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EVALUATING THE ENGLISH TEXTBOOK REFERRING TO THE USED CURRICULUM




IAIN MADURA

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PREFACE

At the very beginning, I am very grateful to Allah SWT since His blessing and merciful, I could complete this book. This book is on purpose the way to analysis and to evaluate the English textbook. I do not forget to say, may blessings are always presented to Prophet Muhammad SAW because we are in delighting era.

In analyzing and evaluating the English textbook, I have taken the English textbook published by the Education and Culture Ministry and to support the writing I used the curriculum based on the 2013 Curriculum and as the example taking the research result of the English textbook for the seventh grade of the Junior High School level. As the writer, exactly I have reasons with these all. Hoping it can reflect the use of it for the English teacher to select, to adapt and to apply it and for the publisher and even for the stakeholder of the education to develop and to publish it by seeing the students' level and their atmosphere.

Completion of this book could not have been possible without the participation and assistance of some people. Their contribution are sincerely appreciated and gratefully acknowledged. So, I would like to express my great appreciation to Dr, Saiful Hadi, M.Pd., as the Rector of IAIN Madura.

Next, my great thanks also go to the best lectures, the late Prof. Dr. Abbas A Badib, M.A., M.A., Prof. Dr. Susanto, M.Pd., Suharsono, M.Phil., Ph.D., Dr. Oikurema Purwanti, M.A., M.Appl. and Prof. Drs. Slamet Setiawan, M.A., Ph.D., for their continuing support, guidance and advice during I had been a student of Doctorate Program in the State University of Surabaya, Surabaya . Without them, this book would not be like it is.

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But the end of everything, I must remember to say my deep regard and prayer for my beloved parents, the late H. Maisurah and the late Haisatun (may peace there and hereafter), say thanks to my beloved sister Salama, S.PdI who always support me and my beloved wife, Shufah Insyaniyah, S.H., for their support, cheerful, assistance and suggestions and also Ning Putri, Nang Putra, Son Asyam and Little Jasmine. They are great joy and delight in my life.

I realized that this book is far from being perfect, any suggestion and critics for the improvement of this book are welcomed happily. However, I hope that this book would be useful for students and provides some experiences for teachers and education stakeholders in analyzing and evaluating the English textbook before applying in the class.

The Writer

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CHAPTER I

THE CURRICULUM AND THE TEXTBOOK

A. The Curriculum

A curriculum is a plan and a rule consists of the goal, content, and instructional materials, and the way that is used as the principle in carrying the teaching-learning activity to achieve the certainly – education goal (Puskur: 2013: 5). It is clear that the curriculum contains the goal which is going to achieve in a certain subject, let say English subjects. It can be in the form of cognitive, psychomotor and affective. The content of the curriculum is the main competence and basic competence in the description of cognitive, psychomotor and affective. While the instructional materials cover any materials related to the main competence and the basic competence. The 2013 curriculum is as the used curriculum also included the way that the teacher must use an approach (red: Scientific Approach) in teaching the instructional materials to achieve the goal described in the content. In the same line, Saylor and Alexander (1974) defined curriculum as a plan for providing sets of learning opportunities to achieve broad educational goals and related specific objectives school center. So curriculum should encompass three concept; subjects matter, experience, and objectives. This case is supported by Sauvignon (1983: 303) that curriculum is a statement of both the content and the process of teaching for a course or sequence of courses; a guide to the selection of items and activities; all educational experiences for which the school is responsible. It includes the goals, objectives, contents, processes, resources and a means of evaluation of all the learning experiences planned for pupils both in and out of the school and community through classroom instruction and related programs. Globally, the curriculum is a far broader concept. The curriculum is all those

activities in which children engage under the auspices of the school. Therefore, it contains a series of activities program that the students should get. It is detailly stated in the syllabus for each subject. The teacher can use the syllabus based on the used curriculum to make a lesson plan and to develop the teaching materials.

Referring to the concept and the role of the curriculum, linguists and teachers, even our government, concern with the English language as a foreign language to overcome the changing of curriculum concept or approach for effective language teaching. It happens because they want to change the old concept or approach to the new one supposing the teaching and learning activity will be better and *competible*. It is also hoped that the students can study easily and enjoyable so that the outcome of the learning process will be better. There are many concepts or approaches appearing at last as the development of language theory related to language teaching. Let say, a language is regarded as the expression system of meaning rather than as the syntactical abstract rule. Although there are many concepts as the development of language theory related to the definition as stated above, Titone and Danesi (1985) said that no one of them can describe it adequately. However, the fact that the language can be analyzed, described, and taught as a means of expression has radically affected the ways of the language teaching. Consequently, the curriculum is being designed. It can influence to a syllabus and even lesson plan also should be considered as the principle of the language teaching to be a tool of meaning expression (Nunan, 1991: 11)

Based on the phenomena of the language teaching above, Indonesian government tries to find out and improve the system of education by changing the old curriculum with the new one. Through the National Education Department in 2013 declared a new reform in the

education policy. It can be analyzed about the students' need for the future challenge. After doing research and evaluation toward the previous curriculum simultaneously, the Department of National Education states that Indonesia needs a new curriculum based on competency and syllabus in which the methods of teaching-learning using *a scientific approach* balancing among the value of effective, cognitive and psychomotor. From the analysis of the result deeply-investigated to the student's atmosphere and their need right now and in the future denotes the importance of the new curriculum. The result is Indonesian government had tried doing the curriculum development and doing the public evaluation carried out approximately one month from November 9th to December 23rd, 2013 and finally it proclaims a new curriculum that is known the 2013 Curriculum. It is hoped to support the students in facing the real life with their own ability, critic, rational and creative with the basis of the belief in God (Puskur, 2013)

1. The 2013 Curriculum

The government stated that the 2013 Curriculum is set up to face learning model in the 21st century. Therefore, by changing the curriculum, it means there are the changes to the concept or the approach of the curriculum, especially the approach of teaching and learning process influencing to the teaching materials. Furthermore, the government through the regulation of the education ministry No. 65, 2013 stated that the learning principle is a movement from the learners are informed become they seek and get information from various kinds of learning resources over the line of the teacher and educational grade. The role of English language in learning model like this become a parameter by remembering more learning resources in English compared with other

foreign languages. In the same way as this learning model, English teaching and learning, either for Junior High School or Senior High School is to increase learners' English ability. The implementation is by using learning approach on the basis of genre, either speaking or writing by using English as a means of communication. Understanding on the genre, rule, and context of the text is stressed on, it is hoped that it is easy for the learners to catch the meaning in the text moreover to express their idea in the suitable text form. Finally, it can be easily understood by other people.

As usual, the implementation of English subjects based on the 2013 curriculum at that time is new for the students and strange for the teachers. Even, it looks like hesitated. The government persuaded stakeholder or the doer of education, especially the teachers to carry out officially started from the seventh grade of Junior High School in that 2014 year. Most of the teachers even the stakeholders said that it is supposed whether it has some problems, especially about the teaching materials. It is happening because the face of the time from the planning to the implementation is short.

Related to this, teaching English in any school has now come to be carried out as a legitimate subject by using the 2013 Curriculum since it is supported by an official policy through Ministry of National Education. As a compulsory subject, the Curriculum Center of the Department of Basic Education develops one syllabus and one teaching materials for it. The General Course Outlines (GBPP) is developed by the central curriculum board. The instructional program states that by the end of secondary schooling students are expected to master the target language, English subject both public and private schools. To support this program the central government publishes the instructional materials in the form of

students' books. It is made one kind of the textbook only as a compulsory book.

The aim of the 2013 Curriculum is to stress the importance of the competitive balance of affective, cognitive, and psychomotor, so the English ability is formed through a continuing learning to get life-skill. It is started by increasing cognitive competence by using genre, rule, and context of a text, continued by arising psychomotor competence to implement a written and oral text either by planning or spontaneously with the right pronunciation and intonation, and building character through language politeness by increasing attitude competence.

This is important to state that the curriculum is the main sources correlated with the activity to analyze and to evaluate the teaching materials or textbook. The fact that it can be used to know the relevancy of the content of the teaching materials with the used curriculum. In this case, the English teaching materials published by the government based on the 2013 Curriculum related to the experts' theories about the importance of the curriculum.

It will be better if it is discussed broader about the importance of the curriculum as the principles in the use of the English teaching materials or the English textbook. However, the writer focuses to the evaluation of the textbook as teaching materials in the class.

2. The Principles of the 2013 Curriculum Development

The 2013 curriculum is developed suitable with the era claim. The relevancy of the curriculum with the social need is created by each of the communities under coordination and supervision of the education and religion department. The curriculum contains the main competence and basic competence and also has the guideline of the curriculum

arrangement which is made by the Board of the Education National Standard.

This curriculum is developed based on the principles, as followings:

a. Centered to potential, development, need, necessity, and surrounding's student

The curriculum is developed based on the principle that learners have a central position to develop their competency in order that they will have the belief in the one God, good mind and behavior, healthy, large science, good skill, creative, independent, and good temper, democratic and responsible learner. To support the achievement of the mentioned goal, the learner is suitable for his potential, development, need, and necessity and also his surrounding demand. The principle that learner is in a central position means learning activity centers to the learners.

b. Variety and /integrated (thematic)

The curriculum is developed by seeing variety, characteristics of the learners, local condition, structure and education kinds, and appreciate and indiscriminate to the different religion, race, culture, customs, social-economy status, and gender. The curriculum covers substantial components of the curriculum, such as compulsory content and local content components. They have integrated development and structured - continuity in order to have correct and substantial meaning.

c. Realize to the development of science, technology, and art

The curriculum is developed on the basis of the realization whether science, technology, and art have developed dynamically. Therefore, the spirit to develop the curriculum content gives learning experience to the learners to follow and take significance in the development of the science, technology, and art.

d. Relevant to the life need

Curriculum development is carried out by involving stakeholders to secure the educational relevancy with the life need including social life, network (job vacancy) and business field. Therefore, developing performance skill, thinking skill, social skill, academic skill and vocational skill are possible to develop.

e. Coverage and continuity

The substantial curriculum covers all of the competence dimension, scientific work field, and subjects which are planned and implemented continually among all of the education levels.

f. Long life learning

The curriculum is prompted to the development process, culture building, and renewable learners going on their long life. The curriculum reflects interrelation among the elements of formal, informal and non-formal education by seeing the surrounding condition and claims the government which is developing always toward the whole human development.

g. The balance between national and local necessity

The curriculum is developed by seeing the national and local necessity to build the social, national, and country life. The national necessity and local necessity must fulfill one to another and set up harmony with the motto the unity in diversity in the Unity State of Indonesian Republic.

Tomlinson (1998: 7) stated that curriculum should pay attention to developing the teaching materials about the universal theme and local reference where the students live. Anything which is close to the students makes the students easier to understand. Therefore, the local content can be enclosed as instructional materials and introduction to various things

indicating certain region characteristics, not only consisting of various skills and traditional handicrafts but also various of manifest regional culture, such as regional language, legend, and costumes as appealing content.

3. The Process Standard of the 2013 Curriculum

According to the 2013 curriculum, the process standard is a criterion about the implementation of learning in a certain education to achieve the passing competency standard. It is developed referring to the passing competency standard and containing standard which is stated suitable with the decree in the government regulation, No. 19, 2005, namely about the national education standard which is changed by the government regulation, No. 32, 2013. In this regulation is stated that learning process in a certain education is held in many ways, namely; interactive, inspirited, enjoyable, challenging, motivating the students to take apart actively, and giving a place for dedicating, doing creativity, and self-study suitable with their talent, interest and physical and psycho development. Therefore in a certain education carries out learning program, implements the learning process and learning process assessment to raise the efficiency and effectivity of the achievement of passing competency.

Suitable with the passing competence standard and containing standard, so the learning principles which are used:

1. From the learners are informed become the learners find out the information.
2. From the teacher as the only of the learning resources become learning based on the various kinds of the learning resources.

3. From the textual approach towards the process as the reinforcement of the use of the scientific approach.
4. From the learning based on the content towards the learning based on the competency.
5. From the partial learning into the integrated learning.
6. From the learning stressing the single answer into the multi-answers
7. From the verbalism learning towards the applicative skill
8. The increase of the balance between physical skills (hard skills) and mental skills (soft skills).
9. The learning making important the culturing and reinforcing of the learners as long life education.
10. The learning of implementing the value by giving the model, building an interest, and building the learners' creativity in the learning activity.
11. The learning can be continuing at home, at school, and in the community.
12. The learning about applying the principles that anyone is a teacher, anyone is a learner and anywhere is a class.
13. The use of the information and communication technology to increase the learning efficiently and effectively.
14. Acknowledging the differences between individuals and the background of the learners' culture.

Therefore, related to the principles above so it is important to develop the process standard covering the learning process program, the learning process implementation, the learning result evaluation, and the learning process examination. It can be used to support in developing the teaching materials or the textbook. Especially, how to develop the content of the teaching materials or the textbook related to the used syllabus based on the used curriculum, that is the 2013 Curriculum.

B. The Syllabus

The syllabus is distributed to each subject, like Indonesian subjects, Mathematics subjects, English subjects and some other subjects. It is made to be easier in doing and implementing the content of the subjects. Therefore from the syllabus, the teacher can develop the teaching materials or instructional materials. It also must be the principles in making the lesson plan before implementing the teaching materials in the class. Therefore related to this research; analysis, and evaluation of the teaching materials, so it is important to discuss it more and as the principles in doing it.

1. The Description of Syllabus

Selection and gradation of learning materials are usually recorded on a document named as a syllabus or curriculum. Some experts say that the syllabus and curriculum refer to the same concept eventhough some say that both are different terms. The syllabus is the description of a subject matter to be given to the learners, which is a part of the curriculum and the curriculum is the whole school program.

Explaining the difference between syllabus and curriculum, Rogers says that syllabus, which prescribes the content to be covered by a given course, forms only small part of the total school program. The curriculum is a far broader concept. The curriculum is all those activities in which children engage under the auspices of the school (Richards and Rodgers, 2001: 163-164). This idea puts the syllabus as an integral part of the curriculum containing all activities and learning experiences, including the subject matter, designed for the learners at a certain level. Therefore, a syllabus should contain a more detailed and operational statement of teaching and learning elements which translates the philosophy of the

curriculum into a series of planned steps leading toward more narrowly defined objective at each level (Dubin and Olshtain, 1996: 35).

In the syllabus should be characterized by the adopted theories of language and language learning, say a communicative syllabus. According to Yalden (1987: 25), a communicative syllabus should be based on how are languages used, not on how it is thought. Such syllabus, of course, provides for the learners a classroom experience, which more closely approximates an environment of real language use. So, in the communicative English syllabus, the learners have not thought the English's rules, but since the early beginning, they are encouraged to use the target language communicatively. Related to this idea, Milne (1991: 20) asserted that the syllabus of the course should be arranged on a functional or communicative basis and the learners should be encouraged to learn to communicate effectively in English at the simple level from the beginning.

2. The Syllabus and Its Components Based on the 2013 Curriculum

It is stated that in the previous curriculum, the regions or local government (education stakeholder) especially the teachers are given right by the central government to make or arrange the standardized syllabus with the condition and the need of each region or schools. Yet, this case is not included in the new curriculum or the 2013 curriculum in which the teacher does not need to make the syllabus. The central government makes it available and the teacher just studies before making the lesson plan. However, the application of the syllabus development must see the requirements below:

- a. The development and the implementation of the curriculum become dynamic by using problem-solving. In the case, it can be carried out by the regions and school themselves.
- b. The management of the curriculum fully-done by the schools standardized with the condition or ability and the need for them.
- c. The involvement of the education stakeholder having the ability in the regions for the arrangement of the syllabus, the implementation, and the evaluation
- d. The use of other information sources lying on the regions as the sources in arranging syllabus.
- e. The use of the other information sources included multimedia having useful to enrich in arranging syllabus and implementing it.
- f. Making team to develop curriculum and curriculum network.
- g. Developing the curriculum information system through a website.

While in Puskur (2013: 24) is stated that syllabus means a series of learning activity with its assessment, it is constructed systematically that consist of many components related to one to another to obtain a basic competence as the teachers' guide in managing a teaching and learning.

Related to the definition above, it is obvious enough that the syllabus consisting of several components. In the 2013 curriculum it contains; 1) the subjects identity, 2) institution identity covering the institution name, the grade and semester, 3) the main competence. It is the categorical description of affective, cognitive and psychomotor which must be learned by the learners in the certain institution, grade, and subjects, 4) the basic competence. It is a specific competence containing affective, cognitive and psychomotor related to the subjects, 5) theme. It is for Junior High school, 6) the materials. It contains the fact, concept, principle, and the relevant procedure, and written in the specified forms

suitable with the indicator formula for the competence achievement, 7) the learning. It is an activity which is carried out by the teacher and the students to achieve the aimed competence, 8) the evaluation. It is a process to collect and to analyze the information to determine the achievement of the students' learning outcome, 9) time allocation. It is suitable with the total number of the learning time allocation in the curriculum structure for one semester or one year, 10) and the learning resource. It can be book, printing and electronic media, surroundings or other relevant resources.

Seeing the description above, it is clear enough that syllabus must be developed based on the passing standard competency and containing a standard for the basic and middle education suitable with the learning model annually. The syllabus is made to be the principle for the teachers in developing a lesson plan to carry out the teaching-learning activity in the class.

3. The Model and the Content of the Syllabus

Below is the syllabus of the English subject for the seventh grade of the junior high school in the first and the second semester. It is important for the readers or the audiences to know the model and the content of the syllabus. Of course, it is taken as the example because the writer thinks that it is suitable with the writer's goal in analyzing and evaluating the English textbook

THE SYLLABUS OF THE ENGLISH SUBJECT FOR THE SEVENTH GRADE OF THE JUNIOR HIGH SCHOOL

Education Grade : Junior High School

Class/ Semester : VII/1

Main Competence :

1. To appreciate and to comprehend the rule of the believed religion

2. To appreciate and to comprehend the honesty, discipline, responsibility, care (tolerance, work together), politeness, confidence in interacting with social and natural surroundings effectively in the communication area

BASIC COMPETENCE	MAIN MATERIALS
<p>1.1 To thank God for having an opportunity to study English as a lingua franca in an International communication</p> <p>2.1 To appear a polite attitude and care in doing an interpersonal communication with a teacher and a friend.</p> <p>2.2 To appear an honest attitude, discipline, confidence, and responsibility in doing a transactional communication with a teacher and a friend</p> <p>2.3 To appreciate a responsible behavior, care and work together and love peace in doing a functional communication</p>	

<p>3.1 To know various kinds of oral text in opening conversation (greetings, introduction, initiating conversation topic) and how to respond</p> <p>4.1 To arrange an oral text to pronounce and to respond a greeting and leave-taking with the correct language elements and suitable with the context.</p>	<p>Social function Keeping an interpersonal relationship with a teacher and a friend</p> <p>Generic structure (memorizing, it needn't explaining the structure) a. Good morning, How are you? Fine, thank you. And you? and so on, b. Goodbye. Bye. See you later. Take care, and so on</p> <p>Linguistic Features Pronunciation, stressing, intonation, quotation, clear and tidy writing and printing.</p>
<p>3.2 To know a social function, generic structure, language features from the oral text and written text to introduce him/herself very shortly and simple.</p> <p>4.2 To arrange oral and written text to pronounce and to respond self-introduction very shortly and simple by paying attention social function, generic structure, and language features correctly suitable with the context</p>	<p>Social Function Self-introduction to make interpersonal relationships with a teacher and a friend</p> <p>Generic Structure (memorizing, it needn't explaining the structure). My name is....I'm.....I live in.....and so on</p> <p>Linguistic Features Pronunciation, stressing, intonation, spelling, quotation, clear and tidy writing and printing.</p> <p>Topic Our own identity, name, and place of living</p>
<p>3.3 To comprehend a social function,</p>	<p>Social Function Realizing the importance of knowing the</p>

<p>generic structure, language features from the oral text and written text to state the names of the day, month, time in a day, time in numbers, date and year</p> <p>4.3 To arrange oral and written text to state the names of the day, month, time in a day, time in numbers, date and year with the correct language features and suitable with the context.</p>	<p>names of the day month, time in a day, time in numbers, date and year to manage the human's life.</p> <p>Generic Structure (memorizing, it needn't explaining the structure). a. What day is it today? It's Monday today. It's Tuesday tomorrow. When do we have English? etc. b. What month is it? What month is it before July? After March in April. I was born in January, etc. c. in the morning, at noon, in the afternoon, Sunday morning in the evening, at night, at midnight, etc d. What time is it? What time do we have English on Tuesday? One, two, thirty, a quarter past five, etc. e. What date is it? What date is Kartini day? When were you born? The first, the second, the forth, etc f. What year is it? When were you born? Nineteen ninety-eight. Two thousand and three.</p> <p>Linguistic Features 1) words related the names of day, month, year, time in a day, time in numbers, date and year, etc 2) verbs in the simple present tense: be, have, etc. 3) question word: what, what time/date/month/year 4) pronunciation, stressing, intonation, spelling quotation, clear and tidy writing and printing.</p> <p>Topic Day, date, time, month, year, etc, the important thing is relevant to the students' life, by giving model about attitude; discipline, confidence, responsibility, and honesty.</p>
<p>3.4 To comprehend a social function, generic structure, language features from the oral text and written text to say his/her own identity very shortly and simple.</p> <p>4.4 To arrange oral and</p>	<p>Social function Introducing, telling identity to make an interpersonal relationship with a teacher and a friend</p> <p>Generic structure (memorizing it needn't explaining the structure). 1) My name is Arif, A-r-i-f. My father is Mr. Zainal. How do you spell your name? Who is he? I have two brothers, Siska and Mul, Is she your friend, Ani? Etc. 2) My</p>

<p>written text to say his/her own identity very shortly and simple by paying attention to social function, generic structure, and language features correctly suitable with the context</p>	<p>dad is a nurse. He helps a doctor. His father is a gardener. She is the janitor and she cleans the rooms.</p> <p>Linguistic Features</p> <p>3) name of status related to relatives and relationships. 4) name of a profession, like a teacher, gardener, nurse 5) question words of what, who, which, and how. 6) pronoun (subject); I, you, we, they, she, he, it. 7) possessive adjective; my, your, our, her, their, his. 8) verbs denoting action related to the simple present tense; be, have, work, live, clean, help, spell, etc.9) expressing nouns in singular and plural(s) children 10) pronunciation, stressing, intonation, quotation, clear and tidy writing and printing</p> <p>Topic</p> <p>Self-identity, parents, brother, sister, little brother/sister, family, neighbor, and closest persons by giving good model about attitude; discipline, confidence, responsibility and honesty.</p>
<p>3.5 To comprehend a social function, generic structure, language features from the oral text and written text to say the name of the animals, nouns, and public building closing with the student's daily life</p> <p>4.5 To arrange oral and written text to say the name of the animals, nouns, and public building closing with the student's daily life with the correct language features</p>	<p>Social Function</p> <p>Introduction and identification</p> <p>Generic Structure</p> <p>(memorizing, it needn't explaining the structure). <i>It is my cricket. They are my cats. There are many fireflies on the farm. What is it? Are they your toys? Which one is your book? How many cows do you have? The hospital is near the post office. The police station in the corner, And so on.</i></p> <p>Linguistic Features</p> <p>1) name of nouns and animals living around the students' house and school: hen, cricks, house lizard, dragonfly, cockroaches, mosquitoes, butterfly, cow 2) name of the public buildings: the post office, the mosque, the bank, the hospital, the police offices, etc 3) question words of: what, which one, how many 4) saying noun in singular and plural with a and the, 5) pronoun (subject); they, it, this, that,</p>

<p>and suitable with the context.</p>	<p>these, those. 6) expressing; <i>there is/are</i>..... <i>Are/is there</i>..... 7) verbs denoting action related to the simple present tense; be, have, work, live, clean, help, spell, go, etc. 8) pronunciation, stressing, intonation, quotation, handwriting. Topic nouns and animals living near the students' atmosphere by giving good model about attitude; discipline, confidence, responsibility and honesty.</p>
<p>3.12 To comprehend the message in a song 4.11 To comprehend the message in a song</p>	<p>Social function Entertaining, expressing the feeling and comprehending the moral message. Language Features 9) word, expression, and structure in a simple song. 10) spelling and writing and a clear and tidy printing. 11) pronunciation, stressing, intonation, when presenting orally. Topic Anything giving a good style about inspiring an attitude</p>

Education Grade : Junior High School

Class/ Semester : VII/2

Main Competence :

1. To appreciate and to comprehend the rule of the believed religion
2. To appreciate and to comprehend the honesty, discipline, responsibility, care (tolerance, work together), politeness, confidence in interacting with social and natural surroundings effectively in the communication area

BASIC COMPETENCE	MAIN MATERIALS
<p>1.1 To thank God for having an opportunity to study English as a lingua franca in an International communication 2.1 To appear a polite attitude and care in</p>	

<p>doing an interpersonal communication with a teacher and a friend.</p> <p>2.2 To appear an honest attitude, discipline, confidence, and responsibility in doing a transactional communication with a teacher and a friend</p> <p>2.3 To appreciate a responsible behavior, care and work together and love peace in doing a functional communication</p>	
<p>3.6 To comprehend social function, generic structure, a linguistic feature from a special text forming label and list</p> <p>4.6 To arrange oral and written text to make label and list by using the correct linguistic feature and the suitable context</p>	<p>Social Function To introduce, to identify, to classify</p> <p>Generic Structure The name of things, with or without counting</p> <p>Linguistic Features 1) Article a/an as singular and plural noun, 2) Cardinal number; from 1 to 100, one, two, three, sixteen, twenty-one, thirty, fifty, sixty...one hundred 3) spelling and writing and a clear and tidy printing 4) pronunciation, stressing, intonation, quotation, when presenting orally.</p> <p>Topic nouns near the students' atmosphere and relevant to the student's life by giving good model about attitude; discipline, care, healthy lifestyle and environment care.</p> <p>Multimedia Layout and decoration making a good appearance text</p>

<p>3.7 To comprehend social function, generic structure, language features from the oral text and written text to say the character of human being, thing and animal</p> <p>4.7 To arrange oral and written text to pronounce the characteristic of human being, thing and animal by using the correct linguistic feature and the suitable context</p>	<p>Social Function To identify, to introduce, to praise to insult and to amaze.</p> <p>Generic Structure (memorizing, it needn't explaining the structure). <i>Young old, clever, big, small, easy, difficult, tall etc.</i> <i>It's....., They're.....I'm...</i> <i>Is it small? What is it like? What are they like? Are you tired? What do you think.....? etc.</i></p> <p>Linguistic Features 1) question words of what, who, which, and how 2) name of famous nouns existing at home/school, 3) pronoun (subject); it, they, this, that, those, these. 4) verbs in the simple present tense; be, have, work, 5) pronunciation, stressing, intonation, quotation, clear and tidy writing</p> <p>Topic nouns near the students' atmosphere and relevant to the student's life by giving good model about attitude; discipline, care, healthy lifestyle and environment care.</p>
<p>3.8 To comprehend social function, generic structure, a linguistic feature from a written and oral text to say attitude/ action/ function from human/animal/thing</p> <p>4.8 To arrange oral and written text to say attitude/ action/ function from human/animal/thing by using the correct linguistic feature and the suitable context</p>	<p>Social Function To identify, to introduce, to praise to insult and to amaze.</p> <p>Generic Structure (expressing and memorizing, it needn't explaining the structure). <i>We exercise in the morning. The cat jumps to the tree. We don't say bad words. He doesn't like noodles. Etc</i> <i>What do you do every morning? Do you help your Dad? Where do you put your shoes? When does she clean up her house? Where does the dog poo? etc</i></p> <p>Linguistic Features 1) question words and negative statement: what? Do you...? Does he....? He doesn't...They don't....etc 2) to mention famous nouns related to the simple present tense to express habitual action with/outs, 3)</p>

	<p>Proposition: in, at, on to denote the places, 4) Proposition: in, at, on to denote the time, 5) pronunciation, stressing, intonation, quotation, clear handwriting</p> <p>Topic nouns near the students' atmosphere and relevant to the student's life by giving good model about attitude; discipline, care, honest, healthy lifestyle and environment care.</p>
<p>3.9 To comprehend oral text in the expression of saying thank and asking to apologize and the response.</p> <p>4.9 To arrange oral text in the expression of saying thank and asking to apologize and the response.</p>	<p>Social Function To say and to respond in the expression of saying thank and asking to apologize to keep the interpersonal relationships between the teacher and the student.</p> <p>Generic Structure (expressing, memorizing, it needn't explaining the structure). <i>a. Thank you. You are welcome etc</i> <i>b. I'm sorry. That's fine okay. Alright etc</i></p> <p>Linguistic Features pronunciation, stressing, intonation, quotation, clear and tidy writing and printing.</p> <p>Topic Any things related to the interaction between teacher and student during the teaching and learning process, in the class or outside of the class.</p>
<p>3.10. To comprehend social function, generic structure, a linguistic feature from a special text forming instruction, short notice, warning/ caution, written and oral text, very short and simple.</p> <p>4.10 To arrange a special text forming instruction, short notice, warning/</p>	<p>Social Function To achieve the goal, to keep regulation and safety, personality and public</p> <p>Generic Structure Received expression and authentic resources. a. Instruction: Read the report carefully. No students should be late. Always come on time. Shake well before use b. Short notice: Keep the room clean and tidy. Keep the door closed at all times. Don't enter. c. Warning/ caution: warning (dangerous chemical), caution (very hot water. Danger, 240 volts)</p> <p>Linguistic Features 1) Words and structure usually used in the RE</p>

<p>caution, written and oral text, very short and simple by paying attention to social function, generic structure, linguistic feature correctly and suitable with the context</p> <p>4.11 To catch the meaning in the instruction, short notice, warning/ caution text, spoken and written</p>	<p>2) spelling and writing and a clear and tidy printing 3) pronunciation, stressing, intonation, quotation, when presenting orally.</p> <p>Topic Action in the school and in the house by giving good model about attitude; discipline, care, honest, healthy lifestyle and environment care.</p> <p>Multimedia Layout and decoration making a good appearance text</p>
<p>3.11 To comprehend social function, generic structure, a linguistic feature from an oral and written descriptive text about human, animal, and thing, very short and simple.</p> <p>4.12 To arrange an oral and written descriptive text about human, animal, and thing by paying attention to social function, generic structure, linguistic feature correctly and suitable with the context</p> <p>4.13 To catch the meaning in the oral and written descriptive text, very</p>	<p>Social function To make proud, to introduce, to identify, to praise, to criticize, etc.</p> <p>Generic structure (memorizing, it needn't explaining the structure). 1) Expressing the name of human, animal, and thing and the name of their part selected to describe 2) Expressing the characteristic of human being, animal and thing and their part, and, 3) Expressing the action from or related to human, animal, and thing suitable with the social function wanting to achieve</p> <p>Linguistic Features 1) expressing in singular with a and the and plural(s) 2) pronoun (subject); I, you, we, they, she, he, it. 3) adjective usually used: young, old, clever, etc.4) verbs denoting action related to the simple present tense; be, have, work, live, clean, help, spell, take etc 5) spelling and writing and printing clear and tidy 6) pronunciation, stressing, intonation, quotation when presenting orally</p> <p>Topic Humans, animals, and nouns near the students' atmosphere and relevant to the student's life</p>

short and simple	by giving good model about attitude; discipline, care, honest, healthy lifestyle and environment care.
3.12 To comprehend the message in a song 4.11 To comprehend the message in a song	<p>Social function Entertaining, expressing the feeling and comprehending the moral message.</p> <p>Linguistic Features 1) word, expression, and structure in a simple song. 2) spelling and writing and a clear and tidy printing. 3) pronunciation, stressing, intonation, quotation when presenting orally.</p> <p>Topic Anything giving a good style about inspiring an attitude</p>

Table 1.1. The model and the content of the syllabus

C. The Textbook

Related to this 2013 curriculum, the central government has published one kind of the English textbook only as a teaching materials to apply. It makes the teachers have no choice to use. It can also be said that the government thinks that the English textbook created is the best one to use. It is as a compulsory book to use. It really against with the learning principle is stated since the single textbook. This case practically invited the reaction from the doer of the education, especially the teachers. Theoretically, it is contrary with what was insisted by Sauvignon (1983: 138) and Grant (1987: 118) that in their declaration there is no an ideal textbook used in a course or program. However, it can be supposed that it has some negative view concerning the English textbook published by the government. First, our country is very large consisting of a lot of islands in which they are different, either in language or culture. So if the government creates one kind of the English textbook, it cannot represent the students' atmosphere. Second, some areas or some schools have ever been taught English in the Primary School but others have never yet. It

means that some students have ever studied English before but others must study harder because they have not ever been given an English subject yet. It can influence the teaching-learning process in Junior or Senior High School because of the difference between the knowledge and experience among them. Third, the difference between social and economic status, remote area versus big city and public school versus private school are in the real condition. It can make other teachers and students get difficulties to use the English textbook as a single textbook in the different condition.

1. The Description of the Textbook

The term of ‘textbook’ has the same meaning with ‘coursebook’. According to Tomlinson (1998:2) that a textbook which provide the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking. While Nunan (2003:226) states that ‘coursebook’ as prepackaged published book used by students and teacher as the primary basis for a language course. So it is the most commonly found elements in language classroom activities around the world are teachers, learners and textbook. In short, a text book or a course book’ then refers to anything that is used during the activity of the teaching learning process.

2. The Role of the Textbook in the Language Teaching and Learning

Richards (1993: 29) states that the textbook or the coursebook plays an important role in the teaching and learning activity since it appears to support the success of the teaching and learning activities. It is supported by Harmer (2007: 304) that it comes with detailed teacher’s guides which not only provide procedures for the lesson in the student’s

book, but also offer suggestions and alternatives, extra activities and resources. While Reiss (2005: 67) insisted that the textbook aids form a system of support to facilitate the students' understanding of the printed materials. All students gain from using textbook aids, English language learner's, in particular, often depend upon it. Therefore, Tarigan and Tarigan (1986: 95) stated that a textbook is very important in teaching and learning activity because of some reasons. Firstly, the textbook is an important and functional book for students in school. It is designed and created based on the curriculum because it has function to support and apply the curriculum. Textbook is an essential part of curriculum because it embodies a specific in teaching methodology and a set of goals. It reflects assumption about teaching practices: how foreign languages learned, and teaching style. Second, textbook becomes so important because it is as the main source of guidance for students and teachers. It is also as a means of students' motivation to pursue language study by offering glimpses of exotic situation in its illustration.

Textbook has so many functions and takes an important role in achieving the objectives of basis course outline. As stated by Greene and Petty in Tarigan and Tarigan (1986: 17) the functions of textbooks are: reflecting good and modern point of view about teaching process and demonstrating the application of subject matters, providing various subject matters which are easy to read and suitable with students' needs and interests, providing systematic and gradual resources about expression oral skill, providing methods of facilities of teaching and learning activity to motivate the students, providing early fixation which as tasks and exercises ort, and providing remedial and evaluation.

While the role of teachers and learners have been the focus of a vast body of discussion and research over the years, much less attention

has been given to textbook. Yet in many schools and language programs, the kind of syllabus being used, the skill being taught, the content being learned, and the assumptions about teaching and learning that the course embodies, it is necessary to look further than the textbook used in the program itself. Textbooks and other commercial material in many situation represent the hidden curriculum of many language courses and thus play significant part in the process of teaching and learning.

Based on the explanation of how important textbook in teaching and learning activity and its role in achieving the objectives of Basic Course Outline, the selection of textbook becomes crucial process (Willis, 1996: 117). Hence, teachers should select and choose appropriate textbook which is going to be used in order to achieve the objective of the curriculum. Hedge (2000: 357).

3. The Characteristic of the Textbook

There are some characteristics of the books. Tarigan and Tarigan (1986: 91) stated that textbook contains approach, objective, subject matter, method and evaluation. The approach in language skill process and consists of investing, interpreting, estimating, applying the concepts, planning, implementing and communicating it. The objective could be cognitive, affective or psychometric objective. Then, the subject matter in the textbook should be logical systematic, interesting, useful, up to date, appropriate with student's ability, and clear in concepts. It is also supports other subject matter, encourage students' confidence in arguing and expressing their ideas, enrich students' vocabulary and includes all aspects of life. And teaching methods should be various, interesting, challenging for students' creativity and students; performance individual or in group. It should be easy and help students to comprehend the materials. The evaluation of textbook should be open to be critized and judged, then it is

practical and easy to be implemented. It can stimulate personal judgment, measure students' progression in study and remedial teaching program construction.

Meanwhile out of materials, the teachers often use the textbook because it has the advantages as mentioned before. In order to make students easy to comprehend the materials, some requirements should be achieved. Related to this case, it is suitable with Richards and Rodgers' opinion. First, textbook should be appropriate to language students, simple, interesting, polite and effective in the sentences. The second is relevant to the particular print in learner progress to their aims and age groups. The third is interesting, it means that it varies on topic of interest to the learner and could satisfy. The fourth is encouraging, it means it has the quality of making the learner feel that they are making progress or at least enjoy their learning the fifth is compatible with the approach being followed with the teacher's attitudes. Finally, the instructions should be clear and easy to comprehend (2001:119).

4. The Advantages of the Textbook

Textbook is an important means of providing systematic experiences for students and teachers which issued as main source of guidance in teaching and learning activity. Tarigan and Tarigan (1986: 16) stated that textbook has several advantages. First, textbook gives chance to the students or readers to read or study in with the speed of reading which is controlled by themselves. Second, textbook gives chance to the readers to review the materials. Third, textbook gives chance to the readers to refresh their memories or review the materials anytime they want. The fourth textbook is giving chance to the readers to make some notes about important information explained by the teachers which is related to the materials in the textbook. And the last, they provide the schema, diagram,

matrix, and illustration which are used to comprehend the content of textbook.

5. The Kinds of the Textbook

There are many textbooks looked attractive and well designed used in teaching and learning activity. According to Grant (1987) those textbooks can be categorized into traditional and communicative textbook. They may be briefly described as follows:

5.1. The Traditional Textbook

Traditional textbook tries to get the students to learn the language as a system. It means students are equipped to study the language for their own purposes. There are many traditional textbook in use all over the world. But the main problem with traditional textbook is this, students work through them sometimes for years, and often conscientiously.

The traditional textbook has these characteristics:

- a. They tend to emphasize the forms, or pattern, of language (the grammar) more than communicative functions of language the job we do using it. For example, asking for information, make request, apologizing, asking the way, etc.
- b. They tend to focus on reading and writing activities rather than listening and speaking activities.
- c. They often make use of ret deal of L1
- d. They emphasize the importance of accuracy
- e. They tend to focus rather than narrowly on a syllabus and examinations.
- f. They are often attractive to some teachers, because they seem easy to use and highly examinations-oriented.

5.2. The Communicative Textbook

It is often found that many students cannot communicate fluently in English. Therefore, communicative textbook tries to solve the problems

by creating opportunities for students to use the language in the classroom before using it in real life (Nunan, 1991: 96).

Communicative textbook has these characteristics:

- a. They emphasize the communicative functions of language.
- b. They try to reflect the students' need and interest.
- c. They emphasize skills in using language, not just the forms of language
- d. They usually have a good balance among the four language skills, but it may emphasize on listening and speaking more than a traditional textbook does
- e. They tend to be very specific in their definitions of aims
- f. Both content and methods reflect the authentic language of everyday life
- g. They encourage work in groups and pairs and therefore make heavier demands on teachers' organizational abilities.
- h. They emphasize fluency not just accuracy.

6. The Criteria of the Good Textbook

From materials, teacher or publisher tries to develop the material become a good textbook as a handout book for a teacher or even students. That's why before teacher or publisher writes it, he must attend to the criteria based on the appropriate theories or the officially-stated curriculum.

According to Greene and Petty in Tarigan and Tarigan (1986: 20) stated that textbook will be regarded as a good textbook if it meets these criteria.

- a. The textbook should arouse students' interests
- b. The textbook should give motivation for students who use it
- c. The textbook consists of interesting illustration
- d. The textbook should consider linguistic aspects which are appropriate with student's ability

- e. The content of the textbook should be integrating to other subject matters
- f. The textbook should stimulate personal activities of students
- g. The textbook should avoid ambiguity concepts which can make students confused
- h. The textbook should has a clear point of view
- i. The textbook should be able to give stressing point and value to children and adult
- j. The textbook should appreciate the individual difference of the students.

According to Nunan (1999: 99), the materials of textbook should reflect the outside world. It means the materials should be authentic. It is added by the 2013 English curriculum that the authentic text is necessarily suggested to be used in the classroom such as brochure, short story, etc in order to achieve the objective of education. From those explanations, it can be concluded that drills are not considered to be given to the students in the classroom.

The perfect textbook does not exist but textbook will be available to use if it satisfy three conditions. First, it should suit the needs, interests and abilities of the students. Second, it should suit the teachers and third, it meets the needs of official public teaching syllabuses or examinations.

D. The Correlation the Textbook with the Curriculum

There are some theories taken to apply the English textbook related to the use of the 2013 Curriculum. They are used to make the curriculum will be better than previous curriculum. Therefore, the English textbook which is made should be match and compatible with the used curriculum, that is the 2013 Curriculum. It is hoped, the steps of the English textbook must pay attention to the theories or concept and even

the approach of the used curriculum apply. It is important for the teacher to master to apply the English textbook in the class. Some theories are used to support the implementation of it, such as:

1. The Communicative Competence Model in the Language Teaching and Learning

There are many kinds of competence model related with the language learning by seeing language competence from various perspectives. In the case, competence based curriculum uses the model of language competence stated by Celce-Muria, Dornyei and Thurell. (1995). They state that communication is not a series of rule. The implication is that the language competence model formulated is model preparing the students to communicate by using language and take a part in the community. This model is called with Commicative Competence.

The main competence through language education is *Discourse Competence*, namely the abylity of the students communicate orally or in written form in a communicative events. The language chosen in communicating is influenced by the communication topics, the relation among students involved in communication and the form of communication used (e.g. orally or written). The student can take a part well in the communicative events is the student having an ability of the discourse competence. In order to be able to have discourse competence well, the students need actional competence, linguistic competence, sociocultural competence, strategic competence and the elements of discourse competence.

Linguistic competence covers the ability to use structure, vocabulary, pronunciation, intonation, juncture, and so on. Actional competence refers to the ability to have speech act correct rhetoric in

doing communication, like; opening conversation, doing interruption, making conclusion, and so on.

Sociocultural competence refers to the ability to use the language received in the context of English culture, like thank you, sorry, and please. These words have the same meaning with Indonesian word, but the frequency and the use context is different in English language. Therefore it is not enough for the students to know the meaning of these words only, if they want to communicate well with anyone using English. In the case, the students should have sociocultural in communicating, so that they know when and how the words used. While strategic competence is needed to overcome the difficulties (communication breakdown) when the communication is going on, like; asking repetition, saying with other words, and so on. The elements of discourse refers to the elements of language used to correlate various ideas in order to create a good text cohesive and coherence, like; the use of pronoun, and so on.

From the description above, we know that this curriculum is oriented to the development of discourse competence as *life skills*, namely the communicational ability to help the students to survive in the daily life. It means that language education is one of the efforts of the education to develop the student's ability. Therefore the material content that teacher presents to students should originally cover all the functional language as a means of communication. To actualize the material and lesson elements in teaching and learning process, now curriculum especially for English subject, namely: actional, discourse, linguistics, cultural and social competences. In another words, if the text of a syllabus design consists of the competences, it is hoped that the implication of English teaching and learning process is to lead and empower students to an authenticable learning process is to lead and empower students to an authenticable

learning. It is suitable with Unesco states in Mulyasa (2000: 6) that learning process should reach the principles of learning; how to learn, how to do, how to live together and life long education.

Therefore the teaching and learning activity is intended to achieve competence involving students to do communication. For example, in teaching speaking skill, it is not intended to discuss a certain topic, but it is intended more to do speech act, like; opening and defending opinion, closing conversation, asking a help, and so on. In order that students can begin, negotiate, and ending conversation by using a receivable communication. All the language skills must be realized into lexicogrammar or grammar and vocabulary. Yet, a teacher should not waste the time for teaching vocabulary and grammar only.

In the 2013 Curriculum in teaching language (conversation) this approach is changed by using a meaning approach namely *“Let’s do something with language”*. Yet, in the previous approach usually used is a grammatical approach, namely *“Let’s talk about something”* in teaching conversation. In the case is related with the theory above when students learn to speak, it means that they learn how greet, complain, express happiness, and so on suitable with a certain context (sociocultural competence). This context influences in choosing topic involving vocabulary and grammar (linguistic competence). In learning writing, the steps of communication, like; elaborating, adding, focusing, expressing main idea, concluding are called the steps or the development of rhetoric or speech act in the written form. It is clear that speech act or rhetoric (actional competence) is one of the aspects of language competence hoped to get discourse competence.

2. The Context and Text in the Language Teaching and Learning

Beside the competence model above stated by Celce-Murcia, Halliday (1978: 12) states that a language model supposing a language as a communication or a system of a social semiotic. In this view, it is stated that there are two main aspects when someone is thinking about language occurs and lives in any contexts influencing and determining with language choices made by someone when he creates and predicts text.

Further he insists that in any context, someone uses language to do three functions or main meaning, such as:

- a. Ideational function: that is a language function to express or to construct idea or information.
- b. Interpersonal function: that is a language function to interact with anyone to send speech act done, attitude, feeling, and so on .
- c. Textual function: that is a function managing how a text or a created language arranged so that cohesion and coherency and it is easy to listen and comprehend.

1) Context

In this model, there are two kinds of context. They are cultural context and situational context. Cultural context has many kinds of text known and received by their community. It means that the form and the language used support to the communicative goal. For example, someone knows and uses text about “food receipt” which is in a book receipt. When he is listening a word of “receipt”, he can imagine a text order and a usual language used in their culture the kind of text is called genre. It means that many kinds of text having a communicative goal each others, textual structure and characteristics of certain linguistics.

In the case when students learn foreign language, they involve in creating and predicting many kinds of genre born from their own culture.

Therefore genre consists of many kinds of communicative goal, textual structure and characteristic of certain linguistics should get priority in teaching English. It is meant in order that students can use English sentences and also arrange texts like native speakers usually use.

It is known that a special register of language characterizes each situational contexts. Here, further Halliday (1978) mentions that the register of any context is a combination of three elements: (1) *field of discourse*, that is what is occurring, the social activity in which students and teacher doing communication are involved and the topic being spoken or written about, (2) *tenor of discourse*, that is the amount and the type of context they have with each other, (3) *mode of discourse*, that is the distance among students in communicating in terms of time and space. The researcher here comments that the topic, the communicators, and the variety of language will determine a meaning of a certain discourse or a communicative interaction which they use. Therefore it can be said that all of them have an interaction that is simultaneously needed many competences to do a communication.

The 2013 Curriculum gives further explanation that situational context should also get priority. There are three factors of situation context influencing someone's choice, namely: (1) *tenor* means interpersonal relation among communicators, (2) *field* means a topic communicated, (3) *mode means* a kind of communication used (oral or written). The three factors above determine students to choose in using language, formal or informal, polite or impolite and so on.

2) Text

A verbal communication activity is a process in creating text either oral and written. It occurs because one predicts and reacts to text in a discourse. So text is a product from a situational and structural context.

For example, when someone learns to speak English, he does not only uses English words, but also he uses a structure. In the case he does it in order that native speakers can understand. It is suitable with what Hatch (1992: 189) said that the goal of the text in at least some of this work is to show how the structure of discourse reflects the intentions and goals of the speaker or writer. It is possible, however, to examine text for both linguistic forms and writer's intentions in ways that capture some aspects of text structure.

There is an opinion, if we communicate English, it does not need to use an English structure. The opinion is good if we want to practice English in an informal situation. In the case the target of teaching English is to give ability for students to communicate English received in an International situation. Therefore the English text created by for students should be a received text, a grammatical text and a text arranged correctly.

In teaching English, the materials or textbook for Junior High School students focused on four skills namely; listening, speaking, reading and writing and effort to develop a literacy (speaking and writing) in this language. Therefore in teaching English, a teacher needs to see what kind of text to achieve the target literacy. It should be done to support in getting speaking and writing skills. The implication of it is that to increase the ability of speaking and writing a teacher should integrate the four skills in teaching English. Yet, Kern (2000: 132) presents his argumentation in three circles namely: talking, reading and writing. However in Indonesian country, when a teacher is doing activity in the teaching learning process, he/she should use English in four skills for all activities in the class. It is hooped in order to support in presenting the content of lesson.

In teaching English as a foreign language, teachers often separate the four language skill. For example, the activity in teaching a listening

skill is separated with the three one, because it is focused to practice pronunciation or imitate sounds, word and so on. Therefore the Kern's theory (2000) is modified using four skill.

The four language skill are often integrated by in teaching laerning activity. For example, if a student wants to get writing skill, he/she must do speaking or listening activity with his/her teacher or even reading activity while he/she sees the examples of text suitable with the text which will be writen.

3. The Kinds of the Text (Genre) in the Language Teaching and Learning.

Related to the previous theories, text can make a discourse. Based on a commucative goal which is going to be achieved, text is classified in many kinds of text (genre). In this curriculum, to achieve, the communicative goal, text is arranged with a certain structure and realized with the characteristics of certain language. It is supported by Hatch (1992: 164) that each genre has a slightly different structure, which can be described; in addition, each genre gives writers and speakers considerable flexibility in structuring text. To express their intent, writers and speakers typically employ certain syntactic structures. The identification of such structure has led to interesting work on the connection between the description of discourse and syntax. This is important for the teachers to study genre to prompt their students understand how language works in kinds of text or genre.

Although there are many kinds of genre, it does not mean that all of them must be used in the English teaching materials or the English textbook of Junior High School level as beginner. Mostly, the genre used in the seventh grade is; descriptive and procedure. The eighth grade is:

descriptive, narrative and recount and the ninth grade is procedure, narrative and report.

Below will be described about the kinds of text (genre); descriptive and procedure text used in the seventh grade consisting: social function, generic structure, significant lexicogrammatical features/ linguistic features as a basis in doing teaching learning activity:

1) Genre: descriptive text

- a) Social function: to describe a particular person, place or thing.
- b) Generic structure:
 - Identification: identifies phenomenon to be described.
 - Description: describes parts, qualities, characteristics.
- c) Significant lexicogrammatical features/ linguistic features:
 - Focus on specific participants.
 - Use of simple present tense.
 - Use of attributive and identifying processes.
 - Frequent use of epithets and classifiers in nominal groups.

2) Genre: procedure text.

- a) Social function: to describe how something is accomplished through a sequence of actions of steps.
- b) Generic Structure:
 - Goal
 - Materials (not required for all procedure texts)
 - Steps 1-n (i.e., Goal followed by a series of steps oriented to achieving the goal)
- c) Significant lexicogrammatical features/ linguistic features:
 - Focus on generalized human agents.
 - Use of simple present tense, often Imperative.

- Use mainly of temporal conjunctions (or numbering to indicate sequence).
- Use mainly of material processes.

The text in this grade is given in very short and simple form. It uses to develop listening, speaking, reading and even writing related to their daily life. It depends on the students since they are as young learners with their characteristics more dominated to the use of pictures, games, songs and less text, with the hope they are interested and like to study English as the target language.

4. The Teaching and Learning Activity Based on the 2013 Curriculum

According to Gibbons (1994: 112) stated that teaching learning process is hoped to use speaking and writing cycle. It happens because the goal of English teaching learning activity is to develop student's competence to communicate either oral or written. It is a kind of productive skill beside reading and listening as receptive skill. Therefore instructional cycle the teaching learning activity can be integrated. It means when the teacher teaches reading skill he can also teach speaking skill directly or teaching writing or teaching listening skill. Although the productive skill is important for the students, it does not mean that receptive skill is not important. Both of them are important.

The implementation of the teaching and learning cycles or steps, this 2013 Curriculum uses an approach, that is known with the *scientific approach* (observing, questioning, experimenting, associating, and communicating). It is included in the three steps in the teaching learning activity; pre activity, whilst activity and post activity). It usually happens in the whilst activity.

As the writer stated before that these steps are different from the steps of the previous curriculum, that is the School Based Curriculum. In

the first step, it is an *observing* activity that is facilitating and presenting the students' activity to observe. Here the teacher can facilitate and present the students' activity to observe. In this step he/she asks the students to study or to observe about the given topic. The second step is a *questioning* activity that is prompting the students to question; what, why and how. The teacher can prompt the students to question by using question words; what, why and how. When he/she thinks that the students are confused related to the given topic that he/she gives, he/she tries to guide them to ask. The third activity is *experimenting* or collecting that is facilitating and presenting the activity for the students to collect information. It can be facilitating and presenting the activity for the students to collect information related to the topic. He/she encourages the students to collect information not only from the textbook but also the other sources. The fourth step is an *associating* activity that is facilitating and presenting the activity for the students to negotiate the data and collected information. He facilitates and presents the activity for the students to negotiate the data and collected information based on the given topic. From the data, he asks the students to negotiate with their friends in a group or with other groups. The last step is a *communicating* activity that is facilitating and presenting the activity for the students to communicate the got knowledge and skill. Here he should facilitate and present the activity for the students to communicate a got knowledge and skill suitable with the topic. He asks and encourages the students to tell his/her opinion or to communicate their idea with the others. So in the last period of the learning, the students are claimed to communicate by using their own words. The five steps are done when the students learn in the learning activity either speaking or writing.

CHAPTER II

THE LESSON PLAN AND THE TEACHING MATERIALS

A. The Lesson Plan

The lesson plan is also important to state related to the analysis and the evaluation of the teaching materials or the textbook. How to implement the teaching materials must see the syllabus first. Therefore, the lesson plan taken from the used syllabus contains; 1) the title of the lesson plan (the institution/ school, class and semester, topic/ subtopic, skill, time allocation, the main competence and standard competence, the goal and the indicator of the teaching-learning activity, the materials), 2) the content of the lesson plan (the technique, the steps of teaching learning activity, the source and teaching materials, the media, and the evaluation).

1. The Description and Its Component

In this 2013 curriculum, the lesson plan is a plan of learning activity for one meeting or more. The lesson plan of the learners is in trying to achieve the basic competence. Every teacher in a certain education is compulsory to arrange the lesson plan completely and systematically in order that the learning activity can run interactively, inspired, enjoyable, challenging, efficient, encourage the students to participate, and giving enough places for innovative and creative students, and their own independency suitable with their talent and interest, and their physical and psycho development. The lesson plan is arranged based on the basic competence or sub-theme which is implemented in once or twice meetings. Based on the regulation of the Education Ministry no. 65, 2013 is stated that the component of the lesson plan consists of:

- a. School identity. It is the name of the school in a certain grade.
- b. The subjects name. It is named suitable with the subjects which will be taught.

- c. Class and semester. Stating the grade of the school and what semester.
- d. The main materials. It is stated with the theme or topic / sub-theme or topic.
- e. Time allocation. It is decided based on the need to achieve the basic competence and the learning quantity by considering the number of time allocation available in the syllabus and the basic competence must be achieved.
- f. The learning goal which is formulated based on the basic competence by using the operational words which can be investigated and measured covering affective, cognitive and psychomotor.
- g. The basic competence and indicator. It must be stated to know the basic competence and the indicator will be achieved.
- h. The learning material. It contains the fact, concept, principle and the relevant procedure, and written in the specified forms suitable with the indicator formula to achieve the certain competence.
- i. The learning method. It is used by the teacher to form the good learning condition and the ordered learning process in order that the students can achieve the basic competence suited the students' characteristics and the basic competence will be achieved.
- k. The learning media. It is an aid instrument the learning process to present the learning material and to accelerate the students to understand.
- l. The learning resources. It can be the book, the printing and electronic media, the surroundings, or other relevant learning resources.
- m. The learning steps. It is arranged and implemented through the stages, namely; pre-activity, whilst activity and post activity by using the scientific approach.

f. The learning outcome evaluation. It is made based on the learning goal and indicator. It is used to measure the students' learning outcome or as a feedback.

2. The Arrangement of the Lesson Plan

It is compulsory for every teacher to make a lesson plan before doing the activity of the teaching-learning process. In making it, he/she has to see the Learning Program Broad Outlines (Garis-garis Besar Program Pembelajaran) or syllabus so that the teaching-learning activity done will be an ordered activity and well-succeed. It can be also said that the learning objectives hoped in the indicators can run well and be achieved efficiently and effectively.

In designing English language teaching program in Junior High School can be done like Kaseng's suggestion (1999: 35) in grouping a learning design, such as:

- a. Analyzing the need, priority, and purpose.
- b. Analyzing the resource, obstacle, and presentation system.
- c. Deciding the wide and consecutive curriculum, material subjects and presenting design system.
- d. Deciding the curriculum structure and sequence.
- e. Analyzing the curriculum.
- f. Deciding the performance aim.
- g. Preparing the syllabus.
- h. Choosing, developing, the materials and media.
- i. Investigating the student's performance.
- j. Doing the teacher's preparation, and
- k. Evaluating

The lesson plan in the 2013 curriculum is arranged based on the syllabus and the syllabus is taken from curriculum made by the

government. While its materials are taken and suited to the surroundings where the students live. And the other important case, the materials or learning sources must be suitable with the condition and the ability of the students by seeing the approach or the technique that is the scientific approach.

Furthermore, according to the 2013 curriculum (Puskur. 2013), it is stated that in arranging a lesson plan, the teacher should consider the principle, like below:

- a. The individual differences of the students, such as; the first capability, intellectual grade, talent, potential, interest, learning motivation, social competence, emotion, learning style, specific need, learning speed, cultural background, norm, value, and or the students' surrounding.
- b. The active participation of the students
- c. The student-centered to encourage the learning spirit, motivation, interest, creativity, inspiration, innovation, and independence.
- d. The habitual development in reading and writing designed to develop a reading interest, the comprehension in various kinds of reading text, and the expression in various kinds of writing.
- e. Giving a feedback and a following up or reflecting the lesson plan containing the program design to give the positive feedback, reinforcement, enrichment, and remedy.
- f. Stressing to the unity and integration among the basic competence, the learning materials, the achievement indicator of the competence, the evaluation, the learning resource in the one of the learning experience.
- g. Accommodating the thematic and integrated learning, integrating among the subjects, among the learning aspects and cultural variety

- h. Implementing the technology and communication information integrated, systematic and effective suitable for the situation and condition.

3. The Implementation of the Lesson Plan based on the 2013 Curriculum

After making the lesson plan, so the teacher has to carry out the activity of the teaching-learning process by using the lesson plan made before. It is important to know that the main doer of the activity is the teacher. It means that success or not to the implementation of the curriculum especially the lesson plan depends on the teacher in making and presenting a lesson through the lesson plan. Therefore the teacher plays an important role in carrying out the activity of the teaching-learning process through the lesson plan made by him/ herself. But the success of the implementation of the made-lesson plan in the class is also influenced by the students.

As the writer wrote before that the principle of the 2013 curriculum is quite different from the previous curriculum, for instance: the Competence Standard in the old curriculum is changed with the Main Competence in the new one. Therefore in making lesson plan especially in the steps of the active component is also different from the previous lesson plan.

Below the steps in making the Lesson Plan according to the 2013 Curriculum.

3.1 The Components of the Lesson Plan

a. The Identity of the Subjects

There is an institution's name, grade, semester, program/ special program, subjects, theme or sub-theme, number of meeting and time allocation

- b. The Formula of Indicator
 - The appropriateness of the Basic Competence
 - The suit of the use of the operational words with the measured competence
 - The suit of the formula with the cognitive aspect
 - The suit of the formula with the psychomotor aspect
- c. The Formula of the Learning Goal
 - The suit with the Indicator
 - The suit of the formula with *Audience, Behaviour, Condition, and Degree* aspect.
- d. The Selection of the teaching material
 - The suit with the learning goal
 - The suit with the students' characteristics
 - The coherence of the description of the teaching materials
- e. The selection of the learning source
 - The suit with the teaching materials
 - The suit with the learning goal
 - The suit with the scientific approach
 - The suit with the students' characteristics
- f. The selection of learning media
 - The suit with the learning goal
 - The suit with the teaching materials
 - The suit with the scientific approach
 - The suit with the students' characteristics
- g. Teaching and Learning Method
 - The suit with the learning goal
 - The suit with the scientific approach

- The suit with the students' characteristics

h. Learning Scenario

Showing off the pre-activity, whilst activity and the post activity clearly

- The suit with the scientific approach (observing, questioning, collecting, associating and communicating the information)
- The suit with the learning method
- The suit with the teaching materials systematic
- The suit of the time allocation with the pre-activity, whilst activity and the post activity with the teaching materials coverage

i. The systematic of authentic assessment

- The suit of the form, technique, and instrument with the competency achievement indicator
- The suit of the form, technique, and instrument with the effective assessment
- The suit of the form, technique, and instrument with the cognitive assessment
- The suit of the form, technique, and instrument with the psychomotor assessment.

After knowing the way in making the Lesson Plan according to the 2013 Curriculum, the teacher must make it. It can be used to implement a certain topic to the students. He must use the steps made in the Lesson Plan in doing the activity the teaching-learning process in the class.

3.2 The Implementation of the Lesson Plan

As stated (in Puskur. 2013) that the implementation of the teaching-learning activity is the implementation of the lesson plan consisting of; the pre-activity, the whilst-activity, and the post-activity. In order that this implementation is more obviously related to the teacher must do, so the writer tries to make clearer by describing it, they are:

1) Pre-activity

In this activity, the teacher should:

- a) Preparing the students' physic and mental to join the learning process.
- b) Encouraging the students to learn contextually suitable with the significance and learning materials application in daily life by giving the examples and the considerations of local, national or international scale.
- c) Giving some questions related to the previous knowledge with the coming materials to learn.
- d) Telling the learning goals or the basic competencies which are going to achieve.
- e) Explaining the materials coverage and describing the activities suitable for the syllabus.

2) Whilst-activity

The main activity using a learning model, a learning method, learning media, a learning resource, suited to the students' and subjects' characteristics. Selecting thematic approach and/ or integrated theme and/ or scientific and/ or inquiry and discovery and/ or project-based learning, suited with the competences' and education grades' characteristics.

a) Affective

Suitable with the affective characteristics, so one of the alternatives selected is an effective process starting from taking, doing, respecting, comprehending and expressing

b) Cognitive

Cognitive will be owned through the activities; knowing, understanding, applying, analyzing, evaluating, and creating. To reinforce scientific approach, integrated theme, thematic is the most suggested to apply a discovery or inquiry learning approach. To motivate the students

to get the creative and contextual project individually or group is suggested to use the project-based learning approach.

c) Psychomotor

It will be gotten through the activities, such as; observing, questioning, trying, thinking, communicating, and creating. All of the contents of the materials (topic and subtopic) of the subjects specifying from the psychomotor must support the students to carry out the observation process until the creativity. To outcome the psychomotor, it needs to apply the learning model like; discovery, inquiry learning, and project-based learning.

3) Post-activity

In this activity, the teacher together with the students, either individually or group do reflecting to evaluate:

- a) All of the series activities of the learning and the learning outcomes have gotten to follow up to find out the learning significance, either directly or indirectly together with the students from the learning process which is going on.
- b) Giving feedback on the learning process and the learning outcome.
- c) Doing reflecting in the form of the assignment to the students individually or group, and
- d) Informing the learning activity program for the next meeting.

B. The Teaching Materials

Teaching material is taken from the textbook or outside of the used textbook from any sources made based on the topic in the syllabus. It is important to make the teacher teach the students more easily in the class. From the topic in the used syllabus, teaching material is made and stated in the form of the lesson plan, so that the teacher can teach it orderly.

Related to this, it is important to state in order the teacher or the publisher can know how to develop or how to make the teaching materials or textbook accurately by seeing the syllabus which is made based on the used curriculum.

1. The Description

Teaching material is any forms of resources which is used to help a teacher in doing the activity of the teaching-learning process. In the same line, Tomlinson (1998: 24) stated that teaching materials can be defined as anything which is used by teacher and students related to the activity in the class. While according to University of Wollongong NSW 2522, Australia in the website, Web Page last updated: August 1998, Books can be used as reference materials, or they can be used as paperweights, but they cannot teach. Furthermore in the website of Dikmenjur (vocational high school education) is stated that material is a series of materials/ learning substantial which is arranged systematically to appear a group of competence which must be mastered by students in the teaching-learning activity. It is a good chance that through teaching materials students can learn a competence orderly and systematically so that they can master all of the competence stated in curriculum or syllabus accumulatively.

Other over viewpoints (anonym in a website) of teaching materials is the information, equipment, and text for instructors that are required for planning and review upon training implementation. Text and training equipment are included in the teaching materials. It is clear that teaching material is all of the forms of resources, either printed or non-printed, can be used to assist the teachers or instructors in the class.

From some opinions above, it can be deduced from that teaching materials is a series of materials systematically-arranged so that it can create an enjoyable atmosphere for the learners to learn. Therefore a

teaching materials consisting at least among others: (1) Indications (for teacher/ students), (2) Being achieved-competence, (3) Content of teaching materials, (4) Supporting information, (5) Exercises, (6) Way of work in the work-sheet form, (7) Evaluation, and (8) Feed-back to the evaluation results.

2. The Aim and Significance of Teaching Materials

Based on the description above, there are a number of reasons why we need to create or to develop teaching materials, they are; adequacy of teaching materials compatible with the curriculum objective, characteristics of the students and the claim of the learning problem-solving. Teaching materials development must see the curriculum objective. It means that teaching materials being created or developed must be compatible with the objective of the curriculum; either developed by the government or the publisher even the teachers. It is suitable with what Reiss (2005: 64) said that no amount of "teaching materials or book" appeal can replace content that is inadequate to meet the curriculum requirements or the state standards. It must be correct if the content is a good fit for the curriculum and state standard.

Teaching materials or textbook is a kind of implementation of one's belief about the nature of language and learning. It is also one way to manifest goals and objectives of the program as what Pateda (1991: 74) said that learning material is developed to meet instructional objectives. It is in the same line with what Gagne and Briggs (1998: 51) stated that designing the instructional materials in the form of the instructional objectives can be reached through a teaching-learning process. So the instructional goals are the result of teaching learning activity which is going to be mastered by the students. Therefore, teaching material is used

to facilitate a teaching-learning activity which is done by between students and teacher.

To support the curriculum, teaching materials can be placed as main teaching materials and supplementary. The main teaching materials are teaching materials fulfilling the curriculum goal. While supplementary teaching materials are teaching materials meant to enrich or to add the content of the curriculum. Therefore if there are no teaching materials suitable with the curriculum or it is difficult to find, so it is a good decision for the teacher to develop the curriculum by himself. Yet, with a lot of references suitable with the curriculum, it does not mean that teacher may not select, create or even develop the teaching material but he/she should some considerations in selecting it. Winkel (1991: 194) mentioned that there are many considerations in selecting an appropriate material as requirements of teaching material, they are: (a) It should be broader than that of content aspect in specific instructional objective, (b) It is not merely data, events, and correlation of data but also process done by students, (c) It should be different according to required behavior, (d) The same material can be used for different instructional objectives, and (e) The same instructional objective may use different teaching material.

It is hoped for the teacher to develop or to create or even to select at least because actually he/ she knows his/ her students very much so that he/ she can find the teaching materials that he/ she thinks the most suitable and significance for his/ her students. According to 2013 Curriculum, Puskur (2013), there are some significances if the teacher can develop the teaching materials by himself, namely: *firstly* she/ she can make suitable between the teaching material with the curriculum objective and even with their learning need, *second*, he/she does not depend to textbook from the publishers anymore in which sometimes he/ she is difficult to find that

suitable with their students, *third*, the teaching materials become richer because it is developed by using many references, *fourth*, it can add his/her knowledge and experience in writing or be developing the teaching materials, *fifth*, the created teaching material is able to build the learning communication between the teacher and the students effectively because the students are more confident to him/ her.

With the availability of various kinds of teaching materials so the students can get significance, they are; (1) the activity of the teaching-learning is more interesting, (2) the students will get a good chance to learn themselves and minimize the dependence to their teacher's presence, and (3) the students get easily in learning every competences offered by curriculum through each created teaching materials.

A teacher has a right in choosing the teaching materials in the form of textbook or coursebook to be suitable for his students by adapting it with them. The teacher, not only may write the instructional material by himself but he may also use textbooks and other available information to 'repack' to become an instructional material. He is also required to be able to rewrite or rearrange raw information to be an appropriate instructional material. It is usually known as materials adaptation. By doing so, it is hoped that the teaching materials can give significance to the students more (Harmer, 2007: 301). In the same line with Harmer's overview, Tomlinson and Hitomi (2004: 11) said that material adaptation involves changing existing materials so that they become more suitable for specific learners, teacher, or situation. In preparation for a particular lesson, teachers may, for example; (1) decide to use only part of a unit, (2) add or delete texts or activities, (3) and replace or supplement texts or activities with ones from other sources."

However, there are some constraints in English language teaching (Brumfit, 1994: 80-82) as follows;

- a. Institutional factors involve (1) time allocation for learning English, (2) classroom or learning conditions, or class size, (3) attitude to English language teaching based on syllabus, (4) development of reading skills to enable students to read.
- b. The teacher factors include (a) teacher's own competence, (2) training of ELT teacher and competence of teachers, (3) attitude to language and learning (tend to teach grammar, teacher dominated, public exam oriented).
- c. Learner factor includes learner perception of what English language learning is a crucial consideration which learner-oriented methods of needs analysis have tended to ignore. And what is valued by language learners about language learning is often in contrast with institutional values.

3. The Principles of Developing Teaching Materials

It is very important for the teacher to develop the teaching materials, either before doing the activity in the class or during doing the activity of the teaching-learning or even after carrying out the teaching-learning activity in the class to reflect the previous activity as feedback. It needs taking a model as a focus in making or developing a teaching material as a basis or standard. Related to a model of materials, Hutchinson and Waters, (1997:108), stated that it is a model which can be used for writing one's own materials consists of four elements namely:

- a. Input: this may be a text, dialogue, video-recording, diagram or any piece of communication data, depending on the needs you have defined in your analysis.

- b. Content focus: language is not an end in itself, but a means of conveying information and feelings about something.
- c. Language focus: our aim to enable learners to use language, but it is unfair to give learners communicative tasks and activities for which they do not have enough of the necessary language knowledge.
- d. Task: the ultimate purpose of language learning is language use.

Furthermore, Tomlinson (1998: 7) stated that the materials especially for the formulation of the criteria for the teaching and learning of languages, a summary of the basic principles of SLA relevant to the designing or the development of the teaching material stated by. They are a). Materials should achieve impact through (1) novelty, (2) variety, (3) attractive presentation, and (5) appealing content, b). Materials should help learners to feel at ease in a number of ways, such as; feel reactive voice, concreteness, and inclusiveness, c). Materials should help learners to develop confidence, d). The material is being taught should be perceived by learners as relevant and useful, e). Materials should require and facilitate learner self-investment, f). Learners must be ready to acquire the points being taught, g). Materials should expose the learners to language in authentic use, h). The learners' attention should be drawn to linguistic features of the input, i). Materials should provide the learners with opportunities to use the target language to achieve communicative purposes. Interaction can be achieved through, for example, information/opinion gap, post listening and post-reading, creative writing or speaking activities, and formal instruction, j). Materials should take into account that the positive effects of instruction are usually delayed, k). Materials should take into account that learners differ in learning style, such as; visual, auditory, kinesthetic, *studied*, experiential, analytic, global, dependent and independent, l). Materials should take into account

that learners differ in affective attitudes. Ways of doing this include: providing choices of different types of text and activities, providing variety and optional extras for the more positive and motivated learners, including units in which the value of learning English is a topic for discussion and activities which involve the learners in discussing their attitudes and feeling about the course and the materials, researching and catering for the diverse interests of the identified target learners, being aware of the cultural sensitivities of the target learners and giving general and specific advice in the teacher's book on how to respond to negative learners, m). Materials should permit a silent period at the beginning of instruction. The ways are; starting the course with a Total Physical Response (TPR) approach, starting with a listening comprehension, and permitting the learners to respond the target language questions by using their first language or through drawings and gestures, n). Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left brain activities, o). Materials should not rely too much on controlled practice, p). Materials should provide opportunities for outcome feedback.

In the same line, Hutchinson and Waters (1997:107) states that there are some principles in developing useful and creative materials are as follows;

- a. Materials provide a stimulus of learning. Good materials do not teach. They encourage learners to learn. Good materials will, therefore, contain (1) interesting texts, (2) enjoyable activities which engage the learners' thinking capacities, (3) opportunities for learners to use their existing knowledge and skills, (4) content which both learner and teacher can cope with.
- b. Materials help to organize the teaching-learning process.

- c. Materials embody the view of the nature of language and learning.
- d. Materials reflect the nature of the learning task.
- e. Materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques.
- f. Materials provide models of correct and appropriate language use.

While according to Widdowson, Mountford cited in Brumfit (1994:78) states the development of original materials in relation to the context of learning that particular pedagogic priorities and processes that can be made clear and explicit. Teaching materials tend to be both subjects specific and skill specific.

Based on the description above, the researcher can state that in making or developing the teaching materials, the teacher should attend the principles that the linguists or experts concept clearly. The case is good to know in order that the teachers have the criteria or the traffic in developing it especially during teaching in the class of Junior High School level. From some opinions stated above, we can be deduced it from that in developing the teaching materials, should attend the principles of the learning, among others: (1) it starts from the easy to comprehend to the difficult one. It can be also said from the concrete materials towards the abstract one. The students are easier to comprehend a certain concept if the explanation is started from the easy or the concrete, especially if the materials are in their surroundings. For example, if the teacher wants to talk about the tourist places, so it is started in the tourism place where it is closer to their place. After that, they can be told about other tourist places in which they are farther from their surroundings, (2) repetitions will reinforce student's comprehension. In the learning activity, repetition is extremely-needed in order that the students can comprehend a concept more. If the information or concept is taught repeatedly, it will be easier to

remember, (3) positive reward will give reinforcement to the students' comprehension. The response which is given by the teacher to the students will be a reward as reinforcement to the students themselves. For example; the teacher's utterance such as, "you are right" or "you are clever" or that's a good answer or It can raise the students' confidence or motivation. the students encourage to answer or to do the task and they like joining the class because their jobs are appreciated or rewarded. Therefore, it is important to give a positive reward to each of their work results, (4) high motivation is one of the deciding factors for the students' learning success. The students have high motivation will succeed in learning so that one of teacher's role in the learning activity motivate the students to learn. It can be done, such as; giving reward or a hope, telling the goal and significance of the teaching materials being learned, etc, (5) achieve the goal should be carried out gradually. Learning is a process. It needs time and patience. Therefore to achieve the stated competence need making the objective of the teaching materials which is held step by step in lesson plan form. It also needs making achievement indicators by seeing the students' characteristics, (6) knowing the achievement results encouraging the students to learn continually. In teaching the materials, the teacher should inform the students about the students' outcomes, the materials being achieved, how to get it, what else is learned. The teaches should make sure that all of the students can achieve the goal of the teaching materials with the time is differently suitable with their ability

C. The English Teaching Materials for Young Learners

Concerning with the awareness of world education toward children's learning second language after their mother tongue, English has become the first choice of other language than Bahasa Indonesia to learn. Like stated before that children are said to have already possessed a

Language Acquisition Device (LAD) which enable them to absorb any input (a number of languages taught to them) and apply such knowledge appropriately in any language context provided (Brown, 2000: 67). Also, Van Els (1984: 43) pointed that natural language learning can take place only during the ‘critical period for language acquisition’ that is between two years old and puberty (thirteen years old). This refers to the best time to learn any language without having to feel worried about a child’s brain capacity.

The seventh grade of Junior High School students are twelve or thirteen years old. Psychology, they have matured to study the second language or foreign language. Badib in TEFLIN (1998: 42) states that the process of language acquisition is closely associated with the brain maturation and the development of vocal tracts. Children reach the maturation after the age of four. So the seventh grade of Junior High School students have matured either reading or writing in Indonesian language. It is expected that their learning English does not interfere their learning in Indonesian. Therefore the role of teachers is important in teaching English for young learners.

Teaching English for young learners is different from teaching English for teenagers and adults. Junior High School students are young learners with their own characteristics: biological, cognitive, affective, personality, and social characteristics. The Junior High School students are young learners who like doing things, playing games, and singing songs. Therefore young children studying English as a Foreign Language (EFL) should be treated differently from teenagers and adults. Learning English is different from learning their mother tongue. Special treatment is needed to attract the students’ attention. Thus, the main objective of English lesson in the early stage of education is to let students know that

beside their native and national languages, they can also have a foreign language. They are expected to be interested in learning languages. It is hoped that they are able to comprehend simple oral and written English expressions

However, learning English is not easy. Most children often face several difficulties when they learn language. Among others, pronunciation is the problem because in English one word has many different phonemes. For example: s/z /iz for the word s. Notice the pronunciation of makes, wants, and manages. However, in Indonesia one word generally has one single form of phoneme. The second problem is how to speak; the influence of mother tongue has made some difficulties to change the English learners' style in pronouncing the words. Moreover, they are not confident enough to speak because they are afraid to be laughed at by making the wrong pronunciation. The third is how to read. Indonesian language is known as a syllable-timed rhythm language. On the other hand, English is a stress-timed rhythm. It goes without saying that the learners will have a hard time both in identifying the English stress and reading the words correctly.

The teaching technique, therefore, goes through what the handbook or textbook recommended by the handbook itself. Such variation is highly recommended since children's world in learning the lesson should be viewed differently. It is commonly found in traditional classrooms that the English teacher is considered the one who always makes the students afraid. Such teaching technique will give children a bad experience and have no courage to learn English anymore. In other words, the teacher should be capable of creating a cheerful and interesting English classroom where the students can both learn and play..

Scott and Ytreberg (1998: 23) described other characteristics of the young language learner. First, young children are often happy playing and working alone but in the company of other. They can be very reluctant to share. It is often said that children are very self centered up to the age of twelve or thirteen and they cannot see things from someone else's point of view. Then, young children love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is 'real' work. And the last one, young children are enthusiastic and positive about learning. We all thrive and on doing well and being praised for what we do, and this is especially true for young children. It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning. If we label children failures, then they believe us.

It is worth considering that an English program for young learners has various kinds of materials such as songs, stories, games and reading texts. It is essential that an EFL teacher be able to select materials or textbooks available in the bookstores. Appropriate instructional material should be carefully selected based on the instructional objective and students' interest. Therefore teachers may choose which book is appropriate for his/ her English program. As addition, the teachers must provide lesson plan with some materials taken from other relevant sources plan to support the activity of the teaching learning process.

The materials that is suitable for teaching pronunciation is the one that meets the kind of instructional goal defined beforehand. Teaching words to young learners is not enough. Let them play with the language. We can make full use of short phrases or sentences. These pieces of language should be accompanied by other parts of language- non verbal or body language. In this case, Scott and Ytberg (1998: 34) write that to use

other clues to get meaning is important. They mention that facial expressions and movements are often used to accompany spoken words.

Furthermore Scott and Ytreberg (1998: 46) classified various types of listening activities for children learning English, such as listening for information, listening to stories, etc. For example; in relation with pronunciation class, specifically, teacher should be aware of classroom activities, of course, will refer to the material being developed at the time. In other words, it is important to see syllabus or curriculum, which underlies the teaching learning activities.

The crucial points of teaching in teaching materials, e.g. teaching pronunciation involve those of building speaking skill correctly, such as: 1) developing a vocabulary of the words most often used in the language, 2) the phonetic rules and sounds for each category, 3) the sounds of several letters or groups of letters that seem to be more difficult to pronounce, 4) methods and techniques that will help students to pronounce correctly (LDS Teacher Handout Packet, 2001)

However, teaching English materials for young learners, especially in the Junior High School is included in the young learner level. It is clear enough to know and to realize the differences in the students' characteristics and even their unique. Therefore Fredriksson and Olsson (2006: 89) pointed out that the teacher must carefully consider which materials will be useful in his teaching-learning process and how to get a textbook whenever she/he is going to use it. The content of the English textbook influences what teacher teaches and learners learn. The problems will inevitably come up if the textbook is too advanced or too simple for the learners. However, teaching English to young learners is different from teaching English to adults. This statement is supported by Pinter (2006: 37) that secondary School students are young learners with their own

characteristics: biological, cognitive, affective, personality, and social characteristics. The Junior High School students are young learners who like doing things, playing games, and singing songs. Therefore young children studying English as a Foreign Language (EFL) should be treated differently from adults. Related to this fact, however, there are some crucial parts as problems concerning with teaching English to young learners in the Secondary School, especially about the English teaching and learning materials in the form of the English textbook.

While other sides, textbook or teaching materials is essential for the teachers, especially for the teacher is less experience. It is usually set as basic information on the subjects when the teacher is teaching. Generally, the teacher often uses teaching materials for making the lesson plan to be compatible with the syllabus and is also needed to assess the students by assigning tasks, creating projects, and administering the exams. Furthermore, Cunningsworth (1995) stated that the role of the materials are as a source of presentation materials, communicative interaction and activities for learner practice; a reference source for learners on grammar, vocabulary, pronunciation, and so on; a source of stimulation and ideas for classroom activities; syllabus; and a support for less experienced teacher. In this case, Hutchinson and Torres (1994) stated that a language instructor or a teacher uses a textbook and instructional materials or teaching materials in many his classrooms and programs.

CHAPTER III

THE COMPONENTS OF THE EVALUATION OF THE ENGLISH TEXTBOOK

A. The Experts' Viewpoints of the Components of the Evaluation

The analysis and evaluation of the English textbook as teaching materials covering teaching program and the implementation. Therefore, in analyzing the existing English textbook as teaching materials, as a support to designing materials and as a preliminary step to materials evaluation and also classroom activity.

Some theories used related to the analysis or the evaluation, such as Titone's (1983) Littlejohn's (1998) and Harmer (2007). Titone (1983: 49) stated that in analyzing the whole content of the teaching materials or the textbook, he used the term (1) 'what is said' and (2) 'how it is said' for evaluating it. The former refers to content containing: language textbooks and their methodological orientation, while the latter refers to method insisting of implementation. In the same line Littlejohn (1998: 191) stated that there are two ways in analyzing the materials, namely; (1) as they are, and (2) in action. The analysis of materials 'as they are', with the content and ways of working which they propose, and also, it must be stressed, with what may actually happen in the classrooms. Analyzing materials, it must be recognized, can be studied to prepare analyzing 'materials in action' as material evaluation. It must occur in the class. While Harmer (2007: 301) stated two ways also but different in term. He changed the "analysis" term with the "assessment" term. Although it is different but it means having the same meaning. He said that the assessment of a coursebook is an out of judgement as to how well a new book (1) "will perform" in class. The evaluation, on the other hand, is a judgement on how well a book (2) "has performed" in fact.

Therefore, based on the discription above, any writers must concern then with the three referred terms of the theories, namely; *analysis*: “what is said” – “as they are” – “will perform” in class and *evaluation*: “ how it is said” – “in action” – “has performed” in fact. It must be stressed on materials as a pedagogic device, that it as an aid to teaching and learning a foreign language. An analysis of the English textbook as a whole covering: content, language and application. Precisely what may exist in the English textbook itself. Furthermore, an evaluation to the application of the English textbook. Any writers should evaluate the effective of the usage of the textbook itself in the class. We can also say that the analysis of materials is defined as the study of a problem in detail by breaking it down into various parts of the content of materials. So the researcher tries to separate or to examine the problems related to the teaching materials to find out whether it is suitable or not. While the evaluation of materials refers to attempts to measure the value of the materials or the effectiveness of the materials.

There are some differences of the catagory or the components of analysis and evaluation of teaching materials among the experts. It depens to the need of the user or the student. Some of them, deviding the catagory to analysis to the whole content of the teaching materials (anything related to the teaching materilas) or the part of the content of it (ex; take reading materials to study) or even outside of it (like; the price, the students’ background, etc). However the the aim of them is to get how the teaching materials can be well-used in a certain class or program.

In deviding the catagory or the component reated to the analysis and evaluation of the English teaching materials or textbook, the researcher should use some theories. Titone (1983) stated that two catagories in giving requirement to analysis and to evaluate the textbook:

1) “what it said” refers to content containing: word, theme, character, item, space and time measures, subject matter, direction standard, value, traits authority and target. 2) “how it is said” refers to method consisting of: form or type of communication, form of statement, intensity and device. Sheldon (1988) presented criteria that includes two main categories: 1) factual details and 2) factors. 1) Factual details contain the title, author, publisher, price, physical size, duration of the course, target learner, teacher, and skill. 2) Factors include rationale, availability, user definition, layout/graphics, accessibility, linkage, selection/grading, physical characteristics, appropriacy, authenticity, sufficiency, cultural bias, educational validity, stimulus/practical revision, flexibility, guidance, and overall value for money. Cunningsworth (1995) gave eight criteria related to evaluate the textbook, namely: 1) aims an approach, 2) design and organization, 3) language content, 4) skills, 5) topic, 6) methodology, 7) teacher’s book, 8) practical consideration. Peacock (1997) presented a more objective criteria. As he argued, while it can correspond to local needs it is flexible enough to be used worldwide, and is designed to evaluate EFL textbooks from beginning to upper intermediate adult learners. The goal of the criteria, as he mentions, is not to analyze textbooks in great depth from a linguistic or pedagogic viewpoint, but to allow as thorough an evaluation as possible to be made in the time normally allocated for textbook assessment by EFL teachers. Peacock’s criteria contains eight sections: 1) general impression, 2) technical quality, 3) cultural differences, 4) appropriacy, 5) motivation and the learner, 6) pedagogic analysis, 7) finding the way through the student’s book, and 8) supplementary materials. Hutchinson and Waters (1997). Their viewpoint stated that the model as criteria which can be used for writing one’s own materials consists of four

elements/component. They are: 1) Input: this may be a text, dialogue, video-recording, diagram or any piece of communication data, depending on the needs you have defined in your analysis, 2) Content focus: language is not an end in itself, but a means of conveying information and feelings about something, 3) Language focus: our aim to enable learners to use language, but it is unfair to give learners communicative tasks and activities for which they do not have enough of the necessary language knowledge, 4) Task: the ultimate purpose of language learning is language use. Richards and Rodgers (2001) stated that the focus in designing the teaching materials. This will involve consideration of areas such as: 1) the apparent aims of the materials, 2) how the tasks, 4) language and content in the materials are selected, 5) and the nature of the focus of content in the materials. While Harmer (2007) states that there are nine main areas which teachers should consider in the books they evaluate: 1) price, 2) availability, 3) layout and design, 4) methodology, 5) skills, 6) syllabus, 7) topic, 8) stereotyping and 9) the teacher's guide.

The Board of Education National Standard (2007) states that there are four major categories or components in analyzing the teaching materials. namely: 1) content component, 2) language component, 3) application component, 4) and graphic component as stated before. While evaluating, it needs coming to the class to observe the implementation and the students' response related to the use of it.

B. The components of the evaluation of the Board of Education National Standard

Since teaching English as a foreign language (EFL) in our country, it is important for Indonesian government to make the requirement or the criteria in relation to make the English teaching materials or textbook.

Therefore the government asked Indonesian experts to study a lot of theories and also stakeholders for their comments related to the publishing and the use of the textbooks especially, the English textbook suitable with Indonesian character. It makes a board named the Board of Education National Standard well-known with the name of BSNP. Through the Ministry's Decree of the National Education (Permendiknas) no. 22, 2006, it set a decision about the description of the evaluation elements of the English subjects as criteria in 2007. Even the Board of Education National Standard (2007) making an instrument of the evaluation to all subjects studied in every institution and each grade or semester. It is included for English subjects. While Indonesian country has an official board named by the Board of Education National Standard (BSNP) having also a right to give the regulation or criteria in writing textbooks based on the officially-used curriculum or national curriculum. It is important for anyone or any publishers to see the criteria officially-stated by this board in order not to misplace in writing or in publishing textbooks especially in English textbooks. It states that there are four major categories or components in analyzing or evaluating the English teaching materials, namely: 1) content component, 2) language component, 3) application component, 4) and graphic component as criteria.

Below is the criteria stated by the Board of Education National Standard (2007) should be followed by writers or publishers in making English textbooks

1. Content Component.

It contains three sub-components. They are; 1) the match between material with Competence Standard (Standar Kompetensi) and Basic Competence (Kompetensi Dasar) , 2) material accuracy, and 3) learning supporting material.

1) The relevancy between materials with the Main Competence and Basic Competence.

It covers: a) materials provision containing genre and grade. It means that text books or students' book must contain and claim/ ask students to explore short and simple interpersonal or transactional and functional text related to students' daily life, giving a chance to students to comprehend and create expressions/ utterances in doing communicative function among students orally or written to interact with closer surrounding by seeing their level/ grade, b) material reinforcement. It means that in learning every genres, text books or students' books must contain and ask students to explore a lot of texts relevant with the students' daily life aiming to get habit with the used text, especially in the contain of the text that suitable with their level/ grade.

2). Materials accuracy

Materials accuracy covers the completion of materials and the dept of materials. The former contains, such as: (1) social function. It means that the text given in a students' book or student's exploration result directed to the achievement of social function related to student's daily life, (2) elements and meaning structure. It means that the text given in a students' book or student's exploration result directed to the development of the ability of well and systemic thought, (3) linguistic features. It means that the texts given in a students' book or student's exploration result directed to the development of the student's communication ability by using accuracy and received language suitable with communication context continuing and the genre used in achieving social function. The latter contains: (1) exposure. It means that in learning English to every genre, the English textbook should contain a lot of texts are relevant to the students in daily life. It hopes the students to explore

the texts aiming to be usual to the genre, especially to the message of the textual content, (2) rule retention in forming texts. It means that the English textbook is compulsory to contain a guidance to learn every genre in order that the students can comprehend explicitly about three elements in forming the texts such as (social function, generic structure and linguistic feature). It usually makes the student interact with others in the genre, especially to the message of the textual content, (3) production. It means that the English textbook is compulsory to contain a guidance in learning every genre. The result is the students can produce spoken text and/ or written text to achieve social function are relevant to the stated genre. It can be achieved by paying attention to the two other elements namely; generic structure and linguistic feature. It happens when the students get comprehension explicitly about the three elements in forming the text.

3) Materials supporting learning

It covers, such as: (1) up to date material containing relevant between materials and resource and being up to date material and resource. It means that learning material (text, table, picture, appendix, dictionary and so on) are taken from the resource suitable with the discussed topics. (2) developing the life-skill. It means the text and speech act motivate the students to do some cases related to the development of student's life-skill, such as: a) personal skill by acknowledging his/ her own positive and negative and other persons and developing him/ herself as good personality, social personality, and human created by Allah, b) social skill by working together, tolerating, appreciating other sex (emancipation), participating in peace, no violence, in communicating and interacting with others, c) academic skill by studying and using information, solving problem, and making decision in science working,

and d) vocational skill by having attitude, capability and skill needed to do a work or profession. (3) developing differentiates view. It means that the text and speech act can motivate the students to do some cases to develop differentiate attitude, such as: a) appreciation to the differentiate culture and social covering several cultural value and local, national and global witness, b) realization to the potential and local wealthy to promote local and national potential or wealthy, c) appreciation to the democracy value that suitable with social and cultural context in which they are, d) comprehension to the nationality sight to develop feeling love to the mother-land, nation and country.

2. Language Component

Language Component covering, such as: 1) the relevancy of the book with the students level, 2) Communicative, 3) and Coherency and the unity of argumentation.

1) The relevancy of the book with the students level, covering: a) the relevancy with the students' cognitive level. It means that the language used in explaining and instruction must be suitable with the students' cognitive level. The difficulty level and informal language facilitated explicitly. b) the relevancy of the students' social and emotional level. It means that the language used is suitable with the children' social and emotional.

2) Communicative, composing of: a) the message can be read by the students. It means that the message given must be clear and easy for the students to understand, b) the rightness of the language rule. It means that the message given by suitable with the rule in English correctly.

3) Coherency and the unity of argumentation consisting of: a) coherency in chapter, sub-chapter, paragraph or sentence. It means that the material

or message given in one chapter, sub-chapter, paragraph or sentence must reflect good order in sending meaning, b) the unity of argumentation in chapter, sub-chapter, paragraph or sentence. It means that the material or message given in one chapter, sub-chapter, paragraph or sentence must reflect meaning-integrated.

3. Implementation Component

Implementation Component containing three sub-components. They are: 1) technique of implementation 2) learning implementation, and 3) completion of implementation

1) Technique of implementation composes of: a) systematic. It means that material and tasks given in text form, speech act, illustration, and symbol by using model and well-arrangement suitable with the material characteristic, or containing of preliminary-contain-closing, b) balancing inter-chapters. It means that material and task given into text form, speech act, symbol with harmony in every chapters.

2) Learning implementation consists of: a) students-centered. It means that implementing material and tasks to support happening interaction in English language among the students, between the teacher and the students, and even between the students with the broader surrounding, b) developing aesthetic, creativity, and the way of students' critical thinking. It means that implementing the material and tasks support the students to do various activities communication orally or written on students' own willing creatively and critically, c) developing learning responsibility. It means that implementing material and tasks to support the students to have responsibility on students' learning process, d) developing the ability for reflection or self-evaluation. It means that implementing the material and task to support the students to know about their successfulness and weaknesses in learning activity and communication.

3) Implementation technique supporting consists of: a) preamble part containing of: (1) preface: information bringing the readers to know the goal of the writer, saying thank you and a hope, (2) table contain: table containing information making easier for the students to seek and find chapter, sub-chapter, and topic in it, b) contain part containing of: (1) preamble: acknowledging for the first page containing of the goal of writing students' book, book systematic, the way of learning must be followed, and other things supposed important for the students, (2) learning material: material is the main point of the contain of the book consists of 3 elements, among others are teaching, structural exercise, and self-activity, (3) resource: text, table, picture possessing identity, such as; title, number of ordered picture/ table and references, (4) conclusion and reflection. Conclusion is key-concept of mentioned chapter stated by using short and clear sentence and making the students easy to understand the contain of the whole chapter. Reflection contain attitude and performance closing must be imitated, c) closing part containing (1) glossaries. It contains the important terms in text with the definition and it is written alphabetically, (2) bibliography: the list of the books used as reference in writing a book in queue the first writing is the name of writer written alphabetically, published year, title, place and the name of publisher, (3) index: subject and writer. Subject index is the list of important words followed by the page number and writer index is the list of writer which is his/her author used in material followed by the page number.

4. Graphic/ Layout Component

Graphic components containing of: 1) book measurement, 2) design of book cover, 3) design of book content.

- a. Book measurement covers the suit: a) the book measurement with ISO standard, for example: A4 (210 x 297 mm), A5 (148 x 210

mm) with the tolerance difference of the measurement 0 – 20 mm, b) the suit of the measurement with the materials content of the book.

- b. Design of book cover consists of: a) the appearance elements of the layout with the cover position is face, front and back having good looking, unity and consistence, b) appearing a good center point, c) composition and measurement of layout elements (title, writer, illustration, symbol, etc) is proportional, balance and harmonious with the layout of the content, d) colour with the layout elements is harmonious and make clear the function, e) placing the layout elements in one unit consistently, f) the measurement of the title letters of the book more dominant and proportional compared (the book measurement, writer's name, and publisher), g) the colour of the book title contrasts more sharply than the background colour, h) no using too many combinations of letters style, i) no using art letters and letters style suitable with the letters of the book content (simple letters), j) describing the content/ teaching materials and expressing the object character, and k) form, colour, measurement, object proportion suitable with the reality (drawing the content of the book).
- c. Design of book content contains: a) the placement of the layout elements consistently based on the form, b) distribution among paragraph is clear, c) no widow or orphan (consistent layout), d) print out and margin are proportional, e) margin with two pages is proporsional, e) each space between texts and illustration is harmonious (the layout elements is harmonious), f) chapters, sub-chapters and page numbers are completed, g) illustration and drawing information (caption) are complete, h) the placement of illustration as a background does no disturb the title, text, and page

number, i) the placement of illustration as a background on the page does not disturb the clearness, information achievement to the text so that it does not make students' comprehension late, j) the placement of the title, sub-title, illustration and drawing information does not disturb the comprehension, k) not using too many letters style (simple type-graphic), l) not using decorative letters, m) using not too many varieties of letters (bold, italic, all capital, small capital), n) letters style suitable with the materials content (readable type-graphic), o) the width of text arrangement between 45 – 47 character (about 5 – 11 words), p) the space between lines of text arrangement is normal, q) the space among letters (skirting) is normal, r) grade of titles is clear, consistent and proportional, s) not lying out the white script/bold in the text arrangement, t) the sign of word cut (hyphenation) to get comprehension easy, u) ability to express meaning from the object, v) accurate and proportional form suitable with the reality, w) all of the illustration is harmonious, x) the line drawing and raster are sharp and clear, y) creative and dynamic illustration to arouse an interest.

It is hoped for the writer and the publisher and anyone to know the four requirements stated by Indonesian government officially. Knowing the requirement which is stated above makes the writer and the publisher and anyone see the trafficts or the criteria in order to be a good textbook used by the whole students in Indonesia. It is important to know because the textbook should be made based on the Indonesian culture or atmosphere although the target language that is English language as an international language .

C. The Table of the Components of the Evaluation According to the Experts

In order to make clearer about the focus or the component as criteria that the theories state to analyse the teaching materials, the writer gives conclusion written in table form.

Below the comparison among the components of the theories as criteria or requirement in analyzing or evaluating the English teaching materials or textbook:

No	Name	Component	Items
1.	Titone (1983)	1. Content (language textbook and of their methodological orientation)	word, theme, character, item, space and time measures, subject matter, direction standard, value, traits, actor, authority, origin and target
		2. Method (application)	form or type of communication, form of statement, intensity and device
2	Sheldon (1988)	1. Factual details	the title, author, publisher, price, physical size, duration of the course, target learner, teacher, and skill
		2. Factors	rationale, availability, user definition, layout/graphics, accessibility, linkage, selection/grading, physical characteristics, appropriacy, authenticity, sufficiency, cultural bias, educational validity, stimulus/practical revision, flexibility, guidance, and overall value for money
3.	Cunningworth (1995)	1. Aims an approach	
		2. Design and organization	
		3. Langugae Content	
		4. Skills	
		5. Topic	
		6. Methodology	
		7. Teacher's book	
		8. Practical consideration	
4.	Peacock (1997)	1. General impression,	
		2. Technical quality,	

		3.Cultural differences, 4.Appropriacy, 5. Motivation and the learner, 6. Pedagogic analysis, 7.Finding the way through the student's book,and 8 . Fupplementary materials	
5.	Hutchinson and Waters (1997)	1. Input	A text, dialogue, video-recording, diagram or any piece of communication data, depending on the needs you have defined in your analysis
		2. Content focus	Language is not an end in itself, but a means of conveying information and feelings about something
		3. Language focus	To enable learners to use language, but it is unfair to give learners communicative tasks and activities for which they do not have enough of the necessary language knowledge
		4. Task	The ultimate purpose of language learning is language use.
6.	Littlejohn (1998)	1. Publication	a. Place of the learners' materials in any wider set of materials b. Published form of he learners' materials c. Subdivision of the learner's materials into section d. Subdivision of selection into sub-sections e. Contnuity f. Route g. Access
		2. Design	a.Aims and objectives b.Principles of selection c.Principles of sequencing d.Subject mater and focus of subject matter e.Types of teaching/learning activities f.Participation

			g. Classroom roles of teachers and learners i. Learner roles in learning Role of materials as a whole
7.	Richards and Rodgers (2001)	1. The apparent aims of the materials, 2. How the tasks, 3. Language and content in the materials are selected, and sequenced 4. The nature of the focus of content in the materials	
8.	Harmer (2007)	1. Price, 2. Availability, 3. Layout and design, 4. Methodology, 5. Skills 6. Syllabus, 7. Topic, 8. Stereotyping 9. The teacher's guide.	
9.	The Board of Education National Standard or BSNP (2007)	1. Content	a. The completion of materials The depth of materials b. Social function c. Generic structure d. Linguistics feature e. Relevant f. Useful
		2. Language	a. The appropriateness of the language with the students' cognitive b. The appropriateness of the language with the socio-emotional development c. The limitation of the message for the students d. The appropriateness of the rule of the language e. Systematic idea f. Coherence idea
		3. Application	a. Systematic b. The balance among chapters c. Students' centered d. Developing the student's innovation, creativity, and the

			way of critical thinking e. Developing self study f. Developing the capability of self reflection or evaluation g. The introduction of the textbook h. The content of the textbook i. The closing of the textbook
		4. Graphic/ Layout	a. Book measurement, b. Design of book cover, c. Design of book content.

Table 3.1. The Comparison of the Theories in Analysing the English

Textbook

If we see the table above, we can say that the focus of the analysis or the evaluation to the English textbook, each experts has a few differences depend on their overviewpoints. It depends on the expert sees the English teaching materials. It can be seen that some theories state with less components and more in items. Some others state with more components but less or even nothing in items. It means assessor or evaluator of the teaching materials can reduce or add the components or the items to get the evaluation result of it could be better.

However, based on the components as criteria stated by experts in many theories and the criteria of the evaluation, the national experts officially-stated through the Board of Education National Standard (2007), in analyzing or evaluating the textbook, namely: 1) content component, 2) language component, 3) application component and 4) the layout component. Each components in analysing the English teaching materials is supported by items (as stated above). For evaluating, any writer entered to the class to evaluate the teacher's implementation and the students' response during the teaching learning activity.

CHAPTER IV

THE METHOD TO EVALUATE THE ENGLISH TEXTBOOK

A. The Instruments of the Evaluation of the English Textbook

Related to the use of the observation or checklist method to use in assessing or evaluating the English teaching materials, it is advocated by most experts. For instance, Tomlinson (1998) supports the use of this method and maintains that one of the most obvious sources for guidance in analyzing materials is the large number of frameworks which exist to aim in the evaluation of a textbook. However, as he mentions the checklist typically contains implicit assumptions about what desirable materials should look like, and each of these areas might be debatable while also limit their applicability. From this, the writer also modified the observation list to make easier in analyzing the textbook. The reason is that the checklist has at least four advantages: it is systematic which ensures that all elements that are deemed to be important are considered, it is cost effective which permits a good deal of information to be recorded in a relatively short space of time; the information is recorded in a convenient format which allows for easy comparison between competing sets of material; and it is explicit, and, provides the categories that are well understood by all involved in the evaluation while offers a common framework for decision making (McGrath, 2002). Below some examples of the criteria in analysing and evaluating the English textbook and become the observation list or the checklist can be used by teachers, evaluators, researchers and users:

Daoud and Celce-Murcia (1979 cited in Celce-Murcia, 2001) introduced a broad evaluative checklist. They consider five major components for the textbook in their checklist: subject matter (including 4 evaluative items), vocabulary and structures (9 items),

exercises (5 items), illustrations (3 items), and physical make-up (4 items). Also there is a section for teacher's manual which includes four major parts: general features (including 5 evaluative items), type and amount of supplementary exercises for each language skill (6 items), methodological/pedagogical guidance (7 items), and linguistic background information (4 items). The rating system is based on:

Components	Number of Items	Rating
1. Subject matter	including 4 evaluative items	a 5-point scale totally lacking (0) weak (1) adequate (2), good (3), excellent (4),
2. Vocabulary and structures	9 items	
3. Exercises	5 items	
4. Illustrations	3 items	
5. Physical make-up	4 items.	
6. General features	including 5 evaluative items	
7. Type and amount of supplementary exercises for each language skill	6 items	
8. Methodological/pedagogical guidance	7 items	
9. Linguistic background information	4 items	

Table 4.1. The Rating System from Daoud and Celce-Murcia (1979)

Sheldon (1988) presented a checklist that includes two main categories: factual details and factors. Factual details contain the title, author, publisher, price, physical size, duration of the course, target learner, teacher, and skill. Factors include rationale, availability, user definition, layout/graphics, accessibility, linkage, selection/grading, physical characteristics, appropriacy, authenticity, sufficiency, cultural bias, educational validity, stimulus/practical revision, flexibility, guidance, and overall value for money. Sheldon's checklist focuses both on detailed and major points including quality features of textbooks

and theories of teaching/learning. The assessment in this checklist is based on a 4- point scale: poor(1), fair (2), good (3), and excellent (4).

Components	Number of Items	Rating
1. Factual details	9 items	a 4-point scale poor (1) fair (2), good (3), excellent (4),
2. Factors	18 items	

Table 4.2. The Rating System from Sheldon’s checklist (1988)

Peacock (1997) presented a more objective checklist. As he argued, while it can correspond to local needs it is flexible enough to be used worldwide, and is designed to evaluate EFL textbooks from beginning to upper intermediate adult learners. The goal of the checklist, as he mentions, is not to analyze textbooks in great depth from a linguistic or pedagogic viewpoint, but to allow as thorough an evaluation as possible to be made in the time normally allocated for textbook assessment by EFL teachers. Peacock's checklist contains eight sections: general impression (3 items), technical quality (3 items), cultural differences (3 items), appropriacy (4 items), motivation and the learner (7 items), pedagogic analysis (25 items), finding the way through the student's book (8 items), and supplementary materials (7 items). The checklist is based on a scoring table with weightings that can be varied by users according to any local situation. The rating system is based on a 3-point scale: good (2), satisfactory (1) and poor (0).

Components	Number of Items	Rating
1. General impression	3 items	a 3-point scale poor (0) satisfactory (1) good (2)
2. Technical quality	3 items	
3. Cultural differences	3 items	
4. Appropriacy	4 items	
5. Motivation and the learner	7 items.	
6. Pedagogic analysis	25 items	
7. Finding the way through	8 items	

the student's book		
8. Supplementary materials	7 items	

Table 4.3. The Rating System from Peacock's Checklist (1997)

Harmer (2007) states that there are nine main areas which teachers should consider in the books they evaluate: price (5 items), availability (6 items), layout and design (5 items), methodology (3 items), skills (5 items), syllabus (4 items), topic (5 items), stereotyping (4 items), and the teacher's guide (5 items). He considers the evaluative items for each of these areas, respectively. The weighting in this checklist is based on the descriptive answers provided by the users or a score from 0-5 and opinion or comments.

Components	Number of Items	Rating
1. Price	5 items	a 5-point scale
2. Availability	6 items	totally lacking (0)
3. Layout and design	5 items	weak (1)
4. Methodology	3 items	adequate (2),
5. Skills	5 items.	good (3),
6. Syllabus	4 items	excellent (4), and
7. Topic	5 items	evaluators' comments or
8. Stereotyping	4 items	opinion
9. Teacher's guide	5 items	

Table 4.4. The Rating System from Harmer's Checklist (2007)

Teaching English as a foreign language (EFL) in our country, so it is important for our government to make the trafficts or the criteria in relation to it. Therefore it makes a board named the Board of Education National Standard. The Board of Education National Standard (2007) states that there are four major catagories or components in analyzing and evaluating the teaching materials. They are content component (8 items), language component (6 items), application component (9 items) and

graphic component (3 items). These categories which are including 8, 6, 9 and 3 items evaluative them respectively. Rating in this checklist is based on a 5-point scale: very poor (1), poor (2), average (3), good (4), and very good (5)

Components	Number of Items	Rating
1. Content	8 items	a 5-point scale very poor (1) poor (2), average (3), good (4), very good (5) and evaluators' comments or opinion
2. Language	6 items	
3. Application	9 items	
4. Graphic/ layout	3 items	

Table 4.5. The Rating System from BSNP's Checklist (2007)

The components and items as the criteria or the requirements in analysing and the evaluation of the English teaching materials stated by BSNP. They are, of course, standardized by the government to be the trafficts in making and publishing the English teaching matrials or the English textbook to use in Indonesian Country. It happens because English is studied in each institution as a foreign language.

Seeing the components as the criteria in analysing or evaluating the English teaching materials stated by some experts above, let say; Titone (1983) contains 2 components; 1. Content, and 2. Method. Cunningsworth (1995) consits of 8 catagories: 1. Aims an approach, 2. Design and organization, 3. Langugae Content, 4. Skills, 5. Topic, 6. Methodology, 7. Teacher's book, 8. Practical consideration. Hutchinson and Waters (1997) states 4 components: 1. Input, 2. Content focus, 3. Language focus, 4. Task. Littlejohn (1998) states 2 catagories: 1. Publication and, 2. Design. Richards and Rodgers (2001) contains 4 catagories: 1.The apparents of aims of the materials, 2. How the tasks, 3. Language and

content in the materials are selected and sequenced, 4. The nature of the focus of content in the materials. BSNP (2007) covers 4 components: 1. Content, 2. Language, 3. Application, and 4. Graphic. They have different in categories and criteria. Titone and Littlejohn states each 2 categories. Cunningsworth states 8 components and others each consists of 4 components.

Therefore, based on some theories related to the component or category as criteria, exactly the writer applied the categories as criteria list stated by the Board of Education National Standard. It is supported by Harmer (2007: 302) that the list can be reduced or expanded, of course. We can choose what we want to focus on in the light of our own teaching situation. Therefore, after examining the categories or components stated by the experts and even the government above the writer used the four major components although it can be reduced or even be added the component in analyzing and evaluating the teaching materials. The reason is that the most important is the four components (content, language application, and graphic or layout components) to analyse and to evaluate the English textbook.

It is supported by Harmer (2007: 301) that one approach to the assessment or the evaluation of coursebooks is to use checklist or checklists prepared by others which analyse various components of the materials whether linguistic, topic or activity based by giving each activity a score from 0-5. Rating in this checklist is based on a 5-point scale as BSNP stated: very poor (1), poor (2), average (3), good (4), and very good (5). He added that whether assessing or evaluating coursebooks or textbooks, it is better to do our best to include student, teacher or other opinion and comment.

Below is the example of the instrument of the evaluation of the teaching materials. It is the form of the observation list that the researcher used to get valid data

THE EVALUATION FORM OF TEACHING MATERIALS

The Title of Teaching Material : When English Rings the Bell
 Subjects : English
 Publisher : Culture and Education Ministry
 Evaluator :

Filling Direction

Put a slash (v) in the space that you think it is the most suitable!

1. Very poor
2. Poor
3. Average
4. Good
5. Very Good

MATTER'S POINT		1	2	3	4	5
A. CONTENT						
The Accuracy of the Materials with the syllabus: Main Competence (MC) and Basic Competence (BC)						
1	The completion of materials					
2	The depth of materials					
The Accuracy of the Content of the Recommended Materials						
1	Social function					
2	The elements and functional structure					
3	Linguistics feature					
The Accuracy of Materials Content with the Source						

1	Relevant					
2	Useful					
B. LANGUAGE						
The Appropriateness of the Language with the Students' Cognitive and Socio-emotional Development						
1	The appropriateness of the language with the students' cognitive					
2	The appropriateness of the language with the socio-emotional development					
Communicative Language						
1	The limitation of the message for the students					
2	The appropriateness of the rule of the language					
Systematic and Coherence Idea						
1	Systematic idea					
2	Coherence idea					
C. APPLICATION						
Application Technique						
1	Systematic					
2	The balance among chapters					
The Teaching Implementation						
1	Students' centered					
2	Developing the student's innovation, creativity, and the way of critical thinking					

3	Developing self study					
4	Developing the capability of self reflection or evaluation					
The Support of the Application Technique						
1	The introduction of the textbook					
2	The content of the textbook					
3	The Closing of the textbook					
C. LAYOUT						
Application Technique						
1	Systematic					
2	The balance among chapters					
The Teaching Implementation						
1	Students' centered					
2	Developing the student's innovation, creativity, and the way of critical thinking					
3	Developing self study					
4	Developing the capability of self reflection or evaluation					

Evaluator's comments and suggestions:

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Table 4.6. The Observation form of the the English Textbook

There will be a lot of criteria in it denoting the textbook fulfill the characteristics or criteria as a good textbook or not. So it is used as an instrument to analyze and to evaluate the text book.

Observation is the act of supervision or inspection something exists in the textbook. Before doing data collection the researcher should do preliminary observation to this textbook. It is aimed to adapt with the existing phenomena in the textbook, so that the data will be obtained naturally. And the writer thinks that if there are the data cannot be observed, the researcher uses interview as the other instrument in collecting data. And even the researcher should do triangulation technique by asking to evaluate and interviewing an expert to get valid data.

However, based on the point of views above, exactly the researcher is as a key of instrument to determine or to collect the data of the research. Regarding this concept, Bogdan and Biklen (1992: 29) stated that the researcher is the key instrument. In line with this, Cresswell (2003: 198) stated also that in qualitative research, the researcher is primary instrument in data collection rather than some inanimate mechanism.

In collecting data, as stated before the researcher should involve instrument, that is document. Yet shortly, the data could be collected through some steps: *the first*, as preliminary study to the English textbook

which was going to be studied. It was done by getting related documents such as documents of syllabus and the English textbook which was made by our own government which were claimed and labeled in line with Curriculum. *The second*, reading all documents to get needed data, especially about the data from the focus of the research and observing to find or to answer the research questions, consisting of: (1) the content of the English text book, (2) the elements of the language of the English text book, (3) the application suggested in the English text book, (4) the graphic or the layout used in the English textbook. It could be done by two ways, namely by analyzing the textbook itself and by coming to the class to observe and to evaluate the effectiveness of the use of the textbook.

The deep result of textbook analysis should cover all the characteristics of textbook. Therefore, a constructed criteria from proposed checklist is needed to cover all characteristics of textbook. The most aspects used by the experts are taken to develop a constructed criteria of textbook analysis.

The researcher should observe the teacher during the activity of the teaching learning process. But before coming to the class the researcher observed the lesson plan made by the teacher herself. It is important to know the match between the implementation with the learning program that the teacher made before based on the 13 Curriculum. The researcher should use the instrument of the lesson plan observation, like below:

THE OBSERVATION FORM OF THE LESSON PLAN

Observation focus : Lesson Plan
 School :
 Subject :
 Grade/Semester :
 Topic :
 Observed Teacher :

Occupation :

Teaching Experience :

The Form of the Assessment in the Lesson Plan/ Teaching Program

NO	ASPECT OF ASSESSMENT	YES	NO
1.	Clearness of the learning objectives (not cause double inferences and involves learning outcome behavior)		
2.	Learning materials selection (accord to objectives and learners' characteristics)		
3.	Organization of learning materials (how many, systematic of materials and accord to time allocation)		
4.	Learning sources/ media selection (accord to objectives, materials and learners' characteristics)		
5.	Clearness of learning scenario (steps of learning activities; pre, whilst and post)		
6.	Learning scenario specification (each reflect strategy/ method and time allocation of each steps)		
7.	Technique and learning objectives accordance		
8.	Completeness of instrument (item test, answer key and score minimal)		
	TOTAL OF THE SCORE		

Table 4.7. The Observation form of the Lesson Plan

The following form is other instrument that the researcher used when coming to the class to observe the teacher's activity.

THE OBSERVATION FORM THE TEACHER'S ACTIVITY

Observation focus : Teacher's Activity
 School :
 Subject :
 Grade/Semester :
 Topic :
 Observed Teacher :
 Occupation :
 Teaching Experience :

The Form of the Assessment in the Teaching Activities

NO	ASPECT OF ASSESSMENT	YES	NO
1.	State the objectives		
2.	Relate to the previous knowledge		
3.	Explain learning materials		
4.	Giving questions		
5.	Motivate the students		
6.	Manage the class well		
7.	Master learning materials		
8.	Learning with context		
9.	Learning with variation		
10.	Oral language with clues, facial and movements		
11.	Here and now materials		
12.	Make students talk		
13.	Talk short and clear, not fast and not slow with pictures or objects		

14.	Use learning contract		
15.	Make students form learning group		
16.	Engage students to make conclusion		
17.	Engage students to reflect learning		
18.	Assess learning outcomes		
19.	Ask the students to extend knowledge		
	TOTAL OF THE SCORE		

Table 4.8. The Observation form of the Teacher's activity

Furthermore, it is important to know how the effectiveness of the use of the teaching materials published by the government by observing the students' activity. The researcher used instrument by using the observation form, like the following form.

The form of the Assessment in the Students' Activities

NO	ASPECT OF ASSESSMENT	YES	NO
1.	Students are ready to study		
2.	Interaction among the students		
3.	Independent learning		
4.	Students feel learning		
5.	Oral language for most of the time		
6.	Participation is even		
7.	Language is at acceptable level, accord to what is learnt		

8.	Motivation is high		
	TOTAL OF THE SCORE		

4.9. The Observation form of the Student's activity

For the teaching implementation (lesson plan, teacher's activity and students' activity) based on the observation form from Depdiknas, 2008. The score can be gotten by deviding the number of "Yes" with the total number of points multiplied by one hundred percent. Each criteria is given the score by using the formula. The result of the score denotes what grade itis.

SUBJECTS
$Score = \frac{\text{Number of 'Yes'}}{\text{Total Number of Points}} \times 100\%$

4.10 The total score of the implementation

SCORE	GRADE
$90 < AB \leq 100$	A = very well fulfilled or performed
$80 < B \leq 90$	B = well fulfilled or performed
$70 < C \leq 80$	C = less well fulfilled or performed
$60 < C \leq 70$	D = not well fulfilled or performed
≤ 60	E = very badly fulfilled or performed

Table 4.11. The Score and the Grade of the Implementation

And *finally* the researcher can use other instrument by using questionnaire to give to the students after using the English teaching materials made by the government based on the 13 Curriculum to know

how far the effectiveness of the use of it. Below is the questionnaire is given to the students.

- a. Are the teaching materials in the textbook relevant to your experience?
- b. Are the teaching materials in the textbook useful to you?
- c. Are the teaching materials in the textbook easy to understand?
- d. Do the teaching materials in the textbook give you new experiences to your learning English?
- e. Do the teaching materials in the textbook make you study English?
- f. Can you apply the teaching materials in the textbook to speak English with others or foreigners?
- g. Do the teaching materials in the textbook guide you to think well?
- h. Do the teaching materials in the textbook make you interested to study English?

It is necessary to do that from the result of the questionnaire given to the students related to the effectiveness of the use of the English teaching materials published by the government, the researcher described one by one to make it clearer.

If the researcher thinks to get valid data more, the researcher can also add the data by interviewing the expert and asking the teachers' community to get valid data related to the use of the English teaching materials published by the government based on the 13 Curriculum. There are three questions can be asked by the interviewer (the researcher) to the interviewee (the expert) in the interview as the instrument to get valid data.

Below is the example in which the reseracher can use the questions of the interview are;

- 1) According to you, please tell me, the way to make lesson plan based on the 13 Curriculum!
- 2) How is the implementation of the English textbook based on the 13 curriculum in the class, related to the steps, teaching materials, media method and even the assessment?

- 3) According to you, as an National Instructor, a Chairman of English Teachers' Forum in(state the name of the regency) and as a senior English teacher having a lot of experiences, what is the obstacle of the implementation of the English textbook based on the 13 curriculum in the class?

But before interviewing the focus of the problem, it is better for the researcher to ask the interviewee to tell about the personal data related to the name, the place and the time of birth, the address and the occupation at that time. Moreover the researcher can ask the experience and position of the interviewee. It is important to make the jury or the audience believe in the result of the research.

After collecting the data, the researcher should do the next work. As the last step is analyzing the data to find out the plus and minus to decide whether it fulfills the criteria of good text book or not and evaluating the gotten data to know what the English teaching materials made by the government is effective or not to use.

B. The Way to Evaluate the English Textbook

The point section of this objective is the way to analyse and to evaluate the English textbook. It tells how the writer or the researcher to analyze and to evaluate the English textbook is designed by using the method correctly. Some ways that the writer can use to do the analysis and the evaluation, such as: The first point is to read the theories or the concept related to the research. It tells the criteria or the components should be used to analyse and to evaluate the English textbook. The second point is to focus to the the concern of doing of the research, It tells the concern of the doing of the writing or the research, that is about the analysis and even the evaluation. In the case the writer takes the English textbook published by our government based on the 2013

Curriculum used nationally as sample. While the third point is to collect data and the source of data.. It is said that the English textbook itself as the data and the source of data and the next point how they are taken by using the right instruments. In the fifth point is using the instrument to collect data. It means that the writer or the researcher should use the instrument to collect data from the valid source by applying the correct technique. The fifth section is to use the correct technique. It tells that the researcher should use the correct technique to get data related to the nalyse and to evaluate the English textbook. The sixth step, for the last section is to do the analysis and the evaluation of the English textbook, the research should analyze and evaluate the gotten data find to describe or to discuss.

Related to the ways consist of the steps in which the researcher can do analyzing and evaluating the English textbook. In the case, the writer can say how the researcher should do. Below are the steps that the researcher can follow, such as:

1. Reading the Theories or the Concept Related to the Research

In doing the analysis or the evaluation, the researcher should find the concept or theoris related to the reserach. Tactually, this research is supported by some theories stating that to know the existing English teaching materials can be done by two ways; analysing and evaluating. The theories and the criteria are used, namely: Titone's (1983) Littlejohn's (1998) and Harmer (2007) as described in the previous chapter. However, based on the criteria stated by experts in many theories and the criteria of the evaluation officially-stated by the Board of Education National Standard (2007), the writer tries to use as the example. It consits of four components in analysing textbook, namely: 1) content component, 2) language component, 3) application component and 4) graphic or layout

components. For evaluating the writer took two components by entering to the class to evaluate the teacher's implementation and students' response during the teaching learning activity. Therefore, before doing the research, the researcher should do the preliminary study by reading and examining curriculum, syllabus and the English textbook as documents. It is aimed to adapt with the existing phenomena in the book, so that the research will be obtained naturally. The researcher uses some instruments like; observation lists and questionnaire. So during doing the research, if there are the data cannot be observed or the data is not sufficient, theoretically, the researcher should use the other instrument like interview an expert to collect data. Even the researcher does triangulation technique by asking the English Teachers Forum (MGMP) to analyse and to evaluate.

2. Focusing to the Concern of Doing of the Research

In order to be able to describe the existing English teaching materials, let say in the seventh grade of Junior High School, the researcher should use various kinds of the review of related literature suggesting the analysis and even evaluation of the teaching materials covering teaching program and the implementation. The concern of the research is to enable a close analysis and evaluation the existing English teaching materials or textbook especially in Junior High School. Therefore the study should investigate the quality of the existing English teaching materials or the English text book and widely-used. It was stated by Morse (1994: 75) that research studies investigating the quality of relationship, activities, situations or materials are frequently referred to as qualitative research. In the case the researcher should do the analysis to the English textbook and the evaluation by coming to the class to see the teacher's and students' activity. Moreover, the focus which will be observed or be

examined is related to the English textbook as teaching materials in the seventh grade of Junior High School, the English textbook published by our government as the example. The writer takes it since it is as the only one in publishing and in implementing in our country at that time. Of course, the writer wants to describe two things, they are: analysing and evaluating. The analysis consists of : (1) the content of the English text book. It means that how the accuracy of the English textbook with the 13 curriculum and the students' characteristics or the students' need, (2) the elements of the language of the English text book. It means how the appropriate elements of the language of the English text book with the students' level, (3) the application suggested in the English textbook. It means what kinds of application that the existing English teaching material suggests related to the students' atmosphere, and (4) the graphic or the lay out of the English textbook. It means what the English textbook published by the government suitable and fulfill the requirements in making the English textbook.

3. Using the instrument to collect data

In this point section, the researcher tries to answer anything in his mind related to the English textbook as the research questions. In the case, the researcher should use some instruments. They are primary instruments and secondary instruments. The former consists of an observation in observation list form or checklist and a questionnaire in questions form. The observation lists were given to English teachers to analyse beside the researcher himself . So, the instrument can be used to analyze the English textbook by seeing and modifying some theoris without wasting the principle or the criteria in the evaluation or the checklist form officially-stated by the Board of Education National Standard (2007). While evaluating to the implementation of the English

textbook used the checklist instrumen stated by the Board of the Development and Research (Balitbang) national curriculum, 2013. They are used to dig in getting data in the English textbook and the application of it. The questionnaire are given to students after doing the teaching learning activity. The latter is used by the researcher to get data more and valid data. These are interview and observation list. They are used by doing triangulation technique. So the researcher should ask to the English teacher to give some comments and should do an interview to the expert related to the use of the English textbook. Then the researcher could ask the English teachers forum (MGMP) to analyse it and to evaluate the application of it through video. Related to this, Harmer (2007: 301) stated that one approach to the assessment or the evaluation of coursebooks is to use checklist or checklists prepared by others which analyse variouse components of the materials wether linguistic, topic or activity based by giving each activity a score from 0-5. He added that whether assessing or evaluating coursebooks or textbooks, it is better to do the best to include student, teacher or other opinion and comment.

Then, in analyzing and evaluating a textbook, the instrument of this research is the researcher himself. Therefore in analyzing the existing English teaching material or textbook which is taken from *When English Rings the Bell* written and published by the National Education Ministry, Jakarta, 2013 and also syllabus, the researcher could interpretate whether it fulfilled the characteristics or criteria of good textbook or not. It could be taken from the related literature in chapter two that is in the considerations of the characteristics or criteria stated by the appropriate theories. Even the researcher could take observation list based on the Board of Education National Standard like the writer states above. Yet, to avoid subjectivity in the result of study, the researcher invited another

researcher who is mastering about the English textbook to analyse and to evaluate. However, based on the point of views above, exactly the researcher is as a key of instrument to determine or to collect the data of the research. Regarding this concept, Bogdan and Biklen (2003: 29) stated that the researcher is the key instrument. In line with this, Creswell (2003: 198) stated also that in qualitative research, the researcher is primary instrument in data collection rather than some inanimate mechanism.

4. Collecting Data and the Source of Data

In this point, the writer thinks that the data which is the researcher should take the contain of materials consisting of words, phrases, sentences, commands, utterances, tables, pictures, illustration or anything existing in the textbook and the contain of syllabus and also the teacher or anything happening in the class. Therefore in giving a brief description or proof for answering the statements of this study, the researcher used sources of data from documents of the existing English teaching materials, that is the English text book *When English Rings the Bell* written and published by the National Education Ministry, Jakarta, 2013 and also curriculum, syllabus and the English teacher also or from anything happening in the class. So the researcher should use the document that is a textbook only as data and the source of data. It can be carried out through documents providing in the English textbook: curriculum and syllabus. The researcher should also use data, like some documents of materials, curriculum, syllabus and the appropriate references to read. They are important to describe the accuracy between the content of the English textbook with the used curriculum, and the students' need, to describe the appropriateness between the elements of the language with the students'

level and to find out the application suggested in the English textbook by seeing the students' atmosphere in the hope they could get the target language easily.

The writer could say that data is anything that the researcher could collect and use it to answer some findings as research questions. In this case, it is supported by Cresswell (2003: 107) stating that research data is the material or information used as the object of the research and it is important to collect as the basis in giving the answers to the problem statements or research questions. While the source of data is the place in which the researcher gets the valid data. The further information, Miles, Huberman and Saljana (2014: 27) stated that the materials or information concerned in a qualitative research mostly appears in the form of words organized into extended. Data cannot be fully transferred into a data card or data sheet. A card or a paper sheet is only a place to put external aspect of the data. Whereas the internal aspect of the data only exists in the researcher's mind. The corpus of the data is very important to show the essence of the data stored in the researcher's mind. The identity and existence of the data actually depend on the researcher facing the real language phenomenon.

5. Using the Correct Technique

In this step, it is hoped, the researcher should analyze the valid data by using the correct technique. In this activity of the research is the way to analyse data. It needed a technique. As stated in the focus of the study that the focus which is analyzed and evaluated related to the existing English teaching materials or the English textbook in the seventh grade of junior High School published by the government as example in the research focus. It is very clear that the reserach could be done by two ways, namely

by analyzing the textbook itself and then by coming to the class to observe and to give questionnaire to evaluate the effectiveness of the use of the textbook. This technique is the same as Dwi Rukmini (2007) and Sunaryono (2009) had done. They observed the teaching materials and entered to the class to observe the use of the teaching materials or the English textbook

In doing the evaluation the researcher should come to the class to observe the English teacher during the teaching learning process by using the observation list, give questionnaire to the students. Finally, the researcher also asked the English teachers as the expert as triangulation technique to support and to get valid data. The result of the research is apart of technique to analyse the data. The data will be supported also by doing the interview to the chairman of the English Teachers Forum (MGMP) as an expert and the English Teachers Forum. It also can be done by interviewing one of the English teachers, let say, to get the comments related to the use of the English textbook or maybe the video of the application of the teaching learning activity to get more valid data. Harmer (2007: 302-303) supports that evaluation of materials that we have been using through three stages. They are: 1) teacher record: using the observation list related to the teacher's and students' activity, 2) teacher discussion: asking the English teachers or the English teachers forum opinion, and 3) students responses: giving the questionnaire related to the use of the English textbook published by the government.

6. Doing the Analysis and the Evaluation of the English Textbook

According to the writer that analyzing and even evaluating the English textbook as the example of the English textbook entitling *When English Rings the Bell* as the English teaching material widely-used in the

whole Indonesian country, written and published by the National Education Ministry, Jakarta, 2013 and also syllabus, because the writer hopes the researchers or may be the teachers and the stakeholders could find and give a great contribution related to the relevancy of the English text book with the syllabus and the students' need, the accuracy of the content, the appropriateness of the elements of the language with the students' ability and their level and the application suggested in the English text book related to the students' characteristics and also the implementation of the use of the English textbook in the class and the students' responses to it especially in the seventh grade of Junior High School level. Beside this that it is necessary for the researchers or may be the teachers and the stakeholders to know the effectiveness of the English textbook. Of course, it needs evaluating it in order to know how the implementation of the English textbook in the class and how the students' response. So the researcher or may be the teachers and the stakeholders analyzes the textbook itself and evaluates the use of the textbook during the activity of the teaching and learning process in the class.

Next, the writer wishes for the researcher or may be the teachers and the stakeholders ask and interview the English teacher especially the main instructor of English teachers and the English teachers forum (MGMP) in a certain regency to analyse and to evaluate related to this textbook. In the case about the use of curriculum based on the 13 Curriculum. The writer hopes in order the researcher or the other English teachers also ask an English teacher from other school to cooperate and work together to observe during the teaching learning process in the class to get comments or critics for the sake of the development of the English textbook as teaching materials. It will be better in analyzing and evaluating the English textbook the researcher should ask, the English

teacher and the chairman of the English Teachers Forum in regency to help analyse it beside the researcher himself by using the observation list or the checklist. Even the researcher also asked the English Teachers Forum (MGMP) to analyse and to evaluate the textbook to get valid data.

Detailly, after collecting the data, the researcher should do the next work by using the technique to analyse the collected data. As the last step is analyzing the data to find out the plus and minus to decide whether it has fulfilled the criteria of good text book or not. It needs the score. To get the score, the researcher should ask the two evaluators and the English Teachers Forum (MGMP) to evaluate the English teaching materials by using the observation list or the check list. The rating in this checklist is based on a 5-point scale as stated: very poor (1), poor (2), average (3), good (4), and very good (5). After this the English teacher should be asked to give his comments under the rubric of the checklist itself. To count the result of the checklist, the researcher can use the formula as follows:

SUBJECTS
$Score = \frac{\text{Number of 'score'}}{\text{Total Number of Score}} \times 100\%$

Table 4.12. The Formula for the Rating of the Teaching Materials

There will be a lot of criteria in it denoting the textbook fulfilled the characteristics or criteria as a good textbook or not. So it is used as the technique to analyze data gotten from the English textbook.

Then, to evaluate the gotten data to know what the English teaching materials made by the government is effective or not to use. For the teaching learning process activities, the researcher should use the observation list from Depdiknas, 2006 to evaluate the English teacher in

the class and for the English Teachers Forum (MGMP) to evaluate the English teacher implement it in the video based on the observation form from Depdiknas, 2013. In each of the criteria is given the score by using the same formula. So the score can be gotten by deviding the number of “Yes” with the total number of points multiplied by one hundred percent. Each criteria is given the score by using the formula. The result of the score denotes what grade it is. Below the formula of the score:

SUBJECTS
$Score = \frac{\text{Number of 'Yes'}}{\text{Total Number of Points}} \times 100\%$

Table 4.13. The Formula for the Rating of the Implementation

SCORE	GRADE
$90 < A \leq 100$	A = very well fulfilled or performed
$80 < B \leq 90$	B = well fulfilled or performed
$70 < C \leq 80$	C = less well fulfilled or performed
$60 < C \leq 70$	D = not well fulfilled or performed
≤ 60	E = very badly fulfilled or performed

Table 4.13. The Score and the Grade of the Implementation

The next technique, the researcher should use the questionnaire to give to the students after teaching learning process related to the use of the English teaching materials made by the government based on the 2013 Curriculum. The result of the score either done by the teacher, student or the English Teachers Forum (MGMP) is used to analyse the data to detote the effective of the Existing English teaching materials published by the government.

According to Cresswell (2003: 191-194) stated that the steps should be done to analyze the data, such as:

- a. Organize and prepare the data for analyzing and evaluating. In the first step, the researcher organized the data of the whole content of the teaching materials consisting of the content, the elements of the language and the application suggested in the teaching materials or textbook. He came to the Junior High School which to observe the English teacher during the class and interviewed her after the class to find out the implementation of of the English textbook and gave questionnaire to the students to know the students' response,. He also used the triangulation technique by asking the teachers' forum (MGMP) to analyse the English textbook itself and to evaluate the teacher's activity through video and by interviewing the expert to support and to get valid data.
- b. Read all through the data. In this step he read data to know more about the important data and reread to get valid data suitable with the research questions.
- c. Begin detailed analysis with coding process. In this stage, he gave codes to determine and to divide the part of the content, the elements of the language, the application suggested in the textbook, the implementation of the English textbook, and the students' response to the use of the English textbook. He analyzed and evaluated the result observation and interviewed to make easy in doing analysis.
- d. Use the coding process to generate description of the setting or people as well as categories or themes for analysis and evaluation. Related to this step, he still focused to the previous problem codes, namely: the content, the elements of the language, the application suggested in the textbook with their subtopics the implementation of the English

textbook, and the students' response to the use of the English textbook itself in the class.

e. Advance how the description and themes represented in the qualitative.

In this part, he did deeper about the description of the topics or themes related to the gained data.

f. And the last step in data analysis involved making an interpretation or meaning of the data. Here he tried to give conclusion and interpretation related to the findings based on the right theory and the valid data

Related to the description above, the writer can say that the process of data analysis of the research involves collect document and read document available and image data. So globally, it involves the data for analysis, conducting different analysis, moving deeper and deeper into understanding the data, representing the data, and making and interpretation of the broader meaning of the data.

For short, in the writer's opinion that in analyzing and in evaluating the English textbook, as stated before the researcher should do some steps, namely: *the first*, as preliminary study to the English textbook which is going to be studied. It is done by getting related documents such as documents of syllabus and the English textbook. In the case, the writer takes the English textbook which is made by our own government. It is claimed and labeled in line with Curriculum. *The second*, the reseracher should read all documents to get needed data, especially about the data from the focus of the research. *The third*, the researcer observe the English textbook and the English teacher by using observation lists. *The fourth*, the researcher asks the English Teachers Forum (MGMP) to examine the English textbook and the video of the English teacher when he is implementing it by using the observation lists and *the fifth*, the researcher

should interview the main English teacher to find or to answer the research questions existing in his mind referring to the analysis, consisting of: (1) the content of the English text book, (2) the elements of the language of the English text book, (3) the application suggested in the English text book and (4) the graphic or la. Related to the evaluation, the researcher also should come to the class to know the effectiveness of the implementation of the English text book and the students' response to the English text book.

CHAPTER V

THE EXAMPLES OF THE EVALUATION OF THE ENGLISH TEXTBOOK

A. Getting the Findings to Discuss

The writer wants to show how the example of the findings. The researcher should do observation to get the findings. It is the way to analyze and to evaluate the findings of the English textbook. The researcher should find each components is good or not, suitable or not as the criteria stated in the observation list.

The researcher used two major instruments and two minor instruments. The former consists of the instrument of observation list (either for observing the English teaching materials or the implementation) and questionnaire while the latter consists of interview and observation list instrument taken from Balitbang Kurnas 2013 as stated in the previous chapter.

1. The Example of the Analysis Activity of the English Textbook

The writer give some examples that the researcher needs the instrument to analyse the the English textbook as a English teaching materials. So the reseracher needs the instrument of observation list which is taken from combining some theories to modify the matter's points and the items stated in the Board of Education National Standard (BSNP), 2007. But the writer just modifies the rating the observation list by using "Yes or No". After modifying the matters points and the items, the researcher should use the instrument of the teaching materials based on the modification of the BSNP to analyse the existing english teaching materials. Here is the table consisting of the matter's point of the component that the reseracher should analyze. Here, the writer just show

what the reseracher sould analyze the components.as instrument.They are arranged as follows:

MATTER'S POINT	
A. THE ACCURACY OF THE MATERIALS CONTENT COMPONENT	
The Accuracy of the Materials with the syllabus: Main Competence (MC) and Basic Competence (BC)	
1	The completion of materials
2	The depth of materials
The Accuracy of the Content of the Recommended Materials	
1	Social function
2	The elements and functional structure
3	Linguistics feature
The Accuracy of Materials Content with the Source	
1	Relevant
2	Useful
B. THE APPROPRIATENESS OF THE LANGUAGE COMPONENT	
The Appropriateness of the Language with the Students' Cognitive and Socio-emotional Development	
1	The appropriateness of the language with the students' cognitive
2	The appropriateness of the language with the socio-emotional development
Communicative Language	
1	The limitation of the message for the students
2	The appropriateness of the rule of the language
Systematic and Coherence Idea	
1	Systematic idea
2	Coherence idea
C. THE APPROPRIATENESS OF THE APPLICATION COMPONENT	
Application Technique	
1	Systematic
2	The balance among chapters
The Teaching Implementation	
1	Students' centered
2	Developing the student's innovation, creativity, and the way of critical thinking
3	Developing self-study
4	Developing the capability of self-reflection or evaluation

C. THE APPROPRIATENESS OF THE GRAPHIC/ LAYOUT COMPONENT	
1	Book measurement,
2	Design of book cover,
3	Design of book content.

Table 5.1. The Modification of the Evaluation Instrument of the BSNP

Below is the table consisting of the matter's point of the component that the researcher should analyze. Here, the writer just show what the researcher should analyze the components as instrument. The researcher can analyze the points of teaching materials is as follows:

MATTER'S POINT	
A. THE ACCURACY OF THE MATERIALS CONTENT COMPONENT	
The Accuracy of the Materials with the syllabus: Main Competence (MC) and Basic Competence (BC)	
1	The completion of materials
2	The depth of materials
The Accuracy of the Content of the Recommended Materials.....etc	

Table 5.2. The matter,s point as the example to analyze

The content component of the teaching materials must be compatible with the 2013 Curriculum, especially in the syllabus. According to the 2013 Curriculum, distributed in the syllabus form, that there are two competences must be got by the students. They are the Main Competence (MC) and the Basic Competence (BC). The former is arranged in four groups in which they are integrated one to others. They are the MC 1 related to the religion attitude, the MC 2 related to the social attitude, the MC 3 related to knowledge and the MC 4 related to the implementation of knowledge. The function of the MC is as an organizing element to the BC.

MAIN COMPETENCE	BASIC COMPETENCE
3. To comprehend a knowledge	3.1 To know various kinds of oral text in opening conversation (greetings, introduction, initiating conversation topic) and

<p>(factual, conceptual and procedural) based on curiosity about science, technology, art, culture related to phenomena and clearly-happening</p>	<p>how to respond</p> <p>3.2 To know a social function, generic structure, language features from the oral text and written text to introduce him/herself very shortly and simple.</p> <p>3.3 To comprehend a social function, generic structure, language features from the oral text and written text to state the names of day, month, time in a day, time in numbers, date and year</p> <p>3.4 To comprehend a social function, generic structure, language features from the oral text and written text to say his/her own identity very shortly and simple.</p> <p>3.5 To comprehend a social function, generic structure, language features from the oral text and written text to say the name of the animals, nouns, and public building closing with the student's daily life</p> <p>3.6 To comprehend a social function, structure, language features from label and name list based on the context used</p> <p>3.7 To comprehend a social function, structure, and language feature from text to express and asking people's characters, animals, and things based on the context used.</p> <p>3.8 to comprehend a social function, structures, and language features from the text to express and asking attitude/behavior/functions of people, animals, things, based on the context used</p> <p>3.9 To comprehend a social function, structures, and language features from text in the form of instruction, short notice, warning/caution based on the context used.</p> <p>3.10 To comprehend a social function, structure, and language features from descriptive text by expressing and asking shortly and simply about description of people, animals, things based on the context used.</p> <p>3.11. To comprehend the social function and the language features of the song.</p>
<p>4. To try, to explore and to present in concrete part (to use, to distribute, to combine, to modify, to</p>	<p>4.1 To arrange an oral text to pronounce and to respond a greeting and leave-taking with the correct language elements and suitable with the context.</p> <p>4.2 To arrange oral and written text to pronounce and to respond self introduction very shortly and simple by paying attention social function, generic structure, and language features</p>

<p>create) and abstract part (to write, to read, to count, to draw, to compose) suitable with the learned materials in the school and the same other resources according to theory</p>	<p>correctly suitable with the context</p> <p>4.3 To arrange oral and written text to state the names of day, month, time in a day, time in numbers, date and year with the correct language features and suitable with the context.</p> <p>4.4 To arrange oral and written text to say his/her own identity very shortly and simple by paying attention social function, generic structure, and language features correctly suitable with the context</p> <p>4.5 To arrange oral and written text to say the name of the animals, nouns, and public building closing with the student's daily life with the correct language features and suitable with the context.</p> <p>4.6 To arrange oral and witten text to say the names of animals, things and public transportation which close to the students' life withthe correct social function, structure, and the correct language fuction ans suitable with the context.</p> <p>4.7 To arrange written text, label and list based on the social function, structures, and the correct langauge features based on context.</p> <p>4.8 To arrange oral and witten text to say the characters of people, animal, things with the correct social function, structure, and the correct language features based on the context.</p> <p>4.9 to arrange oral and witten text to say and ask about attitude, action, and function of people, animals, with the correct langauge feature used in appropriate context.</p> <p>4.10 To comprehend the message of the instruction, short notice, warning/caution in short and simple oral and written form.</p> <p>4.11 to arrange oral and witten etxt, instruction, short notice, warning/caution in short and simple form with a good social function, strcurre, and langauge features based on teh conetxt used.</p> <p>4.12 To get the message of the oral and written descriptive text in short and simple form.</p> <p>4.13 to arrange a simple and hort worall and written descriptive text about peoplem animals, things, in a correct social function, structure, and langauge features based on context used.</p> <p>4.14 to get the messange of the song</p>
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Table 5.3. Main Competence and Basic Competence

The materials content component is covering three sub-components, they are: *a. The accuracy of the materials content with the syllabus: Main Competence and Basic Competence, b. The accuracy of the content of the recommended materials, c. The accuracy of materials content with the source.*

Here, the writer takes one point of the component that the researcher do related to the analysis of the English textbook as the example, that is: *a. The accuracy of the materials content with the syllabus: Main Competence and Basic Competence*

The accuracy of the materials content with the syllabus is not only about its accuracy with the main competence and basic competence, but also about the completion and the depth of the materials.

Based on the table above, the writer sees that the researcher finds the accuracy of the materials content with the syllabus as listed in the table below::

CHAPTER (TOPIC/SUB- TOPIC)	MATERIALS FOUND IN TEXTBOOK	Relevancy		COMMENT
		Yes	No	
Chapter I How are You Learn to: • greet • introduce my self • take leave	• greetings and practice how to greet people around and how to take leave	√		Relevant to the Basic competence 3.1 and 4.1
	• activities to list the person whom the students met and how they greet them	√		Relevant to the Basic competence 3.1 and 4.1
	• Introduce myself and Introduce others by interviewing first and put the identity into the library cards	√		Relevant to the Basic competence 3.2, 3.4, 4.2 and 4.4
	• activities to practice telling someone about our feelings and other's		√	Unrelevant to th Basic Competence 3.6 and 4.7

	feelings.			
	<ul style="list-style-type: none"> • Creating certain sentence based on the pictures gives related to the greetings 	√		Relevant to the Basic competence 3.1 and 4.1
	<ul style="list-style-type: none"> • Final project is in form of making poster entitled “This is Me”. 	√		Relevant to the Basic competence 3.4 and 4.4
	<ul style="list-style-type: none"> • Song entitled “Good Morning” and “How are you?” 	√		Relevant to the Basic competence 3.11 and 4.14
Chapter II It’s My Birthday Learn to say: <ul style="list-style-type: none"> • names of the day • time • names of the months • dates, and years 	<ul style="list-style-type: none"> • Knowing and practicing how to express the names of day, month, time in a day, time in numbers, date, year and ordinal numbers. 	√		Relevant to the Basic competence 3.3 and 4.3
	<ul style="list-style-type: none"> • Creating certain sentences based on the pictures related to the daily activities 		√	Unrelevant to th Basic Competence 3.6 and 4.7
	<ul style="list-style-type: none"> • Learning how to describe our and others’ simple daily activities 		√	Unrelevant to th Basic Competence 3.6 and 4.7
	<ul style="list-style-type: none"> • Final project is creating a calendar (a month calendar) in a group and put the National and international days. 	√		Relevant to the Basic competence 3.3 and 4.3
	<ul style="list-style-type: none"> • A game about calendar which stimulates the students to speak about the dates correctly. 	√		Relevant to the Basic competence 3.3 and 4.3
	<ul style="list-style-type: none"> • A song entitled “The names of the Months” 	√		Relevant to the Basic competence 3.11 and 4.14
Chapter III I Love People around Me Learn to	<ul style="list-style-type: none"> • introduce ourself and others 	√		Relevant to the Basic competence 3.4, 4.4 and 4.5
	<ul style="list-style-type: none"> • spelling certain names 	√		Relevant to the Basic

introduce: • my self, • and everybody in my family				competence 3.5 and 4.5
	• a song entitled “BINGO” and “mother, how are you today?”	√		Related to the basic competence 3.11 and 4.14
	• Family tree and family relation	√		Relevant to the Basic competence 3.4, 4.4 and 4.5
	• Introducing the member of the family	√		Relevant to the Basic competence 3.4, 4.4 and 4.5
	• Creating certain sentences based on the picture given related to the family.	√		Relevant to the Basic competence 3.4, 4.4 and 4.5
	• Activities done by the family	√		Relevant to the Basic competence 3.4, 4.4 and 4.5
	• Write a letter for mom	√		Relevant to the Basic competence 3.9 and 4.11
	• Final project is in the form of performing the family pictures and explaining it in the Exhibition.	√		Relevant to the Basic competence 3.4, 4.4 and 4.5
Chapter IV I Love Things around Me Learn to name: • Things in the classroom • Things in my bag • Parts of the house • Animals in my school, and • Animals in my home	• Describe the things in the classroom, bags, house, diningroom, bedroom, bathroom, garage, garden, bedroom	√		Relevant to the Basic competence 3.5 and 4.6
	• Describe rooms in the school	√		Relevant to the Basic competence 3.5 and 4.5
	• Saying the names of the animals and describe them.	√		Relevant to the Basic competence 3.5 and 4.6
	• Final project is making a design of “My future home” and labels for room in my school	√		Relevant to the Basic competence 3.5 and 4.6
Chapter V I Love My Town	• arrange oral and written text to state the names	√		Relevant to the Basic competence 3.4, 4.4 and 4.5

Learn to talk about : • what people do, and • where they do	of the occupation, what they do and where they do. (gardener, biology teacher, cook, doctor, policewoman			
	• creating certain sentences based on the picture given related to the gardener and cinema”	√		Relevant to the Basic competence 3.5 and 4.6
	• final project is creating a map of public places in our town”	√		Related to the basic competence 3.5 and 4.6
Chapter VI She’s so Nice Learn to describe people and animals: • what are they like, and • what they do	• characteristics and physical appearance of classmates	√		Related to the basic competence 3.10 and 4.13
	• describe animals			
	• dialog about animals			
	• creating certain sentences based on the pictures given related to the expression to help someone	√		Related to the basic competence 3.10 and 4.12
	• creating dialog based on the pictures and clue given related to help someone.	√		Relevant to the Basiccompetence 3.4, 4.4 and 4.5
	• Expressing apology and gratitude, offering and its response for help.	√		Relevant to the Basic competence 3.4, 4.4 and 4.5
	• Final project is having mini survey about family members, characters, animals around you.	√		Related to the basic competence 3.5 and 4.5
Chapter VII What do They Look Like?. Learn to describe:	• Describe place, family, person, public places, home,	√		Related to the basic competence 3.5 and 4.5
	• Final project is describing idols,	√		Related to the basic competence 3.5 and 4.6

<ul style="list-style-type: none"> • people, • animals, and • things 	favourite animals, and things in front of the class			
Chapter VIII Attention Please! Learn to make: <ul style="list-style-type: none"> • Instructions • Short notices • Warnings/ cautions 	<ul style="list-style-type: none"> • Instructions 	√		Related to the basic competence 3.9, 4.10 and 4.11
	<ul style="list-style-type: none"> • Signs 	√		Related to the basic competence 3.9, 4.10 and 4.11
	<ul style="list-style-type: none"> • Describing pictures given 	√		
	<ul style="list-style-type: none"> • Creating some signs 	√		Related to the basic competence 3.9, 4.10 and 4.11
	<ul style="list-style-type: none"> • Final project is displayig the things my class has made 	√		Related to the basic competence 3.5 and 4.6

Table 5.4. The Materials Content with the Mc and the BC

The result of the researcher finds that the table above shows that the materials meet all of the basic competences stated in syllabus but basic competence 3.6 and 4.7. Both of the competences focus on the labels as the materials, but the students cannot get the materials about labels from this book (in Chapter I and II), therefore the teacher must find other sources.

The table also shows that there are some materials that are not stated in syllabus that are creating dialog based on the pictures and clue given related to help someone and learning how to describe our and others' simple daily activities in Chapter II and Expressing apology and gratitude, offering and its response for help in Chapter VI.

After the researcher has assessed based on the table show that the content component of the teaching materials written by the government is compatible with the used curriculum that is the 2013 Curriculum. As

stated above that according to the 2013 Curriculum there are two competences must be got by the students. They are the Main Competence (MC) and the Basic Competence (BC). The former is arranged in four groups in which they are integrated one to others. They are the MC 1 related to the religion attitude, the MC 2 related to the social attitude, the MC 3 related to knowledge and the MC 4 related to the implementation of knowledge. The function and the application of the MC is described concretely and more specific to the BC.

1) The Completion of the materials

In this part the reseracher states that in the 2013 Curriculum, the government gives a chance to the teachers to make the syllabus based on the students' atmosphere. The case is done to make teachers easier to select and adapt the teaching materials to the students' need. Yet, it appears that the government efforts .

The item of the completion of materials related to the used curriculum and the syllabus in making a textbook means that the textbook should contain: interpersonal text, transactional text and functional text.

This part will show whether each chapter has interpersonal text, transactional text, and functional text as stated in Chapter II.

This part will show whether each chapter has interpersonal text, transactional text, and functional text as stated in Chapter II.

NO	CHAPTER TOPIC/SUB-TOPIC	MATERIALS			COMMENTS ON COMPLETION OF MATERIALS
		Interpersonal text	Transactional text	Functional text	
1	Chapter I How are You				Most of the materials given in chapter I is interpersonal texts

	Learn to:				in the form of greetings, introducing ourselves, and leave taking. Functional text is only given once, it is in the form of poster.
	• Greet	√			
	• introduce my self	√		√	
	• take leave	√			
2.	Chapter II It's My Birthday Learn to say:				Most of the materials given in chapter I is interpersonal texts, talking about names of the day, time, names of the months, dates and years. Functional text is given once in the last chapter in the form of creating poster about National days in Indonesia.
	• names of the day	√			
	• time	√			
	• names of the months	√			
	• dates, and	√		√	
	• years	√			
3.	Chapter III I Love People around Me Learn to introduce:	√			Most of the materials given in chapter I is interpersonal texts, talking about family. Functional text is given once in the last chapter in the form of writing a letter for mom.
	• my self, and • everybody in my family	√		√	
4.	Chapter IV I Love Things around Me Learn to name:				Most of the materials in this chapter is talking about describing things, place, and animals. There are in the form of transactional text. It is not found the interpersonal and functional text in this chapter.
	• Things in the classroom		√		
	• Things in my bag		√		
	• Parts of the house		√		
	• Animals in my school, and Animals in my home		√		
5.	Chapter V I Love My Town Learn to talk about :		√		Most of the materials in this chapter talking about describing occupation. There are in the form of transactional text. It is not found the interpersonal and functional text in this chapter.
	• where they do • what people do, and		√		
6.	Chapter VI		√		Interpesonal text is in the form

	She's so Nice Learn to describe people and animals: • what are they like, and • what they do		√		of expressing gratitude, apologizing, feeling, offering and its response for help. Describing person's physical appearance and characters.
7.	What do They Look Like?. Learn to describe: • people, • animals, and • things		√		Most of the materials in this chapter talking about describing people, animals, and things. There are in the form of transactional text. It is not found the interpersonal and functional text in this chapter.
8.	Attention Please! Learn to make: • Instructions • Short notices • Warnings/ cautions		√		Most of the materials in this chapter talking about instructions, short notices, and warning/cautions. There are in the form of transactional text. It is not found the interpersonal and functional text in this chapter.

Table 5.5. The Completion of Materials

The reseracher states that the table above shows that the students can learn three kinds of texts from this textbook. There are interpersonal, transactional, and functional texts. Unfortunately, there is not a single chapter having three kinds of text. It does not mean that the English textbook cannot use for the students. Here the role of the teacher is important to be a facilitator to find or to make other related sources.

2) *The depth of materials*

Here the researcher states that the item of the depth of materials in the criteria of a good textbook means that the textbook must consist of exposure, rule retention in forming texts and production as stated in Chapter II.

The researcher shows the result of the analysis of the depth of the materials referring to the existing English teaching materials published by creating the table below:

	CHAPTER TOPIC/SUB- TOPIC	MATERIALS			COMMENT
		Exposure	Rule Retention	Production	
	Chapter I How are You Learn to:				This chapter provides:exposure, rule retention and production as the criteria
	• Greet	√	√	√	
	• introduce my self	√	√	√	
	• take leave	√	√	√	
	Chapter II It's My Birthday Learn to say:				This chapter fulfills the criteria because it contains: exposure, rule retention and production
	• names of the day	√	√	√	
	• time	√	√	√	
	• names of the months	√	√	√	
	• dates, and	√	√	√	
	• years	√	√	√	
	Chapter III I Love People around Me Learn to introduce:	√	√	√	To fulfill the criteria, this chapter provides: exposure, rule retention and production
	• my self, and	√	√	√	
	• everybody in my family	√	√	√	
	Chapter IV I Love Things around Me Learn to name:				It is good because the chapter provides: exposure, rule retention and production to fulfill the criteria
	• Things in the classroom	√	√	√	
	• Things in my bag	√	√	√	
	• Parts of the	√	√	√	

	house				
	• Animals in my school,	√	√	√	
	• Animals in my home	√	√	√	
	Chapter V I Love My Town Learn to talk about :				This chapter contains: exposure, rule retention and production
	• where they do	√	√	√	
	• what people do, and	√	√	√	
	Chapter VI She's so Nice Learn to describe people and animals:				Exposure, rule retention are available in this chapter so it fulfills the requirement or Criteria
	• what are they like, and	√	√	√	
	• what they do	√	√	√	
	Chapter VII What do They Look Like?. Learn to describe:				The chapter is good because it fulfills the criteria that is this chapter provides: exposure, rule retention and production
	• people,	√	√	√	
	• animals, and	√	√	√	
	• things	√	√	√	
	Chapter VIII Attention Please! Learn to make:				This chapter fulfills the criteria because it provides: exposure, rule retention and production
	• Instructions	√	√	√	
	• Short notices	√	√	√	
	• Warnings/ cautions	√	√	√	

Table 5.6. The Depth of the Materials

According to the researcher that the table shows that all of the chapters in the textbook meet the criteria of a good textbook in the depth of the materials aspects. Each chapter provide exposure activities, means that each chapter helps the students to explore more the text (spoken and

oral) which are relevant to students' daily life. The materials give the students chance to have "production" activities, means that the students are given chance to make their own dialog, conversation, based on the rules give. The students also sometimes asked to create final project in the form of exhibition, cards, etc. In this book does not meet the criteria of rule retention, but it is still in line with the leaning process based on the syllabus. Nowadays, grammar is not taught explicitly in special form, it is in line with what the textbook provide dominated by the pictures. This textbook give the students chance to understand the social function, generic structure, and linguistic features implicitly through pictures without any clear instruction in it to make the syllabus, like the writer states above.

While the example of the description of: *b)The accuracy of the content of the recommended materials, c) The accuracy of materials content with the source....etc.*, the writer hopes the other researchers or the audiences try to continue to do the research. The writer in this case, just wants to give the example in doing the research especially about analyzing the English text book related to the used curriculum that is the 2013 Curriculum

2. The Example of the Evaluation Activity of the English Textbook

The writer here, tries to show the example of the researcher's activity in evaluating the English textbook. There are some activities that the researcer do related to evaluate it, such as: a. Doing observation of the teacher's activity in the class, b. Giving the questionnaire to the students, c. Asking the English teachers forum to evaluate the implementation of the English textbook d. Doing interview to the expert

a. Doing observation of the teacher's activity in the class

The writer show the way to do the observation that the researcher should do related to the evaluation of the English textbook in the class. So, before doing the teaching learning activity, the researcher should ask the English teacher to give the made lesson plan to observe what it is suitable with the syllabus based on the 2013 Curriculum. After seeing the Lesson Plan the resercher dealing with the English teacher to observe her in doing the implementation of the teaching materials by using the made lesson plan in the class. Related to this, it is better for the researcher to take the data twice. It must be done to get data more.

In doing the research, the researcher should use the instrument that is a handy camera. All of the activities are shot by it to support the research. Beside that the researcher should prepare some observation forms to get the data more accurately.

Below is the example of the finding in the results of the observation which were done by the researcher.

No.	Indicators/ Aspects	Observation	
		1st	2nd
I.	Pre activities		
1.	Getting the students ready to learn	√	√
2.	Having apperception activities	√	√
II.	Whilst activities		
A.	Mastering learning materials	√	√
3.	Mastering learning materials	√	√
4.	Relating the materials to other relevant knowledge	√	√
5.	Delivering the materials clearly, based on the learning hierarchy and students 'characters	√	√
6.	Relating the materials to the real life	√	√
B.	Learning approach/ Strategy		
7.	Implementing the learning process based on the target competence and students 'character	√	√
8.	Implementing sequence learning process	√	√
9.	Handling the class	√	√
10.	Implementing contextual learning process	√	√

11.	Implementing learning process which is possible to create the positive habits	√	√
12.	Implementing the learning process as time allowed	√	√
C.	The Use of Learning source and media		
13.	Using media effectively and efficiently	√	√
14.	Getting interesting message	√	√
15.	Involving students to use the media	-	√
D	Involving the students in learning process		
16.	Creating the students to be active in learning process	√	√
17.	Welcoming the students' response	√	√
18.	Creating the students' happiness and enthusiasms in learning	√	√
E	Assessment process and study result		
19.	Monitoring the learning progress	√	√
20.	Implementing final assessment based on the competence (goals)	-	-
III	Language Use		
21.	Using spoken and written language clearly and correctly	√	√
22.	Delivering the message through appropriate ways	√	√
IV	Closing		
23.	Involving the students to create reflection or summary	-	√
24.	Following up through giving direction, activities, or assignment as the remedial learning.	√	√

Table 5.7. The Assessment of Teaching-Learning Process

The table above shows that the teaching process meet the instruments indicators. There are three indicators that were not found in the first observation and finally found in the second observation. Two of them are found in the second observation. There is only one that cannot be found in both observation. The teacher did not implement final assessment based on the competence (goals).

b. Giving the questionnaire to the students

According to the result of the researcher's activity in the class, it is stated that after the teaching learning activity in the second meeting, the

researcher gave the questionnaire. It can be given to the students to know (to get valid data) how effective the use of the English textbook. It is also stated that it approximately took 5 minutes to do it. Here is the result of the questionnaire from based 31 students.

Below is the finding in the questionnaire result that the researcher gave to the students after evaluating the English teacher’s activity:

NO	QUESTIONS	YES	NO
1.	Are the teaching materials in the textbook relevant to your experience?	29	2
2.		31	0
3.	Are the teaching materials in the textbook useful to you?	27	4
4.	Are the teaching materials in the textbook easy to understand?	31	0
5.	Do the teaching materials in the textbook give you new experiences to your learning English?	31	0
6.	Do the teaching materials in the textbook make you study English?	25	6
7.	Can you apply the teaching materials in the textbook to speak English with others or foreigners?	31	0
8.	Do the teaching materials in the textbook guide you to think well?	31	0
	Do the teaching materials in the textbook make you interested to study English?		

Table 5.8. The Questionnaire Result

Based on the table above, it is exposed that the students think that the materials are relevant to their experience, usefull for them, easy to understand, give them new experience in their learning English, make them be able to speak with foreigners, guide them to think well, and make them interested to study English.

c. Asking the English teachers forum to evaluate the implementation of the English textbook

After doing observation the English teacherv in the class, the researcher tries to meet the English teachers’ forum (MGMP) to know about the implementation of the English textbook published by the government. Exactly, It is done to get valid data more. The researcher should ask them to observe the video of the teaching learning activity and

to evaluate it by using the rubric provided by the education government. It is done by using the rubric.. The rubric containing: the observed aspect, such as; pre activity, whilst activity and post activity. They can sign; yes or no and if they think it is important to give a note, they can write it. In doing this the researcher should ask the national instructor and the leader of the English teachers' forum to help. It was done to get data accurately..

Based on the result of the observation to the learning video which was done by the groups of the English teachers through the English teachers' forum (MGMP), it can be described that more than 80% signed "YES". It was gotten from the 12 groups stated in the rubric.

The following table is the findings in the conclusion of the score of the observation result of the video which was done by the English Teachers Forum (MGMP):

NO	NAME OF GROUP	NUMBER		SCORE
		YES	NO	
1.	Group 1	43	6	88%
2.	Group 2	45	4	92%
3.	Group 3	42	7	86%
4.	Group 4	44	5	90%
5.	Group 5	45	4	92%
6.	Group 6	42	7	86%
7.	Group 7	43	6	88%
8.	Group 8	42	7	86%
9.	Group 9	42	7	86%
10.	Group 10	43	6	88%
11.	Group 11	44	5	90%
12.	Group 12	43	6	88%

Table 5.9. The Observation Result of the Video of the Teaching Learning

Activity

To get the score, the researcher using the formula stated in the previous chapter. It is important to use to get a correct score as a valid data. The formula is as below:

SUBJECTS
$\text{Score} = \frac{\text{Number of 'Yes'}}{\text{Total Number of Points}} \times 100\%$

Table 5.10. The formula of the total score

The score result is more than 80%, even it is almost gets 90%. Based on the information below, it means that the implementation of the use of the existing English teaching materials or the English textbook published by the government is between $80 < B \leq 90$. It can be said that the grade of the use of the textbook is B = well fulfilled or performed (Balitbang Kurnas, 2013) , as stated in the table.

SCORE	GRADE
$90 < A \leq 100$	A = very well fulfilled or performed
$80 < B \leq 90$	B = well fulfilled or performed
$70 < C \leq 80$	C = less well fulfilled or performed
$60 < D \leq 70$	D = not well fulfilled or performed
≤ 60	E = very badly fulfilled or performed

Table 5.11. The score and the grade of the use of the textbook

d. Doing interview to the expert

The further, in the writer's opinion, the researcher should do triangulation technique suitable with what the writer stated in the research method. The researcher should do the interview the national instructor and the leader of the English teachers' forum and also one of the English

teachers supposed mastering about the problem, to help the researcher. Exactly, it is also done to get valid data.

Here, the writer gives the example of the way to interview and the result. Let say that the researcher calls (MR) as the interviewer and (BS) as the interviewee for short. The following is the interview result:

MR : According to you, please tell me, the way to make lesson plan based on the 13 Curriculum.

BS : If you ask me about the way to make lesson plan, so I just want to tell you the truth that if you set it not to waste much time and forget the essential case. I mean that the practice case in preparing materials and learning sources which are going to be given to the students in the class is more important than the administrative case. It is not important for you to focus to complete the administrative problem in order to fulfill a school completeness or even it maybe make the headmaster is happy. In this 13 curriculum, the government does not make a certain format. So the implementation of this curriculum, in this case, the way to make the lesson plan is flexible. It means that it gives an opportunity to the teacher to be creative to make a lesson plan suited to the local, province and national. But according to the 13 curriculum, the steps of the teaching learning activity in the lesson plan must be the same. It covers observing, questioning, experimenting, associating, and communication. So the government does not hope to the teachers not to make convention to make the same nationally. It does not matter if the teacher makes it in the matrix form or in the description form. The important thing there is a will for the teacher to implement in the class. Yet, the lesson plan must be created since it gives the direction in implementing the teaching learning process, firstly Standard Competence must be achieved by the students in a certain time after the class is over. Second is Indicator to achieve learning goal related to the Standard Competence. The third is Learning Goal to achieve learning experience and it must be related to the evaluation. The steps are important for the teacher to think so that they make the students easy to understand and to do in the teaching learning activity. It is the most important to do when the teacher makes the lesson plan. Therefore the teacher must think over to prepare what steps to state, so that the made lesson

plan is planned or programmed effectively and efficiently. Let say, what food or what kind of food do the students take. The case brings them to a certain competence which is stated in the lesson plan to achieve the three cases above, they are; competence standard, indicator and learning goal. The fourth is materials or learning source. The teacher must think what kind of the teaching materials or learning source to give to the students. So it makes the teacher know and understand what he/ she will do. Imagine, if the teacher come to the class without the materials or learning source? Or he/ she brings one textbook the class because he/ she can memorize it? Then he/ she asks the students to write or to do. It is very difficult for the students to understand or exactly they are very confused and very crowded. Although he/ she brings a certain book it does not mean that he/ she asks them to open the book and to do it in a certain page strictly without explanation, even giving tests. It must be avoided. The fifth is the method. It must be exist because it can regulate the teacher to do the teaching learning process and to distribute the time so that the activity stated before can be carried out effectively and efficiently by attending the time. Beside that the competences hoped can be achieved perfectly. The sixth or the last is the assessment or evaluation. The teacher must write the example of the assessment in the lesson plan. So it is written concretely. For example, if the teacher talk about the topic of making composition in descriptive text, it is better for him/her to give the example of the descriptive text. The teacher never gives the assessment or test without the example, especially in the Junior High School. He/ she can also give the assessment for the students as the process assessment. It can be given to the students during the activity of the teaching learning process. So the teacher can do the score during the process is going on. It is important for the teacher to reflect or evaluate related to the implementation of the made lesson plan to better. This is the form of the lesson plan must be created by the teacher when he/she is going to implement the English textbook in the activity of the teaching learning process in the class. Again and again, I hope not to waste the time to think the essential things related to the making of the lesson plan. In the 13 curriculum the lesson plan is easy and simple. The teacher can see the syllabus and rewrite the elements of the lesson plan above by seeing the syllabus, while the teaching materials must be adapted with the students' atmospheres. If the teacher does not understand can contact or can talk over through the English teachers' forum (MGMP), and even we can make it and the teacher can adapt it.

- MR : How is the implementation of the English textbook based on the 13 curriculum in the class, related to the steps, teaching materials, media method and even the assessment?
- BS : If we talk about the implementation of the textbook published by the government based on the 13 Curriculum in the teaching learning activity, it is related to the teaching learning process in the class. In the 13 Curriculum concept, it is asked to carry out by using the learning steps given by the 13 Curriculum. Its philosophy is that teaching English is to take the students to communicate either orally or written by using any learning sources. But in doing the activity of the teaching learning process must be based on the scientific approach. According to this approach is that the activity can be done through some steps. They are: observing, questioning, experimenting, associating, and communication. Actually these steps are different from the steps of the previous curriculum, that is the School Based Curriculum. In the first step, it is an observing activity. Here the teacher can facilitate and present the students' activity to observe. In this step he/she asks the students to study or to observe about the given topic. The second step is a questioning activity. The teacher can prompt the students to question by using question words; what, why and how. When he/she thinks that the students are confused related to the given topic that he/she gives, he/she tries to guide them to ask. The third activity is experimenting. It can be facilitating and presenting the activity for the students to collect information related to the topic. He/she encourages the students to collect information not only from the textbook but also the other sources. The fourth step is an associating activity. He/she facilitates and presents the activity for the students to negotiate the data and collected information based on the given topic. From the data, he/she asks the students to negotiate with their friends in a group or with other groups. The last step is a communicating activity. Here he/she should facilitate and present the activity for the students to communicate a got knowledge and skill suitable with the topic. He/she asked and encouraged the students to tell his/her opinion or to communicate their idea with the others. So in the last period of the learning, the students are claimed to communicate by using their own words. The five steps are done when the students learn in the learning activity either speaking or writing. We know that this 13 curriculum also concerns to the use of the assessment approach. It is hoped that the teacher can know the students' progression and

give an opportunity to the students individually to develop their ability either writing or speaking. Therefore it will be better if the teacher can do assessment in all of the activities. It is hoped that the assessment is not in the pen and paper form only but it is prioritized in the process assessment form. It means that the assessment is not taken from formative test, summative test and final test form but the assessment is taken from certain activities form. For example when the teacher teaches about vocabulary or speaking, so he can do assessment to the two activities. So we can conclude that we can do assessment in the five activities. For example; the way to perform something, tell about the story either writing or speaking, here the teacher can give reward as assessment. In the 13 Curriculum, the assessment can be done in the pre, whilst and post activity informally, covering the assessment of cognitive, psychomotor and affective. And the important thing that the teacher should inform the students first if he wants to give assessment so that they prepare before. If the teacher does not inform first, it means that the teacher wants to punish them and not to assess them. And in the assessment, it must be percentage for all the made assessment so that they can get the complete assessment from the four language skills.

MR : According to you, as an National Instructor, a Chairman of English Teachers' Forum and as a Senior English teacher having a lot of experiences, what is the obstacle of the implementation of the English textbook based on the 13 curriculum in the class.

BS :Talking about the obstacles of the use of the English textbook in this curriculum implementation, in my opinion when I have done the training in many areas. If I think that it is not lying down in the curriculum but it is in the technique. For the first thing, the man is shocked exactly. While the teacher is used to use the old curriculum and it is difficult for the teacher to change. There are some or many obstacles to the use of the English textbook in the 13 Curriculum implementation. The case is usual because it is still new and it has run for two years or more. While the teacher had used the English textbook based on the old curriculum more than ten years. But we should not refuse the change if the change is good, As a teacher we must be open and be ready to receive the change is useful for the students. There are many teachers are not so sure to the use of the English textbook in the 13 Curriculum use in the school. In my opinion, it is better for them to use first and we have to find and to correct it so that the use of the English textbook

in the 13 Curriculum use will be better. All are depend on the teacher when he will and is teaching in the class. Sometime the teacher can use the translation to know the students' mistakes. If we use it continually it is not correct. So if we want to know the concept, it can be used. Then the structural approach, it can be used, too. But if we use it continually, it is wrong. So the technique or the approach that we can get, it can be used. The important thing it is useful for achieving the students' competence. So I think that is all of the obstacles. When the first time of the use of the English textbook in the 13 Curriculum implementation, that is about the teacher's preparation only because the teacher is used to implement the old curriculum. Then, the supporting facility. But in the case about the learning source. For example, it is difficult for the teacher or even for the students to have the textbook. But for this school year is easy to have without payment because the government through national curriculum prepare the sources will be recommended by the government or national education ministry. But I hope the teacher or the students can use the textbook available correctly and accurately. The other obstacles is to open the teacher's mindset because he does not know what the students get. So the teacher must know what skills they get every activities of the teaching learning process in the class. Although the government make one kind of the English textbook to use in all over Indonesian country, but the government give an opportunity for the teacher to look for the other learning sources. It can be taken from magazine, newspaper, brochure, other textbook, etc. So the textbook is not one only, but there are many books to use to support the learning goals. So this curriculum hopes so many books or references, because the learning sources can be gotten from any learning sources. It can be taken from newspaper, magazines, and anywhere like I said before. The important thing it is authentic materials in the learning activity and the other important thing the students can achieve their competence. The other obstacle is there is no readiness from the government and the teacher to develop and to comprehend the content of the English textbook based on the 13 Curriculum. Perhaps, it can be difficult or it can be too easy to apply. It can be overcome by establishing teacher's group like MGMP, sharing knowledge and experience because they are very effective. Then, invite the 13 Curriculum experts to make clear the use of the English textbook so that the teacher has up to date talent. The other obstacle is because of the ignorance student. But the important thing the competence in K1,

K2, K3 and K4 can be achieved by the students through the activity of the teaching learning process in the class even over the class. So related to the use of the 13 Curriculum in which included the textbook, although it experiences the change, I think it is usual thing. But I hope we must not feel antipathy to face it. The important thing it can be positive effect for the students”.

Generally, the result of the interviewee is said that lesson plan is very important for the teacher. There are six aspects that must be met in making a good lesson plan. There are basic competence, indicators, goals, learning materials, method, and assessment. The researcher adds that there are some obstacles in implementing this textbook in the classroom based on the 2013 Curriculum. First, the teacher are not sure to use. Because this book and this curriculum are relatively new. The teacher is used to use other books and old curriculum for years. Second, the books are not easy to get. Third, the teacher must change their mindset and habit, that the students only do what the textbook said. The teacher must get other supported learning materials and realize what the students will get in each activities.

B. Describing the Findings to Evaluate

1. The Example of the Analysis Result of the English Textbook

Based on the findings in the previous discussion, the writer thinks that the researcher needs the criteria suitable with Indonesian country since English as a foreign language to discuss it. Therefore, in analyzing and even evaluating the English Textbook as the teaching materials the researcher would rather divide and state regularly to make them clearer by using some theories or concepts as stated in the previous chapter and the criteria as officially-stated by The Board of Education National Standard (2007). Formerly, here the writer wants to describe what the researcher should do related to the analysis of the English textbook, namely: *a. The*

accuracy of the materials content with the syllabus: Main Competence and Basic Competence, b. The accuracy of the content of the recommended materials, c. The accuracy of materials content with the source.

Below are the three components that the researcher states by comparing with the data found in the curriculum or syllabus and the textbook by stating orderly based on the rubric which is stated by modifying the Board of Education National Standar, 2007.

a. The accuracy of the materials content with the syllabus: Main Competence and Basic Competence

The result of the findings about the accuracy of the materials content with the syllabus: Main Competence and Basic Competence is stated in the chapter. In the case, the researcher states that the content component of the teaching materials must be compatible with the used curriculum that is the 13 curriculum, especially in the syllabus. Related to this statement, Richards and Rodgers, (2001: 163-164) stated that curriculum is a far broader concept. Curriculum is all those activities in which children engage under the auspices of the school syllabus, which prescribes the content to be covered by a given course, forms only small part of the total school program. This idea puts the syllabus as an integral part of the curriculum containing all activities and learning experiences, including the subject matter, designed for the learners at certain level. In the same line, Harmer, (2007: 295) insisted that the syllabus design concerns the selection of items to be learnt and the grading of those items into an appropriate sequence. So all of which might be taken as a starting point in the planning of a new coursebook or textbook. It can be said that the new textbook is arranged by seeing the syllabus based on the used curriculum.

According to the researcher' findings, the writer can state that it is suitable with the theory or the concept above that the accuracy of the materials content with the syllabus containing the Main Competence and the Basic Competence in this 13 curriculum tries to fulfill the concept above. According to the 13 curriculum which is distributed in the syllabus form, that there are two competences must be got by the students. They are the Main Competence (MC) and the Basic Competence (BC). The former is arranged in four groups in which they are integrated one to others. They are the MC 1 related to the religion attitude, the MC 2 related to the social attitude, the MC 3 related to knowledge and the MC 4 related to the implementation of knowledge. The function of the MC is as an organizing element to the BC.

Therefore, related to the two competences, either Main Competence or Basic competence, factually the materials should fulfill two elements, namely: 1) The completion of materials. It means that the materials should give a good chance for the students to comprehend short utterances related to their daily life. 2) The depth of materials. It means that the materials should give a good chance for the students to explore short utterances to communicate with the closest environment.

From the curriculum stated in chapter before, the government arranges the syllabus to make a teacher easier to select the teaching materials. Yet, the researcher just describes the Basic Competence and the Main Materials (MM) to know whether the content of the teaching materials is accurate or compatible with the curriculum and syllabus consisting of the MC, the BC and the MM as a principle in making the teaching materials, especially to the completion of materials and the depth of materials.

However, the government usually gives a chance to the teachers or the English Teachers Forum (MGMP) to make the syllabus based on the students' atmosphere from the 2013 Curriculum. The case is done to make teachers easier to select and adapt the teaching materials to the students' need. It appears that the government efforts to make the syllabus, like the researcher stated in the previous chapter ..

In this part, there are two cases that the writer or the publisher and even the teacher should pay attention related to the teaching materials, namely: the completion of the materials and the depth of materials. The former is the materials should give an opportunity for the students to comprehend short utterances related to their daily life. The researcher can see between the syllabus and the teaching materials, if it is compatible or not. This is related to what Fredriksson and Olsson (2006: 89) stated that the government, the publisher and even the teacher must carefully consider which materials will be useful in his teaching learning process and how to get a textbook whenever she/he is going to use it. The content of the English textbook influences what teacher teaches and learners learn. The problems will inevitably come up if the textbook is too advanced or too simple for the learners.

It is important for the researcher to pay attention to the syllabus. Since it is clear that the government states for MC 3 (knowledge mastery) and MC 4 (applied knowledge) which are described to be BC because MC 1 (believe in God) and MC 2 (social relation) are very difficult to measure. The Basic Competence (BC) is described to be the Main Materials (MM). The change of the BC must be known by teachers. It is very important for the teachers must know the change because from the Main Materials they

can select, adapt or even develop the main materials become teaching materials, with the hope their students are easy to understand.

The syllabus and the textbook are two cases to connect each others. The use of the English textbook based on the 2013 curriculum is compatible. It is clear that the textbook give a good chance for the students to comprehend and to use the short utterances related their daily life and even in the life skill as stated in the English textbook. It is suitable with Tomlinson's opinion (1998) that the materials should achieve impact through: novelty unusual topic, illustrations and activities), variety (using many different text types taken from different types of sources), attractive (use of attractive colours), and appealing content (topics of interest of the target language, topics which offer the possibility of learning something new, engaging stories, universal stories and local references). Most of the content of the English teaching materials published by the government fulfills the criteria as stated before.

1) The completion of materials

The finding results which is done by the researcher stat that the table in the findings about the completion of materials shows that the students can learn three kinds of texts from this textbook. There are interpersonal, transactional, and functional texts. Unfortunately, there is not a single chapter which has those three kinds of text.

However, the textbook can be used in the teaching learning activity. It needs the teacher's creativity and innovation. The teacher must adapt or even change the teaching materials in order that the students can understand it easily. They can enjoy and eager to know about it. Finally, it

can give a good chance for the students to comprehend short utterances related to their daily life.

Based on the findings stated in the table, the materials content of the English textbook as the English teaching materials related to the completion of materials. It can say it is to fulfill the criteria of the textbook. For instance: in Chapter I of the English textbook. The topic is talking about “How are You”. Here, the students are asked to learn about how to greet, how to answer the greeting, how to use the greeting correctly and how to take leave. In this case the English textbook compatible with the 2013 Curriculum. It contains of; interpersonal text, transactional text, and functional text. The cases are the same as other chapters in the English textbook. It is supported by the result of the evaluation of the teaching materials which is done by the two evaluators above.

2) The depth of materials.

According to the finding results stated by the researcher, the writer says that the depth of materials, based on the syllabus and the textbook published by our government, give a good chance for the student to explore the short utterances to communicate with the closest environment. It is the same line with what Tomlinson (1998) stated that materials should require and facilitate learner self investment. In the hope they can study themselves or to explore the expressions to communicate.

It is stated that the table in the findings shows that all of the chapters in the textbook meet the criteria of a good textbook in the depth of the materials aspects. Each chapter provide exposure activities, means that each chapter helps the students to explore more the text (spoken and oral) which are relevant to students’ daily life. The materials give the students chance to have “production” activities, means that the students

are given chance to make their own dialog, conversation, based on the rules give. The students also sometimes asked to create final project in the form of exhibition, cards, etc. Although this English textbook doesn't meet the criteria of rule retention, but it is still in line with the leaning process based on the syllabus. Nowadays, grammar is not taught explicitly in special form, it is in line with what the textbook provide. This textbook give the students chance to understand the social function, generic structure, and linguistic features implicitly without any clear instruction in it.

It can be approved that in the MM of the syllabus contains materials related to (the completion and the dept of materilas) that the teacher should study more so that they can develop correctly. If we see in the published textbook, it contains what the syllabus hopes. Therefore the accuracy of the teaching materials for the seventh grade of Junior High School published by our governments with the curriculum and syllabus is harmony and clear. It can be seen in the table that the result of the checklist is almost dominated by "Yes" . It is supported by the two evaluators in the checklist result and the result of the analysis to the English textbook carried out by the English Teachers Forum.

Therefore, based on the finding results the writer can say that the accuracy of the materials content with the syllabus: Main Competence and Basic Competence of the English textbook which is published by the goverment fuffill the criteria of the good book. It can be given to the students in the seventh grade of Junior High School. It is proved that with the result of the two evaluators that they gave a good appreciation to the point of the textbook and also the result analysis was done by the English Teachers Forum related to the analysis of the English textbook.

The writer would say sorry because the writer just give the example point a) only, while the next example of the description of: b) The accuracy of the content of the recommended materials, c) The accuracy of materials content with the source...etc., the writer hopes the other researchers or the audiences try to continue to do the research. The writer in this case, just wants to give the example of discussing the finding about the component of analyzing the English text book related to the used curriculum that is the 2013 Curriculum

2. The Example of the Evaluation Result of the English Textbook

Evaluating the English textbook as the teaching materials is important. It must be implemented in the class to know how far the effectiveness of the teaching materials. Therefore, the researcher should ask a help to one of the English teachers of the Junior High School and the main instructor as of the English teachers forum in Junior High School. It must be done because the research focus to the Junior High School level. the researcher should involve the English teachers forum to analyse and to evaluate it. So, in evaluating the English textbook, the researcher also could come into the class to observe the English teacher when he is implementing the use of the English textbook. Then, after observing the researcher can give the questionnaire to the students to fill in the questionnaire within 5 minutes or more and finally going to the expert to do the interview.

a. The observation result of the teacher's activity in the class

It is talking about how the teacher implemented the textbook in the class. So the researcher should observe the English teacher by using the observation list prepared before. It must be done in one of the junior high schools and precisely, it had been happening in the seventh grade.

Therefore the researcher should examine the lesson plan by seeing the parameter hoped by the 2013 Curriculum, like stated before.

It is stated after seeing the Lesson Plan the resercher observed the English teacher doing the implementation of the teaching materials by using the made lesson plan in the class. Related to this the reseracher took the data twice by using the observation list. According the result of the observation related to the use of the English textbook based on the 13 curriculum can be discussed that the teacher had done the activity of the teaching and learning process, consisting of three steps, namely:

1). Pre Activity

The researcher states that in this step , the teacher did the apperception and motivation. It is described that the teacher prepared the students' physic and psyches by saying the greet. This case was done in order the students could pay attention to the teacher's activity. The teacher afforded to ask some questions to relate to the existing teaching materials with the students' experience or the previous learning. The teacher reminded what the students experienced related to the new materials and asked them with the challenging questions to motivate their spirit. But that was too bad because the teacher forgot to tell the useful of teaching materials. If the teacher did it, the students would be more spirit to join the class and they thought that the materials is important to join. She also tried to demonstrate anything related to the teaching materials, so that it made the students interested in the class at that time.

The next step is telling the competences and the activity programs. The teacher did two cases, they are; 1) telling the competences are going to be achieved by the students and 2) telling the activity program, for examples: individuals, groups, and doing observation. The former is

important to tell because the teacher exactly hopes that the students knew what the competences to be learnt. While the latter is important also to tell in order that the students knew about the activity in the class. At that time the students were divided to some groups but in each groups consisting of four students. The reason is easier to monitor them.

2). Whilst-activity

It is the main step. It is the step of mastering the teaching materials. The teacher is claimed to get capability in suiting the teaching materials with the learning goal. It could be done by seeing the base competence and indicator. In the reality the teacher did well and the teacher could relate the teaching materials with the other relevant knowledge, the development of science and technology, and the real life so that the students were easy to catch and to understand what the teacher explained. The teacher tried to present the topic of the teaching materials accurately by using the English textbook. The teacher also could present the teaching materials systematically. The teacher taught the easy materials to the difficult one and the concrete to the abstract. It was proved to the implementation of the teaching learning process in the class when the teacher used the textbook at that time.

In this step of the implementing the learning strategy which is educating, the teacher did some cases. They were; 1) doing the teaching and learning activity suitable with the competence being achieved, 2) doing the teaching and learning activity systematically, 3) mastering the class. It is important to do because if the teacher carried out the lesson in the class it meant that the teacher could do easily to transfer the knowledge, 4) doing the teaching and learning activity encouraging the students' participation actively to ask the questions, 5) doing the teaching

and learning activity encouraging the students' participation actively to state their opinion, 6) doing the teaching and learning activity to develop the students' skill suitable with the teaching materials, 7) doing the teaching and learning activity through contextual, 8) doing the teaching and learning activity by making possibility to arise the positive attitude (*nurturant effect*), 9) doing the teaching and learning activity suitable with the planned time allocation. Based on the result of the observation which was done by the researcher, It is stated that the teacher could do the teaching learning activity well because the teacher prepared it before, of course.

The researcher states that in the second step of the main activity is to implement the *Scientific Approach*. Actually these steps are different from the steps of the previous curriculum, that is the School Based Curriculum. There were some steps that the teacher did related to the approach, such as: 1) facilitating and presenting the students' activity to observe. In this step the teacher asked the students to study or to observe about the topic, 2) prompting the students to question; what, why and how. When the teacher thought that the students were confused related to anything that the teacher observed, the teacher tried to guide them to ask, 3) facilitating and presenting the activity for the students to collect information. The teacher encouraged the students to collect information not only from the textbook but also the other sources, 4) facilitating and presenting the activity for the students to negotiate the data and collected information. From the data, the teacher asked the students to negotiate with their friends in a group or with other groups, 5) facilitating and presenting the activity for the students to communicate a got knowledge and skill. Here the teacher asked and encouraged the students to tell their opinion or to communicate their idea with the others.

The step of the use of the learning source and media in the activity. In this step the teacher was claimed to do some activities, such as: 1) showing the skill in using the variety learning source, 2) showing the skill in using the learning media, 3) involving the students in using the learning source, 4) involving the students in using the learning media, 5) resulting the interesting message. In here, the teacher almost did all activities well but the teacher did not involve the students in using the learning media yet. The teacher should involve them in it, but it is stated that it happened because the lack of the time allocation and the number of the students were too many at that time.

The next step that the researcher shows is the implementation of the *Authentic Assessment*. It is legally informed that the authentic assessment is one of the characteristics of the 2013 Curriculum. In this step, the teacher did some activities related to the assessment. They are: 1) doing the affective assessment, 2) doing the cognitive assessment, 3) doing the psychometric assessment, 3) the accuracy of the technique and instrument with the indicator of competence achievement, 4) the accuracy between the form, the technique, and the instrument of the authentic assessment, 5) the availability of the scoring principle. In this activity, the teacher rather confused to assess the students. Actually the teacher held the form and the instrument of the authentic assessment but it appeared that the teacher did not master about it, beside it was difficult to assess by doing other activity.

This is the step to involve the students in the activity. There were some activities related to this step that the teacher did: 1) arising the students' participation actively through the interaction of the teacher, students and learning source, 2) responding positively the students' participation, 3) showing the open attitude to the students' responses, 4)

showing the conducive relation, 5) arising the charming or the enthusiasm of the students in the activity. In this activity, the teacher did the teaching learning process by involving all students well. It was proved during the activity, the students seemed spirit and enthusiastic to follow the activity process

It is stated that the teacher used the good and accurate language in the activity of this step, like: 1) using the communicative language spoken by the teacher clearly and fluently, and 2) using the written language well and accurately. It appeared that the language used by the teacher was good and clearly, either in writing or speaking.

3). Closing Activity

The researcher exposed that the teacher finished the activity well. This step is the last activity for the teacher doing teaching learning activity in the class. As the last activity is the closing of the teaching and learning activity. In this step, there were activities that the teacher carried out. They were: 1) facilitating and guiding the students to conclude the teaching materials, 2) facilitating and guiding the students to reflect the process and the teaching materials, 3) giving the test orally or written, 4) collecting the result of the students' work as the portfolio assessment, 5) doing the follow-up by giving the direction for the following activity and the reinforcement task. In this activity, she tried to close the activity well, but for the point of 1 and 2, the students could not conclude the teaching and learning process yet although she guided them. It happened because the students were not brave to respond the questions as guidance to conclude the teaching materials. Like point 1, point 2 the students still confused how to reflect about the process and the teaching materials. It happened

because they did not understand it yet. And also, it is a difficult job to reflect the process and the teaching materials for them.

Based on the result of description of the application of the English textbook as the English teaching materials published by the government was carried out by the English teacher twice for two days, indicated that the use of it was good and fulfill the criteria as a good textbook. It can be seen from the students performance when they were spirit to arise their hand to answer the questions given by the English teacher. Therefore, based on the researcher's description, the writer can say that the English textbook published by the government can be applied in the English teaching learning activity in the class, especially in the seventh grade of the Junior High School level.

b. The result of the students questionnaire

In the same time, after evaluating the English teacher's activity, the researcher states that he gave questionnaire to the students from the same class. From the result of the questionnaire, the researcher knows and states that the teaching materials published by the government in the textbook relevant to the students' experience. It can be seen from the 31 students almost of them, that is 29 students stated "YES" and 2 students only stated "NO". When it is questioned that the teaching materials published by the government in the textbook is useful to the students. All of them stated agreement. It appeared that from 31 students answered "YES". There are 4 students answered "NO" and other students, 27 stated "YES" when it is asked that the teaching materials published by the government in the textbook easy to understand. Next, it asked if the teaching materials published by the government in the textbook give them new experiences to their learning English. They acknowledged if they agreed. It looked that they all said "YES". In the same line when they are asked about the

teaching materials published by the government in the textbook make them study English. They all also stated agreed or “YES”. It is quite different when the questionnaire questioned if they can apply the teaching materials published by the government in the textbook to speak English with others or foreigners. There are 6 students answered “NO” and others stated “YES”. It means that 6 students think that they are afraid to face and to speak to the foreigners. It is usual if they do this. But related to the use of the English teaching materials published by the government if from the 31 students, it is only 6 students think if they cannot apply the teaching materials published by the government in the textbook to speak English with others or foreigners. When it is asked if the teaching materials published by the government in the textbook guide them to think well. All of them stated “YES”. So no one stated that the teaching materials published by the government in the textbook does not guide them to think well. And the last question from the given questionnaire is if the teaching materials in the textbook make them interested to study English. They all stated “YES” and no students stated “NO”. It means that they agreed if the teaching materials published by the government in the textbook make them interested to study English.

c. The evaluation result of the English Teachers Forum (MGMP)

In getting more valid data the researcher should also meet the English Teachers Forum (MGMP). It consists of the English teachers of the Public and the Private Junior High School in all over the Regency. It is important to do in order that the researcher will get the valid data

The impact is the researcher got the data to support the research from the result of the evaluation of the implementation of the English textbook was carried out by the forum. The researcher states that the English teacher’s forum (MGMP) exposed if the qualification of the

English textbook is good to apply. The reason is that the content of it is suitable with the 2013 Curriculum and the students' characteristics as young learners. The language is simple and easy to understand. The technique suggested in the English textbook is clear to use. Almost of them agreed to apply the English textbook in the seventh grade of the Junior High School level.

d. The result of the expert interview

The last activity related to the research is interview. The writer thinks that it is important for the researcher to do the interview. So the researcher should interview the national instructor or the main instructor of the English teachers. From the result of interview can be discussed to support the result of the research.

The result is that the interviewee stated if the implementation of the textbook published by the government based on the 2013 Curriculum in the teaching learning activity is related to the teaching learning process in the class. According to the 2013 Curriculum concept, it is asked to carry out by using the learning steps given by the 13 Curriculum. Its philosophy is that teaching English is to take the students to communicate either orally or written by using any learning sources. The interviewee also stated that in doing the activity of the teaching learning process must be based on the scientific approach. According to this approach is that the activity can be done through some steps. They are: observing, questioning, experimenting, associating, and communication. Actually these steps are different from the steps of the previous curriculum, that is the School Based Curriculum. In the first step, it is an observing activity. Here the teacher can facilitate and present the students' activity to observe. In this step he/she asks the students to study or to observe about the given topic. The second step is a questioning activity. The teacher can prompt the

students to question by using question words; what, why and how. When the teacher thinks that the students are confused related to the given topic that he gives, he tries to guide them to ask. The third activity is experimenting. It can be facilitating and presenting the activity for the students to collect information related to the topic. The teacher should encourage the students to collect information not only from the textbook but also the other sources. The fourth step is an associating activity. The teacher facilitates and presents the activity for the students to negotiate the data and collected information based on the given topic. From the data, he asks the students to negotiate with their friends in a group or with other groups. The last step is a communicating activity. Here, the teacher should facilitate and present the activity for the students to communicate a got knowledge and skill suitable with the topic. The teacher asks and encourages the students to tell their opinion or to communicate their idea with the others. So in the last period of the learning, the students are claimed to communicate by using their own words. The five steps are done when the students learn in the teaching learning activity either speaking or writing.

Based on the researcher's statement, the interviewee added that this 2013 curriculum also concerns to the use of the assessment approach. It is hoped that the teacher can know the students' progression and give an opportunity to the students individually to develop their ability either writing or speaking. Therefore it will be better if the teacher can do assessment in all of the activities. It is hoped that the assessment is not in the pen and paper form only but it is prioritized in the process assessment form. It means that not only the assessment is taken from formative test, summative test and final test form but also the assessment is taken from certain activities form. For example when the teacher teaches about

vocabulary or speaking, so the teacher can do assessment to the two activities. So it can be concluded that the teacher can do assessment in the five activities. For example; the way to perform something, tell about the story either writing or speaking, here the teacher can give reward as assessment. In the 2013 Curriculum, the assessment can be done in the pre, whilst and post activity informally, covering the assessment of cognitive, psychomotor and affective. And the important thing that the teacher should inform the students first if the teacher wants to give assessment so that they prepare before. If the teacher does not inform first, it means that the teacher wants to punish them and not to assess them. And in the assessment, it must be percentage for all the made assessment so that they can get the complete assessment from the four language skills.

Talking about the obstacles of this curriculum implementation, the interviewee informed that in his opinion when he had done the training in many areas. He thought that it is not lying down in the curriculum but it is in the technique. For the first thing, the man is shocked exactly. While the teacher is used to use the old curriculum and it is difficult for the teacher to change. There are some or many obstacles to the use of the 2013 Curriculum. The case is usual because it is still new and it has run for two years or more. While the teacher had used the old curriculum more than ten years. But we should not refuse the change if we want the change is good, As a teacher we must be open and be ready to receive the change is useful for the students.

There are many teachers are not so sure to the use of the 2013 Curriculum in the school. In the interviewee's opinion, it is better for them to use first and the teachers have to find and to correct it, so that the use of the 2013 Curriculum will be better. All are depend on the teacher when he will teach and or is teaching in the class. Sometime the teacher can use

the translation to know the students' mistakes. If the teacher uses it continually it is not correct. So if the teacher wants to know the concept, it can be used. Then the structural approach, it can be used, too. But if we use it continually, it is wrong. So the technique or the approach that the teacher can get, it can be used. The important thing it is useful for achieving the students' competence. So those are all of the obstacles that the interviewee stated.

When the first time of the 2013 Curriculum implementation, that is about the teacher's preparation only because the teacher is asked to implement the old curriculum. Yet, the supporting facility. in the case about the learning source is not prepared well. For example, it is difficult for the teacher or even for the students to have the textbook. But nowadays, for this school year is easy to have without payment because the government through national curriculum prepare the learning sources will be recommended by the government or national education ministry. However the goverment through the national education department hopes the teacher or the students can use the textbook available correctly and accurately.

The other obstacle is to open the teacher's mindset because the teacher does not know what the students get. It is better for the teacher to know what skills that they will get every activities of the teaching learning process in the class. The textbook is not one only, but there are many books to use to support the learning goals. So this curriculum hopes so many books or references, because the learning sources can be gotten from any learning sources. It can be taken from newspaper, magazines, and anywhere. The important thing it is authentic materials in the learning activity, while the other important thing the students can achieve their competence.

Further, the interviewee insisted that the other obstacle is there is no readiness from the government and the teacher to develop and to comprehend the content of the 2013 Curriculum. It can be overcome by establishing an English teachers forum like MGMP, sharing knowledge and experience because they are very effective. Then invite an expert of the 2013 Curriculum to make clear so that the teacher has up to date talent. The other obstacle is because of the ignorance student. But the important thing the competence in K1, K2, K3 and K4 can be achieved by the students through the activity of the teaching learning process in the class even over the class. So related to the use of the 13 Curriculum in which included the textbook, although it experiences the change. The interviewee thinks that it is usual thing. It is also hoped that the teacher must not feel antipathy to face it. The important thing the teacher is sure that it can be positive effect for the students.

d. The analysis of the graphic or the layout of the English text book (addition)

The analysis is meant as the support to the application technique of the English textbook to apply. It is also important to expose because it is one of the components or the criteria of requirements in making the English textbook. It can influence to the students since it must be made so interesting so that the students are interested in the English textbook to learn.

It makes the writer sure that including the point as addition to the research to be the research is better related to the English textbook. The reason is it must be stated in any textbook since it is one of the requirements of the textbook as a good textbook. Therefore from the data the writer finds that the textbook is printed to make the users are interested

in and want to use it. It is made containing: 1) introduction, 2) content and, 3) closing of the textbook. It is important because it can support to the application technique, especially if it is used by the teacher and the students in the class. Below some cases related to the information above:

1). The introduction of the textbook.

In the introduction of the textbook consists of:

a) Preface

It is made to give the information bringing the audience or reader to know the aims of the writer, to say thanks, and hope. The information of the preface is from the government that is the ministry of national education. It contain of: the important of studying English, the function and the role of the 13 Curriculum, the use of the English textbook related to the new curriculum, the connection of the English teaching with the implementation of the new curriculum, the hope for the students in using the English textbook and also for the teacher in teaching while using it and the last is the hope for anyone to support the use of it and critics or suggestion to revise it.

The position is correct because it is written in the previous page to give an opportunity for the user or the reader to know the information formerly anything which is in the English textbook.

b) Table Content

It is written to show the content containing information to make the students look up and find out the chapter, sub-chapter, and the topics inside of the textbook accurately and easily.

The position is correct because it is stated in the previous page after the preface. It makes the user or the reader in looking for a certain page or a certain topic which they want to easily and accurately

2). The content of the textbook

While the content is very important to describe so that the users can get the important information related to the textbook. Therefore it is printed by describing:

a) Introduction

It is the first start of the textbook consisting of; the goal of the writing of the text book, the book systematic, the way of teaching and learning must be followed and other cases which are supposed important for the students.

The English textbook has the minus. It is not good because the publisher does not state explicitly about the introduction. It is stated in the preface implicitly so that the English textbook published by the government does not give chance for the reader or the user especially, for the teacher and the student about the goal of the writing of the text book, the book systematic, the way of teaching and learning must be followed and other cases which are supposed important for the students and the teacher.

b) Study strategy

The readers can know how to use the textbook. Therefore it is the major of the textbook consisting of three elements, namely: teaching and learning activity, structured exercises, and self study.

The other minus of this textbook is there is no the information about the study strategy. It could be better if the publisher write about the study strategy because the fact the publisher does not state explicitly. It is stated in the preface implicitly so that the English textbook published by the government does not give an opportunity for the reader or the user especially, for the teacher and the student about how to use the English

textbook. It contains of the major of the textbook consisting of three elements, namely: teaching and learning activity, structured exercises, and self study.

c) Reference

In this part the users are referred to the text, table, pictures have identity, like title, ordered number of the picture/ table and the reference.

The position of the reference in the English textbook is stated in the last page. It is well-arranged and it is written alphabetically to make the user or the reader easy in looking for the writer or the author of the English textbook as the reference.

d) Conclusion and reflection

In this part the readers can read it to know the content of the textbook generally and fast. So it is the conceptual key of the chapter being stated by using short and clear sentences to make students understand or comprehend of the whole of the chapters easily. While reflection containing concluded skill and performance must be imagined or figured.

The other minus of this textbook is there is no the information about the conclusion and reflection. It could be better if the publisher write about the conclusion and reflection because the fact the publisher does not state explicitly. It should be stated conclusion in the English textbook published by the government because the reader or the user especially, for the teacher and the student can read it to know the content of the textbook generally and fast. When reflection makes the readers or the users (the teacher and the students) know the concluded skill and performance must be imagined or figured.

3). The closing of the textbook

In this session, it is the closer of the textbook by giving the information which is needed by the audiences related to the textbook, such as:

a) Glossary or appendix

It is important for the writer to inform about this. Thus, it contains of the important terms in the text book with the definition of the terms and it is written alphabetically.

The English textbook has the plus because it states the glossary which is alphabetically making reader or the user easy to find the difficult terms in the content of the English textbook.

b) Bibliography

To inform the books or the sources related to the textbook so the writer needs to state these. The list of the books are used as the sources of the reference in writing a text book with the name of the writer (alphabetically-arranged), the published year, the title of the book, the place and the name of the publisher.

The position of the bibliography in the English textbook is stated in the last page. It is well-arranged and it is written alphabetically to make the user or the reader easy in looking for the writer or the author of the English textbook.

c) Index (subject and writer)

It is necessary to write the subject index. It is the list of the important followed by appeared page number, writer index is the list of the writer which his words writing used in the text book followed by the appeared page number.

The other minus of this textbook is there is no the information about the index (subject and writer). It could be better if the publisher write about the index (subject and writer) because the fact the publisher does not state explicitly. It should be stated index in the English textbook published by the government because the reader or the user especially, for the teacher and the student can read it to know the list of the important followed by appeared page number, writer index is the list of the writer which his words writing used in the text book followed by the appeared page number.

The other plus is that the English textbook provides ‘classroom language for students’ as the addition in the English textbook that is containing short dialogue (gambit). The case makes the students easy to memorize it because it is like a short utterance and it can be used for communication with another.

CHAPTER VI

CONCLUSION, SUGGESTION AND RECOMMENDATION

A. Conclusion

Here, the writer would say that after reading a series of research that is done by the researcher either *analysis* by examining the implications that use of the English teaching materials may have for classroom work and thus come to grounded opinions about whether or not the methodology and content of the materials is appropriate for a particular language teaching context or *evaluation* by attempting to measure the value or the effectiveness of the teaching materials focusing to the three cases, as stated in the description above. The writer is sure that doing analysis and evaluation

The writer can conclude the four matter's point in discussing the analysis and the evaluation of the English teaching materials related to the English textbook published by the government used in Junior High School could be done by the reseracher, the teacher and the stakeholder should cover, among others:

1. Content Component

It is clear enough that the content of the English textbook as the teaching materials discussing the accuracy of the materials with the syllabus that is Main Competence (MC) and Basic Competence (BC) containing the completion of materials and the depth of materials is standardized by this textbook. It can be proved that almost all of the content of the teaching materials fulfill the criteria that the 2013 Curriculum hope.

It denotes that the accuracy of the content of the English teaching materials containing social function, generic structure (the elements and functional structure) and linguistics feature by seeing the content could afford to represent the local witness, culture and the students' atmosphere

While the accuracy of materials content with the source consisting of the relevant and the useful. It can be seen in each chapters that the content of the teaching materials relevant with the students' characteristic and useful for the students, either in writing or speaking. It is also relevant with the students life by giving good model about attitude; discipline, care, healthy life style and environment care so that the students can practice it in daily life.

For short, it can be said that the accuracy of the content used in the teaching materials is good. It fulfills the criteria as a good text book. Therefore it can be given to the students for the Junior High School level. The reason is that it can be seen from the result of the use of each instruments; observation, documentation, questionnaire, interview and even from the English Teachers Forum (MGMP) denoted the good results. They agree that it is compatible with the 2013 Curriculum and suitable with the students' characteristic of the Junior High school level.

2. Language Component

In analysing the teaching materials related to the language, containing the appropriateness of the language with the students' cognitive and socio-emotional development, communicative language consisting of the limitation of the message for the students and the appropriateness of the rule of the language and finally systematic and coherence idea. Almost of the content of teaching materials published by the government used the language fulfil the criteria as a good book. It means that the elements of

the language used in the teaching materials can be given to the students for the Junior High School level. The reason is that it appears from the each instruments; observation, documentation, questionnaire, interview and even from the English teachers community agree with it.

Usually, in the teaching materials consists of the social function, generic structure linguistic features, topic and multimedia. Based on the research it is stated that the English teaching materials published by the government fulfils the elements of the language in the teaching materials. It is suitable with the students' cognitive and their surrounding. It presents with the written language is simple, very short, clear, familiar, and easy to understand. It must be like this because English is the first time for the student to learn so it is suitable with the students' cognitive. It is hoped also that the students can write down the language and even can speak, such as: introducing, telling identity to make an interpersonal relation with a teacher and a friend or the people around them. It can make them happy to study since it is supported by the colouring and interesting pictures and also the song and the play. It can be brave to express their idea to use the language by using their language.

3. Application Component

In the application phase, the researcher should do two cases beside he analyzed, he also evaluated to the appropriateness of the application suggested of the English teaching materials. Related to the analysis of application suggested containing: application technique consisting of systematic and the balance among chapters, the teaching implementation consisting of students' centered, developing the student's innovation, creativity, and the way of critical thinking, developing self study and developing the capability of self reflection or evaluation and the support of

the application technique consisting of the introduction of the textbook, the content of the textbook and the closing of the textbook. Related to these that the English teaching materials published by the government is good and it can be implemented in the seventh grade of Junior High School level. It can be seen from the analysis result of the interview and observation list, either it had been done by the main instructor or the English teachers' community and even the researcher himself stated that it is good and suitable with the students' characteristics.

While knowing the effectiveness of the English teaching materials the researcher came to the class by holding the observation list. It is obvious that the English teacher made the lesson plan by seeing the syllabus and the English textbook. Syllabus must be developed based on the passing standard competency and containing standard for the basic and middle education suitable with the learning model annually. Syllabus is made to be the principle for the teachers in developing a lesson plan to carry out the teaching learning activity in the class. Therefore when the English teaching materials is implemented by the English teacher in the class, the students can use it easily and they does not face too much difficult. It means it can be used. It is supported by the evaluation result from the observation list to the English teacher in the class, questionnaire and interview, and even from the English teachers' community are stated that it is good and effective because it fulfill criteria to use for the students of the Junior High School level.

Globally, the writer could say that it can be deduced it from that the English teaching materials published by the governments as a single textbook for the students of Junior High School level can be used in all over the Indonesian country. Yet, the teacher, as the doer of the teaching

learning process in the class should select it to adapt with the students' characteristic and atmosphere or even developing an English teaching materials especially in his school of the Junior High School level.

4. Graphic or Layout Component

The graphic or the layout is one of the components as the criteria to analysis. However, it is important to analyze. The writer should gives a recommendation to the researcher to analyze this component. The reason is it must be stated in any textbook since it is one of the requirements of the textbook as a good textbook. The graphic or the layout component is made consisting of: 1) introduction, 2) content and, 3) closing of the textbook. It is important because it can support to the application technique, especially if it is used by the teacher and the students in the class. There are some important cases related to the information of the component stated above: The analysis is meant as the support to the application technique of the English textbook to apply. It makes the writer sure that including the point as addition to the research to be the research is better related to the English textbook It is also important to expose because it is one of the components or the criteria of requirements in making the English textbook. Of course, it can enfluence to the students since if the graphic or the layout must be made so interesting so that the students are interested in learning the English textbook, without feeling bored because it is a boring textbook, even making fresh and spirit to learn.

B. Suggestion

From the result of the discussions are stated above related to what the researcher had done, the writer can suggest that in developing and publishing the English teaching materials or the English textbook especially in Junior High School, should attend the principles of the teaching and learning, among others: (1) it starts from the easy to comprehend to the difficult one. It can be also said from the concrete materials towards the abstract one. The students are easier to comprehend a certain concept if the explanation is started from the easy or the concrete, especially if the materials are in their surroundings. For example, if the teacher wants to talk about the tourism places, so it is started from the tourism place where it is closer with their place. After that, they can be told other tourism places in which they are farther from their surroundings, (2) repetitions will reinforce student's comprehension. In the learning activity, repetition is extremely-needed in order that the students can comprehend a concept more. If the information or concept is taught repeatedly, it will be easier to remember, (3) positive reward will give reinforcement to the students' comprehension. Response which is given by the teacher to the students will be a reward as reinforcement to the students themselves. For example; the teacher's utterance such as, "you are right" or "you are clever" or that's a good answer oretc. It can arise the students' confidence or motivation. The students encourage to answer or to do the task and they like joining the class because their jobs are appreciated or rewarded. Therefore, it is important to give a positive reward to each of their work results, (4) high motivation is one of the decision factors for the students' learning success. The students have high motivation will succeed in learning so that one of teacher's role in the learning activity motivate the students to learn. It can be done, such as;

giving reward or a hope, telling the goal and significance of the teaching materials being learned, etc, (5) achieve the goal should be carried out gradually. Learning is a process. It needs time and patience. Therefore to achieve the stated competence need making the objective of the teaching materials which is held step by step in lesson plan form. It also needs making achievement indicators by seeing the students' characteristics, (6) knowing the achievement results encouraging the students to learn continually. In teaching the materials, the teacher should inform the students about the students' outcomes, the materials being achieved, how to get it, what else being learned. The teaches should make sure that all of the students can achieve the goal of the teaching materials with the time is different suitable with their ability

However, the doer of the teaching learning process in the class is the teacher. Therefore, the English teaching materials or English textbook which is made by the government can be used as an ideal English textbook for the Junior High School students. The important thing the teacher can adapt, select, make and even develop with the students' atmosphere in the class.

Finally, It can be suggestions for the government, publishers and teachers and also the education stake-holders or anyone to support the use of the teaching materials made by the government so that no being hesitated for the teachers especially for the students to use it.

C. Recommendation

No textbook is perfect or there is no an ideal textbook used in a course or in program. It is a wisdom word declared by Savaignon (1983: 183) and Grant (1992: 118). The fact that the use of the existing English teaching materials or the English textbook published by the government

based on the 2013 Curriculum in which it is hoped to use in all over Indonesian country as a single textbook since 2013, but it gets pro-contra in the use of it because of some reasons. Therefore, based on the fact of the use of the English textbook, the writer can say that whatever the researcher had done related to analyze and evaluated the English textbook. The writer tries to help the other researcers, teachers and even stakeholders by exposing how important a researcher does to find and to discuss about the content, language and application of the English textbook in order that they can get the way to analyze and to evaluate the textbook before using in the class.

Based on the resercher's result of analysing and evaluating to the English textbook, the writer can state that the English textbook is compatible and fulfills the criteria as a good textbook and suitable with the students of Junior High School level. It is the plus of the use of the English textbook published by the government like the researcher states above. However the textbook needs adapting to use or even changing. It can be done by the government as the publisher to revise it. It can be seen for other publisher as parameter in publishing the textbook. Since the teacher as the doer and the user of the English teaching materials published by the government, so it is important to him to develop it either outside or inside the class. These cases are supported by Harmer (2003: 306). He states that using coursebook or textbook appropriately is an art. Therefore if the teacher reject all of the content, he can omit or replace. But if he wants to change only, so there are some cases that he can do. May be he adds, rewrites, replaces activities, re-orders, and reduces the textbook. In the same line Tomlinson and Hitomi (2004: 11) say that materials adaptation involves changing existing materials so that it becomes more suitable for specific learners, teacher, or situation. In preparation for a particular

lesson, teachers may, for example; (1) decide to use only part of a unit, (2) add or delete texts or activities, (3) and replace or supplement texts or activities with ones from other sources.

According to the description above, so the writer can recommend that anyone can do, especially for the teachers, since supposing it is important to do related to the use of the English textbook published by the government. There are some negative points as the minus in the English textbook that the users or the the teachers pay attention as stated above.

However, the success of the implementation of the teaching learning activity process in the class depends on the teachers. It is included the use of the existing English teaching materials or the English textbook published by the government which is implemented in the class. The English textbook must be used in all over Indonesian country. Therefore, it is hoped for the teachers to comprehend this textbook. If the teachers are sure that it needs changing or revising so they can do it soon. They can select, adapt even develop it because they know students ability and background of theirs very much.

Dealing with the characteristics of student in the Junior High School that they always take great pleasure in finding and creating fun in what they do. And to make Junior High School students interested in learning English as the target language, teacher can develop any techniques and teaching materials that deal with the priority skill defined, especially pronunciation. It is insisted by Brown (2000: 54) that when children learn their second language, however, they still have to face difficulties in their process of learning English as their second language, moreover if the English as a foreign language. For one thing, sounds and letters are differently pronounced. For example, *though* is pronounced

tough. Although the English textbook is dominated by pictures, but the teachers must have good ideas to practice the words with drill, dictation, repeating or reading aloud. Even for Indonesian students in which English is studied as a foreign language. Finally, related to the use of the existing English teaching materials in the form of the English textbook published by the government based on the 2013 Curriculum, the writer takes what Scott and Ytreberg (1998: 68) present. They present three criteria for a teacher teaching young learners. First, he is the one who is both knowledgeable and skillful in the field. Second, he should process additional abilities, such as performing skills like drawing, singing, playing game, etc. Third, he should have positive attitudes, that is, to respect his students. It makes the writer realized that the successfulness of the use of the English textbook also depends on the teacher. Therefore, the writer recommends for teachers in order to prepare their ability to become professional teachers.

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Muhammad Roda'i was born in Pamekasan, 02 November 1969. He is a Senior English teacher in some Senior High Schools (SMAN 4 Pamekasan, SMAN 3 Pamekasan, SMAN Galis Pamekasan, MAN 1 Pamekasan, SMA PGRI Larangan Pamekasan, SMK Padamu Negeri Pamekasan and SMKN 1 Pamekasan) and as a lecturer in colleges (D2 PGSD UT Pamekasan, AKPER Pamekasan, AKBID Progsus Pamekasan, AKPER progsus Pamekasan) and unversities (UT UPBJJ Surabaya, UNIRA Pamekasan, dan UTM Bangkalan). He got an English Education Department certificate from Diploma Progam (D3) of Teacher Training and Education Faculty, Jember University. In the same department, he got a certificate of Bachelor Degree (S1) from the Open University Jakarta, a certificate of Magister Degree (S2) from the State University of Surabaya and also a certificate of Doctorate Degree (S3) from the same university, that is the State University of Surabaya. Now he is focusing as a lecturer in IAIN Madura Pamekasan.

From the experience during teaching English in some Senior High Schools and supported by the education experience in universities, he efforts to write how to analyze and evaluate the English textbook as teaching materials. Therefore, he finishes a book entitling **“EVALUATING THE ENGLISH TEXTBOOK REFERRING TO THE USED CURRICULUM”**