

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

**THESIS**

Submitted as a Partial Requirements  
for the Undergraduate Degree of in English Language Education



**By:**

**Lia Wulansari**

**SRN. 16.32.2.1.141**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**LANGUAGE AND CULTURE FACULTY**

**RADEN MAS SAID STATE ISLAMIC UNIVERSITY SURAKARTA**

**2023**

## ADVISOR SHEET

Subject : Thesis of Lia Wulansari

SRN : 163221141

To:

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

*Assalamu'alaikum Wr. Wb.*

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Lia Wulansari

SRN : 163221141

Title : *A Content Analysis of Reading Materials on "When English Rings a Bell" Textbook for the Eighth Grade Junior High School*

has already fulfilled as the requirements to be presented before The Board of Examiners (munaqosah) to gain Bachelor Degree in English Language Education.

Thank you for the attention.

*Wassalamualaikum Wr. Wb.*

Sukoharjo, 11 Juni 2023

Advisor,



**H. Zainal Arifin, S. Pd., M. Pd.**

**NIP. 19730820 200312 1 003**

## RATIFICATION

This is to certify the *Sarjana* thesis entitled “*A Content Analysis of Reading Materials on “When English Rings a Bell” Textbook for the Eighth Grade Junior High School*” by Lia Wulansari has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Language Education.

Chairman : Budiasih, S. Pd., M. Hum.

NIP. 19760308 200312 2 003

Secretary : H. Zainal Arifin, S. Pd., M. Pd.

NIP. 19730820 200312 1 003

Main Examiner : Wildan Mahir Muttaqin, M.A. TESL.

NIP. 19860427 201903 1 008

Sukoharjo, June 21<sup>st</sup> 2023

Approved by

Dean, Faculty of Cultures and Languages



Prof. Dr. Ito Suharto, S.Ag., M.Ag.

NIP. 19710403199803 1 005

## **DEDICATION**

Praise the presence of Allah who always gives abundance of grace and gifts. This thesis as a sign of proof of sincere and deep love to:

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2. My whole Family, especially both beloved parents, Father (Sadimin Cipto Hartanto) and Mother (Tumiyem) who always be the best motivators for their children. Thank you for your endless prayers, love, and support.
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## **MOTTO**

“Fix your prayer, then Allah will fix your life. People who believe, make sabra and prayer as your helper.”

(QS. Al-Baqarah: 153)

“Maka sesungguhnya bersama kesulitan ada kemudahan. Sesungguhnya bersama kesulitan ada kemudahan.”

(QS. Al-Insyirah: 5-6)

“There is no success without hard work. There is no success without togetherness. There is no ease without prayer.”

(Ridwan Kamil)

“The best way to get started is to quit talking and begin doing.”

(Walt Disney)

## PRONOUNCEMENT

Name : Lia Wulansari  
SRN : 16.32.2.1.141  
Study Program : English Language Education  
Faculty : Cultures and Languages Faculty

I hereby sincerely state that the thesis titled, "*A Content Analysis of Reading Materials on "When English Rings A Bell" Textbook for The Eighth Grade 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, June 21<sup>st</sup> 2023

Stated by,



**Lia Wulansari**

**SRN. 16.32.2.1.141**

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Surakarta, June 22<sup>nd</sup> 2023

The Researcher,

A handwritten signature in black ink, appearing to read 'Lia Wulansari', written in a cursive style.

**Lia Wulansari**

**SRN. 163221141**



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## ABSTRACT

Lia Wulansari. 2023. *A Content Analysis of Reading Materials on "When English Rings A Bell" Textbook for The Eighth Grade Junior High School*. Thesis. English Language Education Study Program. Faculty of Cultures and Language.

This research is intended to identify whether the reading materials on "*When English Rings a Bell*" textbook for the Eighth Grade Junior High School meet the aspects of content, the aspects of presentation, also the aspects of language use and readability based on the good criteria of learning materials proposed by *Pusat Perbukuan*.

The design of this research is descriptive qualitative research by using content analysis method. The researcher collected the data was using some procedural includes preparing the study, analyzing the textbook, and writing the report. The instrument in this research is form of checklist. The checklist was adapted from the three aspects of *Pusat Perbukuan* criteria. The researcher analyzed the data by using formulation that proposed from *Pusat Perbukuan* by dividing the total criteria which is being met total number of criterion, and then it's multiplied by 100% to achieve the sum points. The trustworthiness of this research was using credibility through external validator to valid the data.

The result of the research shows that the textbook achieved average score 91.66% out of three aspects. The textbook fulfillment score of aspect of content (92.85%), aspect of presentation (80%), also aspect of language use and readability (100%). In general, this English textbook is categorized as a good textbook based on the three aspects on the good criteria of learning materials proposed by *Pusat Perbukuan*.

**Key words** : *Textbook, Criteria of Good Textbook, Reading Materials*

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the introductions which are divided into seven parts: background of the study, identification of the problem, limitation of the study, problem statement, objective of the study, benefit of the study, and definition of key term.

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

Textbooks play a significant role in the teaching and learning process. They serve as a reference for students as well as a kind of teaching manual for instructors. Richards (2001: 254-255) state that, textbooks' benefits include giving programs structure and a syllabus, aiding in the standardization of education, preserving quality, offering a variety of learning resources, being effective, offering language models and feedback, training teachers, and being visually appealing. Numerous factors, including content, procedures, and teaching and learning methods, are determined by textbooks.

Some categories exist for good books. First, the textbook's content should relate to the current curriculum; it may be from a genre that is appropriate for the book. In addition to that, the textbook's content should match the level of study. The second category is a textbook that must have an interesting presentation because it can inspire readers to read it. The textbook's language should also be appropriate for the circumstances and setting. It indicates that the language is clear and easy for the reader to understand.

The presence of communicative material in textbooks will enable students to practice their communication skills with their teachers and peers. The effectiveness of an English textbook can enhance student illustration. It will make it easier for students to comprehend the textbook's content. Additionally, it will interest the reader in the textbook. Lessons are included in the textbook. The textbook's instructions should be clear because doing so



helps students respond to the questions within. According to Cunningsworth (1995: 7) a good compromise can be reached with well-materials and tests provided by the textbook, paired with teacher flexibility in using the textbook in the classroom.

One of the English language abilities that students must acquire in order to learn the language is reading. Reading is certainly one of the most crucial language skills because students must read material that is written in English in order to complete their studies. The learner often thought that reading made it easier to learn from written material. Because of this, students who wish to master English must learn reading in addition to the other skills. According to Nunan (2003: 68) reading is a fluent process where in building the meaning, readers should combine information from the text with their own background of knowledge.

According to Murcia (2001: 187) purpose of reading for students is to search for information, for general comprehension, to learn new information and to evaluate information. From that statement we know that reading can be seen as an interactive process between reader and text which lead reading fluency and reading comprehension. It is assumed that reading is not a passive skill because it needs so many times to practice and exercise. The improvement of the readers' comprehension is based on how they work on it. It means that if the reader read more, they get better reading or comprehension.

The majority of students struggle to read English text because it differs from their native tongue in many ways. Teaching reading essentially entails helping students understand some key messages from written literature. The majority of students enjoy reading English-written material such as novels, newspapers, articles, texts, etc. Junior high school English lessons focus on the improvement of reading skills, particularly in text analysis. The school frequently helps the kids by providing textbooks as learning materials to boost their practice and exercise in reading. It is a category of printed materials that is crucial to the teaching and learning process. Textbook is one

of the main components in a curriculum. Textbook can from the school itself or from the government, like from our government which is made by Ministry of Education and Culture of Indonesia.

The most suitable English textbook for the kids must be provided by the school from among the many available options. Finding an English textbook with quality content that is also compatible with the new curriculum, however, can be fairly challenging. What teachers instruct and what students learn are influenced by the material in the English textbook. The purpose of the study may be affected by a textbook that is both too complex and too basic for the students. It makes choosing the best option difficult. Even though the government has produced a list of approved textbooks, the evaluation of textbooks is the main concern with respect to this particular issue. For example our Ministry of Education and Culture of Indonesia also provides English textbook entitled "*Bahasa Inggris: When English Rings A Bell*" that written by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah.

If an English textbook meets the standards set forth by professionals, it is considered to be a good textbook. Indonesia has *Pusat Perbukuan* as institution responsible for analyzing and evaluating the quality of standardize textbook. *Pusat Perbukuan* has some criteria to grade the appropriateness of textbook that used in learning process. Further *Pusat Perbukuan* (2011, as cited by Masy'iah and Ciptaningrum, 2018) defines several criteria for quality textbooks. The criteria include aspects of content, presentation, language use and readability.

Several researchers evaluated English textbooks. The researcher was inspired to do this study by other researchers. The first previous research is a research by Iis Safitri in 2014 that analysis the "Headline English" textbook by analyzed the materials in three steps, reading the materials, identification, and classification to know how is the quality of the reading materials. Then, secondly research by Noviani in 2017 that analysis the "When English Rings A Bell" English textbook but on writing exercise based on syllabus 2013

curriculum. From the previous research, the researcher interested to investigate whether reading material meets several aspects of the criteria by *Pusat Perbukuan*.

Considering the statement above, the researcher chose English textbook entitled *When English Rings a Bell* to analyze the reading materials especially to evaluate whether the reading materials on “*When English Rings a Bell*” textbook for the Eighth Grade Junior High School meet the aspects of content, the aspects of presentation, and the aspects of language use and readability based on the good criteria of learning materials proposed by *Pusat Perbukuan*. According to the aim, the researcher tried to analyze and interpret it under title *A Content Analysis of Reading Materials on “When English Rings a Bell” Textbook for the Eighth Grade Junior High School*.

## **B. Identification of the Problem**

Based on the background of the study above, the problems are identified as follows:

1. Textbooks are considered as an important resource for helping students understand concepts during the learning process.
2. English textbooks are widely available, however not all of them match to the standards of the present curriculum.
3. Because the purpose of study may be affected if the textbook is too advanced or too basic for students, schools must supply an appropriate English textbook.
4. The reading materials of the textbook have possibility of inappropriateness aspects by *Pusat Perbukuan*.
5. The Indonesian Ministry of Education and Culture's English textbook may not meet the *Pusat Perbukuan* criteria for a suitable English textbook.

### **C. Limitation of Study**

The researcher limits the scope and the set problem of the study, so that it will not be so wide and the study will be more effective. There are many books used in Junior High School, so the study is limited on one book, it is *When English Rings a Bell* (English Textbook for Junior High School Students Eighth Grade) published by *Kemendikbud*.

This study only focuses on the reading materials in the textbook in term of the type of reading texts and reading exercises. This study also focuses with the reading materials in the textbook which meet the aspects of content, the aspects of presentation, and the aspects of language use and readability based on the good criteria of learning materials proposed by *Pusat Perbukuan*.

### **D. Problem Statement**

Based on the limitation of the problem above, the researcher will formulate the problem as follows.

Do the reading materials on “*When English Rings a Bell*” textbook for the Eighth Grade Junior High School meet the three aspects based on the good criteria of learning materials proposed by *Pusat Perbukuan*?

### **E. Objective of the Research**

Based on the formulation of the problem above, the purpose of the research is to identify whether the reading materials on “*When English Rings a Bell*” textbook for the Eighth Grade Junior High School meet the aspects of content, the aspects of presentation, and the aspects of language use and readability based on the good criteria of learning materials proposed by *Pusat Perbukuan*.

## **F. Benefit of the Research**

There are some benefits in this research for several elements connecting with teaching and learning process. They are as follows:

### **1. Theoretical Benefits**

Theoretically, this research should be significant as a contribution to the process of teaching and learning English. Additionally, this research will provide a useful description for any additional researchers who wish to investigate the same case. This study serves as a valuable source of data and a good guide for subsequent research.

### **2. Practical Benefits**

#### **a. For the researcher**

For the researcher, it is expected that it will be useful knowledge and experience for the researcher when he/she will begin his/her profession as a teacher in teaching reading in the future time.

#### **b. For the teacher**

For English teacher, hopefully this research can give a reference to select suitable English textbook in the language teaching process.

#### **c. For the students**

It is hoped that the students' English skills would improve through the use of appropriate materials and exercises when teaching reading. They can practice their English texts with some engaging strategies developed by the teachers to teach reading, for example, to help them become more fluent in English.

## **G. Definition of Key Term**

In order to make clear this final project, the researcher would like to explain the meaning of the term used as follow:

### 1. Textbook

Tomlinson (2000: 175) stated that the textbook is a teaching and learning stimulus or tool. The phrases imply that, in addition to the teacher serving as a facilitator, the textbook is an essential tool for providing instruction.

### 2. Reading

According to Grabe (2009: 5), reading is a process in which readers take what they read and apply it to an academic context as a part of their education.

## **CHAPTER II**

### **THEORITICAL REVIEW**

This chapter discusses any related theory with this study on analyzing English textbook. This chapter is explained into several parts, those are content analysis, reading, reading material, textbook, the criteria of a good text book and previous study.

#### **A. Textbook**

##### **1. Definition of Textbook**

Teachers sometimes employ media to simplify their explanations of the educational content. Among the commonly utilized media is a textbook. The textbook continues to be the primary source in schools even if there are so many forms of media that compete with printed materials of communication. Tomlinson (2000: 175) stated that the textbook is a teaching and learning stimulus or tool. The phrases imply that, in addition to the teacher serving as a facilitator, the textbook is an essential tool for providing instruction.

The utilization of visual aids, teaching methods, instructional materials, and other facilities all play a role in whether or not English language instruction is successful or unsuccessful. A textbook is a book used mostly in schools that provides instruction in a certain subject. Hornby (1974: 893) stated that textbook is a book that is giving instruction in a branch of learning. Therefore textbook serves as an important role in teaching and learning activities.

As an instrument, textbook provides a guide for a teacher to develop the teaching and learning activity, because it provides materials for learners to achieve the learning objectives. Textbook is easy to buy, to carry, and to study thus it is effective to use in learning process especially in school. Hence, the textbook is easiest and cheapest way of providing learning materials.

Based on the explanation above, it is important for teachers to use a textbook when they teach a particular subject in order to help them when they conduct teaching and learning activities as well as to reach educational purposes.

## **2. Function of Textbook**

Textbook used in teaching and learning process is important. There are several functions of textbook according to Tomlinson (2000, 176):

### **a. Individualization of Instruction**

Textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying. It can be said that textbook can be a resources for self-directed learning or self-access.

### **b. Organization of Instruction**

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Write textbook give unity to classroom interaction and are graded to introduce new concepts or content they build upon what has preceded. From that explanation, the function of textbook can be a source of presentation material and a reference book.

### **c. Tutorial Contribution**

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence and to solve problems. Therefore, textbook is a source of activities for practice and communicative interaction.

### **d. Improvement of Teaching**

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching. So, textbook can be a support for less experienced teachers.

From the argument above, textbook is a visual aid in teaching learning process. Basically, textbook can help both teacher and student



in some ways. For teacher, it helps them in preparing and developing teaching material that are going to be taught to students. Besides, for students, it helps them to maintain and trace back their input learning, so it can help the students in getting a better understanding of the material given by teacher.

### **3. Types of Textbook**

There are two types of textbook according to Neville G (1987: 13-14), they are as follows:

#### **a. Traditional Text Book**

The goal of the conventional text book is to have students learn the language as a whole. Once students have mastered the system, it is hoped that they would be able to appropriately use the language for their own needs. The following qualities can be found in these textbooks:

- 1) In contrast to the communicative purposes of language, such as requesting information, making requests, asking directions, etc., they frequently place more emphasis on the forms or patterns of language (the language).
- 2) Instead than emphasizing listening and speaking, they frequently concentrate on reading and writing activities.
- 3) They emphasize the significance of accuracy
- 4) They frequently concentrate just on a syllabus and exams.
- 5) They are frequently appealing to some teachers since they appear to be simple to use and are very exam-focused.

#### **b. Communicative Text Book**

The goal of communicative textbooks is to provide students the chance to practice using the language in a formal setting before applying it in a more informal setting. The features of these textbooks are as follows.

- 1) The emphasis on language's communicative capabilities rather than just its formal aspects
  - 2) They make an effort to take consideration of students' needs and interests.
  - 3) They are activity-based and place an emphasis on linguistic proficiency rather than just form.
  - 4) They often strike a decent balance across the four language skills, but they might place more of an emphasis on speaking and listening than a conventional text book would.
  - 5) They frequently define their goals in great detail.
  - 6) They encourage group and duo work, which places more demands on instructors' organizational skills.
  - 7) Both the material and the procedures reflect the real language of everyday life.
  - 8) They place an emphasis on fluidity rather than precision
- c. Evaluating Text Book

According to Cunningsworth (1995), there are a few standards for evaluating textbooks, particularly course books:

- 1) They should to meet the demands of the students. They ought to line up with the program's goals and objectives.
- 2) They must depict the possible uses of the language that students will have in the future or in the present. It is important to select a text that will enable pupils to utilize language skillfully for their own purposes.
- 3) Without dogmatically prescribing an inflexible "method," they should promote students' learning processes and take into consideration their requirements as learners.
- 4) They should have a clear function as a learning support. They act as a liaison between the learner and the target language, just like teachers do.

The researcher selected the textbook “*When English Rings a Bell*” from the list of textbook types because it focuses on reading and writing exercises rather than speaking and listening exercises, concentrates on a syllabus and exams, and is simple for teachers to use to direct students' English learning.

#### **4. The Criteria of a Good Textbook**

There are standards for good textbooks. The standards aid teachers in selecting a quality textbook. As Tarigan (2009) said making evaluation tools for textbooks that will be used to evaluate the characteristics being examined is aided by the criteria for a good textbook. He added the following standards: Since a textbook has a foundation, a guiding principle, and a predetermined point of view based on the ideas it uses, a textbook should be understood before proper communication, it is interesting and increasing reader enthusiasm, it can motivate readers, it can stimulate students' activity, it has interesting illustrations for readers, it is relevant to the curriculum, it appreciates individual diversity, it tries to reinforce the value that is used in society, and it has a clear viewpoint.

Moreover, Tomlinson (2013) proposes that there are sixteen criteria to fulfill good instructional materials. These are the following criteria:

- a. Materials should achieve impact. This means that the materials should have interesting presentation and content to achieve the target of learners.
- b. Materials should help learners feel at ease. This means that the materials should have text and illustration which can make the learners feel comfortable, relaxed and being supportive.
- c. Materials should help learners to develop confidence. This means that the materials should make learners feel successful and support the learners to improve their skills.

- d. What is being taught should be perceived by learners as relevant and useful. This means that materials should be relevant and useful to be used in teaching and learning process.
- e. Material should require and facilitate learners' self-investment. This seems that the learners profit most if they invest interest, effort, and attention in learning activity.
- f. Learners must be ready to acquire the points being taught. According to Krashen (1985) in Tomlinson, each learner learns from the new input that they are ready to learn.
- g. Materials should expose learners to language in authentic use. A lot of teaching materials provide authentic input through some instructions, advices, and activities, spoken and written texts in the materials.
- h. The learners' attention should be drawn to linguistic features of the input. In this principle, the learners should focus on linguistics features that which are needed to make a generalization related with the function of the language features based on the main materials.
- i. Materials should provide learners with opportunities to use. This means that the learners have to practice their language to communicate with someone in real life not in the classroom that controlled by the teacher.
- j. Materials should take into account that the positive effects of instruction are usually delayed. This means that learners who want to learn language cannot an instantaneous process but a gradual one.
- k. Materials should take in account that learners differ in learning style. This means that the materials should provide a variety of activities and support all learning activities.
- l. Materials should take in account that the learners differ in affective attitudes. Ideally language learners should have strong and consistent motivation, because it can determine the success or failure in student's learning.

- m. Materials should permit a silent period at the beginning of instruction. This means that the materials should not force learners to speak until they are ready, but they should not force silence either.
- n. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities. This means that this principle can stimulate the learners to learn the same lesson involving different cerebral processes and different states of consciousness in many different part of the brain.
- o. Materials should not rely too much on controlled practice which means they should focus on language use. This means that the materials should focus on language use. Actually, the purpose of this principle to state it is still controversial to say that controlled practice activities are valuable.
- p. Materials should provide opportunities for outcome feedback, especially feedback on the effectiveness of use of language rather than accuracy of language. This means that the materials should focus on the effectiveness of the outcome rather that accuracy of the output.

Further *Pusat Perbukuan BSNP* (2011, as cited by Masy'iah and Ciptaningrum, 2018) defines several criteria for quality textbooks. The criteria include aspects of content, presentation, language use, and readability.

- a. Aspect of content

**Table 1.1**  
**Textbook evaluation criteria by *Pusat Perbukuan***  
**(Aspect of Content)**

Aspect	No.	Criteria
The conformity between reading materials and curriculum	1	Interpersonal text: the textbook must contain interpersonal texts related to learners' daily life in the form of invitation, request, compliment, congratulation, and agreement.

	2	Transactional text: the textbook must contain transactional texts which gives learners opportunities to asking for and giving goods, offering and refusing something/ services/ information/ opinions related to learners' daily life and other subject matters.
	3	Functional text: the textbook must contain functional texts monologue which are explored to improve learners' listening, speaking, reading, and writing in the form of invitation, advertisement, short message, as well as descriptive, narrative, and recount.
Kind of genres found in the reading materials.	4	In learning every types of text, a textbook must require learners to explore quite many types of text which are relevant to learners' daily life.
The arrangement of reading materials based on the level of difficulty.	5	The reading materials must be arranged from easy to difficult materials.
Reading tasks which are given to develop students' ability.	6	The text should develop the learners' communication skills by using accurate and appropriate language based on the communicative context.
The reading materials which are supporting life skills	7	Personal skill: knowing the strength and weaknesses of his own and other and improving himself as an autonomous learner and social creature
	8	Social skill: being cooperative, tolerant, appreciating gender equality, promoting peace, and being anti-violence in communicating and interact with other.

	9	Academic skill: exploring and using information, solving the problem, and make a decision.
	10	Vocational skill: include the ability, attitude, and skills needed to do certain job/ occupation.
The reading materials which are consider about the aspects of gender, religion, and race.	11	A textbook lead the learners to appreciate cultural diversity and plural society including cultural values as well as local, national, and global contents.
	12	A textbook lead the learners to be aware of the local potential and equity in order to promote local and national potential and equity.
	13	The learners to appreciate democratic values which are relevant to the local socio cultural context
	14	A textbook lead the learners to comprehend nationality insight to promote the sense of belonging to the motherland, nation, and country.

b. Aspect of presentation

**Table 1.2**

**Textbook evaluation criteria by *Pusat Perbukuan***

**(Aspect of Presentation)**

Aspect	No.	Criteria
Learning purpose which stated explicitly and lead to mastery of communication competence	1	In the beginning of the textbook or chapter which contains the aim of the textbook, the organization of the textbook, the preferred learning style, and the other elements which are considered essential for students.
The presentation of each	2	There is coherence and unity of ideas in the messages and

chapter reflects the coherence		materials presented among unit, sub-unit, paragraph, and sentence.
The conformity between tasks and materials.	3	The materials and tasks are presented in the form of texts, communicative acts, illustrations, and symbols which should be made balance in each unit.
The presentation of each chapter engaging students to communicate using English actively.	4	The teaching materials encourage students to interact in English with their peers, teachers, and other adults.
The presentation of each chapter supporting students to reflect and evaluate themselves.	5	The materials encourage the students to know their success and lacks in doing learning activities and in communication

c. Aspect of language use and readability

**Table 1.3**

**Textbook evaluation criteria by *Pusat Perbukuan*  
(Aspect of Language Use and Readability)**

Aspect	No.	Criteria
The standard of English language use according to the language rules.	1	Grammar accuracy: the message delivered in each unit must be relevant to correct English grammar.
The use of English which is appropriate with needs of communication learning.	2	The language used in each explanation and instruction must be relevant to learners' cognitive development
	3	The language used in each unit must be relevant to teenagers' socio-emotional condition.
The presentation of paragraphs which are presented effectively by	4	The messages and materials presented in each unit, sub-unit, paragraph, or sentence must reflect the coherence of



considering coherences and cohesiveness		meaning.
The use of illustrations which are functional and relevant with the materials	5	The illustrations should match with the theme or materials, so it can help the students understand the materials or imagine something better

## B. Reading

### 1. Definition of Reading

Grabe (2009: 5) claimed that reading is a process in which readers take what they read and apply it to an academic context as a part of their education. Learning occurs when the mind changes from the unknown to the known. Reading is a part of learning, so readers attempt to understand the texts they are reading by analyzing, interpreting, synthesizing, assessing, and choosing the most important information.

Moreover, Grabe (2009: 15) stated that reading is a strategic process, requiring a reader to put effort into anticipating text information, choosing key information, organizing and mentally summarizing information, monitoring comprehension, repairing comprehension breakdowns, and matching comprehension output to reader goals.

Mariane and Elite (2000: 198) stated that reading is certainly one of the most crucial language skills because students must read material in English in order to succeed in their studies. One of the four language skills that kids must learn is this one. It is also possible that it serves as the primary tool for picking up new knowledge and having access to alternate theories and interpretations.

People can learn a great deal of new and helpful information, as well as ideas and inspirations, from it. They can also learn about recent events in the world, increasing their knowledge. People may find it helpful or

challenging to expand their perspective when confronting and resolving issues in their lives.

According to Cline and King (2006: 2) decoding and comprehending written material are key components of reading. Decoding entails converting writing system symbols into the spoken words they represent for. The goals of reading, the setting, the type of text, and the reader's background all affect understanding.

Meanwhile Kozak (2011: 7) elaborated the reading as follow: a skill which enables us to get a message, recognizing the written words (written symbols), getting (understanding) the meaning, used to teach pronunciation, and grasping information from texts.

We may conclude from the explanation above that reading is part of the teaching and learning process. As you can see in the Kozak statement, reading can also be used as a tool to evaluate pronunciation during the teaching and learning process. Kozak added that reading is a difficult task that requires both sense and thought.

Word recognition and comprehension are two related reading processes. The process of determining how written symbols correspond to one's native language is referred to as word recognition. Making sense of individual words, phrases, and related texts is the process of comprehension. To understand written content, readers frequently use a variety of tactics, including prior knowledge, vocabulary, grammatical knowledge, familiarity with texts, and others.

The researcher can infer from the definition given above that reading is an activity that involves trying to understand a text that has been printed out, and that in order to do so, we need to have a certain background in knowledge.

## 2. Models of Reading

Experts have developed models that explain what happens while people read in order to better understand how readers and texts interact (Aebersold and Field, 1997: 17). Barnett in Aebersold and Field (1997: 17-18) gives a thorough description of the three primary theories of how reading happens. They are the bottom-up model, the top-down model, and interactive model,

### a. Bottom-up model

Bottom-up theory contends that readers automatically build texts from the smallest units (letters to words, phrases to sentences, etc.) and are unaware of how they do it. It implies that in order to fully comprehend a text, a reader must read it word by word.

### b. Top-down model

According to the top-down approach, readers carry a wealth of prior knowledge, expectations, assumptions, and questions to the next chapter, as well as a basic command of language, which they should evaluate as new information is revealed. The reader already knows about the text. Therefore, they are only curious as to whether it contains any additional information.

### c. Interactive models

According to the interactive model, top-down and bottom-up processes can happen simultaneously or alternatively. It defines a procedure that, depending on the type of text, the readers' prior knowledge, their degree of language ability, and their culturally ingrained attitudes about reading activity, among other factors, uses both bottom-up and top-down approaches.

## 3. Kinds of Reading

Each reader has a unique reading style, depending on their goals. The ways of reading which mainly used is Fransisco Grellet (1981:4), include:

a. Skimming

Skimming is the process of quickly scanning a text to find its main points. This method is employed to quickly obtain information. To fulfill a very general curiosity regarding the content, the reader skims. Additionally, it aids the reader in identifying their thoughts and the information they might derive from a book, making subsequent reading easier. For instance, reading a newspaper (quickly to acquire the day's general news) or a brochure (quickly to get the brochure's information).

b. Scanning

In order to quickly locate a specific piece of information, a text is scanned. A schedule for an airplane or a conference guide, for instance. Scanning involves these steps, there are, determine what keyword to seek, quickly scan the text for those words, read the sentences around each word to see if they contain the information being sought, and if they do, stop reading.

c. Extensive reading

Longer texts are read extensively, usually for personal enjoyment. This fluency exercise focuses mostly on global understanding. The text should always be understood in its entirety, including all of its major concepts. As an illustration, read a business book. It applies to materials longer than one page, up to and including books, short stories, technical reports, essays, and professional articles (Brown, 2001:189). This fluency exercise focuses mostly on global understanding.

d. Intensive reading

Intensive reading is a reading shorter text intently allows you to gather more specific information. This is more of an accuracy activity involving reading for detail. Each paragraph is therefore carefully and completely read for optimum comprehension.

#### **4. Types of Reading**

Some types of reading will be further explained. Brown (2004: 189) stated that there are four types of reading, those are:

a. Perceptive

This level of reading is considered elementary. Components including letters, words, punctuation, and graphic symbols are used in the activities. The exercises created for this level include picture-cued words, multiple-choice questions, and reading aloud.

b. Selective

The goal of this kind of reading is to determine whether lexical, grammatical, or discourse characteristics of language are recognized. Examples of the activities employed include matching, picture-cued tasks, and multiple-choice tasks.

c. Interactive

It uses rambling language that spans multiple paragraphs on one or more pages, forcing the reader to engage with the content. Anecdotes, brief narratives and descriptions, quotes from longer texts, questioners, memoranda, announcements, directions, recipes, etc. are typical genres for interactive reading.

d. Extensive

This category applies to text more than a page, including professional articles, essays, technical reports, short stories and reports. The purpose of extensive task commonly is to tap into learner's global understanding of a text, as opposed to asking test-takers to pay more attention on small details.

#### **5. Methods of Teaching Reading**

Teaching is to direct and facilitate learning, to make learning possible, and to create the right environment for learning. Giving instructions, directing someone in their study of something, supplying them with knowledge, and causing them to know or understand are all

examples of teaching (Brown, 1994: 7). It is clear that teaching is the activity of assisting and directing learners as they learn and expand their knowledge.

Getting students to read English text is an important part of the teacher's role when teaching the language as stated by Harmer (1998: 68). He presents the point that students want to be able to read texts in English, whether it's for their studies, their employment, or perhaps just for fun. Reading offers rich exposure to language in use, he continues. As part of the language learning process, some of the language sticks in their minds. If the reading material is particularly intriguing and captivating, language acquisition is likely to be even more successful.

In addition, reading provides excellent writing examples in English. When we teach students how to write, we must provide examples of what we want them to do. Reading texts then offers opportunities to learn language, including vocabulary, grammar, punctuation, and the way sentences, paragraphs, and texts are put together. Finally, a good reading text can serve as a springboard for an engaging lesson by introducing intriguing subjects, igniting conversation, inspiring creative replies, and more.

It means that teaching reading, and specifically how to comprehend English material, is preferable. Reading helps students develop their language skills so they can utilize them in writing. It also helps them understand the text so they can extract the information from textbooks.

Furthermore, these are the three methods to teaching reading, according to Neville G. (1987: 80). As follows:

a. Presenting a Text

The teacher should effectively present the text in this class. The advantages that a strong presentation can provide are as follows:

- 1) It may increase students' interest
- 2) It may serve as a pre-teaching tool,
- 3) Reminding students of prior knowledge that is pertinent to the text.

- 4) It might provide motivation to read. This helps kids understand their goals.

There are some suggestions to have the effective presentation.

They are:

- 1) Using a picture
- 2) Using other relevant sense
- 3) Giving pre reading questions
- 4) Setting a problem
- 5) Using information grid
- 6) Giving a listening exercise
- 7) Asking the students to preview a text

b. Developing Lesson

It implies that the educator can develop the reading instruction process using a variety of reading methods.

c. Follow Up

Knowing how much students understand the reading material is important when teaching reading. The most important thing to keep in mind is that combining language abilities, particularly speaking and writing, is necessary for a successful reading exercise. Reading and the other elements of the curriculum thereby reinforce one another.

### C. Reading Materials

Reading is certainly one of the most crucial skills because students frequently believe that reading makes it simpler to obtain knowledge from written text. According to Harmer (1998), reading texts offers opportunities to study language, including vocabulary, grammar, punctuation, and how to create sentences, paragraphs, and texts. Reading is a model for language. Reading is a task that involves learning something from the content being read.

According to Tomlinson (2013), anything that can be utilized to speed up learning a language is referred to as material. They may be given in paper

form, through live performance or display, on cassette, on the internet, or in linguistic, audiovisual, or kinesthetic formats.

English teachers should supply materials to help students master reading activities. The curriculum-recommended teaching materials include books that are not only relevant to the subject being covered but also enjoyable to read for students due to the context in which the message is presented, the theme of the thought, the text's organization, and the lexical and grammatical precision of the language.

The best reading material includes interaction between the teacher and the students as part of the language-learning process. The students' abilities should be increased by the material that English teacher provides. The content should be relevant to the curriculum and can be from books, periodicals, newspapers, movies, the internet, and audiobooks. The reading material recommended by the curriculum should be good for students in terms of its message, storyline, structure, lexical features, and grammatical accuracy, in addition to being appropriate for the topic under discussion. As a result, teachers must be familiar with quality teaching materials.

Then the reading material refers to any text or passage that delivers specific messages or ideas to the reader through the practice of reading.



#### D. Previous Study

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

1. A research by Iis Safitri in 2014 entitled *An Analysis Of Reading Materials On The Quality Of English Textbook "Headline English Published By Sewu For Grade Vii Students Of Junior High School*. The objective of this research is to find out and analyze the reading materials found in textbook "Headline English" for Grade VII Junior High School. This research used qualitative content analysis through document analysis as techniques of collecting data. The researcher analyzed the materials in three steps, reading the materials, identification, and classification. The following conclusions can be drawn from the study's findings is that the book is quite appealing. There are some activities in this book. For instance, pair or group work, recreational time, and contemplation. The variety in text reading topic selections worked well. Due to their interest in the subjects, students were inspired to read. The similarity between previous research and the present research is in the term of analyzing the content of textbook. The difference is the criterion evaluation. The previous study was using three steps, reading the materials, identification, and classification, while the researcher in this research using evaluation criteria by *Pusat Perbukuan*.
2. The second previous research by Noviani in 2017 entitled *n Analysis of Writing Exercises in When English Rings a Bell English Textbook Based The 2013 Curriculum*. The objectives of this research are (1) to know the types of writing exercises in When English Rings a Bell textbook (2) to know the compatibility based on syllabus 2013 Curriculum. This research used content analysis design. The data were collected by using document study technique. The researcher using Rose and Grosvenor theory to analyzing the data of writing exercises. The result is the percentages offering to the schema of quality classification by Arikunto (2010) are 80%. It means good in developing writing skills, the writing

exercises is that score is good, and the textbook can be used the material to learning process and this book relevance with the 2013 Curriculum.. The similarity between previous research and the present research is in the term of analyzing the content of English textbook *When English Rings A Bell*. The difference is the criterion evaluation. The previous study was using Rose and Grosvenor theory to analyzing the data of writing exercises, while the researcher in this research using evaluation criteria by *Pusat Perbukuan*.

3. The next previous research is a journal by Akbar Syahbana and Mochammad Rizqi Adhi Pratama in 2017 entitled *The Analysis Of English Reading Texts Based On National Character And Cultural Education On Course Book For The Tenth Grade At The State Of Senior High School In Pamekasan*. The purposes analyzed what values were existed in reading texts and how reading texts had reflected the values. Furthermore, this study used descriptive qualitative to analyze the findings. Based on the result, the author found 13 values which were inserted in 17 reading texts, but the rests were not; besides, there were several ways of reading texts to reflect values. The similarity between the previous research and the present research is in the term of analyzing the English textbook. The difference is the previous research is the criteria of analyzing the textbook.
4. The last previous research is journal by Rut Glory Septiani Dilla, Indah Damayanti, and Gita Mutiara Hati in 2017 that entitled *The Content Analysis Of Bahasa Inggris Textbook For Senior High School Grade X Published By Kemendikbud 2014*. The objectives of this study to find out the category of material and task in *Bahasa Inggris* Textbook for Senior High School published by Kemendikbud 2014. The design of this research was descriptive quantitative. The data was collected by using observation checklist that proposed by Permendikbud number 08 2016 and some experts (Cunningsworth (1995), Celce-Murcia (1979), Wahab (2013)). The result of the study shown that the activities and

materials, which were broken down into four categories, material aspect, language aspect, material presentation aspect, and graph aspect, showed various results. While the other aspects were classified as good, the material aspect was placed in the poor group. As a result, this book falls within the good category. Language proficiency (listening, speaking, reading, and writing) also produced varying results. While the other skills showed high percentages in the good category, listening skills revealed a low percentage. As a result, it might be said that this book's use of language skills was unbalanced. The similarity between the previous research and the present research is both of the research is about English textbook evaluation. The difference is in the theory that used. The previous research was used Cunningsworth's theory.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter covers research design, data and data source, research instrument, technique of collecting data, the data analysis and trustworthiness.

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

In this research, the researcher focuses on the analysis of the textbook content entitled "*When English Rings A Bell*". The researcher used qualitative content analysis in this research design since the study is concerned with the analysis of textbook material, particularly in the form of document books. As stated by Moleong (2004) research with the aim of understanding phenomena about what is happening to the research subject, such as behavior, perception, motivation, act, etc., holistically, in descriptive ways using various natural methods is known as qualitative research. Because the data for the study were taken from textbooks, content analysis was used to carry out the research.

As the data for the study were taken from textbooks, content analysis was used to carry out the research. According to Krippendorff (2004: 37), making reproducible and valid conclusions from texts (printed material, recorded voice, visual communications, works of art, artifacts) or other relevant material to the context of their use is a research technique known as content analysis.

This research is categorized as descriptive qualitative because it is aimed to know whether the English textbook meet the several aspect based on the good criteria of learning materials proposed by *Pusat Perbukuan*. The writer used the descriptive qualitative approach to analyze, interpret, and report the data that is described in the English textbook after using document analysis to obtain the data from the textbook. This type of analysis uses language to more objectively and precisely convey any detailed conclusion or opinion.

According to Wallen and Fraenkel (2001: 93), analyzing a document's written or visual content is known as content analysis. The process of breaking down, identifying, and analyzing the presence or relationships of words, word sense, characters, phrases, concepts, or common themes in written or recorded communication is known as content analysis.

Krippendorff (2004: 13) said that one of the most significant research methods in the social sciences could be content analysis. The data must be studied with these purposes in mind since, according to the content analysis, it does not represent physical events but rather texts, images, and expression that are intended to be viewed, read, understood, and used for their meanings. Content analysis differs from other research methodologies in that it examines texts in the settings of their uses. A technique for examining written, verbal, or visual communication messages is content analysis. It is well-known as a technique for document analysis.

Based on theory above, it can be concluded that content analysis is a method of analyzing written, verbal or visual communication messages, it can be told that content analysis is a method that can be used to analyze document. In this thesis, the researcher focuses on content analysis of "*When English Rings a Bell*" textbook

## **B. Data and Data Source**

Data is information, proof, or facts obtained via research that may be evaluated to increase knowledge and support a theory (Richard et al, 2002). The data of this research are the texts that contain the aspect of content, aspect of presentations, and aspect of language use and readability of English textbook entitled "*When English Rings A Bell*" published by Ministry of Education and Culture of Indonesia. Textbook is written by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulina Khatimah, 13 chapters and 234 pages.

Source of data may be people and their social conduct, events, documents, articles, and so forth. Moreover, Arikunto (2006:129) explains that the data resource is the source of the available data. The source of the data is also from the textbook that published by Ministry of Education and Culture of Indonesia entitled “*Bahasa Inggris: When English Rings A Bell*” for Eighth” Grade Student of Junior High School. The researcher focused on only one book and analyzes all the materials to find out the several aspect based on the good criteria of learning materials proposed by *Pusat Perbukuan*.

### **C. Research Instrument**

Based on Cohen (2000: 306) the roles of a qualitative researcher as a human instrument include defining the research question, choosing an informant as a source of data, compiling the data, evaluating the data's quality, analyzing the data, interpreting the data, and drawing conclusions about the findings.

Since this research uses people as its primary instrument, the researcher herself is considered its primary instrument. Checklist is the second tool. The section of the checklist is based on the standards developed by *Pusat Perbukuan* for textbook evaluation. The three main evaluation criteria on the checklist were aspects of content, the aspects of presentation, and the aspects of language use and readability.

### **D. Technique of Collecting Data**

The method the researcher uses for collecting the data is known as a data collection technique (Arikunto, 2002:136). In this study, the researcher used a documentary analysis as the technique of collecting the data. Documentary research is a great approach for analyzing and explaining social relations. Data based on the research question are gathered using document analysis in this study. According to Herdiansyah (2011), documentation is

one approach for gathering qualitative data that involves looking at or examining documents made by the research subject or by others.

In this research, the researcher uses some procedural steps to evaluate textbook. These steps include preparing the study, analyzing the textbook, and writing down the report (Ary, *et.al*, 2010: 458). The steps are described in the sections below.

#### 1. Specifying the Phenomenon to be investigated

To determine whether a certain English textbook meets the criteria for a good textbook as synthesized from the several aspects based on the good criteria of learning materials proposed by *Pusat Perbukuan* is the phenomenon to be explored in this textbook evaluation.

#### 2. Reading the Textbook

The researcher overviewed the contents of the book entitled *Bahasa Inggris: When English Rings a Bell for VIII Grade* to get the data.

#### 3. Identification

The researcher chose to modify the *Pusat Perbukuan* textbook evaluation system in order to develop coding categories. The categories are then used to evaluate the textbook, along with a straightforward tick-and-cross system for making assessments. There will also be additional qualitative descriptions provided to help the judgments make more sense. The instrument consists of three primary aspects and seven components that each contains a statement outlining the requirements for an excellent textbook.

#### 4. Analyzing the Textbook

The final step is to analyze the data using the *Pusat Perbukuan* checklist. The collected and categorized data are next subjected to analysis.

## E. The Data Analysis

In term of qualitative data analysis, Bodgan (1982) stated that data analysis is the process of methodically sifting through and organizing the interview transcripts, field notes, and other materials you gather in order to better understand them on your own and make your findings more understandable to others.

These steps were used in this study's data analysis, which went as follows:

1. Collecting the data from the data source and entering it into the checklist table to compare the textbook's contents to the standards for a good textbook suggested by *Pusat Perbukuan*
2. Classifying the textbook's materials into categories depending on the suitability of its aspects of content, the aspects of presentation, and the aspects of language use and readability.
3. Identifying the differences and similarities between the textbook's materials and those advised by *Pusat Perbukuan*. The textbook gets a tick and gets 1 point for meeting the criteria. On the other hand, the criterion that is not met is marked with a cross and gets 0 point.
4. Analyzing the textbook's content in light of the *Pusat Perbukuan* proposed standards for a good textbook to determine its value. The calculation's output is then utilized to evaluate the data and draw conclusions. The interpretations take the shape of narratives (Ary, 2010: 32).

Through several types of steps above, the researcher analyzed the data. The first step involved examining the reading materials in light of the characteristics of an excellent English textbook. The next step was to describe the findings in order to determine whether or not the textbooks met the standards for good English textbooks by *Pusat Perbukuan*. The researcher came to a final conclusion after qualitatively analyzing the findings.



The calculation of the data analysis's findings was provided to the textbook. This is accomplished by dividing the total number of criteria by the total number of criteria that are being met. The final step is to multiply it by 100% to get the total points. The formula of calculation used in the evaluation process is presented as follows:

$$Presentase = \frac{\Sigma x}{N} \times 100\%$$

$\Sigma x$  : The total of criteria which are fulfilled by textbook in each aspect

$N$  : The total number of criteria in each point.

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

**Table 2.1**  
**The conversion of fulfilled average into four proposed categories**  
*(Pusat Perbukuan, 2011)*

Range of fulfilled score	Categories
80% - 100%	Good
60% - 79%	Fair
50% - 59%	Sufficient
0% - 49%	Poor

#### **F. Trustworthiness**

There are certain methods that can be applied to qualitative research to improve the validity of the data. Whether it is recommended in a textbook or not, triangulation was used in this study. The researcher came to a final conclusion after qualitatively analyzing the findings. According to Lincoln & Guba, (1985) qualitative researchers are required to articulate evidence of four primary criteria to ensure the trustworthiness of the study's findings. There are credibility, transferability, dependability, and confirmability.

Further, below is the explanation of those four primary criteria to ensure the trustworthiness of the study's findings:

#### 1. Credibility

Credibility corresponds to the notion of validity in quantitative work but is more about internal validity. The credibility of qualitative data can be assured through multiple perspectives throughout data collection to ensure data are appropriate. This may be done through data, external investigator, triangulation; participant validation or member checks; or the rigorous techniques used to gather the data.

#### 2. Transferability

Transferability is like generalizability in quantitative; however, it is not generalizability. Transferability addresses the applicability of the findings to similar contexts or individuals not to broader contexts. Transferability can be achieved by a "thick description" of the findings from multiple data collection methods.

#### 3. Dependability

Dependability is like reliability in quantitative studies. Dependability can be ensured through rigorous data collection techniques and procedures and analysis that are well documented. Typically, an inquiry audit using an outside reviewer assures dependability. For students, this would be your committee.

#### 4. Confirmability

Confirmability is like objectivity in quantitative studies; however, objectivity is not necessarily critical for qualitative studies as long as personal biases are unpacked in the write-up. Unpacking personal bias can be accomplished by a bracketing interview or reflexivity. Confirmability of qualitative data is assured when data are checked and rechecked throughout data collection and analysis to ensure findings would likely be repeatable by others. Confirmability can be documented by a clear coding schema that identifies the codes and patterns identified in analyses. This technique is called an audit trail. It can also be ensured through

triangulation and member checking of the data as well as conducting a bracketing interview or practicing reflexivity to confront potential personal bias.

Based on the previously mentioned kinds of trustworthiness data, it means using a variety of techniques to determine the validity of the data and provide evidence of its validity. To ensure the validity of the data, the researcher made a decision using credibility through external validator. The researcher evaluated the data for validity using *Pusat Perbukuan's* evaluation of the textbooks. In order to ensure the validity of the data, the researcher used external validator. Mrs. Erna Rumiyaun, S. Pd., an English teacher in SMPN 6 Sukoharjo was chosen by the researcher as the validator because she is a PNS teacher who has been teaching English for a long time and also about 9 years of teaching using the textbook "*When English Rings a Bell*".

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the data analysis to answer the question mentioned in the research problem. The first part of this chapter is evaluating the English textbook “When English Rings A Bell” based on standard proposed by *Pusat Perbukuan*. The second part of this chapter is percentage of appropriateness of English textbook “When English Rings A Bell” in three major aspects namely content, presentation, also language use and readability.

#### **A. Research Findings**

The data that used by the researcher in this research is the English textbook *When English Rings A Bell* for VIII Grade written by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah, and published by Ministry of Education and Culture of Indonesia. This textbook was developed based on 2013 curriculum which contains 13 chapters and 234 pages. Those chapters are: It’s English Time; We can do it, and we will do it; We know what to do; Come to my birthday, please!; I’m so happy for you; Our busy road; My uncle is a zookeeper; What are you doing?; Bigger is not always better; When I was a child; Yes, we made it!; Don’t forget it, please!; and We got a lot of histories.

#### **1. The analysis of English textbook evaluation proposed by *Pusat Perbukuan*.**

The instrument for English textbook evaluation consists of three major aspect namely content, presentation, also language use and readability. Those criteria are divided into several sub-aspects. The data from the textbook that has been analyzed is presented below.

**a. Aspect of content**

This section discusses the relevancy between the reading materials from the textbook and the aspects of contents that were taken from the *Pusat Perbukuan*. There are six points require to be assessed based on the criteria.

**Table 3.1**

**The Checklist of Content Appropriateness Aspect**

Aspect	No.	Criteria	Fulfillment (0-1)
The conformity between reading materials and curriculum	1	Interpersonal text: the textbook must contain interpersonal texts related to learners' daily life in the form of invitation, request, compliment, congratulation, and agreement.	1
	2	Transactional text: the textbook must contain transactional texts which gives learners opportunities to asking for and giving goods, offering and refusing something/ services/ information/ opinions related to learners' daily life and other subject matters.	1
	3	Functional text: the textbook must contain functional texts monologue which are explored to improve learners' listening, speaking, reading, and writing in the form of invitation, advertisement, short message, as well as descriptive, narrative, and recount.	1
Kind of genres found in the reading materials.	4	In learning every types of text, a textbook must require learners to explore quite many types of text which are relevant to learners' daily life.	1

The arrangement of reading materials based on the level of difficulty.	5	The reading materials must be arranged from easy to difficult materials.	1
Reading tasks which are given to develop students' ability.	6	The text should develop the learners' communication skills by using accurate and appropriate language based on the communicative context.	1
The reading materials which are supporting life skills	7	Personal skill: knowing the strength and weaknesses of his own and other and improving himself as an autonomous learner and social creature	1
	8	Social skill: being cooperative, tolerant, appreciating gender equality, promoting peace, and being anti-violence in communicating and interact with other.	1
	9	Academic skill: exploring and using information, solving the problem, and make a decision.	1
	10	Vocational skill: include the ability, attitude, and skills needed to do certain job/ occupation.	0
The reading materials which are consider about the aspects of gender, religion, and race.	11	A textbook lead the learners to appreciate cultural diversity and plural society including cultural values as well as local, national, and global contents.	1
	12	A textbook lead the learners to be aware of the local potential and equity in order to promote local and national potential and equity.	1
	13	The learners to appreciate democratic values which are relevant to the local socio cultural context	1

	14	A textbook lead the learners to comprehend nationality insight to promote the sense of belonging to the motherland, nation, and country.	1
<b>Total fulfillment</b>			<b>13</b>
<b>Average score</b>			$\frac{13}{14} \times 100\%$ = <b>92.85 %</b>

The textbook fulfilled thirteen out the fourteen proposed criteria. Using the fulfillment criteria, the textbook got 92.85%. This sub-aspect had fourteen items the fulfillments of which were explained as follows:

#### 1) Interpersonal text

The textbook has 13 chapters. Not all of the chapters contain interpersonal text. There were 2 chapters discussed about interpersonal text. In chapter 1 page 2, *asking for my friends' attention, checking understanding, show my appreciation to my friends.*

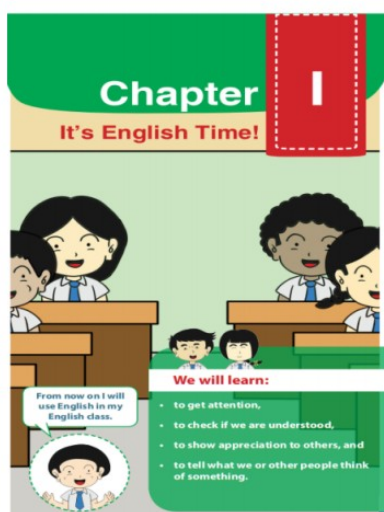


Figure 1. Example of Interpersonal Text

In chapter 4 page 45, *give and respond to instruction, give and respond to invitation, give and respond to prohibition, and ask for permission*. Moreover, the textbook met the criterion in fulfill the interpersonal text.

## 2) Getting things done through transactional text

From 13 chapters, the lesson about transactional texts was quite a lot that there were 6 chapters. In chapter 2 page 19, *stating and asking if we can do something and stating if we will do something*. In chapter 4 page 45, *asking and giving prohibition and permission*. In chapter 7 page 85, *communicate states and events that happen routinely or as general truths in order; appreciate the nature, show our pride of something, and giving good and bad sample*. In chapter 8 page 101, *communicate states and events in progress; sharing information with other*. In chapter 9 page 119, *compare people, animals, and things; showing their difference, to be proud of them, praise them, and to criticize them*. And in chapter 10 page 141, *communicate states and events in the past; sharing information with other*. A half of all chapters in this textbook contain transactional text. In sum, the textbook met the criterion in contain the transactional text.

## 3) Functional text

From 13 chapters, there were 3 chapters discussed about functional texts. In chapter 5 page 67, *greeting card*; chapter 9 page 167, *recount text*; and chapter 12 page 197, *short messages and notices*. In short, this English textbook contains some functional text. So, the textbook met with this criterion.







*Figure 2. Greeting Card*

#### 4) Kind of genres


This textbook has required learners to express quite many types of text of various genres in form of functional texts and monologues which are relevant to learners' daily life. Descriptive was covered in chapter 7 and recount was presented in chapter 11. To explore descriptive text, the learners were given a text and many monologues texts about description of people/ things. The learners were given some texts about animals in page 88.




Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.  
(Adopted from *The Little Animal Encyclopedia*)



Tigers are the biggest of all cats. They live in the grasslands and forests. Their striped coat gives them good camouflage when they hunt. They love meat to eat.  
(Adopted from *The Little Animal Encyclopedia*)



Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.  
(Adopted from *The Little Animal Encyclopedia*)



Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkeys eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.  
(Adopted from *The Little Animal Encyclopedia*)

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*Figure 3. Descriptive Text*

To explore recount text, the learners were given some monologues about Edo's experiences in making garden benches with his brother and his experience in winning the classroom competition in page 178-179. The learners were also asked to produce the similar kind of texts and monologues above both oral and written. In conclusion, this English textbook has met the fourth criterion in this sub-aspect.

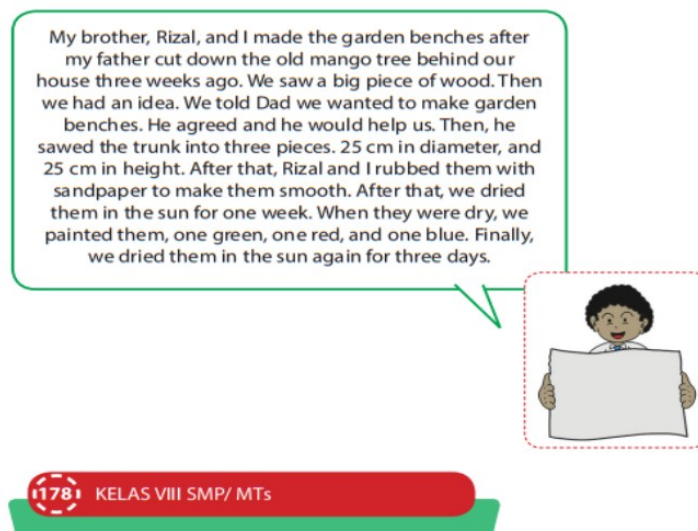


Figure 4. Recount Text

- 5) From the data, it can be also seen that the reading materials in the early units started with simple texts with simple context and circumstances. After that, their level became more complex. For instance, in the materials of first semester learn about simple sentence like *to get attention, to show appreciation to others, make a greeting card and invitation*. But the materials of second semester learn about text or paragraph, like descriptive was covered in chapter 7 and recount was presented in chapter 11. In conclusion, these data showed that the reading materials were arranged based on the level of difficulty.
- 6) In general, the language used within each model text (interpersonal, transactional, and functional) had no significant mistakes in term of grammar and vocabulary. Every single text used correct grammar and vocabulary according to the context. It provides in chapter 10 with theme “When I was a child”, the textbook using past tense in telling story. So, this textbook can develop the learners’ communication skills by using accurate and appropriate language based on the communicative context.

### 7) Personal skill

The textbook has facilitated the learners to developing their personal skill. It generally helped the learners to know their strengths and weakness to improving himself as an autonomous learner. This could be seen in the end of every chapter. There is feature named *My Journal*. *My Journal* was asked learners to evaluate their own learning. By doing so, learners were encouraged to be responsible for the progress of their learning.

**My Journal**

I have just learnt to

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The activities I like most were

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The activities I found most difficult were

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What I need to do better is/are

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*Figure 5. My Journal*

#### 8) Social skill

Generally, the textbook has promoted the values of cooperation, tolerance and anti-violence, and promotion of gender equality in communicating with others. The values of being cooperative in the textbook could be seen almost all of chapter. This textbook contains so many instructions to work in pairs or groups. For example, in observing and questioning in chapter 11 page 129, the learners were asked to work in groups to complete the sentences. The textbook has promoted the values of peace and anti-violence in communicating and interact with others. It could be seen in all of lesson on an interpersonal and transactional texts or dialogues. The principle of peace and anti-violence was realized through using the politeness as well when interacting with others. In term of the promotion of gender equality, the textbook has attempted to do so by portraying man and woman equally. It could be seen in chapter 1, the textbook used many characters man and woman in classroom. In conclusion, the textbook has met the fourth criterion of values of cooperation, tolerance and anti-violence, and promotion of gender equality.

#### 9) Academic skill

The textbook has guided the learners to acquire some academic skill of gaining and making use of given information to solve the problem and make decisions with regard to a certain scientific work. For example in chapter 7 page 89, the learners were asked to describe the animals. To facilitated learners' understanding, there were some pictures provided. In the term of ability to solve the problem, the textbook has facilitated learners to do so. It could be seen in chapter 9 in observing and questioning activity page 129. The learners were asked to complete the sentences. To accomplish this task, learners need to understand the linguistic features of it. In term of making decision was found in chapter10 page 159 which the

learners were asked to write the statements about Dayu in the past and present in two columns. In conclusion, the textbook has met the fifth criterion of academic skill.

10) Vocational skill

The textbook has not guided the learners to have ability, attitude, and skill needed to do a certain job or occupation. So the textbook has not facilitated the learners to develop their vocational skill.

11) Appreciation towards cultural diversity and plural society

The textbook has attempted to facilitating learners to appreciate towards cultural diversity and plural society. It could be seen from the characters in textbook. The characters are from different background to improve learners' cross-cultural understanding towards different culture. In short, the textbook has fulfilled the criterion of appreciation towards cultural diversity and plural society.

12) Awareness towards the local and national potential aspect

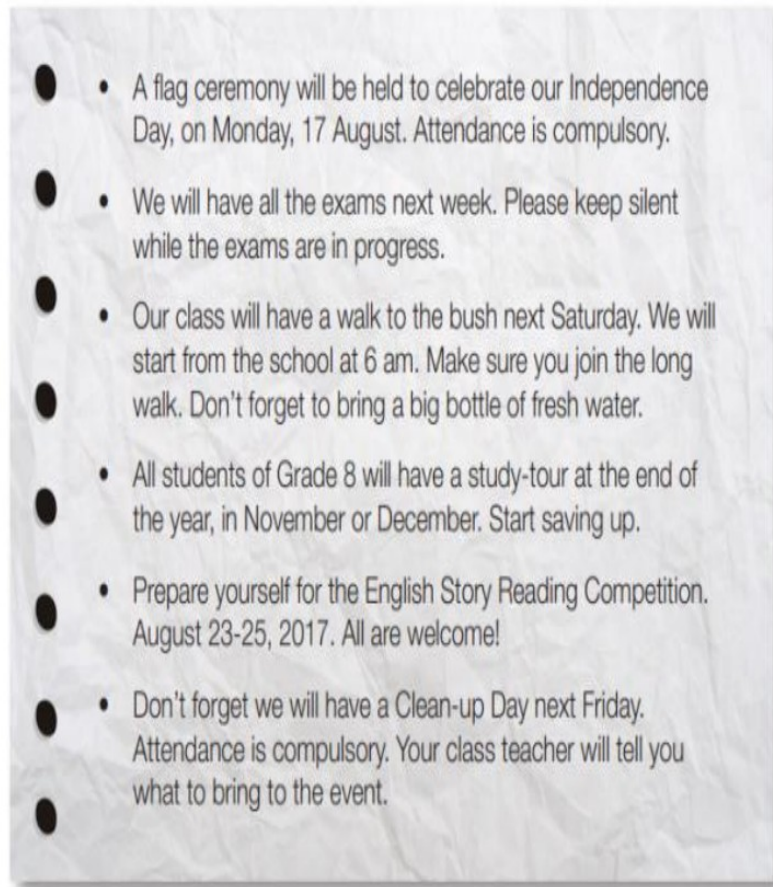
Generally, the textbook has promoted the awareness towards local and national potential society. In could be seen in chapter 4, there is text or dialogue or monologue discussed about local or national potential which is *batik*.

13) Appreciation towards democratic values

The textbook has promoted appreciation towards democratic values which are relevant to the local socio-cultural context. It was reflected by group work activities enabling the learners to take parts in group discussion and to contribute equally in task completion. The group work could be found in almost all of chapter in the textbook.

#### 14) Comprehension towards nationality insight

The textbook has met the criterion of promoting learners' nationality. It could be seen in chapter 12, there is a text discussed about Indonesia Independence Day.



*Figure 6. Text for promoting learners' nationality*

### b. Aspect of Presentation

This section discusses the relevancy between the reading materials from the textbook and the aspects of presentation that were taken from the *Pusat Perbukuan*. There are several points require to be assessed based on the criteria.

**Table 3.2**

#### **The Checklist of Presentation Appropriateness Aspect**

<b>Aspect</b>	<b>No.</b>	<b>Criteria</b>	<b>Fulfillment (0-1)</b>
Learning purpose which stated explicitly and lead to mastery of communication competence	1	In the beginning of the textbook or chapter which contains the aim of the textbook, the organization of the textbook, the preferred learning style, and the other elements which are considered essential for students.	1
The presentation of each chapter reflects the coherence	2	There is coherence and unity of ideas in the messages and materials presented among unit, sub-unit, paragraph, and sentence.	0
The conformity between tasks and materials.	3	The materials and tasks are presented in the form of texts, communicative acts, illustrations, and symbols which should be made balance in each unit.	1
The presentation of each chapter engaging students to communicate using English actively.	4	The teaching materials encourage students to interact in English with their peers, teachers, and other adults.	1
The presentation of each chapter supporting students to reflect and evaluate themselves.	5	The materials encourage the students to know their success and lacks in doing learning activities and in communication	1
<b>Total fulfillment</b>			<b>4</b>
<b>Average score</b>			$\frac{4}{5} \times 100\%$ = 80 %



The textbook fulfilled four out of the five proposed criteria. Using the fulfillment criteria, the textbook got 80%. This sub-aspect had five items the fulfillments of which were explained as follows:

- 1) This English textbook had an introduction part in every chapter which contains the aim of the textbook, the organization of the textbook, the preferred learning style, and the other elements which are considered essential for students.
- 2) In this textbook, there was no coherence and unity of ideas among units. This was because one chapter and another share different topics. The topics included: *It's English time; We can do it, and we will do it; We know what to do; Come to my birthday, please!; I'm so happy for you; Our busy roads; My uncle is a zookeeper; What are you doing?; Bigger is not always better; When I was a child; Yes, we made it!; Don't forget it, please!; and We got a lot of memories.*
- 3) Each chapter in this textbook was presented in balance of form of texts, communicative acts, symbols, and illustrations. The communicative activities covered producing oral and written interpersonal and transactional texts. The communicative were performed individually and in groups or pairs. The relevant illustrations accompanied the corresponding model texts and the communicative activities. It can be provided in chapter 7 "*My uncle is zookeeper*". The chapter is talk about animals, so the illustration is also animals and zoo. So, the textbook has met the criterion of the balance presentation among units.

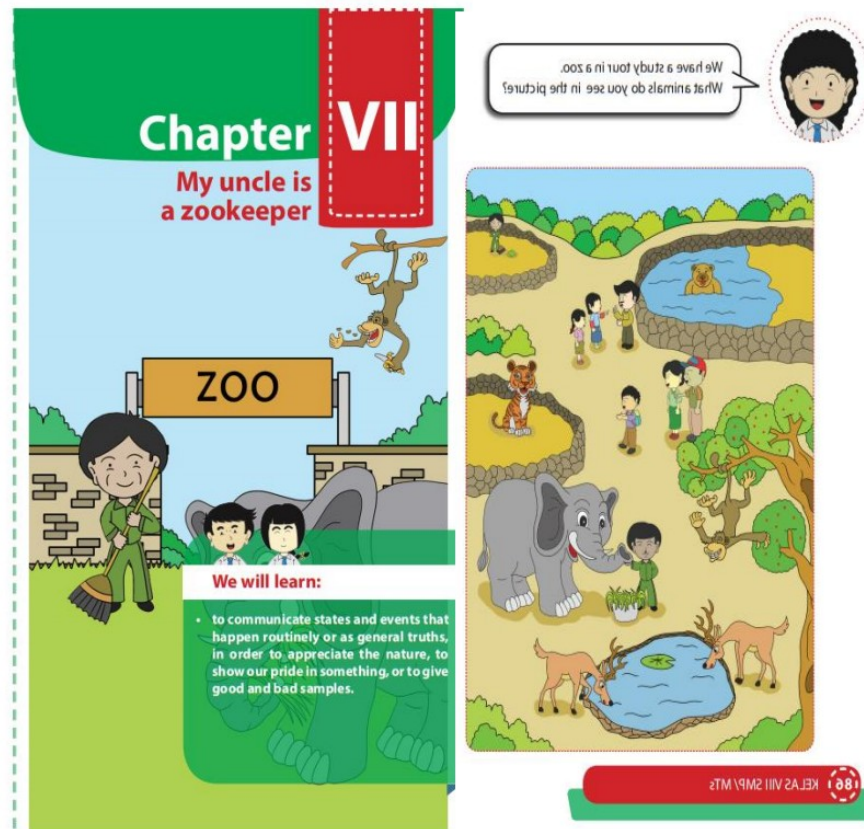



Figure 7. Chapter VII

- 4) The textbook has facilitated the learners to have interactions with their classmate as well as their teacher in English. This could be seen from the group and pair work tasks provided in every chapter. In term of interacting among learners, the textbook has facilitated learners in accomplishing pair or group work activities. For example in chapter 8 page 104 which required the learners to discuss to write ten sentence about the ten activities, this tasks should be done in groups. So, the textbook has facilitated learners to have interactions with their pairs, groups, teacher, and whole class activities.

 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.			


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Figure 8. Group and pair work tasks

- 5) The textbook has promoted learners to know their success and lacks in doing learning activities and in communication through the *My Journal* section given in the end of the chapter. In *My Journal* section, learners were asked to explain what they just learned, the activities they like the most, the activities they found the most difficult, and what they need to do for the better in handwriting form. In conclusion, the textbook has met the criterion of guidance to know students' success and lacks.

**My Journal**

I have just learnt to

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The activities I like most were

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The activities I found most difficult were

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What I need to do better is/are

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*Figure 9. My Journal*

### c. Aspect of Language Use and Readability

This section discusses the relevancy between the reading materials from the textbook and the aspects of Language Use and Readability that were taken from the *Pusat Perbukuan*. There are several points require to be assessed based on the criteria.

**Table 3.3**

#### The Checklist of Language Use and Readability Appropriateness

##### Aspect

Aspect	No.	Criteria	Fulfillment (0-1)
The standard of English language use according to the language rules.	1	Grammar accuracy: the message delivered in each unit must be relevant to correct English grammar.	1
The use of English which is appropriate with needs of communication learning.	2	The language used in each explanation and instruction must be relevant to learners' cognitive development	1
	3	The language used in each unit must be relevant to teenagers' socio-emotional condition.	1
The presentation of paragraphs which are presented effectively by considering coherences and cohesiveness	4	The messages and materials presented in each unit, sub-unit, paragraph, or sentence must reflect the coherence of meaning.	1
The use of illustrations which are functional and relevant with the materials	5	The illustrations should match with the theme or materials, so it can help the students understand the materials or imagine something better.	1
<b>Total fulfillment</b>			<b>5</b>
<b>Average score</b>			$\frac{5}{5} \times 100\%$ <b>= 100 %</b>

The textbook fulfilled five out of the five proposed criteria. Using the fulfillment criteria, the textbook got 100%. This sub-aspect had five items the fulfillments of which were explained as follows:

1) The texts presented in this textbook were relevant to correct English grammar. There are no significant errors that found since the textbook has been reviewed by other expert. So, the textbook has met the fourth criterion in grammar accuracy.

2) Relevance towards students' cognitive development

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





3) Relevance towards students' socio-emotional condition

Several chapters in the textbook have relevant to learners' socio-emotional condition. Where the learners were asked to do task relevant to their daily life e.g. making a greeting card, writing a notebook, composing a short message and reading and singing songs. In short, the textbook has employed language within their emotional condition.

4) The coherence and unity of ideas on each unit

The textbook has fulfilled the criterion of coherence and unity of ideas presented in each unit. For instance, it could be seen in chapter 7 page 85 with topic *My Uncle is a Zookeeper*. In this chapter, the text used a model was about zookeepers' activities. In short, the textbook has met the criterion of coherence and unity of materials presented in each unit since the materials were relevant to the topic being discussed.

- 5) In the textbook, it was found that almost every page was illustrated with pictures, images or other illustrations. For instance in chapter V to make greeting card, there are several figures of greeting card. Then in the chapter VII about descriptive text. In this chapter, if the text is described elephant, there is a picture of elephant too. So it can help the students understand the materials or imagine something better.

 <p>Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants. <small>(Adapted from The Little Animal Encyclopedia)</small></p>	 <p>Tigers are the biggest of all cats. They live in the grasslands and forests. Their striped coat gives them good camouflage when they hunt. They love meat to eat. <small>(Adapted from The Little Animal Encyclopedia)</small></p>
 <p>Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate. <small>(Adapted from The Little Animal Encyclopedia)</small></p>	 <p>Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkeys eat plants, birds' eggs, small animals, and insects. Most of them live in the forest. <small>(Adapted from The Little Animal Encyclopedia)</small></p>

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Figure 10. Descriptive Text

## 2. The percentage analysis of English textbook evaluation

The data findings shows the appropriateness of English textbook *When English Rings A Bell* for eighth grade students in terms of contents, presentation, also language use and readability proposed by *Pusat Perbukuan*. The total amount of the evaluation was 91.66%.

**Table 3.4**  
**The summary of textbook evaluation**

No.	Aspect	Fulfillment	Criteria
1	Content	92.85%	Good
2	Presentation	80%	Good
3	Language Use & Readability	100%	Good
<b>Average</b>		<b>91.66%</b>	<b>Good</b>

Based on the data presented on the table 3.4, the textbook is categorized “Good” by achieving 91.66%. From the three proposed aspects, all aspects could be classified as “good”.

## B. Discussion

In the section of discussion, the researcher wants to discuss the research findings to the others references. According to *Pusat Perbukuan*, English textbook should fulfill the criteria which consist of three main aspects which are content, presentation, also language use and readability. It is important to know the appropriateness of English textbook *When English Rings A Bell* for second grade of Junior High School, because the textbook is from our Ministry of Education and Culture of Indonesia and the researcher will identify the content of the textbook based on the criteria from *Pusat Perbukuan*. Which is the *Pusat Perbukuan* is the institution which evaluates the properness and also the suitability of textbook.

*Pusat Perbukuan* has an evaluation process in form of a rubric assessment to evaluate the properness and also the suitability of a textbook. The instruments are actually based on *KTSP* (School-based Curriculum).



However, with some modifications, it can be applied to evaluate 2013 curriculum-based English textbooks, since both curriculum apply genre-based approach.

The criteria that be evaluated in this research is propose by *Pusat Perbukuan*, there are aspect of content, aspect of presentation, also aspect of language use and readability. From the research findings, related to the aspect of content, the textbook is lacking one of supporting life skills namely vocational skill. For this aspect, the textbook had got 92.85%. This fulfillment indicated that the textbook is good in this aspect. Related to the aspect of presentation, the textbook is lacking the coherence and unity of ideas in the messages and materials presented among unit, sub-unit, paragraph, and sentence. For this aspect, the textbook had got 80%. This fulfillment indicated that the textbook is good in this aspect. Related to the aspect of language use and readability, there is no lacking in the textbook. For this aspect, the textbook had got 100%. This fulfillment indicated that the textbook is good in this aspect.

Based on the analysis of data, the researcher makes the conclusion whether appropriateness of English textbook *When English Ring A Bell* for second grade of Junior High School in terms of content, presentation, also language use and readability is *good* criteria because the findings shows that percentage of evaluation was 91.66%.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter dealing with the conclusion to answer the problem statement formulated in Chapter I and the suggestion for everyone who is directly connected with the English textbook.

#### **A. Conclusion**

This research evaluated an English textbook entitled *When English Rings A Bell* for second grade of junior high school by employing a descriptive qualitative method. The objective of this research is to explain the appropriateness of content, presentation, also language and readability determined by *Pusat Perbukuan*.

Based on the research finding and analysis that have been done, the researcher conclude that English textbook entitled *When English Rings A Bell* for second grade of junior high school is categorized as “good” by achieving average score 91.66% out of three proposed criterion. All criteria could be classified as “good” namely aspect of content that achieved 92.85%, aspect of presentation achieved 80% and the aspect of language use and readability achieved 100%.

From this result the reading materials in *When English Rings Bell*, an English textbook published by *Kemendikbud*, can be recommended as a media for teaching and learning activity. The other reason is from any illustration in the textbook. It is makes very interesting for the learners. The sentences are also simple and easy to understand with clear instruction in every activity.

## B. Suggestion

Finally, from the finding and conclusion of this study, the researcher realizes that there are no perfect learning materials in the world. But, the finding of this study may give a broader overview to everyone toward the importance of using ideal learning materials from a good textbook that will take some effects of students understanding and progress in teaching learning. Hopefully, this research can give a reference to select suitable English textbook in term of three aspects of good materials by *Pusat Perbukuan*. For English textbook authors, it is hoped that in arranging a textbook, they will present materials and exercises which are appropriate with the ideal textbook materials. The researcher is aware that this study is still far from perfection. Therefore, in order to make be better future study related to writing exercise, here some recommendations that it is necessary to consider:

1. The object of the study need to be broadened. Possibly, we can conduct a research related to reading materials whose object covers students of junior until senior high school in order to be a comparative study.
2. A study of a method on how to arrange ideal reading materials also needs to be conducted.
3. A study of analyzing the use of printed media such as newspaper, magazines as material of reading materials will be a new challenge for a new researcher.
4. A study of investigating teachers' competence on giving learning materials to their students also needs to be conducted.
5. The result of this study may give positive advantages to teacher, students, readers, English textbook authors and the writer personally.

Based on the research finding and conclusion above, the researcher wants to offer some suggestions for the teachers, students, and other researcher who are directly related with English textbook. The suggestion as follow:

1. Teacher

Selecting an English textbook should be done with more attention by teachers. The instructor might consider using other books as sources.

2. Students

Students must seek out additional sources to support their learning process since they are critical learners.

3. Further Researcher

This researcher is interested in conducting a content study of the junior high school English textbook for the second grade. Future content analysis research will focus on the same issues and produce more valuable findings. The checklists used by the researcher to evaluate additional English textbooks that were created based on the 2013 curriculum may also be utilized by researchers who are interested in evaluating textbooks, or they may be modified to produce more thorough results.

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# APPENDICES

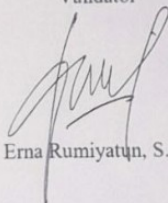


## Appendix 1. Validator Sheet

**VALIDATION**

The thesis data of Lia Wulansari (16.32.2.1.141) entitled "A CONTENT ANALYSIS OF READING MATERIALS ON "*WHEN ENGLISH RINGS A BELL*" TEXTBOOK FOR THE EIGHTH GRADE JUNIOR HIGH SCHOOL" has been validated by Erna Rumiyaatun, S. Pd., in:

Day : Friday  
Date : 9<sup>th</sup> June 2023

Sukoharjo, 9 Juni 2023  
Validator  
  
Erna Rumiyaatun, S. Pd.

## Appendix 2 Validator Checklist

ASPECT OF CONTENT				
Aspect	No.	Criteria	Fulfillment by researcher (0-1)	Fulfillment by validator (0-1)
The conformity between reading materials and curriculum	1	Interpersonal text: the textbook must contain interpersonal texts related to learners' daily life in the form of invitation, request, compliment, congratulation, and agreement.	1	1
	2	Transactional text: the textbook must contain transactional texts which give learners opportunities to asking for and giving goods, offering and refusing something/ services/ information/ opinions related to learners' daily life and other subject matters.	1	1
	3	Functional text: the textbook must contain functional texts monologue which are explored to improve learners' listening, speaking, reading, and writing in the form of invitation, advertisement, short message, as well as descriptive, narrative, and recount.	1	1
Kind of genres found in the reading materials.	4	In learning every types of text, a textbook must require learners to explore quite many types of text which are relevant to learners' daily life.	1	1
The arrangement of reading materials based on the level of difficulty.	5	The reading materials must be arranged from easy to difficult materials.	1	1
Reading tasks which are given to develop students' ability.	6	The text should develop the learners' communication skills by using accurate and appropriate language based on the communicative context.	1	1
The reading materials which are supporting life skills	7	Personal skill: knowing the strength and weaknesses of his own and other and improving himself as an autonomous learner and social creature	1	1

	8	Social skill: being cooperative, tolerant, appreciating gender equality, promoting peace, and being anti-violence in communicating and interact with other.	1	1
	9	Academic skill: exploring and using information, solving the problem, and make a decision.	1	1
	10	Vocational skill: include the ability, attitude, and skills needed to do certain job/ occupation.	0	0
The reading materials which are consider about the aspects of gender, religion, and race.	11	A textbook lead the learners to appreciate cultural diversity and plural society including cultural values as well as local, national, and global contents.	1	1
	12	A textbook lead the learners to be aware of the local potential and equity in order to promote local and national potential and equity.	1	1
	13	The learners to appreciate democratic values which are relevant to the local socio cultural context	1	1
	14	A textbook lead the learners to comprehend nationality insight to promote the sense of belonging to the motherland, nation, and country.	1	1
Total Percentage			13 92.85 %	13

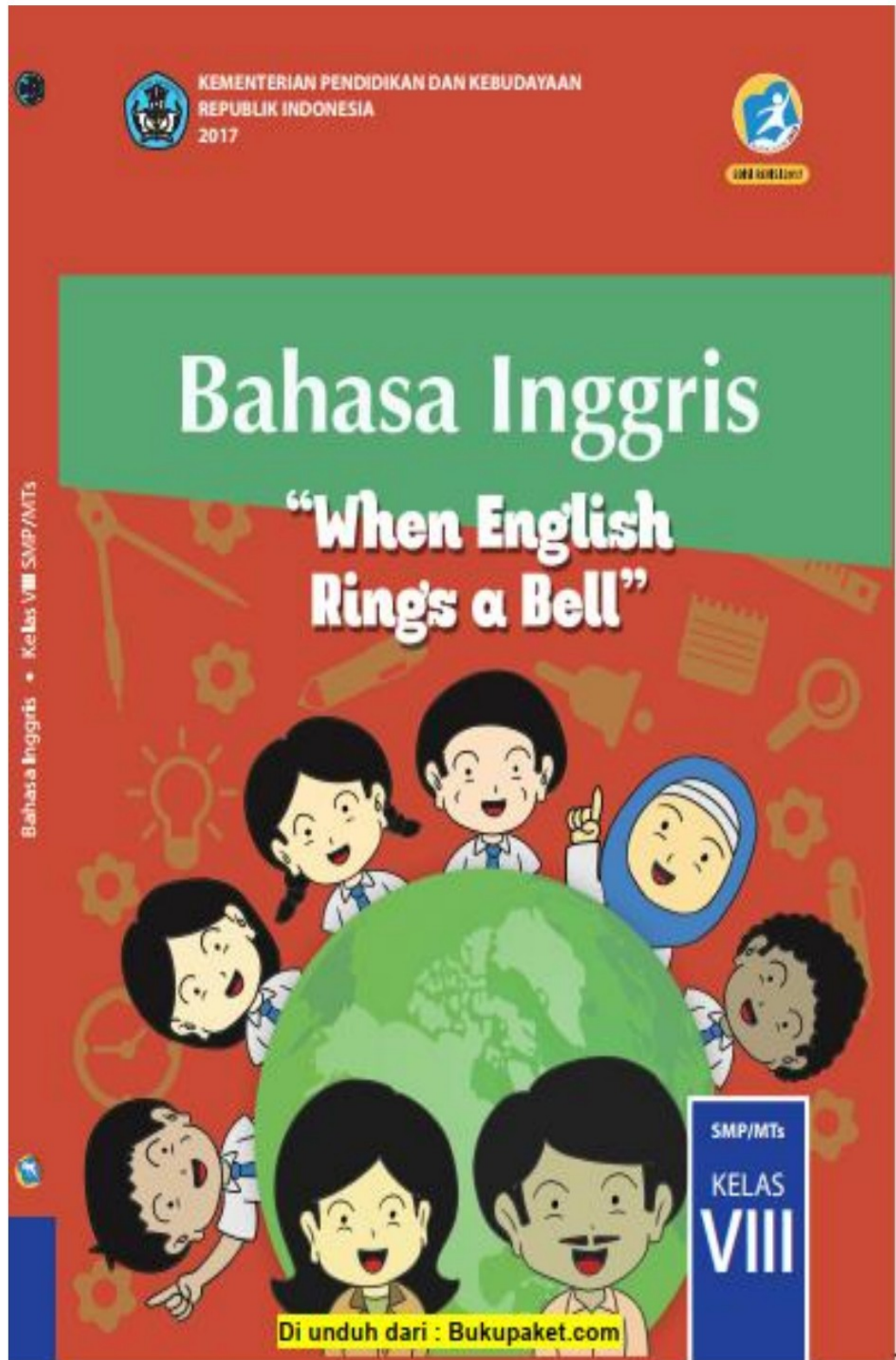
## ASPECT OF PRESENTATION

Aspect	No.	Criteria	Fulfillment by researcher (0-1)	Fulfillment by validator (0-1)
Learning purpose which stated explicitly and lead to mastery of communication competence	1	In the beginning of the textbook or chapter which contains the aim of the textbook, the organization of the textbook, the preferred learning style, and the other elements which are considered essential for students.	1	1
The presentation of each chapter reflects the coherence	2	There is coherence and unity of ideas in the messages and materials presented among unit, sub-unit, paragraph, and sentence.	0	0
The conformity between tasks and materials.	3	The materials and tasks are presented in the form of texts, communicative acts, illustrations, and symbols which should be made balance in each unit.	1	1
The presentation of each chapter engaging students to communicate using English actively.	4	The teaching materials encourage students to interact in English with their peers, teachers, and other adults.	1	1
The presentation of each chapter supporting students to reflect and evaluate themselves.	5	The materials encourage the students to know their success and lacks in doing learning activities and in communication	1	1
Total Percentage			4 80%	4

## ASPECT OF LANGUAGE USE AND READABILITY

Aspect	No.	Criteria	Fulfillment by researcher (0-1)	Fulfillment by validator (0-1)
The standard of English language use according to the language rules.	1	Grammar accuracy: the message delivered in each unit must be relevant to correct English grammar.	1	1
The use of English which is appropriate with needs of communication learning.	2	The language used in each explanation and instruction must be relevant to learners' cognitive development	1	1
	3	The language used in each unit must be relevant to teenagers' socio emotional condition.	1	1
The presentation of paragraphs which are presented effectively by considering coherences and cohesiveness	4	The messages and materials presented in each unit, sub-unit, paragraph, or sentence must reflect the coherence of meaning.	1	1
The use of illustrations which are functional and relevant with the materials	5	The illustrations should match with the theme or materials, so it can help the students understand the materials or imagine something better	1	1
Total Percentage			5 100%	5

## English Textbook



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I. Judul

420

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**DESKRIPSI INSTRUMEN**  
**PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS**  
**SEKOLAHMENENGAH PERTAMA/MADRASAH TSANAWIYAH**

**I. KOMPONEN KELAYAKAN ISI**

Komponen kelayakan isi mencakup tiga sub-komponen, yaitu kesesuaian uraian materi dengan SK dan KD, keakuratan materi, dan materi pendukung pembelajaran.	
<b>A.</b>	<b>KESESUAIAN URAIAN MATERI DENGAN SK DAN KD</b>
<b>1.</b>	<b>KELENGKAPAN MATERI</b>
	<b>a. Jenis Teks Interpersonal</b>
	<p><b>Deskripsi:</b></p> <p>Buku teks pelajaran wajib berisi dan menuntut peserta didik mengeksplorasi sekurang-kurangnya teks-teks interpersonal pendek dan sederhana yang terkait dengan kehidupan peserta didik sehari-hari, untuk memberikan kesempatan kepada peserta didik untuk memahami dan menghasilkan ungkapan-ungkapan dalam menunaikan fungsi-fungsi komunikasi antarpribadi, secara lisan dan tertulis, untuk berinteraksi dengan lingkungan terdekatnya. Secara rinci, cakupan materi pada masing-masing kelas adalah sebagai berikut:</p>
	<p><b>Kelas VII</b></p> <p>Sapaan terhadap orang yang sudah/belum dikenal, perkenalan diri sendiri dan orang lain, ucapan terima kasih, permintaan maaf, ungkapan kesantunan, dsb.</p>
	<p><b>Kelas VIII</b></p> <p>Undangan, ajakan, pujian, ucapan selamat, ucapan persetujuan, dsb.</p>
	<p><b>Kelas IX</b></p> <p><b>Ungkapan menunjukkan dan meminta perhatian, kekaguman, dsb.</b></p>
	<b>b. Jenis Teks Transaksional</b>



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

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

<b>B.</b>	<b>KEAKURATAN MATERI</b>	
<b>3.</b>	<b>Fungsi sosial</b>	
	<p><b>Deskripsi:</b></p> <p>Teks-teks yang diberikan di dalam buku maupun hasil eksplorasi peserta didik diarahkan pada pencapaian fungsi sosial yang terkait dengan kehidupan sehari-hari.</p> <ol style="list-style-type: none"> <li>(1) Komunikasi interpersonal: untuk menjalin hubungan antarpribadi (melalui teks-teks interpersonal). Kedalaman materi masing-masing fungsi sosial minimal sesuai dengan cakupan di Kelas I, II, dan III.</li> <li>(2) Komunikasi transaksional: meminta/memberi jasa/barang/fakta/pendapat, yang terkait dengan kehidupan peserta didik sehari-hari serta mata pelajaran lain, secara lisan dan tertulis.</li> <li>(3) Komunikasi fungsional: memerankan fungsi khusus dalam teks fungsional pendek dan monolog yang terkait dengan masing-masing jenis teks berikut: <ol style="list-style-type: none"> <li>(a) <i>Recount</i> berfungsi memaparkan pengalaman pribadi seperti cerita sukses, biografi, pengalaman tak terlupakan, proses kejadian, dsb.</li> <li>(b) <i>Narrative</i> berfungsi menghibur dan mengajarkan nilai-nilai luhur.</li> <li>(c) <i>Procedure</i> berfungsi memberikan petunjuk mengerjakan atau melakukan sesuatu, seperti instruksi melaksanakan tugas, manual, resep, peringatan, dsb.</li> <li>(d) <i>Descriptive</i> berfungsi memerikan, mengidentifikasi, membedakan, menawarkan, memuji, mengkritik, dsb., benda/orang/binatang.</li> <li>(e) <i>Report</i> berfungsi memaparkan kebenaran umum tentang orang/benda/binatang, termasuk jenis, definisi, dan ciri-ciri umum, seperti yang banyak dimuat dalam sumber-sumber pengetahuan umum, antara lain buku teks, ensiklopedi, dsb.</li> </ol> </li> </ol>	
<b>4.</b>	<b>Unsur dan Struktur Makna</b>	
	<p><b>Deskripsi:</b></p> <p>Teks-teks yang diberikan di dalam buku teks maupun hasil eksplorasi peserta didik diarahkan pada pengembangan kemampuan berpikir runtut dan sistematis.</p> <ol style="list-style-type: none"> <li>(1) Dalam teks-teks interpersonal dan transaksional, unsur-unsur ini minimal meliputi kegiatan interaktif yang terdiri atas inisiasi/prakarsa berkomunikasi dan respon berupa permintaan dan pemberian informasi/barang/jasa.</li> </ol>	

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

*Bahan ajar (teks, tabel, gambar, lampiran, dll.) diambil dari sumber-sumber yang mutakhir tentang topik yang dibahas.*

<b>7.</b>	<b>Pengembangan kecakapan hidup</b>
	<p><b>Deskripsi:</b></p> <p>Teks dan tindak komunikatif memotivasi peserta didik untuk melakukan beberapa hal untuk pengembangan kecakapan hidup, sbb.:</p> <ul style="list-style-type: none"> <li>(a) kecakapan personal: mengenal kelebihan dan kekurangan diri sendiri dan orang lain, serta mengembangkan diri sebagai pribadi mandiri, makhluk sosial, dan makhluk ciptaan Tuhan;</li> <li>(b) kecakapan sosial: bekerjasama, toleran, menghargai kesetaraan jender, perdamaian, dan anti kekerasan dalam berkomunikasi dan berinteraksi dengan orang lain;</li> <li>(c) kecakapan akademik: menggali dan memanfaatkan informasi, menyelesaikan masalah, dan membuat keputusan dalam kerja ilmiah;</li> <li>(d) kecakapan vokasional: memiliki kemampuan, sikap, dan keterampilan yang diperlukan untuk melakukan pekerjaan/profesi tertentu.</li> </ul>
<b>8.</b>	<b>Pengembangan wawasan kebhinekaan</b>
	<p><b>Deskripsi:</b></p> <p>Teks dan tindak komunikatif memotivasi peserta didik untuk melakukan beberapa hal untuk pengembangan sikap kebhinekaan, sbb.:</p> <ul style="list-style-type: none"> <li>(a) penghargaan terhadap keanekaragaman budaya dan kemajemukan masyarakat, yang meliputi berbagai nilai budaya dan kearifan lokal, nasional, dan global;</li> <li>(b) kesadaran akan potensi dan kekayaan daerah untuk mempromosikan potensi/kekayaan lokal dan nasional;</li> <li>(c) apresiasi terhadap nilai-nilai demokrasi yang sesuai dengan konteks sosial-budaya setempat;</li> <li>(d) Pemahaman terhadap wawasan kebangsaan untuk mengembangkan rasa cinta terhadap tanah air, bangsa, dan negara.</li> </ul>

## II. KOMPONEN KELAYAKAN PENYAJIAN

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

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



17.	<b>Bagian Penyudah</b>
	<p><b>Deskripsi:</b></p> <ul style="list-style-type: none"><li>(a) <b>Glosarium:</b> glosarium berisi istilah-istilah penting dalam teks dengan penjelasan arti istilah tersebut dan ditulis secara alfabetis.</li><li>(b) <b>Daftar pustaka:</b> daftar buku yang digunakan sebagai bahan rujukan dalam penulisan buku tersebut diawali dengan nama pengarang (yang disusun secara alfabetis), tahun terbitan, judul buku, tempat, dan nama penerbit.</li><li>(c) <b>Indeks (subjek dan pengarang):</b> indeks subjek merupakan daftar kata-kata penting yang diikuti dengan nomor halaman kemunculan, indeks pengarang merupakan daftar pengarang yang karyanya digunakan dalam materi diikuti oleh nomor halaman kemunculan</li></ul>