

Eight grade text book evaluation by Cunningsworth's theory

Lia Arswin Apriyani, Rr. Hasti Robiasih *

Universitas Sarjanawiyata Tamansiswa. Jalan Kusumanegara No.157, Yogyakarta 55165, Indonesia

* Corresponding Author. Email: hasty_ust@yahoo.com

Abstract

The objectives of this study are to: (1) describe the appropriateness of textbooks of the eighth grade based on the criteria of good textbook by Cunningsworth, and (2) describe the strength and weaknesses of each textbook. This research belongs to evaluation research. The object of this research was two textbooks. They are *When English Rings a Bell* and *Bright* for the eighth grade junior high school. The research adapted Cunningsworth's theory of a good textbook to evaluate these textbooks. The data were taken from document analysis and interview. The steps of the research were data condensation, data display, drawing, and verifying conclusions. The results of the research were (1) *When English Rings a Bell* fulfills three criteria of a good textbook by Cunningsworth; they are topic, teachers' book, and practical consideration. *Bright* meets seven criteria by Cunningsworth: aims and approaches, design and organization, language content, skills, topic, methodology, and practical consideration. (2) The strengths of *When English Rings a Bell* are in terms of appearance, topics, activities, and social and cultural context. *Bright* has strength in terms of topic, activities, social and cultural context, and media. On the other hand, *When English Rings a Bell* contains some weaknesses in terms of skills, authentic resource, and content. It does not cover four skills, authentic reference for listening, and complete materials. *Bright* presents unattractive colouring, an expensive price, and less local, social, and cultural context.

Keywords: evaluation; English's textbook; Cunningsworth's criteria

Introduction

Textbook plays an essential role in teaching and learning English because it contains many teaching and learning activities in each chapter. The role includes learning material, tasks, dialogues, and activities. Textbook also provides some learning resources such as workbooks, CDs, cassettes, and so on which make the learning environment interesting for the learners. For the teacher, textbook provides learning objectives for each lesson which help the teacher plan teaching material efficiently. While for student, textbook can help them as a source in learning inside and outside the classroom.

In Indonesia, the existence of the textbook is recognized widely. The government has published the textbook which meets the objectives and outlines of the Curriculum 2013, and it is free for the teachers and the students. Many textbooks, released by some publishers, are also available in the market. Besides, teachers are also allowed to have other sources as the supplementary books. Those textbooks may have differences in term of quality, although those books have stated clearly in their covers that the books are suited to the Curriculum 2013. Due to many textbooks that are sold and offered by the publishers, from cheap ones to the most expensive books, the teacher's role in selecting the appropriate book is highly required.

Every textbook has a different appearance. The difference of appearance may come from the cover, title, and the content. The quality of the textbooks also will show the differences among them. The author may have different means in delivering the material in the textbook. Although they emphasize on the appropriateness of the curriculum used, it cannot be guaranteed that the quality of the textbook is compatible with the criteria of a good textbook. In order to identify whether a textbook meets the criteria of a good book, evaluation is needed. Evaluation serves as a measurement of the textbook whether the book fulfills the criteria of good textbook or not. It is widely recognized that evaluation is an important step to improving the quality of the textbook.



The awareness in selecting the textbook should be a concern for teachers and students. Teachers should consider many aspects inside the textbook itself. The content should be compatible with the current curriculum as well as the aims for students that will need to be reached. (Mukundan, Nimehchisalem, & Hajimohammadi, 2011) argues that the choice of textbooks will also determine the success or the failure of the students. It means that the textbook which is used by the students will influence their learning progress and achievement of the objectives of the learning.

This study was designed to evaluate particular English textbooks for the eighth grade of junior high school (Poerbowarni, 2019). These textbooks are used by several schools in Yogyakarta. They are *When English Rings a Bell*, which is published by the Ministry of Education and Culture of Indonesia (Wachidah, Gunawan, Diyantari, & Khatimah, 2017) and *Bright*, which is published by a famously reputable private publisher, Erlangga (Zaida, 2016). There are several reasons why the researcher chose those books. Firstly, these textbooks claim to be in line with the Curriculum 2013, as stated in the covers of the textbooks. Secondly, the publishers of these textbooks are well-known in Indonesia. Lastly, these textbooks are easy to obtain in online or offline bookstores. Consequently, the researcher is interested in conducting a textbook evaluation entitled "*The Evaluation of English Textbooks for the Eighth Grade Based on Cunningsworth's Theory*". The researcher applied Cunningsworth's theory to evaluate the textbooks because this theory covers all aspects, including external and internal factors of the textbook. Based on the theory, the criteria and the checklist used try to evaluate are aims and approaches, design and organization, language content, skills, topic, methodology, teacher's books, and practical consideration.

In line with the background, the researcher formulated the research problems as follows: (1) How is the appropriateness of the two textbooks used by the eighth grade students of Junior High School based on the criteria of good textbook proposed by Cunningsworth? (2) What are the strengths and the weaknesses of the two textbooks used by the eighth grade students of Junior High School?

Literature Review

Textbook is considered as the most important component which supports in the teaching learning process. It is also one of media addressed to assist teacher and students in delivering or attaining the material. Buckingham (1958:1523) in (Tarigan & Tarigan, 2009) says that textbook is a book which is usually used by teachers as a tool to support teaching and learning processes in schools and university. Similarly, (Cunningsworth, 1995) also concludes that textbook is a resource in achieving aims and objectives that have already been set in terms of learners needs. In short, textbook is a teaching aid which covers some materials and integrated skill in order to attain the learning objective.

Textbook does not only emphasize on the material, but it should also cover some integrated skills. (Banathy, 1986) states that textbooks also become an integral part of teaching learning process comprising the output aspect of an instructional system.

Cunningsworth (1995) identifies a number of roles that textbooks can serve in the curriculum, including providing (a) a syllabus based on pre-determined learning objectives, (b) an effective resource for self-directed learning, (c) an effective medium for the presentation of new material, (d) a source of ideas and activities, (e) a reference source for students, and (f) support for less experienced teachers who need to gain confidence.

Criteria of a Good Textbook

Textbook is one of supporting materials in the teaching learning process in the classroom. Most teachers use it as a teaching aid in the classroom. Textbooks have different focuses, and consequently, textbooks may be different with one another. This is why the teacher should be

selective in choosing a textbook. Textbook is still used as a primary source for the teacher since it serves enough materials and worksheets. It also becomes a guide for the instructional activities in the classrooms. (Bhowmik et al., 2014; Garinger, 2001) points out that textbook can serve different purposes for teachers: as a core resource, as a source of supplemental material, as an inspiration for classroom activities, and even as the curriculum itself.

(Richards, 2001) claims that the sequencing of content in the textbook also needs to be determined. It involves deciding which content is needed early in the book and which provide a basis for things that will be learned later. The sequencing of contents is based on the difficulty level of materials from simple to complex one, the events which occur in real world or a chronology, learner's needs, about prerequisite learning, and spiral sequencing.

Greene and Petty (Tarigan, 1986) explain the criteria of good textbook, they are: (1) The textbook must be interesting and attractive toward the learners, so the learners will be interested in using textbook for study; (2) The textbook must be able to motivate the learners to use it; (3) The content of textbook must be illustrative, being attractive to the learners; (4) The textbook should consider the linguistic aspect so it will be suitable with the learner's ability; (5) The content of textbook must be related to the other branch of science; (6) The textbook must stimulate the personal activity of the learners; (7) The content of textbook must be clear in writing to avoid the learners being confused in using textbook; (8) The book must have a clear point of view; (9) Textbooks must be able provide the balance and emphasize the values to the learners; (10) Textbooks must be able to respect individual differences of each learner.

In conclusion, Greene and Petty assume that a good textbook must fulfill certain criteria. A good textbook should be able to attract and motivate students to learn. Textbook should also Considering the linguistic aspect, providing the balance and emphasizing the values, and having clear point of view are also needed to fulfill the criteria. Furthermore, a textbook should also be able to stimulate the personal activity and respect the differences each student has. Lastly, the content of good textbook also should be illustrative and clear, so it facilitates students to learn.

Textbook Evaluation

Cunningsworth (1995) proposes four criteria for evaluating textbooks, particularly course books: (1) Textbooks should correspond to learners' needs. They should match the aims and objectives of the language learning program; (2) The books should reflect the uses (present or future) that learners will make of the language. Textbooks should be chosen so that they will help equip students to use language effectively for their own purposes; (3) They should take account of students' needs as learners and facilitate their learning processes, without dogmatically imposing a rigid "method"; (4) They should have a clear role as a support for learning. Like teachers, textbooks mediate between the target language and the learner.

Based on the (Cunningsworth, 1995) assumption about criteria for evaluating the textbook, it can be concluded that textbook should meet the aims and teaching learning objectives, assist students' purposes to use the language, facilitate learners, and have explicit roles.

In addition, (Cunningsworth, 1995) also presents some checklist for textbook evaluation and selection. It consists of eight criteria, including aims and approaches, design and organization, language content, skills, topic, methodology, and practical consideration.

Aims and approaches refer to the conformity of the aim of textbook with the aim of teaching programme and the needs of the learners. Furthermore, they also try to get to know whether the textbook is suited to the learning/teaching situation, whether it is comprehensive and is a good resource for students and teachers, and whether it covers most or all of what is needed by the teacher and students. Lastly, aims and approaches try to get an answer whether a textbook is flexible and allows different teaching and learning styles.

Design and organization refer to how the components make up the total course package (e.g. students' books, teachers' books, worksheets, cassettes, etc.), and how the contents are organized and sequenced for learners and teachers. Moreover, they describe about the compatibility of the grading and progression for the learners, recycling and revision whether it allows them to complete the work needed to meet any external syllabus requirements. Besides, reference sections for grammar, the suitability of the material and the layout belongs to this criterion.

Language content refers to the content of the textbook including the main grammar items which are appropriate to each level, taking learners' needs into account, material for vocabulary teaching which is adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning, the structuring and conventions of language use above sentence level, style and appropriateness.

Skills refer to the content of the textbook whether it involves four skills or not, such as the material, reading passages and associated activities, listening material, spoken English material, and writing activities.

Topic refers to how well the topic within the textbook is presented. It includes the sufficient material of genuine interest to learners, variety and range of topic, sophisticated topics in content, social and cultural contexts, the equal portrayal and representation of women with those of men, and references to ethnic origin, occupation, disability, and so on.

Methodology refers to the methodologies are used in the textbook in presenting the learning materials. It includes the approaches used, the appropriateness to the learning or teaching situation, the level of active learner, the techniques that are used for presenting or practicing new language items, how different skills are taught, how the communicative abilities are developed, and the students' responsibility or their own learning.

Teacher's book tells about how teacher's book looks like, such as guidance for the teachers who will be using the textbook, whether the books are comprehensive and supportive or not, whether the textbook covers teaching techniques, whether the writers set out and justify the basic premise and principles underlying the material, and exercises keys.

The last criterion is practical consideration. This criterion talks about the package cost, the appearance of book, and particular equipment which involved within it.

Method

The researcher employed the theories of evaluation research in conducting this study (Ardiyanto & Fajaruddin, 2019; Astuti, Haryanto, & Prihatni, 2018; Darmayanti & Wibowo, 2014; Rahayuningsih, Fajaruddin, & Manggalasari, 2018). According to (Gall, Gall, & Borg, 2003), evaluation research is important to policy makers, program managers, and curriculum developers. This study belongs to evaluation research because it was conducted by evaluating the textbooks. This study's main purpose is to assess the quality of the textbook whether it is appropriate or not with the criteria of a good textbook proposed by Cunningsworth.

The object of this research was two English textbooks for the eighth grade of Junior High School which were claimed to be based on the Curriculum 2013. Those two books were *When English Rings a Bell*, which was published by Ministry of Education and Culture of Indonesia, and *Bright*, whose printing and marketing are handled by Erlangga. *When English Rings a Bell* consists of 13 chapters and 234 pages. It was composed by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah. It was designed for the eighth grade students of Junior High School and developed based on the Curriculum 2013. *Bright* consists of 16 chapters and 204 pages. It was written by Nurzaida and published by Erlangga.

The data of this study were obtained from the analysis of written documents which were presented in the two textbooks. They included the learning objectives, activities, tasks, and

dialogues. Then, they were assessed based on the Cunningsworth's theory. Afterwards, the researcher also attempted to find the strengths and weaknesses of each textbook.

The data for this research were collected through document analysis and interview. In document analysis, the researcher analyzed the data based on the Cunningsworth's checklist. This checklist includes eight categories; they are aims and approaches, design and organization, language content, skills, topic, methodology, teacher's books, and practical considerations. For the first step, the researcher checked the compatibility two of English textbooks by fulfilling Cunningsworth's checklist. Secondly, the researcher brought the books and the same checklist to an expert and requested her to fill the checklist. Expert judgment was needed here in order to support the data and find the appropriateness of the textbooks used in this research. The selected expert was an English teacher who had substantial amount of experiences in teaching English at Junior High School. Then, the researcher elaborated the data and gave the conclusion. Later, interview was conducted in order to support the researcher's findings in evaluating the two textbooks based on the Cunningsworth theory. Furthermore, the strengths and the weaknesses of each textbook were also obtained from expert' interview.

The researcher used the following procedure by (Miles, Huberman, & Saldaña, 2014). It consists of data condensation, data displays, and drawing and verifying conclusion. These steps are explored below.

Data Condensation

(Miles et al., 2014) state that data condensation refers to the process of selecting, focusing, simplifying, abstracting or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcript, documents, and other empirical materials. They also point out that data condensation is a part of analysis where the researcher decides which data chunks to code and which to pull out or which category labels best summarize a number of chunks, and which evolving story to tell are all analytic choices. In this step, the researcher selected the two textbooks and classified the data based on the Cunningsworth's theory.

Data Display

Data display is deciding on the rows and columns of a matrix for qualitative data and deciding which data, in which form, should be entered in the cell are analytic activities (Miles et al., 2014). The researcher selected some activities, tasks, pictures, dialogues, as evidence whether the content of the textbooks were appropriate or not with Cunningsworth's criteria of good textbook.

Drawing and Verifying Conclusions

Conclusions are also verified as the analyst proceeds (Miles et al., 2014). After doing data condensation and display, the researcher gave conclusions to describe the result of the observation on the appropriateness of two textbooks with Cunningsworth's criteria. Additionally, the conclusion also described the strengths and weaknesses of each textbook. Furthermore, the researcher used Cunningsworth theory to fulfill the criteria of good textbook. Each criterion has different subcriteria that should be fulfilled in order to know the compatibility of the textbooks with the criteria proposed by (Cunningsworth, 1995).

In analyzing aims and approaches, the researcher evaluated the textbook by comparing the learning objectives of the textbook with the KD (basic competencies) used and decided whether they are compatible or not. In addition, approaches could be evaluated by observing the content of the textbook. It could be seen from the activities provided whether they cover what are needed by the teacher and students.

Design and organization were analyzed by finding out the components making up the total course package, content organization, content sequenced, grading and progression,

recycling and revisions, reference for sections grammar, and the layout. They were obtained in the content of the textbooks.

Language content was analyzed by evaluating the appropriateness of core grammars for each level, vocabulary sections, structuring and conventions of language use, style and appropriateness. These were found within the content of the textbooks. Skills were analyzed by evaluating the activities in the textbook which consisted of material for reading, listening, speaking, and writing. Topic was analyzed by evaluating the content of the textbooks which considered variety and range of topics, attractive topics, social cultural contexts, and people and group representations in the textbooks. Topic is presented in the opening of each chapter. Meanwhile social cultural and people or group representation are seen in the activity within the textbook. It may represent pictures and texts in which social cultural and people are involved.

Methodology was analyzed by looking for the approaches taken by the textbook, techniques used for presenting new language, level and strategies of active learner in learning and communicative abilities development in the textbooks. Teacher's book was analyzed by evaluating the content of teacher's book itself. Several criteria were examined in terms the existence of supporting material, teaching techniques, the basic premise and principle the material, and answer keys. The last criterion was practical consideration. It was analyzed by explaining the whole package cost, textbook appearance, and the particular equipment involved.

Findings and Discussion

The Appropriateness of Two Textbooks Based on Cunningsworth's Theory

Finding of this research is displayed in the form of tables which display an analysis based on the eight criteria of Cunningsworth's theory. Finding was gained based on the researchers' analysis and the elaboration of an expert judgment which supported this research. The two textbooks studied are *WERB (When English Rings a Bell When English Rings a Bell)*, and *B (Bright)*. The Table 1 indicate the appropriateness of two textbooks based on Cunningsworth's theory:

Table 1. Findings of Two Textbooks Based on Cunningsworth's Theory

Criteria	WERB	Bright
Aims and Approaches	Partly suitable	Suitable
Design and Organization	Partly suitable	Suitable
Language Content	Partly suitable	Suitable
Skills	Partly suitable	Suitable
Topic	Partly suitable	Suitable
Methodology	Partly suitable	Suitable
Teachers' Books	Suitable	Not suitable
Practical Consideration	Suitable	Suitable

Regarding the Table 1, aims and approaches of *WERB* are partly suitable. The learning objectives in the textbook and KD are deemed suitable. It also suits to the teaching learning situation which enables students to perform well in their practices and communicative competence. However, it does not cover all what is needed by teacher and students, because learning material is not covered yet thoroughly. It needs supporting material from other references or textbooks.

Meanwhile, *Bright's* learning objectives match with the teaching program. It can be seen from the appropriateness between KD and learning objectives within the textbook. It is considered a success in delivering the material. *Bright* also suits the teaching learning situation which enables students to practice and in their communicative competence. This textbook can be a good resource for the teacher and student in language learning. Different teaching and

learning styles are also allowed to be applied when using this book. Students who prefer auditory, visual, and kinesthetic learning style are fulfilled by activities provided. So, it can be said that this textbook is flexible.

Design and organization objectives in *WERB* book are not fully achieved. The total course package components include teacher's book and student's book. The content is organized according to topics. Each chapter has a different topic and learning material. The content is sequenced based on complexity which has various activities although they look monotonous. Recycling and revisions are also available in this textbook. Unfortunately, reference for sections grammar and listening are not provided. Consequently, the students need more references beside this book. Some of the materials are also suitable for individual study, because it requires students to work independently. The layout is clear enough and attractive with colorful pictures.

In design and organization criterion, the total course package components of *Bright* encompass student's book, worksheet, and audio digital in Google Play. The content is organized according to topics. This book can also integrate four skills well. Each chapter contains four skills in various activities. References for grammar, vocabulary, and listening sections are provided. Besides, the layout is clear which consists of pictures display and clear instructions. So it facilitates teacher and students to find the learning material.

In language content, *WERB* is partly suitable in this criterion. The main grammar is taught implicitly. It is put in texts without any explanation in detail. Vocabulary and pronunciation works cannot be found in this textbook. However, the language style matches to social situation. For instance in chapter three, students are taught about how to invite someone, give instruction, and ask for permissions. The language style is surely matched with the social situations which are used in daily life.

Bright meets five sub criteria of language content. It covers main grammar items which are appropriate with each level. It is intended for the eighth grade students set up in syllabus. Moreover, grammar items are presented in *You Should Know* section. Meanwhile, structuring and conventions of language use are also seen in several chapters. The language style is also matched to the social situations. It is observable in several expressions which use common expressions. An example of the language style is in giving compliments which explains the expression used are "*Excellent!, Well done!, Good job!*", and *Congratulations*".

Skill criteria in *WERB* are not fully covered. Four skills are not successfully presented. Writing activity cannot develop student's skill in writing, because the chance for the students to write is limited. Besides, there is no adequate listening section, such as by listening to the authentic record accompanied by background information, questions, and activities. Listening skill is only sharpened by listening to the teacher's voice or presentation. Meanwhile, integrated skills work is not really applied well. The tendency of a good skill application is only on speaking skill, and the book has inadequate reading and writing activities. It even neglects listening section. In term of spoken material, it is designed to equip learners for real-life interactions with simple interactions, such as the use of expressions for asking and giving opinion, giving instruction, and asking for permission. The applications of these materials can be very handy for the students in their daily life. Meanwhile, writing activities have guidance which can assist students to write, such by providing topic and model. This activity allows student to write where a model is given and the students produce something similar.

Four skills are covered by some provided activities in *Bright*. Each chapter is always integrated with the four skills. They include listening which integrates with reading and writing, and reading integrates with writing and speaking. Furthermore, listening material is supported by utilizing the digital tool through QR codes. The spoken English material is well designed. Each chapter has activities involving speaking skill, such as dialogue and role plays. These activities also relate to real-life interactions with the common expressions. Writing activities, both guided writing and free writing, are sufficient in terms of amount of guidance or control.

WERB shows interesting topics in relation with daily life interactions. However, it is sufficient enough to expand and enrich students' experiences due to limited material. Meanwhile, the topics are sophisticated enough in content, because it relates to daily life. This textbook serves a social and cultural context well. Local social cultural is dominantly presented in terms of location (in Indonesia), social mores (handshaking, doing flag ceremony), age group (children, teenagers and adults), and ethnic (local ethnic in Indonesia). Additionally, women and men are portrayed and represented equally without distinction among them. They can be observed in the pictures which mix figures of woman and man.

Topic in *Bright* also has a range of topic, showing a different and unrepeated topic each chapter. Two examples of this are topic of chapter 1, which is Excuse Me, and chapter 2, which tells about Good Job. *Bright* can help develop students' awareness and enrich their experiences by giving materials related to their daily lives. The topics are sophisticated enough in content, because almost students are familiar with the topic given. Accordingly, this book portrays local and foreign social cultural contexts in terms of location (Indonesia and abroad), social mores (handshaking, giving help, asking for permission) age group (children, teenagers, and adults), and ethnic (local and foreign). Meanwhile, women and men are portrayed equally in several cases, such as in dialogue and mixed picture. In term of group representation, this book decently references local ethnic (Indonesia and abroad), social class (low, middle, and high class), age group (children, teenagers, and adults), and occupation (teacher, dancer, chef).

Methodology used in *WERB* is inductive approach. Meanwhile, communicating is an emphasis level which is expected by *WERB* book. Mostly activities involve speaking skill. The techniques are used for presenting new language items in term of text. Different skills are taught in each chapter. Each chapter fails to cover four skills properly. The integrated skills only focus on speaking and writing. Meanwhile, listening and reading section are not covered completely.

Methodology used in *Bright* is deductive approach. Students being active in four skills are the main expectations, and these expectations are achieved through activities which integrate all four skills. Techniques used for presenting or practicing new language items are dialogue, table of examples, and picture. This book helps students much on study skills and learning strategies. It provides more explanation and clear instructions for students.

The teacher's book is only available in *WERB*. It gives better guidance for the teacher. The teacher's book presents how to deliver the material based on the provided activities in the textbook, what approaches should be used, and what teacher should say at the beginning and during the lesson, such as greeting students. *WERB* teacher's book has a crucial role. It provides sufficient guidance for the teacher in teaching preparation and represents guidance in opening, playing role, observing, asking, associating, collecting information, and reflecting. Additionally, *WERB* also sets out and justifies the basic premise and principle by evoking basic competence, main material, and social function, structure of text, language element, and topic. Lastly, this book also presents answer keys to questions each task provides.

The last criterion is practical consideration. The price of *WERB* is not really expensive and it represents good value for money. The textbook is strong and long-lasting, because the cover and paper are thicker. Moreover, many bookstores sell this book, offline or online store. Electronic book version of *WERB* can also be freely downloaded easily.

The price of *Bright* is quite expensive rather than *WERB*. The cover and paper are thick, so it will be strong and long-lasting. This textbook has an attractive appearance with the colorful picture on the book cover. This textbook can be obtained easily in online or offline bookstore.

The Strengths and the Weaknesses of *WERB* and *Bright*

Based on the analysis, the researcher found some strengths and weaknesses of each textbook. Here are the results of strengths and weaknesses of the three textbooks: *WERB* has strengths and the weaknesses. The strengths found in this textbook are as follows: (1) It is

attractive with colorful picture. They are clearly printed; (2) The learning material is easy to learn because it involves simple activities. Some examples are provided as guidance before activities; (3) The topics are various. All chapters have variously different topics which can make students are challenged and interested to learn; (4) Social and cultural contexts are presented well. Indonesian social cultural is dominantly presented.

In addition, it also has weaknesses, they are as follows: (1) Four skills are not covered; (2) There is no listening section; (3) There is no authentic language; (4) There is no vocabulary and grammar section. Pictures tend to look childish, so they do not attract students at all. It is not suitable with the age of learners who are teenagers.

Meanwhile, *Bright* also has its strengths and weaknesses. The strengths are described below: (1) The learning material is easy to learn. It gives clear instructions and explanation; (2) It provides enormous activities in each chapter. Consequently, it will not make students get bored during their learning; (3) It covers four English skills in integrated activities. Each chapter almost covers integrated four skills; (4) The topics are various. Each chapter has a different topic than another; (5) Social and cultural contexts are presented well, combining local and foreign social cultural situations; (6) Digital media are involved, such as mobile phone, which facilitate student in listening activity. The media are accessible by scanning the barcode in the textbook; (7) It allows reflection for students at the end of learning phase.

The weaknesses found in *Bright* book are shown as the following: (1) The content of textbook is not colourful. It is printed in black, white and blue. Therefore, it will not attract students; (2) Indonesian social and culture contexts are rarely met compared to those of the foreign; (3) It has limited vocabulary and pronunciation.

Conclusion

Based on the research findings and discussion, the conclusion of the research is: First, *WERB* does not entirely fulfill the eight criteria of a good textbook by Cunningsworth thoroughly. The criteria are fulfilled in *WERB* are topic, teacher's book, and practical consideration. Meanwhile, other criteria are not met. *Bright*, on the other hand, lives up to most of the criteria proposed by Cunningsworth. It covers aims and approach, design and organization, language content, skills, topic, methodology and practical consideration. Hence, for teacher's book criterion, it fails as the *Bright* teacher's book is not available. Second, *WERB* has strength in terms of appearance, topics, activities, and social and cultural context. This book is attractive due to colourful picture within. It provides many activities and various topics in each chapter. Meanwhile, social and cultural contexts are presented well which refers to Indonesia culture. Moreover, *Bright* has strength in terms of topic, activities, social and cultural context, and media. This book present various topics and activities with integrate four skills. Social and cultural context are presented well which combines between local and foreign. Furthermore, digital media is involved in supporting teaching learning process. However, these textbooks also have weaknesses. Firstly, *WERB* cannot cover four skills in the content of textbook. Listening should be paid attention. Besides, there is no authentic reference which can assist them in their learning. Additionally, there is no vocabulary and grammar section. Secondly, *Bright* has weaknesses in terms of appearance, cost, and social and cultural contexts. It does not provide colorful pictures. So, it is not attractive in appearance. Its price is more expensive rather than *WERB*. Moreover, it also emphasizes on foreign culture rather than local.

References

- Ardiyanto, H., & Fajaruddin, S. (2019). Tinjauan atas artikel penelitian dan pengembangan pendidikan di Jurnal Keolahragaan. *Jurnal Keolahragaan*, 7(1), 83–93. <https://doi.org/10.21831/JK.V7I1.26394>

- Astuti, D. A., Haryanto, S., & Prihatni, Y. (2018). Evaluasi implementasi kurikulum 2013. *Wiyata Dharma: Jurnal Penelitian Dan Evaluasi Pendidikan*, 6(1), 7–14. <https://doi.org/10.30738/WIYATA DHARMA.V6I1.3353>
- Banathy, B. H. (1986). Instructional system design. In *Instructional Technology: Foundations*. Foundations.
- Bhowmik, S. K., Nolasco, R., Arthur, L., Rowland, L., Barrs, K., Charalambous, C. Y., ... Quarterly, T. (2014). Textbook evaluation and ELT management: A south Korean case study. *Asian EFL journal. ELT Journal*. <https://doi.org/10.1017/CBO9781107415324.004>
- Cunningsworth, A. (1995). *Choosing your coursebook*. Heinemann Oxford.
- Darmayanti, S. E., & Wibowo, U. B. (2014). Evaluasi program pendidikan karakter di sekolah dasar Kabupaten Kulon Progo. *Jurnal Prima Edukasia*, 2(2), 223–234. <https://doi.org/10.21831/jpe.v2i2.2721>
- Gall, M., Gall, J. P., & Borg, W. R. D. (2003). *Educational research: An introduction* (7th ed.). Boston: Pearson Education Inc.
- Garinger, D. (2001). Textbook evaluation. *TEFL Web Journal*, 1(1).
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. Los Angeles: Sage.
- Mukundan, J., Nimehchisalem, V., & Hajimohammadi, R. (2011). Developing an English language textbook evaluation checklist: A focus group study. *International Journal of Humanities and Social Science*, 1(12). Retrieved from http://www.ijhssnet.com/journals/Vol_1_No_12_September_2011/14.pdf
- Poerbowarni, E. (2019). Patterns of teacher-students interaction based on the textbook “When English Rings A Bell” for seventh grade: A classroom discourse study. *Journal of English Language and Pedagogy*, 1(2). <https://doi.org/10.36597/JELP.V1I2.4120>
- Rahayuningsih, R. S., Fajaruddin, S., & Manggalasari, L. C. (2018). The implementation of total quality management in vocational high schools. *Psychology, Evaluation, and Technology in Educational Research*, 1(1), 31–40. <https://doi.org/10.33292/petier.v1i1.20>
- Richards, J. C. (2001). *Curriculum development in language teaching*. <https://doi.org/10.1017/cbo9780511667220>
- Tarigan, H. G. (1986). *Telaah buku teks bahasa Indonesia*. Bandung: Angkasa.
- Tarigan, H. G., & Tarigan, D. (2009). *Telaah buku teks bahasa Indonesia*. Bandung: Angkasa.
- Wachidah, S., Gunawan, A., Diyantari, & Khatimah, Y. R. (2017). *Bahasa Inggris, When English Rings a Bell: Buku guru SMP/MTs KELAS VIII*. Jakarta: Kementrian Pendidikan dan Kebudayaan Republik Indonesia.
- Zaida, N. (2016). *Bright: An English course for junior high school students 2*. Jakarta: Erlangga.