



**THE ANALYSIS OF THE TEXTBOOK: “*WHEN ENGLISH RINGS A BELL*”  
BASED ON BRIAN TOMLINSON’S (2011)  
PRINCIPLES OF MATERIALS DEVELOPMENT  
FOR LANGUAGE TEACHING**

**THESIS**

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**ENGLISH EDUCATION STUDY PROGRAM  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF JEMBER**

**2017**



**The Analysis of The Textbook: “*When English Rings A Bell*“ Based on Brian Tomlinson’s (2011) Principles of Materials Development for Language Teaching**

**THESIS**

Presented as One of the Requirements to Obtain the Degree of S1 of the English Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University

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DEDICATION

This thesis honorably dedicated to:

1. *My beloved father Suprayitno, my beloved mother TitikMindayani, my beloved grandmother Djuwariyah and my beloved grandfather Sudarman who always pray and supports me all this time. Thank you for the affectionate love, sincere prayers and everything. Thank you for being by my side and giving me strength in any situation.*
2. *My lovely sister DwiKartikaLugasTari and KeyshaAleaAftriza who always gives me supports, advices and everything that I need*
3. *AnasMa'rufAnnizar, S.Pd who always gives me supports and strength to finish my thesis*
4. *For my lovely friends that I cannot mention one by one. Thank you so much for your help, kindness, support, and motivation. I am grateful to have you all.*

**MOTTO**

*Do not be afraid to change. You may lose something good in your life but you  
may gain something better*

*Magic is something you make*



**CONSULTANT'S APPROVAL**

**The Analysis of the Textbook: “When English Rings A Bell” Based  
on Brian Tomlinson’s (2011) Principles of Materials Development  
for Language Teaching**

**THESIS**

Presented as One of the Requirements to Obtain S1 Degree in English  
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I certify that this thesis is original and authentic work by author myself. All materials incorporated from secondary sources has been fully acknowledge and referenced.

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## SUMMARY

**The Analysis of the Textbook: “When English Rings a Bell” Based on Brian Tomlinson’s (2011) Principles of Materials Development for Language Teaching, Jember; Eka Putri Pratiwi; 130210401013; 2017; 103 pages; English Language Education Study Program, Language and Art Education Department, Faculty of Teacher Training and Education, Jember University.**

This study had purposes to investigate the English textbook “When English Rings a Bell” for the eighth grade students for Junior High School based on Brian Tomlinson’s (2011) principles. This study was expected to the teachers to identify and choose the English textbooks that appropriate learning materials to be used in the classroom based on Tomlinson’s (2011) principles before they use the book as the source for teaching materials in the classroom. Then, for the other researchers can do the next study and evaluation of the students’ book to fulfill a good textbook. Furthermore, this study is expected to give some knowledge about appropriate learning materials to be used in teaching and learning process in the classroom.

The type of this study was pre use evaluation because it is prepared to be used in teaching and learning process in the classroom. The design of this study was content analysis. Document analysis method and interview the teachers were applied to collect the data from the English textbook “When English Rings a Bell” for the eighth grade students. The participant in this study was teacher who uses the English textbook “When English Rings a Bell” for eighth grade students. The data were taken based on the syllabus in this semester and mostly the structures in the textbook are homogeny. The structures in the textbook are observing, questioning, collecting information, associating and communicating. Those structures based on scientific approach in 2013 curriculum. The data were analyzed qualitatively by employing Tomlinson’s (2011) principles. Then, the study was in five steps, covering reading materials, identifying, analyzing, classifying the aspects and concluding the finding.

The result of the analysis showed that the materials in the English textbook “When English Rings a Bell” for the eighth grade students meet the principles of Tomlinson (2011) including (1) materials should expose learners to language in



authentic use, (2) materials should provide learners with opportunities to use, (3) materials should take account that learners differ in learning style (4) materials should take in account that the learners differ in affective attitudes, and (5) materials should provide opportunities for outcome feedback on the effectiveness of the language use of the language for further language outcome.

From this study, there was one thing that could be concluded. The materials in the English textbook “When English Rings a Bell” for the eighth grade students meet five principles of Tomlinson (2011). In each principle consists of 4 material components including language ability, learning task, method, and evaluation. All of the materials in the chapter VIII in English textbook “When English Rings a Bell” require the principles of Tomlinson (2011) and material components. In the other hand, in the chapter does not provide a cassette to support listening practice in the classroom because of the problem the teachers should seek the materials from other sources.

The results of the discussion showed that all of the materials in the chapters are suitable to be used in teaching and learning process in the classroom because the materials are appropriate to be used as a reference in teaching and learning process in the classroom. Each chapter consists of 4 materials component; there are language ability, learning task, method, and evaluation.

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I fully realize that this thesis would not be finished without the people who kindly gave me a great deal of support, motivation and suggestion. I would like to express my deepest appreciation and sincerest thanks to the following people:

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Finally, I expect that this thesis would be useful and beneficial not only for me but also for the readers. However, I do realize that it is still far from being perfect. Any constructive critics and suggestions will be fully appreciated

Jember, 26 July 2017

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## CHAPTER I

### INTRODUCTION

This chapter presents some aspects underlining the topics of the study. It belongs to research background, research problem, and research significance.

#### 1.1 Research Background

The English teaching and learning process cannot be separated from the English Language Teaching (ELT) textbooks, because it is used in the curriculum. National Council of Educational Research (2006) proposes “Curriculum is perhaps, best thought of as that set of planned activities which are designed to implement a particular aim- set of such aims- in terms of content of what is to be taught and the knowledge, skills, and attitudes which are to be deliberately fostered, together with statements of criteria for selection of content, and choices in methods, materials and evaluation”. So, it means that curriculum has an important role to support the teaching activities in education and it is also used as references.

In Indonesia, textbook has an important role in the national education system. The newest curriculum is 2013 curriculum. It is applied in Indonesia. It is very different from previous curriculum. In 2013 curriculum, the competences are called Core competence and Basic Competence. In the previous curriculum or 2006 curriculum, the competences are called Standard Competence and Basic Competence. Then, it also applies different approach, such as scientific approach.

Then, to give a response about policy or 2013 curriculum, the government through the Ministry of Education and Culture of Indonesia (MECI) has already made some provisions in the form of regulations for designing, using, and evaluating textbooks. An English textbook entitled “When English Rings a Bell” is used for Junior High School Eighth Grade. It has two kinds of textbook, concerning textbook for students and teachers as the main source to support the new curriculum. It was published in 2014 for the first edition.



According to Azizifar and Baghelani (2014), there are some reasons for textbook evaluation. The first is the requirement to adapt new textbooks. The second is to recognize the strengths and weaknesses in the textbook. The third is textbook evaluation is very useful for teachers' development and professional growth. In addition, teachers need to be able to evaluate, adapt, and establish materials so that it would be appropriate for their particular book.

There are four reasons why textbook is always used in teaching and learning process. First, it is to find and are commercially provided. Second, it provides a guide or road map for the learners that offer expected behaviors that they have to perform (Crawford in Richards and Renandya, 2002). Fourth, it helps teachers prepare the lesson. Last, it also becomes a flexible syllabus for teaching and learning process based on students' need. Tomlinson (1998:2) proposes that materials are something that should be considered to aid language learning. It means that textbook can help the teacher in teaching and learning process. So, the teachers have to be able to select and analyze the contents of textbook properly. Textbook can be divided to be two categories, textbook which is published by government and other publishers.

In Indonesia, there is an agency that organizes about a decent textbook and unworthy to be published. The name of the institution is BSNP (Badan Standard Nasional Pendidikan). This book is distributed for free to all schools in Indonesia that have already applied 2013 curriculum and also available in the website of Ministry of Education and Culture for free download. This textbook is published in 2014. So, the textbook can be used for all junior high school in Indonesia. Therefore, the use of this book is widespread; it makes the teacher have to see inside the material of textbook in order to take more control over its use.

There are various kinds of commercial English textbooks available in the public stores. The teachers should select most suitable one for their students. The selection of the textbook determines the quality of the materials which is delivered to the students. To know the quality of the textbooks, the teachers should be able to analyze the materials contained in the textbook.



Based on the explanation above, the researcher is interested in analyzing textbook entitled “When English Rings a Bell” for eighth grade student for junior high school published by Ministry of Education and Culture of Indonesia (MECI) in 2014 as a source for analyzing the textbook based on Tomlinson’s principles of material development for language teaching. The researcher chooses the textbook as a subject of a research because of some reasons. First, mostly an English teacher uses this book as a reference in teaching and learning process. Second, this book is based on the 2013 curriculum. 2013 curriculum is the newest program, so the government tries to adapt a book based on the curriculum with the students’ need in education. Third, there is still no study about the textbook based on Tomlinson’s principles (2011) especially in the textbook “When English Rings a Bell”. Therefore, the researcher was interested to conduct a research entitled “The analysis textbook: “When English Rings a Bell” based on Tomlinson’s (2011) principles of materials development for language teaching.

### **1.2 Research Problem**

Based on the background of the study above, the problem is formulated as follows: Does the textbook “When English Rings a Bell” meet the principles of Brian Tomlinson to be appropriate learning materials?

### **1.3 Research Significance**

The results of this study are expected to be beneficial for English teachers and other researchers. English teachers can identify and choose textbooks that meet principles of Tomlinson (2011) before they use them as the source for teaching materials in the classroom. Then, the result of this study can give some inspirations for other researchers to do the next study and evaluation of the students’ book to fulfill the criteria of a good textbook. Then, the study is expected to give some knowledge and how to evaluate textbooks by using criteria of good textbook.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

This chapter presents about the explanation of textbook, the role of textbook, the principle of Tomlinson (2011), curriculum, and the instructional material. The points are described respectively in the following parts.

#### 2.1 Theoretical Framework

##### 2.1.1 Principles of Material Development

One of the important things to construct materials is flexible framework to help them produce effective materials for target learners. According to Tomlinson (2008), there are main principles of language acquisition in developing materials and some of principles for materials development which derive from them, covering a pre-requisite for language acquisition which are that the learners are exposed to a rich, meaningful, and comprehensible input of language in use. Language learners who achieve positive affective are much more likely to achieve communicative competence than those who do not. Then, second language learners can benefit from using those mental resources which they typically utilize when acquiring and using their first language. Next, Language learners can benefit from noticing salient features of the input. Last, Learners need opportunities to use language to try to achieve communicative purposes.

##### 2.1.2 Tomlinson's Principles (2011)

Based on Brian Tomlinson's principles, materials have some characteristics that they are appropriate to be used in teaching and learning process. Tomlinson (2011) proposes that there are sixteen criteria to fulfill good instructional materials. These are the following criteria:

1. *Materials should achieve impact.*

This means that the materials should have interesting presentation and content to achieve the target of learners. Then, materials should have big obvious impact

on learners' curiosity, interest and attention are attracted. Materials can achieve impact through:

- a. Novelty (for example extraordinary topics, illustrations and activities),
- b. Variety (take some materials with different activities and different types of sources)
- c. Attractive presentation (For example, use of attractive colors and use of photographs. It makes the learners to feel interest with the material)
- d. Appealing content (For example, the material should use local references, interesting topic to the target learners).

(Adopted from Tomlinson,1998)

In order to gain impact, the researcher should give choices, such as texts, topics, and activities. For example, when the teacher provides the materials related with animals or fruits without using media or real pictures, the situation in the classroom is different. Sometimes the learners do not know the animals or fruits that the teacher talks about. Because the teacher can make the learners feel enthusiastic to follow the learning activities by giving some pictures, real pictures or authentic materials can be used.

## 2. *Materials should help learners feel at ease.*

This means that the materials should have text and illustration which can make the learners feel comfortable, relaxed and being supportive. Materials can help learners feel at ease when the materials have lots of white space, texts and illustration which are related with their culture, and "voice" is relaxed and supportive. It means that the materials can provide listening text, exercises by using a song. Then, white space refers to the canvas space left in between different elements of the design. It is used to make the design more interesting, but the principle is not something that the reader does not want to focus. In addition, material should provide lots of different activities on the same page. The purpose is to make the learners more understand and know very well with the materials. The learners can understand very well, if the materials provide some exercises to measure the understanding related with it.

3. *Materials should help learners to develop confidence.*

This means that the materials should make learners feel successful and support the learners to improve their skills. Then, Tomlinson (1998) proposes that the learners can feel relax and self confident, if they want and would like to think that the materials is easy and they enjoy with the course. Self-confidence is a natural personality trait. The learners who have self-confidence tend to speak more and know how to get their point across. In addition, self-confidence can be taught by using some teaching strategies. Teachers can help the students to feel confident. Then, encourage the learners to do than they did before. For example the student got score “B” on science test, and the teacher should be able to encourage the student to get score “A” this time. It is important for learners to complete against themselves not their classmates. In addition, sometimes the teacher cannot control their emotion in the classroom, for example the students cannot say certain words correctly and the teacher wants to interrupt the students and correct them. That is not a good way to establish their self-confidence. So, the teacher should avoid this way.

4. *What is being taught should be perceived by learners as relevant and useful?*

This means that materials should be relevant and useful to be used in teaching and learning process. Sometimes, the English teacher can easily get the materials that have relation with the topics and tasks. However, the teachers should be careful in choosing the material so that the materials are useful to use in teaching and learning process. In ESP materials, the teaching points are relevant and useful by relating them to know learner interests and to real-life tasks which the learners need to perform in the target language or situation.

5. *Material should require and facilitate learners' self-investment.*

This seems that the learners profit most if they invest interest, effort, and attention in learning activity. It is possible and extremely useful for textbooks to provide the learner self-investment. According to Tomlinson (1998:11) one of the most profitable ways of doing this is to get the learners interested in a written or spoken text, to help them to analyze a particular linguistic feature of it in order to



make discoveries for themselves, and to get them to respond it globally and effectively. In addition, to get successful in English teaching and learning process due to a large extent to a learners' own personal investment of effort, time and attention to target language. It explains that English teaching and learning process is more useful when the learners can find the concept of their learning by themselves and have their own investment of effort, time and attention in their learning activities before coming to the class. Then, material can help the learners to gain this by providing them with choices of focus and activity, by giving topic control.

6. *Learners must be ready to acquire the points being taught.*

According to Krashen (1985) in Tomlinson, each learner learns from the new input that they are ready to learn. It needs variation features not previously taught. Then, materials should be developed so teachers can easily do initial and ongoing assessment. The purpose is to ensure that the learners have gained sufficient mastery over the developmental features of the previous stage before teaching a new one. For example, in writing activities, the teacher provides two sample essays about the same issue. By comparing those essays with guidance from the teacher, the students are asked to analyze and evaluate both of them. Then, they give their opinion. The teacher can copy what the learners do in the class so that they can use it in the feedback process. Then, Kennedy (1973:76) states that it is also important that the learners is always in charge in their product, we can never completely control what the learner does to select and organize, whatever the input. Each learner has different style thinking and different ways to explore what they want to do.

7. *Materials should expose learners to language in authentic use.*

A lot of teaching materials provide authentic input through some instructions, advices, and activities, spoken and written texts in the materials. It can be done through the advice the materials give, the instruction for their activities, the spoken and written text, and the learners can interview the teacher and listen the radio. Authentic materials refer to the use in teaching of texts, magazines, video

selection, photographs and other resources. It has positive effect for learners, because it is interesting and motivating. It also provides some cultural information about the target culture and exposure to real language. The characteristics of good materials are not only thought by the teacher, but it should be able to motivate the learners.

8. *The learners' attention should be drawn to linguistic features of the input.*

In this principle, the learners should focus on linguistics features that which are needed to make a generalization related with the function of the language features based on the main materials.

9. *Materials should provide learners with opportunities to use.*

This means that the learners have to practice their language to communicate with someone in real life not in the classroom that controlled by the teacher. Communicative is important thing to measure their ability in language use. The communicative interaction can be in the form of information or opinion gap activities, post-listening and post-reading activities, and creative writing and creative speaking activities. Furthermore, the learners should be given opportunities to use language for communicative rather than to practice it in certain situations that controlled by the teacher and materials. Furthermore, communicative interaction can provide opportunities for picking up language from the new input generated as well as opportunities for learner output to become an informative source of input (Sharwood-Smith, 1961). For example, ask the learners to write something may be their experience or a story based on their imagination. The teacher can ask the learners to make a drama. Drama can help the learners to improve their speaking skill.

10. *Materials should take into account that the positive effects of instruction are usually delayed.*

This means that learners who want to learn language cannot an instantaneous process but a gradual one. So, this is the important way to give frequent and sample exposure in communicative use. This textbook provides the language features material after the writing material. It means that students are asked to

produce language first and then study the features later. The features are also not recycled; each feature is studied once on every chapter.

*11. Materials should take in account that learners differ in learning style.*

This means that the materials should provide a variety of activities and support all learning activities. Every learner has different style in learning process, for example learners prefer experiential learning more likely to achieve some information from reading a story with a predominant grammatical feature (for example reported speech). So, based on the explanation above should fulfill all of learning styles. There are some styles to be fulfilled in language learning material, such as visual learners (for example, the learners prefer to notice the language written down) , auditory learners (for example, the learners prefer to hear the language), kinesthetic learners (for example, the learners prefer to do something physical such as following instruction), experiential learners (for example, the learners prefer to use the language and focus on communication although they do not know about the correct sentence), analytic learners (the learners focus on discrete bits of language and learn them one by one), global learners (for example, the learners feel happy to give some responses to whole chunks of language at the time), dependent learners (for example, the learners prefer to learn from their teachers and from a book) and independent learners (for example, the learners feel happy when they learn from their own experience).

*12. Materials should take in account that the learners differ in affective attitudes.*

Ideally language learners should have strong and consistent motivation, because it can determine the success or failure in student's learning. Then, learning without motivation, it is so difficult to succeed. Actually, the ideal learners do not exist. Obviously there are no materials developer can fulfill all of these affective variables, but this is the important thing to someone who is writing learning materials to be aware of the inevitable attitudinal differences of the reader or users toward the materials. There are some ways to distinguish the users' attitudinal, such as providing some choices with different types of activities, providing some



information extras to someone or learners who has high motivation and active, researching for the diverse interests of the target learners.

*13. Materials should permit a silent period at the beginning of instruction.*

This means that the materials should not force learners to speak until they are ready, but they should not force silence either. Communication in second language makes the learners cannot explore the language like their first language.

*14. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.*

This means that this principle can stimulate the learners to learn the same lesson involving different cerebral processes and different states of consciousness in many different part of the brain.

*15. Materials should not rely too much on controlled practice which means they should focus on language use.*

This means that the materials should focus on language use. Actually, the purpose of this principle to state it is still controversial to say that controlled practice activities are valuable. There is statement that the most spontaneous performance is attained by dint of practice (Sharwood-Smith, 1981) and automaticity is achieved through practice (Bialystok, 1988) have no evidence.

*16. Materials should provide opportunities for outcome feedback, especially feedback on the effectiveness of use of language rather than accuracy of language.*

This means that the materials should focus on the effectiveness of the outcome rather than accuracy of the output. Then, the learners who are successful to achieve a particular communicative purpose will get positive feedback on the effectiveness of the language use of the language for further language outcome.

## **2.2 Conceptual Review**

### **2.2.1 Instructional Material**

In teaching and learning process, materials are important things to espouse the language instruction. According to Richards (2001: 251), instructional materials are a key component in most language programs. Then, Tomlinson (1998:2) proposes that the purpose of the materials is to help the learners to increase their knowledge to experience language use. Instructional materials are tools that can be used in educational course or lesson. Every teacher needs some references and sources to gain a successful in teaching and learning process in the classroom.

### **2.2.2 Textbook**

Textbook is a book that someone uses to get some information, to guide someone in teaching and learning process or a particular subject. According to Richard (2001:252) there are two materials covering created materials and authentic materials. Created materials are materials that designed for pedagogical purposes belonging textbooks, worksheets, CD-rooms, grammar books, dictionaries and etc. Then, authentic materials are not specifically designed for educational purposes. It belongs to newspapers, food packages and magazines.

This study focuses on analyzing textbook “When English Rings a Bell” for eighth grade students for junior high school (Wachidah and Gunawan, 2014) first edition in 2014. To avoid a broader discussion and to make this research manageable, the researcher limits the study only on Chapter VIII in the textbook by using five out of sixteen principles because the rest of principles should observe directly in the classroom. Then, in this study the researcher only focus on the textbook not the application the English textbook in the classroom.

### **2.2.3 Tomlinson’s Principles**

There are 16 principles to measure, to know and to analyze that the book is good or not as synthesized from the criteria of Tomlinson (2011). There are 16 principles based on Tomlinson (2011), but in this case the researcher uses 6 principles. The ten principles have to observe in the classroom directly to know

that the textbook meet the principles of Tomlinson or not. Then, there are some suggested aspects based on Tomlinson's principles included authentic use (in principle 1), opportunities (in principle 2), learners differ in learning style (principle 3), learners differ in affective attitudes (principle 4), language use (principle 5) and feedback (principle 6)

In this research, authentic use in Tomlinson's principles deal with whether the English textbook "When English Rings a bell" in chapter 8 provide materials come from other sources covering internet or newspaper or magazine which can support the materials in teaching and learning process. Then, opportunities provide exercises and tasks. Then, learners differ in learning style deals with different activities in teaching and learning process covering individual, group work, and question and asking. Next, learners differ in affective attitudes. It is a way of thinking and it shapes how someone relates to the world both in work and outside of work. Furthermore, language use deals with natural language with the situation in the environment. It also provides language features. Last, feedback deals with overviews or summaries. The function is used to know and to measure their understanding related the topic in that chapter.

#### **2.2.4 The Advantages of Using Textbook**

Textbooks may not reflect students' needs. Textbooks are often published to sell in global markets, so the authors create the content without reflecting learners' interest and need to be adapted to suit with their environment. Then, it also distorts content. Due to the making of textbooks which must be accepted all over the world, some issues might be distorted to present the idealized concept of the world and not represent the real issue.

(Adopted Richards, 2001:254-255)

#### **2.2.5 The Disadvantages of Using Textbooks**

Richards (2010:2) proposes that there are some negative effects in using textbooks, such as they may not reflect students' needs. Each textbook is often published to sell in global markets, so researchers create the content without

reflecting learners' interest and needs which need to be adapted to suit with their environment. Textbooks may distort content. Due to the making of textbooks which must be accepted all over the world, some issues might be distorted to present the idealized concept of the world and not represent the real issue. Sometimes, textbooks may contain inauthentic language, because it can present the old fashioned or inauthentic language such as words, dialogs, or text which is especially written to suit the teaching method, but they are not representing the real use of language in daily life or in modern times.

### **2.2.6 Material Evaluation**

Material evaluation is an educational necessity because it shows how textbook can be improved. According to Tomlinson (2013:22) "Materials evaluation is a procedure that involves measuring the value (or potential value) of a set of learning materials. It involves making judgments about the effect of materials on the people using them". Nunan (1998) proposes that, materials are an essential element within the curriculum and do more than simply lubricate the wheels of learning. According to Tomlinson (1998) material evaluation refers to measure the value of materials. The learners will be able to use materials, if the learners do not get the difficulty and enjoy the experience.

There are three types of materials evaluation, covering evaluation can be done before textbooks are used, while they are being used and after they have been used. The first is pre-use evaluation which is about making predictions for users. The evaluation is written in a review form for specific target users. The evaluator looks through the textbooks to obtain general information. The second is whilst-evaluation; it is an evaluation while using the textbook. It is more reliable and objective than the pre-use evaluation as it is a measurement more than a prediction. The last is post-use evaluation; it is the most valuable because it can measure the effects on users after using textbooks and the evaluators can provide suitable supplement materials and a replacement of more proper materials.

In this study, the researcher focuses on the first step such as pre use evaluation. Pre-use evaluation involves making prediction about the potential value of materials for the users. According to Tomlinson (2013:13) there are two stages in pre use evaluation. The first is a flicking through stage, checking topic



choices, attractiveness, visuals, etc. Then, it is an evaluation of a small number of materials and involves a checklist which makes the evaluation criteria explicit, the checklist has to be up to date and local, actually there are many published checklist but they are general and contradict the evaluation aim.

### **2.3 Review of Previous Study**

The findings of the research are important to support this research as references. The descriptive research conducted by Prasojo (2014) entitled "*The Analysis of English Textbook Pathway to English Used in the First Grade of Senior High School Based on 2013 Curriculum*". It analyzed the textbook whether it is compatible with the 2013 curriculum or not. The result showed that 1) the English textbook of "Pathway to English" compatible with the 2013 curriculum as every single KI and KD successfully implemented in the textbook. 2) The materials provided in the textbook completely developed, as all the suggested English language skills exercises of writing, speaking, reading and listening materials in the 2013 curriculum are implemented. 3) The feasibility of content and presentation has mostly met the standard of an English textbook in delivering curriculum 2013. Based on the finding, the researcher suggested that both English teachers and educational institutions should concern and pay attention with the content of the textbook, not only compatibility with the current curriculum, but also the compatible with students' needs.

In this case, the researcher chooses that previous study as reference to conduct the study because of some reasons. First, the previous study analyzes textbook based on 2013 curriculum. So, the result of this study can be compared with the previous study, because the researcher uses the textbook based on 2013 curriculum too. Even though, those book based on 2013 curriculum but the results are different because it is written by different researchers and published by different publisher. Pathway is published by Erlangga while When English Rings a Bell is published by Ministry Education and Culture of Indonesia (MECI). Every researcher and publisher has different style to write their idea, for example when the researcher and publisher make an exercise and an activity to apply in the classroom. Second, the researcher gives a suggestion English teachers and

educational institutions should concern and pay attention with the content of the textbook, not only compatibility with the current curriculum, but also the compatible with students' needs. In this study, the researcher chooses Tomlinson's principles as reference to be used in analyzing and evaluating the textbook because those principles have some criteria to carry good material development and students' need. Third, the researcher analyzes the textbook "Pathway to English" based on the 2013 curriculum while the researcher analyzes the textbook "When English Rings a Bell" based on Tomlinson's principles. So, the results of this study can be compared with the results of the previous study



## CHAPTER III

### RESEARCH METHOD

In this chapter, the researcher focused on the research method which is used in this study. The purpose of research method is to give a direction how the research is conducted.

#### 3.1 Research Design

The researcher used content analysis as design in this study. Wallen and Fraenkel (2001) propose that content analysis is an analysis of the written and visual contents of document. Marshall and Rossman (2006) proposes “The raw material for content analysis may be any form of communication, usually written materials (textbooks, novels, newspaper, e-mail message); other forms of communication- music, pictures, or political speeches- may also be included”. Then, Hancock (2002:21) states “Content analysis is a procedure for the categorization of verbal or behavioral data for purposes of classification, summarization and tabulation”. It means that content analysis method is used to take a conclusion based on the data. So, it can be concluded that content analysis is a research technique that can be used to relate words and concepts within various forms of data.

The procedures in content analysis as stated by Chelimsky (1989:8) are:

1. Deciding to use content analysis
2. Determining what material should be included in content analysis
3. Selecting units of analysis
4. Developing coding categories
5. Coding the material
6. Analyzing and interpreting the result

Based on the procedure above, the researcher used the following procedures:

1. The researcher determined to use content analysis in this study



2. Looking for the data from BSNP (Badan Standar Nasional Pendidikan) and curriculum 2013 about English teaching in the first and second grade of junior high school, that can be used to determine the analysis of the content materials covered whether it is compatible with the curriculum.
3. Then, when the researcher was doing KKMT in SMP Negeri 3 Jember, the researcher found that the school is using the textbook “When English Rings a Bell” in teaching and learning process. That book applied curriculum 2013 in the content materials.
4. Next, the researcher established to take the textbook “When English Rings a Bell” for seventh and eighth grade students as the data that published by MECI analyzed it.
5. Interpreting the data that gained from the process of evaluation of the textbook “When English Rings a Bell” for seventh and eighth grade students by using the principles of Tomlinson (2011)
6. Drawing a conclusion. It is an activity to formulate the data based on the data analysis result. Conclusion is presented in descriptive form of study object.

### **3.2 Research context**

The context of this research is much concerned with the English textbook chapter VIII “When English Rings a Bell” for eighth grade students published in the (First edition) 2014 by Ministry Education and Culture of Indonesia (MECI). There are two kinds of book covering students’ book and teachers’ book but in this study the researcher focused on the students’ book. The writers of this book are Siti Wachidah and Asep Gunawan and edited by Emi Emilia and RadenSafrina. The English textbook consists of 12 chapters.

In this textbook, each unit has different lesson, theme, depend on the difficulties of the materials. The data in this English textbook is taken based on syllabus in this semester and the structures of the materials in the English textbook are homogeny. The structures are based on scientific approach in 2013 curriculum covering observing, questioning, collecting information, associating and communicating.

This is the reason why the researcher chose 1 chapter of those chapters. First, the researcher chosen the chapter based on the syllabus in this semester. Second, mostly the structure in the textbook is homogeny. For example in chapter I, there are some activities such as observing and questioning, collecting information, associating, communicating. In all of chapters, in observing and questioning give some review about the material in the chapter, the teacher gives an instruction to read the text and repeat after the teacher. Then, all of the chapters apply the activities based on 2013 curriculum. Then, the researcher analyzed and evaluated two English textbooks because the researcher wanted to strengthen the result of the analysis. So, based on those reasons the researcher chooses one the chapter in each English textbook. There are chapters V in the first book and chapter VIII in the second book.

### **3.3 Participants**

There was one teacher who uses the English textbook “When English Rings a Bell” for eighth grade students joining in this study as the participant. The teacher is a teacher in SMP Negeri 3 Jember. The teacher is teaching at eighth grade students by using English textbook “When English Rings a Bell”.

### **3.4 Data Collection Method**

The data for analysis are collected from “When English Rings a Bell” published in 2014 by MECI. The method which is used in collecting data is document analysis and interview. Document analysis refers to method of collecting data by gathering and analyzing documents, while document is communicable materials, such as video, audio, and text, which is used to explain some attributes of an object, systems, or procedures. Document is a note about past event or phenomenon; it can be form of writing, picture or monumental work of someone. Sugiyono (2013:329) states that document is a complement for the use f observation and interview method in qualitative research. In this study, the researcher used documentation as the data to analyze and evaluate the textbook “When English Rings a Bell” meet the principles of Tomlinson of good material development. Then, the researcher used interview to support the data. The

researcher asked two teachers who use English textbook “When English Rings a Bell” for seventh grade students and eighth grade students. The teachers gave the comment based on the materials in chapter 8.

The textbook “When English Rings a Bell” for seventh grade students has 8 chapters and the English textbook “When English Rings a Bell” for eighth grade students has 12 chapters. In this study, the researcher determined to study 1 of all chapters as the sample for the whole. There is some reason why the researcher chooses 1 chapter of 12 chapters. First, the researcher chooses the chapter based on the syllabus in this semester. Second, mostly the structure in the textbook is homogeny. For example in chapter I, there are some activities such as observing and questioning, collecting information, associating, communicating. Those chapters in two English textbooks,, in observing and questioning part give some review about the material in the chapter, the teacher gives an instruction to read the text and repeat after the teacher. Then, all of the chapters apply the activities based on 2013 curriculum. So, based on those reasons the researcher chooses one the chapter, it is chapter VIII from English textbook “When English Rings a Bell” for seventh grade students and eighth grade students.

### **3.5 Data Analysis Method**

The procedure of data analysis is as follows: (1) Read the textbook “When English Rings a Bell” published in 2014 (First Edition) by MECI for grade VII and VIII of Junior High School. (2) After reading those textbook, the researcher identified the textbook based on Tomlinson’s principles. (3) Analyzing the data based the Tomlinson’s principles to find out how many items of the categories met the requirement of good material development (4) then, classify the aspects based on the Tomlinson’s principles (5) Conclude the finding. The information will be tabulated according to the classification of criteria based on principles. The first column is used for the title of book chapter. The second column is used for the materials component. The third column is used suggested aspects based on Tomlinson’s principles (2011) to analyze and evaluate the textbook. The next columns are used to give a score and the researcher gives some criteria to give the

comment about the materials in the English textbook, it is applicable or not applicable.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the research. The conclusion is derived from the result of the analysis in the previous chapter and the suggestions are addressed to English teachers and other researcher. The conclusion and the suggestions are presented as follows:

#### 5.1 Conclusion

Based on the discussion of data analysis in the previous chapter, the conclusion can be drawn that the depth data analysis using Tomlinson's six principles as the tool of measurement yielded from suggested aspects applicable in English textbook "When English Rings a Bell" for seventh and eighth grade students. In chapter eight are five principles that compatible with Tomlinson's principles, materials should expose learners to language in authentic use, materials should provide learners with opportunities to use, materials should take account that learners differ in learning style, materials should take in account that the learners differ in affective attitudes and materials should provide opportunities for outcome feedback, especially feedback on the effectiveness of the language use for further language outcome. The English textbook "When English Rings a Bell" is very suitable to be used by seventh and eighth grade students for junior high school because all of materials fulfill the criteria of Tomlinson's principles, and it also based on students' need and level.

In order to improve the quality of teaching results for the teacher, it is built based on experiences and knowledge on many aspects in teaching. The matched textbook with curriculum, the appropriateness of textbook, and the materials in the textbook implemented in the classroom and many other ways to improve the quality of teaching and learning process are in teacher hands. Then, it also applied the student centered teaching method which is the main concern in 2013 curriculum. It exposes students to be an active learner all the time. Then, the teachers can use the textbook as a reference to teach in the classroom for seventh and eighth grade students, yet it needed a lot of improvements particularly in



terms of listening task because the materials do not provide a cassette to improve listening skill.

## 5.2 Suggestions

Related to the topic which has been discussed in this study, the researcher would like to present some suggestions are given to the English teacher and further researcher:

### 5.2.1 The English Teacher

The teachers should need to seek out the compatibility of the English textbook with the curriculum. The English teacher should provide audio material to help the students to improve all of their abilities especially listening skill. The teachers should have contribution to evaluate materials on the English textbook before using the textbook. So, the learners will be more interested in teaching and learning process and be able to understand the material.

### 5.2.2 For the Other Researchers in English Education Department

Then, for the next researchers who are interested in analyzing and evaluating textbook, they can analyze other terms in the same English textbooks or other textbook by using other principles based on Tomlinson's principles (2011), because in this study the researcher analyzed the English textbook by using five principles.

This is the link to find those English textbook;

<https://drive.google.com/file/d/0B08C4WiimKyfZy1oODJ6ZHpoeUU/view>

[http://www.salamedukasi.com/2014/08/download-buku-kurikulum-2013-smp-kelas\\_12.html](http://www.salamedukasi.com/2014/08/download-buku-kurikulum-2013-smp-kelas_12.html)



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APPENDIX 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	DATA SOURCES	RESEARCH METHOD
THE ANALYSIS OF THE TEXTBOOK: “ <i>WHEN ENGLISH RINGS A BELL</i> ” BASED ON BRIAN TOMLINSON (2011) MATERIALS DEVELOPMENT FOR LANGUAGE TEACHING	1. Does the textbook “When English Rings a Bell” fulfill the principles of Brian Tomlinson (2011)?	- Dependent The Analysis of Textbook - Independent Tomlinson’s (2011) principles	When English Rings A Bell for seventh and eighth grade students	<ol style="list-style-type: none"> <li>1. <b>Research design :</b> Qualitative Design</li> <li>2. <b>Type of data :</b> Document Data</li> <li>3. <b>Data Collection Method :</b>Documentation</li> <li>4. <b>Data Analysis Method :</b> - Descriptive method using Brian Tomlinson’ (2011) principles</li> </ol>



APPENDIX 2

Table 4.1.1 The Perception of the teacher who use the English textbook “When English Rings a Bell” based on Tomlinson’s principles

Textbook	Suggested Aspects	Material Component	Teacher’s Comment in Table	
			A	NA
Chapter V English textbook “When English Rings a Bell” for seventh grade students	Authentic (PM.1)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	
	Opportunities (PM.2)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	
	Learning Style (PM.3)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	
	Affective Attitudes (PM.4)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	

		Method	✓	
		Evaluation	✓	
	Feedback (PM5)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	

Textbook	Suggested Aspects	Material Component	Teacher's Comment in Table	
			A	NA
Chapter VIII English textbook "When English Rings a Bell" for eighth grade students	Authentic (PM.1)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	
	Opportunities (PM.2)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	

	Learning Style (PM.3)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	
	Affective Attitudes (PM.4)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	
	Feedback (PM5)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	

**Table 4.1.2 The Perception of the researcher about the English textbook “When English Rings a Bell” based on Tomlinson’s principles**

Textbook	Suggested Aspects	Material Component	Teacher’s Comment in Table	
			A	NA
Chapter V English textbook “When English Rings a Bell” for seventh grade students	Authentic (PM.1)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	
	Opportunities (PM.2)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	
	Learning Style (PM.3)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	
	Affective Attitudes	Language Skill (Listening, Speaking, Raeding, Writing)	✓	

	(PM.4)	Learning Task	✓	
		Method	✓	
		Evaluation	✓	
	Feedback (PM5)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	

Textbook	Suggested Aspects	Material Component	Teacher's Comment in Table	
			A	NA
Chapter VIII English textbook "When English Rings a Bell" for eighth grade students	Authentic (PM.1)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	
	Opportunities (PM.2)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	



	Learning Style (PM.3)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	
	Affective Attitudes (PM.4)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	
	Feedback (PM5)	Language Skill (Listening, Speaking, Raeding, Writing)	✓	
		Learning Task	✓	
		Method	✓	
		Evaluation	✓	

**Note:**

**PM 1: Principle Material 1**

**PM 2: Principle Material 2**

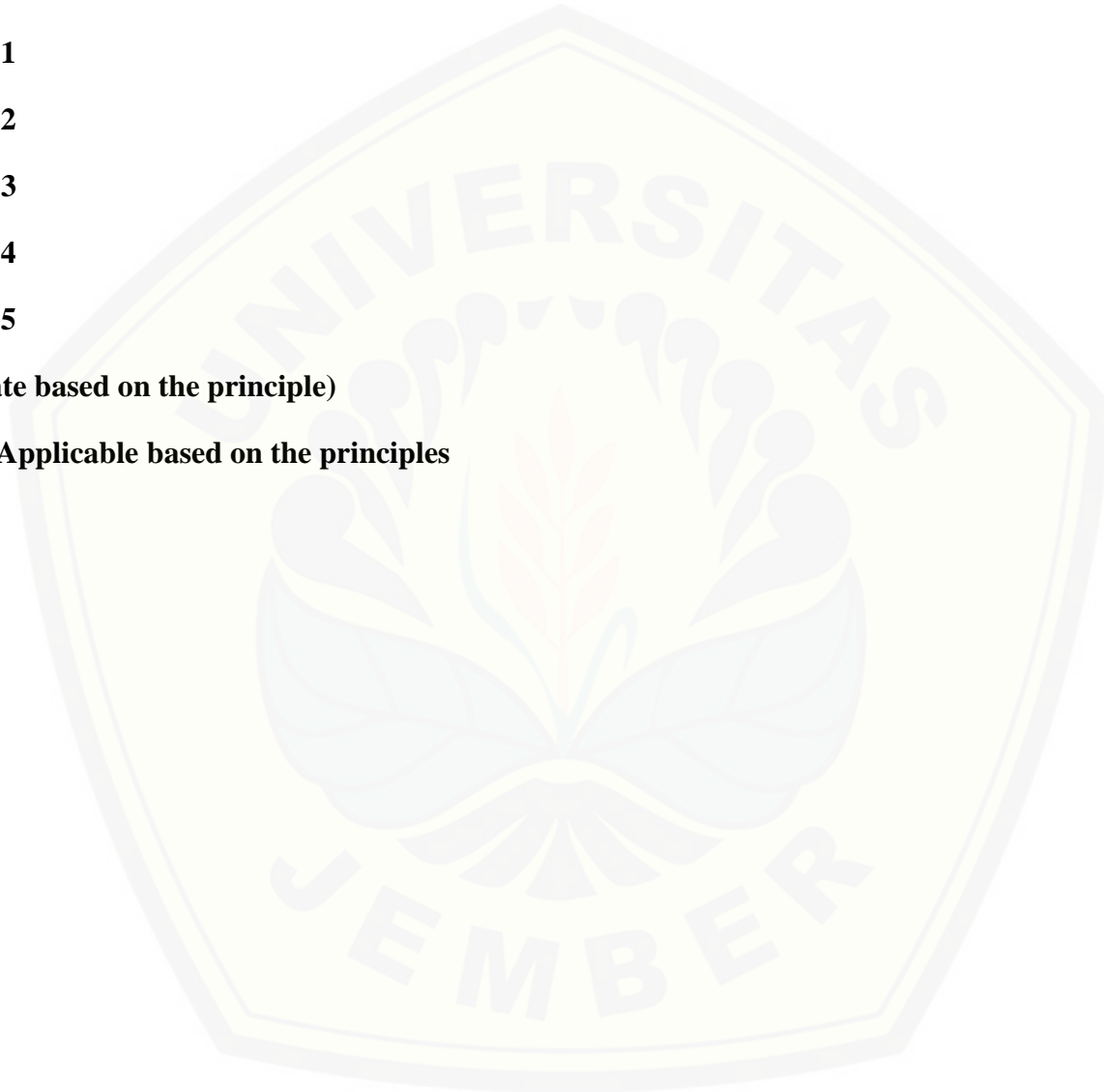
**PM 3: Principle Material 3**

**PM 4: Principle Material 4**

**PM 5: Principle Material 5**

**A: Applicable (Appropriate based on the principle)**

**NA: Not Applicable (Not Applicable based on the principles)**



**4.1.3 The comments of teachers who use English textbook “When English Rings a Bell” based on Tomlinson’s principles**

Textbook	Suggested Aspects	Teacher’s Comment
Chapter V in English textbook “When English Rings a Bell” for seventh grade students	Authentic (PM.1)	The text is appropriate for the students. It is also authentic, because it takes situation and condition from the environment and the text is made from its authors
	Opportunities (PM.2)	The students get opportunities to explore their ability through the exercise given
	Learning Style (PM.3)	The materials provide difference activities covering group work and individual.
	Affective Attitudes (PM.4)	The materials give a motivation to the students because it provides some interesting pictures and it has relation with their activities in the real life.
	Feedback (PM.5)	There is a conclusion at the end of the lesson. Students may conclude by their own words.
Chapter VIII in English textbook “When English Rings a Bell” for eighth grade students	Authentic (PM.1)	The reading text is authentic. It is not taken from another sources.
	Opportunities (PM.2)	The materials provide many exercises which can explore the students’ ability such as speaking and writing based on their language’s ability.
	Learning Style (PM.3)	The methods/learning style consist of many aspects that needed by the students in improving their ability.
	Affective Attitudes (PM.4)	The affectives attitudes: courage, diligence, self-confident.
	Feedback (PM.5)	This material provides many exercises that the students can get the information/conclusion/summary from it at the end of the lesson.

## APPENDIX 3

### PART A. The Example of the First Principle in “When English Rings a Bell for Eighth Grade Students

The material on chapter VIII page 148

The material on chapter VIII page 149



Associating

Use the table to list the things that the students like and do not like about the people and the things they are describing. The first one has been done for you. First, copy the example. Work with your group. If you have any problems, go to me.



What Siti likes and does not like about her school:

THINGS SHE LIKES	THINGS SHE DOES NOT LIKE
- The teachers are smart.	The school yard is very small.
- It has good books and magazines in the school library.	- There are not many plants, so it is very hot in the afternoon.
- The classrooms are not big but they are clean and tidy.	- The students only have the terrace when they are not in the classrooms.
	- The terrace is very crowded during the break.



Communicating

The students are working on a project to write a text for the wall magazine. The teacher is helping them. Read what these students say. The map will help you to understand what they mean. Repeat after me to say the sentences correctly and clearly.



<http://www.encyclopedia.com/Geography/Indonesia.html> diunduh 25 Desember 2013

**PART B. The Example of the Second Principle in “When English Rings a Bell for Eighth Grade Students**

**The material on chapter VIII page 137**



Complete the descriptions of Edo's notebook, Lina's house, the shoes in the big shoe-shop, and the T-shirt Mr. Hidayat wants Mr. Gani to buy him.  
The first one has been done for you. First, copy the example. Work with your group. If you have any problem, go to me.



● 1. Edo's notebook is \_\_\_\_\_ with \_\_\_\_\_. It has \_\_\_\_\_. There is \_\_\_\_\_ on the cover. It is \_\_\_\_\_ with \_\_\_\_\_.

● Edo's notebook is thick, with a blue hard cover. It has a white ribbon separator. There is a sticker on the cover. It is shiny, white and round with a picture of an orange-uter.

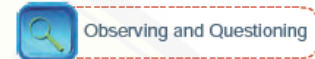
● 2. Lina's house is in \_\_\_\_\_. The roof \_\_\_\_\_ blue. It has no \_\_\_\_\_ It is \_\_\_\_\_ and \_\_\_\_\_. There are two trees \_\_\_\_\_ On of them is \_\_\_\_\_. It is near \_\_\_\_\_. There \_\_\_\_\_ from Tana Toraja hanging \_\_\_\_\_ the front door. It is \_\_\_\_\_ with \_\_\_\_\_. There is a big stone \_\_\_\_\_ the his house.

● Some children often \_\_\_\_\_ and \_\_\_\_\_ there.

● 3. The big shoe-shop near \_\_\_\_\_ sells different models of \_\_\_\_\_ There are different \_\_\_\_\_ of shoes. Some shoes have \_\_\_\_\_ Some shoes \_\_\_\_\_ flowers in the front. Some shoes \_\_\_\_\_ plain. There are also shoes with \_\_\_\_\_ and open \_\_\_\_\_ like sandals. They \_\_\_\_\_ low heels. They \_\_\_\_\_ comfortable.

● 4. Mr. Gani wants a \_\_\_\_\_ T-shirt, \_\_\_\_\_ short sleeves. It is a \_\_\_\_\_ and \_\_\_\_\_ one. He wants one with \_\_\_\_\_ about Ball \_\_\_\_\_

**The material on chapter VIII page 138**



I will lead you to reflect on what you are learning now.



With the table below, you can see that the description of Lina's house consists of (1) states of the objects and (2) activities of the objects. Copy the table in your notebook. Then, do the same to look into the other descriptions.

States of or related to Lina's house

Names of objects	States	
all the houses	look	the same
they	have	the same design, with a blue roof and no fence
they	are	white and grey
there	is	a tree in front of every house
we	have	two trees
one of them	is	a star-fruit tree
it	is	near the small bridge on Jalan Teratal
my house	is	the one with a handicraft from Tana Toraja hanging on the front door
It	is	triangle with beautiful carving
there	is	a big stone in front of my house

Activities related to Lina's house

Names of objects	Activities	
I	live	in a housing complex
we	cannot see	it when the door is open
some children	sit and play	there



## The material on chapter VIII page 145



What make the girls and the boys love their father/mother/English teacher/aunt/cat?  
The first one has been done for you. First, copy the example.  
Work with me. If you have any problems, go to me.



1. Udin is saying that his father is a good man, because ...
  - he loves his family,
  - he does not get angry easily,
  - he talks to his children about many things,
  - he and his mother often go out together to enjoy the evening,
  - he is friendly to the neighbours.
2. Lina is saying that his father is a good man, because ...
  - \_\_\_\_\_
  - \_\_\_\_\_
3. Dayu loves her Mom because ...
  - \_\_\_\_\_
  - \_\_\_\_\_
4. Edo is proud of his English teacher because ...
  - \_\_\_\_\_
  - \_\_\_\_\_
5. Benny thinks that her aunt, Dina, is a good example because ...
  - \_\_\_\_\_
  - \_\_\_\_\_
6. Siti loves his cat, Manis, because ...
  - \_\_\_\_\_
  - \_\_\_\_\_

## The material on chapter VIII page 148



Use the table to list the things that the students like and do not like about the people and the things they are describing.  
The first one has been done for you. First, copy the example.  
Work with your group. If you have any problems, go to me.



What Siti likes and does not like about her school:

THINGS SHE LIKES	THINGS SHE DOES NOT LIKE
- The teachers are smart	The school yard is very small.
- It has good books and magazines in the school library.	- There are not many plants, so it is very hot in the afternoon.
- The classrooms are not big, but they are clean and tidy.	- The students only have the terrace when they are not in the classrooms.
	- The terrace is very crowded during the break.

## The material on chapter VIII page 148



Use the table to list the things that the students like and do not like about the people and the things they are describing. The first one has been done for you. First, copy the example. Work with your group. If you have any problems, go to me.



What Siti likes and does not like about her school:

THINGS SHE LIKES	THINGS SHE DOES NOT LIKE
- The teachers are smart.	The school yard is very small.
- It has good books and magazines in the school library.	- There are not many plants, so it is very hot in the afternoon.
- The classrooms are not big, but they are clean and tidy.	- The students only have the terrace when they are not in the classrooms.
	- The terrace is very crowded during the break.

## The material on chapter VIII page 149



The students are working on a project to write a text for the wall magazine. The teacher is helping them. Read what these students say. The map will help you to understand what they mean. Repeat after me to say the sentences correctly and clearly.



<http://www.everyculture.com/Ge-It/Indonesia.html> dlunduh 25 Desember 2013

## The material on chapter VIII page 150



We are all proud of Indonesia, aren't we?  
Let's describe it together!



Indonesia is a big country. It is between two continents, Asia and Australia, and between two oceans, the Pacific ocean and the Indian Ocean. It is the largest archipelago in the world. There are more than seventeen thousand islands in Indonesia.

We have a lot of islands. The big ones are Papua, Kalimantan, Sumatera, Sulawesi, and Java. Of the five islands, Java is the smallest, but it is the most populated one. We can find people from around Indonesia in Java.

Indonesia is on the equator. It is a tropical country. The sun shines brightly everyday, so it is mostly hot. It has two seasons, the rainy season, and the dry season.



## The material on chapter VIII page 151



There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Banda Sea, the Timor Sea, and many others. We also have many straits, like the Sunda Strait, between Java and Sumatra, the Lombok Strait between Bali and Lombok, and many others.

Indonesia also has many mountains. Many of them are still active and can erupt any time. We call them volcanoes, like Sinabung and Merapi in Sumatra, Merapi in Java, dan Lokon in South Sulawesi. When they erupt they bring out very hot lava from inside the earth.





## The material on chapter VIII page 152

## The material on chapter VIII page 153



The students are proud of Indonesia. These are the features they are proud about this country:

- ✓ the location
- ✓ the size
- ✓ the archipelago
- ✓ the population
- ✓ the islands
- ✓ the waters
- ✓ the mountains and volcanoes
- ✓ the climate

Please find the details of what they say about each feature. The facts about the location has been listed here for you. Examples are given to you. First, copy the example. Work with your group. If you have any problems, go to me.



### The Location

1. It is between two continents, Asia and Australia, and between two oceans, the Pacific Ocean and the Indian Oceans.	Nina
2. Indonesia is on the equator.	Yulus



These students also say good things about our country. Repeat after your teacher to say the sentences correctly and clearly.



The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatoes, onions, garlic, chillies, kangkung and many others.



We also grow many kinds of fruit. We call them local fruits, like guavas, bananas, rambutans, durians, mangoosteens, soursops, papayas, pineapples, and salak. Some people call it a snake fruit. They are all very nice, sweet, and juicy. We eat them fresh. We also make delicious juice of them. We also dry many kinds of fruit to make crackers.



Indonesia is also rich with spices, like pepper, coriander, ginger, clove, cinnamon, turmeric, galanga, lemon grass, bay leave, and so on. We use them to cook very spicy Indonesian foods. People also make nice healthy drinks from them. They are useful for our health.



Many kinds of fish, big and small, live in the Indonesian seas. Most of us eat fish with our meals. We also eat shrimp and different kinds of shellfish. But we don't eat big fish, like dolphins and sharks. We protect them. We also protect our turtles.



Indonesia also raise different kinds of animals for their meat, like cows, goats, pigs. We get beef from the cow, mutton from the goat, and pork from the pig. Some ethnic groups even eat horse meat. Our milk is usually from cows. Of course we also have chickens. They give us meat and eggs.



## The material on chapter VIII page 154



Complete the sentences with what Hetty, Fuji, Silvia, Danu, and Agus are saying.  
One example has been given to you. First, copy the example.  
Work with your group. If you have any problems, go to me



1. Udin is showing her pride of Indonesia's land. This is what she is saying: "The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatoes, onions, garlic, chilies, kangkung and many others."
2. Lina is very proud of Indonesia's local fruits. This is what he is saying: "...."
3. Dayu is talking about Indonesia's spices. This is what he is saying: "...."
4. Siti is proud of Indonesia's sea animals. This is what he is saying: "...."
5. Beni is talking about Indonesia's farm animals. This is what he is saying: "...."

## The material on chapter VIII page 155



The students then put their ideas together on paper. Look at what they have done! The title is "I'm Proud of Indonesia". If you and the other students in your class work together, you can also do a big thing!



### I'm proud of Indonesia

Indonesia is a big country. It is between two continents, Asia and Australia, and between two oceans, the Pacific ocean and the Indian Ocean. It is the largest archipelago in the world. There are more than 17 thousand islands in Indonesia.

There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Banda Sea, the Timor Sea, and many others. We also have many straits, like the Sunda Strait, between Java and Sumatra, the Bali Strait between Bali and Lombok, and many others.

We have a lot of islands. The big ones are Papua, Kalimantan, Sumatera, Sulawesi, and Java. Of the five islands, Java is the smallest, but it is the most populated one. We can find people from around Indonesia. Indonesia also has many mountains. Many of them are still active and can erupt any time. We call them volcanoes, like Sinabung and Merapi in Sumatra, Merapi in Java, dan Lokon in South Sulawesi. When they erupt they bring out very hot lava from inside the earth.

Indonesia is on the equator. It is a tropical country. The sun shines brightly everyday, so it is mostly hot. It has two seasons, the rainy season, and the dry season.

The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatoes, onions, garlic, chillies, kangkung and many others.

We also grow many kinds of fruit. We call them local fruits, like guavas, bananas, rambutans, durians, mangoosteens, soursops, papayas, pineapples, and salak. Some people call it a snake fruit. They are all very nice, sweet, and juicy. We eat them fresh. We also make delicious juice of them. We also dry many kinds of fruit to make crackers.

Indonesia is also rich with spices, like pepper, coriander, ginger, clove, cinnamon, turmeric, galanga, lemon grass, bay leave, and so on. We use them to cook very spicy Indonesian foods. People also make nice healthy drinks from them. They are useful for our health.

Many kinds of fish, big and small, live in the Indonesian seas. Most of us eat fish with our meals. We also eat shrimp and different kinds of shellfish. But we don't eat big fish, like dolphins and sharks. We protect them. We also protect our turtles.

Indonesia also raise different kinds of animals for their meat, like cows, goats, pigs. We get beef from the cow, mutton from the goat, and pork from the pig. Some ethnic groups even eat horse meat. Our milk is usually from cows. Of course we also have chickens. They give us meat and eggs.

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The material on chapter VIII page 156

The material on chapter VIII page 157



Now, describe your school. Work in a group of five. Each one of you should contribute at least five sentences. Then, put the ideas together on paper. Give it a title. Hand-write it on a piece of paper, in your very neat, accurate, and clear hand-writing. Don't miss any information. Make sure your punctuation marks and spelling of the words are correct. You may put pictures or stickers to make it more beautiful. Don't forget to write the names of the authors (you and the other members of the group), at the bottom of the paper! If you have any problems, go to me.



My Journal

In this chapter I learnt about.

\_\_\_\_\_

\_\_\_\_\_

The parts that I enjoyed the most were.

\_\_\_\_\_

\_\_\_\_\_

The difficulties that I had were.

\_\_\_\_\_

\_\_\_\_\_

What I have to do to be better?

\_\_\_\_\_

\_\_\_\_\_

## PART C. The Example of the Third Principle in “When English Rings a Bell for Eighth Grade Students

### a) VISUAL LEARNING STYLE

The material on chapter VIII page 148

The material on chapter VIII page 149



Use the table to list the things that the students like and do not like about the people and the things they are describing. The first one has been done for you. First, copy the example. Work with your group. If you have any problems, go to me.



What Sini likes and does not like about her school:

THINGS SHE LIKES	THINGS SHE DOES NOT LIKE
- The teachers are smart	The school yard is very small.
- It has good books and magazines in the school library.	- There are not many plants, so it is very hot in the afternoon.
- The classrooms are not big but they are clean and tidy.	- The students only have the terrace when they are not in the classrooms.
	- The terrace is very crowded during the break.



The students are working on a project to write a text for the wall magazine. The teacher is helping them. Read what these students say. The map will help you to understand what they mean. Repeat after me to say the sentences correctly and clearly.



<https://www.overculture.com/Ga/Indonesia.html> diakses 26 Desember 2019

## The material on chapter VIII page 152



The students are proud of Indonesia. These are the features they are proud about this country:

- ✓ the location
- ✓ the size
- ✓ the archipelago
- ✓ the population
- ✓ the islands
- ✓ the waters
- ✓ the mountains and volcanoes
- ✓ the climate



Please find the details of what they say about each feature. The facts about the location has been listed here for you. Examples are given to you. First, copy the example. Work with your group. If you have any problems, go to me.

### The Location

1. It is between two continents, Asia and Australia, and between two oceans, the Pacific Ocean and the Indian Oceans.	Nina
2. Indonesia is on the equator.	Yulus

## The material on chapter VIII page 155



The students then put their ideas together on paper. Look at what they have done! The title is "I'm Proud of Indonesia". If you and the other students in your class work together, you can also do a big thing!



### I'm proud of Indonesia

Indonesia is a big country. It is between two continents, Asia and Australia, and between two oceans, the Pacific ocean and the Indian Ocean. It is the largest archipelago in the world. There are more than 17 thousand islands in Indonesia.

There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Banda Sea, the Timor Sea, and many others. We also have many straits, like the Sunda Strait, between Java and Sumatra, the Bali Strait between Bali and Lombok, and many others.

We have a lot of islands. The big ones are Papua, Kalimantan, Sumatera, Sulawesi, and Java. Of the five islands, Java is the smallest, but it is the most populated one. We can find people from around Indonesia. Indonesia also has many mountains. Many of them are still active and can erupt any time. We call them volcanoes, like Sinabung and Merapi in Sumatra, Merapi in Java, dan Lokon in South Sulawesi. When they erupt they bring out very hot lava from inside the earth.

Indonesia is on the equator. It is a tropical country. The sun shines brightly everyday, so it is mostly hot. It has two seasons, the rainy season, and the dry season.

The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatoes, onions, garlic, chilies, kangkung and many others.

We also grow many kinds of fruit. We call them local fruits, like guavas, bananas, rambutans, durians, mangoes, soursofs, papayas, pineapples, and salak. Some people call it a snake fruit. They are all very nice, sweet, and juicy. We eat them fresh. We also make delicious juice of them. We also dry many kinds of fruit to make crackers.

Indonesia is also rich with spices, like pepper, cardamom, ginger, clove, cinnamon, turmeric, galanga, lemon grass, bay leaf, and so on. We use them to cook very spicy Indonesian foods. People also make nice healthy drinks from them. They are useful for our health.

Many kinds of fish, big and small, live in the Indonesian seas. Most of us eat fish with our meals. We also eat shrimp and different kinds of shellfish. But we don't eat big fish, like dolphins and sharks. We protect them. We also protect our turtles.

Indonesia also raise different kinds of animals for their meat, like cows, goats, pigs. We get beef from the cow, mutton from the goat, and pork from the pig. Some ethnic groups even eat horse meat. Our milk is usually from cows. Of course we also have chickens. They give us meat and eggs.

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b) AUDITORY LEARNING

The material on chapter VIII page 133

The material on chapter VIII page 139

Observing and Questioning

Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.



Which one is your house?



Is it easy to find your house?

I think it is. I live in a new housing complex, so all the houses look the same. They have the same design, with a blue roof, and no fence. They are all white and grey. There's a tree in front of every house. But we have two trees. One of them is a star-fruit tree.

Is it near the small bridge on Jalan Teratai?

Yes. My house is the one with a handcraft from Tana Toraja hanging on the front door. It is triangle with beautiful carving.

But when the door is open we cannot see it from the street, can we?

No. You are right. Okay. In front of my house there is also a big stone. Some children often sit and play there.

Ok. I'm sure we'll find it.



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Collecting Information

Play the roles of the speakers in the pictures. Say the speakers' sentences meaningfully, loudly, correctly, and clearly. First, repeat after me.



Beni is describing Simon to make him stand out, so that Udin can find him.

Which one is Simon?

Hallo. I'm in the bus terminal now, but I still cannot find Simon. What is he like?

He's tall. He's got a fair skin.

Many people are tall and have fair skin here. Is he wearing jeans?

No, he's wearing a uniform, black pants and a blue shirt with long sleeves.

I see three people wearing the same uniform.

He's a bit fat and chubby. He's wearing a black hat.

Oh ya, I see him now. He's walking toward me. He's carrying a back pack, isn't he?"

I think so. Ok, see you later.



## The material on chapter VIII page 143



### Collecting Information

These students are saying good things about their objects because they are proud of them or love them. Play the roles of the speakers in the picture. Say the speaker's sentences meaningfully, loudly, correctly, and clearly. First, repeat after me.



My father is a good man. He loves his family. He does not get angry easily. He talks to us, his children, about many things. He and my mum often go out together to enjoy the evening. He is friendly to the neighbours.



My father is friendly, too. He knows almost everybody in the neighbourhood. He always goes to the neighbourhood meetings. He is never absent from the Cleaning Day. He is a good volleyball player. He plays volleyball with our neighbours in the community centre every Saturday.



I love my mum very much. She is an Elementary School teacher. She is very patient. She is never angry. She always smiles and never complains. My mum is my best friend. I can talk to her about everything. Oh ya, she can sing! She has a beautiful voice.



## The material on chapter VIII page 146



### Associating

In the following texts, the students do not only say the good things about their objects. They also criticize them. Play the roles of the speakers in the picture. Say the speakers' sentences correctly and clearly. First, repeat after me.



I'm proud of my school. Our teachers are smart. We have many good books and magazines in our school library. The classrooms are not big, and they are clean and tidy. *But*, the school yard is very small. There are not many plants, so it is very hot in the afternoon. We only have the terrace when we are not in the classrooms. So the terrace is very crowded during the break.



I like my classmates. We are close to each other. We tease each other, but we do not get angry easily. We play together. We study together. *But* I do not like a number of things about them. Some are not discipline. They do not do their work seriously. They litter. So, our classroom is often messy and dirty. They also write bad words on the desks. During the class, they move around and they make a lot of noise.



Pak Bacu is a janitor in our school. He is a hard worker. He sweeps the yard every morning and afternoon. He washes the toilets clean. I like him, because he is friendly, and he knows our names. *But* sometimes he is annoying. He often teases me, and laughs at me in front of my friends. He is sometimes fussy too. He tells us not to litter, again and again. He gets mad when we do not put our rubbish in the rubbishbin.





The material on chapter VIII page 149



The students are working on a project to write a text for the wall magazine. The teacher is helping them. Read what these students say. The map will help you to understand what they mean. Repeat after me to say the sentences correctly and clearly.



<http://www.overyoultura.com/Go-It/Indonesia.html> diunduh 25 Desember 2013

The material on chapter VIII page 153



These students also say good things about our country. Repeat after your teacher to say the sentences correctly and clearly.



The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatos, onions, garlic, chillies, kangkung and many others.



We also grow many kinds of fruit. We call them local fruits, like guavas, bananas, rambutans, durians, mangoosteers, soursops, papayas, pineapples, and salak. Some people call it a snake fruit. They are all very nice, sweet, and juicy. We eat them fresh. We also make delicious juice of them. We also dry many kinds of fruit to make crackers.



Indonesia is also rich with spices, like pepper, coriander, ginger, clove, cinnamon, turmeric, galanga, lemon grass, bay leaves, and so on. We use them to cook very spicy Indonesian foods. People also make nice healthy drinks from them. They are useful for our health.



Many kinds of fish, big and small, live in the Indonesian seas. Most of us eat fish with our meals. We also eat shrimp and different kinds of shellfish. But we don't eat big fish, like dolphins and sharks. We protect them. We also protect our turtles.



Indonesia also raise different kinds of animals for their meat, like cows, goats, pigs. We get beef from the cow, mutton from the goat, and pork from the pig. Some ethnic groups even eat horse meat. Our milk is usually from cows. Of course we also have chickens. They give us meat and eggs.



b) EXPERIENCE LEARNING STYLE

The material on chapter VIII page 149

The material on chapter VIII page 152



The students are working on a project to write a text for the wall magazine. The teacher is helping them. Read what these students say. The map will help you to understand what they mean. Repeat after me to say the sentences correctly and clearly.



<http://www.everyculture.com/Ga-It/Indonesia.html> diunduh 25 Desember 2013



The students are proud of Indonesia. These are the features they are proud about this country:

- ✓ the location
- ✓ the size
- ✓ the archipelago
- ✓ the population
- ✓ the islands
- ✓ the waters
- ✓ the mountains and volcanoes
- ✓ the climate



Please find the details of what they say about each feature. The facts about the location has been listed here for you. Examples are given to you. First, copy the example. Work with your group. If you have any problems, go to me.

The Location

• 1. It is between two continents, Asia and Australia, and between two oceans, the Pacific Ocean and the Indian Oceans.	Nina
• 2. Indonesia is on the equator.	Yulus

The material on chapter VIII page 156



Communicating

Now, describe your school. Work in a group of five. Each one of you should contribute at least five sentences. Then, put the ideas together on paper. Give it a title.

Hand-write it on a piece of paper, in your very neat, accurate, and clearhand-writing. Don't miss any information. Make sure your punctuation marks and spelling of the words are correct.

You may put pictures or stickers to make it more beautiful.

Don't forget to write the names of the authors (you and the other members of the group), at the bottom of the paper!

If you have any problems, go to me.



PART D. The Example of the Fourth Principle in “When English Rings a Bell for Eighth Grade Students

S

The material on chapter VIII page 138-133

The material on chapter VIII page 139-144

 Observing and Questioning

Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.



Which one is your house?



Is it easy to find your house?

I think it is. I live in a new housing complex, so all the houses look the same. They have the same design, with a blue roof, and no fence. They are all white and grey. There's a tree in front of every house. But we have two trees. One of them is a star-fruit tree.

Is it near the small bridge on Jalan Terata?

Yes. My house is the one with a handicraft from Tana Toraja hanging on the front door. It is triangle with beautiful carving.

But when the door is open we cannot see it from the street, can we?

No. You are right. Okay. In front of my house there is also a big stone. Some children often sit and play there.



Ok. I'm sure we'll find it.



 Collecting Information

Play the roles of the speakers in the pictures. Say the speakers' sentences meaningfully, loudly, correctly, and clearly. First, repeat after me.



Beni is describing Simon to make him stand out, so that Udin can find him.



Which one is Simon?

Hallo. I'm in the bus terminal now, but I still cannot find Simon. What is he like?

Many people are tall and have fair skin here. Is he wearing jeans?

He's tall. He's got a fair skin.

I see three people wearing the same uniform.

No, he's wearing a uniform, black pants and a blue shirt with long sleeves.

Oh ya, I see him now. He's walking toward me. He's carrying a back pack, isn't he?

He's a bit fat and chubby. He's wearing a black hat.



I think so. Ok, see you later.





The material on chapter VIII page 145-148

 Associating

What make the girls and the boys love their father/mother/English teacher/aunt/cat?  
The first one has been done for you. First, copy the example. Work with me. If you have any problems, go to me.



1. Udin is saying that his father is a good man, because ...

- he loves his family.
- he does not get angry easily.
- he talks to his children about many things.
- he and his mother often go out together to enjoy the evening.
- he is friendly to the neighbours.

2. Lina is saying that his father is a good man, because ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Dayu loves her Mom because ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Edo is proud of his English teacher because ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Benny thinks that her aunt, Dina, is a good example because ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Sti loves his cat, Manis, because ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The material on chapter VIII page 150-157

Observing and asking questions



We will play the roles of the speakers in the conversations about Edo's notebook.

Here are what we will do. We will work in group. First, we will carefully listen and repeat the conversation after the teacher, sentence by sentence. Second, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Do you see my notebook? I put it on my desk, but it is not there now.

What does it look like?

It's thick. It has a blue hard cover.

Does it have a pink ribbon separator? This one?

No. The ribbon is white. There's a sticker on the cover. It's shiny, white, round with a picture of an orang-utan.

It must be the one over there, on the teacher's desk.

Yes, you're right. Thank you.





## PART E. The Example of the Fifth Principle in “When English Rings a Bell for Eighth Grade Students

The material on chapter VIII page 149



The students are working on a project to write a text for the wall magazine. The teacher is helping them. Read what these students say. The map will help you to understand what they mean. Repeat after me to say the sentences correctly and clearly.



<http://www.averyculture.com/Go-It/Indonesia.html> diunduh 25 Desember 2013

The material on chapter VIII page 152



The students are proud of Indonesia. These are the features they are proud about this country:

- ✓ the location
- ✓ the size
- ✓ the archipelago
- ✓ the population
- ✓ the islands
- ✓ the waters
- ✓ the mountains and volcanoes
- ✓ the climate



Please find the details of what they say about each feature. The facts about the location has been listed here for you. Examples are given to you. First, copy the example. Work with your group. If you have any problems, go to me.

The Location

1. It is between two continents, Asia and Australia, and between two oceans, the Pacific Ocean and the Indian Ocean.	Nina
2. Indonesia is on the equator.	Yulus

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Communicating

Now, describe your school. Work in a group of five. Each one of you should contribute at least five sentences. Then, put the ideas together on paper. Give it a title. Hand-write it on a piece of paper, in your very neat, accurate, and clearhand-writing. Don't miss any information. Make sure your punctuation marks and spelling of the words are correct. You may put pictures or stickers to make it more beautiful. Don't forget to write the names of the authors (you and the other members of the group), at the bottom of the paper! If you have any problems, go to me.

