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

THESIS

Submitted in Partial Fulfillment of the Requirements
for the Degree of Bachelor of Education
in English Language Education

WALISONGO

By

MUNIROH
Student Number: 133411062

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2018**

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THESIS STATEMENT

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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

is definitely my own work. I am completely responsible for the content of this thesis. Other researcher's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang,   January 2018

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RATIFICATION

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had been ratified by the board of examiners of Islamic Education and Teacher Training Faculty Walisongo State Islamic University Semarang and can be received as one of the requirements for gaining the Bachelor Degree in English Language Education.

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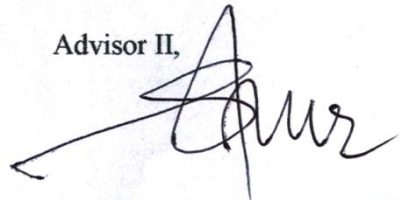
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Wassalamu'alaikum wr. wb

<div align="center">Advisor II,</div>

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ABSTRACT

Title   : 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
Writer   : Muniroh
Student's number   : 133411062

The objective of this study was to identify the appropriateness of the materials in the English textbook entitled "When English Rings a Bell" for grade VII Junior High School with the content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness determined by BSNP (*Badan Nasional Standar Pendidikan*). This research was categorized as a content analysis study following three systematic steps. Those were : 1) referring criteria for English textbook evaluation issued by BSNP and making some modification to suit the 2013 Curriculum, 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 checklist containing the criteria of textbook evaluation. In the data analysis technique, the percentage of criteria fulfillment was calculated by dividing the total of criteria points which were met in a textbook for each sub aspect with the total of criteria points in each sub aspect. 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 content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness determined by BSNP by achieving average score of 90% with coverage 83% for the appropriateness of materials with standard of competence and basic competence, 100% for the material accuracy, 90 % for supporting learning materials, 100% for language appropriateness, 75% for teaching and learning technique, 64% for Presentation coverage, 100% for presentation technique, 100% for book size, 100% for cover design, 92% for content design.
Keywords: English Textbook, Content Analysis, Appropriateness.

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Bismillahirrahmanirrahim

 Alhamdulillahirobbil 'alamin, all praises is given to Allah SWT, , the Almighty God for the blessing, kindness and inspiration in lending me to finish this final project 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*. Then Shalawat and Salutation are always offered to the Prophet Muhammad SWA who has taught us glorious values.

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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,   January 2018
Researcher,

Muniroh
133411062

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CHAPTER I

INTRODUCTION

This chapter presents an overview of this study. It consists of eleven sections which are: background of the study, research of the study, objective of the study, significant of study, previous study, research method, subjects of the study, instrument of the study, data collection technique, data analysis technique, credibility and dependability of the study.

A. Background of the Study

Language is foremost a means of communication, and communication almost always takes place within some sort of social context. When we use language, we communicate our individual thoughts, as well as the cultural beliefs and practices of the communities of which we are a part: our family, social groups, and other associations.[1]

Indonesian is our primary language, but possible for us to use foreign language to communicate each other. According to Firman Allah Q.S Ibrahim 4:

وَمَآ أَرْسَلْنَا مِن رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِۦ لِيُبَيِّنَ لَهُمْ ۖ فَيُضِلُّ ٱللَّهُ مَن يَشَآءُ وَيَهْدِى مَن يَشَآءُ ۚ وَهُوَ ٱلْعَزِيزُ ٱلْحَكِيمُ ۝

''And we never sent a messenger except (to teach) in the language of his (own) people, in order to make (things) clear to

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[1] Julie S. Amberg and Deborah J. Vause, *American English: History, Structure, and Usage;* Cambridge University Press.

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)

In Indonesia, English as a foreign language is not only used as a means of communication and maintaining relationship with other nations but also as a subject learned at school. By studying English, it is hoped that Indonesian people can keep communication with other people in the world. Today, the study of English continues to take up an important place in our educational curriculum.

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 competency based curriculum development that was initiated in 2004 and the school level-based curriculum in 2006, which includes competency of attitude, knowledge, and skills integrated. The aim of 2013 curriculum is to create 2045 generations became intellectual generations who possess noble characters, independent, democratic, responsible.[2]

The implementation of 2013 curriculum in teaching English also considers the use of English textbook. The function of English textbook is very important. Beside it provides the information of knowledge and skills, the textbook also consists of

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[2] Indah Surya Wardhani, "*Jarak Idealisme Kurikulum dan Realitas*", *Kompas*, (Semarang: 4 Mei 2013), P. 12.

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learning guiding in the form of activities which guide the students to achieve the competency.

Textbooks are considered as an essential component of any ESL course and thus the selection of the best suitable book for a particular context demands careful investigation. "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)".[3] As an English teacher, he or she cannot avoid using a textbook which is important in giving instruction at school. It is not only the teacher but also the students who use the textbook. Teacher can teach the material well if there are appropriate textbook guiding the teaching-learning process, not only inside but also on the outside (extracurricular class of the classroom). Teachers and students can build and develop their communicative competence better if they use qualified textbooks which provide and support the material needed.

At present, there are many English textbooks that have been published, either by local publisher or foreign publisher. When a new curriculum is issued by the government, there must be lots of new English textbooks with the new curriculum

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[3] Gul Fatima, Syed Kazim Shah and Humail Sultan, "*Textbook Analysis and Evaluation of 7th & 8th Grade in Pakistani Context*", International Journal of English Language Teaching, Vol.3, No.4, pp.79-97, June 2015. available on-line at: www.eajournals.org, on 24/08/2017

because the goal of the study will be based on the new curriculum, too.

A countless number of English textbooks are available on the market. The eye can easily be deceived by colourful covers, a beautiful layout and attractive artwork. As an inexperienced teacher it can be particularly difficult to know what to look for in an English textbook. The decision to purchase a textbook should therefore be carefully considered. The content of English textbooks influences what teachers teach and learners learn. If the textbook is too advanced or too simple for the students, teacher will certainly be faced with problems. The content of the textbook might not be of the kind that students can relate to.

In reality, it is quite difficult to get English textbook has good materials and suitable with the curriculum. Although the goverment has released the list of appropriate textbook, textbook evaluation is seen as an important thing to be conducted.

Good English textbooks were usually not only visually appealing and attractively presented, but also met the criteria of good English textbooks. There are many criteria proposed by several experts that can be used for evaluating course books. Those criteria are introduced by many experts of EFL textbook evaluation, for instance, Sheldon (1988), Grant (1987), Cunningsworth (1995), Jahangard (2007), and the last but not least Harmer (2007). Additionally, Indonesia also has an Education National Standardization Board (*Badan Standar*

Nasional Pendidikan/BSNP) one of the tasks of which is to analyse textbooks and to evaluate the quality of textbooks used. BSNP has some criteria to grade the appropriateness of textbook that is used in learning process. The textbook must have all of appropriateness elements, those are: content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness.

Considering the above matter, the writer conducted a textbook evaluation for the seventh grade students of junior high school. the English textbooks entitled "*When English Rings a Bell*". Although this book is published by Ministry of Education and Culture of Indonesia no one can guarantee that the materials in this book are relevant with the standards and criteria determined by BSNP in particular and 2013 Curriculum in general. Thus, the researcher decided to conduct an evaluation on them.

B. Research of the Study

How is 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?

C. Objective of the Study

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?

D. Significant of study

The result of this study is fully expected to give some theoretical and practical advantages for the following parties:

1. Theoretically, this study provides beneficial and referential contributions in giving general knowledge of the way to evaluate English Textbooks.

2. Practically, the result of this study is beneficial:

    a. For the researcher, the research can give a practice in developing her knowledge and skill in evaluating English textbooks.

    b. For English teachers, the result of the study can provide helpful information in selecting and evaluating good textbooks before making decision to use it in classroom practices.

    c. For English textbook writers, the result of the study may help them to be more careful in developing English textbooks for students and more aware of the worthiness of content, the language correctness and appropriateness, and layout of the books.

d. For other researchers, the research can give general knowledge of how to evaluate textbooks or other forms of English instructional materials. The research also can be used as the foundation for the next research.

E. Previous Study

1. A research journal written by Massoud Rahimpour and Raheleh Hashemi (2011)[4] entitled "Textbook Selection and Evaluation in EFL Context". The purpose of this study is to evaluate the three English language textbooks currently used at high schools in Iran from the high school English teachers' point of view. According to the researcher, decisions related to textbook selection and evaluation are great importance. Because, there is limited research conducted to evaluate the textbooks that are already in use or those that are intended for use in future.

   The researcher used qualitative method, the data collection instrument utilized in this study was a questionnaire prepared by the researcher. A 46-item questionnaire was developed about the five sections of the textbooks (vocabulary, reading, grammar, language functions, and pronunciation practice), their physical make-up, and practical concerns. Fifty highs school teachers with more than five years of teaching

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[4] Massoud Rahimpou and Raheleh Hashemi, "Textbook Selection and Evaluation in EFL Context", World Journal of Education, Vol. 1, No. 2; October 2011. available on-line at: www.sciedu.ca/wje. on19/06/2017

experience were asked to reflect on the questions by checking one of the four options included.

The findings of this study offer convincing evidence that the English language textbooks that are currently taught at high schools in Iran do not meet the teachers' expectations. The results indicated that the textbooks are not acceptable from the teachers' point of view considering their five sections, their physical make-up, and some practical concerns. However, in order to be able to make more sound judgments about different characteristics of these textbooks, more research of this kind needs to be conducted.

The similarity between this study and the researcher's study are on the method and objective of the study. And the differences are on the data collection technique and the criteria that used to evaluate textbooks. In this study, the researcher uses a 46-item questionnaire to collect the data. The questionnaire was developed about the five sections of the textbooks (vocabulary, reading, grammar, language functions, and pronunciation practice), their physical make-up, and practical concerns. Then in the researcher's study, the researcher used documentation and checklists to collect the data. And the criteria that were used to evaluate textbook is the content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness determined by BSNP.

2. A thesis written by Yudha Mamduh (2016)[5] entitled "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)". The objectives of this research was to analyze the appropriateness of textbook content of the student English book for the first semester of grade X of Senior High School published by of Education and Culture based on content standard of 2013 curriculum.

This study used qualitative approach, which analyzed the materials of the book or content analysis. The source of data analysis in this study was Student English Book for the First Semester of Grade X of Senior High School Published by Ministry of Education and Culture. To collect the data, the researcher used documentation.

The result of this study can be stated that the content of the Student English Book for the First Semester of Grade X of Senior High School Published by Ministry of Education and Culture is appropriate with content standard of 2013 curriculum. It is based on the data as follows: the

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[5] 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)", *Thesis* , (Semarang: Education and Teacher Training Faculty, Walisongo State Islamic University, 2016).

compatibility of material items with core competence and basic competence is 84 % or in a good category. The accuracy of material is 86 % or in a very good category. Learning supporting sources is 84 % or in a good category.

The similarity between his study and the researcher's study are on the objectives of this study which is to find out the content quality of the book, method, data collection techniques and criteria for evaluation. Then the differencess is on the subject of the study. This study used English book for the first semester of grade X of Senior High School published by Ministry of Education and Culture based on content standard of 2013 curriculum and the researcher study used English textbook entitled "When English Rings a Bell" for Grade VII Junior High School Published by Ministry of Education and Culture of Indonesia.

3. A thesis written by Agni Kusti Kinasih (2014)[6] entitled "A Content Analysis on English Textbooks for the Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to English for Senior High School Student Grade X". This research attempted to

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[6] Agni Kusti Kinasih, (07202244040), "A Content Analysis on English Textbooks for the Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to English for Senior High School Student Grade X", *Thesis* , (Yogyakarta: Faculty of Languages and Arts, State University Yogyakarta, 2014). available on-line at: http://eprints.uny.ac.id/18505/1/Agni%20Kusti%20Kinasih%2007202244040.pdf, on19/06/2017

discover whether or not the English textbooks analyzed met the criteria of a good textbook suggested by *Pusat Perbukuan (Pusbuk)* and whether they were relevant to the 2013 Curriculum and to find out how those criteria were fulfilled or not by those textbooks and in what way the textbooks were relevant to 2013 curriculum.

This research was a descriptive qualitative content analysis. The stages of this research are *first*, referring to criteria for English textbook evaluation issued by *Pusat Perbukuan (Pusbuk)* in 2007 and making some modification to suit the 2013 Curriculum; *second*, deciding on the subjects, that were English textbooks entitled Look Ahead: An English Course for Senior High School Student for Grade X Pathway to English for Senior high School for Grade X; *third*, applying the criteria for evaluating the textbooks using a simple tick and cross system as judgments and *the last*, analysing the textbook; and interpreting the findings and stating conclusions. The data were gathered by evaluating the two English textbooks using checklists for textbooks evaluation criteria. In the data analysis technique, the total of criteria points which were met in a workbook for each sub aspect was divided by the total of criteria points in each sub aspect times 100%. For ensuring the credibility of the research, consensus was applied in which the research supervisor was the reviewer in evaluating the textbooks.

The result confirmed that *Look Ahead* had met the criteria of good textbook with the fulfillment 86% with coverage 75% for relevance of the materials to the curriculum, 100% for material accuracy, 80% for supporting learning materials, 75% for language appropriateness, 100% for presentation technique, 100% for teaching and learning technique, and 70% for presentation coverage. Meanwhile, *Pathway to English* had met the criteria of fair textbook with the fulfillment 67% with coverage 83% for relevance of materials to the curriculum, 86% for material accuracy, 60% for supporting learning materials, 38% for language appropriateness, 67% for presentation technique, 87% for teaching and learning technique, and 50% for presentation coverage. *Look Ahead* was not relevant to the 2013 Curriculum in terms of content due to the absence of presentational texts and activities and character building. *Pathway to English* was relevant to the 2013 Curriculum due to the presentational activities and activities for character building.

The similarity between her study and the researcher's study is on the method. Then the differences are on the subject of the study and the objectives of the study.

F. Research Method

1. Design of the Study

The design of this study is descriptive qualitative. According to Bogdan and Biklen (2003), Descriptive is the characteristic of data in qualitative research because it is taken from documents, audio-video recordings, transcripts, words, pictures, etc.[7] This study is categorized as qualitative research design because this study is aimed to identify the textbook toward the criteria of good textbook that proposed by BSNP.

Anderson (2007) defined a descriptive presentation of qualitative data as content analysis. Content analysis is also a method used in analysing qualitative data. Content analysis is applicable to various studies including language studies, which concern with analysing content of certain matter through classification, tabulation, and evaluation.[8] Based on the above-mentioned theory it can be concluded that the research design of analysis on the English textbook entitled "*When English Rings a Bell*" for grade VII Junior High

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[7]Reinildis Atjna Cyntia Rynanta and Suharmanto Ruslan, "Content Analysis on the English Textbook Entitled 'English in Mind Starter (Student's Book)", Journal, published by State University of Malang. available on-line at: *http://jurnal-online.um.ac.id.* on19/06/2017

[8] B. Anderson, *Pedagogical Rules and Their Relationship to Frequency in Input: Observational and Empirical Data from French*, Applied Linguistics 28(2), 2007, available on-line at: *http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.130.8533&rep=rep1&type=pdf*. on19/06/2017

School is categorized as descriptive qualitative and the type of the study is content analysis.

G. Subject of the Study

The subject of this study is English Textbook entitled *When English Rings a Bell for Grade VII Junior High School*. This book is developed based on 2013 Curriculum which is launched in 2013 and published by Ministry of Education and Culture of Indonesia. This textbook is used by seventh graders of SMP N 1 Semarang. and other Junior High School that located in Semarang and used 2013 curriculum in the teaching learning process.

H. Instrument of the Study

The instrument that is used to gather the data in this study is checklist. The area in the checklist is based on the textbook evaluation criteria issued by BSNP. There are three checklists which are applied to answer the research questions. They are: (1) checklists to evaluate the content aspect, (2) checklist to evaluate language aspect and presentation aspect (3) checklist to evaluate graphic aspect. All these three checklists are taken from the textbook evaluation criteria that formulated by BSNP.

I. Data Collection Technique

The data for analysis was collected from English textbooks entitled *When English Rings a Bell for Grade VII Junior High School*. This book is developed based on 2013 Curriculum which

is launched in 2013 and published by Ministry of Education and Culture of Indonesia. Because the source of the data is in the form of document, the method that was used to collect the data is documentation. Document represents past event note, document can be in the form of article, picture, or monumental creation of someone. Document in written form can be a daily note, life histories, story, biography, policy or regulation. In the form of picture can be a motion picture, photo, vignette etc. Document in form of creation can be a swan song these are picture, film, statue, etc. According to Bogdan as cited by Sugiyono in most tradition of qualitative research, the phrase personal document is used broadly refers to any first person narrative produced by an individual who describes his or her own actions, experience and believe.[9]

In this study, documentation method is done by using three steps. First, referring criteria for English textbook evaluation issued by BSNP and making some modification to suit the 2013 Curriculum. Second, deciding on the subjects, that is "*When English Rings a Bell*". Third, analyzing the textbook and interpreting the findings and stating conclusions.

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[9] Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2013),p.62.

J. Data Analysis Technique

This study used document analysis or content analysis to describe the evaluation of the textbooks. The checklists are used to gather the data and to gain information. The checklists are adapted from the textbook evaluation criteria that formulated by BSNP. This checklist contains four aspects of evaluation. Those aspects are content, language, presentation and graphic. From these four aspects, ten sub-aspects are derived. They include the relevance of materials to the curriculum, material accuracy, supporting learning materials, the relevance of the language towards learner's development, communicativeness the coherrence and unity of ideas, presentation technique, teaching and learning technique, presentation coverage, book size / book format, cover design, contain design.

The calculation of the result of data analysis is given to each textbook. This is done by dividing the total criteria which is meet with the total number of criteria. Then it is multiplied by 100% to achieve the sum points. The formula of calculation that use in the evaluation process is presented as follows:

$$P\% = \frac{\sum q}{\sum r} \times 100\%$$

P% = The percentage that is obtained for every aspect is observed.

$\sum q$ = The amount of the score that is obtained for every aspect is observed.

$\sum r =$ The amount of maximal score for every aspect is observed.

Then, the above formula is used to describe the results of data analysis. The results contain four criteria that presented iin the following table:

Table 1.1 Score Category of Assessment

Range of fulfillment score	Category
80% - 100%	Good
60% - 79%	Fair
50% - 59%	Sufficient
0 – 49%	Poor

K. Credibility and Dependability of the Study

To ensure credibility and dependability of this study, The researcher used triangulation technique. 'Triangulation' is a process of verification that increases validity by incorporating several viewpoints and methods.[10] Gliner (1994) described triangulation as a method of highest priority in determining internal validity in qualitative research. Miles and Huberman (1994) distinguished five kinds of triangulation in qualitative research[11]:

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[10] Sabina Yeasmin and Khan Ferdousour Rahman, "*'Triangulation' Research Method as the Tool of Social Science Research*", BUP JOURNAL, Volume 1, Issue 1, September 2012, ISSN: 2219-4851. availale on-line at: http://www.bup.edu.bd/journal/154-163.pdf, on 01/09/2017

[11] Paulien C. Meijer, Nico Verloop and Douwe Beijaard, "*Multi-Method Triangulation in a Qualitative Study on Teachers' Practical Knowledge: An Attempt to Increase Internal Validity*", Kluwer Academic Publishers, Quality & Quantity 36: 145–167, 2002. availale on-line at:

1. Data source triangulation (data collected from different persons, or at different times, or from different places);
2. Method triangulation (observation, interviews, documents, etc.);
3. Researcher triangulation (comparable to interrater reliability in quantitative methods);
4. Theory triangulation (using different theories, for example, to explain results);
5. Data type triangulation (e.g., combining quantitative and qualitative data).

In this study, the researcher used data type triangulation by developing a strategy for combining the data collected with the instrument of the study. It also uses to refer to the combination of qualitative and quantitative data. After that, the data were confirmed and consulted to the thesis advisor.

http://www.ie.ufrj.br/intranet/ie/userintranet/hpp/arquivos/texto_8_-_aulas_6_e_7.pdf. on 01/09/2017

CHAPTER II
CURRICULUM, TEXTBOOK AND TEXTOOK EVALUATION

This chapter discussed theories upon which the research was laid down. There were four theories underlying this research. They included theories related to curriculum, textbook and textbook evaluation,. The theories were stated by some experts in language teaching.

A. Curriculum

1. Definition of Curriculum

In education, a curriculum (/kəˈrɪkjʊləm/; plural: curricula /kəˈrɪkjʊlə/ or curriculums) is broadly defined as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or school's instructional goals.[1] Basically the curriculum has three dimensions of definition, namely the curriculum as a subject, curriculum as a learning experience and curriculum as the planning of the learning program.[2]

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[1] https://en.wikipedia.org/wiki/Curriculum. on 06/09/2017

[2] Wina Sanjaya, *Kurikulum dan Pembelajaran: Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)*, (Jakarta: Kencana,2008). p.4.

Opinion that said curriculum as a subject comes from Robert M. Hutchins (1936). Robert said that: "The curriculum should include grammar, reading, theoric and logic, and mathematics, and in addition at the secondary level introduce the great books of Western World".[3] Thus, according to this view curriculum is oriented towards content or subjects which students are expected to master the content or subjects. Teachers usually do test to know whether students have mastered the subject or not.

Second dimension looks at curriculum as a learning experience. There are many educational experts who regard curriculum as learning experience, among them is Romine (1945) that said curriculum is interpreted to mean all of the organized courses activities, and experiences which pupils have under direction of the school, whether in the classroom or not. Similar opinion is given by Harold B. Alberty (1965). Harold defined curriculum as "'...all of the activities that are provided for the students by the school". Moreover, Saylor and Alexander (1956) that said curriculum is the sum total of school's efforts to influence learning, whether in the classroom, on the playground, or out of school.[4] Therefore, according to

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[3] Wina Sanjaya, *Kurikulum dan Pembelajaran: Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)*, p.4.

[4] Wina Sanjaya, *Kurikulum dan Pembelajaran: Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP),* p.6.

them curriculum does not only include classroom activities, but also the whole of students activities in the school, the social relationships between teachers and students, teaching methods and the way to evaluate students.

The last dimension look at curriculum as the planning of the learning program. Opinions that said curriculum as the planning of the learning program come from Hilda Taba (1962) that said curriculum is a plan for learning: therefore, what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum.[5] then, Daniel Tanner and Laurel Tanner (1975) that said curriculum as the planned and guided learning experiences and and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experiences under auspices of the school, for the learner's continous and willful growth in personal social competence.[6]

Concept of the curriculum as the planning of the learning program is also in line with formulation of curriculum according to UU No. 20/2003 who said that:

"*Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan , isi dan bahan pelajaran yang digunakan*

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[5] Tim Pengembang MKDP Kurikulum dan Pembelajaran, *Kurikulum dan Pembelajaran*, (Bandung: Jurusan Kurtekped FIP UPI,2016). p.4.

[6] Wina Sanjaya, *Kurikulum dan Pembelajaran: Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)*, (Jakarta: Kencana,2008). p.8.

sebagai pedoman penyelenggaraan pembelajaran untuk mencapai tujuan pendidikan itu".[7]

(Curriculum is seen a set of plans and arrangement within that include the purposes, content, and teaching materials that is used as the guideline learning implementation to achieve the objective of educational institution).

According to formulation of curriculum above, it is clear that curriculum has two aspects. The first aspect is as a planning of learning program that use to guideline the implementation of learning process. The second aspect is settings of content materials and the way to realize the planning. And then both of that aspects is used to achieve the objective learning.

2. 2013 Curriculum

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 competency-based curriculum (KBK) development that was initiated in 2004 and the school-based curriculum (KTSP) in 2006, which includes competency of attitude, knowledge, and skills integrated. The aim of 2013 curriculum is to create 2045 generations became intellectual generations who possess noble characters, independent, democratic, responsible.

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[7] UU No. 20/2003 available on-line at: *https://kemenag.go.id/file/ dokumen/ UU2003.pdf,* on 24/08/2017

The formulation of 2013 curriculums' aim is based on the objectives of national education outlined in UU No. 20/2003 about education national system, particularly in article 3 Chapter II about the basis, function, and the objective of national education which states that: "Education functions as developing individuals' dignified skills, characters, and civilization in order to make intellectual generations and to develop learners' potentials to be healthy, intellectual, skillful, creative, independent, democratic, and responsible individuals who believe in God and who possess noble characters."[8] It suggests that the educational process and its outcomes are intended to create students to be completely useful people who have aptitudes and great characters and who are proficient to mindful of their potential, and can execute their abilities for the general public's and their own adventages.

According to Permendikbud No. 68 in the year 2013, 2013 curriculum is designed with the following characteristics:[9]

a. Developing the balances between spiritual and social developed attitude, curiousity, creativity, cooperation with intellectual skill and psychomotor.

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[8] UU No. 20/2003 available on-line at: *https://kemenag.go.id/ file/ dokumen / UU2003.pdf,* on 2 4/08/2017

[9] Permendikbud Nomor 68 Tahun 2013, *Tentang Kerangka Dasar dan Kurikulum 2013.*

b. School is part of society which gives planned learning experience where students apply what they learn in school into society and make it useful as learning sources.

c. Developing attitude, knowledge, and skill also applying it in any situations in school and society.

d. Giving free time to develop attitudes, knowledge, and skills.

e. Competence is expressed in the form of core competence which is detailed more in subject basic competence.

f. Class core competences become organizing elements basic competence, where all basic competences and learning process are developed to achieve core competences.

g. Basic competences are developed based on the accumulative principle, mutually reinforce and enrich inter subjects and education level.

Therefore, 2013 curriculum was developed with philosophical foundation which provides basis for the development of learners' potential to be a qualified Indonesian human as stated on the objectives of national education.

B. Textbook

1. Definition of Textbook

The term coursebook and textbook are often used interchangebly in the world of English language teaching. Textbook means an instructional material of English as a subject matter taught at schools and which is designed for

specific groups of learners in a defined context, such as in a specified educational context within a certain country. While textbook refers to materials used in teaching English as a subject matter in a spesific educational context, according to Nunan (2003) coursebooks are not written for a specific group of people, but written for a generalized target group for use in English or non-English speaking countries.[10]

A textbook is usually seen an aid to teaching. It is simply one of many possible materials of learning because it helps the teachers and students to achieve the goal of learning. It is used if it can do a better job that any of the other available materials of instruction. Teachers find significant advantages in the textbook which are important to be learned. It usually summarizes a great quantity of valuable information traditionally associated with a particular course. The text can provide a common resource since a copy is commonly in the possession of each student.

According to Chambliss and Calfee (1998) as cited by Masnur Muslich (2010) Textbooks are considered at the heart of educational activities, as they provide students "a rich array

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[10]Agni Kusti Kinasih (07202244040), "A Content Analysis on English Textbooks for the Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to English for Senior High School Student Grade X", *Thesis* , (Yogyakarta: Faculty of Languages and Arts, State University Yogyakarta, 2014), p.31. available on-line at: http://eprints.uny.ac.id/18505/1/Agni%20Kusti%20Kinasih%2007202244040 .pdf on 19/06/2017

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of new and potentially interesting facts, and open the door to a world of fantastic experience".[11] The textbooks have significant role as they are considered as "primary vehicles for delivering content knowledge, for determining in large measure what goes on in a class" (Hummel, 1998), and for assessing what students do and do not learn (Freeman & Porter, 1989). A majority of teachers consider textbooks as the only teaching resource (Maffia, Dias, Brauna & Cruz, 2003).[12] So, Textbooks do not only influence what and how students learn, but also what and how teachers teach.

2. The Role of Textbook in Language Class

The role of the textbook in the language class is a difficult one to be defined perfectly and exactly. There appears to be very little research, however, on the exact role of textbooks in the language classroom. Allwright (1981) suggests that there are two key positions. The first – the deficiency view – sees the role of textbooks or published materials as being to compensate for teachers' deficiencies and ensure that the syllabus is covered well thought out exercises. Underlying this view is the assumption that good teachers always know what material to use with a given class

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[11] Masnur Muslih, *Text Book Writing: Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Text*, (Yogyakarta: Ar-Ruzz media, 2010), p.50.

[12] Khalid Mahmood, "*Conformity to Quality Characteristics of Textbooks: The Illusion of Textbook Evaluation in Pakistan*", Journal of Research and Reflections in Education, Vol. 5, No. 2, December 2011, p.171. available on-line at: http://ue.*edu.pk/jrre/articles/52006.pdf on* 19/06/2017

and have access to, or can create, them. They thus neither want, nor need, published materials. The difference view, on the other hand, sees materials as the carriers of decisions best made by someone other than the teacher because of differences in expertise.[13]

Hutchinson and Torres (1994) as cited by Richards and Renandya (2002: 83) see the role of the textbook as a possible agent of change. This can be achieved when a number of conditions are met. First, the textbook needs to become a vehicle for teacher and learner training. In other words, beside an explicit and detailed teacher's guide, the student book should also include appropriate learning-how-to-learn suggestions. Second, the textbook must provide support and help with classroom management, thus freeing the teacher to cope with new content and procedures. Third, the textbook will become an agent of change if it provides teacher with a clear picture of what the change will look like and clear practical guidance on how to implement it in the classroom. Fourth, if adopted by a school, a textbook can result in collegial support and shared responsibility for and commitment to the change.[14]

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[13] Mohammad Mohammadi and Heidar Abdi, "*Textbook Evaluation: A Case Study*", Procedia - Social and Behavioral Sciences 98 (2014), available on-line at: *http://www.sciencedirect.com/science/ article/pii/ S18 77042814026196?via%3Dihub*, on19/06/2017

[14] Jack C. Richards and Willy A. Renandya, *Methololodgy in Language Teaching: An Anthology of current Practice*, (New York: Cambridge University Press, 2002). p.83.

Cunningsworth (1995) summarizes the role of materials, particularly course books in language teaching as:[15]

a. A resource for presentation materials (spoken and written)

b. A source of activities for learner practice and communicative interaction

c. A reference source for learners on grammar, vocabulary, pronunciation, and so forth

d. A source of stimulation and ideas for classroom activities

e. A syllabus where it reflects learning objectives that have already been determined

f. A support for less experienced teachers who have yet to gain in confidence.

g. Richards (2001) outlines the role of materials as follows:

h. The materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice which students take part in.

i. Materials serve primarily to supplement the teacher's instruction.

j. For learners, materials may provide the major source of contact they have with the language apart from the teacher

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[15] Agni Kusti Kinasih, (07202244040), "A Content Analysis on English Textbooks for the Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to English for Senior High School Student Grade X", *Thesis* , (Yogyakarta: Faculty of Languages and Arts, State University Yogyakarta, 2014), p.38-37 available on-line at: http://eprints.*uny.ac.id/18505/1/Agni%20Kusti%20Kinasih%2007202244040 .pdf* on19/06/2017

3. Criteria of Good Textbooks

To evaluate textbooks, some criteria of good textbooks need to be understood. These criteria help the evaluator to make textbook evaluation instrument wich will be used to assess the aspects being evaluated. Some criteria of good textbook are[16]:

a. It has base, principal, and certain viewpoint which base on the concepts that used in textbook clearly.

b. It should be relevant with curriculum.

c. It is interesting and increasing reader enthusiasm.

d. It can give motivation to the reader.

e. It can stimulate students' activity.

f. It has interesting illustration for reader.

g. The understanding should be preceded by correct communications.

h. The content of the book supports the other subject.

i. It appreciates individual diversity.

j. It tries to reinforce the value that is applied in society.

k. It has clear viewpoint.

C. Textbook Evaluation

1. Definition of Textbook Evaluation

The term "evaluation" generally applies to the process of making a value judgment. According to Hutchinson and

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[16]Tarigan D. dan H.G. Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa,2009) p.27-28.

Waters (1987), "Evaluation is the matter of judging the fitness of a something for a particular purpose". In education, the term "evaluation" is used in reference to operations associated with curricula, programs, interventions, methods of teaching and organizational factors. It is a sophisticated concept which includes the phases of selecting the information, analyzing, transferring, using and making a decision on the quality of the curriculum. Cronbach (1963), states that "evaluation process should be focused on gathering and reporting information that could help guide decision making in an educational program and curriculum development". Therefore, evaluation of textbook is also considered to function as a kind of educational judgment.[17]

Candlin (1987) suggests that textbook evaluation should cover broad areas that includes problematicity, implementability, and combinability. Problematicity refers to the extent to which a given task within a textbook reveals variations in learners' abilities and knowledge, the extent to which it is diagnostic or explanatory, whether it provides monitoring and feedback, and whether it can be used as a basis for future action. Implementability involves a consideration of the resources required, the organizational and management

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[17] Gul Fatima, Syed Kazim Shah and Humail Sultan, "*Textbook Analysis and Evaluation of 7th & 8th Grade in Pakistani Context*", International Journal of English Language Teaching, Vol.3, No.4, pp.79-97, June 2015. available on-line at: www.eajournals.org, on 24/08/2017

complexity, and the adaptability of the task. Combinability requires evaluators to consider the extent to which the task in a textbook can be sequenced and integrated with other tasks.[18]

Cunningsworth (1995) and Ellis (1997) have suggested that there are three different types of material evaluation. They argue that the most common form is probably the 'predictive' or 'pre-use' evaluation that is designed to examine the future or potential performance of a textbook. The other types of textbook evaluation are the 'in-use' evaluation designed to examine material that is currently being used and the 'retrospective' or 'post-use' (reflective) evaluation of a textbook that has been used in any respective institution.[19]

This research basically took the 'in-use' evaluation because it examines an English textbooks textbooks entitled "*When English Rings a Bell*" that were being used to seventh grade of junior high school in Indonesia.

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[18] Agni Kusti Kinasih, (07202244040), "A Content Analysis on English Textbooks for the Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to English for Senior High School Student Grade X", *Thesis* , (Yogyakarta: Faculty of Languages and Arts, State University Yogyakarta, 2014), p.38-37 available on-line at: http://eprints.*uny.ac.id/18505/1/Agni%20Kusti%20Kinasih%2007202244040 .pdf* on19/06/2017

[19] David R. A. Litz, "Textbook Evaluation and ELT Management: A South Korean Case Study", Asian EFL Journal, available on-line at: *www.asian-efl-journal.com/Litz_thesis.pdf*, on19/06/2017

2. Textbook Evaluation Stages

Harmer (2001: 301) suggests three stages for textbook evaluation, which are selecting areas for assessment, stating beliefs, and using statements for assessment. When selecting areas for assessment, teachers first need to list the features they wish to look at the coursebooks under a certain list of consideration. The list can be reduced or expanded such as separating language study activities into vocabulary, grammar, and pronunciation or concentrating solely on topics and cultural acceptability. Teachers can choose what they want to focus on the light of their own teaching situation.[20]

This study decided the framework of textbook evaluation by referring to criteria for English textbook evaluation that determined by BSNP . After that, the researcher made some modification to those criteria to suit 2013 Curriculum. Next, Those modified criteria were applied for evaluating the textbook. Finally, some qualitative descriptions were added to clarify the judgements.

D. Textbook Evaluation Criteria Based on BSNP

BSNP launched three instruments to evaluate English textbooks published in Indonesia. These three instruments are

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[20] Agni Kusti Kinasih, (07202244040), "A Content Analysis on English Textbooks for the Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to English for Senior High School Student Grade X", *Thesis* , (Yogyakarta: Faculty of Languages and Arts, State University Yogyakarta, 2014), p.37 available on-line at: http://*eprints.uny.ac.id/18505/1/Agni%20Kusti%20Kinasih%2007202244040 .pdf* on19/06/2017

actually based on KTSP (School-based Curriculum). However, with some modifications, it can also be applied to evaluate 2013 Curriculum-based English textbooks, since both curricula apply genre-based approach. The first instrument consisted of one point: 1) content appropriateness. The second instrument consists of two points: 1) language appropriateness and 2) presentation appropriateness. The last instrument consists of one point: 1) graphics appropriateness.[21]

The first instrument is meant to evaluate content appropriateness. It evaluates 1) the appropriateness of material explanation with competency standard and basic competence, 2) material accuracy, and 3) supporting materials.

When evaluating the appropriateness of material explanation with competency standard and basic competence, an evaluator will evaluate the material completeness, the material depth.

The material completeness means a unit of a book must have three kinds of texts, that is short and simple interpersonal texts, transactional texts, and functional texts. Short interpersonal texts are related to learners' daily life which are meant to give learners opportunities to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written, to interact with their closest environment, such as expressions for

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[21] Masnur Muslih, *Text Book Writing: Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Text*, (Yogyakarta: Ar-Ruzz media, 2010), p.291-292

greeting, saying good bay, saying thank you and saying sorry. Transactional texts give learners opportunities to take and give things, service, information, and opinions related to learners' daily life and other subject matters, both oral and written, such as to take and give information regarding the name of the day, month, time of day, time of day in the form of numbers, date, and year, the names and numbers of animals, objects, and public buildings, actions/functions of people animals and thingss and so forth. Functional texts from various genres must be explored to improve learners' listening, speaking, reading and writing skills in regards to learners' daily life topics and other subject matters, such as Descriptive text.

The material depth focuses on Exposure, Retention and production. Exposure requaires them to present various text to the learners. This is aimed at giving input as well as familiarzing the learners with various types of text with different social purposes. Retention means that textbook should promote the learners' understanding towards three major elements of text i.e social function, generic structure, and linguistic feature. This can be achieved when the learners have already understood the meaning and ideas of text. Production, on the other hand, guides the learners to produce text in both written and spoken modes after to achieve its social function.

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

Social functions are the goals of the text with regard to their communicative purposes in daily life. social functions of text can be categorized into three parts comprising interpersonal communication, transactional communication and functional communication. In transactional communication, an interpersonal text should help learners to perform functions of getting things done. This means that it can be in the form of asking for and giving something facts, opinion, and service 7 when is related to the learners' daily life. While transactional texts are aimed to get things done, interpersonal texts are used to maintain interpersonal relationship with others. In functional text, the functions vary based on its type e.g. descriptive is used to identify, distinguish, offer, compliment, or criticize things, people, or animals.

Related to generic structure, the texts have given in a textbook or the ones explored by learners are directed to the development of learners' chronological and systematic thinking skill. In interpersonal and transactional texts, these element should at least cover interactive activities consisting of the initiative to communicate and the responses in the form of request and giving information, goods, or service. Short functional texts must cover generic structure which will vary according to its type of text. For instance: Descriptive must at least cover the elements contained in

a person, thing, or animal along with its description, such as characteristics, attitudes, and actions which are considered important to tell to show its social functions.

Related to linguistic features, the texts given in a textbook or the ones explored and produced by learners are directed to the deveopment of learners' communication ability with the quality of accurate and appropriate language which is relevant to the on-going communicative context and the text type used to achieve its social function.

When evaluating the supporting learning materials, an evaluator will evaluate: 1) the up-to-date nature of the material, 2) life skill development, and 3) development of insight on diversity.

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

Regarding to life skill development, texts and communicative actions must motivate learners to do several things to develop their life skills, such as: 1) personal skill: knowing the strengths and weaknesses of his own and others and improving himself as an autonomous perrson, social creature, and God's

creation; 2) social skills: being cooperative, being tolerant, appreciating gender equality and reconcilement, and anti-violence in communicating and interacting with others; 3) academic skill: exploring and making use of information, solving problems, and making decisions in scientific work; 4) vocational skill: having ability, attitude, and skills needed to do a certain job or occupation.

Regarding to development of insight on diversity, texts and communicative actions should motivate learners to do several things to internalize their appreciation towards diversity, such as: 1) appreciation towards cultural diversity and complex society which cover various cultural values, local, national, and global contents; 2) awareness towards the local potential and equity in order to promote local and national potential and equity. 3) appreciation towards democratic values which are relevant to the local socio-cultural context; and 4) comprehension towards nationality insight to promote self belonging to the motherland, nation, and country.

The second instrument is meant to evaluate language appropriateness and presentation approapriteness.

Language appropriateness covers three sub-components which are: 1) the appropriateness of the language with learners' development, 2) communicativeness, and 3) the coherence and unity of ideas.

The appropriateness of material with learners' development covers the relevance of the material towards learners' cognitive development level and towards learners' socio-emotional development level. The language used in explanation and instruction is relevant to learners' cognitive development. Difficulty level and language familiarity must be facilitated explicitly. The language used must also be relevant to teenagers' socio-emotional state.

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

The coherence and unity of ideas cover the coherence of meaning among chapters, sub-capters, paragraphs, or sentences and the unity of meaning among chapters, sub-capters, paragraphs, or sentences. The messages and materials delivered in a chapter, sub-chapter, paragraph, or sentence must reflect the coherence of meaning delivery. The messages or materials delivered must reflect the coherence of meaning among chapters, sub-chapters, paragraphs, or sentences.

Presentation appropriateness must cover three components: (1) Presentation technique, (2) Teaching and learning technique, and (3) Presentation coverage.

Presentation technique discusses systematization and inter-units balance. Regarding to systematization, the materials and tasks are delivered in the form of texts, communicative acts, illustration, and symbols using organized pattern and order according to the material characteristics. Besides, it must at least consist of introduction, content, and closing. Inter-units balance means the materials and tasks are delivered in the form of texts, communicative acts, illustration, and symbols in a balanced manner in every unit.

Teaching and learning technique of each unit must reflect 1) learner-centeredness, 2) development of learners' initiative, creativity, and critical thinking, 3) development of autonomous learning, and 4) development reflection and self evaluation ability.

Learner-centeredness means the delivery of materials and tasks prompts interaction in English among learners, between learners and teacher, and among learners in bigger circumstances.

Development of learners' initiative, creativity, and critical thinking means the delivery of materials and tasks prompts learners to do some communicative acts both oral and written based on their own initiative creatively and critically.

Development of autonomous learning means the delivery of materials and tasks prompts learners to be responsible towards their own learning process.

Development reflection and self evaluation ability means the delivery of materials and tasks prompts learners to know their

success and weaknesses in doing learning activities and in communication. Presentation coverage covers 1) opening, 2) content and 3) closing.

Opening must consist of preface and table of contents. Preface is information that leads the readers to know the objective of the textbook writing, thanking, and expectation. Table of contents is a list containing information which facilitates learners to find units, sub-units, and topics in them.

Content must cover 1) introduction, 2) learning load, 3) reference, and 4) summary and reflection. Introduction is an introductory in the first page of the textbook which contains the objective of the textbook writing, texts, book systematization, learning procedure to follow, and the other elements which are considered important for learners. Learning load is the core of the textbook content. It consists of face-to-face meetings, structured exercises, and independent activities. Reference means texts, tables, and pictures must have identities in the form of headings, the order number of pictures and tables, and references.

Closing must cover 1) glossary, 2) bibliography, and 3) index of subjects and authors. Glossary contains important terminologies within a text accompanied by the meaning description of those terminologies which are written alphabetically. Bibliography is a list of books used for reference in the book writing. It begins with the author's name (written alphabetically), year of publication, book title, place of

publication, and publisher's name. Index of subjects is a list of important words followed by page number of its appearance. Index of athors is a list of authors whose works are used in the materials followed by page number of its appearance.

The last instrument is meant to evaluate graphic appropriateness. Graphics appropriateness is described be some sub components or indicator as follows:

1. Book size / book format, must cover:
   a. The appropriateness of book size with ISO standard
      According to ISO standard, size of textbook is A4 (210 x 297mm), A5 (148 x 210 mm) and B5 (176 x 250 mm)
   b. The appropriateness of book size with material content of the book
2. Cover design, must cover: a) Book layout, b) Typography and c) Illustration.
3. Contain design, must cover: a) The layout is consistent, b) Layout element is harmonious and c) Layout elements are complete.[22]

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[22] Masnur Muslih, *Text Book Writing: Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Text*, (Yogyakarta: Ar-Ruzz media, 2010), p.305-312

CHAPTER III

ANALYSIS OF THE APPROPRIATENESS OF "WHEN ENGLISH RINGS A BELL" IN TERMS OF CONTENT, PRESENTATION, LINGUISTIC, AND GRAPHIC DETERMINED BY BSNP

This chapter describes textbook's profile, textbook's content and analysis of the appropriateness "when english rings a bell" in terms of content, presentation, linguistic, and graphics determined by BSNP.

A. Profile of Textbook Entitled "When English Rings a Bell"

An English textbook entitled "When English Rings a Bell" Third Edition is the main object of this research. This book was developed based on 2013 curriculum which had been started to implement in the new academic year (2014/2015). It was published by Ministry of Education and Culture of Indonesia. The thickness of the textbook is 194 pages and size of the textbook is 176 x 250 mm (B5). The Manuscript contributors are Siti Wachidah, Asep Gnawan and Yuli Rulani Khatimah.. It has been edited by Rd. Safrina Noorman and Lestari Manggong. The publishing supervisor is *Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud*.

B. The content of English Textbook Entitled "When English Rings a Bell"

1. Description of the textbook

An English textbook entitled "When English Rings a Bell" is a new English textbook prepared by the Ministry of Education and Culture of Indonesia in line with the implementation of new designed curriculum, 2013 curriculum. This book is distributed for free to all schools in Indonesia that have already applied 2013 curriculum and also available in the website of Ministry of Education and Culture for free download. Additionally, all schools in Indonesia are starting to implement the 2013 curriculum in the new academic year (2014/2015) so that automatically this book will be used by all junior high schools in Indonesia.[1]

This textbook consists of VIII / 8 chapters. Those are:

a. Chapter I : Good morning. How are you?

In this chapter students will learn :

  1) to great

  2) to take leave

  3) to say thank you

  4) to say sorry

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[1] Tantri Sundari, *an Analysis on K-13 of Seventh Grade Students "When English Rings the Bell",* Paper, available on-*line at www.academia .edu* on 03/12/2017.

b. Chapter II :   It's Me!

In this chapter students will learn to share and inquire about each other, including:

1) students' identities

2) students' hobbies and what their like

3) the members of family

c. Chapter III : What time is it?

In this chapter students will learn :

1) to tell the time

2) to tell the date

3) to tell the day

4) to tell the month

d. Chapter IV: This is my world

In this chapter students will learn to state things, animals, and public places around us.

e. Chapter V : It's a beautiful day

In this chapter students will learn to ask for and give information related to the qualities of people, animals and things, in order to identify, to criticize or to praise them.

f. Chapter VI : We love what we do

In this chapter students will learn to ask for and give information related to actions/functions of people, animals and things in order to identify, to criticize or to praise them.

g. Chapter VII: I'm proud of Indonesia!

In this chapter students will learn to describe people, animals and things in order:

1) to make them stand out
2) to show my pride of them
3) to promote them
4) to criticize them

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

In this chapter students will learn to get the message of a song.

2. **Description of the material**

The material of English Textbook Entitled "When English Rings a Bell" adopts scientific approach that is designed to make students construct concepts and principles actively through some steps. The steps are observing, questioning, collecting information, associating and communicating. The description of the material of English Textbook Entitled "When English Rings a Bell For Grade VII Junior High School is as follows:

a. **Chapter I : Good morning. How are you?**

Learning material in chapter 1 is divided into some steps, those are:

1) Observing and asking questions

In this section, students will be given two song that title are *Good Morning* and *How are You?*. Learners are given some conversation on expressions

of greetings and leave-taking that starting from simple grammar moving to the complex grammar rule. Learners are also given three situations of role play in which they have to practice the expressions of greetings and leave-takings in the first role play, saying good bye in the second role play, saying thank you and sorry in the last role play. On the observing and questioning task, learners ask to make a list of the people that they greeted in English and write the expressions of greetings and leave-takings on the table based on the conversation on the first and second role play.

2) Collecting information

In this section, learners will do a drill to say thanks and to say sorry.

3) Communicating

In this section, learners will communicate the lesson that they know.

b. Chapter II: It's Me!

Learning material in chapter 2 is divided into some steps, those are:

1) Observing and asking questions

In this section, the lessons are started with six monologues in which all of the six speakers tell about their names, their origins and their home address.

After that, learners are given notes of the facts about two people that named Max Bae and Nela Sembiring. Learners are also given a situation of role play in which they have to practice to ask and answer questions about names, origins and home addresses. Learners also learn how to spell their name. On the last activity of observing and asking questions, learners are given monologues that tell more information about hobbies, like and dislike and members of family.

2) Collecting information

In this section, learners are asked to tell the members of their family.

3) Associating

In this section, learners are asked to write information about their selves.

c. **Chapter III : What time is it?**

Learning material in chapter 3 is divided into some steps, those are:

1) Observing and questioning

There are many activities of this section. In the first activity, learners will learn to say the time. Second activity, learners will tell Beni's meal times every day. Third activity, learners will learn to tell what Edo does on one Sunday. Fourth activity,

learners will work in group and play the roles of the speakers in the conversation about *What we usually do on Sunday*. Fifth activity, learners will learn to say the names of the months orally. Sixth activity, learners will learn to say date, in writing and orally and the last activity, learners will learn to say seven days in a week.

2) Collecting information

There are nine activities of this section. In the *first* activity, learners will work in group and ask to tell the meal times of everybody in their group. *Second* activity, learners will ask to handwrite the information in a table about *What does Edo do on one Sunday?*. *Third* activity, learners will ask to work in group to discuss and decide the information from the conversation about *What we usually do on Sunday*. *Fourth* activity, learners will ask to interview each other to know what we usually do every day and what time we do each activity and put the information in the table. *Fifth* activity, learners ask to report their findings in good sentences. *Sixth* activity, learners will be drilled by their teacher how to say the names of months in different situations, teacher will say the names of the month, and learners will say the name of before and after the month. *Seventh* activity, learners

ask to write the information of the birthdays of ten classmates that they get from interview. *Eighth* activity, learners will be drilled by their teacher how to say date we celebrate National Days, teacher will say about the event, and learners will say the month and the date we celebrate it. *Ninth* activity, learners will be drilled by their teacher how to say the names of days in different situations, teacher will say the names of the day, and learners will say the name of before and after the day.

3) Associating

There are two activities in this section. in the first activity, learners learn to say the names of the days and the subjects of that day. After that, learners ask to tell that schedule in writing and orally.

4) Communicating

There are two activities in this section. In the first activity, learners ask to make their own schedule at school including in the information about time. After that learners will play a calendar games.

d. **Chapter IV : This is my world**

Learning material in chapter 4 is divided into some steps, those are:

1) Observing and questioning

There are many activities in this section. The observing activities provide some vocabulary of the things, animals and public places around us and their pictures. After knowing the vocabulary names of the things, animals and public places around us, learners will learn to tell the names of them. They are the names of the things in the classroom, names of the things that we often have in our bags, names of public buildings, names of the things in the living room, their numbers and their locations, names of the things in the kitchen, names of the things in the dining room, names of the things in the bedroom, names of the things in the bathroom, names of the things in the garage, names of the things in the yard and around the house, names of the animals in the garden. Learners are also given a role play of conversation about the location of public buildings.

2) Collecting information

Learners activities in this section are 1) to tell the names of ten things that they really have in their classroom, 2) to tell the names of things that they really have in their bags and their numbers, 3)to tell the names of the things at the dining table their number and locations based on the picture that provide in the textbook, in writing and orally, 4)to tell the names of

things in learners' living room and their locations, 5) to tell the animals that learners find near school and houses.

3) Associating

In this section, learners will work in group and tell what the people do in different places based on the picture that provide in the textbook.

4) Communicating

In this section, learners will ask to tell about their dream of future house. Learners will make a list of the room and the things that they will have in their house, and also, list of the animals that will they have. Next activity is singing a song by Louis Armstrong that title is *What a Wonderful World*.

e. **Chapter V : It's a beautiful day**

Learning material in chapter 5 is divided into some steps, those are:

1) Observing and questioning

In this section, learners are given eight situations of role play of the speakers in the conversation about people, animals and things. After that, learners were asked to work in group to list the speakers' statements about people things, animals in each conversation.

2) Collecting information

In this section, learners ask to tell the qualities of the things and rooms that they really have in their school, to tell the qualities of the things and rooms that they really have in their houses. And the last activities, learners work in group and ask to complete the conversations of four situations.

3) Associating

In this section, learners are given a situation of role play of the speakers in the conversation after that list the speakers' statements about the people and then handwrite the sentences on a piece of paper.

f. Chapter VI : We love what we do

Learning material in chapter 6 is divided into some steps, those are:

1) Observing and questioning

In this section, learners are given three situations of role play of the speakers in the conversation. After that, learners are asked to work in group to complete the table related to job and profession based on the first conversation, make a list of statements related to the habits of the people on the second role play, to write the activities of the animals on the third conversation.

2) Collecting information

In this section, learners ask to work in group and interview 5 of their friends to ask about their father's and mother's profession and what they do in their jobs, in the first activity. And then, in the second activity, learners ask to work in group and interview 5 of their friends 4 questions related to their habits. The last activity, learners ask to work in group and write the names of the things in learners' house and the use of those things.

3) Associating

In this section, learners are given three situations of role play of the speakers in the conversation. After doing the first role play, learners are asked to work in group and write the activities of the animals on the table that provide in the textbook. And then, After doing the third role play, learners are asked to work in group and write the information/statement related people, things, plants, animals in the conversation. The last activity, learners are given a picture of classroom and then ask them to write the names of the things in the picture and write the use of them.

4) Communicating

In this section, learners will study the example of how to make a presentation and then every learners ask to present the information that they got from their friends related to their parents' professions. In the next activity,

learners ask to present the information that they got from their friends related to their habits.

g. **Chapter VII: I'm proud of Indonesia!**

Learning material in chapter 2 is divided into some steps, those are:

1) Observing and questioning

In this section, learners are given some situations of role play of the speakers in the conversation about Edo's notebook, Lina's house, a pair of shoes in the big shoe shop, a T-shirt Mr. Gani wants Mr. Hidayat to buy him.

2) Collecting information

There are 4 activities in this section. The *first* activity learners ask to complete the descriptions of Edo's notebook, Lina's house, a pair of shoes in the big shoe shop, a T-shirt Mr. Gani wants Mr. Hidayat to buy him. *Second* activity, learners ask to analyze the states and the activities related to each object. *Third* activity, learners ask to list the states and the activities of person/thing and make good description about him/her/it. The *last* activities, learners ask to list the states and the activities of person/thing that each speaker likes or dislike.

3) Associating

In this section, learners are asked to read six texts about the description of a person/thing and list the states and activities of a person/thing that each speaker likes or

does not like. There were also a task that asking learners to read descriptions about Indonesia. And then, they were asked to identify the location, the size, the Archipelago, the population, the islands and the waters, the mountains and the volcanoes, and the climate of Indonesia. After that, learners' were asked to publish the long text entitled "I'm proud of Indonesia" which puts together all the descriptions about Indonesia.

4) Communicating

In this section, learners are asked to write a description about learners' school that title is "This is our Lovely School".

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

Learning material in chapter 8 is divided into some steps, those are:

1) Observing and questioning

In this section, learners ask to read the lyric of the song that was popularized by Bruno Mars in 2010 and download the song from YouTube.

2) Collecting information

In this section, learners ask to write the lyric and find the message of the song.

C. **The Appropriateness of "When English Rings a Bell" in terms of content, presentation, linguistic, and graphics determined determined by BSNP.**

1. **Quantitative data**

In this study, ten checklists were used to analysis the English textbook entitled "When English Rings a Bell". The checklists consisted of 1) The appropriateness of materials explanation with standard of competence and basic competence, 2) material accuracy, 3) supporting learning materials, 4) language appropriateness, 5) presentation technique, 6) teaching and learning technique, 7) presentation coverage, 8) book size, 9) cover design, and 10) contain design. All those sub aspects were drawn from four aspects of textbook evaluation, namely content, language, presentation and graphic. Results of analysis were presented as follows.

a. **The appropriateness of materials with standard of competence and basic competence**

Table 3.1 Appropriateness of materials with standard of competence and basic competence checklist

Point	No	Criteria	Criteria of Fulfillment	
			0	**1**
Material completen-ess	1	The textbook must contain interpersonal texts related to learners' daily life which give learners opportunities to comprehend and produce expressions in fulfilling interpersonal communicative		1

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Point	No	Criteria	Criteria of Fulfillment	
			0	1
		functions both oral and written and to interact with their closest environment.		
		For Grade VII the textbook should comprise a short interpersonal text in the form of *greeting, saying good bay, saying thank you and saying sorry* allowing the students to explore and produce interpersonal communication function in their daily life.		
	2	The Textbook must contain transactional texts which give learners opportunities to take and give things, services, information, and opinions related to learners' daily life and other subject matters, both oral and written.		1
	3	The Textbook must contain functional texts which give learners opportunities to improve learners' listening, speaking, reading, and writing skills in the form of descriptive text in regards to learners' daily life and other subject matters.		1
Material depth	4	Exposure: In learning every type of text, a textbook must require learners to explore quite many types of text which are relevant to learners' daily life.		1
	5	Retention: In learning every type of text, a textbook must give learners guidance to acquire explicit comprehension about three elements of text production, namely social functions, generic structure, and linguistic features after comprehension on a particular text.	0	
	6	Production: In learning every type of text, a textbook must give learners		1

Point	No	Criteria	Criteria of Fulfillment	
			0	**1**
		guidance to produce written and oral texts to achieve the social function which is relevant to a particular text type.		
Total			5	
Percentage			83%	

b. The Material Accuracy

Table 3.2 Material Accuracy Checklist

Point	No	Criteria	Criteria of Fulfillment	
			0	**1**
Social functions :The texts must achieve the social functions relevant to learners' daily life	1	In interpersonal communication, each interpersonal text must help learners to maintain their interpersonal relation with people		1
	2	In transactional communication, each transactional text must help learners to fulfill their life needs (to get things done).		1
	3	In functional communication, each activity of exploring functional texts must enable learners to represent the social functions of short functional texts.		1
		Descriptive functions to identify, distinguish, offer, compliment, or criticize things, people, or animals;		
Generic structure: The texts must be directed to the development of learners' chronological	4	In each interpersonal and transactional text, the elements of chronological and systematic thinking skills must at least cover interactive activities consisting of the initiative to communicate and to response in the form of requesting and giving information, goods, or		1

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Point	No	Criteria	Criteria of Fulfillment	
			0	**1**
and systematic thinking skills		services.		
	5	Each short functional text and monologue must at least cover the elements of meaning which lies in each type of short functional text and monologues. **Descriptive** must at least cover the elements contained in a person, thing, or animal along with its description, such as characteristics, attitudes, and actions which are considered important to show its social functions;		1
Linguistic features: The texts must be directed to the development of learners' communicative ability	6	The language used within each text is accurate and appropriate.and also must be relevant to the ongoing communicative context and to the text type.		1
Total			6	
Percentage			100%	

c. Supporting Learning Materials

Table 3.3 Supporting Learning Materials Checklist

Point	No	Criteria	Criteria of Fulfillment	
			0	**1**
The up-to-date material	1	The learning materials (texts, tables, pictures, attachment, and so on) for every text type are taken from the references which are relevant to the topics		1

Point	No	Criteria	Criteria of Fulfillment	
			0	1
		discussed.		
	2	The learning materials (texts, tables, pictures, attachment, and so on) are taken from the up-to-date references about the topic discussed.		1
Life skill development: Each text and communicative action must motivate learners to do several things to develop their life skills as follows:	3	Personal skill: knowing the strengths and weaknesses of his own and others and improving himself as an autonomous learner and a social creature.		1
	4	Social skill: Being cooperative, tolerant, appreciating gender equality, promoting peace, and being anti-violence in communicating and interacting with others.		1
	5	Academic skill: Exploring and making use of information, solving problems, and making decisions regarding to scientific work.		1
	6	Vocational skill: Having ability, attitude, and skills needed to do a certain job or occupation.	0	
Development of insight on diversity: Texts and communicative actions should motivate learners to do several things to internalize their appreciation towards diversity as follows:	7	A textbook must promote appreciation towards cultural diversity and complex society which cover various cultural values, local, national, and global contents.		1
	8	A textbook must promote awareness towards the local potential and equity in order to promote local and national potential and equity.		1
	9	A textbook must promote appreciation towards		1

Point	No	Criteria	Criteria of Fulfillment	
			0	1
		democratic values which are relevant to the local socio-cultural context.		
	10	A textbook must promote comprehension towards nationality insight to promote self belonging to the motherland, nation, and country.		1
Total			9	
Percentage			90%	

d. Language Appropriateness

Table 3.4 Language Appropriateness Checklist

Point	No	Criteria	Criteria of Fulfillment	
			0	1
The appropriateness of the language with learners' development	1	The language used in each explanation and instruction must be appropriate with learners' cognitive development.		1
	2	The language used in each unit must be appropriate with teenagers' socio-emotional state.		1
Communicativeness	3	Message readability: The message delivered in each unit must be clear and easily-understood by learners.		1
	4	Grammar accuracy: The message delivered in each unit must be relevant to correct English grammar.		1
The coherence and unity of ideas	5	The messages and materials presented in each unit, sub-unit, paragraph, or sentence must reflect the coherence of meaning.		1
	6	The messages or materials presented in a textbook must reflect the		1

Point	No	Criteria	Criteria of Fulfillment	
			0	1
		coherence of meaning among units, sub-units, paragraphs, or sentences.		
Total			6	
Percentage			100%	

e. Presentation Technique

Table 3.5 Presentation Technique Checklist

Point	No	Criteria	Criteria of Fulfillment	
			0	1
Systematization	1	The materials are presented in the form of texts, communicative acts, illustrations and symbols which should consist of at least introduction, content, and closing.		1
Balance between chapter and units	2	The materials and tasks are delivered in the form of texts, communicative acts, illustration, and symbols in a balanced manner in every unit.		1
Total			2	
Percentage			100%	

f. Teaching and Learning Technique

Table 3.6 Teaching and Learning Technique Checklist

Point	No	Criteria	Criteria of Fulfillment	
			0	1
Learner centeredness	1	The materials encourage the students to communicate in English with their peer, teacher and wider community member.		1
Development of	2	The presentation of materials		1

		and tasks prompts learners to do some communicative activities both oral and written based on their own initiative creatively and critically.		
learners' initiative, creativity, and critical thinkin				
Development of autonomous learning	3	The presentation of materials and tasks prompts learners to be responsible towards their own learning process.	0	
Development of reflection and self evaluation ability	4	The presentation of materials and tasks prompts learners to know their success and lacks in doing learning activities and in communication.		1
Total			3	
Percentage			75%	

g. Presentation Coverage

Table 3.7 Presentation Coverage Checklist

Point	No	Criteria	Criteria of Fulfillment	
			0	1
Opening	1	Preface: information that leads the readers to know the objective of the textbook writing, the writer's thanking, and the writer's expectation		1
	2	Table of content: a list containing information which facilitates learners to find units, sub units, and topics		1
Content	3	Introduction: an introductory in the first page of the textbook which contains the objective of the textbook writing, texts, book systematization, learning procedure to follow, and the other elements which are considered essential for learners		1
	4	Learning Load: the core of the textbook content. it consists of face-to-face meetings, structured exercises, and independent activities,		1

Point	No	Criteria	Criteria of Fulfillment	
			0	1
	5	Reference: texts, tables, and pictures must have identities in the form of heading and the order number		1
	6	Summary: each chapter involves the main points of the material.	0	
	7	Reflection: each unit of the book must be ended reflection.		1
Closing	8	Glossary: important terminologies within a text accompanied by the meaning description of those terminologies which are written alphabetically	0	
	9	Bibliography: a list of books used for reference in the textbook writing. It begins with the author's name (written alphabetically, year of publication, book title, place of publication, and publisher's name		1
	10	Index of authors: a list of authors whose works are used in the materials followed by page number of each appearance.	0	
	11	Index of subjects: a list of important words followed by page number of its appearance.	0	
Total			7	
Percentage			64%	

h. Book size

Table 3.8 Book Size Checklist

Point	No	Criteria	Criteria of Fulfillment	
			0	1
Book Size	1	The appropriateness of book size with ISO standard		1
	2	The appropriateness of book size with material content of the book		1

			Criteria of Fulfillment	
			0	1
	Total			2
	Percentage			100%

i. Cover Design

Table 3.9 Cover Design Checklist

Point	No	Criteria	Criteria of Fulfillment	
			0	1
Book layout	1	The appearance of the layout elements on the face and back has unity		1
	2	The appearance of the layout elements on the face and back looks harmonious and gives good rhythm.		1
	3	Showing a good point center		1
	4	Composition of the layout elements (title, author, illustration, logo, etc.) balances with the content of layout		1
	5	The size of the layout element is proportional		1
	6	Layout element is harmonious and clarify the function.		1
	7	Have a good contrast		1
	8	The appearance of layout element is consistent (according to the pattern)		1
	9	Placing consistent layout element in a series		1
Typography		The letters that is used are interesting and easy to read		1
	10	The size of book title is more dominant than the name of author and publisher.		1
	11	The color of the book title contrasts with the background color		1
	12	The font size is proportional to the book size		1
		The letters are simple (communicative)		1
	13	Not to many combinations of fonts letter		1
	14	According to font letters for content of book		1

Illustration	15	Illustration can describe the content/material of the book		1
	16	Illustration is able to express the character of an object		1
	17	Shape, color, size, proportion of the objects according to the reality.		1
Total			17	
Percentage			100%	

j. Content design

Table 3.10 Content Design Checklist

Point	No	Criteria	Criteria of Fulfillment	
			0	1
The layout is consistent	1	Placement of layout elements consistent by pattern		1
	2	Spaces between paragraphs is clear		1
	3	Placement of chapter title and their equivalents (introduction, table of content, etc) are one kind and consistent		1
Layout element is harmonious	4	Print area and margin are proportional		1
	5	The appropriateness of the text and illustration		1
	6	Margin between two side-by-side pages is proportional		1
	7	The conformity between shape, color and size of layout element		1
Layout elements are complete.	8	Chapter titles		1
	9	Chapter subtitles	0	
	10	Page numbers/folios		1
	11	Illustration		1
	12	Caption of pictures		1
Total			11	
Percentage			92%	

2. Qualitative data

The following explanation was the description based on the analysis above of how the textbooks met the criteria fulfillment and how they did not.

a. The Appropriateness of materials with standard of competence and basic competence

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

1) Comprehension and Production of Interpersonal Texts

English textbook entitled "When English Rings a Bell" had eight units. There were four lessons about interpersonal texts both oral and written. They were *greeting, leave takings, saying thank you and saying sorry*, all of that lessons were covered in unit 1.

The lessons on *greeting, leave takings, saying thank you and saying sorry* (page 2-20) in Unit 1 have fulfilled the first criterion in this sub aspect. They have fulfilled the criterion of giving learners opportunities to comprehend and produce oral and written expressions in fulfilling interpersonal communicative functions to interact with their closest environment.

For example, learners were given some conversation on expressions of greetings and leave-taking that starting from simple grammar moving to

the complex grammar rule. It could be seen in the picture below:
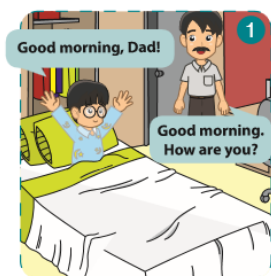
Picture 3.1 simple grammar

Picture 3.2 complex grammar

Learners were also given three situations of role play in which they have to practice the expressions of greetings and leave-takings in the first role play (*page 4-8*), saying goodbye in the second role play (*page 11-12*), saying thank you and sorry in the last role play (*page 14-17*). They also were instructed to make a list of the people that students greeted in English and write the expressions of greetings and leave-takings on the table (*page 13*). This was the evidence that this lesson gave learners opportunities to produce oral expressions in fulfilling interpersonal communicative functions.

2) Taking and Giving Things, Services, Information, and Opinions in Transactional Texts

"When English Rings a Bell" has facilitated learners to acquire knowledge of getting things done through transactional texts. There were four lessons about transactional texts in which learners can take and give things, services, information, or opinions both oral and written. They were asking and giving information regarding *students' identities, students' hobbies and what their like, and the member of family* in unit 2, asking and giving information regarding *time, date, day and month* in unit 3, *asking and giving information related to the qualities of people, animals and things, in order to identify, to criticize or to praise them* in unit 5, *asking and giving information related to actions/functions of people, animals and things in order to identify, to criticize or to praise them* in unit 6.

Generally, "When English Rings a Bell" has fulfilled the criterion of providing opportunities to take and give goods, information, and services related to learners' daily life through transactional conversations. For example, The lesson on *asking and giving information related to the qualities of people, animals and things, in order to identify, to criticize or to praise them* (page100-125) in unit 5, *asking and giving information related to actions/functions of*

people, animals and things in order to identify, to criticize or to praise them (*page 128-148*) in unit 6. has also facilitated learners really well in exchanging information through transactional communication. Both of this lesson began with playing the roles of the speakers in the conversation. In unit 5, learners were given eight situations of role play of the speakers in the conversation about people, animals and things. After that, learners were asked to work in group to list the speakers' statements about people things, animals in every conversation. In unit 6, learners were given four situations of role play of the speakers in the conversation. After that, learners were asked to work in group to complete the table related to job and profession based on the first conversation, make a list of statements related to the habits of the people on the second role play, write the activities of the animals on the third conversation. In conclusion, the lesson in unit 5 and unit 6 have fulfilled the second criterion in this sub aspect.

3) Functional Communication in Monologues and Texts of Various Genres

In general, English textbook entitled "When English Rings a Bell" has provided learners with

adequate functional text in the form of *descriptive text*. This functional text was covered in unit 7. This unit has facilitated learners' writing skill through several activities leading to the production of description. This lesson began with playing the roles of the speakers in the conversation about Edo's notebook, Lina's house, a pair of shoes in the big shoe shop, a T-shirt Mr. Gani wants Mr. Hidayat to buy him. After that, learners were asked to complete the descriptions of Edo's notebook, Lina's house, a pair of shoes in the big shoe shop, a T-shirt Mr. Gani wants Mr. Hidayat to buy him.

4) Exposure of Text Types

English textbook entitled "When English Rings a Bell" has required learners to express quite many types of texts of various topics which are relevant to learners' daily life. There were a lesson related to functional texts and monologues in the form of *descriptive text*. This functional text was covered in unit 7.

To explore *descriptive text*, the learners were given a text and many monologues texts about description of person/thing, for instance, the learners were given a text that entitled "I'm proud of Indonesia" which could be found in page 173 and five

monologues that describe about Indonesia which could be found in page 170. Learners were also asked to produce the similar kind of texts and monologues both oral and written. In conclusion, English textbook entitled "When English Rings a Bell" has met the fourth criterion in this sub aspect, that was, exposure: requiring learners to explore quite many types of texts which are relevant to learners' daily life.

5) Retention of Explicit Guidance towards Texts' Social Function, Generic Structure, and Linguistic Features

English textbook entitled "When English Rings a Bell" has not given learners explicit guidance to acquire comprehension about the elements of functional texts production namely social functions, generic structure, and linguistic features. So, the textbook has not met the criterion of retention that is providing explicit guidance to help learners comprehend the elements of text production namely generic structure, linguistic features, and social functions.

6) Actual Production of Functional Texts

English textbook entitled "When English Rings a Bell" l were a lesson related to functional texts and monologues in the form of *descriptive text*. This functional text was covered in unit 7. This

lessons has given learners guidance to produce functional written and oral text

b. **Material Accuracy**

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

1) Maintaining Interpersonal Relation with People through Interpersonal Texts

In the English textbook entitled "When English Rings a Bell", the interpersonal texts have helped learners to maintain their interpersonal relation with people. This was because the lessons on interpersonal texts have considered politeness aspects. This can be seen when the lesson was provided with various conversations according to whom and in what situation the expressions were used. It was also found that the model of conversation was given opportunities to the learners to explore different use of expressions in different occasion. The models of conversation involved interaction between two close friends and younger people with older ones.

*Picture 3.3 dialogue between two
close friends*

*Picture 3.4 dialogue between
younger people with older ones*

In conclusion, The textbook has met the criterion of maintaining interpersonal relation with people through interpersonal communication.

2) Getting Things Done Through Transactional Texts

English textbook entitled "When English Rings a Bell" has helped learners to get things done through transactional communication. Most of the lessons on transactional texts were oriented to help learners fulfill their life needs. Lesson on *students' identities, students' hobbies and what their like, and the member of family* (Page 22-36) in unit 2, for example, has helped learners to get things done through transactional conversation. After being given an example of six monologues to tell other people about names, origins and home address, learners were provided with a for which take notes of the facts about person. Next, learners were given some situations and

were asked to perform role plays of asking and answering questions about names, origins and addresses and also tell more information about themselves, their hobbies and the members of family. When learners were able to tell their identities, their hobbies and what their like, and the member of family, it meant this lesson has been successful in helping learners to get things done.

In conclusion, English textbook entitled "When English Rings a Bell" has met the criterion of helping learners to get things done through transactional communication.

3) Accomplishing Social Functions through Functional Texts

English textbook entitled "When English Rings a Bell" has facilitated learners to accomplish social functions through functional texts. This was because the lesson on functional texts in unit 7 has provided learners in such a way that gave them opportunity to represent social functions in descriptive text. Moreover, the lessons required learners to produce functional texts by applying the knowledge they have acquired earlier.

As stated in the textbook evaluation criteria that the social functions of descriptions were to

identify, distinguish, offer, compliment, or criticize things, people, or animals. In relation to these social functions, the lesson on descriptions in Unit 7 has provided learners in such a way that gave them opportunity to represent social functions in descriptive text. This could be seen on the lesson of descriptive text that ask them to write detailed description about Indonesia and their school by also attaching picture, write descriptions of Simon, Sofia and Mrs. Herlina based on the conversation that tell about them, write the descriptions about states and activities of person/things that stated by speakers in the conversation. This was the evidence that this lesson on descriptions has attempted learners to represent the social functions of descriptions.

4) Elements of chronological and systematic thinking skills in interpersonal and transactional texts

English textbook entitled "When English Rings a Bell" has both contained the chronological and systematic thinking skills in interpersonal and transactional texts which covered interactive activities such as the initiative to communicate and to response in the form of requesting, giving information, goods, and services.

For example, there was eight transactional dialogues' lesson on *asking and giving information related to the qualities of people, animals and things, in order to identify, to criticize or to praise them* in unit 5. In this lesson, learners were given eight situations of conversations after that they were asked to perform role play of the speakers in the conversation about people, animals and things based on the situations provided. After that, learners were asked to work in group to list the speakers' statements about people things, animals in every conversation. In the last activity, learners were asked to complete the conversations about asking and giving information related to the qualities of people, animals and thing.

5) Elements of meaning in short functional texts and monologues

The functional texts and monologues in English textbook entitled "When English Rings a Bell" has covered the elements of meaning required by the textbook evaluation criteria.

In English textbook entitled "When English Rings a Bell", all the functional texts used as model text and task have covered all the elements of meaning required. Descriptions used as model texts and tasks in Unit 6 and 7 have covered the elements

contained in a person, thing, or animal along with its descriptions such as characteristics, attitudes and actions. In the model text of descriptions about *I'm Proud of Indonesia* in Unit 7, for example, contained identification, description of the islands,, description of waters, description of the mountains, and the climate of Indonesia.

6) Accuracy and appropriateness of the language

In general, the language used within each model text (interpersonal, transactional, and functional) had no significant mistakes in terms of grammar and vocabulary. Every single text used correct grammar and appropriate vocabulary according to the context. In conclusion, English textbook entitled "When English Rings a Bell" fully met the criteria of accurate and appropriate language.

c. **Supporting Learning Materials**

This sub aspect had 10 items the fulfillment of criteria which was explained as follows:

1) Relevance of the Learning Materials to the Topic Discussed

In English textbook entitled "When English Rings a Bell" for grade VII Junior High School, all of the learning materials covering texts, tables and

pictures for every the text type were taken from the references which are relevant to topics discussed.

All the pictures were relevant to the topics discussed within the texts. In a lesson on *describing places* (page 66-67) in Unit 4 for example, has provided learners a picture supporting the dialogue of a son and his father about public buildings. In conclusion, English textbook entitled "When English Rings a Bell" has used the learning materials covering texts and pictures which were taken from the references which are relevant to topics discussed.

2) Up-to-date References

All of the texts in the textbook were categorized as up-to-date materials. For instance, In Unit 7, there was a model text entitled *I'm Proud of Indonesia* which was created by Class VII B, SMP Muda Berkarya, Bandung on January 2014 (page 173). There was also a picture of Indonesia which was taken from http//WWW.everyculture.com/Ge-it/Indonesia.html on December, 25 2013. Based on their date of publication, it can be inferred that these texts adapted taken from the up-to-date references.

3) Personal skill development

In term of developing learners' personal skill, English textbook entitled "When English Rings a

Bell" has facilitated learners to do so. This could be seen from reflecting activities which were asked to do a review or reflection of their own learning. By doing so, learners were encouraged to be responsible for the progress of their learning. It could be found in page 133, 140, 183. In conclusion, Textbook entitled "When English Rings a Bell" for grade VII Junior High School has fulfilled the criterion of personal skill development.

4) Social Skill Development

Generally, English textbook entitled "When English Rings a Bell" has thought learners to be cooperative, to be tolerant, to promote peace, to promote gender equality and to be anti-violence in communicating and interacting with others. This would be elaborated as follows.

The values of being cooperative in the textbook could be seen in some group works activities in spoken or written production in unit 3. For instance, learners were asked work in group and also asked to tell the meal times of everybody in their group. Another activity, learners were asked to handwrite the information in a table about *What does Edo do on one Sunday?*. And then, learners were asked to work in

group to discuss and decided the information from the conversation about *What we usually do on Sunday.*

The values of tolerance were also promoted in the textbook leading learners' understanding on how to be tolerant to other people as well as other culture. To promote tolerance towards other people, some explanations on what to expect during conversation was given. For instance, on the lesson of *describing places* (page 66-67) in Unit 4. Learners were provided an explanation that the son needed to give response once his father told the direction on location of the places by using such expression such *us* "*I see..*", "*Right*", "*Oh Yeah*" and "*I know...*".

The value of tolerance was also done by providing learners with various politeness principles used in different contexts. For example, some conversations used to practice in unit 1. Some conversations in unit 1 have thought learners to be tolerant with other people especially when they talked to older people. It could be seen in the picture below:

Picture 3.5 dialogue between younger people with older ones

Picture 3.6 dialogue between two close friends

In terms of the promotion of gender equalities, the textbook has attempted to do so. This was realized through the equal depiction of men and women characters in the dialogues, pictures and other learning materials in each unit. It could be seen in the picture below:
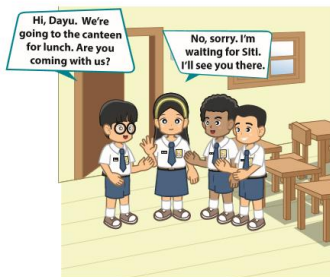
Picture 3.7 conversation between men and women

The preceding ways to integrate the tolerance principle could also be categorized as anti-violence and peace principle. As language was used as a means of communication, the principle of anti-violence and

peace was realized through the use of politeness principles in interaction with others.

In conclusion, the textbook has met the criteria of social values covering the values of being cooperative, being tolerant, appreciating gender equality, and promoting peace and anti-violence in communicating and interacting with others.

5) Academic Skills Development

English textbook entitled "When English Rings a Bell" has guided learners to acquire some academic skills, such as exploring and making use of information, solving problems, and making decisions regarding to a scientific work. For example, the textbook has guided learners in exploring and making use of information. This could be seen in some lessons on transactional texts. In unit 5, learners were asked to works in group and asked to complete the conversations of four situations.

6) Vocational Skills Development

"When English Rings a Bell" has not guided learners to have the ability, attitude, and skills needed to do a certain job or occupation. So, the textbook has not facilitated learners really well to develop their vocational skills which were the ability, skills, and attitude to do a certain job or occupation.

7) Appreciation towards Cultural Diversity

"When English Rings a Bell" has promoted cultural diversity which covers various cultural values of local and national contents. The pictures and contents strongly represent the culture of Indonesia. For example, in the lesson on unit 1 there were some monologues that told about people identity from difference region in Indonesia. It could be seen in the two pictures below:
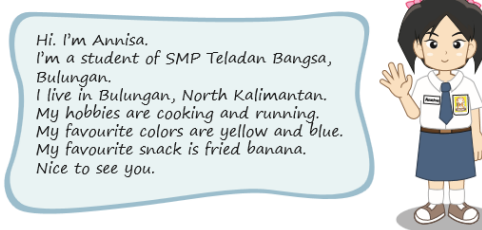
Picture 3.8 example of introducing my self
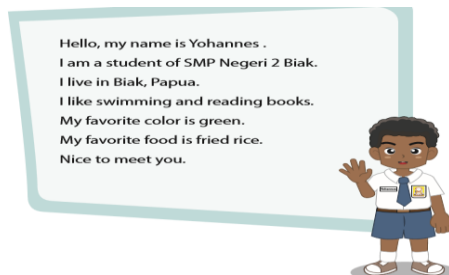
Picture 3.9 example of introducing my self

8) Appreciation towards Local and National Potential and Equity

The textbook has generally promoted awareness towards the local and national potential and equity. For example, in the lesson on *description* in unit 7, there was a description text entitled *I'm Proud of Indonesia*. This text has promoted the local potential and equity.

9) Appreciation towards Democratic Values

The textbook has promoted appreciation towards democratic values which are relevant to the local socio-cultural contexts. This was reflected in the group works where everyone in the group had equal rights and was involved in making important decision. The group work could be found in all of the units in the textbook. For example, it could be seen in the picture below:

Picture 3.10 work in group instruction

10) Promoting Nationality Insight and Self Belonging to the Country

Generally, English textbook entitled "When English Rings a Bell" has quite promoted the nationality insight to learners. This could be seen that most of the topic and context are provided in Indonesian culture. For example, in unit 3, learners were provided several National Days and a description text entitled *I'm Proud of Indonesia*, in unit 7.

d. **Language Appropriateness**

This sub aspect had seven items the fulfillment and un-fulfillment of which were explained as follows:

1) Relevance towards learners' cognitive development

In general, the language of instruction used in the textbook has been understandable and clear. This meant that it was relevance towards learners' cognitive development. The language of interaction used mostly simple sentences and complex sentences. Those instruction were broken down into two or three sentences, by so doing, learners would find it easier to comprehend the main points of what being instructed. Also they would be much easier to accomplish the tasks as they have to understand the way to do so in a systematic manner.

2) Relevance towards learners' emotional stage

In English textbook entitled ''When English Rings a Bell'' the language used in each unit was relevant to teenagers' socio-emotional stage. This was because each unit used the topic which was familiar for learners' daily life, such *as Good Morning. How are You?, It's Me!, What Time Is It? This is My World, It's a Beautiful Day!, We love what we do, I'm Proud of Indonesia!* and *That's What friend are supposed to do.* The relevance towards teenagers' socio-emotional stage was also reflected from the tasks in each unit where learners were asked to do task relevant to their daily life e.g. writing ID Card and Library ID Card in unit 2 page 29 and also writing and singing a song about friendship and caring that was popularized by Bruno Mars in 2010.

3) Message Readability

In English textbook entitled ''When English Rings a Bell'', the message presented in each unit was clear and easily understood by learners. This was because the grammar and vocabulary explanation were brief and used familiar language. In addition, the topics chosen for each unit are of learners' daily life and are appealing for them. In In turn, learners would find it easy to understand the message within the texts.

In turn, learners would find it easy to understand the message within the texts.

4) Grammar Accuracy

The message delivered in English textbook entitled "When English Rings a Bell" was relevant to correct English grammar and therefore both textbooks have met the criterion of grammar accuracy.

5) Coherence and Unity of Ideas in Each Unit

In English textbook entitled "When English Rings a Bell", there were coherence and unity of ideas in each unit. This could be seen, for example, in the interpersonal texts used for modelling and tasks which share the same or similar topics in unit 1 whose topic is *to great and to take leave*. In this unit started from two songs of greeting that tilted *Good Morning* and *How are You?*. And also, the interpersonal dialogues were talking about greeting and taking leave.

6) Coherence and Unity of Ideas among Units

In English textbook entitled "When English Rings a Bell", there was coherence and unity of ideas among units. This was because one unit and another share similar topics. The textbook had eight units. Six of them were coherence and unity of ideas among unit which was the topic about to state, to describe and to identify people, things, animals, and public places. In

conclusion, the textbook has met the criterion of coherence and unity of ideas among units.

e. **Presentation Technique**

This sub aspect had two items the fulfillment of which was explained as follow.

1) Presentation of tasks and materials in the form of texts, communicative activities, illustrations, and symbols

With regard to this criterion, the textbook has presented the materials in the form of texts, communicative activities, and illustration. Each unit in the book generally contained models of functional text; models of interpersonal and transactional texts; some tasks which was asked learners to produce transactional, interpersonal, and functional texts both of oral and written. Illustrations were then provided to support learners' understanding towards material presented

2) Balance among units

The materials and tasks in the textbook were presented in the form of texts, communicative activities, and illustration in a balanced manner in every unit. The model texts were presented in the form of interpersonal, transactional and functional texts. As the book followed by communicative approach, communicative activities leading to the production of the text were also offered.

These activities strengthened learners' understanding towards three kinds of texts previously mentioned.

f. Teaching and learning Technique

This sub aspect had four items the fulfillment of which was explained as follow.

1) Interaction among learners and their peers as well as learners and teacher

The textbook has facilitated interaction between learners and their classmates as well as their teacher in English. This was accentuated from the activities and their instructions in each unit. For instance, there was a task in unit 6 which asked learners to work in group and interview 5 of their friends 4 questions related to their habits. After that, the result of interview would be presented to learners' group. Another example was also provided in unit 7 which was asked learners to work in group and list the states and the activities of person/thing that each speaker likes or dislike. After that learners were asked to read their work to the class.

2) Communicative activities in oral and written form

The presentation of materials and tasks in the textbook has prompted to do some communicative activities both oral and written based on their own initiative, creatively and critically. In written modes,

there was a kind of text presented in the textbook namely *descriptive*. In spoken modes, there were three kinds of text exposed to the learners. These included *interpersonal, transactional* and *functional texts.*

Each unit in the textbook has provided some activities to provide learners with communicative activities which were relevant to the on-going communicative context. This was realized by speaking and writing tasks leading to the production stage. The tasks were designed in such a way that provided learners with opportunity some language aspects they have learned. These features were given in the section of "*Speaking Independently*", "*Speaking in Groups*", "*Writing Independently*" and "*Writing in Groups*"

3) Autonomous learning activity

The textbook has not prompted learners to be autonomous and responsible towards their own learning process. There was a reason why the textbook lacked in this category. It did not provide learners with the clear explanation about generic structure and language features of the text and also clear explanation about grammar. Because of the reason, the textbook did not fulfill the criterion about autonomous learning activity.

4) Guidance to know learners' success and lacks

The textbook has prompted learners to know their success and lacks in doing learning activities and in communication through the *Reflection* section given in the end of unit. In the *reflection* section, learners were asked to describe what they did not understand before studying the chapter, the difficulties they faced when studying the chapter and how they overcame them, and the progress they made after studying the chapter. It could be seen in the picture below:

Picture 3.11 self reflection

g. Presentation Coverage

This sub aspect had ten items the fulfillment and un-fulfillment of which were explained as follows:

1) Preface

"When English Rings a Bell" had a preface which provided some basic information with regard to the curricula used as a guideline and competency targeted by the writers to be achieved by learners.

2) Table of content

"When English Rings a Bell" had table of content which was a list of information which facilitates learners to find units. In the textbook, the table of content consisted of the information of page numbers of Unit 1: *Good Morning. How are You?,* Unit 2: *It's Me!,* Unit 3: *What Time Is It,* Unit 4: *This is My World,* Unit 5: *It's a Beautiful Day!,* Unit 6: *We love what we do,* Unit 7: *I'm Proud of Indonesia!* and Unit 8: *That's What friends are supposed to do.*

3) Introduction

English textbook entitled "When English Rings a Bell" had an introductory part. This part provided students with an information on aspects being thought.

4) Learning load

In general, English textbook entitled "When English Rings a Bell" has provided learners with sufficient

learning loads providing learners with face-to-face activities, exercises as well as independent activities.

5) References

In English textbook entitled "When English Rings a Bell", texts and pictures had identities, which means they had clear reference from which they were taken. For example, There was a text that title *I'm Proud of Indonesia* which was created by Class VII B, SMP *Muda Berkarya*, Bandung on January 2014 (page 173). There was also a picture of Indonesia which was taken from http//WWW.everyculture.com/Ge-it/Indonesia.html on December, 25 2013.

6) Summary

English textbook entitled "When English Rings a Bell" did not provide learners with summary in the end of each unit which presented main points of each lessons being thought.

7) Reflections

English textbook entitled "When English Rings a Bell" had a *reflection* section in the some units. In *The Reflection* section, learners were asked to write about what learners did not understand before studying the chapter, the difficulties they had when studying the chapter, and the progress they felt after studying the chapter.

8) Glossary

English textbook entitled "When English Rings a Bell" did not have glossary which contained important terminologies written alphabetically accompanied by the meaning description. Therefore, the textbook has not met the criterion of glossary.

9) Bibliography

English textbook entitled "When English Rings a Bell" has bibliography which were lists of books used for reference in the textbook writing, consisting of the authors' name written alphabetically, year of publication, and publisher's name.

10) Index of Authors Both

English textbook entitled "When English Rings a Bell" did not have index of authors, which was a list of authors whose works were used in the materials followed by the page number in which their name appeared in the book.

11) Index of Subjects

The textbook did not have index of subjects, which was a list of important words followed by the page number in which they appeared in the book.

CHAPTER IV
DISCUSSION OF THE STUDY RESULT

DISCUSSION

This study evaluated an English textbook entitled "When English Rings a Bell" for the seventh grader in Junior High School by employing a content analysis method. The objective of this study is 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.

In this study, ten checklists were used to analysis the English textbook entitled "When English Rings a Bell" for grade VII Junior High School. The checklists consisted of 1) The appropriateness of materials explanation with standard of competence and basic competence, 2) material accuracy, 3) supporting learning materials, 4) language appropriateness, 5) presentation technique, 6) teaching and learning technique, 7) presentation coverage, 8) book size, 9) cover design, and 10) contain design. All those sub aspects were drawn from four aspects of textbook evaluation, namely content, language, presentation and graphic. Results of analysis were presented as follows.

1. **Content Aspect**

   Content aspect was divided into three sub aspects, There are 1) The appropriateness of materials explanation

with standard of competence and basic competence; 2) material accuracy; and 3) supporting learning materials.

In the appropriateness of materials explanation with standard of competence and basic competence, the textbook had met nine of the twelve criteria. They were 1) comprehension and production of interpersonal texts; 2) taking and giving things, services, information, and opinions in transactional texts; 3) functional communication in monologues and texts of various genres; 4) exposure of text type; and linguistic features; 5) actual production of functional texts. For these criteria, the textbook had got 83%. This fulfillment indicated that the textbook was fair in the sub aspect: retention: explicit guidance towards texts' social function, generic structure, and linguistic features.

In material accuracy criteria, textbook had met all the criteria. They were 1) maintaining interpersonal relation with people through interpersonal texts; 2) getting things done through transactional texts; 3) Accomplishing Social Functions through functional texts; 4) elements of chronological and systematic thinking skills in interpersonal and transactional texts; 5) elements of meaning in short functional texts and monologues; and 6) accuracy and appropriateness of the language. For these criteria, Textbook had got 100%. This fulfillment indicated that textbook 1 was good in the sub aspect: the material accuracy.

In supporting learning materials criteria, textbook had met nine of the ten criteria. They were 1) relevance of the materials towards the topic discussed; 2) up-to-date References; 3) personal skills development; 4) social skills development; 5) academic skills development; 6) appreciation towards cultural diversity; 7) Awareness towards local potential and equity; 8) appreciation towards democratic values; and 9) appreciation towards nationality insight and self belongings. For these criteria, textbook had got 90%. This fulfillment indicated that textbook was good in the sub aspect: supporting learning materials.

2. **Language Aspect**

In language appropriateness criteria, textbook had met all of the criteria. They were 1) relevance of language towards learners' cognitive development, 2) relevance of language towards learners' socio-emotional state, 3) message readability, 4) grammar accuracy, and 5) coherence and unity of ideas in each unit, and 6) coherence and Unity of Ideas among Units**.** For these criteria, textbook had got 100%. This fulfillment indicated that textbook was good in the sub aspect: language appropriateness.

3. **Presentation Aspect**

Presentation aspect was divided into three sub aspects. They are presentation technique, teaching and learning technique, presentation coverage.

In presentation technique criteria, textbook had met all the three criteria. They were 1) Presentation of tasks and materials in the form of texts, communicative activities, illustrations, and symbols; and 2) Balance among units. For these criteria, textbook had got 100%. This fulfillment indicated that textbook was good in the sub aspect: presentation technique.

In teaching and learning technique criteria, textbook had met three of the four criteria. They were 1) interaction among learners and their peers as well as learners and teacher, 2) Communicative activities in oral and written form, 3) Guidance to know learners' success and lacks. For these criteria, Textbook had got 75%. This fulfillment indicated that textbook was fair in the sub aspect: teaching and learning technique.

In Presentation Coverage, textbook had met seven of the eleven criteria. They were 1) preface, 2) table of content, 3) introduction, 4) learning load, 5) reference, 6) reflection, and 7) bibliography. For these criteria, textbook had got 64%. This fulfillment indicated that textbook was fair in the sub aspect: presentation coverage.

4. Graphics Aspect

Graphics aspect was divided into three sub aspects. They are 1) book size, 2) cover design, and content design.

In general, English textbook entitled "When English Rings a Bell" for the seventh grader in Junior High School had met all of the criteria in book size and cover design. in both of that criteria, book size and cover design, textbook had got 100%. This fulfillment indicated that textbook was good in the sub aspect: book size and cover design. But in the content design English textbook entitled "When English Rings a Bell" for the seventh grader in Junior High School had met eleven of twelve criteria. In the point of layout element completeness, the textbook did not complete because there did not provide chapter subtitle. So, for these criteria, textbook had got 92%. This fulfillment indicated that textbook was good in the sub aspect: content design.

Based on the result and analysis of research that have been done above, the researcher found the data that can be summarized on the table below:

Table 4.1 Table of Evaluation Summary

Aspects of Evaluation		Sub Aspects of Evaluation	Fulfillment
Content	1	The Appropriateness of Materials with standard of competence and basic competence	83%
	2	The Material Accuracy	100%

	3	Supporting Learning Materials	90%
Language	4	Language Appropriateness	100%
Presentation	5	Presentation Technique	100%
	6	Teaching and Learning Technique	75%
	7	Presentation Coverage	64%
Graphic	8	Book Size	100%
	9	Cover Design	100%
	10	Content Design	92%
Average %			90%
Criteria			Good
Category			Appropriate

Based on the data presented on table 4.1 English textbook entitled "When English Rings a Bell" for grade VII Junior High School was categorized "good" by achieving average score of 90%. Of the ten proposed criteria, the eight criteria could be classified "good" namely the appropriateness of materials with standard of competence and basic competence (83%), the material accuracy (100%), supporting learning materials (90%), language appropriateness (100%), presentation technique (100%), book size (100%), cover design (100%), content design (92%). Another aspect i.e. teaching and learning technique was "fair" by achieving 75%. Presentation coverage which was the remaining aspect achieved 64% which meant that it was "fair".

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter draws conclusions from this research and provides some recommendations for everyone who is directly connected with the English textbooks: teachers, students and for other researchers.

A. Conclusions

This study evaluated an English textbook entitled "When English Rings a Bell" for the seventh grader in Junior High School by employing a content analysis method. The objective of this study is 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.

Based on the result and analysis of research that have been done, the writer can conclude that English textbook entitled "When English Rings a Bell" for grade VII Junior High School was categorized "good" by achieving average score of 90% of the ten proposed criteria, the eight criteria could be classified "good" namely the appropriateness of materials with standard of competence and basic competence (83%), the material accuracy (100%), supporting learning materials (90%), language appropriateness (100%), presentation technique (100%), book size (100%), cover design (100%), content design (92%). Another

aspect i.e. teaching and learning technique was "fair" by achieving 75%. Presentation coverage which was the remaining aspect achieved 64% which meant that it was "fair".

B. Recommendations

Based on the result of this research, some recommendations which are helpful for those who are directly related to the textbooks such as teachers, textbook writers and publishers are included in this chapter. The recommendations are as follow:

1. For Teacher

   Teachers should be selective in choosing English textbooks. The book can be used in the classroom but teachers should use an additional books as a supplement.

2. For students

   Students should use an additional books as an additional reference in learning English. They also should use a technology wisely as an educational media to obtaian as much information.

3. For further researchers in English Education Department

   This research is about a content analysis of English textbooks for seventh grade students of Senior High School. The upcoming content analysis studies for the same textbooks evaluated or for similar subjects should explore more aspects and give more valuable result. Students of English Education Department who are interested in doing textbooks evaluation may also use the checklists used by the researcher to evaluate

other English textbooks which are developed based on 2013 Curriculum or modify the checklist to achieve more comprehensive results of textbooks evaluation.

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APPENDICES

Appendix 1

Cover of English Textbook "When English Rings a Bell"
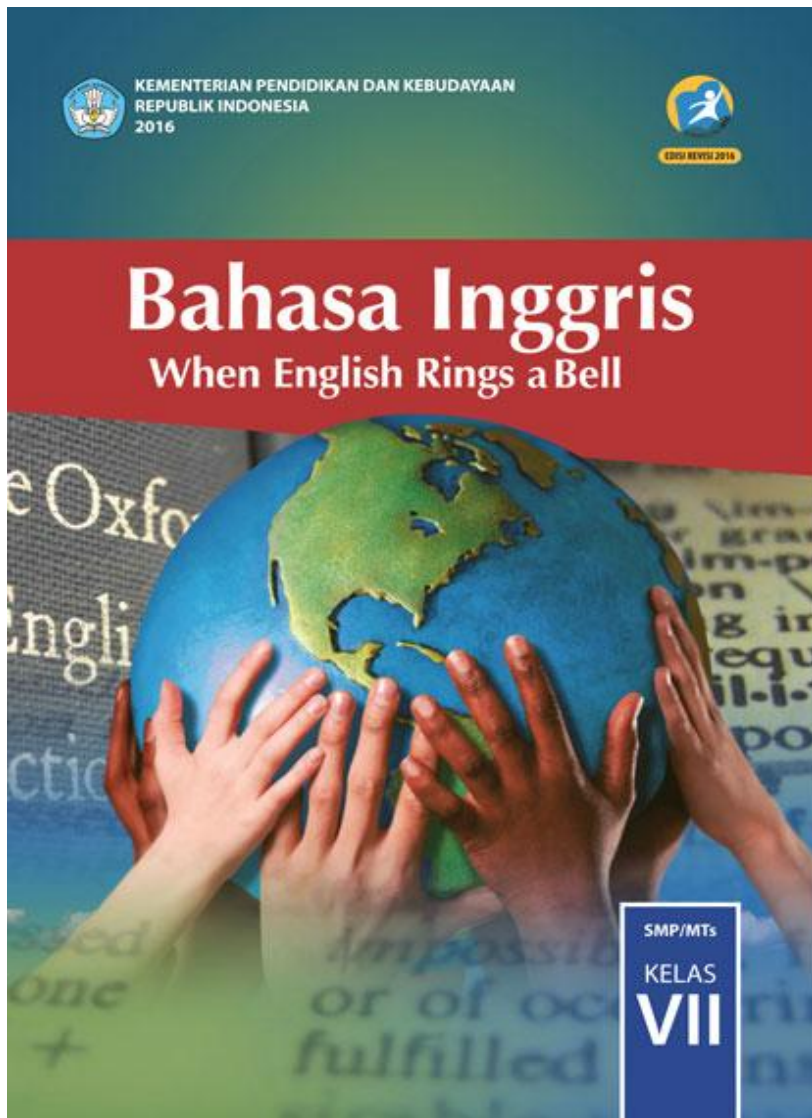
Appendix 2 Sample of Content of English Textbook "When English Rings a Bell"

Observing and asking questions

We will ask and answer questions about our names, origins, and home addresses.

Here are what we will do. First, we will listen carefully to our teacher read the question-and-answer interactions, one by one. Second, we will repeat the questions and the answers after the teacher. Then, in group, we will play the roles of the speakers.

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

What's your name?

My name is Haznidah.

Where are you from?

I am from West Sumatera.

Where do you live?

I live in Padang in Kampung Mutiara, on Jalan Kemangi. To be precise, I live at 23 Jalan Kemangi

And you? What's your name?

I am Max, Max Bae.

Where are you from?

I am from East Nusa Tenggara.

Where do you live?

I live in Kupang, in Kecamatan Angkasa, on Jalan Denpasar. Precisely, I live at 5 Jalan Denpasar

We will learn to say the hour and the minute of the time.

Here are what we will do. We will work in groups. First, we will read the conversation carefully. Second, we will discuss and decide the information from the conversation. Then, everyone of us will handwrite the missing information from the conversation.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

On _____ Lina and her family go _____
They usually go there at _____.

On _____ Dayu and her family go to
_____. They usually go there at _____.

Associating

We say good things about our objects because we are proud of them or love them.

Here are what we will do. We will work in group. First, we will carefully listen and repeat the descriptions after the teacher, sentence by sentence. Second, in our group we will play the roles of the speakers in the conversation.

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

My father is a good man. He loves his family. He does not get angry easily. He talks to us, his children, about many things. He and my mum often go out together to enjoy the evening. He is friendly to the neighbours.

My father is friendly, too. He knows almost everybody in the neighbourhood. He always goes to the neighbourhood meetings. He is never absent from the Cleaning Day. He is a good volleyball player. He plays volleyball with our neighbours in the community centre every Saturday.

I love my mum very much. She is an Elementary School teacher. She is very patient. She is never angry. She always smiles and never complains. My mum is my best friend. I can talk to her about everything. Oh ya, she can sing! She has a beautiful voice.

I'm proud of Indonesia

Indonesia is a big country. It is between two continents, Asia and Australia, and between two oceans, the Pacific ocean and the Indian Ocean. It is the largest archipelago in the world. There are more than 17 thousand islands in Indonesia.

There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Banda Sea, the Timor Sea, and many others. We also have many straits, like the Sunda Strait, between Java and Sumatra, the Bali Strait between Bali and Lombok, and many others.

We have a lot of islands. The big ones are Papua, Kalimantan, Sumatera, Sulawesi, and Java. Of the five islands, Java is the smallest, but it is the most populated one. We can find people from around Indonesia.
Indonesia also has many mountains. Many of them are still active and can erupt any time. We call them volcanoes, like Sinabung and Marapi in Sumatra, Merapi in Java, dan Lokon in South Sulawesi. When they erupt they bring out very hot lava from inside the earth.

Indonesia is on the equator. It is a tropical country. The sun shines brightly everyday, so it is mostly hot. It has two seasons, the rainy season, and the dry season.

The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatos, onions, garlic, chillies, , kangkung and many others.
We also grow many kinds of fruit. We call them local fruits, like guavas, bananas, rambutans, durians, mangoosteens, soursops, papayas, pineapples, and salak. Some people call it a snake fruit. They are all very nice, sweet, and juicy. We eat them fresh. We also make delicious juice of them. We also dry many kinds of fruit to make crackers.

Indonesia is also rich with spices, like pepper, corriander, ginger, clove, cinnamon, tumeric, galanga, lemon grass, bay leave, and so on. We use them to cook very spicy Indonesian foods. People also make nice healthy drinks from them. They are useful for our health.

Many kinds of fish, big and small, live in the Indonesian seas. Most of us eat fish with our meals. We also eat shrimp and different kinds of shellfish. But we don't eat big fish, like dolphins and sharks. We protect them. We also protect our turtles.

Indonesia also raise different kinds of animals for their meat, like cows, goats, pigs. We get beef from the cow, mutton from the goat, and pork from the pig. Some ethnic groups even eat horse meat. Our milk is usually from cows. Of course we also have chickens. They give us meat and eggs.

Class VIII B, SMP Muda Berkarya, Bandung
January 2014

Appendix 3

The Instrument of English Textbook Evaluation for Junior High School for Content and Presentation Aspect Issued by BSNP

INSTRUMEN PENILAIAN
BUKU TEKS PELAJARAN BAHASA INGGRIS SMP/MTS

PENGANTAR

Agar penulis dan penilai buku teks secara sinergis dapat mengembangkan buku teks yang bermutu melalui kegiatan penulisan dan penilaian buku teks pelajaran bahasa Inggris khususnya untuk SMP/MTS, instrumen ini telah disusun atas dasar landasan-landasan berikut: karakteristik pembelajaran bahasa Inggris dan kriteria pengembangan buku teks bahasa Inggris SMP/MTS. Kemudian disusunlah instrumen yang dilengkapi dengan deskripsi butir-butir dalam instrumen tersebut. Untuk memaksimalkan objektivitas penilaian, sebagai alat bantu yang wajib digunakan telah juga dikembangkan lembar kerja (worksheet) penilaian. Dengan perangkat ini diharapkan penulis dan penilai buku teks pelajaran bahasa Inggris akan dapat membantu pemerintah menghasilkan buku teks pelajaran bahasa Inggris SMP/MTS yang baik. Untuk itu, cermati dokumen ini dengan seksama. Di atas segalanya, pahami standar isi, terutama SK dan KD mata pelajaran bahasa Inggris SMP/MTS sesuai dengan Permendiknas No. 22 tahun 2006. Selamat bekerja.

KARAKTERISTIK PEMBELAJARAN BAHASA INGGRIS

1. Bahasa memiliki peran sentral dalam perkembangan intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi. Karena itu, pembelajaran Bahasa Inggris selain ditujukan sebagai alat komunikasi juga sebagai alat pengembangan diri peserta didik menjadi manusia Indonesia yang memiliki daya saing global.

2. Komunikasi yang efektif menghendaki penggunaan bahasa yang baik dan benar, yaitu, bahasa yang sesuai dengan aturan-aturan kebahasaan dan tuntutan konteks komunikasi. Dengan demikian, pengetahuan kebahasaan meskipun tidak harus menjadi fokus tetap harus terajarkan.

3. Komunikasi nyata selalu terjadi dalam konteks alamiah. Karenanya, pembelajaran Bahasa Inggris hendaknya dilaksanakan dengan melibatkan peserta didik dan lingkungannya dalam konteks kehidupan sehari-hari (otentik dan alamiah).

4. Komunikasi sendiri bukanlah tujuan akhir, melainkan merupakan sarana untuk mencapai tujuan yang lebih hakiki, yakni memenuhi kebutuhan hidup. Karena itu pembelajaran Bahasa Inggris hendaknya ditujukan untuk mengembangkan kecakapan hidup; dan bukan sebaliknya, menggunakan kecakapan-kecakapan hidup untuk mengajarkan Bahasa Inggris.

5. Bahasa Inggris merupakan sarana komunikasi global. Penguasaan Bahasa Inggris diharapkan membantu peserta didik memahami dan memperkokoh budaya lokal dan nasional, serta mengenal dan memahami

budaya internasional. Oleh karena itu, pembelajaran Bahasa Inggris seharusnya dilaksanakan dengan memperhatikan aspek-aspek ketiga budaya tersebut.

6. Penguasaan Bahasa Inggris yang baik dapat menjadi sarana yang efektif peningkatan penguasaan ilmu pengetahuan, dan teknologi, (IPTEK) sehingga dapat meningkatkan daya saing sumber daya manusia Indonesia. Sebab itu, pembelajaran Bahasa Inggris hendaknya juga berorientasi pada perkembangan IPTEK.

KRITERIA PENGEMBANGAN BUKU TEKS

Buku Teks Pelajaran Bahasa Inggris SMP/MTS yang dikembangkan diharapkan memiliki ciri-ciri berikut:

1. Mengembangkan kemampuan menggunakan Bahasa Inggris untuk berkomunikasi secara lisan (Menyimak dan Berbicara) maupun tertulis (Membaca dan Menulis) dalam rangka mengembangkan aspek intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi.

2. Menggunakan Bahasa Inggris yang baik dan benar, sesuai dengan kaidah-kaidah kebahasaan dan tuntutan konteks komunikasi. Pengetahuan kebahasaan disampaikan sebagai pendukung penguasaan kemampuan berkomunikasi

3. Mengembangkan kemampuan berkomunikasi dalam Bahasa Inggris melalui pembelajaran berbasis peserta didik dan lingkungannya dalam konteks kehidupan sehari-hari (otentik dan alamiah).

4. Mengarah pada pengembangan kecakapan hidup: personal, sosial, akademik, dan vokasional

5. Mengembangkan pemahaman lintas budaya dalam rangka menjalin persahabatan pada tingkat lokal, nasional, dan internasional dengan membuka wawasan tentang perbedaan budaya untuk meminimalkan kesalahpahaman, menumbuhkan rasa saling menghargai, dan meningkatkan kualitas hubungan antarmanusia.

6. Berorientasi pada perkembangan ilmu pengetahuan dan teknologi (IPTEK)

INSTRUMEN 1
PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS
SEKOLAH MENENGAH PERTAMA/MADRASAH TSANAWIYAH

KODE BUKU: ☐☐☐☐☐☐☐☐☐☐☐☐☐

I. KELAYAKAN ISI

SUBKOMPONEN	BUTIR	SKOR 1	2	3	4	ALASAN PENILAIAN
A. KESESUAIAN URAIAN MATERI DENGAN SK DAN KD	1. Kelengkapan					
	2. Kedalaman					
Rangkuman Kualitatif:						
B. KEAKURATAN MATERI	3. Fungsi Sosial					

SUBKOMPONEN	BUTIR	SKOR 1	2	3	4	ALASAN PENILAIAN
	4. Unsur dan Struktur Makna					
	5. Fitur Linguistik					
Rangkuman Kualitatif:						
C. MATERI PENDUKUNG PEMBELAJARAN	6. Kemutakhiran					
	7. Pengembangan Kecakapan Hidup					
	8. Pengembangan Wawasan Kebhinekaan					

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Rangkuman kualitatif:

II. KELAYAKAN PENYAJIAN

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
A. TEKNIK PENYAJIAN	9. Sistematika					
	10. Keseimbangan antarbab					
Rangkuman kualitatif						
B. PENYAJIAN PEMBELAJARAN	11. Keterpusatan pada peserta didik					
	12. Pengembangan prakarsa, kreativitas, dan cara berpikir kritis peserta didik					

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SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
	13. Pengembangan kemandirian belajar peserta didik					
	14. Pengembangan kemampuan peserta didik untuk refleksi/evaluasi diri					
Rangkuman kualitatif						
C. KELENGKAPAN PENYAJIAN	15. Bagian Pendahulu					
	16. Bagian Isi					
	17. Bagian Penyudah					

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
Rangkuman kualitatif						

Rangkuman kualitatif supervisor:

, ………………………………., …………..

Supervisor I,   Supervisor II,   Penilai,

………………………………..…   ……………………………   ………………………………………..

DESKRIPSI BUTIR INSTRUMEN 1
PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS
SEKOLAH MENENGAH PERTAMA/MADRASAH TSANAWIYAH

I. KOMPONEN KELAYAKAN ISI

Komponen kelayakan isi mencakup tiga sub-komponen, yaitu kesesuaian uraian materi dengan SK dan KD, keakuratan materi, dan materi pendukung pembelajaran.

A.	KESESUAIAN URAIAN MATERI DENGAN SK DAN KD
1.	KELENGKAPAN MATERI

a. Jenis Teks Interpersonal

Deskripsi:

Buku teks pelajaran wajib berisi dan menuntut peserta didik mengeksplorasi sekurang-kurangnya teks-teks interpersonal pendek dan sederhana yang terkait dengan kehidupan peserta didik sehari-hari, untuk memberikan kesempatan kepada peserta didik untuk memahami dan menghasilkan ungkapan-ungkapan dalam menunaikan fungsi-fungsi komunikasi antarpribadi, secara lisan dan tertulis, untuk berinteraksi dengan lingkungan terdekatnya. Secara rinci, cakupan materi pada masing-masing kelas adalah sebagai berikut:

Kelas VII

Sapaan terhadap orang yang sudah/belum dikenal, perkenalan diri sendiri dan orang lain, ucapan terima kasih, permintaan maaf, ungkapan kesantunan, dsb.

Kelas VIII

Undangan, ajakan, pujian, ucapan selamat, ucapan persetujuan, dsb.

Kelas IX

Ungkapan menunjukkan dan meminta perhatian, kekaguman, dsb.

b. Jenis Teks Transaksional
Deskripsi: Buku teks pelajaran wajib berisi dan menuntut peserta didik mengeksplorasi sekurang-kurangnya teks-teks transaksional pendek dan sederhana untuk memberikan kesempatan kepada peserta didik untuk meminta/memberi barang/jasa/informasi/pendapat, yang terkait dengan kehidupan peserta didik sehari-hari serta mata pelajaran lain, secara lisan dan tertulis. Secara rinci, cakupan materi pada masing-masing kelas adalah sebagai berikut:
Kelas VII Ungkapan memerintah dan melarang, meminta dan memberi informasi, menyatakan suka dan tidak suka, meminta klarifikasi, dsb.
Kelas VIII Ungkapan permintaan dan pemberian, penawaran dan penolakan barang/ jasa/informasi/pendapat, ungkapan persetujuan, dsb.
Kelas IX Ungkapan permintaan dan pemberian kepastian, keraguan dan tanggapan terhadap keraguan, permintaan pengulangan, penyampaian berita menarik, komentar atas berita, dsb.
c. Jenis Teks Fungsional
Deskripsi: Buku teks pelajaran wajib berisi dan menuntut peserta didik mengeksplorasi sekurang-kurangnya teks-teks fungsional serta monolog sangat pendek dan sederhana untuk mengembangkan keterampilan menyimak, berbicara, membaca, dan menulis, tentang topik-topik yang terkait dengan kehidupan peserta didik sehari-hari serta mata pelajaran lain. Secara rinci, cakupan materi pada masing-masing kelas adalah sebagai berikut:
Kelas VII Teks-teks fungsional pendek seperti kartu undangan, iklan, pesan, dsb., serta teks *descriptive* dan *procedure*.
Kelas VIII Teks-teks fungsional pendek seperti kartu undangan, iklan, pesan, dsb., serta teks *descriptive*, *narrative*, dan *recount*.

	Kelas IX
	Teks-teks fungsional pendek seperti kartu undangan, iklan, pesan, dsb., serta -teks *procedure*, *narrative*, dan *report*.
2.	**KEDALAMAN MATERI**
	a. Pajanan (*exposure*)
	***Deskripsi*:** Untuk pembelajaran setiap jenis teks, buku teks wajib berisi dan menuntut peserta didik mengeksplorasi cukup banyak teks yang relevan dengan kehidupan peserta didik sehari-hari dengan tujuan untuk pembiasaan terhadap jenis teks ybs., terutama pada segi isi pesannya.
	b. Retensi aturan pembentukan teks
	***Deskripsi*:** Untuk pembelajaran setiap jenis teks, buku teks wajib berisi bimbingan agar peserta didik mendapatkan pemahaman eksplisit tentang ketiga unsur pembentukan jenis teks ybs. (yaitu, fungsi sosial, unsur dan struktur makna, dan fitur linguistik), pada saat peserta didik sudah terbiasa berinteraksi tentang isi pesan yang dikandung pada jenis teks ybs.
	c. Produksi
	***Deskripsi*:** Untuk pembelajaran setiap jenis teks, buku teks wajib berisi bimbingan agar peserta didik menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan jenis teks ybs., dengan memperhatikan kedua unsur lainnya (yaitu, unsur dan struktur makna, dan fitur linguistik), pada saat peserta didik sudah memiliki pemahaman eksplisit tentang ketiga unsur pembentukan teks tsb..

B.	**KEAKURATAN MATERI**	
3.	**Fungsi sosial**	
	Deskripsi:	
	Teks-teks yang diberikan di dalam buku maupun hasil eksplorasi peserta didik diarahkan pada pencapaian fungsi sosial yang terkait dengan kehidupan sehari-hari.	
	(1) Komuniksi interpersonal: untuk menjalin hubungan antarpribadi (melalui teks-teks interpersonal). Kedalaman materi masing-masing fungsi sosial minimal sesuai dengan cakupan di Kelas I, II, dan III.	
	(2) Komunikasi transaksional: meminta/memberi jasa/barang/fakta/pendapat, yang terkait dengan kehidupan peserta didik sehari-hari serta mata pelajaran lain, secara lisan dan tertulis.	
	(3) Komunikasi fungsional: memerankan fungsi khusus dalam teks fungsional pendek dan monolog yang terkait dengan masing-masing jenis teks berikut:	
	(a) *Recount* berfungsi memaparkan pengalaman pribadi seperti cerita sukses, biografi, pengalaman tak terlupakan, proses kejadian, dsb.	
	(b) *Narrative* berfungsi menghibur dan mengajarkan nilai-nilai luhur.	
	(c) *Procedure* berfungsi memberikan petunjuk mengerjakan atau melakukan sesuatu, seperti instruksi melaksanakan tugas, manual, resep, peringatan, dsb.	
	(d) *Descriptive* berfungsi memerikan, mengidentifikasi, membedakan, menawarkan, memuji, mengritik, dsb., benda/orang/binatang.	
	(e) *Report* berfungsi memaparkan kebenaran umum tentang orang/benda/binatang, termasuk jenis, definisi, dan ciri-ciri umum, seperti yang banyak dimuat dalam sumber-sumber pengetahuan umum, antara lain buku teks, ensiklopedi, dsb.	
4.	**Unsur dan Struktur Makna**	
	Deskripsi:	
	Teks-teks yang diberikan di dalam buku teks maupun hasil eksplorasi peserta didik diarahkan pada pengembangan kemampuan berpikir runtut dan sistematis.	
	(1) Dalam teks-teks interpersonal dan transaksional, unsur-unsur ini minimal meliputi kegiatan interaktif yang terdiri atas inisiasi/prakarsa berkomunikasi dan respon berupa permintaan dan pemberian informasi/barang/jasa.	

	(2) Dalam teks-teks fungsional pendek dan monolog, minimal mencakup unsur-unsur makna yang terdapat dalam masing-masing teks fungsional pendek dan jenis teks monolog berikut ini. (a) *Recount* meliputi sekurang-kurangnya orientasi dan serangkaian kegiatan/kejadian yang disampaikan secara kronologis. (b) *Narrative* meliputi sekurang-kurangnya orientasi, komplikasi, dan solusi. (c) *Procedure* meliputi sekurang-kurangnya langkah-langkah melaksanakan suatu pekerjaan, dengan atau tanpa menyebutkan secara eksplisit benda-benda yang diperlukan. (d) *Descriptive* meliputi sekurang-kurangnya unsur-unsur yang terdapat pada orang/benda/binatang serta deskripsi masing-masing (al., sifat, perilaku, tindakan) yang dianggap perlu disampaikan untuk memerankan fungsi sosial yang dimaksud. (e) *Report* meliputi sekurang-kurangnya ciri-ciri umum dari orang/benda/binatang (sifat, perilaku, tindakan), dengan atau tanpa menyebutkan secara eksplisit pernyataan umum berupa definisi atau klasifikasi.
5.	**Fitur Linguistik**
	Deskripsi: Teks-teks yang diberikan di dalam buku teks maupun hasil eksplorasi peserta didik diarahkan pada pengembangan kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat dan berterima, sesuai dengan konteks komunikatif yang sedang berlangsung serta jenis teks yang digunakan dalam rangka mencapai setiap fungsi sosial yang dimaksud.
C.	**MATERI PENDUKUNG PEMBELAJARAN**
6.	**Kemutakhiran**
	a. Relevansi materi dan sumber rujukan
	***Deskripsi*:** Bahan ajar (teks, tabel, gambar, lampiran, dll.) untuksetiap jenis teks diambil dari sumber-sumber yang relevan dengan topik yang dibahas.

	b. Kemutakhiran materi dan sumber rujukan
	***Deskripsi*:** Bahan ajar (teks, tabel, gambar, lampiran, dll.) diambil dari sumber-sumber yang mutakhir tentang topik yang dibahas.
7.	**Pengembangan kecakapan hidup**
	***Deskripsi*:** Teks dan tindak komunikatif memotivasi peserta didik untuk melakukan beberapa hal untuk pengembangan kecakapan hidup, sbb.: (a) kecakapan personal: mengenal kelebihan dan kekurangan diri sendiri dan orang lain, serta mengembangkan diri sebagai pribadi mandiri, makhluk sosial, dan makhluk ciptaan Tuhan; (b) kecakapan sosial: bekerjasama, toleran, menghargai kesetaraan jender, perdamaian, dan anti kekerasan dalam berkomunikasi dan berinteraksi dengan orang lain; (c) kecakapan akademik: menggali dan memanfaatkan informasi, menyelesaikan masalah, dan membuat keputusan dalam kerja ilmiah; (d) kecakapan vokasional: memiliki kemampuan, sikap, dan keterampilan yang diperlukan untuk melakukan pekerjaan/profesi tertentu.
8.	**Pengembangan wawasan kebhinekaan**
	***Deskripsi*:** Teks dan tindak komunikatif memotivasi peserta didik untuk melakukan beberapa hal untuk pengembangan sikap kebhinekaan, sbb.: (a) penghargaan terhadap keanekaragaman budaya dan kemajemukan masyarakat, yang meliputi berbagai nilai budaya dan kearifan lokal, nasional, dan global; (b) kesadaran akan potensi dan kekayaan daerah untuk mempromosikan potensi/kekayaan lokal dan nasional; (c) apresiasi terhadap nilai-nilai demokrasi yang sesuai dengan konteks sosial-budaya setempat; (d) Pemahaman terhadap wawasan kebangsaan untuk mengembangkan rasa cinta terhadap tanah air, bangsa, dan negara.

II. KOMPONEN KELAYAKAN PENYAJIAN

Komponen kelayakan penyajian mencakup tiga sub-komponen, yaitu teknik penyajian, penyajian pembelajaran, dan kelengkapan penyajian.	
A.	**TEKNIK PENYAJIAN**
9.	**Sistematika**
	Deskripsi: Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi, minimal terdiri atas Pendahuluan, Isi, dan Penutup.
10.	**Keseimbangan antarbab**
	Deskripsi: Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang dalam setiap bab.
B.	**PENYAJIAN PEMBELAJARAN**
11.	**Keterpusatan pada peserta didik**
	Deskripsi: Penyajian materi dan tugas mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.
12.	**Mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik**
	Deskripsi: Penyajian materi dan tugas mendorong peserta didik untuk melakukan berbagai kegiatan komunikatif lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.

13.	**Mengembangkan kemandirian belajar**
	Deskripsi:
	Penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri
14.	**Mengembangkan kemampuan untuk refleksi/evaluasi diri**
	Deskripsi:
	Penyajian materi dan tugas mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.
C.	**PENDUKUNG TEKNIK PENYAJIAN**
15.	**Bagian Pendahulu**
	Deskripsi:
	(a) **Prakata**: informasi yang mengantarkan pembaca untuk mengetahui tujuan penulis buku, ucapan terima kasih, dan harapan
	(b) **Daftar isi**: daftar yang memuat informasi yang memudahkan peserta didik untuk mencari dan menemukan bab, subbab, serta topik yang ada di dalamnya
16.	**Bagian Isi**
	Deskripsi:
	(a) **Pendahuluan**: pengantar pada awal buku berisi tujuan penulisan buku teks pelajaran, sistematika buku, cara belajar yang harus diikuti, serta hal-hal lain yang dianggap penting bagi peserta didik.
	(b) **Beban belajar**: beban belajar yang merupakan inti dari isi buku teks terdiri atas tiga unsur yaitu tatap muka, latihan terstruktur, dan kegiatan mandiri.
	(c) **Rujukan**: teks, tabel, gambar mempunyai identitas berupa judul, nomer urut gambar/tabel, dan rujukan.
	(d) **Rangkuman dan refleksi**: rangkuman merupakan konsep kunci bab yang bersangkutan yang dinyatakan dengan kalimat ringkas, jelas, dan memudahkan peserta didik memahami keseluruhan isi bab. Refleksi memuat simpulan sikap dan prilaku yang harus diteladani.

17.	**Bagian Penyudah**
	Deskripsi:
	(a) **Glosarium**: glosarium berisi istilah-istilah penting dalam teks dengan penjelasan arti istilah tersebut dan ditulis secara alfabetis.
	(b) **Daftar pustaka**: daftar buku yang digunakan sebagai bahan rujukan dalam penulisan buku tersebut diawali dengan nama pengarang (yang disusun secara alfabetis), tahun terbitan, judul buku, tempat, dan nama penerbit.
	(c) **Indeks (subjek dan pengarang)**: indeks subjek merupakan daftar kata-kata penting yang diikuti dengan nomor halaman kemunculan, indeks pengarang merupakan daftar pengarang yang karyanya digunakan dalam materi diikuti oleh nomor halaman kemunculan

LEMBAR KERJA (*WORKSHEET*)
MATA PELAJARAN BAHASA INGGRIS
SEKOLAH MENENGAH PERTAMA (SMP)
DAN MADRASAH TSANAWIYAH (MTS)

Kelas VII

Butir	Standar Kompetensi	Kompetensi Dasar	Halaman	Kesesuaian uraian materi dengan SK dan KD			
				Kelengkapan		Kedalaman	
				Lengkap	Tidak	Dalam	Tidak
1-8	Memahami dan mengungkapkan makna, secara lisan dan tertulis, dalam teks **transaksional** dan **interpersonal** dan **fungsional** pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.	**Jenis Teks Interpersonal:** Teks interpersonal di kelas ini meliputi: - sapaan terhadap orang yang sudah/belum dikenal					
		- perkenalan diri sendiri dan orang lain,					
		- ucapan terima kasih,					
		- permintaan maaf,					
		- ungkapan kesantunan, - dsb.					
		Jenis Teks Transaksional: Teks transaksional di kelas ini meliputi ungkapan: - memerintah dan melarang - meminta dan memberi informasi, - menyatakan suka dan tidak suka, - meminta klarifikasi - dsb.					

Butir	Standar Kompetensi	Kompetensi Dasar	Halaman	Kesesuaian uraian materi dengan SK dan KD			
				Kelengkapan		Kedalaman	
				Lengkap	Tidak	Dalam	Tidak
		Jenis Teks Fungsional: Teks fungsional di kelas ini meliputi: - Teks-teks fungsional dan esei pendek sangat sederhana, berbentuk *descriptive*.					
		- Teks-teks fungsional dan esei pendek sangat sederhana, berbentuk *procedure*.					
TOTAL							
SKOR							

LEMBAR KERJA (*WORKSHEET*)
MATA PELAJARAN BAHASA INGGRIS
SEKOLAH MENENGAH PERTAMA (SMP)
DAN MADRASAH TSANAWIYAH (MTS)

Kelas VIII

Butir	Standar Kompetensi	Kompetensi Dasar	Halaman	Kesesuaian uraian materi dengan SK dan KD			
				Kelengkapan		Kedalaman	
				Lengkap	Tidak	Dalam	Tidak
1-8	Memahami dan mengungkapkan makna, secara lisan dan tertulis, dalam teks **transaksional** dan **interpersonal** dan **fungsional** pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.	**Jenis Teks Interpersonal:** Teks interpersonal di kelas ini meliputi ungkapan untuk: - Mengundang					
		- mengajak					
		- memuji					
		- mengucapkan selamat					
		Jenis Teks Transaksional: Teks transaksional di kelas ini meliputi ungkapan untuk: - meminta dan memberi barang/ jasa/informasi/ pendapat					
		- menawarkan dan menolak barang/ jasa/informasi/pendapat					
		- memberikan persetujuan, dsb.					

Butir	Standar Kompetensi	Kompetensi Dasar	Halaman	Kesesuaian uraian materi dengan SK dan KD			
				Kelengkapan		Kedalaman	
				Lengkap	Tidak	Dalam	Tidak
		Jenis Teks Fungsional: Teks fungsional di kelas ini meliputi: - Teks-teks fungsional dan esei pendek sangat sederhana, berbentuk *descriptive*.					
		- Teks-teks fungsional dan esei pendek sangat sederhana, berbentuk *narratve*.					
		- Teks-teks fungsional dan esei pendek sangat sederhana, berbentuk *recount*.					
		TOTAL					
		SKOR					

LEMBAR KERJA (*WORKSHEET*)
MATA PELAJARAN BAHASA INGGRIS
SEKOLAH MENENGAH PERTAMA (SMP)
DAN MADRASAH TSANAWIYAH (MTS)

Kelas IX

Butir	Standar Kompetensi	Kompetensi Dasar	Halaman	Kesesuaian uraian materi dengan SK dan KD			
				Kelengkapan		Kedalaman	
				Lengkap	Tidak	Dalam	Tidak
1-8	Memahami dan mengungkapkan makna, secara lisan dan tertulis, dalam teks **transaksional** dan **interpersonal** dan **fungsional** pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.	**Jenis Teks Interpersonal:** Teks interpersonal di kelas ini meliputi ungkapan untuk: - menunjukkan dan meminta perhatian					
		- menyatakan kekaguman, dsb.					
		Jenis Teks Transaksional: Teks transaksional di kelas ini meliputi ungkapan untuk: - meminta dan memberi kepastian					
		- menyatakan dan memberikan tanggapan terhadap keraguan					
		- meminta pengulangan					
		- menyampaikan berita menarik dan memberikan komentar atas berita, dsb.					

Butir	Standar Kompetensi	Kompetensi Dasar	Halaman	Kesesuaian uraian materi dengan SK dan KD			
				Kelengkapan		Kedalaman	
				Lengkap	Tidak	Dalam	Tidak
		Jenis Teks Fungsional: Teks fungsional di kelas ini meliputi: - teks-teks fungsional berbentuk *procedure*					
		- teks-teks fungsional berbentuk *narrative*					
		- teks-teks fungsional berbentuk *report*					
		TOTAL					
		SKOR					

PEDOMAN PENYEKORAN: ≥ 95% = 4
                                               < 95% = 1

Appendix 4

The Instrument of English Textbook Evaluation for Junior High School for Language Aspect Issued by BSNP

The Instrument of English Textbook Evaluation for Junior
High School for Content Aspect Issued by BSNP

INSTRUMEN II
PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS SMP/MTS

PENGANTAR

Agar penulis dan penilai buku teks secara sinergis dapat mengembangkan buku teks yang bermutu melalui kegiatan penulisan dan penilaian buku teks pelajaran bahasa Inggris khususnya untuk SMP/MTS, instrumen ini telah disusun atas dasar landasan-landasan berikut: karakteristik pembelajaran bahasa Inggris dan kriteria pengembangan buku teks bahasa Inggris SMP/MTS. Kemudian disusunlah instrumen yang dilengkapi dengan deskripsi butir-butir dalam instrumen tersebut. Untuk memaksimalkan objektivitas penilaian, sebagai alat bantu yang wajib digunakan telah juga dikembangkan lembar kerja (worksheet) penilaian. Dengan perangkat ini diharapkan penulis dan penilai buku teks pelajaran bahasa Inggris akan dapat membantu pemerintah menghasilkan buku teks pelajaran bahasa Inggris SMP/MTS yang baik. Untuk itu, cermati dokumen ini dengan seksama. Di atas segalanya, pahami standar isi, terutama SK dan KD mata pelajaran bahasa Inggris SMP/MTS sesuai dengan Permendiknas No. 22 tahun 2006. Selamat bekerja.

KARAKTERISTIK PEMBELAJARAN BAHASA INGGRIS

1. Bahasa memiliki peran sentral dalam perkembangan intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi. Karena itu, pembelajaran Bahasa Inggris selain ditujukan sebagai alat komunikasi juga sebagai alat pengembangan diri peserta didik menjadi manusia Indonesia yang memiliki daya saing global.

2. Komunikasi yang efektif menghendaki penggunaan bahasa yang baik dan benar, yaitu, bahasa yang sesuai dengan aturan-aturan kebahasaan dan tuntutan konteks komunikasi. Dengan demikian, pengetahuan kebahasaan meskipun tidak harus menjadi fokus tetap harus terajarkan.

3. Komunikasi nyata selalu terjadi dalam konteks alamiah. Karenanya, pembelajaran Bahasa Inggris hendaknya dilaksanakan dengan melibatkan peserta didik dan lingkungannya dalam konteks kehidupan sehari-hari (otentik dan alamiah).

4. Komunikasi sendiri bukanlah tujuan akhir, melainkan merupakan sarana untuk mencapai tujuan yang lebih hakiki, yakni memenuhi kebutuhan hidup. Karena itu pembelajaran Bahasa Inggris hendaknya ditujukan untuk mengembangkan kecakapan hidup; dan bukan sebaliknya, menggunakan kecakapan-kecakapan hidup untuk mengajarkan Bahasa Inggris.

5. Bahasa Inggris merupakan sarana komunikasi global. Penguasaan Bahasa Inggris diharapkan membantu peserta didik memahami dan memperkokoh budaya lokal dan nasional, serta mengenal dan memahami

budaya internasional. Oleh karena itu, pembelajaran Bahasa Inggris seharusnya dilaksanakan dengan memperhatikan aspek-aspek ketiga budaya tersebut.

6. Penguasaan Bahasa Inggris yang baik dapat menjadi sarana yang efektif peningkatan penguasaan ilmu pengetahuan, dan teknologi, (IPTEK) sehingga dapat meningkatkan daya saing sumber daya manusia Indonesia. Sebab itu, pembelajaran Bahasa Inggris hendaknya juga berorientasi pada perkembangan IPTEK.

KRITERIA PENGEMBANGAN BUKU TEKS

Buku Teks Pelajaran Bahasa Inggris SMP/MTS yang dikembangkan diharapkan memiliki ciri-ciri berikut:

1. Mengembangkan kemampuan menggunakan Bahasa Inggris untuk berkomunikasi secara lisan (Menyimak dan Berbicara) maupun tertulis (Membaca dan Menulis) dalam rangka mengembangkan aspek intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi.

2. Menggunakan Bahasa Inggris yang baik dan benar, sesuai dengan kaidah-kaidah kebahasaan dan tuntutan konteks komunikasi. Pengetahuan kebahasaan disampaikan sebagai pendukung penguasaan kemampuan berkomunikasi

3. Mengembangkan kemampuan berkomunikasi dalam Bahasa Inggris melalui pembelajaran berbasis peserta didik dan lingkungannya dalam konteks kehidupan sehari-hari (otentik dan alamiah).

4. Mengarah pada pengembangan kecakapan hidup: personal, sosial, akademik, dan vokasional

5. Mengembangkan pemahaman lintas budaya dalam rangka menjalin persahabatan pada tingkat lokal, nasional, dan internasional dengan membuka wawasan tentang perbedaan budaya untuk meminimalkan kesalahpahaman, menumbuhkan rasa saling menghargai, dan meningkatkan kualitas hubungan antarmanusia.

6. Berorientasi pada perkembangan ilmu pengetahuan dan teknologi (IPTEK)

INSTRUMEN 2
PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS
SEKOLAH MENENGAH PERTAMA/MADRASAH TSANAWIYAH

KODE BUKU: ☐☐☐☐☐☐☐☐☐☐☐☐

I. KELAYAKAN BAHASA

SUBKOMPONEN	BUTIR	SKOR 1	2	3	4	ALASAN PENILAIAN
A. KESESUAIAN DENGAN TINGKAT PERKEMBANGAN PESERTA DIDIK	1. Kesesuaian dengan tingkat perkembangan kognitif peserta didik					
	2. Kesesuaian dengan tingkat perkembangan sosial-emosional peserta didik					
Rangkuman kualitatif						
B. KOMUNIKATIF	3. Keterbacaan pesan					
	4. Ketepatan kaidah bahasa					

3

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
Rangkuman kualitatif						
C. KERUNTUTAN DAN KESATUAN GAGASAN	5. Keruntutan makna dalam bagian/bab/sub-bab/paragraf/ kalimat					
	6. Ketertautan makna antar bagian/bab/ subbab/paragraf/ kalimat					
Rangkuman kualitatif						

II. KELAYAKAN PENYAJIAN

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
A. TEKNIK PENYAJIAN	7. Sistematika					

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
	8. Keseimbangan antarbab					
Rangkuman kualitatif						
B. PENYAJIAN PEMBELAJARAN	9. Keterpusatan pada peserta didik					
	10. Pengembangan prakarsa, kreativitas, dan cara berpikir kritis peserta didik					
	11. Pengembangan kemandirian belajar peserta didik					
	12. Pengembangan kemampuan peserta didik untuk refleksi/evaluasi diri					

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
Rangkuman kualitatif						
C. KELENGKAPAN PENYAJIAN	13. Bagian Pendahulu					
	14. Bagian Isi					
	15. Bagian Penyudah					
Rangkuman kualitatif						

Rangkuman Kualitatif supervisor:

, ……………………………., ….…..

Supervisor I,   Supervisor II,   Penilai,

…………………………........   ………………………   ………….…………………………..

6

DESKRIPSI BUTIR INSTRUMEN II
PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS
SEKOLAH MENENGAH PERTAMA/MADRASAH TSANAWIYAH

I. KELAYAKAN BAHASA

<table>
<tr><td colspan="2">Komponen kelayakan bahasa mencakup tiga sub-komponen, yaitu kesesuaian dengan perkembangan peserta didik, komunikatif, serta keruntutan dan kesatuan gagasan.</td></tr>
<tr><td>**A.**</td><td>**KESESUAIAN DENGAN TINGKAT PERKEMBANGAN PESERTA DIDIK**</td></tr>
<tr><td>**1.**</td><td>**Kesesuaian dengan tingkat perkembangan kognitif peserta didik**</td></tr>
<tr><td></td><td>***Deskripsi*:**

Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik. Tingkat kesulitan dan keakraban bahasa difasilitasi secara eksplisit.</td></tr>
<tr><td>**2.**</td><td>**Kesesuaian dengan tingkat perkembangan sosial-emosional peserta didik**</td></tr>
<tr><td></td><td>***Deskripsi*:**

Bahasa yang digunakan sesuai dengan situasi sosial-emosional remaja.</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td>**B.**</td><td>**KOMUNIKATIF**</td></tr>
<tr><td>**3.**</td><td>**Keterbacaan pesan oleh peserta didik**</td></tr>
<tr><td></td><td>***Deskripsi*:**

Pesan yang disajikan jelas dan mudah dipahami oleh peserta didik.</td></tr>
</table>

4.	**Ketepatan kaidah bahasa**
	Deskripsi:
	Pesan disajikan sesuai kaidah Bahasa Inggris yang tepat.
C.	**KERUNTUTAN DAN KESATUAN GAGASAN**
5.	**Keruntutan makna dalam bagian/bab/subbab/paragraf/kalimat**
	Deskripsi:
	Pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat harus mencerminkan keruntutan penyampaian makna.
6.	**Ketertautan makna antar bagian/bab/subbab/paragraf/kalimat**
	Deskripsi:
	Pesan atau materi yang disajikan harus mencerminkan ketertautan makna antar bagian/bab/subbab/paragraf/kalimat.

II. KELAYAKAN PENYAJIAN

Komponen kelayakan penyajian mencakup tiga sub-komponen, yaitu teknik penyajian, penyajian pembelajaran, dan kelengkapan penyajian.

A.	**TEKNIK PENYAJIAN**
7.	**Sistematika**
	Deskripsi:
	Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi, minimal terdiri atas Pendahuluan, Isi, dan Penutup.

8.	**Keseimbangan antarbab**
	Deskripsi: Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang dalam setiap bab.
B.	**PENYAJIAN PEMBELAJARAN**
9.	**Keterpusatan pada peserta didik**
	Deskripsi: Penyajian materi dan tugas mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.
10.	**Mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik**
	Deskripsi: Penyajian materi dan tugas mendorong peserta didik untuk melakukan berbagai kegiatan komunikatif lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.
11.	**Mengembangkan kemandirian belajar**
	Deskripsi: Penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri
12.	**Mengembangkan kemampuan untuk refleksi/evaluasi diri**
	Deskripsi: Penyajian materi dan tugas mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.

C.	KELENGKAPAN PENYAJIAN
13.	**Bagian Pendahulu**
	Deskripsi: (a) **Prakata**: informasi yang mengantarkan pembaca untuk mengetahui tujuan penulis buku, ucapan terima kasih, dan harapan (b) **Daftar isi**: daftar yang memuat informasi yang memudahkan peserta didik untuk mencari dan menemukan bab, subbab, serta topik yang ada di dalamnya
14.	**Bagian Isi**
	Deskripsi: (a) **Pendahuluan**: pengantar pada awal buku berisi tujuan penulisan buku teks pelajaran, sistematika buku, cara belajar yang harus diikuti, serta hal-hal lain yang dianggap penting bagi peserta didik. (b) **Beban belajar**: beban belajar yang merupakan inti dari isi buku teks terdiri atas tiga unsur yaitu tatap muka, latihan terstruktur, dan kegiatan mandiri. (c) **Rujukan**: teks, tabel, gambar mempunyai identitas berupa judul, nomer urut gambar/tabel, dan rujukan. (d) **Rangkuman dan refleksi**: rangkuman merupakan konsep kunci bab yang bersangkutan yang dinyatakan dengan kalimat ringkas, jelas, dan memudahkan peserta didik memahami keseluruhan isi bab. Refleksi memuat simpulan sikap dan prilaku yang harus diteladani.
15.	**Bagian Penyudah**
	Deskripsi: (a) **Glosarium**: glosarium berisi istilah-istilah penting dalam teks dengan penjelasan arti istilah tersebut dan ditulis secara alfabetis. (b) **Daftar pustaka**: daftar buku yang digunakan sebagai bahan rujukan dalam penulisan buku tersebut diawali dengan nama pengarang (yang disusun secara alfabetis), tahun terbitan, judul buku, tempat, dan nama penerbit. (c) **Indeks (subjek dan pengarang)**: indeks subjek merupakan daftar kata-kata penting yang diikuti dengan nomor halaman kemunculan, indeks pengarang merupakan daftar pengarang yang karyanya digunakan dalam materi diikuti oleh nomor halaman kemunculan

Appendix 5

The Instrument of English Textbook Evaluation for Junior High School for Graphic Aspect by BSNP

INSTRUMEN III
PENILAIAN BUKU TEKS PELAJARAN SD-SMP
KOMPONEN KEGRAFIKAAN

KODE BUKU

BUTIR	SKOR				ALASAN PENILAIAN
	1	2	3	4	
A. UKURAN BUKU					
Ukuran					
1. Kesesuaian ukuran buku dengan standar ISO					
2. Kesesuaian ukuran dengan materi isi buku					
B. DESAIN KULIT BUKU					
Tata Letak					
3. Penampilan unsur tata letak pada kulit muka, belakang, dan punggung memiliki kesatuan (unity)					
4. Tampilan tata letak unsur pada muka, punggung dan belakang sesuai/harmonis dan memberikan kesan irama yang baik					
5. Menampilkan pusat pandang (point center) yang baik					
6. Komposisi unsur tata letak (judul, pengarang, ilustrasi, logo, dll) seimbang dan seirama dengan tata letak isi.					
7. Ukuran unsur tata letak proposional					
8. Warna unsur tata letak harmonis dan memperjelas fungsi					
9. Memiliki kekontrasan yang baik					
10. Penampilan unsur tata letak konsisten (sesuai pola)					
11. Menempatkan unsur tata letak konsisten dalam satu seri					
Rangkuman Kualitatif Sub Komponen					

BUTIR	SKOR				ALASAN PENILAIN
	1	2	3	4	
Tipografi					
Huruf yang digunakan menarik dan mudah dibaca					
12. Ukuran huruf judul buku lebih dominan dibandingkan (nama pengarang, dan penerbit)					
13. Warna judul buku kontras dengan warna latar belakang					
14. Ukuran huruf proposional dibandingkan dengan ukuran buku					
Huruf yang sederhana (komunikatif)					
15 Tidak terlalu banyak kombinasi jenis huruf					
16. Tidak menggunakan huruf hias/dekorasi					
17. Sesuai dengan jenis huruf untuk isi buku					
Rangkuman Kualitatif Sub Komponen					
Ilustrasi					
Mencerminkan isi buku					
18.Ilustrasi dapat menggambarkan isi/materi buku					
19. Ilustrasi mampu mengungkapkan karakter obyek					
20. Bentuk, warna, ukuran, proporsi obyek sesuai realita					
Rangkuman Kualitatif Sub Komponen					

C. DESAIN ISI BUKU

BUTIR	SKOR				ALASAN PENILAIN
	1	2	3	4	
Tata Letak					
Tata letak konsisten					
21. Penempatan unsur tata letak konsisten berdasarkan pola					
22. Spasi antar paragraph jelas tidak ada widow atau orphan					
23. Penempatan judul bab dan yang setara (kata pengantar, daftar isi, dll) seragam/konsisten					
Unsur tata letak harmonis					
24. Bidang cetak dan marjin proporsional					
25. Spasi antara teks dan ilustrasi sesuai					
26. Marjin antara dua halaman berdampingan proposional					
27. Kesesuaian bentuk, warna dan ukuran unsur tata letak					
Unsur tata letak lengkap :					
28. Judul bab					
29. Sub Judul bab					
30. Angka halaman/folios					
31. Ilustrasi					
32. Keterangan gambar (caption)					
33. Ruang putih (white space)					
Tata letak mempercepat pemahaman :					
34. Penempatan hiasan/ilustrasi sebagai latar belakang tidak mengganggu judul, teks, angka halaman.					
35. Penempatan judul, subjudul, ilustrasi dan keterangan gambar tidak mengganggu pemahaman.					

Rangkuman Kualitatif Sub Komponen

	BUTIR	SKOR				RERATA	ALASAN PENILAIN
		1	2	3	4		
Tipografi	**Tipografi sederhana**						
	36. Tidak menggunakan terlalu banyak jenis huruf						
	37. Tidak menggunakan jenis huruf hias/dekoratif						
	38. Penggunaan variasi huruf (*bold, italic, all capital, small capital*) tidak berlebihan.						
	Tipografi mudah dibaca						
	39. Besar huruf sesuai dengan tingkat pendidikan peserta didik						
	40. Jenis huruf sesuai dengan tingkat pendidikan peserta didik						
	41. Lebar susunan teks sesuai tingkat pendidikan peserta didik						
	42. Spasi antar baris susunan teks normal						
	43. Spasi antar huruf (*kerning*) normal						
	Tipografi memudahkan pemahaman						
	44. Jenjang/hierarki judul-judul jelas dan konsisten						
	45. Jenjang/hierarki judul-judul proporsional						
	46. Tidak terdapat alur putih dalam susunan teks						
	47. Tanda pemotongan kata (*hyphenation*) disesuaikan dengan tingkat pendidikan siswa						
Ilustrasi	**Memperjelas dan mempermudah pemahaman**						
	48. Mampu mengungkap makna/arti dari obyek						
	49. Bentuk proporsional						
	50. Bentuk akurat dan sesuai dengan kenyataan						
		SKOR					

BUTIR	SKOR				ALASAN PENILAIN
	1	2	3	4	
51. Keseluruhan ilustrasi serasi					
52. Goresan garis dan raster tegas dan jelas					
53. Kreatif dan dinamis					

Rangkuman Kualitatif Sub Komponen

Rangkuman Kualitatif supervisor:

LOLOS   LOLOS DENGAN PERBAIKAN

.........................2007

Penilai,

Supervisor I,

Supervisor II,

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Appendix 6

Standard of Competence and Basic Competence of English for Junior High School Grade VII Based on Permendikbud No. 24/2016

KOMPETENSI INTI DAN KOMPETENSI DASAR BAHASA
INGGRIS SMP/MTs KELAS VII

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
3. memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	4. mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori
KOMPETENSI DASAR	KOMPETENSI DASAR
3.1 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya	4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.2 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta	4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan

informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive)	sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.3 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)	4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa seharihari, sesuai dengan konteks penggunaannya.	4.4 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang

.

(Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)	benar dan sesuai konteks
3.5 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be, adjective)	4.5 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks
3.6 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interogative, simple present tense)	4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan	4.7 teks deskriptif 4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur

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memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
	4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
3.8 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	4.8 menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

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CURRICULUM VITAE

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3. MTs. NU Raudlatus Shibyan

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