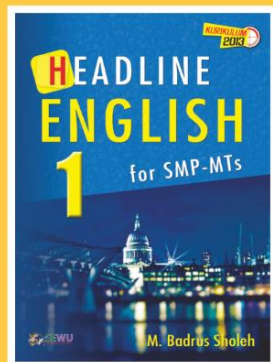
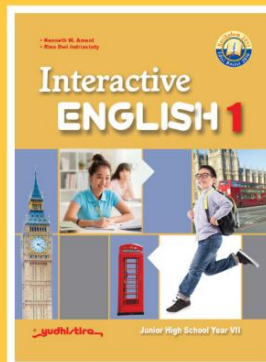
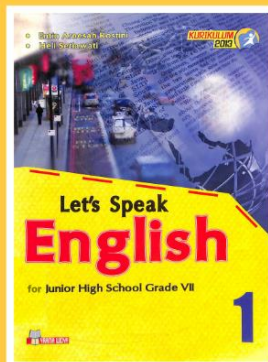
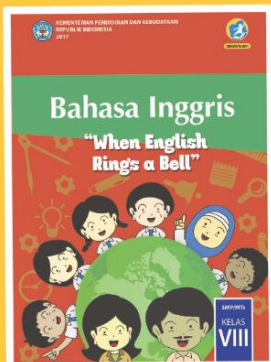


English Textbook Evaluation for 7th Grade of Junior High School: Brian Tomlinson's Perspective

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FOREWORD

The importance of English in everyday life and the future opportunities, has made English as a central subject in junior and senior high schools. The government develops English competency standards as outlined in the curriculum as a standard for the English learning process. The needs of students as the main reference in making the curriculum so that educational goals can be achieved.

Through PP 32/2013, the 2013 curriculum is a curriculum implemented with the aim of building the students as productive, creative and innovative generations and contributing to social life both in Indonesia and the world. The 2013 curriculum is also a curriculum developed in response to increasing the competence of students who are able to compete both in Indonesia and abroad.

This monograph presents an evaluation related to the presentation of the 2013 curriculum-based textbook, both visually and in content. The evaluation was carried out based on 14 criteria according to Tomlinson which was carried out on 4 books; 'When English Rings the Bells', 'Let's Speak English', 'Headline English', and 'Interactive English'.

We are aware that this Book still has many deficiencies in its substance and presentation. For that, we look forward to suggestions from the readers.

Magelang, October 2020

Athia Fidian, M.Pd.
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CHAPTER I

RESEARCH BACKGROUND

A. Introduction

English is the most commonly spoken and accepted language on the world. English plays a vital role since it is spoken as a native and foreign language in almost every country in the world. The statement implies that English has become a foreign language in most countries and also is used by the majority of the population of the world. It serves the purpose of communication as well as a major feature of a greater, more competitive country. That is why English is taught in Indonesia at all educational levels.

Due to the obvious importance of English in society's everyday situations and its prospects for the future, the government has announced English as a major subject beginning in junior high school and continuing through senior high school.

The Indonesian government has integrated English into the educational system. The system has designed an English standard competence that is written into the curriculum as the standard for teaching and learning English. The curriculum is designed to meet the needs of Indonesian students and to accomplishing a specific educational goal. Because of the development of human needs, especially in the field of education, the Indonesian government is constantly striving to improve the teaching and learning process. As

stated by Nunan (2010) that “For many years, the goal of language pedagogy was to find the right method.” As a result, the Indonesian government, especially the Ministry of Education, is developing a new curriculum as a new standard for teaching and learning.

Indonesia's educational system recently initiated Kurikulum 2013 pursuant to Peraturan Pemerintah 32/2013 (Republic of Indonesia, 2013). Kurikulum 2013 is a school-based curriculum; it is an operational curriculum that each educational unit constructs, develops, and implements (school). The aim of the 2013 Curriculum is to prepare Indonesia's future generations to be religious, prosperous, imaginative, and inventive citizens who can contribute to social life in Indonesia and around the world. It has been used and is being introduced in a number of schools in Indonesia, beginning with the first grade of junior high school and continuing to senior high school. The program was created in response to two major challenges. There are both internal and external problems to contend with (Mendikbud, 2013b).

The internal problem is that Indonesia's human resources are growing in size. As a result of the government's reaction, the curriculum for 2013 was designed to improve people's abilities. Furthermore, global change and growth serve as an external challenge that stimulates the creation and implementation of curriculum 2013. The curriculum 2013 was created using a combination of standard-based and competency-based curriculum, but the distinction between this and previous curriculums can be seen in the structure of the curriculum itself.

Material is also essential in developing a successful teaching and learning method, according to the curriculum. Typically, textbooks are used as the source of information. In reality, textbooks are used by the majority of Indonesian teachers to deliver the material. The English Language Teaching textbooks are inextricably linked to the teaching and learning of English in Junior High School. As a result, the presence of a textbook is needed to support the teaching and learning process (Brown, 2015).

One of the variables that determines the success of the teaching and learning process is the textbook. It is also reinforced by the fact that the educational model is changing today. Start with the teacher as the center of learning in the class and work your way down to the students. As a result, textbooks, as an essential source of information that is specified in the curriculum, as well as the teacher, play a critical role in education.

The ministry of education has already formulated the standard competence, and also prepared all the materials to implement the new curriculum. However, it gives some effects; positives and negatives. The positives are the good standard competence, the constructive approximation method and the continuing competence from junior high school to senior high school. The negatives are how the effectiveness of that prepared materials with the curriculum 2013, the readiness of the teachers with the new curriculum, etc. The changing curriculum can simply be modified if there is no good planning. Both of such preparations must be detailed. The textbook, for example, is the most important preparation. The new curriculum would not yield

the best results if the curriculum is updated but the textbook remains unchanged.

According to the explanation above, textbook evaluation is one of the methods for deciding whether or not a textbook is suitable for the curriculum. A textbook evaluation is still needed, even after the new curriculum has been implemented. As a result, the materials in four English textbooks for seventh graders were evaluated in this report. The results of this study will be useful and helpful for future research and studies in this area, as well as providing concrete suggestions for change and growth.

B. Limitation of the Research

Based on the background, the researcher makes an analysis of this research which is limited to four textbooks used in seventh grade of Junior High School based on the 2013 curriculum, that are; 'When English Rings the Bells', "Let's Speak English", "Headline English" and 'Interactive English'

C. Research Problems

The problem of this research can be formulated as follows;

1. How is the conformity between the materials in the English textbooks for the seventh grade of junior high school and the basic competences in the syllabus of curriculum 2013?

2. How is the conformity between the materials in the English textbooks for the seventh grade of Junior High School and Brian Tomlinson's Criteria?

D. Research Objectives

According to the formulation above, the objectives of this study are as follows:

1. To find out the conformity between the materials in the English textbooks for the seventh grade Junior High School and syllabus of curriculum 2013
2. To find out the conformity between the materials in the English textbooks for the seventh grade Junior High School and Brian Tomlinson's Criteria

CHAPTER II

LITERATURE REVIEW

A. Teaching English in Secondary School

Teaching can be described as showing or assisting someone in learning how to do something, giving guidance, guiding the study of something, providing information, and causing to know or understand, according to [Brown \(2015\)](#), teaching can be defined as showing or helping someone to learn how to do something, giving instruction, guiding the study of something, providing with knowledge, and causing to know or understand. He also states that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. He also states that teaching cannot be defined apart from learning; teachers should be able to guide and facilitate students to use the language in communication. The practice of teaching is concerned with the learning process.

Language policies and programs in secondary schools differ greatly from country to country. In EFL country such as in Indonesia, English sometimes a required secondary school subject and almost always one of several foreign language options. The secondary school students have a range ages of twelve and nineteen or usually called teenagers.

According to [Brown \(2015\)](#), the "terrible teens" are a time of change, uncertainty, self-consciousness, rising, and evolving bodies and minds, and as a result, teaching teenagers would require a unique set of considerations. Adolescents are often seen as problem students, according to [Harmer \(2007\)](#) who agrees with Brown. They're in the process of figuring out who they are and how they feel about themselves. They must have a positive self-image and be at ease in their own skin.

The teens need guidance and interested facilities. The guidance from the teachers is very needed, linked with some interested materials which facilitate their need and help them to organize and apply what they are learning. The most obvious and common form of material support for language instruction comes through textbooks. Most language programs rely heavily on textbooks. In certain cases, they serve as the foundation for much of the language feedback and practice that students obtain in the classroom. They can serve as a foundation for the content of lessons, the mix of skills taught, and the types of language practice students engage in. In other cases, the textbook may primarily serve as a complement to the teacher's instruction. Apart from teacher-provided feedback, the textbook can be the primary source of communication with the language for students. Textbooks can also act as a means of teacher preparation for new teachers, as they include suggestions about how to prepare and teach lessons, as well as formats that teachers can use.

B. Textbook

Textbooks are better viewed as a tool for achieving goals and objectives that have already been established in terms of the needs of the students (Cunningsworth, 1995). The textbook is the most widely used written educational resource. The textbook becomes one of several aids in the hands of a professional practitioner to assist the student in learning simple concepts of subject matter. According to Richards (2001), textbooks are used in language programs in a variety of ways. A reading textbook, for example, could serve as the foundation for a reading ability course, offering both a collection of reading texts and exercises for skill practice. Model compositions and a selection of subjects for students to write about may be found in a writing textbook. A grammar textbook could be used as a reference book, with examples and exercises to help students improve their grammatical knowledge. Students could read and discuss passages from a speaking document. In a listening course, the primary listening input may be a listening text combined with audio cassettes or CDs.

The textbook is properly regarded as a teaching aid. It is actually one of the possible learning materials because it assists teachers and students in achieving their learning objectives. It is used if it can perform better than all of the other available instructional materials. Teachers discover major benefits in the textbook that must be mastered. It normally condenses a large amount of useful knowledge commonly associated with a specific course. Since each student typically has a copy of the text, it may serve as a shared resource.

1. The Importance of Textbook

A textbook is one of the teaching aids that aids in the effective teaching and learning of English. Textbooks assist teachers in providing the most efficient classroom instruction possible. Textbooks also serve as a source of information for students during the learning process.

According to [Brown \(2015\)](#), the most obvious and the most common form of material support for language instruction comes through textbooks. So, textbook is very important thing in educational system. Textbooks are important in teaching learning process, especially for teacher, because textbooks can help teachers which have limitation material instruction to students. According to [Richards \(2001\)](#), the use of textbooks in teaching has some advantages. There are some principles advantages of using textbooks in classroom:

- a. They provide structure and a syllabus for a program.

Without textbooks, a curriculum may lack a central center, and students may not obtain a systematically designed and produced syllabus.

- b. They help standardize instruction.

The use of a textbook in a curriculum will ensure that students in different classes are exposed to similar material and, as a result, are evaluated in the same way.

- c. They maintain quality.

Students are introduced to materials that have been tried and tested, are based on sound learning standards, and are paced correctly when a well-developed textbook is used.

- d. They provide a variety of learning resources.

Workbooks, CDs and cassettes, videos, CD ROMs, and detailed teaching guides are often included with textbooks, offering a rich and varied resource for teachers and students.

- e. They are efficient.

They free up teachers' time, allowing them to focus on teaching rather than content creation.

- f. They can provide effective language models and input.

Teachers whose first language is not English and who may not be able to produce correct language input on their own will benefit from textbooks.

- g. They can train teachers.

If teachers have little to no teaching experience, a textbook and a teacher's manual can be used as an initial teacher training tool.

- h. They are visually appealing.

Commercial textbooks typically have high design and quality requirements, making them attractive to both students and teachers.

Curriculum, learning concepts, subjects, teaching points, exercises, instruction, and other factors all go into the creation of a successful textbook. It is designed in such a way that it will offer advantages to teachers and students. So, the textbooks will help the teachers in teaching as effective as possible.

2. The Function of Textbook

The use of English textbooks is also considered in the implementation of curriculum 2013 in teaching English. It serves an extremely important purpose. According to Tarigan (1993) the function of textbook as follows:

- a. To express a taught and modern view of lesson and also demonstrate its applicant in the teaching materials.
- b. To present various, readable subject matter which is suitable with the students need and interest, as source of learning program to make real condition, just like in the student real life.
- c. To provide an arranged, gradual source in the functional skills of communication.
- d. To present together with the supplementary books the teaching methods and materials to motivated the students to learn.
- e. To provide an evaluation and remedial teaching program suitable and useful for both teachers and students.
- f. To present exercise and practical tasks.

As a result, textbooks should provide related materials and activities. The textbooks should be able to assist teachers in providing a high-quality language teaching and learning experience for their students.

3. The Role of the Textbook

Both teachers and students rely heavily on instructional materials in the form of textbooks. Textbooks are required by teachers in order to prepare for and perform lessons. Furthermore,

without a textbook, teachers would struggle to build written evaluations.

The relationship between the instructor and the coursebook is critical, and it is best when it is a collaboration with shared objectives to which each side contributes something unique. The coursebook's goals should be as similar as possible to the teacher's goals, and both should strive to fulfill the learners' needs to the greatest extent possible ([Cunningsworth, 1995](#)). Textbooks are also very relevant for students. Students who do not have their textbooks with them during the teaching and learning sessions will struggle to keep up with the lesson. To put it another way, a lack of textbooks in teaching and learning practices will lead to less teaching success.

According to [Klymkowsky \(2007\)](#), instructional goals in teaching and learning programs cannot be completely realized due to a shortage of textbooks available to students. The instructor selects study material because it will help students learn more effectively than any other choice. The textbook is the most common requirement, and teachers naturally check it first to see if it is suitable for the learning activity. If not, the teachers will look for alternative materials. These additional materials are now referred to as supplementary materials. The text provides guidance and confidence to the new instructor. Teachers believe they should rely on textbooks because writers are more knowledgeable in their fields and thus better suited to prepare materials for particular courses. As [Callahan & Clark \(1988\)](#) state that textbooks can be extremely useful, particularly for new teachers. They are thought to be very

useful in teaching preparation since they organize or arrange the course. Furthermore, they have a subject matter selection that can be used as a foundation for deciding course content and emphases. Textbooks can also include a collection of exercises as well as recommendations for teaching techniques and tactics.

Since textbooks play such an important role in the teaching-learning process, good textbooks should be chosen to help the teaching-learning process succeed. The foreign language instructor must make every effort to choose and prepare materials that present the spoken language while selecting or preparing the textbook and other teaching materials. They must be mindful that no language is written exactly as it is spoken anywhere on the world.

4. The Criteria of a Good Textbook

Textbooks are only one form of instructional material that can be used to help students learn. The materials should follow the same broad requirements that are used to choose a textbook. The material chosen for use should (a) contribute to the lesson's learning goals, (b) provide substantial content for research, (c) be consistent with the teaching procedures to be used, and (d) be suitable for the specific group of students who will use it. Any foreign language teacher is faced with the task of choosing a textbook that is appropriate for his or her teaching situation. In certain classrooms, the textbook selection could have already been made before the teacher arrives on the scene. Once chosen, the textbook, along with all other instructional materials, must be tailored to the teacher's specific teaching strategies and methods in the classroom. After

making a list, the instructor generally uses the textbook for a long time. As a result, it should be thoroughly examined and carefully chosen.

A good textbook according to [Ornstein \(1990\)](#), has a number of desirable characteristics. They were all well-organized, current, and correct. A well-organized textbook is important. A good composition of instructional materials is needed in this textbook. The materials must be well-organized and include all necessary English skills. A successful textbook would be fairly current. It means that the textbook's content must reflect current events in order to provide students with new knowledge or news. A good textbook should contain accurate information. In this case, textbook materials should not present incorrect details or be written in grammatical errors or with incorrect words.

According to [Celce-Murcia \(2001\)](#), a textbook is categorized as successful if all aspects of the textbook are considered. Subject matter, vocabulary and structure, exercises, illustration, and physical appearance are the factors to consider.

a. Subject matter. A textbook is good if:

- 1) the subject matter covers variety of topics which are suitable with the curriculum, in this case is the curriculum 2013,
- 2) the ordering of materials are arranged in logical form
- 3) the content grade are appropriate with the students' need, and
- 4) the materials are accurate up to date.

- b. Vocabulary and structure. A good textbook is if:
- 1) the vocabulary and structure which is used is appropriate with the students' grade,
 - 2) the vocabulary items are controlled from the simple to complex one,
 - 3) the new vocabularies are repeated in the next chapter to make the students' memory stronger,
 - 4) the sentences length is suitable with the students' level
 - 5) the structures gradually increase in difficulty level to suit the growing ability of the students;
 - 6) the words that are used are the daily words, and the sentence structures follow normal word order,
 - 7) the sentence and paragraph follow one another in logical sequence, and
 - 8) linguistic items are introduced in meaningful situation.
- c. Exercises. A textbook can be said good if:
- 1) the exercises develop comprehension and test knowledge of main ideas, involve vocabulary, structures, and language skills which build up the students' ability,
 - 2) provide practice in difference types of written work (like sentence completion, spelling and dictation, guided composition, and others),
 - 3) cumulatively test newmaterials; and
 - 4) develop meaningful communication by referring to realistic activities.

- d. Illustration. The illustration of a good textbook should:
- 1) create a favorable atmosphere by depicting realism and reaction,
 - 2) be clear, simple, free, and interesting, and
 - 3) directly related to the content to help the learners in understanding the text.
- e. Physical appearance. A good textbook is good if:
- 1) the cover is durable enough,
 - 2) the text is attractive,
 - 3) the picture on the cover can make the students are interested, and
 - 4) the size is suitable with the students' handle.

So, depending on the above requirements, a textbook serves certain purposes. According to [Cunningsworth \(1995\)](#), textbooks should be tailored to the needs of learners, aid in equipping students to use language effectively for their own purposes, promote students' learning, and play an important role in mediating the target language and the learner.

C. Curriculum

Curriculum can be viewed in a variety of ways. There are several different meanings and definitions of this term among people and educational experts. It is dependent on their prior experience and point of view.

The term "curriculum" refers to all of the plans and events that are made available to students. Curriculum, according [Tjokrosujoso](#)

(1996), is a planned and structured sequence of learning experiences and activities made available to students in order to achieve specified educational objectives. In this study, the author emphasizes the use of the 2013 English curriculum as the research's foundation.

The 2013 Curriculum is a school-based curriculum that has been developed, adopted, and constructed by each educational unit (school) since 2013. In 2013, the Ministry of National Education approved the 2013 Curriculum. The 2013 Curriculum includes a schedule for teaching and learning, as well as rules for goals and materials, as well as the approach for teaching and learning (Mendikbud, 2013b).

Affective, cognitive, and psychomotor elements are also addressed in the 2013 Curriculum. Acceptance, performance, appreciation, and inspiration are all facets of affective aspects that enable students to accept, succeed, appreciate, and inspire. Students are encouraged to comprehend, apply, analyze, and assess cognitive aspects. If psychomotor aspects encourage students to: observe, inquire, try, find reasons, present, and write, psychomotor aspects encourage students to: observe, ask, try, find reasons, present, and compose (Mendikbud, 2013a).

The following learning stages are emphasized in the 2013 Curriculum: 1) observing; students collect information, 2) questioning; students are encouraged to inquire about how phenomena occur, 3) experimenting; students try to apply their knowledge through some practice provided by the teacher, 4) associating; students attempt to connect the phenomena to previous knowledge, and 5) communicating.

The 2013 English Standard Competence includes certain basic English skills that apply to all English materials. English Standard Competence comprises two types of competences, according to the 2013 Curriculum: core competences and simple competences. There are four priorities that make up core competence. The first and second goals place a strong emphasis on the affective domain. The third goal focuses on the cognitive domain, while the fourth goal focuses on the psychomotor domain. Each core competency is subdivided into basic competencies that serve as a framework for developing learning materials ([Mendikbud, 2013b](#)).

The introduction of the 2013 curriculum has repercussions in a variety of ways. Positive or negative results are needed. The benefits include high quality competence, the constructive approximation process, and the ability to transition from SD to SMA with ease. To begin with, the graduation competency level is well-organized. The subjects, according to KTSP, had to be patched in order to keep it going. In the 2013 curriculum, on the other hand, the determination of graduation level competence came first, before the subjects. Second, the approximation approach based on students' imagination is completed in the 2013 curriculum. Awareness, ability, and attitude are the three key components of education that the new curriculum addresses. The lesson as a whole demonstrates knowledge. Skill is derived from practical lessons such as athletics, and attitude is expressed by devoting additional time to religion. Character development and faith themes are more prominent in the 2013 curriculum. Third, from SD to SMA, the 2013 curriculum is structured in a continuous fashion. The SMA competency, in particular, is a

continuation of SD and SMP. Despite its many advantages, the current curriculum has a number of flaws.

The government should reflect on many aspects in this regard in order to introduce the new curriculum. At the very least, three critical issues must be addressed. They are textbooks, teacher education, and educational policy. The textbook is the most important aspect of training. If the curriculum is modified but the textbook remains the same, the new curriculum would resemble a paper tiger. It refers to anything that appears to be as dangerous as a tiger but cannot stand up to a challenge. The government should create source books for teachers and students, with material that differs from one another. Teachers' preparation is the next most important aspect of readiness. In this scenario, the program will be implemented in stages, and teacher preparation will be provided on a continuously. If the implementation begins in the first grade, fourth grade, seventh grade, and tenth grade, at least 500,000 teachers will be involved. The education governance is the last major issue that needs to be addressed. The stage of education governance has been set by the ministry. As a result, the education governance for the 2013 curriculum, as well as the study administration book, has been adjusted. Content requirements, process standards, graduation standards, and assessment standards are all bound to change if the program is changed. If four KTSP requirements are revised, the report administration book will be updated. Because of both of these changes, the new program would require a significant amount of government preparation.

D. Evaluation

Value judgments on the part of those concerned are unavoidable, and these value judgments will undoubtedly be subjective to some degree, reflecting the views and interests of those making them. They'll be influenced by a variety of factors, including learner and teacher perceptions, methodological preferences, learners' perceived needs, syllabus requirements, and personal preferences (Cunningsworth, 1995). Evaluation is also seen as “an activity of gathering information to be used in making educational decisions” (Genesee & Upshur, 1996).

The assessment procedure is divided into three sections. The first is data collection, which takes into account things like students' backgrounds, learning processes, and instructional variables. The second step involves interpreting the data and comparing it to a desired state of affairs, priorities, or other data that you believe is important to your decisions. The third is the method of making decisions about teaching, students, textbooks, and so on (Becerra, 2006).

Evaluation is a broader concept that encompasses not just evaluation but also other methods. These extra procedures are intended to help us interpret and act on the findings of our evaluation. Evaluation is more than just gathering data; it's also a decision-making tool (Nunan, 2010). The primary goal of school assessment is to enhance the quality of education by providing input on students' learning, classroom instruction, curriculum material, and course content.

1. Purposes of Evaluation

The effectiveness of the course material can be determined by evaluation. Certain curricular areas may prove challenging for students because their maturity level is not yet mature enough to cope with them. This reality can be discovered by assessment and feedback. It can be changed if feedback from various pupils' evaluations repeatedly shows that a specific curricular field is not appropriate for them. This knowledge is useful in determining the suitability of the pre-determined goals, as well as the course. As a result, review will serve as a foundation for textbook revision.

"The key reasons for developing or enhancing assessment provisions are three main concerns," according to [Scheerens \(2007\)](#): "to formally control desired standards of quality of educational results and provisions; to keep educational service providers accountable; and to promote continued progress in education." When a textbook is first introduced, it should be thoroughly reviewed to ensure that the content is appropriate for the classroom. A variety of factors should be included in this test, such as the students' age and proficiency level, the language factors that they must study, the course syllabus, and so on ([Fredriksson & Olsson, 2006](#)).

2. Types of Evaluation

Educators also divided assessment into categories based on its intent. According to [Cunningsworth \(1995\)](#), assessment can take three forms: "pre-use," "in-use," and "post-use." The most challenging form of assessment is "pre-use," since there is no actual

experience with the textbook. In another sense, "in-use" evaluation is a type of suitability assessment that involves matching the textbook to a particular requirement, such as the learner's goal, context, available resources, and so on. On the other hand, "post-use" evaluation refers to a review of a textbook's suitability after repeated use, which aids administrators in deciding whether or not to use the same textbook in the future.

Another two forms of assessment listed by [Scheerens \(2007\)](#) are formative and summative. They clarify that the terms formative and summative evaluations were introduced by [Scriven \(1967\)](#). They go on to say that formative evaluation serves as a continuous assessment tool throughout the development process. Summative review, on the other hand, serves as the overall, final assessment of the curriculum or textbook.

At different stages of the creation of a new textbook, it could be formatively evaluated. To begin, subject matter and pedagogical experts could be shown the overall design or outline. The book's contents could then be tested in reality on a small scale. Finally, a first version can be evaluated in terms of its implementation. Teachers using the new textbook could be seen during lessons in this case. The outcomes of such a formative assessment may then be used to improve or expand on suggestions for better system use in a second version.

Summative evaluation is used to make total and final decisions on whether or not to continue with a textbook, while formative evaluation is used to guide development processes. However, as the literature on assessment usage suggests, this

distinction should not be taken too seriously, since policy-making seldom involves "go/no go" decisions. As a result, the findings of summative evaluation will help shape policy and textbook creation over time.

When evaluating textbooks, the most important factor to consider is whether or not the textbooks contain goals, as well as their accuracy and suitability for the students' level. Furthermore, according to [Hyland \(2007\)](#), priorities are critical in ensuring that effective learning occurs. Lesson and unit objectives describe the measurable activities learners will exhibit at the end of the unit, just as syllabus objectives describe the information and skills students will gain at the end of a course.

3. Criteria for Textbook Evaluation

While [Tomlinson \(2008\)](#) has 14 criteria to evaluate the coursebook. The 14 criteria are as follows;

- a. To what extent do the materials provide exposure to English in authentic use?
- b. To what extent is the exposure to English in use likely to be meaningful to the target learners?
- c. To what extent are the texts likely to interest the learners?
- d. To what extent are the activities likely to provide achievable challenges to the learners?
- e. To what extent are the activities likely to engage the learners affectively?
- f. To what extent are the activities likely to engage the target learners cognitively?

- g. To what extent do the activities provide opportunities for learners to make discoveries about how English is used?
- h. To what extent do the activities provide opportunities for meaningful use of English?
- i. To what extent do the materials provide opportunities for the learners to gain feedback on the effectiveness of their use of English?
- j. To what extent are the materials likely to sustain positive impact?
- k. To what extent do the materials help the learners to make use of the English-speaking environment outside the classroom?
- l. To what extent do the materials help the learners to operate effectively in the English-speaking environment outside the classroom?
- m. To what extent do the materials treat English as an International Language?
- n. To what extent do the materials provide opportunities for cultural awareness?

Those criteria will reflect the result of each textbooks. From the result, the expectations as to what a textbook at a certain level should contain are described.

E. Previous Research

Previous research conducted by several researchers showed that some textbooks did not meet the criteria stated in several indicators. One study showed that only a few checklist items were

fulfilled by this textbook. Even though, The role of textbooks, ideally, is not as a source of material but is more likely to have a role in developing students' abilities ([Adioska, 2019](#)). Another study, showed that the calculated writing practice score from “When English rings a Bell” textbook was 50% dominant in the 2013 curriculum ([Simanungkalit, Sipayung, & Silitonga, 2019](#)).

Other research results indicate that not all textbook contents are in accordance with the basic competencies in the 2013 English Curriculum syllabus. Some textbooks are also not in accordance with the wishes and needs of students ([Fidian & Supriani, 2018](#)). In line with the above research, some textbooks do not cover all of the Basic Competencies ([Jannah & Robiasih, 2019](#)). Other studies highlighted in terms of subject and content, this textbook needs to increase the diversity of the subject and content of the textbook so that this textbook is interesting, challenging, and motivating ([Handayani, 2016](#)).

CHAPTER III

RESEARCH METHOD

A. Research Type

This study is designed to answer the research question as stated in the Chapter I. It focuses on assessing the conformity of content in English textbooks for junior high school students in the seventh grade to the basic competencies in the curriculum 2013 syllabus.

To illustrate this analysis, the researcher used assessment testing. The term "evaluation analysis" refers to the goal of a study rather than a particular process. This aim is to assess the effect of social programs such as new teaching approaches, parole reform, and a variety of other items. In assessment analysis, a variety of approaches, such as surveys and tests, can be used. As evidenced by textbooks, courses, and programs, the field of evaluation analysis is becoming a more prominent and active research specialty.

The template was used to find out if the basic competences in the syllabus of curriculum 2013 and the basic competences in the textbook were in agreement, as well as if the materials in the English textbook were in agreement with the basic competences in the syllabus of curriculum 2013. In this research, four types of English textbooks for seventh grade junior high school students were examined: 'When

English Rings the Bells,' 'Headline English,' and 'When English Rings the Bells,' all of which were based on the 2013 English curriculum.

B. Object and Research Data

The focus of this research is on four English textbooks for junior high school students in the seventh grade. The textbook's materials are divided into chapters in which the four English skills of listening, speaking, reading, and writing are combined into a single thematic chapter.

All of the English learning material provided in those English textbooks forms the basis of this study's results. Dialogues, passages, monologues, jobs, events, commands, tables, and so on are among the data types. Different chapters in each book are included in the textbook that is being examined. The following are the textbooks that will be used by the researcher:

1. 'When English Rings the Bells'. This book published by *Kemendikbud*. It consists of 8 chapters in 188 pages.
2. 'Let's Speak English'. This book published by Yrama Widya. It consists of 176 pages with 12 chapters and competencies standard.
3. 'Interactive English'. This book published by Yudhistira. It consists of 14 chapters with 159 pages. The each chapters are Getting to Know Others, Friends around the World, It's All about Me!, Feelings, Home Sweet Home, What Should I Buy?, My Classroom, Let's Go to School, Hardworking, Jobs, Fashion, Let's Go Shopping, How's the Day?, and It's Show Time!.

4. 'Headline English'. This published by Sewu. It consists of 6 chapters with 267 pages.

Textbooks are chosen because they provide benefits to both teachers and students. They can serve as a foundation for the content of lessons, the mix of skills taught, and the types of language practice students engage in. In other cases, the textbook may primarily serve as a complement to the teacher's instruction. Apart from teacher-provided feedback, the textbook can be the primary source of communication with the language for students. Curriculum, learning principles, subjects, teaching points, exercises, and instruction are all factors that go into the design of textbooks.

Another explanation for the researcher's choice of those four textbooks is the curriculum they contain. She also wanted to get used to the textbooks that were being used in certain classrooms. It is assumed that the teachers and students will be familiar with the textbooks as a result of this.

C. Data Collection

The data collection methodology used in this study was record analysis using a checklist. The study looked at how well the English learning materials aligned with the 2013 English basic competencies. In this analysis, there were two measures that used two tables. The first is that the researcher compared the basic competences in the textbook to the basic competences in the English curriculum 2013 syllabus. The researcher then reviewed the textbook's English materials for adherence to the English curriculum's basic competences in 2013. After

those two steps, the researcher collected the data and the result from the instrument table, after that, those data were analyzed and elaborated.

The researcher also used interviews. An interview with some teachers having competence in the subject did to check the conformity from the data that have got by researcher and the teacher point of view. Besides, interviews with some students also done to get some information about the students' need and want.

The data used in this study was primarily collected through the distribution of questionnaires among English teachers in some schools. There were four teachers from 3 school helped the researcher in filling the questionnaire. They also helped the researcher by doing a simple discussion in an interview about the four textbooks. The table 1 shows the data of the teachers.

Table 1.
List of Expert

1.	Sulasmiyati, S.Pd.	Cimahi, 8 Juli 1967 IKIP Yogyakarta SMP N 2 Muntilan - A Senior English teacher (18 years)
2.	Titik Ernawati, S.Pd.	Magelang, 13 Juli 1968 Tidar Magelang University SMP N 2 Muntilan - A Senior English Teacher (19 years 3 months)
3.	Khamim Mustofa, M.Pd.	Kebumen, 8 September 1976 Semarang State University SMP Muhammadiyah 2 Kebumen - A Senior English teacher and also a Deputy Head of School in Curriculum (13 years)
4.	Nugraheni Suryaningtyas, S.Pd.	Magelang, 28 Januari 1989 Yogyakarta State University SMP Muhammadiyah Plus Muntilan - A Fresh and Young Teacher - Cumlaude Graduated (2 years)

The researcher chooses the four of the teachers above because some of them are senior English teachers in their school which also favourite school in its region and one of them is a deputy head of school in curriculum. While one of them, the youngest one is an energetic, fresh, and young teacher who is cumlaude graduated and also up to date with the newest information.

D. Data Analysis

The researcher used 14 criteria according to [Tomlinson \(2008\)](#) to evaluate the coursebook. It was important to focus on the match between those criteria. It didn't mean to recommend or criticize any of these coursebooks but just presenting the effect that these materials are likely to have on the target learners. The 14 criteria are:

1. To what extent do the materials provide exposure to English in authentic use?
2. To what extent is the exposure to English in use likely to be meaningful to the target learners?
3. To what extent are the texts likely to interest the learners?
4. To what extent are the activities likely to provide achievable challenges to the learners?
5. To what extent are the activities likely to engage the learners affectively?
6. To what extent are the activities likely to engage the target learners cognitively?
7. To what extent do the activities provide opportunities for learners to make discoveries about how English is used?

8. To what extent do the activities provide opportunities for meaningful use of English?
9. To what extent do the materials provide opportunities for the learners to gain feedback on the effectiveness of their use of English?
10. To what extent are the materials likely to sustain positive impact?
11. To what extent do the materials help the learners to make use of the English-speaking environment outside the classroom?
12. To what extent do the materials help the learners to operate effectively in the English-speaking environment outside the classroom?
13. To what extent do the materials treat English as an International Language?
14. To what extent do the materials provide opportunities for cultural awareness?

Since the English content in the textbooks was incorporated, the researcher was able to directly explain the study's findings without the need for any expertise in dividing in words rather than numbers. The conformity between the materials in those English textbooks and the basic competences in the 2013 English curriculum was defined in the study review.

CHAPTER IV

RESEARCH RESULTS

A. The Textbooks' Overview

In this study, the researcher used four different types of textbooks. Those books were chosen based on the curriculum they covered and the teacher's experience with them. The following are the textbooks that the researcher used:

1. 'When English Rings the Bells'

When English Rings the Bell is an English textbook for junior high school seventh graders. This book is also intended to aid in the teaching and learning process, and it was created to be compatible with the Curriculum 2013. Kemendikbud is the publisher of this novel. It has a total of 188 pages.

There are 8 chapters presented in this textbook; How are You, It's My Birthday, I Love People around Me, I Love things around Me, I Love My Town, She's So Nice, What do They Look Like?, and Attention Please!. In the first semester, the students will learn unit 1 to unit 4 and the rest will be taught in the second semester.

2. 'Let's Speak English'

'Let's Speak English' is an English textbook designed for seventh grade of junior high school. This book published by Yrama

Widya. This textbook also designed to support the process of teaching and learning and it is developed for the compatibility to the Curriculum 2013. 'Let's Speak English' is printed in 171 pages. These pages are added with the preface, book features, table of content, competencies standard, bibliography, glossary and index. In total, there are 184 pages printed on this book.

There are 12 chapters presented in this textbook. The each chapters are Hello, How Are You, What's Your Name?, Can you...?, What's the date Today?, Where is it?, Review 1, What are You Doing?, What is Like?, Just do It!, Let Me See, How..., Let's Talk about..., and Review 2.

Chapter 1 to chapter 6 will be learnt in the first semester and the rest of it will be taught in the next semester. On each chapter, the textbook provides check your progress, explore your creativity and fun page. In the check your progress, the authors give some tasks to know the students progress. For the explore your creativity, the authors give some tasks that will guide the students to explore their creativity.

3. 'Headline English'

'Headline English,' like the other books listed, is an English textbook for junior high school students in seventh grade. This textbook is also intended to aid in the teaching and learning process, and it was created to be compatible with the Curriculum 2013. Sewu released this novel, which has 264 pages. The preface, book features, competencies standard, classroom language, table of contents, bibliography, and index are all included on these pages. This book

has a total of 280 pages printed on it. This book is the heaviest among the others.

There are 6 chapters presented in this textbook. The each chapters are Good Morning, My Classroom is Very Clean, Thanks for Your Help, What does He Look Like?, This is a Wild Animal, and This is a Wonderful Place. Chapter 1 to chapter 3 will be learnt in the first semester and the rest of it will be taught in the next semester.

On each chapter, the textbook provides some features that more varieties than other book. The features are let's start, work alone, work in pairs, work in groups, important notes, grammar in focus, competence test, homework, school project, remedial test, enrichment test, time for fun, time for review, character evaluation, reflection, and vocanulary list. Let's start contains with starting activities allowing students to observe the material discussed in the sub-unit. For work alone, this part contains activities which should be done by students individually, while work in pairs contain activities which should be done by students in pairs and work in groups cointain activities that can help students to build teamwork in their learning process and should be done in groups. Important notes provide some expressions which are used in daily conversation. For grammar in focus provides students with explanation about grammar with activities which help students to have a better understanding of the grammar material. Competence test, homework, remedial test, enrichment test and time for review provides some tasks which encourage students to learn more about the materials that have been taught. In school project provides

students with some individual and group projects which can encourage them to apply their skills in real-life situation and experiences. For time for fun, it provides games or songs which can help students learn the materials in a fun way. While reflection provides all materials, which are discussed in the chapter. This feature can help students to determine their own weakness and strength in the learning process. The last feature, vocabulary list provides the dictionary-meaning of some words which are mentioned in the chapter.

4. 'Interactive English'

'Interactive English' is an English textbook for junior high school students in the seventh grade. Yudhistira published this novel. This textbook is also intended to aid in the teaching and learning process, and it was created to be compatible with the Curriculum 2013. 'Interactive English' is a 147-page book. The preface, about this book, table of contents, bibliography, and listening transcript are all included on these pages. This book has a total of 159 pages printed on it.

This textbook is divided into 14 chapters. The each chapters are Getting to Know Others, Friends around the World, It's All about Me!, Feelings, Home Sweet Home, What Should I Buy?, My Classroom, Let's Go to School, Hardworking, Jobs, Fashion, Let's Go Shopping, How's the Day?, and It's Show Time!.

On each chapter, the textbook provides exposure, language encounter, learning journal and summary. In exposure reflects the step of building knowledge of the field. In this session students are

led to activate their background knowledge. Language encounter provides some tasks which encourage students to learn more about the materials that have been taught. For learning journal, it reflects students' understanding over the given materials in each unit. The last, summary is the resume and additional discussion of the unit material in general, or expression and text genre in particular.

B. The Conformity of the English Basic Competences in the Textbooks to the Syllabus of Curriculum 2013

The part of the results aimed to describe the analysis of the textbooks and the conformity of the core competences and basic competences in the textbooks for the seventh grade of junior high school to the basic competences in the syllabus of curriculum 2013 (See **Appendix Table 2**).

1. 'When English Rings the Bell'

When English Rings the Bell, a textbook released by Kemendikbud claimed to reflect the English Curriculum 2013. This book believed in teaching four English skills using thematic and integrated content. How are you, It's My Birthday, I Love People Around Me, I Love Things Around Me, I Love My Town, She's So Sweet, What Do They Look Like?, and Attention Please! are the eight chapters that make up the thematic and integrated content. There are 188 pages in this volume. The overview of the table of essential competences for the eight chapters is summarized in table 3.

Table 3.
The Analysis of Basic Competences in
'When English Rings the Bell'

No	Chapter	Material	Core Comp	Basic Comp
1.	1 'How are you'	GREETING INTRODUCTION (SELF INTRODUCTION) LEAVE TAKING SONG	3 3; 4 3 3; 4	3.1; 4.1 3.2; 4.2 3.1 3.11; 4.14
2.	2 'It's my birthday'	TIME AND DATES SONG	3; 4 3	3.3; 4.3 3.11
3.	3 'I love people around me'	INTRODUCTION (SELF AND OTHERS) SONG	3; 4 3	3.4; 4.4; 4.5 3.11
4.	4 'I love things around me'	THINGS ANIMALS LABEL LISTS	3	3.5
5.	5 'I love my town'	PLACES/PUBLIC PLACES	3	3.5
6.	6 'She's so nice'	SONG CHARACTERISTICS	3 3	3.11 3.7; 3.8
7.	7 'What do they look like'	DESCRIPTIVE PEOPLE ANIMALS THINGS	3; 4	3.8; 3.10 4.12; 4.13
8.	8 'Attention, please!'	INSTRUCTIONS SHORT NOTICES WARNINGS/CAUTIONS	4	4.10; 4.14

In 'When English Rings the Bell,' the table above shows some specific competencies. As can be seen from the list above, not all of the fundamental skills are covered in every chapter of this book. 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.10, 3.11, 4.1, 4.2, 4.3, 4.4, 4.5, 4.12, 4.13, and 4.14 are some of the Basic Competences covered in this book. Some of the basic competences in core competences 3 and 4 are not applicable to the content in this book, and some of the basic

competences in core competences 1 and 2 are not included in this book (See Appendix Table 4.).

As can be seen in appendix Table 4., not all of the basic competencies in this textbook corresponded to those mentioned in the English Curriculum 2013 syllabus. With the materials written in the textbook, there were some insignificant essential competences. This textbook did, however, contain some basic competencies that were important (See Appendix Table 5.).

2. 'Let's Speak English'

The textbook entitled 'Let's Speak English' published by Yrama Widya. It consists of 176 pages with 12 chapters and competencies standard. Like the book analysed before, this book also claimed as representing the English Curriculum 2013. The thematic and integrated material uses in this book in delivering the four English skills. The thematic and integrated material are delivered into 12 chapters, they are: Hello, How Are You, What's Your Name?, Can you...?, What's the date Today?, Where is it?, Review 1, What are You Doing?, What is Like?, Just do It!, Let Me See, How..., Let's Talk about..., and Review 2. The table analysis of the 12 chapters of this book is presented in the table 6.

Table 6.

The Analysis of Basic Competences in 'Let's Speak English'

No	Chapter	Material	Core Comp	Basic Comp
1.	1 'How are you?'	GREETING LEAVE TAKING GRATEFULNESS SONG	2; 3; 4	2.1; 2.3 3.1; 3.11 4.1

No	Chapter	Material	Core Comp	Basic Comp
2.	2 'What's your name?'	INTRODUCTION THINGS ANIMALS SONG	3; 4	3.2; 3.4; 3.5; 3.11 4.2; 4.4; 4.5
3.	3 'Can you?'	INSTRUCTION/COMMAND REQUEST APOLOGY GRATITUDE WARNING SONG	3; 4	3.9; 3.11 4.10; 4.11; 4.14
4.	4 'What's the date today?'	TIME AND DATES DAYS MONTHS NUMBERS	3; 4	3.3; 4.3
5.	5 'Where is it?'	THINGS FAMILY TREE LABELS SONG	3; 4	3.5; 3.6; 3.11 4.6; 4.7; 4.14
6.	Review 1			
7.	7 'What are you doing?'	DESCRIPTIVE SIMPLE PRESENT TENSE	3; 4	3.8; 4.9
8.	8 'What is it like?'	ADJECTIVES ADVERBS OCCUPATIONS ANTONYMS PLACES	3; 4	3.7; 3.10; 4.8; 4.12; 4.13
9.	9 'Just do it!'	INSTRUCTIONS PROHIBITIONS	3; 4	3.9; 4.10
10.	10 'Let me see, how...'	NUMBERS COUNTABLE AND UNCOUNTABLE NOUNS SONG	3	3.5; 3.11
11.	11 'Let's talk about...'	THINGS PEOPLE	3; 4	3.10; 4.12; 4.13
12.	Review 2			

Table 6 depicts some fundamental skills in 'Let's Speak English.' As can be seen from the list above, not all of the fundamental skills are covered in every chapter of this book. 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 4.1, 4.2, 4.3, 4.4,

4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, and 4.14 are some of the Basic Competences contained in this book. However, one of the basic competences 2.2 in the core competences 2 was not relevant to the content in this book, and the basic competence in the core competence 1 was not included in this book (See Appendix Table 7.).

Not all of the basic competencies in this textbook corresponded to those mentioned in the English Curriculum 2013 syllabus. With the materials written in the textbook, there were a few insignificant essential competences. There were two main competencies that were irrelevant: 1 and 2. This textbook's meaningless essential competences are 1.1 and 2.2. However, the majority of the core competencies were applicable to the English Curriculum 2013 syllabus. The syllabus included the majority of basic competence 2 as well as all of basic competences 3 and 4. This textbook book included some basic competencies that were important (See Appendix Table 8.).

3. 'Headline English'

The textbook entitled 'Headline English' published by Sewu. It consists of 6 chapters with 267 pages. Like the book analysed before, this book also claimed as representing the English Curriculum 2013. The thematic and integrated material uses in this book in delivering the four English skills. The thematic and integrated material are delivered into 6 chapters. The each chapters are Good Morning, My Classroom is Very Clean, Thanks for Your Help, What does He Look Like?, This is a Wild Animal, and This is

a Wonderful Place. The table analysis of the 12 chapters of this book is presented in the **Table 9**.

Table 9.
The Analysis of Basic Competences in 'Headline English'

No	Chapter	Material	Core Comp	Basic Comp
1.	1 'Good Morning'	GREETING LEAVE TAKING PERSONAL IDENTITY NUMBERS, TIMES, DAYS, MONTHS AND YEARS DAILY ACTIVITIES	2; 3; 4	2.1; 2.3 3.1; 3.2; 3.3; 3.4 4.1; 4.2; 4.3; 4.4; 4.5
2.	2 'My Classroom is very clean'	INTRODUCING ONESELF AND OTHERS LABEL TIMETABLE JOBS TOBE PREPOSITION	3; 4	3.2; 3.6; 4.2; 4.4; 4.5
3.	3 'Thanks for your help'	GRATITUDE APOLOGY LABEL DESCRIPTIVE	3; 4	3.1 ; 3.5 ; 3.6; 4.1; 4.7
4.	4 'What does he look like'	PHYSICAL APPEARANCE PEOPLE'S CHARACTERS DESCRIPTIVE	3; 4	3.7; 3.10 4.8; 4.12; 4.13
5.	5 'This is a wild animal'	ANIMALS PHYSICAL APPEARANCE NOTICES AND CAUTIONS CAN / CAN'T SONG	3; 4	3.5; 3.7; 3.8; 3.10; 3.11 4.6; 4.8; 4.9; 4.10; 4.11
6.	6 'This is a wonderful place'	INSTRUCTIONS PUBLIC PLACES DESCRIPTIVE SONG	3; 4	3.5; 3.9 4.6; 4.10; 4.11; 4.14

The **table 9** demonstrates some basic skills in 'Headline English' As can be seen from the list above, not all of the fundamental skills are covered in every chapter of this book. 2.1,

2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.10, 4.11, 4.12, 4.13, and 4.14 are some of the Basic Competences covered in this book. Some of the basic competences in core competence 2 were not relevant to the content in this book, and some of the basic competences in core competence 1 were not included in this book (See Appendix Table 10.).

As previously noted, not all of the basic competencies in this textbook were applicable to the English Curriculum 2013 syllabus. With the materials written in the textbook, there were some insignificant essential competences. The basic competences 1.1 and 2.2 were found to be insignificant. However, the majority of the core competencies were applicable to the English Curriculum 2013 syllabus. The syllabus included the majority of basic competence 2 as well as all of basic competences 3 and 4. This textbook included some basic competencies that were important (See Appendix Table 11.).

4. 'Interactive English'

Yudhistira's textbook dubbed "Interactive English." It is divided into 14 chapters and has a total length of 151 pages. This novel, like the previous one, claimed to reflect the English Curriculum in 2013. This book uses thematic and interconnected content to teach the four English skills. The content is divided into 14 chapters that are thematic and integrated. Getting to Know Someone, Friends from Around the World, It's All About Me!, Feelings, Home Sweet Home, What Should I Buy?, My Classroom, Let's Go to School, Hardworking, Employment, Fashion, Let's Go

Shopping, How's the Day?, and It's Show Time! are the titles of the various chapters. The table analysis of the 14 chapters of this book is presented in the **Table 12**.

Table 12.
The Analysis of Basic Competences in 'Interactive English'

No	Chapter	Material	Core Comp	Basic Comp
1.	1 'Getting to know others'	GREETING INTRODUCING PRONOUNS AND TO BE	3; 4	3.1; 3.2; 4.1; 4.2;
2.	2 'Friends around the world'	POSSESSIVE ADJECTIVES POSSESSIVE PRONOUNS INTRODUCING OTHERS	3; 4	3.4; 3.10 4.4; 4.7; 4.12; 4.13
3.	3 'It's all about Me!'	ADJECTIVES TO DESCRIBE BODY PARTS LABEL HABIT	1; 2; 3; 4	1.1; 2.3; 3.6; 3.10 4.7; 4.12; 4.13
4.	4 'Feelings'	GRATITUDE FEELINGS/ PERSONALITY	3; 4	3.1; 3.8; 3.9 4.6; 4.9; 4.10
5.	5 'Home sweet home'	THINGS INSTRUCTION ARTICLES	3; 4	3.8 4.6; 4.8; 4.9
6.	6 'What should I buy?'	SHOPPING LISTS ASKING FOR AND OFFERING HELP	3; 4	3.6 4.7
7.	7 'My classroom'	THINGS DESCRIPTIVE TEXT TIMETABLE NOTICE	3; 4	3.3; 3.5; 3.9 4.6; 4.7; 4.10
8.	8 'Let's go to school'	SIMPLE PRESENT TENSE PROHIBITION PREPOSITION	3; 4	3.9 4.10
9.	9 'Hardworking'	QUESTION TAG ASKING FOR AND GIVING CLARIFICATION ADJECTIVE WORD ORDER	4	4.12; 4.13
10.	10 'Jobs'	ASKING FOR AND GIVING FACT MODALS BROCHURE	3; 4	3.10 4.12; 4.13
11.	11 'Fashion'	ASKING FOR AND GIVING OPINION	3; 4	3.5; 3.10 4.12; 4.13

No	Chapter	Material	Core Comp	Basic Comp
12.	12 'Let's go shopping'	ASKING FOR AND OFFERING SOMETHING ADVERB OF SEQUENCE	3; 4	3.10 4.12; 4.13
13.	13 'How's the day'	TELLING TIMES WH-QUESTIONS TELLING WEATHERS RECOUNT TEXT	3; 4	3.3 4.3; 4.12
14.	14 'It's show time'	LIKE AND DISLIKE GIVING OPINION SIMPLE PAST TENSE SONG INTERPRETATION	3; 4	3.3; 3.11 4.13; 4.14

In 'When English Rings the Bell,' table 12 indicates some simple competences. As can be seen from the list above, not all of the fundamental skills are covered in every chapter of this book. 1.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.12, 4.13, and 4.14 are some of the Basic Competences contained in this book. However, this book lacks some basic competencies in core competences 2 and 4. The basic competences 2.1 and 2.2 are not present in this book, and the basic competence 4.11 is not found in this book (**See Appendix Table 13.**).

As previously noted, not all of the basic competencies in this textbook were applicable to the English Curriculum 2013 syllabus. With the materials written in the textbook, there were some insignificant essential competences. This textbook did, however, contain some basic competencies that were important (**See Appendix Table 14.**).

C. The Meet of the Target Users Need and Want

The researcher did some interviews with some students and teachers. Interviewing some students done by the researcher to support the data in knowing the meet of the target users need and want. The interviews done by random with the reason to get the truth and natural data. The interviews used by the researcher is a kind of a depth interview. The researcher also did some interviews with some teachers to support the data have got before.

From the interviews with some students, it can be seen that the students firstly prefer to choose a book with a good performance, like a colorful cover, pictures, etc. However almost of them said that finally they prefer to choose the textbook with a complete content than just a good of pictures. It can be seen from the interview bellow;

- | | |
|----|--|
| R | : Oh gitu... Jadi yang dipake tiga buku ya... Kalau yang menurut haris paling mudah dipahami dan menarik yang mana? |
| S1 | : Emm yang mana ya... Yang When English Rings the Bell itu bagus, tapi materinya sedikit isinya soal semua. Kalau yang itu, Let's Speak English gambarnya lumayan sih, ada materinya juga. Kalau yang headline English gambarnya kurang bagus, tapi agak banyak materinya, terus kadang bisa dikerjain kelompok. |
| R | : Emm gitu... Kalau Haris lebih suka gambarnya atau ada materinya? |
| S1 | : Emm... Gambarnya bagus tapi... Materinya juga sih. |

(Interview 1)

- R : Dari buku buku itu ada yang Dian paling suka enggak? Misalnya yang paling menarik atau mudah dipahami gitu?
- S2 : Yang mana ya Miss... Yang paling bagus gambarnya sih When English Rings the Bell, terus yang buku baru juga lumayan Miss.
- R : Jadi Dian suka When English Rings the Bell ma yang buku baru itu ya?
- S2 : Enggak juga sih miss, yang When English Rings the Bell Dian enggak begitu mudeng, tampilannya bagus tapi isinya soal semua. Sebenarnya, kalo Headline English itu lumayan miss dibacanya agak mudah dipahami, Cuma tampilan bukunya kurang menarik. Yang buku baru juga kayaknya lumayan bagus hanya saja belum dipake miss.

(Interview 2)

One of the students said that the attractive picture can raise their motivation in learning. Beside that, he also said that sometimes pictures can help us in understanding the materials. However, the attractive pictures were not enough and not guarantee that the book is the best one and can be said as a good textbook. The student also said that a good material also needed in a textbook. A good material will make the students easier in understanding a topic. Beside that a good step decided in a textbook also have an important role in doing the tasks, for example the first step which given for the students is doing the tasks in a group, then in pairs and after that we can ask them to do the tasks individually. That step will help the students in understanding a material, so they can do the tasks well. Besides, it can increase their confidence. It can be seen from the interview bellow;

- R : Kalau dari gambarnya menurut David paling bagus yang mana?
- S3 : Em... Apa ya mbak... Yang When English Rings the Bell Bagus, tapi saya enggak mudeng.
- R : Kalau tiga buku yang lain gimana Vid?
- S3 : Yang Interactive English bagus mbak, tapi isinya enggak tahu saya belom baca.
- R : Menurut David, penting ga sih sebenarnya tampilan itu?
- S3 : Iya juga sih mbak, jadi semangat terus dari gambar kadang kita jadi tahu maksudnya kan kadang ada kata Bahasa Inggris yang kita enggak tahu tuh.
- R : Kalau dari isi atau materinya gimana Vid?
- S3 : Yang When English saya enggak mudeng mbak buku kok isinya soal aja. Kalau yang Headline saya mudeng, lumayanlah materinya banyak, contohnya juga banyak, kadang juga kelompokan terus in pair terus nanti baru tugas sendiri jadi lumayan bisa mbak.
- R : Oh gitu ya... Kalau dari segi bahasanya nih Vid? Yang mana?
- S3 : Headline mudah mbak, ya paling tidak paham intinya, Let's speak juga lumayan.

(Interview 3)

The interview bellow also supported the conclusion above that the students finally prefer to the materials than the performances of a textbook. A good performace of a textbook is also important, but if it is not completed with a good material on it, so it will become merely. Beside that, how a good step in giving the tasks also have important role in guiding the students to understand more about the materials.

- R : Jadi tergantung bu Titik pas pake buku apa gitu ya. Kalau yang menurut Della paling menarik dari tampilan yang mana?
- S4 : Yang mana ya... Yang 'When English Rings the Bell' bagus gambarnya.
- R : Kalau diterangin pake buku itu Della cepet mudengnya enggak?
- S4 : Hehe... Sama aja Bu.
- R : Sama mudengnya dengan ketika bu Titik pake buku lain ya? Yang lain gambarnya juga menarik kah?
- S4 : Ya... gimana ya... Kalau 'When English Rings the Bell' itu bagus gambarnya bikin suka pertamanya tapi kalau pas disuruh belajar atau baca baca sendiri dulu itu kurang mudeng soalnya sedikit penjelasan materinya itu Bu.
- R : Oh gitu... kalau yang buku lain gimana Del? Bikin lebih mudeng atau sama aja?
- S4 : Kalau yang lain itu... lumayan sih... Cuma gambarnya kurang menarik, tapi isinya lebih banyak. Jadi mudengnya agak cepet. Pas baca aja mungkin setengah mudeng terus pas udah diterangin jadi makin mudeng. Soalnya lebih banyak materinya, terus ada grammar ma vocab sama soalnya juga enggak langsung dikerjain sendiri jadi kalau ma temen bisa sharing.
- R : Oh jadi Della lebih suka mengerjakan tugas secara berkelompok ya?
- S4 : E... enggak juga Bu. Tapi maksudnya kalau pertamanya barengan kan pas belum mudeng banget masih bisa sharing terus nanti pas dikerjain sendiri itu uda tau jalannya.
- R : Oh gitu... Kalau disuruh milih gambar atau isi buku, Della lebih milih mana?
- S4 : Gambar penting sih Bu, soalnya yang bikin pertama suka tu gambar gambarnya yang bagus, tapi isi lebih penting sih soalnya kalau gambar bagus tapi enggak bikin mudeng sama aja juga.

(Interview 4)

The statement above supported the interview with the teacher below

- R : Oh gitu ya pak. Menurut bapak gambar yang menarik penting enggak sih untuk level kelas 7.
- T4 : Sebenarnya penting kan mereka peralihan dari anak anak ya... Tentunya gambar yang bagus akan menarik minat mereka, tetapi jika tidak didampingi dengan content yang bagus, jadinya juga tidak bagus.

(Interview 5)

So, from the discussion above, it can be concluded that, many students want a good performance from the textbook because it is more interesting and can increase their motivation in studying. However, it is more important to give attention also in the content of the material. A good performance of a textbook is not guarantee that the textbook is good. What the students need is a good content from the textbook, like those kinds of task, material, vocab, grammar which is provided in a textbook. The choosing of a word is also important. The appropriateness of choosing the words according to the level of the students give an influence to the students understanding. So, that's all the comformity of the learners want and need also must be noticed in choosing a textbook.

D. The Meet of the Criteria of a Good Textbooks: Brian Tomlinson's Perspective

The researcher addapted a questionnaire based on 14 criterions stated in Brian Tomlinson's book. The researcher choosen those criterions to addapt in her questionnaire to know the strengths and weaknesses of the four textbooks. The 14 criterions also believed in covering the criteria of a good textbook. However, before the researcher shows the results, she will present the name each textbook into numbers and the teachers' name into initials to make the procces of writing easier (Table 15 and 16).

Table 15.
Initialing the textbooks

No.	Name of textbook	Number
1.	When English Rings the Bell	1
2.	Let's Speak English	2
3.	Headline English	3
4.	Interactive English	4

Table 16.
Initialing the teachers' name

No.	Teachers' name	Initial
1.	Nugraheni Suryaningtyas	NS
2.	Titik Ernawati	TE
3.	Sulasmiyati	SL
4.	Khamim Mustofa	KM

After giving the initial for the textbooks and the teachers' name, the researcher will present the tables showing the score based on each criterion on **Table 17**.

Table 17.
The Score of All Criterias

No	Criteria	Textbook	Teacher				Ave Score
			NS	TE	SL	KM	
1.	To what extent do the materials provide exposure to English in authentic use?	1	5	8	7	6	6.5
		2	7	8	7	7	7.25
		3	6	8	6	7	6.75
		4	6	8	7	7	7
2.	To what extent is the exposure to English in use likely to be meaningful to the target learners?	1	7	8	8	8	7.75
		2	6	7	7	7	6.75
		3	5	8	6	7	6.5
		4	6	8	8	7	7.25
3.	To what extent are the texts likely to interest the learners?	1	5	5	6	5	5.25
		2	5	7	6	5	5.75
		3	4	8	5	6	5.75
		4	8	8	8	8	8

No	Criteria	Textbook	Teacher				Ave Score
			NS	TE	SL	KM	
4.	To what extent are the activities likely to provide achievable challenges to the learners?	1	5	6	5	5	5.25
		2	6	7	7	6	6.5
		3	6	8	7	6	6.75
		4	7	8	8	7	7.5
5.	To what extent are the activities likely to engage the learners affectively?	1	4	6	7	4	5.25
		2	6	7	7	6	6.5
		3	5	8	6	6	6.25
		4	7	8	8	7	7.5
6.	To what extent are the activities likely to engage the target learners cognitively?	1	5	6	7	7	6.25
		2	6	7	6	8	6.75
		3	4	8	5	6	5.75
		4	7	8	6	8	7.25
7.	To what extent do the activities provide opportunities for learners to make discoveries about how English is used?	1	7	6	7	7	6.75
		2	5	6	6	6	5.75
		3	5	8	5	6	6
		4	5	8	6	6	6.25
8.	To what extent do the activities provide opportunities for meaningful use of English?	1	7	8	7	7	7.25
		2	5	7	6	7	6.25
		3	6	8	5	7	6.5
		4	5	8	6	7	6.5
9.	To what extent do the materials provide opportunities for the learners to gain feedback on the effectiveness of their use of English?	1	5	6	6	6	5.75
		2	5	6	6	6	5.75
		3	7	8	8	7	7.5
		4	7	8	8	7	7.5
10.	To what extent are the materials likely to sustain positive impact?	1	6	6	5	6	5.75
		2	5	7	6	5	5.75
		3	6	8	6	6	6.5
		4	7	8	7	8	7.5
11.	To what extent do the materials help the learners to make use of the English-speaking environment outside the classroom?	1	4	6	6	6	5.5
		2	4	6	6	6	5.5
		3	4	6	6	6	5.5
		4	5	6	7	6	6

No	Criteria	Textbook	Teacher				Ave Score
			NS	TE	SL	KM	
12.	To what extent do the materials help the learners to operate effectively in the English-speaking environment outside the classroom?	1	6	6	7	7	6.5
		2	5	7	6	6	6
		3	5	8	6	6	6.25
		4	6	8	8	7	7.25
13.	To what extent do the materials treat English as an International Language?	1	4	6	7	5	5.5
		2	4	6	7	5	5.5
		3	4	6	7	6	5.75
		4	4	6	7	6	5.75
14.	To what extent do the materials provide opportunities for cultural awareness?	1	7	7	7	7	7
		2	5	7	7	7	6.5
		3	5	7	7	7	6.5
		4	6	7	7	7	6.75

Table 17 shows the score given by teachers for 14 criteria. Most of them have their own score that different one with another. Further explanation will be discussed as follows.

1. Criteria 1

NS wrote that textbook 1 *provides comprehensible exposure but very limited in amount* that's why she gave the score 5 for the first textbook. It was different with TE, she wrote that all of the textbooks provide the authentic materials. SL wrote that all of the textbooks provide comprehensible exercises but still limited in amounts. While KM delivered all of the textbooks provide an explanation of English in authentic use in some themes, not all of the themes. However, all of them admitted that all of the textbooks provide the authentic materials in different amount.

In line with NS, researcher agreed that textbook 1 provides comprehensible exposure but very limited in amount. It's supported by the **Figure 1**.

Activity 41 In groups of four, match the expressions in Column A with their correct responses in Column B.

Column A		Column B	
1.	Hello.	A.	Okay.
2.	See you later.	B.	Same here.
3.	Good morning.	C.	I'm pretty good, thanks.
4.	I'm pleased to meet you.	D.	How do you do?
5.	How do you do?	E.	Hi.
6.	How's everything?	F.	Morning.

Activity 42 Still in a group, take a look at the following expressions. Which expressions are said in the beginning of a dialogue and which ones are said at the end? See the example.

Expressions	Beginning	End
1. Hi, how are you?	✓	
2. Have a nice morning.		
3. Take care.		
4. Good afternoon.		
5. Catch up with you later.		
6. See you later.		
7. How's everything?		
8. See you!		
9. Good morning.		
10. How are you?		

Figure 1.
Picture of the evidence for criteria 1

The **Figure 1** shows that the textbook 1 provided very little exposure, because it's not supported with a text or a situation that might be happened with that dialogue. So, presenting the materials without the pictures or a text or situation were not enough to make students understand and know about the materials used.

2. Criteria 2

The scores of the second criteria seen not too different one with another. NS wrote that textbook 1 *exposes character and setting which are so familiar to the learners as they show many things*

related to Indonesia. It was not different with TE, SL and KM, they wrote that all of the textbooks likely to be meaningful to the target learners since it gives some materials and activities that closely happen in real life. So, all of them admitted that all of the textbooks provide some materials and activities related to real life so it will be meaningful to the target learners.

Similar with the teachers, researcher also agreed that all materials and activities expose the character and setting which are so familiar to the learners. The materials and the activities in those textbooks are related to real life, so it will be meaningful for the learners. We can see from the **Figure 2**.

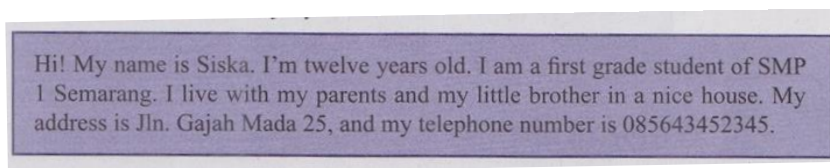


Figure 2.
Picture of the evidence for criteria 2

3. Criteria 3

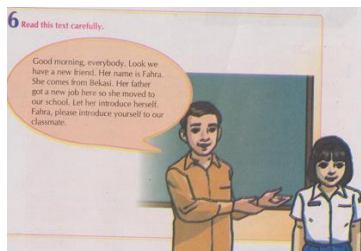
NS wrote that *textbook 4 provides varied topics and up to date texts in most of its chapters*. While TE and SL, they wrote that almost of the textbooks provide interesting topics with variety of topics but, the first textbook only provides very limited texts. So, all of them admitted that almost of the coursebooks provide varied topics except the textbook 1 that just has a very limited text.

In line with TE and SL, researcher agreed that most textbooks provide varied interesting topics and texts except the

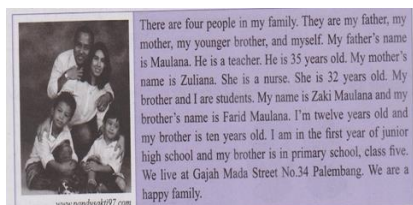
textbook 1. Then, the textbook 2, 3 and 4 provide some texts interest the learners. It can be seen by **Figure 3**.



Picture from Interactive English



Picture from Let's Speak English



Picture from Headline English

Figure 3.

Picture of the evidence for criteria 3

4. Criteria 4

Most of the scores seen not too different one with another. NS wrote that the materials in textbook 1 *are very simple, so it is not challenging. If the teacher fails to design and develop the activities, they will not challenge the learners.* It is similar with TE, SL, and KM, they wrote that the materials in textbook 1 were very simple, and it needed a creative teacher to redesign and develop the materials. However, the other textbooks were better in the way they present the materials and activities.

Similar with NS, researcher agreed that materials in textbook 1 are very simple, so it is not challenging. It can be seen from the **Figure 4**.



Figure 4.
Picture of the evidence for criteria 4

The **Figure 4** shows that the activities are very simple if the teacher did not modify the task, it will be not challenging. For example, not only to say 'Good Morning' but also using the other kinds of greeting.

5. Criteria 5

NS wrote that *textbook 1 is not so attractive, only portrays same people all the times. It is different with the textbook 4, it is so colorful, has so many pictures and activities.* It was similar with TE, she wrote that *the first textbook provides colorful pictures but only limited explanation. So, it will make the students boring because they don't understand.* While SL and KM wrote that *textbook 4 is so colorful, has various pictures and activities.*

In line with all the teachers, researcher agreed that textbook 4 has an attractive visual, selection of engaging topics, texts and involving activities contribute to affective engagement in all material. It was supported by **Figure 5**.

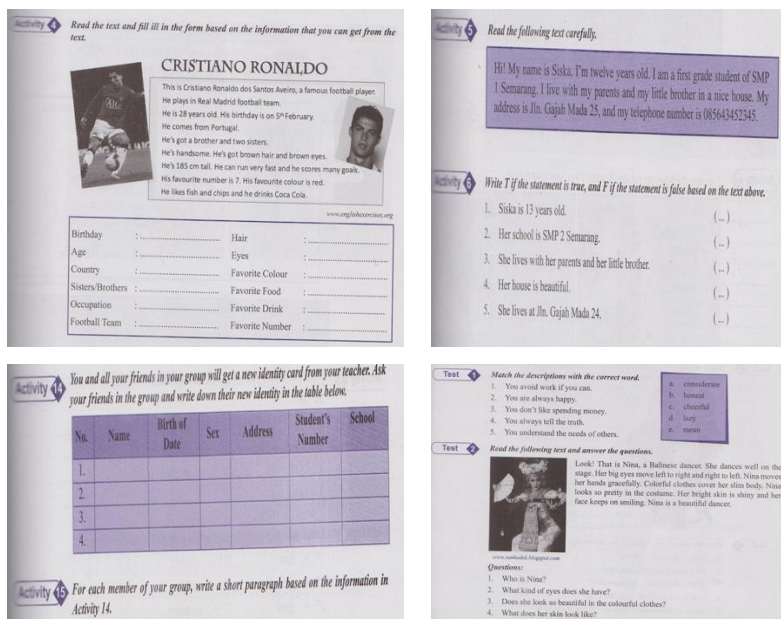


Figure 5.
Picture of the evidence for criteria 5 (Headline English)

From the **Figure 5**, it can be seen that textbook 4 provides the attractive visuals, variety texts and its instructions with interesting pictures that likely to engage the learners affectively.

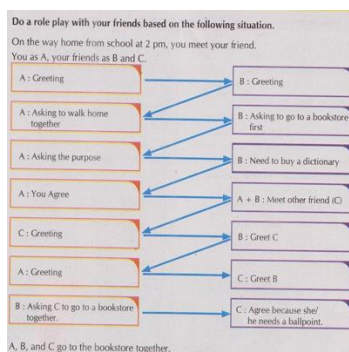
6. Criteria 6

The teachers have their own score that different one with another. NS wrote that *textbook 1 likely engage the learners cognitively by a presentation, textbook 2 by discussion and role play, textbook 3 by questions and answers and textbook 4 by role play, interview, and discussion*. It was similar with the other teachers like TE, SL, and KM. They also wrote the similar things with NS.

Similar with all teachers, researcher also agreed that textbook 1 likely engage the learners cognitively by a

presentation, textbook 2 by discussion and role play, textbook 3 by questions and answers and textbook 4 by role play, interview, and discussion. It's supported with the **Figure 6**.

Activity from When English Rings the Bell



Activity from Interactive English

Activity from Let's Speak English

Activities from Headline English

Figure 6.
Picture of the evidence for criteria 6

Based from **Figure 6**, it can be seen that some activities in textbook 1 can be done by presentation, textbook 2 by discussion and role play, textbook 3 by questions and answers and textbook 4 by role play, interview and discussion.

7. Criteria 7

The teachers have their own score that similar one with another. NS wrote that *textbook 1 offers very useful discovery*

activities which really get the learners to think about how English is used. However, it was a little different with TE, she wrote that almost textbooks provide opportunities for learners to make discoveries about how English is used, however in the coursebooks 1 and 2 are not balance with the guidance. SL has her own opinion that coursebook 1 gives opportunities for learners to think about how English is used by its activities. In line with NS, TE and SL, KM wrote that textbook 1 provides activities which make learners think about English used.

Similar with TE, researcher agreed that most of textbooks provide opportunities for learners to make discoveries about how English is used, however for textbook 1, it is not balance with the guidance or instruction. The instruction does not drive the students delivering the steps or idea. It can be seen from the Figure 7.



Figure 7.
Picture of the evidence for criteria 7

8. Criteria 8

The teachers have their own score that different one with another. TE and KM have similar opinion that *almost textbooks provide some useful activities based on daily life*. While NS and SL wrote that *textbook 1 has some useful activities to carry out in daily life (e.g. making a map)*. The projects in textbook 1 closely related to a real life.

Similar with NS and SL, researcher agreed that textbook 1 had some useful activities to carry out in daily life. The project in textbook 1 closely related to a real life. It was supported by Figure 8.



Figure 8.
Picture of the evidence for criteria 8

The Figure 8 shows the example project in the textbook 1 closely related to a real life. So, it will be meaningful for students because it provides opportunities for students to use in a real life.

9. Criteria 9

The teachers have similar rank on scoring the textbooks. Different with the others criterion, in this criterion, the four teachers have similar opinion in each textbook. NS, TE, SL and

KM wrote that in *textbook 1 and 2* provide opportunities for the learners to gain feedback on the effectiveness of their use of English by teacher's feedback. While teacher's feedback, peer editing and also group comment is provided in *textbook 3 and 4*.

In line with all of the teachers, researcher agreed that *textbook 1 and 2* provide opportunities for the learners to gain feedback on the effectiveness of their use of English by teacher's feedback. While for *textbook 3 and 4* teacher's feedback, peer editing and also group comment was provided.

The figure consists of three parts from an English textbook:

- Top Left:** Two cartoon illustrations. The first shows a boy saying 'Good morning, Lina!' and a girl replying 'Good morning, Beni!'. The second shows a girl saying 'Good morning, Lina!' and a woman replying 'Good morning, Mam!'.
- Top Right:** A role-play activity titled 'Do a role play with your friends based on the following situation. On the way home from school at 2 pm, you meet your friend. You as A, your friends as B and C.' It lists actions for A, B, and C, with arrows indicating the sequence of interactions.
- Bottom Left:** A matching exercise titled 'A. Match the pictures with suitable expressions.' It lists three expressions: '1. Good morning, Ma'am.', '2. How do you do.', and '3. Hi! What's up!' next to three corresponding photographs labeled a, b, and c.
- Bottom Right:** An activity titled 'You and all your friends in your group will get a new identity card from your teacher. Ask your friends in the group and write down their new identity in the table below.' It includes a table with columns for No., Name, Birth Date, Sex, Address, Student's Number, and School.

Figure 9.
Picture of the evidence for criteria 9

The **Figure 9** presents an example of an activity that allows students to receive input on the effectiveness of their English use.

10.Criteria 10

The teachers have different score on it. However, they have similar opinion about this criterion. NS and TE wrote that *textbook 1 provides varied activities, but less interesting texts*. While for textbook 4, NS, TE, SL and KM have similar opinion also; *it provides varied activities and texts, visually attractive and character buildings*.

Similar with all teachers, researcher agreed that textbook 4 provided varied activities and texts, visually attractive and character buildings. It can be seen from the **Figure 10**.

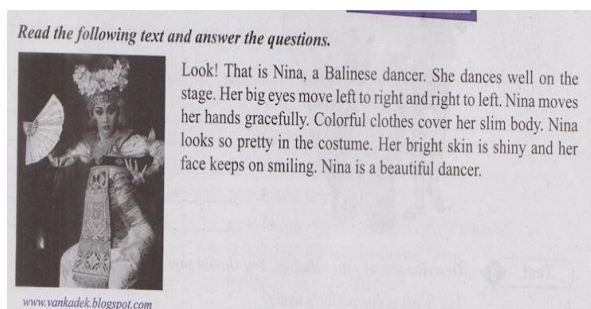


Figure 10.
Picture of the evidence for criteria 10

11.Criteria 11

The teachers gave similar rank in scoring the four textbooks. NS, TE, SL, and KM also have similar opinion about the four textbooks in this criterion. They wrote that *almost the activities and materials in the textbooks are designed for classroom activities*.

In line with teachers, researcher agreed that most of the activities and materials in the textbooks were designed for

classroom activities, except the teacher modified those to use in outside of classroom. It was supported by Figure 11.

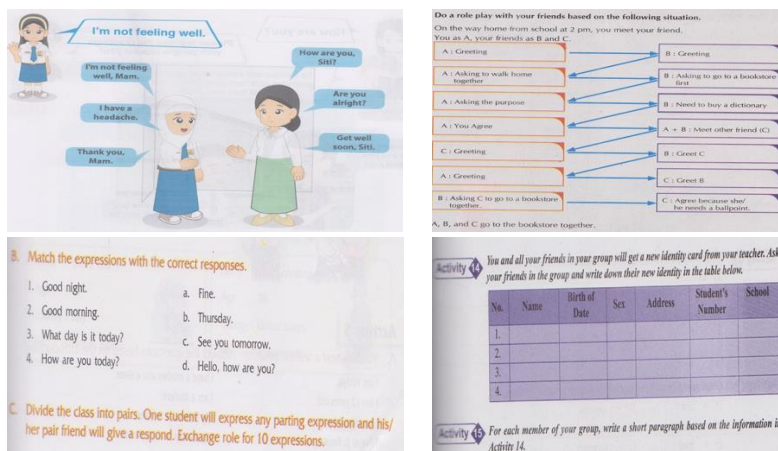


Figure 11.
Picture of the evidence for criteria 11

12. Criteria 12

The teachers have their own score that different one with another. However, NS, SL, and KM have similar opinion about this criterion. They wrote that *textbook 1 and 4 prepare the learners to communicate in English by providing them with many activities useful to real life interaction.* It was a little different from what TE wrote; *All of the coursebooks prepare the learners to use some materials in the coursebooks to communicate in English. However, coursebooks 1 is less guidance, so maybe the materials will not be received well by the learners.*

A little different with all teachers, researcher agreed that all of the textbooks prepared the learners to communicate in English by providing them with many activities useful to real

interaction. Figure 12 shows the example activities preparing the students to communicate in English in real interaction.

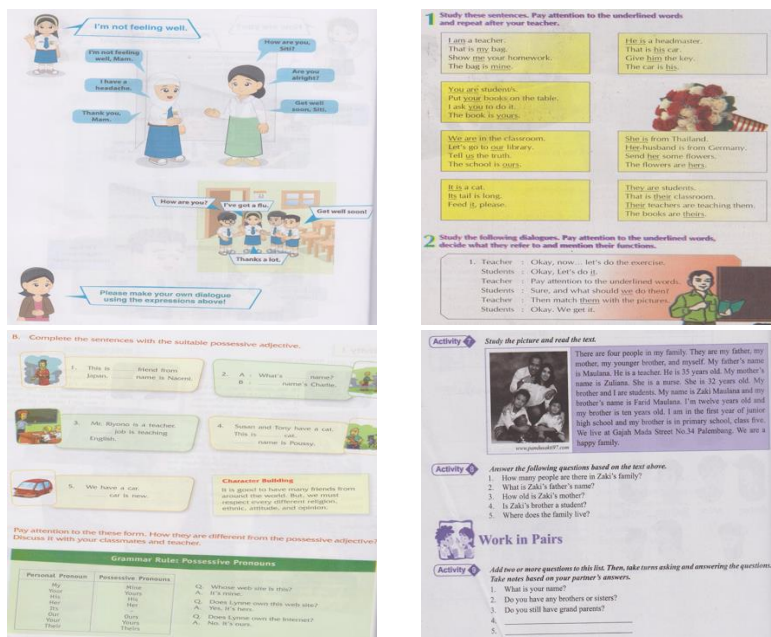


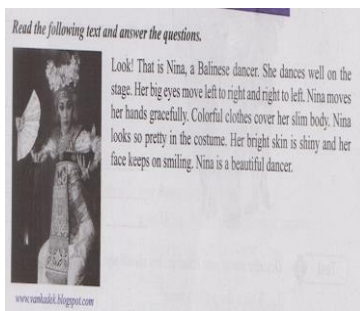
Figure 12.
Picture of the evidence for criteria 12

13.Criteria 13

The teachers have their own score that different one with another. However, the different scores given not influence the teacher's opinion about this criterion. They wrote that all of the materials tend to focus on Indonesian setting, characters and situation, less exposure given on other countries. Similar with teachers, researcher agreed that materials in both of textbooks tend to focus on Indonesian setting. Figure 13 shows the example of the Indonesian setting we found in those textbooks.



Picture taken from When English Rings a Bell



Picture taken from Headline English

Figure 13.

Picture of the evidence for criteria 13

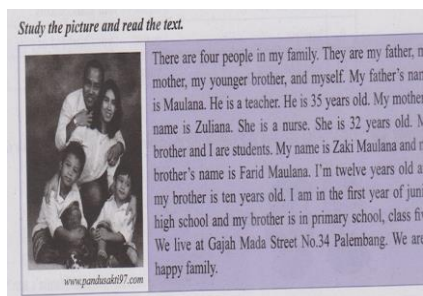
14.Criteria 14

Three of four teachers have similar opinion about this criterion. TE, SL, and KM wrote that all of the materials in the textbooks provides the Indonesian culture. It was different with what NS wrote, she just admitted the textbook 1 which have the characters, setting, and activities of Indonesian culture.

In line with most of teacher, researcher agreed that all the textbooks provide the Indonesian culture. Figure 14 shows the example of the activity or material which have the characters, setting and activities of Indonesian culture.



Picture taken from When English Rings a Bell



Picture taken from Headline English

Figure 14.

Picture of the evidence for criteria 14

The result of the questionnaire also shows that each textbook has different total score from the teachers. Table 18 is brief description of each class based on the questionnaire adapted from Brian Tomlinson.

Table 18.
The Total Score Given by Teachers

No	Name of Teacher	Books			
		1	2	3	4
1.	NS	77	74	72	86
2.	TE	90	95	107	107
3.	SL	91	92	86	103
4.	KM	86	87	89	98
Average Score		86.0	87.0	88.5	96.5

Based on Table 18, it can be concluded that the teachers gave the best score for textbook 4; Interactive english, the second position was Headline English, the third was Let's Speak English and followed by When English Rings the Bell.

E. The Strength and Weaknesses of the Textbooks

From the analysis result of two kinds questionnaire used by researcher, it can be obtained the strengths and weaknesses of the textbook. The compatibility of the textbook and the criteria became the strengths of the textbook while the incompatibility between the textbook and the criteria became the weaknesses of the textbook.

The textbook 1; 'When English Rings the Bell' had some strengths, namely, a) the textbook was full of pictures and colorful so that it was interesting for students, b) the textbook more emphasized

on project based learning in which the kind of learning was very useful for students to improve their cognitive skill and creativity, c) this book exposed characters and setting which are so familiar to the learners as they show many things related to Indonesia which also will give the learners opportunity to do activities commonly happen in real life. While the weaknesses of the textbook were; a) the textbook was not balance with a clear instruction and example. The lacked of clear instructions on the activities made difficult for students to understand what they should do, b) the materials in the textbook were not structured from easy level to difficult level, c) the textbook just gave a little explanation in its materials so, it needs a creative teacher to redesign and develop the materials, d) no more explanation about grammar in use, this book didn't completed with the explanation about grammar in use and its example which is needed by students for their future, e) this textbook was not balance in 4 skills, especially in listening which didn't completed with audio, f) the activities and materials in this book were very simple, so it needs the teachers' skill to develop those activities and materials, and g) this book just had a very limited text.

The textbook 2; 'Let's Speak English' had some strengths, there are, a) the textbook provided some pictures so that it was interesting for students, b) the textbook provided some grammar and the explanation on that, c) this book presented a well guidance and instruction to do the task, so the students will not confuse with what they have to do, d)) the materials in the textbook were structured from easy level to difficult level, e) there were some reviews to know the students progress in this book, f) this textbook also provided with fun

page that can increase the students and teachers's creativity. It also will make the class not monotonous, and g) this book gave many examples of authentic text. While the weaknesses of the textbook were; a) like the first textbook described before, there were not balance skill because the very limited listening also found in this book, b) there were some repetation of the topic in this book, so overlaping were happened in this book.

The textbook 3; 'Headline English' had some strengths, there are, a) this textbook provided classroom languages that useful for teachers in giving some instructions in the class, b) there were some important notes that makes the students easier in remembering important things like expression and its responses, c) there were a clear instruction and a good step in giving a guidance for the students doing their tasks, d) there were some grammar and its example, e) there were some kinds of exercise which can be done in class, homework and also remedial test, f) there were a review in each chapters to know the progress of the students, g) there were also some vocabulary lists, h) this textrbook use authentic material at an appropriate level. While the weaknesses of the textbook were; a) the textbook was not colorful, so it will make the students not interesting in the first, b) the quality of this paper of this book was not good, c) this book doesn't complete with explanation about the using of the grammar, d) there were not balance skill because the very limited listening also found in this book, speaking and listening just designed in a dialogue.

The textbook 4; 'Interactive English' had some strengths, there are, a) the textbook was full of pictures and colorful so that it was interesting for students, b) the textbook provided some grammar and

the explanation on that, c) there were summary in each chapter which help the students in remembering what they have learnt, d) this book had varied topics and up to date texts in most of its chapters, e) this book prepare the learners to communicate in English by providing them with many activities useful to real life situation, and f) there were character building in each chapters. While the weaknesses of the textbook were; a) the textbook just give a little explanation in its materials so, it needs a creative teacher to redesign and develop the materials, d) no more explanation about grammar in use, this book doesn't complete with the explanation about grammar in use and its example which is needed by students for their future.

F. Discussion

This part of the study aimed to discuss the result of the study that has been collected from the textbook and supported by the other instruments like questionnaire (addapted from Brian Tomlinson) and interview with teachers and some students. In addition, as it was explained in the previous chapter. The discussion was focusing on the conformity of the Curriculum 2013, the target and users need and want and also the meet of the criteria of a good textbook. The discussion was divided into two major points. The first was the conformity of the basic competences in the book to the basic competences in the syllabus of Curriculum 2013. This was conducted to table out whether all of the basic competences in the textbooks are conforming to the basic competences in the syllabus or not. The second was the the conformity between the materials in the English

textbooks for the seventh grade Junior High School and Brian Tomlinson's Criteria.

The findings of this study suggest that certain textbooks do not align with the syllabus's basic competencies. The basic competences mentioned in the syllabus can be divided into two categories: main competences and secondary competences. The first main competence dealt with thankfulness while studying English, the second main competence with student actions while studying English, the third main competence with the students' ability to analyze materials, and the fourth main competence with the students' ability to organize or write something relevant to the given materials.

Contradictory to that, the findings of this analysis reveal that the majority of the textbook's materials do not correspond to the syllabus's basic competencies. To summarize, this study demonstrates that not all textbooks comply with the English Curriculum 2013 syllabus's basic competencies. The majority of the content in the textbook did not comply with the English curriculum's basic competences in 2013. Aside from that, several books failed to fulfill the wants and needs of the students. Last but not least, there is no such thing as perfection in this universe, and each book had its own set of strengths and weaknesses. As a result, we needed to be cautious when selecting a textbook, or we could combine and modify them to create a better one.

The correspondence between the materials in the English textbooks for seventh grade Junior High School and Brian Tomlinson's Criteria is another product of this study. The results of the evaluation based on Tomlinson's criteria that each book has its advantages and

disadvantages. There are textbooks that are good on some criteria but weak on others.

CHAPTER V

CONCLUSION

The findings reveal that not all textbooks contain content that is aligned with the basic competencies outlined in the 2013 English Curriculum syllabus. Some of the fundamental competences in core competences 3 and 4 are also unrelated to the content in *When English Rings a Bell* Textbook. The irrelevant essential competences 1.1 and 2.2 are also present in "Let's Speak English." Although the basic competences in core competence 1 were not included in this book, some of the basic competences in core competence 2 were not applicable to the content in this book. The insignificant basic competences are also present in "Interactive English." The basic competences 2.1 and 2.2 are not found in this book, and the basic competence 4 is not found in this book. Those textbooks did, however, contain some basic competencies that were important.

Such textbooks had their advantages and disadvantages, so as a user or instructor, you had to be cautious when using them. We can merge and adjust their strengths and weaknesses to create a stronger one now that we know their strengths and weaknesses. This research also includes several recommendations, such as:

A. For the textbook writer

1. The textbook writer should be more vigilant in supplying correct materials in order to comply with Curriculum 2013's basic competences.
2. When writing the textbook, the author should consider the whole Curriculum 2013 syllabus kit.
3. The writer should also consider the order of the materials when designing the textbook based on the Curriculum 2013 syllabus.
4. The writer must also pay attention to what the students want and need.

B. For the English teacher

1. The instructor should exercise extreme caution when delivering textbook content by ensuring that the materials in the textbook are consistent with the syllabus's basic competencies. If there is a deficiency, the teachers must make up the difference.
2. When it comes to implementing the Curriculum 2013, teachers should be very picky about which textbooks they use. Since the majority of the materials in certain textbooks are irrelevant, the instructor should choose the most appropriate textbook.
3. By using the English textbook, teachers should be innovative with how they use the strengths of the textbook and incorporate supplementary resources to address the limitations.

C. For the researcher in the future

1. Researchers who conduct similar studies in the future should broaden the scope of the report.
2. For other researchers who might perform research on a similar subject, it is suggested that they improve their textbook analysis

study by using different and more rigorous criteria in their analysis.

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APPENDIX

Table 2. The Core Competences and Basic Competences of Curriculum 2013 For Grade 7th

No	Core Competences	Basic Competences
1.	Responding and applying teachings of the religion that they believe.	Being grateful for the opportunity to learn English as a language of international communication which is embodied in the spirit of learning.
2.	Honoring the honest, discipline, responsible, care, polite, curious, confident, tolerant, internally-motivated, healthy lifestyle, and eco-friendly act in interacting effectively with society within their extent.	1.1 Demonstrating a polite behavior and care in performing interpersonal communication with teachers and friends. 1.2 Demonstrating an honest behavior, discipline, confidence, and responsibility for implementing a transactional communication with teachers and friends. 1.3 Demonstrating a responsible behavior, caring, cooperation, and peace-loving, in performing functional communication.
3.	Understanding the knowledge (factual, conceptual, and procedural) of science, technology, art, culture and humanity with religious, nationalist, civilized, and cultural	3.1 Understanding the social function, the structure of the text, and the language features in expression of greeting, farewell, gratitude, and apology, as well as the response, according to the context of its use. 3.2 Understanding the social function, the structure of the text, and the language features in the introduction of self expression, and response, according to the context of its use.

No	Core Competences	Basic Competences
	horizon related to observable phenomenon and events.	3.3 Understanding the social function, the structure of the text, and the language features of the text to mention and ask the name of the day, the month, the name of the time in days, the time as a number, date, and year. 3.4 Understanding the social function, the structure of the text, and the language features of the linguistic identity exposure, according to the context of its use. 3.5 Understanding the social function, the structure of the text, and the language features in the text to express and ask the name and number of animals, objects, and public buildings are close to the students' everyday life. 3.6 Understanding the social function, the structure of the text, and the language features of the text label name (label) and a list of items (list), according to the context of its use. 3.7 Understanding the social function, the structure of the text, and the language features in the text to mention and ask the nature of people, animals, objects according to the context of its use. 3.8 Understanding the social function, the structure of the text, and the language features in the text to mention and ask the behavior / action / function of people, animals, objects, according to the context of its use. 3.9 Understanding the social function, the structure of the text, and the language features of the text instruction (instruction), a sign or short notice, warning signs (warning / caution), according to the context of its use.

No	Core Competences	Basic Competences
		3.10 Understanding the social function, the structure of the text, and the language features of descriptive text with a description stating and asking about people, animals, and objects, very short and simple, according to the context of its use. 3.11 Understanding the social and the language features in a song.
4.	Trying, processing, and presenting various things in practical (use, elaborate, string, modify, and create) and theoretical (write, read, count, draw, and compose) in accordance to what they have learned from school and from many other sources within the same point of view.	4.1 Developing a simple oral text to say and respond to greeting, farewell, gratitude, and apology, by taking into account the social function, the structure of the text, and linguistic elements are correct and appropriate context. 4.2 Developing a simple oral and written text to express, ask, and respond to the self-introduction, with a very short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context. 4.3 Developing an oral and written text to state and asked the name of the day, the month, the name of the time in days, the time as a number, date, and year, with the right elements and linguistic context. 4.4 Comprehending the meaning of identity oral presentation and write a very short and simple. 4.5 Developing an oral and written text to explain and ask for identity, with a very short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.

No	Core Competences	Basic Competences
		4.6 Developing an oral and written text to state and asked the name of animals, objects, and public buildings are close to the students' everyday lives, by taking into account the social function, the structure of the text, and linguistic elements are correct and appropriate context. 4.7 Composing a written text label name (label) and a list of items (list), taking into account the social function, the structure of the text and linguistic elements are correct and appropriate context. 4.8 Composing an oral and written texts to express and ask the nature of people, animals, and objects, taking into account the social function, the structure of the text and linguistic elements are correct and appropriate context. 4.9 Composing an oral and written texts to express and ask behavior / action / function of people, animals, and objects, with elements of the right and appropriate linguistic context. 4.10 Comprehending the meaning of the text instruction (instruction), a sign or signs (short notice), warning signs (warning / caution), oral and written very short and simple. 4.11 Comprehending a text instruction (instruction), a sign or signs (short notice), warning signs (warning / caution), oral and written, is very short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.

No	Core Competences	Basic Competences
		4.12 Comprehending the meaning in oral and written descriptive text, very short and simple.
		4.13 Composing an oral and written descriptive text, very short and simple, about people, animals, and objects, with the attention to the social function, the structure of the text, and linguistic elements, correctly and in context.
		4.14 Comprehending the meaning of the song

Table 4. The Irrelevant Basic Competences with the Materials in ‘When English Rings the Bell’

No	Core Competences	Basic Competences
1.	Responding and applying teachings of the religion that they believe.	Being grateful for the opportunity to learn English as a language of international communication which is embodied in the spirit of learning.
2.	Honoring the honest, discipline, responsible, care, polite, curious, confident, tolerant, internally-motivated, healthy lifestyle, and eco-friendly act in interacting effectively with society within their extent.	2.1 Demonstrating a polite behavior and care in performing interpersonal communication with teachers and friends. 2.2 Demonstrating an honest behavior, discipline, confidence, and responsibility for implementing a transactional communication with teachers and friends. 2.3 Demonstrating a responsible behavior, caring, cooperation, and peace-loving, in performing functional communication.
3.	Understanding the knowledge (factual, conceptual, and procedural) of science, technology, art, culture and humanity with religious, nationalist, civilized, and cultural horizon related to observable phenomenon and events.	3.6 Understanding the social function, the structure of the text, and the language features of the text label name (label) and a list of items (list), according to the context of its use. 3.9 Understanding the social function, the structure of the text, and the language features of the text instruction (instruction), a sign or short notice, warning signs (warning / caution), according to the context of its use.
4.	Trying, processing, and presenting various things in practical (use, elaborate, string, modify, and create) and theoretical (write, read,	4.6 Developing an oral and written text to state and asked the name of animals, objects, and public buildings are close to the students' everyday lives, by taking into account the social function, the structure of the text, and linguistic elements are correct and appropriate context.

No	Core Competences	Basic Competences
	count, draw, and compose) in accordance to what they have learned from school and from many other sources within the same point of view.	4.7 Composing a written text label name (label) and a list of items (list), taking into account the social function, the structure of the text and linguistic elements are correct and appropriate context. 4.8 Composing an oral and written texts to express and ask the nature of people, animals, and objects, taking into account the social function, the structure of the text and linguistic elements are correct and appropriate context. 4.9 Composing an oral and written texts to express and ask behavior / action / function of people, animals, and objects, with elements of the right and appropriate linguistic context. 4.10 Comprehending the meaning of the text instruction (instruction), a sign or signs (short notice), warning signs (warning / caution), oral and written very short and simple. 4.11 Comprehending a text instruction (instruction), a sign or signs (short notice), warning signs (warning / caution), oral and written, is very short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.

Table 5. The Relevant Basic Competences with the Materials in 'When English Rings the Bell'

No	Core Competences	Basic Competences	Comformity	Evidence
3	Understanding the knowledge (factual, conceptual, and procedural) of science, technology, art, culture and humanity with religious, nationalist, civilized, and cultural horizon related to observable phenomenon and events.	3.1 Understanding the social function, the structure of the text, and the language features in expression of greeting, farewell, gratitude, and apology, as well as the response, according to the context of its use.	Relevant	I say good morning when I meet... (page.5) What should you say?... (page 19)
		3.2 Understanding the social function, the structure of the text, and the language features in the introduction of self expression, and response, according to the context of its use.	Relevant	Hello... (page 10) Let me introduce myself... (page 11)
		3.3 Understanding the social function, the structure of the text, and the language features of the text to mention and ask the name of the day, the month, the name of the time in days, the time as a number, date, and year.	Relevant	After Sunday is Monday... (page 28) Tomorrow is Saturday... (page 29)
		3.4 Understanding the social function, the structure of the text, and the language features of the linguistic identity exposure, according to the context of its use.	Relevant	They are my family members... (page 65)
		3.5 Understanding the social function, the structure of the text, and the language features in the text to express and ask the name and number of animals, objects, and public buildings are close to the students' everyday life.	Relevant	There are the things in my bag ... (page 79)

No	Core Competences	Basic Competences	Comformity	Evidence
		3.7 Understanding the social function, the structure of the text, and the language features in the text to mention and ask the nature of people, animals, objects according to the context of its use.	Relevant	I have curly hair, what about you?... (page 130)
		3.8 Understanding the social function, the structure of the text, and the language features in the text to mention and ask the behavior / action / function of people, animals, objects, according to the context of its use.	Relevant	This is my family ... (page 148)
		3.10 Understanding the social function, the structure of the text, and the language features of descriptive text with a description stating and asking about people, animals, and objects, very short and simple, according to the context of its use.	Relevant	I find them on my backyard (page 149)
		3.11 Understanding the social and the language features in a song.	Relevant	Let's sing a song (page 24)
4	Trying, processing, and presenting various things in practical (use, elaborate, string, modify, and create)	4.1 Developing a simple oral text to say and respond to greeting, farewell, gratitude, and apology, by taking into account the social function, the structure of the text, and linguistic elements are correct and appropriate context.	Relevant	How are you ... (page 7)

No	Core Competences	Basic Competences	Conformity	Evidence
	and theoretical (write, read, count, draw, and compose) in accordance to what they have learned from school and from many other sources within the same point of view.	4.2 Developing a simple oral and written text to express, ask, and respond to the self-introduction, with a very short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.	Relevant	Let me introduce myself (page 11)
		4.3 Developing an oral and written text to state and asked the name of the day, the month, the name of the time in days, the time as a number, date, and year, with the right elements and linguistic context.	Relevant	When do we have English? ... (page 30)
		4.4 Comprehending the meaning of identity oral presentation and write a very short and simple.	Relevant	There are my frienda (page 52)
		4.5 Developing an oral and written text to explain and ask for identity, with a very short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.	Relevant	Who are they (page 57)
		4.12 Comprehending the meaning in oral and written descriptive text, very short and simple.	Relevant	What does it look like ... (page 97)
		4.13 Composing an oral and written descriptive text, very short and simple, about people, animals, and objects, with the attention to the social function, the	Relevant	I know now ... (page 99)

No	Core Competences	Basic Competences	Comformity	Evidence
		structure of the text, and linguistic elements, correctly and in context.		
		4.14 Comprehending the meaning of the song	Relevant	Let's sing a song ... (page 24)

Table 7. The Irrelevant Basic Competences with the Materials in 'Let's Speak English'

No	Core Competences	Basic Competences	Comformity
1.	Responding and applying teachings of the religion that they believe.	Being grateful for the opportunity to learn English as a language of international communication which is embodied in the spirit of learning.	Irrelevant
2.	Honoring the honest, discipline, responsible, care, polite, curious, confident, tolerant, internally-motivated, healthy lifestyle, and eco-friendly act in interacting effectively with society within their extent.	2.2 Demonstrating an honest behavior, discipline, confidence, and responsibility for implementing a transactional communication with teachers and friends.	Irrelevant

Table 8. The Relevant Basic Competences with the Materials in 'Let's Speak English'

No	Core Competences	Basic Competences	Comformity	Evidence
2.	Honoring the honest, discipline, responsible, care, polite, curious, confident, tolerant, internally-motivated, healthy lifestyle, and eco-friendly act in interacting effectively with society within their extent.	2.1 Demonstrating a polite behavior and care in performing interpersonal communication with teachers and friends.	Relevant	Dialogue (page 2 and 3)
		2.3 Demonstrating a responsible behavior, caring, cooperation, and peace-loving, in performing functional communication.	Relevant	Dialogue (page 2 and 3)
3.	Understanding the knowledge (factual, conceptual, and procedural) of science, technology, art, culture and humanity with religious, nationalist, civilized, and cultural horizon related to observable phenomenon and events.	3.1 Understanding the social function, the structure of the text, and the language features in expression of greeting, farewell, gratitude, and apology, as well as the response, according to the context of its use.	Relevant	Practice 3 Page 4
		3.2 Understanding the social function, the structure of the text, and the language features in the introduction of self expression, and response, according to the context of its use.	Relevant	Task 5 Page 21
		3.3 Understanding the social function, the structure of the text, and the language features of the text to mention and ask the name of the day, the month, the name of the time in days, the time as a number, date, and year.	Relevant	Practice 5 Page 53

No	Core Competences	Basic Competences	Comformity	Evidence
		3.4 Understanding the social function, the structure of the text, and the language features of the linguistic identity exposure, according to the context of its use.	Relevant	Practice 7 and 9 Page 22
		3.5 Understanding the social function, the structure of the text, and the language features in the text to express and ask the name and number of animals, objects, and public buildings are close to the students' everyday life.	Relevant	Practice 2 Page 69
		3.6 Understanding the social function, the structure of the text, and the language features of the text label name (label) and a list of items (list), according to the context of its use.	Relevant	Practice 4 Page 72
		3.7 Understanding the social function, the structure of the text, and the language features in the text to mention and ask the nature of people, animals, objects according to the context of its use.	Relevant	Pactice 2 (1 &2) Page 105 and 106
		3.8 Understanding the social function, the structure of the text, and the language features in the text to mention and ask the behavior / action / function of people, animals, objects, according to the context of its use.	Relevant	Practice 2 Page 91
		3.9 Understanding the social function, the structure of the text, and the language features of the text instruction	Relevant	Practice 2 (task 2) Page 33

No	Core Competences	Basic Competences	Comformity	Evidence
		(instruction), a sign or short notice, warning signs (warning / caution), according to the context of its use.		
		3.10 Understanding the social function, the structure of the text, and the language features of descriptive text with a description stating and asking about people, animals, and objects, very short and simple, according to the context of its use.	Relevant	Practice 2 (task 1) Page 148
		3.11 Understanding the social and the language features in a song.	Relevant	Page 44
4.	Trying, processing, and presenting various things in practical (use, elaborate, string, modify, and create) and theoretical (write, read, count, draw, and compose) in accordance to what they have learned from school and from many other sources within the same point of view.	4.1 Developing a simple oral text to say and respond to greeting, farewell, gratitude, and apology, by taking into account the social function, the structure of the text, and linguistic elements are correct and appropriate context.	Relevant	Task 2 Page 11
		4.2 Developing a simple oral and written text to express, ask, and respond to the self-introduction, with a very short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.	Relevant	Task 8 page 22
		4.3 Developing an oral and written text to state and asked the name of the day, the month, the name of the time in	Relevant	Practice 8 Page 51

No	Core Competences	Basic Competences	Conformity	Evidence
		days, the time as a number, date, and year, with the right elements and linguistic context.		
		4.4 Comprehending the meaning of identity oral presentation and write a very short and simple.	Relevant	Practice 3 Page 22-23
		4.5 Developing an oral and written text to explain and ask for identity, with a very short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.	Relevant	Practice 7, 8, 9 Page 22
		4.6 Developing an oral and written text to state and asked the name of animals, objects, and public buildings are close to the students' everyday lives, by taking into account the social function, the structure of the text, and linguistic elements are correct and appropriate context.	Relevant	Practice 2, 3, 4 Page 67
		4.7 Composing a written text label name (label) and a list of items (list), taking into account the social function, the structure of the text and linguistic elements are correct and appropriate context.	Relevant	Practice 4 Page 73
		4.8 Composing an oral and written texts to express and ask the nature of people, animals, and objects, taking into account the social function, the structure of the text and linguistic elements are correct and appropriate context.	Relevant	Pactice 2 (3 & 4) Page 106

No	Core Competences	Basic Competences	Comformity	Evidence
		4.9 Composing an oral and written texts to express and ask behavior / action / function of people, animals, and objects, with elements of the right and appropriate linguistic context.	Relevant	Practice 2 (3 & 4) Page 92
		4.10 Comprehending the meaning of the text instruction (instruction), a sign or signs (short notice), warning signs (warning / caution), oral and written very short and simple.	Relevant	Practice 1 (task 3) Page 119
		4.11 Comprehending a text instruction (instruction), a sign or signs (short notice), warning signs (warning / caution), oral and written, is very short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.	Relevant	Practice 1 (task 3) Page 119
		4.12 Comprehending the meaning in oral and written descriptive text, very short and simple. Relevant	Relevant	Practice 2 (Task 1 & 2) Page 105 - 106
		4.13 Composing an oral and written descriptive text, very short and simple, about people, animals, and objects, with the attention to the social function, the structure of the text, and linguistic elements, correctly and in context.	Relevant	Practice 2 (task 3&4) Page 106

No	Core Competences	Basic Competences	Comformity	Evidence
		4.14 Comprehending the meaning of the song	Relevant	Let's sing along Page 80

Table 10. The Irrelevant Basic Competences with the Materials in 'Headline English'

No	Core Competences	Basic Competences	Comformity
1.	Responding and applying teachings of the religion that they believe.	Being grateful for the opportunity to learn English as a language of international communication which is embodied in the spirit of learning.	Irrelevant
2.	Honoring the honest, discipline, responsible, care, polite, curious, confident, tolerant, internally-motivated, healthy lifestyle, and eco-friendly act in interacting effectively with society within their extent.	2.2 Demonstrating an honest behavior, discipline, confidence, and responsibility for implementing a transactional communication with teachers and friends.	Irrelevant

Table 11. The Relevant Basic Competences with the Materials in ‘Headline English’

No	Core Competences	Basic Competences	Comformity	Evidence
2.	Honoring the honest, discipline, responsible, care, polite, curious, confident, tolerant, internally-motivated, healthy lifestyle, and eco-friendly act in interacting effectively with society within their extent.	2.1 Demonstrating a polite behavior and care in performing interpersonal communication with teachers and friends. 2.3 Demonstrating a responsible behavior, caring, cooperation, and peace-loving, in performing functional communication.	Relevant Relevant	Activity 10 Page 6-7 ; Page 8-9 Activity 10 Page 6-7 ; Page 8-9
3.	Understanding the knowledge (factual, conceptual, and procedural) of science, technology, art, culture and humanity with religious, nationalist, civilized, and cultural horizon related to observable phenomenon and events.	3.1 Understanding the social function, the structure of the text, and the language features in expression of greeting, farewell, gratitude, and apology, as well as the response, according to the context of its use. 3.2 Understanding the social function, the structure of the text, and the language features in the introduction of self expression, and response, according to the context of its use. 3.3 Understanding the social function, the structure of the text, and the language features of the text to mention and ask the name of the day, the month, the name of the time in days, the time as a number, date, and year.	Relevant Relevant Relevant	Activity 6 Page 4 Activity 4 Page 11 Activity 9 Page 26

No	Core Competences	Basic Competences	Comformity	Evidence
		3.4 Understanding the social function, the structure of the text, and the language features of the linguistic identity exposure, according to the context of its use.	Relevant	Test 2 Page 37
		3.5 Understanding the social function, the structure of the text, and the language features in the text to express and ask the name and number of animals, objects, and public buildings are close to the students' everyday life.	Relevant	Activity 5&7 Page 112-113
		3.6 Understanding the social function, the structure of the text, and the language features of the text label name (label) and a list of items (list), according to the context of its use.	Relevant	Activity 11 –12 Page 61-62
		3.7 Understanding the social function, the structure of the text, and the language features in the text to mention and ask the nature of people, animals, objects according to the context of its use.	Relevant	Activity 2-4 Page 159
		3.8 Understanding the social function, the structure of the text, and the language features in the text to mention and ask the behavior / action / function of people, animals, objects, according to the context of its use.	Relevant	Activity 5&6 Page 202
		3.9 Understanding the social function, the structure of the text, and the language features of the text instruction	Relevant	Activity 6 Page 228

No	Core Competences	Basic Competences	Comformity	Evidence
		(instruction), a sign or short notice, warning signs (warning / caution), according to the context of its use.		
		3.10 Understanding the social function, the structure of the text, and the language features of descriptive text with a description stating and asking about people, animals, and objects, very short and simple, according to the context of its use.	Relevant	Activity 12 Page 204
		3.11 Understanding the social and the language features in a song.	Relevant	Fun 2 Page 220
4.	Trying, processing, and presenting various things in practical (use, elaborate, string, modify, and create) and theoretical (write, read, count, draw, and compose) in accordance to what they have learned from school and from many other sources within the same point of view.	4.1 Developing a simple oral text to say and respond to greeting, farewell, gratitude, and apology, by taking into account the social function, the structure of the text, and linguistic elements are correct and appropriate context.	Relevant	Activity 8 Page 5
		4.2 Developing a simple oral and written text to express, ask, and respond to the self-introduction, with a very short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.	Relevant	Activity 11 Page 4
		4.3 Developing an oral and written text to state and asked the name of the day, the month, the name of the time in	Relevant	Activity 15&16 Page 28-29

No	Core Competences	Basic Competences	Comformity	Evidence
		days, the time as a number, date, and year, with the right elements and linguistic context.		
	4.4	Comprehending the meaning of identity oral presentation and write a very short and simple.	Relevant	Activity 12-13 Page 14
	4.5	Developing an oral and written text to explain and ask for identity, with a very short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.	Relevant	Activity 1&2 Page 35
	4.6	Developing an oral and written text to state and asked the name of animals, objects, and public buildings are close to the students' everyday lives, by taking into account the social function, the structure of the text, and linguistic elements are correct and appropriate context.	Relevant	Activity 15-17 Page 117
	4.7	Composing a written text label name (label) and a list of items (list), taking into account the social function, the structure of the text and linguistic elements are correct and appropriate context.	Relevant	Activity 6 Page 113
	4.8	Composing an oral and written texts to express and ask the nature of people, animals, and objects, taking into account the social function, the structure of the text and linguistic elements are correct and appropriate context.	Relevant	Activity 10-13 Page 152-153

No	Core Competences	Basic Competences	Comformity	Evidence
		4.9 Composing an oral and written texts to express and ask behavior / action / function of people, animals, and objects, with elements of the right and appropriate linguistic context.	Relevant	Activity 8 Page 203
		4.10 Comprehending the meaning of the text instruction (instruction), a sign or signs (short notice), warning signs (warning / caution), oral and written very short and simple.	Relevant	Activity 6&7 Page 228
		4.11 Comprehending a text instruction (instruction), a sign or signs (short notice), warning signs (warning / caution), oral and written, is very short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.	Relevant	Activity 10 Page 229
		4.12 Comprehending the meaning in oral and written descriptive text, very short and simple.	Relevant	Activity 13&14 Page 205
		4.13 Composing an oral and written descriptive text, very short and simple, about people, animals, and objects, with the attention to the social function, the structure of the text, and linguistic elements, correctly and in context.	Relevant	Activity 8 Page 203

No	Core Competences	Basic Competences	Comformity	Evidence
		4.14 Comprehending the meaning of the song	Relevant	Let's song together Page 39

Table 13. The Irrelevant Basic Competences with the Materials in 'Interactive English'

No	Core Competences	Basic Competences	Comformity
2.	Honoring the honest, discipline, responsible, care, polite, curious, confident, tolerant, internally-motivated, healthy lifestyle, and eco-friendly act in interacting effectively with society within their extent.	2.1 Demonstrating a polite behavior and care in performing interpersonal communication with teachers and friends. 2.2 Demonstrating an honest behavior, discipline, confidence, and responsibility for implementing a transactional communication with teachers and friends.	Irrelevant Irrelevant
4.	Trying, processing, and presenting various things in practical (use, elaborate, string, modify, and create) and theoretical (write, read, count, draw, and compose) in accordance to what they have learned from school and from many other sources within the same point of view.	4:11 Comprehending a text instruction (instruction), a sign or signs (short notice), warning signs (warning / caution), oral and written, is very short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.	Irrelevant

Table 14. The Relevant Basic Competences with the Materials in ‘Interactive English’

No	Core Competences	Basic Competences	Comformity	Evidence
1.	Responding and applying teachings of the religion that they believe.	Being grateful for the opportunity to learn English as a language of international communication which is embodied in the spirit of learning.	Relevant	Unit 2
2.	Honoring the honest, discipline, responsible, care, polite, curious, confident, tolerant, internally-motivated, healthy lifestyle, and eco-friendly act in interacting effectively with society within their extent.	2.3 Demonstrating a responsible behavior, caring, cooperation, and peace-loving, in performing functional communication.	Relevant	Activity 2 Page 25
3.	Understanding the knowledge (factual, conceptual, and procedural) of science, technology, art, culture and humanity with religious, nationalist, civilized, and cultural horizon related to observable phenomenon and events.	3.1 Understanding the social function, the structure of the text, and the language features in expression of greeting, farewell, gratitude, and apology, as well as the response, according to the context of its use.	Relevant	Activity 2 Page 4
		3.2 Understanding the social function, the structure of the text, and the language features in the introduction of self expression, and response, according to the context of its use.	Relevant	Activity 5 Page 6-7

No	Core Competences	Basic Competences	Comformity	Evidence
		3.3 Understanding the social function, the structure of the text, and the language features of the text to mention and ask the name of the day, the month, the name of the time in days, the time as a number, date, and year.	Relevant	Activity 6 Page 60
		3.4 Understanding the social function, the structure of the text, and the language features of the linguistic identity exposure, according to the context of its use.	Relevant	Activity 4C Page 19
		3.5 Understanding the social function, the structure of the text, and the language features in the text to express and ask the name and number of animals, objects, and public buildings are close to the students' everyday life.	Relevant	Activity 2 Page 65
		3.6 Understanding the social function, the structure of the text, and the language features of the text label name (label) and a list of items (list), according to the context of its use.	Relevant	Activity 8 Page 60
		3.7 Understanding the social function, the structure of the text, and the language features in the text to mention and ask the nature of people, animals, objects according to the context of its use.	Relevant	Activity 5 Page 48
		3.8 Understanding the social function, the structure of the text, and the language features in the text to mention	Relevant	Activity 3 Page 38

No	Core Competences	Basic Competences	Comformity	Evidence
		and ask the behavior / action / function of people, animals, objects, according to the context of its use.		
		3.9 Understanding the social function, the structure of the text, and the language features of the text instruction (instruction), a sign or short notice, warning signs (warning / caution), according to the context of its use.	Relevant	Activity 7 Page 69-70
		3.10 Understanding the social function, the structure of the text, and the language features of descriptive text with a description stating and asking about people, animals, and objects, very short and simple, according to the context of its use.	Relevant	Activity 4 C&D Page 120
		3.11 Understanding the social and the language features in a song.	Relevant	Activity 7A Page 140
4.	Trying, processing, and presenting various things in practical (use, elaborate, string, modify, and create) and theoretical (write, read, count, draw, and compose) in accordance to what they have learned from school and from	4.1 Developing a simple oral text to say and respond to greeting, farewell, gratitude, and apology, by taking into account the social function, the structure of the text, and linguistic elements are correct and appropriate context.	Relevant	Activity 2 Page 3
		4.2 Developing a simple oral and written text to express, ask, and respond to the self-introduction, with a very short and simple, with attention to the social function,	Relevant	Activity 2 Page 3

No	Core Competences	Basic Competences	Comformity	Evidence
	many other sources within the same point of view.	the structure of the text, and linguistic elements are correct and appropriate context.		
		4.3 Developing an oral and written text to state and asked the name of the day, the month, the name of the time in days, the time as a number, date, and year, with the right elements and linguistic context.	Relevant	Activity 6 Page 69
		4.4 Comprehending the meaning of identity oral presentation and write a very short and simple.	Relevant	Activity 1 page 15
		4.5 Developing an oral and written text to explain and ask for identity, with a very short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.	Relevant	Activity 1C Page 15
		4.6 Developing an oral and written text to state and asked the name of animals, objects, and public buildings are close to the students' everyday lives, by taking into account the social function, the structure of the text, and linguistic elements are correct and appropriate context.	Relevant	Activity 2 Page 66
		4.7 Composing a written text label name (label) and a list of items (list), taking into account the social function,	Relevant	Activity 8E Page 61

No	Core Competences	Basic Competences	Comformity	Evidence
		the structure of the text and linguistic elements are correct and appropriate context.		
		4.8 Composing an oral and written texts to express and ask the nature of people, animals, and objects, taking into account the social function, the structure of the text and linguistic elements are correct and appropriate context.	Relevant	Activity 6E Page 50
		4.9 Composing an oral and written texts to express and ask behavior / action / function of people, animals, and objects, with elements of the right and appropriate linguistic context.	Relevant	Activity 4 Page 39
		4:10 Comprehending the meaning of the text instruction (instruction), a sign or signs (short notice), warning signs (warning / caution), oral and written very short and simple.	Relevant	Activity 1 Page 75
		4:12 Comprehending the meaning in oral and written descriptive text, very short and simple.	Relevant	Activity 4 B&C Page 89
		4:13 Composing an oral and written descriptive text, very short and simple, about people, animals, and objects, with the attention to the social function, the structure of the text, and linguistic elements, correctly and in context.	Relevant	Activity 4B Page 89

No	Core Competences	Basic Competences	Conformity	Evidence
		4.14 Comprehending the meaning of the song	Relevant	Activity 7B Page 140- 141

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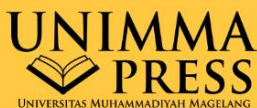
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