

**A CONTENT ANALYSIS OF “WHEN ENGLISH RINGS A BELL”: AN ENGLISH
TEXTBOOK FOR SEVENTH GRADE (ED. 2017)**

THESIS



By
ILNAZAL MUMTAZ
NIM. 210916047

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
FEBRUARY 2020**

ABSTRACT

MUMTAZ, ILNAZAL. 2020. *A Content Analysis of “When English Rings a Bell”: An English Textbook for Seventh Grade (Ed. 2017)*. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Ahmad Nadhif, M.Pd.

Key Word: Content Analysis, English Textbook and Mukundan et al’s Criteria

This research is conducted due to several reasons. The first, there is no scientific works especially in thesis analyzing the newest edition textbook along the researcher’s search. The second, the Mukundan et.al’s checklist has not been used yet in analyzing English textbooks. The third, the researcher selects the textbook because it is the newest edition of three previous editions and although it is published by Ministry of Education and Culture of Indonesia, but there is no guarantee that the materials in the textbook have fulfilled good textbook criteria determined by textbook evaluation experts. The fourth, the researcher selects the checklist because it is developed based on review of similar previous criterion to ensure its construct validity and give the clarity of its sub-aspects. A five-point scale is also added in the checklist to help the evaluators in assessing the textbook based on the criterion. In addition, the checklist can be useful for pre-use, in-use and post-use textbook evaluation purposes.

The objective of this study was to explain the criteria of general attributes and learning-teaching content in the English textbook entitled “When English Rings a Bell” for Junior High School of VII Grade (Ed. 2017) based on the criteria proposed by Mukundan, Hajimohammadi, and Nimehchisalem.

This research was categorized as a content analysis study following three systematic steps. Those were: 1) deciding on the subject, that is “*When English Rings a Bell*” (Ed. 2017) for Junior High School of VII Grade, 2) referring to the criteria for English textbook evaluation issued by Mukundan, Hajimohammadi, and Nimehchisalem, 3) analyzing the textbook and interpreting the findings and drawing a conclusion. The data were gathered by evaluating the textbook using the checklist containing the criteria of textbook evaluation. In the data analysis technique, score category of assessment was calculated by dividing the total score obtained with the amount of the highest score that is multiplied by the total number of criteria. It was then multiplied by 100% to achieve the sum point.

The result showed that the English textbook entitled “*When English Rings a Bell*” (Ed. 2017) for Junior High School of VII Grade has fulfilled the criteria of a good textbook by achieving the sum point of 98% classified “good” with coverage 100% for the book in relation to syllabus and curriculum classified “good”, 100% for methodology classified “good”, 100% for suitability to learners classified “good”, 94% for physical and utilitarian attributes classified “good”, 50% for efficient outley of supplementary materials classified “sufficient”, 100% for general classified “good”, 100% for listening classified “good”, 100% for speaking classified “good”, 100% for reading classified “good”, 100% for writing classified “good”, 100% for vocabulary classified “good”, 100% for grammar classified “good”, 100% for pronunciation classified “good”, and 100% for exercises classified “good”.

APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : Ilnazal Mumtaz

Student Number : 210916047

Faculty : Tarbiyah and Teachers Training

Department : English Education

Title : A CONTENT ANALYSIS OF "WHEN ENGLISH RINGS A BELL": An
English Textbook for VII Grade (Ed. 2017)

has been approved by the advisor and is recommended for approval and acceptance.

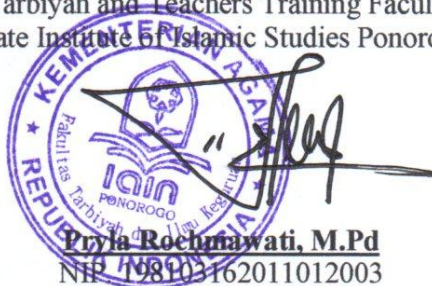
Advisor



Ahmad Nadhif, M. Pd
NIP. 198004182008011009

Ponorogo, 9 April 2020

Acknowledged by
Head of English Education Department of
Tarbiyah and Teachers Training Faculty
State Institute of Islamic Studies Ponorogo



Prilya Rochmawati, M.Pd
NIP. 198103162011012003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PONOROGO**

PENGESAHAN

Skripsi atas nama saudara :


Nama : **ILNAZAL MUMTAZ**
NIM : 210916047
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : **A CONTENT ANALYSIS OF "WHEN ENGLISH RINGS A BELL": AN ENGLISH TEXTBOOK FOR SEVENTH GRADE (ED. 2017)**

Telah dipertahankan pada sidang Munaqasah di Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Ponorogo, pada :

Hari : **Senin**
Tanggal : **28 September 2020**

dan telah diterima sebagai bagian dari persyaratan untuk memperoleh gelar Sarjana Tadris Bahasa Inggris, pada :

Hari : **Senin**
Tanggal : **12 Oktober 2020**

Ponorogo, 2 November 2020
Dekan Fakultas Tarbiyah dan Ilmu Keguruan,

Dr. AHMADI, M.Ag.
NIP. 196312171997031003

Tim Penguji Skripsi :

1. Ketua Sidang : **PRYLA ROCHMAHWATI, M.Pd**
2. Penguji I : **NURUL KHASANAH, M.Pd**
3. Penguji II : **AHMAD NADHIF, M.Pd**

SURAT PERSETUJUAN PUBLIKASI

Yang Bertanda tangan di bawah ini:

Nama : Ilnazal Mumtaz

NIM : 210916047

Fakultas : Tarbiah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

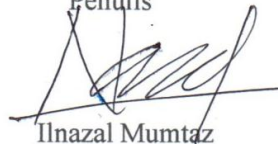
Judul Skripsi/Tesis : A CONTENT ANALYSIS OF “WHEN ENGLISH RINGS A BELL”: AN ENGLISH TEXTBOOK FOR SEVENTH GRADE (ED. 2017)

Menyatakan bahwa naskah skripsi / tesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di **etheses.iainponorogo.ac.id**. Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 15 November 2020

Penulis



Ilnazal Mumtaz



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PONOROGO**

Jl. Pramuka 156 Ponorogo 6347 Telp. (0352) 481277

Website : www.iainponorogo.ac.id

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Inazal Mumtaz

NIM : 210916047

Fakultas : Tarbiah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Judul Skripsi/Tesis : A CONTENT ANALYSIS OF "WHEN ENGLISH RINGS A BELL": AN ENGLISH TEXTBOOK FOR SEVENTH GRADE (ED. 2017)

Menyatakan bahwa naskah skripsi / tesis tersebut adalah benar-benar hasil karya sendiri. Di dalam tidak terdapat bagian yang berupa plagiat dari karya orang lain, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara yang tidak sesuai dengan etika keilmuan yang berlaku. Apabila di kemudian hari ditemukan adanya pelanggaran terhadap etika keilmuan di dalam karya tulis ini, saya bersedia menanggung resiko atau sanksi yang dijatuhkan kepada saya.

Ponorogo, 15 November 2020

Penulis,

Inazal Mumtaz

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, research focus, statement of the problems, objectives of the study, significances of the study, and organization of the thesis.

A. Background of the Study

A textbook means a designed material for the learning-teaching process to increase the learners' knowledge and experience. Cunningsworth stated that textbook is a source to achieve objectives that have been set in terms of learner needs.¹ Textbook also can be defined as a book that is prepared for students in learning-teaching process. It is used as a main component to deliver the material designed in the curriculum. It may deliver the foundation for the content of the lessons, the balance of skills taught, and language types the students take part in. Textbook actually can varies based on the language teaching stakeholders. It can adapt the curriculum, teacher needs, and also students' needs. We can find a different textbook used in a different school. Therefore, teachers should select an appropriate and ideal textbook as beneficial for both students and teachers as possible. However, in a particular occasion, learners' needs sometimes become the main point for the teachers to select a textbook. In other words, English teachers should be able to evaluate textbooks to find out if they were still worth to use or need to replace.²

Cunningsworth also argues that textbooks are a best source for self-directed learning, a best source for teachers to present materials, a source of ideas and activities, a main reference for students, a syllabus that reflects pre-determined learning aims, and supporting less experienced teachers who still have to gain in confidence.³

¹Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: MACMILLAN HEINEMANN: English Language Teaching, 1995), 7.

²Arono and Emelda Syafrina, "Features of English Textbooks For the First-Year of Senior High School Implementing the 2013-Curriculum," *Journal of Applied Linguistics and Literature*, 2 (December 2017).

³Cunningsworth, *Choosing Your Coursebook*, 7.

Richards stated that teaching materials are considered as a main component in most language program.⁴ Celce Murcia argues that textbooks either required or supplementary provide content and learning-teaching activities for teachers, which create much happens in the class.⁵ Furthermore, Wright, as cited in Lee, says that teaching materials (e.g. textbooks) support to define the objectives of the syllabus and the roles of teachers and learners within the instructional process.⁶ The selection and use of the textbook both required and supplementary are based on its analysis or evaluation. Design and development of language material take into account of factors such as teachers, learners, language use and function, tasks, designs, content, and adoption so that the learning-teaching activities can be conducted successfully.⁷

Good English textbooks were not only visually interesting and presented attractively but also met the criteria of good English textbooks. There are some criteria suggested by some experts that can be used to analyze textbook. Those criteria are introduced by many experts of EFL textbook evaluation, such as Sheldon, Grant, Cunningsworth, and Harmer. Each expert has different view about the criteria for textbook evaluation.⁸ Additionally, Indonesia also has an Education National Standardization Board (BSNP). One of the tasks is to analyze textbooks and to evaluate the quality of textbooks used. BSNP has some criteria to analyze the appropriateness of textbook that is used in learning process. The textbook must have all of appropriateness elements, those are content appropriateness, presentation appropriateness, linguistic appropriateness, and graphic appropriateness.⁹

⁴J. C. Richards. *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001), 251.

⁵M. Celce Murcia. *Teaching English as Second or Foreign Language (3rd edition)* (Boston: Heinle & Heinle, 2001), 414.

⁶Younghwa Lee, "A Package for an English Paragraph: An Evaluation of the Coursebook used in Two EFL Writing Courses," *English Teaching*, 3 (Mei-Agustus, 2003), 165.

⁷Handoyo Puji Widodo, "Textbook Analysis on College Academic writing," *TEFLIN Journal*, 2 (Agustus, 2007).

⁸Rias Wita Suryani, "An English Textbook Analysis", *ELTAR Journal*, 1 (Desember, 2018).

⁹<https://www.unm.ac.id/files/surat/pp-19-tahun-2005-ttg-snp.pdf>, accessed on 26 Desember 2019

Since using textbooks is important, selecting good textbooks that suit students' needs is necessary. Considering this urgency, analyzing textbook is needed. As stated by Tomlinson & Masuhara, as cited in Elok Putri, textbook analysis measures the potential value of textbooks by making judgements about the effect of the materials on the people using them. Analyzing textbooks is required for education quality and development.¹⁰

Textbook analysis means analyzing content of the textbook. Some experts have different definitions of content analysis. Kerlinger defines content analysis as a method to study and analyse communication sistematically, objectively and quantitatively for measuring variables.¹¹ Whereas, Weber, as cited in Ahmad, states that content analysis is a research method by using a set of procedures to make valid inference of texts.¹²

Meanwhile, Buyukozturk et.al, as cited in Akaydin and Cecen, state that content analysis method is a systematic and repeatable method summarizing certain words of a text with smaller content categories that use codes based on certain rules. The main process of the method is to collect similar data in concepts and themes, then organizing and interpreting them in a logical order for the readers. The method also examines the literature of a scientific field.¹³

Considering the above matter, the researcher wants to conduct a content analysis for the English textbook entitled "When English Rings a Bell" for VII Grade. The researcher selects the textbook because it is the newest edition (2017) which is rare to be analyzed, especially in thesis. In fact, the researcher doesn't find a thesis yet that analyzes the newest edition textbook along his search in finding scientific works that analyze it. Scientific works which are found by the researcher are analysis of the previous edition textbooks, that are 2013, 2014, and 2016. Moreover, although the textbook is published by Ministry of

¹⁰Elok Putri Nimasari, "Evaluating an EFL Textbook: To What Extent Does The 2013 Curriculum-Based Textbook Accomplish Pedagogical Aspects?," *PROSIDING ICTTE FKIP UNS 2015*, 1 (Januari, 2016).

¹¹<https://www.qualityresearchinternational.com/methodology/RRW5pt6Contentanalysis.php>, accessed on 5 Juni 2020

¹²Ahmad, "Desain Penelitian Analisis Isi (Content Analysis)", *Jurnal Ahmad* (Juni, 2019).

¹³Ş. Akaydin & M. A. Çeçen, "A Content analysis on Articles Related to Reading Skills," *Journal of Education and Science*, 178 (2015), 183-198.

Education and Culture of Indonesia, but there is no guarantee that the materials in the textbook have fulfilled good textbook criteria determined by textbook evaluation experts. Therefore, the researcher decides to conduct an evaluation on the English textbook by using evaluation criteria from experts.

The researcher chooses textbook evaluation criteria proposed by Mukundan, Hajimohammadi and Nimehchisalem on the criteria of general attributes and learning-teaching content. The evaluation criteria forms checklist. The researcher selects the checklist because the developers give one or more descriptors to each sub-aspect to avoid misinterpretations of those sub-aspects. The descriptors will indicate that a good textbook should consider learners' age, needs and interests. The checklist is developed based on review of similar previous criterion to ensure its construct validity and give the clarity of those sub-aspects. A five-point scale is also added in the checklist to help the evaluators in assessing the textbook based on the criterion. The checklist can be useful for pre-use, in-use and post-use textbook evaluation purposes and substantial educational and administrative decisions that may have financial, professional, and political implications. Furthermore, the checklist can prove informative and helpful for curriculum designers, ELT material developers, or teachers providing them with useful ideas according to the materials being evaluated to be improved.

B. Research Focus

This study focuses on the criteria of textbook evaluation in English textbook which is analyzed based on the criteria of a good textbook proposed by Mukundan, Hajimohammadi, and Nimehchisalem on the criteria of general attributes of the textbook and learning-teaching content.

The subject of this study is an English textbook for Junior High School entitled "When English Rings a Bell" for VII Grade (Ed. 2017).

C. Statement of the Problems

The problems in the research are formulated as follow:

1. How is the criteria of general attributes in the English textbook entitled “When English Rings a Bell” for Junior High School of VII Grade (Ed. 2017) based on the criteria proposed by Mukundan, Hajimohammadi, and Nimehchisalem?.
2. How is the criteria of learning-teaching content in the English textbook entitled “When English Rings a Bell” for Junior High School of VII Grade (Ed. 2017) based on the criteria proposed by Mukundan, Hajimohammadi, and Nimehchisalem?.

D. Objectives of the Study

The objective of this study is to explain the criteria of general attributes and learning-teaching content in the English textbook entitled “When English Rings a Bell” for Junior High School of VII Grade (Ed. 2017) based on the criteria proposed by Mukundan, Hajimohammadi, and Nimehchisalem.

E. Significances of the Study

The result of this study is expected to give both theoretical and practical benefits for the following parties:

1. Theoretically, this study gives referential contributions in giving the general way to analyze English Textbooks.
2. Practically, the result of this study is beneficial:
 - a. For the researcher, this study can give a practice to improve his knowledge and skill in analyzing English textbook.
 - b. For English teachers, the result of this study can give useful information in choosing and analyzing good English textbook before deciding to use it in learning-teaching process.

- c. For English textbook writers, the result of this study can help them to be more careful in making English textbooks and more aware of the aspects of general attributes and learning-teaching content.
- d. For other researchers, this study can provide the general way to analyze textbooks or other forms of English materials. This study also can be used as the foundation for the further study.

F. Organization of the Thesis

Organization of the thesis includes five chapters. Chapter 1 is introduction including background of the study, research focus, statement of the problems, objectives of the study, significances of the study, and organization of the thesis. Chapter 2 is previous research findings on content analysis of textbook and theoretical background about textbook including definition of textbook, the role of textbook and advantages and disadvantages of textbook, content analysis, and the description of Mukundan, Hajimohammadi, and Nimehchisalem's Checklist. Chapter 3 is research methods including research design, researcher's role, research setting, data source, data collection technique, data analysis technique, checking validity of findings, and research procedure. Chapter 4 is findings and discussion including analysis on the aspects of general attributes of the textbook and learning-teaching content issued by Mukundan, Hajimohammadi, and Nimehchisalem. Chapter 5 is conclusion including conclusion and recommendations.

CHAPTER II

PREVIOUS RESEARCH FINDINGS AND THEORETICAL BACKGROUND

This chapter discusses previous research findings on content analysis of textbook and theoretical background about textbook including definition of textbook, the role of textbook, advantages and disadvantages of textbook, content analysis, and the description of Mukundan, Hajimohammadi, and Nimehchisalem's checklist.

A. Previous Research Findings

There are five studies about content analysis of textbooks. The first, the study was conducted by Nuarrifa Prabasari and Agus Widyantoro. This study was to find if the English textbook analyzed met the criteria of a good textbook suggested by *Pusat Perbukuan* and some ELT experts and if the textbook suits the 2013 curriculum. This study was categorized as a content analysis that applied four procedures suggested by Ary, et.al. Those were: (1) referring to the criteria of English textbook evaluation proposed by *Pusbuk* in 2011 and some ELT experts and making some modification to suit the 2013 curriculum, (2) deciding on the subject, that was an English textbook entitled *Interactive English for Junior High School* for VII Grade, (3) employing the criteria to analyze the textbook by using a simple tick and cross-system as judgments, and (4) analyzing the textbook. The data were collected by analyzing the English textbook using the criteria including the aspects of textbook evaluation. In analyzing data, the calculation was done by dividing the total of criteria point that was met in the textbook for each sub-aspect with the total of criteria point in each sub-aspect and then multiplied by 100 % to get the sum point.¹⁴

To ensure credibility, the study used consensus and triangulation. The result showed that the textbook has fulfilled the criteria of a good textbook by getting the fulfillment score of 61 % covering 71 % for the relevance of materials to the 2013 curriculum, 100 % for material accuracy, 30 % for supporting materials, 56 % for language

¹⁴Nuarrifa Prabasari and Agus Widyantoro, "An Evaluation on an English Textbook: *Interactive English* for the Seventh Grade of Junior High School", 27-35.

appropriateness, 50 % for presentation technique, 67 % for teaching and learning technique, and 56 % for presentation coverage. The textbook suited the curriculum in the presentation activities and character building. Then, teachers were recommended to modify the tasks that did not suit the criteria of a good textbook especially in content aspects.¹⁵

The second, the study was conducted by Masyhudi Lathif. This study was a content analysis following four procedures suggested by Ary, et.al. Those were: (1) determining on the subjects, that were two English textbooks entitled “Let’s Talk: English for Students of Grade VIII (SMP/MTs)” and “English on Sky 2 for the Grade VIII Junior High School”, (2) referring to the criteria of English textbook evaluation proposed by *Pusbuk* in 2011 and some ELT experts, (3) employing the criteria to evaluate the textbooks by using a simple tick and cross-system as judgments, and (4) analyzing the textbooks. The data were collected by analyzing the textbooks using the criteria including the aspects of textbook evaluation. In analyzing data, the calculation was done by dividing the total of criteria point that was met in the textbooks for each sub-aspect with the total of criteria point in each sub-aspect and then multiplied by 100%. For ensuring the credibility, the study used consensus and triangulation.¹⁶

The results showed that the textbook “Let’s Talk” has fulfilled the criteria of a good textbook by getting the average fulfillment score of 80% covering 83% for the relevance of the materials to the curriculum, 86% for material accuracy, 71% for supporting materials, 87% for language appropriateness, 100% for presentation technique, 87% for teaching and learning technique, and 60% for presentation coverage. Meanwhile, the textbook “English on Sky 2” has fulfilled the criteria of a fair textbook by getting the average fulfillment score of 78% covering 67% for the relevance of the materials to the curriculum, 86% for material accuracy, 57% for supporting materials, 87% for language appropriateness, 100% for

¹⁵*Ibid*

¹⁶Masyhudi Lathif, “An Evaluation of English Textbooks for the Eighth Graders of Junior High School, “ (Thesis, Yogyakarta State University, 2015).

presentation technique, 87% for teaching and learning technique, and 60% for presentation coverage. Then, teachers are recommended to modify the tasks and the activities on the textbooks that did not suit the criteria of good textbooks especially in the aspects of content, language, and presentation.¹⁷

The third, the study was conducted by Dyaning Nidya Pangestika, Andayani, and Raheni Suhita. The study was to describe the content and language feasibility of the textbooks “*Bahasa Indonesia Untuk SMP/MTs Kelas VII Edisi Revisi*”. The study is descriptive qualitative with a content analysis technique. The sampling techniques are aimed at samples of the textbooks. The data were gathered from the document analysis of the related content and language feasibility of the textbooks by applying an instrument that is made based on the related theories referring to the instrument of textbook evaluation proposed by BSNP or National Education Standard Agency.¹⁸

Besides, the data were also obtained from informers consisting of students, teachers, and experts. Flow model analysis was used in the study including data reduction, data display, and drawing the conclusions. The results showed that: (1) the content feasibility of the textbook is well fulfilled with the results of the assessment based on the 11 points of assessment scored 2-4 with an average score of 38,14 from a maximum score of 44 to achieve the percentage of 86,68% included in compatible criteria, (2) the language feasibility of the textbook is also well fulfilled with the results of the assessment based on the 6 points of assessment scored 2-4 with an average score of 19,24 from a maximum score of 24 to achieve the percentage of 80,16% included in intensely compatible criteria.¹⁹

The fourth, the study was conducted by Seth A. Parsons, Melissa A. Gallagher, and the Content Analysis Team of George Mason University. This research was to determine the topics studied, theoretical perspectives, and methods used in current literacy research. A

¹⁷*Ibid*

¹⁸Dyaning N. Pangestika, Andayani, and Raheni Suhitakajian, “Buku Teks Bahasa Indonesia Tingkat Sekolah Menengah Pertama,” *Basastra Jurnal Penelitian Bahasa, Sastra Indonesia dan Pengajarannya*, 2 (Oktober 2017).

¹⁹*Ibid*

research team employed content analysis of nine journals from 2009 to 2014 to collect the data. In the 1,238 articles analyzed, the topics, theoretical perspectives, research designs, and data sources were recorded. Frequency calculations of the findings are presented for each journal. Chi-square tests of independence showed significant differences statistically in the area of the topics, the theoretical perspectives, the research designs, and the data sources in the nine journals. The results showed that the field of literacy research can be fragmented, which becomes a focus for literacy researchers since the paradigm wars in the 1980s and 1990s. The community of literacy research should be urged to give precise research by viewing and studying learning-teaching from different perspectives and methods and recognizing the main aspect of precise research, that is the match between research questions and research methods.²⁰

The fifth, the study was conducted by Arif Kurnianto. This study was to discover if reading materials of the textbook “Real Time” met the criteria of a good English textbook. The reading materials are analyzed based on the aspects of content, presentation, and language use and readability.²¹

The first aspect is the content of the textbook. Some points are dealing with the aspect of the content. The points are the compatibility between reading materials and curriculum, the kinds of genres found in the reading materials, the reading materials based on the level of difficulty, reading tasks provided to improve students’ ability, the reading materials that support life skills, and regarding the aspects of gender, religion, and race. Almost all the points of the aspect of content have fulfilled except the compatibility between

²⁰Seth A. Parsons, Melissa A. Gallagher, and the George Mason University Content Analysis Team, “A Content Analysis of Nine Literacy Journals, 2009-2014,” *Journal of Literacy Research*, 4 (2016), 476–502.

²¹Arif Kurnianto, “An Analysis of Reading Materials on a Textbook for the Eighth Grader: Real Time An Interactive English Course for Junior High School Students Year VIII,” (Thesis, Yogyakarta State University, Yogyakarta, 2016).

the reading materials and curriculum because some reading indicators cannot be found in the reading materials of the textbook.²²

The second aspect is the presentation of the textbook. Some points are analyzed. The points are learning objective that is explicitly stated and directing to communicative competence, the presentation of each chapter that reflects the logical coherence and arranged from easy materials to difficult materials, the compatibility between tasks and materials, and the presentation of each chapter which requires students to do active English communication, encouraging students to be interested in English subject, and encouraging them in reflecting and evaluating themselves. Thirdly, the aspect of language use and readability has some points, that are the standard of English use which suits the language rules, appropriate English use with the need for communication learning, the presentations of paragraphs effectively presented by regarding coherence, cohesiveness, and the interesting illustration use. In conclusion, the reading materials provided in the textbook “Real Time” meet the aspects of presentation and language use and readability.²³

B. Theoretical Background

This discusses three aspects: textbook, content analysis, and the description of Mukundan, Hajimohammadi and Nimehchisalem’s checklist.

1. Textbook

The aspect of textbook includes definition of textbook, the role of textbook, and advantages and disadvantages of textbook.

a. Definition of Textbook

A textbook is generally a book including some materials of the certain subjects used by students in the learning process in the classroom. It is as the main resource to deliver the material framework that is designed in the curriculum. Teachers can be also

²²*Ibid*

²³*Ibid*

helped in providing teaching materials to the students.²⁴ The textbook contains primary materials in the learning-teaching process and acts as the main teaching aid. It simply gets many instructional sources to support teachers and students in the learning-teaching process. But, the teachers need to be careful in determining a textbook as their source of materials in the class.²⁵ Determining an appropriate textbook is required so that the students are not misled in English learning as a foreign language. An appropriate textbook is relevant to the student needs and characteristics, such as age, level, and the learning style of the students.²⁶

A textbook includes instructional materials consisting of content and material of subjects that are well arranged in written form and giving good support in the learning-teaching process. It usually contains complete packages of English skills and components that help the teachers and the students as their resource of materials and exercises in English learning-teaching as a foreign language.²⁷

b. The Role of Textbook

Textbooks have an important role in the language classrooms in all types of educational institutions, such as state schools, colleges, language schools, and other educational institutions in the world. Teachers must select an appropriate textbook because they spend much time with textbooks in the class. A textbook can provide different objectives for the teachers, that is as the main source, as supplementary material, as an inspiration for activities in the class, and as the implementation of the

²⁴Wita Nurhikmah, "The Analysis of English Textbook Used in the First Grade of Senior High School Based on Curriculum 2013," (State University of Medan, 2016).

²⁵Miftahur Rijal Anshar, "The Evaluation of English Electronic Books for Junior High School in Indonesia," *Journal of English and Education*, 2 (2014), 36-48.

²⁶*Ibid*

²⁷Reinildis A. C. Rynanta and Suharmanto Ruslan, "Content Analysis on the English Textbook Entitled "English in Mind Starter (Student's Book)".

curriculum. It also provides a common framework for the teachers and the students. But, using textbooks from cover to cover to meet the student's needs is not enough.²⁸

Among the elements of English teaching programs, textbooks are viewed as the main sources in achieving aims that have been relevant to the student's needs. All language programs should design or select appropriate textbooks, review, evaluate, and adapt those continually in response to developing their needs.²⁹

In the learning-teaching process, a textbook has an important role because it leads the teachers in delivering materials to be taught over a while. For the students, the textbook makes them easier to understand what is being taught. With the textbook, they can learn the lesson or the topics at home. The roles of ELT textbooks are to serve the written and spoken materials, to promote interactions, to serve the references of vocabulary and grammar, as a resource of activities in the class, and to offer self-directed learning.³⁰

The textbook can be an agent of change. It can be reached when meeting some situations. First, not only explicit guidance by the teachers but also student books must contain suitable learning suggestions for how to learn. Second, the textbook should include support in classroom management which can free the teachers to overcome new content and procedures. Third, the textbook can become an agent of change if it gives clear pictures to the teachers about the changes that will happen and clear practical guides in implementing it in the class. Fourth, if a school adopts a textbook, it can result in collectively support and mutual responsibility for the commitment to the change.³¹

²⁸Rizky Akbar, "An Analysis of Selected Eleventh Grade English Textbooks," *Journal of English and Education*, 1 (2016), 109-126.

²⁹*Ibid*

³⁰Harni Jusuf, "The Models of Checklist Method in Evaluating ELT Textbooks," *Journal al-Lisan*, 2 (Agustus, 2018.).

³¹Arianingsih, "An Analysis of the Appropriateness of Junior High School English Textbook Entitled When English Rings a Bell for VIII Grade Based on BSNP Criteria,".

c. Advantages and Disadvantages of Textbook

Textbook has advantages and disadvantages in the learning-teaching process. Advantages of textbook are as follow:³²

1. Haycroft, as cited in Lakovos, states that textbooks are psychologically very needed for students since their development and competence can be measured concretely when using those in English learning.
2. Sheldon, as cited in Lakovos, states that materials that are published will be more credible than materials that are generated by teacher or "in-house" materials.
3. O'Neill, as cited in Lakovos, states that textbooks are usually relevant to student needs, save time and money, and allowing adaptation and development to meet the necessities of a found teaching condition.
4. Sheldon, as cited in Lakovos, states that textbooks are relatively cheap and save preparation time to make a lesson plan, while materials that are generated by the teacher can be weak in time, cost, and quality. Those also can overcome the danger of teacher work overload.

Besides the above advantages, textbooks also include a structure and a syllabus for a program, help standardized instructions, maintaining quality, including various learning sources, save teachers' time, and including effective language types and inputs. Good textbooks usually include complete and interesting materials. Those give a suitable development of language components, showing clearly about learning topics, and sometimes summarizing topics that have been learned for students can correct grammatical and functional points. Textbooks can include a systematic amount of vocabulary provided to the students and allowing them to learn according to their learning style outside the class.³³

³²Lakovos Tsiplakides, "Selecting an English Coursebook: Theory and Practice", *Theory and Practice in Language Studies*, 7 (July, 2011), 758-764.

³³*Ibid*

Although the above undeniable advantages, textbook also has disadvantages below:³⁴

1. Textbooks are rigid. Those generally include vague pedagogic, psychological, and linguistic preferences and also biases from those authors.
2. Carrell, Korwitz, and Renner, as cited in Lakovos, state that textbooks contain social and cultural biases, such as gender, sex, and stereotype.
3. Skierso, as cited in Lakovos, states that textbooks can limit teachers' creativity if they are required to follow those frequently.
4. Ur, as cited in Lakovos, states that textbooks can decrease teacher's roles. Their roles are as mediators. They only do teaching practices imposed on them.

2. Content Analysis

Gao, as cited in Majhi et.al, states that content analysis is a set of procedures to collect and organize information in a standardized form allowing analysts to infer the characteristics and meanings of written and recorded. It can be a powerful method to examine trends, document patterns, authorship patterns, and so on. The values and objectives of the authors can be made an inference from the data that can show the main themes and associations.³⁵

Donohue, as cited in Jordaan et.al, states that content analysis identifies and categorizes certain types of messages either written or spoken material in evaluating the content of publications. It can evaluate the data quantitatively, or it can interpret the data qualitatively, depending on the research question and given knowledge of the topic.³⁶

³⁴*Ibid*

³⁵Sabitri Majhi, Chanda Jal & Bulu Maharana, "Content Analysis of Journal Articles on Wiki in Science Direct Database," *Library Philosophy and Practice* (e-journal), (February, 2016).

³⁶Yolanda Jordaan, Melanie Wiese, Karim Amade and Ermi de Clercq, "Content Analysis of Published Articles in the South African Journal of Economic and Management Sciences," *SAJEMSNS*, 4 (2013), 435-451.

Some of the main figures present their different points of view in content analysis:³⁷

- a. Berelson, as cited in Neuendorf, states that content analysis is a research method for the objective, systematic, and quantitative description of the concrete content of the communication.
- b. Stone, Dunphy, Smith, ScOgiivie with credit given to Dr. OleHolsti, as cited in Neuendorf, state that content analysis is a research technique to make inferences by identifying specified characteristics systematically and objectively in text.
- c. Krippendorff, as cited in Neuendorf, states that content analysis is a research technique to make a valid and replicable inference from the data to the context.
- d. Weber, as cited in Neuendorf, states that content analysis is a research technique using a set of procedures to make a valid inference from text.

Deepaen, Tavsancil, and Aslan, as cited in Uzunboylu & Ozcan, state that content analysis involves verbal analysis objectively and systematically in written or other materials.³⁸ It is an interpretive and naturalistic approach. It generally uses observation and narration and considerably less on the experimental elements normally associated with scientific research, that is reliability, validity, and generalizability.³⁹

Content analysis has advantages and disadvantages. They are provided below:⁴⁰

Advantages of content analysis are as follow:

- a. It uses text to directly examine communication.
- b. It allows qualitative and quantitative analysis.
- c. It provides valuable insights into history and culture for a long time.
- d. It can make a closeness to the data.

³⁷Kimberly A Neuendorf, *The Content Analysis Guidebook* (Thousand Oaks: Sage Publications, 2002).

³⁸ Uzunboylu, H & Özcan, D, "Teaching methods used in special education: A content analysis study," *International Journal of Cognitive Research in Science, Engineering and Education(IJCRSEE)*, 2 (2019), 99-107.

³⁹<https://www.mailman.columbia.edu/research/population-health-methods/content-analysis>, accessed on 30 December 2019.

⁴⁰*Ibid*

- e. It provides insights about complex models of people's thought and language use.
- f. It is an inexpensive research method and easy to be understood.
- g. It will be more powerful when combined with other research methods such as interviews, observation, and the use of archives. It is very helpful to analyze historical materials, especially to document trends for a long time.

Disadvantages of content analysis are as follow:

- a. It can spend a lot of time.
- b. It is a subject that can increase errors, especially when using the relational analysis to achieve a higher level of interpretation.
- c. It is often without a theoretical foundation or attempting liberally to make meaningful inferences about the relations and impacts implied in a study.
- d. It is inherently reductive, especially when dealing with complex texts.
- e. It is often to simply consist of word overload.
- f. It is difficult to automate or computerize.

3. Mukundan, Hajimohammadi and Nimehchisalem's Checklist

The checklist contains two aspects of English textbook evaluation. They are the aspect of general attributes including the book in relation to syllabus and curriculum, methodology, suitability to learners, physical and utilitarian attributes, and efficient outlay of supplementary materials and the aspect of learning-teaching content including general, listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercises. The explanations in detail are as follow:⁴¹

a. General Attributes

1. The book in relation to syllabus and curriculum

This means that a textbook must relate to competency standards and basic competence. There must have three kinds of texts, that are interpersonal texts,

⁴¹Mukundan, Hajimohammadi and Nimehchisalem, "Developing an English Language Textbook Evaluation Checklist," *Contemporary Issues in Education Research*, 6 (June, 2011), 27.

transactional texts, and functional texts. Interpersonal texts are related to learners' daily life that means giving the learners the opportunity to interact with their closest environment, such as greeting, taking leave, saying thank you, and saying sorry. Transactional texts give the learners the opportunity to take and give things, service, information, and opinions related to their daily life, such as the name of the day, time of the day, months, objects, actions/functions of people, animals, and things, etc. Meanwhile, functional texts from various genres must be explored to improve the learners' skills, which are listening, speaking, reading, and writing related to their daily life and other subject matters, such as Descriptive text.

2. Methodology

Learning activities can embrace various methodologies in ELT, such as Community Language Learning (CLL), Communicative Language Teaching (CLT), Desuggestopedia, etc. In CLL, the teacher makes students in groups either small or big groups according to the needs. In CLT, the teacher makes games in the learning process so that the students can be enthusiastic, such as Kim game, calendar game, guess the flashcard, find the colour and so on. In the method, the students also practice conversations with their friends. They first listen and repeat to sentence by sentence of the conversations by the teacher. Meanwhile, in Desuggestopedia, the students can do various pleasant activities, like singing, dancing, dramatizations, and games.

The activities should work well with the methodologies. Guidances of the activities must be stated clearly for the students can do those, such as using language they can achieve, not unfamiliar words for them.

3. Suitability to Learners

A textbook must be relevant to the age of the learners that are indicated on the themes of texts. The themes must relate to their daily life or school activities, such

as playing football, studying in a friend's home, camping, picnic, things around the environment, and so on. Meanwhile, learning activities must be relevant to their needs, such as listening and repeating to words, practicing conversations in groups, and walking around the school to find and identify the names of things, and so on. Whereas, to their interests, they are more interested in activities that require a lot of movement than a lot of thinking because their ages are still very young. They will be more enthusiastic about doing the activities that make them not boring in learning in the class.

4. Physical and Utilitarian Attributes

The layout of a textbook should be attractive, especially the picture of its cover so that the students can be the spirit in using the textbook. The uses of texts and visuals should be also efficient in the textbook in each chapter. Those must be adequately provided in its chapters. Meanwhile, the textbook must be durable, either physic or material. In physical one, Its sheets are solid, not easy to be ripped. In material, the textbook relates to the material of the previous education level. Its material is a continuity of material in elementary school if the textbook is for Junior High School. The price of the textbook should be also considered. Its price is achieved by the students.

5. Efficient Outlay of Supplementary Materials

A good textbook ideally includes supporting materials like audio-materials. For example, in an English textbook, the audio-materials is useful in teaching listening. So, the learners do not always learn listening to their teacher's sound. But, The textbook must not include the audio-materials because most textbooks, belonging to English textbooks do not include it. The most important one is the content of materials sufficiently provided, covering texts, pictures, themes, and so on.

b. Learning-Teaching Content

1. General

The tasks of a textbook can make the students enthusiastic about the learning activity. The tasks move from simple activities to complex activities for the students can do slowly. They do those step by step with clear guidance from the textbook and the teacher. The tasks can be achievable for them.

Cultural sensitivities must have been considered for the students can respect everyone along with ethnic origin, occupation, age, religion, physical and character attributes, professional and social positions, and so on. The language and the situations of the dialogues in the textbook should sound natural and real. The textbook prepares the students to communicate independently in the real world by using daily language which is not too formal. The situations of the dialogues must also relate to their real world and communicated informally, such as joining parents to go shopping or market, learning with friends, playing with friends, and so on.

2. Listening

The appropriateness of listening tasks should be included in a textbook with well-defined goals that are stated clearly for the students can focus on those that will be achieved. The listening tasks have to be graded, by giving extra thinking time, for example. The students will think to respond well in the listening activities. The tasks should be also authentic and close to real language situations, using daily language they can reach. They will be easier to understand what the tasks go.

3. Speaking

The activities in speaking must be communicated meaningfully. The language used is achievable for the students, using familiar words or the daily language they can achieve to understand the materials, like a conversation. The activities must be

also balanced between individual response, pair work, and group work for not only they can respond individually but also collectively with their friends. The pair and group work can build a good relationship among them to be more intimate and also can exchange ideas, such as discussing a place or an object and showing their expression on the things.

4. Reading

The texts in reading should be graded and interesting. For example, the texts regard to increase vocabulary and have good themes which are relevant to their level and age. The students can increase their vocabulary mastery while reading. Not only they can understand the content of the text but also they get new vocabulary. Moreover, if the theme of the text is interesting, they will be more enthusiastic and not boring in reading. The reading texts can be also used as a model for written works, they are asked to write something based on the model by giving information in a different form.

5. Writing

The tasks in writing must have achievable goals and take into consideration the students' capabilities that are relevant to their age. The goals of the tasks should be stated clearly, for example, how to use pronouns, prepositions, verb agreements, and so on. Their abilities have to be also considered if the tasks can be done by them or not. The tasks should be also made interesting for them by designing varieties of task activities for they are not saturated. The thing that is also important is the use of writing guides. Those can be guidelines, tables, etc. They will be helped to achieve the goals of the tasks.

6. Vocabulary

Vocabulary loads or new words in an English textbook in each lesson have to be appropriate to the students' level. The vocabularies use familiar words or the

daily language they can achieve. If using formal language, they will be difficult to understand. Although they can still understand it through a dictionary, it is not an appropriate language for their level. The distribution of the vocabulary loads in the textbook should be good, that is from simple to complex. In a simple way, for example, they learn vocabulary through pictures with the names of objects, buildings, animals, and so on. Meanwhile, in a complex way, they learn vocabulary through conversations, for example. They can also increase vocabulary outside the classroom because the vocabulary of English is so large.

Words in the textbook have to be also efficiently repeated and recycled across the materials. They will always remember the words if repeated and recycled in other materials. There will bring them an understanding learning activities in all of the materials of the textbook. Although the words are recycled, those are just in different forms from the basic forms.

7. Grammar

The spread of grammar in an English textbook must be achievable for the students. The grammar materials are relevant to their level, that is basic grammar, such as indefinite and definite articles, plurals, verb agreement, and so on. The materials will be easier to understand if contextualized in a form, like guidelines and tables. The forms are meant to them that grammar is not always hard to learn and considered a big problem in learning English. The examples of grammar have to be made interesting for they are spirit in understanding the examples in the materials.

The materials should be also introduced explicitly and reworked incidentally throughout the textbook. When Introducing the materials, it may focus on its uses. For example, regular and irregular past simple tense forms are introduced through reading texts before the forms of the tense are explained to them, focusing on the

use of the tense. They can also learn the materials through works or tasks for not only they can understand but also can practice.

8. Pronunciation

Pronunciation materials are also important to be included in an English textbook besides the four skills, grammar, and vocabulary. The materials have to be contextualized in various activities. Learning to pronounce English words usually can not be right once pronouncing. It must be repeated. Therefore, the learning activities should be made interesting so that the students can enjoy learning pronunciation. The materials must be also learner-friendly without complex charts or diagrams. The complex charts work to show right or wrong stress and intonation which often confuse the students and the teacher. A cassette is the best way of achieving stress, intonation, even rhythm. But, if being happy and not confused with the complex charts, they can use those.

9. Exercises

Exercises in a textbook must be learner-friendly which is relevant to the students' level. The exercises are not hard or complicated to do, have distinct instructions, and also not a lot for they are not tired to do those, moreover, if being done individually. The textbook should include adequate exercises in each chapter. It aims for they can practice materials that have been learned in the class. So, not only they receive and understand the learning materials but also they try to practice those. The exercises also have to help them who are under/over-achievers. Those take into consideration different levels in every individual. There is intended to give a chance to both achievers for doing the exercises.

CHAPTER III

RESEARCH METHODS

This chapter discusses research design, researcher's role, research setting, data source, data collection technique, data analysis technique, checking the validity of findings, and research procedure.

1. Research Design

This study uses descriptive qualitative design. Descriptive design is the characteristic of data in qualitative research because it is taken from documents, recorded materials, transcripts, words, pictures, etc.⁴² This study is categorized as qualitative research design because the objective of this study is to explain the criteria of a good textbook suggested by Mukundan, Hajimohammadi, and Nimehchisalem.

2. Researcher's Role

When evaluating textbooks, the aspects of layout and design, activities, language skills, language type, subject, and content should be the priority. The idea of evaluating textbooks is related to the selection of textbooks. Evaluation helps to select a good textbook, which serves as an important process in making a decision. Lynch, as cited in Monjurul Islam, defined evaluation as an attempt systematically to collect information to make judgments or decisions. However, textbook evaluation is also viewed to function as a model of educational judgment. To put forward the idea of textbook evaluation, Cunningsworth, as cited in Monjurul Islam, concludes that material evaluation helps to decide in determining a good textbook, form professional judgments along with awareness of learning-teaching experience.⁴³

Based on the above theory, it can be concluded that the researcher's role in this study is as an evaluator. The researcher wants to evaluate an English textbook.

⁴²Reinildis and Ruslan, "Content Analysis on the English Textbook Entitled 'English in Mind Starter (Student's Book)'".

⁴³Md. Monjurul Islam, "An Evaluation of English Language Textbook from Teachers' Perspectives," *International Journal of English and Education*, 3 (July, 2013).

3. Research Setting

This research uses the English textbook entitled *When English Rings a Bell* as the subject. There are some editions of the textbook published by the Ministry of Education and Culture of Indonesia. The researcher selects the newest edition 2017 for Junior High School of VII Grade as his research subject. The researcher wants to analyze the aspect of general attributes of the textbook including the book in relation to syllabus and curriculum, methodology, suitability to learners, physical and utilitarian attributes, and efficient outlay of supplementary materials and the aspect of learning-teaching content including general of the textbook, listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercises based on the aspects issued by Mukundan, Hajimohammadi, and Nimehchisalem. The textbook evaluation criteria forms a checklist.

4. Data Source

The data source of this research is the textbook that has applied the 2013 curriculum as its standard. The textbook puts the materials of each unit by organizing into 4 sections based on scientific approach; (1) Observing and Questioning, (2) exploring, (3) Associating, (4) Communicating. In this research, the researcher selects the textbook published by the Ministry of Education and Culture of Indonesia entitled “Bahasa Inggris: When English Rings A Bell” for Junior High School of VII Grade. The profil of the textbook is that published in 2017, has 194 pages, using 11 pt Helvetica letter, and including 8 chapters, chapter 1: Good morning. How are You?, chapter 2: This is Me!, chapter 3: What Time is It?, chapter 4: This is My World, chapter 5: It’s a beautiful day!, chapter 6: We love what we do, chapter 7: I’m Proud of Indonesia!, and chapter 8: That’s what friends are supposed to do.

The researcher focuses on one book and to explain the criteria of a good textbook determined by Mukundan, Hajimohammadi, and Nimehchisalem. The researcher wants to analyze the aspects of general attributes of the textbook and learning-teaching content in the

textbook written by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah as the data source consisting of 8 chapters and 194 pages.

5. Data Collection Technique

The data collection technique in this research uses a checklist. Sukmadinata, as cited in Sudaryono, says that a checklist is a list that contains subjects and aspects that will be observed. It can guarantee that the researcher records every happen as little as possible that is considered important.⁴⁴ Various aspects of the action are usually mentioned in checklist so that observer just gives check (√) on each aspect according to his/her observation result.⁴⁵ The checklist used in this study is taken from Mukundan, Hajimohammadi, and Nimehchisalem according to the need in evaluating the English textbook. It contains some sub-aspect of textbook evaluation from the aspects of general attributes and learning-teaching content. It forms statements to evaluate textbooks.

6. Data Analysis Technique

1. Qualitative Data

This study applies qualitative content analysis to explain the textbook evaluation. Qualitative Content Analysis is understood as a technique to analyze data in a rule guided research process, and the research process leads to common (qualitative and quantitative) research standards.⁴⁶ The checklist is used to collect the data and to gain information. It is taken from the criteria of textbook evaluation determined by Mukundan, Hajimohammadi, and Nimehchisalem including the aspects of general attributes of the textbook and learning-teaching content.

2. Quantitative Data

Quantitative data analysis uses the analysis of Likert's scale calculation by dividing the total score obtained with the amount of the highest score that is multiplied by

⁴⁴Sudaryono, *Metode Penelitian Pendidikan* (Jakarta: KENCANA PRENADAMEDIA GROUP, 2016), 80.

⁴⁵*Ibid*

⁴⁶Philipp Mayring, *Qualitative Content Analysis: Theoretical Foundation, Basic Procedures, and Software Solution* (Klagenfurt: 2014).

the total number of criteria. Then, it is multiplied by 100% to achieve the sum point. The formulation of the calculation used in the evaluation process is presented as follow:⁴⁷

$$P\% = \frac{\sum q}{\sum r} \times 100\%$$

$P\%$ = The percentage that is obtained for every aspect observed.

$\sum q$ = The total score that is obtained for every aspect observed.

$\sum r$ = The amount of the highest score is multiplied by the total number of criteria for every aspect observed.

Then, the above formulation is used to analyze the data. The result of the data analysis contains four categories presented in the following table:

Table 3.1
Score Category of Assessment

Range of fulfillment score	Category
80 % – 100 %	Good
60 % – 79 %	Fair
50 % – 59 %	Sufficient
0 % – 49%	Poor

7. Checking the Validity of Findings

The researcher uses a triangulation technique to check data validity. Triangulation is a verification process used to check validity by involving some points of view and methods.⁴⁸ It is a method that has the highest priority to determine internal validity in

⁴⁷Sudaryono, *Metode Penelitian Pendidikan*, 102.

⁴⁸Sabina Yeasmin and Khan Ferdousour Rahman, "Triangulation' Research Method as the Tool of Social Science Research," *BUP JOURNAL*, 1 (September, 2012).

qualitative research. Miles and Huberman, as cited in Meijer et.al, distinguished five types of triangulation in qualitative research:⁴⁹

1. Data source triangulation (data collected from different people, or different times, or different places).
2. Method triangulation (observation, interview, document, etc).
3. Researcher triangulation (comparable to inter-grader reliability in quantitative methods).
4. Theory triangulation (data collected from different theories to explain results).
5. Data type triangulation (the combination of quantitative and qualitative data).

In this study, the researcher uses data type triangulation by combining qualitative and quantitative data to check the validity of findings. Qualitative data obtained by explaining findings is combined with quantitative data through Likert's scale calculation using the checklist of textbook evaluation suggested by Mukundan, Hajimohammadi, and Nimehchisalem.

8. Research Procedure

The procedures conducted by the researcher in this study are as follow:

1. Determining the subject of the study, that is "When English Rings a Bell" (Ed. 2017) for Junior High School of VII Grade.
2. Determining a checklist to use to evaluate the English textbook, that is the checklist formulated by Mukundan, Hajimohammadi, and Nimehchisalem.
3. Researching the textbook evaluation on the aspects of general attributes and learning-teaching content.
4. Analyzing the data by using qualitative content analysis.
5. Checking data validity by using data type triangulation technique.
6. Drawing a conclusion.

⁴⁹Paulien C. Meijer, Nico Verloop, and Douwe Beijaard, "Multi-Method Triangulation in a Qualitative Study on Teachers' Practical Knowledge: An Attempt to Increase Internal Validity," 36 (2002), 145–146.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses findings of the research and data analysis qualitatively and quantitatively on the aspects of general attributes of the textbook and learning-teaching content in the English textbook “When English Rings a Bell”.

A. Analysis on the Aspect of General Attributes of the Textbook

This aspect includes five sub-aspects. They are the book in relation to syllabus and curriculum, methodology, suitability to learners, physical and utilitarian attributes, and efficient outlay of supplementary materials.

1. The Book in Relation to Syllabus and Curriculum

The English textbook has three types of communication according to syllabus and curriculum of VII grade, that are interpersonal, transactional, and functional. There are four lessons about interpersonal texts through both oral and written. They are *greeting, taking leave, saying thank you, and saying sorry*, all of the lessons are covered in chapter 1 on page 2-19. In the four lessons, there are some conversations between various roles, that are child and parent, school friend, student and teacher and so on. The example is the following picture:



Figure 4.1
Interpersonal Text

Then, the transactional text is also four lessons about asking and giving information related to students' identities, students' hobbies and what their like, and the member of the family in chapter 2, asking and giving information related to time, date, day and month in chapter 3, asking and giving information related to the qualities of people, animals, and things to identify, to criticize or to praise them in chapter 5, asking and giving information related to actions/functions of people, animals, and things to identify, to criticize or to praise them in chapter 6. The example is the following picture:

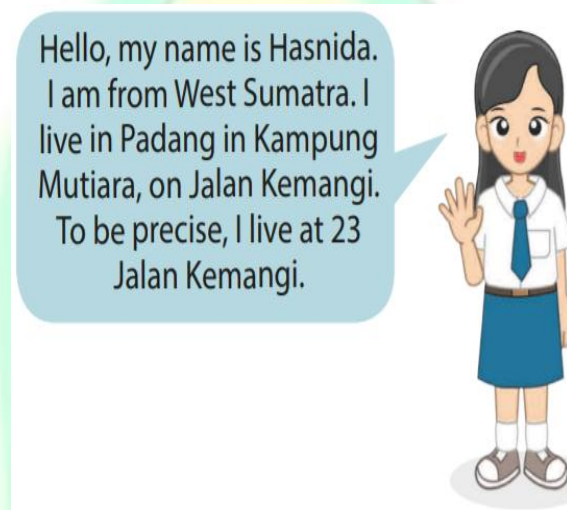


Figure 4.2
Transactional text

Meanwhile, functional text in the textbook forms descriptive texts which are covered in chapter 7. In this chapter, learners learn to describe people, animals, and things to make them stand out, to show their pride of them, to promote them, and to criticize them, beginning with playing the roles of the speakers in the conversation about Edo's notebook, Lina's house, a pair of shoes in the big shoe shop, the T-shirt Mr. Gani wants Mr. Hidayat to buy him. The example is the following picture:



Figure 4.3
Functional Text

2. Methodology

The English textbook has various ELT methods that spread in most of its chapters. They are Community Language Learning (CLL) provided in chapters 2, 5, and 6, Communicative Language Teaching (CLT) provided in chapters 3, 5, 6, and 7, and Desuggestopedia provided in chapters 4 and 8. Guidances of activities that use the methods are stated clearly for students can work the activities well. For example in CLL, each group will list speakers' statements about the park. First, they will study the examples carefully. They will copy and handwrite them in their notebooks. Second, they will discuss to find the speakers' statements about the park. Third, every one of the groups will handwrite the sentences on a piece of paper. Finally, in each group, they will read all the sentences to each other orally.

Then in CLT, there is a calendar game. Students will work in groups. They will play the game with a dice and some tokens. First, they will roll the dice. Second, they will move their token based on the numbers. Finally, they have to say the name of the day and the date. The student who reaches first the end of the month will be the

winner. In the method, they also will play roles of speakers in their group in conversations after listening and repeating to sentence by sentence of the conversations by the teacher. Meanwhile, in Desuggestopedia, students will read the lyrics carefully to understand the message of the song. They will use guide sentences to understand it.

3. Suitability to Learners

Many texts in the textbook are relevant to the age of the learners. They are indicated on themes provided. Most of the texts have themes of school activities, like scout, sport, like football and badminton, things around the environment, and animals in the types of texts and activities which are relevant to their ages. The textbook includes many practices and works which suit their ages, the activities of listening and repeating words or texts, practicing conversations in groups after listening pronunciation of the conversations to the teacher, and walking around school or house to find and identify the names of things and animals. Then, they will report their findings orally to their class. The learners are more interested in activities that require a lot of movement than requiring a lot of thinking because their ages are still very young. They will be more enthusiastic about doing the learning process by the activities that make them not saturated learning in the class.

4. Physical and Utilitarian Attributes

The layout of the textbook is attractive. Its design in layout, especially in the picture of the cover makes students interesting. The uses of texts and visuals are efficient in the textbook in each chapter. The texts and visuals are already provided adequately in each chapter. The textbook is not durable in physical one, because its paper is easy to be ripped. But, it is durable in material, because of relating to the material of the previous education level. The material in the textbook is a continuity of material in elementary school. The textbook is also cost-effective. It prices just fourteen thousand with many material contents including numbers of texts and pictures, and also

page numbers in the textbook. This data was obtained from the result of the interview with the student of Terpadu Junior High School Ponorogo as the textbook user.

5. Efficient Outlay of Supplementary Materials

The English textbook does not include essentials as supporting materials like audio-materials. But, it contains many works for students with clear procedures in doing various learning activities. It also contains many pictures and worksheets related to materials to make the learners understanding the lessons and can try to do the exercises.

The learners can still develop their skills and competences through the things contained.

B. Analysis on the Aspect of Learning-Teaching Content

This aspect includes nine sub-aspects. They are general of the textbook, listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercises.

1. General of the Textbook

In the textbook, almost all of the tasks work to make the students spirit in the learning process. Most of the tasks are not complicated. They are simple but elegant. For example, in chapter 2, they have the task to know people's identities. They will work in groups. Each group will go to five people outside their groups to find similar facts about names, origins, and home addresses in real life. First, they will bring the same form to take notes about the people they will meet. They will write only one name on each note. Second, they will go to each person and asking their places of origin and home addresses. Finally, they will put their notes on the wall of the classroom and they will answer questions from the visitors of their notes. The teacher does not directly ask the students to interview people about the things. The students first listen and repeat to their teacher reading question-answer interactions and playing the roles of the speakers in their groups. So, the task moves from simple activity to complex activity and achievable for the students. They are asked to meet and ask about the things in their groups.

The textbook teaches the students to respect everyone, across race, ethnic, and religion, especially Indonesian citizen that has a diversity of them. Pictures of people are also relevant with their races, like the color of skin and the kinds of hair. It is not discrimination, but exactly it is a recognition or respect form toward diversity of people, specifically in the diversity of race. The cultural sensitivity is contained in the chapter “This Is Me!”. There are texts including the diversity of people in Indonesia with the pictures of the people. The students will in groups play the roles of the speakers in the texts after listening and repeating to the teacher’s reading sentence by sentence. Then, they will use the guide to collect some facts about themselves and presenting without reading their facts to each other orally. The example of the text with the picture is shown below:



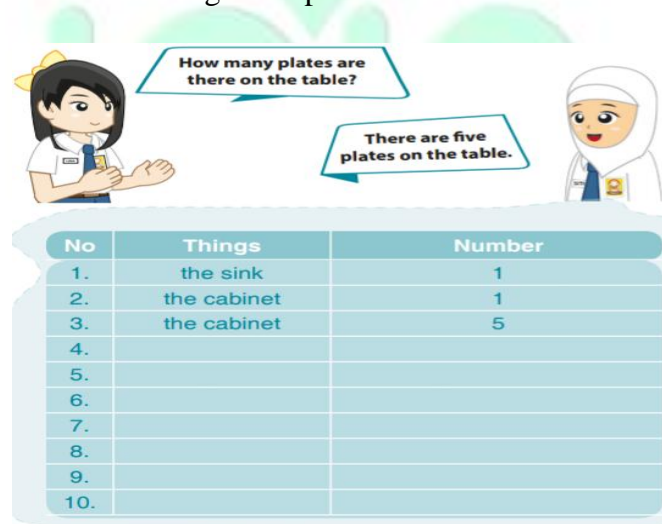
Figure 4.4
Text of Cultural Consideration

In the aspect of language, manner of delivery is similarly covered all the materials of the chapters. The languages sound natural and real because of delivering in similar manners, that are familiar words and using a sequence of time, *First*, *Second*, *Third* in all explanations of learning activities. The situations of the dialogues in the textbook are also the same to sound natural and real. For example, in chapters 1, 3, and 5, all of the situations of the dialogues in the chapters suit real or daily life. The

situations agree with activities in their ages, as asking permission to go to school to parents, looking sick friend, joining parents to go to market, and learning with friends in the school park.

2. Listening

All of the listening activities in the textbook use a casual manner, that is listening and repeating to words, dialogues and monologs. The words include the names of times, months, numbers, dates of events, day, people's activities, things in the classroom, things in public buildings and so on. Meanwhile, listening tasks are not sufficiently contained in the textbook. Most of the listening contents form activities, very few containing listening tasks. For example, the task in chapter 3, the students will be drilled by the teacher how to say the names of months in different situations orally without seeing their books. Then, the teacher will say the name of a month, and they should say the name of before and after the month fast. Another more complex task provided in chapter 4, the students will draw a table in their notebooks, and then writing the names of the things they see in the kitchen and the dining table on the left column, and the number of the things on the right column. They will ask and answer the teacher's questions about the names of the things as shown in the following picture to write in their tables. The following is the picture of the task:



No	Things	Number
1.	the sink	1
2.	the cabinet	1
3.	the cabinet	5
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Figure 4.5
Table of the task about the things in kitchen

The goals of doing the two listening tasks are well-defined. The first task about the names of months not only aims to know and enunciate them correctly but also to drill the students to be able to say the names of months in different situations orally fast, by saying before and after the months. This is also closed to real language situation because they are drilled to do a different activity, that is saying before and after the months said by the teacher. The second task about the names of things aims to train the students' listening understanding in questions by the teacher they will answer in their tables.

3. Speaking

Speaking activities are contained in some chapters in the English textbook. The activities are communicated meaningfully. The words used are achievable for the students to understand the names of the things, conversations, monologs, and statements of the activities because of using real language that is relevant to their ages. All of the activities have been balanced between individual response, pair work, and group work. In individual response in chapter 1, the students respond with a proper statement to thank or to say sorry after hearing teacher state a situation and in chapter 2, they present the information about speaker's family in note form provided to each other orally after they listen and repeat teacher's reading about the examples of the speaker's family. In pair in chapter 1, the students play roles about greeting. In group work in chapter 5, they play the roles of the speakers in the conversation about asking and giving information related to the qualities of people, animals, and things to identify, to criticize or to praise them. The following is one of the pictures of the activities:

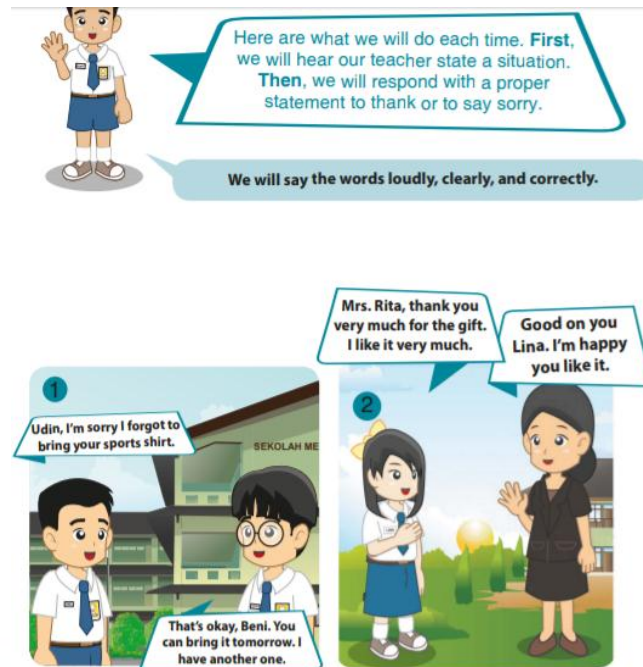


Figure 4.6
The speaking activity in individual response

4. Reading

Reading texts in the English textbook are a lot and graded. Most of the texts are conversation, between two or more people. In chapter 5, the conversation is about asking and giving information related to the qualities of people, animals, and things to identify, to criticize, or to praise them on the page of 106. In chapter 6, it is about asking and giving information related to actions/functions of people, animals and things to identify, to criticize or to praise them on the page of 128, and in chapter 7, it is about describing people, animals, and things to make them stand out, to show their pride of them, to promote them, and to criticize them on the page of 150. Other texts of reading activities are facts or identities from the speakers about their names, origins and home addresses in chapter 2 on the page of 22, songs about stating things, animals and public places around us in chapter 4 on the page of 96 and about the message of a song in chapter 8 on the page of 179, and descriptive text about Indonesia entitled “I’m proud of Indonesia” in chapter 7 on the page of 173.

All of the texts are graded and interesting because those are relevant to the students' ages and characters. They are more likely to do activities that are simple and not boring. The texts have suited the needs of activities, as practicing conversations with their friends and singing songs. Grades of the texts are included in the things as asking and giving information related to the qualities and actions/functions of people, animals and things which they can identify, criticize or praise them, describing people, animals, and things which they can make them stand out, show their pride of them, promote or criticize them, singing a song that can make enthusiasm in the learning process and also, the song includes good themes, friendship and caring, and the descriptive text about Indonesia that can grow their nation love. The following is one of the pictures of the reading texts:



Figure 4.7
Speaker's Identities about name, origin and home address

5. Writing

Writing tasks are provided a lot in the English textbook. The tasks are spread almost in all of the chapters and have many types. In chapter 2, the students take notes of their facts or identities in real life with a given form on the page of 24 and collecting some facts about their hobbies and what they like in their life with a guiding form on the page of 32. In chapter 3, the students handwrite about the meal times of everybody in

their groups with a table given on the page of 40, and about missing information from a conversation about time on the page of 45. In chapter 4, the students write the sentences about the picture of the living room, their numbers, and their locations on the page of 71, and writing the sentences about the pictures of what the people do in different places on the page of 93.

Meanwhile, in chapter 5, the students write the speakers' statements about animals in sentences on the page of 113 and handwriting the complete conversations about asking and giving information related to the qualities of people, animals, and things to identify, to criticize or to praise them on the page of 124. Then, in chapter 6, the students write the names of the things in their classroom and what they use them for in a table given on the page of 145, and in chapter 7, the students work on a class project to write about their school to show their pride, to promote and to criticize it. The title is "This is our Lovely School". Each group will contribute at least five sentences on the page of 175.

The tasks are in consideration of the students' capabilities that are relevant to their level. The tasks also make interesting for them by designing various activities of the tasks. The most important thing is the use of writing guides. It can be sentences, tables, and forms. The students will be helped to achieve the goals of the tasks. The following is one of the pictures of the tasks:

For example,

1. Udin is helping his father. He is pumping the tyre. I help my father too.
2. Aminah is having her breakfast. I also have breakfast every morning.
3. _____
4. _____
5. _____
6. Etc.

Figure 4.8
The writing task about people activity

6. Vocabulary

The English textbook includes many vocabulary materials about various things, that are times, study programs, things in the classroom, in the bag, in a public building, in the living room, in the kitchen, in the garage, in the bedroom, in the yard, around the house and so on. Vocabulary loads or new words in each lesson are appropriate to their level. In chapter 3, there are some National Days. The learners can know the commemorated days and celebrating them on the page of 52. They also can know the names of study programs they study on the page of 55. In chapter 4, there are some new words, *tax office* in a public building on the page of 66, *ceiling* and *rug* in the names of the things in garage on the page of 83, and *hoe*, *wheelbarrow*, and *spade* in the names of the things in the yard and around the house on the page of 86.

The distribution of vocabulary in the textbook is provided from simple to complex. Simply, the learners learn vocabulary through the pictures of the things and their names as explained above. Whereas, in a complex way, they learn vocabulary through the pictures of conversations, about the qualities of places and animals in chapter 5 and the actions of animals in chapter 6. The words for procedures in doing activities are repeated or recycled in all of the chapters of the textbook so that they are not confused about how to do the activities. The following is one of the vocabulary materials:

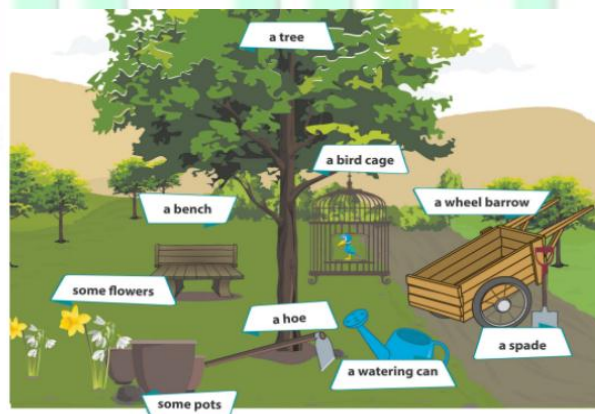


Figure 4.9
The things in around house

7. Grammar

Grammar materials in the English textbook are achievable for the students because those are arranged and explained the uses clearly. The materials are contextualized and introduced in the forms of guide sentences and categorization table of subject, verb, and object related to the materials about the qualities of people, animals, and things and describing them in chapters 5 and 7. The forms can help English students in understanding grammar that is considered as a big problem by them. The examples of grammar are made interesting and reworked incidentally through playing roles in the group and completing the information in a table about friends' parent professions and friends' habits by asking five friends in the classroom in chapter 6. The following is one of the grammar materials:

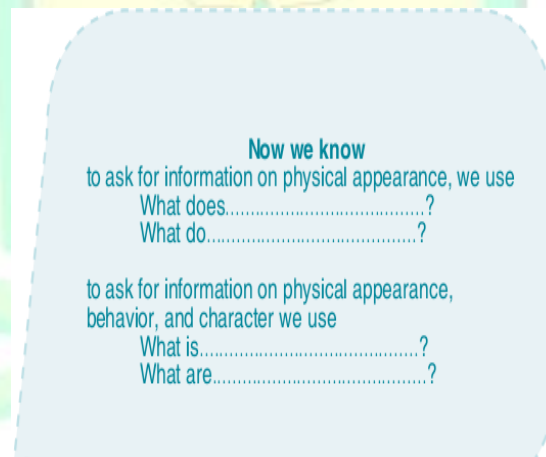


Figure 4.10
 Asking for information about the qualities of people, animals, and things

8. Pronunciation

The English textbook includes only one pronunciation material explicitly or in a separate part. It is about spelling letters and students' names after the teacher's spelling provided in chapter 2. Then, they learn to spell the names of all their classmates and all their teachers in their groups on the page of 27, and spelling their names on the page of 28. The pronunciation activity is contextualized in spelling the names. Meanwhile, implicit pronunciation material is included in listening and repeating to

words, dialogues, and facts across the textbook. Both explicit and implicit materials are learner-friendly. There are no complex charts that can make the students feel hard to learn pronunciation. The following is the picture of the pronunciation material:



Figure 4.11
Spelling students' names

9. Exercises

Most of the exercises in the textbook are playing roles of conversations in the group about various activities, that are greetings, question-and-answer interactions, qualities and actions/functions of people, animals, and things and describing them. These have been explained in previous aspects, in general of the textbook and other aspects, especially in the aspects of skills, listening, speaking, reading, and writing.

There will be displayed other exercises that are not included yet in those aspects above. In chapter 2, the students present facts about themselves to each other orally. They use a guide as filling in the blank that they just fill about their facts on the page of 32. In chapter 3, the students draw the hands of the clocks to show the times in the provided pictures on the page of 39. In chapter 4, the students tell the names of ten things in their classroom. They discuss the ten things in the group. Then, they draw and name them in a table provided, and presenting them to the class on the page of 61, and in chapter 7, the students put the right punctuation marks to the descriptions of Simon, Sofia, and Mrs. Herlina in the conversations to make the texts meaningful. They work

in the group. Then, they rewrite and punctuate the texts as the first draft. After that, they read the texts with each other to check if those are meaningful. Finally, they write and read the final form of the texts to the class on the page of 159.

The exercises are designed to be learner-friendly that is relevant to their levels and capabilities. Those are not difficult to do and have clear instructions. Moreover, in their ages, they are more likely to do activities with friends than by themselves. The textbook has adequate exercise in filling the students' needs because each chapter has included its exercise. All of the students' levels can do the exercises either under or over-achievers. The following is one of the exercises:

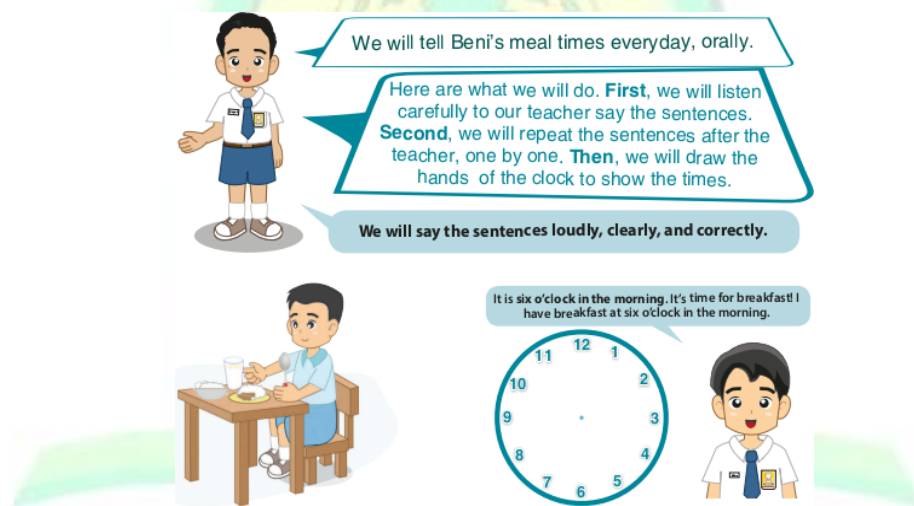


Figure 4.12
Drawing Beni's meal time

Meanwhile, quantitative data by using Mukundan, Hajimohammadi, and Nimehchisalem's checklist will be showed as follows:

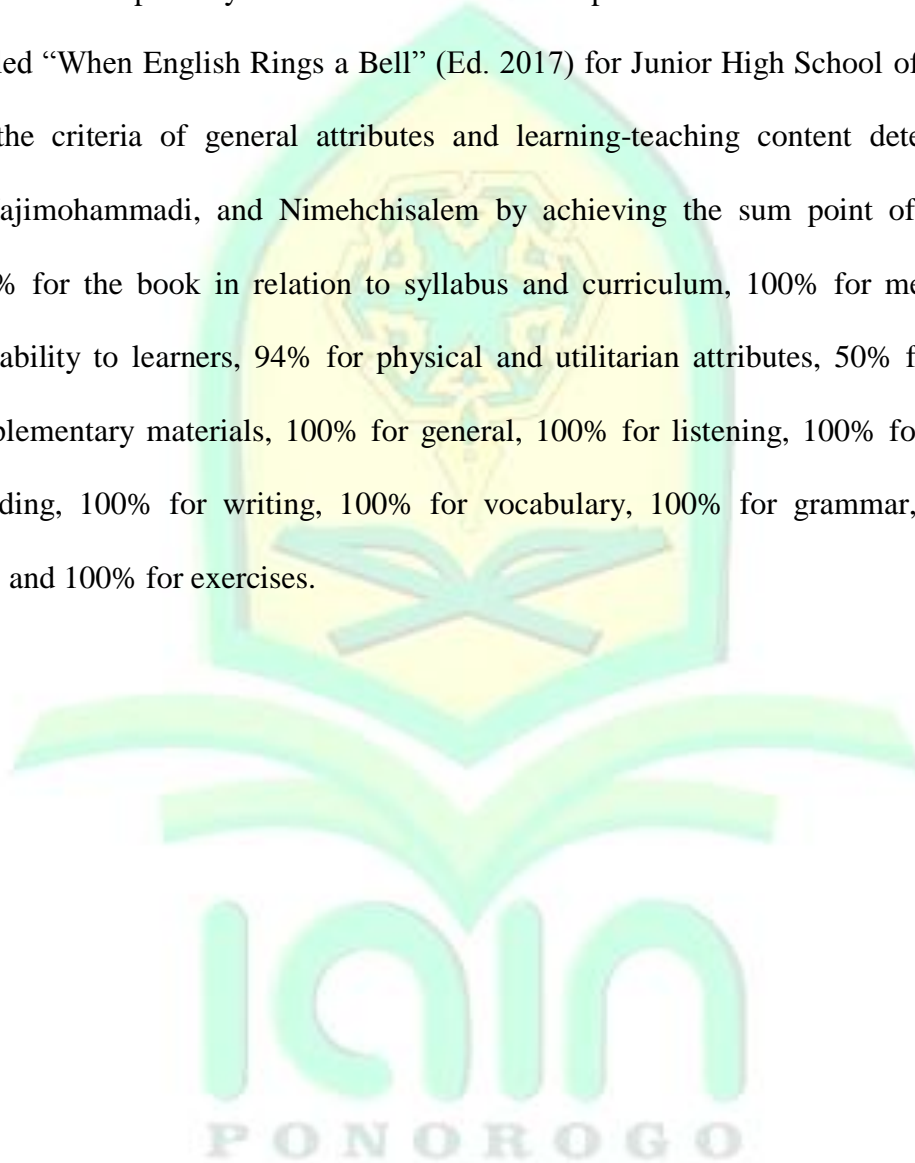
Table 4.1
Textbook Evaluation Checklist proposed by Mukundan, Hajimohammadi, and Nimehchisalem

I. General Attributes					
A. The book in relation to syllabus and curriculum					
1. It matches to the specifications of the syllabus					4
B. Methodology					
2. The activities can be exploited fully and can embrace the various methodologies in ELT					4
3. Activities can work well with methodologies in ELT					4
C. Suitability to Learners					
4. It is compatible to the age of the learners					4

5. It is compatible to the needs of the learners					4
6. It is compatible to the interests of the learners					4
D. Physical and Utilitarian Attributes					
7. Its layout is attractive					4
8. It indicates efficient use of text and visuals					4
9. It is durable				3	
10. It is cost-effective					4
E. Efficient Outlay of Supplementary materials					
11. The book is supported efficiently by essentials like audio-materials			2		
II. Learning-teaching Content					
A. General					
1. Most of the tasks in the book are interesting					4
2. Tasks move from simple to complex					4
3. Task objectives are achievable					4
4. Cultural sensitivities have been considered					4
5. The language in the textbook is natural and real					4
6. The situations created in the dialogs sound natural and real					4
B. Listening					
7. The book has appropriate listening tasks with well-defined goals					4
8. Tasks are efficiently graded according to complexity					4
9. Tasks are authentic or close to real language situations					4
C. Speaking					
10. Activities are developed to initiate meaningful communication					4
11. Activities are balanced between individual response, pair work and group work.					4
D. Reading					
12. Texts are graded					4
13. Texts are interesting					4
E. Writing					
14. Tasks have achievable goals and take into consideration learner capabilities					4
15. Tasks are interesting					4
F. Vocabulary					
16. The load (number of new words in each lesson) is appropriate to the level					4
17. There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book					4
18. Words are efficiently repeated and recycled across the book					4
G. Grammar					
19. The spread of grammar is achievable					4
20. The grammar is contextualized					4
21. Examples are interesting					4
22. Grammar is introduced explicitly and reworked incidentally throughout the book					4
H. Pronunciation					
23. It is contextualized					4
24. It is learner-friendly with no complex charts					4

I. Exercises					
25. They are learner-friendly					4
26. They are adequate					4
27. They help students who are under/over-achievers					4

The result of data analysis uses the analysis of Likert's scale calculation by dividing the total score obtained with the amount of the highest score that is multiplied by the total number of criteria. Then, it is multiplied by 100% to achieve the sum point. The result shows that English textbook entitled "When English Rings a Bell" (Ed. 2017) for Junior High School of VII Grade has fulfilled the criteria of general attributes and learning-teaching content determined by Mukundan, Hajimohammadi, and Nimehchisalem by achieving the sum point of 98% with coverage 100% for the book in relation to syllabus and curriculum, 100% for methodology, 100% for suitability to learners, 94% for physical and utilitarian attributes, 50% for efficient outlay of supplementary materials, 100% for general, 100% for listening, 100% for speaking, 100% for reading, 100% for writing, 100% for vocabulary, 100% for grammar, 100% for pronunciation, and 100% for exercises.



CHAPTER V

CONCLUSION

This chapter draws conclusion from this study and provides some recommendations for everyone related to the English textbook: teachers, students, and other researchers.

A. CONCLUSION

This study evaluated an English textbook entitled “When English Rings a Bell” (Ed. 2017) for Junior High School of VII Grade by applying a content analysis method. The objective of this study was to explain the criteria of general attributes and learning-teaching content in the English textbook entitled “When English Rings a Bell” for Junior High School of VII Grade (Ed. 2017) based on the criteria proposed by Mukundan, Hajimohammadi, and Nimehchisalem. Based on the result and analysis of the research, the researcher can conclude that the English textbook entitled “When English Rings a Bell” for Junior High School of VII Grade was categorized “good” by achieving the sum point of 98% of the fourteen proposed sub-aspects. The thirteen sub-aspects are classified “good” namely the book in relation to syllabus and curriculum (100%), methodology (100%), suitability to learners (100%), physical and utilitarian attributes (94%), general (100%), listening (100%), speaking (100%), reading (100%), writing (100%), vocabulary (100%), grammar (100%), pronunciation (100%), and exercises (100%). Another one sub-aspect, efficient outlay of supplementary materials is classified “sufficient” by achieving 50%.

B. RECOMMENDATIONS

Based on the result of the research, there are some recommendations provided. The recommendations are expected to be useful for teachers, students, further researchers and other parties involved in the use of textbook. The recommendations are as follow:

1. For Teacher

Teachers must be selective in determining a good English textbook. The textbook can be used in learning-teaching process in the class but they are recommended to use additional books as the supporting material.

2. For students

Students are also suggested to use additional materials as supplementary references in learning English. They can use technology as educational media to develop their competence.

3. For further researchers

This study is a content analysis of English textbook for Junior High School of Seventh Grade. The next studies on content analysis for the same textbook evaluated or similar subjects should explore more criteria of textbook evaluation and giving more beneficial results, for example on the way teachers use to solve problem found in the textbook or how far the problem can affect the learning-teaching process. The further researchers that are interested in evaluating textbook can also use the same criteria used by the researcher to evaluate other English textbooks.



BIBLIOGRAPHY

- A. C, Reinildis, Rynanta and Ruslan, Suharmanto. *Content Analysis on the English Textbook Entitled "English in Mind Starter (Student's Book)"*.
- A. Parsons, Seth., A, Melissa., Gallagher. & the George Mason University Content Analysis Team. *A Content Analysis of Nine Literacy Journals 2009-2014*. Journal of Literacy Research, 2016.
- Ahmad. *Desain Penelitian Analisis Isi (Content Analysis)*. Jurnal Ahmad, 2019.
- Akaydin, Ş & Çeçen, M. A. *A Content analysis on Articles Related to Reading Skills*. Journal of Education and Science, 2015.
- Akbar, Rizky. *An Analysis of Selected Eleventh Grade English Textbooks*. Journal of English and Education, 2016.
- Anshar, Miftahur Rijal. *The Evaluation of English Electronic Books for Junior High School in Indonesia*. Journal of English and Education, 2014.
- Arono and Syafrina, Emelda. *Features of English Textbooks For the First-Year of Senior High School Implementing the 2013-Curriculum*. Journal of Applied Linguistics and Literature, 2017.
- Celce Murcia, M. *Teaching English as Second or Foreign Language (3rd edition)*. Boston: Heinle & Heinle, 2001.
- Cunningsworth, Alan. *Choosing Your Coursebook*. Oxford: MACMILLAN HEINEMANN: English Language Teaching, 1995.
- H, Uzunboylu & D, Özcan. *Teaching Methods Used in Special Education: A Content Analysis Study*. International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 2019.
- <https://www.mailman.columbia.edu/research/population-health-methods/content-analysis>, accessed on 30 Desember 2019.
- <https://www.qualityresearchinternational.com/methodology/RRW5pt6Contentanalysis.php>, accessed on 5 Juni 2020.
- <https://www.unm.ac.id/files/surat/pp-19-tahun-2005-ttg-snp.pdf>, accessed on 26 Desember 2019.
- Jordaan, Yolanda., Wiese, Melanie., Amade, Karim and De Clercq, Ermi. *Content Analysis of Published Articles in the South African Journal of Economic and Management Sciences*. SAJEMS NS, 2013.
- Jusuf, Harni. *The Models of Checklist Method in Evaluating ELT Textbooks*. Journal al-Lisan, 2018.

- Kurnianto, Arif. *An Analysis of Reading Materials on a Textbook for the Eighth Grader: Real Time An Interactive English Course for Junior High School Students Year VIII*. Thesis, Yogyakarta State University, 2016.
- Lathif, Masyhudi. *An Evaluation of English Textbooks for the Eighth Graders of Junior High School*. Thesis, Yogyakarta State University, 2015.
- Lee, Younghwa. *A Package for an English Paragraph: An Evaluation of the Coursebook used in Two EFL Writing Courses*. English Teaching, 2003.
- Majhi, Sabitri., Jal, Chanda & Maharana, Bulu. *Content Analysis of Journal Articles on Wiki in Science Direct Database*. Library Philosophy and Practice (e-journal), 2016.
- Mayring, Philipp. *Qualitative Content Analysis: Theoretical Foundation, Basic Procedures and Software Solution*. Klagenfurt: 2014.
- Meijer, Paulien C., Verloop, Nico and Beijaard, Douwe. *Multi-Method Triangulation in a Qualitative Study on Teachers' Practical Knowledge: An Attempt to Increase Internal Validity*, 2002.
- Monjurul Islam, Md. *An Evaluation of English Language Textbook from Teachers' Perspectives*. International Journal of English and Education, 2013.
- Mukundan, Jayakaran., Hajimohammadi, Reza and Nimehchisalem, Vahid. *Developing an English Language Textbook Evaluation Checklist*. Contemporary Issues in Education Research, 2011.
- N. Pangestika, Dyaning., Andayani. & Suhitakajian, Raheni. *Buku Teks Bahasa Indonesia Tingkat Sekolah Menengah Pertama*. Basastra Jurnal Penelitian Bahasa, Sastra Indonesia dan Pengajarannya, 2017.
- Neuendorf, Kimberly A. *The Content Analysis Guidebook*. Thousand Oaks: Sage Publications, 2002.
- Nurhikmah, Wita. *The Analysis of English Textbook Used in the First Grade of Senior High School Based on Curriculum 2013*. State University of Medan, 2016.
- Prabasari, Nuarrifa and Widyantoro, Agus. *An Evaluation on an English Textbook: Interactive English for the Seventh Grade of Junior High School*.
- Puji Widodo, Handoyo. *Textbook Analysis on College Academic writing*. TEFLIN Journal, 2007.
- Putri Nimasari, Elok. *Evaluating an EFL Textbook: To What Extent Does The 2013 Curriculum-Based Textbook Accomplish Pedagogical Aspects?.* PROSIDING ICTTE FKIP UNS 2015, 2016.
- Richards, J. C. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press, 2001.
- Rynanta, Reinildis Atjna Cyntia and Ruslan, Suharmanto. *Content Analysis on the English Textbook Entitled 'English in Mind Starter (Student's Book)'*.

Sudaryono. *Metode Penelitian Pendidikan*. Jakarta: KENCANA PRENADAMEDIA GROUP, 2016.

Tsiplakides, Lakovos. *Selecting an English Coursebook: Theory and Practice*. Theory and Practice in Language Studies, 2011.

Wita Suryani, Rias. *An English Textbook Analysis*. ELTAR Journal, 2018.

Yeasmin, Sabina and Ferdousour Rahman, Khan. *Triangulation' Research Method as the Tool of Social Science Research*. BUP JOURNAL, 2012.

