CUNNINGSWORTH-BASED THEORY 0F TEXTBOOK EVALUATION ON *WHEN ENGLISH RING'S A BELL* FOR EIGHTH GRADE OF JUNIOR HIGH SCHOOL PUBLISHED BY MINISTRY OF EDUCATION AND CULTURE

THESIS

Submitted in Partial Fulfillment of the Requirement
For Degree of Education Bachelor
In English Education

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EDUCATION AND TEACHER TRAINING FACULTY
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Is definetely my own work. I am completely responsible for the content of the thesis. Other researcher's opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

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Assalamu'alaikum Wr. Wb
I inform that I have given guidance, briefing, and correction to whatever necessary of the following thesis identifications:

Title	: Cunningsworth-Based Theory of Textbook Evaluation on *"When English Ring's a Bell"* for Eighth Grade of Junior High School Published by Ministry of Education and Culture.
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I state that the thesis is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosah session.
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Wassalamu'alaikum Wr. Wb

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ABSTRACT

Title	: Cunningsworth-Based Theory of Textbook Evaluation on *"When English Ring's a Bell"* for Eighth Grade of Junior High School Published by Ministry of Education and Culture.
Writer	: Misbachul Farichin
Student's number	: 1403046104

The objective of this study was to analyze the evaluation of English Textbook *When English Ring's a Bell* published by the Ministry of Education and Culture in 2017 with Cunningsworth's criteria theory. There are eight criteria: 1) Aims and approaches, 2) Design and organization, 3) Language content, 4) Skills, 5) Topics, 6) Methodology, 7) Teacher's Books, and 8) Practical Considerations. This research was categorized as a content analysis study following three systematic steps. Those were : 1) referring criteria for English textbook evaluation issued by Cunningsworth's theory, 2) deciding on the subjects, that is "*When English Rings a Bell*", 3) analyzing the textbook and interpreting the findings and stating conclusions. The data were gathered by evaluating the textbook using the criteria of textbook evaluation by Cunningsworth. In the data analysis technique, the percentage of criteria fulfillment was calculated by dividing number of the criteria fulfilled with total number of EFL evaluation criteria. It was then multiplied by 100%. The result showed that English textbook entitled "When English Rings a Bell" for grade VII Junior High School has fulfilled the criteria of aims and approaches criteria is 87.5%. Design and organization criteria is 83.3%. Language content criteria is 60%. Skills criteria is 91.7%. Topics criteria is 100%. Methodology criteria is 92.8%. Teacher's Books criteria is 80%. Practical Considerations criteria is 62.5%.

Keywords : *English Textbook, Cunningsworth's theory.*

MOTTO

"Success is where preparation and opportunity meet."

"Sukses adalah saat persiapan dan kesempatan bertemu."

Bobby Unser

"Opportunities don't happen, You create them."

"Kesempatan bukanlah hal yang kebetulan, Kamu harus menciptakannya."

Chris Grosser

DEDICATION

This thesis is dedicated to them whom the most influenced for the writer, with pleasure this is dedicated to:

1. My lifetime teachers, father and mother. Bapak Muchibi and Ibu Siti Rojanah who always give me motivation and support to finished this thesis. Thank you for giving the spirit.
2. My big family, grandmother (Mbah Kunyati), my brothers (Abdul Haris Mz and Iffan Bastiyan), and my sisters (Akfina Rusdiana, Nadilla Amalina and Maula Azkiyatul Chusna) who always give me spirit and support.

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Finally, this thesis had been accomplished well within support, guidance, advice, and encouragement from many people. Therefore, the researcher would like to express the deepest gratitude to:

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3. Dr. Hj. Siti Mariam, M.Pd. and Dra. Hj. Ma'rifatul Fadhilah, M.Ed. as my advisors. Thank for the patience in providing careful guidance, helpful correction, good advices and encouragement during the consultation.
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5. All of my family members who always give me pray and support. Especially my beloved father and mother.
6. All of my friends in PBI C 2014.
7. All of my friends in IMAKEN (Ikatan Mahasiswa Kendal) Walisongo Semarang.

8. In addition, all of people who come and go in my life who always have part in my life. Thank you.

Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, the researcher will be happily to accept constructive criticism in order to make it better. The researcher hopes that this thesis would be beneficial for everyone. Amin.

Semarang, 15 October 2019
The researcher

Misbachul Farichin
1403046104

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CHAPTER I
INTRODUCTION

The first chapter presents an overview of this study . It consists of six sections which are: the background of the study, research question, objective of the study, significant of the research, limitation of the research, and previous researches.

A. Background of the Research

Textbooks are learning materials commonly used in teaching learning process. It is not surprising that they become the only materials in the classroom. This fact happens for several reasons. First, textbooks are relatively easy to find out and commercially provided. Second, it provides a guide or a road map for the learners which offer expected behaviors that they have to perform (Crawford in Richard and Renandya).[1] Third, textbooks help teachers to prepare the lesson (Brown).[2] Fourth, they can also become a flexible syllabus for teaching learning process in which teacher can easily modify based on the students' need.

In Indonesian's educational system, textbooks are considered as the main components of the curriculum. They determined the content, the methods, and the procedures for teaching and learning in the classroom. They also provided a systematic syllabus for teachers to follow in

[1] Jack C. Richard and W. A Renandya, 'Methodology in Language Teaching Accessed on 09 December 2019' (Cambridge: Cambridge Unversity Press., 2002).
[2] H. Douglas Brown, 'Principles of Language Learning and Teaching (4th Ed)' (New York : Addison Wesley Longman., 2000).

teaching a certain subject. Students need a textbook to support their learning. English textbooks support the teachers to provide materials, because teachers are demanded to provide various material creatively. There are many publishers that try to provide textbooks in various style and setting which are compiled based on the curriculum implemented in Indonesia. Even Ministry of Education and Culture of Indonesia also provides English textbook entitled "*When English Ring's a Bell".*

Indonesian is the main language in this country, but it is not impossible that English is a second language. According to Firman Allah Q.S Ibrahim 4:

وَمَا أَرْسَلْنَا مِنْ رَسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ ۖ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۚ وَهُوَ الْعَزِيزُ الْحَكِيم

"And we never sent a messenger except (to teach) in the language of his (own) people, in order to make (things) clear to them. Now Allah leaves straying those whom He pleases and guide whom he pleases; and He is exalted in power, full of wisdom" (QS. Ibrahim; 4)[3]

The Ministry of Education and Culture of Indonesia has decided that education in Indonesia must apply the 2013 curriculum. Developing the previous curriculum, the 2013 curriculum is a further step of competence-based curriculum development that was initiated in 2004

[3] Abdullah Yusuf Ali, 'Abdullah Yusuf Ali, *The Holy Qur-an English Translation of the Meaning and Commentary'* (Madinah: King Fadh Holy Qur-an Complex, 1989), p. 840.

and the school level-based curriculum in 2006, which includes the competence of attitude, knowledge, and skills integrated. The aim of 2013 curriculum is to create 2045 generations to become intellectual generations who possess noble characters, independent, democratic, responsible.[4]

Textbook is an important source in learning, especially learning foreign languages. Therefore, choosing the right textbook will greatly help students in learning in school. "A textbook can be referred to as a published material specially designed to help language learners to improve their linguistic and communicative abilities (Sheldon 1987)".[5] The teacher can teach the material well and build intensive communication with students if in the teaching-learning process using appropriate and quality textbooks.

There are many textbooks on the market. But the reality is quite difficult to get English textbooks that contain material according to the applicable curriculum. Evaluation of textbooks is considered important even though the government has released a list of textbooks that are following the curriculum.

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[4] Indah Surya Wardhani, 'Jarak Idealisme Kurikulum Dan Realitas Accessed on Thursday 13 Juny 2019', 2013 <https://edukasi.kompas.com/read/2013/05/06/11252265/Jarak.Idealisme.Kurikulum.dan.Realitas?page=all>.

[5] Syed Kazim Shah and Humail Sultan Gul Fatima, 'Textbook Analysis and Evaluation of 7th & 8th Grade in Pakistani Context Accessed on Tuesday 23 October 2018', *International Journal of English Language Teaching*, 3.4 (2015), 79–97 <www.eajournals.org>.

As an important component in learning, a good English textbook must have several criteria. Not only visually interesting but also its discussion or chapter. There are many criteria proposed by experts in evaluating a textbook. For example, Sheldon (1988), Grant (1987), Cunningsworth (1995), Jahangard (2007), and Harmer, last but not least (2007).

The reason of the researcher to evaluate the worthiness one of English textbooks used in some Junior High Schools in Indonesia. The textbook will be analyzed on this study is published by Ministry of Education and Culture entitled *"When English Ring's a Bell"* Eighth Grade to be used in teaching learning process. The aim of this study is to discover how far the English textbooks have met the criteria of good textbooks according Cunningswoth's criteria theory. Some criteria for textbook evaluation has their own strength and weaknesses. The textbook evaluation criteria proposed by Cunningsworth has complete and detail criteria, and it has elaboration of each aspect from the other expert in criteria.

B. Research Question

How is the evaluation of *English Ring's a Bell* Textbook based on Cunningsworth's theory?

C. Objective of the Research

Based on the research questions, the objective of thestudy is to analyze the evaluation *When English Ring's a Bell* Textbook based on Cunningsworth's theory published by the Ministry of Education and Culture in 2017.

D. Significant of the Research

1. The students

   The researcher hopes that the students know more about the materials taught in learning process or school.

2. The next researchers

   This research can become the useful information and reference for next researcher.

3. The teachers

   This research can be useful for the teacher as one of consideration in choosing textbook material.

E. Limitation of the Research

This research focused on *When English Ring's a Bell* Textbook, published by The Ministry of Education and Culture. It was going to concern on the standard of good EFL textbook based on EFL textbook evaluation criteria by Cunningsworth.

F. Previous Researches

The previous studies on textbook content analysis were the studies that had been done by the other researchers to evaluate the textbook:

1. A thesis written by Yudha Mamduh, student number is 123411106 (2016)[6] entitled *"Appropriateness of the English Language Curriculum with Textbook Content Based on Content Standards of*

[6]Yudha Mamduh (123411106), 'The Appropriateness of 2013 Curriculum English Text Book Content Based on Content Standard f BSNP (Student English Book for the First Semester of Grade X of Senior High School Published by Ministry of Education and Culture)', *Semarang: Education and Teacher Training Faculty, Walisongo State Islamic University* (*Undergraduate Thesis* Walisongo State Islamic University, 2016).

BSNP (Student English Books for the First Semester Class X High School Published by the Ministry of Education and Culture)". The source of data analysis in this study was the Student English Book for the First Semester Class X High School published by the Ministry of Education and Culture. This study used a qualitative approach and data collection used documentation. The purpose of this study was to analyze the suitability of textbook content from students' English books for the first semester of class X high school published by Education and Culture based on 2013 curriculum content standards.

The similarity of this study with my research are on the purpose of the research is to know the quality of books, data collection techniques and also research methods. The difference was in the research subject. This study used English book for the first semester of high school class X published by the Ministry of Education and Culture based on 2013 curriculum content standards and the researcher used an English textbook entitled *"When English Ring's a Bell"* for Eight Junior High School Published by the Ministry of Education and Culture in 2017.

2. A thesis written by Najmiatul Fauza, student number is 140203032, Student of Faculty of Education and Teacher Training Department of English Language Education Ar-Raniry Islamic University Darussalam Banda Aceh (2018)[7] entitled *Cultural*

[7]Najmiatul Fauza (140203032), 'Cultural Content Analysis of English Textbooks for Senior High School Entitled "Bahasa Inggris 2017 Revised Edition"'

Content Analysis of English Textbooks for Senior High School Entitled "Bahasa Inggris 2017 revised edition" (A Descriptive Qualitative Research). The sources of data analysis in this study were two English textbooks used by the tenth and eleventh grade students of senior high school entitled Bahasa Inggris 2017 revised edition. The first book was entitled *Bahasa Inggris 2017 Revised edition* for tenth grade written by Utami Widiati, Zuliati Rohmah and Furaidah, and the second textbook was *Bahasa Inggris 2017 Revise*d edition for eleventh grade written by Mahrukh Bashir. This study used descriptive qualitative research. The purpose of this study was to investigate the cultural content of the two English textbooks used by the tenth and eleventh grade students of senior high school entitled *Bahasa Inggris 2017 revised edition* based on the frameworks from Cortazzi and Jin (1999) and Adaskou, Britten and Fahsi (1990).

The similarity of this study with my research is used textbook as a subject research and research method. The difference is a research subject. This study used *Bahasa Inggris 2017 Revised edition*, but my research used *When English Rings a Bell* textbook. Second difference was the researcher focused on recognizing the quality of books, but this study focused on investigating the cultural content.

(*Undergraduate Thesis* Ar- Raniry State Islamic University Darussalam- Banda Aceh, 2018).

3. A thesis written by Muniroh, student number is 133411062 (2018)[8] entitled *A Content Analysis of the English Textbook Entitled "When English Rings a Bell" for Grade VII of Junior High School Published by Ministry of Education and Culture of Indonesia in the Year of 2016.* The source of data analysis in this study is the English textbook "When English Rings a Bell" for Grade VII of Junior High School Published by Ministry of Education and Culture of Indonesia in the Year of 2016. This study used a descriptive qualitative and data collection used documentation. The purpose of this study was to explain the appropriateness of the materials in the English textbook entitled "When English Rings a Bell" for grade VII Junior High School in terms of content, presentation, linguistic, and graphics determined by BSNP.

   The similarity of this study with my research is used English textbook *"When English Rings a Bell"*as a subject research, but different grade and year published. Another different is my research used Cunningsworth's criteria theory, but this research used BSNP criteria.

4. A research journal written by Fasih Ahmed and Marie Francoise Narcy-Combes(2011)[9] entitled "An Analysis of Textbooks from a

[8] Muniroh, 'A Content Analysis of the English Textbook Entitled " When English Rings a Bell" for Grade VII of Junior High School Published by Ministry of Education and Culture of Indonesia in the Year of 2016' (WALISONGO STATE ISLAMIC UNIVERSITY, 2018).

[9] Fasih Ahmed and Marie Françoise Narcy-combes, 'An Analysis of Textbooks from a Cultural Point of View Accessed on 19 October 2019', *TESOL Journal*, 5.December (2011), 21–37 <http://www.tesol-journal.com>.

Cultural Point of View". The purpose of this study is to investigated about the cultural gap that exists between the foreign textbook authors and the ESL learners in Pakistan. The following are the textbooks which have been analyzed: English Alive by John Seely (Seely, 2002) (2008 ed.), New Oxford Modern English by Nicholas Horsburgh (Horsburgh, 2001) (ed.2009), Oxford Progressive English by Rachel Redford (Redford, 2005) (2009 ed.). This research at the school level 7th and 8th grade students.

The similarity between this study and my research study is objective of the study. This study and my research use textbook as object study. The differences are on sources of data analysis and data collecting technique. My study used textbook, but this study use three textbook. Data collecting technique of my study is documentation and this study used questionnaire. Another difference is this study focused on cultural point of view and my study focused on content analysis by Cunningsworth.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this sub-chapter presented the review of some theories about textbook, the role of textbook, textbook evaluation, and criteria of textbook evaluation.

A. Textbook

According to Richards, teaching materials were key components in most language programs[1]. This teaching material consisted of two things, namely course book and textbook. Course book was subject matter that was taught in schools and was designed based on certain groups of educator participants. While textbook was subject matter in certain contexts and important sources in the teaching and learning process. In addition, it could provide opportunities for students to explore the knowledge and practice of their language competencies.

Textbooks were one of many learning materials that helped in teaching English to achieve learning goals. As a source of language learning instructional material includes four skills (listening, speaking, reading, and writing) and three components (vocabulary, pronunciation, and grammar). Richards classified the type of material into:

a. Printed material such as textbooks, workbooks, or worksheets.

[1] Jack C. Richards, 'Curriculum Development in Language Teaching', in *Curriculum Development in Language Teaching*, 2001, p. 251 <https://doi.org/10.1017/cbo9780511667220>.

b. Non-printing materials such as tapes or audio, video or computer-based materials.
c. Materials consisted of printed and non-printed sources such as independent access to material and material on the internet.[2]

Richards and Renandya also outline a number of roles and characteristics of effective language teaching materials as follows:

(1) Language is functional and must be contextualized, (2) Language development requires learner engagement in purposeful use of language, (3) The language used should be realistic and authentic, (4) Classroom materials will usually seek to include an audiovisual component, (5) Learners need to develop the ability to deal with written as well as spoken genres, (6) Effective teaching materials foster learner autonomy, (7) Materials need to be flexible enough to carter to individual and contextual differences, and (8) Learning needs to engage learners both affectively and cognitively.[3]

English teachers usually relied on textbooks for class activities. Some textbooks were accompanied by audio and some are not. But usually only teachers could have the audio, while students do not have it.

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[2] Richards.

[3] Jack C Rchards and Renandya Willy A, *Methodology of Language Teaching Accessed on 19 October 2019* (Newyork: Cambridge University Press., 2002) <http://www.ghbook.ir/index.php?name=های رسانه و فرهنگ نوین&option=com_dbook&task=readonline&book_id=13650&page=73&chkhashk=ED9C9491B4&Itemid=218&lang=fa&tmpl=component>.A.

B. The Role of Textbooks

Textbooks had an important role in learning activities. According to Cunningsworth summarizes the role of materials, especially of course books in language teaching as:

a. Resources for presentation material (oral and written).
b. Sources of activities for student practice and communicative interaction.
c. Reference resources for students about grammar, vocabulary, pronunciation, and so on.
d. Stimulation sources and ideas for class activities.
e. The syllabus that reflected the existing learning goals is determined.
f. Support for less experienced teachers who had not benefited from trust.

It is also supported by Abdel Wahab, who stated that textbooks play a prominent role in the teaching / learning process, as they were the primary agents of conveying knowledge to learners.[4]

C. Evaluation of Textbooks

According to Hutchinson and Waters (1987), "Evaluation was a matter of assessing fitness from something for a particular purpose". In

[4] Montasser M Abdelwahab, 'Developing An English Language Textbook Evaluation Checklist Accesed on Thursday 9 May 2019', *IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320–7388,p-ISSN: 2320–737X*, 1.3 (2013), 55–70 <https://doi.org/10.19030/cier.v4i6.4383>.

ducation, the term “evaluation” was used in the context of curriculum, programs, interventions, teaching methods and organizational factors.[5]

Cunningsworth (1995) and Ellis (1997) had suggested that there were three types of material evaluation. They argued that the most common form might be 'predictions' or 'pre-use' evaluations designed to examine the future or potential performance of textbooks. Another type of textbook evaluation was 'used' evaluations designed to examine material currently being used and 'retrospective' or 'post-use' (reflective) evaluations of textbooks that had been used in their respective institutions.[6]

In this study, researcher was going to use "in-use" evaluation for examining or evaluating English textbooks entitled "*When English Ring's a Bell 2017*".

D. Criteria of Textbooks

In evaluating a textbook, it was necessary to understand several criterias for a good textbook. These criteria were very petrified evaluators in making textbook evaluation instruments that was going to be used to assess the aspects evaluated.

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[5]Syed Kazim Shah and Humail Sultan Gul Fatima, ‘Textbook Analysis and Evaluation of 7th & 8th Grade in Pakistani Context Accessed on Tuesday 23 October 2018’, *International Journal of English Language Teaching*, 3.4 (2015), 79–97 <www.eajournals.org>.

[6] David R. A. Litz, ‘Textbook Evaluation and ELT Management: A South Korean Case Study Accesed on Tuesday 23 October 2018’, *Asian EFL Journal*, 48 (2005), 1–53 <www.asian-efl-journal.com/Litz_thesis.pdf>.

Garinger (as quoted in Abdel Wahab: 2013) stated that there were three areas of content that had to be addressed when evaluating a textbook were: the purpose of teaching, the depth and breadth of the material, and whether or not the textbook needed to be added. He explained that this was consistent with the evaluation criteria suggested by Cunningsworth which was considered to be one of the most important works in the EFL / ESL textbook evaluation.

Cunningsworth proposed eight criteria in evaluating textbooks. The suggested criteria include: 1) Aims and approaches, 2) Design and organization, 3) Language content, 4) Skills, 5) Topics, 6) Methodology, 7) Teacher's Books, and 8) Practical Considerations. There were forty-four detailed criteria in the checklist for quick reference to evaluation textbooks.

a. Criteria for aims and approaches
    1) Did the aims of the course book correspond closely with the aims of the teaching program and the needs of the learners?
    2) Was the course book suited to the learning/teaching situation?
    3) How comprehensive was the course book? Did it cover most or all of what is needed? Was it a good resource for students and teachers?
    4) Was the course book flexible? Did it allow different teaching and learning styles?[7]

[7] Alan Cunningsworth, 'Choosing Your Coursebook', 1995, p. 11.

b. The criteria of design and organization

1) What components made up the total course package (e.g., students' books, teachers' books, workbooks, cassettes)?
2) How was the content organized (e.g., according to structures, functions, topics, skills, etc.)?
3) How was the content sequenced (e.g., based on the basis of complexity, learn ability, usefulness, etc.)?
4) Was the grading and progression are suitable for the learners? Did it allow them to complete the work needed to meet any external syllabus requirements?
5) Were there reference sections for grammar etc.? Was some of the material suitable for individual study?
6) Was it easy to find your way around the course book? Was the layout clear?[8]

c. The criteria of language content

1) Did the course book cover the grammar items appropriate to the each level and taking learners' need into account?
2) Did material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development and strategies for individual learning?

[8]Alan Cunningsworth.

3) Did the course book include material for pronunciation work? If so, what was covered: (individual sounds, word, sentence stress, intonation?
4) Did the course book deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage, and whether style and appropriate were dealt with?
5) Were style and appropriacy dealt with? If so, Was language style matched to social situation?[9]

d. The criteria of skill

1) Were four skills adequately covered, bearing in mind the lesson objectives and syllabus requirements?
2) Was there material for integrated skills work?
3) Were reading passages and associated activities suitable for the students' levels, interests, etc? Was there sufficient reading material?
4) Was the listening material well recorded, as authentic as possible, and accompanied by background information, questions, also activities which helped comprehension?

[9] Alan Cunningsworth.

5) Was material for spoken English (e.g.: dialogues, role-plays, etc.) well designed to equip learners for real-life interactions?
6) Were writing activities suitable in terms of amount of guidance, degree of accuracy, organization of longer pieces of writing and use of appropriate styles?[10]

e. The criteria of topic

1) Was there sufficient material of genuine interest to learners?
2) Was there enough variety and range of topic?
3) Would the topic help expand students' awareness and enrich their experiences?
4) Were the topics sophisticated enough in content, yet within the learners' language level?
5) Would the students be able to relate to the social and cultural contexts presented in the course book?
6) Were women portrayed and represent equally with men?
7) Were the other groups represented, with reference to ethnic origin, occupation, disability, etc?[11]

[10] Alan Cunningsworth.
[11] Alan Cunningsworth.

f. The criteria of methodology

1) What approaches to language learning were taken by the course book? Was it appropriate to the learning/teaching situation?
2) What level of active learner involvement could be expected and whether this matched the students' learning styles and expectations?
3) What techniques were used for presenting new language items and whether they were suitable for the learners?
4) How were the different skills taught? How were communicative abilities developed?
5) Did the material include any advice/ help to students on study skills and leaning strategies?
6) Were the students expected to take degree of responsibility for their own learning (e.g., by setting their own individual learning target)?[12]

g. The criteria of teacher's book

1) Was there adequate guidance for the teachers who would be using the course book and its supporting materials?
2) Were the teachers' books comprehensive and supportive?

[12] Alan Cunningsworth.

3) Did they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?
4) Did the writers set out and justify the basic premises and principles underlying the material?
5) Were keys to exercises given?[13]

h. The criteria of practical consideration

1) What the whole package cost and whether this represented good value for money?
2) Were the books strong and long lasting? Were they attractive in appearance?
3) Were they easy to obtain? Could further supplies be obtained at short notice?
4) Did any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player? If so, did you have the equipment available for use and it is reliable?[14]

Based on the description above, this study used EFL evaluation criteria from textbooks proposed by Cunningsworth (1995) in evaluating the criteria for textbooks "When English Ring a Bell".

[13] Alan Cunningsworth.
[14] Alan Cunningsworth.

E. Texbook Evaluation Stages

AbdelWahab stated that there are three basic methods for evaluating textbooks.

1. The first is called the impressionistic method and it involves analyzing a textbook on the basis of a general impression. The general impression would be gained by reading the blurb and the contents page and then skimming through the book to get a sense of organization, topics, layout and visuals. This method is not adequate in itself but could be combined with for example the second method.
2. The second method is called the checklist method. This method is systematic in the way that the criteria on the list are checked off in a certain order. It is also very easy to compare different materials and it is not very time-consuming compared to other methods.
3. The third method, the in-depth method, suggests a careful examination of representative features such as the design of one particular unit or exercise, or the treatment of particular language elements. An obvious disadvantage in this method is that the selected section might not be representative of the book as a whole. For the current study, the first and the second method were used.[15]

[15] Montasser M Abdelwahab.

Penny Ur said that outlines simpler stages by exemplifying two major stages on how to evaluate a textbook, which are deciding on criteria and applying criteria.[16] When deciding on criteria, an evaluator lists criteria for assessing language learning textbooks based on the mostly-recommended ones by theories on material evaluation. Then, an evaluator can add any further criteria they feel are significant. When applying criteria, an evaluator can take a locally-used textbook, examine it, and apply the criteria he has in his list while noting his ratings.

About ratings, there are two scales that can be used in the checklist instrument that is Likert scale and Guttman scale. Likert scale is a psychological measurement device that is used to gauge attitudes, values, and opinions. With Likert scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point to arrange the items of the instrument that can be a statement or question. According to Sugiyono, "Likert scale uses several degrees of agreement or disagreement, e.g.: strongly approve, approve undecided, disapprove, and strongly disapprove".[17]

Differ from Likert scale, scale of measurement with Guttman scale will get a firm answer, that is yes-no, right-wrong, ever-never, positive-negative, and others. So if on a Likert scale there are 1 to 5 intervals, from the word strongly agree to strongly disagree, then in Guttman

[16] Penny Ur, 'A Course in Language Teaching : Practice and Theory' (Cambridge: Cambridge University Press., 2009), p. 185.
[17] Prof. Dr. Sugioyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)* (ALFABETA, cv, 2010).

scale there are only 2 intervals that agree or disagree. According to Sugiyono, “Guttman scale can also be formed in the form of checklist. Positive answers like agree, true, ever and such are given a score 1; whereas for negative answers such as disagree, wrong, no, never, and such are given a score 0”.[18]

[18] Prof. Dr. Sugioyono.

CHAPTER III
RESEARCH METHODS

This chapter discusses the research method are used in this study. It covers the discussion of the Research Design, Source of Source, Instrument of The Study, Data Collection Technique, and Data Analysis.

A. Research Design

This research used descriptive qualitative. Bogdan and Biklen (2003) stated that descriptive is the characteristic of data in qualitative research because it was taken from documents, audio-video recordings, transcripts, words, pictures, etc.[1] Because this study was aimed to identify the textbook toward the criteria of Cunningsworth, this study categorized as a qualitative research design.

Moreover, according to Suryabrata descriptive research was used to perceive the fact and quality of a certain population systematically, factually, and accurately.[2] In this study was descriptive data than numerical and statistical data. Anderson defines a descriptive presentation of qualitative data as content analysis. Content analysis was also a method used in analyzing qualitative data. Content analysis was applicable to various studies including language studies, which concerned with analyses content of certain matter through classification,

[1] Reinildis Atjna Cyntia Rynanta and Suharmanto Ruslan, 'Content Analysis on the English Textbook Entitled English in Mind Starter (Student"s Book)" Accessed on Friday 25 January 2019' <http://jurnal-online.um.ac.id>.
[2] Sumadi Suryabrata, *Metodologi Penelitian* (Jakarta: Rajawali Pers, 2014).

tabulation, and evaluation.[3] Based on the above methods it could be concluded that this study used descriptive qualitative and this type of research was content analysis.

B. Source of the Data

The primary data source of this study was an English textbook "When English Ring a Bell for 8th grade junior high school" Published by The Ministry of Education and Culture 2017. The researcher involved textbooks as research objects because they wanted to adjust textbooks with the latest Indonesian curriculum. This was in line with the opinion Gay textbook were frequently analyzed to determine the define thing as readability level, and the existence of the bias in the material.[4] This book consisted of 8 chapters:

Chapter I. Good morning. How are You?

Chapter II. It's Me!

Chapter III. What Time Is It?

Chapter IV. This is My World

Chapter V. It's a beautiful day!

Chapter VI. We love what we do

Chapter VII. I'm Proud of Indonesia!

Chapter VIII. That's what friends are supposed to do

[3] Bruce Anderson, 'Pedagogical Rules and Their Relationship to Frequency in the Input: Observational and Empirical Data from L2 French', *Applied Linguistics*, 28.2 (2007), 286–308 <https://doi.org/10.1093/applin/amm015>.

[4] Lorraine R Gay, '*Educational Research (Competencies for Analysis and Application'*, Fourth Edi (Macmillan Pubishing Company, 1992), p. 236.

The data in this study was going to be collected by identifying the contents of the textbook and selecting four of the existing chapters randomly. The four chapters selected were going to be analyzed with the criteria proposed by Cunningsworth. They were Chapter I, Chapter IV, Chapter VI, and Chapter VIII. Next, the researcher collected data by reading, understanding, analyzing and collecting data from books and libraries.

C. Instrument of the Study

This research is categorized as content analysis research and the researcher uses *human instrument* as the primer instrument. The role of the researcher is as the main research instrument to collect the data. Based on Sugiyono, "Qualitative researcher as the human instrument, has a function to state the research focus, select informant as a data source, compile the data, judge the quality of the data, analyze the data, interpreting the data, and make a conclusion about his/her findings".[5]

D. Data Collection Method

One of the main aspects of research was the process of collecting data. In this process, one or more types of research methods were needed. According to Gay, there were some methods of collecting data

[5] Prof. Dr. Sugioyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)* (ALFABETA, cv, 2010).

namely tests, questionnaires, interviews, observation and documentation.[6]

In collecting data, the researcher chose to use the documentation method. These are the steps incollecting the data, as follows:

1. Find material that is "*When English Ring's a Bell* for 8th grade junior high school" textbook published by The Ministry of Education and Culture.
2. Choosing samples by randomly. The samples chosen were Chapter I, Chapter IV, Chapter VI, and Chapter VIII.
3. Collect data from selected samples, namely Chapter I, Chapter IV, Chapter VI, and Chapter VIII.

E. Data analysis Technique

After collecting data, researcher needed data verification. The researcher rechecked the data by reading the book repeatedly to get data and periodically analyze.

After collecting the data, next step was analyzing the data. In analyzing the data there were four major steps:

1. Analyzing the data by reading intensively the sample from the textbook.
2. Comparing the data with the criteria evaluation stated by Cunningsworth and the syllabus framework.

[6] Lorraine R Gay. 1992. *Educational Research (Competences for Analysis and Application).* Fourth Edition: Macmillan Publishing Company, P. 20.

3. Interpreting the result of the analysis in the form of percentage based on the level of suitability.

$$\text{Level of suitability} = \frac{\text{number of the criteria fulfilled}}{\text{total number of EFL evaluation criteria}} \times 100\%$$

4. Then, comparing with the other theory about textbook evaluation and drawing the conclusion.

CHAPTER IV
FINDINGS AND DICUSSION

This chapter presents the research findings of the study refers to the proposed of research problems. The findings related to the contents analysis of the textbook for Eighth Junior High School "When English Ring's a Bell" Published by Ministry of Education and Culture of Indonesia. In the other hand, this chapter explains the relevance of English students' book *"When English Ring's a Bell"* based on EFL textbook criteria by Allan Cunningsworth.

A. FINDINGS

1. The Relevance of Textbook for Eighth Junior High *School "When English Ring's a Bell"* Published by Ministry of Education and Culture of Indonesia:

a. Aims and Approaches

There are four criteria in this aspect. The first criterion is investigating whether the aims of the textbook correspond closely with the aims of the teaching program and the learners' need is fulfilled or not. It is fulfilled by this textbook. It is shown in the table 4.1.

Table 4.1. The Comparison between the Learning Objective Stated in Chapter 1 of The Textbook and Learning Objective based on the Syllabus

Chapter	Learning Objective Stated in the Textbook	Official Learning Objective (Syllabus)
1 **It's English Time!**	*1. Mengidentifikasi fungsi sosial, struktur teks,dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya.*	*3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya.*

	2. Merespon teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya.	*4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.*

The comparison between the learning objective stated in the textbook and the learning objective in the syllabus are closely related. For example: learning objective stated on the textbook 1 corresponds to learning objective in syllabus 3.1. The students are expected to be able to get other people's attention. See Picture 4.1.

Picture 4.1 The Example of Activity in Chapter I

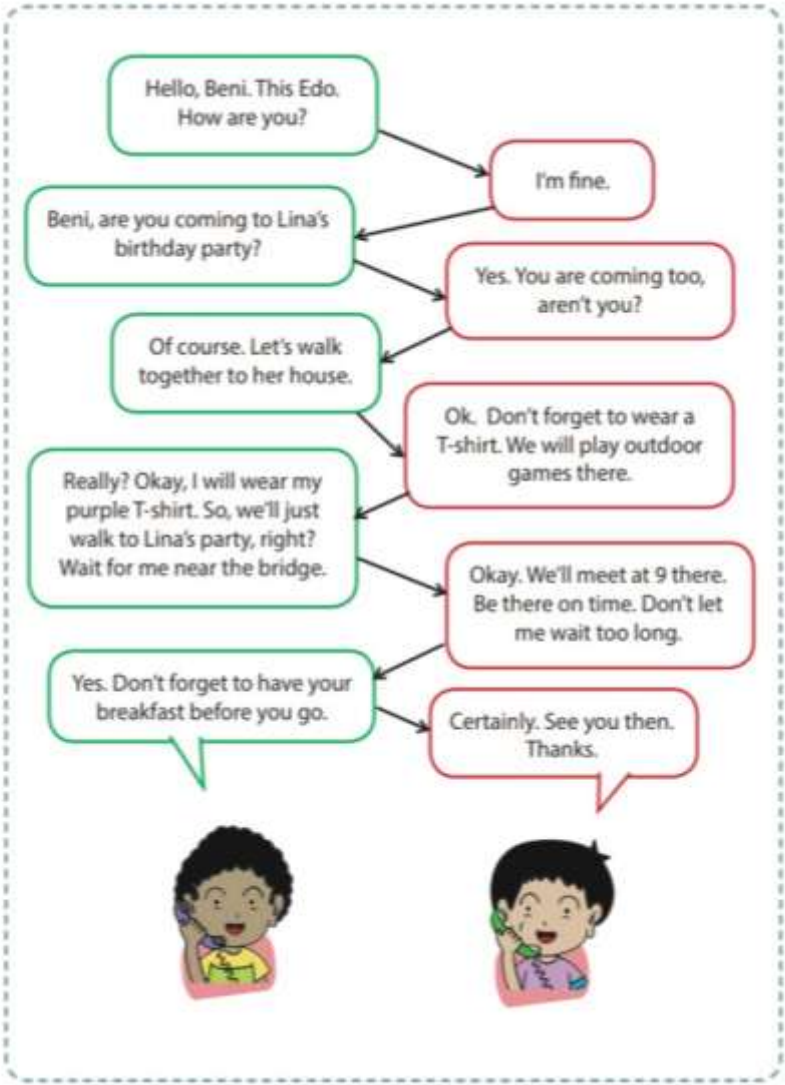
In this section, the students can analyze and practice how to get attention and respond to it, according to what is agreed or exemplified by the teacher.

Table 4.2 The Comparison between the Learning Objective Stated in Chapter IV of
The Textbook and Learning Objective based on the Syllabus

Chapter	Learning Objective Stated in the Textbook	Official Learning Objective (Syllabus)
Chapter IV (Come to My Birthday, Please!)	*1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya.*	*3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya.*
	2. Menyusun teks dalam tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan	*4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan*

	fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	*tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.*

In **Chapter IV,** one of the activities that describe the relevance between learning objectives stated in the textbook with the learning objectives in the syllabus, see Picture 4.2. It shows that the learning objective 4.4 in official syllabus corresponds with the learning objective 2 in the textbook. In this section, the students can observe and identify to invite someone to do something. Moreover, the activity can facilitate the students to work in pair and automatically they can show the responsibility and teamwork.



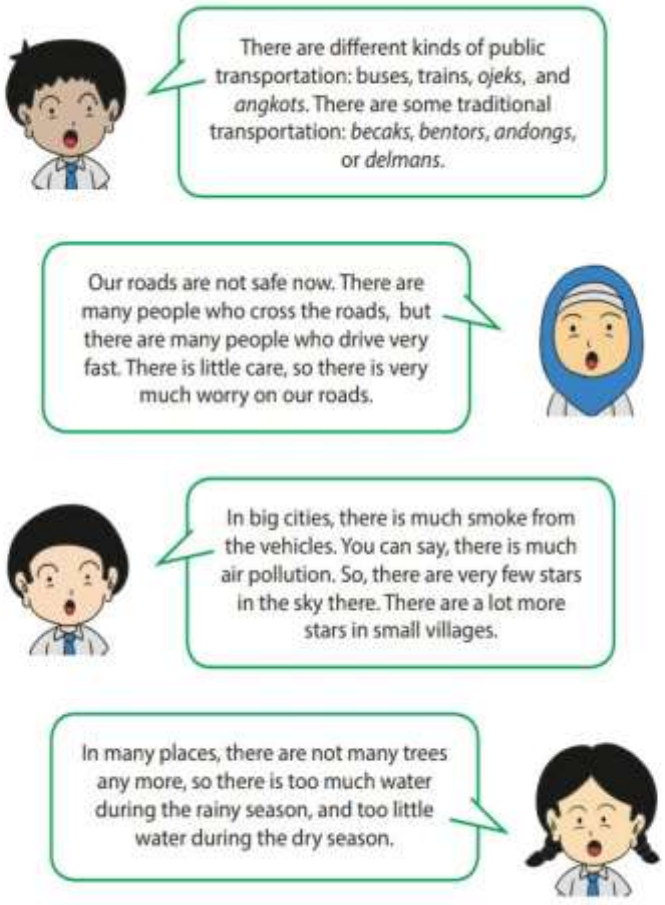
Picture 4.2 The Example of Activity in Chapter VI

Table 4.3 The Comparison between the Learning Objective Stated in Chapter VI of
The Textbook and Learning Objective based on the Syllabus

Chapter	Learning Objective Stated in the Textbook	Official Learning Objective (Syllabus)
Chapter VI (Our Busy Roads)	*1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks dalam memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are).*	*3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are).*
	2. Menyusun teks dalam memberi dan meminta informasi terkait keberadaan orang, benda,	*4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana*

	binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	*yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.*

For example learning objective 2 related to learning objective in syllabus 4.6 in which the students are able to distinguish *there is/are*. See Picture 4.3.



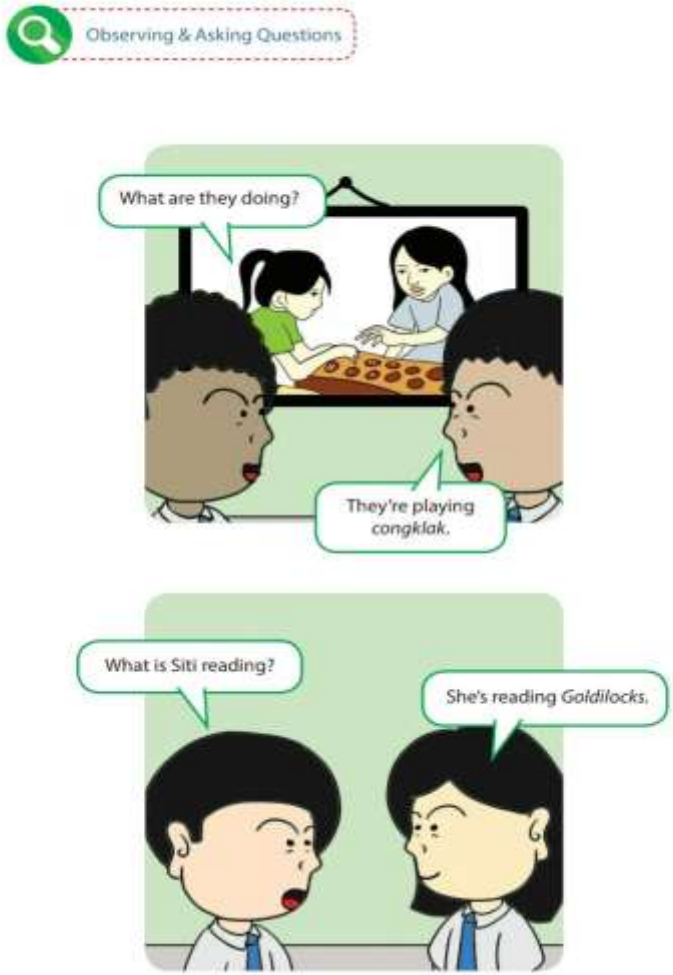
Picture 4.3 The Example of Activity in Chapter VI

Table 4.4 The Comparison between the Learning Objective Stated in Chapter VI of The Textbook and Learning Objective based on the Syllabus

Chapter	Learning Objective Stated in the Textbook	Official Learning Objective (Syllabus)
Chapter VIII (What are You Doing?)	*1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks dalam memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)*	*3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)*
	2. Menyusun teks dalam memberi dan meminta informasi terkait	*4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana*

	keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	*yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks*

In **chapter VIII**, the learning objective stated is related with the learning objective in the syllabus. It shows that the learning objective 4.8 in official syllabus corresponds with the learning objective 2 in the textbook. See Picture 4.4



Picture 4.4 The Example of Activity in Chapter VIII

The second criterion is about whether the textbook is suited to the learning / teaching situation is fulfilled or not. This criterion is fulfilled. In

term of teaching learning situation, it is suitable with the status and role of the English as the Foreign Language in Indonesia. In teachers' perspective, the textbook include the role of teacher in this educational system. In the learners' perspective is match of to the students' age, level and expectation. Yet, the teacher should so be creative in inviting the students to do activity so that the teacher can act as the facilitator in the implementation of 2013 Curriculum.

The third criterion is about the comprehensible of the textbook. Whether the textbook covers most of what is needed and whether it is a good resource for students and teachers is fulfilled or not. From the activity and the comparison between the learning objective in the syllabus, the textbook is categorized as comprehensible and covers what the students should be achieved. The textbook provide skill works as the requirement in the basic competence and basic material as the requirement in the syllabus.

The last criterion is to investigate whether the textbook is flexible and allow different teaching and learning style is fulfilled or not. It is fulfilled. Based on the syllabus the learning activities are observing & asking question, collecting information, and communication. This might give the chance for teacher to direct the students in doing some interesting activity and students can gather the information from many sources. There are some activities in the textbook can lead to different teaching and learning style.

b. Design and Organization

There are six criterias in term of design and organization. The first criterion explained whether the textbook has the total course package (e.g., students' books, teachers' books, workbooks, cassettes) is fulfilled or not.

The textbook can be categorized to relevant course package, although it is not complete, because there are no workbook and cassettes. In other hand, the teachers' books follow the students' book.

The next content criteria is to identify whether the textbook organized based on (e.g., according to structure, functions, topics, skills, etc.) fulfilled or not. Criteria fulfilled because of the textbook organized based on topics relevant to the topics mentioned in the syllabus.

The third criterion was used to observe whether the content is sequenced is fulfilled or not. This criteria is fulfilled. Content was sequenced based on complexity as explained bellow:

Chapter I (It's English Time!) consists of: a) *Warmer*, introduce themselves. b) *Vocabulary* builder is an activity to fill the vocabulary that has been provided the Indonesian words and the part of speech. c) *Pronunciation practice* provides listening and practicing to pronounce the vocabulary in this chapter. d) *Reading* section, the students can get more information and share what they have got from the text. e) *Writing* activity in this chapter gives the opportunity to write what they have learned. f) Reflection is the part that the students can do self assessment what they have learn and their understanding.

Chapter IV (Come to My Birthday, Please!) consists of five subtopics: a) *Listening* section, conversation between Beni and Edo in page 49. b) *Pronounciation Practice* provides the vocabulary with the transcription and punctuation correctly. c) *Reading* section, understand the examples carefully and analysis. d) *Speaking* section, spell the words and use

punctuation marks. e) Reflection is the part that the students can do selfassessment what they have learn and their understanding.

Chapter VI (Our Busy Roads) consists of: a) *Warmer,* The teacher divides students into groups and divides each student into a role character. b) *Grammar Review* focuses on forming *there is/are*. c) *Writing* section, make a list of the things/people into *there is/are* form. d) *Reading* section, discuss to identify the examples. e) *Speaking* activity, sing a song "Heal The World". f) Reflection is the part that the students can do selfassessment what they have learn and their understanding.

Chapter VIII (What are You Doing?) consists of: a) *Warmer*, The teacher divides the students into groups. b) *Writing* section, make a list of activities that the people around are doing. c) *Speaking* section, the students presenting orally about activities. d) Reflection is the part that the students can do selfassessment what they have learn and their understanding.

The criterion of content sequence is fulfilled for the arrangement from the *Warmer* to build up and invite the students' interest and prior knowledge about the topic and it is also in line with the learning activity in the syllabus.

The fourth criterion is to investigate whether the textbook has the grading and progression is suitable for the learners also whether it allows them to complete the work needed to meet any external syllabus requirement or not. The grading and progression is suitable based on the student ability. But the grading doesn't stated clearly. The criterion of complete any external syllabus is fulfilled for the different activity.

The next criteria is to know whether the textbook allow students in individual learning or not. This criteria is fulfilled by the textbook, it is in

line with the core competence 4 in which the students can processing, presenting, and reasoning in concrete domain that they have learned individually in a good manner.

The last criterion is to identify whether the textbook is easy to be found and readable and whether the layout is clear or not. This criterion is fulfilled because the content of textbook is written in font style Times New Roman. Moreover, the criteria of clear layout is also fulfilled. The cover of the textbook shows the world and some people with different skin colors, which indicates there are various ethnic groups in the world.

c. Language Content

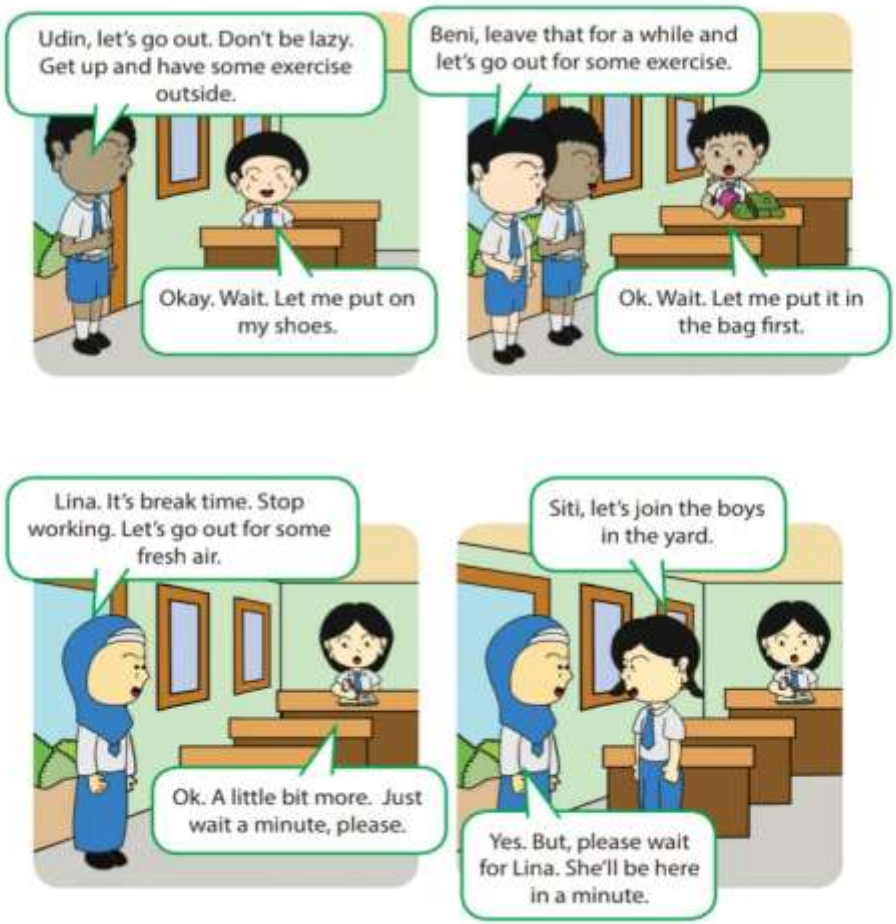
To identify the language content of the textbook there are five criteria. The first criterion is to identify whether the textbook covers the grammar items appropriate to the each level and take learners' need is fulfilled or not. This criterion is fulfilled with the representation of grammar that points to the example not the rule of grammar itself.

Chapter I the grammar items is about of simple present tense. It relates to the basic competence 3.1 toward the language features in get attention, show appreciation to others. See Picture 4.5.

Picture 4.5 The Example of Grammar Items in Chapter I

The grammar items here guide the students in understanding and comprehending the *Tenses* that mostly used in this Chapter 1. This chapter focus on expression; *Excuse me, It is clear?, Great*, and *I think so*.

The focus of grammar in chapter IV is about expression; *Let's..., Can you..., Would you like..., May I, please*?. Then singular and plural with and without *a, the, this, those, my, their*. See Picture 4.6.



Picture 4.6 The Example of Activity in Chapter I

In chapter VI, the grammar item is about expression; *there is/are* and indeterminate number words; *little, few, some, many, much, a lot (of)*. See Picture 4.3.

Chapter VIII is about *present continuous tense*; declarative and interrogative sentences, adverbial; *now*, and singular and plural with and without *a, the, this, those, my, their*. See Picture 4.7

No	Questions	Answers
1.	What is Rina doing?	She's returning a book to the library.
2.	Who are Roni and Rudi waiting?	They are waiting for us.
3.	What is Rini doing?	She's finishing the math homework.
4.	Where are they studying?	They are studying in the library.
5.	What is he doing?	He's having his lunch in the canteen.
6.	What are the teachers doing?	They're having a meeting in the teacher room.
7.	What is Sinta doing?	She's meeting the principal.
8.	What are they talking about?	They are talking about the football match.
9.	What is Gani doing?	He is buying something in the school co-op.
10.	What are you doing there?	We're practicing English.

Picture 4.7 The Example of Activity in Chapter VIII

The next criterion was to identify whether the material for vocabulary teaching is adequate in terms of quantity and range of vocabulary emphasis

placed on vocabulary development or not is fulfilled. The Vocabulary Builder and The Vocabulary Exercise here gives occasion for students to study again the vocabulary. Hence, the existence of the vocabulary is very essential as the language features as well as noted in the syllabus. But in this textbook, especially chapters I, IV, VII, and VII there is no The Vocabulary Builder and The Vocabulary Exercise. So, it is not fulfilled.

The next criterion is to identify whether the textbook includes material for pronunciation work and if so, what is covered: (individual sounds, word stress, sentence stress, intonation, and so on) or not. This criteria is fulfilled by the existence of pronunciation is in *Pronunciation Practice* with the transcription. Yet, it is not fully fulfilled by the textbook as the syllabus requirement because there is no example of the sentence stress and intonation. So that, the teacher should give the example of it orally or by the media.

The criteria the textbook dealt with the learner's discourse competence is fulfilled so that the students can associate and explore the material as noted in the learning activity through syllabus. The textbook can take a part as the students both in conversation, extended reading and identify the reading passage in junior level. The students are demanded to practice more in the activity based on the textbook as the stated learning objective and the learning activity in the syllabus.

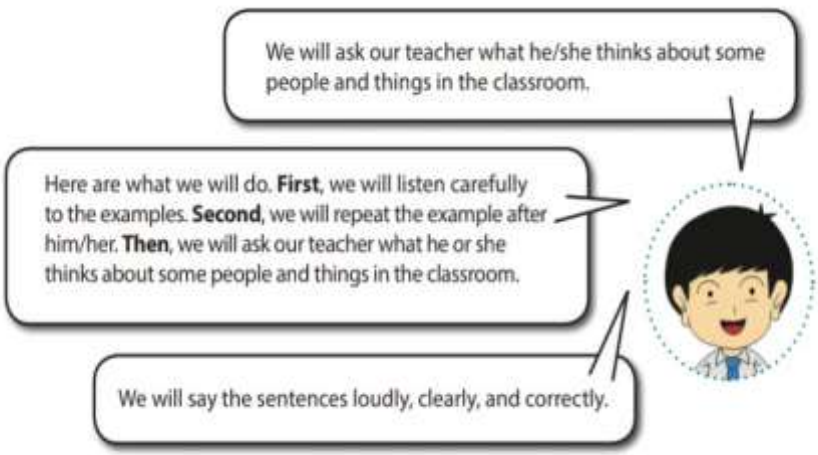
The last criterion about the style and appropriacy of the textbook dealt with social situation is not fulfilled. The textbook does not explain more about formal and informal expression. Whereas, the students need it to know the different expression for each situation.

d. Skills

There are six criteria in term of skill. In **Chapter I,** the first criterion relevance of skills aspect toward textbook are covered, bearing in mind the lesson objectives and syllabus requirements. There are some relevancies between the lesson objective in the textbook and the syllabus.

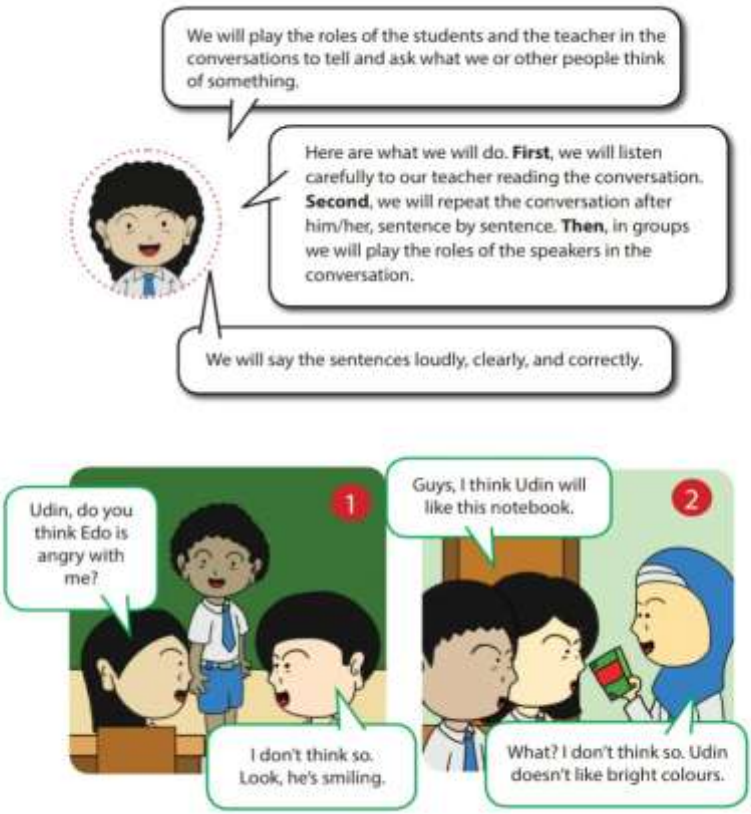
In the term of reading section, the material for integrated skills work in reading section and criterion is reading passages and associated activities are suitable for the students' levels and interests is also fulfilled. It is fulfilled the criterion whether reading material is sufficient or not, because the reading passage show the real example in the daily life.

In the term listening skill, the criterion was to investigate whether listening material is not fulfilled. The listening is based on teacher's reading. It is not in line with the basic competence 3.1 in analyzing the topic. See Picture 4.8:



Picture 4.8 The Example of Activity in Chapter I

In the speaking skill, the criterion was to investigate whether the material is accompanied by questions and activities which help comprehension is fulfilled. Hence, the students can do the instruction well. The instruction is very clear and understandable. See Picture 4.9.

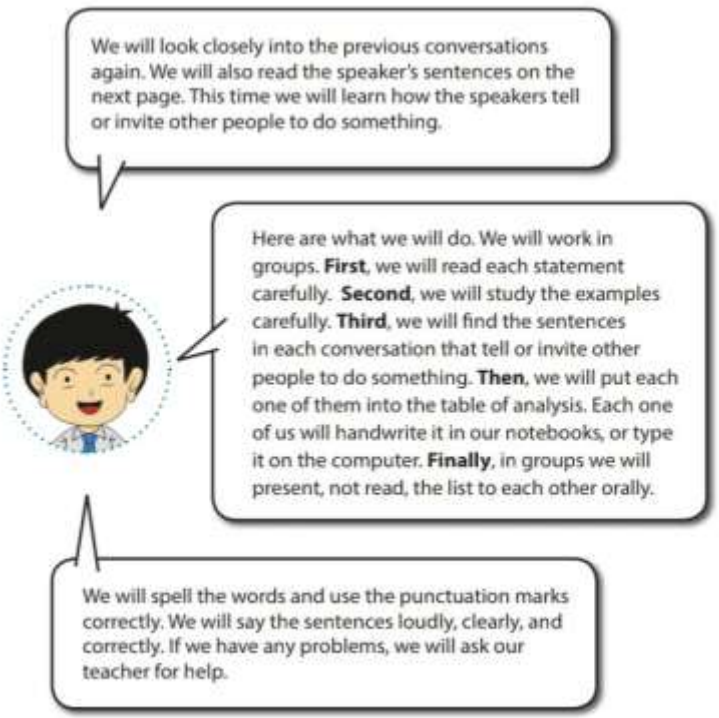


Picture 4.9 The Example of Activity in Chapter I

In the writing skill is not fulfilled. But at the end of chapter I, there is a reflection activity that is writing about the learning process.

In **chapter IV**, the criterion relevance of skills aspect toward textbook are covered, bearing in mind the lesson objectives and syllabus requirements as well as noted in Table 4.2. There are also relevancies between the lesson objective in the textbook and the syllabus.

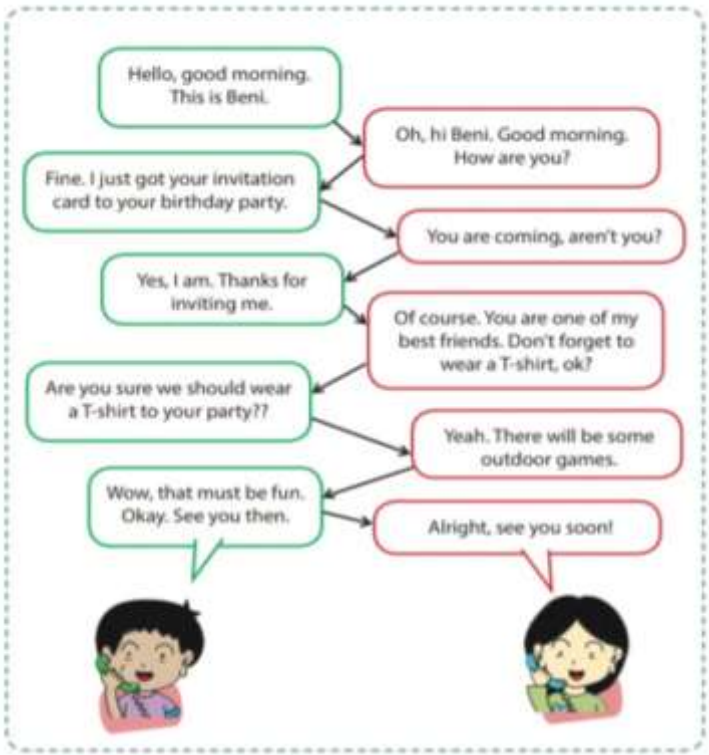
In the reading section, the material for skills work in reading section and criterion is reading passages and associated activitiesare suitable for the students' levels and interests is also fulfilled. This is relevant with basic competence and this activity related to the students daily. See Picture 4.10



Picture 4.10 The Example of Activity in Chapter IV

In the term listening skill, the criterion of the listening material is not fulfilled.

In the speaking skill, the criterion was to investigate whether the material is accompanied by questions and activities which help comprehension is fulfilled. It corresponds to syllabus, which stated that the activity is identifying social functions, text structure, and linguistic elements. As well as the basic competence 1 as stated in the Table 4.2. See Picture 4.11



Picture 4.11 The Example of Activity in Chapter IV

In the writing skill is fulfilled. It is suitable in terms of amount of guidance use of appropriate styles and organization of longer pieces of writing. The writing activity is set up as real life. It is shown in the Picture 4.12

Beni:		May	I	wash my hands,	Ma'am?
Udin:	Please		excuse	me. I will return this dictionary to the library.	
Siti:					
Edo:					

Siti:					
Edo:					
Udin:	Edo,	may	I	wipe my hands with this cloth?	
Siti:					

Lina:					
Udin:					
Siti:					
Udin:					
Beni:					

Picture 4.12 The Example of Activity in Chapter IV

In **Chapter VI**, the criterion relevance of skills aspect toward textbook are covered, bearing in mind the lesson objectives and syllabus requirements

as well as noted in Table 4.3. There are relevancies between the lesson objective in the textbook and the syllabus.

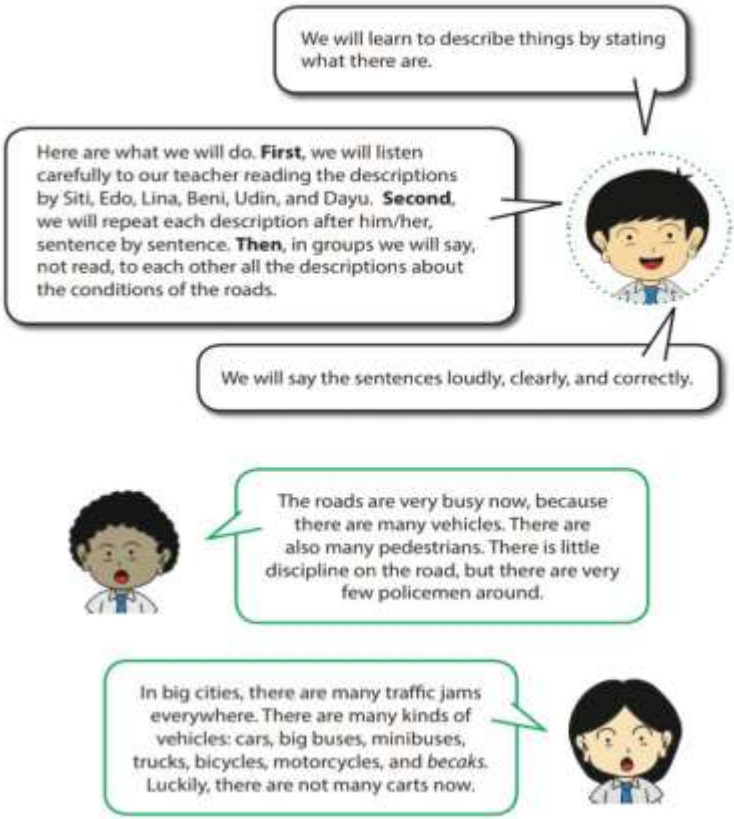
In the reading section, in investigating the criterion there is material for integrated skills work in reading section and criterion is reading passages and associated activities are suitable for the students' levels and interests is also fulfilled. Moreover, in term of the material, reading material is sufficient, because it shows an interesting example for students by using a song. See Picture 4.13.

Picture 4.13 The Example of Activity in Chapter VI

In the term listening skill is fulfilled. The criterion was to investigate whether listening material is well recorded as authentic as possible. This material in listening skills is very interesting for students because it uses a song media. See Picture 4.14.

Picture 4.14 The Example of Activity in Chapter VI

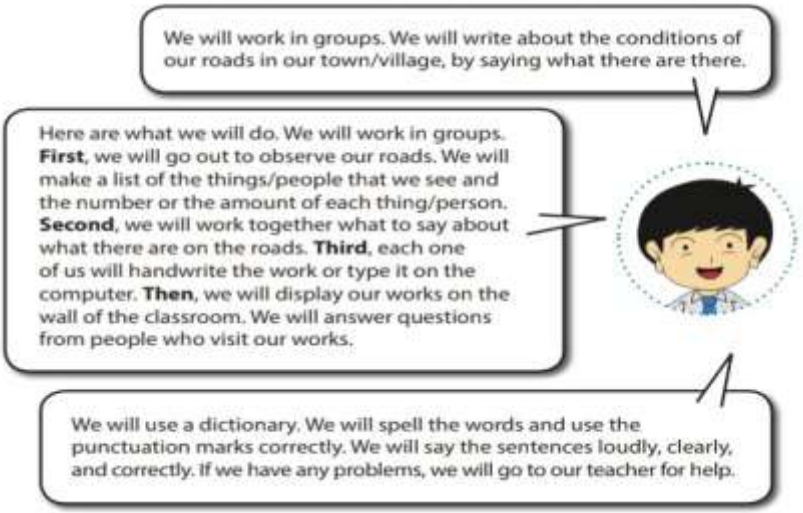
In the speaking skill, the criterion was to investigate whether the material is accompanied by activities which help comprehension is fulfilled. See Picture 4.15.



Picture 4.15 The Example of Activity in Chapter VI

This activity is about describing things by stating what there are. It is in line with the basic competence 1. In this activity, students can explore the things / people around and express them using there is / are.

The writing activities are suitable in terms of amount of guidance use of appropriate styles and organization writing. The students conduct observations outside the room and make a list of things / people they see. Then write about what they see using there are and show it to other students / groups, and answer questions. See Picture 4.16.



Picture 4.16 The Example of Activity in Chapter VI

In **Chapter VIII**, the criterion relevance of skills aspect toward textbook are covered, bearing in mind the lesson objectives and syllabus requirements as well as noted in Table 4.4. There are relevancies between the lesson objective in the textbook and the syllabus.

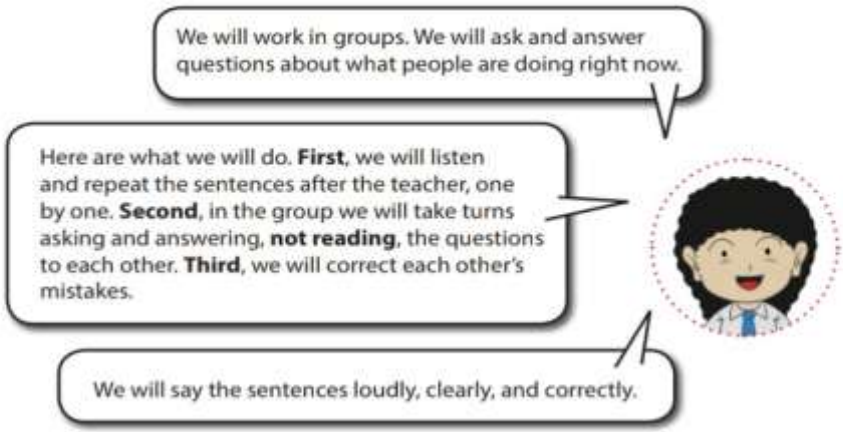
In the reading section is not fulfilled. The listening is based on teacher's reading. The listening is about the pronunciation of new vocabulary.

The listening skill, the criterion was to investigate whether listening material is well recorded as authentic as possible by background

information, questions and activities which help comprehension is fulfilled. See Picture 4.17.

Picture 4.17 The Example of Activity in Chapter VIII

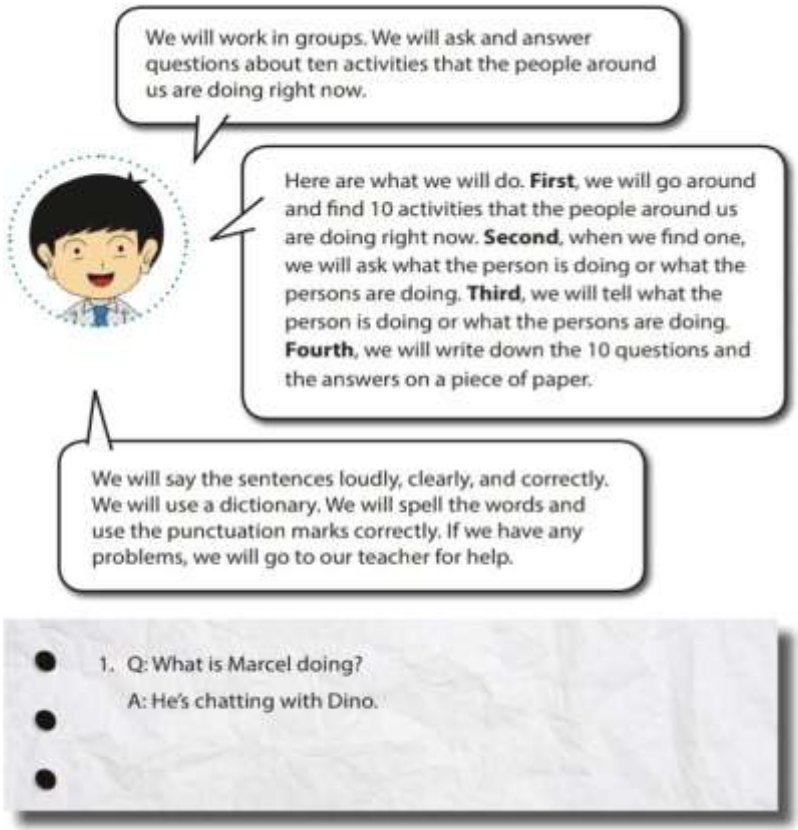
In the speaking skill, the criterion was to investigate whether the material is accompanied by activities which help comprehension is fulfilled. See Picture 4.18.



Picture 4.18 The Example of Activity in Chapter VIII

This activity builds students to ask and answer question about what people are doing.

The writing activities are suitable in terms of amount of guidance use of appropriate styles and organization of longer pieces of writing. The writing activity is set up as real life, students observe around them and find what activities people are doing. Then make a question of what they see, along with the answer. This is suitable with the basic competence 1 and 2 in the table 4.4. See Picture 4.19



Picture 4.19 The Example of Activity in Chapter VIII

e. Topic

In term of investigating the topic, seven criteria should be completed. The first criterion is to observe whether there is sufficient material of genuine interest to learner fulfilled or not. This criterion is fulfilled. There are some sufficient materials of genuine interest to learners as stated in

Chapter IV about enthusiastic coming in at Lina's birthday party invitation. See Picture 4.2.

The second criterion is to know whether there is enough variety and range of topic is fulfilled or not. There is enough variety and range of topic. The various topics can influence the students' interest in learning. There are eight chapters in the textbook with the various topic, some of them are to get attention, invitation, and ask permission. The students are expected to be more active and attracted with the topic.

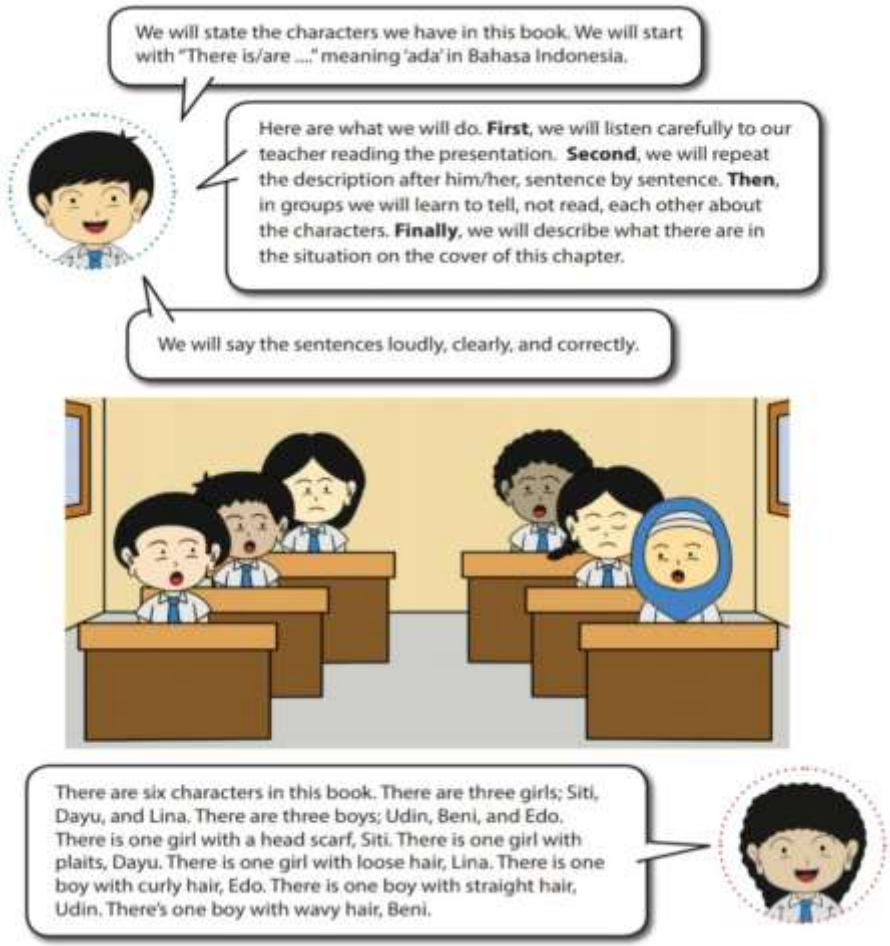
The third criterion is to observe whether the topics will help expand awareness and enrich their experience. This textbook covers the information about how to get attention and ask permission, the activities of their friends in the school environment, what people do around them.

The fourth criterion is to examine whether the topic sophisticated enough content, yet within the learners' language level. This criterion is fulfilled as well as in Chapter IV, which give the example of birthday party invitation by telephone. See Picture 4.11. Nowadays, it is commonly to use technology in daily.

The fifth criterion is the students are able to relate the social and cultural contexts presented in the course book. This textbook is design based for the Indonesian students, so the social and cultural context should explore about social life and culture in Indonesia that close to the students. See Picture 4.3. It shows some of traditional transportations in Indonesia.

The sixth criterion is to investigate whether women are portrayed and represented equally with men is fulfilled or not. This criteria is fulfilled in which the men and women are represented equally.

The last criterion is to know whether the other groups presented, with reference to ethnic origin, occupation, disability is fulfilled or not. It is shown in the chapter VI. See Picture 4.20. It has shown the different ethnic origin and skin color. But they still coexist and equal without differentiating.



Picture 4.20 The Example of Activity in Chapter VI

f. Methodology

There are seven criteria in term of methodology. The First criterion is to know whether the textbook has appropriate approach to the learning/teaching situation is fulfilled or not. This criterion is fulfilled as well as the textbook is started from the activity that can build their interest in learning by connecting life around them into the material.

The second criterion is to investigate level of active learner involvement matched with the students' learning style and expectation is fulfilled or not. This criterion is fulfilled, as figure in some activity such as in Picture 4.21 and ask for permission.

The boys and the girls are busy cleaning up the classroom. Udin is sweeping the floor. Siti is mopping the floor. Lina is cleaning the whiteboard. Edo is putting the books back into the shelf. And, Dayu is taking the rubbish to the rubbish bin outside.

Picture 4.21

The third criterion was to know whether the textbook develops communicative abilities or not. It is fulfilled by giving some expression used in daily conversation and communication.

The next criterion was to know whether the material include any advice/ help to students on study skills and learning strategies was not fulfilled.

The last criterion was to investigate whether students expected to take a degree of responsibility for their own learning as the core competence. This criterion was fulfilled because this book provided the activities that can help the students to be responsible with their own learning both individually or in-group. Moreover, they can reflect their learning in *Reflection Section* as the closing of each paragraph.

g. Teacher's Book

This is used to know the teacher's book aspect. There are five criteria should be achieved in term of teacher's book. The first criterion was about adequate guidance for the teachers who will be using the course book and its supporting materials is fulfilled or not. The writer stated the basic competence that will be achieved, the learning goal, and learning procedure. The learning procedure is consisting of the procedure, instruction and time allotment.

The second criterion is to know whether the teacher's book is comprehensible and supportive or not. This criteria is fulfilled as well as noted in first criterion that the textbook gives the clear instruction of each activity.

The third criterion is to know whether the teachers' book adequately cover teaching techniques, language items such as culture specific

information was not completely fulfilled. For example, see Picture 4.20. The activity about identifying the use of *there is/are* and teacher should explain it. It is as the part of language features as stated in the syllabus. The specific information about the specific culture isn't state on the teacher's book. Yet, it provides the detail information about the way to use the textbook in teaching.

The criterion whether the writers set out and justify the basic premises and principles underlying the material or not is fulfilled. The teacher's book actually shows the learning objective, but it does not explain basic premises in each activity.

The last criterion whether key to exercises was given or not is fulfilled. The criterion about stating the key answer is fulfilled. The key answer and answer key given based on the sequences of the tasks.

h. Practical Consideration

The first criterion was to know the whole package cost represent good value for money or not was fulfilled. Textbook is free because government supplies it. Moreover, everyone can access the electronic book. The next criterion is whether the textbook strong and long lasting or not. This criterion is not fully fulfilled because the binding need to be strengthen. Then, the criterion whether the textbook was attractive in appearance is fulfilled or not. It has the good illustration of each activity. The illustration of the activity is clear and colorful.

The third criterion is to know whether they easy to obtain or not. This criterion is fulfilled, because the textbook is in form of electronic book

and printed book. The electronic book can be downloaded freely in the some website.

The last criterion is about the use any part of the package requires particular equipment, such as a language laboratory, listening center, or video player was fulfilled or not. This criterion was not fulfilled. It caused by the particular equipment is not available to be used.

2. The Criteria of EFL Textbook Evaluation Fulfilled by "*When English Ring's a Bell"*

After analyzing the content of the book based on the EFL criteria proposed by Cunningsworth, the next step is deciding how many criteria that have been fulfilled. See Table 4.5. The researcher compares the findings and the criteria by rating point: 0 = does not match with the criteria, 1 = partly matches to the criteria, and 2 = closely matches with the criteria. Table 4.5 consists of the criteria that have been fulfilled and some description of criteria that need improvement.

Table 4.5 Relevancy EFL Textbook with the Criteria Aims and Approaches

Criteria	Description	Relevancy			%
		0	1	2	
Aims and	The aims of the textbook are closely with the aims of teaching programs and students' need.			✓	

Approaches	The textbook is suitable with the teaching/learning situation.		✓		87.5%
	It covers what is needed.			✓	
	It is flexible to allow different teaching/ learning style.			✓	

The relevancy of the aims and approaches criteria with the aims stated in the textbook is 87.5%. The aims of the textbook are closely with the aims of teaching programs and students need as well as stated in the official syllabus. It fulfills the basic competence of 2013 Curriculum. For the second criterion does not meet the suggested criterion fully, because there are no clearly information through the situation as the syllabus requirement.

Moreover, it covers what is needed because it is relevant with the syllabus in which the government has designed the syllabus that helps the students to comprehend the English as foreign language in both language skills and components. Thus the students can practice and use English contextually. Then, it is also flexible to allow different teaching learning style.

Table 4.6 Relevancy EFL Textbook with the Criteria Design and Organization

Criteria	Description	Relevancy			%
		0	1	2	
Design and organization	The total course package of the textbook consists of students' book, teachers' book, workbook, and cassettes.		✓		83,3%
	The content of the textbook is organized based on the topic.			✓	
	The content is sequenced based on the basis complexity.			✓	
	The grading and progression is sufficient for the students.		✓		
	The textbook allows the students to take a			✓	

	part in individual study.				
	The textbook is easy to be found and readable.			✓	

The total course package component can be classified as relevant for the existence of students' book and teacher's book. Nevertheless, there is no existence of workbook and cassette.

The content of the textbook organized based on the topic as refers to the syllabus. Then, the content is sequenced based on the basis complexity. The grading and progression is sufficient for the students, because the organization started from warming up, then end in reflection section. Yet, the grading and progression of the skill does not arrange as the language sequence skill. Therefore, they can practice it either individually or with the teacher's instruction.

The next criterion is partly fulfilled the criteria in term of textbook is easy to be found , the layout is clear but still needs some improvement, and readable for font style Times New Roman.

Table 4.7 Relevancy EFL Textbook with the Criteria Language Content

Criteria	**Description**	**Relevancy**			**%**
		0	1	2	
	The textbook covers the main grammar items appropriate to each level.			✓	

Language Content	The material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on the vocabulary development, strategies for individual learning.	✓			60%
	The textbook includes the material for pronunciation work; include individual sound, word stress, sentence, stress, intonation.		✓		
	The textbook deals with the learners' discourse competence.			✓	
	Style and appropiacy are dealt with		✓		

The textbook covers the appropriate grammar items to the students' level exactly for eighth graders as a teenagers and considering learners' need. It is in line with the main material in the syllabus. For example the

Grammar Item in Chapter VIII is suitable with the basic competence 3.8. It is in line with the main material stated in the syllabus. Moreover, it allows strategies for individual learning in certain activity.

The textbook includes material for pronunciation work in *Pronunciation Practice*. In addition, it proposes the material that helps the student in developing the discourse competence.

The criterion of good style and appropriacy was not closely related with the criteria. In written and spoken expression in the textbook does not state formal and informal expressions.

Table 4.8 Relevancy EFL Textbook with the Criteria Skill

Criteria	Description	Relevancy			%
		0	1	2	
Skill	All four skills are adequately covered, bearing in mind your course aims, syllabus requirement.			✓	91.7%
	There is material for integrated skill work.			✓	
	The reading passages and associated activities are suitable for the students' level and interest.			✓	

	Listening material is well recorded and accompanied by background information which help comprehension		✓		
	The material for spoken English is well-designed to equip the learners for real-life interaction.			✓	
	The writing activities are suitable in term of amount of guidance/ control, degree of accuracy, organization of longer pieces of writing			✓	

The criteria of four skills are covered is fulfilled by each chapter. It has complete skills as the syllabus requirement. There is also material for integrated skills work. Thus the students can explore and associate the skill. For example reading skill is integrated with the writing skill. See Picture 4.10.

The material for spoken English is well designed to equip learners for reallife interactions. It is in line with the main material and learning activity as stated in the syllabus that the students can communicate what they have learned both in group or individually. For example, the speaking activity in Chapter IV. See Picture 4.11.

The writing activities are suitable in amount of guidance/control, and use of appropriate styles. It is in line with core competence 4 and the learning activity in the syllabus in communicating that the students can write the text based on the social function, text structure, and the language features. The criterion of writing skill exactly on the organization of longer piece of the writing does not fulfilled. Because there is no instruction about the length of writing.

The criterion of listening skill is not fulfilled because there is no recorded material. The listening is about the vocabulary list based on the teacher's reading.

Table 4.9 Relevancy EFL Textbook with the Criteria Topic

Criteria	Description	Relevancy			%
		0	1	2	
Topic	There is sufficient material of genuine interest to learn.			✓	100%
	There is enough variety and range of topic.			✓	
	The topic will help expand the students' awareness and enrich their experience.			✓	
	The topics are sophisticated enough in content, yet			✓	

	within the learners' language level.				
	The students will be able to relate to the social and cultural contexts presented in the textbook.			✓	
	Woman are portrayed and represented equally with the man.			✓	
	The other groups are represented with reference to ethnic origin, occupation, disability, etc.			✓	

The topic is sufficient and interest to learners because it gives the real example. The textbook provides enough variety and range of topic. The topic could help expand students' awareness and enrich their experience. The topics are relevant based on 2013 Curriculum. The textbook can help the students to relate it with the social and cultural contexts. Women and men are portrayed and represented equally.

Table 4.10 Relevancy EFL Textbook with the Criteria Methodology

Criteria	Description	Relevancy			%
		0	1	2	
Methodology	The approach that taken by the textbook is appropriate to the learning/teaching.			✓	92.8%
	The level of active learner involvement can be expected and match with the students' learning styles and expectation.			✓	
	There are techniques used for presenting/practicing new language items. It is suitable for the learners.		✓		
	The different skills are taught.			✓	
	The communicative abilities are developed			✓	

	The material includes any advice/ help to students on study skills and learning strategies.			✓	
	The students are expected to take a degree of responsibility for their own learning.			✓	

The instruction for practicing the next step of learning language used the suitable techniques. The textbook is suitable enough with teaching and learning situation. The textbook allows the active learner involvement as well as the core competence 3 and 4. It provides the activities that lead the students to be active in the class as like doing role-play.

The communicative abilities are developed based on the context in each topic. The textbook gives opportunities to the students to be responsible in their own learning in doing both individual and group task. Yet, material does not include any advice/ help to students on study skills and learning strategies.

Table 4.11 Relevancy EFL Textbook with the Criteria Teacher's Book

Criteria	Description	Relevancy			%
		0	1	2	
Teacher's book	There is adequate guidance for the teachers who will be using the textbook and its supporting materials.			✓	80%
	The teachers' books are comprehensive and supportive.			✓	
	Teachers' books adequately cover teaching techniques, language items such as grammar rules, and culture-specific information		✓		
	The writer sets out and justify the basic premises and principles underlying the material.		✓		
	The keys to exercises are given.			✓	

In teachers' book, there is adequate guidance for the teachers who will use the textbook. It is comprehensive and supportive. It provides the detail instruction of using the textbook

The teachers' book does not adequately cover teaching techniques, language items such as grammar rules and culture-specific information. The key to each task and activity is given. The scoring rubric analytic nor holistic does not given.

Table 4.12 Relevancy EFL Textbook with the Criteria Practical Consideration

Criteria	**Description**	**Relevancy**			**%**
		0	1	2	
Practical Consideration	The whole package cost represents good value for money.			✓	62.5%
	The textbook are strong, long-lasting and attractive in appearance.			✓	
	The textbook are easy to obtain		✓		

	Any parts of package require particular equipment, such as a language laboratory, listening centre, or video player.		✓		

The textbook was supplied by the government. The textbooks are strong enough but need to have the good binding. It is attractive enough in appearance in the activity. Yet it needs more improvement to attract the students' interest.

The textbook is easy to be obtained for we can access on some websites. One of the weaknesses is the textbook does not require any parts of particular equipment, such as a language laboratory, listening center, or video player.

Based on the explanation above, the "*When English Ring's a Bell*" textbook for eighth grade of Junior High School is fulfilled all of the criteria taken from EFL textbook criteria by Cunningsworth (1995). However, even there is some irrelevant aspects, the book is considered as relevant to the criteria and can used as teaching material. From the irrelevant aspects, the teacher can be choose the appropriate supportive teaching material.

B. DISCUSSION

This chapter presents the discussion from the result of the research. Here the researcher explains the result of textbook analysis from eight Cunningsworth's (1995) textbook evaluation criteria.

The finding shows that the fulfillment of aims and approaches criteria is 87.5%. The aim of the textbook indicates the aims of the teaching program and students' need as well as noted in the syllabus based on 2013 Curriculum. The presence of the objectives in the textbook is good since it makes teacher and students know what they are going to learn. As Cunningsworth (1995:7) says that, a systematic textbook will help the students to know what they are going to learn.[1]

Next, the fulfillment for design and organization criteria is 83.3%. The cover of the textbook contained interesting pictures, there is a picture of the world surrounded by several students and teachers. The layout of the textbook was designed with two dominant colors, red and green. It will be better if it is designed more colorful and clearly. As stated by Jahangard (2007:139) that the textbook should have clear, attractive lay out and it would be more appealing if colorful pictures of real people and real environment were used in it.[2] The font size of the textbook is standard and readable. In line with it, the textbook should provide the total course package. This textbook provided only students' book and teachers' manual, without recording for the listening material. Huang (2011) stated, textbook may include the coverage supporting material (teachers' guide, workbook, video or audio material).[3]

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[1] Alan Cunningsworth.

[2] Ali Jahangard, 'Evaluation of EFL Materials Taught at Iranian Public High School', *The Asian EFL Journal*, 9 (2007).

[3] Shu-er Huang, 'Ideal and Reality of Textbook Selection: An Interview- and Questionnaire-Based Investigation in the Taiwanese Tertiary Context Accessed on Tuesday 8 October 2019' (University of Warwick, UK, 2011) <http://go.warwick.ac.uk/wrap>.

Moreover, language content criteria had the fulfillment of 60%. In general, the textbook was good enough in presenting the language use and they were appropriate with the level of the students' recent ability. The weakness of this textbook was on the vocabulary development.

In addition, the fulfillment of language skills criteria is 91.7%. The textbook included four language skills but they were not in the balance proportion. The listening section is given fewer portions than the other skills and it is not followed by authentic recorded material. Jahangard (2007) stated that the fluency practice should be contained in all four skills.[4] The listening skill should be developed with the authentic and contextual material so it will be understand fully for the students.

Next, the fulfillment for topics criteria is 100%. The topics presented in the textbook were relevant with the students' interest. The topics were about real life and up to date that automatically the students can relate it with the daily life. The good point is the gender equal. The gender equal portrait will give experience for students during the learning.

The fulfillment for methodology criteria is 92.8%. One of good point is the textbook allows the students to take a part in responsibility for their own learning. The students are enable to be responsible in their learning activity both individual or in group. As well as stated by Jahangard (2007) that it is needed to encourage learners to develop own learning strategies and to become independent in their learning.[5] Besides, to take a part in developing responsibility the textbook also gives the reflection section.

[4] Ali Jahangard.
[5] Ali Jahangard.

The fulfillment for teacher's book criteria is 80%. The textbook is completed by teacher's manual. It is very helpful for teacher to use the textbook by its instruction. It should be underlined that the teacher's book gives clearly teaching technique and time allocation for each activity. It is as stated by Huang (2011) a teacher's manual provides valuable teaching tips addressing common problems and concerns.[6] It can be a useful guidance and stimulation for both beginning and experienced teachers.

The last fulfillment for practical considerations criteria is 62.5%. The Ministry of Education distributed the textbook and gave them freely. This very reasonable price of this book allowed the students from any different level of social economy to be able to access it. Moreover, the students also can access in some websites. The strength and long lasting of a textbook was criterion that was proposed by Cunningsworth (1995). It is also stated by Huang (2011) that the practical concern was linked by the flexibility of the textbook, the notion of availability, and the financial consideration.[7] The textbook was not strong and long lasting.

[6] Shu-er Huang.
[7] Shu-er Huang.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on those findings and discussion, it can be concluded that the textbook *"When English Ring's a Bell"* was fulfilled the all evaluation criteria stated by Cunningsworth (1995). The criteria aims and approaches has the strength on the relevancy of the aims of the textbook and the syllabus, covers the learners need and allows to have different teaching or learning style. Yet, the textbook is not fully suitable with the teaching and learning situation.

The next criteria of design and organization is fully fulfilled the criteria in term of textbook organization, textbook sequence, allowing students in individual study, and the readability of the textbook as the syllabus requirement. However, the total course package of the textbook is not complete because there are no workbook and recording material.

The third in term of language content, the textbook is relevant with the criteria the textbook covers appropriate grammar items and the learners' discourse competence. While the textbook is partly fulfilled the criteria of adequate vocabulary, providing the discourse competence pronunciation work, and style and appropriacy which does not include in the textbook as like formal and informal expression.

Next in the criteria of skill, the textbook is fully fulfilled the criteria of covering skills as in the syllabus, having integrated skill work, reading and spoken activities which designed contextualize. Yet, the writing activity partly fulfilled the criteria for there is no instruction toward the longer pieces

of writing and degree of accuracy. Then, the listening material is not fulfilled the criteria because there is no recorded material.

The fifth, the criteria of topic is fully fulfilled, as in criteria of sufficient material, variety of topic, interesting and contextualize topic and gender equality.

The next, in methodology the textbook has complete the criteria of involving

the students to be active and responsible in their learning, teaching different skills,and developing communicative abilities. However, the criteria for advice to help in studying skills is not fulfilled and the technique for practicing new language items that is not explained.

The seventh is the criteria of teacher's book. It meets the criteria fully in termof the comprehensibility of the textbook to give the guidance for teacher. the criteria that partly matched are in term of teaching techniques, language items such as grammar rules, and culture- specific information.

The last criteria is practical consideration. It meets the criteria fully in the cost package for it is supplied by the government, and it is easy to be obtained. Then criteria of the textbook package is not fully fulfilled the criteria because it needs the stronger binding. Moreover, the criteria of particular package requirement such as language laboratory is not fulfilled.

So that the textbook can be used as a reference to teach the eighth graders of junior high school, yet it needed many improvements to counter balance the weaknesses.

B. Suggestions

The result of this study provides the teachers of junior high school important information when they want to use *"When English Ring's a Bell"*. Teachers should be selective in choosing English textbooks. The textbook can be used in the learning but teachers should use an additional books as a supplement. The teachers will know which aspects of the textbook that should be improved, revised, or changed. Here are some suggestions concerning the expected improvement of the textbook: (1) the listening material should be added as well as the students' levels; (2) the layout and pictures should be designed more colorful to make students interested to the textbook. It is also good for giving and gaining the first impression; (3) the four skills should be proportional and organized effectively; (4) the textbook should be accompanied with course package (workbook, cassettes, and CD); (5) it will be better to include review section and reference in each chapter; (6) it should show the context, culture and social life to both build up the students' knowledge and awareness, (7) the textbook should be accompanied with material for pronounciation and vocabulary development. Hence, it is suggested to the teachers to take advantage of the textbook and adapt the materials to counterbalance the weaknesses of the textbook. They can consider some authentic materials, which can help the students to comprehend the material and relate within context.

Another suggestion is given to the future researcher who wants to conduct studies on the topic of textbook evaluation the criteria must be suitable with the textbook which is going to be analyzed. Furthermore,

the future researcher expects to follow up this study by having similar studies or continuing this study with enhance knowledge and enrich references so that the research more comprehensive and well understood.

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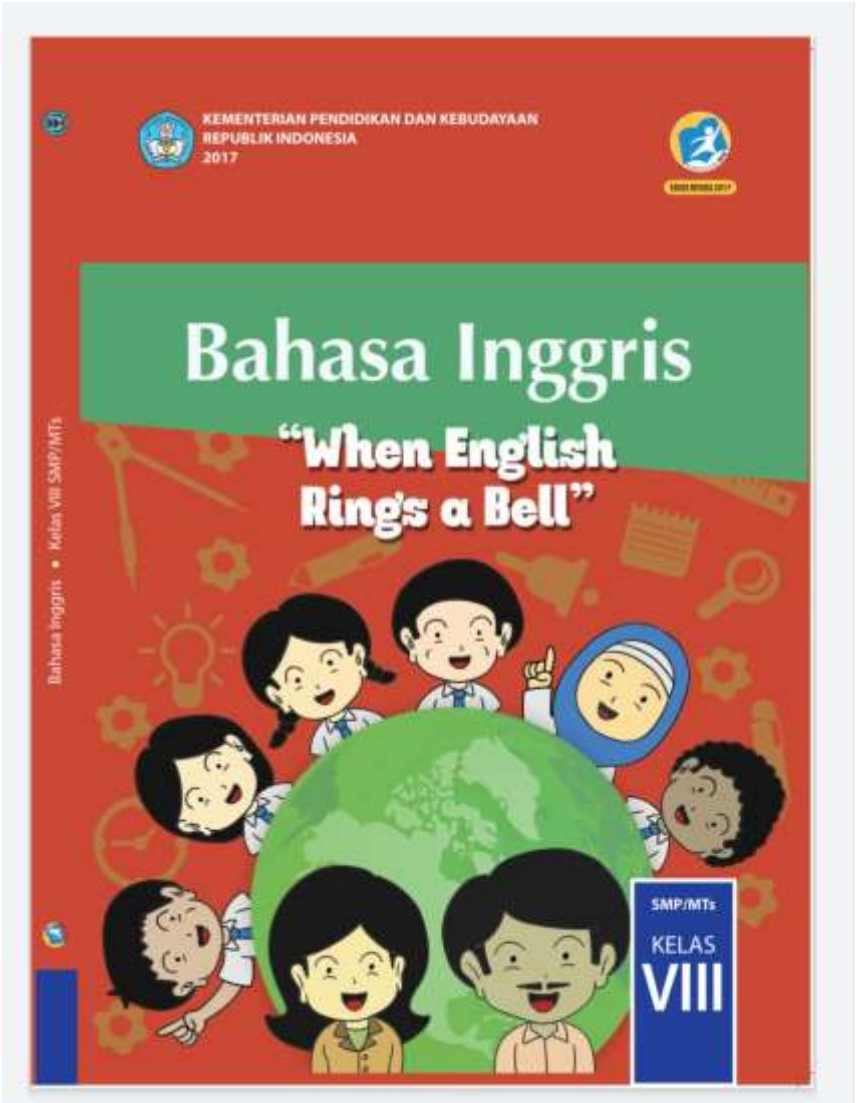
APPENDICES

Appendix 1

Cover of English Textbook “When English Rings a Bell”



Appendix 2

Table of Content

Daftar Isi

Kata Pengantar		iii
Daftar Isi		v
Useful Tips		1
First Semester		
Chapter I.	It's English time!	2
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Chapter III.	We know what to do	33
Chapter IV.	Come to my birthday, please!	45
Chapter V.	I'm so happy for you!	65
Chapter VI.	Our busy roads	75
Second Semester		
Chapter VII.	My uncle is a zookeeper	85
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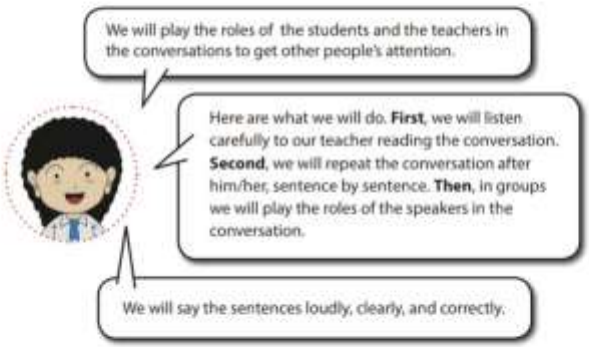
Chapter XIII.	We got a lot of histories	217
Classroom Language for Students		223
Daftar Pustaka		226

Appendix 3

Sample of Activity in Chapter I

Observing & Asking Questions



Collecting Information

We will ask our teacher what he/she thinks about some people and things in the classroom.

Here are what we will do. **First**, we will listen carefully to the examples. **Second**, we will repeat the example after him/her. **Then**, we will ask our teacher what he or she thinks about some people and things in the classroom.

We will say the sentences loudly, clearly, and correctly.

What do you think of our classroom?

I think it is a bit dirty, but it is big and tidy.

What do you think of Sita?

I think she's smart, but she is a bit talkative.

We will ask your classmates what they think about some people and things in the classroom. We will ask our teacher for help if we do not know the English words we want to say.

Appendix 4

Sample of Activity in Chapter IV

Observing & Asking Questions

We will play the roles of Beni and Lina in the conversations. They are on the phone.

Here are what we will do. **First**, we will listen carefully to our teacher reading the telephone conversation. **Second**, we will repeat the conversation after him/her, sentence by sentence. **Then**, in the groups we will play the roles of the speakers in the conversation.

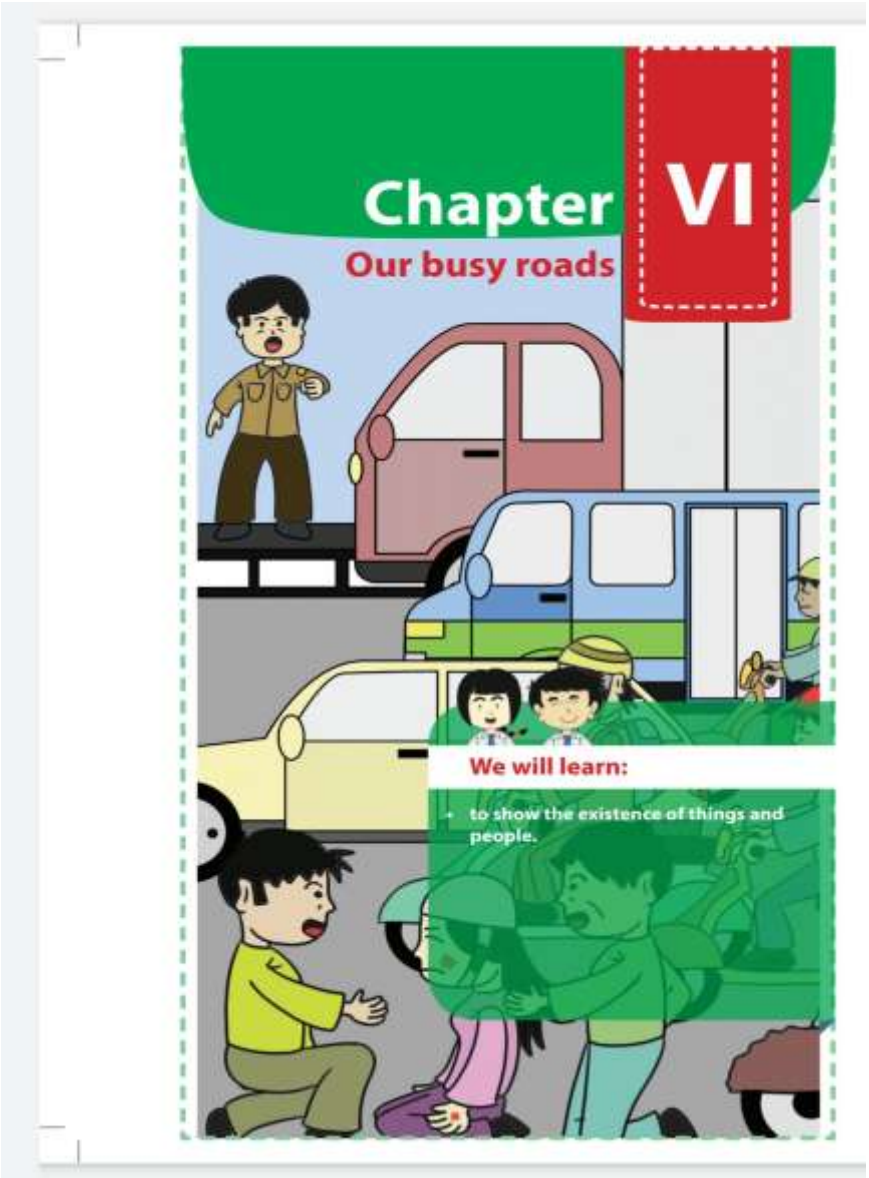
We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions

Observing & Asking Questions

Appendix 5

Sample of Activity in Chapter VI



Observing & Asking Questions

We will state the characters we have in this book. We will start with "There is/are ..." meaning 'ada' in Bahasa Indonesia.

Here are what we will do. **First**, we will listen carefully to our teacher reading the presentation. **Second**, we will repeat the description after him/her, sentence by sentence. **Then**, in groups we will learn to tell, not read, each other about the characters. **Finally**, we will describe what there are in the situation on the cover of this chapter.

We will say the sentences loudly, clearly, and correctly.

There are six characters in this book. There are three girls; Siti, Dayu, and Lina. There are three boys; Udin, Beni, and Edo. There is one girl with a head scarf, Siti. There is one girl with plaits, Dayu. There is one girl with loose hair, Lina. There is one boy with curly hair, Edo. There is one boy with straight hair, Udin. There's one boy with wavy hair, Beni.

Observing & Asking Questions

We will learn to describe things by stating what there are.

Here are what we will do. **First**, we will listen carefully to our teacher reading the descriptions by Siti, Edo, Lina, Beni, Udin, and Dayu. **Second**, we will repeat each description after him/her, sentence by sentence. **Then**, in groups we will say, not read, to each other all the descriptions about the conditions of the roads.

We will say the sentences loudly, clearly, and correctly.

The roads are very busy now, because there are many vehicles. There are also many pedestrians. There is little discipline on the road, but there are very few policemen around.

In big cities, there are many traffic jams everywhere. There are many kinds of vehicles: cars, big buses, minibuses, trucks, bicycles, motorcycles, and becaks. Luckily, there are not many carts now.

Appendix 6

Sample of Activity in Chapter VIII

The boys and the girls are busy cleaning up the classroom. Udin is sweeping the floor. Siti is mopping the floor. Lina is cleaning the whiteboard. Edo is putting the books back into the shelf. And, Dayu is taking the rubbish to the rubbish bin outside.

Collecting Information

We will work in groups. We will tell what the other people around us are doing.

Here are what we will do. **First**, we will study the examples carefully. **Second**, we will copy the examples in our notebooks. **Third**, we will use the table below to make a list of 10 activities that the people around us are doing right now, like the examples.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. If we have any problems, we will go to our teacher for help.

No.	Place	Person(s)	Activities
	in the classroom	we, Class 8B	studying English
	in their notebook	some students	writing
	-	Wina	cleaning the whiteboard
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Collecting Information

We will work in groups. We will ask and answer questions about what people are doing right now.

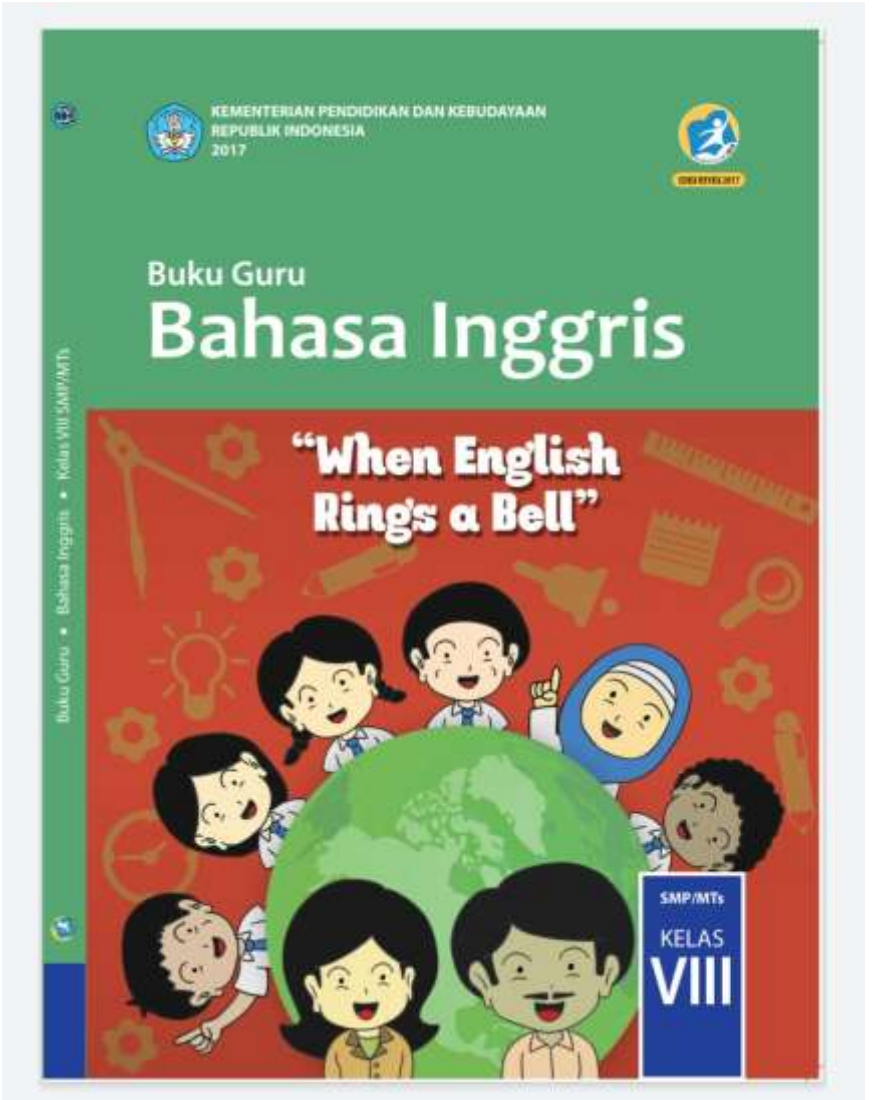
Here are what we will do. **First**, we will listen and repeat the sentences after the teacher, one by one. **Second**, in the group we will take turns asking and answering, **not reading**, the questions to each other. **Third**, we will correct each other's mistakes.

We will say the sentences loudly, clearly, and correctly.

No	Questions	Answers
1.	What is Rina doing?	She's returning a book to the library.
2.	Who are Roni and Rudi waiting?	They are waiting for us.
3.	What is Rini doing?	She's finishing the math homework.
4.	Where are they studying?	They are studying in the library.
5.	What is he doing?	He's having his lunch in the canteen.
6.	What are the teachers doing?	They're having a meeting in the teacher room.
7.	What is Sinta doing?	She's meeting the principal.
8.	What are they talking about?	They are talking about the football match.
9.	What is Gani doing?	He is buying something in the school co-op.
10.	What are you doing there?	We're practicing English.

Appendix 7

Cover of Teacher Book



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