukajat (2018) said that observation was carried out at the beginning of determining the location of the study by conducting a pre-survey until data collection was carried out. In conducting this observation the researchers acted as participants and non-participants. In this case the researcher tried to study and understand the behavior of the people involved in it by participating as fully as possible.

Then, observation checklist was chosen because it offers reliable and the most economical means of reaching a decision concerning the relative suitability of the textbook under scope. Moreover, the English textbook is the main source of data here and it cannot give direct information, so the researcher used *observation checklist for evaluation and selection* adopted from Alan Cunningsworth to analyze or research the textbook.

Last, documentation. By using documentation in this research, it supposed the data that were found in the field. The researcher used camera for taking pictures or video.

Documentation used to study various sources of documentation. The use of this technique is intended to reveal events, objects, and actions that can increase the researchers understanding of the problem under studying symptoms. This documentation study enables the discovery of differences or disagreements between the results of interviews and observations with those contained in the document (Rukajat, 2018).

### **E. Data Collection Procedure**

In this study, the researcher used some procedures to collect the data. First, the researcher determined the English textbook which would be analysed. Second, the researcher read and observed the skills of the material carefully. Third, the researcher did observation checklist based on Alan Cunningsworth criteria by using *observation checklist for evaluation and selection*. Forth, the researcher observed the school by headmasters' permission. Fifth, the researcher interviewed English teachers about the English textbook that they use in seventh grade for English subject. Last, the researcher collected the data and analysed them.

### **F. Data Analysis Procedure**

The data of this study was focused on skills of the English learning material presented in these students of English textbook entitled "*When English Rings a Bell*" published by Ministry of Education and Culture Indonesia for seventh grades of Junior High School. Susan Stainback in Sugiyono (2015, p.332) said, "Data analysis is critical to qualitative research process. It is recognition, study, and understanding of interrelationships and concepts in your data." Furthermore, Bogdan in Sugiyono (2015, p.333) said, "Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to build your own comprehension of them and to enable you to exhibit what you



have found to other people”. In this research, the process of analyzing data are:

1. Classifying the materials in the English textbook is based on its skills
2. Collecting the data from the English textbook and entering the data to the observation checklist tables based on Alan Cunningsworth.
3. Evaluating the skills of “When English Rings a Bell” English textbook to find out the relevancy with Alan Cunningsworth criteria.

#### **G. Data Endorsement**

Throughout the process of data collection analysis, the researcher needs to make sure the finishing and interpretation are accurate. Technique is needed to determine credibility or accuracy of data. This research used triangulation. It means to examine validity and credibility of the data by checking the data on the same object of the study, but in different methods. According to Cresswell (2012), triangulation is the data that will collect through multiple sources to include table of observation checklist, interview, and documentation. Triangulation likewise has been viewed as a qualitative research strategy to test validity through the assembly of data from various sources.

To get the credibility of data researcher took some instruments such as observation checklist, interview and documentation. Then, researcher compared the result of the data from observation checklist, interview and documentation.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the description of research findings and discussion. It contains several parts, they are the data presentation, research findings, and discussion.

#### **A. Data Presentation**

This part presented the data presentation of the textbook analysis English textbook “When English Rings a Bell” for seventh grade of Junior High School. It was published by the Ministry of Education and Culture. This textbook has eight chapters, there are: “Good morning. How are you ?” for chapter I, “It’s me” for chapter II, “What time is it ?” for chapter III, “This is my world” for chapter IV, “This is a beautiful day!” for chapter V, “We love what we do” for chapter VI, “I am proud of Indonesia!” for chapter VII, and “That’s what friends are supposed to do” for chapter VIII. It consists of a preface, a table of contents, eight chapters and references, so the total of those pages are six pages for introduction and 184 pages for all chapters include of references.

In each chapter of this textbook, they have four English skills interconnected to each other, there are : listening, speaking, reading, and writing. Starting from listening to the teacher then the students have to practice according to teacher instruction, and for reading skill is usually followed by writing skill. Furthermore, this English textbook does not only

have four English skills in each chapter but also has some vocabularies that can assist the students to easily understand. Because this textbook had been designed appropriately to the level of students.

**Table 4.1 Titles of each chapter in “When English Rings a Bell” English Textbook for seventh grade of Junior High School**

Chapter	Title	Page
I	Good morning. How are you ?	1-20
II	It's me!	21-36
III	What time is it ?	37-58
IV	This is my world	59-98
V	It's a beautiful day	99-126
VI	We love what we do	127-148
VII	I'm proud of Indonesia !	149-176
VIII	That's what friends are supposed to do	177-183

In order to found out the types and the content of skills in English textbook “When English Rings a Bell” based on Alan Cunningsworth criteria the researcher used interview, observation checklist, and documentation as the research instrument. The used of interview to know the types of skill are there on English textbook “When English Rings a Bell” and was adopted from “Choosing Your Coursebook” and had been written by Alan Cunningsworth. Then, observation checklist was used to know the content of skills in English

textbook “When English Rings a Bell” and the form of interview was adopted from Alan Cunningsworth (1995) book “Choosing Your Coursebook”.

# 1. Result of Interview

## 4.7 Interview Items that was adopted from a book “Choosing Your Coursebook” by Alan Cunningsworth (1995)

No	Question
1	As an English teacher, does English textbook “When English Rings a Bell” has been appropriate with students level ? if yes, why ? if no, why ? <i>(Sebagai seorang guru Bahasa Inggris, apakah Buku Bahasa Inggris “When English Rings a Bell” sudah sesuai dengan level siswa ? Jika ya, kenapa ? Jika tidak, kenapa ?)</i>
2	Does English textbook “When English Rings a Bell” for seventh grade of Junior High School practice in all English four skills included ? If so, is it balanced ? and please give the reasons. <i>(Apakah Buku Bahasa Inggris “When English Rings a Bell” untuk kelas VII SMP sederajat menerapkan semua skill Bahasa Inggris didalamnya (Listening, speaking, reading, writing) ? Jika begitu, apakah mereka seimbang ? dan berikan alasannya.)</i>
3	If not balanced, which skills are omitted in “When English Rings a Bell” English textbook” English textbook for seventh grade of Junior High School, and why ? <i>(Jika tidak seimbang, skill mana yang dikurangi di buku Bahasa Inggris “When English Rings a Bell” untuk kelas VII SMP sederajat, dan kenapa ?)</i>
4	By using “When English Rings a Bell” for seventh grade of Junior High School, do the skills work progress in terms of complexity and difficulty, in line with the grammatical and lexical of the course ? and please give the reasons. <i>(Dengan menggunakan buku Bahasa Inggris “When English Rings a Bell” untuk kelas VII SMP sederajat, apakah skill-skill berkembang dalam kesulitan sejalan dengan tata bahasa ? dan berikan alasannya.)</i>
5	Do the presentation and practice activities include the integration of skills in realistic contexts ? if yes, why ? if no, why ? <i>(Apakah kegiatan presentasi dan praktik mencakup penggabungan skill-skill dalam konteks yang masuk akal ? Jika ya, kenapa ? jika tidak, kenapa ?)</i>
6	Do you know authentic material ? if yes, does English textbook “When English Rings a Bell” for seventh grade of Junior High School use authentic material at an appropriate level ? (e.g pre-



	intermediate, intermediate, advanced ? ( <i>Apakah Anda mengetahui authentic material ? Jika ya, apakah buku Bahasa Inggris ? "When English Rings a Bell" untuk kelas VII SMP sederajat menggunakan authentic material sesuai dengan levelnya ?</i> )
7	As a teacher, do you agree if school uses English textbook "When English Rings a Bell" for seventh grade of Junior High School ? if yes, why ? if no, why ? ( <i>Sebagai seorang guru Bahasa Inggris, apakah Anda menyetujui jika sekolah menggunakan buku Bahasa Inggris "When English Rings a Bell" untuk kelas VII SMP sederajat ? Jika ya, kenapa ? Jika tidak, kenapa ?</i> )

For interview, the researcher had two people as interviewee. They are a teacher of seventh grade in SMP NU Palangka Raya, and they had information that related with what the researcher found out.

Data of first instrument was the result of interview. The first interviewee was Miss UJ, and she answered :

1. Yes, I think it's appropriate because, for example, at the first level of class VII, "When English Rings a Bell" English textbook adjusts the skills of students from elementary school, because the elementary curriculum has partially implemented an English curriculum, it is no longer difficult to adjust the material given. And even though for some schools that have not implemented English language curriculum for a certain basic level it is already very helpful.

*"Ya, saya rasa sudah sesuai karena misalnya pada level pertama kelas VII itu dia menyesuaikan skill siswa yang dari SD, karena kurikulum SD itu sebagian sudah menerapkan kurikulum bahasa Inggris, tidak kesusahan lagi untuk menyesuaikan materi yang sudah diberikan. Dan meskipun bagi beberapa sekolah yang belum menerapkan pelajaran bahasa Inggris kurikulum tertentu untuk level dasar itu sudah sangat membantu."*

2. "In my opinion it is balanced because the first for their listening skills is that most do have to listen to the pronunciations according to the instructions in the book to follow the teacher's listening skills. Listen and

follow the teacher then for their speaking practice after they listen to follow next they immediately practice their own according to the teacher's instructions. Then for writing, it is indeed appropriate, balanced because after reading the text they usually always follow with the writing test. "

*"Menurut saya sudah seimbang karena pertama untuk skill mendengarkan mereka itu kebanyakan memang harus mendengarkan pengucapan-pengucapan sesuai perintah di buku untuk mengikuti gurunya itu sudah skill listening. Mendengarkan lalu mereka mengucapkan juga mengikuti gurunya lalu untuk praktik speaking mereka itu setelah mereka mendengarkan mengikuti lalu mereka langsung praktik sendiri-sendiri sesuai instruksi gurunya. Lalu untuk writing dia memang sudah sesuai, seimbang karena setelah teks reading biasanya mereka selalu mengikutkan dengan tes writingnya."*

3. "In my opinion, it is balanced because listening is definitely the partner of speaking, then a reading partner is writing and thus with all chapters."

*"Menurut saya sudah seimbang karena listening pasti pasangannya speaking, kalau dia reading pasti pasangannya nanti ke writing kan dan rata-rata ssetiap bab memang seperti itu."*

4. "Yes, in my opinion, it is balanced and in line because these difficulties can be overcome by students with the help of teachers, because the vocabulary in the book is in accordance with their level and grammar also follows the existing levels that have been arranged accordingly."

*"Iya menurut saya sudah seimbang dan sejalan karena kesulitan-kesulitan itu bisa diatasi oleh siswa dengan bantuan guru, karena vocabulary yang ada di buku itu sudah sesuai dengan level mereka serta tata bahasanya juga mengikuti level yang ada yang sudah disusun sesuai."*

5. "Yes, it makes sense, because students are actually demanded directly by the teacher, there are clear instructions in the guide book that the teacher and students so that when they practice all the skills are already incorporated, for example in the first material they follow the teacher, for example in reading they listen then they repeat themselves, after that they make their own conclusions so that the results of their conclusions are presented, then everything is in line. "

*"Iya sangat masuk akal, karena siswa sebenarnya dituntut langsung oleh guru, ada instruksi jelas pada buku yang menuntun guru dan siswa sehingga ketika mereka praktik semua skill itu memang sudah tergabung misalnya pada materi pertama mereka mengikuti guru, misalnya pada membaca itu mereka mendengarkan lalu mereka mengulang sendiri setelah itu mereka membuat teks kesimpulan sendiri hingga hasil kesimpulan itulah mereka presentasikan maka semuanya sejalan."*

6. "In my opinion, authentic material is not available in class VII, so as long as I manage it, I haven't found the authentic material yet."

*"Menurut saya untuk authentic material nya masih belum ada di kelas VII sehingga selama saya mengajar ya belum menemukan bagian authentic material nya."*

7. "Yes, I strongly agree because the book includes all the skills needed by students according to their level and the instructions given in the book are very clear and helpful to the teacher, even though it is a beginner teacher they will be given the convenience to use the book and how much it will be even better if the book is used and uses material from other sources, but the reference is still that book. "

*"Ya, saya sangat setuju karena pada buku tersebut sudah mencakup semua skill yang diperlukan oleh siswa sesuai levelnya dan instruksi yang diberikan pada buku itu sangat-sangat jelas dan membantu guru, meskipun itu adalah guru pemula mereka akan diberikan kemudahan untuk menggunakan buku itu dan alangkah lebih baiknya lagi jika buku itu digunakan dan menggunakan materi dari lain hanya saja acuannya tetap buku itu."*

The second interviewee was Miss IA, and she answered :

1. "In my opinion, it's appropriate. Because " When English Rings a Bell "class VII starts from the most basic such as; vocabulary, then if it starts from the vocabulary that is easy and appropriate to the level of students. Sometimes the students in elementary school do not have English as a subject. So if they start from the bottom of course they will be easy to follow. "

*“Menurut saya sudah sesuai ya, soalnya untuk “When English Rings a Bell” kelas VII itu kan dimulai dari yang paling dasar, dari kosakata, kemudia makanya kalau dimulai dari kosakata yang mudah-mudah dulu jadi kayanya sesuai dengan level siswa. Soalnya siswa itu kan kadang yang di SD nya gak ada bahasa Inggris nya. Jadi kalau dimulai dari dasar tentunya mereka mudah mengikuti.”*

2. “Emm, in my *opinion*, it is balanced. Because the system is integrated. So for *example*, they learn to listen automatically also learn *to speak*. So, in my opinion, it's just balanced because the system is integrated.”

*“Emm menurut saya seimbang ya, soalnya ini kan sistemnya kaya terintergrasi gitu. Jadi misalnya mereka belajar listening otomatis juga belajar speaking. Jadi menurut saya kayanya seimbang saja karena sistemnya integrasi.”*

3. (The answer of number 3 has been answered in number 2)
4. “Yes, in my opinion, it is appropriate. Because, when they practice their skills, they also learn grammar. For example, like speaking, they also learn vocabulary, and grammar too. So in my opinion, development is in line.”

*“Iya, menurut saya sesuai ya. Soalnya ketika mereka melakukan skill berlatih tentang skill otomatis mereka juga belajar tata bahasa, misalnya kayak speaking otomatis mereka juga belajar vocabulary, belajar grammar nya juga. Jadi menurut saya, berkembangnya sesuai aja, sejalan.”*

5. "It makes sense. For example, they introduce themselves, when the introduction, the skill means speaking skill. Later, speaking will be in accordance with their daily lives, and it makes sense. So, it is in accordance with the context of daily life. "

*“Masuk akal sih. Misalnya mereka introduction, saat introduction itu kan skil nya berarti speaking yaa. Speaking itu kan nanti sesuai dengan kehidupan mereka sehari-hari kan berarti masuk akal aja, berarti sesuai dengan konteks kehidupan sehari-hari.”*

6. "Emm, so far as I have been teaching what is called the VII grade book, I have used "When English Rings a Bell ", it seems ... I haven't found the authentic material yet. So this textbook is more contextual. So it suits the daily life of students rather than authentic material. "

*"Emm, sejauh ini selama saya mengajar yang apa namanya buku kelas VII ya menggunakan "When English Rings a Bell" kayanya belum...belum menemukan yang authentic material nya. Jadi dia lebih ke kontekstual. Jadi sesuai dengan kehidupan siswa sehari-hari sih daripada authentic."*

7. "I agree. Because it has been designed according to students in grade VII, then the language used is easy ... easy for students to understand and is in accordance with the context of student learning in daily life."

*"Setuju sih, soalnya dia kan memang sudah dirancang sesuai dengan siswa kelas VII kemudian bahasa yang dipakai mudah...mudah dipahami siswa kemudian sesuai dengan konteks pembelajaran siswa dalam kehidupan sehari-hari."*

2. Result of observation checklist for four English skills in English textbook "When English Rings a Bell" was adopted from "Choosing Your Coursebook" by Alan Cunningsworth (1995)

Here, the result of observation checklist consisted of four parts, there were : rubric for listening skill, rubric for speaking skill, rubric for reading skill, and rubric for writing skill.

**Table 4.3 Rubric observation checklist for listening skill**

No	Listening	Chapter/Page		Question	Example of Materials	Check
		Chapter	Page			
1.	Listening	I	4, 11, 13, 14, 18	What kind of listening materials is contained in the course ? a. Does listening form	There are no tape recorder, vcd, or etc but here a teacher as a source to listen what	
		II	22, 25, 30, 33			



		III	38, 39, 41, 44, 48, 50, 53, 55	part of dialogue / conversation work ?	will students follow. Mostly, every chapter in this textbook consists of dialogue / conversation but there are also some presentations form. Example : on the p. 4 “First, we will listen carefully to our teacher read the greetings. A : Good morning, Dad! B : Good morning. How are you?”	v
		IV	60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87, 95			
		V	100, 101, 103, 106, 111, 114, 117, 120			
		VI	128, 134, 141, 143, 146			
		VII	150, 153, 156, 158, 160, 163, 166, 170			
		VIII	178			
		I	4, 11, 13, 14, 18	b. Are there specific listening information ? If there are specific listening passages, what kind of activities are based on them, comprehension questions, extracting specific information, etc ?	Of course existed. Here, the students have to listen the teacher carefully in instrustion form. Example, on the p. 11 “First, we will listen carefully to our teacher read the statements of good bye.”	v
		II	22, 25, 30, 33			
		III	38, 39, 41, 44, 48, 50, 53, 55			
		IV	60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87, 95			
		V	100, 101, 103, 106, 111, 114, 117, 120			

		VI	128, 134, 141, 143, 146			
		VII	150, 153, 156, 158, 160, 163, 166, 170			
		VIII	178			
		I	4, 11, 13, 14, 18	Is the listening material set in a meaningful context ?	This textbook has a set in a meaningful context of listening material. Because, every instruction show clearly explanation.	v
		II	22, 25, 30, 33			
		III	38, 39, 41, 44, 48, 50, 53, 55			
		IV	60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87, 95			
		V	100, 101, 103, 106, 111, 114, 117, 120			
		VI	128, 134, 141, 143, 146			
		VII	150, 153, 156, 158, 160, 163, 166, 170			
		VIII	178			
		I	4, 11, 13, 14, 18	Are the pre-listening tasks, questions, etc ?	Of course existed. The students need to repeat after the teacher speaks. Example, on the p. 25 "First, we will listen carefully to our teacher read the question and answer	v
		II	22, 25, 30, 33			
		III	38, 39, 41, 44, 48, 50, 53, 55			

		IV	60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87, 95		interactions, one by one. Second, we will repeat the questions and the answers after the teacher.”	
		V	100, 101, 103, 106, 111, 114, 117, 120			
		VI	128, 134, 141, 143, 146			
		VII	150, 153, 156, 158, 160, 163, 166, 170			
		VIII	178			
				What is the recorded material on audio-cassete like in terms of: a. Sound quality b. Speed of delivery c. Accent e. Authenticity	There is no the recorded material in this textbook.	<input type="checkbox"/>
				Is there any video materials for listening ?	There is no video material for listening	<input type="checkbox"/>
				If so, is good use made of the visual medium to provide a meaningful context and show facial expression, gesture, etc ?		<input type="checkbox"/>

Table 4.4 Rubric observation checklist for speaking skill

No	Speaking	Chapter/Page		Question	Example of Materials	Check
		Chapter	Page			
1	Speaking	I	4, 5, 6, 7, 8, 11, 12, 14, 15, 16, 17	How much emphasis is there on spoken English in the cousebook ?	All materials in every chapter cover speaking skill in each chapter.	√
		II	22, 25, 28, 30, 31, 33			
		III	38, 39, 44, 48, 49, 50, 52, 53, 54, 55			
		IV	60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87, 95			
		V	100, 101, 103, 106, 111, 114, 117, 120			
		VI	128, 132, 134, 139, 141, 143, 146			
		VII	150, 151, 152, 153, 156, 157, 158, 160			
		VIII	178			
		I	4, 5, 6, 7, 8, 11, 12, 14, 15, 16, 17	What kind of material for speaking is contained in the course ? This may included: Oral persentation and practice of language items, dialogues, roleplay,	Every chapter in this textbook include of dialogue and roleplay, presentation was also found in some parts of this textbook, but is not dominant.	
		II	22, 25, 28, 30, 31, 33			

		III	38, 39, 44, 48, 49, 50, 52, 53, 54, 55	communication activities (information gap)	Example, on the p. 25 A : What's your name? B : My name is Hasnidah...."	v
		IV	60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87, 95			
		V	100, 101, 103, 106, 111, 114, 117, 120			
		VI	128, 132, 134, 139, 141, 143, 146			
		VII	150, 151, 152, 153, 156, 157, 158, 160			
		VIII	178			
		I	4, 5, 6, 7, 8, 11, 12, 14, 15, 16, 17	Are there any specific strategies for conversation or the spoken activities, e.g. debating giving talks ?	Because this textbook for seventh grade, so the strategy to make the students easily understand is by repeating after the teacher then the students will practice it. Example, on the p. 101 "Second, we will repeat the conversation after our teacher, sentence by sentence. Then, in group will play the roles of the speakers in the conversation."	v
		II	22, 25, 28, 30, 31, 33			
		III	38, 39, 44, 48, 49, 50, 52, 53, 54, 55			
		IV	60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87, 95			



		V	100, 101, 103, 106, 111, 114, 117, 120			
		VI	128, 132, 134, 139, 141, 143, 146			
		VII	150, 151, 152, 153, 156, 157, 158, 160			
		VIII	178			
				Is any practice material included to help learners to cope with unpredictability in spoken discourse ?		X

**Table 4.5 Rubric observation checklist for reading skill**

No	Reading	Chapter/Page		Question	Example of Materials	Check
		Chapter	Page			
1	Reading	I	19	Is the reading text used for including new language items (grammar and vocabulary), consolidating language work, etc ?	Exactly, as found: ....We will use the right prepositions (in, on, at) for the places... (p. 26) and every chapter include some vocabularies, example : Before November is October... (p. 49)	✓
		II	23, 26, 30, 31, 33			
		III	38, 45, 49, 50, 52, 53, 54, 55			
		IV	60, 62, 70, 73, 74, 77, 80, 83, 86, 87			
		VI	141, 143 155, 165			
		I II	19 23, 24, 26, 27, 30, 31, 33	Is there a focus on the development of reading skills and strategies ?	Absolutely. The researcher found it in every chapter., example :...Finally, in each group, we will	

		III	38, 39, 44, 45, 48, 50, 52, 53, 55		read all the sentences to each other, orally. “Dayu says Lina’s classroom is clean and tidy....” (p. 105	v
		IV	60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87			
		V	100, 101, 103, 105, 106, 111, 114, 117,			
		VI	120			
		VII	128, 134, 141, 143, 146			
		VIII	150, 151, 152, 153, 155, 156, 15, 158, 159, 160, 163, 165, 166, 167, 168, 170 178			
		II	23, 24, 26, 27, 30, 31, 33	Is the reading material linked to other skills work ?	Of course, it linked to othe skills work. As found : ..Third everyone of us will handwrite the sentences on a piece of paper. Finally, in each group, we will read all the sentences to each other, orally. (p. 118)	v
		III	38, 39, 44, 45, 48, 50, 52, 53, 55			
		IV	60, 62, 66, 67,			

		V	70, 73, 74, 77, 80, 83, 86, 87 100, 101, 103, 105, 106, 111, 114, 117, 120	Is there emphasis on reading for pleasure and for intellectual satisfaction ?	Absolutely, reading gives spiritual and intelecction for students to know everything. But, in this textbook, there is no long text for students, it only provide some conversations and short text to make students understand. Example : “We will read all the sentneces to eache other, orally. 1. Lina says that Edo, is helpful...” (p. 118)	<input type="checkbox"/>
		VI	128, 134, 141, 143, 146			
		VII	150, 151, 152, 153, 155, 156, 157, 158, 159, 160, 163, 165, 166, 167, 168, 170 178			
		VIII				
				How early on in the course (at elemantary level) do reading texts start to appear ?		<input type="checkbox"/>
				How long are the texts ? Do they encourage intensive / extensive reading ?	There are no intesive or extensive reading. Because this textbook is made for seventh grade of Junior High School	<input type="checkbox"/>
				How authentic are the texts ?	There is no authentic material in this textbook, they only apply the contextual material.	<input type="checkbox"/>
		II	23, 24, 26, 27, 30, 31, 33	Is the subject matter appropriate (intereseting, challenging, topical, varied, culturally acceptable, unlikely to date) ?	Of course. As make students curious of reading some conversations, and presentation. Example : “...Third, everyone of us will handwrite the complete descriptions on a piece	<input type="checkbox"/>
		III	38, 39, 44, 45, 48, 50, 52, 53, 55			

		IV	60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87		of paper. Finally, in each group, we will read all the descriptions to each other, orrly.” (p. 154)	
		V	100, 101, 103, 105, 106, 111, 114, 117,			
		VI	120 128, 134, 141, 143,			
		VII	146 150, 151, 152, 153, 155, 156, 157, 158, 159, 160, 163, 165, 166, 167, 168, 170			
		VIII	178			
		II	23, 24, 26, 27, 30, 31, 33	What texts types (genres) are used ? Are they appropriate ?	Some of texts in this textbook are appropriate for the students because the combination genres were used.	v
		III	38, 39, 44, 45, 48, 50, 52, 53, 55			
		IV	60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87			
		V	100, 101, 103, 105, 106, 111, 114, 117, 120, 128			

		VI	134, 141, 143, 146			
		VII	150, 151, 152, 153, 155, 156, 157, 158, 159, 160 163, 165, 166, 167, 168, 170			
		VIII	178			
		II	23, 24, 26, 27, 30, 31, 33		Are the texts complete or gapped ?	Of course, they are complete text.
		III	38, 39, 44, 45, 48, 50, 52, 53, 55			
		IV	60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87			
		V	100, 101, 103, 105, 106, 111, 114, 117, 120			
		VI	128, 134, 141, 143, 146			
		VII	150, 151, 152, 153, 155, 156, 157, 158, 159, 160, 163, 165, 166, 167, 168, 170			
		VIII	178			



	II	23, 24, 26, 27, 30, 31, 33	Does the material help comprehension by for example : a. Setting the scene b. Providing background c. Giving pre-reading questions ?	Exactly, all materials in every chapter include of them as found in p. 154.	√
	III	38, 39, 44, 45, 48, 50, 52, 53, 55			
	IV	60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87			
	V	100, 101, 103, 105, 106, 111, 114, 117, 120			
	VI	128, 134, 141, 143, 146			
	VII	150, 151, 152, 153, 155, 156, 157, 158, 159, 160, 163, 165, 166, 167, 168, 170			
	VIII	178			
			What kind of comprehension questions are asked : a. Literal (surface) questions d. Discourse- processing questions e. Inference questions ?	The researcher haven't foud literal, discourse, and inteferece questions on each chapter.	X

Table 4.6 Rubric observation checklist for writing skill

No	Writing	Chapter/Page		Question	Example of Materials	Check
		Chapter	Page			
1	Writing	I	10, 13	How does the material handle a. Controlling writing b. Guided writing c. Free or semi-free writing	There is no specific material handled. This textbook only give instruction for students to handwrite and complete same blanks.	√
		II	23, 24, 26, 29, 33, 34, 35			
		III	39, 40, 41, 43, 45, 46, 47, 51, 56, 57			
		IV	61, 63, 64, 65, 68, 69, 71, 72, 75, 76, 78, 79, 81, 82, 84, 85, 88, 89, 90, 91, 94, 95, 97			
		V	102, 105, 108, 109, 110, 113, 116, 118, 124			
		VI	129, 130, 131, 137, 138, 142, 144, 147, 148			
		VII	154, 155, 159, 162, 165, 167, 171, 172, 174			
		VIII	178, 181, 183			

		I	10, 13	Is there appropriate progression and variety of task ?	Exactly	√
		II	23, 24, 26, 29, 33, 34,			
		III	35 39, 40, 41, 43, 45, 46,			
		IV	47, 51, 56, 57 61, 63, 64, 65, 68, 69, 71, 72, 75, 76, 78, 79, 81, 82, 84, 85, 88, 89, 90, 91,			
		V	94, 95, 97 102, 105, 108, 109, 110, 113, 116, 118,			
		VI	124 129, 130, 131, 137, 138, 142, 144, 147,			
		VII	148 154, 155, 159, 162, 165, 167, 171, 172,			
		VIII	174 178, 181, 183			
		I	10, 13	Are there conventions of different sorts of writing taught ? if so, which ones, and how are they presented ?	Absolutely, as found on p. 137 "...Then, we will complete the table based on the result of our decision.	
		II	23, 24, 26, 29, 33, 34, 35			

		III	39, 40, 41, 43, 45, 46, 47, 51, 56, 57		<p>1. I always arrive at to school early. 2. ....”.</p> <p>They are presented by complete some blanks in the table, rewrite the information, etc.</p>	v
		IV	61, 63, 64, 65, 68, 69, 71, 72, 75, 76, 78, 79, 81, 82, 84, 85, 88, 89, 90, 91, 94, 95, 97			
		V	102, 105, 108, 109, 110, 113, 116, 118, 124			
		VI	129, 130, 131, 137, 138, 142, 144, 147, 148			
		VII	154, 155, 159, 162, 165, 167, 171, 172, 174			
		VIII	178, 181, 183			
		I	10, 13	Is paragraphing taught adequately ?	Of course	
		II	23, 24, 26, 29, 33, 34, 35			
		III	39, 40, 41, 43, 45, 46, 47, 51, 56, 57			

		IV	61, 63, 64, 65, 68, 69, 71, 72, 75, 76, 78, 79,			v
			81, 82, 84, 85, 88, 89, 90, 91, 94, 95, 97			
		V	102, 105, 108, 109, 110, 113, 116, 118, 124			
		VI	129, 130, 131, 137, 138, 142, 144, 147, 148			
		VII	154, 155, 159, 162, 165, 167, 171, 172, 174			
		VIII	178, 181, 183			
		I	10, 13	Is there emphasis on the style of written English ? At advanced level, is there attention to different styles according to text type ?	Of course, in this textbook the compilers use easy words to make students catch on each material, because it is used by students in seventh grade of Junior High School.	
		II	23, 24, 26, 29, 33, 34, 35			
		III	39, 40, 41, 43, 45, 46, 47, 51, 56, 57			

		IV	61, 63, 64, 65, 68, 69, 71, 72, 75, 76, 78, 79, 81, 82, 84, 85, 88, 89, 90, 91, 94, 95, 97			v
		V	102, 105, 108, 109, 110, 113, 116, 118, 124			
		VI	129, 130, 131, 137, 138, 142, 144, 147, 148			
		VII	154, 155, 159, 162, 165, 167, 171, 172, 174			
		VIII	178, 181, 183			
		I	10, 13	Is attention given to the language resources specific to the written form, such as punctuation, spelling, layout, etc ?	Exactly, as found in each chapter.	
		II	23, 24, 26, 29, 33, 34, 35			
		III	39, 40, 41, 43, 45, 46, 47, 51, 56, 57			



		IV	61, 63, 64, 65, 68, 69, 71, 72, 75, 76, 78, 79, 81, 82, 84, 85, 88, 89, 90, 91, 94, 95, 97			v
		V	102, 105, 108, 109, 110, 113, 116, 118, 124			
		VI	129, 130, 131, 137, 138, 142, 144, 147, 148			
		VII	154, 155, 159, 162, 165, 167, 171, 172, 174			
		VIII	178, 181, 183			
		I	10, 13	How much emphasis is there on accuracy ?	In each chapter, this textbook pays attention to its accuracy. In this case, it uses selection of appropriate words for seventh grade of Junior High School.	
		II	23, 24, 26, 29, 33, 34, 35			
		III	39, 40, 41, 43, 45, 46, 47, 51, 56, 57			

		IV	61, 63, 64, 65, 68, 69, 71, 72, 75, 76, 78, 79, 81, 82, 84, 85, 88, 89, 90, 91, 94, 95, 97			√
		V	102, 105, 108, 109, 110, 113, 116, 118, 124			
		VI	129, 130, 131, 137, 138, 142, 144, 147, 148			
		VII	154, 155, 159, 162, 165, 167, 171, 172, 174			
		VIII	178, 181, 183			
		I	10, 13	Are learners encouraged to review and edit their written work ?	Exactly, some instruction in each chapter are hang writing and write the blank word in table or text. So, the students are encouraged to review and edit their witten as found on p. 138.	
		II	23, 24, 26, 29, 33, 34, 35			
		III	39, 40, 41, 43, 45, 46, 47, 51, 56, 57			

	IV	61, 63, 64, 65, 68, 69, 71, 72, 75, 76, 78, 79, 81, 82, 84, 85, 88, 89, 90, 91, 94, 95, 97			
	V	102, 105, 108, 109, 110, 113, 116, 118, 124			v
	VI	129, 130, 131, 137, 138, 142, 144, 147, 148			
	VII	154, 155, 159, 162, 165, 167, 171, 172, 174			
	VIII	178, 181, 183			

## B. Research Findings

From the result of interview, the interviewees agreed to use English textbook “When English Rings a Bell” for seventh grade of Junior High School, and they gave some reasons to strengthen the answer. Besides that, two interviewees said that English textbook “When English Rings a Bell” has four skills in each chapter that is related to each other. Starting from listening, the next was speaking, after the students practiced or made role plays, they should read and wrote the answer. Furthermore, as interviewees said that this

English textbook appropriate for its level and suitable for beginners to learn English because it has everyday or common vocabulary.

Then, the researcher found all English skills (listening, speaking, reading, and writing) in English textbook “When English Rings a Bell” for seventh grade of Junior High School by using checklist for evaluation and selection adopted from “Choosing Your Coursebook” by Alan Cunningsworth (1995). All skills are in 8 chapters as *Listening* chapter I (page: 4, 11, 13, 14, 18), chapter II (page: 22, 25, 30, 33), chapter III (page: 38, 39, 41, 44, 48, 50, 53, 55), chapter IV (page: 60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87, 95), chapter V (page: 100, 101, 103, 106, 111, 114, 117, 120), chapter VI (page: 128, 134, 141, 143, 146), chapter VII (page: 150, 153, 156, 158, 160, 163, 166, 170), and chapter VIII (page: 178). *Speaking*, chapter I (page: 4, 5, 6, 7, 8, 11, 12, 14, 15, 16, 17), chapter II (page: 22, 25, 28, 30, 31, 33), chapter III (page: 38, 39, 44, 48, 49, 50, 52, 53, 54, 55), chapter IV (page: 60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87, 95), chapter V (page: 100, 101, 103, 106, 111, 114, 117, 120), chapter VI (page: 128, 132, 134, 139, 141, 143, 146), chapter VII (page: 150, 151, 152, 153, 156, 157, 158, 160), and chapter VIII (page: 178). *Reading*, chapter I (page: 19), chapter II (page: 23, 24, 26, 27, 30, 31, 33), chapter III (page: 38, 39, 44, 45, 48, 50, 52, 53, 55), chapter IV (page: 60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87), chapter V (page: 100, 101, 103, 105, 106, 111, 114, 117, 120), chapter VI (page: 128, 134, 141, 143, 146), chapter VII (page: 150, 151, 152, 153, 155, 156, 15, 158, 159, 160, 163, 165, 166, 167, 168, 170), chapter VIII (page: 178). *Writing*, chapter I (page: 10, 13),

chapter II (page: 23, 24, 26, 29, 33, 34, 35), chapter III (page: 39, 40, 41, 43, 45, 46, 47, 51, 56, 57), chapter IV (page: 61, 63, 64, 65, 68, 69, 71, 72, 75, 76, 78, 79, 81, 82, 84, 85, 88, 89, 90, 91, 94, 95, 97), chapter V (page: 102, 105, 108, 109, 110, 113, 116, 118, 124), chapter VI (page: 129, 130, 131, 137, 138, 142, 144, 147, 148), chapter VII (page: 154, 155, 159, 162, 165, 167, 171, 172, 174), and chapter VIII (page: 178, 181, 183). From the researcher found in English textbook “When English Rings a Bell” for seventh grade of Junior High School, it showed the balance among of skills in each chapter, all chapter had four English skills (listening, speaking, reading, and writing) that are interconnected each other.

So, these instruments (interview and observation checklist) gave the same answers were supported each other.

### **C. Discussion**

This part of this study aims to discuss the result of the study that had been collected from an English textbook (When English Rings a Bell) for seventh grade of Junior High School. The discussion focused on four skills in the English textbook “When English Rings a Bell” for seventh grade of Junior High School based on “Choosing your Coursebook” by Alan Cunningsworth (1995). The discussion was divided into two major points: First, type of skills in “When English Rings a Bell” English textbook. This was conducted to know the type of skills in that English textbook. Second, the contains of skills found in “When English Rings a Bell” English textbook. This was done to

describe the contained skills based on Alan Cunningsworth's criteria. Two major as conducted based on Alan Cunningsworth criteria.

According to table 4.1 as research finding showed that some skills in the English textbook "When English Rings a Bell" for seventh grade of Junior High School are listening, speaking, reading, and writing. This was done using an interview adopted from "Choosing your coursebook" by Alan Cunningsworth. Two teachers as interviewees of this research. They are teacher at SMP NU Palangka Raya, and they teach English in seventh grade. From the information that the researcher got from those informants, those informants gave some reasons why they chose English textbook "When English Rings a Bell" for seventh grade of Junior High School as main teaching material to teach students in the class.

The first interviewee said the English textbook "When English Rings a Bell" for seventh grade is appropriate with its level. Whereas, for some schools that have not been applied to English in a certain curriculum but for beginner learners, this English textbook is very helpful. Furthermore, the English textbook "When English Rings a Bell" not only has English four skills in one chapter but also other chapters. Then, vocabulary is provided in this textbook with appropriate student level and the grammar also follows the level.

The second interviewee said English textbook "When English Rings a Bell" for seventh grade is appropriate for its level. Then, this textbook started from basic material like undifficult vocabularies because some students did



not get English when they were in elementary school. So, it is easy for students to follow it. Moreover, four English skills in this English textbook are balanced in each chapter. Then, all materials related to daily life or contextual.

From two interviewees the researcher found that English textbook “When English Rings a Bell” for seventh grade of Junior High School has four English skills in each chapter, there are : listening, speaking, reading, and writing. Then, this textbook is appropriate with its level, and suitable to use for seventh grade of Junior High School.

According to table 4.2 as research finding showed the contain of for English skills in English textbook “When English Rings a Bell” using checklist for evaluation and selected adopted from Alan Cunningsworth (1995) in “Choosing Your Coursebook”. From the result, English four skills in English textbook “When English Rings a Bell” have been contained in Alan Cunningsworth criteria. As found *Listening* chapter I (page: 4, 11, 13, 14, 18), chapter II (page: 22, 25, 30, 33), chapter III (page: 38, 39, 41, 44, 48, 50, 53, 55), chapter IV (page: 60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87, 95), chapter V (page: 100, 101, 103, 106, 111, 114, 117, 120), chapter VI (page: 128, 134, 141, 143, 146), chapter VII (page: 150, 153, 156, 158, 160, 163, 166, 170), and chapter VIII (page: 178). *Speaking*, chapter I (page: 4, 5, 6, 7, 8, 11, 12, 14, 15, 16, 17), chapter II (page: 22, 25, 28, 30, 31, 33), chapter III (page: 38, 39, 44, 48, 49, 50, 52, 53, 54, 55), chapter IV (page: 60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87, 95), chapter V (page: 100, 101, 103, 106, 111, 114, 117, 120), chapter VI (page: 128, 132, 134, 139, 141, 143, 146), chapter

VII (page: 150, 151, 152, 153, 156, 157, 158, 160), and chapter VIII (page: 178). *Reading*, chapter I (page: 19), chapter II (page: 23, 24, 26, 27, 30, 31, 33), chapter III (page: 38, 39, 44, 45, 48, 50, 52, 53, 55), chapter IV (page: 60, 62, 66, 67, 70, 73, 74, 77, 80, 83, 86, 87), chapter V (page: 100, 101, 103, 105, 106, 111, 114, 117, 120), chapter VI (page: 128, 134, 141, 143, 146), chapter VII (page: 150, 151, 152, 153, 155, 156, 15, 158, 159, 160, 163, 165, 166, 167, 168, 170), chapter VIII (page: 178). *Writing*, chapter I (page: 10, 13), chapter II (page: 23, 24, 26, 29, 33, 34, 35), chapter III (page: 39, 40, 41, 43, 45, 46, 47, 51, 56, 57), chapter IV (page: 61, 63, 64, 65, 68, 69, 71, 72, 75, 76, 78, 79, 81, 82, 84, 85, 88, 89, 90, 91, 94, 95, 97), chapter V (page: 102, 105, 108, 109, 110, 113, 116, 118, 124), chapter VI (page: 129, 130, 131, 137, 138, 142, 144, 147, 148), chapter VII (page: 154, 155, 159, 162, 165, 167, 171, 172, 174), and chapter VIII (page: 178, 181, 183). Receptive and productive skills in English skills. Receptive skills are listening and reading and productive skills are writing and speaking.

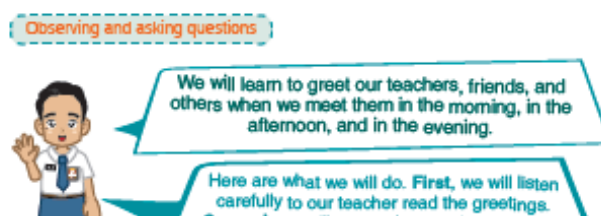


Figure 4.1 Example of listening instruction

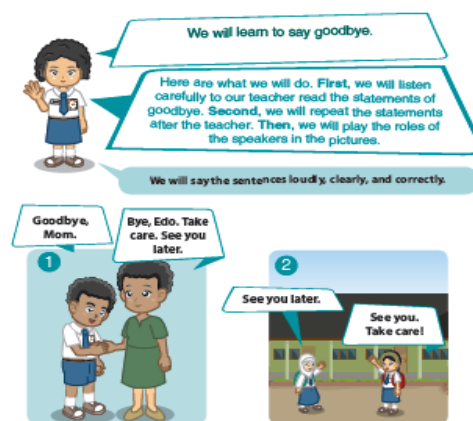


Figure 4.2 Example of speaking instruction



Figure 4.3 Example of reading instruction

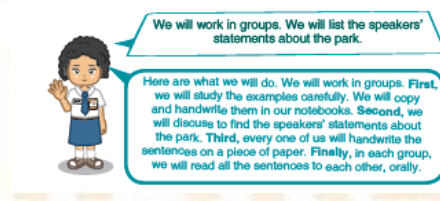


Figure 4.4 Example of writing instruction

The distinguish from previous study, first Kırkgöz (2009) found that to meet MNE curriculum goals so the textbooks must be carefully designed and young learners become interested and need on textbooks. Second, Azizifar, et al (2010) found there are no listening activities in text book of GE series, so listening activities would ignore by material designers. Third, AbdelWahab (2013) focused on literature on English textbook evaluation. Fourth, Anjaneyulu (2014) found a book revision should constantly update the content

according to the context of teaching and learners need. The last is Salihah & Aris, S. (2017) showed that only a few authentic materials and consisted four skills in the textbook Intan Pariwara especially *Buku Bahasa Inggris Mata Pelajaran Wajib Kelas XI* compiled by Bachtiar Bima M and Cicik Kurniawati for semester 1. So, what the researcher did for research was different from previous studies.

Finally, it can be concluded that the English textbook “When English Rings a Bell” for seventh grade of Junior High School has four English skills, they are : listening, speaking, reading, and writing. Furthermore, most of this English textbook has included the criteria of Alan Cunningsworth. So, English textbook “When English Rings a Bell” was published by The Ministry of Education and Culture is suitable to use for seventh grade of Junior High School or some beginners who start to learn English. Moreover, the similarities with previous study was the researcher used textbook as a source of data.

Furthermore, “When English Rings a Bell” English textbook was not found material used tape recorder, CD, and video. Whereas, they can support to learn listening and speaking skill.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This last chapter presents the conclusion and suggestion of the thesis. The analysis in the previous chapter was summed up and the researcher tried to suggest some important matters concerning the discussion of this research. These suggestions were considered to be important for everyone, especially teachers, in choosing an English textbook applied in school.

#### **A. Conclusion**

The result of data analysis can be concluded as follows :

1. English four skills (listening, speaking, reading, and writing) were found in English textbook “When English Rings a Bell” for seventh grade of Junior High School published by The Ministry of Education and Culture.
2. English skills such as listening, speaking, reading, and writing showed the criteria checklist by Alan Cunningsworth as found on page 4 “First, we will listen carefully to our teacher read the greetings” and etc as listening skill, page 101 “Second, we will repeat the conversation after our teacher, sentence by sentence.” and etc as speaking skill, page 105 “...Finally, in each group, we will read all the sentences to each other, orally.” and etc as reading skill, the last is page 137 “...Then, we will complete the table based on the result of our decision.” and etc as writing skill.

## **B. Suggestion**

Finally, the researcher hopes this research will be useful for the readers. Therefore, based on some findings in the previous chapter, it is important to give some beneficial suggestions for author, students, teachers and next researcher too. The suggestion is to improve the quality of English textbooks in the next few years.

### **1. Suggestion for the Authors**

The author of this English textbook should develop listening skills by using recorded materials such as vcd, tape recorder, etc. Because, it can make students accustomed to listening to the native speaker's voice.

### **2. Suggestion for students and teachers**

The researcher suggests that English textbook "When English Rings a Bell" should be used for seventh grade of Junior High School because it is suitable for its level and the beginner can use it to start learn English. This English textbook can be a main source material in the class because it was published by the Ministry of Education and Culture of Indonesia and of course it is appropriate with curriculum 2013. Besides that, to support the main sources, students and teachers can use other materials that can help them to complete the deficiency of "When English Rings a Bell" English textbook.



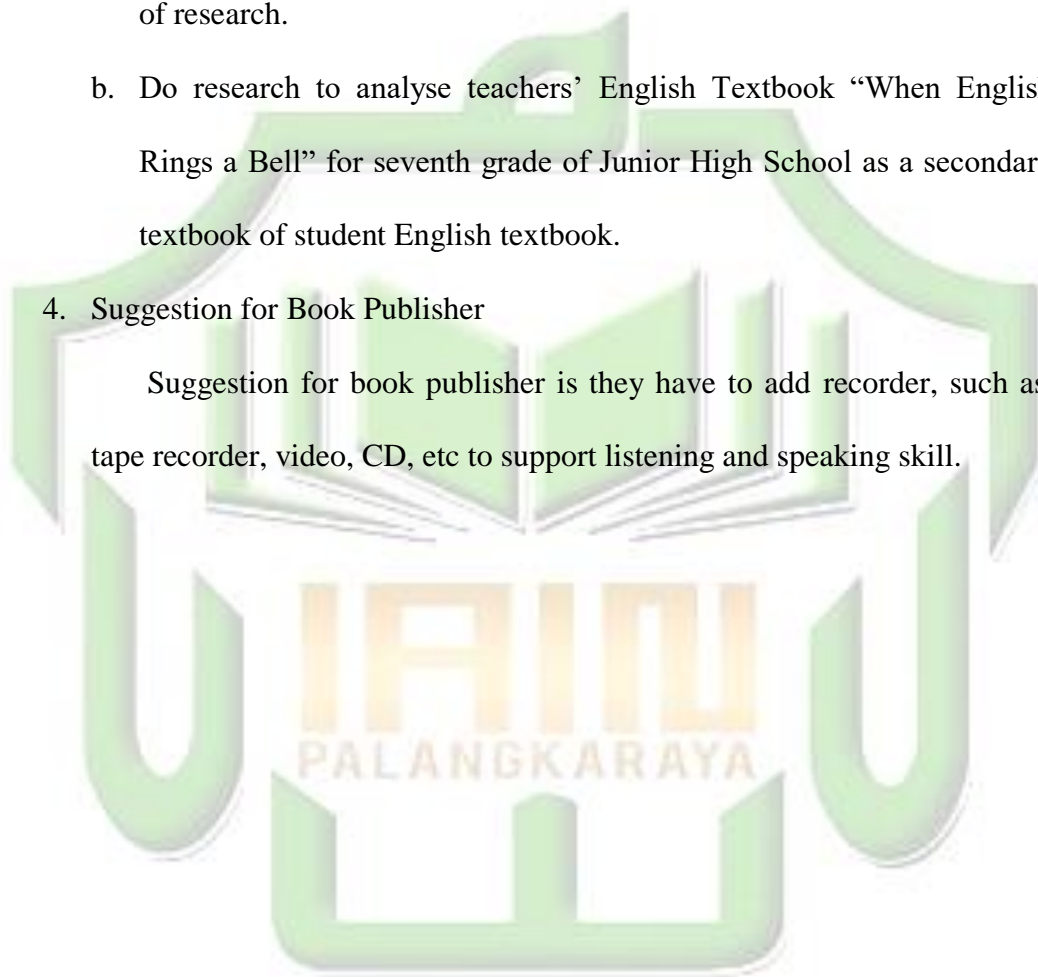
### 3. Suggestion for the next researcher

This study was not complete enough to cover relevant material in English four skills in “When English Rings a Bell” English textbook. Therefore, the researcher hopes :

- a. Attempt to detect another design and instrument to develop the result of research.
- b. Do research to analyse teachers’ English Textbook “When English Rings a Bell” for seventh grade of Junior High School as a secondary textbook of student English textbook.

### 4. Suggestion for Book Publisher

Suggestion for book publisher is they have to add recorder, such as: tape recorder, video, CD, etc to support listening and speaking skill.



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