

**TEACHERS' PERSPECTIVE ON THE TEXTBOOK “WHEN
ENGLISH RINGS THE BELL”**

THESIS

Submitted by:

NANDA MURSYIDA

The Student of English Department

Faculty of Education and Pedagogy

Reg. No. 231 121 281



FACULTY OF EDUCATION AND PEDAGOGY

STATE ISLAMIC UNIVERSITY AR-RANIRY

DARUSSALAM – BANDA ACEH

2015 M – 1436 H

ACKNOWLEDGEMENT



On all my accomplishments, the first, I would like to praise to The Almighty, Allah swt, the greatest Lord Who always gives me blessed life to live in this world, air to breathe, chance to try on, family to raise me up and lovely friends to share with. The second, I would like to extend endless prayers to the most amazing man on the earth namely, our honorable prophet Muhammad saw (peace be upon Him), who delivered the truth and directions to our life in the world and life after.

I greatly express thanks unaccountably to all my donors; especially to my mother and my father who have been entirely funding and supporting my thesis, who always fight the best for me. I also want to thank to my beloved brother and sister; Muhammad Ichsan and Ridha Rahimi who always support and help me. Then, I would like to say many thanks for them, for their efforts in providing materials, finance, constructive critic, positive advices and supervisory supports, especially to both of my highly-appreciated supervisors; Erry Zul Akbar, M. Pd and Mrs. Qudwatin Nisak M. Isa, S. Ag, S. Si, M. Ed, M. Pd for their supervisions, suggestions, helps and kindness so that I could finish the thesis. I am extremely grateful to be supervised by them.

In addition, the deepest gratitude is to my best friends who always stay by my side in happiness and sadness; Nurul Hikmah, Fitri Anizar, Yeni Hartisa, and

Maysar Hawa. Then, I would like to deliver my gratitude to my other partners who always support me; Maulida Dara Utami, Dara Fitria Munzaki, Safinatuddiniaah, Irda Yendri, and all of my sisters and brothers at English Department.

Banda Aceh, 2015

Nanda Mursyida

TABLE OF CONTENTS

| | |
|--|------------|
| ACKNOWLEDGEMENT | i |
| CONTENTS..... | iii |
| LIST OF TABLES | iv |
| LIST OF APPENDICES | v |
| DECLARATION OF ORIGINALITY | vi |
| ABSTRACT | vii |
| CHAPTER I: INTRODUCTION | |
| A. Background of Study | 1 |
| B. Research Question | 4 |
| C. Aim of Study..... | 4 |
| D. Terminology | 4 |
| E. Research Method | 5 |
| F. Data Collection Procedure | 5 |
| G. Research Subject | 6 |
| CHAPTER II: LITERATURE REVIEW | |
| A. Definition and Component of Curriculum..... | 8 |
| B. Definition of Textbook | 9 |
| C. Role of Textbook in English Language Teaching | 11 |
| D. Textbook Design..... | 14 |
| E. Criteria for Textbook Evaluation..... | 17 |
| CHAPTER III: RESEARCH METHODOLOGY | |
| A. Research Location | 22 |
| B. Research Design | 23 |
| C. Research Subject..... | 23 |
| D. Technique of Data Collection..... | 24 |
| E. Data Analysis | 27 |
| CHAPTER IV: DATA ANALYSIS AND DISCUSSION | |
| A. The Result of Interview | 28 |
| B. The Result of Observation | 33 |
| C. Discussion | 35 |
| D. Examining Research Question | 38 |
| CHAPTER V: CONCLUSIONS AND SUGGESTIONS | |
| A. Conclusions..... | 40 |
| B. Suggestions | 40 |
| REFERENCES | 42 |
| APPENDICES | |
| AUTOBIOGRAPHY | |

ABSTRACT

The implementation of curriculum in Indonesia nowadays slightly confuses the teachers. In as much as, there are two curricula that are applied in Indonesia; KTSP and 2013 curriculum. As a result, the textbooks that are used in teaching learning process are also two textbooks. The schools that apply 2013 curriculum use textbook *When English Rings the Bell* for teaching learning process. Based on researcher's observation and initial interview when teaching practice in SMPN 2 Banda Aceh, she found that the teachers face a lot of challenges in using this textbook as it is the new book that they have just used. As a result, the researcher wrote the thesis entitled *Teachers' Perspective on the Textbook "When English Rings the Bell"*. This research was intended to find out teachers' perspective on the textbook *When English Rings the Bell* and teachers' demand on the textbook based on students' need. The subjects of this research are two English teachers of SMPN 2 Banda Aceh who were teaching in the first grade. To obtain the data, the researcher used observation and interview technique. The data were analyzed descriptively. In general based on data gathered, the teachers at SMPN 2 Banda Aceh have similar perspective toward the textbook. According to them, *When English Rings the Bell* is a good textbook for teachers and students. There are some best parts of this textbook; interesting, accessible, based on students' cultural background, and based on the aim of the curriculum. Besides the strengths, the book also has the weaknesses; it doesn't cover listening and reading skill and it has few materials and explanation. Therefore, teachers at SMPN 2 Banda Aceh suggested that the material provided in the textbook must be more complete. Hence the students can use it easily to study independently. Furthermore, Materials for reading and listening must be added so that the students can get all four skills in balance.

CHAPTER 1

INTRODUCTION

A. Background of Study

Curriculum is one of the important tools in education. It is considered as a tool to achieve educational goals. Curriculum is also a guidance that gives direction and purpose of education and the content to be learned. In addition, it is not only beneficial for teachers and students but also beneficial for parents. It can be the reference for them in guiding their children while they are learning at home.

Furthermore, curriculum and instruction are two things that cannot be separated although they have different position. Saylor (in Sanjaya, 2008) illustrated that “curriculum and instruction are like Romeo and Juliet who really need each other. Without a curriculum or plan, there can be no effective instruction; and without instruction, the curriculum has little meaning” (p. 10). Thus, curriculum and instruction cannot stand alone. They must be executed side by side to produce an effective instruction.

There are many curriculum definitions that are made by the experts. The term curriculum is firstly used in sport. It comes from the words *curir* and *curere*, taken from the Greek, which means the distance that should be gone through by a runner. People also defined it as a race from start to finish. Then, the term of curriculum is used in the education along with the development of education. In education, curriculum is defined as “all the planned learning opportunities offered to learner by the educational institution and the experiences learners encounter

when the curriculum is implemented” (Sanjaya, 2008, p. 9). Hence, the curriculum in education includes both learning plans and experiences that are given by educational institution for learners.

Nowadays, the implementation of curriculum in Indonesia slightly confuses the teachers. In as much as, there are two curricula that are applied in Indonesia; KTSP and 2013 curriculum. As a result of this phenomenon, the curriculum components that are prevailed will also be different. There are four components of curriculum; the aim, material, learning process and learning strategies, and evaluation (Yulaelawati, 2007). In this study, the researcher only focused on the teaching material especially textbook.

The implementation of dual curriculum in Indonesia affects the use of textbook in teaching learning process. Due to this circumstance, the textbooks that are used are also two textbooks. The schools that are applying KTSP curriculum use *English on the Sky* in teaching learning process, while the schools that apply 2013 curriculum use *When English Rings the Bell*.

The teachers who use *English on the Sky* textbook do not find any challenges in using the textbook since they have used it for almost ten years. In addition, it provides many explanations about the material. However, the teachers who use the newest book, *When English Rings the Bell*, face a lot of challenges as it is the new book that they have just used and it is assumed that this textbook is different from the book that they used before. This book, based on curriculum applied, required teachers to apply *discovery learning* which is not familiar for them. Thus, it is really hard for them to get appropriate concept to design learning

activities that use *discovery learning*. Another challenge faced by teachers is the book fully rely the process of language imitation on the teachers because it does not provide audio material such as cassette.

Furthermore, based on the researcher's observation when teaching practice in SMPN 2 Banda Aceh and initial interview to the English teachers, she found that English textbook entitled *When English Rings the Bell* has some problems. As stated before, one of the problems is the book does not provide audio material for imitation process. Whereas, it is commonly known that the imitation is a main process in acquiring language. Another problem is some activities in the textbook are inappropriate for the level of most the first grade students in the school (based on researcher's initial observation when she was doing teaching practice there). One of the activities is activity 15 in chapter 4 which asks students to write the letter for their mother. Then, the activity 13 in chapter 5 that asks students to write their opinion about the picture. The next difficult activities are activity 10 and activity 13 in chapter 6. All of the activities that the researcher mentioned ask the students to write or create some sentences even paragraph. While for some students, they feel that it is really difficult to create even one sentence.

As a result, the researcher wrote a thesis entitled *Teachers' Perspective on the Textbook "When English Rings the Bell"*. The research was done in SMPN 2 Banda Aceh.

B. Research Question

Based on the background study, the researcher conducted the research concerning teachers' perspective on the textbook "When English Rings the Bell".

The research questions in this study are:

1. What are teachers' perspectives on the textbook "When English Rings the Bell"?
2. What do teachers demand from the textbook deal with the students' need?

C. Aim of Study

According to the research questions, the main purposes of this research are as follows:

1. To investigate teacher's perspective on the textbook "When English Rings the Bell".
2. To know teachers' demand on the textbook deal with the students' need.

D. Terminology

Some terminologies that need to be explained are:

1. Perspective

According to oxford dictionary, perspective is the ability to consider things in relation to one another accurately and fairly. Perspective can also be defined as a particular way of viewing things that depends on one's experience and personality. The perspective in this research is the way teachers view textbook

When English Rings the Bell related to some criteria such as aims and approaches, design and organization, skills, topic, methodology, and practical consideration.

2. Textbook

According to Johnsen (1993, as cited in Heyneman, 2006), a textbook is “a book whose purpose is for instructional use” (p. 36). Textbook in this paper is EFL textbook that is prepared by National Ministry of Education for the first grade of Junior High School entitled *When English Rings the Bell*. This is a new textbook for 2013 curriculum implementation.

E. Research Method

This research was conducted in SMPN 2 Banda Aceh. In this study, the researcher used qualitative approach. According to Yin (2011), “qualitative research involves studying the meaning of people’s lives, under real-world conditions” (p. 8). Qualitative research tries to capture people’s perspective in specific social settings. Yin (2011) also added that in qualitative research, the researchers do not begin the research with the hypothesis. They collect as many data from the research setting as possible then they set about the process of looking for pattern.

F. Data Collection Procedure

1. Interview

The research that was done by the researcher was survey research. In this research, the researcher used interview technique to collect the information from

the respondents. The interview technique that was chosen was semi-structured interview. According to Parker (2011), semi-structured interview is “the interview in which the researcher has a general plan for the topic that she wants to discuss, but there is no a fixed order of questions to be asked“ (p. 43). The questions could be expanded from the respondents’ answer. The topic of the interview for this research was about teacher’s perspective on the textbook *When English Rings the Bell*. In addition, the researcher also intended to get their suggestions in improving the textbook from this interview.

2. Observation

In this research, the researcher also used observation technique to gather the data. It was needed to strengthen the data. The observation was used to get the data about how and what the teachers did with the textbook in the classroom and other information related to the textbook or other media that supported it. According to Walliman (2001), “observation is a method of recording conditions, events and activities through the non-inquisitorial involvement of the researcher” (p. 241). Observation can also be used for recording the nature or conditions of objects.

G. Research Subject

The subject of this research is two English teachers of SMPN 2 Banda Aceh who are teaching in the first grade of Junior high school. The researcher only focused on English teachers of the first grade of junior high school because the researcher intended to evaluate textbook *When English Rings the Bell* which is

applied for the first grade of junior high school. To get additional information about the textbook, school, and teachers, the researcher also took the principal to be interviewed.

REFERENCES

- Johnson (1993), in Stephen P. Heyneman. (2006). *The Role of Textbook in a Modern System of Education: Towards High Quality Education for All* (p. 36). Vanderbilt University.
- Oxford University Press. (2011). *Oxford Learner's Pocket Dictionary fourth edition* (p. 151). New York: Oxford University Press.
- Packer, M. (2011). *The Science of Qualitative Research*. New York: Cambridge University Press.
- Sanjaya, W. (2008). *Kurikulum dan Pembelajaran*. Jakarta: Kencana Prenada Media Grup.
- Yin, R. K. (2011). *Qualitative Research from Start to Finish*. New York: Guilford Press.
- Yulaelawati, E. (2007). *Kurikulum dan Pembelajaran*. Jakarta: Pakar Raja.
- Walliman, N. (2001). *Your Research Project: a step-by-step guide for the first-time researcher*. London: SAGE Publication.

CHAPTER II

LITERATURE REVIEW

A. Definition and component of Curriculum

The term curriculum is firstly used in sport at the time of ancient Greece. It comes from the word *curir* and *curere* which means the distance that should be gone through by a runner. Many people also defined it as a race from start to finish. Then, the term curriculum is used in education. Education experts have different interpretations about curriculum.

Murray Print (1993, as cited in Sanjaya, 2013) defined curriculum as all the planned learning opportunities offered to learner by the educational institution and the experiences learners encounter when the curriculum is implemented. He also added that curriculum encompasses:

1. Planned learning experiences;
2. Offered within an educational institution/program;
3. Represented as a document; and
4. Includes experiences resulting from implementing that document.

Another curriculum definition is from Taba. Taba (1975, as cited in Sanjaya, 2013) stated that “A curriculum is a plan for learning; therefore, what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum” (p. 8). While tanner (1975, as cited in Sanjaya, 2013) defined curriculum as “the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experiences under auspices of the school, for the

learner's continuous and willful growth in personal social competence" (p. 8). Although some experts above have different interpretations about curriculum, there is also a similarity between them. The similarity is curriculum corresponds closely to the effort in developing learners based on learning objectives that they want to achieve.

Curriculum consists of five components which interrelated between one and others. Those components become the main foundation in developing learning system. The components are: the aim, material, method, organization and evaluation (Hamalik, 2008). In this research, the researcher only focused on the second component of curriculum; material, especially textbook.

In Indonesia, material or textbook that is used must be appropriate with the curriculum applied. Nowadays, some schools in Indonesia apply 2013 curriculum based on the instruction of Ministry of Education. For this curriculum, Ministry of education distributed the textbook *When English Rings the Bell* to every school that applies the curriculum.

B. Definition of Textbook

Teaching learning process needs some elements to support it to be successful. One of the essential elements in teaching learning process is textbook. Almost all teachers and students in Indonesia use textbook in the classroom to support learning. Hence, millions of copies are sold every year. There are many definitions of the textbook that have been made by some experts.

Textbook is defined as “a published book that is especially designed to help learners in learning the course” (Maleki, Mollaei, & Khosravi, 2014, p. 995). In English language learning, textbook can refer to a book that is created to help language learners to improve their linguistic and communicative abilities. Tiwari (2008) stated that textbook contains selective and systematic knowledge. It is said to be “the teacher in print”. Textbook is different from a common book as it combines teaching-learning techniques and motivations in it.

While Bacon (as cited in Tiwari, 2008) gave the definition for textbook “as a book designed for classroom use, carefully prepared by experts in the field and equipped with the usual teaching devices” (p. 200). Textbook is also defined as a book for students use when they are taught and must be used as major instruction materials of subjects taught at all elementary, secondary, and high schools, which are systematically organized subject to a course of study. It is also considered as the most important materials in classroom instruction and it should be used as the primary source for classroom instruction (Yamada, 2015). According to Richards and Rodgers (2014), textbook contains tightly organized lessons planned around different grammatical structures. They also stated that the textbook should be used “only as a guide to the learning process” and the teacher is expected to be the master of his textbook.

From the definitions above, it can be concluded that textbook contains not only knowledge but also techniques and motivation for students. It is especially designed by the experts to help teachers and students in teaching learning process. Yet, teachers can't fully depend on it because it is only the guidance for teachers

in teaching. Teachers can freely modify the material in the textbook to adjust to their students.

Textbook can be divided into two kinds; commercial textbook and institutional textbook. Commercial textbook is a textbook that is published by some book publishers and it is sold in the book store. While institutional textbook is a textbook that is published by Ministry of Education and distributed to the schools freely. The students do not need to buy it. They can get it in their school library. In this research, the researcher did the research on the institutional textbook; *When English Rings the Bell*. Ministry of education distributed it to every school in Indonesia that applies 2013 curriculum.

C. Role of Textbook in English Language Teaching

Textbook plays an important role in English language teaching since it provides the guidance for the teachers in teaching and designing activities. Textbook is not only useful for teachers but also very useful for the students (Wen-Cheng, Chie-Hung & Chung-Chieh, 2011). It helps learners to learn faster because they can use it both inside and outside the classroom. They can refer to it when they do exercises in the classroom. They also can refer to it when they have homework or prepare for examination.

In addition, textbook also supports less experienced teachers to gain in confidence (Maleki *et al.*, 2014). They can follow the activity provided by the textbook and apply them in the classroom. In line with Maleki's opinion, Cunningsworth (1995, as cited in Richard, 2001) summarizes the role of the

textbook as: a resource for presenting the materials, a source of activities for learner practice and communicative interaction, a reference for learners on grammar, vocabulary, pronunciation, etc, a source of ideas for classroom activities, a syllabus which consist of learning objectives that have already been determined, and a support for less experienced teacher.

While Garton and Graves (2014) stated that English language textbook is a source of activities for teaching English. It provides information about English and examples of how English is used. They also contain real world information such as information about countries, cultures, people, lifestyles, beliefs, and values. Thus, students can learn many things from the textbook, not only academic knowledge but also other information about real world.

Furthermore, Richard (2001) stated that using textbook has several advantages. Those advantages are:

1. Textbook provides structure and syllabus for a program. Without a textbook, teaching learning process may have no central core and the teachers and students may not receive a syllabus that has been systematically planed and developed.
2. Textbook helps standardize instruction. The use of a textbook in teaching learning process can ensure that the students in different classes receive similar content. Thus, they can be tested in the same way.
3. Textbook maintains quality. If the teachers and students use a well-developed textbook in the classroom, students will get the material that

have been tried and tested. So, the materials are based on the learning principle and appropriate for them.

4. Textbook provides a variety of learning resource. Textbook often provides a variety of resource for learning. It is often accompanied by workbooks, CDs and cassettes, videos, CD-ROMs, and learning guides.
5. Textbook is efficient because it saves teacher's time. Hence, the teacher can devote their time to teaching rather than materials production.
6. Textbook can provide effective language models and input. It can provide support for teachers whose first language is not English and who may not be able to produce accurate language input on their own.
7. Textbook can train teacher. For a less-experienced teacher, textbook together with teacher's guidebook can be a tool of initial teacher training.
8. Textbook is visually appealing. Textbook usually has high standards of design and production and hence is attracting learners and teachers.

Despite the impact of new technologies in this era, textbook still plays an important role in language teaching and provide a resource for both teachers and students. It helps learners to meet their language learning objectives. Thus, the role of the textbooks in language classroom is undeniable. Both teachers and learners need framework about what to do and textbook provides it.

Although textbook is very useful in teaching learning process, Ghorbani (2011) argued that "it is not enough only to use it cover to cover, for meeting students' needs" (p. 511). Instructors or teachers need to adjust it with the

students' need and students' capacity. They sometime need to modify it to adapt with the students' level. Therefore, textbook evaluation is really needed.

D. Textbook Design

1. The Criteria of a Good Textbook

Jeremy Harmer (1998) stated that “there are some teachers who have a very poor opinion about the textbook” (p. 116). They said that it is boring for both teacher and students. This opinion is emerged just because they strictly follow what the book says without using it creatively. If the teachers can use it creatively, it will be very interesting for both of them.

Despite of teachers' opinion about the textbook, it should be pointed out that students often feel more positive about the textbook. For them, the textbook is very useful. It allows them to look forward and back, giving them a chance to prepare for what coming and review what they have done. In addition, there are many other roles of the textbook for teaching learning process as what are stated before. Because the textbook is one of the crucial elements in teaching learning process, the teachers should choose the better one.

Cunningsworth (1995) stated that a good textbook should meet four criteria as follows:

- a. Textbook should correspond to learners' needs. They should match the aims and objectives of the language learning program. Therefore, the content of the material should correspond to what students need to learn, in terms of language items, skills and communicative strategies.

- b. A good textbook is a textbook that can help to equip students to use language effectively for their own purposes. The textbook can achieve this aim by incorporating authentic materials, creating realistic situations, and encouraging learners to participate in activities which help them to develop their communicative skills and strategies. The textbook should also attract students' motivation to become more independent in their learning and in their use of English. Therefore, they can learn faster and able to use the language in real situations outside the classroom.
- c. A good textbook is a textbook that helps students to learn in a number of ways. The learning style that is adopted by textbook is not only one style but it embodies certain learning styles and strategies. Thus, it allows students to use learning styles which suit them.
- d. Textbook should have a clear role as a support for learning. Like teachers, it is mediation between the target language and the learner. It facilitates students' learning not only in the classroom but also outside the classroom. It also provides exercises and activities and also explanations or examples to help students to understand how the language works.

Those four criteria above are only few criteria of good textbook. Other experts also gave their opinion about the good textbook. One of them is Richard. Richards (1990) suggests that effective instructional materials in language teaching have the following characteristics:

- a. They are based on theoretically sound learning principles.

A good textbook should be appropriate with the learning basis. It should correspond to the aim of teaching program

- b. They arouse and maintain the learners' interest and attention.

A good textbook is interesting and can attract students. It makes them enthusiast in using it.

- c. They are appropriate to the learners' needs and background.

A good textbook is a book that meets learners' need. It consists of all objectives that students have to achieve.

- d. They provide examples of how language is used.

A good textbook is a textbook that provides not only material but also the examples of how to use language effectively because language is about communication and need to be practiced.

- e. They provide meaningful activities for learners.

- f. They provide opportunities for communicative and authentic language use.

Furthermore, Tomlinson (1998, as cited in Richards, 2001) also suggests some criteria of good language teaching materials. Those criteria are:

- a. Materials should help learners to develop confidence.
- b. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
- c. Materials should take into account that the learners have different learning styles.

- d. Materials should take into account that the learners differ in affective attitudes.
- e. Materials should provide opportunities for outcome feedback.

The last expert that brought up the criteria of good textbook is Wen-Cheng. According to Wen-Cheng *et al* (2011), good instructional materials especially textbooks should meet nine criteria as follow:

- a. They are up to date.
- b. They contain relevant content.
- c. They take into account the linguistic and cultural diversity of the students.
- d. The layout and formatting is appropriate for the students.
- e. Visuals and graphics are clear.
- f. The materials address a variety of learning styles.
- g. The material contains exercises in which learners share previous experience with prior knowledge of the content.

All of those criteria that are given by the experts are really useful for teachers to choose a good textbook to be used in the classroom. If the teachers use the textbook that is instructed by Ministry of Education, they can also refer to those criteria to decide whether they can adopt the book or they have to modify it and use other additional textbooks or materials to support teaching learning process.

E. Criteria for Textbook Evaluation

Because textbooks have many important roles in English language teaching, textbooks need to be continuously evaluated based on updated criteria.

There are many factors to be taken into account when evaluating material to be used for EFL students.

Ghorbani (2011) evaluated the first grade English textbook used in Iran's senior high school. He used written checklist to collect data. His checklist focused on assessing all aspects; from content to physical characteristics. He assessed the skills, exercises and activities, supplementary materials, etc. However, the checklist that he designed was only available for the local situation. Thus, it can't be applied in other situations outside Iran. The result of this research is the textbook is perfect in physical qualities like paper quality, binding, printing, etc. But a good attempt has not been made to present four language skills in a well balanced manner. There are no audio CDs and student guides as reference materials. In addition, teacher's guide is not available.

The similar research method was done by Maleki *et al.* (2014) who evaluated Iranian Pre-university ELT textbook. They distributed questionnaire which consists of checklist about the textbook to 335 students and four teachers that were selected purposively from 45 schools in Zanjan city. The checklist focused on assessing content, vocabulary and grammar, exercises and activities, attractiveness of the text and physical make up. Unlike the Ghorbani's research which focused on evaluating all aspects evenly, this study is more focused on the content. Only few questions assessed physical characteristics. In as much as, the content of the textbook is the most important elements for students because it contains the knowledge that they will learn.

There are many checklists that are developed by researchers presently. Because of these cases, Mukundan and Nimehchisalem (2012) did the research to know a group of English as a Second Language experts' view on those checklists. The instrument that they used was a revised version of the tentative checklist for the textbook evaluation (Mukundan, Hajimohammadi, & Nimehchisalem, 2011). The checklist was converted into a 5-scale likert style questionnaire. This questionnaire presented the checklist to the respondent and asked them to read and rate the importance of each item from 0 (for unimportant) to 4 (very important). All items were about the criteria of the textbook such as methodology, suitability to learners, physical and utilitarian attributes, etc. The results showed that the respondents viewed all the items as equally important. However, they rated vocabulary as the most important criteria and physical and utilitarian attributes as the least important criteria. The result is in line with the researcher's statement above that the content of the textbook is more important than the physical characteristics.

Cakit (2006) did the research to evaluate The EFL Textbook "New Bridge to Success 3" that was prepared by Iranian National Ministry of Education for the ninth grade students of high school. He used qualitative and quantitative approach to collect data. He used questionnaire to gain data from students and interview to gain data from teachers. Both questionnaire and interview consisted the questions that would assess ten criteria of the textbook, they are: selection and organization of content, level, physical appearances, content, exercises and activities, vocabulary and grammar, clarity of instructions, supporting sources, etc. This

questionnaire and interview was developed from CATALYST test that was suggested by Grant in 1987. The eight letters in the word CATALYST refers to eight criteria that can help teachers in deciding whether the textbook is appropriate for classroom use. The criteria are communicative, aims, teachable, available adds-ons, level, your impression, students' interest, tried and tested.

From the research, Cakit found that both teachers and students felt negative about the most of the characteristics of the textbook. It was found that the reading passages needed to be simplified in terms of both vocabulary difficulties and structures. Majority of the students and all the teachers mentioned that the level of the textbook was not appropriate for the particular age group. On the other hand, one of the strengths of the textbook was the artwork of the book is up-to date and helpful for the students to understand the lesson

As mentioned above, criteria of the textbook are the crucial point in evaluating textbook. They may differ between one researcher and the others depending on the particular needs. In terms of the criteria suggested by different researcher above, the focus can be considered mainly on effectiveness of the material to the aims, content of the textbook, exercises and activities, and physical appearances.

In this research, the researcher did not use checklist form that was used by many other previous researchers. The researcher interviewed the teachers to get the information about the textbook *When English Ring the Bell*. However, in creating interview questions, the researcher also referred to the checklist guide for

evaluation and selection of the course book that was created by Cunningsworth.

The researcher modified it into interview questions.

REFERENCES

- Cakit, I. (2006). Evaluation of the EFL Textbook “New Bridge to Success 3” from the Perspectives of Students and Teachers. Retrieved from <http://etd.lib.metu.edu.tr/upload/12607694/index.pdf>
- Garton, S. & Graves, K. (2014). *International Perspectives on Materials in ELT*. New York: Palgrave Macmillan
- Ghorbani, M. R. (2011). Quantification and graphic representation of EFL textbook evaluation results. *Theory and Practice in Language*, 1(5), 511-520. doi: 10.4304/tppls.1.5.511-520
- Hamalik, O. (2008). *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara.
- Harmer, J. (1998). *How To Teach English (An Introduction To The Practice of English Language Teaching)*. England: Addison Wesley Longman Limited.
- Maleki, A., Mollae, F., & Khosravi, R. (2014). A content evaluation of Iranian pre-university ELT textbook, *Theory and Practice in Language Studies*, 4(5), 995-1000. doi: 10.4304/tppls.4.5.995-1000
- Mukundan, J., & Nimehchisalem, V. (2012). Evaluative criteria of an English language textbook evaluation checklist. *Journal of Language Teaching and Research*, 3(6), 1128-1134. doi: 10.4304/jltr.3.6.1128-1134
- Richards, J. C. & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching (Third Edition)*. United Kingdom: Cambridge University Press.
- Richard, J. C. (2001). *Curriculum Development in Language Teaching*. USA: Cambridge University Press.

- Richard, J. C. (1990). *The Language Teaching Matrix*. USA: Cambridge University Press.
- Sanjaya, W. (2013). *Kurikulum dan Pembelajaran*. Jakarta: Kencana.
- Tiwari, S. R. (2008). *Teaching of English*. New Delhi: S. B. Nangia
- Wen-Cheng, W., Chien-Hung, L., & Chung-Chieh, L. (2011). Thinking of the textbook in the ESL/EFL classroom. *English Language Teaching*, 4(2), 91-96. doi: 10.5539/elt.v4n2p91
- Yamada, M. (2015). *The Role of English Teaching in Modern Japan: Diversity and multiculturalism through English language education in a globalized era*. New York: Routledge

CHAPTER III

RESEARCH METHOD

A. Research Location

SMPN 2 Banda Aceh is one of junior high schools in Banda Aceh that was firstly established on August 1st 1960. It is located on the 6.487 m² land area. Since it was established, this school has been a state school but there were still few students at the time. Then, the number of students increased along with the growth of populations.

SMPN 2 Banda Aceh is located on Jln. Ayah Gani I, Bandar Baru, Kuta Alam, Banda Aceh. It is very strategic because it is located 4 kilometers from the central city of Banda Aceh. It is also located on the roadside and easily reached out by the local communities. In addition, it is near to some significant public places, such as the hospital and the mosque. However, the learning environment is not suitable for the location of education since the noise of the vehicles that pass the school every time disturb teaching learning process. Hence, it becomes less quite and pleasant.

This school is one of favorite schools in Banda Aceh. It is very clean and has a big field that is surrounded by the shady trees. Another superiority of this school is its garden. In front of each class, there is a garden with many kinds of plants. Therefore, this school is called as a green school. Because of its greenness and cleanness, it has ever won an environment competition.

This school also has complete facilities. Some facilities that can support English learning process are comfortable classroom and library that provides

English textbook for students. Yet, there is no language laboratory that teachers and students can use to learn English. This school also has enough English teachers. There are six English teachers there, but only two teachers who teach in the first grade.

B. Research Design

This research was conducted qualitatively by using two techniques of data collection; interview and observation. Qualitative research is defined as “an approach to research that uses methodologies designed to provide a rich, contextualized picture of an educational or social phenomenon” (Mertens & McLaughlin, 2004, p. 96). While Syamsuddin & Damaianti (2006), defined qualitative research as “an investigation approach because the researcher usually collects data by directly interacting with the respondents” (p. 73). Furthermore, Patton (as cited in Mertens & McLaughlin, 2004) suggested using qualitative methods under the following conditions: “The program emphasizes individualized outcomes, in-depth information is needed about certain clients or program, and no standardized instrument is available that can validly and reliably measure program outcomes” (p. 96).

C. Research Subject

In this study, the researcher only focused on the first grade English teachers because the researcher intended to evaluate textbook for the first grade of junior

high school. Thus, the subject of this research was English teachers of SMPN 2 Banda Aceh.

D. Technique of Data Collection

In collecting data, the researcher used interview and observation technique. The purpose of collecting data is to gain information related to the research questions posed in chapter one. The techniques used in this research will be described in detail as follow:

1. Interview

According to Nazir (2005), interview is “the process of obtaining information for research purposes through questioning and answering between the interviewer and the interviewee by using a tool called interview guide”. In another word, interview is a process of interaction between the interviewer and the respondents.

Walliman (2001) classified interview into three types: structured interview, semi-structured interview and unstructured interview. In the structured interview, the researcher will use a formal questionnaire that lists every question to be asked (Yin, 2011). The researcher will strictly follow the listed question when he/ she is interviewing the respondents. In a semi-structured interview, the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but does not enter the interview with a list of predetermined questions (Nunan, 1992). While in unstructured interview, the researcher does not prepare specific questions to be asked. The questions will be arisen from the interviewee’s

responses. Thus, the researcher will get information which is not predicted in this kind of interview.

In relation to this, the researcher chose semi-structured interview to gather the information about teachers' perspective on the textbook *When English Rings the Bell* and also to get the data about teacher's demand on the textbook. Semi-structured interview was chosen because the researcher expected to gain the deep information from interview questions by extending the questions based on the respondents' answer. In addition, the interview was done face to face. Thus, the researcher was able to judge the quality of the responses of the subjects, and recognize if the respondents could not understand about the question. Besides interviewing the teachers, the researcher also interviewed the school principal to get additional information about the textbook.

The questions in this interview consisted of seventeen questions. Some of the questions were adopted from "Curriculum Development in Language Teaching" written by Jack C. Richards and also created by the researcher to adjust to the research condition and location. The questions tested all aspects of English textbook such as aims and approaches, design and organization, skills, topic, methodology, and practical considerations. The questions are listed in the appendix.

2. Observation

According to Walliman (2001), "observation is a method of recording conditions, events and activities through the non-inquisitorial involvement of the researcher" (p. 241). Observation can record whether people act differently to

what they say or intend. They can sometimes demonstrate their understanding better by their actions than by verbally explaining their knowledge. Therefore in this research, the researcher used observation technique to strengthen the data.

Spadley (1980, as cited in Mertens & McLaughlin, 2004) classified observation into five types based on degree of the observer participation. The first type is nonparticipation observation. In this kind of observation, the researcher does not involve directly in the observation. She asks the teacher to record classroom situation at selected time and watch a videotape of the situation. The second is passive participation. In this observation the researcher is present, but does not interact with the participants. The third is moderate participation. In this type, the researcher attempts to balance the insider/ outsider roles by observing and participating in some, but not all of the activities. The next type is active participation. In this observation, the researcher generally does what the others do but does not participate completely. The last is complete participation where the researcher becomes a natural participant.

In this research, the researcher used the second type of observation, passive participation. She only observed the classroom activities without interacting with the participants. The observation consisted of eight questions that were written in observation checklist with “Yes-No” option. All questions are about what and how the textbook is used in the classroom and other media that supported the textbook. The observation checklist is provided in a table listed in appendix.

E. Data Analysis

The result of data collection which used interview and observation were analyzed qualitatively by describing the result. The result of the interview was analyzed based on what the teachers said about their perspective on the textbook *When English Rings the Bell* and their demands on the textbook. As well as interview, the result of observation checklist is also analyzed by describing its result.

REFERENCE

McKay, L. S. (2006). *Researching Second Language Classroom*. New Jersey: Lawrence Erlbaum Associates.

Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka.

Nunan, D. (1992). *Research Methods in Language Learning*. USA: Cambridge University Press.

Moh. Nazir. (2005). *Metode Penelitian*. Bogor Selatan: Penerbit Ghalia Indonesia.

Mertens, D. M & McLaughlin, J. A. (2004). *Research Evaluation Methods in Special Education*. California: Corwin Press.

Walliman, N. (2001). *Your Research Project, a step-by-step guide for the first-time researcher*. London: SAGE Publications.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. The Result of Interview

The following responses of the interview were the result of the research. The interviewer was the researcher herself and the research subjects were two English teachers who were teaching in different classes of the first grade of junior high school in SMPN 2 Banda Aceh. The interview was about 1 hour for each teacher in different time and location.

There are seventeen questions asked by the interviewer. From the questions, the interviewer expected to collect deep information about teachers' perspective on the textbook *When English Rings the Bell* based on some criteria of good textbook. The criteria consist of aims and approaches, design and organization of the textbook, skills, topic, methodology, and practical consideration.

The researcher analyzed the results of interview qualitatively by describing them and drawn a conclusion. From the interview result, the researcher got that there are no significant differences between both teachers' perspectives on the textbook *When English Rings the Bell*. They have the same answers in most of the questions. In this explanation, the researcher used initials for research subject's name. The points below described the result of the interview.

WT and YR (initial for the teachers) agreed that the aim of textbook *When English Rings the Bell* corresponds to the aim of teaching program provided by the curriculum applied. All aims of teaching program in curriculum 2013 are

provided in the textbook. In addition, the book also covers all competencies of the curriculum (curriculum competencies and the topic taught in the textbook are listed in the appendix). Yet, WT regretted that the textbook only provides few materials and explanation. Thus, the students cannot use it to study independently in their house. Due to the lack of materials provided in the book, the teachers have to use other additional textbooks. To overcome this problem, WT still uses *English on the Sky* and *Let's talk* to take the material for teaching. YR also does the same thing, she uses textbook *Let's talk* and also workbook to support teaching process.

WT added that the textbook is also suitable with teaching/ learning situation. The topics and materials in the book are suitable with students' level. Instead, some of them are too easy for junior high school students. Some topics that have already been studied in elementary school are repeated in this book. It can be found in chapter one and chapter two. The topics in these chapters are about greeting and introduction which are really easy for them. The researcher believed that the repetition of those topics is because the students of some elementary schools in particular regions don't learn English subject.

In line with WT, YR also acknowledged that the book is easily used by both teachers and students because the content and the examples given in the book can be easily understood by them. Furthermore, the activities given in the book are also easy because it provides the examples on how to do the activities in each activity. Yet, it still depends on the students whether they want to analyze and comprehend the book or not.

However, both of teachers regretted that the book does not cover all four skills in English whereas in every teaching learning process the skills must be taught integrated. Moreover, in 2013 curriculum, the teachers are required to teach all four skills. It can be proved by the scientific approach that has to be applied in teaching learning process. In this approach the teachers must teach the students in five steps; observing, questioning, reasoning, associating, and communicating. In observing process, the students are required to read or listen to the materials, it means that it required reading and listening skills. Yet, this book only focuses on writing and speaking. It does not provide cassettes for listening skill and texts for reading skill. Thus, WT and YR have to find the materials for listening and reading by themselves to overcome this problem. For listening, WT sometime shows the movie to the students or asks them to listen to the song. Even, she sometime uses traditional method; dictation. For reading, she usually uses authentic material such as the text from the magazine and newspaper. It is better to use authentic material because it is related to their real life.

Moreover, according to WT, the learning style that is provided in this book is not varied. Most of the activities here are asking students to describe and talk about the picture which can make students bored. In contrast to WT, YR said that the teachers can apply various learning styles by using this book. In her opinion, the learning style that is applied in teaching learning process does not depend on the book that the teachers use, but it depends on the teachers themselves. YR often connects the topics in the book with students' real life. For example, when they learn chapter VII about *I Love Things around Me* which talks about things in the

classroom, bag, and house, YR asks students to look at the things in their own classroom, bag, and house and mention them. By doing this, the students can produce their own vocabulary even their own sentences.

However, one of the good points of this book is it provides materials that appropriately match Indonesian culture. All of them are related to the students' social life. For example, the names in the dialogues are Indonesian name and the events in the chapter of date, month and year are Indonesian events such as Kartini's day and Independence Day. In addition, the picture in this book represented the diversity of Indonesia. It does not only mention one region but also some of other regions. Yet, YR complained that most of the cultures presented in the book are Javanese culture, it is not spread evenly.

In addition, the content of the book is organized based on the topic. Each chapter talks about one topic. For example, the topic in the chapter one is about "How are you?". It teaches the students about greeting. Then, the topic in the chapter two is about "It's me". It teaches the students how to introduce themselves and their friends to others. Furthermore, the book is also easy to find. The students do not need to buy it because they can borrow it in the school library

According to WT and YR the students are really enthusiast in using the book because it is full of color and pictures. They are not bored and really interesting in using it. In addition, the cover of the book is also interesting. It shows a picture of many hands that grasp the world. WT said that it illustrated how important English is to grasp the world. It can also be illustrated that English is very important to travel the world. The cover of this book is also lusty, so it is

not easily broken and long-lasting. Nevertheless, YR said that the students in that school do not want to analyze and comprehend the book, they just wait for the teachers' explanation. They do not want to try to read the book by themselves.

The last, both teachers gave some suggestions for the textbook development. They suggested that the book must be more complete. The material and explanations must be added. Hence, it can help students to study easily in their house. They can refer to the book whenever they want even without teacher's help. YR also suggested the author to add reading and listening materials so that the students can get all four skills in balance.

Besides interviewing English Teachers, the researcher also interviewed school principal to get additional information about the curriculum applied in the school, the book used for English subject, the teachers and the school. Because the principal of SMPN 2 Banda Aceh is new principal, he asked the researcher to see the principal of curriculum division to be interviewed. The interview took about 30 minutes. The point below describes the result of interview.

From the interview, the researcher got that SMPN 2 Banda Aceh applied 2013 curriculum for the first and the second grade, while for the third grade it still applied KTSP curriculum. Thus, the textbook that is used in teaching learning process especially English subject is adjusted with the curriculum applied. In this case, the book that is used for the first grade is *When English Rings the Bell*. This is the book that is specially designed for 2013 curriculum. Ministry of education distributed it for every school that applies the curriculum. The students do not need to buy the book because it is available in the school library. In choosing the

textbook, the school follows the instruction from Ministry of Education. Yet, the teachers are freed to choose other additional textbooks to support teaching learning process. The students are also given the option to choose other additional materials to be used for studying independently.

According to AW (initial for the principal of curriculum), there is no the best textbook to be used in the classroom. Every textbook has some strengths and weaknesses. The teachers' role is to develop the textbook and find other additional materials to support teaching learning process in order to achieve learning objectives. Still, the teachers have to conform to the times that have been set for the subject. So far, the school does not face any obstacle in using the textbook. The textbooks that are distributed to the library are enough, so every student can get the book. In addition, the school principal and the principal of curriculum have never gotten any complain from the teachers about the textbook.

AW said that the teachers usually discuss the book that is used in the classroom with other teachers who teach the same subject. The role of the principal related to the textbook only takes the textbooks from Ministry of education and distributes them to the library. He also gets the socialization from the education authority on the textbook, and then explains it to the teachers.

B. The Result of Observation

The researcher came to the classroom together with the teacher. She brought a piece of checklist paper along with her. The researcher only sat at the corner of the classroom and did not take the part in teaching. The teacher taught as

usual and the researcher observed her when she was teaching. The teacher brought the textbook to the classroom and other additional materials to support teaching learning process.

The teacher asked students to do many activities in the classroom. In general, two teachers did the same thing in order to attract students' interest in learning English. They asked students to sing a song that is provided by the textbook together. The teachers also followed the instruction of the textbook step by step.

The questions of the observation are in “Yes-No” option. If the teacher did the activities listed in the checklist table, the researcher would put a tick () in “Yes” column while if the teacher did not do the activities listed in the checklist table, the researcher would put a tick () in “No” column. Overall, the teacher did what are listed in the observation table. There were only three points with the tick in “No” column. It means that what teachers have done in classroom supported all their statements in the interview. The result of observation showed in the tables below:

Table 4.1 . Result of Observation

| No | Object of Observation | Observati on Checklist | | Note |
|----|---|------------------------------|----|-------------------|
| | | Yes | No | |
| 1. | Does the teacher bring the textbook to the classroom? | | | |
| 2. | Does the teacher use the same textbook with the students? | | | |
| 3. | Do all students have the textbook? | | | |
| 4. | Does the teacher bring any additional | | | <i>English on</i> |

| | | | | |
|----|---|--|--|-------------------------------|
| | textbook to the classroom? | | | <i>the Sky and Let's Talk</i> |
| 5. | Does the teacher use other media beside the textbook? | | | Laptop and Projector |
| 6. | Does the teacher fully depend on the textbook? | | | |
| 7. | Does the teacher take all materials from the textbook? | | | |
| 8. | Does the teacher ask students to do all activities provided in the textbook without any change? | | | |

Based on the table above, the researcher concluded that there was no difference between two teachers while teaching in the classroom. YR and WT brought the textbook *When English Rings the Bell* to the classroom. They also brought another supporting textbook, material and media along with them. The main textbook they used was the same as the students and all students own the textbook. The teachers did not fully take the material from the textbook. Some of them were combined with another supporting material and some of them were modified to be more interesting. The teachers also asked students to do all activities provided in the book by following the guidance of the book. However, teachers do not depend fully on the textbook. They sometimes make some changes in the activities. Overall, because the textbook took an important part in teaching-learning process, the teachers obligated students to own the book. Therefore, all students in the class have the textbook.

C. Discussion

The result of data analysis was the interview and observation checklist. In interview data, the researcher found that there was no significantly different

perspective between all two teachers except in question number nine and number seven. The differences are about learning style that can be applied by using the textbook and how the skills are taught. For other questions, all of two teachers have similar perspective. In addition, it proved by the checklist of observation that was done by the researcher while they were teaching. The points below discuss the result of the research.

First is the aim of the textbook. The aims of the textbook *When English Rings the Bell* correspond to the aim of teaching program. It covers all aims that are demanded by the curriculum. In addition, it also covers all competencies of curriculum. All topics that the first grade students need based on curriculum applied are provided in the book. Thus, the book is corresponding to the curriculum applied and corresponds to learners' need. The textbook helps teachers and students to achieve learning objectives. This criterion meets one of criteria of good textbook which is "the textbook should correspond to learners' need" (Cunninsworth, 1995).

Second is the skills taught in the book. The teachers regretted that the textbook does not cover all four skills that are needed in English. It only focuses on writing and speaking. It does not provide cassette for listening activity and texts for reading activity. Hence, the teacher should find the material for other two skills by themselves.

The third is learning style that can be applied by using the textbook. According to Cunningsworth (1995), a good textbook is a textbook that helps students to learn in a number of ways. In line with Cunningsworth, Tomlinson

(1998, as cited in Richards, 2001) said that Materials should take into account that the learners have different learning styles. Yet, WT said the learning style provided in the book is not varied. In as much as most of activities ask students to talk and describe about the picture. In this point, two teachers have different perspective. Unlike WT, YR said that the teacher can also apply many learning styles by using the textbook because it depends on teachers' creativity. The teacher can connect the material with students' real life so the teachers can ask them to study outside the classroom and observe everything around them.

The fourth, overall appearances are really interesting for students in the first grade of junior high school. There are many pictures and activities that stimulate students' cognitive and affective in learning English. The book is also colorful that can attract students. Richard (1990) stated that one of criteria of good textbooks is they arouse and maintain the learners' interest and attention. Not only content of the book, but also cover of the book is interesting for the students. The teachers said that the picture of the cover which shows many hands grasp the world illustrated how important English is to grasp the world or to travel around the world. The cover is also lusty, so it is long-lasting and not easily broken. Then, two teachers agreed that the cultural background presents in the book is suitable with Indonesian culture. All of them are related to the students' social life, for example the name of the figures in the dialogue is Indonesian name and the events presented in the book are also related to Indonesian culture. In addition, the book also represented the diversity of Indonesia.

The fifth is its accessibility and availability. This book is really available. The students do not need to spend their money to buy it because it is provided in the school library. The Ministry of education distributed the textbook *When English Rings the Bell* to every school that apply 2013 curriculum. In addition, every school gets enough books to all students, so every student can get the book.

The last, teachers gave some suggestions in developing the textbook. Overall, all teachers gave the same suggestions. They said that the book must be more complete. It must contain more material and explanations that can help students to learn independently. It also must cover all four skills that are needed by students. Thus the material for the listening and reading must be added in this book.

D. Examining Research Question

It is necessary to discuss the results to answer the research questions in chapter one. There are two research questions that the researcher raised. The first is What are teachers' perspectives on the textbook when "*English Rings the Bell*"?. This question can be answered by relying on the interview.

From the teachers' responses on the interview, the researcher got that the book *When English Rings the Bell* meets most of the criteria of good textbook that are given by the experts as stated in the chapter two. Both teachers, WT and YR, said that the book covers all aims of teaching program and all competencies of curriculum. Thus, this book corresponds to learners' need.

They also said that the book is interesting enough for students. There are a lot of pictures in the textbook that can attract the students. Moreover, the book is also colorful which is suitable with the first grade students. WT and YR said that the book also can be used easily by students and teachers. Furthermore in each activity, the book provides examples on how to do it. Thus, it can guide the students to do the activities easily.

Like YR, WT stated that the book presents the cultural diversity. There is not only one culture that presented here but also many other Indonesian cultures. In addition, those cultures are related to the students' social life such the names used in the dialog and the events. All of them are related to Indonesian culture.

Based on the information from the description and explanation above, it can be concluded that the textbook *When English Rings the Bell* is a good textbook to be used in the classroom. It meets most of criteria of the good textbook given by the experts in chapter two.

The second question is "What do teachers demand from the textbook deal with the students' need?". This question also can be answered by relying on the interview result. WT suggested that the book must contain more materials and explanations. Hence, the students can also use the book to study independently in their houses.

In line with WT, YR also suggested that the material must be added in this textbook because it only provides a few materials. It is different from the old book that is more complete. The book also must cover all four skills in English. Thus, the material for reading and listening also must be added.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher can draw several conclusions based on the explanations and the result of data analysis in previous chapters;

1. In general based on data gathered, the teachers at SMPN 2 Banda Aceh have similar perspective toward the textbook. According to them, *When English Rings the Bell* is a good textbook for teachers and students. There are some best parts of this textbook; interesting, accessible, based on students' cultural background, and based on the aim of the curriculum. Besides the strengths, the book also has the weaknesses; it doesn't cover listening and reading skill and it has few materials and explanation.
2. Teachers at SMPN 2 Banda Aceh suggested that the material provided in the textbook must be more complete. Hence the students can use it easily to study independently. Furthermore, Materials for reading and listening must be added so that the students can get all four skills in balance.

B. Suggestion

After conducting the research, there are some suggestions that might be beneficial for English teachers and the authors of the textbooks. The suggestions are:

1. English teachers should choose English textbook that is suitable with the curriculum applied for teaching learning process.

2. English teachers should analyze and evaluate the book before they use it.

If there are some elements that are not complete from the book or not appropriate for the students, they should bring additional materials in order to support successful learning process in the classroom and to achieve the goals that have been settled.

3. In analyzing the textbook, teachers should refer to the criteria of good textbook provided by the experts. They also can refer to the way the experts analyze the textbook.

4. For the authors of the textbook, they should recognize the content of the book. They should pay attention on the students' need and adjust the book with the curriculum applied. They also have to provide more material in textbook to facilitate the students to study independently.

REFERENCES

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka.
- Cakit, I. (2006). *Evaluation of the EFL Textbook "New Bridge to Success 3" from the Perspectives of Students and Teachers*. Retrieved from <http://etd.lib.metu.edu.tr/upload/12607694/index.pdf>
- Garton, S. & Graves, K. (2014). *International Perspectives on Materials in ELT*. New York: Palgrave Macmillan
- Ghorbani, M. R. (2011). Quantification and graphic representation of EFL textbook evaluation results. *Theory and Practice in Language*, 1(5), 511-520. doi: 10.4304/tppls.1.5.511-520
- Hamalik, O. (2008). *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara.
- Harmer, J. (1998). *How To Teach English (An Introduction To The Practice of English Language Teaching)*. England: Addison Wesley Longman Limited.
- Johnson (1993), in Stephen P. Heyneman. (2006). *The Role of Textbook in a Modern System of Education: Towards High Quality Education for All* (p. 36). Vanderbilt University.
- Maleki, A., Mollaei, F., & Khosravi, R. (2014). A content evaluation of Iranian pre-university ELT textbook, *Theory and Practice in Language Studies*, 4(5), 995-1000. doi: 10.4304/tppls.4.5.995-1000
- McKay, L. S. (2006). *Researching Second Language Classroom*. New Jersey: Lawrence Erlbaum Associates.
- Mertens, D. M & McLaughlin, J. A. (2004). *Research Evaluation Methods in Special Education*. California: Corwin Press.
- Mukundan, J., & Nimehchisalem, V. (2012). Evaluative criteria of an English language textbook evaluation checklist. *Journal of Language Teaching and Research*, 3(6), 1128-1134. doi: 10.4304/jltr.3.6.1128-1134
- Nazir, M. (2005). *Metode Penelitian*. Bogor Selatan: Penerbit Ghalia Indonesia.
- Nunan, D. (1992). *Research Methods in Language Learning*. New York: Cambridge University Press.
- Oxford University Press. (2011). *Oxford Learner's Pocket Dictionary fourth edition* (p. 151). New York: Oxford University Press.
- Packer, M. (2011). *The Science of Qualitative Research*. New York: Cambridge University Press.

- Richard, J. C. (1990). *The Language Teaching Matrix*. USA: Cambridge University Press.
- Richard, J. C. (2001). *Curriculum Development in Language Teaching*. New York: Cambridge University Press.
- Richards, J. C. & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching (Third Edition)*. United Kingdom: Cambridge University Press.
- Sanjaya, W. (2008). *Kurikulum dan Pembelajaran*. Jakarta: Kencana Prenada Media Grup.
- Syamsuddin & Damaianti, V. S. (2009). *Metode Penelitian Pendidikan Bahasa*. Bandung: PT Remaja Rosdakarya.
- Tiwari, S. R. (2008). *Teaching of English*. New Delhi: S. B. Nangia
- Walliman, N. (2001). *Your Research Project: a step-by-step guide for the first-time researcher*. London: SAGE Publication.
- Wen-Cheng, W., Chien-Hung, L., & Chung-Chieh, L. (2011). Thinking of the textbook in the ESL/EFL classroom. *English Language Teaching*, 4(2), 91-96. doi: 10.5539/elt.v4n2p91
- Yamada, M. (2015). *The Role of English Teaching in Modern Japan: Diversity and multiculturalism through English language education in a globalized era*. New York: Routledge
- Yin, R. K. (2011). *Qualitative Research from Start to Finish*. New York: Guilford Press.
- Yulaelawati, E. (2007). *Kurikulum dan Pembelajaran*. Jakarta: Pakar Raja.

THESIS

**Submitted to Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry
Darussalam Banda Aceh as a Partial Fulfillment
of the Requirements for Sarjana Degree (S-1)
on Teacher Education**

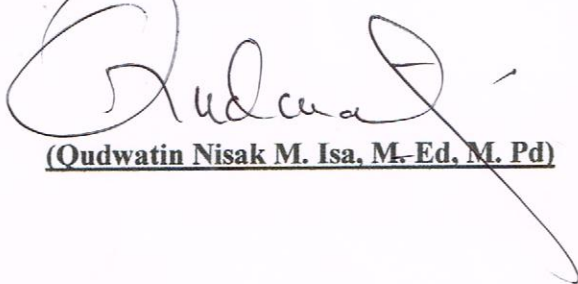
By:

NANDA MURSYIDA

**The Student of English Education Department
Faculty of Tarbiyah and Teacher Training
Reg. No. 231 121 281**

Approved by:

Main Supervisor,



(Qudwatin Nisak M. Isa, M.-Ed, M. Pd)

Co-Supervisor,



(Erry Zul Akbar M. Pd)