
THE EVALUATION OF ENGLISH TEXTBOOK FOR GRADE VII OF JUNIOR HIGH SCHOOL IN INDONESIA

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Abstract

The purpose of this research was to evaluate the quality of English textbook for grade VII of junior high school in Indonesia entitled "When English Rings a Bell - Revised Edition". This research employed a document analysis (Cresswel, 2012). The evaluation of the textbook was conducted qualitatively through adapted checklist developed by Litz (2005). The checklist was six criteria including practical consideration, layout and design, activities, skills, language type, subject and content, out of seven criteria in Litz's checklist were selected for this research. The results of this research revealed that the "When English Rings a Bell - Revised Edition" textbook fits the criteria of good English textbook in term of practical consideration, layout and design, activities, and skills. However, this textbook needs to provide workbook and audio-tapes as supporting aids, detailed overview instead of general overview, grammar points and vocabulary items, and highlights and practices natural pronunciation. In term of language types this textbook needs many improvement or revision, such as there are no authentic, i.e. real-life English language used, there are no brief and easy example and explanation of grammar, and there are no language represents a diverse range of registers and accents. And in terms of subject and content, this textbook needs to improve the variety in the subject and content of the textbook in order to make this textbook interesting, challenging and motivating.

Keywords: *Textbook Evaluation, English Textbook, Litz's checklist.*

1. INTRODUCTION

Textbooks are considered as the vital and crucial element in English language teaching. It is widely accepted that the textbook lies at the heart of any English language teaching situation (Sheldon, 1988; Hutchinson and Torres, 1994). They offer advantages for teachers and language students alike, and they constitute a useful resource for both teachers and learners. According to Cunningsworth (1995) textbooks provide educational text which can be used as source of material for teaching and learning. They provide objectives for the teaching process, so the teacher can choose which objective that will lead the learning process (Richards, 2001). Textbooks are a major source of providing instructions to the teachers and students, that's why it is stated that textbooks are the backbone of every educational system. They help in designing the assessment and evaluation system for the students, shaping the process of classroom teaching and learning (Mahmood, 2011). Dialogues and worksheets are also provided in the textbooks. The teacher does not need to make or design some exercises for the students, if the exercises available in the textbooks used are qualified and varied enough.

According to Sheldon (1988) the following reasons justify the widespread use of textbooks in the teaching of English as a foreign or second language throughout the world. Firstly, textbooks are indispensable in ELT contexts because it is difficult for teachers themselves to create their own teaching material. In addition, textbooks lessen preparation time by providing ready-made teaching texts and learning tasks. Finally, textbooks can serve both as a syllabus and as a framework of classroom progress, a measure by which teaching can be evaluated by external stakeholders. Besides, textbooks play multiple roles in ELT: as a resource for presentation material (spoken/written), as a source of activities for learner practice and communicative interaction, as a reference source, as a syllabus, as a resource for self-directed learning or self-access work, and as a support for less experienced teachers (Cunningsworth, 1995).

Sheldon (1988) suggest that textbooks "represent the visible heart of any ELT program" (p.237). They consists of objectives, materials, and assessment intruments to ease the teachers for teaching and the students for learning. Even though textbook is the simple way to get instructional in teaching and learning process, teacher needs to be careful in selecting textbook as their source of material in the class. The textbook that the teacher chooses would satisfy his and his students' needs. For teacher who use the textbooks as the main source of materials, they should be careful in selecting the textbooks. Since, it may mislead the students who learn English as a foreign language (EFL) if the textbooks are not appropriate with the learners. Inappropriate textbook can be found if the textbook does not match with the learners' need and characteristics, such as age of the learners, level of the learners and also the learning style of the learners. If the textbook are not appropriate with age, level and learning style of the learners it could mislead the learners.

Previous studies claimed that there are some textbooks which are not appropriate with the students' needs. Gustin and Sundayana (in Anshar et.al., 2014) found that there are some inappropriate textbook for learners characteristics. They found that there are some textbooks for junior high school which do not consider the level and the learning style of the learners in senior high school. Yusuf (in Anshar et.al., 2014) also found some weaknesses, in high school textbook. Rahayu Y.E. (2013) in her study found that the English e-book entitled *English in Focus for Grade IX Junior High School* still needs some improvements to make it better. Especially in learning activities, method, illustrations and pictures, and also audio-tapes. Ahour T., et al (2014) evaluated the appropriateness of "English Textbook 2" for Iranian EFL second grade high school students from the teachers' perspectives. The results of the study revealed that teachers' perceptions about these criteria were not favorable in general. There are much more disadvantages than advantages in "English Textbook 2". Naseem, et al. (2015) in their study found that the evaluated English textbook for matriculation programme (9th class) prescribed by Punjab Textbook Board, Lahore, Pakistan did not fulfill the general objectives of the target language.

Indeed, finding "perfect" textbook is almost impossible. We are not looking for the "perfect" textbook which meets all our requirements. But rather *the best possible fit* for what the teachers and the students need. For that reason, textbook evaluation is necessary to be conducted. Tok (2010) describes that course book analyses and evaluation help the teachers to improve them and help them to attain useful insights into the basis of material.

Recently, the Indonesian government launched new curriculum namely curriculum 2013. In line with that, the government published English electronic books both for students and teachers, which have to be used by piloting schools as the first implementer of Curriculum 2013. The government also distributed its printed books to all students and teachers in those piloting schools that are 6221 schools, consists of 2598 of elementary schools, 1437 of junior high schools, 1165 of senior high schools, and 1021 of vocational high schools (news.detik.com:2014).

Even though those textbooks are published by the government, the teacher should be able to evaluate, adapt, and supplement for the books as source of materials which are adapted to the characteristics of their class. The present research aims to evaluate English textbooks for Junior High School for the seventh grade entitled "When English Rings a Bell -Revised-edition". The research questions of the present research was : To what extent does the English textbook for the seventh grade of Junior High School entitled "When English Rings a Bell-Revised Edition" fulfill the criteria of a good English textbook based on related theories in terms of:

1. practical consideration?
2. layout and designs?
3. activities?
4. skills?
5. language type?
6. subject and content?

2. REVIEW OF RELATED THEORIES

Textbook evaluation can be very useful in teacher development and professional growth. Cunningsworth (1995) and Ellis (1997) suggest that textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material.

Cunningsworth (1995) and Ellis (1997) have put forward three different types of material evaluation. First, 'predictive' or 'pre-use' evaluation, probably the most common form, is designed to examine the future or potential performance of a material. Second, 'in-use' evaluation examines a material that is currently being used. The third type is 'retrospective' or 'post-use' (reflective) evaluation of a material that has been adopted in an institution.

McDonough and Shaw (2003) have distinguished between two types of material evaluation. The internal evaluation addresses the issues related to the presentation of content and skills, the grading and sequencing of the materials, as well as the compatibility of tests and exercises with learners' needs. The external evaluation takes into account the criteria such as the context in which the materials are to be used, the presentation and organization of language into teachable units, and the author's perspectives on language and methodology. McDonough and Shaw (2003) also highlighted some situations that evaluating materials is necessary and helpful. The first situation is when teachers are given the choice to adopt or develop their materials. The second one is when the teachers are just consumers of other peoples' products. Some degree of evaluation is needed in both of these circumstances.

There are many reasons for evaluating textbooks. Littlejohn (1998) claims materials analysis and evaluation enable us to see inside the materials and to take more control over their design and use. Sheldon (1988) believes that we need to evaluate textbooks for two reasons. First, the evaluation will help the teacher or program developer in making decisions on selecting the appropriate textbook. Furthermore, evaluation of the advantages and disadvantages of a textbook will familiarize the teacher with its probable weaknesses and strengths.

In general terms, textbook evaluation helps curriculum designers and material developers to consider key issues while designing language courses. In addition, evaluation studies are of particular importance in reexamining the deficient points in the existing materials and enhancing the quality of the materials. In the evaluation process, ideas and suggestions of teachers should be considered on the ground that they are the immediate users of coursebooks and usually have good insights into coursebook usage and classroom dynamics. In summary, it is a fact that evaluation of textbook and other materials is the natural and fundamental part of the teaching and learning process.

In evaluating textbook, evaluation checklist is needed. Finest theorists in the field of ELT textbook design and analysis such as Williams (1983), Sheldon (1988), Brown (1995), Cunningsworth (1995) agree that evaluation checklist should have some criteria pertaining to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics. Another important criteria should be incorporated is the needs of the teacher's approach individually and the organization of the curriculum.

Moreover, criteria should cover the specific language functions, grammar, and skill contents that are covered by a particular textbook as well as the relevance of linguistic items to the prevailing socio-cultural environment. (Grant 1987; Cunningsworth, 1995). Besides, textbook evaluations should cover criteria that pertain to representation of cultural and gender components. In addition, to the extent of which linguistic items, subjects, content, and topics match up with students' personalities, backgrounds, needs, and interests as well as those of the teacher and institution.

The criteria used in the evaluation checklist in this research are adapted from Litz's teacher textbook evaluation checklist. It covers: 1) Practical Considerations (5 items), 2) Layout and design (8 items), 3) Activities (7 items), 4) Skills (5 items), 5) Language Type (6 items), 6) Subject and Content (5 items).

3. RESEARCH METHOD

This research uses qualitative research design that applies a descriptive study as its framework (Cresswel, 2012). To find out the aspects of textbook which fulfill the criteria of good textbook in terms of practical considerations, layout and design, activities, skills, language type, subject and content, conclusion, this study employs a document analysis (Cresswel, 2012). The data of the research is English textbook of Grade VII of Junior High School in Indonesia entitled “When English Rings a Bell – Revised Edition” which are prescribed by Indonesian government to be used by the piloting schools which implemented Curriculum 2013. To make the present research more reliable, two English teachers at one of Junior High Schools in Bengkulu are involved as respondents and also as the second and the third evaluator of the textbook.

Two data collection methods are employed in this research: document analysis and interview. The procedure of analyzing data are: first, analyzing and interpreting the data. Second, interviewing the second and the third evaluator as inter-rater, and the third reporting the results of the research descriptively.

4. DATA ANALYSIS AND DISCUSSION

This section discusses the results of the study. The results will be presented following the order of the research questions.

The first research question was “To what extent does the English textbook for the seventh grade of Junior High School entitled “When English Rings a Bell-Revised Edition” fulfill the criteria of a good English textbook based on related theories in terms of the practical consideration?”

Table 1 below shows the result of the checklist in term of its practical consideration of the textbook.

Table 1

The Result of Checklist from the Practical Consideration of the Textbook

No	Main Criteria	Aspect (s) assessed	E1	E2	E3
1	Practical Consideration	The price of the textbook is reasonable	√	√	√
		The textbook is easily accessible	√	√	√
		The textbook is a recent publication	√	√	√
		A teacher’s guide, workbook, and audiotapes accompany the textbook	√	X	X
		The author’s views on language and methodology are comparable to mine (Note: refer to the “blurb” on the back of the textbook).	√	√	√

Notes:

√ = agree (fulfill the criteria)

x = disagree (inadequate)

According to the table, it was found that evaluator 1, 2, and 3 (E1, E2, and E3) agreed that the price of the textbook is reasonable, since this textbook is given by the government for free to the students and teachers who implement Curriculum 2013. In term of its accessibility, all evaluators agreed that this textbook is easy to be accessed. As stated previously that this textbook is distributed for free to all schools in Indonesia that have already applied Curriculum 2013, it is also available in the website of Ministry of Education and Culture for free download.

Regarding of publication, all evaluators also agreed that this textbook is a recent publication, because it has just been published in 2014, in line with the implementation of new designed curriculum, namely Curriculum 2013. Even, this textbook also adopted the latest approach of ELT, that is scientific approach which involves the following activities: observing, questioning, experimenting/exploring, associating and communicating (Kemdikbud:2013).

Next category is supporting aids. Good textbook provided supporting aids that are useful to help the teacher in using the textbook. It supports the teachers to prepare their teaching in a limited time. The supporting aids cover teachers’ note, audio cassettes/CD-ROMs, extra sources of materials

and web links. It is in line with Richard (2001) who state that the textbooks should include supporting materials such as teachers' guide, cassettes, worksheet and video which helps the teacher. In this case (the existence of teacher's guide, workbook, and audio-tapes accompanying the textbook), different from E1, E2 and E3 did not agree. The reason why they had different opinion is answerable. This happened since this textbook only accompanied by teacher's guide but unfortunately there are no workbook and audio-tapes provided as the supporting aids. In fact, audio-tapes has very important role to help students listening some expressions modeled by native speaker so students can learn how to pronounce the expressions correctly and learn the accent of the native speaker. And, regarding the researcher's views, all evaluator agreed the 'blurb'. It means all evaluators have similar views to the researcher's on language and methodology.

The second research question was "To what extent does the English textbook for the seventh grade of Junior High School entitled "When English Rings a Bell-Revised Edition" fulfill the criteria of a good English textbook based on related theories in terms of the layout and designs?"

Table 2 below shows the result of the checklist in term of layout and designs of the textbook.

Table 2
The Result of Checklist from the Layout and Design of the Textbook

No	Main Criteria	Aspect (s) assessed	E1	E2	E3
2	Layout and Design	The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.	X	X	X
		The layout and design is appropriate and clear	X	√	√
		The textbook is organized effectively.	√	√	√
		An adequate vocabulary list or glosarry is included.	√	X	√
		An adequate review section and exercises are included.	X	√	√
		An adequate set of evaluation quizzes or testing suggestions is included.	√	√	X
		The teacher's book contain guidance about how the textbook can be used to the utmost advantage.	√	√	√
		The material objectives are apparent to both the teacher and student.	√	√	√

Based on the table above, it is shown that all evaluators did not agree in term of the overview of the textbook. Actually there is an overview in each chapter in this textbook, but it is too general; it does not meet the criteria of a good textbook which should includes a detailed overview of the functions, structures, and vocabulary that will be taught in each unit.

Regarding the layout and designs, evaluator 2 and 3 agreed of it, but evaluator 1 did not. Layout and designs of textbooks has a significant influence on learning of the basic information in the texts. Learners' curiosity and attention are attracted when the material is visually attractive and well organized. Sheldon(1988), points that textbooks are physical artifacts, and the author needs to recognize that layout, format, typography and graphics are also essential for a successful coursebook. Grant (1987) states that attractiveness becomes one of consideration in selecting a textbook. Attractive layout means that the layouts are arranged tidily. It does not make the reader confused in reading the textbook. They should have enough space, if the textbooks used graphic and pictures. They should know where the heading, chapters, subchapters, index, and appendices are placed. This research found that the layouts of this textbook is adequately good. The letter of the textbook used big fonts. Big fonts indicate readability. This book provides a lot of pictures with colorful illustrations. It is good because the use of picture is a way to make input comprehensible. However, the pictures used are less interesting, since all the pictures are monotonous drawings and there is no photos at all. There are some drawings showing time that have unappropriate colors or situations, so they confuse

the students to do the tasks; i.e. to state whether it is morning, afternoon, evening or night. But overall, the textbook provides appropriate layout and designs.

The next category is organization of the textbook. All evaluators agreed that this textbook is organized effectively, since chapters and sub-chapters of this textbook arranged systematically. In term of list of vocabulary or glossary, evaluator 1 and 3 agreed, but evaluator 2 did not agreed. Indeed, there are list of vocabulary and glossary in it, but they are not adequate enough, actually. And there are also very limited texts inserted in the book, whereas kinds of texts are able to enrich the students' vocabulary. The next part is review section and exercises. Different from evaluators 2 and 3, evaluator 1 disagreed. Indeed, this textbook provides review section and exercise, however the review section as the sources of input are very limited. Teacher should find other sources to enrich those review section. The exercises in this textbook are vary; individually, pair-work and group work exercises. The exercises are set in a systematic arrangement starting from the word moving two simple sentences and finally coming to a text. It seems that this textbook is constructed based on Krashen's natural order hypothesis. Krashen has stated that we acquire language rules in unpredictable or natural order (Brown, 2000). Those natural order states that children acquire language starting from simple to complex.

In term of evaluation quizzes or testing, evaluators 1 and 2 assumed that there are adequate evaluation quizzes or testing suggestion included in this textbook. But, evaluator 3 disagree and stated that it was not adequate, since teacher should find or make other evaluation quizzes or testing by him/herself. The next category is teacher's book. All evaluators agreed that the teacher's book contains guidance about how the textbook can be used to the utmost advantage. It covers the lesson plan that can be adopt and adapt by teacher to use this textbook, and also provides some supplementary materials. And the last part is the objective of the textbook. All evaluators assumed that the materials objectives are apparent and clear to both of the teacher and the students. This textbook provides objectives in each chapter. The objectives are appropriate to the activities. A good textbook should provide syllabus for the course to give aims and objectives of the course (Richard, 2001). It is also useful for giving direction and limitation for teacher and students on how the materials to be taught or to be learned.

The third research question was "To what extent does the English textbook for the seventh grade of Junior High School entitled "When English Rings a Bell-Revised Edition" fulfill the criteria of a good English textbook based on related theories in terms of the activities?"

Table 3 below shows the result of the checklist in term of activities of the textbook.

Table 3
The Result of Checklist from the Activities of the Textbook

No	Main Criteria	Aspect (s) assessed	E1	E2	E3
3	Activities	The textbook provide a balance of activities (Ex. There is an even distribution of free vs controlled exercises and tasks that focus on both fluent and accurate production	√	√	√
		The activities encourage sufficient communicative and meaningful practice	√	√	√
		The activities incorporate individual, pair and groupwork	√	√	√
		The grammar points and vocabulary items are introduced in motivating and realistic contexts	X	X	√
		The activities promote creative, original and independent responses	√	√	√
		The tasks are conducive to the internalization of newly introduced language.	√	√	√
		The textbook's activities can be modified or supplemented easily	√	√	√

Table 3 above indicated that all evaluators assumed that this textbook provides a balance activities. There is an even distribution of free vs controlled exercises and tasks that focus on both fluent and accurate production. And all evaluators also agreed that the activities in this textbook encourage sufficient, communicative and meaningful practice. The activities are vary: individually, pair-work and also group work.

In the term of grammar, evaluator 1 and 2 disagreed of it, but evaluator 3 agreed. There is no grammar rules explained in this textbook. Students are forced to learned the grammar automatically from the limited context given in this textbook. Stern (1970) states that a small child simply uses of language. He does not learn formal grammar. We don't have to tell him about verbs and nouns. Yet, he learns the language perfectly. It is equally unnecessary to use grammatical conceptualization in teaching a foreign language. This book clearly follows Stern's argument. However, for Indonesian students, this method is not quite effective since students are lack in English exposure. The only English lesson they get is from school, because Indonesia is not English speaking country. So it not enough to make them acquire the grammar automatically. Therefore, explanation of grammar still needed to be inserted in this textbook. All evaluators agreed that the activities of this textbook promote creative, original and independent responses. The questions are designed to be free to answer; they may be have many responses. They are not designed for one single answer in order to stimulate students and make them feel free to answer with their own opinion and own words. All evaluators also agreed that the tasks in this textbook are conducive to the internalization of newly introduced language. The tasks are always set in hierarchy level. Starting from simple tasks (finding words or utterances for situation given) which can be considered as the process of of controlled processing mechanism move to the automatic processing mechanism (need accomplished skill). And the last term is supplementation. Evaluators 1, 2 and 3 agreed that the activities of this textbook can be modified or supplemented easily. This textbooks provides limited activities and review sections, and also quizzes, so it needs modification in the activities and supplementary materials as an additional sources input.

The fourth research question was "To what extent does the English textbook for the seventh grade of Junior High School entitled "When English Rings a Bell-Revised Edition" fulfill the criteria of a good English textbook based on related theories in terms of the skills?"

Table 4 below shows the result of the checklist in term of skills included in the textbook.

Table 4
The Result of Checklist from the Skills of the Textbook

No	Main Criteria	Aspect (s) assessed	E1	E2	E3
4	Skills	The materials include and focus on the skills that I/my students need to practice	√	√	√
		The materials provide an appropriate balance of the four language skills.	√	√	√
		The textbook pays attention to sub-skill, i.e. listening for the gist, note-taking, skimming information, etc.	√	√	√
		The textbook highlights and practices natural pronunciation (i.e. –stress and intonation)	X	X	X
		The practice of individual skills is integrated into the practice of other skill.	√	√	√

Table 4 shows that evaluator 1, 2 and 3 agreed that this textbook include and focus on the skills that the students need to practice. They also assumed that this textbook provides an appropriate balance of the four language skills: they are speaking, listening, reading, and writing. And this textbook pays attention to sub-skill, i.e. listening for the gist, note-taking, skimming information, etc. But, all evaluators disagreed in term of pronunciation. There are no highlights and practices natural pronunciation (i.e. –stress and intonation) in this textbook, both written nor spoken (no audio-tapes available as supporting aids). And in the last part, all evaluators agreed that the practice of individual skill in this textbook is integrated into the practice of other skills.

The fifth research question was “To what extent does the English textbook for the seventh grade of Junior High School entitled “When English Rings a Bell-Revised Edition” fulfill the criteria of a good English textbook based on related theories in terms of the language type?”

Table 5 below shows the result of the checklist in term of language type included in the textbook.

Table 5
The Result of Checklist from the Language Type of the Textbook

No	Main Criteria	Aspect (s) assessed	E1	E2	E3
5	Language Type	The language used in the textbook is authentic- i.e. like real-life English.	X	X	X
		The language used is at the right level for my (students’) current English ability.	√	√	√
		The progression of grammar points are presented with brief and easy examples and explanations.	X	X	X
		The language functions exemplify English that I/my students will likely to use.	√	√	√
		The language represents a diverse range of registers and accents	X	X	X

Table 5 above indicates that all evaluators disagreed in term of language authenticity. It means that they did not assume that the language used in this textbook is authentic-i.e. like real-life English. It contains what Indonesian would normally find in their life. There is no ‘like real-life English’ materials in this textbook. Everything is very Indonesian. From the names of the person involved until the pictures and contents strongly represent the culture of Indonesia. Actually it is good for character building and nationalism of the students. However, this would bring bad impact to the learners since the learning second implies some degree of learning a second culture. It is important to understand the process of culture learning (Brown, 2000). This textbook does not include anything about English culture. And this may be lead to the culture shock. There will be misunderstanding and miscommunication between speakers which means that the students are fault in using and acquiring English as their target language.

The next, all evaluators agreed that the language used is at the right level for the students ‘current English ability. This textbook uses simple language to the complex one, hierarchically. It means that students will not move to the next acquisition before they acquire the previous level. Regarding to the grammar points, all evaluators disagreed. In this textbook, there are no presentation of grammar points progression in brief and easy examples and explanations. Grammar are contextualized in a text. No explanation or review section about grammar. The next part, all evaluators assumed that the language functions in this textbook exemplify English that the students will likely to use. And the last, about the diversity range of registers and accents, all evaluators disagreed with it. The language used in this textbook does not represents a diverse range of registers and accents. There are no information about register and accent in this textbook.

The sixth research question was “To what extent does the English textbook for the seventh grade of Junior High School entitled “When English Rings a Bell-Revised Edition” fulfill the criteria of a good English textbook based on related theories in terms of the subject and content?”

Table 6 below shows the result of the checklist in term of subject and content in the textbook.

Table 6
The Result of Checklist from the Subject and Content of the Textbook

No	Main Criteria	Aspect (s) assessed	E1	E2	E3
6	Subject and Content	The subject and content of the textbook is relevant to my (students') needs as English language learner(s)	√	√	√
		The subject and content of the textbook is generally realistic.	√	√	√
		The subject and content of the book is interesting, challenging and motivating.	X	√	X
		There is sufficient variety in the subject and content of the textbook	X	X	X
		The materials are not culturally biased and they do not portray any negative stereotypes.	√	√	√

Based on the table, it can be seen that all evaluators are agreed in term of the relevancy of the subject and content of the textbook. They assumed that the subject and content of this textbook are relevant to the students' need as English language learners . It contain very basic English and daily language used. The next part, all evaluators agreed that the subject and the content of the textbook is generally realistic. The subject and the content are real and contextual; connecting with the context of the students' personal, social, and cultural circumstances. For the next term, evaluator 2 also assumed that the subject and the content of this textbook is interesting, challenging and motivating. But, evaluators 1 and 3 disagreed with it, and thought that this book is uninteresting. The subject and the content are unchallenging. It is as a result from insufficient variety in the subject and content of the textbook. This textbook is lack of review section of the materials, reading texts, listening material in the form of audio-tapes which native speaker as the model of pronunciation, intonation and accents, and also lack of list of vocabulary. So, it forces the teacher to be creative; finding out other suitable input sources as the supplementary materials. It takes extra time or extra money to make the students have copies of them. And finally, for the last part, all evaluators agreed that this textbook are not culturally biased and they do not portray any negative stereotypes.

5. CONCLUSION

Based on the result and discussion above, it can be concluded that in general "*When English Rings a Bell-Revised Edition*" textbook is considered good English textbook based on Litz's teacher textbook evaluation checklist, in several aspects.

From the textbook evaluators' point of view, in term of practical consideration, this textbook fits the criteria of good textbook; it has reasonable price, easy accessible, a recent publication, and the author's views refers to the 'blurb' on the back of the textbook are similar with the evaluators's on language and methodology. Unfortunately, this textbook only accompanied by teacher's guide but there are no workbook and audio-tapes provided as the supporting aids.

In term of layout and designs of the textbook. The overview in each chapter in this textbook is too general, the layout and designs are adequate. The letter of the textbook uses big fonts, provides a lot of pictures with colorful illustrations. However, the pictures used are less interesting, since all the pictures are monotonous drawings and there are no photos at all. This textbook is organized effectively, but there are not adequate list of vocabulary and glossary, the review section as the sources of input are very limited, so teacher should find other sources to enrich those review section, the exercises in this textbook are vary; and they are set in a systematic arrangement starting from the word moving two simple sentences and finally coming to a text, there are evaluation quizzes or testing suggestion included in this textbook but they are not adequate, therefore teacher should find or make other evaluation quizzes or testing by him/herself. This book also accompanied by the teacher's book which contains guidance about how the textbook can be used to the utmost advantage. This textbook objectives are apparent and clear to both of the teacher and the students. This textbook provides objectives in each chapter which are appropriate to the activities.

On the other hand, in term of activities, this textbook provides a balance activities. There is an even distribution of free vs controlled exercises and tasks that focus on both fluent and accurate production. The activities in this textbook encourage sufficient, communicative and meaningful practice. The activities are vary: individually, pair-work and also group work. There is no grammar rules explained in this textbook. It seems that explanation of grammar still needed to be inserted in this textbook. The activities of this textbook promote creative, original and independent responses. Activities are not designed for one single answer in order to stimulate students and make them feel free to answer with their own opinion and own words. The tasks in this textbook are conducive to the internalization of newly introduced language. The tasks are always set in hierarchy level. Starting from simple tasks to the automatic processing mechanism which need accomplished skill. The activities of this textbook can also be modified or supplemented easily. This textbooks provides limited activities and review sections, and also quizzes, so it needs modification in the activities and supplementary materials as an additional sources input.

Regarding the skills, this textbook includes and focuses on the skills that the students need to practice. It provides an appropriate balance of the four language skills: they are speaking, listening, reading, and writing. And this textbook pays attention to sub-skill, i.e. listening for the gist, note-taking, skimming information, etc. But, in term of pronunciation, there are no highlights and practices natural pronunciation (i.e. –stress and intonation) in this textbook, both written nor spoken (no audio-tapes available as supporting aids). It is the weakness of this textbook which need to be improved. And in the last part, the practice of individual skill in this textbook is integrated into the practice of other skills.

In term of language types, this textbook does not provide authentic-i.e. like real-life English. There is no ‘like real-life English’ materials in this textbook. Everything is very Indonesian. Actually it is good for character buliding and nationalism of the students. However, this would bring bad impact to the learners since the learning second language implies some degree of learning a second culture. This textbook does not include anything about English culture. And this may be lead to the culture shock. There will be misunderstanding and miscommunication between speakers which means that the students are fault in using and acquiring English as their target language. In addition, the language used in this textbook is at the right level for the students ‘current English ability. This textbook uses from simple language to the complex one, hierarchically. Regarding to the grammar points, there are no presentation of grammar points progression in brief and easy examples and explanations. Grammar are contextualized in a text. No explanation or review section about grammar. And the language functions in this textbook exemplify English that the students will likely to use. The language used in this textbook also does not represents a diverse range of registers and accents. There are no information about registers and accents in this textbook.

The last category is subject and contents. In term of relevancy, the subject and content of this textbook are relevant to the students’ need as English language learners. It contain very Basic English and daily language used. And the subject and the content of the textbook is generally realistic. The subject and the content are real and contextual; connecting with the context of the students’ personal, social, and cultural circumstances (Johnson, 2009). However, the subject and content of this textbook are uninteresting and unchallenging. It is as a result from insufficient variety in the subject and content of the textbook. This textbook is lack of review section of the materials, reading texts, listening material in the form of audio-tapes which native speaker as the model of pronunciation, intonation and accents, and also lack of list of vocabulary. So, it forces the teacher to be creative; finding out other suitable input sources as the supplementary materials. It takes extra time or extra money to make the students have copies of them. And finally, this textbook are not culturally biased and they do not portray any negative stereotypes.

From this research, there are some suggestions recommended for English teachers in junior high school, for the textbook designer and publisher and decision makers, and for further research. For English teachers, the result of this study is beneficial to give them information on areas where this textbook can achieve its goals and on what parts will they need to use supplementary materials. It informs them where they can make adaptation of the textbook or find other sources of materials to make it best fit to the students’ need. For textbook designers, publisher and decision makers, it is

hoped that the result of this study will give them a feedback about the textbook and how it can be developed. Finally for further research, the researcher who want to conduct a research of textbook evaluation, it will be better if you also getting the data from teachers, students, and also expert point of views.

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