ABSTRACT

THE EVALUATION OF ENGLISH TEXTBOOK ENTITLED: “WHEN ENGLISH RINGS A BELL” USED BY THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL

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The purposes of this research were to evaluate the quality of English textbook “When English Rings A Bell” for eighth graders, to identify the teachers’ perception toward the quality of the textbook, to identify textbook materials with 2013 curriculum in term of (KD 3-4) of English syllabus and to give recommendation from textbook evaluation.

This research employed a document descriptive analysis. The data were collected from the English textbook “When English Rings A Bell”. This research were used three instruments: qualitative checklist adapted from Cunningsworth (1995) on six criteria including aims, approach, design and organization, language content, language skills and topic, in-depth interview to gain the data from two English teachers’ perception toward the textbook’s quality, the assessment based on KD (3-4) of the English syllabus of 2013 Curriculum.

The result revealed that the textbook fits the good criteria based on Cunningsworth (1995) in terms of aims and approaches, language skills, and topics. However, the textbook does not fit the design and organization, and language content. It also revealed that both two teachers considered the textbook as appropriate to be used by the learners although one of them stated that it needs some revisions in terms of grammar items, evaluation sections, vocabulary works, also reading and listening comprehension task. Lastly, when the textbook evaluated based on KD number 3 and 4, it was discovered that 98% of the materials in the textbook are in line with KD 3 and 4. In other words, almost all materials in the textbook are consistent with the KD 3 and 4 of the 2013 curriculum syllabus.

keywords: textbook evaluation, English textbook, Cunningsworth’s checklist, basic competence, 2013 curriculum.