

## English textbooks evaluation for the seventh grade

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### Abstract

The objective of this study are to: (1) find out whether the English textbooks of Mandiri and Solatif for seventh grade have fulfilled the criteria of good textbook, (2) reveal the suitability of the two textbooks with the 2013 Curriculum. This research was conducted using evaluation research. The design was employed to obtain information about the conformity between the basic competences in syllabus of 2013 Curriculum with the materials in the English textbooks and also between the criteria of a good textbook by Cunningsworth with the English textbooks. In this study, two English textbooks; Mandiri and Solatif for seventh grade of junior high school were taken to be analyzed. The results showed that Solatif meets three criteria of a good textbook by Cunningsworth. They are aim and approaches, topics, and methodology. It is partly suitable with four categories: design and organization, language content, skills, and political consideration. However it fails to meet one criterion, which is teacher's book. Mandiri meets none of the criteria of a good textbook by Cunningsworth. It is partly suitable in seven criteria which are aims and approaches, design and organization, language content, skills, topics, methodology, and political consideration. It fails to meet one criterion; teacher's book. Based on the data got from the conformity of Solatif with the 2013 Curriculum, it can be summarized that the materials in Solatif covers eight KDs for the seventh grade of junior high school, meaning that it accommodates all what is needed by the students for seventh grade of junior high school. Mandiri. It covers seven KDs for the seventh grade of junior high school. Unfortunately, it does not cover one of the last KD.

**Keywords:** Cunningsworth's criteria, evaluation, textbooks, 2013 Curriculum

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### Introduction

English is an important subject that has to be learned in Indonesia. In Indonesia, English has to be learned and examined from elementary level until high school. The objectives of teaching and learning English are stated in the curriculum. The objective of English teaching at general secondary school based on the 2013 Curriculum (K-13) is to equip students with the ability in three types of expressions: (1) interpersonal, (2) transactional, and (3) functional, verbally and written, at the level of informational literacy, to carry out social functions, in the context of personal, social life culture, academic, and profession. Students are guided to use various forms of text for basic literacy needs, with a coherently and cohesively acceptable structure and appropriate linguistic features.

The main purpose of this curriculum is to shape individuals to be faithful in God, have good characters, be confident, be successful in learning, be responsible citizens and become positive contributors to the civilization (Ministry of Education and Cultures, 2012 as cited in Ahmad: 2014).

There are many components of teaching and learning; teacher, students, media, infra structures of school, teacher's instructions, and many more. The objectives of teaching and learning will be achieved if all of the components are in co-operation because they are connected to each other. Media is one component which has important roles in teaching and learning especially English.

One media that is used very common in teaching and learning English is textbook. It is used as guide for both teacher and students inside and outside classroom. Textbook plays an essential part in teaching and learning English because it contains both material and exercise for student. Bacon (1935) in Tarigan (1986: 11) detailed the definition of textbook by saying

that textbooks are books designed for use in the classroom, carefully compiled and prepared by the experts and equipped with appropriate teaching and harmonious medium. Richards (2001) described textbooks as a key component in most language programs. As English is a foreign language in Indonesia, choosing a good quality of textbook is extremely important for teachers and their students.

The objectives of K-13 curriculum are translated in textbook as one of media for the teachers and also students to teach and learn the language. Textbook is expected to have good content which can be source for teachers and students. Indonesian government, through the Ministry of Education and Culture, developed textbooks for every level of education. Those textbooks are distributed online, so they are called as BSE (Buku Sekolah Elektronik, electronic schoolbook) but unfortunately it seems not to cover students' needs in real life. To fill this gap, many publishers try to develop textbooks which not just can be used in the classroom and make learning teaching easier but also cover the objectives of curriculum.

This research is limited to the problem the of textbooks' suitability with the 2013 Curriculum and with the criteria of a good textbook developed by Alan Cunningsworth. Hence, the researcher conducted the research entitled "An Evaluation of English Textbooks for the Seventh Grade of SMP N 1 Moyudan, Sleman".

## Literature Review

### English Language Teaching

There are many definitions of language by experts. Pinker (1994: 18) stated that language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instructions, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. Scollon (2004: 272) emphasized that language is not something that comes in "nicely package units" and that it certainly is "a multiple, complex and kaleidoscopic phenomenon". *Merriam-Webster's Collegiate Dictionary* has a more simple definition of language like "a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings. So, from those definitions, it can be concluded that language is a complex and systematic skill which processes ideas or feeling of individual with an unconscious process of production.

In this era, English plays important role and becomes the main language of communication in the global community. In Indonesia, English itself becomes one of the compulsory subjects to learn until senior high school level. The teaching and learning process of English depends much on the language learning process in the classroom. Then, interaction between students and teacher also impacts to the effectiveness of the language learning. The goal of teaching and learning language is famously known as *communicative competence* (CC).

From the explanations above, it can be summarized that English language teaching (ELT) is a teaching and learning process of a second or foreign language (in this case, English) in which the language plays an important role and becomes the main language of communication in the global community. Since language is a complex and systematic skill which processes ideas or feeling of individual, the process of its learning becomes important because it impacts the effectiveness of language learning and finally achieves the goal of teaching and learning language, which is communicative competence (CC).

### Communicative Language Teaching (CLT)

There are many methods and approaches in English language teaching (ELT). From the old one such as Grammar Translation Method, Audiolingual method, Silent Way until the current communicative approaches like Communicative Language Teaching (CLT). Communicative language teaching (CLT) or the communicative approach is an approach to

language teaching that emphasizes interaction as both the means and the ultimate goal of study. Classroom activities used in communicative language teaching include the following stages: Role-play, interview, information gap, games, language exchange, surveys, pair-work, and learning by teaching. CLT is no more a model but an approach. More specific Brown (2007: 18) said that: *“an electric blend of the contribution of previous method into the best of what a teacher can provide in authentic uses of the second language in the classroom”*.

Richards and Rodgers (2001: 160-161) stated some significant characteristics of this approach as follows: (1) Language is a system for the expression of meaning; (2) The primary function of language is to allow interaction and communication; (3) The structure of language reflects its functional and communicative uses; (4) The primary units of language are not merely its grammatical and structural features but categories of functional and communicative meaning as exemplified in discourse.

Brown (2007: 241) offered four interconnected characteristics as a definition of CLT. They are: (1) Classroom goals are focused on all of the components of CC (Communicative Competence) and not restricted to grammatical or linguistic competence; (2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not central focus but rather aspects of language that enable the learner to accomplish those purposes; (3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use; (5) In the communicative classroom, students ultimately have to use the language productively, in unrehearsed contexts.

Based on the explanation above, it can be summarized that Communicative Language Teaching is an approach that points out the interaction in the classroom. The activities inside the classroom should be set and managed as interactive as possible to promote students' activeness during the teaching and learning process. The activities should maintain the goal of the use of language in communicative and functional purposes rather than grammatically-focused lesson.

## **Evaluation**

Cuninngsworth (1995: 9) said that evaluation involves value judgements on the part of those involved. Such value judgements will inevitably be subjective to some extent and will reflect the views and priorities of those making them. They will tend to be based on number of factors, including the following: learner's and teacher's expectations, methodological preferences, the perceived needs of the learners, syllabus requirement, and personal preferences.

Cunningsworth (1995: 14) added more that there are three types of textbook evaluations: they are based on when the textbook is used, the circumstances, and also the purpose of the evaluation itself. Based on the time when the evaluation is taken place, there are: (1) Pre-used evaluation (2) In-use evaluation, and (3) Post-use evaluation.

## **Textbook**

### **Definition of Textbook**

There are many definitions of textbook recommended by numerous experts. Brown (2001: 141) has a simple definition of a textbook. He stated that textbook is a book used in an educational curriculum. Graves (2000: 175) added that textbook is a stimulus or instrument for teaching and learning, whereas Hornby (2005: 158) defined textbook as a book that teaches a particular subject and that is used especially in school and college. Bacon (1935) in Tarigan (1986: 11) gave a more detailed definition by saying that textbooks are books designed for use in the classroom, carefully compiled and prepared by the experts and equipped with appropriate

teaching and harmonious medium. Richards (2001) argued that textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught, and the kinds of language practice the students take part in. In other situations, textbook may serve primarily to supplement the teachers' instruction. For learners, textbook may provide the major source of contact they have with the language apart from input provided by the teacher. In the case of inexperienced teachers, textbooks may also serve as a form of teacher training and they provide ideas on how to plan and teach lessons as well as formats that teachers can use.

Based on the definition above, it is concluded that the textbook definition varies according to many theories. However, in short, textbook is basically a useful tool for both students and teachers as a resource in teaching and learning process. It provides content of the lesson, skills which are being taught, and language practices needed by the students.

### **The Function of Textbook**

Cunningsworth (1995: 7) listed a few roles textbook in ELT, they are: (1) A source for presentation material (spoken and written); (2) A source of activities for learner practice and communicative interaction; (3) A reference source for learners on grammar, vocabulary, pronunciation, etc; (4) A source of stimulation and ideas for classroom language activities; (5) A syllabus (where it reflects learning objectives which have already been determined); (6) A resource for self-directed or self-access work; (7) A support for less experienced teachers who have not gained in confidence yet.

A textbook has many purposes on its use. It can be as a source which presents materials and activities, a translation of syllabus, a drill for students' self-learning, and a media for the new teacher to conduct the activity.

### **The Criteria of a Good Textbook**

Textbooks have relevance to English learning process. Therefore, every teacher should equip themselves with the knowledge of textbook analysis. A teacher is expected to have the knowledge, skills, and critical attitude towards the existence of textbooks as a supporter of the applicable curriculum. It is necessary to have an understanding of the appropriate textbook criteria for learning English.

The researcher used the checklist from Cunningsworth (1995) because the checklist covers all of the good textbook criteria in detail. The criteria include 1) aim and approaches, 2) design and organization, 3) language content, 4) skills, 5) topic, 6) methodology, 7) teacher's book, and 8) political consideration.

### **Textbook Analysis**

Textbook analysis is one process of textbook evaluation. According to Hutchinson and Waters in Cheng, Hung, and Chiech (2011: 93), textbook evaluation is basically a straightforward, analytical matching process: matching needs to available solutions. As stated by AbdelWahab (2013:56), 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. Another reason for textbook evaluation is that it can be very useful in teachers' development and professional growth.

Cunningsworth (1995:3) stated that selecting the coursebook involves matching the materials against the context in which it is going to be used. No coursebook designed for a general market will be absolutely ideal for particular group of learners, but the aim is to find

the best possible ones which fit, together with potential for adapting or supplementing parts of the material where it is adequate or unsuitable.

From several definitions above, it can be summarized that textbook analysis is a process of textbook evaluation which consists of matching process with solution in the end. There are some reasons conducting textbook evaluation; to design new book with a better quality and to reveal the weaknesses and strengths of the textbook. To analyze the coursebook, materials and context become a factor to select the most suitable coursebook for a particular classroom.

### **Curriculum**

According to Pratt (1994:5 as cited in Ahmad: 2014), curriculum refers to plans for instructional acts, not the acts of instruction themselves. He stated that curriculum is analogous to the set of blueprints from which a house is constructed. A curriculum can be viewed as a blueprint for instruction. For teachers, curriculum is often a statement of what the school authorities, the state government, or some groups outside the classroom, require the teacher to teach (Doll, 1996 cited in Ahmad: 2014). Based on two definitions above, it can be concluded that curriculum is a plan for teachers to teach from the state government.

### **Method**

The type of this study is evaluation research. The field of evaluation research has become an increasingly popular and active research specialty, as reflected in textbook, course, and project. The design was employed to obtain information about the conformity between the basic competence in syllabus of the 2013 Curriculum with the materials in the English textbooks and also between the criteria of a good textbook by Cunningsworth with the English textbooks.

The subject of this study is two English textbooks named Solatif (Solusi Siswa Aktif) volume 1 which is published by Media Prestasi and Mandiri (Practice Your English Competence 1) which is published by Erlangga. The data of this study are all of the English learning materials presented in those English textbooks. The data are in the form of dialogues, tasks, activities, songs, tables, etc. The textbooks being analyzed contain different chapters of each books.

Those textbooks were chosen because those give some advantages for teachers and students. They may provide the basis for the contents of the lessons, the balance of skills taught, and the kinds of language practices the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instructions. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teachers. The textbooks are designed based on some considerations, such as curriculum, learning principles, topics, teaching points, activities, instructions, etc. Another reason why the researcher chose those two books was because of the curriculum used in those books.

There are two techniques for collecting the data in this research:

#### **Document Analysis**

Document analysis in this research was based on the checklist. The analysis dealt with the conformity between the English textbooks and the criteria of good textbook by Cunningsworth and also between English learning material and the English Basic Competencies of the 2013 Curriculum. In this study, there were two steps whose results are described in the following tables. The first step was the researcher checked the conformity between the English textbooks and the criteria of good textbook by Cunningsworth. Second, the researcher also checked the conformity between English learning material and the English Basic Competencies of the 2013 Curriculum. After those two steps, the researcher collected the data and the result from the instrument tables were analyzed and elaborated. The elaboration was added with the interview and questionnaire which were done by the English teacher.

## Interview

In this research, the researcher also conducted interview. This interview with the selected English teacher took place in SMP N 1 Moyudan, Sleman where the textbooks were used. It was aimed to check the conformity between the data that the researcher got with the teachers' point of views. The interview was also conducted in order to know how she taught using each textbook. The interview was recorded and coded to be analyzed.

The researcher used eight criteria according to Cunningsworth (1995: 2-3) to evaluate the textbooks. It was important to focus on the matches between those criteria. The criteria used by the researcher were:

Table 1. Cunningsworth's criteria of textbook

No.	Criteria	<i>Mandiri Solatif</i>
1.	<b>Aim and Approaches</b>	
1.1	Do the aims of course book correspond closely with the aim of the teaching programme?	
1.2	Do the aims of course book correspond closely with the needs of the learners?	
1.3	Is the course book suited to the learning/ teaching situation?	
1.4	How comprehensive is the textbook?	
1.5	Does it cover most or all of what is needed?	
1.6	Is it a good resource for students and teachers?	
1.7	Is the course book flexible?	
1.8	Does it allow different teaching and learning styles?	
2.	<b>Design and Organization</b>	
2.1	What components make up the total course package (e.g. student's book, teacher's book, workbook, cassettes)?	
2.2	How is the content organized (according to structure, function, topics, skill, etc.)?	
2.3	How is the content sequenced?	
2.4	Is the grading and progression suitable for the learners?	
3.	<b>Language Content</b>	
3.1	Does it cover the main grammar items appropriate to each level and takes learners' need into account?	
3.2	Is the material for vocabulary teaching adequate in terms of quantity and range, emphasis placed on vocabulary development and strategies for individual learning?	
3.3.	Does the textbook include material for pronunciation work? If so, what is covered?	
3.4	Does the textbook deals with the structuring and conventions of language use above sentence level?	
4.	<b>Skills</b>	
4.1	Are all four skills are adequately covered, bearing in mind the lesson objectives and syllabus requirements?	
4.2	Is material for integrated skills work?	
4.3	Are the reading passages and associated activities are suitable for the students' level, interest? Is there sufficient reading material?	
4.4	Is the listening material is well-recorded, as authentic as possible, accompanied by background information, questions, and activities which help comprehension?	
4.5	Is material for spoken English (dialogues, role-play, etc.) well designed to equip learners for real-life interactions?	

- 4.6 Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g. paragraphing) and use of appropriate styles?
- 5. **Topics**
  - 5.1 Is there sufficient material of genuine interest to learners?
  - 5.2 Is there enough variety and range of topic?
  - 5.3 Will the topic help expand students' awareness and enrich their experience?
  - 5.4 Are the topics sophisticated enough in content yet within the learners' language level?
  - 5.5 Will the students be able to relate to the social and cultural contexts presented in the textbook?
  - 5.6 Are women portrayed and represented equally with men?
  - 5.7 Are other groups represented with reference to ethnic origin occupation, disability?
- 6. **Methodology**
  - 6.1 What approach or approaches to language learning are taken by the textbook? Is it appropriate to the teaching and learning situation?
  - 6.2 What level of active learner involvement can be expected and does this match the students' learning styles and expectations?
  - 6.3 What techniques are used for presenting or practicing new language items and are they suitable for the learners?
  - 6.4 How are the different skills taught?
  - 6.5 How communicative abilities developed?
  - 6.6 Does the material include any advice or help to students on study skills and learning strategies?
- 7. **Teacher's Book**
  - 7.1 Is there adequate guidance for the teachers who will be using the course book and its supporting materials?
  - 7.2 Are the teachers' books comprehensive and supportive?
  - 7.3 Do they adequately cover teaching technique, language items such as grammar rules and culture specific information?
  - 7.4 Does the writers set out and justify the basic premises and principles underlying the material?
  - 7.5 Are keys to exercise given?
- 8. **Political Consideration**
  - 8.1 What does the whole package costs? Does this represent good value for money?
  - 8.2 Are the books strong and long lasting? Are they attractive in appearance?
  - 8.3 Are they easy to obtain? Can further supplies be obtained at short notice?
  - 8.4 Do any parts of the package require particular equipment such as language laboratory, listening centre, or video player? If so, do you have the equipment available for use and is it reliable?

The researcher used this table to evaluate the textbooks which claim to be written based on the 2013 Curriculum.

Table 2. Table to evaluate the textbooks in this study

No.	Basic Competence	Conformity	Evidence
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## Findings and Discussion

**Aims and approaches** in *Solatif* and *Mandiri* are different. *Solatif* was designed for students to learn English better by doing exercises and student activities while also helping teachers to provide assessment in knowledge and skill competency. *Mandiri*, on the other hand, was designed to make a better English textbook based on the 2013 Curriculum (the 2016 revision) especially with the general and normative SKL (*standar kompetensi lulusan*). As a textbook for an EFL classroom, *Solatif* succeeds to meet its roles as a source of activities. The materials vary and the explanation are clear and easily to understand. In contrast, *Mandiri* fails to meet its roles in ELT. The materials are very limited, the explanations are not deep enough, and the activities are monotonous. The presentation of materials in *Solatif* is suitable as it follows the KDs of the 2013 Curriculum. Materials and exercises were also designed to suit the learner's level because it facilitates the learners to easily understand the materials. Moreover, such suitability is also supportive to teachers' efforts in delivering materials. So, it is said that the textbook is comprehensive. The presentation of materials in *Mandiri* is suitable as it follows the KDs of the 2013 Curriculum but some of the exercises are not suitable. *Solatif* covers eight KDs for the seventh grade of junior high school, meaning that it covers all what is needed by students for seventh grade students of junior high school. Materials in *Mandiri* cover seven KDs for the seventh graders of junior high school. Unfortunately, it does not cover one of the last KD. For the students, *Solatif* facilitates the learner to understand the material easily. It has many activities for the students to practice and communicative interaction. It is also a good source for teacher in presenting materials. It is a good source of syllabus because it reflects all materials and learning objectives for the seventh graders of junior high school. *Mandiri* seems to not facilitate the learners to understand the materials easily. It does not have any pronunciation section and listening section. The vocabulary is also limited and put on the back side of textbook. The students have to flip the book over and over again if they want to see the meaning of certain words. For teacher, *Mandiri* is a good source of syllabus because it reflects learning objectives for the seventh graders of junior high school. It has no material for listening and writing, so it becomes the weaknesses of the book because it does not present spoken material. *Solatif* and *Mandiri* use explicit approaches in explaining their materials. *Solatif* and *Mandiri* have a deductive approach since they give clear and straight forward explanation rules, followed by plenty examples.

In **Design and Organization** criterion, *Solatif* and *Mandiri* do not have any components to make up the total package. It doesn't have teacher's book, additional reading material, additional listening material, cassettes, and even video. The contents of *Solatif* and *Mandiri* are organized according to structure. There is a discussion on material about the sentence structure of cause and effect. The contents of *Solatif* and *Mandiri* are sequenced based on complexity. Textbook content begins with the materials and practice with exercises. The grading and progression are suitable for the learners. The materials of *Solatif* and *Mandiri* are intended for seventh grade learners in junior high school. The textbooks present many materials containing expressions and types of text. Each material can be used in daily life and it has a particular function to be applied in the student's environment.

In **Language Content** criterion, *Solatif* and *Mandiri* provide materials for grammar which are appropriate to seventh grade of junior high school level. Grammars contain sentence structure to greet, take leave, thank, and apologize, to introduce ourselves and others, pronouns, structure to tell time in informal and formal ways, preposition of time, article a, an, and the, the changes from singular to plural, adjectives of size, colours, quality, materials and substances, origin, and also simple present tense. In *Solatif*, the materials for vocabulary are very limited and they are only available in some chapters. It can be seen from the presentation of vocabulary. *Solatif* uses an inductive approach since it provides contextualized examples by giving a picture for the learner to understand the vocabulary about certain topic. For *Mandiri*, the materials for

vocabulary are adequate in term of quantity and range of vocabulary. Vocabulary is in the form of list and it is placed on the back side of the book. *Solatif* has pronunciation work in some chapters such as chapter 8 about song. In the activity of observing and asking questions, the students are asked to repeat the lyrics after the teacher reads the lyrics. *Mandiri* does not have any pronunciation work. It only focuses on reading. Both *Solatif* and *Mandiri* have appropriate structuring and conventions over the material explanations for student. The contents in each chapter are similar.

**Skills** in *Solatif* and *Mandiri* are not adequately and equally covered. Listening skill is less discussed compared to reading, writing, and speaking skill. The integrated skills can be seen in Chapter 1. The speaking and writing skills are in one activity. In associating, speaking skill is in the form of drilling expression of greeting, leave-taking, thanking, and apologizing in pairs. After that, still in pair, they have to write a short dialogue using such expressions. Further, the learning style used in each chapter is appropriate to the student's level. Therefore, the students can develop their skills. *Mandiri* has a very limited material of reading followed by some exercises. There is no integrated skill observable. Further, the learning style used in each chapter is not appropriate to the student's level. It only has summary and exercises. Therefore, the students cannot develop their communicative skills. Activity of reading passages and associated activities are suitable to the student's level since they are ubiquitously present in the student's environment in *Solatif* and *Mandiri*. Listening material in *Solatif* uses additional sources for listening material such as Youtube for listening to a song. *Mandiri* does not provide any material for listening and it does not give any help for the student in listening comprehension. The materials for spoken are various in *Solatif* and there are well designed to equip learners for real-life interactions. Of all eight chapters, only one last chapter does not have spoken materials. *Mandiri* does not provide any material in speaking, and it does not give any help for the student in real life interactions. Writing skill in *Solatif* requires the students to write a descriptive text to describe their school. It can be found in Chapter 7. This activity is suitable in term of amount of guidance/control. The instruction is clear enough. It has a table of example too to help students do their tasks easier task. Writing skill in *Mandiri* is in the form of exercises. For the junior high school level, it seems quite easy since it only consists of choosing the right words and completing simple texts with words given. So, the writing activities are not suitable in term of guidance, degree of accuracy, and organization in a longer writing product.

**Topics** criterion. The materials in *Solatif* and *Mandiri* are sufficient and of genuine interest to learners. Within the textbook, there exist many materials which are authentic. For example, materials on introduction, name of things, animals and public places, telling time, song, etc. Those materials are interesting for students to be learned. The materials are also sufficient in terms of varieties of topics. Each material in textbook can create an authentic response and triggers students' curiosity to use it in their daily life. *Solatif* helps the students to expand and enrich students' experiences. The materials about daily activities and name of object and public places are beneficial based on students' needs because those contain many vocabularies which help the students enrich their knowledge. *Mandiri* does not help the students much to expand and enrich students' experiences. It is due to the limited materials it has. Although the materials are very limited, it gives almost all of the materials which are needed by seventh graders. *Solatif* is sophisticated enough since the topics within the textbook are based on the students' needs. They can use the coverage of those topics in the daily life and those materials are contextual. *Mandiri* is not sophisticated enough. The reason for *Mandiri*'s failure to be declared sophisticated is those topics, although developed based on the students' needs, are not supported with sufficient explanations in all chapters. However, students will be able to relate the social and cultural context presented in the textbook. It is because *Solatif* is comprehensible and recognizable to learners in term of location and social and age group.

Students are difficult to be able to relate the social and cultural context presented in the textbook because the limitation of materials within *Mandiri*. Women and men are represented equally in *Solatif*. There is no stereotype between them. In term of gender role, the picture and conversation inside the textbook are also mixed. Because of the limitation of materials within the textbook, the portrayals of women in the textbook cannot be seen clearly. The other occupations are presented in Chapter 6. There is one conversation between Tiara and Deny which discusses about their fathers' profession (page 94). The representation of groups, ethnic, origin, occupation cannot be clearly seen in *Mandiri*.

**Methodology** criterion. The approaches to language learning taken by *Solatif* and *Mandiri* are student-centered. Student centered approach puts student's interest first, students become central to the learning experience. In *Solatif*, it can be seen from the activities that require students to participate actively. For example the activity of practicing dialogue, read a text, role play, listen to a song, etc. The students are expected to be involved individually, pairs, even in group. In *Mandiri*, it can be seen from the activities that focus on the students in doing exercises after it gives the summary of a certain topic. The methodology in *Solatif* is appropriate to the teaching and learning. Each material is adjusted with the student's learning styles. The materials about expressions and text employ teacher-centered approaches. For the visual and kinesthetic learners, materials such as doing role play are available. The methodology in *Mandiri* is not appropriate to the teaching and learning. It is only suited to the student with deductive learning style. It does not cover any other learning styles. The technique used for presenting new language item in *Solatif* is in the form of dialogue. Dialogues contain expressions. Dialogue is used to be an authentic example for the students about the use of the expressions. It describes the situation in which particular expressions are used. This technique is suitable for the students. In *Mandiri*, the technique used for presenting new language item is in the form of table of examples. It is not suitable for the learner who has other different styles of learning and is only deemed fit for deductive learner. Moreover, different skills are taught in each activity in each chapter in *Solatif*. Most chapters begin with reading materials. Then, it is followed by speaking material in the form of dialogue. And then it is followed by the exercise which focuses on writing. In the end of this chapter, the activity is more on the speaking skill. There are only two skills provided in *Mandiri*. They are reading and writing. It is always started with reading material and writing as the exercise. In *Solatif*, communicative abilities are developed from the material and activity. Each chapter has the explanation about the materials and activities. Furthermore, materials in textbook can assist/help the students on study skills and learning strategies. Because of the limitation of materials within *Mandiri*, it is hard for the students to develop their communicative abilities. The materials include helps to students on study skills in the term of deductive approach. It refers to a sort of learning process where explicit rules are given and learners seek to understand these rules and produce correct sentence with the help of few examples given both in *Solatif* and *Mandiri* (do not have **teacher's book**).

**Practical consideration** criterion. *Solatif* is published by Media Prestasi. It implements the 2013 Curriculum. People can search the textbook from Google search engine. Its cost represents a good value for money since the price is reasonable. *Mandiri* is published by Erlangga. It also implements 2013 Curriculum. People can find the textbook from Google. Like *Solatif*, it represents a good value for money since the price is reasonable. Both *Solatif* and *Mandiri* are not so strong and long lasting. The covers are made of solid paper but it is still easily folded. The paper inside the textbook is white paper. *Solatif* and *Mandiri* can be obtained easily at a short notice from stores people find from Google. Some activities in *Solatif* require students to use YouTube video platform, especially for the listening to the songs. So, for the implementation, the materials need laptop or handphone and wi-fi. Fortunately, the school has a computer laboratory and also wi-fi to operate, making the songs playable. *Mandiri* does not have any particular equipment to be used.

## Conclusion

There are two research problems in this study. First, do the English textbooks fulfill the criteria of good textbooks by Alan Cunningsworth? Second, how is the suitability of the two textbooks with the 2013 Curriculum? Based on the research on evaluation of English textbooks, the researcher presented the conclusion of the research as follows:

Based on the results, it was obtained that *Solatif* meets the three criteria of a good textbook by Cunningsworth. They are aim and approaches, topics, and methodology. It is partly suitable with four categories: design and organization, language content, skills, and political consideration. And it fails to meet one last criterion which is teacher's book.

*Mandiri* meets none criterion of a good textbook by Cunningsworth. It is partly suitable in seven criteria which are aims and approaches, design and organization, language content, skills, topics, methodology, and political consideration. And it fails to meet one criterion: teacher's book.

Based on the data got from the conformity of *Solatif* with the 2013 Curriculum, it can be summarized that the materials in *Solatif* cover eight KDs for the seventh grade of junior high school, meaning that it covers all what is needed by the students of seventh grade of junior high school. However, for *Mandiri*, the textbook covers seven KDs for the seventh graders of junior high school. Unfortunately, it does not cover one of the last KD. It does not have any material or exercise which covers this KD which is stated below: (3.8) *Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs*; (4.8) *Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs*

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