

**A CONTENT ANALYSIS OF ENGLISH TEXTBOOK “*WHEN ENGLISH
RINGS A BELL*” FOR THE EIGHTH GRADE STUDENTS OF JUNIOR
HIGH SCHOOL**

THESIS

**Submitted as A Partial Requirements
For the degree of *Sarjana***



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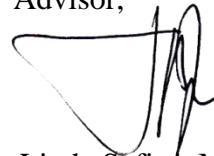
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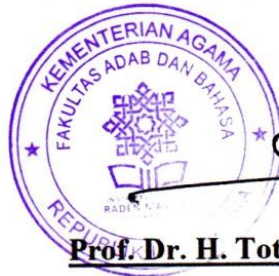
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DEDICATION

This thesis is dedicated to:

1. My beloved parents Mr. Sutono and Mrs. Sukarni who always give me encouragement and love so that I can finish this thesis.
2. My precious big sister, Yunani Fatmawati and my little sister Margareta Tri Wulan Dari who are always waiting for me to graduate.
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MOTTO

“Pada akhirnya ini semua hanyalah permulaan”

- Nadin Amizah –

“Usia terlalu ringkas untuk dilakukan tanpa melakukan perubahan”

- Najwa Shihab –

“Only you can change your life. Nobody else can do if for you”

- Winda D.A -

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “A Content Analysis of English Textbook “*When English Rings A Bell*” For the Eighth Grade Students of Junior High School” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 25th May 2023 .



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Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God almighty, for all blessings and mercies so the researcher was able to finish the thesis entitled “A Content Analysis of English Textbook “*When English Rings A Bell*” For the Eighth Grade Students of Junior High School”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

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ABSTRACT

Winda Dwi Aryani. 2023. *A Content Analysis of English Textbook "When English Ring a Bell" For the Eighth Grade Students of Junior High School*. Thesis English Education Department, Cultures and Language Faculty.

The objective of this research is to analyze the content of "When English Rings a Bell". The researcher focused on the quality of a good textbook according to Cunningsworth's theory. The researcher used impressionistic analysis and Depth Analysis in the English Textbook "*When English Rings a Bell*" to know suitability textbook for eighth grade students of junior high school with the criteria of a good book by Cunningsworth.

This study uses descriptive qualitative research with content analysis. As the sample data of this study, the researcher analyzed the contents of the book by adjusting the standards of a good textbook according to Cunningsworth. The object of this research is an English text book entitled "*When English rings a bell*" published by the Ministry of Education and Culture.

The result of the research shows that an English textbook entitle "When English Rings a Bell" fulfilled the criteria proposed in Cunningsworth's theory concerning the impressionistic textbook analysis with score 80% and in-depth textbook analysis with a summative score 89%, and textbook are mostly lacking in topical aspects, especially in under-presented cultural contexts where most of the material does not display much local and national culture. Indonesia in textbook, but overall, the results of the analysis of textbook prove that the textbook are of good quality.

Keywords : Textbook Evaluation Criteria, Content Analysis, English Textbook

TABLE OF CONTENTS

| | |
|---|-------------|
| COVER PAGE | i |
| ADVISOR'S SHEET | ii |
| RATIFICATION | iii |
| DEDICATION | iv |
| MOTTO | v |
| PRONOUNCEMENT | vi |
| ACKNOWLEDGMENT | vii |
| ABSTRACT | ix |
| TABLE OF CONTENTS | x |
| LIST OF TABLE | xiii |
| LIST OF PICTURES | xiv |
| LIST OF APPENDICES | xv |
| CHAPTER I INTRODUCTION | 1 |
| A. Background of the Study | 1 |
| B. Identification of the Problems | 9 |
| C. Limitation of the Study | 9 |
| D. Formulation of the Problems | 10 |
| E. Objective of the Study | 10 |
| F. The Benefits of the Study | 11 |
| 1. Theoretical Benefit..... | 11 |
| 2. Practical Benefit..... | 11 |
| G. Definition of Key Terms..... | 12 |
| 1. Textbook Evaluation Criteria..... | 12 |
| 2. Content Analysis | 12 |
| 3. English textbook | 13 |
| CHAPTER II LITERATURE REVIEW | 14 |
| A. Theoretical Description | 14 |
| 1. Textbook | 14 |
| 2. Content Analysis | 19 |

| | |
|---|-----------|
| 3. Textbook Analysis | 22 |
| 4. When English Rings a Bell English Textbook | 24 |
| 5. Criteria of a Good English Textbook..... | 26 |
| 6. Textbook Evaluation Stages | 28 |
| 7. Impressionistic Analysis | 29 |
| 8. In-depth Analysis | 30 |
| B. Previous Related Study..... | 33 |
| CHAPTER III RESEARCH METHODOLOGY | 38 |
| A. Research Design | 38 |
| B. Research Settings..... | 38 |
| 1. Place..... | 38 |
| 2. Time | 39 |
| C. Data and Data Sources..... | 39 |
| D. Research Instruments..... | 40 |
| E. Data Collection Techniques..... | 40 |
| F. Technique of Analysis Data | 41 |
| 1. Collecting the Data | 41 |
| 2. Data Reduction..... | 42 |
| 3. Data Display..... | 42 |
| 4. Conclusion | 42 |
| G. Data Validation Techniques | 43 |
| CHAPTER IV FINDINGS AND DISCUSSION | 46 |
| A. Research Findings..... | 46 |
| 1. Impressionistic Analysis | 47 |
| 2. In-Depth Analysis | 59 |
| 3. How the Textbook of When English Rings a Bell Meets the Cunningsworth's Criteria of Good Textbook | 95 |
| B. Discussion..... | 101 |
| 1. Impressionistic Analysis | 101 |

| | |
|---|------------|
| 2. In-depth Analysis | 103 |
| 3. The suitability of the textbook “When English Rings a Bell” used by eighth grade students of Junior High School with the criteria of a good book by Cunningsworth..... | 104 |
| CHAPTER V CONCLUSSION AND SUGGESTIONS..... | 107 |
| A. Conclusion | 107 |
| B. Suggestion | 108 |
| BIBLIOGRAPHY | 110 |
| APPENDICES | 113 |

LIST OF TABLE

| | |
|---|-----|
| Table 1 Impressionistic Analysis by Cunningsworth (1995)..... | 21 |
| Table 2 The criteria for textbook in Indonesia by the Minister of Education and Culture..... | 23 |
| Table 3 Research Schedule | 39 |
| Table 4 The Conversion of Fulfilment by Cunningsworth (1995)..... | 45 |
| Table 5 Finding of Checklist from Impressionistic Analysis based on Cunningsworth..... | 58 |
| Table 6 Chapter 1 Result of In-depth Analysis | 99 |
| Table 7 Chapter IV Result of In-depth Analysis..... | 99 |
| Table 8 Chapter VI Result of In-depth Analysis..... | 100 |
| Table 9 Chapter VIII Result of In-depth Analysis | 100 |
| Table 10 Finding of Summative Score on In-Depth Analysis | 101 |

LIST OF PICTURES

| | |
|--|----|
| Picture 1 Cover of The Textbook..... | 48 |
| Picture 2 Content Material of Textbook | 50 |
| Picture 3 Exercise Activities of Textbook | 52 |
| Picture 4 Developable Learning Activities of Textbook..... | 53 |
| Picture 5 The Example of Communicating Activities | 54 |
| Picture 6 The Example of Activity in Chapter 1 | 60 |
| Picture 7 The Example of Grammar Items in Chapter 1 | 62 |
| Picture 8 The Example of Activity in Chapter 1 | 64 |
| Picture 9 The Example of Activity in Chapter 1 | 65 |
| Picture 10 The Example of Activity in Chapter 4..... | 69 |
| Picture 11 The Example of Activity in Chapter..... | 71 |
| Picture 12 The Example of Activity in Chapter 4..... | 73 |
| Picture 13 The Example of Activity in Chapter 4..... | 74 |
| Picture 14 The Example of Activity in Chapter 4..... | 75 |
| Picture 15 The Example of Activity in Chapter 6..... | 77 |
| Picture 16 The Example of Activity in Chapter 6..... | 81 |
| Picture 17 The Example of Activity in Chapter 6..... | 81 |
| Picture 18 The Example of Activity in Chapter 6..... | 82 |
| Picture 19 16 The Example of Activity in Chapter 6..... | 83 |
| Picture 20 The Example of Activity in Chapter 6..... | 85 |
| Picture 21 The Example of Activity in Chapter 8..... | 87 |
| Picture 22 The Example of Activity in Chapter 8..... | 88 |
| Picture 23 The Example of Activity in Chapter 8..... | 90 |
| Picture 24 The Example of Activity in Chapter 8..... | 91 |
| Picture 25 The Example of Activity in Chapter 8..... | 92 |
| Picture 26 | 94 |

LIST OF APPENDICES

| | |
|---|-----|
| Appendix 1 Cover Of English Text Book When English Rings a Bell | 113 |
| Appendix 2 Table Of Figure “When English Rings a Bell” | 114 |
| Appendix 3 Exercise Activities of Textbook | 115 |
| Appendix 4 Sample of Activity in Chapter 1 | 116 |
| Appendix 5 Sample of Activity in Chapter 4..... | 117 |
| Appendix 6 Sample of Activity in Chapter 6..... | 118 |
| Appendix 7 Sample of Activity in Chapter 8..... | 119 |

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching and learning activities between teachers and students are not be separated from teaching materials. Teaching material is one important of the implementation of teaching and learning activities within the classroom. (Mendiknas, 2008) argues that textbook are learning materials used to help students learn. The material in question can be in the form of written or unwritten material. By using textbook, the learning process in class is better and learning objectives are easier to convey by the teacher. Then students will understand the textbook that will be studied.

Richards (2001) stated that teaching material is a key component in most language programs. Textbook are one kind of teaching material. Textbook are expected to own quality content that's in accordance with student needs, in accordance with the applicable curriculum, both in terms of content standard, still as in terms of whether or not teaching materials are easily understood by teachers and students, and presented by adding designs during away interesting (Putri Amalia, Komariah Endang, 2018). As one of the main sources of imparting knowledge to students, textbook play an important role in the teaching process. In addition, one of the basic functions of textbook is to provide knowledge systematically so that students can learn easily and regularly. Hutchinson, and Torres (1994) revealed that every textbook plays a very important and active role in teaching English. Textbook provide

important input to classroom lessons through activities, readings, and explanations. (Richards, 2001) stated that any course will be impact less without textbook as they provide structure and syllabus. In addition, the use of textbook ensures that students in different classes receive similar content and are thus assessed in the same way. Cunningsworth (1995) identified the many roles that textbook can serve in the curriculum, including providing: a syllabus based on predetermined learning objectives, an effective resource for independent study, an effective medium for presenting new material, a source of ideas and activities, a source of reference for students, and support for experienced teachers who need confidence.

There are a lot of English textbook that are available on the market that have bright covers, beautiful layouts, and appealing artwork, but a the countless number of textbook available makes it difficult for teachers to select the best one. A teacher must use caution when choosing a textbook. The content of the English textbook will have a significant impact on what the teacher teaches and what the student learns. Problems will undoubtedly arise for the teacher if the students' textbook is either too complex or too basic. There's a chance that the textbook's information won't be accessible to students.

Content analysis is a method of analysing written, verbal or visual communication messages. It is known as a method of analyzing documents. A technique for examining written, verbal, or visual communication messages is content analysis. It is well known as a technique for document analysis. According to Krippendorff (2004: 13), content analysis may be among the

most significant research methods in the social sciences. The content analysis regards representational data as texts, images, and expressions rather than actual physical events, and as such, it must be evaluated with this usage in mind. These writings, images, and expressions are made to be seen, read, understood, and acted for their meanings. Comparing and contrasting content analysis with other research methods involves examining texts in the settings of their uses.

The high use of textbook is caused by several factors. First, textbook is one of the affordable teaching materials compared to other teaching materials. Textbook are also available and sold commercially. Second, textbook play an important role in academic growth, supporting students to succeed in their learning process at all levels of education (Hidayat, 2020). Third, textbook are very helpful as guidelines and supports in the teaching process (Ur P. , 1991). Fourth, (Nurdeani, 2014) argues that textbook are very important for teachers who are unable or not ready to produce their own teaching materials according to good textbook writing standards.

Recognizing the importance of using textbook to support learning activities, various textbook are now available commercially. This makes the teacher must be able to choose the most appropriate text book according to the needs of his students. In fact, many teachers have difficulty choosing books that meet the criteria for a good textbook. According to Cunningsworth (1995), there are many difficulties in choosing the right textbook and teaching

materials. He added that choosing the right textbook was a challenge because of the wide variety of English textbook available from various publishers.

Therefore, if the textbook does not meet the criteria for a good textbook, the learning objectives will not be achieved. According to Riangsari (2015), textbook were found that were supposed to help the learning process, they contained inappropriate substances and had an impact on student confusion during the learning process. This means that there are still a number of books that do not meet the needs of students, or even good teaching material standards. Therefore, teachers must be selective in choosing textbook. In addition, teachers must also be able to teach well after choosing the right teaching materials. They must be able to use textbook as complementary materials in the teaching and learning process. A good textbook combined with teacher expertise will be an important factor in achieving learning objectives and increasing student achievement.

These textbook are treated the same as material from one school to another. Another reason highlighted by Cunningsworth (1995) is to identify some of the strengths and weaknesses of the textbook used. Cunningsworth (1995) considers textbook as an effective resource for self-study, a source of effective presentation material, a source of ideas and activities, a source of reference for students, a syllabus that reflects predetermined learning goals, and support for teachers. who lack experience in gaining self-confidence. Furthermore, Ramadhana (2019) state that one of the main advantages of using textbook is that they are psychologically important for students because their

progress and achievements can be measured concretely when they are used. In addition, book reviews will help book authors design textbook that meet the criteria for good textbook. So the researcher designed this evaluation research to find out whether the textbook entitled *"When English Rings a Bell"* meets the criteria for a good textbook. The researcher uses the good textbook criteria by Cunningsworth (1995) which has 8 criteria, namely goals and approaches, book design and organization, language content, skills, topics, methods, teacher's books, and political considerations. But, the researcher only choose five criteria because these five criteria have fulfilled the assessment of the quality of textbook. It is necessary to evaluate textbook to assist teachers in determining which books are appropriate to use.

Before using the textbook, it is important for the teacher or an institution selects the book which has good quality and appropriate for the students' need in classroom. There are some useful guidance in approaching any material that is good textbook to guide the learners in doing exercise, as follows. As Cunningsworth (1995) emphasizes that "no coursebook designed for a general market will be absolutely ideal for particular group of learners". That means textbook analysis is really needed to evaluate the textbook which has been published. Textbook analysis will give evaluation and the publisher can create better edition.

In evaluating textbook, there are some approaches which can be used. The focused on the quality of this textbook based on Cunningsworth's theory. Cunningsworth (1995) differentiates two approaches between impressionistic

overview and in-depth evaluation. Impressionistic overview is an evaluation approach which evaluates the book from general impression of the textbook just by looking through it and getting an overview of strengths and weaknesses and no significant features which stand out. Cunningsworth suggests that an in-depth evaluation is necessitated, because in depth evaluation can give detailed information in evaluating textbook and can lead the teacher to choose the proper textbook for their teaching and learning.

The reason the researcher analyzed and chose a book entitled "*When English Rings a Bell*" is because, this book is the *kurikulum 2013* from the government which is currently experiencing an increase because the material in the book is of various types. The second reason is that this book is a new product as a recommendation textbook references spread up to class Second grade of junior high school student. This book also underwent revision in 2014. The researcher also wants to describe the quality of this textbook on Cunningsworth's theory. In addition, the reason the researcher chose a textbook entitled *When English Rings a Bell* is an English textbook from the Ministry of Education and Culture of the Republic of Indonesia which is used by schools.

The first is research by Hidayah (2021) research entitled "When English Rings a Bell" for class VIII of junior high school. The purpose of this study was to explain the feasibility of the material in the English book entitled *When English Rings A Bell* for Grade VIII students of junior high schools in the aspects of content feasibility, language eligibility, and presentation eligibility that have been determined by the BSNP (National Education

Standards Agency). The method used in this study is a qualitative descriptive method with content analysis. In collecting data, researchers used procedures including preparation, analyzing books, and reporting results. The results of this study indicate that the English book *When English Rings A Bell* meets an average score of 79.38% of the three criteria aspects.

The second previous study entitled *Content Analysis of English Textbook "Interactive English" used in First grade junior high school in 2013 curriculum*. The purpose of this study was to determine the suitability of impressionistic and in-depth analysis in a textbook entitled "Interactive English" used for seventh grade junior high school. This research was conducted using descriptive qualitative. Data was collected by documenting the contents of textbook and analyzed using Chunningsworth's theory. The results showed that the English textbook entitled "Interactive English" met the criteria proposed in Chunningsworth's theory of impressionistic textbook analysis with a score of 96% and in-depth textbook analysis with a summative score of 87%.

Before choosing an English textbook for analysis, the researcher conducted interviews with English teachers in three junior high schools in the Surakarta city and Sragen regency. The purpose of this interview is to find out what English textbook are used in junior high school in the Surakarta and Sragen. These results of these interviews became the basis for researcher to determine the English textbook that were analysed in this study. In addition, in the interview the researcher also asked what difficulties the teacher faced in

determining and understanding character education in the English textbook. The schools are MTs Negeri 2 Surakarta, MTs Negeri 4 Sragen, and MTs Negeri 6 Sragen.

The researcher conducted an interview with one of the school teachers who used the *When English Rings a Bell* textbook to get more information about the use of the textbook. Mrs. S is an English teacher for class VIII at MTs Negeri 2 Surakarta. From the interview result, MTs Negeri 2 Surakarta chose to use the textbook "*When English Rings A Bell*" because the government published the book as the beginning of the implementation of the 2013 curriculum. Mrs. S said that there are several advantages and disadvantages of textbook and also there are some materials that teachers need in this book. Mrs. S said that the book she used had the advantage of providing a structure and syllabus for a program and that this book provided teaching materials from easy to more difficult materials. While the drawback of this book is the lack of practice questions so that teachers still need practice questions from other sources. In addition, teachers feel that it is difficult to determine whether this book is appropriate and meets the standards as student learning materials. Based on the above background, the researcher is interested in conducting a research entitled **"A CONTENT ANALYSIS OF ENGLISH TEXTBOOK "*WHEN ENGLISH RINGS A BELL*" FOR THE SECOND GRADE STUDENTS OF JUNIOR HIGH SCHOOL"**

B. Identification of the Problems

Based on the problem which have been explained in the background of the research, some problems which emerge related to the research can be identified as follow:

1. Teachers have difficulties in determining textbook standards/criteria
2. Textbook are still considered as a less valuable resource to facilitate student understanding in the learning process.
3. Availability of the most appropriate English textbook because learning objectives can be hampered if textbook are too advanced or too simple for students.
4. English textbook published by the Indonesian Ministry of Education and Culture have the possibility of not conforming to good English textbook according to Chunningworth

C. Limitation of the Study

In this research, the researcher analyze feasibility of teaching materials according to Chunningsworth's best book criteria in the English textbook "*When English Rings a Bell*" for eighth grade of junior high school. The analysis was carried out used to analyze text data textbook material. Therefore, below the limitations of this research as follows:

1. The researcher limited this research to focusing on the criteria for evaluating textbook in the English textbook "*When English Rings a Bell*" which is analyse based on the criteria of a good textbook proposed by Cunningworth.

2. The researcher evaluated the impressionistic and in-depth criteria of Chunningsworth's theory in a textbook entitled "*When English Rings a Bell*" for eighth grade of junior high school. The total chapter in when English rings a bell there are 13 chapters, but in this study the researcher analyses only 4 chapter, there are chapter 1, 4, 6, 8 because its represent the criteria of good textbook.

D. Formulation of the Problems

Based on the background of the study, the problems of the research are:

1. What are the suitability of impressionistic analysis on the textbook analysis entitle "*When English Rings a Bell*" using Cunningsworth's theory?
2. What are the suitability of in-depth analysis on the textbook analysis entitle "*When English Rings a Bell*" using Cunningsworth's theory?
3. How to know the suitability of the book "*When English Rings a Bell*" used by eighth grade students of junior high school with the criteria of a good book by cunningsworth ?

E. Objective of the Study

In relation to the formulation of the problems, the objectives of the research are as follow:

1. To find out the suitability of impressionistic analysis in the English Textbook "*When English Rings a Bell*" for second grade students of junior high school.

2. To find out the suitability of in-depth analysis in the English Textbook "*When English Rings a Bell*" for second grade students of junior high school.
4. To find out the suitability of the book "*When English Rings a Bell*" used by eighth grade students of junior high school with the criteria of a good book by Cunningsworth.

F. The Benefits of the Study

1. Theoretical Benefit

Hopefully, this research can be useful for teachers to have a new one information about the contents of the textbook "*When English Rings a Bell*" that will be used in class and able to ensure that the textbook is in accordance with the standards/criteria for the best book according to Chunningsworth's theory.

2. Practical Benefit

In this study the readers can learn about the quality of English textbook, and the results of the research help improve the quality of English textbook. Then, the teachers can choose the best English textbook they want to use for their learning activities. The findings from this study can help publishers and authors know how to create good learning books based on Chunningsworth's best books. For students, they can obtain information about English textbook that meet the criteria of good textbook according to Chunningsworth's theory. This study can be used as reference and can give beneficial to the next research about a content analysis of English textbook.

G. Definition of Key Terms

To avoid misinterpretation about the use of terms, it is important for researchers to provide a description of the key terms as follows:

1. Textbook Evaluation Criteria

Textbook evaluation criteria, as supposed by Cunningsworth (1995), consist of two types of analysis: impressionistic analysis and in-depth analysis. Impressionistic analysis is the analysis of a textbook package based on several aspects such as the cover, content material, developable learning activities, organization of the book, and layout. In-depth analysis is the analysis that obtains detailed information on the various items in textbook, such as syllabus outlines, to meet the needs of learners. Based on Cunningsworth's theory, in-depth analysis has five aspects to be analyzed: aims and approaches, language content, design and organization, language skills, and practical considerations.

2. Content Analysis

Content analysis is a method of data analysis. It concerns language material which already exists in a finished form. One of the purposes of content analysis is to interpret and evaluate The documents that are analyzed include texts, images, and expression in written. Content analysis is appropriate to be technique of the textbook analysis (Sadiqah, 2016). The writer uses a textbook entitle "*When English Rings a Bell*" In the content of the textbook, there are texts, images, and expression in written. All of that is analyzed by the writer using content analysis technique.

3. English textbook

Textbook are currently the main tool for conveying material student. In using a textbook in the class can help teacher gives the material for students. Students can use Textbook to train their understanding of the material teacher. According to (Tomlinson, 2005) textbook provide the key course material. The language textbook there is are grammar, vocabulary, pronunciation, functions and reading skills, Writing, listening and speaking are covered in the textbook Language teaching (Lisdayanti, 2019).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Textbook

a. Definition of Textbook

Textbook is a form of published printed material most commonly used as teaching and learning media in schools or any educational institution (Suryani, 2018). It is one of the most important media as a source and guideline of material which both students and teacher can used in teaching and learning process so. According to (Richards, 2001) Instructional material serve as the basis for much of the language input since learners receive and the language practice in the classroom.

In addition, textbook are books of lesson in certain field of study as a standard book arranged by the experts of field for instructional purposes and compiled by harmonious teaching media and easy understood by the user in schools and colleges to receive teaching program (Tarigan, Hendry Guntur, 1986).

Cunningsworth (1984) suggests that textbook is a book used for teaching situations written by experts which is examined for appropriateness before being used or published. Many countries including Indonesia have been years using textbook in education especially in schools. It means that the textbook used in schools is officially issued by the Government as a national-compulsory book used

by teachers and students. This is, somehow, important as a national guideline as texts, activities and explanations are provided in a textbook used as classroom lessons (Hutchinson and Torres (1994). That is why, (Harmer, 2007) would agree with this idea since he says both teachers and students will get benefits from using textbook in the classroom (Susiati, Mufidati Elok, 2020).

From those definitions about textbook, it can be concluded that a textbook is a material which has a function as a guideline or reference used by the teacher and learners to support the teaching and learning activity in the classroom. It makes sense if a textbook takes an important role as an instructional material used by teacher and learner to achieve the goal of teaching and learning process.

b. The Role of Textbook

Textbook can be seen as windows through which students become familiar with the language they are learning and use it in a wider context. This is in accordance with the famous idiom "books are windows to the world". Through books, in this case textbook, students can learn a lot about the world by reading. Even though a textbook cannot provide students with all the knowledge they need, it is a major tool for students to progress. R. O'Neill (1982) state that there are four roles of textbook, as follows:

- 1) Textbook material can be adapted to the needs of students, even if it is not specifically designed for them.

- 2) Textbook allow students to progress, or rise on their own through previous lessons.
- 3) Textbook have practical aspects that are well presented in the form of cheap materials.
- 4) and most importantly, well-designed textbook provide opportunities for teachers to grow and adapt, and allow students to interact spontaneously in the classroom. Therefore, depending on the diversity of teachers and teaching styles, textbook should be suitable for different students, regardless of their learning goals.

Overall, it can be concluded that textbook are important tools for students and teachers. They provide a structured and organized way of presenting and learning information, which can help students understand and master material.

c. Textbook as Learning Resources

To achieve the best learning outcomes, students must not only be able to rely on but what happens in the classroom has to be willing and able to pass through various filters necessary learning resources. Learning resources have the potential to be a tool, a Means, actors and tools to improve the quality of education. Learning Resources are considered anything that provides an opportunity to acquire them Information, knowledge, experience and learning ability (Rezu, 2018).

According AECT (1987) , learning resources can be divided into two kinds, That is, learning resources are designed and learning

resources are utilized. Learn Resources designed (by design), referring to specific learning resources Developed as instructional system components to facilitate consistent teaching and learning and for system planning. such as texts, textbook, Slideshows, instructional videos, and more, crafted and designed just to make it happen educational goals. Learning resources that have been used (through use) or were not specifically designed for instructional purposes but were/may be available Acquired because it is already present in nature and the environment and can be exploited for learning.

Another division is usually in the components of learning resources: First, printed learning resources, such as books, magazines, encyclopaedia's, brochures, posters, charts, etc. Second, non-print learning resources in the form of films, slides, videos, models, tapes, etc. Third, learning resources, such as facilities: auditoriums, libraries, classrooms, desks, studios, courts, markets, etc. 4. Learning resources in the form of activities: interviews, group work, observation, simulation, community, etc. 5. Learning resources such as community environment: gardens, paddy fields, corn fields, plantations, docks, towns, villages, etc.

We can conclude that textbook as learning resource, because it made the learning process systematically. Learning is more active and advanced when students take instruction and master it. Clearly, this learning tool is important for enriching instructional purposes. One of the tools for teaching is the book.

d. The Function of Textbook

Textbook has function for student as manual instructor in studying and for the teacher as direction to teach a lesson. According to Thomson (2003: 176), Textbook has many functions, as follows:

1) Individualization of Instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to limit extent, according to what they are interested in studying (Hidayah, 2021).

2) Organizational Instruction

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

3) Tutorial Contribution

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

4) Improvement of Teaching Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

Hutchinson, and Torres (1994) as cited by Richards, and Renandya (2020), 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.

Textbook are sources and guidelines for student handbooks, because teachers cannot fully explain all material, students need textbook that present complete material, and as teacher teaching media, which help teachers master all material. (Elina., et al, 2016) Before explaining the material to students. It can be concluded that textbook are also referred to as teaching materials, textbook, and reference books for learning activities for students. Textbook help to find answers to problems when they attend courses. The teacher sees textbook as classroom management instruments to communicate between him and his students.

2. Content Analysis

Content analysis is a method of analysing written, verbal or visual communication messages. It is known as a method of analysing documents. (Krippendorff, 2004) defines that content analysis is potentially one of the

most important research techniques in the social sciences. The content analysis views data of representation not of physical events but of the texts, images and expression that are created to be seen, read, interpreted and acted for their meanings and must therefore be analyzed with such use in their mind. analyzing text in the contexts of their uses distinguish in content analysis from other method of inquiry. Content analysis is document analysis. The documents that are analyzed include texts, images, and expression in written. Content analysis is appropriate to be technique of the textbook analysis. The writer uses a textbook entitle “When English Rings a Bell” In the content of the textbook, there are texts, images, and expression in written. All of that is analyzed by the writer using content analysis technique.

There are five aspects and each aspects have minimum score 1 and maximum score 2. So the total for each aspect with maximum score is 10. For getting the percentage score , the researcher used this formula by Sudjono (2020) as follow:

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

Note:

N : the total score which is gained by the textbook

$\sum N$: the maximum score of the aspects

Table 1

Impressionistic Analysis by Cunningsworth (1995)

| No | Rated Aspects/Criteria | criteria | Score |
|----|---------------------------------|--|-------|
| 1 | Cover | Cover realizes in an attractive appearance, color, image, and other thing that are used to attract the reader's interest. | |
| 2 | Content Design | The form of content presentation are questions, types text, dialogue, notes, songs and others. | |
| 3 | Developable Learning Activities | Learning activities should be drafted pretty, varied, gradually so that learners are motivated and cover the four main language skills of listening, speaking ,reading, and writing. | |
| 4 | Organization of the book | The structuring or organizing is a systematic textbook content, drafting order of chapter, sub-chapters, subject, choose a description of concepts, preparing the exercise, determining the level of difficulty and the order of presentation of each chapter. | |
| 5 | Layout | Layout is drafting the order | |

| | | | |
|-------------------|--|--|--|
| | | of presentation of material each chapter and also see pictures, animations and other support. The arrangement of textbook have to well organizes from general to specific. | |
| Percentage | | | |

3. Textbook Analysis

Textbook analysis is the process to evaluate all material in a textbook in order to describe if the textbook has a good quality or not and is it suitable to use as the material in teaching and learning process. A good textbook should fulfil all of the criteria of good textbook. By doing textbook analysis the reader was able to choose the best one to use according to their needs. Cunningsworth (1995:5) said that selecting textbook or textbook involves matching the material against the context in which it is going to be used. There is no perfect textbook that been released, there is also the strength and weakness from every textbook but the readers should find the best possible that fit the potential to achieved the real knowledge. According to Cunningsworth (1995: 5), he classified how to analyzing textbook into two kinds; impressionistic analysis and in-depth analysis, And then the criteria for textbook, according to the Minister of Education and Culture are as follows:

Table 2

The criteria for textbook in Indonesia by the Minister of Education and Culture

| | |
|--|--|
| Readiness | The material of textbook should be suitable for the readiness of the learner's knowledge and skill that they have had before |
| Motivation | The contents of the textbook should motivate the learners to be tolerant |
| The learner's active participation | The textbook may make learners interact actively in class through the works activity to observe, to make an exercise to practice and to demonstrate it |
| Using the tools for the Student Focus | The textbook should supply the pictures, illustrations, diagrams or table to make clear the concept of a textbook The containing social cognitive interaction textbook should support the learners to ask to find something by themselves through their brainstorming to design and make the learning community the authentic evaluation textbook should support teachers to evaluate in certain ways through the learner's achievement and their process. |
| Life Skill | Textbook should support the learners in developing their life skill the relationship between the textbook and the surrounding |

| | |
|-----------------------|---|
| | The material of the textbook is crossly related to the learners, such as the area they lived, the knowledge that learners had and their learning needs. |
| Cooperative | Supplying material textbook can enable students to work with their friend' textbook based on the News. |
| The Experience | Textbook should support the learners in having their own experiences. |

4. When English Rings a Bell English Textbook

"When English Rings A Bell" is an English textbook for grade 8 junior high schools. This book is a book published by the Ministry of Education and Culture in line with the implementation of the 2013 curriculum (Indriastuti, 2020). The existence of the book is the responsibility of the government in carrying out the consequences as the bearer of the mandate of the National Education Law no. 20 of 2003 which states that learning is "the process of interaction of students with educators and learning resources in a learning environment". So it is clear that when learning English is being carried out in classes other than teachers and students, there must be learning resources.

Textbook are one of the most effective learning resources used in class. According to the teacher's guidebook *"When English Rings A Bell"* learning resources are all (people, materials, data, messages) in the environment around students that function to optimize learning processes

and outcomes to achieve competencies (attitudes, knowledge, and skills) that has been determined. This statement should be realized by this textbook, but is it as it should be? Considering that this textbook has undergone three revisions, and indeed since the beginning this book has stated that it has received input and suggestions for improvement, it shows that the compiler is very ready to make revisions. Problems regarding textbook will indeed continue to occur because learning in the classroom is dynamic based on the situations and conditions of the students as well as the basic competencies to be achieved.

The textbook entitled "*When the Bell Rings in English*" is a book in the implementation of the 2013 curriculum since the curriculum was originally published. Until now this book is still used in the learning process in schools. Therefore, with extensive experience in implementing this textbook, researchers are interested in analyzing the book to determine the suitability of the material for use in learning. Therefore, the researcher wants to know the effectiveness of this book in achieving the realization of students' basic competence in English subject. It is hoped that this research will provide an overview of how teachers use textbook as learning resources in class, whether there are problems, and how to overcome them. Through the modification of this book we can see the deficiencies in the application of this book in the learning process.

Teaching materials as materials needed for the formation of knowledge, skills and attitudes that must be mastered by students in order to

meet predetermined competency standards. English teaching materials that are packaged in the form of textbook or textbook must have clear learning procedures and methods so that teachers and students can understand what is expected of each lesson for each learning activity. Vocabulary lists, exercises, visual aids and so on in textbook are learning aids (1997).

5. Criteria of a Good English Textbook

There are many important components in the teaching and learning process, but textbook are one of them. (Hinchman, 2002: Cheng, 2011). Most teachers have this problem in teaching and learning can be done systematically to teach without using textbook. therefore, Textbook play an important role in providing a foundational material for teachers and students. (Hutchinson, T. and Torres, E. , 1994)

In teaching language, teachers need to assess whether the teaching materials are suitable for students. (Harmer, 2007) proposed several criteria in selecting appropriate Textbook for students, such as price and availability, layout and design, teaching, methodology, syllabus, language skills, subjects, cultural suitability, and teacher guidance. In addition, Ur (2006) also suggests several things that must be considered when using textbook, namely frameworks, syllabus, ready-made texts, Economics, convenience, guidance and autonomy.

To become a quality textbook, apart from textbook, readability must also be assessed as a textbook requirement and identify the components of a good textbook based on content (quality as teaching materials), there is a

description of the evaluation of teaching materials, and evaluation of book components and criteria Good Text. The purpose of evaluating textbook is to ensure that the textbook used in schools are truly valuable and appropriate according to national standards. The role of regulation in evaluating the textbook is as follows, Government Decree no. 19 of 2005 (State Gazette of the Republic of Indonesia Added to the Criminal Code No. 41 of 2005 4496).

We also can know the criteria of textbook based on Cunningsworth (1995) as follows; Textbook should correspond to learner`s needs. They should match the aims and objectives of the language learning program. Textbook should contain (present or future) which learners will make of the language. Select textbook which help to equip learners to use language effectively for their purposes. Textbook help learners to learn in a number of ways. Textbook should have a clear role as a support for learning like teachers; they mediate between the target language and the learner (Saputra, 2018).

Overall, it can be concluded that textbook are one of the most important media in classroom learning and therefore must be of good quality. Find out how textbook are classified as quality books. Research provides several criteria from experts because not all textbook are suitable for the teaching and learning process and are of good quality.

6. Textbook Evaluation Stages

According to Abdelwahab, there are three basic methods to evaluate textbook.

- a. The first approach the impressionistic method and it involves analyzing a textbook on the basis of a general impression. The general impression would be gained by reading the blurb and the contents page and then skimming through the book to get a sense of organization, topics, layout and visuals. This method is not adequate in itself but could be combined with for example the second method.
- b. The second method is called the checklist method. This method is systematic in the way that the criteria on the list are checked off in a certain order. It is also very easy to compare different materials and it is not very time consuming compared to other methods.
- c. The third method, the in-depth method, suggests a careful examination of representative features such as the design of one particular unit or exercise, or the treatment of particular language elements. An obvious disadvantage in this method is that the selected section might not be representative of the book as a whole. For the current study, the second and the third method were used (Abdelwahab, 2013).

Penny Ur said that outlines simpler stages by exemplifying two major stages on how to evaluate a textbook, which are deciding on criteria and applying criteria (Ur P. , 2009). An evaluator outlines criteria for evaluating language learning textbook based on the majority of those that

are advised by theories on material assessment. Then, an assessor may include any additional factors they deem important. A local textbook can be utilized as a test subject, and the evaluator can use it to apply the criteria on his list while documenting his ratings.

7. Impressionistic Analysis

According to Cunningsworth (1995: 1), state that acquire an overall impression of a coursebook very quickly by simply reading it, taking note of noteworthy characteristics that jump out, and getting a sense of its possibilities, strengths, and shortcomings. The majority of us act in this way when trial versions of a new course arrive on our desks. Soon, we will be able to evaluate the coursebook's many components, including its visual quality, its beautiful and understandable layout, its overall course structure, the order in which the coursebook's components are presented, etc. The textbook's cover was examined as part of the examination of impressionistic criteria, and the process was then proceeded by discovering out the weaknesses and strengths of the textbook. By doing impressionistic analysis, it can show the first impression of the quality of the design and structure of the textbook supplemental materials and the sequence of the content of the book. In other words, impressionistic analysis is also called textbook package analysis. An analysis of the impressionistic of a textbook includes the cover and content design of the textbook. An analysis of the cover of a textbook includes the condition of the book's layout, typography, and illustration. In content design analysis, consider the consistency of the

layout element, the harmony of the layout element, and the completeness of the layout element. (Tambunan, M., Sipayung, K.T., Sinaga, N.T. , 2019)

8. In-depth Analysis

In-depth analysis is the analysis that obtains detailed information on the various items in textbook, such as syllabus outlines with the needs of learners. This analysis can be done by selecting 4 chapters in textbook and analyze the appropriateness of skills and learning activities in four chapters. The aspects were analysed are; aims and approach, language and content, skills, topic, and methodology.

a. Aims and Approach

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

b. Language and Content

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

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

c. Language skills

- 1) Were four skills adequately covered, bearing in mind the lesson objectives and syllabus requirements?
- 2) Was there material for integrated skills work?
- 3) Were reading passages and associated activities suitable for the students' levels, interests, etc? Was there sufficient reading material?
- 4) Was the listening material well recorded, as authentic as possible, and accompanied by background information, questions, also activities which helped comprehension?
- 5) Was material for spoken English (e.g.: dialogues, role-plays, etc.) well designed to equip learners for real-life interactions?

- 6) Were writing activities suitable in terms of amount of guidance, degree of accuracy, organization of longer pieces of writing and use of appropriate styles?

d. Topic

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

e. Methodology

- 1) What approaches to language learning were taken by the course book?
Was it appropriate to the learning/teaching situation?
- 2) What level of active learner involvement could be expected and whether this matched the students' learning styles and expectations?
- 3) What techniques were used for presenting new language items and whether they were suitable for the learners?

- 4) How were the different skills taught? How were communicative abilities developed?
- 5) Did the material include any advice/ help to students on study skills and leaning strategies?
- 6) Were the students expected to take degree of responsibility for their own learning (e.g., by setting their own individual learning target)?

B. Previous Related Study

The following are some of the researches related to the present thesis.

The first research by Irma Hidayah's 2021 research entitled "When English Rings a Bell" for class VIII of junior high school. The purpose of this study was to explain the feasibility of the material in the English book entitled When English Rings A Bell for Grade VIII students of junior high schools in the aspects of content feasibility, language eligibility, and presentation eligibility that have been determined by the BSNP (National Education Standards Agency). The method used in this study is a qualitative descriptive method with content analysis. In collecting data, researchers used procedures including preparation, analyzing books, and reporting results. This study uses a checklist instrument. The checklist was made based on the criteria from the BSNP. The researcher evaluates the book using the formula from the BSNP by dividing the total criteria by the total number of criteria then multiplied by 100%. The validity of the data from this study used investigator triangulation. The results of this study indicate that the English book When English Rings A Bell meets an average score of 79.38% of the three criteria aspects. This book meets the

criteria of appropriate content (81.81%), appropriate language (83%), and appropriate presentation (73.33%). In general, the English book *When English Rings A Bell* is categorized as a fair book. What distinguishes this research is the type of reference for assessing the feasibility of the material in the book *When English rings a bell*.

The second previous research by Risky Wahyu Astuti (2019) about *An Analysis of English Course Book (Content Analysis of "Bahan Ajar Bahasa Inggris Used By the Ninth Grade Students of Junior High School in Madiun)*. This research applied qualitative method, which referred to content analysis. In this research, the researcher analyzed all chapters of the course book for the ninth grade of Junior High School. In collecting the data the researcher used a documentary analysis as the technique of data. The researcher used analysing by Alan Cunningsworth theories. The objectives of this research is to investigate to what extent the "Bahan Ajar Bahasa Inggris" used by the ninth grade students of junior high school in Madiun an English course book meets the criteria of a good course book suggested by Alan Cunningsworth. There are four criteria of good course book such as design and organization, language content, skills, and topic. The result of the study showed that "Bahan Ajar Bahasa Inggris" was good. The percentage was 74.25, the course book fulfilled some criteria of design and organization, language content, skill and topic as a good course book suggested by Alan Cunningsworth as it had 71 out of 90 score. The result of this study implied that the teacher could use the course

book although it had not fulfilled all the demands of criteria of good textbook suggested by Alan Cunningsworth.

The third previous research was 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 Academic Year of 2016 by Muniroh in 2018. The objectives of this research is to explain the appropriateness of the materials in the English textbook entitled “When English Rings A Bell” for grade VII Junior High School by BSNP. This research was content analysis study which 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 fulfilment was calculated by dividing the total of criteria points in each sub aspects. The result showed that English textbook entitled “When English Rings A Bell” for grade VII Junior High School has fulfilled the criteria of appropriateness determined by BSNP by achieving average score of 90%. The differences between the previous research and the present research is in the term of analyzing the content of a textbook, The previous research analyze the English textbook using BSNP Criterion. while the researcher used Cunnigworth's theory.

The fourth previous study is journal by Monica Tambunan, Kammer Tuahman Sipayung, and Nenni Triana Sinaga in 2019 that entitled Content Analysis of English Textbook “Interactive English” Used in First Grade Junior High School In 2013 Curriculum. The purpose of this study was to determine

the suitability of impressionistic and in-depth analysis in a textbook entitled "Interactive English" used for seventh grade junior high school. This research was conducted using descriptive qualitative. Data was collected by documenting the contents of textbook and analyzed using Chunningsworth's theory. The results showed that the English textbook entitled "Interactive English" met the criteria proposed in Chunningsworth's theory of impressionistic textbook analysis with a score of 96% and in-depth textbook analysis with a summative score of 87%. From the summative score, the textbook is categorized as a fairly good textbook and is suitable for use as a medium in the teaching and learning process. The similarity between the previous research and the current research is that both are studies on the evaluation of English textbook. The difference found in the title of the book being studied. Previous studies used English books "Interactive English".

The last previous research was the journal by Rias Wita Suryani in 2018 entitled "WHEN ENGLISH RINGS THE BELL" An English Textbook Analysis. This article intends to describe whether the English textbook "When English Rings the Bell" published by the Ministry of Education and Culture of Indonesia met the criteria of textbook evaluation. It considered four criteria, objective, language skills, content, and design. The criteria were developed based on the adaptation of material evaluation criteria proposed by Cunningsworth, Byrd, and BSNP. The design of this research was descriptive qualitative research. The collection of the data was done through evaluation checklists and rating scales. Findings show that the textbook toward the four

criteria of consideration reached 74%. It means that the textbook was categorized as good. It can be used in the teaching and learning process but it needs a lot of improvements. The similarity between the previous research and the current research is that both are studies on the assessment criteria of English textbook. The difference found in the type of criteria.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses descriptive qualitative research with content analysis. According to Creswell, qualitative research is an inquiry process of investigating its understanding is based on different methodological traditions in investigations that explore social or human problems. (Creswell, 1998). This research used descriptive qualitative research because in doing this research, the researcher collects the data, makes an analysis and make a conclusion. The data in this research was English Textbook “When English Ring a Bell” For eighth grade junior high school. This book published by Ministry of Education and Culture. The researcher only focuses on analyzing the 3 criteria for appropriateness of the material, language suitability and topic using the theory of Cunningsworth (1995). As the sample data of this study, the researcher analyzed the contents of the book by adjusting the standards of a good textbook according to Cunningsworth.

B. Research Settings

1. Place

This Research conducted in English textbook “*When English Rings a Bell*” For second grade students. This book used by eighth grade student junior high school.

2. Time

Table 3 Research Schedule

| Activities | Month | | | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Sep 2022 | Oct 2022 | Nov 2022 | Dec 2022 | Jan 2023 | Feb 2023 | Mar 2023 | Apr 2023 | May 2023 |
| Pre-research | | | | | | | | | |
| Proposal draft & consulting | | | | | | | | | |
| Proposal draft seminar | | | | | | | | | |
| Collecting data | | | | | | | | | |
| Analyzing data | | | | | | | | | |
| munaqosyah | | | | | | | | | |

C. Data and Data Sources

According to Blaxter (2018) data is something that is found by reading, measuring, asking questions, or a combination of all of them. The main data source in this study was an English text book entitled "When English Rings a Bell" for the eighth grade. There are 13 chapters with 171 activities in them. The data in this study was going to be collected by identifying the contents of the textbook and selecting four of the existing chapters randomly. The four chapters selected were going to be analyzed with the criteria proposed by

Cunningsworth. They were Chapter I, Chapter IV, Chapter VI, and Chapter VIII.

D. Research Instruments

According to Sudaryono (2019), research instruments are tools used by researchers to collect data that aims to be arranged more systematically and more easily. Researcher requires several instruments to support the research. In this study using document analysis as a data collection technique. The data is then analyzed in four stages, namely, data collection, data reduction, data presentation, and conclusions.

E. Data Collection Techniques

Data collection is a way of collecting data from research subjects. Data collection techniques are an important part of this research. One of the techniques used by researchers, namely document analysis. In document analysis, the researcher analyzed the data in the form of the textbook *When English Rings a Bell* by using a good textbook theory compiled by Cunningsworth. In Cunningsworth's theory there are 8 criteria, namely aims and approaches, design and organization, language content, skills, topic, methodology, teacher's book and political considerations. Researchers analyzed the content of the book by adjusting to the criteria of a good textbook by Cunningsworth. Furthermore, interviews were also conducted in this study.

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

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

1. Analyzing the data by reading intensively the sample from the textbook.
2. Comparing the data with the criteria evaluation stated by Cunningsworth.
3. Interpreting the result of the analysis in the form of percentage based on the level of suitability.

$$\text{Percentage} = \frac{\text{total number of frequency}}{\text{Total criteria}} \times 100\%$$

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

F. Technique of Analysis Data

Data analysis is a process to organizing and classifying the data into a category of analysis. The data analysis technique in this study uses four steps as proposed by Miles and Huberman (2014), namely:

1. Collecting the Data

Researchers collect data using document analysis. Researchers analyzed the content contained in textbook such as assignments, dialogues, and several activities in listening speaking reading and writing skills. Researchers analyze and draw conclusions to determine the suitability of the textbook with the criteria of a good textbook.

2. Data Reduction

The data that has been obtained is then continued into the data reduction process. The researcher chooses which data can be discussed. Then, the researcher classifies the data from the textbook content into 3 categories, namely, appropriate, partially appropriate, and inappropriate.

3. Data Display

On the data display, the researcher displays several examples in the form of dialogues, activities and tasks in the book in the form of an image as evidence of the research results whether they are in accordance or not with the criteria of a good textbook by Cunningsworth.

4. Conclusion

the last step is drawing conclusions on the data that has been collected in the form of suitability between English textbook and the criteria of good textbook by Cunningsworth.

This research was qualitative and used content analysis as a research method. It means that the researcher used instruments to collect the data, like a documentary for gathering all information. Then, researchers analyzed all aspects of the textbook based on the criteria for textbook analysis proposed by Cunningsworth theory. Finally, the researcher classified the data based on the criteria of textbook analysis and Cunningsworth's theory. There are two types of analysis by Cunningsworth: impressionistic analysis and in-depth analysis. Impressionistic analysis is the analysis of a textbook package based on several aspects, such as the cover, content material,

developable learning activities, organization of the book, and layout. In-depth analysis is the analysis that obtains detailed information on the various items in textbook, such as syllabus outlines and the needs of learners. Based on Cunningsworth's theory, in-depth analysis has five aspects to be analyzed: aims and approaches, language content, design and organization, language skills, and Methodology.

G. Data Validation Techniques

To get the validity of the data, researchers used triangulation techniques to achieve data credibility Quoted (Sugiyono, 2018) triangulation is a data collection technique that combines various existing data collection techniques and data sources. Based on Patton (in Rizki, 2018: 31) mentions that there are four types of triangulation techniques. Namely data triangulation, researcher triangulation, methodological triangulation, and theory triangulation. Based on the explanation above, this research uses theory triangulation. Through triangulation, this research can build on the strengths of each type of data collection while minimizing the weaknesses in one approach.

The process carried out by researchers in checking the validity of the data:

1. The researcher understands the contents of the English Textbook "*When English Rings a Bell*" for eighth grade junior high school.
2. Researcher analyse the content contained in textbook such as assignments, dialogues, and several activities in listening speaking reading and writing

strategies to find out the teacher's perspective on the suitability of the “*When English Rings a Bell*” textbook with the criteria of a good textbook.

3. Researcher need help to discuss with professional teachers who use the English textbook “*When English Rings a Bell*”. the teacher is an English teacher at MTSN 2 Surakarta.
4. Researcher Comparing textbook presentation with impressionistic analysis.
5. Researcher Comparing the material presented in the textbook with the category of required characteristic of an English textbook by using rubric assessment from Cunningsworth
6. Researcher Evaluate the material in the textbook by giving a score in a respected category listed in the rubric evaluation.
7. The researcher made revision from discussion. After the data are double checked, the researcher made conclusion.
8. Summing up the compatibility percentage of the textbook content. The researcher used the following formula to present the data forms in numbers.

$$P = \frac{F}{N} \times 100\%$$

P= Percentage

F= Total Number of frequency

N= Total Criteria

Table 4

The Conversion of Fulfilment by Cunningsworth (1995)

| RANGE OF FULFILMENT SCORE | CATEGORIZED |
|--------------------------------------|--------------------|
| 80% - 100% | Good |
| 60% - 79% | Fair |
| 50% - 59 % | Sufficient |
| 0% - 50% | Poor |

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents research data finding and discussion the answer of the research problems that have been formulated before in problem formulation in chapter 1. Here, research finding focused on analyze the quality of textbook using Cunningsworth's theory. According to Cunningsworth's theory, there are two kinds of textbook analysis, namely impressionistic and in-depth analysis. The researcher focuses on impressionistic and in-depth analysis to analyze all components of the textbook. The book analyzed in this study is a textbook entitled "When English rings a Bell" for the eight grade students. This textbook proposed by the 2013 curriculum of the Ministry of Education and Culture.

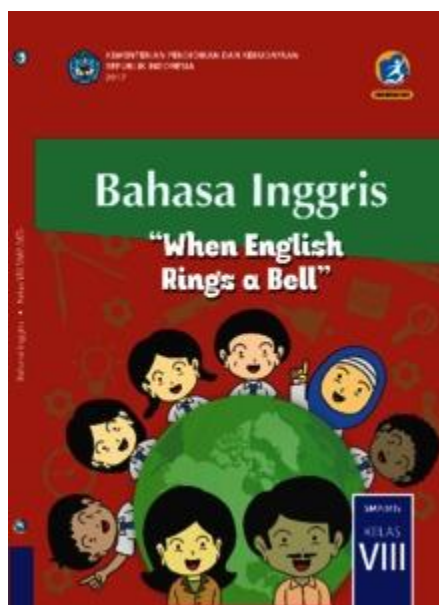
The researcher collected data from an English textbook entitled "When English Rings a Bell" in eighth graders of junior high school by observing the contents of the textbook. The quality of this book will be supported by indicators from Cunningsworth (1995) and the researcher will also carry out a content analysis (Krippendorff, 2004) of the illustration aspects in this textbook. The results of the research will be presented using a content feasibility score table using impressionistic analysis and in-depth analysis. This textbook has 13 chapters, but in this study the researcher analyzes only 4 chapters as a sample. There are: chapter I, "It's English time!" for chapter IV "Come to my birthday, please!" for chapter VI "Our busy roads" and chapter VIII "*What are you doing?*". The total score results for all 4 chapters are then

accumulated in a table and the final results will be presented as a percentage which represents the suitability of the English textbook "When English Rings a Bell" by observing the quality of textbook based on indicators based on Cunningsworth's (1995) theory. According to Cunningsworth theory, there are two kinds for textbook analysis they are impressionistic and in-depth analysis.

1. Impressionistic Analysis

Impressionistic analysis was carried out by looking at the book's cover in order to determine the book's advantages and disadvantages. The design and structure of textbook, ancillary materials, and the order of the book's content can all be swiftly conveyed through impressionistic analysis. There are several elements to be analyzed, such as the textbook's cover and content design. Examination of the textbook cover included the condition of the cover, content design, developable learning activities, organization of the book, layout. The checklist would be provided in the evaluation process according to the Cunningsworth notion of impressionistic criteria based on the data gained.

a. Cover



Picture 1 Cover of The Textbook

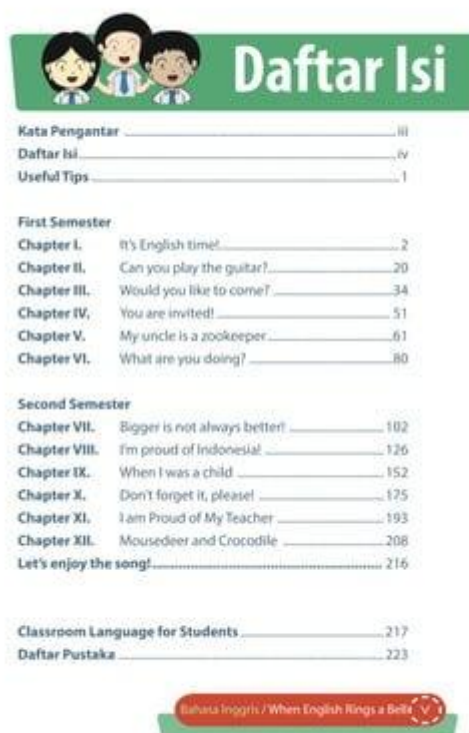
Cover realizes in an attractive appearance, color, image, and other thing that are used to attract the reader's interest. Based on the analysis, the researcher were able to find the book's title on the cover of English textbook "When English Rings a Bell". In the cover, "When English Rings a Bell" was published for the eighth grade students of Junior high school. The researcher could find the identity of publisher. Ministry Education and Culture of Indonesia are the publisher of "When English Rings a Bell". There was Ministry Education and Culture of Indonesia logo in the cover. "When English Rings a Bell" reflects the theme and content of the material using a clear title. The title refers to the name of the subject in curriculum structure.

The cover of the English textbook "When English Rings a Bell" is interesting. The paper used is thick. An attractive appearance can be

seen from the coloring of the writing or columns, the provision of animated images of people and colored objects. The colors red, green, yellow, white and blue. Images also support cover illustrations and represent the characters in the book. The symbols on the cover show the theme of each chapter that will be studied. The images are unique because the author of the book arranges the images into meaningful images that illustrate tolerance and diversity. The image above is interesting.

The cover of "When English Rings a Bell" is interesting for students to read, pictures and illustrations help attract students' interest in reading because the cover of this book is collared combination and attracts the eye to see it, because class VIII students are included in the middle class where children today still like the pictures that are illustrated. Those who are interested will be interested in reading the book automatically and will see the image display received. Based on these reasons, a score of 2 was given by the researcher.

b. Content Material



Daftar Isi

| | |
|---|-----|
| Kata Pengantar | iii |
| Daftar Isi | iv |
| Useful Tips | 1 |
| First Semester | |
| Chapter I. It's English time! | 2 |
| Chapter II. Can you play the guitar? | 20 |
| Chapter III. Would you like to come? | 34 |
| Chapter IV. You are invited! | 51 |
| Chapter V. My uncle is a zookeeper | 61 |
| Chapter VI. What are you doing? | 80 |
| Second Semester | |
| Chapter VII. Bigger is not always better! | 102 |
| Chapter VIII. I'm proud of Indonesian! | 126 |
| Chapter IX. When I was a child | 152 |
| Chapter X. Don't forget it, please! | 175 |
| Chapter XI. I am Proud of My Teacher | 193 |
| Chapter XII. Mousedeer and Crocodile | 208 |
| Let's enjoy the song! | 216 |
| Classroom Language for Students | 217 |
| Daftar Pustaka | 223 |

Bahasa Inggris / When English Rings a Bell

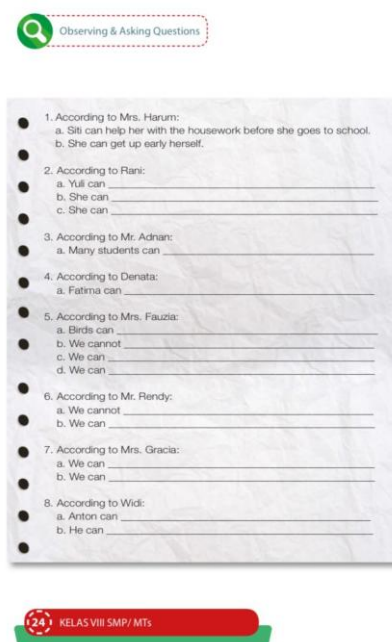
Picture 2 Content Material of Textbook

The forms of content presentation are questions, types of text dialogue, notes, songs, and others. The content material in this textbook is arranged well. There are thirteen chapters or units in this textbook, "When English Rings a Bell" is printed in 234 pages. These pages are added along with the preface, table of contents, feature of the textbook, useful tips, classroom language for students, bibliography, and spaces for students' notes. In total, there are 234 page sprinted in this textbook. There are thirteen chapters presented in this textbook.

Chapter 1 is “It’s English Time!” page 2. Chapter 4 is “We can do it, and we will do it” page 19. Chapter 6 is “Our busy roads” page 75. Chapter 8 is “What are you doing?” page 101. In addition, there are exercises and tables that help students understand the material. The information in this book is consistent with the standards set out in the numbering of each chapter and sub-chapter. this helps students in navigating the contents of the book easily. However, certain topics in the Curriculum 2013 syllabus currently only include related subtopics. From this it can be seen that the substance of this textbook categorized is good. Themes and sub-chapters are located in each chapter.

The content material in each chapter is about criteria exercises, exercises and criteria tables are presented to make students understand that in this textbook the emphasis is on Exercises are carried out in groups and in pairs but there are also individual exercises. Then the teacher no longer needs to make a new one to be done individually. The questions in the textbook vary, and each chapter in this book contains instructions for solving practice questions that are relevant to the example questions given. and provide the material discussed in the chapter in a different format. This is reflected in the instructions used in providing practice questions that have varying levels of difficulty in each chapter, so that students can hone their skills gradually. In delivering the material, the language used varies so that repetition of the same language

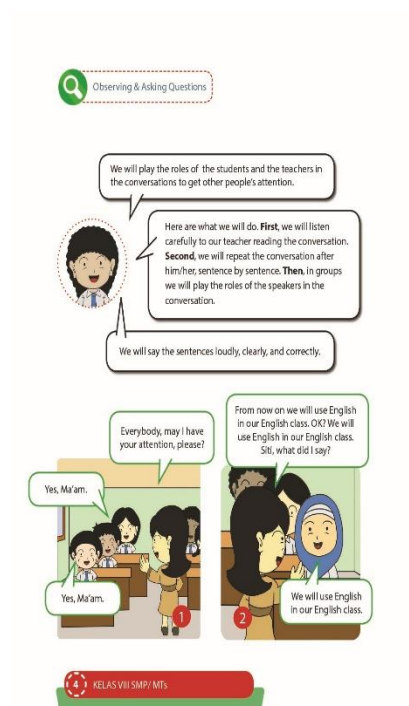
is not found. Exercise in the textbook can be seen in the following figure 3 as an example



Picture 3 Exercise Activities of Textbook

On each chapter, the textbook provides four parts content material: observing & asking questions, collecting information, associating and communicating. Expressions, grammar, explanations, and specific vocabularies that the students need for each activity and the students need to know are introduced and presented at the beginning of the activities, so that the students could understand the materials better. Each chapter of the book clearly states activities that students must carry out in accordance with the 2013 Curriculum lesson plan. This can be seen that the content material in this textbook is categorized as good.

c. Developable Learning Activities



Picture 4 Developable Learning Activities of Textbook

Developable learning activities in this textbook are Beautiful, varied, and progressive to keep learners motivated more. Choice of names like Udin, Jufri, Siti and Lina and character cartoon characters used in textbook the context is adapted to Indonesian characters. In study the above activities are in dialogue or conversation, images related to speaking and writing skills the above learning activities are suitable for Indonesian people. In chapter 6 there are a song in the textbook, but there are no songs in exercise each chapter and no audio listening in learning activities.

Basically, in general, the material covering four language skills (listening, speaking, reading, and writing) is included in textbook.

However, the delivery of the material is explicit, and specific discussions were found. Four language skills are always conveyed openly and together. An example is writing skills. At the end of each chapter, there is a journal column where students are asked to write a statement sentence, and in the same column, they are also asked to name a sentence, which is the embodiment of speaking skills training. In that column, there are instructions in the form of sentences. "In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia. Can be seen in the following image. Based on these reasons, a score of 1 was given by the researcher.



Picture 5 The Example of Communicating Activities

d. Organization of the Book

The structuring or organizing is a systematic textbook content: drafting the order of chapters, sub-chapters, and subjects, choosing a description of concepts, preparing the exercise, determining the level of difficulty, and determining the order of presentation of each chapter. In this aspect, the organization of the content of the chapter, subchapter, and exercise is good. It can be seen that in every chapter, the students are informed of what they will learn in the chapter. The dialogue and monologue are placed in different spaces or sections. The exercise comes after the end of the explanation or dialogue in order to make it easier for the students to understand the material, and there is a journal for the students at the end of the exercises. There are no instructions in every part of the exercise in this book. So make the teacher explain in detail the task to be done.

This textbook does not meet the standard structure of the contents of the book, as evidenced by the arrangement of the topics discussed in each chapter. Subject discussion topics such as warm-up, vocabulary builder, language skills, and exercises are organized. but the textbook only provides the organization of the five main learning experiences which include observing and asking questions, collecting information, processing, and communicating which are the 49 main characteristics of the 2013 curriculum.

The textbook fulfils the criteria for an attractive and colourful physical appearance and the suitability of the textbook with the syllabus used in the 2013 curriculum. There are only five main learning experiences listed in the book. For the criteria of language ability, the textbook does not give special emphasis on each language ability (language skills), but rather is general and integrative. Moreover, textbook describe the four language skills even though the material is less balanced than one language ability with another. The focus of pronunciation is also not found in the book. So the instructor figure in this case is as a model.

Regarding the criteria for practice, in this textbook, the emphasis is on group exercises and individual preparation. Then the teacher does not need to make practice questions again. The exercises used are quite varied, with different formats in each chapter.

In the composition of the criteria for the contents of the book, this textbook does not have a good content arrangement. Good content composition can be seen in the arrangement of the topic of discussion in each chapter. That is the composition of the intended discussion topics, such as warmers, vocabulary builders, language skills, and exercises. But the textbook provides only the composition of the five main learning experiences, which include observing and asking questions, gathering information, processing information, and communicating, which are the main characteristics of the 2013 curriculum. The inclusion of five of the

main learning experiences can be seen in the following image. So, the content of the textbook material is fair. Based on these reasons, a score of 1 was given by the researcher.

e. Layout

Layout is the process of planning the chapters' content presentation in addition to including visual aids like illustrations and animations. The organization of the textbook must be effective from general to specific.

The layout in this textbook is interesting and colorful. The type and size of the fonts used is undoubtedly guarantee the smooth readability of the texts. The theme or topic of each chapter is written in bold type. There are not error points in the font size for topic and exercises, the top, bottom, left and right margins, the space between words, phrases, line and so on. It ensures thorough editing and proof reading of the textbook. So, the layout of this textbook is good. Based on these reasons, a score of 2 was given by the researcher.

There are five aspects and each aspects have minimum score 1 maximum score 2. So the total for each aspect with maximum score is 10. The following formula was used by the researcher to calculate the percentage score according to Sudjono (2020):

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

N : The total score which is gained by the textbook

$\sum N$: The maximum score of the aspects

Table 5

Finding of Checklist from Impressionistic Analysis based on
Cunningsworth

| No | Rated aspect / Criteria | Criteria | Score |
|----|--|---|-------|
| 1 | Cover | Cover realizes in an attractive appearance, color, image, and other thing that are used to attract the reader's interest. | 2 |
| 2 | Content Material | The form of content presentation are questions, types text, dialogue, notes, songs and others. | 2 |
| 3 | Developable Learning Activities | Learning activities should be drafted pretty, varied, gradually so that learners are motivated and cover the four main language skills of listening, speaking , reading, and writing. | 1 |
| 4 | Organization of the book | The structuring or organizing is a systematic textbook content, drafting order of chapter, sub-chapters, subject, choose a description of concepts, preparing the exercise, determining the level of difficulty and the order of presentation of each chapter | 1 |
| 5 | Layout | Layout is drafting the order of presentation of material each chapter and also see pictures, | |

| | | | |
|--|---------------------|--|------------|
| | | animations and other support. The arrangement of textbook have to well organizes from general to specific. | 2 |
| | Percentage = | $\frac{8}{10} \times 100\%$ | 80% |

The information gathered during the review procedure revealed that the textbook "*When English Rings a Bell*" was 80% complete in terms of meeting all of the standards listed Impressionistic analysis the standard of the textbook Cunningsworth recommends and rates as good.

2. In-Depth Analysis

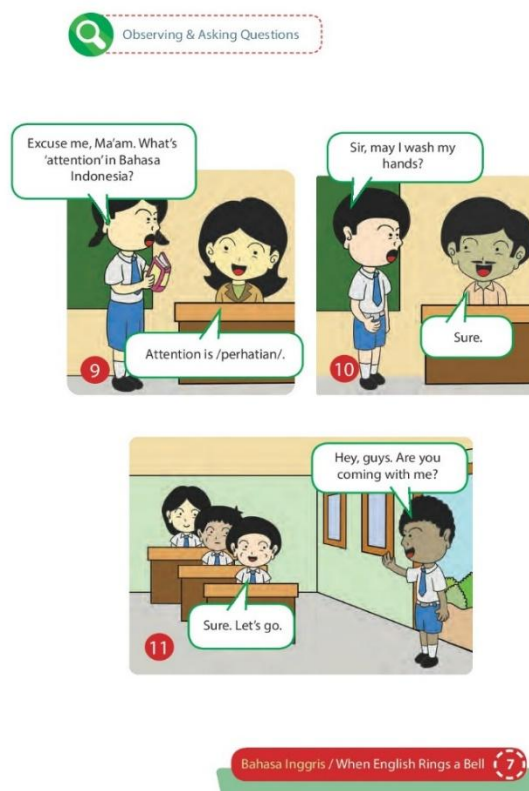
An in-depth analysis is an analysis that provides detailed information about various elements in the textbook, such as the syllabus, incorporating the needs of the learners. This analysis can be done by selecting one to four chapters in the textbook and analyzing the adequacy of skills and learning activities in the four units or chapters. The aspects analyzed are: Aims and approaches; language and content; language skills; topic; and methodology.

a. Chapter 1

1) Aims and Approach

Chapter 1 of this textbook is entitled "It's English Time." This chapter is found from page 2 until page 18. There are four criteria in this aspect. The first criterion is to investigate whether the aims of the textbook correspond closely with the aims of the teaching program

and whether the learners' needs are fulfilled or not. It is fulfilled by this textbook. It is shown in Table 4.5.



Picture 6 The Example of Activity in Chapter 1

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

The second criterion is about whether the textbook is suited to the learning / teaching situation is fulfilled or not. This criterion is fulfilled. In term of teaching learning situation, it is suitable with the status and role of the English as the Foreign Language in Indonesia. In teachers' perspective, the textbook include the role of teacher in this

educational system. In the learners' perspective is match of to the students' age, level and expectation. Yet, the teacher should so be creative in inviting the students to do activity so that the teacher can act as the facilitator in the implementation of 2013 Curriculum.

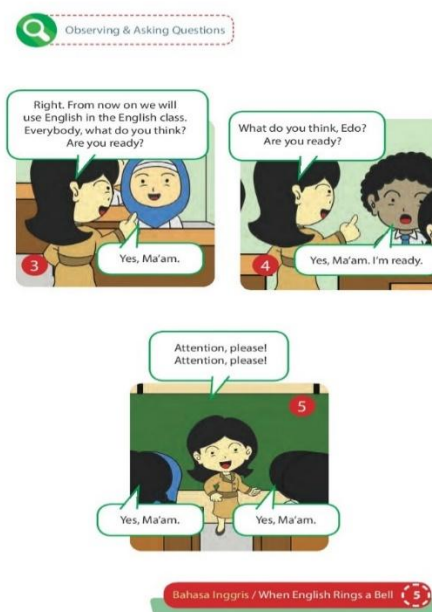
The third criterion is about the comprehensible of the textbook. Whether the textbook covers most of what is needed and whether it is a good resource for students and teachers is fulfilled or not. From the activity and the comparison between the learning objective in the syllabus, the textbook is categorized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

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

2) Language Content

There are five criteria for determining the language content of a textbook. The first criterion is to determine whether the textbook covers the grammar topics required for each level and whether or not the learners' needs are met. This requirement is met by a

representation of grammar that points to an example rather than the rule of grammar itself. The grammar issues in Chapter 1 are on the simple present tense. Take a look at Figure 4.5.



Picture 7 The Example of Grammar Items in Chapter 1

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

The next criterion was to identify whether the material for vocabulary teaching is adequate in terms of quantity and range of vocabulary emphasis placed on vocabulary development or not is fulfilled. The vocabulary builder and the vocabulary exercise here gives occasion for students to study again the vocabulary. Hence, the existence of the vocabulary is very essential as the language features

as well as noted in the syllabus. But in this textbook, especially chapters I there is no The Vocabulary Builder and The Vocabulary Exercise. So, it is not fulfilled.

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

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

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

3) Skills

Language skills in this textbook can be seen in the dialogues, pictures, exercise in the table form and journal that refer to speaking, writing and reading skills. In the speaking skill, the students can play a role based on the dialogues and pictures. In the writing skill, the students can make a list or do on the table form in the exercises. In the reading skill, the students can read first the dialogues before they play a role. In chapter 1, In the term listening skill, the criterion was to investigate whether listening material is not fulfilled.

Collecting Information

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

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

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

What do you think of our classroom?

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

What do you think of Sita?

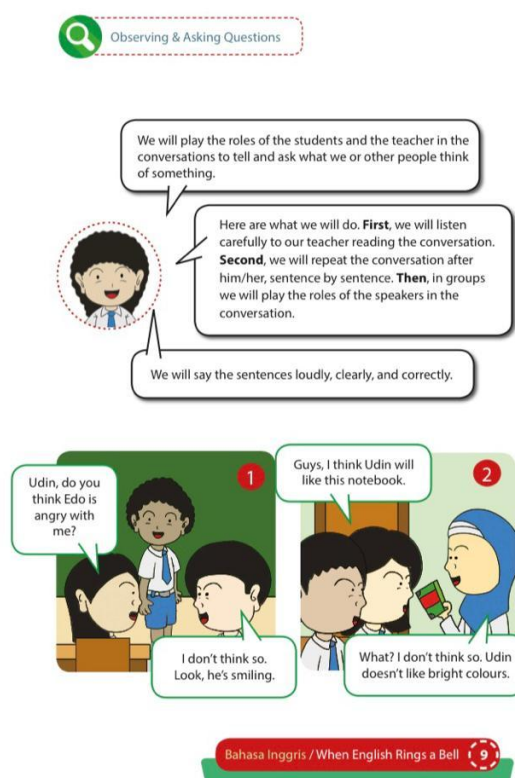
I think she's smart, but she is a bit talkative.

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

112 KELAS VIII SMP/MTs

Picture 8 The Example of Activity in Chapter 1

In the speaking skill, the criterion was to investigate whether the material is accompanied by questions and activities which help comprehension is fulfilled. Hence, the students can do the instruction well. The instruction is very clear and understandable. See Picture 4.8.



Picture 9 The Example of Activity in Chapter 1

In the writing skill is not fulfilled. But at the end of chapter 1, there is a reflection activity that is writing about the learning process.

4) Topic

There are seven requirements that must be met in order to fully investigate the subject. The first evaluation factor is to determine

whether or not there is enough content that genuinely interests the learner. This criterion is fulfilled.

The second criterion is to know whether there is enough variety and range of topic is fulfilled or not. The topics are diverse and quite broad. Student enthusiasm in learning can be influenced by many themes. This textbook has thirteen chapters on various topics, some of which there are to get attention, invitation, and ask permission. It is hoped that students will be more involved and interested in these topic.

The third factor is to determine whether the subjects will broaden their knowledge and improve their experience. The activities of their friends in the school setting, what people do nearby, and how to ask for things are all covered in this textbook.

The fourth criterion is to examine whether the topic sophisticated enough content, yet within the learners' language level. This criterion is fulfilled.

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

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

criteria is fulfilled in which the men and women are represented equally.

The last criterion is to know whether the other groups presented, with reference to ethnic origin, occupation, disability is fulfilled or not. It is shown in the chapter VI.

5) Methodology

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

The second criterion is to investigate level of active learner involvement matched with the students' learning style and expectation is fulfilled or not. This criterion is fulfilled.

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

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

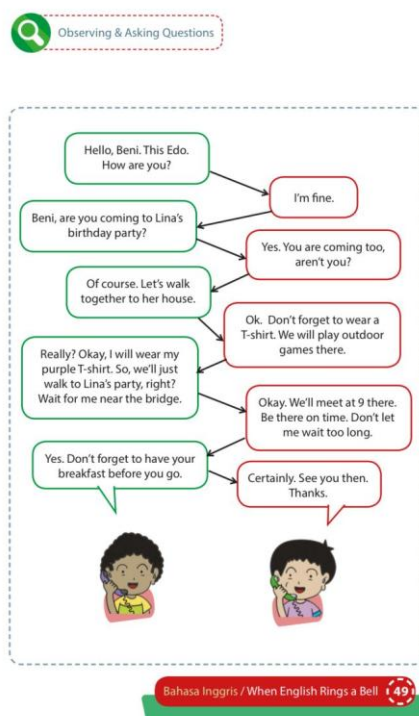
The last criterion was to investigate whether students expected to take a degree of responsibility for their own learning as the core

competence. This criterion was fulfilled because this book provided the activities that can help the students to be responsible with their own learning both individually or in-group. Moreover, they can reflect their learning in Reflection Section as the closing of each paragraph.

b. Chapter 4

1) Aims and Approaches

Chapter 4 of this textbook is entitled “*Happy Birthday Lina*”. This chapter is found on page 45 until page 64. There are four criteria in this aspect. The first criterion is to investigate whether the aims of the textbook correspond closely with the aims of the teaching program and whether the learners’ needs are fulfilled or not. It is fulfilled by this textbook. It is shown in Figure 4.9 depicts one of the exercises in Chapter 4 that demonstrates the learning objectives given in the textbook. Students can watch and identify how to invite someone to do something in this chapter. Furthermore, these activities can facilitate the students to work in pair in groups and they will naturally demonstrate responsibility and teamwork.



Picture 10 The Example of Activity in Chapter 4

The second criterion is about whether the textbook is suited to the learning / teaching situation is fulfilled or not. This criterion is fulfilled. In term of teaching learning situation, it is suitable with the status and role of the English as the Foreign Language in Indonesia. In teachers' perspective, the textbook include the role of teacher in this educational system. In the learners' perspective is match of to the students' age, level and expectation. Yet, the teacher should so be creative in inviting the students to do activity so that the teacher can act as the facilitator in the implementation of 2013 Curriculum.

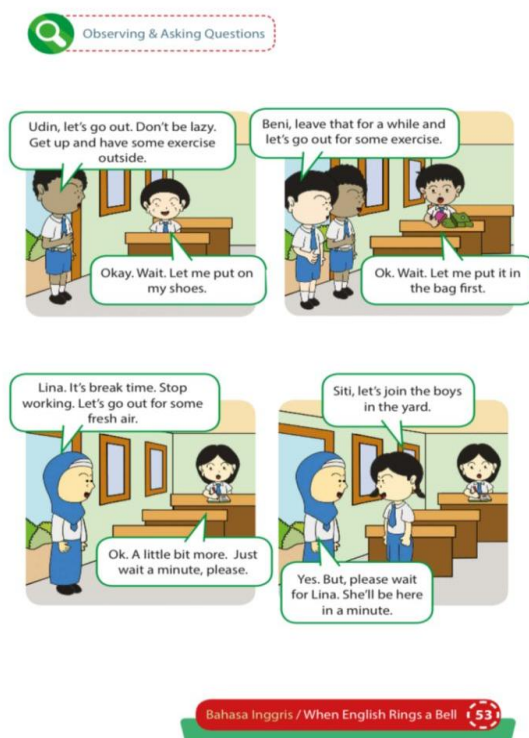
The third criterion is about the comprehensible of the textbook. Whether the textbook covers most of what is needed and whether it is

a good resource for students and teachers is fulfilled or not. From the activity and the comparison between the learning objective in the syllabus, the textbook is categorized as comprehensible and covers what the students should be achieved.

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

2) Language Content

The first criterion content material in chapter 4 focusing on grammar about expression; *Let's..., Can you..., Would you like..., May I, please?*. Then singular and plural with and without *a, the, this, those, my, their*. See Picture 4.10.



Picture 11 The Example of Activity in Chapter

The next criterion was to identify whether the material for vocabulary teaching is adequate in terms of quantity and range of vocabulary emphasis placed on vocabulary development or not is fulfilled. The vocabulary builder and the vocabulary exercise here gives occasion for students to study again the vocabulary. Hence, the existence of the vocabulary is very essential as the language features as well as noted in the syllabus. But in this textbook, especially chapters 4 there is no The Vocabulary Builder and The Vocabulary Exercise. So, it is not fulfilled.

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

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

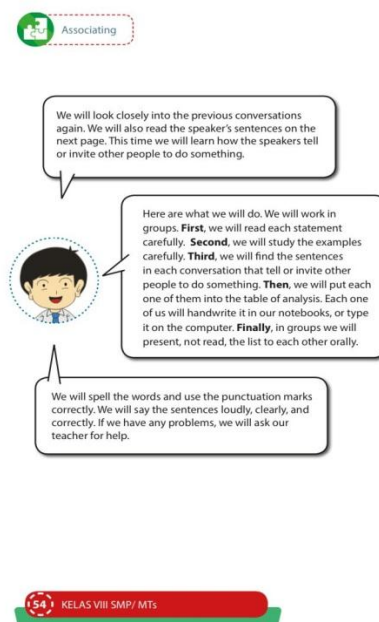
The last criterion about the style and appropriacy of the textbook dealt with social situation is not fulfilled. The textbook does not explain more about formal and informal expression. Whereas, the students need it to know the different expression for each situation.

3) Skills

Language skills in Chapter 4 can be seen in the dialogues, pictures, exercises in the table form, and journal that refer to speaking,

writing, and reading skills. For speaking skills, the students repeat after the teacher.

In reading, the material for skills work in reading section and criterion is reading passages and associated activities are suitable for the students' levels and interests is also fulfilled. This is relevant with basic competence and this activity related to the students daily. See Picture 4.11.



Picture 12 The Example of Activity in Chapter 4

and in writing in Chapter 4, the writing skill is fulfilled. It is suitable in terms of the amount of guidance, use of appropriate styles, and organization of longer pieces of writing. The writing activity is set up like real life. It is shown in picture 4.12.



For example,

| | | | | | |
|-------|--------|-----|--------|---|--------|
| Beni: | | May | I | wash my hands. | Ma'am? |
| Udin: | Please | | excuse | me. I will return this dictionary to the library. | |
| Siti: | | | | | |
| Edo: | | | | | |
| Siti: | | | | | |
| Edo: | | | | | |
| Udin: | Edo, | may | I | wipe my hands with this cloth? | |
| Siti: | | | | | |
| Lina: | | | | | |
| Udin: | | | | | |
| Siti: | | | | | |
| Udin: | | | | | |
| Beni: | | | | | |

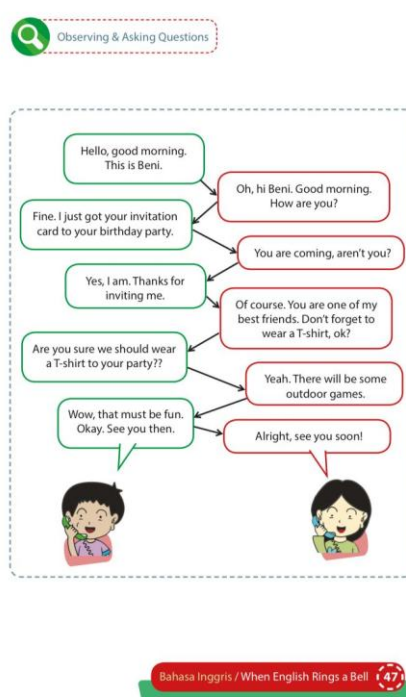
Picture 13 The Example of Activity in Chapter 4

4) Topic

There are seven requirements that must be met in order to fully investigate the subject. The first evaluation factor is to determine whether or not there is enough content that genuinely interests the learner. This criterion is fulfilled. As stated in Chapter 4 about the enthusiastic response to Lina's invitation to a birthday party, there are quite a few things available to students that really appeal to them. See Figure 4.9.

The third factor is to determine whether the subjects will broaden their knowledge and improve their experience. The activities of their friends in the school setting, what people do nearby, and how to ask for things are all covered in this textbook.

The fourth criterion looks at whether the subject is sufficiently complex in content but still appropriate to the learner's language level. This requirement is also met in Chapter 4, which provides an example of a telephone birthday party invitation. See Figure 4.13. Technology is often used in everyday life today.



Picture 14 The Example of Activity in Chapter 4

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

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

The last criterion is to know whether the other groups presented, with reference to ethnic origin, occupation, disability is fulfilled or not. It is shown in the chapter VI.

5) Methodology

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

The second criterion is to investigate level of active learner involvement matched with the students' learning style and expectation is fulfilled or not. This criterion is fulfilled.

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

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

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

c. Chapter 6

1) Aims and Approaches

Chapter 6 of this textbook is entitled “Our busy roads”. This chapter is found on page 75 until page 84. There are four criteria in this aspect. The first criterion is to investigate whether the aims of the textbook correspond closely with the aims of the teaching program and whether the learners’ needs are fulfilled or not. It is fulfilled by this textbook. It is shown in picture 4.12.



Picture 15 The Example of Activity in Chapter 6

In this section learning objectives where students are able to distinguish *there is/are*.

The second criterion is about whether the textbook is suited to the learning / teaching situation is fulfilled or not. This criterion is fulfilled. In term of teaching learning situation, it is suitable with the status and role of the English as the Foreign Language in Indonesia. In teachers' perspective, the textbook include the role of teacher in this educational system. In the learners' perspective is match of to the students' age, level and expectation. Yet, the teacher should so be creative in inviting the students to do activity so that the teacher can act as the facilitator in the implementation of 2013 Curriculum.

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

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

There are some activities in the textbook can lead to different teaching and learning style.

2) Language Content

The First criterion in chapter 6, the grammar item is about expression; *there is/are* and indeterminate number words; *little, few, some, many, much, a lot (of)*. See Picture 4.12.

The next criterion was to identify whether the material for vocabulary teaching is adequate in terms of quantity and range of vocabulary emphasis placed on vocabulary development or not is fulfilled. The vocabulary builder and the vocabulary exercise here gives occasion for students to study again the vocabulary. Hence, the existence of the vocabulary is very essential as the language features as well as noted in the syllabus. But in this textbook, especially chapters 6 there is no The Vocabulary Builder and The Vocabulary Exercise. So, it is not fulfilled.

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

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

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

3) Skills

In Chapter 6, the criterion relevance of skills aspect toward textbook are covered, The reading section contains material for integrated skill development, and the requirement that the readings and related activities be appropriate to the student's level and interests is also met. In addition, the reading material is adequate in terms of content as it provides students with interesting examples of using music. See Figure 4.13.

Observing & Asking Questions

We will read the lyrics very carefully to understand the message. We will use some sentences that will guide us to do it. The sentences contain important messages in the song.

Here are what we will do. We will work in groups. **First**, we will read the examples and the guiding sentences that contain messages carefully. **Second**, we will copy the examples and the guiding sentences in our notebook. **Third**, we will discuss to find the parts of the lyrics that contain the given messages. **Then**, every one of us will handwrite the lyrics in our notebook. **Finally**, we will discuss the answers with our teacher.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will ask our teacher for help.

- The writer believes that love is in the heart of every person.
 - There's a place in your heart
 - And I know that it is love
 - There's love that cannot lie
 - Love is strong
 - It only cares for joyful giving
- Love in your heart will make you happy, not sad, and the world better.
- Love in your heart will make you aware that there are many people who are not as lucky as you.
- The writer invites you to care for other people and try to make the world better.

Bahasa Inggris / When English Rings a Bell 83

Picture 16 The Example of Activity in Chapter 6

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

Observing & Asking Questions

We will read the lyrics of the song below. If we want to, we can download the song from the internet. This is a very good song. The message is that we can make the world better because we care.

Here are what we will do with the song. **First**, we will copy the song in our notebooks. **Second**, we will listen carefully to our teacher reading the lyrics, meaningfully. **Third**, we will repeat the lyrics after him/her, line by line. **Finally**, in groups we will learn to read the lyrics to each other, meaningfully too.

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

"Heal The World"
Michael Jackson

| | |
|---|--|
| <p>There's a place in your heart And I know that it is love And this place could be much brighter than tomorrow And if you really try You'll find there's no need to cry In this place you'll feel there's no hurt or sorrow</p> <p>There are ways to get there If you care enough for the living Make a little space Make a better place...</p> <p>Heal the world Make it a better place for you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p> | <p>If you want to know why there's a love that cannot lie Love is strong It only cares for joyful giving If we try We shall see in this bliss we cannot feel fear or dread We stop existing and start living</p> <p>Then it feels that always Love's enough for us growing So make a better world Make a better world...</p> <p>Heal the world Make it a better place for you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p> |
|---|--|

82 KELAS VIII SMP/MTs

Picture 17 The Example of Activity in Chapter 6

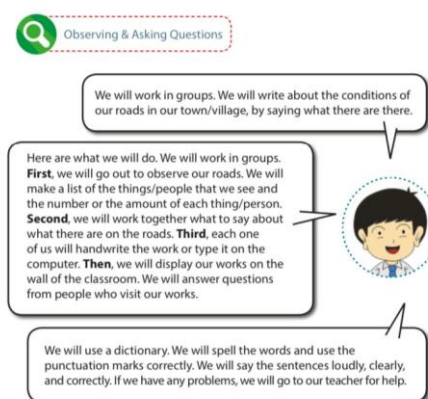
The speaking skills criterion aims to find out whether the material is accompanied by activities that support comprehension. See Figure 4.15.



Picture 18 The Example of Activity in Chapter 6

Writing exercises are appropriate in terms of the amount of instruction, the use of an appropriate writing style, and the organization of the writing. Students list of things / people they see. observe outside the classroom.

Then they should write about what they observed there, present it to other students or groups, and respond to questions. See Figure 4.16.



Picture 19 16 The Example of Activity in Chapter 6

4) Topic

There are seven requirements that must be met in order to fully investigate the subject. The first evaluation factor is to determine whether or not there is enough content that genuinely interests the learner. This criterion is fulfilled.

The second criterion is to know whether there is enough variety and range of topic is fulfilled or not. The topics are diverse and quite broad. Student enthusiasm in learning can be influenced by many themes. This textbook has thirteen chapters on various topics, some of which there are to get attention, invitation, and ask permission. It is hoped that students will be more involved and interested in these topic.

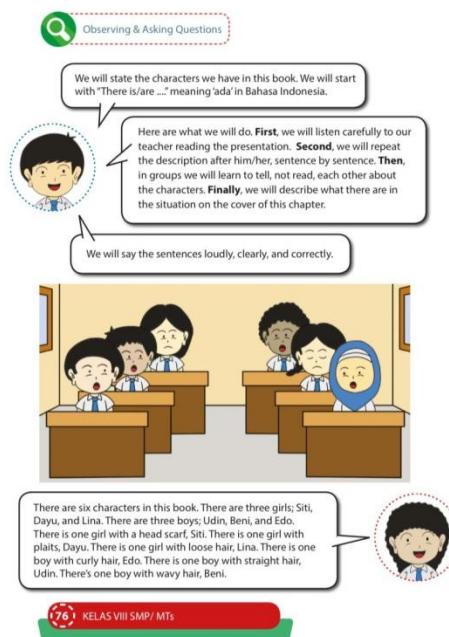
The third factor is to determine whether the subjects will broaden their knowledge and improve their experience. The activities of their friends in the school setting, what people do nearby, and how to ask for things are all covered in this textbook.

The fourth criterion is to examine whether the topic sophisticated enough content, yet within the learners' language level. This criterion is fulfilled.

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

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

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



Picture 20 The Example of Activity in Chapter 6

5) Methodology

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

The second criterion is to investigate level of active learner involvement matched with the students' learning style and expectation is fulfilled or not. This criterion is fulfilled.

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

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

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

d. Chapter 8

1) Aims and Approaches

Chapter 8 of this textbook is entitled “What are you doing?”. This chapter is found on page 101 until page 118. In chapter 8 first criterion is investigating whether the aims of the textbook correspond closely with the aims of the teaching program and the learners’ need is fulfilled or not. It is fulfilled by this textbook. the learning objective stated is related with the learning objective in the syllabus. See Picture 4.18.



Picture 21 The Example of Activity in Chapter 8

The second criterion is about whether the textbook is suited to the learning / teaching situation is fulfilled or not. This criterion is fulfilled. In term of teaching learning situation, it is suitable with the status and role of the English as the Foreign Language in Indonesia. In teachers' perspective, the textbook include the role of teacher in this educational system. In the learners' perspective is match of to the students' age, level and expectation. Yet, the teacher should so be creative in inviting the students to do activity so that the teacher can act as the facilitator in the implementation of 2013 Curriculum.

The third criterion is about the comprehensible of the textbook. Whether the textbook covers most of what is needed and whether it is a good resource for students and teachers is fulfilled or not. From the activity and the comparison between the learning objective in the

syllabus, the textbook is categorized as comprehensible and covers what the students should be achieved.

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

2) Language Content

The First criterion in chapter 8, the grammar item is about *present continuous tense*; declarative and interrogative sentences, adverbial; *now*, and singular and plural with and without *a, the, this, those, my, their*. See Picture 4.19.

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

Picture 22 The Example of Activity in Chapter 8

The next criterion was to identify whether the material for vocabulary teaching is adequate in terms of quantity and range of vocabulary emphasis placed on vocabulary development or not is fulfilled. The vocabulary builder and the vocabulary exercise here gives occasion for students to study again the vocabulary. Hence, the existence of the vocabulary is very essential as the language features as well as noted in the syllabus. But in this textbook, especially chapters 8 there is no The Vocabulary Builder and The Vocabulary Exercise. So, it is not fulfilled.

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

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

are demanded to practice more in the activity based on the textbook as the stated learning objective and the learning activity in the syllabus.

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

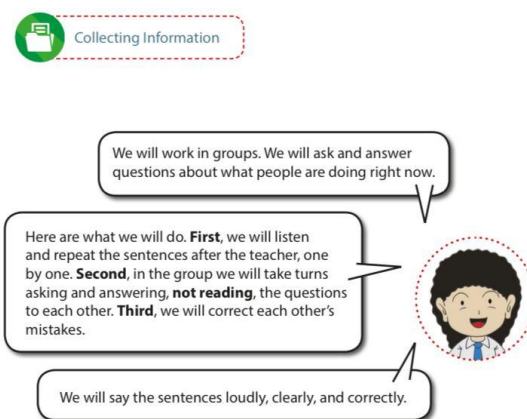
3) Skills

In Chapter 8, the criteria for the relevance of the skill aspect to textbook covered, There is relevance between lesson objectives in textbook and syllabus. The reading section is not fulfilled. Listening is based on the teacher read. Listening is all about pronouncing new vocabulary. Listening skills, the criterion is to investigate whether listening recorded material as authentically as possible with background information, questions and activities that help understanding is fulfilled. See Figure 4.20.



Picture 23 The Example of Activity in Chapter 8

In the speaking skill, the criterion was to investigate whether the material is accompanied by activities which help comprehension is fulfilled. See Picture 4.21.



Picture 24 The Example of Activity in Chapter 8

This activity teaches students to ask and answer questions about what people do. Writing activities are appropriate in terms of the number of usage guidelines, appropriate styles and longer writing settings. Writing Activities are set up just like in real life; students observe their surroundings and find out what activities people do. Then ask questions about what they saw, with the answer. This is in accordance with Figure 4.22.



Picture 25 The Example of Activity in Chapter 8

4) Topic

There are **seven** requirements that must be met in order to fully investigate the subject. The first evaluation factor is to determine whether or not there is enough content that genuinely interests the learner. This criterion is fulfilled.

The second criterion is to know whether there is enough variety and range of topic is fulfilled or not. The topics are diverse and quite broad. Student enthusiasm in learning can be influenced by many themes. This textbook has thirteen chapters on various topics, some of which there are to get attention, invitation, and ask permission. It is hoped that students will be more involved and interested in these topic.

The third factor is to determine whether the subjects will broaden their knowledge and improve their experience. The activities of their friends in the school setting, **what** people do nearby, and how to ask for things are all covered in this textbook.

The fourth criterion is to examine whether the topic **sophisticated** enough content, yet within the learners' language level. This criterion is fulfilled.

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

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

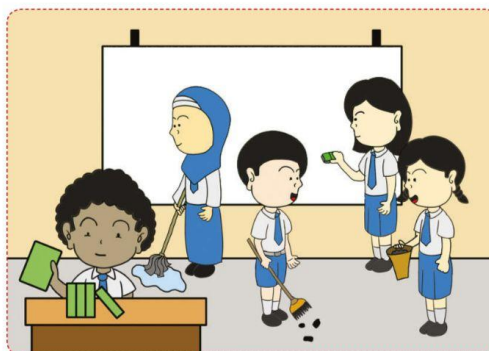
The last criterion is to know whether the other groups presented, with reference to ethnic origin, occupation, disability is fulfilled or not. It is shown in the chapter VI.

5) Methodology

There are seven methodology related criteria.. The First criterion is to know whether the textbook has appropriate approach to the learning/teaching situation is fulfilled or not. This criterion is

fulfilled as well as the textbook is started from the activity that can build their interest in learning by connecting life around them into the material.

The second criterion is to investigate level of active learner involvement matched with the students' learning style and expectation is fulfilled or not. This criterion is fulfilled, as figure in some activity such as in Picture 4.23. and ask for permission.



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

Picture 26

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

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

The last criterion was to investigate whether students expected to take a degree of responsibility for their own learning as the core

competence. This criterion was fulfilled because this book provided the activities that can help the students to be responsible with their own learning both individually or in-group. Moreover, they can reflect their learning in *reflection Section* as the closing of each paragraph.

3. How the Textbook of When English Rings a Bell Meets the Cunningsworth's Criteria of Good Textbook

a. Aims and approaches

Based on the first criterion of Cunningsworth's criteria for a good textbook, "When English Rings a Bell" first the aims and objectives of a language program. The aim of learning English for eighth grade students of junior high school, as stated in the Content Standards, is the ability to understand and compose various short monologues and essay-function texts in the forms of descriptive, narrative, and recount. Gradations of teaching materials appear in the use of vocabulary, grammar, and rhetorical steps. Based on the findings from the analysis, the objectives of Chapters I, IV, VI, VIII are in accordance with the objectives of learning English for eighth grade students of junior high school as stated in the Content Standards. The objectives are well laid out in each chapter. Chapter I is "It's English time for chapter IV "Come to my birthday, please!" for chapter VI "Our busy roads" and chapter VIII "What are you doing". Each chapter also includes themes or topics that the students will learn about. Also, there are exercises and tables that help the pupils comprehend the material. Although the content of this textbook adheres

to the standards set out in the Curriculum 2013, some topics only cover one subtopic, if any at all. textbook *When English Rings a Bell* met the requirements outlined in Cunningsworth's theory for the impressionistic textbook analysis with a score of 80% and for the in-depth textbook analysis with a summative score of 92%. The textbook was classified as a good enough textbook and suitable enough to use based on those summative scores. the textbook was categorized as a good enough textbook and suitable enough to use as media in the teaching and learning process.

b. Language Content

The second criterion states that selecting a quality textbook that will enable students to successfully use language for their own objectives is important. The grammar in the textbook is good because the textbook is in accordance with Alan Cunningsworth's criteria. In addition, This textbook uses grammar that is simple to understand, making it almost ideal for eighth grade students of junior high school. The use of tenses in textbook is also beneficial because it makes tenses simple enough to be understood for eighth grade of junior high school. Consequently, the language employed in the textbook is plain and simple. Every part of content is understandable to students. This textbook does a fantastic job of providing information on pronunciation as well as exercises for reading correctly. Last but not least, the textbook's explanation is

adequate but not yet ideal. The language content part is already good and in accordance with Alan Cunningsworth's criteria.

The researcher found the tenses material are presented through good organization of textbook. In every sub chapter, the students are informed what they will learn with in the chapter. The dialogue and monologue are placed in different space or sections. The exercise comes after every the end of the explanation or dialogue in order to make easy the students in understanding the material and there is a journal for the students in every the end of the exercise.

c. Skills

The third criterion states that a good textbook should facilitate students' learning processes and consider their needs as learners. In listening skills already available in the textbook so that it suitability by Alan Cunningsworth's criteria. Textbook also include speaking techniques that can improve students' speaking skills. In addition, reading skills are included in textbook. The minimal reading examples in chapter 4 prevented students from developing their reading skills, so that reading proficiency levels had not yet peaked. Then, many assignments related to writing, such as describing something, are given to students. It can help children's writing ability. In addition, the skills taught in this textbook are applicable to real life situations. Textbook *When English Rings a Bell* the needs of students as students carry out several learning activities. Tasks and activities in *When English Rings a Bell* were also found to be

primarily communicative and to constantly encourage a balance of activity strategies. This in turn encourages students to respond in more original, expressive, and uninhibited ways while keeping their language skills under control.

d. Topic

According to the fourth criterion, good textbook should have a clear role as a support for learning. According to Alan Cunningsworth's criteria, the topic in this textbook's topic section is excellent for students to employ in their study. Although the lessons are in English, the provided material is very engaging and prevents students from becoming bored. Additionally, the topic presented in this book is one that is very easily accepted by students, besides that this book also introduces social context to students and the presentation of themes in this book displays Indonesian culture by giving Indonesian names in each dialogue even though the lessons are based in English. Based on the research above, the findings of the *When Rings a Bell* textbook examination using Alan Cunningsworth's criteria. The textbook meets Alan Cunningsworth's criteria suitability to complete.

e. Methodology

Based on the last criterion of Cunningsworth's criteria for a good textbook, "*When English Rings a Bell*" Instructions for practicing the next steps of learning the language used appropriate technique. Textbook are quite suitable for teaching and

learning situation. This book provides directions for activities. students to be active in class, such as by doing role-play. Communicative abilities are developed based on each context. theme. Textbook provide opportunities for students to be responsible. Their own learning by doing tasks both individually and in groups. Though, material does not contain advice or assistance for students in studying and learning skills strategy.

Based on the findings of the researchers, impressionistic analysis and in-depth analysis of textbook show that chapters 1, 4, 6, and 8 in *When English Rings a Bell* meet the standard criteria theory cunningsworth. The textbook is quite suitable for use as a learning media for teaching and learning processes for eighth grade students in junior high school.

Table 6

Chapter 1 Result of In-depth Analysis

| No | Rated Aspects/Criteria | Total Criteria | Frequency |
|----|------------------------|----------------|-----------|
| 1. | Aims and approaches | 4 | 4 |
| 2. | Language Content | 7 | 5 |
| 3. | Skills | 5 | 5 |
| 4. | Topic | 6 | 6 |
| 5 | Methodology | 7 | 6 |
| | Total | 29 | 26 |
| | Percentage | 89% | |

Table 7

Chapter IV Result of In-depth Analysis

| No | Rated Aspects/Criteria | Total Criteria | Frequency |
|----|------------------------|----------------|-----------|
| 1. | Aims and approaches | 4 | 4 |
| 2. | Language Content | 7 | 6 |
| 3. | Skills | 5 | 5 |
| 4. | Topic | 6 | 6 |
| 5 | Methodology | 7 | 6 |
| | Total | 29 | 26 |
| | Percentage | 89% | |

Table 8

Chapter VI Result of In-depth Analysis

| No | Rated Aspects/Criteria | Total Criteria | Frequency |
|----|------------------------|----------------|-----------|
| 1. | Aims and approaches | 4 | 4 |
| 2. | Language Content | 7 | 6 |
| 3. | Skills | 5 | 5 |
| 4. | Topic | 6 | 6 |
| 5 | Methodology | 7 | 6 |
| | Total | 29 | 26 |
| | Percentage | 89% | |

Table 9 Chapter VIII Result of In-depth Analysis

| No | Rated Aspects/Criteria | Total Criteria | Frequency |
|----|------------------------|----------------|-----------|
| 1. | Aims and approaches | 4 | 4 |
| 2. | Language Content | 7 | 6 |
| 3. | Skills | 5 | 5 |
| 4. | Topic | 6 | 6 |

| | | | |
|---|-------------------|------------|-----------|
| 5 | Methodology | 7 | 6 |
| | Total | 29 | 26 |
| | Percentage | 89% | |

Table 10

Finding of Summative Score on In-Depth Analysis

| No | Chapter | Score |
|----|--|-------|
| 1. | Chapter 1 It's English Time! | 89% |
| 2. | Chapter 4 Come To My Birthday, Please! | 89% |
| 3. | Chapter 6 Our Busy Roads | 89% |
| 4. | Chapter 8 What Are You Doing? | 89% |

B. Discussion

The discussion from the research's findings is presented in this chapter. Here, the researcher explains the outcomes of an investigation of eight textbook rating criteria from Cunningsworth (1995). This textbook consist of thirteen chapters which are in line with curriculum 2013 and match to the specification of the syllabus. From the description on analysing the quality of textbook which is proposed by Cunningsworth, there are two aspects in Cunningsworth's textbook analysis such as impressionistic analysis and in-depth analysis. The explanation of impressionistic and in-depth analysis are:

1. Impressionistic Analysis

According to Cunningsworth (1995) impressionistic analysis consist of five criteria for evaluating the textbook. There are cover, content material, developable learning activities, organization of the book, and layout. For the cover "*When English Rings a Bell*" English textbook have

attractive appearance based on color of the book, and funny images in every single page to attract the students' attention and interest. In content material the textbook used various form of content, such as questions, types of the text, kind of dialogues, notes, songs that related to study and others.

The textbook "When English Rings a Bell" will motivate the learners to study because in developable learning activities, the drafting of textbook arranged prettily. This textbook learning activity that can be developed consists of five main actions: observing and asking questions, collecting information, reflecting, associating, and communicating. (fitriyani, 2013) argues that textbook are quite proportional because they cover almost all aspects of communication, enabling most students to develop their communicative competence through them. Textbook also cover the four main language skills: receptive skills, such as listening and reading, and productive skills, such as speaking and writing.

Organization of the textbook is systematic. It is clear from the drafting order how the chapters, sub-chapters, study topic, and concept descriptions are organized. The type of activity and the degree of difficulty for each chapter are determined by the textbook. While, from the layout of the textbook drafting the order of presentation of material each chapter, animations and pictures well organizes from general to specific in every chapter of the textbook. The textbook "When English rings a Bell" was rated good because it met 80% of the criteria for the Cunningsworth standard.

2. In-depth Analysis

In-depth analysis is the analysis that obtains detailed information on the various items in textbook, such as syllabus outlines with the needs of learners. The aspects to be analysed are; aims and approaches; design and organization, language and content, language skills and practical considerations. The textbook "When English Rings a Bell" consists of thirteen chapters and the researcher takes all chapters to be analysed. These the chapters are numbered 1, 4, 6, and 8. Aims and approaches of the "When English Rings a Bell" English textbook correspond closely with the aims of teaching and learning program and also with the needs of the students. The textbook have good resources for students and teachers for the teaching and learning process.

For the design and organization, the content is well-organized such as structure, functions, topic and skills. Language content of the textbook have language style that matched to social function. In language skills all four main skills of English are adequate covered. According to (Sulistiyani, 2017) the English textbook should relevant with core and basic competence of 2013 curriculum for the eight grade of junior high school.

From the total 116 categories being analyzed in 4 chapters, there are 107 categories fulfilled in-depth criteria of textbook analysis showed that chapter 1, 4, 6, and 8 fulfilled 89% the criteria from Cunningsworth standard requirement and categorized as good which means that the

textbook was suitable enough to be used for media in teaching learning process for the seventh grade student of Junior High School.

3. The suitability of the textbook “When English Rings a Bell” used by eighth grade students of Junior High School with the criteria of a good book by Cunningsworth

The teacher said the textbook is appropriate with the learning objectives. The teacher’s statement is in line with Cunningsworth’s theory that a good textbook should correspond to the learners’ needs. It should match with the aims and objectives of the language learning program. Thus, in the teacher’s opinion, When English Rings a Bell handbook has already been appropriate with the students’ learning purposes. It is also in line with Tolinson’s theory (2012) that the material should be relevant and useful. The teacher said the layouts of the material are in accordance with the sequence of learning stages of the students. She stated that the arrangement of the handbook materials is already in order. The teacher’s answer implies that When English Rings a Bell handbook fulfills the criteria of a good textbook according to Greene and Petty (1971) in Tarigan (1993), that is, the textbook must be interesting and attractive toward the learners. So, they will be interested in using textbook. In using When English Rings a Bell, the students still get some difficulties. First, they still need the teacher’s guidance in comprehending materials Secondly, they need other supporting materials from other sources to improve their comprehension. Besides, the textbook’s content is relevant to the students’ need, but not to the students’

interests. The teacher said When English Rings a Bell textbook is not interesting enough for students to learn. They must be given motivation to understand the material of the book. For active students, this book is able to give motivation. But for less active students, they could not simply read the handbook, but they needed the teacher's support at school, in order to help them comprehend the materials. The teacher's explanation shows that When English Rings a Bell textbook fulfils criteria of a good textbook based on Cunningsworth's theory, that is, it has a clear role as a support for learning, like teachers, it mediate between the target language and the learner.

The researcher asked the teacher about the appropriateness of When English Rings a Bell textbook with 2013 Curriculum. The teacher said When English Rings a Bell textbook is appropriate with 2013 Curriculum. Content aspect was divided into three sub aspects, there are the appropriateness of materials explanation with standard of competence and basic competence, material accuracy, and supporting learning materials. It is similar to the Cunningsworth's theory that the textbook matches with the aims and objectives of the language learning program. The teacher agreed that the textbook presented and offered all of four basic skills in English. The textbook supported cognitive, affective and psychomotor aspects in balance. It also provided some exercises along with well-defined instructions.

It could be concluded that the textbook used by the teacher was a good textbook as Trigon (1993) saying that a good textbook is designed

with a clear instruction. In addition, the textbook also construed the activities and exercises from the basic to the advanced level. For that reason, the textbook was appropriate to be applied in teaching English for EFL classroom.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consist of two parts. The first part is conclusions, and the second part is suggestion. Conclusion are concerned with the summary of the research findings. Meanwhile, suggestion section is presented to offer suggestions for linguistic students, teachers, and another research.

A. Conclusion

Based on the findings and discussion in the chapter four, the result from data analysis, researchers makes some conclusion that the textbook “When English Rings a Bell” for eighth grade students of Junior High School is fulfil the criteria of good textbook proposed by Alan Cunningsworth namely impressionistic analysis and in-depth analysis.

Based on Cunningsworth’s theory, the English Textbook entitled “When English Rings a Bell”, received a score 80% of the suitability with the impressionistic analysis which covered cover, content material, developable learning activities, organization of the book, and layout. For the impressionistic criteria and categorized as good to be used as a teaching material.

Based on Cunningsworth’s theory, the English textbook entitled “When English Rings a Bell” received a score 89% of the suitability with in depth analysis which covered aims and approachs, language and content, language skill, topic, and methodology. It indicates that the quality of the English textbook was categorized GOOD.

Based on the results of the analysis, it can be concluded that this book is in accordance with the criteria of a good book as defined by Cunningsworth using two methods, namely Impressionistic and in-depth analysis of the results of the evaluation of textbook can be categorized as good, and textbook are mostly lacking in topical aspects, especially in under-presented cultural contexts where most of the material does not display much local and national culture. Indonesia in textbook, but overall, the results of the analysis of textbook prove that the textbook are of good quality.

B. Suggestion

Based on the research of the textbook entitled “When English Rings a Bell”, the researcher would like to give some suggestions. The following suggestions are:

1. For Teacher the researcher suggests the teachers more selective in choosing the textbook that will be taught to students. A good textbook must be in accordance with the syllabus. This research can be used as the reference to choose a good quality of textbook.
2. For Further Researcher The researcher realized that this research is not perfect, but the researcher hopes that this research can be a reference for other researcher that conduct similar problem.
3. For the Readers

The readers can learn more about the criteria for Bahasa Inggris “When English Rings a Bell” based on the criteria of Alan Cunningsworth. This research can help readers who may not know what the criteria are in each

textbook. In addition, this study can also provide readers with insight when choosing textbook to use in learning activities.

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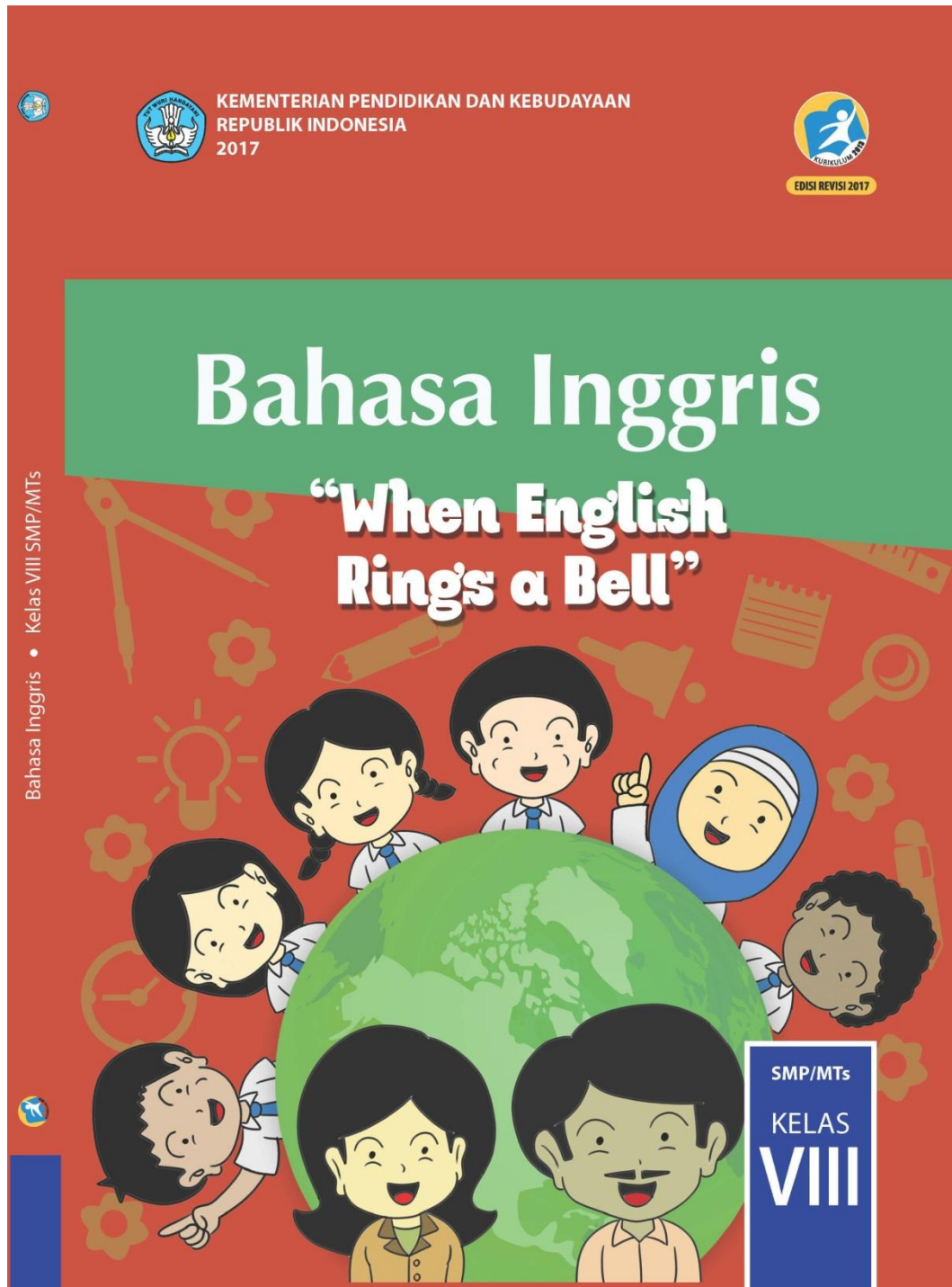
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APPENDICES

Appendix 1 Cover Of English Text Book When English Rings a Bell



Appendix 2 Table Of Figure “When English Rings a Bell”



| | |
|--|-----|
| Kata Pengantar | iii |
| Daftar Isi | v |
| Useful Tips | 1 |
| First Semester | |
| Chapter I. It’s English time! | 2 |
| Chapter II. We can do it, and we will do it | 19 |
| Chapter III. We know what to do | 33 |
| Chapter IV. Come to my birthday, please! | 45 |
| Chapter V. I’m so happy for you! | 65 |
| Chapter VI. Our busy roads | 75 |
| Second Semester | |
| Chapter VII. My uncle is a zookeeper | 85 |
| Chapter VIII. What are you doing? | 101 |
| Chapter IX. Bigger is not always better | 119 |
| Chapter X. When I was a child | 141 |
| Chapter XI. Yes, we made it! | 167 |
| Chapter XII. Don’t forget it, please! | 197 |
| Chapter XIII. We got a lot of histories | 217 |
| Classroom Language for Students | 223 |
| Daftar Pustaka | 226 |

Appendix 3 Exercise Activities of Textbook



Observing & Asking Questions

- 1. According to Mrs. Harum:
 - a. Siti can help her with the housework before she goes to school.
 - b. She can get up early herself.
- 2. According to Rani:
 - a. Yuli can _____
 - b. She can _____
 - c. She can _____
- 3. According to Mr. Adnan:
 - a. Many students can _____
- 4. According to Denata:
 - a. Fatima can _____
- 5. According to Mrs. Fauzia:
 - a. Birds can _____
 - b. We cannot _____
 - c. We can _____
 - d. We can _____
- 6. According to Mr. Rendy:
 - a. We cannot _____
 - b. We can _____
- 7. According to Mrs. Gracia:
 - a. We can _____
 - b. We can _____
- 8. According to Widi:
 - a. Anton can _____
 - b. He can _____

Appendix 4 Sample of Activity in Chapter 1

Chapter 1
It's English Time!

From now on I will use English in my English class.

We will learn:

- to get attention,
- to check if we are understood,
- to show appreciation to others, and
- to tell what we or other people think of something.

Observing & Asking Questions

We will play the roles of the students and the teachers in the conversations to get other people's attention.

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

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

Everybody, may I have your attention, please?

Yes, Ma'am.

Yes, Ma'am.

From now on we will use English in our English class. OK? We will use English in our English class. Siti, what did I say?

We will use English in our English class.

181 KELAS VIII SMP/MTs

Communicating

In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.

My Journal

I have just learnt to _____

The activities I like most were _____

The activities I found most difficult were _____

What I need to do better is/are _____

182 KELAS VIII SMP/MTs

Appendix 5 Sample of Activity in Chapter 4

Chapter IV
Come to my birthday, please!

HAPPY BIRTHDAY LINA

We will learn:

- to invite someone to do something,
- to give instructions, and
- to ask for permission,

Observing & Asking Questions

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

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

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

46 KELAS VIII SMP/MTs

Observing & Asking Questions

Hello, good morning. This is Beni.

Oh, hi Beni. Good morning. How are you?

Fine. I just got your invitation card to your birthday party.

You are coming, aren't you?

Yes, I am. Thanks for inviting me.

Of course. You are one of my best friends. Don't forget to wear a T-shirt, ok?

Are you sure we should wear a T-shirt to your party??

Yeah. There will be some outdoor games.

Wow, that must be fun. Okay. See you then.

Alright, see you soon!

Bahasa Inggris / When English Rings a Bell 47

Observing & Asking Questions

Udin, let's go out. Don't be lazy. Get up and have some exercise outside.

Beni, leave that for a while and let's go out for some exercise.

Okay. Wait. Let me put on my shoes.

Ok. Wait. Let me put it in the bag first.

Lina, it's break time. Stop working. Let's go out for some fresh air.

Siti, let's join the boys in the yard.

Ok. A little bit more. Just wait a minute, please.

Yes. But, please wait for Lina. She'll be here in a minute.

Bahasa Inggris / When English Rings a Bell 53

Appendix 6 Sample of Activity in Chapter 6

Chapter VI
Our busy roads

We will learn:
to show the existence of things and people.

Observing & Asking Questions

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

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

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

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

76 KELAS VIII SMP/MTs

Observing & Asking Questions

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

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

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

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

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

Bahasa Inggris / When English Rings a Bell **77**

Observing & Asking Questions

We will read the lyrics of the song below. If we want to, we can download the song from the internet. This is a very good song. The message is that we can make the world better because we care.

Here are what we will do with the song. **First**, we will copy the song in our notebooks. **Second**, we will listen carefully to our teacher reading the lyrics, meaningfully. **Third**, we will repeat the lyrics after him/her, line by line. **Finally**, in groups we will learn to read the lyrics to each other, meaningfully too.

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

"Heal The World"
Michael Jackson

| | |
|---|--|
| <p>There's a place in your heart And I know that it is love And this place could be much brighter than tomorrow And if you really try You'll find there's no need to cry in this place you'll feel there's no hurt or sorrow</p> <p>There are ways to get there if you care enough for the living Make a little space Make a better place...</p> <p>Heal the world Make it a better place for you and for me and the entire human race There are people dying if you care enough for the living Make a better place for you and for me</p> | <p>If you want to know why there's a love that cannot lie Love is strong It only cares for joyful giving If we try We shall see in this bliss we cannot feel fear or dread We stop existing and start living</p> <p>Then it feels that always Love's enough for us growing So make a better world Make a better world...</p> <p>Heal the world Make it a better place for you and for me and the entire human race There are people dying if you care enough for the living Make a better place for you and for me</p> |
|---|--|

82 KELAS VIII SMP/MTs

Appendix 7 Sample of Activity in Chapter 8

Chapter VIII

What are you doing?



We will learn:

- to communicate state and action progress in order to share information with others.



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

Bahasa Inggris / When English Rings a Bell 109

Collecting Information

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

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

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

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

Bahasa Inggris / When English Rings a Bell 109

Collecting Information

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

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

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

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

Bahasa Inggris / When English Rings a Bell 109