

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

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Abstrak: Penelitian ini bertujuan untuk mengevaluasi kualitas buku "When English Rings A Bell", mengevaluasi kualitas buku berdasarkan perspektif guru, mengidentifikasi materi buku dengan kurikulum 2013, dan memberikan rekomendasi dari evaluasi buku. Penelitian ini menggunakan tiga instrumen: daftar periksa kualitatif yang diadaptasi dari Cunningsworth pada enam kriteria, wawancara mendalam pada guru, dan silabus kurikulum 2013. Hasil penelitian mengungkapkan bahwa buku sesuai dengan kriteria berdasarkan teori dalam hal tujuan dan pendekatan, keterampilan bahasa, dan topik. Namun, tidak sesuai dengan desain dan organisasi, dan konten bahasa. Hal ini mengungkapkan para guru menganggap buku kredibel untuk digunakan siswa walaupun ada yang berasumsi perlu beberapa revisi. Terakhir, dengan menggunakan (KD 3-4) silabus, persentase diperoleh 98% (sangat baik) yang menunjukkan hampir semua materi buku konsisten dengan KD 3-4

Abstract : This research were aimed to evaluate the quality of English textbook ” When English Rings A Bell”, to evaluate the quality of the textbook based on teachers’ perspective, to identify textbook materials with 2013 curriculum and to give recommendation from textbook evaluation. This research used three instruments: qualitative checklist adapted from Cunningsworth (1995), in-depth interview, and 2013 curriculum syllabus. The result revealed that the textbook fits the good criteria in terms of aims and approaches, language skills, and topics. However, it does not fit design and organization, and language content. It revealed that the teachers considered the textbook as credible to be used by the learners although one assumed that it needs some revisions. Lastly, by using (KD 3-4) of the syllabus the percentage obtained is 98% (very good). It is discovered that almost all materials in the textbook are consistent with the KD 3-4.

Keywords: Textbook Evaluation, English Textbook, Cunningsworth’s checklist, (KD 3-4),

INTRODUCTION

Many factors can influence the successfulness of learning process; one of which is teaching materials. The importance of teaching materials is assumed as being essential for both teachers and learners. Textbooks are one of them. Considerably, they are one of the pivotal aspects of the total teaching and learning process (Sheldon, 1988:237). Textbooks are widely used as guidance for the teacher to teach the learners since they provide learning objectives for the teaching process, so the teacher can choose which objective that will lead the learning process (Richards, 2001).

Recently, the government of Indonesia has arranged the 2013 Curriculum. It is an operational curriculum which is formed and practiced by almost each school in Indonesia. Accordingly, when a new curriculum is issued by the government, there must be lots of new English textbooks available in the market. This means that not only does the government via the Ministry of Education strive to provide textbooks that are appropriate and suitable for learners to use according to the curriculum but also private publishers do. Considering the importance of textbook, therefore, teachers must be selective in choosing textbooks that will be used in teaching and learning activity. Reasonably, choosing an appropriate textbook is important because classroom teachers spend much time using textbooks in class (Miekley, 2005). In line with that, the research conducted by Ena (2013) shows that many Indonesian EFL teachers use textbooks as the only materials in teaching learning activity. This indicates that they depend a lot on the commercial textbooks available in the market.

The implication behind this problem is that it limits the knowledge of the learners to whatever the textbooks offers them. The teachers do not make any extra efforts to bring the supplementary materials for the learners to widen the horizon of their knowledge. Hence, teachers need to select the textbook with careful considerations.

Although teachers need to select textbooks based on the comprehensive judgment to examine its effectiveness, they tend to choose them without careful considerations. It is evident from the initial mini research conducted by Latief (2015) who states that teachers prefer to use certain textbooks by considering certain aspects only as the availability on the school library, the commission given by the distributors, and the appearance of the textbooks. As the result, it does not contribute to the teacher professional development with regard to the process of materials adaptation in the classroom.

Thus, according to the explanation above, realizing the imperfection that may exist in textbook and the essential role of textbook, it is considered to evaluate the textbook. Reasonably, evaluation is required to verify whether or not the textbook meets the good criteria. This research aims to evaluate English textbook "When English Rings A Bell" used by the eighth graders of junior high schools. Besides, it is to know the teachers' perspective toward the quality of the textbook. In addition, it is to identify the material consistency with basic competence of 2013 curriculum. It is also to give recommendation based on the evaluation. Hence, the research questions of this research were 1. To what extent does the English textbook "When English Rings A Bell" meet the good criteria based on Cunningsworth (1995) theory in terms of; aims and approach, design

and organization, language content, language skills and topics, 2.to what extent does the textbook materials relevant with basic competence (KD 3-4) of 2013 curriculum, 3.what is the teachers' perspective toward the quality of the textbook?, and 4. what recommendation can be drawn in this textbook evaluation?

LITERATURE REVIEW

According to Tomlinson (2003: 16), textbook evaluation is a procedure that involves measuring value of a set of learning materials. In general terms, textbook evaluation helps curriculum designers and material developers to consider key issues while designing language courses. In addition, evaluation studies are of particular importance in reexamining the deficient points in the existing materials and enhancing the quality of the materials. In the evaluation process, ideas and suggestions of teachers should be considered on the ground that they are the immediate users of textbooks and usually have good insights into textbook usage and classroom dynamics. In summary, it is a fact that evaluation of textbook and other materials are the natural and fundamental part of the teaching and learning process.

In evaluating textbook, evaluation checklist is necessary. Finest theorists in the field of ELT textbook design and analysis such as Sheldon (1988) and Cunningsworth (1995) agree that evaluation checklist should have some criteria pertaining to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics. Another important criteria should be incorporated is the needs of the teacher's approach individually and the organization of the curriculum.

Moreover, criteria should cover the specific language functions, grammar, and skill contents that are covered by a particular textbook as well as the relevance of linguistic items to the prevailing socio-cultural environment. (Cunningsworth, 1995). He also proposes four criteria for evaluating textbooks, particularly course books; 1.They should correspond to learners' needs; matching the aims and objectives of the language learning program.2. They should reflect the uses (present or future) that learners will make of the language. 3.They should take account of learners' needs; facilitating their learning processes. 4. They should have a clear role as a support for learning; mediating between the targets language and the learner.

Thus, criteria used in the evaluation checklist in this research are adapted from Cunningsworth's teachertextbook evaluation checklist. It covers: 1) aims and approach (10 items), 2) design and organization (9 items), 3) language content (6 items), 4) language skills (14items), 5) topics (8 items).

RESEARCH METHOD

This research used evaluative research design that applies a descriptive study as its framework. More elaborately, since checklist used as the tool for evaluation process, the method used in this research called checklist method (McGrath, 2002:52). To find out the aspects of textbook which fulfill the criteria of good textbook in terms of aims and approach, design and organization, language content, language skills, and topics, to find out the quality of the

textbook from the teachers' perspective, and the consistency of the materials to the basic competence (KD 3-4), this research also employed a document analysis (Cresswel, 2012). The source data of this research was English Textbook "When English Rings A Bell" for eighth graders which was prescribed by Indonesian government to be used by the piloting schools which implemented 2013 curriculum. For instance, the syllabus of 2013 curriculum was another source of data. To make the research more reliable, two English teachers at one of junior high schools in Bandar Lampung were involved as the respondents in gaining teachers' perspective data.

Two data collection methods were employed in this research: document analysis and in-depth interview. The procedures of analyzing data were: first, analyzing and interpreting the data. Second, interviewing the second and the third evaluator (E2) and (E3) as inter-rater, and the third reporting the results of the research descriptively.

RESULTS AND DISCUSSION

This section discusses the results of the research. The results will be presented following the order of the research questions. The first research questions was to what extent does the English textbook "When English Rings A Bell" for the eighth graders meet the good criteria from Cunningsworth (1995) theory? There are six aspects to evaluate: aims and approach, design and organization, language content, language skills, and topics.

1. The Aims

Table1. The result of the Aims of the textbook

No	Statements	YES	NO
1	The aims of the textbook correspond closely with the curriculum	√	-
2	The aim of textbook correspond with the core competence	√	-
3	The aim of textbook correspond with the aim of teaching program	√	-
4	The aims of textbook correspond with the needs of the learners.	√	-

According to the table, it was found that the aims of the textbook correspond closely with the curriculum. It is true that When English Rings A Bell textbook, the publisher of which is The Ministry of Education and Culture of Indonesia, aims to improve language skill for the learners to have politeness attitude in language by providing text-based teaching-learning model whether spoken and written form as means of communication. These aims are in line with the guideline of Cunningsworth (1995) that textbook should also correspond with the learners' need and match the aims and objective of the language-learning program.

2. Approach

Table 2 The result of the approach of the textbook

No	Statement	YES	NO
1	The textbook is suited to the learning situation	√	
2	The textbook is suited to teaching situation	√	
3	The textbook covers most of all learners' need		√
4	The textbook is a good learning resource for learners		√
5	The textbook is flexible so it allows various kind of teaching styles	√	

According to the table, it is agreed that this textbook is suitable to the learning and teaching situation. It can be seen that as EFL learners, they need to have the capability to communicate in English. In this case, this textbook has already fulfilled Indonesian learners' situation by providing text-based learning model contextually in order that the learners have that politeness attitude in the use of English language as it has been applied in the topics presented in this textbook materials

Considering the needs of learners, the researcher disagreed that the textbook has covered all learners' needs. This happened since it is believed that the textbook does not support all learners need in learning language since no grammar reference inserted whether explicitly or implicitly to enhance learners' individual learning input as suggested by Cunningsworth (1995). Thus, the textbook is disregarded to be a good learning source for learners.

Related to the flexibility of various teaching and learning styles, all evaluators saw that the textbook is flexible for both teaching and learning style.

3. Design and Organization

Table 3 The result of design and organization of the textbook

NO	Statements	YES	NO
1	Textbook supports media such as CD, workbook, and teacher's manual	√	
2	The organization of the book is right for students	√	
3	The content is well sequenced on the basis of complexity.	√	
4	There is adequate review (For example there is always review after finishing 3 units)		√
5	There is reference section of grammar in the book	√	
6	The materials promote individual study		√
7	The book has good layout	√	

According to the table, the result showed that this textbook supports media such as CDs, workbook, and teacher's manual. Fortunately, it is a convenient truth that the textbook does fulfill what Tomlinson (2008) suggests that ELT materials must make use of multimedia to provide rich language experience.

Regarding the organization, it is true that the organization of the textbook is right for learners; in other words, this textbook is organized effectively, since chapters and sub-chapters of this textbook arranged systematically. It is proven by the number of activities in each section varies from four to seven, and the structure of each section is similar. In addition, the textbook also has a well

sequencing in terms of complexity since the materials in each chapter are introduced based on the level of complexity.

Regarding the review sections, the textbook does not have adequate review. This happens because the textbook indeed has a review in every unit of the materials; it is usually in a form of writing what has been learnt through writing a journal, but it is very limited.

Regarding the existence of grammar reference, this textbook does not provide any grammar reference for the learners. As it has been discussed before, that grammar reference is usable to support learners' individual learning and facilitate what learners need in understanding the language.

Concerning the layout and design, the textbook has good layout and design. Theoretically, layout and designs of textbooks have a significant influence on learning of the basic information in the text as Sheldon (1988) points that textbook are physical artifacts, the author needs to recognize that layout, format, typography and graphics are also essential for a successful course book. It is also, learner's curiosit are attracted when the material is visually attractive and well organized.

4. Language Content

Table 4. The result of the language content of the textbook

No	Statements	YES	NO
1	The textbook covers the appropriate main grammar for the learners		√
2	The material for vocabulary teaching is adequate in term of range and quantity of vocabulary		√
3	Textbook includes the material for pronunciation work	√	
4	The material for pronunciation work covers individual sounds		√
5	The material for pronunciation work covers word stress	√	
6	The material for pronunciation work covers intonation		√

From the table above, it is found that this textbook does cover main grammar items. While Cunningsworth (1995:32) states that "grammar is a major component of any general language course, whether it is acknowledged as such, or disguised as something else". This indicates that grammar can be taught explicit or implicitly.

As it is seen in the aims on the textbook, this textbook seems to be on track with the communicative language teaching technique, that grammar must be embedded in meaningful and communicative context (Doughty and Williams, 1998). Naturally, the grammar items are actually taught embedded in the meaningful and communicative context and it is found in each chapter of the textbook.

However, for EFL learners, like Indonesian learners, it is quite hard for them to be involved in the material without any proper guidance by the teacher; in other words, this approach is not quite effective since they lack English exposures. The only English lesson they acquire is only from school since Indonesia is not English speaking country. Thus, it is not enough to make them acquire grammar automatically. While in this case, teacher who have had periods of teaching experiences, seem unfamiliar with the teaching this method of 2013 curriculum;

they tend to teach with previous teaching method —lecturing. Consequently, the teaching learning activity cannot run well. Hence, it is still necessary that the textbook also provides the grammar references to ease the learners' and teachers' difficulty.

Related to vocabulary glossary, it is found that the textbook does not provide the learners adequate vocabulary in terms of quantity, meanwhile E2 agreed. This different assumption is that indeed the textbook does not facilitate learners with adequate vocabulary range. Despite the materials in the textbook consisted of mostly dialogs, can be modified by the teachers to teach new words; however, there is no other activity or exercise to build their vocabulary up in the chapter. Therefore, the teachers had to find supplementary materials out of this book to fulfill the need of vocabulary for learners.

Concerning the pronunciation sections, it is found that the textbook covers pronunciation work in terms of word stress. Surely, it can be proven by the existence of dialogues and conversation that the learners can learn the stress of the words being learnt, of course by the guidance of the teachers. However, the textbook does not cover intonation works as it is known that English has varied and different word intonations such as glide up, glide down, rising, falling, etc. In this case, unfortunately the textbook does not support acknowledgement nor activity toward word intonation and so does individual sounds for the learners.

5. Language Skills

Table 5. The result from questionnaire on Language Skills from the textbook

NO	Statements	YES	NO
1	Textbook covers the reading skills	√	
2	The level of difficulty of reading passages is appropriate to the students.	√	
3	Textbook covers the writing skills	√	
4	The level of writing activities is appropriate to the students	√	
5	Textbook covers the listening skills	√	
6	The level of listening texts is appropriate to the students	√	
7	The listening material is authentic		√
8	The listening materials are accompanied by background information which help the students comprehension		√
9	The listening skill material is accompanied by questions and activities which help the comprehension		√
10	Textbook covers speaking skill	√	
11	The level of speaking activities is appropriate to the students	√	
12	The material of speaking activities such as dialogues and role play is well designed to equip students for real-life interactions	√	

Based on the table, all evaluators agreed that the textbook covers reading skill. According to Tomlinson (2008), a good ELT material should at least provide a rich experience of different genre and text types; the textbook mostly provides productive text types which covers conversation and short functional text; there

are lots of dialogues, invitation and greeting cards, notice are elaborated in the chapters of the textbook.

In elaborating all four skills, it is necessary to understand that the textbook tried to facilitate appropriate balance of the four skills: speaking, listening, reading, and reading by paying attention to sub-skill, i.e. listening for the gist, note-taking, skimming information, etc.

In addition, this textbook obviously allows the learners to explore speaking ability by providing lots of dialogs as the model, providing many integrated activities in speaking such as listen and repeat, pair work, role play, which encourage them to be more confident and more involved to communicate by using English in daily communication.

Thus, it can be concluded that the textbook has provided the materials to cover 4 language skills into integrated language teaching.

6. Topics

Table 6. The result from questionnaire on topic from the textbook

No	Statements	YES	NO
1	There is sufficient materials of genuine interest to learners	√	
2	There is enough variety of topics	√	
3	The topic presented is content-wise enough for learners language level	√	
4	The learners are able to relate the social culture context presented in the textbook to the use of English in real life.	√	
5	Female is portrayed equally with men	√	
6	The characters in the textbook represent people from different region in Indonesia	√	
7	Different ethnic groups are well represented	√	
8	Different groups of occupation are well represented	√	

Based on the table, it is found that the materials of genuine interest to learners is sufficient. It can be seen that most of the topics are what learners can use to communicate by using practiced skills in the function of the textbook as it is related to one self and social and natural environment around the house and the school.

Besides, all evaluators agreed that textbook is also claimed to be based on a topic syllabus as each unit topic emphasizes sub topics and situations closely related to Indonesian learners' environment, cultural and group diversity in Indonesia.

The second research questions was "what is teachers' perception toward the quality of the textbook? First, both teachers (E2 and E3) agreed that the aims of the textbook correspond with the 2013 curriculum competency. They agreed that the textbook aimed to allow learners' communicative skills by providing productive exposures such as speaking and writing. Regarding the approach, (E2) agreed that the textbook has cover all learners' need while E3 disagreed. The reason why they had different assumption is answerable. It is since E2 has understood and cooperated well with the scientific approach of learning offered by 2013 curriculum (SA), while E3 has not. This is proven by the result of the interview that accordingly, teachers are mostly accustomed to teaching using their

old style and approaches which was lecturing. Thus, the Scientific approach may be ignored and the result is the learners get confusion to follow the lesson in the textbook which naturally follow the instruction of Scientific approach (SA) of 2013 curriculum.

Second, regarding design and organization, both teachers agreed that the organization of this textbook has been ordered systematically based on the material taught and based on the complexity of the materials in each chapter. Thirdly, both of them disagreed that the textbook provides grammar references to the learners. E2 assumed that grammar reference is not necessary inserted in the textbook as long as the learners are able to identify the language structure of the text being learnt, meanwhile E3 assumed that the learners are not able to understand the meaning of the dialog provided in the textbook so it is important to insert grammar reference.

In terms of language skills, both evaluators (E2 and E3) agreed that the the textbook provides materials for enhancing learners' speaking skills by allowing them to practice their speaking skill through activities in the textbook: listen and repeat, role play, pair work, etc. However, E3 considered that the textbook lacks of reading and listening comprehension task.

In terms of topic provided in the textbook, both teachers agreed that the textbook has facilitated the topic based on genuine interest of the learners. This is in line with the researcher judgment toward the textbook. in addition, both teachers also agreed that the textbook's topics are varied and wide enough to use in everyday life for the learners especially beginners. Most of the topics are what learners can use to communicate by using practiced skills in the function of the textbook as it is related to one self and social and natural environment around the house and the school.

The third research question was "To what extent does the textbook "When English Rings A Bell" suited with 2013 curriculum in terms of basic competence (KD 3-4)?"

Table 7 shows the result of the checklist in terms of the fulfillment of the materials content of the textbook with basic competence (KD 3-4).

			The Result of the Analysis			% confor mity
KI	KD	Page	Not Fulfilled (1)	Partially Fulfilled (3)	Fulfilled (5)	
KI 3.	KD 3.1	2			5	50/50 X 100% = 100%
	KD 3.2	19			5	
	KD 3.3	33			5	
	KD 3.4	45			5	
	KD 3.5	65			5	
	KD 3.6	76			5	
KI 4	KD 4.1	12			5	48/50 X 100% = 96%
	KD 4.2	26			5	
	KD 4.3	43			5	
	KD 4.4	55			5	

	KD 4.5	72			5	
	KD 4.6	80		3		
Relevancy						98 %

Based on the table above, it is clearly stated that the relevancy between textbook materials and KD 3-4 has reached 98 %. This indicates that almost all materials and activities presented in the textbook corresponds well to the 2013 curriculum competence of KD 3-4. For instance, the basic competence of the syllabus has reached 100% of relevancy since the content the textbook has provided are matched with basic competence 3. However, in basic competence 4, the relevancy is not reached 100% since in KD 4.6, the activity explained in the syllabus is not manifested well in the textbook which the learners need to arrange the jumbled composition of sentences to express the existence of people, things, and animal.

The third research question was “what recommendation can be drawn from the textbook “When English Rings A Bell” evaluation?. Obviously, recommendations toward all aspect needed to be given of the evaluated textbook is necessary in order this evaluation could be beneficial to all readers, especially those who are involved in the use and making the textbook. Thus, the elaborations are discussed below:

Textbook evaluation is complicated matter because there are many variables which affect the failure or success of textbooks. However, the number of criteria used should be limited, so that the evaluator will not risk getting too many details which might not necessary.

Regarding the aims, as the authors of this textbook used to write in the preface of the textbook, it is true that When English Rings A Bell aims to improve language skill for the learners to have politeness attitude in language by providing text-based learning model whether spoken and written as means of communication. These aims are in line with the guideline of Cunningsworth (1995) that textbook should also correspond with the learners’ need and match the aims and objective of the language-learning program.

Regarding the approach, this textbook was written according to the newest curriculum in Indonesia called C 13. The teachers and the researcher looked over the textbook then decided that this textbook has been in line with what C13 suggested as the approach to be employed namely *scientific approach (SA)*. However, it revealed that the textbook does not cover all learners’ need since the it does not provide learners with adequate language input to be learnt by the learners’ individually—grammar reference whether implicitly or explicitly based on Cunningsworth (1995). Thus, it is recommended that the learners find other sources to support their learning.

For instance, the table of content is not well-explained in detail about what about to learn, so that the teacher should find out any creativity to inform and brainstorm the learners before starting to learn. Thus, it is highly recommended that the content of the materials is also provided to inform the crucial point of what about to learn so that the teachers will not waste the time in preparing on-related content when seeing the brief details of the unit as suggested by Cunningsworth(1995). In addition, there is no grammar references inserted in the textbook which is to be recommendation that the textbook also facilitate grammar

references whether implicit or explicitly in order the learners also have sources to learn individually when they do not have supervision from the teacher as their tutor.

In terms of language content, grammar items in this textbook naturally have been presented embedded in each topic. However, this textbook does not provide either adequate vocabulary glossary in terms of quantity and range also pronunciation works in terms of individual sounds, word stress, and intonation. As the consequences, the roles of the teachers are very crucial in admitting language input for the learners: language structures, vocabulary or language feature, provide adequate exercises to build learners language structure, and pronunciation works.

It revealed that the textbook provides limited activity for listening and reading comprehension tasks as one of the teacher's perception: answering questions, true-false statement, arranging jumbled sentences, etc. However, the textbook offers integrated language teaching to the learners to achieve communicative competency by paying attention to sub-skill, i.e. listening for the gist, note-taking, skimming information, etc. Thus, in this case the role from the teachers are crucially necessary to build up learners' integrated language skill in using this textbook by providing appropriate teaching method or supporting aids like magazine, posters, video, etc.

CONCLUSION

In general, the evaluated textbook remained credible as a textbook used in English language classroom for secondary school. Despite the debate regarding the C13 and its textbook, the result proved that everything is well concerning the textbook. The result for each aspect of the evaluated textbook shows that this textbook is still credible and reliable to be used in English classroom for secondary school learners, even though, not all the aspects of the criteria are well suited in the textbook.

Based on the result and discussion above, it can be concluded that in general "*When English Rings a Bell-Revised Edition*" textbook is considered as a good English textbook based on Cunningsworth (1995). It can be concluded that the textbook meets some good criteria: aims, approach, language skills, and topic. However, the textbook does not meet the criteria for Design and Organization and Language content.

Based on the teachers' perception toward the quality of the textbook, the teachers generally considered that the textbook is good but they have different perceptions toward some aspects of the criteria; design and organization, language content and language skill of the textbook. One of the teachers agreed that the textbook is appropriate in all aspects but the other assumed that the textbook needs some revisions in terms of grammar items, evaluation or review sections, vocabulary and pronunciation works, also reading and listening comprehension task.

Related to the consistency of the material presented in the textbook with KI 3-4 KD of 2013 curriculum shows that the whole material from chapter 1 to chapter 6 has been relevant since each material in each chapter has matched with

the basic competence 3 and 4 of 2013 curriculum. Thus, the textbook materials can be concluded as relevant to 2013 curriculum.

For suggestion, the result of this research is beneficial to give them information on areas where this textbook can achieve its goals and on what parts will they need to use supplementary materials. It informs them where they can make adaptation of the textbook or find other sources of materials to make it best fit to the learners' need.

The teachers must be creative in encouraging learners motivation during teaching learning process by giving visual or audio materials, also the teachers must be creative in combining the source book as well as trying not to rely on the materials provided on the book as finding any supplementary materials.

The researcher of this textbook evaluation suggests to the next researcher to limit and narrow down the scope of the evaluation. In other words, further researcher must be more specific to the certain elements of the textbook criteria. It is also important to give clear instruction in the questionnaire by giving guideline to fill out the questionnaire

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