

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

THESIS

Submitted As a Partial Requirement for the Undergraduate Degree in English

Education Department



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2021

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DEDICATION

This thesis dedicated to:

1. My precious parents, Mr Kusnanto and Mrs Pujiati who always pressured me to finished this thesis,
2. My beloved brothers and sister, Mas Idris, Mas Tian, and Mbak Lusiyanana who gives me support,
3. All my beloved friends, and
4. My beloved Almamater, the State Islamic Institute of Surakarta.

MOTTO

“Life isn’t fair. Get used to it.”

(Patrick Star)

“Even all the scars from your mistakes make up your constellation.”

(BTS)

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “A CONTENT ANALYSIS OF ENGLISH TEXTBOOK *WHEN ENGLISH RINGS A BELL* FOR SECOND GRADE OF JUNIOR HIGH SCHOOL” is my real masterpiece. The things out my masterpieces in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis had discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ACKNOWLEDGMENT

In the name of Allah, the Beneficent, the Merciful

All praise to be Allah, the Lord of the worlds, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “A CONTENT ANALYSIS OF ENGLISH TEXTBOOK *WHEN ENGLISH RINGS A BELL* FOR SECOND GRADE OF JUNIOR HIGH SCHOOL”. Peace and salutation be upon the Prophet Muhammad SAW, his family, his company, and his followers.

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

1. Prof. Dr. H. Mudhofir, S.Ag., M.Pd, the Rector of the State Islamic Institute of Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M. Ag, as the Dean of Cultures and Language Faculty in the State Islamic Institute of Surakarta.
3. Budiasih, S.Pd., M.Pd, as the Head of English Language Education in the State Islamic Institute of Surakarta.
4. Novianni Anggraini, S.Pd., M.Pd. as the Advisor for her guidance, suggestions, advices and corrections for the researcher.
5. Muh. Husin Al Fatah, M.Pd. as the validator.
6. All the honourable lecturers and academic staffs in Culture and Language Faculty for always giving kindness and cooperative work for the researcher.
7. My beloved parents (Mr. Kusnanto and Mrs. Pujiati) and my beloved brothers and sister, Mas Idris, Mas Tian, and Mbak Lusiyana for the unlimited love, support, help, pray, and everything that they give to the researcher.
8. My dearest man, Chandra Irawan

9. Thanks to my beloved friends, Alfia, Annisa, Ayu, Hani, and Maim who always support the researcher.
10. The researcher's friends of E English Education and especially for Uye Group (Kholisoh, Nindi, Anita, Icul, Mila, Nining), and Pak Hadi Group. Thanks for supporting and guiding the researcher.
11. All people who give supports and motivation during study and final research that the researcher could not mention one by one.

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

.....

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ABSTRACT

Irma Hidayah. 2020. *A Content Analysis of English Textbook When English Rings A Bell for Second Grade of Junior High School*. Thesis of Cultures and Languages Faculty. IAIN. Surakarta.

Advisor : Novianni Anggraini, S.Pd., M.Pd.

Keyword : Content analysis, English Textbook, BSNP Criteia, Qualitative Research

The objective of this research is to explain the appropriateness of the materials in the English textbook entitled *When English Rings A Bell* for second grade of Junior High School in term of content, language, and presentation determined by BSNP. The subject of this research is the whole content of English textbook *When English Rings A Bell* for second grade student of Junior High School 2017 revised.

The research method used descriptive qualitative research by using content analysis method. The researcher collected the data was using some procedural includes preparing the study, analysing the textbook, and writing the report. The instrument in this research is form of checklist. The checklist was adapted from BSNP criteria. The researcher analysed the data by using formulation that proposed by BSNP by dividing the total criteria which is being met total number of criterion, then it's multiplied by 100% to achieve the sum points. The trustworthiness of this research was using investigator triangulation which using validator to valid the data.

The result of the research shows that the textbook achieved average score 79.38% out of three proposed criteria. The textbook fulfilment score of content appropriateness (81.81%), language appropriateness (83%), and presentation appropriateness (73.33%). In general, this English textbook is categorized as a fair textbook.

ABSTRAK

Irma Hidayah. 2020. *A Content Analysis of English Textbook When English Rings A Bell for Second Grade of Junior High School*. Skripsi. Fakultas Adab dan Bahasa. IAIN Surakarta.

Pembimbing : Novianni Anggraini, S.Pd., M.Pd.

Kata Kunci : Content analysis, English Textbook, BSNP Criteia, Qualitative Research

Penelitian ini bertujuan untuk menjelaskan kelayakan materi pada buku bahasa inggris dengan judul *When English Rings A Bell* untuk murid kelas VIII Sekolah Menengah Pertama dalam aspek kelayakan isi, kelayakan bahasa, dan kelayakan penyajian yang telah ditentukan oleh BSNP (Badan Standar Nasional Pendidikan). Subjek pada penelitian ini adalah seluruh isi buku bahasa inggris dengan judul *When English Rings A Bell* revisi 2017 untuk murid kelas VIII Sekolah Menengah Pertama.

Metode yang digunakan pada penelitian ini adalah metode deskriptif kualitatif dengan konten analisis. Dalam pengumpulan data peneliti menggunakan prosedur mencakup persiapan, menganalisis buku, dan melaporkan hasil. Penelitian ini menggunakan instrumen ceklis. Ceklist tersebut dibuat berdasarkan kriteria dari BSNP. Peneliti mnevaluasi buku menggunakan rumus dari BSNP dengan cara membagi total kriteria dengan jumlah seluruh kriteria kemudian dikalikan 100%. Keabsahan data dari penelitian ini menggunakan triangulasi investigator.

Hasil penelitian ini menunjukkan bahwa buku bahas inggris *When English Rings A Bell* memenuhi nilai rata-rata 79.38% dari tiga aspek kriteria. Buku ini memenuhi kriteria dari kelayakan isi (81.81%), kelayaan bahasa (83%), dan kelayakan penyajian (73.33%). Secara umum, Buku Bahasa Inggris *When English Rings A Bell* ini dikategorikan sebagai buku yang *fair*.

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CHAPTER I

INTRODUCTION

This chapter gives a brief description of the whole contents of the study. This chapter consists of background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and significance of the study.

A. Background of The Study

Textbooks are known as one of resources commonly use in teaching learning process. It is a collection of the information of knowledge and skills. In achieving students' competency, textbooks provide learning guide in the form of activities. Brown (1994: 143) states that the presence of a textbook is necessary to support teaching learning process. It means that textbooks facilitate students understanding in learning process. Besides for supporting students, textbooks also help teachers to prepare the lesson.

In this period, each school uses a new curriculum called 2013 curriculum. This curriculum is developing from the previous curriculum. Cited from a thesis by Muniroh (2018: 2), she says that the 2013 curriculum is a further step of competency based curriculum development that was initiated in 2004 and the school level-based curriculum in 2006, which includes competency of attitude, knowledge, and skills integrated. The aim of 2013 curriculum is to create 2045 intellectual generations who possess noble characters, independent, democratic, and responsible. In teaching learning process, the design of this curriculum was changed from teacher- centered become student- centered. Moreover, this 2013 curriculum using scientific

approach through some steps, namely: observing, questioning, collecting information, associating, and communicating.

The implementation of the 2013 curriculum can be found in the textbooks. However, one of some points in classifying a typical good textbook is standardize textbook of particular curriculum. In this term, English textbooks are counted in. English textbook with various style and setting has been introduced by some publishers. It is generally getting an upgrade after the government announced the new curriculum. English textbook renewal is important to make the goal of study suit to the goal of 2013 curriculum. 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.

From the various English textbooks in circulation, a school has to provide the most appropriate textbook for the students. However, it is quite difficult to get English textbook which has good materials and suitable with the new curriculum. The content of the English textbook influences what teachers teach and students learn. If the textbook is too advanced and or too simple for the students, the goal of study may hindered. It causes a confusion in selecting the best one. Textbook evaluation is uppermost in the mind concerning the particular issue, regardless the fact that the government has released the list of appropriate textbook.

English textbook classified as a good textbook if it is has fulfilled the criteria of good textbook that proposed by experts. Indonesia has Education National Standardization Board (*Badan Standard Nasional Pendidikan/BSNP*)

as institution responsible for analyzing and evaluating the quality of standardize textbook. BNSP has some criteria to grade the appropriateness of textbook that used in learning process. According to Muniroh (2018: 5) English textbook have to fulfill all of appropriateness elements, those are: content appropriateness, language appropriateness, and presentation appropriateness.

English textbook evaluation had been evaluated by several researcher. In this research, the researcher was inspired by other researcher. The first previous research is a research by Hermina Pambudi that analysis the same textbook by using Bloom's Taxonomy. Then, secondly research by Muniroh in 2018 that analysis an English textbook at seventh grade of junior high school by using BSNP criterion evaluation.

Considering the statements above, the researcher wants to conduct a textbook evaluation of English textbook based on BSNP criteria. The researcher chooses English textbook *When English Rings A Bell* because this textbook is implementing the new 2013 curriculum. Although English textbook *When English Rings A Bell* is published by Ministry of Education and Culture of Indonesia, it does not rule out the possibility of inappropriate materials to the criteria determined by Education National Standardization Board (BSNP). Thus, the researcher decide to conduct an English textbook evaluation under title **“A Content Analysis of English Textbook *When English Rings A Bell* for Second Grade of Junior High School”**.

B. Identification of The Problem

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

1. Textbooks are considered as valuable resource to facilitate students understanding in learning process.
2. There are many available English textbooks but not all of them are standardize 2013 curriculum.
3. Schools have to provide the most appropriate English textbook because the goal of study may hindered if the textbook is too advanced or too simple for students.
4. The English textbook that published by Ministry of Education and Culture of Indonesia has possibility of inappropriateness criteria of good English textbook by Education National Standardization Board (BSNP).

C. Limitation of The Problem

In this research, the researcher focuses on the content of the English textbook *When English Rings A Bell* for second grade of junior high school that published by Ministry of Education and Culture of Indonesia 2017 revised.

The researcher evaluates the appropriateness of the English textbook by the appropriateness elements that proposed by Education National Standardization Board (BSNP). Those elements are content appropriateness, language appropriateness, and presentation appropriateness.

D. Formulation of The Problem

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

How is the appropriateness of the materials in the English textbook entitled "*When English Rings A Bell*" for second grade of junior high school in terms of content, language, and presentation determined by BSNP?

E. Objectives of The Study

Based on the formulation of the problem above, the purpose of the research is to explain the appropriateness of the materials in the English textbook entitled "*When English Rings A Bell*" for second grade of junior high school in terms of content, language, and presentation determined by BSNP.

F. Significance of The Study

The result of this research is expected to be able to give the following benefits:

1. For English teacher

The result of the research can provide a helpful information for English teacher in selecting and evaluating the appropriate English textbook before the teacher make a decision to use it in classroom.

2. For English textbook writers

The result of the research may help the writers of English textbook to be more careful in developing English textbook for students.

3. For other researcher

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

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers theories related to theoretical description, curriculum, textbook, textbook evaluation and previous related study.

A. Theoretical Description

1. Curriculum

Curriculum is the most important thing in teaching learning process. The Indonesian government in *UU No. 20/ 2003* defines curriculum as a set of plans and arrangements covers education goals, contents, learning materials, and learning methods intended to serve as the guidelines in implementing the teaching and learning process to achieve the goals that have been set.

Brown (1995: 19) states that curriculum is a series of activities that contribute to the growth of consensus among the staff, faculty, administration, and students. This series of curriculum activities will provide a framework that helps teachers to accomplish whatever combination of teaching activities is most suitable in their professional judgment for a given situation, which is a framework that helps the students to learn as effectively as possible in the given situation.

According to Larry Wincoff (1988:1), curriculum is generally defined as a plan developed to facilitate the teaching learning process under

the direction and guidance of a school, college or university, and its staff member. He assert that curriculum includes all of the planned activities and events which take place under the auspices of and educational institution both formal and informal.

From the definitions above, the researcher concludes that curriculum is a set of plans covering the education goals, contents, and materials as guidance in teaching learning process. It helps teachers to guide students in achieving the goals of education by providing the instructional materials, learning method, assessment, and learning evaluation.

a. 2013 Curriculum

In the last ten years, Indonesia has applied three curriculums for education: KBK (Competence-Based Curriculum, 2004), KTSP (School-Based Curriculum, 2006), and the latest, the Curriculum 2013. The implementation of curriculum 2013 started on July 2013. The goal of this curriculum is creating productive, creative, innovative, and effective through integrated attitude, knowledge, and skills emphasis for Indonesians.

The curriculum 2013 uses scientific approach. As conveyed in *Permendikbud No. 81A in 2013*, scientific approach is a learning process that is designed to make students construct concept and principle actively through five steps: 1) observing, 2) questioning, 3) collecting information and concluding, 4) associating, and 5) communicating. By the change of the curriculum, the design of curriculum is also changed from teacher-centered to student-centered.

Ministry of Education and Culture of Indonesia in *Modul Bahasa Inggris* said that the content of 2013 curriculum is clarified in the form of Core Competencies (*Kompetensi Inti/KI*) of class and further explained by the Basic Competencies (*Kompetensi Dasar/KD*) of subjects. Core competencies are sets of spiritual (affective), social (social affective), knowledge (cognitive), and skills (psychomotor) competencies which the students need to learn. While basic competencies are describing the competencies in detail which students should achieve in core competencies.

As the latest, curriculum 2013 is more emphasize in character of education, especially to improve students' competencies and character building (Ministry of Education and Culture of Indonesia, 2013). The change of curriculum has done due to the need of new are development. However, some aspects in previous curriculum are still adapted in the 2013 curriculum, such as the use of the Basic Competencies (KD) and the KTSP curriculum frameworks as the basis. The 2013 curriculum then introduced new curriculum variable namely Core Competencies (KI).

The main aspect that has been optimized in 2013 curriculum compared to KTSP is that in 2013 Curriculum, the contents are not only based on students accomplishment on the indicator and standards, but also the students' comprehension in applying the value of honesty, self-discipline, responsibility, cooperation, tolerance, politeness, and proactivity. The idea of 2013 curriculum is to provide

all indicators in KD and KI with spiritual and social attitudes that applied in all subjects.

2. Textbook

a. Definition of Textbook

Textbooks are not the only learning resources, but they still play an important role in student learning. It helps teacher to deliver the materials. As describe by Tarigan (1990: 13), textbooks are books of lesson in certain field of study as standard book arranged by the experts of field for instructional purposes, compiled with compatible teaching media that easy to understand by the users in school or college.

Longman (1978) defines textbook as a standard book for the study of a particular subject especially used in school. While Nunan (2003) states that course book are not written for specific group of people, but written for a generalized target group for use in English or non- English speaking countries. By its functions, being important source for students, textbooks help develop students' ability through reading.

From the definitions above, the researcher concludes that textbook is a lesson book in specific subject that used in school. It still greatly used in most schools in Indonesia. Thus, analyzing the textbook is necessary and useful for selecting the most appropriate textbooks for students.

b. The Function of Textbook

A textbook has many functions. According to Thomson (2003: 176), the textbook has functions as follows:

1) Individualization of Instruction

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

2) Organizational Instruction

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

3) Tutorial Contribution

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

4) Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

Hutchinson and Torres (1994) as cited by Richards and Renandya (2002: 83) see the role of the textbook as a possible agent of change. This can be achieved when a number of conditions are met. First, the textbook needs to become a vehicle for teacher and learner training. In other words, beside an explicit and detailed

teacher's guide, the student book should also include appropriate learning-how-to-learn suggestions. Second, the textbook must provide support and help with classroom management, thus freeing the teacher to cope with new content and procedures. Third, the textbook will become an agent of change if it provides teacher with a clear picture of what the change will look like and clear practical guidance on how to implement it in the classroom. Fourth, if adopted by a school, a textbook can result in collegial support and shared responsibility for and commitment to the change.

c. Criteria of Good Textbook

Byrd in Celca-murcia (2001: 416) argues that textbooks should fit at least three components. The first aspect, the fit between curriculum and texts, means that textbook have to consider the aspect of the curriculum in the boarder and smaller educational context. The second aspect, the fit between teacher and texts, means that textbooks should contain four aspects i.e. meaningful content, usable examples, doable and varied tasks, and presentation of textbook. The last aspect, the fit between students and texts is related to four aspects namely interesting contents, appropriate examples, varied tasks, and presentation.

Greene and Petty (1971) in Tarigan (1993) points out the good textbook with 10 criteria. Good textbook has certain qualities, they are:

1) The textbook must be interesting and attractive toward the learners.

So, they will be interested in using textbooks.

2) The textbook must be able to motivate the learners.

- 3) The contents of textbook must be illustrative.
- 4) The textbook should consider the linguistic aspect. So, it will be suitable with the learner's ability the contents of textbook must be related to the other branch of science.
- 5) The textbook must stimulate the personal activity of the learners.
- 6) The contents of textbook must be clear in written to avoid the children to be confused in using textbook.
- 7) The textbook must have the clear point of view because it will be the learner's point of view.
- 8) The textbook must be able to give the balance and emphasis on the value of the learners.
- 9) The textbook must be able to respect to the differences of the individual.

BSNP proposed several criteria for good textbooks. First, eligibility of the contents. It includes the compatibility of the material with a standard competency (SK) and basic competencies (KD) covers the material completeness and material depth, material accuracy (social function, generic structure, linguistic feature), supporting learning material (up-to-date, scientific substance and skills, diversity value), encourage curiosity, and enrichment. Second, the appropriateness of language. It means the language used in the textbooks should be straightforward, communicative, dialogic and interactive, conformity with the development of the students, compliance with the rules of language and the use of terms, symbols, and icons. Third, feasibility

presentation. It covers presentation techniques, presentation of learning and coherence. Fourth, the graph, comprises several components i.e. size book format, skin design, contents design, quality of paper, quality of the prints, and quality of the chapters.

In short, a good quality textbooks must fit to the curriculum, the students, the teachers and the institutional aspects. These criteria are important in choosing appropriate textbooks to make students be able to achieve the materials. By considering those criteria, it will maximize the contribution of textbooks as resources in an instructional system.

3. Textbook Evaluation

a. Definition of Textbook Evaluation

In general, textbook evaluation refers to the process of making value judgment of its appropriateness based on certain criteria. Cunningsworth (1995: 9) argues that the judgment process will be based on the views and priorities of any parties conducting it.

Tomlison and Masuhara (2004) outlines three types of textbook evaluation which cover pre-use evaluation, whilst-use evaluation, and post-use evaluation. Pre-use evaluation examines the future potential or performance of a textbook. It is normally impressionistic, subjective, and unreliable, but can be reduced by using criterion-referenced items. Whilst-use evaluation examines the textbook that is being used. It is objective and reliable, since it makes use of measurement rather than prediction. However, it is more limited to observable aspects such as the

clarity of instruction, layout, the comprehensibility of text, the flexibility of text, the achievability of the tasks, and the appeal of the materials. Post-use evaluation examines the textbook that has been used. It measures the actual effects of the materials on the users regarding to short-term effects such as motivation, impact, achievability, and instant learning, and long-term effects such as durable learning and application.

In this research, the researcher took whilst-use evaluation because it examined an English textbook that are being used in Indonesia, particularly in Sukoharjo. The evaluation will be limited to several observable aspects such as content, language, and presentation. The result of this research can be expected to be objective and reliable, because it uses clear measurement. This research only focuses on the internal aspects of textbook only in term of content, language, and presentation without examining the effects of textbook evaluation towards students and teachers.

b. Textbook Evaluation Stages

Textbook evaluation follows some systematic stages in its process. Harmer (2001) lists three main steps to conduct a textbook evaluation namely selecting areas for assessment, stating beliefs, and using statement.

The first stage is selecting areas for assessment. In this stage, the researcher decides the areas that wants to assess. The area is then realized through establishing a checklist containing some aspects to be measured. The second stage is stating beliefs. In this stage the evaluator

can compose beliefs statements in accordance with the area that evaluator has previously decided. The third stage is using statement. This statement of beliefs is used to make statements for assessment. This means that this can be realized by using simple tick and cross system to compare different books.

While Harmer proposed the three main stages, Ur (2009: 185) states simpler stages by exemplifying two major stages on how to evaluate textbook by deciding on criteria and applying criteria. When deciding on criteria, an evaluator lists criteria for assessing language learning textbooks based on the mostly-recommended ones by theories on material evaluation. Then, an evaluator can add any further criteria they feel are significant. When applying criteria, an evaluator can take a locally-used textbook, examine it, and apply the criteria that has been listed and rated the textbook based on the criteria.

c. Textbook Evaluation Criteria by BSNP

There are several textbook evaluation criteria to be consider in this research. These textbook evaluation criterion are formulated by Cunningsworth (1995), Ur (1996), Littlejohn (2005), Nation and Macalister (2006), and the last one is formulated by BSNP (2011) that the researcher will used in this research.

BSNP has released an evaluation process in *Pusbukur (Pusat Buku dan Kurikulum, 2013)* 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 first aspects namely content consists of three points: 1) the relevance the material to the curriculum, 2) the material accuracy, and 3) supporting learning material. The second aspects namely language consists of one point: appropriateness of language. The third aspects namely presentation consists of three points: 1) presentation technique, 2) teaching and learning technique, and 3) presentation coverage. Those aspects shows in the table as follows:

Table 2.1
The textbook evaluation criteria by BSNP

Aspect to be evaluate	Sub aspects	Areas	Items
Content	The relevance of material to the curriculum	Material completeness	Interpersonal texts
			Transactional texts
			Functional texts
		Material depth	Exposure
			Retention
			Production
	The material accuracy	Social function	Interpersonal communication
			Transactional communication
			Functional communication

Aspect to be evaluate	Aspects	Areas	Items
		Generic structures	<p>Elements of chronological and systematic thinking skills in interpersonal and transactional texts</p> <p>Elements of meaning in short functional texts and monologues</p>
		Linguistic features	Accuracy and appropriateness of the language use in context
	Supporting learning materials	Up-to-date	<p>Relevance of the materials towards the topic discussed</p> <p>The up-to-date sources for the materials</p>
		Life skill development	<p>Personal skill</p> <p>Social skill</p> <p>Academic skill</p> <p>Vocational skill</p>
		Development of insight on diversity	Appreciation towards cultural diversity and plural society

Aspect to be evaluate	Aspects	Areas	Items
			<p>Awareness towards the local and national potential aspect</p> <p>Appreciation towards democratic values</p> <p>Comprehension towards nationality insight</p>
Language	Language	<p>Language and students' development</p> <p>Communicativeness</p> <p>The coherence and unity of ideas</p>	<p>Relevance towards students' cognitive development</p> <p>Relevance towards students' socio-emotional condition</p> <p>Message readability</p> <p>Grammar accuracy</p> <p>Coherence on each unit</p> <p>Coherence among units</p>
Presentation	Presentation technique	<p>Systematization</p> <p>The balance among units</p>	<p>Presentation of texts, communicative acts, and illustrations using organized pattern</p> <p>Balance presentation of texts, communicative acts, and illustrations</p>

Aspect to be evaluate	Sub aspects	Areas	Items
	Teaching and learning technique	Students-centered principle	Communicative between students, peers, and teachers
		Development of students' initiative creativity, and critical thinking	Communicative activities both oral and written based on students' own initiative creatively and critically
		Development of autonomous learning principle	Students' responsibility towards their own learning process
		Development of self-evaluation and reflection ability	Guidance to know students' success and lacks
	Presentation coverage	Introductory part	Preface
			Table of content
		Content part	Introduction
			Learning load
			Reference
			Summary and reflection
	Closing part	Glossary	
		Bibliography	
		Index	

The first aspect is evaluate the content that includes three measurements i.e. the relevance of material to the curriculum (KI and KD), material accuracy, and supporting learning material.

Evaluating the relevance of material to the curriculum is considered by its material completeness and material depth. Material completeness means English textbooks must have three kinds of texts. They are interpersonal text, transactional text, and functional text. Interpersonal text is aimed at equipping learners with ability to produce and comprehend expressions, spoken and written, in order to fulfill the needs of interpersonal communicative functions and to interact with their closest environment, such as expressions for greeting, saying goodbye, saying thank you, and saying sorry. The second text is transactional text. It deals with the use of communicative functions, spoken and written, such as asking and giving information, service, and opinion related to learners' daily life and other subject matters. Here are some form of transactional text: ordering, warning, giving instruction, asking for and giving opinion/ advice, making judgment, asking about plan and purpose, and others. The third kind of text is functional text. In functional text, the various genres of texts must be explored to improve learners' listening, speaking, reading, and writing skills in regards to learners' daily life topics and other subject matters, such as descriptive, narrative, recount, and others.

The material depth has several points that textbooks have to fulfill. The first is exposure which a textbook has to expose students with as many

kind of text related to their daily life in order to help them get used to any kinds of texts as possible. The second is retention. It means that English textbook should guide students in understanding the social function, generic structure, and linguistic feature. This can be achieved when the learners have already understood the meaning and ideas of text. The last is production. It should be able in textbook in the form of guidance to produce written and spoken texts to achieve the social function.

In evaluating material accuracy, there are three point a textbook evaluator need to analyze: social function, generic structure, and linguistic feature. In the criterion of social function, the texts and exercises of textbooks are expected to provide values in social function in its relation with students' daily life either in interpersonal or transactional. Then, generic structure. In this criterion, the texts given in a textbook are directed to develop learners' chronological and systematic thinking skill through interactive activities in interpersonal and transactional texts leading to the initiation to communicate and to respond in the form of getting things done. Short functional texts should at least cover the elements of meaning which lies in each of the following text. For instance, narrative text must cover at least *orientation, complication, and resolution*.

The last is linguistic feature. In this criterion, the texts directed to the development of learners' communication ability with the on-going communicative context and the text type used to achieve its social function. For instance, recount text uses past tense and descriptive text uses present tense.

In evaluating supporting learning materials, a textbook evaluator will evaluate the three areas: 1) up to date, 2) life skill development, and 3) development of diversity insight. In this criterion, up-to-datedness means every item in supporting the materials and exercise provided within the textbook (tables, pictures, texts, and references) should be taken from a relevance and newest source available. Life skill development means every texts and communicative exercise and tasks available within textbook should motivate students toward a good personality that concern about social, academic and vocational life. Those life skills, such as: 1) personal skill: knowing the strengths and weaknesses of his own and others and improving himself as an autonomous person, social creature, and God's creation, 2) social skills: being cooperative, being tolerant, appreciating gender equality and reconciliation, and anti-violence in communicating and interacting with others, 3) academic skills: exploring and making use of information, solving problems, and making decisions in scientific work, 4) vocational skill: having ability, attitude, and skills needed to do a certain job or occupation.

The last area is development of diversity insight. It define that every text and communicative exercise and task available within textbook should motivate students toward a good citizen that concern, understand, and appreciate the multicultural diversity.

The second instrument is meant to evaluate language appropriateness. Language appropriateness covers three sub areas including

the compatibility between language and students' development, communicativeness, and the coherence and unity of ideas.

The compatibility between language and students' development requires the instructions to be suitable with the students' cognitive development as well as to be suitable with the students' socio-emotional condition. Difficulty level and language familiarity must be facilitate explicitly.

Communicativeness compels the textbooks to provide message readability and grammatical accuracy. The readability of message denote that the message delivered must be clear and easily-understood by students. While in grammar accuracy, the message delivered must be relevant to correct English grammar.

The coherence and unity of ideas cover the coherence of meaning and the unity among chapter, sub-chapter, paragraph, or sentence. The material delivered in a chapter, sub-chapter, paragraph, or sentence must reflect the coherence of meaning among chapter, sub-chapter, paragraph, or sentence.

The third aspect is meant to evaluate presentation aspect that covers three sub aspect: 1) presentation technique, 2) teaching and learning technique, and 3) presentation coverage.

The presentation technique focuses on two areas namely systematization and the balance among unit. In the systematization, the materials and tasks are delivered in the form of text, communicative act,

illustration, and symbol using organized pattern and order according to the material characteristic. Besides, it must consist of, at least introduction, content, and conclusion. The balance among unit signify that the materials and tasks are delivered in the form of text, communicative act, illustration, and symbol in a balanced manner in every unit.

Teaching and learning technique covers four areas namely student-centered principle, development of students' initiative creativity and critical thinking, development of autonomous learning principle, and development of students' self-reflection ability. Student-centered principle covers the encouragement to communicate in English with their peers, teachers, and bigger circumstances. Development of students' initiative creativity and critical thinking deals with encouragement to do communicative acts both spoken and written based on their own initiative, creatively and critically. Development of autonomous learning means the materials should prompts students to be responsible towards their own learning process. The last is development of students' self-reflection. It means the delivery of materials prompts students to know their success and lacks in teaching learning process.

Presentation coverage deals with three sub-aspects namely introductory part, content part, and closing part. Introductory part should consist of preface which provides some basic information regarding to the reasons of writing the book as well as table of content which makes the readers easy to find chapter, sub-chapter, and topic of the book.

Content part covers introduction, learning load, reference summary and reflection. Introduction is an introductory in the beginning of the textbook containing the aim of the textbook, the organization of the textbook, the preferred learning style, and the other elements which are considered essential for students. Learning load is the core of the textbook content. It consist of face-to-face meeting, structured exercise, and independent activity. In the reference, the identities of texts, tables, and pictures displayed in the books are listed in the form of headings, the order of number of pictures and tables, and references of the material.

Closing part have to covers glossary, bibliography, and index. Glossary is alphabetical list of terms in the textbook, with explanation. Bibliography is a list of books used for reference in the book writing. It begins with the writer's name (written alphabetically), year of publication, book title, place of publication, and publisher's name. Index of subjects is a list of important words followed by page number of its appearance.

B. Previous Related Study

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

1. A research by Hermina Pambudi in 2019 entitled A Content Analysis of An English Textbook Entitled "When English Rings A Bell" for Eighth Grade of Junior High School. The objectives of this research are:
1) to analyze the compatibility of the materials with the core and basic competence in K-2013 in term of cognitive domain, 2) to analyze the

compatibility of the materials with the core and basic competence in K-2013 in term of psychomotor domain. This research used qualitative content analysis with interview, observation, and documentation as techniques of collecting data. The result of this research showed that the data of the materials in textbook with the core and basic competence in terms cognitive and psychomotor domain are compatible. For cognitive domain, there are 30 materials in the textbook that 76.66% relevant materials, and 20% irrelevant materials. While, in the term of psychomotor domain, there are 57.14% relevant materials, and 42.85% irrelevant materials.

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 Bloom's Taxonomy, while the researcher in this research using evaluation criteria by BSNP.

2. The second previous research was entitled A Content Analysis of the English Textbook Entitled "When English Rings A Bell" for Grade VII of Junior High School Published by Ministry of Education and Culture of Indonesia in the Academic Year of 2016 by Muniroh in 2018. The objectives of this research is to explain the appropriateness of the materials in the English textbook entitled "When English Rings A Bell" for grade VII Junior High School by BSNP. This research was content analysis study which the data were gathered by evaluating the textbook using the checklist containing the criteria of textbook evaluation. In the

data analysis technique, the percentage of criteria fulfillment was calculated by dividing the total of criteria points in each sub aspects. The result showed that English textbook entitled “When English Rings A Bell” for grade VII Junior High School has fulfilled the criteria of appropriateness determined by BSNP by achieving average score of 90%

The similarity between the previous research and the present research is in the term of analyzing the content of a textbook using BSNP criterion, but both focuses on different grade. The researcher will analyze the English textbook for second grade.

3. The next previous research is a journal by Rizky Akbar in 2016 entitled *An Analysis of Selected Eleventh Grade English Textbook*. This study aimed at determining the extent to which two selected eleventh grade English textbook evaluation. Using descriptive qualitative method, this study attempted to find out the appropriateness of the content of the textbooks. A checklist adapted from BSNP (2014) framework for textbook evaluation was made, focused on the areas of relevance of materials with competency standards and basic competencies, materials accuracy, and supporting learning materials. The findings showed that both textbooks were appropriate in terms of content based on BSNP framework for textbook evaluation.

The similarity between the previous research and the present research is in the term of analyzing the English textbook is using BSNP criteria. The difference is the previous research only evaluate the content.

4. The last previous research is journal by Monica Tambunan, Kammer Tuahman Sipayung, and Nenni Triana Sinaga in 2019 that entitled Content Analysis of English Textbook “Interactive English” Used in First Grade Junior High School In 2013 Curriculum. The objectives of this study were to find out the suitability of impressionistic and in-depth analysis in the textbook entitled “Interactive English” used for the seventh grade of Junior High School. This research is conducted by applying descriptive qualitative. The data were collected by documenting the content material of textbook and it were analyzed by using Cunningsworth’s theory. The result showed that an English textbook entitled “Interactive English” fulfilled the criteria proposed in Cunningsworth’s theory concerning the impressionistic textbook analysis with the score 96% and in-depth textbook analysis with the summative score 87%. From those summative scores, the textbook was categorized as a good enough textbook and suitable enough to use as media in teaching learning process.

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, data validity technique, and data analysis.

A. Research Design

In this research, the researcher used descriptive qualitative approach. According to Moelong (2004: 6) qualitative research is a type of research, which does not include any calculation or numeration. It means that the data in this research is analyzed in the form of description and identification or analysis of the texts. Dealing with analysis textbook, this research was categorized as analysis research. Krippendorff defined content analysis as “a research technique for the objective, systematic and quantitative description of the manifest content of communication”.

This research is categorized as descriptive qualitative because it is aimed to check the appropriateness of English textbook toward the criteria proposed by BSNP.

In general, this research divided into three stages. Those stages are; preparation, execution, and final stage. This stages were explained as follows:

1. Preparation stage

The first stage is preparation, which includes:

- a. The researcher determined the English textbook
- b. The researcher formulated the problem statement

- c. The researcher arranged the instruments proposed by National Education Standardization Board (BSNP).

2. Execution stage

The second stage is execution, which includes:

- a. The researcher did the evaluation textbook to find out the appropriateness
- b. The researcher analyzed the data whether English textbook met to indicators that have been arranged.

3. Final stage

The last is final stage, which includes:

- a. The researcher arranged the result in the form of data analysis in descriptive method
- b. Finally the researcher report the result.

B. Data and Data Source

The data of this research are the whole content 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 covers 13 chapters and 234 pages.

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. This textbook has applied 2013 curriculum as their standard. The researcher focused

on only one book and analyze all the materials to find out the worthiness of English textbook towards BSNP criteria.

C. Research Instrument

Based on Sugiyono (2010: 306) “Qualitative researcher as a human instrument, has a function to state the research focus, select informant as a data source, compile the data, judge the quality of the data, analyze the data, interpreting the data, and make a conclusion about his/ her findings”.

The first instrument of this research is the researcher herself, since this research use a human instrument. The second instrument is checklist. The area in the checklist is based on the textbook evaluation criteria formulated by BSNP. The checklist comprised three major elements of evaluation namely content, language, and presentation.

D. Technique of Collecting Data

In this research, the researcher use some procedural steps to evaluate textbook. These steps includes preparing the study, analyzing the textbook, and writing down the report (Ary, *et.al*, 2010: 458). These steps are explained in following parts.

1. Specifying the Phenomenon to be Investigated

In this textbook evaluation, the phenomenon to be investigated is to find out whether particular English textbook met the criteria of good textbook as synthesized from the criterion proposed by BSNP.

2. Formulating Exhaustive and Mutually Exclusive Coding Categories

In relation to the formulation of coding categories, the researcher decided to adapt the framework of textbook evaluation by BSNP. This framework contained some criteria for evaluating the worthiness of textbook. Next, the criterion and belief statements are applied for evaluating the textbook accompanied by a simple tick and cross system as judgments. To clarify the judgments, some qualitative descriptions will be added too. The instrument consists of three main aspects and seven aspects consisting of statements indicating criteria of good textbook. As the main aspects are broad, they are divided into seven sub aspects. The sub aspects covered some areas which reflected the belief of statements.

3. Deciding on the Evaluation Subject

The subject chosen to be analyzed in this content analysis research is English textbook which is currently published and used in both local and national context for several years. The textbook is entitled *Bahasa Inggris: When English Rings A Bell* for VIII Grade. It is written by Siti Wachid, Asep Gunawan, Diyantari, and Yuli Rulina Khatimah and published by Ministry of Education and Culture of Indonesia.

4. Analyzing the Textbook

The last step is analyzing the data using observation checklist by BSNP. The data to be collected and classified are then analyzed.

E. Trustworthiness of the Data

In qualitative research, there are some techniques that can be used to increase the research data validity. In this research, the researcher using triangulation. Moleong (2002: 178) states that triangulation technique is the technique of examining the trustworthiness of the data which uses the things outside the data in order to examine the data and to be comparer of the data.

According to Sutopo (2002: 78) triangulation is the most common way that is needed to develop the trustworthiness of the data in qualitative research. Patton in Sutopo (2002: 79) stated that there are four techniques in triangulation, as follows:

1. Source triangulation

In this technique, the research uses many sources or participant to get the accuracy of data. The researcher will compare and check the credibility of information found in the observation with the data of interview and compare it with the related document.

2. Investigator triangulation

In this technique, the researcher uses more than one researcher in collecting and analysis data.

3. Methodological triangulation

Methodological triangulation is making different method to get validity of data, there are two strategies; 1) the researcher check the credibility of the data of the research and the data resources by using several data collection techniques and 2) the researcher check the credibility of the data by analyzing them with the same method.

4. Theoretical triangulation

Theoretical triangulation means the researcher compares the data finding data with perspective theory that is relevant.

Based on the kinds of triangulation above, it means the use of several ways in order to know the validity of the data and to give proof about the data validation. The researcher decided using the investigator triangulation to get validity of data. In validating the data, the researcher analyzes the data according to textbook evaluation by BSNP. The research used a validator in conducting the data to make the data valid. The researcher chose Mr. Husin Al Fatah as the validator because he is qualified as lecturer.

F. Technique of Data Analysis

In terms of qualitative data analysis, Bogdan in Sugiyono (2010: 334) states “Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”.

In this research the process of analyzing data using those steps as follows:

1. Classifying the materials in the textbook based on the content appropriateness, language appropriateness, and presentation appropriateness.

2. Collecting the data from the data source and entered the data to the checklist table to make comparison between the materials on the textbook and the criteria of good textbook suggested by BSNP.
3. Identifying the differences and similarities between the materials in the textbook with those are suggested by BSNP. The criterion which is met by the textbook is given a tick and is valued 1 point. In contrast, the criterion which is not fulfilled is given a cross and is given 0 point.
4. Evaluating the materials in the textbook to find out its worthiness with the criteria of good textbook suggested by BSNP. The result of the calculation are then used to make interpretations and to draw conclusions. The interpretations are in narrative form (Ary. *et.al*, 2010:32).

The calculation of the result of data analysis gave to textbook. This is done by dividing the total criteria which is being met the total number of criteria. Then, it is multiplied by 100% to achieve the sum points.

The formula of calculation used in the evaluation process is presented as follows:

$$percentage = \frac{\sum x}{N} \times 100\%$$

Σx : 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 3.1
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

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 evaluate the English textbook “When English Rings A Bell” based on standard proposed by BSNP. The second part of this chapter is percentage of appropriateness of English textbook “When English Rings A Bell” in three major aspects namely content, language, and presentation.

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 BSNP

The instrument for English textbook evaluation consists of three major criteria namely content, language, and presentation. Those criteria are divided into seven sub-aspects 1) the relevance of material to the curriculum (SK and KD), 2) material accuracy, 3) supporting learning material, 4) language appropriateness, 5) presentation technique, 6) teaching and learning technique, and 7) presentation coverage. The data in the textbook that has been analyzed is presented as follows.

a. Content appropriateness

In content areas there are several sub aspect that will be evaluate namely the relevance of material to the curriculum, the materials accuracy, and supporting learning material.

Table 4.1
The Checklist of Content Appropriateness Aspect

Aspect	Point	No.	Criteria	Fulfillment (0-1)
The relevance of the material to the curriculum	Material completeness	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

Aspect	Point	No.	Criteria	Fulfillment (0-1)
		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
	Material depth	4	Exposure: 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
		5	Retention: in learning in every types of text, a textbook must give learners guidance to acquire explicit comprehension of text production, namely social function, generic structure, and linguistic feature.	0
		6	Production: in learning every types of text, a textbook must lead learners to produce written and/or spoken texts to achieve the social function which is relevant to a particular text type.	1
The material accuracy	Social function	7	Interpersonal: in interpersonal communication each interpersonal text must help learners to maintain their interpersonal relation with people.	1

Aspect	Point	No.	Criteria	Fulfillment (0-1)
		8	Transactional communication: transactional texts employed to ask for/ give goods, services, and opinion related to the learners' daily life in the form of written and oral.	1
		9	Functional communication: each activity of exploring functional texts must enable learners to represent the social functions of functional texts and monologues as follow: Descriptive is used to give identity, differentiate, offer, compliment, and criticize goods/ people/ animals. Recount is used to tell personal experiences for example success story, biography, unforgettable experience and the like. Narrative is aimed at amusing the readers and promoting moral values.	1
	Generic structures	10	In each interpersonal and transactional text, the elements of chronological and systematic thinking skills must at least cover interactive activities consisting of the initiative to communicate and to response in the form of asking and giving information, goods, or services.	1

Aspect	Point	No.	Criteria	Fulfillment (0-1)
		11	Each short functional text and monologue must at least cover the elements of meaning which lies in the each type of short functional text and monologue as follow: Descriptive: must contain at least identification and description. Recount: must have at least orientation and events which are chronologically ordered. Narrative: must contain at least orientation, complication, and resolution.	0
		12	The text should develop the learners' communication skills by using accurate and appropriate language based on the communicative context.	1
Supporting learning materials	Up-to-date	13	The supporting learning materials (text, table, picture, attachment, etc.) for every type text are taken from the sources which are relevant to the topics discussed.	1
		14	The supporting learning materials (text, table, picture, attachment, etc.) are taken from the up-to-date sources.	0
	Life skill development	15	Personal skill: knowing the strength and weaknesses of his own and other and improving himself as an autonomous learner and social creature.	1

Aspect	Point	No.	Criteria	Fulfillment (0-1)	
		16	Social skill: being cooperative, tolerant, appreciating gender equality, promoting peace, and being anti-violence in communicating and interact with other.	1	
		17	Academic skill: exploring and using information, solving the problem, and make a decision.	1	
		18	Vocational skill: include the ability, attitude, and skills needed to do certain job/ occupation.	0	
	Development of insight on diversity	19	A textbook lead the learners to appreciate cultural diversity and plural society including cultural values as well as local, national, and global contents.	1	
		20	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	
		21	The learners to appreciate democratic values which are relevant to the local socio-cultural context.	1	
		22	A textbook lead the learners to comprehend nationality insight to promote the sense of belonging to the motherland, nation, and country.	1	
	Total fulfillment				18
	Average score				$\frac{18}{22} \times 100\%$ = 81.81%

The textbook fulfilled eighteen out the twenty two proposed criteria. Using the fulfillment criteria, the textbook got 81.81%.

This sub-aspect had twenty two items the fulfillments of which were explained as follows:

1) Comprehension of interpersonal text

The textbook has 13 chapters. Not all of the chapter 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*. In chapter 4 page 45, *give and respond to instruction, give and respond to invitation, give and respond to prohibition, and ask for permission*.

In sum, 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 were quite a lot that there were 6 chapter. 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 happens 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 65, *greeting card*; chapter 9 page 167, *recount text*; and chapter 12 page 197, *short messages and notices*. In short, this English textbook contain some functional text. So, the textbook met with this criterion.

4) Exposure

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. 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.

5) Retention

This English textbook has not given the learners explicit guidance to acquire explicit comprehension of text production namely social function, generic structure, and linguistic features. In conclusion, the textbook has not met the criterion of retention that is providing explicit guidance to help learners comprehend the elements of text production.

6) Production

The textbook has provided the learners with opportunity to create written text for example in chapter 5 page 73, the learners were asked to create their own invitation card. On the lesson of recount text in chapter 11, the learners were asked to write their experiences in group. On the lesson short message and notice, the learner looking at some short messages and notices. They were asked to make similar announcement of notices in group.

In sum, the textbook has fulfilled the sixth criterion of guiding learners to produce functional text in written and oral form.

7) Building interpersonal communication with others through interpersonal texts

In this English textbook, the interpersonal text have helped learners to maintain their interpersonal relation with people. It was provided with various conversations according to whom and in what situation the expression were used. Those conversations is to maintain interpersonal communication with teachers and friends. It can provides in chapter 1 page 3-17, there are many conversations talk about. In conclusion, the textbook has met with the first criteria.

8) Getting done through transactional dialogues

The textbook has helped the learners to get things done through transactional communication. Most of the lessons of transactional texts were oriented to help learners to fulfill their life needs. Lesson in chapter 1, *asking for attention, checking understanding, giving opinions and showing appreciation to others* has helped the learners to get things done through transactional conversation. After being given an example of short conversation, students were asked to perform role plays of lesson that mentioned before.

In short, the textbook has met the second criterion of helping learners to get things done through transactional communication.

9) Accomplishing social functions through functional text

The textbook has facilitated learners to accomplish social function through functional texts. In chapter 5, the social function of greeting card is to maintaining interpersonal relationship with teacher and friends. In chapter 7, the social function of descriptive

text is to describe people, animals, and things. In chapter 11, the social function of personal recount text is to report, take an example, and be proud.

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

The textbook has contained the chronological and systematic thinking skills in interpersonal and transactional texts which covered interactive activities such as the initiative to communicate and response. For example, there was a transactional dialogue lesson on chapter 2. In the first activity, there were some conversations with pictures and related situations. In the second activity, the learners were asked to repeat the conversations sentence by sentence. In the third activity, the learners were asked to do role plays in a group and perform it based on the situation that mentioned.

In conclusion, the textbook has generally met the fourth criterion.

11) Elements of meaning in short functional texts and monologues

Most of the lessons on functional texts do not emphasize the generic structure of any kind of text. For example in chapter 11, the learners presented a monologue about telling a personal experience. The learners were only explicitly told how to write past experiences with the events described sequentially. There was no explanation of part contained in its contents. In short, the textbook has not met this criterion.

12) Accuracy and appropriateness of the language use in context

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 texts 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 fully met the criterion of accuracy and appropriate language used in context.

13) Relevance of the material towards topic discussed

In this textbook, all of the learning materials covering texts, tables, and pictures for every text type are relevant to topics discussed. All model texts and conversations also in line with the topic of the chapter. The picture accompanying the texts were relevant and have facilitated the learners’ comprehension. For example, the lesson communicating states and events that happens routinely or as general truths in chapter 7 has provided learners with some pictures supporting the model texts. A conversation containing information about what zookeeper do in the zoo accompanied by pictures of zookeepers’ activities that related to the texts.

In conclusion, the textbook has met the criterion of relevance of the materials towards topics discussed. This could be seen from the presentation of text, tables, and pictures which were in line, with the topics being discussed.

14) The up-to-date sources for the materials

English textbook “When English Rings A Bell” was published in 2013 and adopted the references in the year before 2013. From the references mentioned in the textbook, it took from 1978-2012. Nevertheless, there is no explanation or mark on the texts, tables, and pictures that explain it from which source.

In short, from the explanation above this textbook has not met the criterion of the up-to-date materials because of the absence of supporting learning materials’ indication.

15) 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* were asked learners to evaluate their own learning. By doing so, learners were encourage to be responsible for the progress of their learning.

16) 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 instruction 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.

17) 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.

18) 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.

19) 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 chatacters are from different backforund 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.

20) 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*.

21) 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.

22) 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.

b. Language appropriateness

Component of language appropriateness covers three sub aspect which are language and students' development, communicativeness, and the coherence and unity ideas.

Table 4.2
The checklist of the appropriate language aspect

Point	No.	Criteria	Fulfillment (0-1)
Language and students' development	1	The language used in each explanation and instruction must be relevant to learners' cognitive development.	1
	2	The language used in each unit must be relevant to teenagers' socio-emotional condition.	1

Point	No.	Criteria	Fulfillment (0-1)
Communicativeness	3	Message readability: the message delivered in each unit must be clear and understandable by learner.	1
	4	Grammar accuracy: the message delivered in each unit must be relevant to correct English grammar.	1
The coherence and unity ideas	5	The messages and materials presented in each unit, sub-unit, paragraph, or sentence must reflect the coherence of meaning.	1
	6	There is coherence and unity of ideas in the messages and materials presented among unit, sub-unit, paragraph, and sentence.	0
Total fulfillment			5
Percentage score			$\frac{5}{6} \times 100\%$ = 83%

With regard to the appropriation of language, the textbook has met five out of the six criteria. These were 1) relevance towards students' cognitive development, 2) relevance towards students' socio-emotional condition, 3) message readability, 4) grammar accuracy, and 5) coherence on each unit. Considering the result, the textbook was achieved 83% of fulfillment.

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

1) 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.

2) Relevance towards students' socio-emotional condition

Several chapters in the textbook have been relevant to learners' socio-emotional condition. Where the learners were asked to do tasks 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.

3) Message readability

In this textbook, the messages presented in each chapter were clearly and easily understood by learners. The explanation on this textbook was brief and clear making it easier for the learners to comprehend the messages. These were also supported by the familiar topic and related to learners' daily life.

4) Grammar accuracy

The texts presented in this textbook was relevant to correct English grammar. There is 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.

5) 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 5 page 67 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.

6) The coherence and unity of ideas among unit

In this textbook, there was no coherence and unity of ideas among unit. 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.*

c. Presentation appropriateness

Component of presentation appropriateness covers three sub aspect namely presentation technique, teaching and learning technique, and presentation coverage.

Table 4.3
The checklist of the presentation appropriateness aspect

Aspect	Point	No.	Criteria	Fulfillment (0-1)
Presentation technique	Systematization	1	The materials and tasks are presented in the form of texts, communicative acts, illustrations, and symbols which should consists of at least introduction, content, and closing.	1
	The balance among units	2	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
Teaching and learning technique	Students-centered principle	3	The materials encourage the students to communicate in English with their peer, teacher, and bigger circumstance.	1
	Development of students' initiative creativity, and critical thinking	4	The materials encourage the students to do communicative activities in oral and written form based on their initiative creativity and critically.	1

Aspect	Point	No.	Criteria	Fulfillment (0-1)
	Development of autonomous learning principle	5	The materials encourage the students to be responsible towards their own learning process.	1
	Development of self-evaluation and reflection ability	6	The materials encourage the students to know their success and lacks in doing learning activities and in communication	1
Presentation coverage	Introductory part	7	Preface: provide some basic information with regard to the reason of writing the book and acknowledge.	1
		8	Table of content: a list containing information which facilitates the readers easy to find unit, sub-unit, and topic.	1
	Content part	9	Introduction: an introductory in the beginning of the textbook 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

Aspect	Point	No.	Criteria	Fulfillment (0-1)
		10	Learning load: comprise three aspects main part. It consists of face-to-face meeting, structured exercise, and independent activity.	1
		11	Reference: texts, tables, and pictures must have identities in the form of headings, the order of number of pictures and tables and references.	0
		12	Summary: involve the main points of the materials on each unit. Reflection: guide the students to reflect what they have learned in each unit.	0
	Closing part	13	Glossary: contain some important terms and their explanation which are listed alphabetically.	0
		14	Bibliography: contain the list of books used as a reference.	1
		15	Index: comprise of the list of important words followed by the number of pages.	0
Total fulfillment				11
Percentage score				$\frac{11}{15} \times 100\%$ = 73.33%

With regard to the presentation appropriateness, the textbook has met eleven out of fifteen of the criterion. Considering the result, the textbook has achieved 73.33% fulfillment.

This sub-aspect has two items the fulfillments of which were explained as follows:

- 1) Presentation of materials in the form of texts, communicative acts, symbols, and illustrations

Regard to this criterion, the textbook has presented the materials in the form of texts, communicative acts, symbols, and illustrations. Each chapter in this textbook (chapter 1-13) generally contained models interpersonal and transactional texts, some functional texts, presentation tasks, and guidance for self-reflection. Illustrations were provided to support learners' understanding towards materials.

The presentation of the materials and tasks were also according to the textbook characteristics which used scientific approach. Therefore the orientation of the activities was enabling learners to create written and oral texts, to communicate in transactional and interpersonal, and to have oral presentation.

In short, the textbook has fulfilled the criterion of presentation of materials in the form of texts, communicative acts, symbols, and illustrations.

- 2) The balance presentation of materials in the form of texts, communicative acts, symbols, and illustrations among units

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 provides 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.

- 3) Communicate between students, peers, and teacher

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 sentences 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.

- 4) Communicative activities both oral and written based on students' own initiative, creatively, and critically

Generally the textbook has provided the learners with activities that develop their initiative, creatively, and critically in the form of oral and written. Each chapter in this textbook has provided learners with communicative activities which were relevant to the ongoing communicative context. This was realized by speaking and writing tasks leading to the production stage. The tasks were designed in such a way that provided learners with opportunity to practice some language aspects they have learned.

In short, the textbook has facilitated learners with communicative tasks leading to the development of their initiative, creatively, and critically in the form of oral and written models.

- 5) Students' responsibility towards their own learning process

The textbook lead the learners to involve in communicative activities between teachers and learners when discuss the materials. In the observing section, the learners were asked to study the example of the materials in the textbook or from another sources related to the materials. Then, the learners has promoted to be responsible towards their own learning process through the *My Journal* section that usually given in the end of the chapter. By doing so, the learners encourage to be responsible towards their learning progress.

In short, the textbook has met the third criterion of students' responsible towards their own learning process.

6) Guidance to know students' success and lacks

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.

7) Preface

The textbook *When English Rings A Bell* had a preface which provided some basic information with regard to the reason of writing the book and acknowledge. It can be seen in page iii before the chapters begin.

8) Table of content

The textbook had table of content which was a list of information that facilitated the learners easily to find the page number of the chapter and topics. It can be seen in page v, after the preface.

9) Introduction

This English textbook had an introduction part 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.

10) Learning load

Generally, this textbook has provided learners with sufficient learning loads providing learners with face-to-face activities, exercise as well as independent activities.

11) References

The textbook has not met the criterion of reference. It could be seen in every texts, tables, and pictures, there were no identities in the form of heading, the order number of pictures, tables, and references.

12) Summary

The textbook has not provided the learners with summary in the end of the lesson in each chapter which presented main points of the materials.

13) Glossary

The textbook has no glossary which contain some important terms and their explanation which are listed alphabetically.

14) Bibliography

The textbook has met the criterion of bibliography which contain the list of books used for references in the textbook writing.

15) Index

The textbook did not have index of subject and authors which was the list of important words and author whose works were used in the materials followed by the number of pages.

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, language, and presentation proposed by Education National Standardization Board (BSNP). The total amount of the evaluation was 79.38%.

Table 4.4
The summary of textbook evaluation

No.	Aspect	Fulfillment	Criteria
1	Content	81.81%	Good
2	Language	83%	Good
3	Presentation	73.33%	Fair
Average		79.38%	Fair

Based on the data presented on the table 4.8, the textbook is categorized “Fair” by achieving 79.38%. From the three proposed aspects, two aspects could be classified as “good”, namely content appropriateness and language appropriateness. The other aspects classified as “fair”, namely presentation appropriateness.

B. Discussion

According to Education National Standardization Board (BSNP) English textbook should fulfill the criteria which consists of three main aspects which are content, language, and presentation. It is important to know the appropriateness of English textbook *When English Rings A Bell* for second grade of Junior High School.

Byrd in Celca-murcia (2001: 416) argues that textbooks should fit at least three components. The first aspect, the fit between curriculum and texts, means that textbook have to consider the aspect of the curriculum in the boarder and smaller educational context. The second aspect, the fit between teacher and texts, means that textbooks should contain four aspects i.e. meaningful content, usable examples, doable and varied tasks, and presentation of textbook. The last aspect, the fit between students and texts is related to four aspects namely interesting contents, appropriate examples, varied tasks, and presentation.

BSNP has released an evaluation process in *Pusbukur (Pusat Buku dan Kurikulum, 2013)* 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 first aspects namely content consists of three points: 1) the relevance the material to the curriculum, 2) the material accuracy, and 3) supporting learning material. The second aspects namely language consists of one point:

appropriateness of language. The third aspects namely presentation consists of three points: 1) presentation technique, 2) teaching and learning technique, and 3) presentation coverage.

Related to the content aspect, the textbook is lacking in some criteria. Those lack includes: 1) retention, 2) Each short functional text and monologue must at least cover the elements of meaning which lies in the each type of short functional text and monologue, 3) The supporting learning materials (text, table, picture, attachment, etc.) are taken from the up-to-date sources, and 4) Vocational skill. For this aspect, the textbook had got 81.81%. This fulfilment indicated that the textbook is good in this aspect.

Related to the language aspect, the textbook is only lacking in the coherence and unity ideas. There was no coherence and unity of ideas among unit. This was because one chapter and another share different topics. For this language appropriateness aspect, the textbook had got 83%. This fulfillment indicated that the textbook is good in this aspect.

Related to the presentation aspect, it divided into three sub-aspect. There are presentation technique, teaching and learning technique, and presentation coverage. In this aspect, the textbook is lacking in some criteria. Those are reference, summary and reflection, glossary, and index. For this aspect. The textbook had got 73.33%. This fulfillment indicated that the textbook is fair 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, language, and presentation is *fair*. The finding shows that percentage of evaluation were 79.38%.

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, language, and presentation determined by Education National Standardization Board (BSNP)

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 “fair” by achieving average score 79.38% out of three proposed criterion. The two criteria could be classified as “good” namely content appropriateness that achieved 81.81% and language appropriateness achieved 83%. The other aspects namely presentation appropriateness that achieved 73.33% were classified as “sufficient”.

B. Suggestion

Based on the research finding above 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. Teachers

Teachers should be more selective in choosing English textbook. As suggestion, the teacher could use other books as additional sources.

2. Students

As a critical students, they have to looking for other sources to supporting their learning process.

3. Further researcher

This researcher is about content analysis of English textbook for second grade of junior high school. The upcoming content analysis studies for the same aspects and give more valuable result. Researcher who interested in doing textbooks evaluation may also use the checklists used by the researcher to evaluate other English textbooks which are develop based on 2013 curriculum or modify the checklist to achieve more comprehensive results of textbook evaluation

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Appendix 1.

Validation

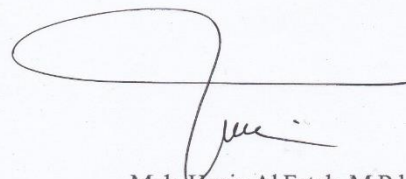
The thesis data of Irma Hidayah (16.32.2.1.155) entitled "A CONTENT ANALYSIS OF ENGLISH TEXTBOOK *WHEN ENGLISH RINGS A BELL* FOR SECOND GRADE OF JUNIOR HIGH SCHOOL" has been validated by Muh. Husin Al Fatah, M.Pd. in:

Day : Thursday

Date : 18 Maret 2021

Surakarta, 18 Maret 2021

Validator



Muh. Husin Al Fatah, M.Pd.

Appendix 2

Relevance to curriculum

Point	No.	Criteria	Fulfillment by researcher (0-1)	Fulfilment by validator (0-1)
Material completeness	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 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	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
Material depth	4	Exposure: 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
	5	Retention: in learning in every types of text, a textbook must give learners guidance to acquire explicit comprehension of text production, namely social function, generic structure, and linguistic feature.	0	0
	6	Production: in learning every types of text, a textbook must lead learners to produce written and/or spoken texts to achieve the social function which is relevant to a particular text type.	1	1
Total Percentage			5 83%	5

Material accuracy

Point	No.	Criteria	Fulfillment by researcher (0-1)	Fulfillment by validator (0-1)
Social function	1	Interpersonal: in interpersonal communication each interpersonal text must help learners to maintain their interpersonal relation with people.	1	1
	2	Transactional communication: transactional texts employed to ask for/ give goods, services, and opinion related to the learners' daily life in the form of written and oral.	1	1
	3	Functional communication: each activity of exploring functional texts must enable learners to represent the social functions of functional texts and monologues as follow: Descriptive is used to give identity, differentiate, offer, compliment, and criticize goods/ people/ animals. Recount is used to tell personal experiences for example success story, biography, unforgettable experience and the like. Narrative is aimed at amusing the readers and promoting moral values.	1	1
Generic structure	4	In each interpersonal and transactional text, the elements of chronological and systematic thinking skills must at least cover interactive activities consisting of the initiative to communicate and to response in the form of asking and giving information, goods, or services.	1	1
	5	Each short functional text and monologue must at least cover the elements of meaning which lies in the each type of short functional text and monologue as follow: Descriptive: must contain at least identification and description. Recount: must have at least orientation and events which are chronologically ordered. Narrative: must contain at least orientation, complication, and resolution.	0	0
Linguistic features	6	The text should develop the learners' communication skills by using accurate and	1	1

		appropriate language based on the communicative context.		
Total Percentage			5 83%	5

Supporting learning material

Point	No.	Criteria	Fulfillment by researcher (0-1)	Fulfillment by validator (0-1)
Up-to-date	1	The supporting learning materials (text, table, picture, attachment, etc.) for every type text are taken from the sources which are relevant to the topics discussed.	1	1
	2	The supporting learning materials (text, table, picture, attachment, etc.) are taken from the up-to-date sources.	0	0
Life skill development	3	Personal skill: knowing the strength and weaknesses of his own and other and improving himself as an autonomous learner and social creature.	1	1
	4	Social skill: being cooperative, tolerant, appreciating gender equality, promoting peace, and being anti-violence in communicating and interact with other.	1	1
	5	Academic skill: exploring and using information, solving the problem, and make a decision.	1	1
	6	Vocational skill: include the ability, attitude, and skills needed to do certain job/ occupation.	0	0
Development of insight on diversity	7	A textbook lead the learners to appreciate cultural diversity and plural society including cultural values as well as local, national, and global contents.	0	0
	8	A textbook lead the learners to be aware of the local potential and equity in order to promote local and national potential and equity.	0	0

	9	The learners to appreciate democratic values which are relevant to the local socio-cultural context.	1	1
	10	A textbook lead the learners to comprehend nationality insight to promote the sense of belonging to the motherland, nation, and country.	0	0
Total Percentage			5 50%	8

Language

Point	No.	Criteria	Fulfillment by researcher (0-1)	Fulfillment by validator (0-1)
Language and students' development	1	The language used in each explanation and instruction must be relevant to learners' cognitive development.	1	1
	2	The language used in each unit must be relevant to teenagers' socio-emotional condition.	1	1
Communicativeness	3	Message readability: the message delivered in each unit must be clear and understandable by learner.	1	1
	4	Grammar accuracy: the message delivered in each unit must be relevant to correct English grammar.	1	1
The coherence and unity ideas	5	The messages and materials presented in each unit, sub-unit, paragraph, or sentence must reflect the coherence of meaning.	1	1
	6	There is coherence and unity of ideas in the messages and materials presented among unit, sub-unit, paragraph, and sentence.	0	0
Total Percentage			5 83%	5

Presentation technique

Point	No.	Criteria	Fulfillment by researcher (0-1)	Fulfillment by validator (0-1)
Systematization	1	The materials and tasks are presented in the form of texts, communicative acts, illustrations, and symbols which should consists of at least introduction, content, and closing.	1	1
The balance among units	2	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
Total Percentage			2 100%	2

Teaching and learning technique

Point	No.	Criteria	Fulfillment by researcher (0-1)	Fulfillment by validator (0-1)
Students-centered principle	1	The materials encourage the students to communicate in English with their peer, teacher, and bigger circumstance.	1	1
Development of students' initiative creativity, and critical thinking	2	The materials encourage the students to do communicative activities in oral and written form based on their initiative creativity and critically.	1	1
Development of autonomous learning principle	3	The materials encourage the students to be responsible towards their own learning process.	1	1
Development of self-evaluation and reflection ability	4	The materials encourage the students to know their success and lacks in doing learning activities and in communication	1	1
Total Percentage			4 100%	

Presentation coverage

Point	No.	Criteria	Fulfillment by researcher (0-1)	Fulfillment by validator (0-1)
Introductory part	1	Preface: provide some basic information with regard to the reason of writing the book and acknowledge.	1	1
	2	Table of content: a list containing information which facilitates the readers easy to find unit, sub-unit, and topic.	1	1
Content part	3	Introduction: an introductory in the beginning of the textbook 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
	4	Learning load: comprise three aspects main part. It consists of face-to-face meeting, structured exercise, and independent activity.	1	1
	5	Reference: texts, tables, and pictures must have identities in the form of headings, the order of number of pictures and tables and references.	0	0
	6	Summary: involve the main points of the materials on each unit. Reflection: guide the students to reflect what they have learned in each unit.	0	0
Closing part	7	Glossary: contain some important terms and their explanation which are listed alphabetically.	0	0
	8	Bibliography: contain the list of books used as a reference.	1	1
	9	Index: comprise of the list of important words followed by the number of pages.	0	0
Total Percentage			5 55%	5

INSTRUMEN PENILAIAN I

BUKU TEKS PELAJARAN BAHASA INGGRIS SMP/MTS

PENGANTAR

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

KARAKTERISTIK PEMBELAJARAN BAHASA INGGRIS

1. Bahasa memiliki peran sentral dalam perkembangan intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi. Karena itu, pembelajaran Bahasa Inggris selain ditujukan sebagai alat komunikasi juga sebagai alat pengembangan diri peserta didik menjadi manusia Indonesia yang memiliki daya saing global.
2. Komunikasi yang efektif menghendaki penggunaan bahasa yang baik dan benar, yaitu, bahasa yang sesuai dengan aturan-aturan kebahasaan dan tuntutan konteks komunikasi. Dengan demikian, pengetahuan kebahasaan meskipun tidak harus menjadi fokus tetap harus terajarkan.
3. Komunikasi nyata selalu terjadi dalam konteks alamiah. Karenanya, pembelajaran Bahasa Inggris hendaknya dilaksanakan dengan melibatkan peserta didik dan lingkungannya dalam konteks kehidupan sehari-hari (otentik dan alamiah).

4. Komunikasi sendiri bukanlah tujuan akhir, melainkan merupakan sarana untuk mencapai tujuan yang lebih hakiki, yakni memenuhi kebutuhan hidup. Karena itu pembelajaran Bahasa Inggris hendaknya ditujukan untuk mengembangkan kecakapan hidup; dan bukan sebaliknya, menggunakan kecakapan-kecakapan hidup untuk mengajarkan Bahasa Inggris.
5. Bahasa Inggris merupakan sarana komunikasi global. Penguasaan Bahasa Inggris diharapkan membantu peserta didik memahami dan memperkokoh budaya lokal dan nasional, serta mengenal dan memahami

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

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

KRITERIA PENGEMBANGAN BUKU TEKS

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

1. Mengembangkan kemampuan menggunakan Bahasa Inggris untuk berkomunikasi secara lisan (Menyimak dan Berbicara) maupun tertulis (Membaca dan Menulis) dalam rangka mengembangkan aspek intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi.
2. Menggunakan Bahasa Inggris yang baik dan benar, sesuai dengan kaidah-kaidah kebahasaan dan tuntutan konteks komunikasi. Pengetahuan kebahasaan disampaikan sebagai pendukung penguasaan kemampuan berkomunikasi
3. Mengembangkan kemampuan berkomunikasi dalam Bahasa Inggris melalui pembelajaran berbasis peserta didik dan lingkungannya dalam konteks kehidupan sehari-hari (otentik dan alamiah).
4. Mengarah pada pengembangan kecakapan hidup: personal, sosial, akademik, dan vokasional
5. Mengembangkan pemahaman lintas budaya dalam rangka menjalin persahabatan pada tingkat lokal, nasional, dan internasional dengan membuka wawasan tentang perbedaan budaya untuk meminimalkan kesalahpahaman, menumbuhkan rasa saling menghargai, dan meningkatkan kualitas hubungan antarmanusia.
6. Berorientasi pada perkembangan ilmu pengetahuan dan teknologi (IPTEK)

INSTRUMEN 1

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

KODE BUKU:

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I. KELAYAKAN ISI

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

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

Rangkuman kualitatif:

II. KELAYAKAN PENYAJIAN

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

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

SUBKOMPONEN	BUTIR	SKOR				ALASAN PENILAIAN
		1	2	3	4	
Rangkuman kualitatif						

Rangkuman kualitatif supervisor:

Supervisor I,

Supervisor II,

,,

Penilai,

.....

.....

.....

DESKRIPSI BUTIR INSTRUMEN 1

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

I. KOMPONEN KELAYAKAN ISI

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

Kelas IX

Ungkapan menunjukkan dan meminta perhatian, kekaguman, dsb.

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

	<p>Kelas IX</p> <p>Teks-teks fungsional pendek seperti kartu undangan, iklan, pesan, dsb., serta -teks <i>procedure, narrative, dan report.</i></p>
2.	KEDALAMAN MATERI
	a. Paparan (<i>exposure</i>)
	<p>Deskripsi:</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. Retensi aturan pembentukan teks
	<p>Deskripsi:</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>
	c. Produksi
	<p>Deskripsi:</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.	KEAKURATAN MATERI	
3.	Fungsi sosial	
	<p>Deskripsi:</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"> (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. (2) Komunikasi transaksional: meminta/memberi jasa/barang/fakta/pendapat, yang terkait dengan kehidupan peserta didik sehari-hari serta mata pelajaran lain, secara lisan dan tertulis. (3) Komunikasi fungsional: memerankan fungsi khusus dalam teks fungsional pendek dan monolog yang terkait dengan masing-masing jenis teks berikut: <ol style="list-style-type: none"> (a) <i>Recount</i> berfungsi memaparkan pengalaman pribadi seperti cerita sukses, biografi, pengalaman tak terlupakan, proses kejadian, dsb. (b) <i>Narrative</i> berfungsi menghibur dan mengajarkan nilai-nilai luhur. (c) <i>Procedure</i> berfungsi memberikan petunjuk mengerjakan atau melakukan sesuatu, seperti instruksi melaksanakan tugas, manual, resep, peringatan, dsb. (d) <i>Descriptive</i> berfungsi memerikan, mengidentifikasi, membedakan, menawarkan, memuji, mengkritik, dsb., benda/orang/binatang. (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. 	
4.	Unsur dan Struktur Makna	
	<p>Deskripsi:</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"> (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. 	

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

II. KOMPONEN KELAYAKAN PENYAJIAN

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

13.	Mengembangkan kemandirian belajar
	<p>Deskripsi: Penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri</p>
14.	Mengembangkan kemampuan untuk refleksi/evaluasi diri
	<p>Deskripsi: Penyajian materi dan tugas mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.</p>
C.	PENDUKUNG TEKNIK PENYAJIAN
15.	Bagian Pendahuluan
	<p>Deskripsi:</p> <ul style="list-style-type: none"> (a) Prakata: informasi yang mengantarkan pembaca untuk mengetahui tujuan penulis buku, ucapan terima kasih, dan harapan (b) Daftar isi: daftar yang memuat informasi yang memudahkan peserta didik untuk mencari dan menemukan bab, subbab, serta topik yang ada di dalamnya
16.	Bagian Isi
	<p>Deskripsi:</p> <ul style="list-style-type: none"> (a) Pendahuluan: pengantar pada awal buku berisi tujuan penulisan buku teks pelajaran, sistematika buku, cara belajar yang harus diikuti, serta hal-hal lain yang dianggap penting bagi peserta didik. (b) Beban belajar: beban belajar yang merupakan inti dari isi buku teks terdiri atas tiga unsur yaitu tatap muka, latihan terstruktur, dan kegiatan mandiri. (c) Rujukan: teks, tabel, gambar mempunyai identitas berupa judul, nomer urut gambar/tabel, dan rujukan. (d) Rangkuman dan refleksi: rangkuman merupakan konsep kunci bab yang bersangkutan yang dinyatakan dengan kalimat ringkas, jelas, dan memudahkan peserta didik memahami keseluruhan isi bab. Refleksi memuat simpulan sikap dan prilaku yang harus diteladani.

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

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

Kelas VII

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

	<p>Jenis Teks Transaksional: Teks transaksional di kelas ini meliputi ungkapan:</p> <ul style="list-style-type: none">- memerintah dan melarang- meminta dan memberi informasi,- menyatakan suka dan tidak suka,- meminta klarifikasi- dsb.					
--	--	--	--	--	--	--

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

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

Kelas VIII

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

Butir	Standar Kompetensi	Kompetensi Dasar	Halaman	Kesesuaian uraian materi dengan SK dan KD			
				Kelengkapan		Kedalaman	
				Lengkap	Tidak	Dalam	Tidak
		Jenis Teks Fungsional: Teks fungsional di kelas ini meliputi: <ul style="list-style-type: none"> - Teks-teks fungsional dan esei pendek sangat sederhana, berbentuk <i>descriptive</i>. 					
		<ul style="list-style-type: none"> - Teks-teks fungsional dan esei pendek sangat sederhana, berbentuk <i>narratve</i>. 					
		<ul style="list-style-type: none"> - Teks-teks fungsional dan esei pendek sangat sederhana, berbentuk <i>recount</i>. 					
TOTAL							
SKOR							

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

PEDOMAN PENYEKORAN: $\geq 95\% = 4$

$< 95\% = 1$

INSTRUMEN II

PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS SMP/MTS

PENGANTAR

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

KARAKTERISTIK PEMBELAJARAN BAHASA INGGRIS

1. Bahasa memiliki peran sentral dalam perkembangan intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi. Karena itu, pembelajaran Bahasa Inggris selain ditujukan sebagai alat komunikasi juga sebagai alat pengembangan diri peserta didik menjadi manusia Indonesia yang memiliki daya saing global.
2. Komunikasi yang efektif menghendaki penggunaan bahasa yang baik dan benar, yaitu, bahasa yang sesuai dengan aturan-aturan kebahasaan dan tuntutan konteks komunikasi. Dengan demikian, pengetahuan kebahasaan meskipun tidak harus menjadi fokus tetap harus terajarkan.
3. Komunikasi nyata selalu terjadi dalam konteks alamiah. Karenanya, pembelajaran Bahasa Inggris hendaknya dilaksanakan dengan melibatkan peserta didik dan lingkungannya dalam konteks kehidupan sehari-hari (otentik dan alamiah).

4. Komunikasi sendiri bukanlah tujuan akhir, melainkan merupakan sarana untuk mencapai tujuan yang lebih hakiki, yakni memenuhi kebutuhan hidup. Karena itu pembelajaran Bahasa Inggris hendaknya ditujukan untuk mengembangkan kecakapan hidup; dan bukan sebaliknya, menggunakan kecakapan-kecakapan hidup untuk mengajarkan Bahasa Inggris.
5. Bahasa Inggris merupakan sarana komunikasi global. Penguasaan Bahasa Inggris diharapkan membantu peserta didik memahami dan memperkuat budaya lokal dan nasional, serta mengenal dan memahami

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

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

KRITERIA PENGEMBANGAN BUKU TEKS

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

1. Mengembangkan kemampuan menggunakan Bahasa Inggris untuk berkomunikasi secara lisan (Menyimak dan Berbicara) maupun tertulis (Membaca dan Menulis) dalam rangka mengembangkan aspek intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi.
2. Menggunakan Bahasa Inggris yang baik dan benar, sesuai dengan kaidah-kaidah kebahasaan dan tuntutan konteks komunikasi. Pengetahuan kebahasaan disampaikan sebagai pendukung penguasaan kemampuan berkomunikasi
3. Mengembangkan kemampuan berkomunikasi dalam Bahasa Inggris melalui pembelajaran berbasis peserta didik dan lingkungannya dalam konteks kehidupan sehari-hari (otentik dan alamiah).
4. Mengarah pada pengembangan kecakapan hidup: personal, sosial, akademik, dan vokasional
5. Mengembangkan pemahaman lintas budaya dalam rangka menjalin persahabatan pada tingkat lokal, nasional, dan internasional dengan membuka wawasan tentang perbedaan budaya untuk meminimalkan kesalahpahaman, menumbuhkan rasa saling menghargai, dan meningkatkan kualitas hubungan antarmanusia.
6. Berorientasi pada perkembangan ilmu pengetahuan dan teknologi (IPTEK)

INSTRUMEN 2

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

KODE BUKU:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

I. KELAYAKAN BAHASA

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

	4. Ketepatan kaidah bahasa					
--	----------------------------	--	--	--	--	--

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

Rangkuman Kualitatif supervisor:

Supervisor I,

Supervisor II,

,,
Penilai,

.....

.....

.....

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

I. KELAYAKAN BAHASA

Komponen kelayakan bahasa mencakup tiga sub-komponen, yaitu kesesuaian dengan perkembangan peserta didik, komunikatif, serta keruntutan dan kesatuan gagasan.	
A.	KESESUAIAN DENGAN TINGKAT PERKEMBANGAN PESERTA DIDIK
1.	Kesesuaian dengan tingkat perkembangan kognitif peserta didik
	<i>Deskripsi:</i> Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik. Tingkat kesulitan dan keakraban bahasa difasilitasi secara eksplisit.
2.	Kesesuaian dengan tingkat perkembangan sosial-emosional peserta didik
	<i>Deskripsi:</i> Bahasa yang digunakan sesuai dengan situasi sosial-emosional remaja.
B.	KOMUNIKATIF
3.	Keterbacaan pesan oleh peserta didik
	<i>Deskripsi:</i> Pesan yang disajikan jelas dan mudah dipahami oleh peserta didik.

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



VIII

Di unduh dari : Bukupaket.com

Bahasa Inggris

“When English Rings a Bell”

Bahasa Inggris • Kelas VIII SMP/MTs



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Katalog Dalam Terbitan (KDT)

Indonesia. Kementerian Pendidikan dan Kebudayaan.

Bahasa Inggris, *When English Rings a Bell* / Kementerian Pendidikan dan
Kebudayaan.-- . Edisi Revisi Jakarta : Kementerian Pendidikan dan Kebudayaan, 2017.

vi, 234 hlm. : illus. ; 25 cm.

Untuk SMP/MTs Kelas VIII

ISBN 978-602-282-976-8 (jilid lengkap)

ISBN 978-602-282-978-2 (jilid 2)

1. Bahasa Inggris -- Studi dan Pengajaran

I. Judul

II. Kementerian Pendidikan dan Kebudayaan

420

Penulis : Siti Wachidah, Asep Gunawan, Diyantari, dan Yuli Rulani Khatimah.

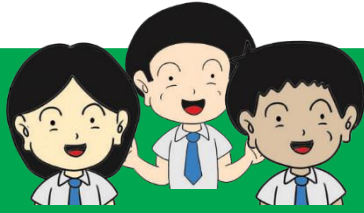
Penelaah : Helena Indyah Ratna Agustien, Rd. Safrina Noorman,
dan Wawan Gunawan.

Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

Cetakan Ke-1, 2014 ISBN 978-602-1530-60-3 (jilid 2)

Cetakan Ke-2, 2017 (Edisi Revisi)

Disusun dengan huruf Myriad Pro, 11 pt.



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