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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Nature of the Study

The theoretical framework of this study starts from the idea that curriculum can be functioned as the guidance of a teacher to teach. One of the important media to teach is a textbook. A good textbook should fulfilled the requirements as stated by the school curriculum which is text based. It means that the materials in a textbook should be written by considering the two contexts, context of culture and context of the situation.

This sub-chapter covers a review of the theoretical study. There are five theories which relate to this research, theory about textbook, curriculum, textbook analysis, the evaluation of English textbook “When English Rings a Bell” Based on the 2013 curriculum and about English textbook “When English Rings a Bell”.

A. Textbook

Permendikbud No 8 Th 2016, states that textbooks are a major source of learning for achieving the basic competencies and core competencies and declared eligible by the Ministry of Education and Culture to be used in the educational unit.

The most important and functional type of book for students is a textbook lesson. Textbooks can provide learning motivation for students in various subjects. Permendiknas number 2 in 2008 article 1 paragraph 3 states that:



“The textbook of the lesson is a compulsory reference book for use in primary units and secondary education or universities containing materials, learning in order to increase faith, piety, morals noble and personality, mastery of science and technology, enhanced sensitivity and aesthetic ability, increased kinesthetic abilities, and health compiled based on national education standards”.

Understanding textbook lessons as quoted from Permendiknas No. 2 in 2008 article 1 paragraph 3, determines the position of textbooks as a reference text mandatory.

Instructional materials in the form of the textbook are very important for both teacher and learner. In making teaching preparation and conducting the teaching for example, teacher need textbook. In addition, without textbook, the teacher will have difficulties in constructing written evaluation. While for the learner, the textbook also plays an important role. The learner who does not have textbook with them during the teaching learning activities will not be able to follow the lesson well. In the other word, lack of textbook in teaching and activities can create, the less success of teaching.

Moreover, according to Nation & Macalister (2010), there are several reasons why teachers use and follow the course book closely:

1. School or ministry of education demanding
2. The teacher may be inexperienced or largely untrained and there is security in following the set course book closely.
3. The teacher is convinced of the high quality of the coursebook.
4. The learners wish to cover every part of the course book.



1. Definition of Textbook

The textbook is more economical compared with the other learning media. Therefore, textbook in the learning process is still used, although there are many learning media. Longman (1978: 1146) states that textbook is a standard book for the study of a particular subject, especially used in schools. Langenbach (1997: 563) says that in strict cases of termination, a textbook is a book that presents a body of knowledge in an organized and usually simplified manner for the purpose of learning. Moreover, Dana Ferris and John S. Hedgcock (2005: 125) state that textbooks are so pervasive in educational systems throughout the world. Indeed, textbooks provide the backbone for the courses many educators teach. The textbook is one of the materials which are most which is most frequently used in teaching learning process.

Acklam (1994) in Nunan (2003) defines textbooks as learning tools shared by teachers and learners which can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource material and ideas. In order to use a textbook systematically and flexibly, it is critical to understand how they are put together and how they can be adapted to meet the needs of particular learners.

According to Richards (2001), textbooks are used in different ways in language programs. For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercises for skills practice. A writing textbook might provide model compositions and a list of topics for students to write about. A grammar textbook might serve as a

reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking textbook might provide passages for the learners to read and discuss. A listening textbook together with audio cassettes or CDs might serve as the primary listening input in a listening course. There are actually some factors involved in the development of commercial textbooks:

The first factor, according to Byrd and Werner (1995) in Richards (2001: 257) is the one representing the interests of the author. The author is generally concerned to produce a text that teachers find innovative, creative, relevant to their learners' need, and that they will enjoy teaching from. The author is generally hopeful that the book will be successful and make a financial profit because a large investment of the author's personal time and effort is involved.

The second factor according to Byrd and Werner (1995) in Richards (2001: 257) is the one representing the interests of the publisher. The publisher is primarily motivated by financial success. However, in order to achieve a profit, publishers generally recognize that a book must have qualities of excellence that will distinguish it from its competitors.

Based on the definition above, the researcher concludes that textbook is standard book for the study a particular subject and usually simplified manner for purpose in learning.

2. The Role of Textbooks

Hutchinson and Torres (1994) stated that most teachers consider the textbooks choice in order to assist them in managing their lesson. Using textbooks means saving time, giving directions to lessons, guiding discussions,

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facilitating in giving homework, making teaching easier, better organization, more convenience, learning easier, faster, better, and most of all, it provides confidence and security.

Richards (2000:125) proposed that today textbooks are much more culturally sensitive than their predecessors. Publishers are more responsive to the cultural needs to ensure that their textbooks reflect good values. They try to avoid social bias and ethnocentrism and reflect more on universal human concern, needs and feelings in the contents of the books. Richards (2010) also stated that textbooks are essential components in most language programs. Sometimes, they serve as the basis of language input that learners receive and the language practice that occurs in the classroom. They provide the content of each lesson, the skills to be taught and the kind of language practice that learners participate in. Textbooks may act as a fundamental supplement to the teacher's instruction, but for learners, textbooks are a major source of language practice input they have been provided by the teacher. For inexperienced teachers, a textbook can serve as a form of teacher training. They provide some idea of how to teach in each lesson and give a format of lessons they can use. In today's language teaching, most classes cannot carry on without using textbooks, so learning and adapting textbooks are also important in the teacher's professional knowledge.

Ansary and Babii (2002) supported the roles of textbooks. They have the idea that textbooks are the framework which manages and times to programs and, in many situations, textbooks can serve as a syllabus. In the eyes of

learners, if there are no textbooks, learners will not have purpose in learning and will not take a lesson seriously, because they are out of focus and teacher dependent. For teachers, textbooks mean security, guidance, and support. They provide ready-made teaching texts and learning tasks, and they are a cheap and easy way of providing learning materials.

3. The Advantages and Disadvantages of Textbooks

a. The Advantages of Textbooks

Even though textbooks are important in teaching and learning. Richards (2010:1) stated that “Textbooks also have advantages and limitations depending on how they are used and the contexts for their use”. The main advantages are:

1. Textbooks provide structure and a syllabus for a class. A class may not have a clear direction in what to teach and learn without textbooks explain the syllabus that has been systematically planned and developed.
2. Textbooks help standardize instruction. By using textbooks, teachers can be sure that learners in the class receive the same content and get the same type of evaluation and test in the same way.
3. Textbooks are provided a variety of learning resources, because they are accompanied by workbooks, cassette tapes, or CD-ROMs, and teacher’s guide which provides a rich and varied resource for teachers and learners.
4. Textbooks help learners and teachers take part in more activities such as role play, language games, pair conversation practice, or even essay writing

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competition because teachers do not waste time producing any more materials.

5. Textbooks can provide effective language model and input. For teachers who are not native speakers, textbooks can help them generate accurate language input on their own.

According to Graves (2000:174), the advantages of using textbooks are:

1. It provides a syllabus for the course because the authors have made decisions about what will be learned and in what order.
2. It provides security for the students because they have a kind of road map of the course: they know what to expect, they know what is expected of them.
3. It provides a set of visuals, activities, reading, etc., and so saves the teacher time in finding or developing such materials.
4. It provides teachers with a basis for assessing students' learning.
5. It may include supporting materials (e.g. Teachers' guide, cassettes, worksheets, video).
6. It provides consistency within a program across a given level, if all the teachers use the same textbooks.

b. Disadvantages of Textbooks

Richards (2010) pointed out that there are also some negative effects in using textbooks. They are:

1. They may not reflect the student's need. Each textbook is often published to sell in the global market, so authors create the content without reflecting

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the learners' interest and needs which need to be adapted to suit with their environment.

2. Textbooks may distort content. Due to the making of textbooks which must be accepted all over the world, some issues might be distorted to present the idealized concept of the world and not represent the real issues.
3. Textbooks may contain in authentic language, because it can present the old fashioned or inauthentic language such as words, dialogue or text which are especially written to suit the teaching method, but they are not representing the real use of language in daily life or in modern times.

Moreover Ur (1996) suggested that textbooks have their own format and do not provide the variety of levels of ability and knowledge that learners might have and each learner has their own needs and none of the textbooks can support all learners needs. The content of he textbooks in each chapter is not interesting because textbooks have a limited content which brings boredom or a lack of motivation to the learners. Sometimes, the content might be too easy that learners learn nothing from textbooks.

However, teachers still prefer to use English textbooks as a guide and to teach students, and students are also satisfied to have textbooks as a tool for learning. Richards (2010:2) stated that "the advantages and limitations of textbooks should be considered. Using textbooks appropriately can support teachers to improve their skills of teaching and develop students' learning skills".

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According to Graves (2000:175-175) stated the disadvantages of textbooks are:

1. The content or examples in the textbook may not be relevant or appropriate to the target group.
2. The content might not be in the right level.
3. There may be too much focus on one or more aspects of the language and not enough focus on others.
4. There may not be the right mix of activities
5. The sequence is lockstep.
6. The activities, readings, visuals, are may be boring
7. The material may go out of date.
8. The timetable for completing the textbook or parts of it may be unrealistic.

4. The Function of Textbooks

A textbook has many functions. According to Thomson (2000:176), the textbook has many functions as follows:

1. Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

2. Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook

give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

3. Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

4. Improvement of Teaching

The textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

Whereas according to Sitepu (2012: 21), textbook has functions for student as a manual instructor in studying, and for the teacher as direction to teach a lesson. The student uses textbook as the main source for:

1. Preparing the student as an individual or group before the teaching and learning process in the class.
2. Interacting in the class teaching and learning process.
3. Doing the assignments given by the teacher
4. Preparing the student for the test or formative and summative examination.

Textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are taught and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by the teacher.

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From the explanation above, the researcher conclude that generally the function of textbook is kinds of visual aid to help teacher explains the materials and to make students easier in understanding the materials given.

5. Kinds of Textbooks

Tarigan and Tarigan (1990: 31) categorized textbooks into three, that is:

1. Single Textbook.

Single textbook is a textbook that consist of one book. For example:

Ramlan, M. 1983. *Sintaksis*. Yogyakarta: CV Karyono.

2. Bound Textbook.

Bound textbook is a lesson book for specific class or grade. For example:

Depdikbud. 1981. *Bahasa Indonesia I, II, dan III*. Jakarta: Proyek Pengadaan Buku Pelajaran, Perpustakaan dan Keterampilan SLU.

3. Series Textbook.

Series textbook is bound lesson book includes several grades, for example from Elementary School – Junior High School – Senior High School. The example of series book is Tarigan, Henry Guntur and Djago Tarigan. 1985.

Terampil Berbahasa Indonesia (untuk SD-9 jilid). Bandung: Angkasa.

B. Curriculum

1. Definition of Curriculum

Curriculum is the subjects that are taught by a school, college, etc, or the things that are studied in a particular subject; languages are an essential part of the school curriculum (Longman, 2004; 384). Nunan (1998: 14) states that curriculum is usually used to refer a particular program of the study. On the

other hand, Richards (2001: 2) states that curriculum development focuses on determining what knowledge, skills, and values students learn in school, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured, and evaluated.

Based on the definitions above, the researcher concludes that curriculum is a particular program of the study, which the goal is to achieve general skills and knowledge in the schools.

2. The 2013 Curriculum

a. Definition of 2013 Curriculum

According to Hornby (1987:212) in Oxford Advanced learner's Dictionary of Current English Curriculum is a course of study in school, college, etc. From the explanation above, it may mean that a study in schools, colleges, university, and some other institutions should run continuously from one topic to another topic.

The formulation of 2013 is based on the objectives of national education outlined in UU No. 20/2003 about education national system, particularly in article 3 Chapter II about the basis, function, and the objective of national education which states that "Education functions as developing individuals' dignified skills, characters, and civilization in order to make intellectual generations and to develop learners' potentials to be healthy, intellectual, skillful, creative, independent, democratic, and responsible individuals who believe in God and who possess noble characters." It implies that education, its

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process, and its outcome is meant to develop learners to be fully functional persons who have skills and good characters and who are knowledgeable, aware of their potentials, and are able to implement their potentials and skills for the society's and their own benefit.

Curriculum of 2013 is competency and character based curriculum. Curriculum of 2013 was born as a response to the various criticisms of School Based Curriculum 2006. It is in accordance with the developmental needs and the world of work. Curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today. The theme of 2013 curriculum is generating Indonesian people, which are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated. Based on the theme, the implementation of 2013 curriculum is expected to produce a productive, creative, and innovative human (Permendikbud No 59 Tahun 2014).

The 2013 Curriculum are curricula for primary and secondary education. In the Indonesian context of education, the primary education consists of primary or elementary school and junior high school. Secondary Education consists of General Secondary School and Vocational Secondary School. At present, the idea of the 2013 Curriculum is also being used for the development of Childhood Education (PAUD) and Higher Education (university, D3 and D4) curricula. This policy in itself is a new one in Indonesia education and it might also a new one in education in many countries as well.

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Based on the Framework and Recommendation about English Subject Curriculum on 2013 issued by TEFLIN Association, regarding to the nature of language, 2013 curriculum uses functionalist's perspective which sees language as a means of communication among teachers, learners, and diverse society by considering who communicates, in what situation a communication occurs, and what is communicated. According to this view, the objective of communication is to build social relation (*interpersonal*) and developing discourse through information exchange among the individuals involved within the communication (*transactional*) delivered via oral or written media. The ability to communicate feeling, knowledge and views among those involved in the communication (*interlocutors*) must be based on their social cultural values for the sake of making appropriate communication.

The communication activities based on this functionalist's view are the combination of three purposes of communication: *interpersonal*, *transactional*, and *presentational*. In the systemic functionalist view, the communication activities are organized around the integration of linguistic rules (cohesive and coherent choice of words, phrases, sentences, or utterances) and the socio-cultural rules of the language use applied in various types of oral and written discourse needed by the language users in certain communicative situations and scopes such as daily situation, working situation, education, and academic scope. The socio-cultural rules regarding to the language use cover attitudes in communication which are influenced by cross-cultural understanding values.

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b. The Aims of 2013 Curriculum

The aims of the 2013 Curriculum is also new for Indonesia educational context. The aims states:

“To prepare Indonesia young generation to have life skills as a personal and citizen who are productive, creative, innovative, affective (religious and social attitudes) and competent to contribute for the betterment of social, national, and political lives, and humanity”.

The 2013 Curriculum advocates the learners with the quality of contributing to the advancement of the lives of the society where they live, the live of the nation in political, social, economic, culture, arts, technology and others. The curriculum also aims at providing the students with the competency to contribute to the welfare of humanity.

This statement is never explicitly or implicitly stated in previous curricula. This noble statement is actually expressed for the first time by some leaders when they drafted the first Indonesia law of education. To have such a quality, a student should have creativity, innovative, and care for the welfare of the society. By having this quality they will become independent learners and care of what happens, and provide what they have to contribute for a better development of the society.

c. The Implementation of 2013 Curriculum

Implementation is a process of applying ideas, concepts, policies, or innovations in the form of practical actions to give effect, in the form of changes in knowledge, skills, values and attitudes. In the Oxford Advanced Learner's Dictionary, it is stated that the implementation is “put something into effect”.

Implementation of the curriculum can also be interpreted as the actualization of the written curriculum in the form of learning. This is in line with what Miller and Seller said, that in some cases, implementation has been identified with the instruction. The definitions above show the term “implementation” leads to the activity, the action, the attempt, or the mechanism of a system. The phrase “mechanism” implies that the implementation is not just an activity, but an activity that is planned and carried out by reference to certain norms to achieve the objectives of the activity. Therefore, the implementation does not stand alone, but it is influenced by the object, in this case is the curriculum (Syafuddin Nurdin, 2003:70).

Curriculum as an object of implementation is true. This is because the curriculum has guidelines for its implementation. This is stated in UU number 20 of 2003 years about the national education system, that the curriculum definition, is a set of plans and arrangements regarding the purposes, contents, teaching materials, and methods used to guide the implementation of learning activities to achieve specific goals of education.

The implementation of 2013 curriculum on learning activity in schools by the teachers is implemented in three dimensions, those are teaching, learning plan, teaching and learning process, and learning evaluation.

1. Dimension of Teaching, Learning Planning

In this dimension, teacher outlines the vision and mission or learning objectives to be achieved. The attempt which should be done is considering all the things which are needed and used in the study in order

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to achieve the wanted goal. Everything is covered in the lesson plan (Oemar Hamalik, 2009:237).

2. Dimension of Teaching Learning Process.

Learning is a process of interaction between students and students and between students and teachers with learning resources in a learning environment (Permendikbud No 103 Tahun 2014 pasal 1).

The characteristics of an ideal learning are interactive and inspiring; fun, challenging, and motivating learners to actively participate; contextual and collaborative; providing enough space for innovation, creativity, and independence of learners; and in accordance with their talents, interests, abilities, and physical and psychological development of learners (Permendikbud No 103 Tahun 2014 pasal 2).

3. Dimension of Learning Evaluation

The teachers' activity in this dimension is to evaluate students' learning. Many points of view regard the evaluation activity is performed after the teachers do the teaching and learning process. Whereas the evaluation activity can also be performed when the learning activity is in process.

Based on the guidelines of learning evaluation by the teachers, 2013 Curriculum requires the use of authentic assessment. In the paradigmatic embodiment, authentic assessment requires a real authentic instruction and authentic learning. It is believed that authentic assessment is more able to provide information of students' ability holistically and validly (Permendikbud No 104 Tahun 2014).

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d. English Curriculum

The English school curriculum for “SMP/MTs” prepares the students in order to achieve competencies that make them to be able to reflect their Experience and other experiences to show their idea and feeling, and to understand various meanings in the module of English Curriculum (2003:11) “SMP graduates should be able to achieve functional level for communication. To be literate, according to this perspective, is to be able to as a member of that particular society to cope with the demands of everyday life that involve written language.

In an educational context, English has functioned as a device for communicating in order to access information and communication in daily context, and as a device to make interpersonal relationship. According to the school curriculum, English subject has several objectives, as the following:

1. To develop the ability of communication using the language, both spoken and written in order to achieve functional literacy level.
2. To grow of the conciseness of the importance of English as one of the foreign languages that becomes an important device in the global society.
3. To develop understanding of the relationship between language and culture.

According to the curriculum, competency standard of English subject at SMP and MTs are to communicate the language in spoken and written using Various texts fluently and accurately. The competences of English subject are:

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1. Listening: Understanding various meanings (interpersonal, ideational, textual) in various interactional spoken texts and monologue especially in form of procedure, descriptive, narrative, recount, report texts.
2. Speaking: Telling various meanings (interpersonal, ideational, textual) in various interactional spoken texts and monologue especially in form of procedure, descriptive, narrative, recount, report texts.
3. Reading: Understanding various meanings (interpersonal, ideational, textual) in various interactional written texts and monologue especially in form of procedure, descriptive, narrative, recount, report texts.
4. Writing: Telling various meanings (interpersonal, ideational, textual) in various interactional written texts and monologue especially in form of Procedure, descriptive, narrative, recount, reports texted.

Nowadays, the government has arranged the 2013 Curriculum. It is an operational curriculum which is formed and practiced by each school in Indonesia. The 2013 Curriculum was actually a revised version of the School based curriculum. Based on the Design Guidelines of KTSP issued by BSNP in 2006, School-based Curriculum was implemented based on the philosophy that every school in Indonesia deserves to manage its own competency based on its teachers' and learners' competency and local potential sources and deserves to manage its own curriculum based on the content standard provided by BSNP.

The 2013 Curriculum is the new curriculum which is applied in Indonesia. The purpose of this curriculum is for preparing Indonesian citizen to have the ability to live as individual person and citizen who are religious,

productive, creative, innovative, and effective and able to give their contribution to the society, nation, country, and world civilization.

C. Textbook Analysis

1. Definition of Analysis

According to Cambridge Dictionary of Philosophy, (2nd ed., 1999, ed. Robert Audi), Analysis is the process of breaking up a concept, proposition, linguistically complex, or fact into its simple or ultimate constituents. While Oxford Dictionary of Philosophy (Simon Blackburn, 1996:1) stated that analysis is the process of breaking a concept down into more simple parts, so that its logical structure is displayed.

So, analysis is a method by which a thing is separated into parts, and those parts are given rigorous logical, detailed scrutiny, resulting. In a consistent and relatively complete account. While Textbook Analysis or textual analysis is a methodology in the social sciences for studying the content of communication. Earl Babbie defines it as "the study of recorded human communications, such as books, websites, paintings and laws". According to Dr. Farooq Joubish, textbook Analysis is considered a scholarly methodology in the humanities by which texts are studied as to authorship, authenticity, or meaning. This latter subject includes philology, hermeneutics, and semiotics. While a description on Krippendorff handbook of textbook Analysis, it is said that textbook Analysis is a research technique for making replicable and valid inferences from texts (or other

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meaningful matter) to the context of they used. As a technique, textbook Analysis involves specialized procedure. It is learnable and divorceable from the personal authority of the researcher. As a research technique also, the textbook Analysis provides new insights, increases researcher understanding of particular phenomena, or inform practical actions. This textbook Analysis could be likely a research tools.

Textbook analysis is one process of textbook evaluation. According to Hutchinson and Waters in Cheng, Hung, and Chiech, textbook evaluation is basically a straightforward, analytical matching process: matching needs to available solutions. As stated by Wahab, there are several reasons of evaluating textbook. One major reason is the need to adopt new course books. Another reason is to identify particular strengths and weaknesses in textbooks already in use. On the other hand, evaluation is universally accepted as an integral part of teaching and learning. It is one of the basic components of any curriculum and plays a pivotal role in determining what learners learn. One other reason for textbook evaluation is that it can be very useful in teachers' development and professional growth.

Lasswell formulated the core questions of textbook Analysis: "Who says what, to whom, why, to what extent and with what effect?" an offers a broad definition of textbook Analysis as "any technique for making inferences by objectively and systematically identifying specified characteristics of messages", while provides a six-part definition: "Textbook Analysis is a summarizing, quantitative analysis of messages that relies on the scientific method (including

attention to objectivity, inter subjectivity, a priori design, reliability, validity, generalizability, replicability, and hypothesis testing) and is not limited as to the types of variables that may be measured or the context in which the messages are created or presented."

2. Textbook Evaluation by the 2013 curriculum

In the 2013 curriculum the analysis of textbooks is divided on four criteria, namely (a) criteria related to competence, (b) criteria related to the material, (c) criteria related to the approach, and (d) criteria related to the assessment of the 2013 student curriculum. The criteria are used to analyze the textbook "When English Rings a Bell" at junior high school for seventh grade the second edition in 2014.

All these criteria are used as they relate to the function of the textbook "When English Rings a Bell" at junior high school for seventh grade the second edition in 2014 that helps the teachers and learners in the learning process in the implementation of the 2013 curriculum. Each criteria on is made several indicators of the suitability of the book.

1. Criteria Related to Competence

Competence is one's ability to behave, to use knowledge and skills to perform a task in the school, community, and environment in which it interacts (PERMENDIKBUD, 2013: 83).

The government provides books for students to support students achieve the established competencies. The book to be used in the class should be

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checked for compliance with the curriculum used. Therefore, the book of students to be used needs to be analyzed whether it is in accordance with the competency standards of graduates, core competencies, and basic competencies that have been determined. To analyze the suitability of books based on criteria related to competence, 3 indicators were used: (a) indicators related to graduate competence standard, (b) indicators related to core competence, and (c) indicators related to basic competence.

Based on Permendikbud no 21 in 2016 about the standard content of the elementary and secondary education paragraph 1 no 1 says that “the content standards for elementary and secondary education here in after refer to as the content standard consists of the level of competence and core competencies in accordance with the level and type of education a particular”.

2. Criteria Related to the Material

The first indicator relates to material adequacy. The material is presented in the book should be sufficient to assist the learners master the basic competencies that exist in the syllabus. Scope or the scope of the material present in the learner's book must also be appropriate syllabus. The scope or scope of the material needs to be determine to know whether the material to be taught is too much, too little, or has sufficient so that there is conformity with the basic competencies to be achieved.

Present the material in the student book should clearly include the introduction of vocabulary, definition, procedure, grammar, principles and explanations that are easy to understand in order to support the achievement of

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core and basic competence. Therefore the scope of the material in the textbook must be in accordance with the syllabus. The material in the book should be present in sequence according to the syllabus. The order of presentation of the material is useful to determine the order of the learning process. Inappropriately, if some of the learning materials have prerequisite relationships, it will make it difficult for learners to learn.

The second indicator relates to the truth of the material in the book. The basic object in the student book should be correct. Left textbooks also have limitations, so no doubt a book contains a number of errors in book printing as well as error answers. Print errors will affect conceptual understanding. The third indicator relates to the depth of the material. The depth of material present must be in accordance with the scientific mindset. Material should be present systematically. The depth of the material is also suitable to the characteristics of the learners.

3. Criteria Associated with Scientific Approach

There are 3 indicators in the criteria of the scientific approach, namely (a) indicators relate to the characteristics of a scientific approach, (b) indicators relate to the phases of a scientific approach, (c) indicators relate to learning methods. The book should also be able to encourage students to critical thinking. A scientific approach should be reflected in the book. Serve the material in the book can be used to support the learning mode, which is recommended in Permendikbud.

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4. Criteria Related to Authentic Assessment

Based on Permendikbud no 23 in 2016 about assessment standards education in chapter 1 paragraph 1 say that “Assessment standard education is greater the scope of the goals, the benefits, the principle, the mechanism, the procedure and instrument assessment of the result of the learning learners use as a base in assessment of the results of learning learners in education elementary and secondary education. The judgment is the process of collecting and processing information to measure the attainment of the result of learning learners.

The form of assessment used in the Curriculum 2013 is an authentic assessment. Therefore, the student book to be used should be reviewed from the availability of the authentic assessment contained in the student's book. Student books are expected to be used to assess the three domains (knowledge, skills, and attitudes). The assessment criteria consist of 2 indicators, namely (a) indicators for measuring domains and (b) indicators of books as an assessment instrument.

Of all the textbook evaluation criteria mentioned above, the researcher found the one issued by the 2013 curriculum is the most comprehensive, relevant and applicable for this research. Because the criteria were especially set and applied for evaluating English textbooks in the Indonesian context. Besides, the criteria makers had surely considered the curriculum. They also have met the main criteria of the core and basic competence, materials, scientific approach and authentic assessment.

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D. The Evaluation of English Textbook “When English Rings a Bell” Based on the 2013 Curriculum.

1. Based on Core and Basic Competency

The competences in 2013 curriculum named Core and Basic Competence. The core competence is an operationalization of competency standards. Then, the core competence is broken down into basic competence. There are four core competences in 2013 curriculum, core competence 1 as religious domain, core competence 2 as affective domain, core competence three as cognitive domain, and core competence four as psychomotor domain. Every lesson has different core and basic competence according to the grade. Those are the core and basic competence of English for eight graders of Junior High School:

The Core Competency (KI) stated in the standard of K-13 was designed by PERMENDIKBUD along with the increasing age of students in a particular class. Through those core competencies, basic competencies of vertical integration in the different classes can be maintained. The formulation of core competence has its own classification such as the following: (Permendikbud, 2013:6-8)

1. (affective) Core Competence 1 (KI-1) that covered for core competencies of spiritual Attitude.
2. (social affective) Core Competence 2 (KI-2) that covered for core competencies of social attitudes;

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3. (cognitive) Core Competence 3 (KI-3) that covered for the core competencies of knowledge;
4. (psychomotor) Core Competence-4 (KI-4) that covered for the core competency developing skills.

a. Core Competency

Based on PP 32/2013, the core competence is the ability to achieve the level of graduates competency standards (SKL) should be a student at any grade level or program that underlie the development of basic competence. The core competence encompasses: spiritual attitudes, social attitudes, knowledge, and skills to function as a charge integrating learning, subjects or programs in achieving Graduates Competency Standards (SKL). Core Competence is a translation or operational SKL in the form of quality that must be possessed those who have completed specific training in the educational unit or level of education. Core competencies should describe the quality of the balance between the achievement of hard skills and soft skills. The core competence serves as an element of organizing (organizing element) basic competence. As an element of organizing, core competence is a binder for the organization of vertical and horizontal organization of basic competence.

Vertical organization basic competence is the link between the basic content of the class or education level to grade / level on it so that it meets the principle of learning that there is a continuous accumulation of content learned learners. Meanwhile, horizontal organization is the link between the basic competence content of the subjects with the content of the basic competencies of

different subjects in the weekly meetings and the same class so that a process of mutually reinforcing. The core competence consists of four groups of interrelated is related to religious attitudes (core competence 1), social attitudes (core competence 2), knowledge (core competence 3), and application of knowledge (core competence 4) the reference of the basic competencies and should be developed in any event integrative learning.

b. Basic Competency

Based on PP 32/2013, basic competence is the competence of each subject for each class derived from core competencies. Basic competence is content or competence consists of attitudes, knowledge, and skills are rooted in core competencies that must be mastered by learners. The competencies developed by taking into account the characteristics of learners, early ability, as well as the characteristics of a subject. Subject as a source of content for the master competencies is opened and not always organized according to discipline highly oriented only on the philosophy of essentialism. Subjects can be used as the content organization that developed from different disciplines or non disciplines that are permitted by the philosophy of social reconstruction, progressive or humanism. Because the philosophy adopted in the curriculum is an eclectic, hence the name of the subject and content of subjects to the curriculum that will be developed is not necessarily tied to the philosophy of essentialism.

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Table 1: Core and Basic Competence of the 2013 Curriculum

No	Core Competence	Basic Competence
1.	Appreciate and comprehend fully the followed religion doctrine.	1.1 Being grateful for the chance of studying English as international communication language which is proved by study seriously.
2.	Appreciate and comprehend the honesty, discipline, responsibility, care (tolerance, cooperative), and confidence behaviour in effective interaction with the social and natural environment within the reach of society and its existence.	2.1 Showing the well-mannered in doing interpersonal communication with teacher and students.
		2.2 Showing the honesty, discipline, confidence, and responsibility behaviour in doing transactional conversation with teacher and students.
		2.3 Showing the responsibility, care, cooperative, and peaceful behaviour in doing functional communication.
3.	Appreciate and comprehend knowledge (factual, conceptual, and procedural) according to the learner's curiosity of science, technology, arts, and culture related to the visible phenomena and eye events.	3.1 Identifying social functions, text structure, and elements linguistic interaction text interpersonal oral and written which involves action greet, say goodbye, say thank you, and apologize, as well respond, according to context of its use
		3.2 Identifying social functions, text structure, and elements linguistic interaction text transactional oral and write which involves action give and ask information related to identity, short and simple, appropriate with context its use. Pay attention linguistic elements and vocabulary related to family relationships; pronoun (subjective, objective, possessive)
		3.3 Identifying social functions, text structure, and elements linguistic interaction text transactional oral and write which involves action give and ask information related to the name of the day, month, time name in days, time in the form of numbers, date, and year, accordingly with context its use. (Notice vocabulary related cardinal numbers and ordinal)
		3.4 Identifying social functions, text structure,

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		and elements linguistic interaction text transactional oral and write which involves action give and ask information related to the name and number of animals, objects, and close publications with daily student life, according to context its use. (Notice linguistic elements and vocabulary related to article a and the plural and singular)
		3.5 Identifying social functions, text structure, and elements linguistic interaction text transactional oral and write which involves action give and ask information related to the nature people, animals, objects accordingly with the context of its use (Note the linguistic element be, adjective)
		3.6 Identifying social functions, text structure, and elements linguistic interaction text transactional oral and write which involves action give and ask information related to behavior / action / function people, animals, objects, accordingly with the context of its use (Note the linguistic element declarative sentence, interrogative, simple present tense)
		3.7 Comparing social functions, text structure, and elements language of some texts descriptive oral and write with give and ask information related to description of people, animals, and very short objects and simple, in accordance with context of its use
		3.8 Interpreting social functions and linguistic elements in the lyrics songs related to teenage life SMP / MTs
4	Try, process, present, and reason in concrete domain (use, break, arrange, modify, and make) and abstract domain (write, read, count, draw, and compose) according to the materials taken from the school or other sources which have similar point of view/theory.	4.1 Developing interaction text interpersonal oral and written very short and simple which involves action greet, say goodbye, say thank you, and apologize, and respond with pay attention to social functions, text structure, and true linguistic element and contextual.
		4.2 Developing interaction text transactional oral and write very short and simple which involves action give and ask information related to identity, short and simple, with pay attention to social functions, text structure, and elements true language and

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	contextual
	4.3 Arranging interaction text transactional oral and write very short and simple which involves action give and ask information related to the name of the day, month, time name in days, time in the form of numbers, date, and year, with social functions, text structure, and true linguistic element and contextual.
	4.4 Arranging interaction text transactional oral and write very short and simple which involves action give and ask information related to the name and the number of animals, objects, and close public buildings with daily student life, with regard to social functions, text structure, and true linguistic element and contextual
	4.5 Arranging interaction text transactional oral and write very short and simple which involves action give and ask information related to the nature of people, animals, and objects, with pay attention to social functions, text structure and elements linguistically correct and in context.
	4.6 Arranging interaction text transactional oral and write very short and simple which involves action give and ask behavior related information behavior / action / function of people, animals, and objects, with social functions, text structure, and true linguistic element and contextual
	4.7 Descriptive text
	4.7.1 Capturing meaning in a contextual related functions social, text structures, and elements linguistic descriptive text and write, very short and simple, related people, animals, and things
	4.7.2 Preparing descriptive oral and written text very short and simple, related people, animals, and objects, with pay attention to social functions, the structure of the text, and the linguistic element, correctly and contextual
	4.8 Capturing meaning in a manner contextually linked to social functions and elements lyrics related songs juvenile junior / MTs



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Adapted from: *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 24 Tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar dan Pendidikan Menengah.*

2. Based on Materials

Mendiknas (2008: 2) explains that learning materials occupy a very important position of the entire curriculum, which must be prepared for the implementation of learning can achieve the target. The target should be in accordance with the Competency Standards and Basic Competencies that must be achieved by the learners. That is, the material specified for learning activities should be material that really support the achievement of basic competence and competency standards, and achievement of indicators.

Teaching materials or learning materials, is a teaching material that is packaged as material to be presented in the learning process. Learning materials in the presentation of the description that contains the facts and principles, the norm that is related to rules, values and attitudes, as well as a set of actions / motor skills. Thus, the learning materials basically contain knowledge, values, attitudes, actions and skills that contain messages, information, and illustrations in the form of facts, concepts, principles, and processes related to specific subjects directed towards achieving the learning objectives.

Viewed from the aspects of function, learning materials can be divided into two groups, namely as a source of learning that is used directly and as a source of learning that is used indirectly. As a learning resource that is used

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directly, learning materials are the main teaching materials that become mandatory reference in learning. Examples are textbooks, modules, handouts, and other key guides. Learning materials are developed referring to the applicable curriculum, particularly those related to curriculum objectives and materials such as competence, material standards and achievement indicators.

As a learning resource that is used indirectly, learning materials is a supporting material that serves as a compliment. Examples include reading books, magazines, video programs, leaflets, posters, and teaching comics. This learning material is generally organized outside the scope of the curriculum material, but has a close relationship with the main purpose of providing deepening and enrichment for students.

BSNP itself has released an evaluation process in *Pusbukur (Pusat Buku Dan Kurikulum, 2013)* in the form of a rubric assessment to evaluate the properness and also the suitability of a textbook. The rubric assessment from BSNP is designed to qualitatively describe and assess any content related items and materials in a textbook then quantitatively coding it.

The term material in language teaching and learning refers to everything used to help teach language learners (Tomlinson, 1998), and to facilitate teachers and learners in the language learning (Richards and Schmidt, 2002). It can be in the form of linguistic, visual, auditory, or kinesthetic. It may be presented in print (a textbook, a workbook, a photocopied handout, so forth), audio or video form, on CD-ROMS, on the internet or through live performance or display.

Basically, everything that presents or informs about the language being learned (English) can be used as learning materials (Tomlinson, 1998).

Teachers may use the available learning materials like textbooks or develop their own by compiling from some sources such as newspaper, internet, article, and the likes and then adapt them to adjust to learner needs. However, English teachers are recommended to develop learning materials by themselves in order to meet their learners' needs. To meet learners' needs, Tomlinson (1998) suggests that learning materials should give learners' experiences to interact with the authentic use of English through spoken and written texts.

a. Materials Development

According to Tomlinson (1998:2), material development is everything made by people (the writers, the teachers, or the learners) to give and utilize information and provide experience of the using language, which is designed to promote language learning. So, in developing materials they need to identify, first, learners' needs and consider the objective of the learning. Then, they can develop the materials by adapting them in order to improve or to make them more suitable to learners' needs. Adaptation can be carried out by reducing, adding, omitting, modifying, and supplementing learning materials (Tomlinson, 1998). Tomlinson also sums up some basic principles of developing learning materials for language learning as follows:

a. Materials should achieve impact.

The impact is achieved when students are interested, curious, and pay much attention to the material.

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- b. Materials should help learners to feel at ease.

Sometimes, students feel uninterested, anxious, and bored during teaching and learning process. When students are at ease, however, they are comfortable and relaxed when producing language.

- c. Materials should help learners to develop confidence.

When students are at ease, they can develop their confidence in producing the language during the teaching and learning process.

- d. What is being taught should be perceived by learners as relevant and useful. The material being taught should be related to learners' needs and learners' interests. They should be able to practice it by using their target language not only in their real-life but also in the classroom.

- e. Materials should require and facilitate learner self-investment.

The material, even media, should allow students to carry out many activities in learner-centered classroom. The media should also facilitate students when they do the activities.

- f. Learners must be ready to acquire the point being taught.

The teacher can use the material that is familiar with student life. It means that the material should be related to students' interest and students' needs.

One of the tasks of educators is to provide a learning atmosphere fun.

Educators must find ways to make learning be fun and put aside the threat during the learning process. One way to make learning happen fun is to use the teaching materials are fun anyway, is teaching materials that can make learners feel interested and happy studied the teaching materials.

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Prastowo (2012: 17) The teaching materials are basically all materials (both information, tools, and texts) systematically arranged, which is displaying a whole figure of competence that will be mastered by students and used in the learning process with the purpose of planning and review of learning implementation

National Center for Vocational Education Research Ltd. / National Center for Competency Based Training in Majid (2008: 174) "teaching materials are all forms of materials used by teachers / instructors in carrying out activities learning in class. The material in question can be written material or unwritten "

Based on the website Dikmenjur (2010) "teaching materials is a set material / substance of learning (teaching material) which is arranged systematically, displaying a whole figure of competence that will be mastered in the student Learning Activities". Furthermore, Depdiknas (2006: 4) defines "material teaching or instructional materials (instructional materials) in outline consists of the knowledge, skills, and attitudes that students must learn in order to achieve a predetermined standard of competence "

Based on some of the above opinions, the authors conclude the teaching material is a set of subject matter that can help achieve the objectives of the curriculum which is structured in a systematic and intact so as to create a learning environment fun, facilitate student learning, teaching and teacher.

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b. Objectives and Benefits of Teaching Materials

According to Depdiknas (2008: 10) "the purpose of preparation of teaching materials, namely: (1) provide teaching materials that suit the demands of the curriculum with considering the needs of students, schools and regions; (2) help students in obtaining alternative teaching materials; and (3) facilitate teachers within carry out learning ".

According to Depdiknas (2008: 9) the benefits of writing different teaching materials to be two kinds, namely benefits for teachers and students.

Benefits for teachers are:

1. Obtained instructional materials that suit the curriculum and needs demands students.
2. No longer dependent on textbooks that are sometimes difficult to obtain.
3. Teaching materials become richer, as they are developed with variety reference.
4. Increase the knowledge and experience of teachers in writing teaching materials.
5. Teaching materials will be able to build a learning, communication effective between teachers and students because students feel more confident to his teacher.
6. Obtained materials that can assist the implementation of learning activities.
7. Can be submitted as a work that is considered capable of adding numbers credit for promotional purposes, and
8. Increase teachers' earnings if the work is published.

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In addition to benefits for teachers there are also benefits for students are:
(1) activities, learning becomes more interesting; (2) more students get opportunities to learn independently with teacher guidance, and (3) students get the ease in studying every competency that should be controlled.

The need for the development of teaching materials, so that the availability of teaching materials in accordance with student needs, curriculum demands, target characteristics, and demands learning problem solving. Development of instructional materials should be in accordance with curriculum demands, means that the materials developed should be in accordance with the 2013 curriculum refers to the National Standards of Education both standardized content, process standards and competency standards of graduates. Then the target characteristics tailored to the student's environment, abilities, interests, and background.

3. Based on Scientific Approach

The Ministry of Education (2013) states that the 2013 curriculum can be implemented successfully by using Scientific Approach. Scientific Approach is a new approach in English Language Teaching because the term “scientific” is more familiar with natural science, social science and management (Suharyadi, 2013:1). The learning process adopts the scientist stages in building the knowledge through the scientific methods and characteristics (see Alfred De Vito: 1989; Government’s file: 2013; Barringer, *et al.*,2010; Abidin, 2014). Thus, it is a challenge for teachers to understand the stages and basic knowledge

about Scientific Approach in 2013 curriculum to implement the English Language Teaching in the classrooms properly (Ayuni, 2015).

Scientific Approach does not only emphasize learning outcomes as the end result, but also the learning process as the most important consideration. Therefore, this approach highlights the quest of knowledge rather than the knowledge itself. The students need to be actively involved in the learning process to present the information which is acquired not only from the teachers but also from various resources.

The 2013 Curriculum adopts a scientific approach. As conveyed in *Permendikbud* No. 81a in 2013, scientific approach is a learning process that is designed to make students construct concept and principle actively through some steps: (1) observing; (2) questioning; (3) collecting information and concluding, (4) associating, and (5) communicating.

Scientific Approach is paramount to improve the quality of teaching and learning. It directs the students to develop and integrate their attitudes, skills and knowledge (Suharyadi, 2013:1). The approach can encourage students to be capable of observing, questioning, experimenting, associating, and communicating (Government's file, No. 103,2014; Abidin, 2014:132; Hosnan, 2014:37; Mulyasa, 2014; Suharyadi, 2013:1350). Each of the steps is presented as follows:

1. Observing is to develop student's curiosity, to create a meaningful learning process and help students acquire knowledge (Brown, 2000). The teacher asks the students to observe objects, events, phenomena, concepts

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and procedures by using all of their senses to see, listen, read and watch, and integrate it with the learning material (Checkovich & Sterling, 2001:32; Government's file, 2015). At the same time, students construct their knowledge and facilitate them to fulfill their need of knowing anything. In this activity, the context is also presented to make students connect what they have learned with what they are going to learn (Suharyadi, 2013:3). According to Kemendikbud (2013b), the observation is going to be effective if the teacher and students employ tape recorder (to record the conversation), camera (to record visual objects), film or video (to record audiovisual objects) and related equipment.

2. Questioning is to construct knowledge as a concept. The students are required to have a critical thinking to evoke a high level of thinking questions. Furthermore, the students can show their active participation in the learning process. In this stage, the teachers have to facilitate the students with scaffolding to stimulate and encourage the students to ask (Government's file, 2013, pp. 34-35). Questioning can be used by both teachers and students in the classroom with several specific purposes. Specifically, by giving questions, the teacher leads the students to give their attention to begin learning and stimulate them to pursue knowledge on their own (Suharyadi, 2013, p. 3-4).
3. Experimenting is to acquire a meaningful, real and authentic learning, students have to do experiments, especially to the suitable materials (Suharyadi, 2013:4). The students also experience the skill process to

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enhance knowledge and employ scientific methods to solve the real problem. Experimenting is intended to develop various learning objectives, attitudes, skills and knowledge. It is an activity to internalize knowledge and skills that have been learned. The students practice to express new things that they have learned and try to utilize the skills to reality inside and outside the class through simulation, role play, presentation, discussion and games (Government's file, 2013:35).

4. Associating is to attain the conclusion of knowledge by a logical thinking process and systematic empirical factual statement which is observed. Students must be more active and given more opportunities to learn. Associating refers to grouping ability of various ideas and associating various events to be part of memory. When the experiences are stored in the brain, they will interact with the previous events or experiences. In this stage, students and teacher are engaged in learning activities, such as text analyzing and categorizing. The information or data that have been collected from the previous activity (observing and experimenting) must be analyzed to draw conclusions. Students will then process the information from the teachers and draw the conclusions out of that information. As stated on the Policy of Indonesia Ministry of Education and Culture No. 81a/2013, associating process must be conducted through:
 - (1) processing information that has been collected from the result of experimenting and observing activity and,
 - (2) processing the information collected to find solutions from variety of sources that have different

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opinions to the contrary. Thus, students are expected to be able to relate the result of learning or experimenting to the reality.

5. Communicating is to develop students' skills to offer or demonstrate all knowledge and ability that has been mastered verbally or nonverbally. Suharyadi (2013,:4) argues that communicating is also called collaborative learning. For teachers, the collaborative learning function is more directive oriented in which the teachers are managers in the students' learning. The students present the communicative and effective written or spoken knowledge based on what they have learned.

Tabel 2.
Principal learning experiences in scientific approach

Learning Experience	Activities	Competencies that is Expected to be Developed
Observing	Reading, listening, and observing with or without tools.	Sincerity, carefulness, and discover information.
Questioning	Giving question about information of the object observed that hasn't been understood or question to get additional information from the object observed.	Creativity, curiosity, and ability to formulate question to form critical thinking needed for smart live and long life education.
Gathering information or experimenting	Doing experiment, reading other sources exclude from the text book, observing object, and interviewing informant /source.	Careful, truthful, polite, respect others' opinion, communicate, gather information, long life education.
Associating or processing information	Processing information received from experiment or observing activity.	Careful, truthful, discipline, obeying rules, work hard, think inductively and deductively.
Communicating	Deliver observation result and conclusion verbally or	Careful, truthful, tolerance, systematic thinking, deliver opinion clearly and use proper

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	written.	language.
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4. Based on Authentic Assessment

Authentic assessment is a real mirror of student learning conditions.

Authentic assessment also referred to the alternative assessment, performance assessment, informal assessment, and assessment based on the situation.

Mueller, as quoted by Ismet Basuki defined that authentic assessment is a form of assessment that requires students to perform real-world tasks that demonstrate meaningful application of essential knowledge or skills. Another definition from

Nur Hadi, as quoted by Ismet Basuki states that authentic assessment is the process of gathering information about the progress and learning achievement of the learners through a variety of techniques be able to reveal, prove, or show precisely that the learning objectives have been completely controlled and accomplished. Authentic assessment not only to measure what is known by students, but more emphasis on measuring what can be done by learners.

Authentic assessment according to Hymes as cited in a training material for Curriculum 2013 (2014) implementation is a term or terminology created to explain the various methods of alternative assessments that allow learners to demonstrate their abilities in finishing their tasks and problems. It also expresses how the learners' knowledge and skills are applied in their real life situation outside the school environment. Assessment is usually connected to the word of evaluation. Edwin Wandt, et al. (1977) stated that, Evaluation refers to the act or process to determining the value of something. Teachers can measure and assess

how far the purpose of study, that has been planned, is achieved or applied. It also measures the progress or development of their program.

Physiologically educational evaluation activities in school can be seen from learners' and teachers' point of view. For the learners, educational evaluation will give them guideline to know their capacity and status. In the other side from the teachers' point of view, educational evaluation will give them assurance on how far their efforts bring results so that they can decide their future steps that are necessary.

Administratively educational evaluation has 3 functions. First, it gives a report. Evaluation can be given in a formal written report that explains the development of the learners after they pursue educational process at a certain periodic time. Second, it gives information or data. The learners' grade in the evaluation process is an important data that is used to make a decision of the education department. Last, it gives a description about the result achieved by the learners in the learning process.

Basically authentic assessment has relevancy to the scientific approach. It fits the demand of Curriculum 2013 that is able to describe the progress of learners' learning outcomes in observing, associating, experimenting, networking, etc. The success of Curriculum 2013 is not only students who understand and master the material taught by the teacher but also lies in the assessment process conducted by the teacher.

The development of Curriculum 2013, including the evaluation tools used, becomes a decisive direction of education. Authentic assessment has its

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own paradigm in implementing Curriculum 2013. This is of course closely related to the condition and situation exists in the educational world. To implement proper authentic assessment, it is needed to review the Curriculum 2013 assessment and the teachers' ability to carry out that assessment. Various obstacles need to be solved to obtain alternative solutions appropriately. The most important findings in the form of data and facts of the reality are the teachers should be given the opportunity to improve their information technology skills so that authentic assessment can be effective and efficient.

Attitude assessment is divided into two: spiritual attitude and social attitude. Spiritual attitude covers how the learners respect and appreciate their affiliate religion; meanwhile the scopes of social attitude are truthful, discipline, responsibility, tolerance, mutual assistance, polite, and self confidence. The attitude assessment completed indirectly through various learning activities.

According to Permendikbud no. 66 year 2013, the instruments used for assessment of attitudes, knowledge, and skills competency as follows.

a. Assessment of attitudes competency

Teachers do the attitudes competence through observation, self-assessment, assessment "peer" (peer evaluation) by learners and journals. The instrument uses for observation, self-assessment, and assessment of learners among participants is a checklist or rating scale is accompanied by the rubric, whereas in the form of journal records educator.

b. Assessment of knowledge competency

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Teachers assess the competence of knowledge through a written test, oral test, and assignments.

c. Assessment of skills competency

Teachers assess competency skills through performance assessment; the assessment requires students to demonstrate a particular competency using practice tests, projects, and portfolio assessment. The instrument used in the form of a checklist or rating scale equipped with a rubric.

E. About Bahasa Inggris “When English Rings the Bell”.

Bahasa Inggris When English Rings the Bell is published by Ministry of Education and Culture in order to promote Curriculum 2013 for junior high school students. It consists of 194 pages with eight chapters inside entitled, they are:

Table 3. The materials in English textbook “When English Rings the Bell”

Chapter	Title
Unit 1	Good morning. How are you?
Unit 2	It’s me!
Unit 3	What time is it?
Unit 4	This is my world.
Unit 5	It’s a beautiful day!
Unit 6	We love what we do.
Unit 7	I’m proud of Indonesia.
Unit 8	That’s what friends are supposed to do.

Each chapter of the materials is accompanied by pictures. Inside the book, there are glossary and list of Classroom Language for students. The

government also supports this textbook by providing manual book for the teachers.

The English textbook was published for the first time in 2013 by Politeknik Negeri Media Kreatif, Jakarta. There are three editors involved in writing this textbook. They are Emi Emilia, Didi Suherdi, and R. Safrina. The textbook also involves three people as script contributors named Asep Gunawan, Yuli Rulani Khatimah, and Siti Wachidah.

But the researcher use the edition revision 2017 by Katalog Dalam Terbitan (KDT), Jakarta. Where writers named Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah. Reseacher named Rd. Safrina Noorman and Lestari Manggong. And publishing supervisor is Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.

2.2 Related Studies

Reyes (2014) states that related studies refer to research studies conducted by other researchers which serve as a foundation and give relevancies to the current study. There are several researches which have relevancy for this study, especially in analyzing what the points that focus on, inform the design, and find the conclusion of the previous researches, as follows:

The Text Structures Of Monologue Text Types Found In “Joyful English Book 1 For Smp Class VII” Published By Cv Aneka Ilmu by Ratih Dwi Hapsari, Semarang Univercity, 2007. Based on the school curriculum (“KTSP”), the students of “SMP/MTs” class seven should be taught two monologue text types,

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descriptive and procedure texts. Thus, in order to be relevant with the curriculum, the textbooks should present those two text types. This research has two purposes; the first is to know the monologue text types found in the textbook entitled joyful English Book 1 for SMP class VII published by “CV. Aneka Ilmu”. The second is to know how each of the monologue text in that textbook structured including its social function, generic structures, and grammatical features.

A study conducted by Chanaporn Chaisongkram (2011) with the title “An Analysis of An English Textbook: *Megagol 1*”. Language Institute, Thammasat University, Thailand. The result from this research explained that the English textbook of *Megagol 1* suitable with the learners in Mattayom 1 because it provided the texts that were required by curriculum. The researcher analyzed all aspects in textbook, those are: the aim, design and organization, skills, topic, vocabulary and structure, phonology, illustrations, and physical make-up .

Content Analysis Of Student Book “When English Rings A Bell” For Grade Viii Junior High School by Dian Setiawati, Semarang Univercity, 2015. The aim of the research is to analyze the relevance between the materials in the student book “When English Rings a Bell” for grade VIII Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotor domains of learning. This research used descriptive qualitative content analysis as its research method. The data were collected from the English student book “When English Rings a Bell” for eight graders of Junior

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High School written by the book writer team of Ministry of Education and Culture of Indonesia. From the research findings, the researcher suggests the book writer to improve and develop the materials in this book. For the book users, the researcher suggests them to look for other books as additional learning source to complete the materials from this book.

A study conducted by Dr. Ahmed Awad Mahmoudb (2016), a study with title “Analyzing *English for Palestine IV* in Terms of the characteristics of a good English Textbook”. Palestine. The aim of this study is to evaluate the effectiveness and suitability of *English for Palestine IV*. The researcher used the characteristics of a good textbook in order to see whether the textbooks mentioned above are suitable or not. The characteristics and questionnaire are adopted from solicits (1978), Almahzoumi (1992), and Macmillan (1997). Having analyzed the three textbooks and their objectives, the researcher found out that these books are suitable regarding the characteristic of a good textbooks. However, the analyzed books lack few items that characterize a good book, such as: teachers, supervisors and parents as well as the local society did not participate in selecting the materials or in choosing the objectives.

There is a similarity with my thesis as study focused on analysis the textbook and to know whether the books are suitable for teaching or not. The difference of his research with the writer’s research can be found in the analysis strategy used. In his study, he took the characteristics and questionnaire are adopted from some experts. In addition, he compared three books, meanwhile

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texts in the textbook have appropriately maintained the competencies stated in the recent Curriculum.

A Textbook Analysis Of “When English Rings The Bell” An Textbook For The Seventh Grade Of Junior High by Meita Fitriyani, Yogyakarta, 2013. This study aims at discovering to what extent today English textbook in Indonesia is keeping its own communication goal for every young generation. The researcher choose the E- book entitled “ When English Rings the Bell”, an English textbook for seventh grade of Junior high school published by Politeknik Negeri Media Kreatif, Jakarta. This study used qualitative method in Textbook Analysis and used the Thematic Coding to cover the research. After all this Textbook Analysis is kind of descriptive analysis way to find out a particular human communication in the form of written text. Seventhly, we performed a frequency analysis.

An analysis of English Textbook for seventh graders of Junior High School entitle “When English Rings a Bell” By Fitriyani in 2013. This study used qualitative method in Textbook Analysis and used the Thematic Coding to cover the research. Thematic coding refers to any method of categorizing segments of qualitative data into meaningful things. The research showed that from the sides of communicative function of the nine integrated standard, the Textbook was proportional enough because it contained almost the whole communicative competence through it. But from the side of age analysis, the book of “When English Rings a Bell” was not necessarily used in their grade, although it was suitable with the curriculum nowadays, but for the real

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communication used, almost the students felt too easy to learn the content of this textbook. It was quite simple as their grade level.

Analysis of Language and Languages of Indonesian Languages First High School (SMP) Class IX by Meilia Pratiwi and Drs. Syamsul Arif, M.Pd. (2015). This study aims to determine the relevance, consistency, and adequacy of textbook material of Indonesian Class IX Junior High School against Core Competence and Basic Competence of the applicable curriculum that is the curriculum 2013. Books analyzed is the Indonesian language textbook for class IX by the Ministry of Education and Culture publisher Ministry of Education and Culture of the Republic of Indonesia in 2015. This Indonesian language textbook is considered good and feasible to use. In this student book there is a discussion of material and training of competence. This book is relevant to the applicable curriculum. It is said to be relevant because of the indicators analyzed, this book is well presented with the discovery of diversity of value and current material. Based on consistency this book has been said to be consistent. Most of the indicators included in the consistency principle are well described in this book. Likewise with the principle of sufficiency that has been described also in this book. Thus this textbook is suitable for use in teaching and learning process by learners to achieve learning objectives.

An analysis of “Bahasa Inggris” textbook used in the Second Grade of Senior High School by Amrina in Faculty of Education and Teacher Training Ar-Raniry State Islamic University Darussalam – Banda Aceh, 2018. The results, findings of this study concluded that (1) the English Textbook of

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“Bahasa Inggris” compatible with the curriculum 2013, as every single KI and KD successfully implemented in the textbook. (2) The materials provided in the textbook completely developed, as all the suggested English language skills exercises of writing, speaking, reading and listening materials in the curriculum 2013 are implemented. (3) The feasibility of the content has mostly met the standard of an English textbook in delivering curriculum 2013, using the basic frequency formula from Sudjiono assessment score acquired with 80% in feasibility of content fulfilled. Based on the findings of this study, the researcher suggested that both English teachers and educational institution should concern and pay attention to the content of the textbook, not only its compatibility with the current curriculum, but also compatible with the students’ needs.

A study conducted by Sarab Al-Akraa (2013), a study with title “Teaching English in Iraq: An Analysis of An EFL Textbooks”. Iraq. The aim of this study is to analyze the content of a new textbook that is considered to be the foundation of the English Language Program in Iraq. Its findings reveal the strengths and weaknesses of *Iraq Opportunities 3* based on three critical components: grammar, vocabulary and culture. The findings are generally in favor of the textbook in terms of grammar and vocabulary and their appropriateness for the age and level of students. However, the study criticizes the limited role and the poor representation of culture in the curriculum.

2.3 Operational Concept and Indicators

a. Operational Concept

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Textbooks play an important role in the educational system. As a part of instructional system, they continue to take part in any educational context, textbooks help teachers to implement with their instructional system effectively. Due to the fact that textbooks are inseparable in the implementation of an instructional system, English teachers relied heavily on them. Moreover, it is sometimes found that textbooks become the only instructional materials in the classroom.

Since textbooks are used widely in the educational contexts, there are a huge number of commercially publish English textbooks. In fact, their quality ranges from good to poor ones depending on the criteria of good textbooks they have met. Also, the content of commercial textbooks can be irrelevant to teachers' own classroom as the classroom contexts are a unique condition making up different aspects.

The 2013 curriculum serving as an authorized institution for textbook regulation in the Indonesian context, published instrument to evaluate textbooks in 2013. The instrument covers some criteria to evaluate textbooks.

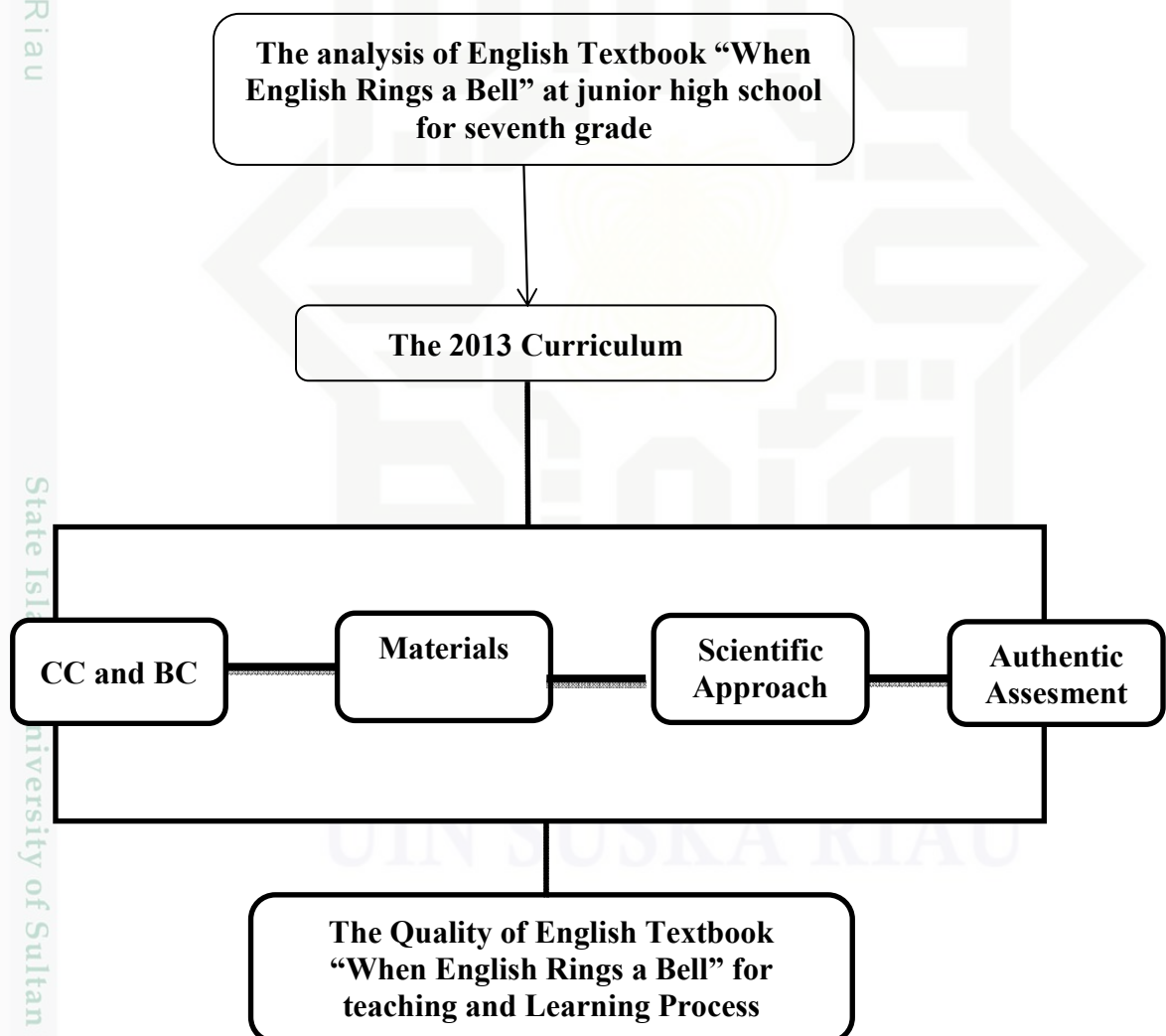
The concept for textbook evaluation consist of criteria drawn from four major areas namely (a) criteria related to competence, (b) criteria related to the material, (c) criteria related to the approach, and (d) criteria related to the assessment. The proposed criteria are then divided into sub-aspects, they're sub-aspects are elaborated into some area. A more detailed and specific explanation of such areas is elaborated through some items reflecting the ideal condition which should be met by a textbook. The English textbook are evaluated by using

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checklist of English textbook evaluation criteria elaborated from the conceptual framework above. After that, some descriptions explaining about the criteria which are fulfilled and not fulfilled by the textbooks are drawn. The operational concept in this research can be seen on the table below:

Figure 1. Conceptual Framework of Textbook Evaluation



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b. Indicators

In addition to the general information of the English textbook evaluation checklist, the researcher uses the indicators with some question to make easier to evaluate the textbook. the following questions of indicator are used in the textbook evaluation as follows:

1. The Indicators Related to Competence.
 - a. The content of English textbook shows the suitability with Basic Competency from Core Competency 1.
 - b. The content of English textbook shows the suitability with Basic Competency from Core Competency 2.
 - c. The content of English textbook shows the suitability with Basic Competency from Core Competency 3.
 - d. The content of English textbook shows the suitability with Basic Competency from Core Competency 4.
2. The Indicators Related to the Material.
 - a. The material in the textbook is presented in sequence according to the 2013 curriculum.
 - b. The explanations that are easy to understand in order to support the achievement of Core competency and Basic competency.
 - c. The material is presented specific and detail.
 - d. The material is presented systematically.
 - e. The material is presented in accordance with the illustrations used.
3. The Indicators Related to the Approach.

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- a. The content of English textbook show the use of observing
 - b. The content of English textbook show the use of questioning.
 - c. The content of English textbook show the use of experimenting
 - d. The content of English textbook show the use of associating
 - e. The content of English textbook shows the use of communicating.
4. The Indicators Related to the Authentic Assessment.
- a. The content of English textbook shows the assessment of attitude aspects.
 - b. The content of English textbook shows the assessment of knowledge aspects.
 - c. The content of English textbook shows the assessment of skill aspects.